



NYSACTE
New York State Association for
Career and Technical Education



NYSACTE OFFICERS 2015 - 16

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AFFILIATE ORGANIZATIONS

ACTEA

*Association of Career and Technical
Education Administrators*

BTANYS

*Business Teachers Association of
New York State*

NYAAE

*New York Association of
Agricultural Educators*

NYS AFCSE

*New York State Association of
Family and Consumer Science
Educators*

NYSHSEA

*New York State Health Sciences
Educators Association*

NYSTEEA

*New York State Technology
and Engineering Education
Association*

NYS WECA

*New York State Work
Experience Coordinators'
Association*

March 11, 2016

MaryEllen Elia
Commissioner of Education
89 Washington Avenue
Albany, NY 12234

Dear Commissioner Elia:

I am writing to you today on behalf of the New York State Association for Career and Technical Education (NYSACTE). We represent nearly 10,000 professional educators serving students in local districts and BOCES CTE programs across New York State. The NYSACTE executive committee is pleased that CTE has been included as one of the 5 pathway options to graduation as enacted last year. We strongly believe that the option of 5 pathways serves a diverse population of students and allows for more student options as they journey through their high school path to graduation.

While the current pathways model of 4+1 is a step in the right direction, it does little to change the existing system of coursework currently required of students. We believe that a pathway should be a well developed, sequential, rigorous, program of study inclusive of engaging curriculum and career readiness preparation. How will a student know what pathway to take if career exploration in the early grades is not being done?

To that end we have written a proposal that we believe will ensure higher graduation and success rates for the students in New York schools. NYSACTE has developed two versions of our position paper, "**A Pathways Concentration Model for Graduation - Placing Career Ready on an Equal Footing with College Ready**". The first version consists of nine pages that provide a complete overview of what NYSACTE considers to be a comprehensive program of study. It outlines a true pathway of career exploration and related coursework for all 5 current 4+1 pathways options through a suggested program of directed study. The second, longer version of the paper will be provided shortly as it includes the research upon which we have based our proposals.



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To provide perspective and to give you an idea of what you may expect to find within the documents, below is a brief outline of NYSACTE's ideals:

What We Believe:

- That career readiness needs to be put on equal footing with college readiness. The end result for all students is to be successful within their chosen career.
- All Students should participate in foundational courses and experiences that include CTE upon which they can build a career plan and a course of study within the five pathways.
- All students should leave school with a career-ready academic and technical skillset, career/life foundational understandings and skillset, and a career plan/portfolio.

What We Support:

- A change in the secondary school experience that provides enhanced career exploration in middle school, an early high school foundation program (15 credits) and a personalized commencement concentration (7 credits). **This is the 15/7 Model.**
- Pathways and programs of study aligned with employment needs and postsecondary education opportunities in the workplace, military, apprenticeships or colleges and universities.
- Appropriate supports for students with disabilities and ELL students to assure their opportunity for success in career pathways.

What Is Needed:

- A Board of Regents policy statement about what it means to be College and Career Ready.
- Reframing the graduation requirements to conform to the **15/7 Model** as proposed here.
- Reframing the middle level units of study to enhance career exploration and initial experiences in the five pathways.
- Enhanced engagement with business, industry and postsecondary education providers.
- Guidance and curriculum resources from the NYSED.
- Adjustments in teacher certification standards consistent with changes in technology and the skill sets required to provide instruction in integrated and specialized courses.
- Measurement of student success in pathways that is reported on school report cards.
- Additional funding for program development, teacher training, and infrastructure.



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NYSACTE strongly supports the current 4 +1 Pathways options, but in good conscience, cannot support NYSED's proposal to add the CDOS 4+1 Pathways option. We believe that the CDOS credential would be a great addition to any of the 5 pathways (and, probably should be, as work readiness is important for all students) but this credential should **not** be used in place of a Regents exam, as proposed. We have been extraordinarily proactive in assisting individuals in understanding that CTE is an equally rigorous program of study and feel this would undermine those efforts. Please refer to page 8 of our proposal as this point is further addressed.

Thank you for giving us the opportunity to present what we feel is a strong stance about how CTE is able to move students in the appropriate direction so that we are able to insure a bright future for all our students. We hope that our comments are helpful as you continue to shape the direction of multiple pathways. If you have any questions or comments, please do not hesitate to contact me.

Sincerely,

Constance Costley
President
New York State Association for Career and Technical Education
nysacte.org

845-853-4400
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cc: Jhone Ebert, Senior Deputy Commissioner
Renee Rider, Assistant Commissioner
Eric Suhr, CTE Bureau Chief