

P-TECH & T-STEM Communication Plan

| Audience | Objectives (Actions Desired) | Head and Heart | Message(s) | Delivery Method(s) | Frequency | By When | Measurement |
|---|---|---|--|--|-----------------------------------|---|---|
| <i>Be specific.</i> | <i>What is the overall objective? How does it link to organizational objectives?</i> | <i>What do you want them to know, feel, and do? What is the single compelling idea you want to be remembered?</i> | <i>What are the key messages? (Maximum of three, short and memorable)</i> | <i>What channels and tactics are best? Ensure these match audience need and preference.</i> | | <i>Deadline(s)</i> | <i>What will you track and evaluate? What will success look like? What are the outputs and outcomes?</i> |
| Potential students and their parents | Educate students and parents on program components, opportunities, and enrollment process | Parents and students will understand opportunities available within each program to make an informed decision on whether or not to participate | Program components, benefits, and enrollment process | In-class presentations, flyers, in-person parent meetings, call-outs and emails to parents, post on website, follow-up discussions with teachers | Annually for prospective students | Early January, before application deadline for rising 9th graders | Interest survey responses will be analyzed to gauge student interest in each program, develop FAQs, and determine follow-up communication steps; attendance will be taken at meetings |
| Students who enroll in P-TECH or T-STEM and their parents | Maintain open lines of communication with parents and students so they can be effective owners of their journey, including dual credit courses, work-based learning experiences and graduation plan | Parents and students will feel confident in knowing what is necessary to succeed in the program, such as courses required to obtain the desired credentials, and will engage in work-based learning opportunities | Requirements for potential credentials (certificates, certifications and degrees), WBL activities to participate in, and resources that will help them succeed | Parent-teacher conferences, individual guidance sessions with counselors, promotional materials in class | Each semester | Each end of semester | Surveys will be administered to ensure students and parents understand program components and expectations; attendance will be taken at meetings; program retention will be monitored |
| High School Counselors and Administrators | Inform counselors of students who joined the program, share sample 4-year graduation plans and list of dual credit courses needed to complete each available certificate and degree | Counselors and administrators will understand pathways to properly advise and support students and parents | P-TECH & T-STEM pathways, students enrolled in P-TECH & T-STEM, program expectations | In-person meetings followed by email with soft copies of course maps and FAQs | Fall and Spring | November and June | A poll will be administered during meetings to ensure understanding; attendance will be taken at meetings; course enrollment will be monitored |
| IHE Partners | Confirm course requirements and crosswalks for credentials | Duncanville staff are committed to helping students complete P-TECH and T-STEM programs with fidelity, that includes identifying any changes in IHE degree/certificate course requirements and seeking guidance so that high school courses can be aligned to IHE courses | Do the high school and IHE courses align? Are there future changes that we can plan for today? What new opportunities are available for students? | Email followed by in-person meetings | Each semester | End of August, January, and May | Maintain up-to-date graduation plans for each cohort and ensure students are aware of course requirements for each available certificate and degree |
| Industry Partners and Program Instructors | Outline WBL activities that will be delivered to each grade level | WBL activities are what make the P-TECH & T-STEM programs unique and valuable for students and the partnership is mutually beneficial | Confirm WBL dates and activities, steps for completing background checks if needed, contact information of teachers | In-person meeting followed by email with summary of decisions | Each semester | End of September and January | Track details of each WBL activity and survey students and teachers after each activity |

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| Potential Industry/Business Partners | Secure new partnerships for WBL activities | The unique aspects and benefits of the program and how the partnership can benefit both parties | Program model, ways to partner, next steps if interested | Email with soft copies of marketing materials | As needed | A week after introduction | Monitor partnership agreements and completion of WBL activities; goal is to maintain and grow number of partnerships; survey partners annually |
| Middle School Counselors and Students | Educate counselors and students on program components, opportunities, and enrollment process | Understand opportunities available within the P-TECH & T-STEM programs to make an informed decision on whether or not to participate | Program components, benefits, and enrollment process | In-person presentations/career fairs, flyers, in-person parent meetings, call-outs and emails to parents, post on website, follow-up discussions with counselors | Annually | End of December | Interest survey responses will be analyzed to gauge student interest and determine follow-up communication steps; attendance will be taken at meetings |
| Advisory Council and Leadership Team | Provide consistent messaging of programs and achievements to increase districtwide engagement | Inform of milestones achieved and student progress | Status of P-TECH & T-STEM benchmarks and summary of successes around WBL activities, partnerships, and academic courses | Newsletter | Each semester | End of August, January, and May | Response communications |
| Industry Partners, Advisory Council, and Leadership Team | Review and celebrate program outputs annually; receive feedback and increase engagement and WBL opportunities | Celebrate successes and feel appreciated; commit to continuous improvement | Data on WBL activities and survey responses; data on student achievement; items with room for improvement | In-person social | Annually | End of May | Attendance |
| District and Community | Summarize program outcomes to increase engagement and program awareness | Successes of program students and partners | WBL activities and participation; data on student achievement | Social media and district newsletter/website | Annually | End of May | Response communications |
| TEA, District, Students, and Community | Comply with TEA requirements to post products and increase program awareness | The program is in compliance with grant requirements and the program is being elevated | P-TECH & T-STEM Benchmark products, resources for students and parents | P-TECH/T-STEM website | Update monthly | End of each month | Website traffic and TEA communications |