TEA
Texas Education Agency

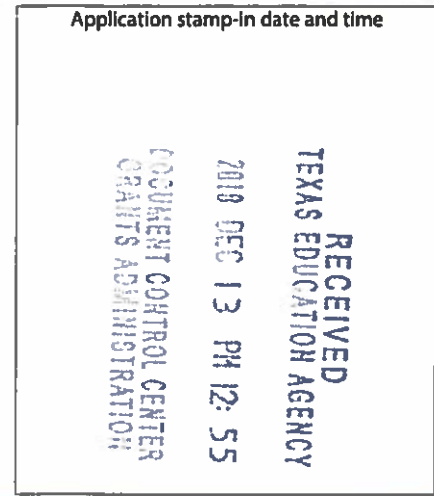## 2019-2020 P-TECH and ICIA Planning Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, Thursday, December 13, 2018

NOGA ID [   ]

Authorizing legislation	GAA, Article III, Rider 67, 85th TX Leg, Regular Session, 2017, and TEC §§29.551-29.556 and §29.908

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from	**March 1, 2019 - August 31, 2020**

Application stamp-in date and time

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[X] Pre-award costs are not permitted.

Required Attachments
Attachment 1: Documentation of Collaboration

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): [   ]

Applicant Information

Organization	Culberson County-Allamoore ISD	CDN	055901	Vendor ID	1746002434	ESC	18	DUNS	100074491

Address	400 W. 7th Street, P.O. Box 899	City	Van Horn	ZIP	79855	Phone	432.283.2245

Primary Contact	Sondra McCoy	Email	smccoy@ccaisd.net	Phone	432.283.2245

Secondary Contact	Ken Baugh	Email	kbaugh@ccaisd.net	Phone	432.283.2245

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

[X] Grant application, guidelines, and instructions
[X] General Provisions and Assurances
[X] Application-specific Provisions and Assurances

[X] Debarment and Suspension Certification
[X] Lobbying Certification
[X] ESSA Provisions and Assurances requirements

Authorized Official Name	Ken Baugh	Title	Superintendent

Email	kbaugh@ccaisd.net	Phone	432.283.2245

Signature	*Ken Baugh*	Date	12/02/2018

Grant Writer Name	Susan Forthman	Signature		Date	12/02/2018

( ) Grant writer **is** an employee of the applicant organization.   (●) Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements

X SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Clear pathway to associate degree in high school. 17 of 31 2018 graduates earned college hours. 9 earned 30 or more hours. None earned an associate degree.	The Science and Engineering Collegiate High School will provide a clear pathway for students to earn an associate degree while in high school, concurrently earning level 1 and 2 certificates in engineering. The Design Team will articulate this pathway and ensure all needed structures are in place for success including flexible scheduling, wrap-around services, work experience, and counseling.
Industry certifications and level 1 and 2 certificates. 9 of 31 2018 graduates earned an industry certification, and no graduates earned a level 1 or 2 certificate.	The Science and Engineering Collegiate High School will provide a clear pathway for students to earn industry certifications and level 1 and 2 certificates. The MOU that will be refined during the P-Tech Planning Grant period will articulate the pathway to both and ensure all needed structures are in place for success.
Better align pathways, certifications, certificates, and degrees with local workforce demands. The Borderplex Workforce Board has identified specific engineering jobs that are high demand in our area.	The Science and Engineering Collegiate High School will provide level 1 and 2 certificates - Electro-Mechanical Technician and a pathway for a B. S. in Automation or Aerospace Engineering . In addition, we will offer an Education and Training pathway as CTE teachers are identified as high demand.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By January 15, 2020, the Design Leadership Team will complete and submit the P-TECH plan to TEA ensuring all requirements are met and the plan contains all components and processes to ensure successful implementation.

By September 1, 2020, the Van Horn Science and Engineering Collegiate High School will be fully implemented, serving all students in grades 9-12 through a pathway to level 1 and 2 certificates in robotics, an associate degree from Odessa College that will be completed in high school, and a transition into a 4-year degree at Odessa College or the University of Texas at El Paso in automation, aerospace engineering, or education.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Design Leadership Team will be fully operational and meeting on schedule with dates, agendas, minutes and attendance posted on the Van Horn High School and CCAISD website.
Enrollment guidelines clearly documenting performance-blind, open access (including at-risk and targeted subpopulations) will be published (note that 100% of CCAISD students will be served).
2019-2020 MOUs with business partners and IHE will be developed and sent for signature/Board approval.
Recruitment plan and plan for CTE programs of study for 2019-2020 will be in place and published in student catalog.
A dated and signed list of high demand occupations and programs of study leading to those occupations will be updated with Workforce Solutions Borderplex.
Evaluation plan for 2019-2020 will be developed.

Measurable Progress (Cont.)

Second-Quarter Benchmark

First quarter internal evaluation will be completed and reviewed by the Design Leadership Team to inform continuous improvement. Modifications may be made based on evaluation results.

2019-2020 wrap-around services will be in place and student performance monitored to ensure plan is meeting student needs.

A first draft of the P-TECH Implementation Plan will be completed and shared with stakeholders for input.

Work-based experiences, CTE programs of study, and articulated coursework will be active.

Professional development for teachers and leaders that is needed for successful program design and implementation will be in place.

Third-Quarter Benchmark

The P-TECH Implementation Plan will be finalized and submitted to TEA by January 15th, 2020.

Second quarter internal evaluation will be completed and reviewed by the Design Leadership Team to inform continuous improvement. Modifications may be made based on evaluation results.

MOUs for 2020-2021 will be drafted and in the feedback/approval process.

Recruitment for 2020-2021 will be planned and in progress.

The list of high-demand occupations and programs of study leading to these occupations will be updated based on current data to ensure continued alignment.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The Director of Academic Programs will serve as the project director of the CCAISD P-TECH Planning Grant and will monitor all program activities and associated data including program-level and participant-level data. Data, including the TEA-mandated performance measures, will be collected according to the evaluation plan and analyzed quarterly in Design Leadership Team Meetings. All key partners and stakeholders in the Van Horn Science and Engineering Collegiate High School planning and implementation will be represented on the Design Leadership Team so will contribute to the design of the evaluation plan and its implementation. Through the Design leadership Team, the plan for the CCAISD P-Tech Planning Grant will be adjusted to address programmatic issues as they arise.

Evaluation data will guide program improvement and sustainability throughout and beyond the life of grant. Sustainability will be achieved through effective implementation of the program, guided by our agile response to the evaluation data, and through the relationships that will be built with our partners throughout the process. Through working so closely with our partners, we will learn to define common and unique needs and to identify/leverage the resources each partner can provide to address those needs to support the program long-term.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your assurance.

☒ Program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds; state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds; program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ Applicant agrees to track and report all Performance Measures defined in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines and shall provide TEA any performance data necessary to assess the success of the school.

☒ Grantee will develop a P-TECH and ICIA Implementation Plan, based on the P-TECH and ICIA Blueprint and in the template format to be provided by TEA, which will be submitted to TEA for review and approval prior to applying for the 2019 -2020 P-TECH and ICIA designation.

THE FOLLOWING ASSURANCES ARE REQUIRED BY STATUTE:

☒ P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic mentoring.

☒ The P-TECH and ICIA school will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.

☒ The P-TECH and ICIA schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma, an associate degree, a two-year postsecondary certificate, or industry certification; and complete work-based education through an internship, apprenticeship, or other job training program

☒ P-TECH and ICIA programs will be provided at no cost to participating students.

☒ P-TECH and ICIA schools will ensure that the students are entitled to the benefits of the Foundation School Program in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the program/course of study established by the applicable IHE articulation agreement or Industry/Business Partner memorandum of understanding.

Statutory Requirements

1. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

Although 100% of Van Horn High School students will be served by the Van Horn Science and Engineering Collegiate High School, recruitment efforts will be critical to the success of the program as students and parents must connect individually to the value of program for them and each student's pathway in the program must be tailored to their goals beyond high school. Recruitment has already begun, and will continue based on the following timeline:
Marketing Materials - In Progress - May 2019 - Brochures and web pages will be developed, published, and disseminated describing the STEM pathways, partnerships, degree and certification options, and associated high-demand jobs.
Billboards, banners, streaming video on display monitors, and social media are also in place and updated as needed.
Obtaining Input About Implementation - Jan. 2019 - September, 2020 - The Design Leadership Team will include representatives from each major stakeholder group, and part of their role will be to communicate consistently with that stakeholder groups. Surveys will be administered bi-annually to parents, students, teachers, and community. Community and parent forums will also be held at critical stages in planning/implementation.
Activities to Educate - In progress - September, 2020 - Activities include speakers from partner IHEs/Businesses; personal superintendent contacts about programs (at least 10 per week); exhibition tables at community/school events and parent/community breakfasts, lunches, and dinners; on-site visits to partner IHEs and businesses; four year planning and career counseling; Project Lead the Way; GEAR UP Activities; AVID activities; and school/program tours/visits.

Statutory Requirements (cont'd)

2. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequence of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

The initial focus of the Van Horn Science and Technology Collegiate High School will be on engineering (particular emphasis on robotics and drones since those are the areas that are emerging as the highest demand fields in our workforce area). As engineering is a field that provides a broad and powerful combination of STEM knowledge and problem-solving skills, it allows students to form a solid base from which to personalize their individual k-16 and career plans. Once the engineering pathway is established, along with an Education and Training program for future STEM and CTE teachers, a biomedical pathway will follow. The planned course of study aligns high school graduation STEM endorsement requirements with Odessa College requirements for an Associate of Science Degree, level 1 and 2 robotics certificates (Electro-Mechanical Technician), and with the requirements to transfer into a Bachelor of Science in Automation at Odessa College or an Aerospace Engineering or Education program at the University of Texas at El Paso. Currently, Van Horn High School offers only the Core 42 courses and a Microsoft Office certification. This will be expanded in year 1 of P-TECH implementation to include all courses for an Associate of Science in Engineering, Level 1 Certificate Electro-Mechanical Technician, and additional industry certifications. The crosswalk for the Core 42 is:

10th Grade
Fall - Odessa College (OC) BIOL 1406, CHEM 1311, or PHYS 1401 and ARTS 1301 or MUSI 1306 => 1/2 high school credit Biology, Chemistry, or Physics and Fine Arts
Spring - OC BIOL 1407, CHEM 1312, or PHYS 1402 and SPCH 1315=> 1/2 high school credit Biology, Chemistry, or Physics and Speech
Summer - OC BCIS 1305 => 1/2 high school credit elective
11th Grade
Fall - OC ENGL 1301 and HIST 1301 => 1/2 credit high school English III and U.S. History
Spring - OC ENGL 1302 and HIST 1302 => 1/2 credit high school English III and U.S. History
Summer - OC GOVT 2306 =>
12th Grade
Fall - OC ENGL 2322 and GOVT 2305 => 1/2 credit high school English IV and Government
Spring - OC ECON 2322 and MATH 2413 => 1/2 credit high school Economics and additional Math

The crosswalk for the Level 1 Certificate will be:

9th Grade - OC Robotics Fundamentals => High School Principles of Engineering
10th Grade - OC Robotics => Robotics 1
11th Grade - OC Electro-Mechanical Devices and Robot Interfacing => High School Principles of Technology and Robot Interfacing
12th Grade - OC Special Topics in Robotics => Scientific Research and Design

Additional courses include the remaining high school graduation requirements, Project Lead the Way courses, and courses for the Education and Training Program and industry certifications. Industry certifications that will be added include the FAA Part 1 Test, the Remote Drone Pilot License, and American Welding Society (AWS) 1 and 2.

Work-based education is woven into the coursework at each grade level, primarily with two of our business partners - Blue Origin and Exxon. Work-based experiences will increase in level and frequency as students progress through the sequence. Initially, experiences will include job shadowing, site visits, speakers, mentors, and collaborative projects. Then, experiences will progress to internships and apprenticeships.

During the planning year, pathway to the level 2 certificate will be mapped and the work-based experiences defined and scheduled. Flexible scheduling, including the addition of years in which to complete all requirements, will be considered and planned as groups of students and individual students are mapped through the program, tailoring to their needs.

Statutory Requirements (Cont.)

3. Name the IHE and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

Our primary IHE partner for the 2019-2020 P-TECH and ICIA Planning Grant will be Odessa College. We have been collaborating with Odessa College since early summer to create, articulate, and implement an agreement that addresses curriculum alignment, instructional materials, instructional calendar, programs/courses of study, student enrollment and attendance, grading periods and policies, and administration of statewide assessments. We have also worked with the engineering faculty to align curriculum and create a materials list. Donations from Workforce Solutions Borderplex and Chevron, along with district funds, have enabled us to begin purchasing materials including a drone simulator and Project Lead the Way Engineering Kits. The beginning courses in the Odessa College robotics curriculum are aligned with the Project Lead the Way curriculum we are implementing and the materials serve both. Odessa College representatives will serve on our leadership design team so will play an integral role in planning the details of our enhancement of our program to create the Van Horn Science and Engineering Collegiate High School. The working relationship that we have established is strong on many levels, and we are confident in our ability to move forward with them to meet all grant requirements and to serve the students in CCAISD while meeting local workforce demands.

In addition to our partnership with Odessa College, due to our growing drone program, Workforce Solutions Borderplex connected us to the Engineering Department at the University of Texas at El Paso (UTEP) as they implement a new program in Aerospace Engineering to meet the increased demand in our geographical area. We have held initial meetings with UTEP and - as a first step in forging our partnership - we are arranging for the students in their drone program to speak to our students who are studying drone technology. We look forward to the growing opportunities that this partnership will provide in addition to our partnership with Odessa College.

4. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

CCAISD has developed seven strong business partnerships to support our engineering program, and they are all excited to move forward with us as we plan for the Van Horn Science and Engineering Collegiate High School through the 2019-2020 P-TECH and ICIA Planning Grant Program. Two of these partners, in particular, will provide work-based experience and are starred below**. Our partners are:
**Blue Origin - Blue Origin produces and launches reusable rocket engines, launch vehicles, and capsules. Their rocket test/launching program and engine development testing are located in Van Horn. Their engineers and scientists have coached and mentored our students in our robotics program. They hire people to work in mechatronics, electrical engineering, programming, manufacturing, and machining. They are partnering on projects with the U.S. military, Boeing, and Lockheed Martin.
**Exxon Mobile Subsidiary XTO Energy - XTO Energy is the nation's largest producer of natural gas. They specialize in safely extracting natural gas from shale and other tight formations. This is one of our newest and most exciting partnerships in terms of giving students hands-on experience with robotics and drones in authentic work-based situations.
Navigator Oils and Minerals - Navigator Oils and Minerals is an oil exploration company that employs engineers.
Natural Minerals - Natural Minerals is a talc producing company that employs staff with engineering credentials.
Parker, Smith, and Cooper - Parker, Smith, and Cooper is an architectural, engineering, and construction firm that is exploring 3-d printing of buildings and uses drones to take pictures of construction projects in progress.
HB Construction - HB Construction is a construction company that employs staff with engineering credentials.
Aequor Mgt. LLC - Aequor Mgt. is a sand mine company that employs staff with engineering credentials.

We will enter into a formal MOU with our business partners in order to provide 100% of our students with work-based experiences, address regional workforce needs, and establish that CCAISD students will receive first priority in interviews for jobs for which they are qualified. Business partners will also have a seat on the Design Leadership Team.

TEA Program Requirements

1. Describe the current leadership team. Include a list of the individuals and their titles, along with how often the leadership team will meet, the dates of meetings that have already been held, any upcoming meetings, and agenda topics.

The Van Horn Science and Engineering Collegiate High School Design Leadership Team members are:

Co-Chairs - Ken Baugh, Superintendent   Sondra McCoy, Director of Academics

Members -   Danny Bailey, Energy Technology Department Chair, Odessa College

Desirae Brewster, High School AVID Teacher   Allison Corrales, Counselor

Susan Forthman, Consultant   Ginger Frasier, Academic Partnership Specialist - DC, Odessa College

Charles Gonzales, Principal   James Mosman, Welding Technology Department Chair, Odessa College

Parent 1   Parent 2

Gerardo Ramirez, ECHS Director, Odessa College

Jennifer Ramsey, Teacher Education Department Chair, Odessa College

Armin Rashvand, Energy Technology Faculty, Odessa College

Casie Sims, ECHS Liaison, Odessa College   Brock Tyrell, Applied Science Teacher

Esteban Urias, Technology Director   Priscilla Urias, Project Lead the Way Drone Teacher

Aequor Mgt. Representative   Blue Origin Representative

HB Construction Representative   Natural Minerals Representative

Navigator Oil and Minerals Representative   Parker, Smith, and Cooper Representative   XTO Energy Representative

The collective enthusiasm of this team, in addition to their collective expertise, generates momentum for the long term. The entire team will meet once a month on the second Monday of each month beginning in January, 2019 with smaller planning/working teams meeting weekly. Meeting dates, agendas, and minutes will be posted on our website. Planning/working teams have met frequently since last spring. Some meetings are held remotely with the aid of technology. Agenda topics will include recruitment, enrollment, partnerships and agreements, curriculum, certifications, degree/certificate programs, stakeholder engagement and input, professional development, work-based learning, related extra- and co-curricular activities such as robotics competitions, program coordination, resources, and evaluation process/results.

2. Describe the current wrap-around strategies and services the campus is offering, as well as the additional strategies and services that are planned to support P-TECH.

Current wrap-around strategies and services offered include:
1. After school tutoring in all core areas and electives.
2. Project Lead the Way engineering and biomedical modules/courses in grades k-10.
3. Summer math camps for 7th and 8th grade to prepare for rigorous math classes in high school.
4. Advancement Via Individual Determination (AVID) in grades 6-12 to provide additional support for at-risk students in rigorous coursework.
5. Texas GEAR UP - Provides multiple supports for college and career readiness for low socioeconomic students.
5. Online dual credit courses, including summer.
6. Robust special programs providing a myriad of services based on student need.
7. Comprehensive counseling program, including career counseling.
8. Family and community engagement.

Additional wrap-around strategies and services planned to support P-Tech include:
1. Near-peer tutoring.
2. Mentorship from industry partners and internships.
3. Enhanced AVID to a school-wide program serving all students with strategies such as note-taking and vocabulary development.
4. Additional GEAR UP college and career readiness supports.
5. Enhanced career counseling, including more parent and business involvement.
6. Online tutoring for dual credit courses.
7. Participation in student CTE organizations.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

	Description of Activity or Cost	**Amount Budgeted**
	Payroll Costs (6100)	
1.	Extra Duty Pay for Teachers for curriculum planning and development.	$5,000
2.		
3.		
4.		
5.		
	Professional and Contracted Services (6200)	
6.	Teacher Professional Development for P-TECH Courses/Certifications/TSI Prep	$5,000
7.	Technical Assistance	$3,500
8.		
9.		
10.		
	Supplies and Materials (6300)	
11.	Equipment for Implementation of Engineering Courses	$23,775
12.	Supplies for P-Tech/Leadership Meetings and Student Recruitment	$2,000
	Other Operating Costs (6400)	
13.	Site Visits to Exemplary Programs	$2,000
14.	Travel to Professional Development, Required TEA TA, and Meetings to Collaborate	$5,000
15.		
	Capital Outlay (6500)	
16.		
17.		
	Total Direct Costs	46,275
	Total Indirect Costs	3,725
	TOTAL GRANT AWARD REQUESTED	50,000
	(Total Direct Costs + Total Indirect Costs)	

ATTACHMENT 1: Documentation of Collaboration

Use this form to document the collaboration with regional/local workforce board and/or chamber of commerce. Include a regional labor market snapshot aligned with the CTE program of study described in Statutory/Program Requirement #2 on page 5 of the application. The regional/local workforce board and/or the chamber of commerce should be specifically identified and names of the individuals who collaborated with the grant applicant should be listed. Limit to one page

Culberson Co-Allamoore ISD has collaborated with our regional workforce board, Workforce Solutions Borderplex in El Paso, since early 2018 to design our robotics and drone programs in alignment to high-demand jobs in our regional labor market. The individuals with whom we have collaborated most closely are:

Alma Aranda, Research Specialist III, Workforce Solutions Borderplex
Anna Apodaca, Government Relations/Program Specialist, Workforce Solutions Borderplex

The most current regional labor market snapshot provided by Alma Aranda describes three occupations that are in increasingly high demand in our region:

Electro-Mechanical Technician
Aerospace Engineering Technician
Engineer

Occupation reports provided by Ms. Aranda show that the highest percentages of employment for these occupations are in support services for mining; architecture, engineering and related services; and aerospace product and parts manufacturing. Leaders in each of these industries are our business partners described on page 6 of this application, and they confirm the increasing demand for these occupations in their companies and the region as a whole.

Our IHE partners have also collaborated extensively with the regional workforce board in designing the three new programs in which our students will have the opportunity to participate. Odessa College, in collaboration with the workforce board, determined that there will be a 17.92% increase in demand for robotics technicians in our geographical area. This prompted the creation of the Level 1 and 2 Certificates - Electro-Mechanical Technician and the Bachelor of Science in Automation. The University of Texas El Paso also created their new Aerospace program based on need determined in collaboration with Workforce Solutions Borderplex. Workforce Solutions Borderplex connected our district to the UTEP Engineering Department when they saw the connection between our two programs.

Workforce Solutions Borderplex recently awarded Culberson Co-Allamoore ISD a $15,000 grant to be used for equipment for our drone program based on the alignment of our program with local workforce needs.

Another high demand occupation identified for our region by Workforce Solutions Borderplex is that of Vocational Teacher. We have experienced this ourselves as we have sought teachers for our CTE programs. Therefore, the Van Horn Science and Engineering Collegiate High School will also address this need through an Education and Training pathway. Many of our students have expressed an interest in teaching through career interest surveys, and we lacked a local pathway to support that. Combined with the background our students will have in engineering and the fact that they will graduate high school with an Associate of Science Degree places them in an excellent position to pursue a degree in STEM education to meet the regional workforce demand.