

P-TECH 9-14 MODEL: STAGES OF DEVELOPMENT

FOCUS ON DESIGN

PROGRAM ELEMENTS	BASELINE PROGRAM	MATURE PROGRAM	EXAMPLES	OUTCOMES
Vision	Vision articulated, including industry focus and selected careers	<ul style="list-style-type: none"> • Process for annual review; • Vision considered in all decisions 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • MoU in place; • Steering Committee has clear governance structure; • Processes in place to address operational and policy changes and to endorse necessary action 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • School culture is pervasive; • Evidence of college and professional expectations 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Student data collected and reviewed regularly; • All stakeholders surveyed regularly 	<ul style="list-style-type: none"> • Real time student data available; • Employer surveys; • Faculty considers impact of services and improvements 	Student outcomes improve from one cohort to the next

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FOCUS ON CAREER

PROGRAM ELEMENTS	BASELINE PROGRAM	MATURE PROGRAM	EXAMPLES	OUTCOMES
Skills Mapping	Skills Map developed	<ul style="list-style-type: none"> • Annual review with 1st line managers; • Industry experts regularly consulted 	<ul style="list-style-type: none"> • On site survey of managers; • Faculty visits and job shadowing; 	Actionable understanding of labor market
Career Infusion	Several instructional modules with career theme	<ul style="list-style-type: none"> • Academic courses leverage industry content; • Professional skills integrated into all courses 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Full continuum of WBL activities available to all students; • Employer partners fully engaged in program planning 	<ul style="list-style-type: none"> • 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

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FOCUS ON COLLEGE

PROGRAM ELEMENTS	BASELINE PROGRAM	MATURE PROGRAM	EXAMPLES	
Six Year Integrated Scope & Sequence	SYISS for a 6 year, full-day program developed and affirmed by all partners	<ul style="list-style-type: none"> Annual review of content based on skills map; Annual review of sequencing and preparation based on student progress 	<ul style="list-style-type: none"> Backwards planning; enhancements for AA/AAS degrees; New high school curriculum 	Relevant/Aligned course of study widely adopted
Courses Aligned from High School to College to Career	SYISS reflects all pre-requisites and required courses	<ul style="list-style-type: none"> High school courses reflect all entry college expectations; Necessary support services and instruction in place for college success; All college courses meet rigorous standards 	<ul style="list-style-type: none"> College & HS faculty co-design courses; Enhanced high school courses; College courses revised to respond to skills map 	Students prepared to enroll and pass college courses at high rates as early as possible in the SYISS
College Culture	College exposure activities scheduled	<ul style="list-style-type: none"> College expectations for all courses; range of activities in place Range of activities and approaches to signify college experience 	<ul style="list-style-type: none"> Students have college IDs, access facilities, services, events Students take college courses at HS and on campus with others 	Students complete AA/AAS degree in 6 years or less

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FOCUS ON STUDENTS

PROGRAM ELEMENTS	BASELINE PROGRAM	MATURE PROGRAM	EXAMPLES	OUTCOMES
Unscreened Student Recruitment	Students are accepted without reference to academic preparation	<ul style="list-style-type: none"> Comprehensive process to recruit students “but for P-TECH would have no post-secondary aspirations”; Students with disabilities & English Language Learners included 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Summer programs every year; Innovative weekly schedule to address academic needs 	<ul style="list-style-type: none"> 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 10 th grade and succeed in work place assignments
Multiple Pathways	Differentiated instruction offered within a full-day program	<ul style="list-style-type: none"> Individualized scheduling; Individualized college/career counseling 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Explicit faculty expectations; Regularly scheduled faculty (college & HS) meetings; College recognition for HS faculty 	<ul style="list-style-type: none"> Common planning periods; Process to collect data and review student progress; Faculty participates in network activities 	Faculty performance and retention at highest levels