P·TECH

This document provides an overview of the P-TECH 9-14 School Model planning process, with an outline of activities created by The City University of New York. This is one key tool related to theP-TECH 9-14 model.

P-TECH MODEL RESOURCE:

OVERVIEW OF THE P-TECH 9-14 MODEL PLANNING PROCESS

Planning Year

Given the complexity of the P-TECH 9-14 school model, it is important to invest sufficient time and attention in the school planning process. Ideally, the partners will be able to work together for a full academic year prior to the school opening.

As the P-TECH 9-14 model website demonstrates, there are

a wide range of tasks that must be completed prior to the launch of a new P-TECH 9-14 school:

- From engaging the right partner organizations to establishing a shared instructional vision;
- From recruiting students to hiring staff; and From curriculum development to establishing a mentoring program.

For this reason, the school start-up process requires the concentrated effort of a team of talented individuals.

Steering Committee

Steering Committee

Designing and launching a new school is a long, complex process that requires intense and committed partner participation. The partnership should create the formal Steering Committee consisting of key leaders and staff from each member organization. The Steering Committee should meet frequently during the planning stages, before moving to monthly and as-needed meetings once the school is open.

With a variety of expertise and perspectives at the table, it is important that the committee designates responsible parties for each decision, and establishes clear procedures for providing timely feedback. While decisions should take into account each stakeholder's input, the partners must have mechanisms in place to ensure that issues do not get lost in endless discussions — especially as the number of required decisions increases. The Steering Committee's first key decision will be to develop a shared vision, through a norming process that establishes common values and a clear mission. The committee's guiding vision will serve as a common thread throughout most of the school's planning activities.

Planning Team

While Steering Committee is the decision-making body, the partnership should create sub- or planning committees responsible for moving specific topics forward. For example, one such committee could be charged with developing aspects of the school curriculum, culture and programs. These smaller committees would include appropriate representation from each partner, meet on at least a weekly basis during school development, and be responsible for taking specific actions — which could include vetting curricular resources, reviewing possible assessments and identifying a technology platform.

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School Leader

The school leader should be identified as early as possible in during the planning process. In many ways, the leader is the linchpin of the planning process. Leaders help all parties to build a strong, shared vision, which they, in turn, share with staff, students, and families. Because the P-TECH 9-14 model is unique, a portion of the planning year should be dedicated to a structured research and learning process for the school leader. The selection of the leader will likely include input from several partner organizations, but the leader should be an employee of the school district. As such, the School District must be willing to release the leader from regular school-based responsibilities so that he/she can fully participate in the planning process.

The next few pages outline the type of questions that will need to be addressed by the School Leader and the Planning Teams. We recommend that leaders spend as much time as possible with thought leaders from their partner organizations during the planning year. Because the aim of the school is to help students move seamlessly from high school to college to career, the school leader (and eventually many members of the school staff) must be familiar with the culture, expectations and norms of all three environments. Other important activities include site visits to other high performing schools—including successful early college and CTE schools. College-level Co-op programs and employer-sponsored apprenticeship programs can also provide valuable information about helping students transition to the workplace. If the leader and the planning team commit to investigating all the issues outlined on the next few pages, the new school will open with a strong foundation for success.

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Outline of Planning Activities for P-TECH 9-14 Schools

Major Topic (Essential Question)	What are the essential elements of my Employer Partner?	What are key elements of effective job training/career preparation programs?	What are key elements of effective college prep and college completion programs?	What are the needs of my students?	What are important elements of schools that effectively serve my student population?
Questions to consider	- What kinds of jobs are students likely to move into? - What are the major trends in this industry? - What are the largest employers in this industry in NYC? - What are the demographics of this industry? - What are the specific strengths of my lead employer partner? - What are the needs of my lead employer partner? - What is required for job advancement? - What is the 'culture' of my lead employer partner? - What is the "skills map" for the jobs that my students will likely enter?	- Where does my employer partner typically recruit new hires from? - Where do graduates from my partner college typically go to work? - Are there any "gold standard" training programs in my industry? What do they look like? - What college/employer partnerships are well regarded nationally? - How do the college degrees at my partner college relate to the skills needed by my partner employer? - How do European models build skills & incorporate WPL into curriculum? - What are important elements to include in internship or apprenticeship programs? - How do CTE schools typically approach workplace skills development? - Does my employer partner have internal training programs?	- What are the key college readiness benchmarks (both academic and behavioral) my students will need to meet? - What are typical "stumbling blocks" for students in this field? - What high school programs are successful in preparing students for these benchmarks? - What types of college programs are most successful in supporting students?	- How much do students understand about the types of companies & careers in my field? - How much do students understand about college? - What types of academic skill levels will we need to be able to support? - What types of social & emotional supports will we likely need to provide? - Are there gender or racial issues related to my industry?	- How will the day/week be structured? - What are the supports for teachers? - What are the supports for students? - What types of curriculum and pedagogy best fit our school goals? - Will we implement an advisory program? How is it structured? - Will we implement an industry mentoring program? How is it structured? - What are the important benchmarks that students will need to reach as they move through the program? - What type of grading system will we use? - What types of communication tools will we use? - What equipment or technology will we need in the classrooms?
Site Visits	- Residency at employer partner - Attend industry conference/events - Attend hiring fair	- Swiss or German Apprenticeship program	- ASAP program - CUNY Start program - Early college schools		- Schools using project-based case-based learning - Schools using advisory effectively

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