Guiding Principles

1. Instruction in the CDOS Learning Standards

2. Student engagement in career planning and preparation

3. Student participation in community and work-based learning experiences
Effective Dates

- NYS CDOS Commencement Credential may be awarded beginning in 2013-14 school year
- No IEP diploma shall be awarded on or after July 1, 2013
Eligibility for Credential

- All students with a disability (except NYSAA eligible)

- 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
Options to Earn the Credential

**Option 1**
- 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 a completed Employability Profile

**Option 2**
- Meets the requirements for one of the nationally recognized work readiness credentials, including but not limited to:
  - National Work Readiness Credential;
  - National Career Readiness Certificate-(ACT) WorkKeys;
  - SkillsUSA Work Force Ready Employability Assessment; and
  - Comprehensive Adult Student Assessment Systems Workforce Skills Certification System
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 CDOS learning standards:

  1. Career Development
  2. Integrated Learning
  3a. Universal Foundation Skills
Career Plan

- Commencement Level Career Plan (beginning in 9th grade)
- Student driven: Active engagement in career exploration
- Documents student identified career related:
  - Interests
  - Strengths and needs
  - Goals
  - CTE coursework
  - Work-based learning experiences
- Considered in development of IEP
- Maintained in permanent record
NEW YORK STATE EDUCATION DEPARTMENT

Career Plan
Commencement Level

1. Personal Data

Name: ____________________________

Student Identification Number: ____________________________

School: ____________________________

2. Review of Student Career Plan

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Date of Review</th>
<th>Possible Participants (Initials)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Student:</td>
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<td>Parent/Guardian:</td>
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<td>Teacher:</td>
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<td>Counselor:</td>
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<td>Other:</td>
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</tbody>
</table>

3. Knowledge

A. Self-knowledge: Who am I?

Interests: List your top three choices for each of the following areas of interest:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>1a. Personal: Out-of-school activities that you enjoy</th>
<th>1b. Academic: Classes or subjects you enjoy the most</th>
<th>1c. Work Preferences: Working with people, ideas, and things</th>
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</tbody>
</table>
2. Abilities: *List personal skills and talents that will be helpful in a career choice:*

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>My Personal Abilities . . .</th>
<th>Career areas where my abilities will be useful . . .</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Personal and academic areas I need to strengthen:

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>I need to strengthen . . .</th>
<th>Steps I will take to strengthen these areas . . .</th>
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</thead>
<tbody>
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</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>School and/or Community Experiences:</th>
<th>Skills Acquired Through Experience:</th>
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</thead>
<tbody>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>Work Experiences:</th>
<th>Skills Acquired Through Work Experience:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Commencement.doc / page 2
3. Careers of Interest and Characteristics: I am interested in the following careers and have discovered the following information about these careers:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Careers of Interest</th>
<th>Education Requirements</th>
<th>Skills I Need to Acquire</th>
<th>Work Environment</th>
<th>Job Outlook</th>
</tr>
</thead>
<tbody>
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</table>

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

1. Career Goals and Action Steps:

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

<table>
<thead>
<tr>
<th>Skills:</th>
<th>Beginning Skill Level I Possess (Check Off)</th>
<th>Experiences/Activities/Application:</th>
<th>Final Skill Level I Have Achieved (Check Off)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills: 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.</td>
<td>![Check Off Scale] Highly → Least Developed Developed</td>
<td>![Check Off Scale] Highly → Least Developed Developed</td>
<td></td>
</tr>
<tr>
<td>Thinking Skills: Demonstrates the ability to organize and process information and apply skills in new ways.</td>
<td>![Check Off Scale] Highly → Least Developed Developed</td>
<td>![Check Off Scale] Highly → Least Developed Developed</td>
<td></td>
</tr>
<tr>
<td>Skills:</td>
<td>Beginning Skill Level 1 Possess (Check Off)</td>
<td>Experiences/Activities/Application:</td>
<td>Final Skill Level 1 Have Achieved (Check Off)</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
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<td>---------------------------------------------</td>
</tr>
<tr>
<td>Personal Qualities: Demonstrates skills in setting goals, monitoring progress, and improving performance.</td>
<td>Highly Developed</td>
<td>Developed</td>
<td>Highly Developed</td>
</tr>
<tr>
<td>Interpersonal Skills: Communicates effectively and helps others to learn a new skill.</td>
<td>Highly Developed</td>
<td>Least Developed</td>
<td>Highly Developed</td>
</tr>
<tr>
<td>Technology: Applies knowledge of technology to identify and solve problems.</td>
<td>Highly Developed</td>
<td>Least Developed</td>
<td>Highly Developed</td>
</tr>
<tr>
<td>Managing Information: Uses technology to acquire, analyze and organize data, and communicates information.</td>
<td>Highly Developed</td>
<td>Least Developed</td>
<td>Highly Developed</td>
</tr>
<tr>
<td>Managing Resources: Allocates time and financial and human resources to complete a task.</td>
<td>Highly Developed</td>
<td>Least Developed</td>
<td>Highly Developed</td>
</tr>
<tr>
<td>Systems: Demonstrates an understanding of the relationship between the performance of a system and the goals, resources, and functions of an organization.</td>
<td>Highly Developed</td>
<td>Least Developed</td>
<td>Highly Developed</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Self Knowledge/Future Plans:</th>
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</tbody>
</table>
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.
CDOS: A Progression Of Learning Standards

- Technical Skill Development
- Soft Skill Development
- Applied Academics
- Career Exploration
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
Courses of Study and Work-Based Learning Experiences

- Meaningful access to the general curriculum
  - appropriate opportunities to earn a regular diploma

- Equivalent of 2 units of study (216 hours of participation) in:
  - career and technical education (CTE) coursework and/or
  - work-based learning experiences (at least 54 of the 216 hours)
CTE Coursework - LEA

- Grade 9 – 12 career and technical courses at the district level
- CTE credit – must be taught by CTE instructor
- Course offerings are in the following content areas
  - Agricultural
  - Business and Marketing
  - Family and Consumer Sciences
  - Technology Education
CTE Programs of Study

- A grade 9-12 approved program in career and technical education
- CTE studies are organized in the following content areas:
  - Agricultural education
  - Business and Marketing education
  - Family and Consumer Sciences education
  - Health Occupations education
  - Technology education
  - Trade and Technical education
Work-Based Learning Experiences


Job Shadowing
- Student observation only
- Non-paid, on-site, career exploration experiences

Community Service/Volunteering
- Increases community awareness and involvement
- Does not directly connect to knowledge and technical skills learned in the classroom

Senior Project
- Students research a topic or career interest in a specific career pathway

School Based Enterprise
- Exists within a school to provide services for students and/or staff
- Examples are a school store or a credit union
Work-Based Learning Experiences


- **Service Learning**
  - Students participate in community service
  - Directly connects to classroom knowledge and skills

- **Entrepreneurship**
  - Students plan a start-up company or product idea
  - Design of a business plan, financial planning and marketing strategy are classroom activities

- **Community Based Work Programs (for students with disabilities)**
  - Students ages 14 and older participate in paid and nonpaid work experiences
  - Assists students in identifying career interests, assess their employability skills and training needs
  - Develops skills and attitudes necessary for eventual paid employment
Work-Based Learning Experiences


- **Career Exploration Internship Program (CEIP)**:
  - School-business partnership initiative
  - Age 14 and older
  - Non-paid, on-site, career exploration experiences
  - Supported by related classroom instruction
  - Productive work is prohibited

- **General Education Work Experience Program (GEWEP)**:
  - Paid supervised work experience
  - Age 16 and older
  - Supported by related classroom instruction
  - Productive work allowed

- **Work Experience and Career Exploration Program (WECEP)**:
  - Federally regulated
  - Paid supervised work experience
  - Youth at risk ages 14 and 15
  - Productive work allowed

- **CTE Cooperative Work Experience Program (CO-OP)**:
  - Paid and non-paid work experiences
  - Age 16 and older
  - Supported by related classroom instruction
  - Develops specific technical skills within a career pathway
  - Productive work allowed

* Must be registered with NYSED and supervised by a certified Work Based Learning Coordinator.
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

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Identification Number:</th>
<th>School Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Work-based Learning Experience(s):</td>
<td>Worksite Name/Location(s):</td>
<td>Description of Experience(s)</td>
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</tbody>
</table>

## EVALUATION GRADING SCALE: General Key

- **Unsatisfactory (1)**: Not yet demonstrating the skills required for the position and needs to have a formal plan for improving skills. Needs additional training.
- **Needs Improvement (2)**: Inconsistently demonstrates the skills needed for the position. Further development is needed.
- **Meets Expectations (3)**: Demonstrates the skills required for the position with rare exceptions, and shows initiative in improving skills.
- **Exceeds Expectations (4)**: Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as a leader that improves overall team.

<table>
<thead>
<tr>
<th>PERFORMANCE SKILLS</th>
<th>PERFORMANCE EXPECTATIONS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>COMMENTS: STUDENT WORK READINESS SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENDANCE</td>
<td>Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.</td>
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</tr>
<tr>
<td>PUNCTUALITY</td>
<td>Understands work expectations for punctuality. Arrives on time for work, takes and returns from breaks on time and calls supervisor prior to being late.</td>
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<tr>
<td>WORKPLACE APPEARANCE</td>
<td>Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.</td>
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<tr>
<td>TAKES INITIATIVE</td>
<td>Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.</td>
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<tr>
<td>QUALITY OF WORK</td>
<td>Gives best effort, evaluates own work and utilizes feedback to improve work performance. Strives to meet quality standards and provides optimal customer service.</td>
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<tr>
<td>KNOWLEDGE OF WORKPLACE</td>
<td>Demonstrates understanding of workplace policy and ethics.</td>
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<tr>
<td>RESPONSE TO SUPERVISION</td>
<td>Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Demonstrates flexibility when nature of work changes.</td>
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<tr>
<td>COMMUNICATION SKILLS</td>
<td>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.</td>
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<tr>
<td>PERFORMANCE SKILLS</td>
<td>PERFORMANCE EXPECTATIONS</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>COMMENTS: STUDENT WORK READINESS SKILLS</td>
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<tr>
<td>SOLVES PROBLEMS and MAKES DECISIONS</td>
<td>Identifies the nature of the problem, evaluates various ways of solving the problem and selects the best alternative.</td>
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<tr>
<td>COOPERATES WITH OTHERS</td>
<td>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.</td>
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<td>RESOLVES CONFLICT</td>
<td>Identifies the source of conflict, suggests options to resolve it and helps parties reach a mutually satisfactory agreement.</td>
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<td>OBSERVES CRITICALLY</td>
<td>Carefully attends to visual sources of information. Evaluates the information for accuracy, bias and usefulness. Develops a clear understanding of the information.</td>
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<tr>
<td>TAKES RESPONSIBILITY FOR LEARNING</td>
<td>Identifies one's strengths and weaknesses. Sets goals for learning. Identifies and pursues opportunities for learning. Monitors one's progress toward achieving these goals.</td>
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<tr>
<td>READS WITH UNDERSTANDING</td>
<td>Reads print materials in a variety of formats (signs, books, instruction sheets, forms, charts, etc.) to locate, understand, apply and manage information they contain.</td>
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<tr>
<td>SOLVES PROBLEMS USING MATH</td>
<td>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.</td>
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<tr>
<td>HEALTH AND SAFETY</td>
<td>Complies with health and safety rules for specific workplace.</td>
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<td>TECHNOLOGY</td>
<td>Uses job-related tools, technologies and materials appropriately.</td>
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**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**

<table>
<thead>
<tr>
<th>Signature of reviewer:</th>
<th>Print name:</th>
<th>Title:</th>
<th>Review date:</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Student:</td>
<td>School:</td>
<td>School Personnel:</td>
<td>Title:</td>
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<tr>
<td>Career and Technical Education Coursework</td>
<td>Year</td>
<td>Comments</td>
<td># of Hours</td>
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<td>Work-based Learning Experiences</td>
<td>Year</td>
<td>Comments</td>
<td># of Hours</td>
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<tr>
<td>Industry-based Assessments (if any)</td>
<td>Year</td>
<td>Comments</td>
<td>Score</td>
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<table>
<thead>
<tr>
<th>Total # of CTE Coursework hours</th>
<th>Total # Work-based Learning Experience hours</th>
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<tbody>
<tr>
<td>Final Total # of hours (216 required hours which include at least 54 hours of work based-learning)</td>
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<table>
<thead>
<tr>
<th>PERFORMANCE SKILLS</th>
<th>PERFORMANCE EXPECTATIONS</th>
<th>CAREER DEVELOPMENT STANDARD 1</th>
<th>INTEGRATED LEARNING STANDARD 2</th>
<th>UNIVERSAL FOUNDATION SKILLS STANDARD 3a</th>
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<tbody>
<tr>
<td>ATTENDANCE</td>
<td>Understands work expectations for attendance and adheres to them. Notifies supervisor in</td>
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<td>advance in case of absence.</td>
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<td>returns from breaks on time and calls supervisor prior to being late.</td>
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<td>WORKPLACE</td>
<td>Dresses appropriately for the position and duties. Practices personal hygiene</td>
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<tr>
<td>APPEARANCE</td>
<td>appropriate for position and duties.</td>
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<tr>
<td>TAKES INITIATIVE</td>
<td>Participates fully in task or project from initiation to completion. Initiates</td>
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<td>interactions with supervisor for the next task upon completion of previous one.</td>
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Fictitious High School

This certifies that

Darnell Smith

Has satisfactorily completed the requirements for a Certificate of Readiness for Entry Level Employment as Prescribed by the New York State Board of Regents

And is Therefore Awarded the

New York State Career Development and Occupational Studies Commencement Credential

And has earned all right privileges pertaining therein

This __ Day of ______, 20___

__________________________  __________________________
Superintendent                Principal
Connection to Individualized Education Program (IEP) Transition Plan

- Measurable Post-Secondary and Annual Goals
- Career Plan
- Instruction and Courses of Study
- CDOS Learning Standards
- Transition Activities
- CTE Coursework
- Work Based Learning
### Career Pathway
- Academic courses required for a regular diploma
- CTE course in Business and Marketing (e.g., Computer Applications)

### Course of Study

### Career Plan
- Acquisition of academic skills
- Develop school-to-work plan to include activities toward attainment of a career goal
- Research possible career options within chosen pathway

### Work-Based Learning Experiences
- Job Shadow with local marketing firm
- Produce advertisement for school newspaper
- Participate in a Career Exploration Internship Program (CEIP)

### Evidence of CDOS Learning Standards
- Oral report about products or services to be marketed
- Developed written samples for marketing product or service
- Utilized computer software programs often used in marketing

### Local diploma and NYS CDOS Commencement Credential
John

Career Pathway
• Animal Sciences and Care

Career Plan
• Acquisition of academic skills
• Development of school-to-work plan to include activities toward attainment of a career goal
• Researched possible career options within chosen pathway

Evidence of CDOS Learning Standards
• Developed powerpoint on responsibilities of veterinarian
• Participated in mock interviews
• Developed list of safety measures when working with animals

Course of Study
• Academic courses required for a regular diploma
• CTE course in Animal Sciences (e.g., Animal Care)

Work-Based Learning Experiences
• Job shadow with a veterinary technician
• Participated in a community-based work program at a local animal shelter

NYS CDOS Commencement Credential
• Acquisition of academic skills
• Development of school-to-work plan to include activities toward attainment of a career goal
• Researched possible career options within chosen pathway

• Developed powerpoint on responsibilities of veterinarian
• Participated in mock interviews
• Developed list of safety measures when working with animals
Resources

- June 2013 Field Memorandum: NYS Career Development and Occupational Studies Commencement Credential


- CareerZone: A comprehensive career exploration and planning system developed by the New York State Department of Labor’s [www.careerzone.ny.gov](http://www.careerzone.ny.gov)

Resources (con’t)

- The National Secondary Transition Technical Assistance Center (NSTTAC)
  [http://www.nsttac.org/content/summary-performance-resources](http://www.nsttac.org/content/summary-performance-resources)

- Regional Special Education Technical Assistance Support Center (RSE-TASC) Transition Specialists

- Transition Services Professional Development Support Center (PDSC)

- Transition Source [http://www.transitionsource.org](http://www.transitionsource.org)
Additional Technical Assistance

- Training Regional Special Education Technical Assistance Support Centers (RSE-TASC)

- Questions: email CDOScomment@mail.nysed.gov

- Special Education Policy (518) 473-2878
Questions?

- Cheryl Winstel
- Associate in Trade and Technical Education
- NYSED
- 518-486-1547
- cwinstel@mail.nysed.gov