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

**P-TECH Application**

**Colorado Department of Education**

**Office of Postsecondary Readiness**

201 E. Colfax, Denver, CO 80203

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**For questions contact:**

Eivi Colmenero

[colmenero\_e@cde.state.co.us](mailto:colmenero_e@cde.state.co.us)| 720-765-1323

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

**Background**

In 2015, Governor Hickenlooper signed the Pathways in Technology Early College High Schools (P-TECH) bill into law (HB 15-1270). P-TECH is intended to create a public-private partnership to prepare thousands of Colorado students for high-skill jobs of the future.

To implement this program, the Colorado Department of Higher Education (CDHE) and Colorado Department of Education (CDE) seek proposals from partnerships of: 1) Local Education Providers (LEP) which includes a school district, Boards of Cooperative Educational Services (BOCES) that operates a high school, the state charter school institute established in [section 22-30.5-503](http://web.lexisnexis.com/research/buttonTFLink?_m=ce6d91d3f3720b91651c8ee9db85c511&_xfercite=%3ccite%20cc%3d%22USA%22%3e%3c%21%5bCDATA%5bC.R.S.%2022-35.3-102%5d%5d%3e%3c%2fcite%3e&_butType=4&_butStat=0&_butNum=9&_butInline=1&_butinfo=COCODE%2022-30.5-503&_fmtstr=FULL&docnum=1&_startdoc=1&wchp=dGLbVzt-zSkAb&_md5=5150c09f6cbc88585ecd0ec2642d6670), or a charter school authorized by a school district pursuant to part 1 or part 5 of Article 22-30.5; and 2) postsecondary education institutions; and 3) “C.R.S. 22-35.3-103*” A pathways in technology early college high school, or p-tech school, is a public school that includes grades nine through fourteen and is designed to prepare students for high-potential careers in industry, including the major industry categories identified in the Colorado talent report produced pursuant to section 24-46.3-103 (3), which includes life, physical, and social sciences; architecture and engineering; computers and mathematics; installation, maintenance, and repair; business and finance; construction and extraction; community and social services; and transportation and material moving occupations, by enabling them to graduate with a high school diploma and an industry-recognized associate degree .*

## P-TECH Summary and Criteria

* P-TECH is an innovative partnership between a Local Education Provider (LEP), “local education provider” means a school district, a board of cooperative services that operates a high school, the state charter school institute established in section 22-30.5-503, or a charter school authorized pursuant to part 1 or part 5 of article 30.5 of this title, a community college(s), and one or more local high-growth industry employers C.R.S. 22-35.3-102. *“Community college" means a community college governed by the state board for community colleges and occupational education or a state-supported institution of higher education or local district college that is authorized to grant associate degrees [per 22-35.3-102(4)]*
* A P-TECH is a public high school or a program in a high school that includes up to 6 years of study.
* Students graduate with a high school diploma and an associate degree that is recognized by a high growth industry.
* The school/program(s) must have a life, physical, and social sciences; architecture and engineering; computers and mathematics; installation, maintenance, and repair; business and finance; construction and extraction; community and social services; and transportation and material moving occupation focus that is informed by current and projected industry standards (providing mentoring, job shadowing, internships, pre-apprenticeship training, and workplace experiences).
* P-TECH is open to all students, with a special focus on encouraging enrollment of students who are socio-economically and racially diverse, first-generation college students, English language learners, and students with disabilities.
* Interested partners will submit a partnership agreement and application that will be reviewed and, if accepted, jointly approved by the Commissioner of Education and Executive Director of Higher Education.

## P-TECH Model Design

The model is intended to:

1. Establish a rigorous and relevant education focused on the knowledge and skills students need for high-wage, high-skill, high-demand careers in Colorado.
2. Career pathways begin in grade nine and include workplace learning and high school and college coursework. The pathway provides a seamless sequence of study extending through two years of postsecondary education, culminating in the associate degree. Students enter and experience the P-TECH program together in a cohort model.
3. Include work-based learning with ongoing mentoring by professionals in the chosen career sector, worksite visits, speakers and internships.
4. Support intensive, individualized academics taught by K-12 and college faculty that enable students to progress through the school/program at their own pace and align programs of study between K-12 and higher education partners.
5. Provide the opportunity for students to earn a high school diploma and an associate degree in a high-need field; and
6. Ensure that employers have access to a talented and skilled workforce with a commitment to students to be first in line for a job with the participating business partners following program completion.

## Eligibility

LEPs should submit an application on behalf of a partnership, which must include:

* 1. Local Education Provider (LEP): means a school district, Boards of Cooperative Educational Services (BOCES) that operates a high school, the state charter school institute established in [section 22-30.5-503](http://web.lexisnexis.com/research/buttonTFLink?_m=ce6d91d3f3720b91651c8ee9db85c511&_xfercite=%3ccite%20cc%3d%22USA%22%3e%3c%21%5bCDATA%5bC.R.S.%2022-35.3-102%5d%5d%3e%3c%2fcite%3e&_butType=4&_butStat=0&_butNum=9&_butInline=1&_butinfo=COCODE%2022-30.5-503&_fmtstr=FULL&docnum=1&_startdoc=1&wchp=dGLbVzt-zSkAb&_md5=5150c09f6cbc88585ecd0ec2642d6670), or a charter school authorized by a school district pursuant to part 1 or part 5 of Article 22-30.
  2. Institution of Higher Education: A community college governed by the state board for community colleges and occupational education or a state-supported institution of higher education or local district college that is authorized to grant associate degrees [per 22-35.3-102(4)] linked to the goals of the program.
  3. Business: A regional employer (or consortium of employers from related sectors) and/or industry entity that requires highly skilled employees in a high-growth industry and which will utilize the knowledge and skills obtained from the secondary and postsecondary programs proposed under the application and agrees to place students who successfully complete the program first in line for a job.

To be an eligible applicant, partnerships must include at least one member from each of (1), (2) and (3) above. Additional partners may be included based on the needs identified in the geographic region. An Agreement that has been signed by all members of the partnership must be included. Partners may use the Colorado P-TECH Model Agreement, which is included in Attachment A. Partners can provide additional information that is relevant to the agreement, as long as it is not in conflict with the legislation and the intent. The LEP will serve as the signature for the application.

**Partner Responsibilities**

The application must include the agreement (refer to page 13: *Cooperative Agreement*) that the LEP, a community college, and one or more employers enter into to operate the P-TECH school/program. The Agreement must address at minimum:

* The responsibilities of the LEP and the community college to provide, at a minimum, course work, counseling, and student support services, as well as provisions relating to instructor qualifications.
* The responsibilities of the employer to provide work-based learning and to consult with the LEP and community college on course design, as requested, whether the employer is a certified center of learning, with preference given to such employers, and any funding that the employer may provide for the P-TECH school/ program;
* The responsibilities of the employers to work with the community college to ensure that course and post-secondary program competencies meet wider industry expectations as well as the needs of the partner employer(s);
* The procedure for communication and shared decision-making by the LEP, community college, and employer regarding school operations; and
* The allocation of support, including but not limited to funding, internships, mentorships, potential job opportunities, and other related resources, between the LEP, the employer, and the community college.

**Performance Measures and Indicators**

There are a number of indicators which will highlight the successes and challenges of P-TECH schools/programs, many of which will come from LEP reporting channels. Therefore, P-TECH schools/programs will be required to provide data through their districts to meet all data reporting requirements just as any other public school. School/program membership characteristics, staff qualifications and courses taught are just a few of these indicators. Schools/programs will also be asked to report the following information on an annual basis (See Attachment A):

* Special Population Status.
  + First-generation college students (by grade).
* Student Performance Timelines – including expectations for credit accumulation in each year of the program necessary for associate degree completion for all participating students within the applicable time period
  + Number of students by grade and credit accumulation:
    - behind schedule,
    - on track,
    - ahead of schedule.
* Post-graduation data of students, including employment information and/or continued education in the field.
  + Number of students:
    - Employed with industry employer partner;
    - Employed in a field at other location;
    - Continuing education in field;
    - Continuing education out of field;
    - Unemployed;
    - Not continuing education; and
    - Unknown.
* A description of the progress on all performance measures, including:
  + Whether applicant is on track to meet established goals;
  + How planned activities/strategies did or did not occur as planned;
  + Challenges to implementation;
  + Changes/adjustments needed during the year; and
  + Any budget revisions and justification for those revisions.

All P-TECH schools/programs will be held to Colorado Educational Accountability standards as defined by the Educational Accountability Act. If the P-TECH school is standalone/separate entity with a separate school code, the 4-year and 5-year graduation rates won’t initially be available due to the unique grade configurations/programming of these schools. The ‘request to reconsider’ process will be made available to allow for submission of supplemental data in lieu of the missing graduation rate information. It is expected that the credit accrual rates by grade will support the identification of students that are on-track to graduate and meet program requirements.

## Application and Selection Process

1. Applicants can contact the Office of Postsecondary and Workforce Readiness at the Colorado Department of Education to discuss eligibility and application details at [colmenero\_e@cde.state.co.us](mailto:colmenero_e@cde.state.co.us) or 720-765-1323.
2. Completed applications can be submitted to CDE on a rolling basis. It is strongly recommended that all applications be sent to CDE by December 1st for schools/programs planning to open for the following academic year.
3. Colorado school districts, charters and/or BOCES are eligible to apply which should include a proposed curriculum, agreement with industry partner(s), and a partner institution of higher education, cost projections, and other supporting documentation.
4. The Education and Training Committee of the Colorado Workforce Development Council, a joint group of educators and industry partners convened by CDE and CDHE, will provide a recommendation to the Commissioner of Education and Executive Director of Higher Education.
5. CDE and CDHE will jointly communicate one of the following outcomes to the LEP applicant:
   1. **approved** to open a P-TECH school/program (school/program should open within one academic year from approval);
   2. **minor changes are needed** - LEP is provided feedback on application, then requested to provide additional documentation for consideration; or
   3. **denied** - LEP may re-apply after working with staff to resolve application deficiencies.
6. Approved P-TECH schools/programs must provide reports annually to CDE and CDHE addressing performance measures and interim milestones (see “Annual Reporting Requirements” section).

## Submission Process

Completed applications can be submitted to CDE on a rolling basis. It is strongly recommended that all applications be submitted to CDE by December 1st for schools/programs planning to open the following academic year.

**Email application to: Eivi Colmenero** at [colmenero\_e@cde.state.co.us](mailto:colmenero_e@cde.state.co.us)

**Colorado Department of Education**

**Office of Postsecondary and Workforce Readiness**

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Cover Page** *(Complete and attach as the first page of proposal)* | | | | | | |
| **Name of Lead Applicant Agency (LEP):** | | |  | | | |
| **Name and Title of Contact Person:** | |  | | | | |
| Mailing Address: | | | | | | County: |
| Telephone: | | | | E-mail: | | |
| I hereby certify that I am the applicant’s chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, and Certifications. It is also understood by the applicant that immediate written notice will be provided to the Review Committee if at any time the applicant learns that its application was erroneous when submitted or has become erroneous by reason of changed circumstances. | | | | | | |
| Signature of Chief Administrative Officer: |  | | | | Date: | |
| Printed Name of Chief Administrative Officer: |  | | | | | |

|  |
| --- |
| *Provide the following information regarding the proposed P-TECH school/program:* |
| P-TECH high school will be a:  🞏 Standalone/separate entity with separate school code (Please note: the district must apply for a separate school code through CDE).  🞏 Program within an existing high school.  Provide existing high school’s code: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Find school code [here](https://cedar.cde.state.co.us/edulibdir/School%20Building%20Codes-en-us.xlsx). |
| Proposed name of P-TECH School/Program: |
| P-TECH school/program physical address: |
| School year that P-TECH school/program plans to open: |

|  |
| --- |
| **PARTNER INFORMATION:** |
| 1. **P-TECH school/program contact**   Name:  Title:  Email Address:  Phone number: |
| 1. **Local Education Provider contact**   Name:  Title:  Email Address:  Phone number: |
| 1. **District Superintendent**   Name:  Title:  Email Address:  Phone number: |
| 1. **Institution of Higher Education contact**   Name:  Title:  Email Address:  Phone number: |
| 1. **Business/Industry partner contact**   Name:  Title:  Email Address:  Phone number: |

|  |  |  |
| --- | --- | --- |
| **Application Checklist** | | |
| **Document** | **Checked by Applicant** | **Checked by Review Committee** |
| Application Cover Sheet with Original Signature of Chief Administrative Officer of Fiscal Agent School District, Charter or BOCES |  |  |
| Completed Application Checklist |  |  |
| Signed Agreement Between all Partners (See Model Agreement) |  |  |
| Proposal Narrative and Operational Model |  |  |
| Projected Enrollment Plan |  |  |
| Cost Projections by Year |  |  |
| Charter Amendment (as applicable, upon approval for Charter Schools Only) |  |  |

**Proposal Narrative and Operational Model 40 Points**

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, it must receive at least 30 points out of the 40 possible points and all required elements must be addressed. An application that receives a score of 0 on any required elements will not be funded.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Proposal Narrative and Operational Model** | **Inadequate**  **(information not provided)** | **Minimal**  **(requires additional clarification)** | | **Fully Addressed**  **(clear and complete)** | |
| Provide a comprehensive description of the proposed project. The Operational Model for the P-TECH school/program should include but not be limited to curricula, instructional practices, faculty roles, student support structures, class schedules, experiential learning opportunities, work-based learning, and the associate degree(s) that the students may attain through the P-TECH school/program. | | | | | |
| 1. **Abstract:** Provide a brief summary of the planned school/program.Provide the names of the K-12, higher education, and business partners, and indicate the lead implementation partner.Provide research-based evidence that the career pathway(s) will lead to high-wage, high-skill, high-demand careers in Colorado for students (consider information/data from [My Colorado Journey](https://app.mycoloradojourney.com/journey/tools/careers) and the [Colorado Talent Pipeline Report](https://cwdc.colorado.gov/resources/colorado-talent-pipeline-report)). Include the industry-recognized associate degrees (and any certificates, if applicable) that students may attain through the school/program. | 0 | 2 | | 5 | |
| 1. **Commitment to Partner Responsibilities:** Demonstrate the commitment by all partners to fulfill the items described in the Partner Responsibilities section of this application (page 4). | 0 | 2 | | 5 | |
| 1. **Plan for selecting students to enroll in the P-TECH school/program** including how the plan will encourage enrollment of students who are socio-economically and racially diverse, first-generation college students, English language learners, and students with disabilities. | 0 | 2 | | 5 | |
| 1. **School/Program Design:** Describe the school/program plan in detail, including how a cohort model will be maintained. In addition, the narrative should discuss the use of student time/extended time through a description of any extended day and extended year programming planned for the program. Indicate the focus of the program of study, including attainment of a high school diploma, associate degree, and work-based learning; plan for development of the detailed course of study; and how the program leverages the unique assets of each partner (K-12, higher education and business). Indicate detailed course completion expectations for credit accumulation in each year of the program necessary for associate degree completion for all participating students within the applicable time period to determine annual credit accumulation status. | 0 | 2 | | 5 | |
| 1. **Business and Higher Education Partnerships:** Describe the school/program activities, business partner activities, and connection to the specialized curriculum that will develop the in-demand technical skills sought by business and industry in their region. Describe the higher education coursework, support services and degree attainment pathway and its alignment with curriculum goals and regional employment needs. | 0 | 2 | | 5 | |
| 1. **School/Program Management and Staffing Plan:** Provide a detailed description of the program’s planned staffing, considering both the responsibility for program leadership and accountability reporting. | 0 | 2 | | 5 | |
| 1. **Support Structures:** Describe the plan to provide support for students, including the development of the career plan and academic guidance to encourage completion of the school/program. In addition, the narrative should contain a discussion of the professional development plans to prepare instructors in the program to teach in the integrated and complex curriculum that is proposed in this application. | 0 | 2 | | 5 | |
| 1. **Governance:** Describe the school’s/program’s planned governance and leadership structure. This section will be evaluated based upon the commitment of the partners to the school/program and the clarity of the leadership structure. | 0 | 2 | | 5 | |
|  | **Did not Submit** | | **Submitted** | | |
| **Proposed Enrollment Table:** Applicant has completed the Proposed Enrollment table, representing the estimated number of students enrolled when operating at full capacity for each academic year listed. | ☐ | | ☐ | | |
| **Cost Projections Table:** Applicant has completed the Cost Projections table and provided information about how the partnership will address any additional student expenses not covered by base funding for college courses. | ☐ | | ☐ | | |
| **Reviewer Comments:** | | | | | | |
| **TOTAL POINTS** | | | | | **/40** |

**Proposed Enrollment**

Please complete the following table with numbers that represent the **estimated number of students** that the P-TECH school/program will enroll when operating at full capacity for each academic year. *Fill in appropriate school years.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Students Served at Grade Level** | **20\_\_-20\_\_** | **20\_\_- 20\_\_** | **20\_\_-20\_\_** | **20\_\_-20\_\_** | **20\_\_-20\_\_** | **20\_\_-20\_\_** |
| **9th Grade** |  |  |  |  |  |  |
| **10th Grade** |  |  |  |  |  |  |
| **11th Grade** |  |  |  |  |  |  |
| **12th Grade** |  |  |  |  |  |  |
| **5th Year** |  |  |  |  |  |  |
| **6th Year** |  |  |  |  |  |  |
| **Total Enrollment** |  |  |  |  |  |  |

**Cost Projections**

Please complete the following table. Also, please provide information how the partnership will address any additional student expenses not covered by base funding for college courses. *Fill in appropriate school years.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Cost Projections** | **Capital Outlay** | **Salaries** | **Benefits** | **Supplies** | **Purchased Services** | **Technology** |
| **20\_\_-20\_\_** |  |  |  |  |  |  |
| **20\_\_-20\_\_** |  |  |  |  |  |  |
| **20\_\_-20\_\_** |  |  |  |  |  |  |
| **20\_\_-20\_\_** |  |  |  |  |  |  |
| **20\_\_-20\_\_** |  |  |  |  |  |  |
| **20\_\_-20\_\_** |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |

*Please Note: Eligible LEPs receive per pupil funding based upon their PPR for students in grades 9-12 and base funding for years 5 and 6. Students can qualify to receive College Opportunity Funds (COF) for eligible college-level coursework. COF funding goes directly to the eligible institution of higher education on the student’s behalf.*

**Cooperative Agreement (model)**

Please click [here](http://www.cde.state.co.us/postsecondary/p-tech-agreement-draft) for a sample of the P-TECH Cooperative Agreement.

**Charter Amendment (for Charter Schools Only)**

If the applying LEP is a Charter School, written confirmation that the Charter School’s authorizer agrees to amend the Charter Contract to allow the Charter School to operate as a P-TECH school/program, if approved.

**ATTACHMENT A: Annual Report Questions**

Each school/program designated as a Pathway in Technology Early College High School (P-TECH) must submit a progress report to CDE annually.

**Due:** *mid-October of each year – check* [P-TECH Application and Reporting](http://www.cde.state.co.us/postsecondary/ptechapplicationelligibilityandreporting) *webpage for actual due date*

1. How many students enrolled in your P-TECH program (school year 20\_-20\_) were first-generation college students/not first in family to attend college?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade Level** | **First-generation College Students** | **Not First in Family to Attend College** | **Total** | |
| **9th** |  |  |  |
| **10th** |  |  |  |
| **11th** |  |  |  |
| **12th** |  |  |  |
| **5th Year** |  |  |  |
| **6th Year** |  |  |  |
| **Total** |  |  | \* |

\**Please note that this total must be the same as the total in #2 below.*

1. Indicate by grade level/year below, whether or not students are accumulating credit in a manner to meet their expected graduation target date as defined by school/district policy.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade Level** | Accumulating **adequate credits**, expected to graduate **on schedule** | Accumulating **accelerated credits** to graduate **ahead of schedule** | Accumulating **too few credits**, expected to graduate **behind schedule** | **Total** |
| **9th** |  |  |  |  |
| **10th** |  |  |  |  |
| **11th** |  |  |  |  |
| **12th** |  |  |  |  |
| **5th Year** |  |  |  |  |
| **6th Year** |  |  |  |  |
| **Total** |  |  |  | \* |

\**Please note that this total must be the same as the total in #1 above.*

1. What is the post-graduation status of the following three years of graduation classes?

|  |  |  |  |
| --- | --- | --- | --- |
| **Post-Graduation Status** | **Class of 20\_-20\_** | **Class of 20\_-20\_** | **Class of 20\_-20\_** |
| **Employed with industry employer partner** |  |  |  |
| **Employed in field at other location** |  |  |  |
| **Employed in another field, not continuing education** |  |  |  |
| **Continuing education in field** |  |  |  |
| **Continuing education out of field** |  |  |  |
| **Unemployed, not continuing education** |  |  |  |
| **Military** |  |  |  |
| **Unknown** |  |  |  |
| **Total** |  |  |  |

1. A description of the progress on the following performance measures:
   1. Explain reasons why students fall into the “Accumulating too few credits, expected to graduate behind schedule” category.
   2. Explain reasons why students fall into the “Accumulating excess credits, expected to graduate ahead of schedule” category.