



COLORADO
Department of Education



COLORADO
Department of
Higher Education

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

Application

For questions contact:

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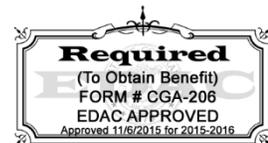


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- Attachment A: Model Agreement
- Attachment B: Annual Report Questions

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 school districts, charters or Boards of Cooperative Educational Services (BOCES), postsecondary education institutions, and dedicated high-growth industry employer(s) partners for the development and operation of six-year high school focused on career and technical education programming that spans grades 9-14.

P-TECH Summary and Criteria

- P-TECH is an innovative partnership between a Local Education Provider (LEP) (school district or charter school), a community college(s), and one or more local high-growth industry employer(s).
- This public high school is a separate entity with its own school code that includes grades 9-14.
- Students graduate with a high school diploma and an associate degree that is recognized by a high growth industry.
- The program(s) must have a Science, Technology, Engineering and Mathematics (STEM) 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, the first to attend college in their family, 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. Include workplace learning with ongoing mentoring by professionals in the chosen career sector, worksite visits, speakers and internships;
3. Support intensive, individualized academics taught by K-12 and college faculty that enable students to progress through the program at their own pace and align programs of study between K-12 and higher education partners;
4. Provide the opportunity for students to earn a high school diploma and an associate degree in a high-need field; and

5. 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.

Through these programs of study, students will be able to earn transcribed college credit toward an industry-recognized associate degree. 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.

Eligibility

LEPs should apply on behalf of a partnership, which must include:

1. Local Education Provider: LEP means a school district, Board of Cooperative Services (BOCES) that operates a high school, and/or the state charter school institute.
2. Institution of Higher Education: A community college governed by the Colorado State Board for Community Colleges and Occupational Education, or a state-supported institution of higher education or local district junior college that is authorized to offer an associate degree 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 Attachment A: *Model Agreement*) that the local education provider, a community college, and one or more employers enter into to operate the P-TECH school. The Agreement must address at minimum:

- The responsibilities of the local education provider 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 workplace education and experiences and to consult with the local education provider 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 local education provider, 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 local education provider, 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, many of which will come from regular local education agency reporting channels. Therefore, P-TECH schools will be required to provide data through their districts to meet all data reporting requirements just as any other public school. School membership characteristics, staff qualifications and courses taught are just a few of these indicators. Schools will also be asked to report the following information on an annual basis (See Attachment B):

- Special Population Status.
 - First in family to attend college (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 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 will be held to Colorado Educational Accountability standards as defined by the Educational Accountability Act. As a new school, 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 should contact the Office of Postsecondary Readiness at the Colorado Department of Education, to discuss eligibility and application details: Hunter_Mary@cde.state.co.us; 303-866-6596. Completed applications can be submitted to CDE on a rolling basis. It is strongly recommended that all applications are received by December 1st, for schools planning to open for the following academic year.
2. Colorado school districts, charters and/or BOCES are eligible to submit an application, which should include a proposed curriculum, agreement with industry, and a partner institution of higher education, cost projections, and other supporting documentation.
3. 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.
4. CDE and CDHE will jointly communicate one of the following outcomes to the LEP applicant:
 - a. approved to open a P-TECH school (school should open one academic year from approval);
 - b. minor changes are needed and LEP is provided feedback on application, then requested to provide additional documentation for consideration; or
 - c. application is denied and LEP may re-apply after working with staff to resolve application deficiencies.
5. Approved P-TECH schools 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 are received by December 1st for schools planning to open the following academic year.

Submit Applications to:
Colorado Department of Education
Office of Postsecondary Readiness
201 E. Colfax, Room 316
Denver, CO 80203

Pathways in Technology Early College High Schools (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:	
<p>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.</p>		
Original Signature of Chief Administrative Officer:		Date:
Printed Name of Chief Administrative Officer:		

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	<input type="checkbox"/>	<input type="checkbox"/>
Completed Application Checklist	<input type="checkbox"/>	<input type="checkbox"/>
Signed Agreement Between all Partners (See Model Agreement)	<input type="checkbox"/>	<input type="checkbox"/>
Proposal Narrative and Operational Model	<input type="checkbox"/>	<input type="checkbox"/>
Projected Enrollment Plan	<input type="checkbox"/>	<input type="checkbox"/>
Cost Projections by Year	<input type="checkbox"/>	<input type="checkbox"/>
Charter Amendment (as applicable, upon approval for Charter Schools Only)	<input type="checkbox"/>	<input type="checkbox"/>

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 should include but not be limited to curricula, instructional practices, faculty roles, student support structures, class schedules, experiential learning opportunities, and the associate degree that the students may attain through the P-TECH school.			
1) Abstract: Provide a brief summary of the planned program. Provide the names of the K-12, higher education, and business partners, and indicate the lead implementation partner. Include the industry-recognized associate degrees (and any certificates, if applicable) that students may attain through the school.	0	2	5
2) 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
3) Plan for selecting students to enroll in the P-TECH school, including how the plan will encourage enrollment of students who are socio-economically and racially diverse, the first to attend college in their family, English language learners, and students with disabilities.	0	2	5
4) Program Design: Describe the program plan in detail. 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 workforce preparation; 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

<p>5) Business and Higher Education Partnerships: Describe the 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.</p>	0	2	5
<p>6) 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.</p>	0	2	5
<p>7) 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 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 STEM-CTE curriculum that is proposed in this application.</p>	0	2	5
<p>8) Governance: Describe the program’s planned governance and leadership structure. This section will be evaluated based upon the commitment of the partners to the program and the clarity of the leadership structure.</p>	0	2	5
	Did not Submit		Submitted
<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Reviewer Comments:</p>			
TOTAL POINTS			/40

Proposed Enrollment

Please complete the following table and include it in the application package. It should represent the estimated number of students that the P-TECH school will enroll when operating at full capacity for each academic year listed.

Students Served at Grade Level	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
9th Grade						
10th Grade						
11th Grade						
12th Grade						
13th Grade						
14th Grade						
Total Enrollment						

Cost Projections

Please complete the following table and include it in the application package. Also, please provide information how the partnership will address any additional student expenses not covered by base funding for college courses.

Cost Projections	Capital Outlay	Salaries	Benefits	Supplies	Purchased Services	Technology
2017-18						
2018-19						
2019-20						
2020-21						
2021-22						
2022-23						
Total						

More on Funding: Eligible LEPs receive per pupil funding based upon their PPR for students in grades 9-12 and base funding for grades 13 and 14. 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.

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, if approved.



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

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

MODEL AGREEMENT*

This cooperative agreement reflects the overall commitment and the specific responsibilities/roles of the *(Local Education Provider)*, *(Insert Higher Education Partner Name,)* and *(Insert Industry Employer(s) Partner Name)* in the creation and administration of a P-TECH school, per Colorado HOUSE BILL 15-1270.

All partners will be responsible for the performance of any services provided by the partner/consortium members, any partners, consultants, or other organizations, and coordinate participation. The partners agree to facilitate communication with and between each other in order to ensure that the partners/all consortium members fully know all aspects/activities that will be conducted through the P-TECH program. The partner/consortium may choose to select a lead to facilitate communications.

All Partners should review their respective roles and responsibilities outlined below and sign the Agreement to indicate their commitment to fulfilling all of these and any additional responsibilities they may indicate.

HOUSE BILL 15-1270 states that this Agreement *must* address at minimum:

- The responsibilities of the local education provider 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 workplace education and experiences and to consult with the local education provider 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 local education provider, 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 local education provider, the employer, and the community college.

Recommended Additional Areas the Agreement Should Address

Responsibilities of Partners

K-12 Education: Essential responsibilities of K-12 partners include:

- Committing to fully implement the Colorado Graduation Guidelines , serving all students in the same common location beginning in 9th grade to assure that all students have a consistent, innovative program and college and career culture and all faculty have the opportunity to collaborate and focus on Colorado P-TECH instructional and support services;
- Forming a strong partnership including a procedure for communication, documented in the P-TECH application, with the higher education and industry employer(s) employer partners and any other community partners;
- Encouraging the enrollment of a student body that is socio-economically and racially diverse and that includes first-generation college students, English language learners, and students with disabilities.
- Identifying potential school leaders who have demonstrated the ability to drive exceptional student outcomes; are dedicated to working with under-served students and their families; can provide the leadership skills essential for program success; and can integrate high school, college, and work-based learning experiences, and in cases where a new school leader is hired, working with the higher education and industry employer(s) employer partners to select the school leader;
- Identifying secondary instructors, in consultation with the higher education partner, who have proper and relevant credentials;
- Working with higher education and industry employer(s) employer partners to develop a seamless scope and sequence of courses that enable all students to earn an associate degree within six years (at their own pace) and that includes workplace learning;
- Establishing a college-going culture for all students that begins on the first day of 9th grade and continues throughout all 6 years of the program, engaging students in instruction on key "college knowledge", academic and personal behaviors such as time management; collaboration; problem-solving; leadership; study skills; communication; and tenacity. Credit-bearing college course work and tutoring should be introduced as soon as appropriate.
- Introducing the career and industry focus for all students beginning on the first day of 9th grade and continuing throughout the six years of the program by infusing workplace skills and industry content into academic courses and offering time in the school schedule and calendar for the full range of workplace learning, e.g. mentoring, workplace visits, job shadowing, internships, apprenticeships, etc;
- Offering multiple pathways for students with varying levels of academic achievement in 8th grade to participate and complete the full six year program successfully;
- Preparing students for college-level coursework, so remedial coursework at the post-secondary level is not necessary;
- Providing relevant and ongoing professional development for the principal/school leader and all participating teachers, including support and frequent exchanges during the school year;
- Ensuring that students apply for and approve the use of the College Opportunity Fund (COF) for their college courses; and
- Maximizing available funding streams such as federal School Improvement Grants and secondary level Perkins program funding, to support the needs of participating students. (Please note: Students participating in the P-TECH Program will **NOT** be eligible for Federal financial aid, including Pell grants.)
- Granting high school diplomas, as appropriate.

Higher Education: Essential responsibilities of higher education partners include:

- Forming a strong partnership, documented in the P-TECH application, with the K-12 and industry employer(s) employer partners and any other community partners;
- Identifying appropriate college courses to include in the program's scope and sequence, ensuring that students can earn an industry-recognized associate degree (or the two-year degree that is the industry standard for the targeted jobs) within six years of beginning the Colorado P-TECH program;
- Identifying appropriate coursework and experiences to introduce students to college course work as soon as appropriate;
- Working with the high school to determine which courses will be taught by college faculty, which by high school teachers with adjunct status, and which by a combination of the two (and ensuring the appropriate college-level rigor of courses taught by adjunct faculty);
- Collaborating with high school faculty to ensure that course content will prepare students for college work;
- Collaborating with high school faculty and staff to practice and develop intensive student support services which should include innovative approaches for early diagnosis and interventions for students who require additional academic assistance (Please note: Funds for this program cannot be spent on college remedial coursework; therefore, all high school coursework should prepare students to seamlessly enter college level courses.);
- Collaborating with industry employer partner(s) to align college coursework with relevant technical skills and workplace competencies, as defined by industry;
- Identifying post-secondary instructors who have proper and relevant credentials as required by the Higher Learning Commission (HLC);
- Maintaining student advisory resources and credit transfer policies that protect the pathway to degree completion for participating students;
- Ensuring that students apply for and approve the use of College Opportunity Fund (COF) for their college courses at the community college;
- Maximizing available funding streams as appropriate, , to support the needs of participating students (please note: students participating in the P-TECH Program will NOT be eligible for Federal financial aid, including Pell grants);
- Providing dedicated staff to work on the initiative, including a College Liaison who has the authority to coordinate with the school on the college/university partner's behalf; and
- Awarding post-secondary certificates and associate degrees, as appropriate.

Employer(s): Essential responsibilities of business partners include:

- Forming a strong partnership, documented in the P-TECH Application, with the K-12 and higher education partners and any other community partners;
- Committing to place every student who successfully completes the program first in line for a job;
- Identifying a mentor for every participating student (a sample commitment would be for mentors to participate in at least two face-to-face opportunities with their mentee per year and communicate with their mentee online every week with an approximate time commitment of 30 minutes per week);
- Creating an up-to-date skills map for the industry/sector that identifies essential job requirements;
- Collaborating with the K-12 and higher education partners to identify the post-secondary two year degree that will ensure students meet industry expectations and validating the proposed scope and sequence;

Attachment A

- **Providing workplace visits, speakers, internships and apprenticeships for participating students;**
- **Collaborating with K-12 and higher education staff to align technical skills and workplace competencies with curriculum, course offerings, and other resources;**
- **Funding that the employer may provide for the P-TECH program; and**
- **Providing dedicated staff to work on the initiative, including an Industry Liaison who has the authority to coordinate with the school on the industry employer(s) employer partners' behalf.**

In addition, all partners must commit to participate in a statewide network of Colorado P-TECH schools and to working with colleagues to share expertise and experience on the development of the Colorado P-TECH model, as well as pertinent resources, tools and strategies.

Additional Responsibilities of each Partner (please list all partners' responsibilities and identify the partner who will serve as the implementation lead, as recognized by all partners):

ATTACHMENT B: Annual Report Questions

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

Due: June 1, 2018 to Mary Anne Hunter (Hunter_Mary@cde.state.co.us)

1. How many current students are/will be the first to attend college in their families?

Grade Level	First in Family to Attend College	Not First in Family to Attend College	Total
9 th			
10 th			
11 th			
12 th			
13 th			
14 th			
Total			

2. Indicate by grade level 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 excess credits, expected to graduate ahead of schedule	Accumulating too few credits, expected to graduate behind schedule	Total
9 th				
10 th				
11 th				
12 th				
13 th				
14 th				
Total				

3. 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.

4. Please note: You will be required to provide the following post-graduation information for your graduating classes of 2023, 2024 & 2025:
 - a. Employed with industry employer partner
 - b. Employed in field at other location
 - c. Continuing education in field
 - d. Continuing education out of field
 - e. Unemployed, not continuing education