

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 the P-TECH 9-14 model.

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

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.

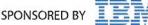
With a variety of expertise and perspectives at the table, it is important that the committee designates responsible parties for each decision, and establishes clear procedures for providing timely feedback. While decisions should take into account each stakeholder's input, the partners must have mechanisms 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.













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.













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

What are important	elements of schools that	effectively serve my	student population?	- 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?	ac tromolomi on IIIM	advisory program? How is it	structured?	Will we implement an	industry mentoring	program? How is it	structured?	14/64 04 04 04 04 04	- what are the important	penchinarks 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 are the needs of	my 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?										
What are key elements of	effective college prep and	college completion	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?											
What are key elements of	effective job	training/career	preparation programs?	 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	W/Pl into curriculum?		 What are important 	elements to include in	Internship or apprenticeship	programs		
Outiline of Planning Activities for P-1 ECH 9-14 Schools or What are the essential What are key elemen	elements of my	Employer Partner?		 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?	Months of Constitution of the Market	- Wildt is required for Job	advancements	 What is the 'culture' of 	my lead employer	partner?	- What is the "skills map"	for the jobs that my	students will likely enter?		
Major	Topic	(Essential	Question)	Questions	to consider																									















		- How do CTE schools typically		31	What equipment or
		approach workplace skills			technology will we need in
		development?			the classrooms?
		 Does my employer partner have internal training 			
		programs?			
Site Visits	- Residency at employer	- Swiss or German	- ASAP program		Schools using project-based
	partner	Apprenticeship program	- CUNY Start program		case-based learning
	- Attend industry		 Early college schools 	19	Schools using advisory
	conference/events				effectively
	- Attend hiring fair				

For more information about the P-TECH 9-14 model, please visit ptech.org







