



## Placing Career Ready on and Equal Footing with College Ready A Position in Support of Career Pathways

### Who We Are:

- New York State Association for Career and Technical Education representing of 10,000 professional educators serving students in local district and BOCES CTE programs across New York State

### What We Believe:

- Career readiness needs to be put on an equal footing with college readiness.
- All high students should participate in a career pathway in Humanities, STEM, CTE, Arts or LOTE.
- All pathways should be an equally rigorous and provide rigorous, coherent and sequential programs of study.
- Students should take a personalized concentration of courses and experiences to prepare them for the pathway assessments and graduation.
- All students should participate in a foundation of courses and experiences that includes CTE upon which they can build a career plan.
- All students should leave school with career-ready academic and technical skills, career/life abilities 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
- All students having a career/graduation plan that is flexed annually and a career plan/portfolio upon graduation
- Appropriate supports for students with disabilities and ELL students to assure their opportunity for success in career pathways

### What it Will Take:

- A Board of Regents policy statement on 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
- Identification and development of additional pathway assessments
- Measurement of student success in pathways that is reported on school report cards
- Additional funding for program development, teacher training and infrastructure