

Funding Opportunity

Response, Innovation, and Student Equity (RISE) Education Fund

The State of Colorado will accept applications for a Response, Innovation, and Student Equity (RISE) Education Fund to address the learning challenges related to the economic, social, and health impacts of COVID-19. This \$32.7 million fund will support high-needs school districts, charter schools, and public institutions of higher education, to address the impacts of COVID-19 in a manner that creates sustainable innovations that improve student learning, close equity gaps, and enhance operational efficiency for pre-K-12 through higher education.

Contact Information:

All applications, reimbursement requests and questions should be emailed to GEER.Reimbursements@state.co.us or contact the following staff listed below.

Kay Yang, GEER Grant Manager | kay.yang@state.co.us

Allie Kimmel, Senior Policy Advisor | allie.kimmel@state.co.us

Introduction

The COVID-19 crisis has had an enormous impact operationally, educationally, and economically on our P-12 school districts, charter schools, and institutions of higher education, as well as students, parents and families. In particular, students who already faced challenges, including low-income students, minority students, English learners, students with disabilities, students experiencing food or housing insecurity, or system-involved students such as those in foster care risk falling further behind or dropping out entirely in the absence of targeted support. In addition, schools and institutions of higher education are facing significant budget cuts and must innovate to respond to these cuts, while maintaining or improving quality, filling learning gaps, and preparing for partial or full remote schooling in the fall.

In order to address these challenges and promote innovation, Colorado will accept applications for grants for a \$32.7 million RISE Education fund sponsored through federal Governor's Emergency Education Relief Funds to address the learning challenges related to the economic, social, and health impacts of COVID-19. Applicants can pursue awards between \$250,000 and \$4,000,000, depending on the size of the applicant, number of children served, and quality of the application.

Purpose

The purpose of this fund is to provide resources to high-needs school districts, charter schools, and public institutions of higher education, to address the impacts of COVID-19 in a manner that creates lasting innovations, improved student learning, and enhanced operational efficiency for pre-K-12 and higher education.

Eligibility

Eligible applicants include:

1. School districts (on behalf of all schools or particular schools) or BOCES
2. Charter School Institute (CSI)
3. Charter schools
4. Public degree-granting institutions of higher education (or systems)
5. Federally-recognized Tribes
6. Early childhood councils
7. Consortia of such entities

Other organizations may partner with an eligible applicant, including:

1. Non-profit or community-based organizations
2. Early childhood providers
3. Local government entities
4. Employers or workforce partners

Priority Considerations

Priority will be given to proposals that:

- serve a rural community; or
- propose to serve schools or districts with priority improvement or turnaround plan types; and
- address significant academic gaps between students based on income, race or ethnic group, status as an English learner, or disability status.

Available Use of Funds

Funding may be utilized for a wide variety of expenses and activities designed to meet the purpose of this grant program. Grant recipients will be authorized to request reimbursements for eligible expenses. However, funding may not be utilized:

- To supplant or replace current public or private funding;
- To supplant ongoing or usual activities of any organization involved in the project, but can be used to grow, scale, or significantly alter an existing program or effort;
- To purchase or improve land, or to purchase, construct, or make permanent improvements to any building;
- To reimburse pre-award costs;
- To provide food for trainings;
- For fundraising, political education, or lobbying activities;
- For expenditure of dues and/or membership fees to any organization.

Key Dates and Duration of Grant

Funds are anticipated to be awarded in two rounds:

- 1st Grant Application Deadline: October 17, 2020 at 5pm MT / Award Notification Date: November 6, 2020
- 2nd Grant Application Deadline: December 19, 2020 at 5pm MT / Award Notification Date: January 22, 2021

Funds are available for use by September 30, 2022.

Program Requirements

The RISE Education Fund is intended to assist eligible applicants in addressing the learning challenges related to the economic, social, and health impacts of COVID-19. This fund will provide resources to high-needs school districts, charter schools, and public institutions of higher education, to address the impacts of COVID-19 in a manner that creates lasting innovations to improve student learning, and enhance operational efficiency for pre-K-12 and higher education.

In addition, this fund will:

- Support innovative, locally driven solutions;
- Address broad structural challenges and overcome barriers to learning that have the potential to be replicated in the future by other school districts and institutions;
- Advance equity by reaching students most likely to have been affected by the economic, social, and health impacts of the COVID-19 crisis, including by engaging or re-engaging students in school;
- Prioritize educator, family, and community input and support, and partnership in developing and implementing grant activities;
- Prioritize proposals that serve geographically diverse areas of the state including rural areas or propose to serve schools or school districts in priority improvement or turnaround status.

Reviewers will be looking at how applicants have addressed specific areas of focus:

1. Providing new student-focused models of learning for students, which may include whole school turnarounds or reimagining higher education.
2. Dramatically rethinking the student experience for higher education institutions to improve student persistence, retention, and graduation rates, including shorter time to degree and dual and concurrent enrollment.
3. Strengthening and formalizing linkages between P-12, higher education, and industry, which may include work-based learning, improving transitions, apprenticeships, early colleges, and preparing students for in-demand careers and sectors in their community.
4. Catalyzing innovations for pre-K and higher education that can drive long-term impact after the life of the grant, which may include partnerships to address student and family needs, leveraging economies of scale through partnerships, and cost savings for institutions, school districts, and students.

In addition, reviewers will be looking for how applicants address three project components integral to community response to COVID-19:

- 1. Connections:** How will the proposed project improve community connections, as well as student and family outreach in the learning process?
- 2. Engagement:** How will the proposed project increase student engagement and re-engagement, including by increasing interest in the learning process and ensuring students are engaged in school regardless of whether learning is remote or in-person?
- 3. Outcomes:** How will the proposed project improve student outcomes, including academic and social-emotional measures?

Please note that a school district applying on behalf of all schools as a sole recipient of funds (i.e. not in collaboration with another entity) will be subject to the “equitable services” requirement imposed by the federal government under section 18005 of the CARES Act. A school district applying on behalf of one or particular schools, or in collaboration with any other entity, is considered an “education-related entity” for the purpose of this requirement. Please see CARES Act GEER Q&A [here](#).

Performance and Financial Reporting Requirements

Applicants will be required to report to the state on a quarterly basis. Reports will include both data and narrative components. Applicants will be required to provide a final report at the close of the grant describing whether or not the applicant has met the intended outcomes.

At the end of each quarter, each applicant shall submit to the agency and the Committee a report that contains—

- (A) the amount of large covered funds received that were expended or obligated for each project or activity;
- (B) a detailed list of all projects or activities for which large covered funds were expended or obligated, including—
 - (i) the name of the project or activity;
 - (ii) a description of the project or activity; and
 - (iii) the estimated number of jobs created or retained by the project or activity, where applicable; and
- (C) detailed information on any level of subcontracts or subgrants awarded by the covered recipient or its subcontractors or subgrantees, to include the data elements required to comply with the Federal Funding Accountability and Transparency Act of 2006 (31 U.S.C. 6101 note) allowing aggregate reporting on awards below \$50,000 or to individuals, as prescribed by the Director of the Office of Management and Budget.

Data Privacy

Applicants must provide an overview of how student and staff data will be collected and how the district will ensure all data is securely protected. Include a copy or provide a link to district data and privacy policies.

Submission, Review Process and Timeline

Grant applications are due at the following deadlines.

- 1st Grant Application Deadline: October 17, 2020 at 5pm MT / Award Notification Date: November 6, 2020
- 2nd Grant Application Deadline: December 19, 2020 at 5pm MT / Award Notification Date: January 22, 2021

Applicants should submit their applications in PDF online at GEER.Reimbursements@state.co.us.

Applications will be reviewed by a grant selection committee composed of parents, educators, students, education leaders, and other community members appointed by Governor Polis and chaired by Gary Community Investments President and CEO, Mike Johnston. Each application will be scored based on a rubric taking into account need, focus, sustainability, priority, sustainability, evaluation and innovation.

RISE Education Fund

Applicant Information			
Applicant Name:	Adams County School District 14		
Address:	5291 E. 60th Ave, Commerce City, CO 80022		
DUNS #:	03 045 4839		
Region			
(Indicate region of Colorado this program will directly impact)			
<input checked="" type="checkbox"/> Metro	<input type="checkbox"/> West Central	<input type="checkbox"/> Pikes Peak	
<input type="checkbox"/> Southwest	<input type="checkbox"/> North Central	<input type="checkbox"/> Southeast	
<input type="checkbox"/> Northwest	<input type="checkbox"/> Northeast		
Authorized Representative			
Name:	Shelagh Burke	Title:	Chief Academic Affairs Officer
Phone:	303-853-3258	Email:	saburke@adams14.org
Program Contact			
Name:	Porter Cutrell	Title:	Director of CTE
Phone:	720-322-8103	Email:	pcutrell@adams14.org
Fiscal Manager*			
Name:	Andrew Flinn	Title:	Grant Accountant
Phone:	303-853-3218	Email:	aflinn@adams14.org
Board President*			
Name:	Ramona Lewis	Title:	President
Phone:	303-356-3223	Email:	rlewis@adams14.org

*Charter schools must obtain the authorizer's signature from its school district or CSI to sign as the fiscal manager.

*Board President's contact info and signature are not required for higher education institutions.

TOTAL FUNDS REQUESTED: (The amount requested must equal the grant budget amount from the last page)	2,159,000.00
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Program Assurances Form

The applicant's Authorized Representative and the Program Contact must complete and sign their approval of the assurances, contents of the application, and the receipt of program funds. Applicants will date and sign that they hereby apply for and, if awarded, accept the state funds requested in this application. In consideration of the receipt of these grant funds, the Board of the agency agrees that the General Assurances form for all funds and the terms therein are specifically incorporated by reference in this application. The Board also will certify that all program and pertinent administrative requirements will be met. Grant Recipients will be authorized to request reimbursements for eligible expenses. Grant Recipients will comply with the provisions of all applicable acts, regulations, and assurances; Title 2 of the Code of Federal Regulations (CFR), Part 200 as adopted at 2 CFR 3474, 3485, 34 CFR Part 76; the applicable parts of the Education Department General Administrative Regulations (EDGAR) 34 CFR parts 75-77, 79, 81- 82, 84, 97-99, Department of Education General Education Provisions Act (GEPA) requirement, and other titles of the CFR that govern the award and administration of this grant.

Adams County School District 14 hereby applies for, and if awarded, accepts the state funds as requested in this application. In compliance of these grant funds, the organization certifies that all program and pertinent administrative requirements will be met. In addition, the organization agrees to the following:

(Initial next to each statement to indicate agreement)

- B 1. The applicant will provide the following information:
- A. Progress Report Program Indicators
 - a. Major Activities and Accomplishments
 - b. Describe any deviation or departures from the original project plan
 - c. Significant observations
 - d. Organizational issues
 - e. Technical assistance and training needed
 - f. Activities planned for next reporting period
 - B. Grant Evaluation and Data Collection
 - C. Quarterly Performance and Financial Reports
- B 2. Funded projects will maintain appropriate fiscal and program records and conduct fiscal audits of this program as a part of their regular audits. Fiscal and program records will be maintained according to grant requirements.
- B 3. If any findings of misuse of these funds are discovered, project funds will be returned back to funding department
- B 4. The grant recipient will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.
- B 5. The applicant will not discriminate against anyone regarding race, gender, sexual orientation, national origin, color, disability, or age. Applicant must have a copy of their Equal Employer Opportunity Act documentation on hand at all times.
- B 6. The work of personnel supported through this grant, directly supports the accomplishment of the program goals.
- B 7. The applicant will ensure that each program covered by this application will be administered in accordance with all applicable statutes, regulations, program plans, and requirements delineated in this application.
- B 8. For supporting documentation, districts must follow the same processes as ESEA funds, applying Uniform Admin Req's, Cost Principles, and GAAP and Audit Requirements in the Uniform Guidance.
- B 9. Project modifications and changes in the approved budget must be requested in writing and be approved in writing by before modifications are made to the expenditures.
- B 10. Grant Recipients will sign and return the Certification of Agreement and Risk Assessment forms of the Notice of Grant Award

Program Evaluation

The state of Colorado is pursuing research funds to help understand the impact of this program, particularly for high-needs students. While not every applicant will be evaluated, the state will select a certain number of applicants that do agree to be evaluated via a rigorous evaluation process. Applicants agreeing to be evaluated must agree to the following conditions:

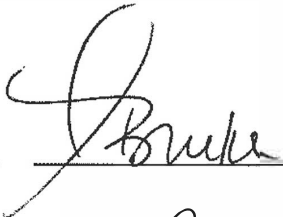
- Applicant understands and acknowledges that the Evaluator will submit a request to the relevant state level agency (Colorado Department of Education, Colorado Department of Higher Education, Colorado Workforce Development Council, etc) for relevant student-level information from the Applicant district or higher education institution that is in the state’s purview. Such information could include assessment scores (CMAS, SAT scores and/or other outcome data, grade, persistence and graduation rate data, and demographic data (such as race/ethnicity, gender, Special Education status, Free and Reduced Lunch status, and English Language Learner status), as well as attendance or discipline-related data.
- Applicant understands, acknowledges and agrees to develop a Data Sharing Agreement with the applicable state agency for evaluation purposes.
- The Evaluator may administer a survey on implementation and outcomes to teachers, faculty, students and administrators in the applicant service area. Applicant agrees to provide the Evaluator with contact information for relevant parties and any other necessary support to facilitate the implementation of the survey.
- The applicant also agrees to provide the Evaluator non-PII information on implementation timelines and data on services - including the dates, types and contents of services - which were received by schools/students/teachers within the applicant service area.

X Applicant agrees to be contacted by a research partner to discuss participation in a rigorous evaluation

Applicant does not agree to participate in rigorous evaluation

Please note that a school district applying on behalf of all schools as a sole recipient of funds (i.e. not in collaboration with another entity) will be subject to the “equitable services” requirement imposed by the federal government under section 18005 of the CARES Act. A school district applying on behalf of one or particular schools, or in collaboration with any other entity, is considered an “education-related entity” for the purpose of this requirement. Please see CARES Act GEER Q&A [here](#).

Please check this box if you are applying as a school district for all schools and will be subject to the equitable services requirement.

<u>Shelagh Burke</u> Name of Authorized Representative	 Signature	<u>12/18/2020</u> Date
<u>Porter Cutrell</u> Name of Program Contact	<u>Porter Cutrell</u> Signature	<u>12/18/20</u> Date
<u>Andrew Flinn</u> Name of Fiscal Manager	<u>Andy Flinn</u> Signature	<u>12/18/20</u> Date
<u>Ramona Lewis</u> Name of Board President	<u>Ramona Lewis</u> Signature	<u>12/18/2020</u> Date

Statement of Work

Please answer the following questions to the best of your ability.

Community Needs

Provide a description of the impact of the COVID-19 crisis on your community, including how COVID-19 has disproportionately affected certain students in your community or your campus.

Like many communities, COVID-19 has significantly harmed Commerce City, Colorado. The Adams County Workforce and Business Center reports, "COVID has impacted Adams County more severely than other counties resulting in high unemployment rates and tens of thousands of people out of work" (Adams County Workforce and Business Center, 2020 in Attachments). The most striking aspect has been the negative academic impact on Adams County School District 14 (Adams 14) students as they grapple with remote learning versus traditional in-person learning. Adams 14 serves all of Commerce City with a student population of 6,507 students. Adams 14 is a turnaround plan district.

As other school districts around the state have returned to some form of in-person learning since the beginning of the 2020-2021 school year, the two-week percent positive rate for COVID-19 in the Adams 14 school district boundary has been above 15% for over two months (TCHD.org), indicating that the infection rate has impacted our community at a higher level than other school districts. The high positivity rate has contributed to our inability to return to in-person learning out of concern for the health and safety of our students, staff, and their families.

Adams 14 has remained in a remote learning setting for the entire fall semester of 2020 and the learning loss has now been confirmed through the latest round of STAR Assessments. The STAR Fall Assessment, used as baseline data for State Benchmark Category Prediction, demonstrates an increase in students that are not meeting or only partially meeting the standard when compared to fall 2019. The two lowest categories of Does Not Meet and Partially Meets increased by 1.73% in Reading and 4.22% in Math to 66.46% in Reading and 70.88% in Math.

Attendance rates plummeted between 10-20% across all Adams 14 schools during the Spring 2020 semester upon the shift to remote learning. Coupled with the delayed start of the 2020-21 school year to complete planning and training for remote learning, the last day of in-person learning for Adams 14 students was March 12, 2020. Despite our best efforts, the home learning program that was created at short notice last spring is not comparable to traditional in-person schooling. As students' remote education persists throughout the fall semester, it is undeniable that COVID-19 has negatively impacted the quality of instruction, only exacerbating the concern as the pandemic stretches on.

The majority of our student population are English Language Learners, who have been disproportionately impacted by the abrupt change from physical to virtual classrooms. Many of our more socioeconomically marginalized families, including a larger proportion of immigrant families, were not adequately prepared to provide the resources required for remote learning. Even with supplementary online resources and remote instruction in place for content-area learning, they often did not support the students' English acquisition to the extent needed, lacking the depth of meaningful social interactions to support second language learning that are provided by physical classrooms.

The Brighton Standard Blade has reported on the disproportionate infection rate in our minority population. Latinos comprise 40% of Adams County but represent 48% of reported COVID-19 cases, according to the Tri-County Health Department. (TCHD.org) The actual infection rate may be even more dramatic than the data demonstrate. Similarly, Latinos are 47% of Commerce City's population but comprise 53% of COVID-19 cases, while in Brighton, Latinos are 37% of the population but 42% percent of cases.

In Commerce City, 23.2% of residents live below the poverty line, exceeding the national rate (13.1%) and the state rate (9.6%) (bls.gov 2020). Commerce City has historically battled unemployment, however, the rate was reduced to 3.4%, just below the national average of 3.9% prior to the breakout of the pandemic (see Figure 1 in Attachments). By June of 2020, in the third month of the enduring pandemic, Commerce City recorded an

unemployment rate of 11.4% compared to a national and state rate of 11.1% and 10.6%, respectively (see Figure 2 in Attachments). The Commerce City economy is based on wholesale and retail services (19.3%), construction (18.6%), transportation, warehousing and utilities (10.8%), and education and manufacturing (9.7%) and COVID-19 has negatively impacted all of these sectors.

The proposed project is an opportunity to realign the direction of the District, improve academic achievement and focus on re-engaging students whose learning was disrupted due to the pandemic. Today, within our school population, 85% receive Free/Reduced Price Lunches (state 41%), minority enrollment is 90% (state 47%), and English Language Learners (ELL) comprise 56% of the student body (state 16%). During the 2018-19 academic year, Adams 14 recorded one of the lowest high school graduation rates of any school in the state at 74%, well below the 82.3% national average and 81.1% state average (areavibes.com 2020).

In order to improve student outcomes, Adams 14 must focus on the needs of subgroups in our student population. Adams County School District 14 and the community have decided the way to address this need is to focus on CTE, P-TECH and work-based learning opportunities. The collaboration and partnership of higher education and industry partners will provide programming to ensure college and career ready students at graduation. For most of the young people in Commerce City, educational attainment or skill acquisition may offer the only means of advancement on the economic ladder. Our P-TECH pathway proposal directly responds to that need as it accelerates the student's educational exposure and skill acquisition for gainful employment, setting up a brighter future with the right skills or postsecondary credentials.

There is evidence that higher education attainment of any kind benefits individuals from low-income backgrounds, especially those in the Colorado labor market. Students holding a high school diploma or less and no postsecondary credential in the new Commerce City workplace will struggle even more to find work post-COVID-19 as nearly two-thirds of all jobs will require education and training beyond high school (Building Career, 2015). It is anticipated that the US economy will create 16 million jobs by 2024 that require postsecondary degrees, though not necessarily a four-year college degree, and as demand for these "new-collar" jobs continues to increase, the millions of jobs requiring only a high school diploma have disappeared (Building Career, 2015). Commerce City has generally had higher unemployment rates than both the Denver metro area and Colorado, and although the gap has narrowed meaningfully over the past decade, it persists. During the COVID-crisis, unemployment rates increased in some parts of the state, but the recovery has lagged in Commerce City relative to Denver metro and Colorado as a whole. Higher education attainment and real-world industry credentials are a key pathway for social mobility in the United States.

The Adams 14 School District is approaching the addition of a pathway in technology early college high school (P-TECH) program in Architectural and Building Science to expand CTE programming and work-based learning opportunities as part of rethinking their approach to school. American public schools have been largely impervious to the productivity gains that other sectors of society have realized over the past decade through the use of technology. Schools have not widely adopted technology and, when technology was deployed, it was not triggering substantial change—a problem many industries have long since confronted and resolved. A number of Adams 14 District leaders have experimented with new educational ideas and innovative ways to apply them that demonstrate real promise to deliver the kind of productivity gains that so many other sectors have achieved.

Adams 14 visualizes a new generation of sophisticated coursework and schools that blend the best of secondary, postsecondary and real-world instruction to make schooling relevant to all. The Adams 14 personalized-learning approach will be feasible, affordable and provide a gateway from backpacks to briefcases. This approach does not replace fundamental curriculum, rather it is a way to give teachers and schools the tools they need to be more effective and aligned to the needs of the economy and upward mobility prospects for students. Robust partnerships with postsecondary institutions like Front Range Community College and the nearly 1000 construction businesses represented by the Construction Education Foundation make Adams 14's goal of personalized learning both practical and unique. Through a combination of real-world focused job and skill development, 21st century LMS technology, and tailored instruction to content and workforce internship exercises this approach will deliver results on a student's long-range career goals.

In the fall of 2020, a student focus group was held to discuss improving and expanding our CTE, work-based learning opportunities, and partnerships with industry and higher education institutions. The group committed to meeting on a regular basis and expressed excitement regarding the potential for increased educational opportunities through a PTECH model. The students in this group were in favor of the pathways in design, particularly that a CNA program was being added. A district-wide parent survey delivered at the end of September 2020 was also highly favorable (see Figure 3 in Attachments). It is evident that the Adams 14 community values these experiences and is interested in expanding students' current opportunities, even during the pandemic. Adams 14 parents want more career exploration and industry experience for their children prior to graduation.

Adams 14 realizes that remote work has become a necessary measure for organizational productivity amid the COVID-19 crisis and it has evolved into a new business paradigm. Adams 14 recognizes that this new paradigm enables employers to choose from a broader pool of job candidates, as remote employees can live anywhere. Increased competition for jobs means educators must pivot away from the traditional one size fits all educational model that aligns with a traditional 9-to-5, five days per week working environment. This work shift will be a significant business trend in the coming years and the Architectural and Building Science P-TECH program will allow students to compete in the new post-pandemic world of employment.

The pandemic has pushed companies and schools to grapple with health and safety issues like never before. As organizations reconfigure workplaces to prevent infection, schools must also grapple with how to prepare students for the combination of jobs that will require both hands-on trade skills and remote work access ability. Adams 14 believes that adding the Adams 14 Pathways Alliance work in Architectural and Building Science that promotes Computer Aided Drafting (CAD) and multiple industry partnerships to promote skills in robotics and drawn manipulation, among others that can be performed remotely, is essential to students being truly career ready. Partnering with multiple organizations in the same sector would mean that Adams 14 would have one of the most unique programs in the country.

Students who are not on track for high school graduation need the same things all students need to be successful: positive relationships with caring adults, robust and tailored instruction, and opportunities to engage in learning experiences that connect the school to careers and life beyond. As Adams 14 has remained in remote learning, student engagement and attendance has decreased. At the high school level, daily average attendance is averaging 77.02%. Public education officials in Commerce City and across the country have documented a declining trend for on-time high school completion. The Silent Epidemic, a report for the Bill & Melinda Gates Foundation, stated, "Almost one-third of all public high school students [in America] . . . fail to graduate from public high school with their class." Taking action to address the declining high school graduation rates in Commerce City, exacerbated by COVID-19, will have a positive impact on the state and lessen the strain on the economy by providing more educational opportunities for students and producing skilled graduates able to contribute to the workforce immediately upon graduation from high school. By focusing on high-demand, work-based skills and industry-accepted certificates, these students will leave high school with the competencies needed to attain, sustain, and grow in their careers.

America is currently experiencing a dynamic shift in employment for many working-age adults. As companies automate basic retail and manufacturing jobs, they eliminate many of the low-skill jobs available to adults with limited education. The middle-skill jobs, demanding more than a high school credential but less than a college degree, will emerge as low-skill jobs recede. Adult workers with increased education levels will be better prepared to qualify for these jobs and fulfill this new labor market, thus promoting economic growth.

The negative impacts of COVID-19 on our community have been nothing short of devastating. Through the RISE Grant Project we have an opportunity to harness this moment, create partnerships with external leaders in the CTE space, and innovate our high school offerings to provide students with the quality educational options they need to change their educational trajectory. Our project is designed to re-engage students and community members that are not interested in a traditional learning environment. The inability to attract new business to the community alongside the COVID-19 pandemic has created economic and employment issues affecting all stakeholders, which our project solves in both the short-term and long-term. Dr. Katy Anthes, Colorado Commissioner of Education stated in an attached letter, "We believe this application provides a vital opportunity to support the Adams 14 school district in

rethinking and changing the secondary school experience for students.” As a Turnaround District, we rely heavily on the Department for guidance and believe the Commissioner’s statement accurately reflects the game-changing opportunity this project would provide to our community.

The current cycle of generational poverty and opportunity for state support has motivated Adams 14 school leaders to seek alternatives to the typical high school setting. By developing partnerships with industry, we will support students’ exploration of career pathways before graduation, pursuing their GED, and adults retraining to gain employment. These actions will bolster our local economy and benefit the community as workforce development becomes a hub for new investment.

Response to Needs

Provide a description of how your proposed project plan addresses the community needs identified above, including how you conducted outreach to parents, educators, students, and your community in developing your application.

Through multiple avenues, and over the course of more than a year, the Adams 14 community has documented the need for expanded CTE and STEM-related programming to address the needs of the District, even before the impact of COVID-19 exacerbated learning gaps. As evident in the Spring of 2019, Adams County School District 14's Master Educational Facilities Plan/Survey, completed by Cooperative Strategies, (see Facilities Master Plan in attachments), provided a collective voice continued up and through the start of the pandemic and maintained representation through Strategic Planning meetings and a student panel. The Adams 14 Board of Education goals developed through the strategic planning sessions, which included parents and community members, prioritized the focus on this work. The Adams 14 Pathway Alliance was given its own sub-group to finalize the programming's measures of success. The first CTE advisory board meeting, which included community industry leaders, supported the idea and demonstrated excitement for the increased opportunities in development within the Adams 14 Pathway Alliance, and in most cases were already a part of the planning or partnership process. Adams 14 parents were in favor of this renewed focus and have asked for an expansion of offerings for many years. The Adams 14 industry partners are excited to help prepare students for their respective industries, and Adams 14 students are enthusiastic about the opportunity expansion -- and most importantly, they deserve it.

Through this proposal, Adams 14 will implement an innovative educational concept that connects secondary and postsecondary education through extensive programming offered through post-secondary/industry partnerships and directed by community needs. This Adams 14 Pathway Alliance creates a progressive union between Adams 14 schools, a variety of industry partners, the community (including parents, students, and community members) and higher education institutions. This innovative concept is designed to provide a holistic approach to education and workforce development. Adams 14 programming has two goals: 1) to address the area "skills gap" and 2) to strengthen regional economies by building a workforce with the academic, technical, and professional skills required for new-collar jobs. Adams 14 will provide under-served youth with an innovative education opportunity: a direct pathway to college attainment and career readiness. Our plan also includes a modern approach to HVAC technician certification, expanding the hospitality pathway, and reviving the Certified Nursing Association (CNA) program, a component of the Career and Technical Education program (CTE) that was once a bright spot for Adams 14 and Commerce City. Participants will graduate from high school both college and career ready with a diploma plus an associate degree, trade certificate, Seal of Biliteracy, and other relevant certifications. The programming will also offer an opportunity for GED seekers and adults in need of retraining to enter the Commerce City community as productive citizens with skills to continue their education or enter the workforce. The partnership outlined below is designed to combat the increasing unemployment rate of 11.4% in Commerce City. Specifically, the partnership will work to equip community members and Adams 14 students with the skills to enter into the Commerce City economy, in which wholesale and retail services, construction, transportation, warehouse and utilities, and education and manufacturing make up 58.4% of that economy.

Adams City High School is central to a community that is 85-90% minority and mostly low-income. The idea of offering something unique for our families is rooted in combining college-level course work with in-demand industry certificates by partnering with community colleges/universities and industry organizations. These opportunities will focus on Architecture and Construction Technology enabling students to become a valuable part of the rebuilding of America. This Adams 14 programming is unique in Colorado because it will be the first of its kind offering of an Associate's Degree in Architecture and Construction Technology combined with internship opportunities with the area's largest general contractors like JE Dunn and Adolphson & Peterson. The design of this program works to meet the current employment pipeline needs of Adams County and the Denver Metro Area. According to the Adams County Workforce and Business Center, "The Architectural, Engineering, and Related Services Industry though small in Adams County, has experienced robust growth over the past five years" (2020). While these companies are the leaders and flagship members of the Adams 14 program partnership, they are by no means the only internship opportunities for students and this is where the uniqueness of this program really stands out. Adams 14 has partnered with the Construction Education Foundation (CEF) that represents a vast number of companies all working to redevelop the infrastructure across the nation. This Adams 14 program will be unique in its ability to offer students

worksite opportunities in not just one company that is supporting the school but up to 1000 different businesses in their area of interest. As reported by the Adams County Workforce and Business Center, "Given the high levels of unemployment and the lack of a diverse talent pipeline, there exists a possible opportunity for programming in this area to meet the needs of the economy" (Adams County Workforce and Business Center, 2020 in Attachments). In addition to this partnership, the discussion with companies like Southwest Airlines and FedEx have begun, working to expand our opportunities for programming in logistics and customer service.

In preparation for the launch of the Adams 14 Pathway Alliance, the Adams County Workforce and Business Center created a presentation around the need for increased programming. In their presentation, "An Economic and Workforce Analysis of Adams County With a Focus On Architectural and Building Sciences" they stated, "In Metro Denver, 156 people successfully completed an Architectural and Building Sciences/Technology program in 2019 • 57% received a Bachelor's Degree and 43% received a Masters • There were no completions from Adams County • The lack of any program in Adams County combined with a lack of programs offered at the Certificate and Associate's level indicate an opportunity to increase and diversify this workforce pipeline". (Adams County Workforce and Business Center, 2020 in Attachments)

Associated General Contractors (AGC), Colorado Contractors Association (CCA), and Hispanic Contractors of Colorado (HCC) created the Construction Careers Now program in conjunction with Adams 14 and Adams City High School to attract and add new employees to the construction workforce in Colorado. The program was initially developed for adult learners that are interested in construction careers and open to all learners in the district. It will offer more dynamic construction programs, a simulation-driven welding curriculum (see Brochure 1 in Attachments), and 21st century Computer Aided Design training through increased industry partnerships. The construction industry today is no longer solely about manual labor, rather it encompasses a large spectrum of technical skills and industry leading technology. We will offer updated curriculum; exposure to equipment, simulators, and technology; hands-on training; placements with industry partners and opportunity to earn certifications. Adams 14 is building high-tech programming to prepare for emerging jobs.

FedEx, located in Commerce City, is a primary employer for the community, and Adams 14 is partnering with FedEx to offer a Global Logistics & Supply Chain Management pathway (see Brochure 2 in Attachments) for the first time as a part of this project. The program enables students to practice critical thinking skills as they develop solutions to authentic logistics problems. Students will learn the complexities that businesses deal with in securing raw materials from distant locations, moving them across multiple borders, receiving them in various ports, transporting them to warehouses accessible through multiple modes of transportation, storing them efficiently or employing the just-in-time model, and then distributing them to customers through networks. FedEx will provide on-site opportunities and apprenticeships, as well as case study opportunities.

Adams 14 has designed a HVAC program and Virtual Living Learning Lab (VL3) in collaboration with TRANE Technologies (TRANE) (see Figure 4 in Appendix). The VL3 will convert nearly 2M square feet of buildings into VL3 labs. The Adams 14 Building Automation Systems (BAS) and Analytics Platform will provide students a duplicate or "twin" BAS platform, including energy and building data points solely for learning without students controlling the actual system that operates the buildings. The Adams 14 VL3 will also allow district students and teachers (HVAC, Math, Science) an initial "sneak peek" at all the building's information leading to a deep dive of energy data to allow students and teachers enhanced air quality, access, and create virtual energy and building profiles with "what if" scenarios. The data, experience, and curriculum aligned to future NC3 certifications will demonstrate to potential employers how quickly Adams 14 students can achieve their workload goals compared to traditional expectations. A TRANE/Adams 14 partnership will also enhance the district's building operation team members' ability to address IAQ enhancements, emergency calls and system failures with planned, proactive preventive plus predictive maintenance and training opportunities. TRANE's automation and analytics system aligns facility operators with a virtual technology menu to support the IAQ and Energy needs and goals of Adams 14. The addition of the HVAC program at Adams 14, combined with the partnership with TRANE Technologies, is another step toward improving student engagement, skill attainment, and access to future jobs.

The project will also add a CNA program to our Career and Technical pathway offerings. The CNA pathway at Adams City High School will prepare students for relevant jobs after high school, as it is one of the most in-demand medical professions in the country. Students will access hands-on experiences through internships, apprenticeships, and job shadows. The project-based curriculum allows students actually to do the work instead of merely reading about it. After students determine their CNA career path, they begin their career-focused education in addition to traditional high school courses. Adams 14 leaders believe that the growing demand for health care services, particularly among retiring Baby Boomers, will further increase the numbers of health care professionals needed, which – in turn – is projected to expand job openings for health workers by 20% over the next 10 years. Colorado is expected to experience shortfalls in the numbers of physicians, nurses, nursing assistants and physical therapists as 17% of all its health care workers retire over the next 10 years.

This Colorado health care worker trend mirrors the need across the United States. According to the U.S. Department of Labor, health care is one of the nation's largest industries and one of the top 20 fastest growing occupation areas. Between 2006 and 2016, the healthcare industry will require an additional 3 million workers, more than any other industrial category. The Colorado Department of Labor and Employment is projecting an average annual growth rate of 3.5% in jobs for health care practitioners, technicians and support staff. The Bureau of Labor Statistics' Occupational Outlook Handbook reveals that the healthcare industry is expected to add more jobs, nearly two million, than any other industry in the upcoming decade. This represents a 14 percent increase in the job demand over the next 10 years. In an industry that is already struggling to find and retain workers, this increase is likely to seem unmanageable and highlights the need for HR professionals in the healthcare industry to take action now.

The skills gap is affecting nearly every industry, but in an industry where having the right staff in place can mean the difference between life and death, this issue is a daunting obstacle. According to the Bureau of Labor Statistics, 50 percent of RNs will reach retirement age by the year 2020. If this statistic was not alarming enough, other reports show that the United States may have a doctor shortage of more than 100,000 by the year 2030. Through our project, students earn a diploma plus at graduation. The diploma plus is a goal from the Adams 14 school board that says students will complete their high school diploma plus an additional earned credential (i.e. Seal of Biliteracy, Associates Degree, Industry certification). Students will be prepared in the CNA program for certificate exams like the Certified Nursing Assistant (CNA) Exam, and the American Medical Certification Association (AMCA) Nursing Assistant Certification (NAC) Exam. Students are prepared to gain employment immediately after high school working to decrease the current unemployment rate that impacts Commerce City.

In Adams 14, preparing our students for the workforce includes providing them with necessary language opportunities. Through our programming, we train bilingual CNA's and members of the construction industry. In 2015, Adams 14 was one of Colorado's first three districts to offer a Seal of Biliteracy. This monumental achievement is underscored by the fact that Adams 14 has the highest percentage of language learners of any district in the State of Colorado. In the 2020-21 school year, 57% of students are classified as language learners. For Adams 14, language learners are not a sub-category or a sub-population. Each decision is evaluated through the lens of language acquisition and academic achievement for language learners. Currently, the district has four Dual Language: Bilingual schools and implements a district-wide Dual Language: Bilingual Model that will expand over the next two years. According to the Dual Language Education of New Mexico, a Dual Language program is a K-12 language model that supports the development of two languages while maintaining academic proficiency (see Figure 5 in Attachments). Once implemented, this innovative grant proposal will give Adams 14 the opportunity to help solve for these expected shortfalls in the healthcare industry.

A critical element of the grant proposal is the district's plan to incorporate additional curricula into the expanded programming. To support the CNA pathway, Adams 14 will offer a Health Informatics Curriculum (see Brochure 3 in Attachments) that provides a series of authentic projects that merge information science, computer science, and health care. Students will: a) use a variety of technologies and software that can be applied not only to the field of health care but also to other career fields; b) collect, analyze and prepare data reports targeted to a specific audience; c) read, understand and synthesize related documents that deal with critical health topics in the health field; and d) make sense out of data that can serve to inform the general welfare and quality of health care in

the nation. To bolster industry partners' work with students, Adams 14 will offer an Energy and Power Curriculum (see Brochure 4 in Attachments). In this Advanced Career curriculum, students are offered opportunities to research, design, and build a series of authentic, hands-on projects to reinforce mastery of the subjects and further prepare them for either the workforce or secondary education. Finally, Adams 14 will offer Aerospace Engineering Curriculum (see Brochure 5 in Attachments). In this four-course Advanced Career curriculum, students will explore the designing, building, testing, and analyzing the science behind the forces and physical properties of planes, rockets, and unmanned vehicles. All curricula will introduce students to new careers and opportunities for additional postsecondary study, strengthen current and new career pathways, support work with industry partners, promote accelerated learning, and increase the number of students graduating with diplomas plus an additional credential.

Project Plan

Provide a description of your proposed project plan, including how such plan addresses the identified areas of focus, why this project is effective and necessary, any evidence to support this project plan, and how the project will improve student and family outreach and engagement in the learning process.

The proposed RISE Grant Project will help create, implement, and expand a reimagined partnership between Adams 14 schools, postsecondary institutions, industry partners, and the broader community. This plan consists of new programming through work-based learning opportunities, the creation of P-TECH programming, and expanding our current CTE opportunities (see Flyer 1 and Flyer 2 in Attachments) through the addition of a CNA program. Adams 14's research of the benefits of more expansive industry/secondary institution partnerships for students and their communities has led to the creation of the Adams 14 Pathway Alliance. Stemming from the Adams 14 Board of Education's goals and work completed by the strategic planning committee, inclusive of teachers, parents, community members, certified staff, and district leaders, the board determined that the district would create and gain approval for programming that meets the needs and wants of the Adams 14 community. A CNA program was specifically elevated as previously successful in the district and prioritized as an addition to the current CTE programming. Our proposed project addresses two priority considerations: 1) Adams 14 is a turnaround plan type district, and 2) addresses significant academic disparities between underrepresented student groups based on income, race or ethnic group, status as an English learner, or disability status.

Through extensive partnership and collaboration with community colleges and industry partners over the last semester, Adams 14 has created this innovative programming ready to launch in the 2021-2022 school year and submitted an application for P-Tech program status (12/2020) with Front Range Community College (FRCC) and the Colorado Construction Education Foundation (CEF). P-TECH was first launched by IBM, the New York City Department of Education, and The City University of New York in Brooklyn, New York, in September 2011, with the first P-TECH class graduating in June 2017. P-TECH has since expanded to Colorado and partnerships now exist in many school districts as the Colorado P-TECH bill was signed into law in 2015. The law aims to create public-private partnerships to prepare thousands of students for the future high-skill jobs. Adams 14 has witnessed the positive impact of P-TECH in other Colorado communities and is confident the program can be leveraged in our unique community and meet our specific economic needs.

The existing partnership with FRCC was renewed in 2020 and was further strengthened through the addition of P-TECH goals. This is one avenue to expand the opportunities for Adams 14 students but is only one part of the overall Adams 14 Pathway Alliance. CEF's partnership as a trade association includes over 1,000 construction businesses and is innovative because it is not a traditional industry partner. Its members range from Colorado construction subcontractors to large construction companies, such as JE Dunn construction. This presents a unique opportunity for Adams 14 to partner with the majority of the construction industry members in our region and with a variety of companies/opportunities, enabling future programming outside of the P-TECH program expanding the whole Adams 14 Pathway Alliance. The opportunities through the CEF partnership alone will drive and sustain work-based learning programming through a unique to the state pathway as it is not just a P-TECH program, CTE programming or a partnership between one business and a community college. The Pathway Alliance was summed up by Dr. Katy Anthes, Commissioner of the Colorado Department of Education, when she wrote, "The department remains confident that this proposal will be groundbreaking territory for Adams 14, enabling them to follow through on their commitment to preparing students for a successful post-secondary experience and creating an impact for the whole community." (Commissioner's Letter in attachments)

Through the creation of the P-Tech program with CEF and FRCC, Adams 14 will ensure the following requirements: 1) high school diploma + high-growth industry-recognized associate degree, 2) industry recognized pre-apprenticeship and other certificates can be earned in addition to the associate degree, 3) Science, Technology, Engineering and Mathematics (STEM) focus that is informed by current and projected industry standards, 4) participants receive workplace experiences and training (mentoring, job shadowing, internships, and/or pre-apprenticeship training). The P-TECH skill acquisition strands will include multiple components of Architectural Engineering/Construction Technology, Residential, Commercial, and Infrastructure Construction Applied Science, thus providing students the skills and learning opportunities to compete in the Commerce City labor market.

The partnership with CEF will impact all of the CTE and work-based learning opportunity expansion and sustainability programming. CEF will support project marketing with aspirational messaging aimed at students and parents to include social media, videos, digital marketing, TV radio, bulletins, buses, light rail, community events and testimonial videos. A CEF Recruiter will increase engagement by working hand-in-hand with students before, during, and after each Construction Career Now class. Classes include critical training in soft skills, career coaching, resume writing, and interview skills, and students are provided additional support services to overcome economic barriers. The recruiter will interact with parents regularly to update them on the student's progress and provide connections to support resources for identified family needs.

The Adams 14 improvement plan is designed to increase high school graduation rates and certificate completion of college and career pathways through concentrated lower grades support, simulations, and project-based experiences. District improvement revolves around courses that explore high school, college, and career options, inclusive of high-skill and/or in-demand jobs, pursuant to an individual's interests, abilities, and skills. A substantial aspect of this partnership is the programming to address the needs of the Special Education, Gifted and Talented, and English Language Learner populations. The plan to accelerate learning for these populations and promote access to CTE, P-TECH and work-based learning opportunities will work to increase both engagement and the graduation rate. These efforts will increase the relevance of education to our community and result in continual improvement and rigor of our programming, ultimately leading to college and career ready graduates, while meeting the district's subgroup needs impacted by the current worldwide pandemic.

The Adams 14 Pathway Alliance will continue to strengthen the high school opportunities while expanding into the middle and elementary schools, providing exploratory options for younger students and broader impact across the community. Renewed relevancy of this project will engage students at a younger age and draw in our adult community through the GED/Adult education construction program. Programming in the elementary through middle school exploratory labs will expose students to the workforce connection earlier in their education career and spark their interest to combine education goals with future employment dreams.

The continued creation and expansion of advisory boards will engage parents as part of the creation, implementation and evaluation processes of the Adams 14 Pathway Alliance work. To us, the alliance is only successful if the parents and community are committed and, therefore, position them as an integral part of this effort and genuine partners in the collaboration. This year, the Adams 14 District Accountability Committee added student representation to the committee and discussion of this Pathway Alliance work will be presented and discussed annually. The communication of the Alliance's outcomes will not solely exist through these committees but will also be shared in the Adams 14 Pathway Alliance newsletter, published quarterly, to highlight the successful outcomes, accomplishments, and opportunities for students and how they positively impact the community.

Partners

Identify partners involved in drafting and implementing your project plan, including roles of such partners.

Construction Education Foundation (CEF) is a 501(c)(3) non-profit organization dedicated to construction industry workforce development in Colorado that manages the Associated General Contractors (AGC). Its mission is to serve as an advocate for the construction industry by creating and administering programs to develop and educate a diverse group of workers for current and future needs. CEF is supported by like-minded individuals, businesses, and organizations to provide opportunities for residents to learn valuable skills and create lifelong careers resulting in a stronger community and economy for everyone. CEF partners with diverse organizations including the Hispanic Contractors of Colorado (HCC), Black Chamber, Hispanic Chamber, City and County of Denver's CEI committee, Colorado Contractors Association (CCA), CORE/WORKNOW, and the Conference of Minority Transportation Officials (COMTO).

Community college and university partnerships will collaboratively shape and drive this project, create the pathway offerings and ensure alignment with education and industry standards. These partnerships elevate the programming and industry certificates to create prepared graduates from Adams 14. Front Range Community College (FRCC) was selected as the postsecondary provider for the P-TECH program and all programming with additional collaboration with AIMS Community College, University of Colorado-Denver, Colorado State University and Metro State University. FRCC has agreed to increase the depth and breadth of our partnership through recognition as the formal community college partner of the A14 P-TECH program.

MGT Consulting Group (MGT)- The Colorado State Board of Education approved Adams 14's selection of MGT Consulting Group as the external manager tasked with improving student outcomes for the district in 2019. MGT was granted authority to implement an instructional program, recruit and retain personnel, make revisions to district policies, and recommend changes to the collective bargaining agreement, as well as any other authority needed to make substantial improvements to student outcomes.

TRANE Technologies Inc. (TRANE) is a global manufacturer of heating, ventilating, and air conditioning (HVAC) systems and building management systems and controls. TRANE employs more than 29,000 people at 104 manufacturing locations in 28 countries and has annual sales of more than \$8 billion. TRANE is also involved in energy conservation, renewable energy projects, and educational training programs for K-16 schools across the country. TRANE is partnering with Adams 14 to fill a recognized gap between technician education and the skills needed in the Colorado workforce by creating a career pathway that develops qualified technicians and operators to grow and sustain the HVAC industry.

FedEx Corporation is an American multinational delivery service with a regional hub in Commerce City, Colorado.

The National Coalition of Certification Center (NC3) is an industry-education partnership that supports professional development and curriculum development in community colleges and high schools leading to industry certification in the aviation, transportation, manufacturing and energy sectors. NC3 certifications create flexible, stackable, and relevant credentials for students and employers across industries.

Nexus Policy Group will work with Adams 14 and the individual schools to promote, inform, and receive community feedback on programming at schools, including the work conducted through this grant. The work of this partner will be to continue their work strengthening the community partnership with the district and this programming.

Colorado Succeeds (CS) is a nonprofit, nonpartisan organization founded by a group of CEOs to lend their leadership and experience to serve as the state's business voice for improving education. CS brings together business leaders from companies of diverse sizes, sectors, and geographies across Colorado to ensure that ALL of Colorado's children are educated to their most significant potential, and ALL of Colorado's businesses have a talented, innovative, homegrown workforce.

Colorado Education Initiative (CEI) work is grounded in a long-term vision that every student in Colorado is prepared and unafraid to succeed in school, work, and life, and ready to take on the challenges of today, tomorrow, and beyond. CEI helps teachers, school leaders, and district stakeholders to catalyze change in Colorado public education.

The community's collective voice, represented by our District Accountability Committee and the strategic planning group, is in favor of this project. The community has been clear on the need for more opportunities that are career and college related. Moving forward, Adams 14 will create program advisory boards, including but not limited to CTE and P-TECH, that will promote the community voice and direction regarding programs and offerings.

JE Dunn and Adolfson and Peterson are both part of CEF's High School Connection program and are leading partners with the Adams 14 PTECH program. JE Dunn prides itself on hiring the best and brightest college graduates. We are dedicated to employee development by providing interesting and challenging work. Through internal training programs, on-the-job training and mentoring relationships, we provide the resources, opportunities and support to build an exciting and rewarding career. Adolfson and Peterson's mission to build trust, communities and people starts by selecting the right team. We look for great people who are committed to high standards and incredible outcomes. We are committed to a fun culture, career growth and a well-rounded and balanced work environment. Our teammates enjoy flexibility in work locations, schedules and career options.

The High School Construction Connection Program (HSCC). Rolled out in the 2017-2018 school year with 11 schools, this program currently has 41 high school members throughout the state. HSCC utilizes industry volunteer teams that interact with participating high schools to provide students with hands-on opportunities, job site tours, industry information, and career opportunities. The HSCC Program is provided at no cost to schools or students. "What can I say about the HSCC program? Oh my gosh! I had 5 students at the beginning of the 2018-2019 school year who I just knew were going to drop out. By October, we were only seeing them once a week, at most. I introduced them to our volunteer team for a job site tour and they were hooked! Not only did all 5 of these young men graduate the next May, but they were all employed in the construction industry right after graduation making great money and now come back to our school as volunteers for the program. I just can't say enough good things! I heart HSCC!" Jeanne Stongle, Career Pathways Coordinator, Jefferson County Public Schools.

Careers in Construction (CIC). CIC is a high school trades program that puts construction shop classes back in the high school. Students can earn state and nationally recognized Home Builders Institute (HBI) certifications in carpentry, electrical, hvac, plumbing, and more. Expecting to begin the program in the Denver Metro Area with 1 school in the 2019-2020 school year, CIC started the year with 7 participating schools. Now with 9 participating schools, and a large waitlist for August of 2021, the CIC program has strong growth potential. Student stories are plenty in the program, with a favorite being Mishon, "When I was going to graduate in May of 2020, I had no idea what I was going to do. I know that I wasn't going to college, I hate school. I took Mr. Rauh's construction class because it seemed cool and he taught me in something else before. I really like it. It was the only part of school that I looked forward to. I decided I would go try to be an electrician after I graduated. I started an apprenticeship [in August of 2020] and I make \$33 an hour at my job."

Sustainability

Describe how your project plan will be sustainable after the grant period, including any in-kind or other donations provided.

The RISE Grant Project's most crucial aspect is not the added programming but the new direction it will spur for Adams 14 and the community beyond. The implementation, growth, and outcomes of the program will define the district's success. Requested funding allows project implementation to advance efficiently and impact a community in need of this project. This direction is the first step in a backward design process to re-imagine Adam's 14 educational strategies and offerings for students and aligns with the Board of Education's goals, community expectations, and district strategic planning. The majority of the requested \$2,159,000 will be one-time purchases to develop labs, purchase curriculum, train staff, and develop certifications. All recurring annual expenses, namely staff salaries of \$840,000, will be included in the district budget as a standard cost. Adams 14 anticipates its P-TECH program, if successful, will result in an enrollment increase and, therefore, offset future expenditures.

Adams 14 plans to use funding from federal, state, and local sources (Title I, Part A, Title I, Part C, Title II, Part A, Title III, Part A, Title IV, Part A, Learning Assistance Program funds and Carl D. Perkins funding) to sustain the initiatives that are launched with RISE funds. The passage of the Every Student Succeeds Act (ESSA) gives Adams 14 additional flexibility and allows some funding sources to be coordinated, or "braided," to support student learning. Braiding, or coordinating funds, is one-way Adams 14 can leverage multiple federal and state grants to support various parts of this effort, while maintaining the award-specific identity of the funds and meeting the purpose of each specific grant program and ensuring consistency for future learning.

The district has funds and FTEs to ensure that planning and implementation are executed with fidelity. In 2019, Adams 14 hired a district-level director of CTE to strengthen the high school programming, while designing the pathway strands down through middle and elementary school. This role is charged to create and implement the work needed for the project. It should also be noted that continued engagement with industry partners will help to secure in-kind contributions for future programming. The sustainability of this project is of the highest priority to Adams 14 if it is to be transformational for the community long-term.

Evaluation

Describe how the applicant proposes to measure progress, both utilizing shorter and longer term indicators of progress. Describe the intended outcomes of the project.

Adams 14 will partner with Front Range Community College and the Construction Education Foundation to develop an internal program monitoring system and evaluation. FRCC has operated a P-TECH program with a school in the Adams 12 Five Star School District for several years and has the insight and guidance to support the development of the Adams 14 monitoring system and evaluation protocols. A progress monitoring tool will track short-term indicators and the completion of the program goals: 1) to address the area "skills gap" and 2) to strengthen regional economies by building a workforce with the academic, technical, and professional skills required for new-collar jobs.

The evaluation component include an ongoing assessment of program outcomes: 1) ensure pathways/programming through accelerated education from elementary school through middle school prepares students (specifically English Language Learners, Special Education, Adult Education, and Gifted Education students) to increase annual access by 10% to the career programming tied to concurrent enrollment, 2) address the area "skills gap" and strengthen regional economies by building a workforce with the academic, technical, and professional skills required for new-collar jobs, measured by an annual increase of 5% in graduates with a diploma, 3) 100% of identified underserved students will have a career pathway program of study that links secondary, postsecondary, and workplace options, 4) increase the graduation rate to the expected state graduation rate of 90%, and 5) increase the percentage of students who earn a diploma and attain an additional industry certificate in CTE and P-TECH each year. These outcomes are directly tied to the Adams 14 Board of Education goals, strategic plan, and metrics for success.

Adams 14 Pathway Alliance will be monitored and evaluated by Adams 14 internal metrics (includes community), higher education/industry partners and by the Southern Regional Education Board with a robust formative and summative evaluation of implementation. Adams 14 anticipates contracting with the Southern Region Education Board (SREB), an experienced regional evaluator, to complete a formative and summative evaluation of program implementation, support continuous program improvement, and provide a feedback loop for internal and external stakeholders. SREB will also support the alignment of in-house tools used for evaluation. The evaluation will include tracking the outcomes listed above and completion of surveys by parents, students, staff, and community members. SREB proposes a continuous evaluation model that combines their experience of working with schools to align career pathways to workforce needs with over 50 years of research at the school, district, and state levels. Adams 14 will use SREB's structure combined with existing tools through project completion.

Southern Region Education Board (SREB) proposes to: 1) compile and analyze current and projected careers (with salaries) available in the Adams 14 region for 2020 through 2025; 2) collect Adams 14 CTE student enrollment numbers, completion numbers and student certification attainment data and types for the 2019-20 school year, and an analysis of the baseline CIR Adams 14 grade 4-12 parent, grade 6-12 student, grade 4-12 teacher, community, business, and post-secondary survey results, including a baseline report containing a SWOT analysis centered around the intended outcomes will be developed and submitted; 3) conduct an initial onsite review of pathway efforts during the first semester of the grant by SREB State Director and SREB Leader leading the external team and serving as project director. Additionally, an SREB Researcher will analyze all surveys as part of the review process to identify promising school and classroom practices with a goal of creating a vision for the district's current efforts around career pathways to have access and equity for subgroups in the community; 4) unpack and review the team's findings as part of the initial baseline review and plan to launch actions within the grant representing a unique aspect of SREB's support as an external evaluator; 5) conduct quarterly onsite and electronic reviews for ongoing progress monitoring updates toward grant goals (conducted at the end of semester one and three of the grant); and 6) conduct a year 1 review to document changes in the district, school, and classroom practices.

In year 2, SREB will conduct progress monitoring to include Adams 14 grade 4-12 parents, grade 6-12 students, grade 4-12 teacher, community, business, and post-secondary surveys, compile current and projected careers (with salaries) in the Adams 14 region for 2022 through 2027, update 2021-22 CTE course enrollment numbers, completer numbers by course, and student certification numbers and types, and conduct a year 2 review using the grant objectives and findings from the initial assessment to document district, school, and classroom practices changes.

Based on these components, a final report, including an updated SWOT analysis focused on the intended outcomes with recommendations for program sustainability, will be submitted.

Priority

Please identify if your project plan fits any of the priority areas:

1. My project serves a rural area as defined by CDE, or defined by the [National Center for Education Statistics](#) as a rural institution OR my project serves students attending at least one school or district with a priority improvement or turnaround plan.
2. My proposal addresses significant academic gaps between students based on income, race or ethnic group, status as an English learner, or disability status.

Grant Expense Budget

Describe grant budget allocation.

Budget Item:	Description of cost (be specific):	Amount:
Example: Materials and Supplies	Remote learning laptops for XXX High School (50x \$1000)	\$50,000
Personnel	Program Pathway Manager (\$43.27/hr x 40 hrs/ wk x 52 wks x 2 yrs) = \$180,000 CNA Teacher (\$43.27/hr x 40 hrs/ wk x 52 wks x 2 yrs) = \$180,000 Learning Acceleration TOSA's (\$38.46/hr x 40 hrs/wk x 52 weeks x 2 yrs) = \$160,000 Program Teachers (\$38.46/hr x 40 hrs/wk x x 52 weeks x 2 staff x 2 yrs) = \$320,000	840,000.00
Equipment	Laptops for CAD Labs (\$2,000/laptop x 60 laptops) = \$120,000 STEM Career Exploration Lab (\$82,600 x 2 middle schools) = \$165,200 Computers (\$2,500/computer x 30 computers) = \$75,000 Laptop Cart (\$700/cart x 2 carts) = \$1,400 VRTEX Virtual Reality Welding Simulator, with teacher training (\$62,500/unit x 2 units) = \$125,000 Precision Measurement Instrument Labs/NC3 Certification= \$25,000 CNA equipment(hospital beds (15 x \$3,500)= \$35,000 + Rescue Anne trainer set (10 x \$5,105) = \$51,050 + AED trainer (10 x \$165) = \$1,650 + Blood Pressure Monitor (10 x \$75) = \$700. Total=600,000 **all equipment contributes to the RISE Mission	600,000.00
Supplies	CAD Software (4,500 x 2 years) = \$9,000 CNA Program Consumables = \$20,000 CTE Concurrent Enrollment Textbooks = \$15,000	44,000.00
Supplies	Advanced Career Curricula (Global Logistics & Supply Chain Management \$9,000 + Energy and Power \$30,800 + Health Informatics \$10,200) = \$54,435	50,000.00
Contractual	TRANE Technologies- Virtual Living Learning Labs (VL3), HVAC Labs, NC3 Residential System Certifications, and Lab set up including Indoor Air Quality (IAQ), Outside Air Management, Building Automation Systems (BAS) NC3 Residential System Labs and Certifications (•Residential - Airflow• Residential - Air-to-Air Heat Pumps• Residential - Refrigeration Diagnostics • Residential - Variable Speed Motors) = \$250,000 **any included equipment contributes to the RISE Mission	250,000.00
Contractual	Construction Education Foundation- Contract Marketing Services for CTE/P-TECH and GED programming. Aspirational messaging to include social media, videos, digital marketing, TV radio, bulletins, buses, light rail, community events, and testimonial videos = \$80,000. Contract with CEF for 2 Recruiters for this adams 14 programming and Construction Now. Recruiters will work hand-in-hand with students before, during, and after each class. This includes training in soft skills, career coaching, resume writing, and interview skills. Students are also	320,000.00

	supported to overcome economic barriers with additional support services. This will pair with the GED programming= \$213,000. Consumable Materials for the Careers In Construction pathway =\$15,000. Home Builder's Institute Certifications through the Careers In Construction program=\$12,000. Total= \$320,000 **any included equipment.	
Contractual	External Evaluator- an experienced regional evaluator will be secured to implement a formative and summative evaluation supporting program implementation, continuous program improvement, and efforts toward program goals and outcomes (\$100/hr x 550 hrs) = \$55,000	55,000.00

TOTAL GRANT BUDGET	2,159,000.00
(This total should match requested amount from page one of the application)	