



We're putting
rural education
on the map.



We are a growing network of high-performing rural school districts using our **defining strengths** to tackle our **biggest challenges**. We are empowering young people to build a future with more opportunity, prosperity, and impact.

Join us.

Matriculation Guide
2021-2022

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We've got you covered.

How to use this resource

This document is an introductory guide for superintendents, principals, academic leaders, and board members of rural school districts in the CEN network. The goal is to:



Get excited.

CEN is where great students and great teachers meet great support and great opportunity. Together, we're going to improve our students' lives and strengthen our communities.



Get started.

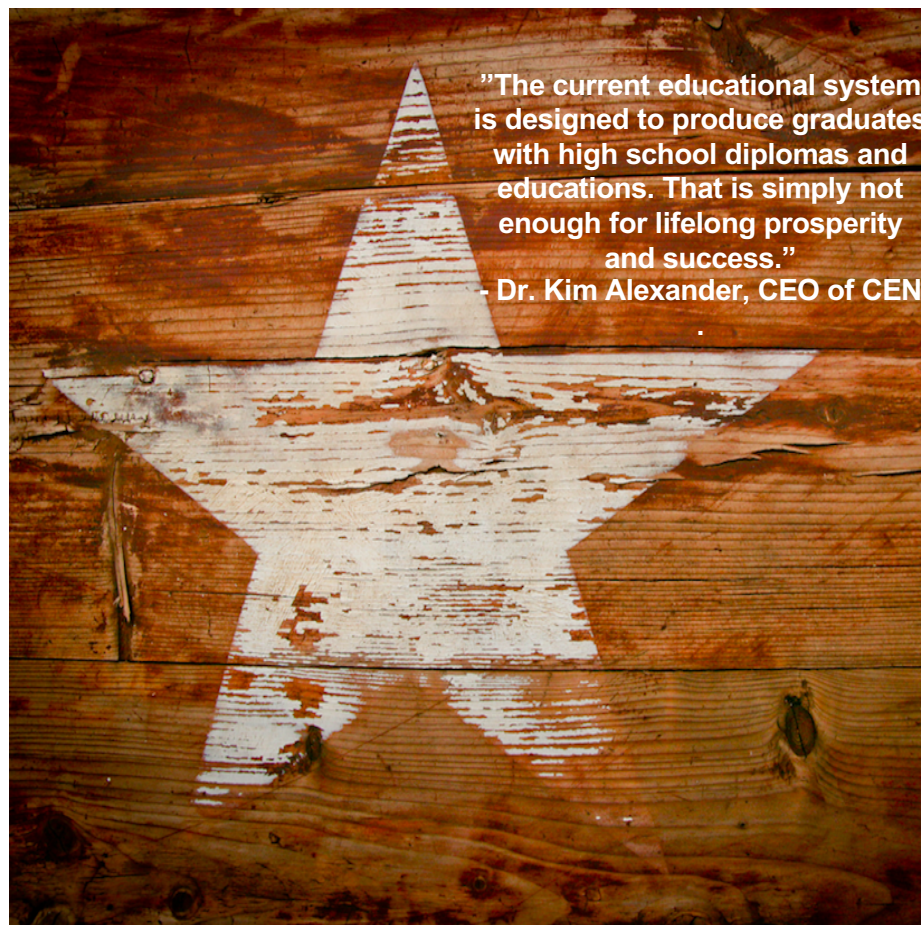
We've included high-level next steps, as well as detailed action items for specific initiatives.

Every district is distinct

We partner directly with network schools to create a custom implementation plan; therefore, this document is not intended to be an exhaustive resource for any one district. We will continue to provide partnership and guidance as we work together in the coming years.

In a Collegiate Edu-Nation Partner District

All Means ALL!





“

The breadth, depth, and purposes of education will constantly be clarified to meet the needs of a fast-changing world.

Briers & Shinn, 2020

INTRODUCTION to CEN

We've got purpose.

This section summarizes what's at stake for rural schools, and how joining the CEN network can help you change your students' lives and strengthen your community.

SECTION CONTENTS

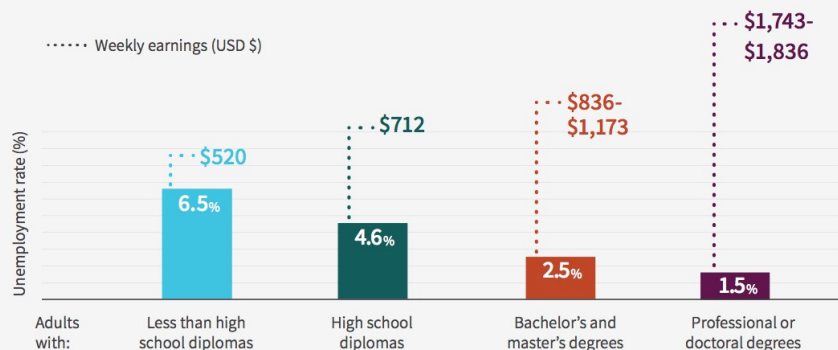
- What's at Stake for Rural Schools >
- Mission, Vision, and Values >
- Aspirations and Expectations >
- Network Benefits >

INTRODUCTION to CEN

We know what's at stake.

A difference of degree

An affordable college degree prepares students for a life of opportunity, choice, and impact — and narrows the rural poverty gap.¹



Preparation for prosperity

Matching the right skills to existing gaps in the workforce creates stability on a personal and economic scale.

MORE THAN

75%

of new jobs will require a postsecondary degree or credential

ONLY 44% OF TEXANS will have them²



Rural matters

Attainment rates and access to new jobs are significantly lower for students from low-income backgrounds and rural communities. However, **for all their unique challenges, rural communities are also uniquely poised to make change**, with relatively small student populations, specialized economies, tight-knit communities, and a culture of strong work ethic.

Rural communities have also seen the impacts of school consolidation on community vitality. Central to the benefits of CEN districts are engaged communities, which attract families to successful school models. Roscoe Collegiate Independent School District (RCISD), the founding district for the CEN model, has seen housing developments and stable enrollment since initiating the CEN model.

Helping rural districts meet state education goals

In 2019, Texas passed school finance bill HB 3, which, among other reforms, creates financial incentives to “reward districts for not only preparing students for post-secondary success, but actually enrolling in postsecondary institutions, completing a credential, and/or enlisting in the military.”³ **CEN can support rural districts as they work to meet these postsecondary attainment goals.**

For more information on the policy context in Texas, including Texas' 60x30 goals, see the [Appendix](#).

References: 1. Litaker, 2017. 2. <https://texas2036.org/education-workforce/>. 3. <https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/house-bill-3-hb-3-implementation-ccmr-outcomes-bonus-allowable-expenses>.



COLLEGE. CAREERS. COMMUNITIES.

CEN understands the unique challenges and defining strengths of rural school districts, and uses a comprehensive approach to make meaningful change.

INTRODUCTION to CEN

We see the future of rural America differently.

Our Vision

Break the cycle of generational poverty by fostering high aspirations for college and career success among rural students, their families, and their communities.

Provide affordable educational access that leads concurrently to 90% of students earning high school diplomas, associate degrees, and industry certifications, 80% earning bachelor's degrees, and 70% of that group earning postgraduate degrees and certifications.

Transform educational best practice and advance rural schools research through impactful professional development.

Our core values

Rural matters.

We believe in the talent and potential of ALL rural students to contribute to the prosperity of their community, country, and world.

Success for all students requires a P20 culture shift.

We believe in an integrated approach that raises aspirations and expectations for all students from the moment they first set foot in a classroom to the day they start high-wage, high-demand careers.

Education must constantly adapt to the changing world.

We're committed to real-world learning and 1:1 support, preparing students for a life of choice and impact.

Education is a lifelong, community effort.

When we harness the connectivity, resourcefulness, and grit of rural America, we develop promising communities through education and career potential.

Education doesn't work in silos.

Through economies of scale, and the connection of passionate educators, we can do more for students as a dynamic network than we can do for them alone.

The CEN Mission...

is to transform public education for all students, by providing affordable access to college-ready, career-ready preparation leading to higher education and industry-recognized certifications and to serve as a state and national resource for such efforts.

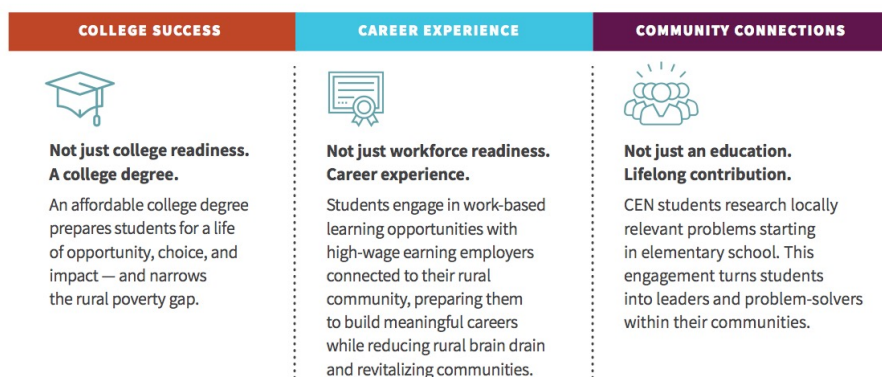


INTRODUCTION to CEN

We've got big dreams.

The CEN Theory of Change

CEN focuses on 3 major components of change, in response to the needs of rural communities.



We are improving students' lives and strengthening our communities

Equality

We are breaking the cycle of generational poverty in rural communities

Economy

We are preparing students to fill workplace gaps, with a focus on STEM training

Education

We are leading innovation from and for rural schools. The CEN network seeks to:

- Transform and extend best practices
- Advance rural school research
- Promote P-20 faculty preparation, reward, and professional development

High aspirations. Clear expectations.

We are raising the bar for college and career success by providing affordable access to rigorous, relevant education.

OF CEN STUDENTS

90%

will complete an associate degree by Grade 12.

will complete a work-based learning experience.

will plan, conduct, and present a high-quality research project.

80%

will complete an bachelor's degree.

will earn a high-demand workforce certificate.

70%

will complete a postgraduate degree or certification.

SO THEY MOVE FORWARD WITH

Higher education → High-wage jobs → High-demand jobs → Low or no college debt

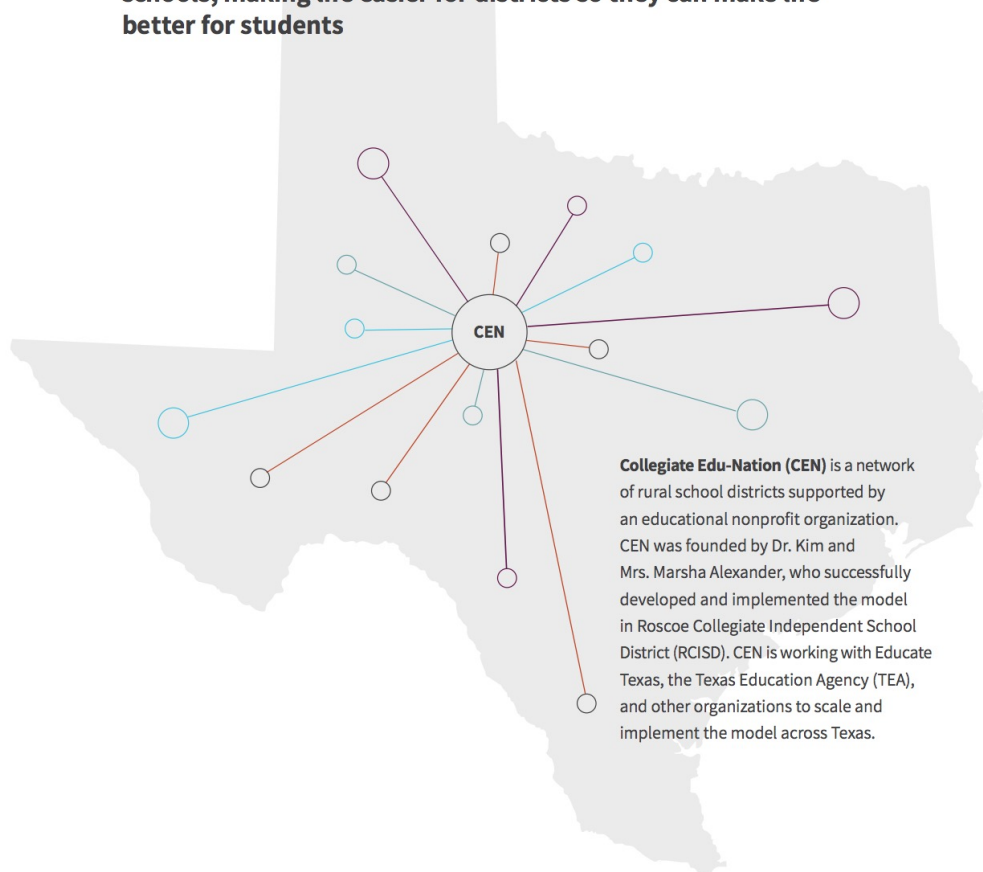


Through CEN, students have the opportunity to earn a bachelor's degree at no cost or low cost to them.

INTRODUCTION to CEN

We're in this together.

CEN provides guidance, support, and solidarity to network schools, making life easier for districts so they can make life better for students



Collegiate Edu-Nation (CEN) is a network of rural school districts supported by an educational nonprofit organization. CEN was founded by Dr. Kim and Mrs. Marsha Alexander, who successfully developed and implemented the model in Roscoe Collegiate Independent School District (RCISD). CEN is working with Educate Texas, the Texas Education Agency (TEA), and other organizations to scale and implement the model across Texas.

Rural goes plural

CEN gives rural districts the opportunity to pool their resources while leaning on the leadership and expertise of the CEN team.



Experience

CEN was founded following the success of the model in RCISD. We understand what rural schools need, and how to harness the defining strengths of rural communities to face educational challenges head on.



Partnership

We work directly with network districts to help implement the CEN model in a way that works for their schools. We provide:

Technical assistance

Best Practices

Professional development and instructional coaching

Budget guidance

Tools and resources



Access

We help our schools access outside grants and/or funding through TEA initiatives.

Our established partnerships and collective purchasing power help us leverage economies of scale to negotiate rates for dual credit hours, technology platforms, instructional programs, and more.



Voice

Individual districts are small, but united districts share a powerful legislative voice.



You have to live it. You have to put what is best for students first,
every day—even when it is not convenient for the adults in the room.

Jacob Tiemann, CEN board member and former Director of Early College, RCISD

CEN MODEL OVERVIEW

We've
got a plan.

SECTION CONTENTS

- Pillars, Plays, and Platforms >
- P20 Timeline >
- Engagement Tracks >
- Implementation Timeline >
- Results Framework >

CEN MODEL OVERVIEW

We're building something big.

Overview of Pillars, Plays, and Platforms

PILLARS

Evidence-based and designed to help districts align to state goals, engage the community, and improve long-term student outcomes



COLLEGE SUCCESS

We support students from Pre-K through postsecondary and beyond



CAREER EXPERIENCE

We launch young people into rewarding, high-wage, high-demand careers



COMMUNITY CONNECTION

We strengthen schools and communities through place-based, project-based learning

PLAYS

State and 3rd-party programs and partnerships that activate students, teachers, and schools towards their goals

P-TECH (Pathways in Technology Early College High School)*

A state designation for schools with a focus on college degrees and work-based learning.

Dual Credit Program

Coherent, rigorous coursework whereby students earn an associate degree, or up to 2 years (60 hours) of college credit at no cost.

AVID (Advancement Via Individual Determination)

A class that prepares students for success in higher education.

CIF (Common Instructional Framework)

A nationally-recognized set of teaching and learning strategies designed specifically for Early Colleges.

Instructional Rounds

A shared practice of observation, discussion, and analysis of teaching and learning.

Adult Education Center

A separate facility to house education beyond grade 12.

Student Coaching

Robust, 1:1 support, especially in Grades 13 & 14, and in adult education initiatives.

Nontraditional Bachelor's Degree

An opportunity for adults in the community to earn a low-cost, competency-based bachelor's degree.

CTE (Career and Technical Education)

A state program of courses that prepare students for high-wage, high-demand jobs.

WBL (Work-based learning)

Apprenticeships or internships (paid when possible).

EduBusinesses

School-based businesses built by CEN schools and designed to meet a specific community need while providing WBL opportunities for students.

PBL (Project-based learning)

A teaching method where students respond to authentic, engaging, and complex problems.

4H/Agrilife Extension Partnership

Texas program providing access to and infrastructure for place-based research, presentation, and leadership opportunities.

PLATFORMS

Key technology for CEN schools

Apprenticeships

Apprenticeship programs provide opportunities to gain workplace-relevant knowledge and progressively advancing skills. Apprenticeships include paid work and an educational component resulting in an industry-based credential.

1:1 Laptop Initiatives

The P20 Model assumes 1:1 digital device availability for all students from 6th grade to program completion.=

CEN Network Benefits



Experience

CEN has implemented these Plays in RCISD and can offer valuable lessons learned



Partnership

CEN will work with your district to develop and support a custom implementation plan



Access

CEN negotiates group rates for 3rd party programs

*CEN adopter networks may also choose to pursue an ECHS or TSTEM designation from the TEA. Talk to CEN about the pros and cons of different approaches.

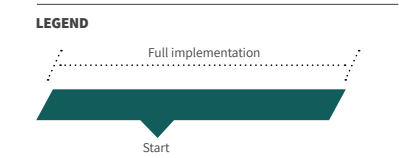
CEN MODEL OVERVIEW

We think beyond the diploma.

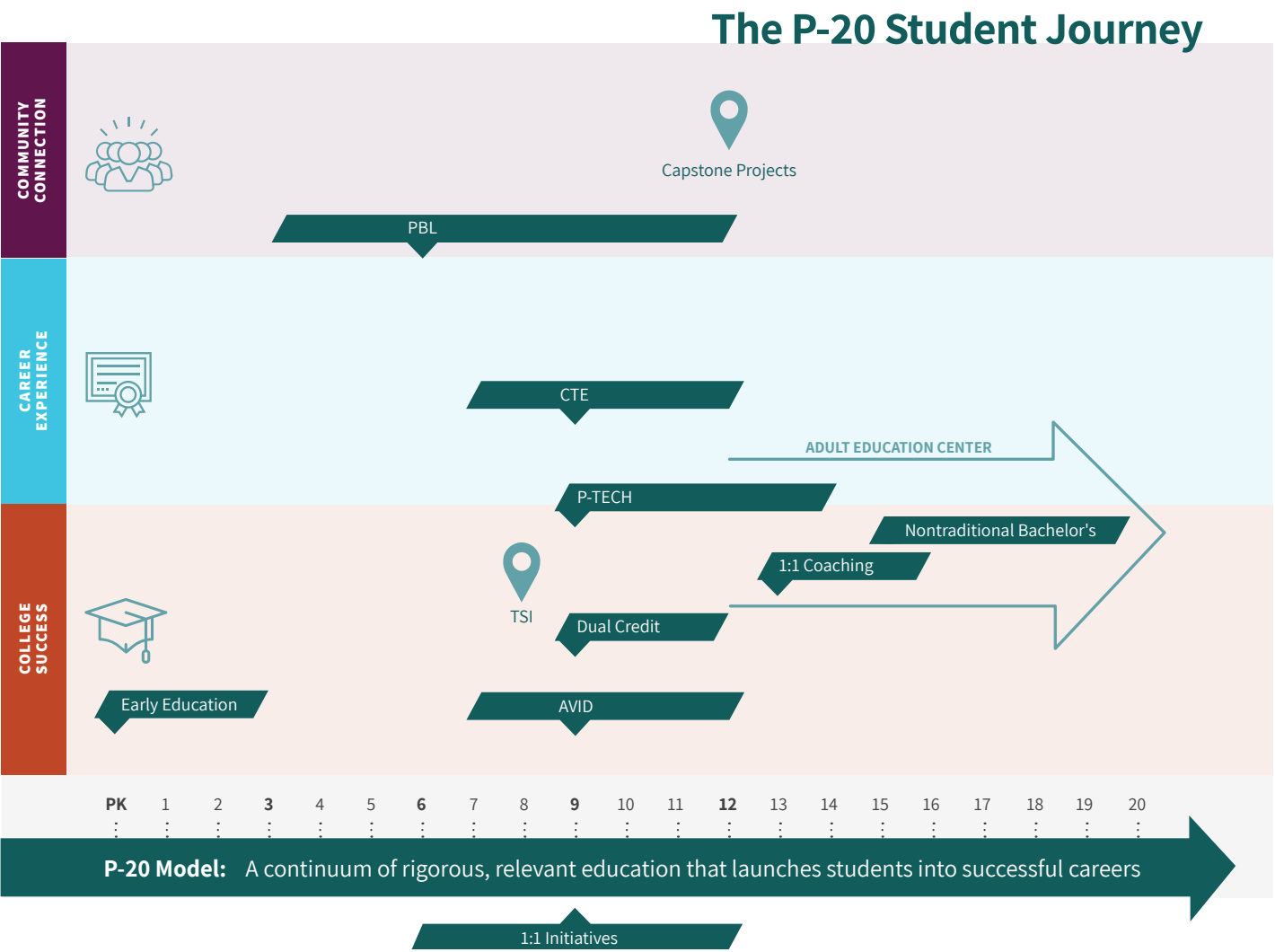
Launching our students into a life of choice and impact

CEN is a P-20 model, where the end goal isn't high school graduation, or even college graduation, but rather a lifetime of learning, problem-solving, and community contribution. That means the starting point can't be 9th grade; CEN districts strive to provide a rigorous and relevant education that starts the first day students set foot in a Pre-K classroom and continues until they begin higher education and/or high-wage, high-demand careers.

Here's how our Pillars, Plays, and Platforms map to the P20 student journey.*



*Professional development initiatives, such as CIF and Instructional Rounds, are not included here, as they are teacher-facing vs student-facing.



We speak rural.

In rural America...

**As the
school goes,
so goes the
community.**



CEN offers resources, tools, and support, including limited technical assistance, for select CEN Plays based on district needs. CEN's support reduces the time and cost of implementing CEN Plays, while seeking to improve student outcomes.²

Responsibilities	CEN	Shared	District
Governance	Enter contractual agreement with district; no authority over campus	Align CEN and district vision and goals	Maintain authority over campus
Program	Support implementation of select CEN Plays	Co-design implementation plan based on district diagnostic	Responsible for all programming, including implementation of CEN Plays
Budget and Finance	Support district planning	Coordinate allocation of district funds relevant to the CEN model	• Commit resources to implement CEN Plays, but retain autonomy over all district budgets, programs, and bonds • Pay CEN annual management fee
Personnel	Support campus staff	Coordinate training of staff aligned with CEN model	Employ all campus staff
Support	Provide limited implementation support and technical assistance to select district staff	Work to improve student outcomes	Select plays based on assessment of student needs and district priorities

References: 1. More information about SB1882 at <https://tea.texas.gov/texas-schools/district-initiatives/texas-partnerships-sb-1882>. 2. https://www.newschoools.org/wp-content/uploads/2018/04/NSVF_041918_SMC_Models_Doc_v2_002.pdf

CEN provides support and guidance to partner schools in the areas of...

Governance

Programming

Personnel Development

Access to Robust Tools & Resources

Implementation Logistics

Engagement considerations...

Pace + Breadth + Community Support + Student Enrollment

CEN MODEL OVERVIEW

We've got our work cut out for us.



Implementation timeline:

Pillar	Play	District Year		
		Year 1	Year 2	Year 3
College Success	Dual Credit Program	🚀	🍃	🍃
	P-TECH	⚙️	🚀	🍃
	AVID	🚀	🍃	🍃
	Common Instructional Framework	🚀	📊	📊
	Instructional Rounds	🚀		📊
	Nontraditional Bachelor's Degree			⚙️
	Student Coaching			⚙️
	Adult Education Center			⚙️
	Montessori/Early Education		🚀	🍃
Career Experience	CTE	⚙️	🚀	🍃
	Work-Based Learning Experiences	⚙️	🚀	🍃
	Industry Partnerships/Edu-Businesses		⚙️	🚀
Community Connections	Project-Based Learning	⚙️	🚀	🍃
Platforms	Apprenticeships	🚀	📊	📊
	1:1 Laptop Initiatives	🚀	🍃	🍃

LEGEND

⚙️ **Prepare:** Work with CEN to lay the groundwork for the Play

🚀 **Launch:** Implement with at least one group of students and/or faculty

🍃 **Expand:** Work towards full implementation across relevant grade levels

📊 **Improve:** Measure results and adjust practices to meet outcomes

Metrics that matter

Districts in the CEN network share one, primary goal: **To improve long-term outcomes for students.** Tracking against that goal requires a comprehensive approach to metrics—one that includes standardized assessments, postsecondary outcomes, CEN-specific benchmarks, and any additional metrics the district identifies as important to their local context.

The targets below outline how we assess network schools. Student outcomes, measures, and targets are also described in each district's Partnership Agreement. Assessment is an ongoing, shared process between CEN and the district.

5-Year priority targets

Primary Goal: Improve long-term outcomes for students					
Performance Measures (PM)	Annual Targets				
	Y1	Y2	Y3	Y4	Y5 and beyond >>>
Standardized Assessments*					
% students in grade 1-12 earning a RIT score at/above growth in reading ¹	70%	75%	80%	85%	90%
% students in grade 1-12 earning RIT score at/above growth in math ¹	70%	75%	80%	85%	90%
State campus report card rating			B	A	A
Postsecondary Outcomes					
% grade 12 students graduating with an associate degree				80%	90%
% graduates pursuing a bachelor's degree					80%
% high school graduates earning a high-demand workforce certificate				70%	80%
Additional CEN Benchmarks					
% grade 10-12 students complete a workforce experience			80%	85%	90%
% students in grades 3-12 planning and conducting an approved PBL research project		75%	75%	80%	90%
% students in grades 3-12 students communicating results through posters, presentations, and manuscripts		75%	75%	80%	90%
Annual District Diagnostic Assessment	Continuous growth across indicators; Specific goals set by CEN and district				

*Annual STAAR assessments provide summative results, and the continuous improvement strategies of College Success depend on having formative data. CEN districts have successfully implemented MAP testing, which is done three times a year. More information about the MAP suite of assessments is available here: <https://www.nwea.org/the-map-suite/>.

¹NWEA's RIT scale stands for Rasch Unit scale, which is a stable, equal interval scale that uses individual item difficulty values to measure student achievement independent of grade level.

A large, light-colored quotation mark graphic is positioned on the left side of a purple background. The background features a silhouette of an oil rig against a sunset sky. The rig is tall and slender, with a horizontal arm extending from its upper section. The sky transitions from a deep purple at the top to a lighter, reddish-purple near the horizon, where the silhouettes of trees and the rig are visible.

“

Even though we are small, we don't allow students to realize the hindrance of that. We don't talk about that. We just talk about how we're going to go out there and change the world.

Cynthia Black, Teacher/Instructional Coach, RCISD

GETTING STARTED

We've got what it takes.

This section helps network schools take high-level next steps towards implementation of the CEN model. You'll find detailed action items for specific Pillars in subsequent sections.

SECTION CONTENTS

- [Step One: District Diagnostic >](#)
- [Step Two: Build Your Team >](#)
- [Additional Next Steps >](#)
- [Execution Mindset: Risks and Disciplines >](#)

GETTING STARTED

We are ready.

Step One: The District Diagnostic

On the following pages is the diagnostic tool we use to understand where school districts are starting, so we can build an implementation plan that addresses each district's strengths and growth areas. Districts repeat this assessment every year as part of their comprehensive metrics analysis.

Action Items:

1 

Conduct a self assessment using the tool on the following pages.

This will help prepare you for your shared implementation planning process with CEN, ensure you're asking the right questions of your district as you launch the CEN model, and establish the baseline against which you measure future outcomes.

2 

Schedule a shared assessment with CEN.

CEN will work with you to harness your strengths, identify and prioritize key areas of growth, and build a custom implementation plan.

How to use this tool

The following tool is designed to serve as a comprehensive assessment of each district. Indicators are grouped into high-level categories, and each indicator allows you to self-rank your district across a performance continuum. Set aside at least an hour to work through the diagnostic tool so you have a clear understanding of where you are—and where you want to go.

GOLD STANDARD

Leadership, values, and culture

Vision

Does the district work towards a lifetime of choice and impact for students?

Board and district leaders are focused on K-12, with little consideration for outcomes after HS graduation

District **acknowledges** the importance of outcomes beyond grade 12, but needs help building structure

District **includes** student outcomes beyond grade 12 in the mission and vision, with select structural support

Student outcomes beyond grade 12 are **central** to the district's mission and vision, and structures are built accordingly

District follows a P20 model

CHECK ONE

Expectations

Does the district have high aspirations and clear expectations for ALL students?

"College is not for everyone" mindset; not every student finishes HS

All students are expected to earn a **high school diploma** and encouraged to pursue higher education

Students **work towards an associate degree** while they are still in HS so they are better prepared for college, both in terms of hours earned and skills acquired

Students **earn an associate degree** in HS, and are **expected to earn a bachelor's degree and/or relevant industry certifications**

CHECK ONE

CONTINUES ON THE FOLLOWING PAGE...

Student focus			
Does the district put student outcomes at the heart of everything they do?			
District does not track long-term student outcomes	District tracks outcomes, but does not include them in strategic planning	District includes student outcomes in strategic planning and makes "low-hanging fruit" changes to improve outcomes	Student outcomes are central to the district's strategic plan, and the district prioritizes student success, even when it's difficult or inconvenient for adults
CHECK ONE			

Equity			
Is the district demonstrating equitable outcomes for subpopulations including students with limited English proficiency, students with disabilities, first-generation college students, students from low-income families, and students of color?			
Achievement outcomes and discipline actions disproportionately negatively impact certain sub-populations, and the district has been slow to acknowledge or respond	District leaders and staff have are willing to rethink existing systems, incentives, and methods that have disproportionately impacted some students, but have not yet taken meaningful action to address inequalities	District leaders and faculty/staff believe all students can learn, and deserve a chance to pursue a life of choice and impact through education and work experiences	District demonstrates equitable outcomes , and many students from traditionally underserved populations complete higher ed or high-wage, high-demand industry certifications
District does not disaggregate data to understand outcomes among different groups		District monitors and addresses equity via intentional data practices, resource allocation, and structural support	District regularly reviews data to continuously examine and address equity issues
CHECK ONE			

Agility			
Is the district able to respond rapidly and with flexibility to changing student needs? Are leaders able to move decisively to reallocate resources, including people, time, and money?			
District leadership struggles to reallocate people, time, and money, even in the face of changing school needs	District leadership are responsive to issues, following the lead of cohort districts and/or the Educational Services Center	Superintendent and school leaders are proactive , rethinking people, time, and money to redesign school experience in pursuit of CEN goals	Superintendent and board are thought leaders in data analysis, strategic planning, and zero-based budgeting processes to align resources to highest priorities, even when these initiatives vary from common initiatives in theirs or neighboring districts, or involve outside partners
	Initiatives are gradually de-funded rather than phased out strategically	Programs are discontinued as needed and staff are reallocated to focus on new initiatives	
	Staff are allocated across multiple initiatives		
CHECK ONE			

Risk tolerance and innovation			
Is the district willing to make change?			
District leaders are risk-averse and unwilling to change	District leaders are willing to pursue ideas when others have demonstrated results; district is a late adopter of innovation	District leaders are excited to rethink "the way we've done things" to meet new goals; district is a 2nd-wave adopter of innovation	District leaders are experienced change managers who continuously refine their vision to ensure education keeps pace with the changing needs of society and are often early adopters of innovation
	District is seen as steady and predictable, but not innovative		
CHECK ONE			

CONTINUES ON THE FOLLOWING PAGE...

Organizational stability

Is the district stable in terms of leadership, staffing, finances, and relationships?

District is unstable, and may have a contentious board Turnover at every level is high The district may be facing financial instability CHECK ONE ☐	District has a stable board and/or superintendent Turnover in administrative and key faculty positions is high CHECK ONE ☐	District leaders are united around an established set of goals Turnover is low District has financial stability to make investments, and teaching and support staff competent and confident to try new things and build together CHECK ONE ☐	District leaders are acting on a shared vision, infusing board orientation and staff recruiting documents with desired inputs, outputs, and outcomes for students District has a strong culture and attracts talent CHECK ONE ☐
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Creativity and resilience

What is the attitude towards failure, both among students and adults?

Failure is a red light—a reason to stop and/or change course CHECK ONE ☐	Failure is a yellow light—an opportunity to learn, rather than a place to stop CHECK ONE ☐	Failure is a green light—students are encouraged to reflect, learn, and try again CHECK ONE ☐	Failure is a green light, and leaders model a resilient, creative, engaged approach CHECK ONE ☐
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Programming

Dual credit

Does your high school already offer dual credit courses? If so, are students supported to improve success?

Dual credit courses are offered to HS students, but they do not culminate in a specific degree or course of study Costs are borne by students, not district CHECK ONE ☐	Dual credit courses are covered by the district, but not with additional support Courses may not culminate in a specific degree CHECK ONE ☐	Dual credit courses are covered, supported, and aligned to a degree Many students graduate with an associate degree, at no cost to them Credits may not transfer smoothly to a 4-year university CHECK ONE ☐	Dual credit courses are expected and fully supported, such that most students graduate with an associate degree aligned with their career goals, at no cost to them Many credits transfer towards a bachelor's degree at a 4-year university CHECK ONE ☐
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Work-based learning (WBL)

Do students have access to supported, facilitated WBL? Are student jobs paid?

Students have access to WBL, but there is little guidance or support WBL is positioned as a consolation prize for students who don't do well in traditional HS settings WBL is not tied to high-wage, high-demand careers or grounded in regional data CHECK ONE ☐	Students are encouraged to pursue WBL, but workplaces don't adapt the experience to maximize learning Many jobs are unpaid CHECK ONE ☐	Students are supported as they engage in WBL District actively partners with local industries to maximize learning Some jobs are paid CHECK ONE ☐	Students are expected to earn industry-relevant workforce certifications in high-wage, high-demand jobs District tailors WBL to local industries using regional workforce data Education is built into the workplace business model Most jobs are paid, especially in higher grades CHECK ONE ☐
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Project-based learning (PBL)

Does your district engage in PBL consistently, and support teachers in delivery?

PBL is available in some classrooms based on individual teacher initiatives CHECK ONE ☐	PBL is consistently available; teachers are encouraged to include PBL in their classes CHECK ONE ☐	PBL is an educational priority; teachers are trained and supported in PBL and expected to deliver at every grade level and across subject areas CHECK ONE ☐	PBL is a community priority; PBL is connected to community issues and engages community leaders CHECK ONE ☐
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Student support

How are students supported towards college and career success?

Students are not supported outside of classroom time towards college or career success CHECK ONE ☐	Students have access to additional support, but only a few engage CHECK ONE ☐	All students are enrolled in AVID or a similar class that prepares them for college and career success CHECK ONE ☐	All students are enrolled in AVID or similar classes, with additional 1-on-1 support for students in advanced grades CHECK ONE ☐
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CONTINUES ON THE FOLLOWING PAGE...

Access to programming			
Does the student body have equitable access to dual credit, WBL, PBL, and support?			
Access is exclusive for accelerated learners and those who can afford tuition CHECK ONE ☐	Access is available to all learners, but not supported ☐	Access is supported for all students ☐	Access is expected for all students ☐
Facilities			
Are the district facilities updated and equipped for the full CEN model?			
District facilities may be out of date, or not up to code Facilities upgrades are a major financial priority CHECK ONE ☐	District facilities are adequate, but space is limited or facilities are configured for low-wage WBL experiences ☐	District facilities are modern, agile and/or configured for high-wage, high-demand WBL experiences ☐	District has separate, high-quality facilities to house the Adult Education Center, regionally relevant WBL experiences, and other CEN initiatives ☐

Partnerships

CEN			
How engaged is the district with CEN? How ready are they to proceed with implementation?			
District leaders are contracted with CEN, but have not yet "done their homework" CHECK ONE ☐	District leaders are fully immersed in the CEN Model, with a clear understanding of process and expectations ☐	District leaders are engaged with CEN, visiting other network schools and scheduling planning and training meetings ☐	District leaders are proactive in their initiation of the CEN Model, taking first steps towards implementation ☐

Institutions of Higher Education (IHEs)			
What is the nature of the district's relationship with local and/or online IHEs?			
District does not have a relationship with local or online IHEs CHECK ONE ☐	District has a relationship with local IHE(s), but is focused on enrollment after HS, rather than concurrent enrollment during HS Leaders are acquainted, but not engaged ☐	District has a relationship with online and local IHE(s), offering some dual credit courses Leaders meet regularly to discuss objectives and expectations for students and for the partnership ☐	District has a robust relationship with local and online IHEs, delivering several dual credit courses including in person instruction Leaders are engaged strategically towards shared outcomes and objectives ☐
Businesses			
Does the district have working partnerships with local industry leaders (individual businesses, Chamber of Commerce, and more)?			
District does not have relationships with local businesses for WBL Business leaders struggle to find local talented or trainable employees CHECK ONE ☐	District has identified potential business partners, but not yet initiated partnerships Local companies have limited relationships with schools to develop and retain local talent ☐	District has partnered with local businesses to develop training plans for entry-level employees ☐	District has robust relationships with local businesses where WBL is baked into the business model, so students maximize the learning experience and local businesses retain and develop local talent ☐

CONTINUES ON THE FOLLOWING PAGE...

Community

What is the nature of the district's relationship with external partners such as local government, business leaders, Chamber of Commerce, community organizations, and more?

District has contentious or ambivalent relationships with external partners Local leaders are not well acquainted with the initiatives of the district District leaders infrequently share successes, strategies, and needs	District has friendly relationships with external partners Local leaders and groups engage around athletics or an annual campaign benefitting the school	District has a collaborative relationship with local partners to create opportunities for students to learn, work, and develop their communities Districts engage external partners in regular, structured, 2-way conversations to share goals and strategies	District has a strategic relationship with local partners, sharing accountability for student outcomes Support is financial and operational District has an active Advisory Board that meets regularly to share goals and strategies
CHECK ONE ☐	☐	☐	☐

Network

How closely does the district collaborate with peer districts?

District works in isolation from other districts	District is aware of other districts, but not directly engaged with them	District is engaged with 1-2 other districts to learn best practices and share knowledge	District is actively partnered with several peer districts, pooling resources and sharing knowledge to promote student outcomes
CHECK ONE ☐	☐	☐	☐

Data

How consistent and strategic is the district's collection and use of student data?

District does not collect long-term outcomes data	District collects long-term outcomes data inconsistently District does not actively use data in strategic planning	District collects long-term outcomes data and uses it in-house as part of strategic planning	District partners with outside agencies to collect robust data and implement strategies accordingly District and workforce leaders use regional workforce data to design WBL
CHECK ONE ☐	☐	☐	☐

Faculty

Professional Development

Is professional development aligned towards the mission and vision of the district, including long-term student outcomes?

Professional development is connected to individual teacher goals Professional development is delivered in formats that are not engaging or connected to real classroom experience	Professional development is connected to discrete district goals	Professional development is connected to the district mission and vision, as a cohesive program involving large faculty cohorts Training is delivered in engaging, collaborative formats	Professional development is a strategic investment designed to support long-term student outcomes goals Training is job-embedded, programmatic, and results-driven Teacher upskilling is a district priority
CHECK ONE ☐	☐	☐	☐

Collaboration

Do teachers work together to improve student outcomes?

Teachers work independently or in silos, without a clear, connected culture	Teachers have shared time but are not able to use it effectively	Teachers work collaboratively, with regular group meetings toward shared strategic goals	Teachers are working towards shared goals, with weekly planning meetings and instructional rounds
CHECK ONE ☐	☐	☐	☐

GETTING STARTED

We know people make the difference.

Step Two: Build your launch team

In addition to select external hires, districts must identify and enable the champions and change-makers already in the organization and community, and harness their leadership to build momentum.*

Champions and change makers



Faculty Leaders

They may not have formal roles in your school, but you know them: they're the ones who advocate for students and have vision and influence with their peers.

- Build momentum with students and peers around CEN implementation
- Engage with district leadership team to continuously improve instruction and student engagement

Advisory Board

Influencers in the town, including elected officials, business owners, leading farmers and ranchers, clergy, bankers, foundations, higher ed partners, and members of community organizations like the Rotary, Lions, Optimists, or others.

- Identify WBL opportunities for students
- Consult on implementation issues
- Observe teachers in external Instructional Rounds
- Drive community connections in PBL



New roles



Dean of Academics

- Work directly with the CEN Chief of Schools to implement the full CEN model
- Direct all accountability measures, including data collection, monitoring, and strategic planning
- Oversee transcripts and GPAs, including from IHEs
- Plan and facilitate strategic, results-based professional development initiatives (including CIF and Instructional Rounds)
- Serve as the AVID District Director

AVID Site Coordinator

- Attend all AVID trainings and serve as on-site AVID subject matter expert
- Teach AVID courses to students in grades 9-12
- Collaborate with Academic Dean and Instructional Coach to infuse AVID strategies throughout middle and high schools
- Collaborate with district leadership to ensure cohesive, district-wide implementation of the AVID program
- Collaborate regionally with other AVID site coordinators to share best practices and problems of practice

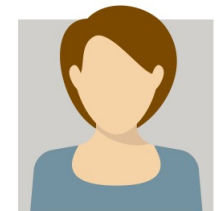


Instructional Coach

- Support teachers to implement the instructional strategies of the Common Instructional Framework, Instructional Rounds, and AVID
- Provide coaching and resources to teachers to improve instructional practice
- Facilitate connections with local and regional experts for information, presentations, and mentorship

Outreach Coordinator

- Represent and advocate for CEN with students and families to maintain local enrollment and engage families in collective efforts
- Represent and advocate for CEN with community members and business leaders, particularly regarding work partnerships, building needs, volunteer opportunities, student success stories, and student outcomes
- Plan and facilitate the twice-annual CEN Open Houses where interested community members can "see school differently" and share student successes



*A full organizational chart, including key roles for subsequent years, can be found in the Network Operations section of this document.

We get things done.

Introducing an execution mindset

FranklinCovey is a consulting organization that has studied execution across thousands of teams in organizations of all kinds. They identify 4 major risk factors for successful execution, and 4 key disciplines to manage these risks. We've mapped these to the CEN model to help you visualize both key challenges and key strategies to overcome them.

Execution risks

1 Managers and work teams don't know the goal.

Because the CEN model is integrated with the surrounding workforce and community, "managers" could mean everyone from board members and campus leadership (principal, vice principal, faculty leaders) to business owners and prominent community figures. "Work teams" might include not only faculty, but also students, families, business employees, and more.

With so many people working together towards so many milestones, it will be challenging to maintain clarity and consistency when communicating and working towards the driving goal: To improve long-term outcomes for students.

2 Managers and teams don't know what to do to achieve the goal.

The CEN model requires parallel implementation of several discrete but complementary initiatives. The model is intentionally complex—there are no simple answers to improving long-term student outcomes.

However, the complexity of the model presents clear implementation risks: Where do you start? How do you juggle so many moving pieces? What's next? District leaders will have to prioritize in the truest sense of the word—not only identifying what's important, but also what will have to fall away.

3 They don't keep score.

As you implement the CEN model, it's critical to track your progress—not only for accountability, but also to celebrate successes along the way. This will be challenging with so many moving pieces, and many of them necessarily intangible (such as "achieving a culture of high aspirations and clear expectations").

4 They are not held accountable.

With such a heavy lift in front of you, it will be all too easy to forgo spending time on accountability for stakeholders at every level.

Execution disciplines

1 Focus on the wildly important.

Don't lose sight of the overarching purpose: We are improving long-term outcomes for students.

CEN Support Communications materials

To help you achieve focus and clarity, CEN will provide communications templates for you to use in your outreach to the board, the community, students, and families.

Strategic prioritization

As we work with you to implement the CEN model in your district, we'll help prioritize Plays based on the best path to better student outcomes

2 Act on the Lead Measures.

We know how powerfully college degrees affect employment and earnings—that's why we start with ECHS. We know from experience how central your people are to implementing this model—that's why building your team is one of your first major steps. In short, the discipline of acting on Lead Measures is embedded in the CEN model itself.

CEN Support Playbook

This document provides a high-level view of the path forward, and can be used to communicate the Pillars, Platforms, and Plays to your stakeholders

Partnership

We acknowledge every district is distinct. We'll work closely with you to develop a custom implementation plan with clear next steps.

3 Keep a compelling scoreboard.

Because the CEN model is complex, you'll need a combination of metrics—including standardized assessments, postsecondary outcomes, and CEN-specific benchmarks—to build a comprehensive view of your implementation progress and results.



CEN Support

Annual diagnostic tool

The district diagnostic we've included in this Playbook is designed to serve as an annual assessment for districts to track progress against a wide range of critical indicators—including some that are intangible, but no less important

4 Create a cadence of accountability.

With so many stakeholders at play, you'll need to establish regular checkpoints with your board and your faculty, as well as with the business and community leaders who help make the holistic CEN model successful.

CEN Support Instructional rounds

This practice, required for Partner-Managed schools, helps promote accountability among faculty through ongoing observation, discussion, and analysis

GRPI

CEN staff and district leadership will complete a GRPI document (Goals, Roles, Processes, and Interpersonal) at the start of the partnership

Regular meetings

CEN uses several meeting types to discuss key implementation questions, clarify roles and responsibilities, and manage execution of next steps.

GETTING STARTED

We're starting now.

High level next steps for CEN adopter districts

Below is a list of high-level next steps to get you started, and set you up for success. We will assign more specific action items to each Pillar in the sections that follow.

1 Immerse yourself in the CEN Model.

- **Read** this Playbook in its entirety, along with additional materials cited within
- **Connect** with other CEN districts and visit other CEN schools
- **Complete** your diagnostic assessment, both internally and with CEN

2 Begin outreach.

- **Engage** with your board and faculty
- **Engage** with community and business leaders
- **Communicate** with students and families

3 Connect with faculty leaders.

- **Listen** to their vision for student success
- **Identify** the support they need to help students achieve it
- **Share** this Playbook so they can understand the CEN model
- **Engage** them to contribute to the school design and implementation plan
- **Support** them to visit other CEN schools to see the model in action

4 Think like a strategist.

- **Cost/Benefits Analysis:** Identify the benefits and costs to your district of joining the CEN network, and communicate those tradeoffs clearly to key stakeholders
- **SWOT Analysis:** Acknowledge your district's strengths, weaknesses, opportunities, and threats. What are your limitations? Where do you need the most support?

5 Make a data plan.

- **Establish baseline:** Analyze your school- and student-level data to establish a baseline and identify growth opportunities
- **Delta Analysis:** How do your student outcomes compare to CEN targets for years 1,3, and 5? Where are you closest? Where are you farthest away?
- **Goal Setting:** In addition to reaching required CEN targets, what key changes do you want to make? What targets can you set across other metrics that matter for your district?
- **Develop a plan for continuous improvement:** Establish methods and milestones to review student data, assess and evaluate the program, and track student progress

*This list comes in part from TEA ECHS roadmap, available here: https://tea.texas.gov/sites/default/files/ECHS_Roadmap.pdf.





“

Not everybody is told that they are good enough to go to college, that they can do it if they want to. And this school doesn't just talk the talk, it walks the walk.

Jose Rangel, RCISD Graduate and Doctor of Physical Therapy

COLLEGE SUCCESS

We've got degrees.

This section covers the Plays, next steps, and future state for the College Success Pillar of the CEN Model.

SECTION CONTENTS

- [Why College Success Matters >](#)
- [Dual Credit Programs >](#)
- [IHE Partnerships >](#)
- [P-TECH >](#)
- [Student Support Models >](#)
- [Professional Development >](#)
- [Getting Started >](#)
- [Future State >](#)

We believe in college for all.

Introduction to College Success

Preparing students for college success isn't just a logistical effort. It's a cultural shift. One where every student is expected to engage in higher education. One where instructional rigor and student agency begins in early education and doesn't let up. One where the district follows through with robust student and teacher support to make sure students aren't just accessing college courses—they're succeeding in them, too.

College Success Highlights

Early Education

- Instructional rigor begins with early education



TSI

- At the end of 8th grade, students take the Texas Success Initiative (TSI) test to assess their college readiness
 - Passing the TSI qualifies students to begin earning college credits in General Education courses, like composition, history, science, and math
 - Students who do not pass the TSI take a TSI prep course in 9th grade

Dual Credit

- Students earn an associate degree (or up to 60 hours of college credit) concurrently with their HS diploma, at no cost to them
 - Most students graduate with an Associate of Arts in General Studies
 - Some students more focused on STEM content earn an Associate of Applied Science
 - Some students earn specific degrees aligned with different career paths; for example, an Associate of Arts in Teaching prepares graduates for the additional 1-year Teach Across Texas program through Texas Tech

P-TECH

- Students have the opportunity to earn a bachelor's degree at no cost to them by returning in Grades 13 & 14
 - P-TECH provides per-pupil state funding to these students

Nontraditional Bachelor's

- Adults in the community have access to low-cost online college courses

Why College Success matters

Students who graduate with an associate degree are:

Often

1st

generation and minority students who traditionally face greater barriers to entry (e.g., financial, academic, and social)

10x

more likely to complete a 4-year degree than similar students with no college credit at HS graduation

Projected to earn

\$250,000

more in their lifetime than Texas high school students generally

Keys to Success:

Instructional rigor from Pre-K through high school

Culture of student agency and ownership

Targeted support for TSI

Robust student coaching and support

Strategic professional development for teachers



DUAL CREDIT

has long been a strategy to challenge accelerated learners and begin the transition to college, particularly for students who could afford tuition. At CEN, all students are expected to earn college credit, and supported in their work to do so.



We offer strong dual credit programs.

Dual Credit

Dual credit: High school is the new college

In the CEN network, students graduate from high school with an associate degree or 60 hours of college credit, at no cost to them. To support this accelerated timeline and instructional rigor, students need:

- Coherent coursework that leads to an associate degree, and ideally transfers to a bachelor's program
- Robust college-readiness support

It starts with the IHE partnership

In order to deliver coherent, rigorous dual credit coursework, you need a strong partnership with an IHE. Every district should start by evaluating their existing IHE partnerships, and working with CEN to make a plan for dual credit coursework.

There are essentially 2 options:



HIGH QUALITY ONLINE UNIVERSITIES

State, regional, or national online institutions may be valuable IHE partners.



BRICK AND MORTAR UNIVERSITIES

Depending on your location, you may have an exceptional IHE partner just down the road.

CEN districts may partner with high-quality online institutions, brick and mortar universities, or a combination of many partners.

CEN can help you determine the right solution for you.

Delivery models for dual credit coursework



IN PERSON

Whenever possible, in-person instruction is the best way to deliver college-level coursework. This can happen at the HS or college campus.

Consider:

- Partnering with local IHEs (within 50 miles) to facilitate instructors coming to campus for classes, or at least for periodic visits
- Upskilling your current staff by covering the cost for them to complete requisite training and certifications to teach college-level courses



ONLINE

Online courses can supplement wherever in-person instruction isn't feasible or practical, and make it possible to deliver a wide range of content to students.

Online courses:

- Take place in a "study hall" setting with support and supervision from HS faculty
- Require 1:1 computer access and reliable internet connection

Existing CEN IHE partners



Reach out to CEN for help assessing and building IHE relationships.

We have vetted partnerships with several IHEs; joining our network helps drive down the cost of credit hours while ensuring a high-quality experience for students.

We are partners in student success.

What makes a good IHE partner?

When assessing existing IHE relationships, or reaching out to and building relationships with new IHE partners, consider the following:

Culture & Collaboration	High school students are ready for the rigor of a college experience, but not on the first day. Bridging the experience and expectation gap requires proactive communication, clear role definition, and a shared vision for student success. Look for IHEs with experience working with ISDs on dual credit programs. IHEs who are willing to bring the college experience to the HS campus create a culture where college is not only attainable for all students, but expected for all students.
Programs of Study	The IHE should offer degrees that meet your students' interests and regional workforce needs. (See Career Experience for more.)
Proximity	Earning college credit via in-person instruction is preferable to online coursework. Building a relationship with a nearby institution (within 50 miles) could enable more in-person courses, or at least frequent visits from instructor to students.
Schedules	School year: CEN advises schools to start in early August to provide support to new and returning Early College students to ensure success in college courses. School day: When in-person classes aren't feasible, online courses make a broad range of courses available to CEN partner schools in a cost effective manner. Block schedules help students focus and engage deeply with the material. For more scheduling recommendations, see the Network Operations section.
Price	The dollars and cents have to work for high schools to build sustainable relationships with IHEs. Schools can make these credit hours a possibility for all students through increased funding for P-TECH students, as well as grant funds.

What makes a good IHE partnership?



Appreciate and respect each other's perspectives and struggles

ISDs and IHEs will both face unique challenges in this effort. Be open about and mindful of those challenges.



Be transparent

This is a true partnership, and must be fully communicative to work effectively for students.



Communicate openly and frequently

Establish regular check-ins around team norms.



Find, create, and appreciate advocates

Whether they work for the ISD or the IHE, cultivate and support your change-makers. This is an all hands on deck effort!



Keep the rigor

Make sure college-level courses stay college level in the HS setting. This might require specific training for adjunct faculty.



Stay the course

Beware mission creep, and stick to your stated objectives. You can always add to your scope once you've solidified your current efforts.



Put students first

When faced with a difficult question or situation, make student outcomes your North Star.

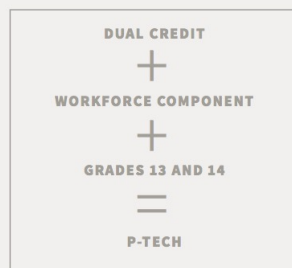
COLLEGE SUCCESS

We are college and career ready.

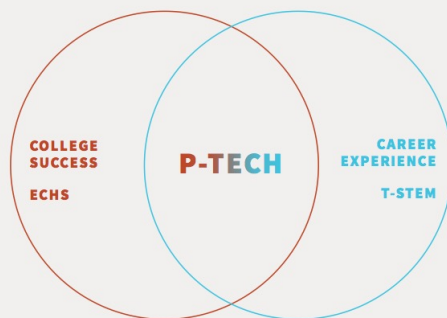
P-TECH

P-TECH for CEN districts

CEN believes college and career preparation are both essential to improving long-term outcomes for a broad range of students.



Dual credit and P-TECH



How Texas CCRSM options align with the CEN model

P-TECH defined

P-TECH schools span grades 9-14 and enable students to earn a no-cost, 2-year postsecondary degree in a STEM field. Students participate in a range of workplace experiences, including mentorship, worksite visits, and paid internships. Upon graduation, students have the academic and professional skills required to either continue their education in a 4-year IHE or seek entry-level positions in IT, healthcare, advanced manufacturing and other competitive fields. While the P-TECH Model encompasses 6 years, students are able to move at their own pace; some accelerate through the model in as little as 4 years. P-TECH serves students from primarily underserved backgrounds, with no testing or grade requirements.

For more information, see ptech.org.

No-cost bachelor's degree for recent graduates

P-TECH continues into Grades 13 and 14, allowing 19 and 20 year olds to return to their home district to pursue a bachelor's degree. As long as they are enrolled in college-level courses and engaged in work-based learning, these students are eligible for 1.35x the average per-pupil funding, which covers the cost of college tuition, books, and wages for the work-based experience.

Low-cost bachelor's degree for community adults

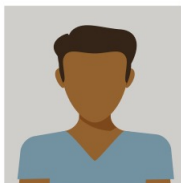
In Roscoe, the non-traditional bachelor's degree is available to adults in the community who are not recent graduates, through partnerships with various institutions of higher education. These adult students must pay for their degree, but annual tuition is modest, and students have access to coaching and mentorship through the CEN Adult Education Center.



ROSCOE SUCCESS STORIES

In only one year after earning an associate degree, one Roscoe student was able to combine a full-time course load at Texas Tech in their Teach Across Texas program with the corresponding full year of student teaching, earning a certification in elementary education just one year after graduating from high school.

We're here for our students.



Student support models

CEN recognizes it's not enough to simply offer students dual credit courses. Students in accelerated programs need robust support to help them be successful. This includes an early education that prepares them for instructional rigor, as well as real-time, 1:1 support from teachers and coaches.

AVID

AVID: Advancement via Individual Determination

AVID is a nonprofit that serves nearly 2 million students nationwide. AVID classes are required for Partner-Managed schools and strongly recommended for Model Provider schools. Through AVID, students master skills that make both college and high school courses easier to navigate, and often find that the program gives them an advantage in the postsecondary opportunities they pursue. More information can be found at avid.org.

Objective: Teach students the skills and behaviors necessary to succeed in college and beyond, including:

- **Behaviors and Skills:** Time management, study habits, organization, problem-solving, and peer/teacher engagement
- **Academic strategies** for specific content areas
- **Test prep:** SAT and ACT
- **College and career counseling:** Exploration of postsecondary options, including costs and financial aid for ongoing education

Delivery: In-school class for students in grades 7-12. AVID classes can substitute for homeroom or other classes designed for testing, college, and career preparation; for example, AVID includes SAT and ACT preparation.

Staffing: CEN districts invest in an AVID site director and lead coordinator.

Training: 2-day institute, hosted by AVID online or in person.

Outreach: Communication with students and parents, so they know what to expect from the AVID experience.



ROSCOE LESSONS LEARNED

Near-peer tutors complement the AVID experience; Roscoe has contracted graduates to Zoom into AVID classes from their college campuses, providing guidance and perspective to students in grades 7-12

1:1 coaching

1:1 student coaching

It's not enough to make college coursework available. Students need accountability, mentorship, and guidance to be successful in this new world.

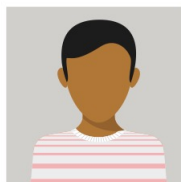
Objective: Help all students—especially first-generation college students and others facing additional barriers to success—earn an associate or bachelor's degree.

- Provide social and emotional support to students in Grades 13 and 14 so they can be successful in their desired path
- Support adults in the community pursuing a nontraditional bachelor's degree

Delivery: Weekly, in-person meetings with the Dean of Adult Education, in a dedicated space for postsecondary students (eventually, the Adult Education Center).

Staffing: District hires a Dean of Adult Education. The right Dean of Adult Education will have strong ties to the community, and will have known the students for much of their lives.

We're here for our teachers



Professional development

In order to achieve long-term student outcomes, professional development needs to be strategic, cohesive, and results-oriented. CEN has identified 2 essential programs for teachers in adopter districts: the Common Instructional Framework (CIF), and Instructional Rounds

CIF

Common Instructional Framework

Objective: Help teachers facilitate student learning in a way that promotes postsecondary success by teaching students how to analyze and apply information in order to develop and communicate clear ideas.

CIF rests on 6 key strategies:

1. Collaborative group work
2. Writing to learn
3. Scaffolding
4. Questioning
5. Classroom talk
6. Literacy groups

Delivery: Ongoing professional development, including book study complemented by CEN coaching.

Staffing: The Dean of Academics oversees planning while the Instructional Coach works directly with teachers, providing feedback and resources.



ROSCOE LESSONS LEARNED

Roscoe teachers also have limited external Instructional Rounds each year, wherein interested community members do a series of 15-minute observations, focused on a specific instructional strategy. This tactic brings the community into the classroom, building further support for the model by witnessing teachers' exceptional capabilities first hand.

Instructional rounds

Instructional Rounds

Inspired by medical rounds, the Instructional Rounds process was developed by the Harvard Graduate School of Education, and adapted by CEN schools. Instructional Rounds help educators develop a shared practice of observation, discussion, and analysis of teaching strategies.

Objective: Reduce variability in classrooms by developing a shared understanding of what high-quality instruction looks like, and what schools and districts need to do to support it.

Delivery: Each teacher is rounded once per semester by a team comprised of

- An administrator
- An instructional coach
- A peer

Staffing: The Dean of Academics oversees planning while the Instructional Coach works directly with teachers, providing feedback and resources.



Reach out to your ESC for support.

Roscoe worked closely with their Educational Service Center (ESC) to facilitate professional development.

We're starting now.

Getting started with ECHS: Year 1

- 1 **Evaluate your district's higher ed partnerships.** If your district has relationships with IHEs to provide college credit, examine the state of the partnership, and current student outcomes. If your district doesn't have relationships with higher ed partners, work with CEN to tap into our existing network of IHEs, or reach out to local IHEs to assess interest and fit. (See What Makes a Good IHE Partner.)
- 2 **Draft the Memorandum of Understanding (MOU) with IHE partner(s).** Make the vision and commitments explicit. Identify staffing and funding commitments, advising responsibilities, and a shared commitment to student outcomes. CEN can provide a template for you to work from.
- 3 **Submit a Planning Year Application** to be eligible to open a new P-TECH campus, become a member of the TEA's official planning year cohort, and begin serving students the following academic year.
- 4 **Work towards a sustainable financial model.** In a dual credit school, the cost of instruction, tuition, books, and computers must be covered for all students. Start by asking:
 - What funding is available from local funders or other foundations, in addition to TEA funding?
 - How will the courses be staffed? Districts hoping to sustain and scale their dual enrollment programs may provide opportunities for their teachers to continue their education, or recruit faculty who are qualified to teach dual credit courses.¹
 - Are there teachers in your HS who are already qualified to teach college-level course?
 - Are there teachers in your HS who already have a Master's degree?
 - Many HS teachers have Master's degrees in education or related fields, but only lack the 18 discipline-specific credits needed to teach college English, math, or other core subjects. This group is well positioned for upskilling so they can become college adjuncts. Consider coursework specifically designed to train adjunct faculty for dual credit instruction.
 - Are there veteran teachers who would be motivated to earn a subsidized Master's degree?
 - Can you partner with an IHE that specializes in teacher training to essentially "grow your own" teachers starting as early as HS?
 - What facilities can you devote to P-TECH programs?
 - It may be possible to stretch a limited pool of dual credit instructors by offering college courses at a central location after school, on the weekends, or during the summer.¹
- 5 **Introduce AVID into your district.**
 - What can your district stop doing to make College Success a priority?
 - How do these elements change over time to build out to dual enrollment across the four years of high school?
 - Hire your site director and lead coordinator (see Building Your Team for more info).
 - Attend AVID training the summer before you launch CEN in your district. Your school leadership team, counselor(s), the site director, and lead coordinator should invest in a 2-day institute, hosted in sites throughout Texas, or virtually.
 - Choose a start plan:
 - Start with 9th and 10th grades only
 - Start with 1 class/day for grades 9-12
 - As your initial AVID cohort progresses, your district can extend AVID to middle school grades, and incorporate AVID concepts into other classes
 - Include AVID in your curriculum crosswalk (below). AVID is structured as a class, which may supplant Advisory, Homeroom, or some test prep courses.
- 6 **Develop a course-of-study crosswalk.** It takes coordination among the high school administration team, the IHE, and CEN to make sure the 60 hours of college credit students earn leads them to the right degree. Scheduling should accommodate sequential CTE coursework, WBL, and industry-based certification training based on regional workforce data (more on this in the Career Experience section). A sample calendar and curriculum is provided in the Network Operations section.
- 7 **Align professional development.** Reach out to your ESC to begin planning and facilitating CIF and Instructional Rounds.
- 8 **Orient students and families to the new opportunities.** The transition from middle school to high school creates a natural shift, and an opportunity to talk to parents and students about what to expect at a Collegiate High School, including AVID classes, instructional rigor, expected outcomes, and more. CEN can provide materials to aid in family outreach.
- 9 **Get connected.** College Success depends on student access to computers and wireless Internet. CEN districts have successfully implemented 1:1 initiatives for students in grades 6 and up. Districts provide strong wireless signals throughout the campuses and some provide hotspots for students who do not have internet access in their homes.

Reference: 1. Hooker, Sarah. Solving the dual enrollment staffing puzzle: strategies from the early college expansion partnership. November 2017. <https://www.ijff.org/resources/solving-dual-enrollment-staffing-puzzle-strategies-early-college-expansion-partnership/>

We are always getting better.

Continuous improvement: Future State

- 1 Instructional rigor across the P20 continuum**
Instructional rigor doesn't start with high school CEN districts should examine their early childhood and elementary education to ensure students enter middle school with a mastery of literacy, numeracy, and agency.
- 2 AVID classes are available beginning in middle school**
Critical thinking, reading, and writing skills get stronger, and relationships with caring and knowledgeable advisors build more security and trust for students.
- 3 Students prepare for and take ACT and SAT assessments**
These gateway assessments aren't absolutely necessary for attaining associate or bachelor's degrees, but they are important for students who wish to expand their options for a 4-year degree.
- 4 Students return to their home district for a bachelor's degree**
Students continue work-based learning opportunities (see Workforce Connect) and higher education with P-TECH. CEN's partnership with PelotonU can provide programmatic structure and the social and emotional support to students pursuing bachelor's degrees.
- 5 Adults understand the value of higher education**
No cost can mean no value, unless the value of a higher education is clearly communicated. CEN can provide materials to help with outreach.
- 6 Adults pursue low-cost, competency based bachelor's degrees**
Local adults can pursue bachelor's degrees through online partner universities like Brandman University and Southern New Hampshire University. These programs are a low-cost, high-support competency-based option for working adults to complete their course of study.





To what avail is it to win prescribed amounts of information about geography and history, to win the ability to read and write, if in the process the individual loses their own soul: loses appreciation of things worthwhile, of the values to which these things are relative; loses desire to apply what they have learned and, above all, loses the ability to extract meaning from their future experiences as they occur?

John Dewey, Philosopher and Educational Reformer

CAREER EXPERIENCE

We've got skills.

This section reviews Plays, next steps, and future state within the Career Experience Pillar.

SECTION CONTENTS

- [Introduction to Career Experience >](#)
- [Getting started: Designing a CTE Program >](#)

CAREER EXPERIENCE

We are college and career ready.

Supporting students

College and career preparation are equally essential to launching students into a life of choice and impact. CEN students will:

- 1. Learn through work:** Contextualized learning supports students at all levels, improves academic performance, and narrows the performance gaps that often exist in rural schools
- 2. Learn about work:** Every CEN student will learn how to consider career paths, navigate the job search and hiring process, and appreciate diversity in the workplace
- 3. Learn for work:** CEN schools support students across the P20 model, ensuring they have knowledge and skills to succeed in high-demand, high-wage careers

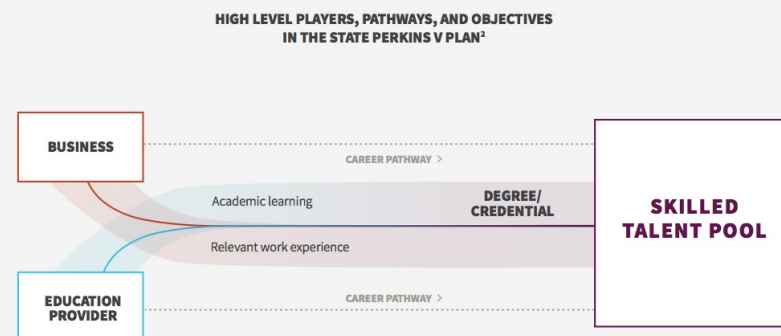
Strengthening communities

Work-based learning experiences engage community and business leaders in the school while cultivating a local talent pool. This demands collaboration and dedication, and it pays off for all parties in the end.



Aligning to state and national goals

National and state agencies are also driven to connect academic and work-based learning—and funding is available to schools who do so through the [Perkins V Plan](#).



Key areas of focus for the TEA Perkins V plan include:

- **Align** CTE programs with high-wage, in-demand, and high-skill occupations in the state of Texas
- **Provide** funding and opportunities for students to earn credentials
- **Reduce** the burden of CTE reporting structures at the district level
- **Provide** opportunities for work-based learning in rural, suburban, and urban settings
- **Construct, support and promote** meaningful and effective CTE cross sector collaboration in Texas across secondary, postsecondary and the workforce
- **Continually improve** the academic and technical content of CTE postsecondary programs as well as their administration, to reflect and respond to local, regional, and state workforce needs
- **Ensure equitable access** to postsecondary CTE programs and credentials through multiple on and off-ramps for all students, with particular attention to Perkins special populations

References. 1. Stone III, J. R. (2000). Editor's notes. *Journal of Vocational Education Research*, 25, 85–91.
2. Texas Perkins V State Plan https://tea.texas.gov/sites/default/files/Texas%20Perkins%20V%20State%20Plan_final.pdf

We're getting technical.

CTE

Next steps: building your CTE program

The TEA has worked with members of the workforce, secondary education, and higher education to develop "programs of study that include a coherent sequence of courses, industry-based certifications, and work-based learning to ensure students are prepared for high-wage, high-skill, and in-demand careers." Here's a high-level look at building a CTE program.

- 1 **Identify career clusters relevant to your region.** These are found [here](#). Connect with your Labor and Workforce Development Agency (LWDA) representative for more information and support.
- 2 **Choose programs of study.** Programs of study are listed [here](#). Programs like cybersecurity, business management, web design, and teaching are all programs with broad appeal. **However, make sure they align with local workforce needs to ensure CTE funding.**
- 3 **Be creative.** In order to offer specific CTE courses, rural schools may need to:
 - Adapt existing courses
 - Engage a community partner or volunteer qualified to teach a course
 - Work with their IHE to develop a dual-credit course
 - Forge creative partnerships with CEN network districts
- 4 **Identify appropriate industry certifications.** These are listed [here](#).
- 5 **Identify specific work-based learning opportunities in your community.** CEN breaks down silos between school districts, communities, and local business and industry.
 - Identify key partners who could provide student internships and apprenticeships
 - Engage with potential partners, explaining what WBL is and why it's important
 - Begin building a database of partners, contact information, and potential CTE connections

Staffing and funding your CTE program

Here's how to work towards a full-time Dean of Career Experience over the course of 3 years:

Year 0: Identify teachers/leaders interested in learning about and leading the Career Experience Pillar in your district.

Year 1: Reduce their teaching/counseling/staff role to allow for dedicated time to devote to developing a CTE program and building relationships with local businesses. Consider a stipend compensating staff for planning periods, summer pay, or extended duties.

Year 2: Further reduce other responsibilities to allow the Dean of Career Experience to devote half of their time to Career Experience leadership.

Year 3: Establish a full-time Dean of Career Experience devoted solely to the coordination, development, and support of these efforts, including building relationships with local businesses, supporting students in work-based learning, and potentially working with CEN to establish an EduBusiness.



Identify funding opportunities.

Students enrolled in qualified CTE coursework are eligible for additional state funding. This funding may cover expenses such as the Workplace Learning Coordinator, an internship coordinator, and equipment. In order to qualify for funding, CTE programs must be:

Aligned to state-defined programs of study

Properly coded and sequenced

Regionally relevant

<https://www.ptech.org/how-it-works/funding/>



FUTURE STATE

EduBusinesses are an advanced CEN Play wherein the school creates an LLC to meet a local economic need while providing high-wage, high-demand work experiences for students. CEN can work with districts to develop EduBusinesses, or build partnerships with existing EduBusinesses in RCISD. However, these are not Year One initiatives.



“

School pride in the community has taken a big shot in the arm.
Community support is back and it's better than it's ever been.

-Parent and board member, RCISD

COMMUNITY CONNECTIONS

We've got connections.

This section reviews Plays and next steps for the Community Connections Pillar of the CEN model.

SECTION CONTENTS

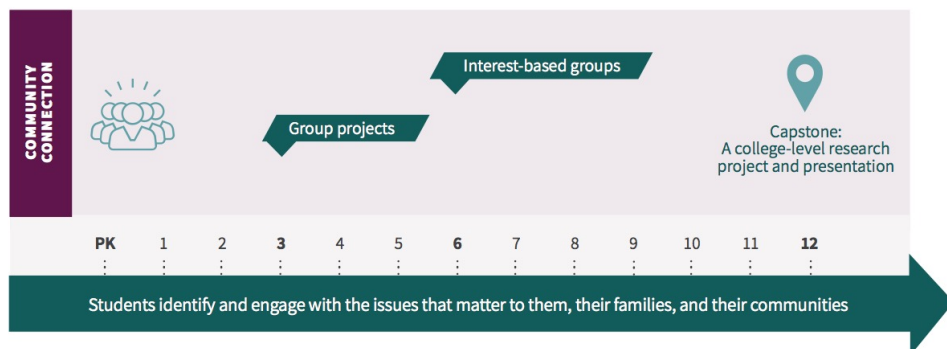
- [Introduction to Community Connections >](#)
- [4H/Agrilife Extension >](#)
- [Getting Started >](#)

COMMUNITY CONNECTION

We believe experience is everything.

Connecting classrooms and communities

There is a special sort of power when students connect the issues and opportunities in their community to their thinking and working in the classroom. When students in West Texas see windmills outside their classroom and answer questions about wind patterns and alternative energy inside their classroom, their education is more relevant, and more engaging.



Project-based learning

PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. This can and should look different in different settings; **CEN districts actively engage community partners in project-based learning.** Your PBL partnerships should help students:

Ask questions: Follow students' natural curiosity

Conduct research: Encourage self-management and agency

Take action: Learn how to apply research and contribute to the community

Share their findings: Practice data visualization, research writing, and oral presentation

PBL

4H/Agrilife Extension

In Texas, AgriLife Extension connects the research in land grant colleges (like Texas A&M) to communities, schools, and families, and is the agency behind 4-H. AgriLife Extension has a presence in every Texas county, and there are successful models of Extension agents partnering in schools to build student skills in conducting research, build teacher skills in supporting research, and build community support to engage students in presenting their findings.

Objective: Provide infrastructure and support for place-based research projects and leadership opportunities in rural counties in Texas

Delivery: AgriLife extension agent helps facilitate projects and presentations

Staffing: Teachers across subject areas support students as they conduct research projects



Reach out to your local Agrilife Extension office for support.

AgriLife Extension has access to a broad network of technical experts and local leaders who can connect research to careers. Funding and staffing vary across counties, but together, you can work sustainably towards your goals.



ROSCOE EXPERIENCE

The first research question 6th graders asked was how crickets' chirps change with the temperature. Small groups of 4-5 students developed different hypotheses, gathered data, and presented their findings via posters. Math, language arts, and art teachers supported students as they built the posters that served as the visual demonstration of their analysis and conclusions.

We're starting now.

Getting started with PBL: Year 1

1 Explore and establish external partnerships.

- AgriLife Extension is not the only path forward. Boy Scouts, Girl Scouts, FFA, and other organizations may have complementary content or structures.
- Make sure you're aligned on the vision and purpose of your PBL partnership, and that you have a plan for evaluation and assessment.

2 Tap into your network.

- Connect with CEN partners to learn how they have developed relationships with 4-H via AgriLife Extension or other partnerships to pursue PBL.
- Look at strong exemplars of posters or research papers to share student learning.
- Engage community partners for sponsorship and support. For example, local businesses may lend the use of their large-scale printer for student posters.

3 Identify existing opportunities.

- Leverage teachers' knowledge of student interests, and identify research opportunities that align student interest with instructional standards.
- Map areas to build or complement teacher skills, such as using Excel to capture and analyze data.
- Identify Teacher Leaders who can champion the plan.

4 Establish your roll-out plan.

- Identify the grade band in which to start. Roscoe started with 6th graders, and built out the program from there.
- Integrate with curriculum. In CEN implementation, the research projects themselves have been focused on STEM, with collaboration from ELA, social studies, and others. As students progress, their projects should also align with areas of professional interest and/or work-based learning.
- Support teachers. CEN's Chief of Schools can train the instructional coaches to support teachers in designing the projects in their classrooms.
- Leverage partnerships. Collaborate with the AgriLife Extension representative or other resource people to conduct age-appropriate analysis and plan projects for Year One.

5 Launch your program internally.

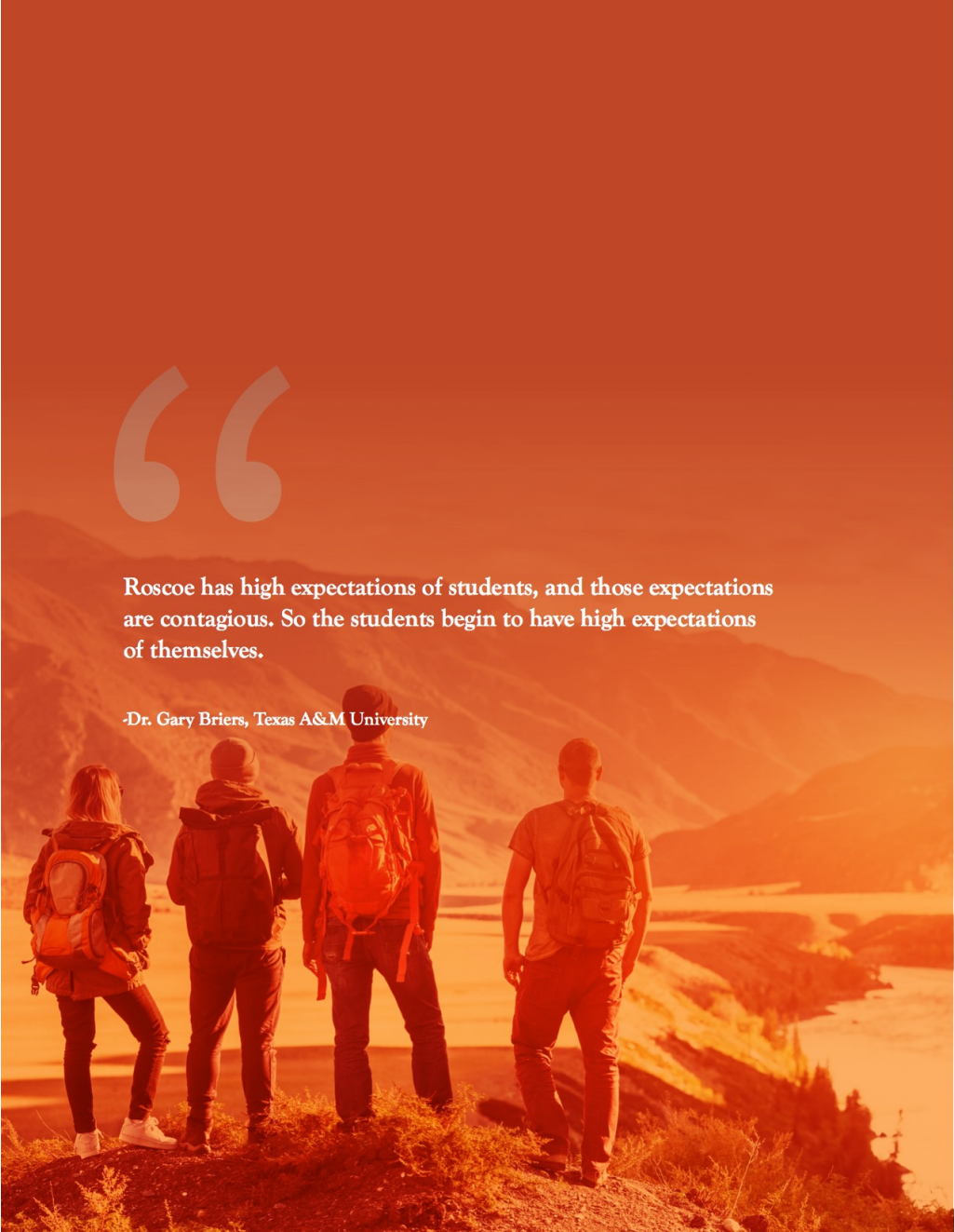
- In a staff-wide meeting, share the administration's vision for how PBL will connect classrooms to the community, along with desired outcome measures (i.e., percentage of students engaging in or presenting research) and the commitment and supports available to make the relationship work.
- Introduce your external partner. Whether it's the AgriLife Extension representative or another external partner, make sure they and the faculty are clear on roles and expectations
- Engage students. Teachers should introduce the research process, using class time and experiments aligned with grade-level standards.

6 Develop a plan for continuous improvement.

- For students. Prepare students for the process of evaluation, communicating their process and their progress, timing, and expectations. Give them opportunities to practice and be successful.
- For teachers. Use Instructional Rounds and instructional coaching to improve strategies, cross-disciplinary partnerships, and dependencies for next year.
- For the district: Prioritize ways to assess PBL partnerships and expand/improve the program in Years 2 and beyond.

7 Share successes.

- Find ways to highlight student projects at all levels: In the classroom, across the school, at board meetings, and with local community organizations.



“

Roscoe has high expectations of students, and those expectations are contagious. So the students begin to have high expectations of themselves.

-Dr. Gary Briers, Texas A&M University

NETWORK OPERATIONS

We've got tools.

This section reviews high-level operations for districts in the CEN network.

SECTION CONTENTS

- Introduction to Network Operations >
- Building a Budget >
- Calendar and Curriculum >
- Operating Principles and Mechanisms >
- Team Touchpoints >

NETWORK OPERATIONS

Here's how we work together.

A collaborative approach

CEN recognizes that rural ISDs are established, independent entities responsible for meeting the needs of all students in the district.

Together, we'll establish a plan for:



Budget



Calendar and curriculum



Staffing



Collaboration



Data collection



Accountability

Budget basics

CEN works closely with each district to build a budget that prioritizes long-term student outcomes. This looks a little different with every district.

Function 11 money will be $\geq 50\%$ of the total operating budget.

Districts should be prepared to make college and career readiness their spending priority. We will work with you to allocate Function 11 resources.

Collegiate Edu-Nation Mindset

High aspirations

High expectations

Focus: All means ALL!

College, Career, and Military Readiness

Transformative school culture change

CEN will help districts identify potential sources of funding.

This includes funding from the TEA through state programs such as P-TECH and CTE, as well as grants from the Texas Workforce Commission and other organizations. Potential additional funding sources can be found in the Appendix.



We've done this before.

Calendar and curriculum

While this can and should look different for every CEN district, there are some common elements to successful school calendars and daily schedules in the CEN model.

- **Start early:** RCISD starts their school year in mid-August, giving students more time to adjust to the instructional rigor and accelerated timeline of dual enrollment
- **Use block scheduling:** Longer classes give students time to engage fully with challenging coursework
- **Use your size:** Rural districts often have smaller student bodies, which can be helpful when solving curriculum puzzles
- **Use your network:** Work with other CEN districts to see if faculty might be able to split time between districts for elective coursework

Curriculum planning

Districts must work closely with IHEs to develop a curriculum that accommodates:

- **Dual credit coursework:** Aligned to a degree or program of study and culminating in an associate degree or 60 hours of college credit
- **CTE coursework:** Sequentially aligned to a regionally-relevant program of study
- **WBL opportunities:** Scheduled time for internships and apprenticeships that lead to high-wage, high-demand jobs
- **AVID:** Dedicated class time for college readiness support

The high school principal, high school counselor, academic dean, and IHE partner must collaborate closely to make sure the curriculum has accurate PEIMS codes, and culminates in specific programs of study, degrees, and relevant industry certifications in high-wage, high-demand industries.*

*More information about the codes related to every course for every student available here: <https://tea.texas.gov/reports-and-data/data-submission/peims/peims-data-standards>

Keys to success: High School

- **AVID** is coded as an elective and takes the place of homeroom and/or test prep courses
- **TSI support** takes the place of an elective—such as Yearbook—for students who have not yet passed the TSI
- **Practicums** give students space in the day for WBL experiences
- **TxEIS** can help you build a master schedule with minimal conflicts based on student course requests
- **Tutorials** are 30 minute sessions every morning to help students with challenging coursework
- **APEX** is an online program that can be used when students have a scheduling conflict, require a course that isn't offered, or need TSI/ACT/SAT test prep

Keys to success: Elementary School

Incorporating 4-H: In place of 9th period, RCISD elementary students have “club time” from 3:15-3:55 PM. Students are divided into groups and spend 6 weeks in each club before rotating to another. Current clubs include:

- | | | |
|---------------|------------|--|
| • Dog care | • Cooking | • 1-2 paraprofessionals are assigned to each club. |
| • Board games | • Sports | • They follow lesson plans developed by 4-H; if the club is not 4-H related, the paras develop their own lesson plans. |
| • Gardening | • Reading | • Examples of student schedules can be found in the Appendix here . |
| • Sewing | • Robotics | |



ROSCOE LESSONS LEARNED

On the first 2 days of each rotation, each para reviews the basics of 4H, emphasizing that students are involved in 4-H because they are enrolled at Roscoe Collegiate ISD. This contributes to a culture of prestige and high expectations from an early age.

NETWORK OPERATIONS

We're running smoothly.

Operating principles



2-way support

- Empathetic conversations about personal and professional lives
- Ad hoc tactical and strategic problem solving related to student support, CEN implementation, and other actions to achieve shared results



Accountability

Success is measured by achieving the espoused CEN Vision and Mission outcomes.

Both partner districts and CEN remain focused on those outcomes, and share in the accountability for achieving them.



Clear expectations

Both the adopter district and CEN team members have good and shared understanding of goals, roles, processes, and interpersonal norms (GRPI) for a project.



ROSCOE LESSONS LEARNED

CEN's operating mechanisms prioritize strong communication within the district and between each district and CEN.

Operating mechanisms



Playbook

This document provides actionable guidance to school district leaders, principals, teachers, staff, and district partners to implement the CEN model.



Partnership Agreement

A legal document that describes the performance expectations, responsibilities, and fee structure of CEN and the adopter district.

The CEN P20 Recipe

The following are the vital and necessary "ingredients" to assure the optimal success of all students in the CEN Universe...

1. Apprenticeships
2. AVID (Advancement Via Individual Determination)
3. Common Instructional Framework
4. Culture of innovation and change
5. Early College High School (ECHS)
6. Harvard Instructional Rounds
7. Mentoring (peer, adult)
8. Early childhood experiences
9. Project-based learning
10. STEM Strategies
11. Student research (age-appropriate)

CEN exists to help rural school leaders access and implement each one of those necessary ingredients.



NETWORK OPERATIONS

We're intentional about meetings.

CEN uses several meeting types, the format of which are inspired by Death by Meeting, to discuss key implementation questions, clarify roles and responsibilities, and manage execution of next steps

We understand the value of time.

Purposeful meetings are scheduled regularly with district and campus leaders in CEN Partner Districts. Support and training is provided to

Board of Trustees
Superintendents
Leadership Teams
Campus Leaders
Instructional Staff
Advisory Councils



Engage your advisory council.

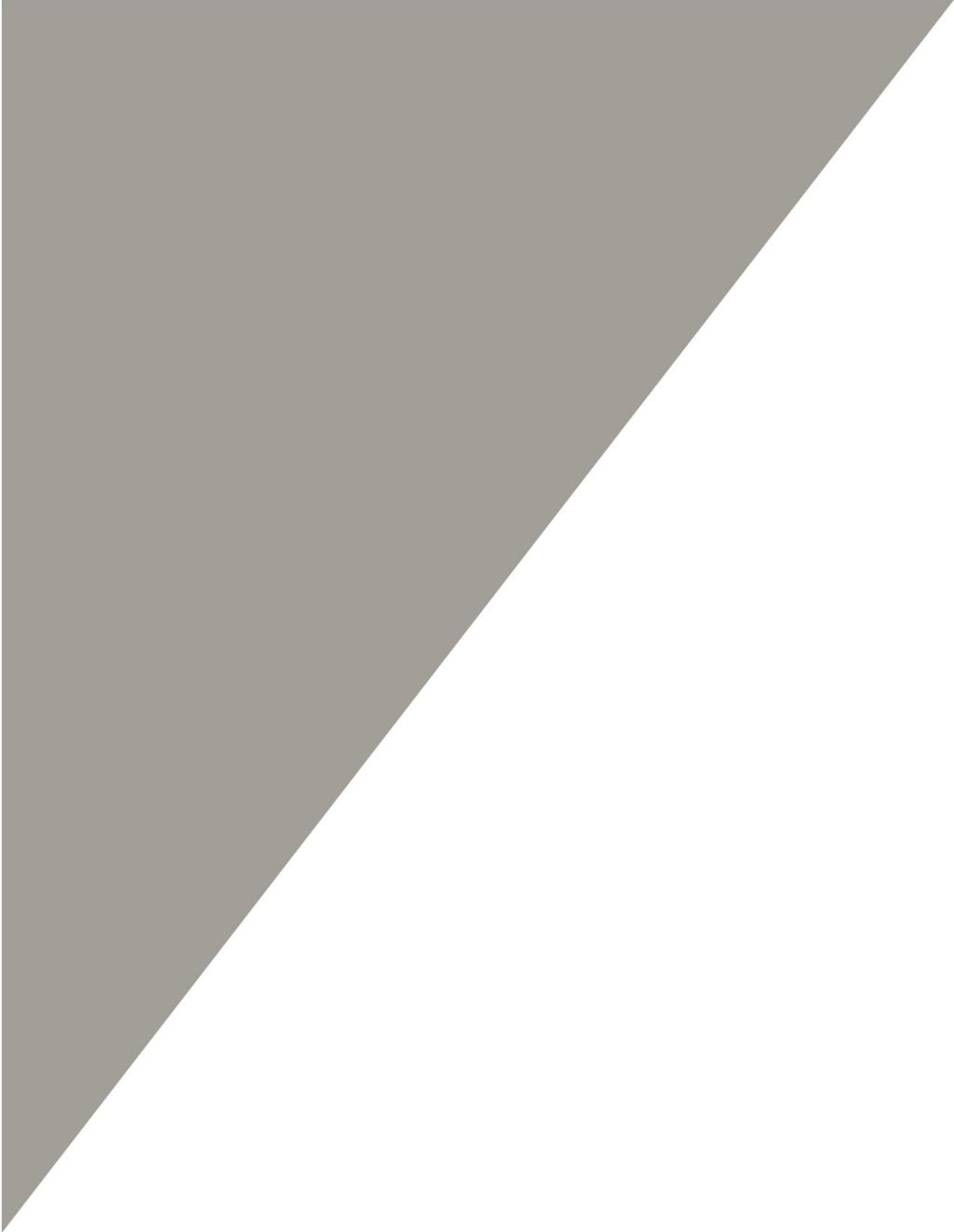
Some of the most important meetings in successful CEN districts are external. CEN districts reach out to community members to share the vision of how to improve student opportunities and outcomes through the CEN model.



ROSCOE LESSONS LEARNED

Roscoe engages their Advisory Council twice annually, in October and April. In two-hour evening sessions, visitors can see students' work with robots, engineering, and poster presentations. Attendees also have the opportunity to learn about what's on the horizon for RCISD. Visitors are invited to spend 2-3 hours the following day participating in external Instructional Rounds, where they visit classrooms across RCISD to see teachers and students at work.





Appendix

SECTION CONTENTS

- Policy Context >
- Potential Funding Sources >
- Sample Student Schedules >
- Iconography Accreditations >

Policy Context for CEN.

CEN can help rural schools meet state and national educational goals

In response to calls by national foundations and the Obama Administration to increase “the proportion of Americans with high quality degrees, certificates, and other credentials to 60 percent” and to once again become the best-educated country in the world, states set their own postsecondary attainment goals. 60x30 is Texas’ Higher Education Strategic Plan plan that by 2030, the state will achieve four goals¹⁻³:

- 1 60 percent of Texans ages 25-34 will have a certificate or degree
- 2 550,000 students in that year will complete a certificate, associate, bachelor’s, or master’s from an institution of higher education in Texas
- 3 All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills
- 4 Undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions

According to Texas 2036, a nonprofit dedicated to long-term, data-driven strategies that secure Texas’ continued prosperity, more than 75 percent of new jobs will require a post-secondary degree or credential, but only 44 percent of Texans have earned them.⁴ Attainment rates and access to new jobs are significantly lower for students from low-income backgrounds and rural communities. Responding to this gap, in 2017 the Texas Legislature passed and the Governor signed HB 3, a school finance bill that among other reforms created financial incentives, aligned with the state’s 60x30 goals, to “reward districts for not only preparing students for post-secondary success, but actually enrolling in postsecondary institutions, completing a credential, and/or enlisting in the military.”⁵ CEN is positioned to support districts and states to meet these postsecondary attainment goals, especially in rural communities.

References. 1. Lumina Foundation, “Equity Policy Academy: A Case Study,” accessed June 3, 2019, <https://www.luminafoundation.org/files/resources/02-equity-policy-academy.pdf>. 2. <https://obamawhitehouse.archives.gov/issues/education/higher-education>. 3. <http://reportcenter.theeb.state.tx.us/agency-publication/miscellaneous/60x30tx-strategic-plan-for-higher-education/>. 4. <https://texas2036.org/education-workforce/> 5. <https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/house-bill-3-hb-3-implementation-ccmr-outcomes-bonus-allowable-expenses>

Potential additional funding sources

In addition to baseline per-pupil funding, CEN adopter districts may qualify for additional funding through:

- TEA charter replication grants for districts working with innovative models
- [House Bill 3 \(HB3\)](#): Among other incentives, additional funding for P-TECH and CTE programs, as well as bonuses for success in college, career, and military readiness
- [Perkins V](#): Additional funding for sequential, regionally-relevant CTE programs
- P-TECH: Per-pupil funding for students in Grades 13 and 14 who are enrolled in dual credit coursework and engaged in WBL
- [Jobs and Education for Texas Grant](#): Covers equipment related to CTE programs
- [High Demand Job Training Program](#): Supports collaboration between local Workforce Boards and Economic Development Corporations to provide high-demand occupational job training in local workforce areas
- [Texas Industry Partnership Program](#): Supports collaboration between local workforce development boards and industry partners through matching contributions for occupational job training
- Additional grants from the TEA and other organizations

Collegiate Edu-Nation
is a designated
Technical Assistance Provider
of the
Texas Education Agency.



APPENDIX

Sample student schedules

Elementary School: Sample 5th Grade Schedule

Per	Crs Nbr	Sec	Sem Title	Sif Pcd	Room	Day Met	Instructor Name	Crs Entry	Crs WD
01-01	0507	02	1 SCIENCE/HLTH 5	N		MTWThF	HARVIEL	08/08/2019	
02-02	0508	02	1 SOC STUDIES 5	N		MTWThF	HARVIEL	08/08/2019	
03-03	0509	02	1 BAND 5	N		MTWThF	RAY	08/08/2019	
04-04	0502	02	1 PE 5	N		MTWThF	FREEMAN	08/08/2019	
05-06	0506	02	1 MATH 5	N		MTWThF	GRAVES	08/08/2019	
07-07	0504	02	1 READING 5	N		MTWThF	MOSES	08/08/2019	
08-08	0505	02	1 ENG/ LA 5	N		MTWThF	MOSES	08/08/2019	

High School: Sample 9th Grade Schedule

Per	Crs Nbr	Sec	Sem Title	Sif Pcd	Room	Day Met	Instructor Name	Crs Entry	Crs WD
00-00	2020	00	1 9TH TUTORIAL	N		MTWThF	MASSEY	09/05/2019	
01-01	2500	01	1 EDUCATION 1300	N		MTWThF	HAMLIN	08/08/2019	
02-02	1405	02	1 9-PROBSBIOM1	N		MWF	GUNTER	08/08/2019	
03-03	1003	03	1 ENGLISH 1	N		MWF	SEXTON	08/08/2019	
04-04	1303	04	1 WORLD HISTORY	N		MWF	RACKLEY	08/08/2019	
05-05	3060	05	1 CAREER1 APEX 1	Y		TThF	MANN	10/10/2019	10/15/2019
05-05	3062	05	1 EMPSKILLS APEX1	Y		TThF	MANN	10/15/2019	
06-06	1105	06	1 GEOMETRY	N		TThF	DILLON	08/08/2019	
07-07	1205	07	1 CHEMISTRY	N		TThF	JENNINGS	08/08/2019	
08-08	1903	08	1 AVID 1	N		MTWThF	PARSONS	08/08/2019	
09-09	1805	09	1 GIRLS ATH 9	N		MTWThF	ARNWINE	08/08/2019	
00-00	2020	00	2 9TH TUTORIAL	N		MTWThF	MASSEY	01/07/2020	
01-01	1712	10	2 DRAMA 1310	N		MTWThF	HAMLIN	01/07/2020	
02-02	1406	02	2 MEDICAL TERM	N		MWF	GUNTER	01/07/2020	
03-03	1003	03	2 ENGLISH 1	N		MWF	SEXTON	01/07/2020	
04-04	1303	04	2 WORLD HISTORY	N		MWF	RACKLEY	01/07/2020	
05-05	3061	50	2 CAREER1 APEX2	Y		TThF	MANN	02/17/2020	02/19/2020
05-05	3063	50	2 EMPSKILLS APEX2	Y		TThF	MANN	02/19/2020	
06-06	1105	06	2 GEOMETRY	N		TThF	DILLON	01/07/2020	
07-07	1205	07	2 CHEMISTRY	N		TThF	JENNINGS	01/07/2020	
08-08	1903	08	2 AVID 1	N		MTWThF	PARSONS	01/07/2020	
09-09	1805	09	2 GIRLS ATH 9	N		MTWThF	ARNWINE	01/07/2020	

High School: Sample 12th Grade Schedule

Per	Crs Nbr	Sec	Sem Title	Sif Pcd	Room	Day Met	Instructor Name	Crs Entry	Crs WD
00-00	2023	00	1 12TH TUTORIAL	N		MTWThF	SEALS	08/08/2019	
01-01	1308	10	1 GOVERNMENT2305	N		MTWThF	RACKLEY	08/08/2019	
02-02	1420	28	1 PRACT BIOM	N		MWF	GUNTER	08/09/2019	
03-03	1007	03	1 12-ENGLISH 2311	N		MWF	GALVAN	08/08/2019	
04-04	1317	04	1 PSYC2301	N		MWF	MOSES	08/13/2019	
05-05	1221	05	1 BIOL 1322	N		TThF	HAMLIN	08/21/2019	
06-06	1906	05	1 AVID 4	N		TThF	SEALS	08/08/2019	
07-07	1411	07	1 AGPROBS2020	N		TThF	GUNTER	08/09/2019	
08-08	1420	28	1 PRACT BIOM	N		MTWThF	GUNTER	08/09/2019	
09-09	1810	09	1 BOYS ATH 11	N		MTWThF	FREEMAN	08/08/2019	
00-00	2023	00	2 12TH TUTORIAL	N		MTWThF	SEALS	01/07/2020	
01-01	1307	11	2 ECONOMICS	N		MTWThF	RACKLEY	01/07/2020	
02-02	1420	28	2 PRACT BIOM	N		MWF	GUNTER	01/08/2020	
03-03	1008	33	2 12-ENGLISH 2326	N		MWF	GALVAN	01/07/2020	
04-04	1309	04	2 GOVERNMENT2306	N		MWF	MOSES	01/07/2020	
05-05	2508	50	2 SPCH 1315	N		TThF	HAMLIN	01/07/2020	
06-06	1906	05	2 AVID 4	N		TThF	SEALS	01/07/2020	
07-07	1411	07	2 AGPROBS2020	N		TThF	GUNTER	01/08/2020	
08-08	1420	28	2 PRACT BIOM	N		MTWThF	GUNTER	01/08/2020	
09-09	1810	09	2 BOYS ATH 11	N		MTWThF	FREEMAN	01/07/2020	

Note: Not all seniors will have a math course depending on their specific degree plan. For the STEM endorsement, students must take 5 years of either a math or a science. However, it is possible for a student to complete 5 years of math or science by their senior year. For example, College Algebra is a 1-semester course in college, but students can receive a full HS credit for the course since the objectives align with the Texas Essential Knowledge and Skills (TEKS) for Algebra II, which is a full credit course. Please contact CEN with any additional scheduling questions.

APPENDIX

The Noun Project iconography accreditations by order of appearance

Texas by Kelsey Chisamore

Community by Creative Stall

Graduation Cap by Symbolon

Certificate by ProSymbols

Learning by Andrei Yushchenko

Fireworks by Made

Binoculars by Mikicon

Partnership by Vectorstall

Magnifying Glass by Andreas Vögele

Megaphone by Sergey Demushkin

Award by ibrandify

Money hand by Wahyu Prihantoro

Link by Tatyana Kyul

Pie by Lastspark

Running by Fauzan Adiima

Agreement by Juliana Takeuchi

Data Computer by Locad

computer data by Deepz

Calendar by Linseed Studio

Rocket by Creative Stall

University by Priyanka

Like by Oksana Latysheva

Play button by Markus

Books by Pascal Heß

Road by Phonlaphat Thongsriphong

Talk by TTHNGa

Challenge by Vectors Point

High five by HeadsOfBirds

Water Tower by Danil Polshin

Neighborhood by Laurent Généreux