



## Equitable access to basic needs and supports

<b>Idea 40</b>	Access to high-quality childcare and early childhood education
<b>Proposal 40f</b>	Implement career educational tracts that allow for exploration and real-world experience
<b>Description</b>	<p><b>Develop and implement career educational tracks</b> modeled on magnet programs available in some states</p> <p><b>Middle Childhood (Middle School Age):</b> Offer Science/Health, Engineering, and Business introduced to all students during their 6th and 7th grade years. In 8th grade, students should be invited to choose a more determined pathway from the above that opens opportunities for students to attend a high school (in or out of their zip code) focused on programs in this area.</p> <p><b>Adolescent (High School Age):</b> Offer programs at various schools, that result in early high-wage opportunities for high school students. These programs should be certificate/diploma-based programs that certify them to be able to contribute early to locally businesses and their communities. Examples: Leaving high school with a Licensed Practical Nursing Certification, Computer Software Engineering (Front-End or Back-End Development) Certification, Business Management and Operations Certification, Trades, etc.</p>
<b>How will the proposed action advance equitable health and well-being?</b>	<p>With early access, students are exposed to opportunities that they likely never knew existed. After exposure they receive certifications that certify their skill sets and allow them to contribute in the real world early on. This also allows them to have access to higher paying jobs, resulting in early wealth and resource access.</p> <p>This proposal would also build community trust in the areas of healthcare, technology, and business sectors due to the relationships between the students in the programs and the communities served.</p>
<b>Is there work we can build on?</b>	<p>There are magnet programs in some states that have been already implemented but offer some limited tracks. We seek to expound on this through various avenues.</p> <p>The EMPACT Foundation out of Houston, Texas is in the very early stages of this work (you can connect with Lydel Wright for more information).</p>



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<b>Who would have to act? Who would be key partners?</b>	School Boards and Accreditation Agencies for various professions  Key Partners: City Councils Boards of Education (state and county level)
<b>A few high-level action steps</b>	<ol style="list-style-type: none"><li>1. Identify test location that currently does not have this type of infrastructure</li><li>2. Work and provide funding for an organization seeking to do this work</li><li>3. Build out the framework for this to allow for replication</li></ol>
<b>Other comments or guidance</b>	