
only exiting credential.³ A copy of the full text of the amendment may be found at <http://www.regents.nysed.gov/common/regents/files/316p12a1.pdf>.

These regulations recognize the importance of extensive research that supports multiple pathways to graduation that connect both work and learning⁴. In addition, work-based learning has become a focus of national discussion to prepare “career and college ready” graduates⁵. Explicit instruction in career development and work-based learning is beneficial to all students as it focuses on a student’s ability to apply classroom learning in the real world, engages them by using authentic tasks, and teaches them employability skills. The CDOS graduation pathway emphasizes the importance of this instruction for schools and helps to focus student commitment to career exploration and development, while ensuring students have appropriate opportunities to earn a high school diploma.

NYS CDOS COMMENCEMENT CREDENTIAL: REQUIREMENTS

The NYS CDOS Commencement Credential is a credential recognized by the NYS Board of Regents that certifies a student has the standards-based knowledge and skills necessary for entry-level employment. The requirements to earn the credential were developed consistent with research and the guiding principles established by the Board of Regents. The requirements are rigorous in that the student must receive instruction that supports the achievement of the CDOS learning standards through access to career and technical education (CTE) coursework and have opportunities to engage in school supervised work-based learning experiences, either in school and/or in the community. In addition, students must participate in career planning and preparation and have an employability profile demonstrating readiness for entry-level employment. There are two options available for students to earn the credential:

OPTION 1

The student must have:

- x 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.

- x Demonstrated achievement of the commencement level CDOS learning standards in the areas of career exploration and development; integrated

³ If the NYS CDOS Commencement Credential is the student's only exiting credential and the student is less than 21 years of age, he/she continues to be eligible for a free public education until the end of the school year in which he/she turns age 21.

⁴ Work-Based Learning Opportunities for High School Students Corinne Alfeld Ivan Charner Lisa Johnson

learning; and universal foundation skills (Standards 1, 2 and 3a). Successfully completed at least 216 hours⁶ of CTE coursework and/or work-based learning experiences (of which at least 54 hours must be in work-based learning experiences).

- x 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 must have completed a commencement level Career Plan that includes documentation of the following:

- x the student's self-identified career interests;
- x career-related strengths and needs;
- x career goals; and
- x 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. A copy of the model form developed by NYSED is provided in **Attachment 1** and is also available at <http://www.p12.nysed.gov/cte/careerplan/>. 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.

Schools must assist the student, as appropriate, to develop hip 1Tj-0.vchm7eveloped 15222s

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 (Standard 3b).)

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:
 - x Basic Skills (reading, writing, listening, speaking, arithmetical and mathematical functions);
 - x Thinking Skills (problem solving, experimenting, focused observation and applying knowledge to new and unfamiliar situations);
 - x Personal Qualities (self-management, planning, organizing and taking independent action);
 - x Interpersonal Skills (teamwork and cooperation in large and small groups in family, social and work situations);
 - x Technology (designing and creating things from available resources to satisfy personal and societal needs and wants);

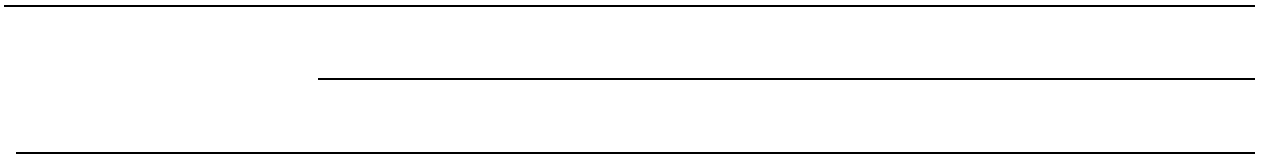
experiences, which count towards the 216 hour requirement. These experiences must be under the supervision of the school district.

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

- x work-based learning experiences that are district approved including, but not limited to:
 - o job shadowing;
 - o community service/volunteering/service learning⁸;
 - o senior projects(s); and/or
 - o school-based enterprise(s);
 - o (for students with disabilities only) community-based work programs; and/or through
 - x State-approved registered programs (i.e., Career Exploration Internship Program (CEIP); General Education Work Experience Program (GEWEP); Work Experience and Career Explorati
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The student, family, and school staff (e.g., CTE teachers, school counselors and work-based learning coordinators, etc.) should collaborate to create a coherent program that

<http://www.p12.nysed.gov/ciai/multiple-pathways>



Attachment 1

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:

Attachment 1

Personal Qualities: Demonstrates skills in setting goals, monitoring progress, and improving performance.	<i>T T T T T</i> Highly Developed ¥ Least Developed		<i>T T T T T</i> Highly Developed ¥ Least Developed
Interpersonal Skills: Communicates effectively and helps others to learn a new skill.	<i>T T T T T</i> Highly Developed ¥ Least Developed		<i>T T T T T</i> Highly Developed ¥ Least Developed
Technology: Applies knowledge of technology to identify and solve problems.	<i>T T T T T</i> Highly Developed ¥ Least Developed		<i>T T T T T</i> Highly Developed ¥ Least Developed
Managing Information: Uses technology to acquire, analyze and organize data, and communicates information.	<i>T T T T T</i> Highly Developed ¥ Least Developed		<i>T T T T T</i> Highly Developed ¥ Least Developed
Managing Resources: Allocates time and financial and human resources to complete a task.	<i>T T T T T</i> Highly Developed ¥ Least Developed		<i>T T T T T</i> Highly Developed ¥ Least Developed
Systems: Demonstrates an understanding of the relationship between the performance of a system and the goals, resources, and functions of an organization.	<i>T T T T T</i> Highly Developed ¥ Least Developed		<i>T T T T T</i> Highly Developed ¥ Least Developed

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.

Activity:	Self-Knowledge/Future Plans:

Attachment 2

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.

Registered Work-Based Learning Options

Registered State-Approved Programs	Coordinator's Extension*	Student Age	Paid/Un-Paid	Diploma Credit Permissible/ Worksite Hours	Related Classroom Instruction	Experience Must Relate to Career Interests	Training Must Develop Career Skills
CEIP Career Exploration Internship Program***	#8982	14+ And in high					



**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 (CTECP).

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.

- x 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.

- x 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.

