



## TO **ALL** NYSAFCSE MEMBERS

Are **YOU** part of the Collective Movement for **REAL** Educational Change?

### **CALL TO ACTION ~ December 19<sup>th</sup> Deadline**

On November 5, 2014, the New York State Board of Regents made the **Multiple Pathways to Graduation** proposal public for comment. NYSAFCSE membership has the opportunity to voice concerns about the language and criteria used in this document as it pertains to Multiple Pathways for **ALL** students.

#### **Overview:**

Over the last several years, under the auspices of the New York State Association of Career and Technical Education (NYSACTE), NYSAFCSE has participated in advocacy activities that would allow for:

Five (5) proposed **Pathways to Graduation**; they include:

- Career and Technical Education (CTE)
- Art
- Science, Technology, Engineering, and Math (STEM)
- Humanities
- Biliteracy (Languages Other Than English)

The following online documents will assist members in understanding the breath and depth of what is really being proposed.

- <http://static.squarespace.com/static/53cff80ee4b0e932e45af120/t/5464ce9ce4b0bb89e3fd8e12/1415892636687/Pathways+to+Graduation+Proposal+NYS.pdf>
- <http://www.regents.nysed.gov/meetings/2014/October2014/1014bra4.pdf>
- <http://www.nysed.gov/press/MultiplePathways>

#### **The following pages contain:**

- 1) What the proposed rulemaking document currently states
- 2) Suggested talking points for comment to : a) Cosimo Tangorra, Jr., Deputy Commissioner, NYSED;  
and b) Board of Regents members in your area
- 3) Who should respond?
- 4) Address to submit your data, views or arguments to at the NYSED

## 1) What the proposed document currently suggests:

- The Pathways to Graduation proposal recognizes and validates CTE as set of education programs and structures that delivers an equally rigorous path to high school graduation which is equal to the current academic pathway.
- While the current Pathways to Graduation proposal acknowledges CTE as an equal pathway to the others proposed, NYSACTE and NYSAFCSE leadership believe that the draft regulations failed to ensure career readiness in a clear and comprehensive manner in each of the five pathways.
- The 4+1 model does little to change the existing system of coursework currently required of students. (The 4 + 1 model permits a student to take four Regents exams and a comparably rigorous technical, arts, or other assessment for the fifth examination required for graduation.)
- One of the primary purposes of the pathways proposal is to raise graduation rates by engaging students and providing some level of choice. How will greater student engagement happen in a system that is asking schools and students to do nothing more than what is currently required?
- As written, the test continues to be the controlling element of the proposed pathways system instead of establishing a set of true pathways and related coursework.
- Thirteen (13) CTE technical assessments have been approved so far. Much of what is proposed will look the same to students and may lead to the same delivery of program that schools are used to, as there is no incentive to depart from normal program operation.  
(<http://usny.nysed.gov/rttt/teachers-leaders/assessments/cte-approved-list.html>)
- If the draft regulations stand, high school students will continue their college ready path but with little coursework to enhance **CAREER** readiness with the exception of the CTE pathway.

## 2) Suggested talking points to focus on when responding to the current Multiple Pathways to Graduation rulemaking:

Some talking points from BMEA (as recommended by Dawn Scagnelli), the New York State Association of Career and Technical Education (NYSACTE), and NYSAFCSE include:

- Only thirteen (13) CTE technical assessments have been approved so far, out of the 158 used in approved CTE programs. Members may suggest that any technical assessment that issues an industry recognized certification, New York State license/certification and the technical assessments that have been accepted for approved CTE programs be accepted as a valid and reliable measure of student achievement as they are written at a higher lexile level than the Regents exams.

- CTE pathways provide students with an opportunity to benefit from one or more post-secondary articulation agreements that grant college credits for successful completion of an approved CTE program.
- All students should participate in work based learning experiences in a career pathway of interest.
- Suggest that all other proposed pathways reflect the rigor and relevance of the approved CTE programs.
- The CTE pathway is the only proposed pathway that currently has a defined pathway criteria, what will the other pathways look like?' This question needs to be asked.
- Career pathways need to begin no later than at the middle school level and continue on through grade 12. Currently the required middle school courses, Home and Career Skills and Technology, are exploratory to CTE and other pathways, and foundational to CTE. Most students interested in CTE do not enroll in those courses again until grades 11 and 12. It is important to offer CTE courses at grades 9 and 10 for a continuous pathway.
- The proposed 4+1 exam option is a good one; some Regents have suggested a possible 3+2 exam option since the Federal Government only requires ELA, Math & Science exams for graduation.
- The CTE Approval Process defines critical parameters that determine if students are College and CAREER Ready. Full implementation of the pathways nurtures rigor and relevance necessary to student programming.
- Students who completed approved CTE programs have successfully entered post-secondary training and the workforce.
- Multiple pathways option is student-centered and engages the students in their career preparation choices.
- Coursework within each pathway option must be rigorous, sequential and within the same career cluster content area. There is not language, nor guidance, that provide for consistency and continuity for CTE in 9th and 10th grade, leaving a gap between the middle school foundational course(s) Home & Career Skills and Technology and high school programming. This system is inefficient because concepts and skills must be reviewed at the onset of the 11th year of high school.
- Financial Literacy must be included as an essential part of CTE Programming.
- Highlight student success stories (parents, students & alumni will provide powerful testimonies).

- Completion of a CTE pathway in high school allows students to ‘earn while they learn’ – use their “work world skills” allowing them to be successfully employed while they are also attending college.

### 3) Who should respond?

**All Family and Consumer Educators**, Students, Parents, Administrators, Business Partners, Entrepreneurs, and Community Members.

This proposed policy change does not go far enough to ensure the change needed for the Multiple Pathways to Graduation to actually include CAREER Pathways. It simply proposes a change in a test. [This is the time to make your voice heard](#) on behalf of the future of generations of students.

Public comment will be received until **December 19, 2014**, which is the last day to submit your input regarding CTE/FACS Programming and the Multiple (CAREER) Pathways to Graduation.

### 4) Please submit your data, views or arguments in the form of a letter or e-mail to:

Cosimo Tangorra, Jr.  
Deputy Commissioner, State Education Department  
Office of P-12 Education  
State Education Building, 2M West  
89 Washington Ave.  
Albany, NY 12234  
[\(518\) 474-5520](tel:(518)474-5520)  
[NYSEDP12@mail.nysed.gov](mailto:NYSEDP12@mail.nysed.gov)

You are **urged** to voice your commitment to **ALL students** in the great state of New York!

Thank you,

Christine Bunn  
President, NYSAFCSE