**A Position Paper of the New York State Association for**

**Career and Technical Education**

**CAREERS ‑ GET READY!**

*“A Diploma and Something Else”*

College and Career Readiness is a set of student attributes that are not defined by but enabled through a variety of strongly supported educational programs and structures which include Career and Technical Education. The member organizations of the New York State Association for Career and Technical Education (NYSACTE) embrace the following vision for all students as a demonstration that they are College and Career Ready for our 21st Century high innovation economy.

***VISION STATEMENT***

***All students upon graduation from high school will have the academic ability to persist and succeed in postsecondary education including corporate training, the military, apprenticeships, certificate programs and degree bearing programs and possess:***

***Earning power in the form of an industry approved entry-level certificate,***

***Career Ready Practices[[1]](#footnote-1) embodied in an employability profile,***

***A defined Career Pathway Plan, and***

***Earned advanced standing and/or dual credit in a postsecondary institution***

In order to achieve this Board of Regents should:

1. Recognize and validate CTE as set of educational programs and structures that deliver an equally rigorous path to high school graduation.
2. Continue to pursue changes in the academic assessment system in grades 3-8 and Regents examinations that require students to apply concepts and understandings to real-world predictable and unpredictable problems.
3. Amend the school accountability system with additions to School Report Cards that make explicit the number of students who earn industry certificates, possess career ready practices, have a Career Pathway Plan and earned postsecondary advanced standing or dual credit.  The intent is to enhance existing accountability measures and bring greater balance to the accountability system designed to ensure both College and Career Readiness are equal areas of focus and measured.

Supporting Actions

1. Adopt the Career Clusters Model and the Common Career Technical Core inclusive of the Career Ready Practices, provide non-mandatory CTE curriculum guides, extend the ability of students to earn integrated credit and provide CTE assessments as an alternative to Regents examinations.
2. Work with SUNY and CUNY to provide universal articulation agreements for all education programs including CTE that meet common standards and course content.
3. Work with the Executive and Legislative branches to incentivize businesses to support high quality CTE for all students by using the BOCES and Big 5 district superintendents to create regional level business engagement, to provide tax incentives for business participation and to permit every teacher to have experience observing or shadowing in a local workplace apart from school.
4. Enrich and broaden middle level and early high school programs through the Commissioner’s authorization of pilot career oriented programs and service models using variances allowable under Part 100.2(n) of the Commissioners Regulations.
1. National Association of State Directors of CTE Consortium, Common Career Technical Core [↑](#footnote-ref-1)