



COLORADO
Department of Education

Pathways in Technology
Early College High Schools
P-TECH

<http://www.cde.state.co.us/postsecondary/p-tech>

Training Agenda

1. Welcome & trainer introductions
2. History & Overview – Eric Berngen, IBM
3. Criteria & Funding
4. Application process
5. Questions & Discussion

HISTORY

- 2015 signed into law (HB 15-1270)
- Create public-private partnership > prepare CO students > high-skill jobs of the future
- Partners to develop and operate 6-year high school w/STEM focus

School District, Charter, BOCES that operates a high school

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Community College

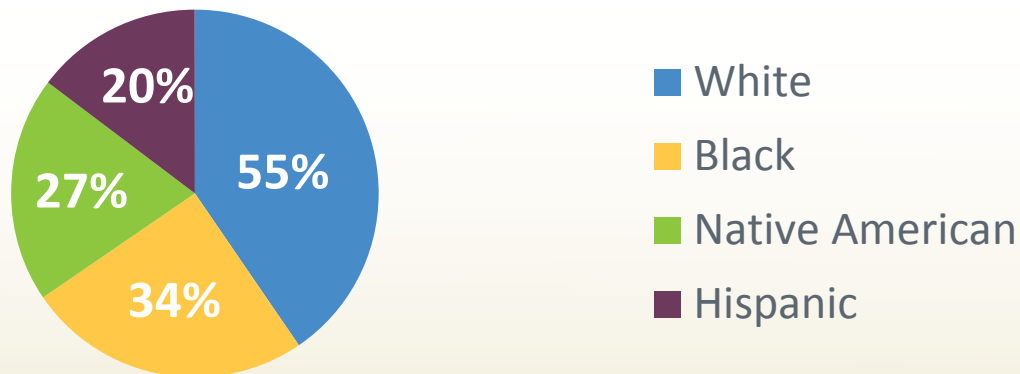
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One or more local high-growth industry employer(s)

Why are P-TECHs Important?

- By 2018 → 14 million new “middle skills” jobs = associate degrees - highest paid = STEM
- By 2020 → approx. 74% of CO jobs = will require a postsecondary credential
- Colorado = striking disparity in degree attainment between white and under-represented minority students

College Degree Attainment





CRITERIA

- Public high school – 6 years of high school – separate entity and school code – can have multiple college and industry partners
- High school diploma & high growth industry recognized associate degree + industry-recognized pre-apprenticeship and other certificates (in addition to associate degree)
- STEM + workplace skills & competencies (*industry defined*) = focus
- Mentoring – job shadowing – internships – pre-apprenticeship training – workplace experience
- All students w/special focus = socio-economically/racially diverse & first generation & English language learners & students w/disabilities





FUNDING

Cost Projections

- District Total Program calculation:
 - Years 1-4 = District PPR
 - Years 5-6 = State base PPR
- College Opportunity Fund (COF) – enrolled in ≥ 1 college course (academic or CTE) – college must participate – paid directly to CC – credits count against 145 lifetime limit – waiver
- Students not eligible for federal/other state financial aid
- PTECH pays students' share of total in-state tuition

FUNDING

Cost Projections

- Maximizing available funding streams:
 - federal School Improvement Grants
 - secondary level Perkins program funding
- From College & Business partners

APPLICATION

- No later than December 1st for fall open
- Education and Training Committee (CWDC) *approved/minor changes needed/ denied (may reapply)* → Commissioner of ED & Executive Director of DHE for joint approval
- Base on:
 - Quality of proposed design;
 - Degree of collaboration and full participation in partner agreement
- One full AY to implement after approval



PERFORMANCE MEASURES

- Reporting requirements = provide data through district annually
- Indicators highlight successes & challenges:
 - staff qualifications
 - courses taught
 - special Population Status (1st Gen)
 - student Performance Timelines - credit accumulation necessary for associate degree completion
 - student progression = behind schedule/on track/ahead of schedule

PERFORMANCE MEASURES

- Description of school's progress on performance measures:
 - on track to meet established goals
 - planned activities/strategies
 - challenges
 - changes/adjustments needed
 - budget revisions w/justification
- Post-graduation data = employment – continued education in field
Request to reconsider process - supplemental data in lieu of = supported by credit accrual rates
- Identification of students on-track to graduate & meet program requirements



Abstract

- Brief summary of program
- All partners + lead implementation partner
- Industry recognized associate degree + industry-recognized pre-apprenticeship and other certificates
- Procedure for partner communication & collaboration



Commitment to Partner Responsibilities

Cooperative Agreement

- Colorado Graduation Guidelines — Colorado Educational Accountability standards — student support services — counseling - tutoring
- Partner communication — collaboration — shared decision-making
- Allocation of support — funding — professional development
- Commit to participate in statewide network — share expertise and experiences on development of PTECH model
- Identify 2-year degree(s) & certificate programs = will ensure students meet industry expectations



Business Partner's Responsibilities

- Certified Center of Learning = preference
- Commitment to place successful completers = 1st-in-line for jobs
- Workplace education/experience – internships – worksite visits – class speakers
- Mentorship = at least 2 face-to-face per year & 30-minute weekly online communications

Business Partner's Responsibilities

- Create up-to-date industry/sector skills map = essential job requirements
- Collaborate to align technical skills & workplace competencies w/curriculum & course offerings & other resources
- Dedicated Industry Liaison

Selection of Students

- Encourage diverse enrollment
- College-going culture
- Assure student application/authorization of COF

Program Design

- Rigorous & relevant course work
- Intensive/individualized academics
- Career pathways from 9th grade
- Seamless sequence of study
- Earn associates degree within 6 years
- ‘college ready’ - no remedial college courses
- Engage students in ‘college knowledge’ instruction – academic & personal behaviors:
 - time management
 - problem-solving
 - study skills
 - tenacity
 - collaboration
 - leadership
 - communication

Program Design

- Instructor qualifications — instructional practices — faculty role
- Detailed course completion expectations — class schedules
- Experimental learning — activities
- Student Support Structure:
 - academic advising
 - career advising/planning
 - credit transfer policies
 - tutoring

Management & Staffing Plan Governance

- School leaders able to drive exceptional student outcomes
- Dedicated to work with underserved students/families
- Integrate high school - college - work-based learning
- College Liaison - authority to coordinate w/school on college partner's behalf

Contacts

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More Questions & Discussion

