## P-TECH 9-14 MODEL: STAGES OF DEVELOPMENT

### FOCUS ON DESIGN

<table>
<thead>
<tr>
<th>PROGRAM ELEMENTS</th>
<th>BASELINE PROGRAM</th>
<th>MATURE PROGRAM</th>
<th>EXAMPLES</th>
<th>OUTCOMES</th>
</tr>
</thead>
</table>
| **Vision**       | Vision articulated, including industry focus and selected careers | • Process for annual review;  
• Vision considered in all decisions | • Activities to engage all partners to revise and reaffirm annually;  
• Students have role in the annual review | All stakeholders prepared to take action to support school and student success |
| **Steering Committee** | Steering Committee, including all key partners, meets regularly to plan launch | • MoU in place;  
• Steering Committee has clear governance structure;  
• Processes in place to address operational and policy changes and to endorse necessary action | • Regular schedule for meetings;  
• Subcommittee structure to address operations & policies;  
• Leadership engagement from each partner | School operates smoothly and can respond to changes in the local education environment and labor market |
| **Sense of Identity** | School has a name/logo and clearly identified space for a full-day program | • School culture is pervasive;  
• Evidence of college and professional expectations | • Code of Conduct implemented;  
• Brand reflected in the physical and virtual environment;  
• Students maintain a college & professional environment | Student success is supported by every aspect of the environment; New students, parents and employer partners are readily recruited |
| **Continuous Improvement** | Process in place to collect student data in real time | • Student data collected and reviewed regularly;  
• All stakeholders surveyed regularly | • Real time student data available;  
• Employer surveys;  
• Faculty considers impact of services and improvements | Student outcomes improve from one cohort to the next |
## P-TECH 9-14 Model: Stages of Development

### Focus on Career

<table>
<thead>
<tr>
<th>Program Elements</th>
<th>Baseline Program</th>
<th>Mature Program</th>
<th>Examples</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| Skills Mapping            | Skills Map developed                    | • Annual review with 1st line managers;  
                                |                                                                            | • On site survey of managers;  
                                |                                                                            | • Faculty visits and job shadowing;           | Actionable understanding of labor market      |
|                           |                                         | • Industry experts regularly consulted                                         |                                                                                           |                                               |
|                            |                                         |                                                                                |                                                                                           |                                               |
| Career Infusion           | Several instructional modules with career theme | • Academic courses leverage industry content;  
                                |                                                                            | • Work based challenges include rigorous academic content and skills  
                                |                                                                            | • Group work a staple of all courses;  
                                |                                                                            | • Other professional skills integrated in academic courses | Students demonstrate Professional Skills at highest levels |
| Work Based Learning       | Mentors assigned & worksite visits scheduled | • Full continuum of WBL activities available to all students;  
                                |                                                                            | • Career mentoring throughout;  
                                |                                                                            | • Work Site Tours and numerous opportunities to engage with adults each semester;  
                                |                                                                            | • Multiple Rigorous Work Based Challenges each year;  
                                |                                                                            | • Structured internships offered              | Students receive highest performance ratings from supervisors |

**Skills Mapping**
- Skills Map developed
  - Annual review with 1st line managers;
  - Industry experts regularly consulted

**Career Infusion**
- Several instructional modules with career theme
  - Academic courses leverage industry content;
  - Professional skills integrated into all courses

**Work Based Learning**
- Mentors assigned & worksite visits scheduled
  - Full continuum of WBL activities available to all students;
  - Employer partners fully engaged in program planning
  - Career mentoring throughout;
  - Work Site Tours and numerous opportunities to engage with adults each semester;
  - Multiple Rigorous Work Based Challenges each year;
  - Structured internships offered
### FOCUS ON COLLEGE

<table>
<thead>
<tr>
<th>PROGRAM ELEMENTS</th>
<th>BASELINE PROGRAM</th>
<th>MATURE PROGRAM</th>
<th>EXAMPLES</th>
<th>RELEVANT/ALIGNED COURSE OF STUDY WIDELY ADOPTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six Year Integrated Scope &amp; Sequence</td>
<td>SYISS for a 6 year, full-day program developed and affirmed by all partners</td>
<td>• Annual review of content based on skills map;</td>
<td>• Backwards planning;</td>
<td>Relevant/Aligned course of study widely adopted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Annual review of sequencing and preparation based on student progress</td>
<td>• Enhancements for AA/AAS degrees;</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• New high school curriculum</td>
<td></td>
</tr>
<tr>
<td>Courses Aligned from High School to College to Career</td>
<td>SYISS reflects all pre-requisites and required courses</td>
<td>• High school courses reflect all entry college expectations;</td>
<td>• College &amp; HS faculty co-design courses;</td>
<td>Students prepared to enroll and pass college courses at high rates as early as possible in the SYISS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Necessary support services and instruction in place for college success;</td>
<td>• Enhanced high school courses;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• All college courses meet rigorous standards</td>
<td>• College courses revised to respond to skills map</td>
<td></td>
</tr>
<tr>
<td>College Culture</td>
<td>College exposure activities scheduled</td>
<td>• College expectations for all courses; range of activities in place</td>
<td>• Students have college IDs, access facilities, services, events</td>
<td>Students complete AA/AAS degree in 6 years or less</td>
</tr>
<tr>
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<td>• Range of activities and approaches to signify college experience</td>
<td>• Students take college courses at HS and on campus with others</td>
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</tbody>
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**P-TECH 9-14 MODEL: STAGES OF DEVELOPMENT**
# P-TECH 9-14 Model: Stages of Development

## Focus on Students

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| Unscreened Student Recruitment    | Students are accepted without reference to academic preparation                   | • Comprehensive process to recruit students “but for P-TECH would have no post-secondary aspirations”;  
• Students with disabilities & English Language Learners included | • Recruitment materials and events engage middle school community throughout the year;  
• Employers and current students serve as recruiters | Student profile is diverse, while skewing more disadvantaged and less academically prepared than average in order to have the greatest impact |
| Extended Time for Learning        | Summer bridge program and weekly schedule to accommodate scope and sequence         | • Summer programs every year;  
• Innovative weekly schedule to address academic needs | • Orientation, academic support, work based activities, etc.;  
• Block programming and extended day options | Students, at every academic level, are able to begin college course work in 10th grade and succeed in work place assignments |
| Multiple Pathways                 | Differentiated instruction offered within a full-day program                        | • Individualized scheduling;  
• Individualized college/career counseling | • Opportunities for additional support from school and community resources;  
• Innovative scheduling | Students, at every academic level, complete HS & AA/AAS degrees at rates substantially higher than district |
| Professional Development          | Time scheduled for curriculum development & program planning                      | • Explicit faculty expectations;  
• Regularly scheduled faculty (college & HS) meetings;  
• College recognition for HS faculty | • Common planning periods;  
• Process to collect data and review student progress;  
• Faculty participates in network activities | Faculty performance and retention at highest levels |