P-TECH School Model

Reimagining Minnesota State: Envisioning our next 20 years

February 4, 2019
Demand for Middle-Skill Jobs is Strong

Fifty-three percent of all jobs in 2015 were middle-skill.

A Middle-Skill Gap

Middle-skill jobs account for 50 percent of Minnesota’s labor market, but only 45 percent of the state’s workers are trained to the middle-skill level.

P-TECH School Model

- A public school model providing a seamless pathway from high school to college and career
- Students graduate with a no-cost, industry-recognized associates degree that will enable them to secure a competitive entry-level position in a growing STEM industry, or to continue and complete study in a four-year higher education institution.

P-TECH: The pathway from classroom to career to a stronger economy
P-TECH School Model

Key model tenets

1. **Partnership** between school district, higher education partner and industry

2. **Six-year model**, integrating high school and college coursework, linked to industry Skills Map, leading to an industry-recognized, postsecondary degree for *all* students. Students can graduate in less than six-years, but the model ensures that students have the time and seamless supports necessary to earn their degree.

3. **Workplace learning strand**, including mentoring, worksite visits, speakers, project days, skills-based and paid internships

4. **Open enrollment** with focus on historically underserved students

5. **Cost-free** postsecondary degree

6. **First-in-line for jobs** with industry partners
P-TECH Schools
High school redesign movement

- 2011: Brooklyn, NY
- 2012: Brooklyn, NY
- 2013: New York City, IL
- 2014: New York City, IL; Chicago, IL
- 2015: New York City, IL; Connecticut
- 2016: New York City, IL; Connecticut; Colorado; Maryland; Rhode Island; Australia
- 2017: New York City, IL; Connecticut; Colorado; Maryland; Rhode Island; Australia; Morocco
- 2018: New York City, IL; Connecticut; Colorado; Maryland; Rhode Island; Texas; Louisiana; Australia; Morocco; Taiwan
P-TECH School Model

Results

• 185 graduates to date from most mature schools

• Graduated anywhere from 3.5 – 6 years

• First cohort: 4x the on-time national community college graduation rate, 5x for low-income students
## Results

Looking at our first three cohorts that entered P-TECH Brooklyn in 2011, 2012, and 2013:

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Total #</th>
<th>High school “graduates”</th>
<th>College Ready</th>
<th>Math College Ready</th>
<th>STEM AAS Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 (at year 4)</td>
<td>88</td>
<td>70 (79.5%)</td>
<td>52 (74%)</td>
<td>84%</td>
<td>11 (16%)</td>
</tr>
<tr>
<td>2 (at year 5)</td>
<td>109</td>
<td>88 (80.7%)</td>
<td>71 (81%)</td>
<td>88%</td>
<td>28 (32%)</td>
</tr>
<tr>
<td>1 (at year 6)</td>
<td>91</td>
<td>90 (98.9%)</td>
<td>77 (86%)</td>
<td>92%</td>
<td>49 (54%)</td>
</tr>
</tbody>
</table>
P-TECH School Model

Impact

US State legislation
- California SB 1243
- Colorado HB 15-127
- Texas SB22
- Maryland SB319

Federal legislation
HR2352, Perkins Reauthorization, $1.2B

Recognition from two US Presidents
Governors, US legislators; Prime Ministers, Ministers of Education

Major media
Global, national, state, local
# P-TECH 9-14 School Model

## Foundation: Partnership

<table>
<thead>
<tr>
<th>HIGH SCHOOL*</th>
<th>COLLEGE</th>
<th>INDUSTRY</th>
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</thead>
<tbody>
<tr>
<td>- Dedicated school leader and staff</td>
<td>- Curriculum that integrates college courses with high school coursework to enable students to earn high school diploma and a postsecondary degree</td>
<td>- Skills Map that details entry level job needs</td>
</tr>
<tr>
<td>- Dedicated space</td>
<td>- Collaboration with industry partner to map college coursework to skills required by industry</td>
<td>- Work experiences that include mentoring, site visits, speakers, project days, paid internships</td>
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<tr>
<td>- Open student recruitment based on student interest</td>
<td>- Faculty committed to working with high school teachers to support students transition from high school to college</td>
<td>- Commitment to first in line for jobs</td>
</tr>
<tr>
<td>- Curriculum that integrates high school courses with college coursework to enable students to earn high school diploma and a postsecondary degree</td>
<td>- No cost degree</td>
<td>- Collaboration with high school and college partner to ensure that work experiences are integrated with high school and college coursework</td>
</tr>
<tr>
<td>- Collaboration with industry to integrate workplace experiences, including mentoring and internship opportunities</td>
<td>- College liaison, an employee located at the school</td>
<td>- Industry liaison, an employee located at the school to implement commitments</td>
</tr>
<tr>
<td>- Collaboration with college to provide students with individual support and guidance during high school years and as students begin taking college classes</td>
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</tr>
</tbody>
</table>

*Whether free-standing or school-within-a-school*
P-TECH School Model

P-TECH graduates: Continue to learn, work, both

- **Vast majority going on for their four-year degree**

- **30 working at IBM to date – and many of these IBMers are going to school at same time**

- **All new IBMers are students of color**
Chyna Vaughan is COLLEGE & CAREER READY. www.ptech.org