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### Special Education Field Advisory

**From:** James P. DeLorenzo

**Subject:** New York State Career Development and Occupational Studies  
Commencement Credential

I am pleased to announce that the New York State Board of Regents has approved regulations that establish an important new exiting credential for students with disabilities. Beginning with the 2013-14 school year and thereafter, students with disabilities<sup>1</sup> will be able to earn a New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential. This credential will recognize each individual student's preparation and skills for post-school employment. Where in the past, many students graduated with an individualized education program (IEP) diploma, this credential provides a more meaningful substitute for these students. For students with disabilities who are exiting with a regular high school diploma, it provides them with the additional opportunity to exit school with a credential that also recognizes the students' work readiness skills.

Effective transition planning and services for students with disabilities includes appropriate assessment of a student's needs, preferences, strengths and skills; realistic identification of post-secondary goals; development of an infrastructure to support instruction in the CDOS learning standards, participation in career exploration and work and community-based learning experience; increased opportunities for students to earn a diploma; and collaboration among regional partners responsible for the transition process and early referral to adult agencies. The establishment of a Regents-endorsed graduation credential that recognizes the accomplishments of students in these areas emphasizes the importance of this instruction for schools, helps to focus student commitment to career exploration and development, and provides potential employers with documentation on which students are exiting school with demonstrated knowledge and experience for entry-level employment.

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<sup>1</sup> If the student has a severe disability and has taken the NYS Alternate Assessment (NYSAA), he or she would graduate with the Skills and Achievement Commencement Credential in lieu of an IEP diploma. These students are not eligible for the NYS CDOS Commencement Credential. Guidance on the Skills and Achievement Commencement Credential may be found at <http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm>.

For a copy of the State regulations authorizing school districts to award this new credential, see **Attachment 1**. Effective July 1, 2013, an individualized education program (IEP) diploma may no longer be awarded to students with disabilities.

Most students with disabilities will be able to graduate with the NYS CDOS Commencement Credential as a supplement to their regular diploma (Regents or local diploma). Students who are unable to earn a regular diploma because of their disability may graduate with the NYS CDOS Commencement Credential as the student's only exiting credential, provided they meet the requirements for award of the credential and have attended school for at least 12 years, excluding Kindergarten. If the NYS CDOS Commencement Credential is the student's only exiting credential and he/she is less than 21 years of age, the parent must be provided prior written notice indicating that the student continues to be eligible for a free appropriate public education until the end of the school year in which he/she turns age 21.

It is the responsibility of each school to ensure that the student has been provided with appropriate opportunities to earn a Regents or local high school diploma. Each school must provide the student with meaningful access to participate and progress in the general education curriculum to assist the student to meet the State's learning standards. Access to the curriculum not only means that students are taking the appropriate courses needed to earn a regular diploma, but also that they are being provided with appropriate specially-designed instruction, accommodations, supports and services to progress in the curriculum. In order for students to also develop the knowledge and skills necessary to earn the NYS CDOS Commencement Credential, students must also be provided instruction that supports the achievement of the CDOS learning standards, access to career and technical education (CTE) coursework and opportunities to engage in school supervised work-based learning experiences, either in school and/or in the community. Schools should review their curriculum and instructional practices to ensure that all students with disabilities will be provided these instructional opportunities.

### **NYS CDOS COMMENCEMENT CREDENTIAL: REQUIREMENTS**

The NYS CDOS Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate that the student has the knowledge and skills necessary for entry level employment. There are two options available for students to earn this credential.

#### **OPTION 1:**

- The student must have developed a **Career Plan** that includes documentation of the student's self-identified career interests; career-related strengths and needs; career goals; and career and technical coursework and work-based learning experiences that the student plans to engage in to achieve those goals; and

- The student must have demonstrated achievement of the **commencement level CDOS learning standards** in the areas of career exploration and development; integrated learning; and universal foundation skills; and
- The student must have successfully completed at least **216 hours of CTE coursework and/or work-based learning experiences** (of which at least 54 hours must be in work-based learning experiences); and
- The student must have at least one completed **employability profile** that documents the student's employability skills and experiences; attainment of each of the commencement level CDOS learning standards; and, as appropriate, attainment of technical knowledge and work-related skills, work experiences, performance on industry-based assessments and other work-related and academic achievements.

Each of the above requirements is further explained below.

### **CAREER PLANS**

To earn the NYS CDOS Commencement Credential through Option 1, a student with a disability must have completed a commencement level Career Plan that includes documentation of the following:

- the student's self-identified career interests;
- career-related strengths and needs;
- career goals; and
- CTE coursework and work-based learning experiences that the student plans to engage in to achieve those goals.

The activities that the student includes in his/her Career Plan are not limited to those career-related activities that will be provided by the school and may include other activities that the student involves him or herself in outside of school (e.g., volunteer work or summer employment).

School districts must provide students with the form to document the student's Career Plan. NYSED has developed a model form for this purpose. (See **Attachment 2**) A student may choose to develop his/her Career Plan online, beginning in middle school, using CareerZone, a career exploration and planning website for youth that is provided at no cost to users by the NYS Department of Labor at [www.careerzone.ny.gov](http://www.careerzone.ny.gov).

Schools must assist the student, as appropriate, to develop his/her Career Plan. A student's preferences and interests, as identified in the Career Plan, must be reviewed by the student at least once annually and must be considered by the committee of special education in the development of the student's IEP. A copy of the student's Career Plan that was in effect during the school year in which the student exits high school must be maintained in the student's permanent record.

## **CDOS LEARNING STANDARDS**

To earn this credential, the school must have documentation that the student demonstrated achievement of commencement level knowledge and skills relating to the CDOS learning standards in the areas of:

1. career development;
2. integrated learning; and
- 3a. universal foundation skills.

(Students may, but would not be required to, also achieve competencies in career majors.)

Instruction toward the commencement level learning standards should begin in elementary school and continue throughout the student's high school experience. The CDOS learning standards, which are provided at the Elementary, Intermediate and Commencement levels, include a progression of learning standards:

1. **Career Development:** *Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.* Learning standards in the area of career awareness and exploration may be evidenced by completing a career plan; applying decision-making skills in the selection of a career option; analyzing skills and abilities necessary for specific career options and participating in work experiences as described in Section II of the New York State Work-Based Learning Manual (<http://www.p12.nysed.gov/cte/wbl/home.html>).
2. **Integrated Learning:** *Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.* This may be evidenced by applying academic knowledge and skills across multiple settings and demonstrating the ability to research, interpret, analyze and evaluate information.
- 3a. **Universal Foundation Skills:** *Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.* These skills and competencies include the following:
  - Basic Skills (reading, writing, listening, speaking, arithmetical and mathematical functions);
  - Thinking Skills (problem solving, experimenting, focused observation and applying knowledge to new and unfamiliar situations);
  - Personal Qualities (self-management, planning, organizing and taking independent action);
  - Interpersonal Skills (teamwork and cooperation in large and small groups in family, social and work situations);
  - Technology (designing and creating things from available resources to satisfy personal and societal needs and wants);
  - Managing Information (accessing and using information obtained from other people, community resources and computer networks);

- Managing Resources (applying financial and human factors, and the elements of time and materials to successfully carry out a planned activity); and
- Systems (understanding and working within natural and constructed systems).

**3b. Career Majors:** (Optional for this credential.) *Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.* The learning standards for career majors may be evidenced by acquisition of specific knowledge and skills within a specific career major. The Career Majors include the following:

- Business/Information Systems;
- Health Services;
- Engineering/Technologies;
- Human and Public Services;
- Natural and Agricultural Sciences; and
- Arts/Humanities.

The CDOS learning standards can be found at <http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>. Guidance included on this website includes key ideas, performance indicators describing expectations for students and sample tasks suggesting evidence of progress toward the standards. The *Career Development and Occupational Studies (CDOS) Resource Guide with Core Curriculum* is a companion document to the CDOS learning standards that provides information on the core content for each learning standard and career major, including teacher-developed classroom activities that help students achieve the CDOS learning standards (see <http://www.p12.nysed.gov/cte/cdlearn/cdosresourceguide.html>).

### **CTE COURSEWORK AND WORK-BASED LEARNING**

To earn the NYS CDOS Commencement Credential, a student must have successfully completed not less than the equivalent of two units of study<sup>2</sup> (216 hours) in either CTE courses and/or work-based learning experiences.

- CTE coursework. For purposes of this credential, CTE coursework means grades 9-12 CTE courses, including specialized and integrated courses approved by either the local board of education or by NYSED. For information on CTE courses, see <http://www.p12.nysed.gov/cte/>.
- Work-based learning experiences. Every student earning this credential must have earned a minimum of 54 documented hours of work-based learning experiences, which count towards the 216 hour requirement. These experiences must be under the supervision of the school district.

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<sup>2</sup> One unit of study is equivalent to 108 hours

Work-based learning experiences may be provided through student participation in:

- registered State-approved programs (i.e., Career Exploration Internship Program (CEIP); General Education Work Experience Program (GEWEP); Work Experience and Career Exploration Program (WECEP); and Career and Technical Education Cooperative Work Experience Program (CO-OP)); and/or through
- other work-based learning experiences that are district approved including, but not limited to:
  - job shadowing,
  - community service,
  - volunteering,
  - service learning,
  - senior projects(s), and/or
  - school-based enterprise(s).

School credit may be given for these experiences. For further information on work-based learning experiences, see [www.p12.nysed.gov/cte/wbl/docs/WBLmanualMarch2013.doc](http://www.p12.nysed.gov/cte/wbl/docs/WBLmanualMarch2013.doc).

The U.S. Departments of Labor and Education have jointly developed specific guidelines for school districts to use when providing community-based work programs for students with disabilities aged 14 or older (see <http://www.dol.gov/whd/FOH/ch64/64c08.htm>). All registered work-based learning programs must be under the supervision of a NYS certified work-based learning coordinator. It is highly recommended that all work-based learning activities that place students out into the business community, whether registered or not, be under the supervision of a NYS certified work-based learning coordinator for the safety and protection of the student and employer. For students with disabilities, the work-based learning coordinator should also collaborate with special education teachers to assure that the expectations of the worksite and the needs/goals of the students are considered.

Other nonregistered work-based learning programs should include, but are not limited to, the following components:

1. a certified teacher or guidance counselor with the proper work-based learning career development extension overseeing the learning experience;
2. an appropriate work site placement;
3. supervised on-the-job training;
4. related in-school instruction;
5. coordination of in-school and work site components;
6. a training plan;
7. student evaluation;
8. a copy of student working papers for work site placement; and
9. a memorandum of agreement with the work site.

The special education staff, CTE teachers, family, student, and/or work-based learning coordinator should collaborate to create a coherent program that includes related in-school instruction and coordination of in school and work site components. The school district is responsible to ensure that the student receives special education supports and services to participate in the work-based learning experiences, consistent with the student's IEP.

Work-based learning experiences must be provided consistent with NYSED guidelines and documented in a student's transcript. Guidance on these and other work-based learning programs is provided in **Attachment 3** and at <http://www.p12.nysed.gov/cte/wbl/home.html>.

### **EMPLOYABILITY PROFILE**

The district must ensure that the student has at least one work skills employability profile completed within one year prior to a student's exit from high school that documents the student's:

- employability skills and experiences;
- attainment of each of the commencement level CDOS learning standards for standards 1, 2 and 3a; and
- as appropriate, attainment of technical knowledge and work-related skills, work experiences, performance on industry-based assessments and other work-related and academic achievements.

A copy of the student's employability profile(s) must be maintained in the student's permanent record. An employability profile will provide students with a better understanding of how others view their strengths and the skills they may need to continue to work on to realize their goals; summarizes their work-experiences, skills, abilities, knowledge and talents to assist in the development of a resume; and provides potential employers with evidence of work-skills attained.

**Attachment 4** provides the State's model Employability Profile form which may be used to meet the documentation requirements for an award of the NYS CDOS Commencement Credential.

### ***EXCEPTIONS TO THE OPTION 1 MINIMUM REQUIREMENTS FOR AN AWARD OF A NYS CDOS COMMENCEMENT CREDENTIAL:***

1. For students with disabilities who exit from high school prior to July 1, 2015, the NYS CDOS Commencement Credential may be awarded to a student who has not met all of the requirements, provided that the school principal, in consultation with relevant faculty (e.g., guidance counselors, teachers, job coaches, CTE teachers and/or others knowledgeable about the student's skills), has determined that the student has otherwise demonstrated knowledge and skills in the commencement level CDOS learning standards 1, 2 and 3a. An award of this credential means that the student is ready for entry-level employment and therefore, the principal must have evidence that



the student has successfully completed relevant instructional and work-based learning activities during the student's secondary school years that demonstrates the student has readiness skills for entry-level employment. However, up until June 30, 2015, the total hours of the CTE coursework and/or work-based learning activities may be less than the equivalent of two units of study (216 hours).

2. For students with disabilities who transfer from another school district within the State or another state, the principal must, after consultation with relevant faculty, evaluate the work-based learning experiences and coursework on the student's transcript or other records to determine if the student meets the requirements of the NYS CDOS Commencement Credential.

When making the determination as to whether the student meets the requirements of the NYS CDOS Commencement Credential in these situations, the principal, in consultation with relevant faculty should consider the following.

- Documentation that the student has engaged in career planning and exploration. Minimally, all students should, have a career plan;
- Evidence that the student has attained each of the commencement level CDOS learning standards;
- The extent to which the student has successfully completed instruction, courses of study and transition activities at the secondary level related to the student's post-secondary employment goals; and
- An evaluation of the student's employability skills, as documented in the employability profile of the student.

### **OPTION 2:**

In lieu of a student meeting the requirements of option 1 to be awarded the NYS CDOS Commencement Credential, a district may award a student this credential if the student has met the requirements for one of the **nationally recognized work readiness credentials**, including but not limited to:

- National Work Readiness Credential;
- SkillsUSA Work Force Ready Employability Assessment;
- National Career Readiness Certificate WorkKeys - (ACT); and
- Comprehensive Adult Student Assessment Systems Workforce Skills Certification System.

**Attachment 5** provides a chart summarizing each of these national work readiness credentials.

***Although a school district may provide individual students the option of earning the NYS CDOS Commencement Credential by meeting the requirements for one of the nationally recognized work readiness credentials, the national credential option should not be the only option available to students in the district to earn the Credential.***



## **IEP TRANSITION PLANNING AND THE NYS CDOS COMMENCEMENT CREDENTIAL**

A student's preferences and interests as identified in his/her Career Plan must be reviewed annually and considered in the development of the student's IEP. Career planning and participation in CTE and work-based learning programs are integral components of the transition planning process. NYS regulations require each student with a disability who has an IEP to begin receiving transition programs and services the school year in which that student turns age 15, or younger if appropriate. Transition programs and services, which are designed to incrementally prepare the student with a disability to achieve his or her post-secondary goals in the areas of training, education, employment and, where appropriate, independent living skills through a set of coordinated activities, must be documented in the student's IEP. **Attachment 6** provides a crosswalk of the transition components of the IEP with the requirements of the NYS CDOS Commencement Credential.

## **ENSURING STUDENTS HAVE OPPORTUNITIES TO GRADUATE WITH A REGULAR DIPLOMA**

In order to ensure that students are not 'tracked' to the NYS CDOS Commencement Credential in a way that diminishes the students' opportunities to graduate with a regular high school diploma, State regulations provide that where the State finds that a school district has awarded this credential to more than 20 percent of the students with disabilities in the cohort and where such credential is not a supplement to a regular high school diploma, the State has the authority to redirect the district's use of a portion of the district's Part B Individuals with Disabilities Education Act grant funds for targeted activities to ensure that students with disabilities have appropriate access to participate and progress in the general education curriculum necessary to earn a regular high school diploma. The State will make a district-by-district determination as to whether redirection of such funds is warranted.

## **TRAINING AND RESOURCES FOR TECHNICAL ASSISTANCE ON THE NYS CDOS COMMENCEMENT CREDENTIAL**

NYSED will provide additional information and regional workshops regarding the NYS CDOS Commencement Credential. Questions regarding this memorandum and the credential should be submitted to [cdoscomment@mail.nysed.gov](mailto:cdoscomment@mail.nysed.gov).

Attachment 1 – Express Terms

Attachment 2 – Career Plan Form

Attachment 3 – Work-based Learning Programs

Attachment 4 – Model Employability Profile and Directions

Attachment 5 – National Work Readiness Credentials

Attachment 6 – Transition and the NYS CDOS Credential Crosswalk

AMENDMENT OF THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to Education Law sections 101, 207, 208, 305, 4402 and 4403

1. Subparagraph (i) of paragraph (7) of subdivision (b) of section 100.5 of the Regulations of the Commissioner of Education is amended, effective July 3, 2013, as follows:

(i) Except as provided in subparagraphs (vi), (vii), (viii) and (xi) of this paragraph, and paragraph (d)(7) of this section, for students first entering grade nine in the 2001-2002 school year and thereafter, there shall be no diplomas [or], certificates, or credentials other than the following:

- (a) Regents diploma;
- (b) Regents diploma with an advanced designation;
- (c) State high school equivalency diploma as provided in section 100.7 of this Part;
- (d) High School Individualized Education Program Diploma as provided in section 100.9 of this Part; [or]
- (e) Regents diploma, or Regents diploma with an advanced designation, with an affixed technical endorsement awarded upon completion of an approved career and technical education program pursuant to paragraph (d)(6) of this section;
- (f) Skills and achievement commencement credential as provided in section 100.6(a) of this Part; or
- (g) New York State career development and occupational studies commencement credential as provided in section 100.6(b) of this Part.

2. Section 100.6 of the Regulations of the Commissioner of Education is amended, effective July 3, 2013, as follows:

§100.6 High school exiting credentials.

(a) Skills and achievement commencement credential. Beginning with the 2013-14 school year and thereafter, the board of education or trustees of a school district shall, and the principal of a nonpublic school may, issue a skills and achievement commencement credential to a student who has taken the State assessment for students with severe disabilities, as defined in section 100.1(t)(2)(iv) of this Part, in accordance with the following provisions:

[(a)] (1) Prior to awarding the skills and achievement commencement credential, the governing body of the school district or nonpublic school shall ensure that:

[(1)] (i) . . .

[(2)] (ii) . . .

[(3)] (iii) . . .

[(b)] (2) . . .

[(c)] (3) . . .

[(d)] (4) The credential shall be issued together with a summary of the student's academic achievement and functional performance, as required pursuant to section 200.4(c)(4) of this Title, that includes documentation of:

[(1)] (i) . . .

[(2)] (ii) . . .

[(3)] (iii) . . .

School districts may use the State model form developed by the commissioner for the summary of academic and functional performance or a locally-developed form that meets the requirements of this subdivision.

(b) New York State career development and occupational studies commencement credential. Beginning July 1, 2013 and thereafter, the board of education or trustees of a school district shall, and the principal of a nonpublic school may, issue a New York State career development and occupational studies commencement credential to a student with a disability who meets the requirements of paragraph (1) of this subdivision to document preparation for entry-level employment after high school, except for those students deemed eligible for a skills and achievement commencement credential pursuant to subdivision (a) of this section. Consistent with sections 100.2(q)(1) and 100.5 of this Part, the school district or nonpublic school shall ensure that the student has been provided with appropriate opportunities to earn a Regents or local high school diploma, including providing a student with meaningful access to participate and progress in the general curriculum to assist the student to meet the State's learning standards.

(1) Except as provided in paragraphs (2), (5) and (6) of this subdivision, prior to awarding the career development and occupational studies commencement credential, the board of education or trustees of the school district, or the governing body of the nonpublic school, shall ensure that each of the following requirements have been met:

(i) the school district has evidence that the student has developed, annually reviewed and, as appropriate, revised a career plan to ensure the student is actively engaged in career exploration. Such plan shall include, but is not limited to, a statement of the student's self-identified career interests; career-related strengths and needs; career goals; and career and technical coursework and work-based learning experiences that the student plans to engage in to achieve those goals. School districts shall provide students with either a model form developed by the commissioner to document a student's career

plan, or a locally-developed form that meets the requirements of this subdivision and, as appropriate, shall assist the student to develop his/her career plan. The student's career plan may not be limited to career-related activities provided by the school and may include activities to be provided by an entity other than the school; provided that nothing in this subdivision shall be deemed to require the school to provide the student with the specific activities identified in the career plan. A student's preferences and interests as identified in his/her career plan shall be reviewed annually and considered in the development of the student's individualized education program pursuant to section 200.4(d)(2)(ix) of this Title. A copy of the student's career plan in effect during the school year in which the student exits high school shall be maintained in the student's permanent record;

(ii) the school district has evidence that the student has demonstrated commencement level knowledge and skills relating to the career development and occupational studies learning standards set forth in section 100.1(t)(1)(vii)(a), (b) and (c) of this Part, including but not limited to career development, integrated learning and the universal foundation skills; and the student has successfully completed in grades 9-12 not less than the equivalent of two units of study in career and technical education course(s) and/or work-based learning experiences. The equivalent units of study shall be earned through coursework in career and technical education and/or work-based learning experiences, provided that the equivalent units of study shall include a minimum of 54 hours of documented school supervised work-based learning experiences related to career awareness, exploration and/or preparation which may, but are not required to, be completed in conjunction with the student's career and technical education course(s). For purposes of this subdivision: (1) career and technical education course(s) means a grade 9

-12 course or courses in career and technical education, as defined in section 100.1(l) of this Part, that consists of specialized and integrated courses that are approved by the local board of education or by the Department pursuant to section 100.5(d)(6)(iv); and (2) work-based learning experiences include, but are not limited to, job shadowing, community service, volunteering, service learning, senior project(s) and/or school based enterprise(s), which shall be provided, consistent with Department guidelines, under the supervision of the district and documented in the student's transcript; and

(iii) Within one year prior to a student's exit from high school, at least one work skills employability profile for the student has been completed by designated school staff or other individuals knowledgeable about the student's employability skills and experiences that identifies the student's attainment of each of the commencement level career development and occupational studies learning standards set forth in section 100.1(t)(1)(vii)(a), (b) and (c) of this Part including, but not limited to career development; integrated learning; and universal foundation skills and, as appropriate, documents the student's attainment of technical knowledge and work-related skills, work experiences, performance on industry-based assessments and other work-related and academic achievements. School districts may use a model form developed by the commissioner to document a student's work skills employability profile, or a locally-developed form that meets the requirements of this subdivision. A copy of the student's work skills employability profile(s) shall be maintained in the student's permanent record.

(2) Notwithstanding the provisions of paragraph (1) of this subdivision, a board of education or trustees of the school district, or the governing body of the nonpublic school, may award the career development and occupational studies commencement credential to

a student who has met the requirements for a nationally-recognized work-readiness credential, including but not limited to SkillsUSA, the National Work Readiness Credential, the National Career Readiness Certificate – (ACT) WorkKeys and the Comprehensive Adult Student Assessment Systems Workforce Skills Certification System.

(3) The credential shall be issued at the same time the student receives his/her Regents or local high school diploma or, for a student whose disability prevents the student from earning a Regents or local diploma, any time after such student has attended school for at least 12 years, excluding kindergarten, or has received a substantially equivalent education elsewhere, or at the end of the school year in which a student attains the age of 21.

(4) The certificate awarded shall be similar in form to the diploma issued by the school district or nonpublic school, except that it shall not use the term "diploma" but shall indicate that the student has earned a New York State career development and occupational studies commencement credential that has been endorsed by the New York State Board of Regents as a certificate of readiness for entry-level employment. Award of the credential shall be documented in the student's transcript.

(5) For students with disabilities who exit from high school prior to July 1, 2015, the district or nonpublic school may award the career development and occupational studies commencement credential to a student who has not met all of the requirements in subparagraph (ii) of paragraph (1) of this subdivision, provided that the school principal, in consultation with relevant faculty, has determined that the student has otherwise demonstrated knowledge and skills relating to the commencement level career development occupational studies learning standards.



(6) For students with disabilities who transfer from another school district within the State or another state, the principal shall, after consultation with relevant faculty, evaluate the work-based learning experiences and coursework on the student's transcript or other records to determine if the student meets the requirements in subparagraph (ii) of paragraph (1) of this subdivision.

(7) A school district that awards this credential to more than twenty percent of the students with disabilities in the cohort, where such credential is not a supplement to a regular high school diploma, shall be required to use a portion of its Part B Individuals with Disabilities Education Act grant funds for targeted activities as deemed necessary by the Department to ensure that students with disabilities have appropriate access to participate and progress in the general education curriculum necessary to earn a regular high school diploma.

[(e)] (c) If the student receiving a credential pursuant to subdivision (a) or (b) of this section is less than 21 years of age, such credential shall be accompanied by a written statement of assurance that the student named as its recipient shall continue to be eligible to attend the public schools of the school district in which the student resides without the payment of tuition until the student has earned a [regular] Regents or local high school diploma or until the end of the school year in which such student turns age 21, whichever shall occur first.

3. Subparagraph (iii) of paragraph (5) of subdivision (a) of section 200.5 of the Regulations of the Commissioner of Education is amended, effective July 3, 2013, as follows:

(iii) Prior to the student's graduation with an individualized education program (IEP) diploma or, beginning with the 2013-14 school year, prior to a student's exit with a skills and achievement commencement credential or a career development and occupational studies commencement credential as set forth in section 100.6 of this Title, such prior written notice must indicate that the student continues to be eligible for a free appropriate public education until the end of the school year in which the student turns age 21 or until the receipt of a [regular] Regents or local high school diploma.

NEW YORK STATE EDUCATION DEPARTMENT

**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>

2. **Abilities:** *List personal skills and talents that will be helpful in a career choice:*

Grade Level:	My Personal Abilities . . .	Career areas where my abilities will be useful . . .

**Personal and academic areas I need to strengthen:**

Grade Level:	I need to strengthen . . .	Steps I will take to strengthen these areas . . .

**B. Career Exploration:** *Where am I going?*

1. **School and/or Community Experiences:** *I have participated in the following school and/or community experiences:*

Grade Level:	School and/or Community Experiences:	Skills Acquired Through Experience:

2. **Work Experiences:** *I have participated in the following work experiences:*

Grade Level:	Work Experiences:	Skills Acquired Through Work Experience:

3. **Careers of Interest and Characteristics:** *I am interested in the following careers and have discovered the following information about these careers:*

Grade Level:	Careers of Interest:	Education Requirements:	Skills I Need to Acquire:	Work Environment:	Job Outlook:

C. Future Goals and Decision-Making: How do I get there?

1. Career Goals and Action Steps:

Grade Level:	Goals: <i>(resulting from career exploration activities)</i>	Education Plan: <i>(courses that relate to my career interests)</i>	Action Steps: <i>(what I need to do to accomplish my goals)</i>	Check Off Completed Steps

4. Skills/Application: What do I need to know? What skills are important to me? What am I learning? Why am I learning it? How can I use it?

**Directions:** The following skills are needed to succeed in life, work, and education beyond high school. Using the scale provided, identify for each skill the level of achievement **you believe** you possess at the beginning of the commencement level and the level **you believe** you achieved by the end of your senior year. Briefly describe a classroom experience or an activity that helped you develop each skill and identify how each skill can be used in your life and future work experiences.

Skills:	Beginning Skill Level I Possess (Check Off)	Experiences/Activities/Application:	Final Skill Level I Have Achieved (Check Off)
<b>Basic Skills:</b> Uses a combination of techniques to read, listen to, and analyze complex information; conveys information in oral and written form; uses multiple computational skills to analyze and solve mathematical problems.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed
<b>Thinking Skills:</b> Demonstrates the ability to organize and process information and apply skills in new ways.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed
<b>Personal Qualities:</b> Demonstrates skills in setting goals, monitoring progress, and improving performance.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed
<b>Interpersonal Skills:</b> Communicates effectively and helps others to learn a new skill.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed
<b>Technology:</b> Applies knowledge of technology to identify and solve problems.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed

<p><b>Managing Information:</b> Uses technology to acquire, analyze and organize data, and communicates information.</p>	<p>□ □ □ □ □  <i>Highly ↔ Least                  Developed Developed</i></p>		<p>□ □ □ □ □  <i>Highly ↔ Least                  Developed                  Developed</i></p>
<p><b>Managing Resources:</b> Allocates time and financial and human resources to complete a task.</p>	<p>□ □ □ □ □  <i>Highly ↔ Least                  Developed Developed</i></p>		<p>□ □ □ □ □  <i>Highly ↔ Least                  Developed                  Developed</i></p>
<p><b>Systems:</b> Demonstrates an understanding of the relationship between the performance of a system and the goals, resources, and functions of an organization.</p>	<p>□ □ □ □ □  <i>Highly ↔ Least                  Developed Developed</i></p>		<p>□ □ □ □ □  <i>Highly ↔ Least                  Developed                  Developed</i></p>

## 5. Culminating Activity

**Directions:** *Briefly describe the activity that you completed. Indicate the most important thing you learned about yourself through this activity. Describe how this self knowledge will influence your plans for the future.*

<b>Activity:</b>	<b>Self Knowledge/Future Plans:</b>

## Work-Based Learning Programs

## Registered State-Approved Programs

Registered State-Approved Programs	Coordinator's Extension*	Student Age	Paid/Unpaid	Diploma Credit Permissible/ Worksite Hours	Related Classroom Instruction	Experience Must Relate to Career Interests	Training Must Develop Career Skills
<b>CEIP</b> Career Exploration Internship Program***	#8982	14+ And in high school	Unpaid**	.5 / 54 hrs. 1 / 108 hrs.	27 hours 54 hours (see Section II)	Yes	No (focus is career exploration)
<b>GEWEP</b> General Education Work Experience Program	#8981 or #8982	16+	Paid**	.5 / 150 hrs. 1 / 300 hrs. 1.5 / 450 hrs. 2 / 600 hrs.	At least one period per week (see Section 4)	No	Yes
<b>WECEP</b> Work Experience and Career Exploration Program (for at-risk students)	#8981 or #8982	14-15	Paid**	.5 / 150 hrs. 1 / 300 hrs.	At least one period per week (see Section 4)	No	Yes
<b>CO-OP</b> Career and Technical Education Cooperative Work Experience Program** ***	#8982	16+	Paid & Unpaid	.5 / 150 hrs. 1 / 300 hrs. 1.5 / 450 hrs. 2 / 600 hrs.	Five periods per week (see Section 5)	Yes	Yes

\* 8981: Coordinator of Work Based Learning Programs for Career Awareness

\* 8982: Coordinator of Work Based Learning Programs for Career Development

\*\* Students must also be covered under the employer's Workers' Compensation Insurance.

\*\*\* Credit earned in these programs can be applied towards a 5-unit career and technical education (CTE) sequence.



## Work-Based Learning Programs

### Other Work-Based Learning Options

Other Work-Based Learning Options	Supervising Agency	Coordinator's Extension	Age of Students	Paid/Unpaid	Diploma Credit Allowable	Related WBL Classroom Instruction	Experience Must Relate to Career	Training Must Develop Job Skills
Community-Based Work Programs (for students with disabilities)	NYSED	#8981 or #8982 ☉	14+	Unpaid or Paid	Yes	Optional	No	No
Job Shadowing (1 – 8 hours of observation at a work site)	Local School	◆	14+	Unpaid	No	N.A.	No	No
Community Service/Volunteering	Local School	◆	14+	Unpaid	No	Optional	No	No
Service Learning	Local School	◆	14+	Unpaid	Yes	Yes	No	No
Senior Project	Local School	◆	16+	Unpaid	Yes	Yes	No	No
School-Based Enterprise	Local School	◆	14+	Unpaid	Yes but typically included within a course	Yes	No	No

☉ Extension #8981 or #8982 is recommended but not required

◆ Extension Optional

### Descriptions of Other Work-based Learning Options

#### Community-Based Work Programs (for students with disabilities)

Students with disabilities are required to have the opportunity to participate, as appropriate, in all registered and non-registered work-based learning programs. Community-Based Work Programs, designed specifically for students with disabilities, provide additional opportunities for students with disabilities, ages 14 and older, to participate in work-based learning programs. These work experiences, which can be paid or unpaid, help students to identify their career interests, assess their employability skills and training needs, and develop the skills and attitudes necessary for eventual paid employment. School credit may be awarded for these experiences. It is recommended, but not required, that these experiences be supervised by a work-based learning coordinator who holds a #8981 or #8982 extension.

## Work-Based Learning Programs

### Job Shadowing

Job shadowing is a career exploration activity for late middle school or early high school. The student follows an employee at a workplace for 1 - 8 hours to learn about an occupation or career pathway of interest. No credit is granted to the student. Job shadowing experiences in grades 9 through 12 may be counted towards the 216 hour requirement for the NYS CDOS Commencement Credential.

### Community Service/Volunteering

In community service, students participate in volunteer experiences that teach them responsibility, community involvement, and an awareness of the needs of others. Community service does not directly connect the knowledge and technical skills learned in the classroom.

### Service Learning

Service Learning includes integrated classroom and service-related activities. Students utilize the skills and knowledge they are acquiring in their classes to make a positive difference in their schools or communities. Service learning provides real life application of academic knowledge and skills to real life community or school needs.

Service Learning must be carefully differentiated from volunteerism and/or community service. Service learning is community service that directly connects to the knowledge and skills learned in classrooms. In service learning, the interwoven service and learning outcomes derive from a singular, distinct pedagogy.

### Senior Project

The senior project and career research paper are designed for students to research a topic or career interest in a specific career pathway. They serve to guide the student in learning about the college preparation and skills training needed to be successful in that pathway. No additional credit is awarded for participation in this experience; the credit exists within the related course.

### School-Based Enterprise

A school-based business enterprise exists within the school to provide services for students and/or staff. No additional credit is awarded for participation in this experience; the credit exists within the related course. Examples of a school-based enterprise are a store and a credit union.

Additional information regarding work-based learning programs is available at <http://www.p12.nysed.gov/cte/wbl/home.html>

**EMPLOYABILITY PROFILE**

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

**EVALUATION GRADING SCALE: General Key**

<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Meets Expectations (3)</b>	<b>Exceeds Expectations (4)</b>
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.

<b>PERFORMANCE SKILLS</b>	<b>PERFORMANCE EXPECTATIONS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>COMMENTS: STUDENT WORK READINESS SKILLS</b>
<b>ATTENDANCE</b>	Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.					
<b>PUNCTUALITY</b>	Understands work expectations for punctuality. Arrives on time for work, takes and returns from breaks on time and calls supervisor prior to being late.					
<b>WORKPLACE APPEARANCE</b>	Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.					
<b>TAKES INITIATIVE</b>	Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.					
<b>QUALITY OF WORK</b>	Gives best effort, evaluates own work and utilizes feedback to improve work performance. Strives to meet quality standards and provides optimal customer service.					
<b>KNOWLEDGE OF WORKPLACE</b>	Demonstrates understanding of workplace policy and ethics.					
<b>RESPONSE TO SUPERVISION</b>	Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Demonstrates flexibility when nature of work changes.					
<b>COMMUNICATION SKILLS</b>	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?						
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 (CTE) 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>

**General Directions for Completing the New York State Education Department Employability Profile Model Form**

**EMPLOYABILITY PROFILE FORM**

Document student demographic information.

Provide information on the student's coursework and work-based learning experience(s) on which the rating of the student's skills is based.

Document the type of instructional and work-based learning experience(s) in which the student engaged, including but not limited to, job shadowing, community service, volunteering, service learning, senior project(s) and/or school-based enterprise(s) and the location of these experiences. These may also include, but are not limited to, work-based learning experiences associated with Department approved programs including the Career Exploration Internship Program (CEIP); General Education Work Experience Program (GEWEP); Work Experience and Career Exploration Program (WECEP); and the Career and Technical Education Cooperative Work Experience Program (CO-OP).

Indicate the worksite name and location and briefly describe the experience (e.g., volunteered 3 hours a week to maintain the community garden).

**EVAULATION GRADING SCALE: General Key**

Use this scale to determine and document the skill level the student has demonstrated. The levels on the scale are 1 = Unsatisfactory, 2 = Needs Improvement, 3 = Meets Expectations and 4 = Exceeds Expectations. The criterion for each level of performance is described in the profile.

**PERFORMANCE SKILLS and PERFORMANCE EXPECTATIONS**

Using the Evaluation Grading Scale, rate the student on the 17 performance skills and corresponding performance expectations. Attainment of these performance skills and expectations, which are cross walked (figure 1) to specific commencement level CDOS learning standards, provide evidence of student attainment of the commencement level CDOS learning standards. This cross walk should be reviewed at least annually to inform the development of the transition components of the student's individualized education program (i.e., student needs, post-secondary and annual goals, courses of study and activities necessary to facilitate the student's movement from school to post-school activities) and to ensure the student has opportunities to demonstrate the commencement level CDOS learning standards.

## **COMMENTS: STUDENT WORK READINESS SKILLS**

Provide comments, as appropriate, relating to technical skills the student has learned during the work experience (e.g., operation of a job specific machine/tool) and additional detail about the student's performance.

## **ADDITIONAL INFORMATION**

In this section, use the Evaluation Grading Scale to rate the student's overall work performance.

Comment on the student's other achievements (e.g., job-specific and technical skills; other strengths and academic accomplishments) that are not already included in the documentation.

## **REVIEWER INFORMATION**

The person completing the Employability Profile must be personally knowledgeable about the student's skills (e.g., teacher, work experience coordinator, employer, job coach, or extracurricular club advisor etc.).

Indicate the name and title of the person completing the Employability Profile.

Indicate the date the Employability Profile was completed.

The form must include an original signature by the person completing the profile.

## **RECORD OF COURSEWORK AND WORK-BASED LEARNING**

Identify the career and technical education coursework and/or work-based learning experiences, including the corresponding number of hours for each, which the student completed to earn the credential.

- The student must complete 216 hours of combined coursework and work-based learning experiences, provided that the 216 hours must include a minimum of 54 hours of documented school supervised work-based learning experiences.
- A student may complete all of the 216 required hours through participation in work-based learning. These work-based learning experiences may, but are not required to, be completed in conjunction with the student's career and technical education course(s).

If appropriate, indicate if the student passed industry-based assessments.



Crosswalk: Employability Profile Performance Skills/Expectations and Commencement Level CDOS Learning Standards

Figure 1

EMPLOYABILITY PROFILE		CDOS LEARNING STANDARDS									
PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS	CAREER DEVELOPMENT STANDARD 1	INTEGRATED LEARNING STANDARD 2	UNIVERSAL FOUNDATION SKILLS STANDARD 3a							
				Basic Skills	Thinking Skills	Personal Qualities	Inter-personal Skills	Technology	Managing Info.	Managing Resources	Systems
ATTENDANCE	Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.					<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>
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.					<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>
WORKPLACE APPEARANCE	Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.					<input checked="" type="checkbox"/>					
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.						<input checked="" type="checkbox"/>				
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								
KNOWLEDGE OF WORKPLACE	Demonstrates understanding of workplace policy and ethics.	<input checked="" type="checkbox"/>									<input checked="" type="checkbox"/>
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.	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
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.				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
SOLVES PROBLEMS & MAKES DECISIONS	Identifies the nature of the problem, evaluates various ways of solving the problem and selects the best alternative.	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>					
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 to accomplish a task.				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RESOLVES CONFLICT	Identifies the source of conflict, suggests options to resolve it and helps parties reach a mutually satisfactory agreement.					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
OBSERVES CRITICALLY	Carefully attends to visual sources of information. Evaluates the information for accuracy, bias and usefulness. Develops a clear understanding of the information.				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		
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	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>					

EMPLOYABILITY PROFILE		CDOS LEARNING STANDARDS									
PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS	CAREER DEVELOPMENT STANDARD 1	INTEGRATED LEARNING STANDARD 2	UNIVERSAL FOUNDATION SKILLS STANDARD 3a							
				Basic Skills	Thinking Skills	Personal Qualities	Inter-personal Skills	Technology	Managing Info.	Managing Resources	Systems
	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.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>	
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.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
HEALTH AND SAFETY	Complies with health and safety rules for specific workplace.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							<input checked="" type="checkbox"/>
TECHNOLOGY	Uses job-related tools, technologies and materials appropriately.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

**Comparison of National Employability Skills Credentials**

<b>SKILLS CREDENTIALS</b>				
<b>Specific Information</b>	<b>SkillsUSA Workforce Ready Employability Assessment</b>	<b>National Work Readiness Credential (NWRC)</b>	<b>National Career Readiness Certificate (NCRC) - WorkKeys (ACT)</b>	<b>Comprehensive Adult Student Assessment Systems (CASAS) - Workforce Skills Certificate System (WSCS)</b>
<b>Skills Assessed (including but not limited to)</b>	Focuses primarily on industry- specific abilities and personal qualities.  Includes assessment of general employability skills.	General employability skills including nine communication, interpersonal, problem-solving and learning skills.	General employability skills such as reading for information, applied mathematics, listening for understanding, applied technology and soft skills. Includes 4 performance levels (bronze, silver, gold and platinum).	CASAS measures basic academic skills, critical thinking and problem solving. Includes continuum of skill levels, including skill descriptors for individuals with intellectual disabilities. WSCS, a supplemental credential to CASAS, assesses general employability skills.
<b>Career Specific</b>	Yes	No	No	No
<b>Curriculum/Instructional Materials</b>	Yes. Blueprint of competencies for each career area.	Yes. Three book series designed to model authentic, work-related experiences and activities.	Yes. Interactive learning tool for career readiness skills.	No single curriculum. Provides an extensive data base of instructional training materials including low level literacy curriculum modules and lesson plans in alternative formats.
<b>Test Administration</b>	Testing occurs online and can be administered at school.	Testing is internet based and delivered securely in wide range of authorized sites.	Individuals can be certified as administrators and schools can become certified test sites.	Testing is available online and in paper and pencil formats. Schools can administer assessments.
<b>Fee for Test/Materials</b>	Yes	Yes	Yes	Yes
<b>Accommodations for Individuals with Disabilities</b>	Yes	Yes	Yes	Yes
<b>Reading/Math Levels</b>	Reading - 8 <sup>th</sup> grade Math - 6 <sup>th</sup> through 8 <sup>th</sup> grades (depending on career assessment).	Reading – 7 <sup>th</sup> - 8 <sup>th</sup> grade  Math - 7 <sup>th</sup> - 8 <sup>th</sup> grade	Varies by performance level. Reading – 8 <sup>th</sup> grade through high school (HS) Math - 5 <sup>th</sup> grade through HS	Varies by performance level. Includes preliteracy and adult low level literacy skills. Reading and math level is comparable to GED® test for CASAS certification.
<b>States/districts using Credential</b>	Approximately 44 states. Some districts in NYS use these assessments through the Career and Technical Education program approval process.	Credential was developed in partnership with five states (Florida, New Jersey, NY, Rhode Island, and Washington), the District of Columbia and JA Worldwide. NYS Department of Labor endorses credential.	Five states have funded WorkKeys and 12 have funded the EXPLORE program for middle school students. Used by Center for Workforce Education and Development at Syracuse University and some BOCES adult education programs.	CASAS is affiliated with National External Diploma Program (NEDP) which provides unique ways for adults to earn HS diploma based on life experiences. Eleven states, including NY use NEDP. NEDP is used by 18 BOCES adult education programs. California is primary user of WSCS.
<b>For additional information</b>	<a href="http://www.workforcereadysystem.org">http://www.workforcereadysystem.org</a>	<a href="http://www.workreadiness.com">http://www.workreadiness.com</a>	<a href="http://www.act.org/certificate">http://www.act.org/certificate</a>	<a href="https://www.casas.org">https://www.casas.org</a>

## Transition and the New York State Career Development and Occupational Studies (CDOS) Commencement Credential

The following chart describes the strong connection between the proposed credential and appropriate and effective individualized education program (IEP) transition planning and services for students with disabilities.

IEP	Credential Requirements
Beginning not later than the school year when a student turns age 15, the IEP must include transition goals and services.	A student's preferences and interests as identified in his/her career plan shall be reviewed annually and considered in the development of the student's IEP.
<p><b>Transition Needs and Goals:</b></p> <ul style="list-style-type: none"> <li>• A statement of the student's needs, taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities.</li> <li>• Appropriate measurable post-secondary goals and measurable annual goals relating to training, education, employment and, where appropriate, independent living skills.</li> </ul>	<p><b>Career Plan:</b></p> <ul style="list-style-type: none"> <li>• Ensures the student is actively engaged in career exploration.</li> <li>• Includes a statement of the student's self-identified career interests; career-related strengths and needs; career goals; and career and technical education (CTE) coursework and work-based learning experiences that the student plans to engage in to achieve those goals.</li> </ul>
The IEP must include a statement of a student's <b>course of study</b> to address transition needs.	<p>Student demonstrates commencement level knowledge and skills relating to the <b>CDOS learning standards:</b></p> <ul style="list-style-type: none"> <li>• career development</li> <li>• integrated learning</li> <li>• universal foundation skills</li> <li>• CTE majors (optional)</li> </ul> <p>Student may complete <b>CTE courses</b> toward the minimum instructional hours required for the credential.</p>
<b>Needed activities</b> to facilitate the student's movement from school to post-school activities, including instruction; related services; community experiences; development of employment and other post-adult living objectives; and as appropriate acquisition of daily living skills and functional vocational evaluation.	<p>Student has successfully completed not less than the equivalent of two units of study in:</p> <ul style="list-style-type: none"> <li>• <b>CTE courses</b> (SED or locally approved); and/or</li> <li>• <b>Work-based learning experiences</b></li> </ul>
<p><b>Requirement to Develop an Exit Summary:</b> Before the termination of a student's eligibility due to graduation with a local high school or Regents diploma or exceeding the age eligibility for FAPE, the district must provide the student with:</p> <ul style="list-style-type: none"> <li>• a summary of the student's academic achievement and functional performance, and</li> <li>• recommendations on how to assist the student in meeting his or her post-secondary goals.</li> </ul>	<p><b>Employability Profile(s):</b> Within one year prior to a student's exit from high school, at least one work skills employability profile for the student that documents:</p> <ul style="list-style-type: none"> <li>• student's employability skills and experiences,</li> <li>• attainment of each of the commencement level CDOS learning standards, and</li> <li>• attainment of technical knowledge and work-related skills, work experiences, performance on industry-based assessments and other work-related and academic achievements.</li> </ul>