

**New York State Career Development and  
Occupational Studies Commencement Credential  
Certificate of Readiness for Entry-level Employment**

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# High School Exiting Credentials

- **Skills and Achievement Commencement Credential**
  
- **Career Development and Occupational Studies (CDOS) Commencement Credential**

# **Guiding Principles**

- 1. Instruction in the Career Development and Occupational Studies (CDOS) Learning Standards**
- 2. Student engagement in career planning and preparation**
- 3. Student participation in community and work-based learning experiences**

## Eligibility for CDOS Commencement Credential

- All students with a disability - except those eligible for the New York State Alternate Assessment (NYSAA )
- Supplement to Diploma: Issued at the same time student receives a Regents or local diploma; or
- Exit Credential: If the student has attended school for at least 12 years excluding Kindergarten or until end of school year student turns 21

## Option I

- **Complete a Career Plan**
- **Demonstrate achievement of the commencement level CDOS learning standards**
- **Successfully completes 216 hours of participation in**
  - CTE coursework and/or work-based learning experiences
  - at least 54 hours must be in work-based learning experiences
- **Has completed Employability Profile**

## Option II

- **Meets the requirements for one of the nationally recognized work readiness credentials, including but not limited to:**
  - **National Work Readiness Credential (NWRC);**
  - **National Career Readiness Certificate (NCRC);  
WorkKeys;**
  - **SkillsUSA Work Force Ready Employability Assessment; and**
  - **Comprehensive Adult Student Assessment Systems (CASAS) Workforce Skills Certification System (WSCS)**

**\*\*May not offer Option 2 as only means to earn CDOS Commencement Credential.**

# Career Plan

- **Commencement Level Career Plan (beginning in 9<sup>th</sup> grade)**
- **Student driven: Active engagement in career exploration**
- **Documents student-identified, career-related:**
  - **Interests;**
  - **Strengths and needs;**
  - **Goals;**
  - **Career and Technical Education (CTE) coursework**
- **Work-based learning experiences**
- **Considered in development of individualized education program (IEP)**
- **Reviewed annually**
- **Maintained in permanent record**

**Career Plan**  
*Commencement Level*

**1. Personal Data**

Name: \_\_\_\_\_

Student Identification Number: \_\_\_\_\_

School: \_\_\_\_\_

**2. Review of Student Career Plan**

Grade Level:	Date of Review:	Possible Participants (Initials)				
		Student:	Parent/ Guardian:	Teacher:	Counselor:	Other:

**3. Knowledge****A. Self-knowledge: *Who am I?*****Interests:** *List your top three choices for each of the following areas of interest:*

Grade Level:	1a. Personal: <i>Out-of-school activities that you enjoy</i>	1b. Academic: <i>Classes or subjects you enjoy the most</i>	1c. Work Preferences: <i>Working with people, ideas, and things</i>



GUEST  
TOOLSSTEM  
for TeensASSESS  
YOURSELFMY  
PORTFOLIO

SEARCH

RESOURCES

HELP

welcome to  
**CareerZONE**<sup>®</sup>

explore your career path  
your future begins here

2. Create an account,  
access the interest  
assessment, and create  
a portfolio



### Welcome to CareerZone

The place to explore careers related to your strengths, skills and talents. To begin, click one of the six clusters pictured above, or [View All Careers](#) to see all the occupations.

1. View over 800  
occupations by Career  
Cluster or select "View  
All Careers"

3. Budget For  
the Future with  
expenses  
specific to NYS

 Dollars &  
Sense



# **CDOS Learning Standards**

## **1. Career Development:**

- **knowledgeable about the world of work;**
- **explore career options; and**
- **relate personal skills, abilities and aptitudes to future career decisions**

## **2. Integrated Learning:**

- **academic knowledge and skills applied in the workplace and other settings**

## **3a. Universal Foundation Skills:**

- **foundation skills and competencies essential for success in the workplace**

## **3b. Career Majors:**

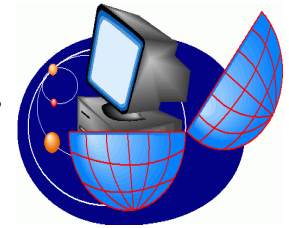
- **career-specific technical knowledge/skills**

## Thinking Skills



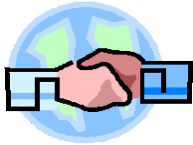
- Can Think Creatively
- Uses Decision Making Skills
- Thinking Leads to Problem Solving
- Knows How to Learn
- Applies Knowledge to New Situations

## Technology



- Selects /Applies Technology
- Maintains Equipment
- Designs and Creates To Meet Needs

## Interpersonal Skills



- Teaches Others
- Serves Clients
- Exercises Leadership
- Negotiates/Communicates
- Works as a Member of a Team
- Works with Diversity

# Career Development and Occupational Studies Standard 3A Universal Foundation Skills



## Systems

- Improves & Designs Systems
- Monitors & Corrects Performances
- Understands How Systems Perform Related to Goals, Resources and Organizational Function

## Managing Information



- Acquires and Evaluates Information
- Organizes/Maintains Information
- Interprets/Communicates Information
- Uses Computers to Enter, Modify, Retrieve and Store Data

## Managing Resources

Understands how to use:

- Materials
- Facilities
- Time
- Money
- Human Resources
- Networking



## Personal Qualities

Demonstrates:

- Responsibility
- Ability to Plan
- Ability to Take Independent Action
- Integrity/Honesty
- Self-determination and ability to self-evaluate knowledge, skills and abilities



**Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.**

## Commencement

**1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.**

### Students:

- complete the development of a career plan that would permit eventual entry into a career option of their choosing
- apply decision-making skills in the selection of a career option of strong personal interest
- analyze skills and abilities required in a career option and relate them to their own skills and abilities.

### *This is evident, for example, when students:*

- ▲ reevaluate long-range personal goals and match them to a career option\*
- ▲ prepare a personal balance sheet showing an inventory of acquired skills, qualities, and experiences needed for successful employment in a career option\*
- ▲ prepare a research paper that contains:
  - details of three specific jobs within the career option
  - the education and/or training level and qualifications necessary for entry-level/career-sustaining employment
  - the number of job openings in the career option
  - list of three postsecondary programs offering advanced study/training in the career option
  - entrepreneurial possibilities\*
- ▲ develop resumes and letters of application and demonstrate effective interviewing techniques that could be used to gain entry into a career option\*
- ▲ design a personal school-to-work plan containing specific steps/activities toward attainment of a career goal.\*

**1. Key Ideas**

**● Performance Indicators**

**▲ Sample Tasks**

# Instruction

- **Meaningful access to the general curriculum**
  - **appropriate opportunities to earn a regular diploma**
- **Equivalent of 2 units of study (216 hours of participation) in:**
  - **CTE coursework; and/or**
  - **work-based learning experiences (at least 54 of the 216 hours)**

# CTE Coursework

- **Locally Approved**
- **SED Approved**
- **Taught by CTE Teacher**

# **Locally Approved Work-Based Learning**

- **Job Shadowing**
- **Community Service/Volunteering**
- **Senior Project**
- **School-Based Enterprise**
- **Service Learning**
- **Entrepreneurship**
- **Community Based Work Programs  
(for SWD)**

# **SED Approved Work-Based Learning**

- **Career Exploration Internship Program (CEIP)**
- **General Education Work Experience Program (GEWEP)**
- **Work Experience and Career Exploration Program (WECEP)**
- **CTE Cooperative Work Experience Program (CO-OP)**



# Employability Profile

- Documents attainment of commencement level CDOS learning standards and as appropriate:
  - Attainment of technical knowledge and work-related skills;
  - Work experiences;
  - Other work-related and academic achievements; and
  - Performance on industry-based assessments

**\*Note: At least one profile must be completed within one year of exit.**

## EMPLOYABILITY PROFILE

Student Name:	Identification Number:	School Name:
Type of Work-based Learning Experience(s):	Worksite Name/Location(s):	Description of Experience(s)

### EVALUATION GRADING SCALE: General Key

Unsatisfactory (1)	Needs Improvement (2)	Meets Expectations (3)				Exceeds Expectations (4)
Not yet demonstrating the skills required for the position and needs to have a formal plan for improving skills. Needs additional training.	Inconsistently demonstrates the skills needed for the position. Further development is needed.	Demonstrates the skills required for the position with rare exceptions, and shows initiative in improving skills.				Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as a leader that improves overall team.
PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS	1	2	3	4	COMMENTS: STUDENT WORK READINESS SKILLS
ATTENDANCE	Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.					
PUNCTUALITY	Understands work expectations for punctuality. Arrives on time for work, takes and returns from breaks on time and calls supervisor prior to being late.					
WORKPLACE APPEARANCE	Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.					
TAKES INITIATIVE	Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.					
QUALITY OF WORK	Gives best effort, evaluates own work and utilizes feedback to improve work performance. Strives to meet quality standards and provides optimal customer service.					
KNOWLEDGE OF WORKPLACE	Demonstrates understanding of workplace policy and ethics.					
RESPONSE TO SUPERVISION	Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Demonstrates flexibility when nature of work changes.					
COMMUNICATION SKILLS	Gives full attention to what other people are saying, asks questions as appropriate and understands what was heard. Communicates concerns clearly and asks for assistance when needed.					



PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS	1	2	3	4	COMMENTS: STUDENT WORK READINESS SKILLS
SOLVES PROBLEMS and MAKES DECISIONS	Identifies the nature of the problem, evaluates various ways of solving the problem and selects the best alternative.					
COOPERATES WITH OTHERS	Interacts and communicates with others in a friendly and courteous way. Shows respect for others' ideas, opinions and racial and cultural diversity. Effectively works as a member of a team.					
RESOLVES CONFLICT	Identifies the source of conflict, suggests options to resolve it and helps parties reach a mutually satisfactory agreement.					
OBSERVES CRITICALLY	Carefully attends to visual sources of information. Evaluates the information for accuracy, bias and usefulness. Develops a clear understanding of the information.					
TAKES RESPONSIBILITY FOR LEARNING	Identifies one's strengths and weaknesses. Sets goals for learning. Identifies and pursues opportunities for learning. Monitors one's progress toward achieving these goals.					
READS WITH UNDERSTANDING	Reads print materials in a variety of formats (signs, books, instruction sheets, forms, charts, etc.) to locate, understand, apply and manage information they contain.					
SOLVES PROBLEMS USING MATH	Works with mathematical information (numbers, symbols, etc.), procedures, and tools and applies skills to answer a question, solve a problem, verify the reasonableness of results, make a prediction or carry out a task that has mathematical dimensions.					
HEALTH AND SAFETY	Complies with health and safety rules for specific workplace.					
TECHNOLOGY	Uses job-related tools, technologies and materials appropriately.					

#### ADDITIONAL INFORMATION

Based on your knowledge of this student, how would you rate his/her overall work performance?

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OTHER WORK-RELATED (JOB SPECIFIC/TECHNICAL SKILLS); STRENGTHS and/or ACADEMIC ACHIEVEMENTS

Signature of reviewer:

Print name:

Title:

Review date:

**EMPLOYABILITY PROFILE – RECORD OF COURSEWORK AND WORK-BASED LEARNING**

<b>Student:</b>	<b>School:</b>	<b>School Personnel:</b>	<b>Title:</b>
<b>Career and Technical Education Coursework</b>	<b>Year</b>	<b>Comments</b>	<b># of Hours</b>
<b>Work-based Learning Experiences</b>	<b>Year</b>	<b>Comments</b>	<b># of Hours</b>
<b>Industry-based Assessments (if any)</b>	<b>Year</b>	<b>Comments</b>	<b>Score</b>
			<b>Total # of CTE Coursework hours</b>
			<b>Total # Work-based Learning Experience hours</b>
			<b>Final Total # of hours (216 required hours which include at least 54 hours of work based-learning)</b>

# **Continued Eligibility for Free Appropriate Public Education (FAPE)**

- **Student exiting with CDOS Cred who did not earn regular diploma**
- **Parental notification**
  - **Student is eligible for a free appropriate public education (FAPE) until end of school year he/she turns age 21 or earns a regular high school diploma, whichever occurs first**

## **Ensuring Students Have Opportunities to Graduate with a Regular Diploma**

- Students must also be working toward a regular high school diploma**
  
- District that awards credential to more than 20 percent of SWD, where credential is not supplement to regular high school diploma shall be required:**
  - use portion of Part B IDEA funds for targeted activities as deemed necessary by NYSED to ensure:**
  
  - appropriate access to participate and progress in general education curriculum necessary to earn regular diploma.**

# **Students Exiting Prior to July 1, 2015**

- **If the student has not met the requirements for the equivalent of 2 units of study in CTE coursework/work-based learning**
  
- **School principal, in consultation with relevant faculty, determines if the student otherwise demonstrated knowledge and skills relating to the CDOS learning standards:**
  - 1. Career Development**
  - 2. Integrated Learning**
  - 3a. Universal Foundation Skills**

# Transfer Students

- **School principal, in consultation with relevant faculty, evaluates work-based learning experiences and coursework on transcript to determine if student has otherwise:**
  - **Demonstrated commencement level knowledge of CDOS learning standards:**
    1. Career Development
    2. Integrated Learning
    - 3a. Universal Foundation Skills
  - **Had experiences equivalent to 2 units of study in CTE coursework and/or work-based learning experiences**



# Resources

- **June 2013 Field Memorandum: NYS Career Development and Occupational Studies Commencement Credential**  
<http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm>
- **P-12: Office of Special Education: Diploma and Nondiploma Exiting Credentials**  
<http://www.p12.nysed.gov/specialed/gradrequirements/home.html>
- **CDOS Learning Standards**  
<http://www.p12.nysed.gov/cte/cdlearn/>

# Resources

- **New York State Career Plan**  
<http://www.p12.nysed.gov/cte/careerplan/>
- **CareerZone: A comprehensive career exploration and planning system developed by the New York State Department of Labor**  
[www.careerzone.ny.gov](http://www.careerzone.ny.gov)
- **New York State Work Based Learning Manual**  
<http://www.p12.nysed.gov/cte/wbl/home.html>

# Technical Assistance

- **Training Regional Special Education Technical Assistance Support Centers (RSE-TASC)**  
<http://www.p12.nysed.gov/specialed/techassist/rsetasc/>
- **Regional Special Education Technical Assistance Support Center (RSE-TASC) Transition Specialists**  
<http://www.p12.nysed.gov/specialed/techassist/rsetasc/tslist.htm>
- **Questions: email**  
[CDOScomment@mail.nysed.gov](mailto:CDOScomment@mail.nysed.gov)
- **Special Education Policy (518) 473-2878**