

This is an overview of the Steering Committee, including its roles and responsibilities. This document serves as one key tool related to the P-TECH 9-14 model.

STEERING COMMITTEE OVERVIEW

Overview

The Steering Committee for a P-TECH 9-14 school is responsible for creating a shared vision for the school, and helping to bring that vision to fruition by collaborating and building consensus among the partner organizations. The Steering Committee monitors the progress of the school, identifies opportunities to support it, and troubleshoots challenges as they arise. The Steering Committee should include representatives from each of the school’s partners, including the principal, the school district, the College Partner, the Employer Partner, and any intermediary organization that works directly with the partners to support the school. The Steering Committee may also include teachers, parents and students where applicable and appropriate. The commitment to serve on the Steering Committee is a long-term one for each partner, though the terms of individual members may vary.

It is important that each partner appoint a well-informed person with decision-making authority to sit on the Steering Committee. This is crucial, as questions will arise that directly affect students’ programs and outcomes and the persons sitting at the table should be well-positioned to speak for their side of the partnership.

It is also important that each partner bring both a realistic and an aspirational sense of their commitment to the Steering Committee. Each partner—whether college, employer, or school district—is accustomed to working within its own norms and culture and is used to a clearly defined “scope of authority.” In a P-TECH 9-14 school, this authority becomes shared, and each partner will need to be able to compromise, and in some cases, create entirely new structures in order to support students.

Understanding Partner Roles, Autonomy, and Shared Decision-making

To fully understand the perspective that each partner brings to the Steering Committee, it may be helpful to determine which elements the partners have shared decision-making authority and which are determined by a single partner. One way for Steering Committee members to think about this distinction is to ask what does each partner have the ability to control, and what does each partner have an interest in participating. The chart below provides a partial example of the elements that the College partner has oversight of, and others that they would like to understand or contribute to.

College Partner Span of Control/Interest

Control:	Has an interest in:
<ul style="list-style-type: none"> • Degree requirements and granting of degrees • College classes: curriculum, credits, hours, staffing • Use of college space • Scheduling of college classes (time, space, semester) 	<ul style="list-style-type: none"> • Content and rigor of high school coursework and student preparation • School schedule (hours, blocks of time) • Student performance and outcomes, test scores and grades

- The annual calendar of Steering Committee meetings and other key events (e.g., staff retreats, student ceremonies, etc.);
 - How important decisions will be made; i.e., by majority vote or by consensus;
 - The process for escalating and resolving disputes;
 - The process for reviewing data about student outcomes and partner activities within the school.
- **Membership** – A clear description of membership responsibilities, which include:
 - Distributed membership representation that includes all key stakeholder groups and ensures equitable representation;
 - Defined process to determine leadership roles (e.g., committee chair/co-chair); and the length of term for each role;
 - Contingency plan for inconsistent attendance, prolonged absences, and resignation or removal of committee members;
 - Process for developing working groups or subcommittees.

Objectives and Work Timeline – The Steering Committee should be actively involved in decision-making about the following issues:

1. Defining measures of student success that are clear, benchmarked, and scheduled for active, regular review;
2. Developing and refining of the school’s scope and sequence of high school and college coursework, workplace learning experiences, internships and apprenticeships, including the sequence of important assessments (e.g., state tests or the SAT) ;
3. Reviewing student performance data from high school and college courses, and internship performance;
4. Reviewing and refining eligibility benchmarks for college courses, workplace experiences, internships, as appropriate;
5. Reviewing the quality and availability of workplace learning activities, including reviewing and career-focused coursework, recruiting and monitoring internship host sites, and recruiting and supporting mentors;
6. Identifying extracurricular and curricular supports for students, including tutoring and other industry specific programming, including supports for special education and ELL students;
7. Ensuring alignment between industry trends, employer needs and academic coursework in the college and high school;
8. Monitoring advising structures for students within the program, and addressing advising “off-ramps” for students leaving the program;

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