**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 over 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 school 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