



Deputy Commissioner  
Office of Instructional Support  
89 Washington Avenue – Room 875 EBA  
Albany, New York 12234

Tel: (518)474-5915  
Fax: (518)486-2233

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## FIELD ADVISORY

FROM: Angelica Infante-Green

SUBJECT: Career Development Occupational Studies Graduation Pathway Option

At their March 2016 meeting, the New York State Board of Regents approved through emergency action an amendment to sections 100.5 and 100.6 of the Regulations of the Commissioner of Education to establish a new Career Development Occupational Studies (CDOS) graduation pathway for all students. The regulations were approved as a permanent rule at the June Regents meeting are applicable to all students who are otherwise eligible to graduate in June 2016 and thereafter

Under the new “4+CDOS” pathway option, beginning June 2016 and thereafter, a student may graduate with a high school diploma if the student meets the graduation course and credit requirements established in section 100.5 of the Regulations of the Commissioner of Education; passes<sup>1</sup> four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, mathematics, science, and social studies); and meets the requirements to earn the New York State (NYS) CDOS Commencement Credential.

In addition, the regulations were revised to expand the opportunity to all students<sup>2</sup> to earn the NYS CDOS commencement credential. Previously, only students with disabilities could exit school with a NYS CDOS Commencement Credential as a supplement to a regular high school diploma. Students who are unable to earn a regular diploma may graduate with the NYS CDOS Commencement Credential as their

<sup>1</sup> Safety net provisions and appeal options would apply.

<sup>2</sup> Except for students with severe disabilities who are eligible for the New York State Alternate Assessment who would exit with the Skills and Achievement Commencement Credential. Guidance on the Skills and Achievement Commencement Credential may be found at <http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm>.

only exiting credential.<sup>3</sup> 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 learning<sup>4</sup>. In addition, work-based learning has become a focus of national discussion to prepare “career and college ready” graduates<sup>5</sup>. 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:

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

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<sup>3</sup> 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.

<sup>4</sup> Work-Based Learning Opportunities for High School Students Corinne Alfeld Ivan Charner Lisa Johnson Eric Watts FHI 360 National Institute for Work and Learning February 2013

<sup>5</sup> Symonds, W. C., Schwartz, R. B., & Ferguson, R. (2011). Pathways to prosperity: Meeting the challenge of preparing young Americans for the 21st century. Report issued by the Pathways to Prosperity Project, Harvard Graduate School of Education. Boston, MA: Harvard Graduate School of Education

learning; and universal foundation skills (Standards 1, 2 and 3a). Successfully completed at least 216 hours<sup>6</sup> of CTE coursework and/or work-based learning experiences (of which at least 54 hours must be in work-based learning experiences).

- 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:

- 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. 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](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, for a student with a disability, must be considered by the committee on special education in the development of the student's individualized education program (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.

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<sup>6</sup> These hours are equivalent to two courses which are usually completed as two of the student's electives.

## **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:
  - 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 on the Department's website at <http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>. Guidance provided 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>7</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

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<sup>7</sup> One unit of study is equivalent to 108 hours

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:

- work-based learning experiences that are district approved including, but not limited to:
  - job shadowing;
  - community service/volunteering/service learning<sup>8</sup>;
  - senior projects(s); and/or
  - school-based enterprise(s);
  - (for students with disabilities only) community-based work programs; and/or through
- State-approved registered 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)).

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).

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 in 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.

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.

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<sup>8</sup> “While federal funding for service learning was eliminated, many school districts continue to offer this as a work-based learning option (<http://www.highered.nysed.gov/kiap/LEARNANDSERVE/>)

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 includes related in-school instruction and coordination of in-school and work site components. 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.

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 2** 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 provides 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 3** 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. Districts may also develop their own form or modify the model form as long as it includes documentation of 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.

## **EXCEPTION TO THE OPTION 1 MINIMUM REQUIREMENTS FOR THE NYS CDOS COMMENCEMENT CREDENTIAL FOR TRANSFER STUDENTS**

For students 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, for students with disabilities, 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 rigorous work readiness credentials, including but not limited to:

- National Work Readiness Credential (<http://www.workreadiness.com>);
- SkillsUSA Work Force Ready Employability Assessment (<http://www.workforcereadysystem.org>);
- National Career Readiness Certificate WorkKeys (<http://www.act.org/certificate>); and
- Comprehensive Adult Student Assessment Systems Workforce Skills Certification System (<https://www.casas.org>).

***NOTE: 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.***

### **RESOURCES FOR TECHNICAL ASSISTANCE**

The Department will continue to post additional guidance on the multiple pathways to graduation, including the CDOS pathway, in the coming months at



<http://www.p12.nysed.gov/ciai/multiple-pathways/>. For questions about this memorandum or for additional information about graduation requirements and the multiple pathways to graduation, please contact the Office of Curriculum at 518-474-5922 or [emscgradreg@nysed.gov](mailto:emscgradreg@nysed.gov). Questions regarding CTE coursework and work-based learning programs can be directed to the Career and Technical Education Office at (518) 486-1547 or [emsccte@nysed.gov](mailto:emsccte@nysed.gov).

Attachment 1 – Career Plan Form

Attachment 2 – Work-based Learning Programs

Attachment 3 – Model Employability Profile and Directions

## 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: Out-of-school activities that you enjoy	1b. Academic: Classes or subjects you enjoy the most	1c. Work Preferences: Working with people, ideas, and things

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:**

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

**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.

<b>Skills:</b>	<b>Beginning Skill Level I Possess (Check Off)</b>	<b>Experiences/Activities/Application:</b>	<b>Final Skill Level I Have Achieved (Check Off)</b>
<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

## Attachment 1

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

### 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:

## Work-Based Learning Programs

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 Interests	Training Must Develop Job Skills
Job Shadowing (1 – 8 hours of observation at a work site)	Local School	◆	14+	Unpaid	No	N.A.	No	No
Community Service/Volunteering/Service Learning	Local School	◆	14+	Unpaid	No	Optional	No	No
Senior Project	Local School	◆	16+	Unpaid	Yes but typically included within a course	Yes	No	No
School-Based Enterprise	Local School	◆	14+	Unpaid	Yes but typically included within a course	Yes	No	No
Community-Based Work Programs (for students with disabilities)	Local School	#8981 or #8982 ⊙	14+	Unpaid or Paid	Yes	Optional	No	No

⊙ Extension #8981 or #8982 is recommended

◆ Extension Optional

## **Descriptions of Work-based Learning Options**

### **Job Shadowing**

Job shadowing is a career exploration activity for late middle school or early high school. The student follows an employee for an observation only experience at a workplace for 1 - 8 hours to learn about an occupation or career pathway of interest. Part of the job shadowing experience involves the student interviewing employees at various levels within the business where appropriate. No credit is granted to the student.

### **Community Service/Volunteering/Service Learning**

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 to the knowledge and technical skills learned in the classroom. No additional credit is granted to the student.

### **Senior Project**

The senior project and career research paper is 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 and the community. 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 or a credit union.

### **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

## **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
<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 & Unpaid**	.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

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.

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

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

**Attachment 3**

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	
<b>CRITICALLY</b>	Evaluates the information for accuracy, bias and usefulness. Develops a clear understanding of the information.											
<b>TAKES RESPONSIBILITY FOR LEARNING</b>	Identifies one’s strengths and weaknesses. Sets goals for learning. Identifies and pursues opportunities for learning. Monitors one’s progress toward achieving these goals.	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>						
<b>READS WITH UNDERSTANDING</b>	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"/>			
<b>SOLVES PROBLEMS USING MATH</b>	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"/>			
<b>HEALTH AND SAFETY</b>	Complies with health and safety rules for specific workplace.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								<input checked="" type="checkbox"/>
<b>TECHNOLOGY</b>	Uses job-related tools, technologies and materials appropriately.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		