

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.



P-TECH Update: Governor Andrew Cuomo announced the approval of seven new projects funded under the New York State Pathways in Technology Early College High School Partnerships (P-TECH). The announcement includes a grant for \$2.8 million to fund the P-TECH program in the Franklin County region. This is an outstanding opportunity for the Franklin- Essex- Hamilton BOCES and our partners to provide a high quality educational program and to support our students interested in pursuing a career in a health related field and/or health related technologies so they have a pathway to career and college readiness.

The P-TECH model delivers five core benefits to students:

- A rigorous, relevant and cost-free “grades 9 to 14” education focused on the knowledge and skills students need for Science, Technology, Engineering and Math (STEM) careers;
- Workplace learning that includes ongoing mentoring by professionals in the chosen career sector, worksite visits, speakers and internships;
- Intensive, individualized academic support by K-12 and college faculty within an extended academic year or school day that enables students to progress through the program at their own pace;
- An Associate of Applied Science degree in a high-tech field; and
- The commitment to be first in line for a job with the participating business partners following completion of the program.

The program is also designed to:

- Develop programs of study in high-wage, high-skill, high-demand career areas;
- Align school, college and community systems in these programs of study;
- Support strong academic performance;
- Promote informed and appropriate career choice and preparation; and
- Ensure that employers in key technical fields have access to a talented and skilled workforce.
- 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 career and technical education which culminates in an A.A.S degree.

Next Steps: Formation of the Steering Committee: The steering committee plays a vital role providing input and leadership in project implementation and refinement and in building capacity for long term sustainability of the Northern Borders P-TECH. First meeting 11/16 at 2:00 PM-NFEC Large Conference room