OVERVIEW

The following document addresses frequently asked questions from the field regarding the NYS CDOS Commencement Credential. The answers are organized by topics with the questions that apply to students with disabilities at the end of each section. This document supersedes any previously issued FAQ on this topic. This document will be periodically updated.

If after reading this guidance document, there are additional questions, please contact the appropriate office below:

- Questions regarding graduation requirements, Office of Standards and Instruction, emscgradreq@nysed.gov
- Questions regarding Career and Technical Education (CTE) coursework or work-based learning, Office of Career and Technical Educac, doc.9 (tg222 -1.145 Td [(265.3 (e)8 40 11-5.6 (s)4.86 (s)4.75.3 (10.6 (eq)-1

A. ELIGIBILITY

All Students

A1. Who is eligible to earn a Career Development and Occupational Studies (CDOS) Commencement Credential?

- Is the student graduating with a regular high school diploma or has the student attended school for at least 12 years, excluding kindergarten?

A9. How are students that leave school with the New York State (NYS) CDOS Commencement Credential or the Skills and Achievement Commencement Credential as their only exiting credential counted in "high school completers" and "noncompleter" data? Do they affect a district's graduation and drop-out rate?

Students leaving school with the CDOS Commencement Credential or the Skills and Achievement Commencement Credential are included in the "Non-Degree Completers" category. They are not counted as graduates or dropouts. For additional information or to submit questions about reporting data for school districts, public schools, charter schools, and nonpublic schools in New York State contact the Office of Information and Reporting Services.

A10. What notification is required if a student exits with the CDOS Commencement Credential in the absence of a high school diploma?

Pursuant to section 100.6(c) of the Regulations of the Commissioner of Education, when a student's only exiting credential is the CDOS Commencement Credential (i.e., the student has not yet earned a diploma)

Education

NYSED guidelines and under the supervision of the district, participation in these activities may occur outside of regular school hours.

All students beginning in grade 9 should have access to CTE coursework. NYSED's Res

to more than 20 percent of the students with disabilities in the district cohort as the student's only exiting credential, NYSED may, at its discretion, determine that the reason for these numbers is that the district failed to provide such students with disabilities with appropriate access to participate and progress in the general education curriculum necessary to earn a regular high school diploma. The amount of funds to be redirected would be determined on a case-by-case basis, depending on the findings of the State.

C. WORK-BASED LEARNING

All Students

C1. If a student achieves the required 216 equivalent hours through CTE coursework, can the individual "opt out" of the 54 hours of work-based learning?

No. A student must complete a minimum of 54 hours of work-based learning and cannot "opt out" of this requirement if they are earning the credential through Option 1.

C2. Does a student automatically earn the required 54 WBL hours when they are enrolled in a CTE course? What about a NYSED-approved CTE program?

No. A CTE course or program of study in and of itself does not count as work-based learning. However, students participating in a CTE course or program of study should have work-based learning opportunities made available to them. Work-based learning can include an array of different activities along a continuum, from short-term, introductory types of experiences to longer-term, e9 (es)14

C5. Is safety training a required component for the CDOS Commencement Credential?

While not mandated, safety training is highly encouraged. Prior to arranging for a work-based learning activity for a student, the district must ensure that the site

experiences necessary for award of the CDOS Commencement Credential. Additional information regarding the career-focused research project (senior project) can be found in the NYS Work-Based Learning Manual.

C7. Can a student use part time employment outside of school to fulfill the work-based learning requirement for the CDOS Credential?

A student cannot use their independent employment outside of school to count toward the number of hours of work-based learning that is required for the credential unless the school district enters into an agreement with the business that ensures the employer is complying with the Laws Governing the Employment of Minors document from the NYS Department of Labor, defines the educational aspects of student's work experience, and outlines the school, student, and employer's responsibilities. This relationship would need to be part of a Registered GEWEP program that is overseen by an instructional staff member with the Coordinator of Work-Based Learning Programs extension. All work-based learning experiences must be provided consistent with NYSED guidelines, under the supervision of the district and documented in a student's transcript. Guidance on these and other work-based learning programs is available at the Work-Based Learning Programs webpage.

C8. Can experiences/hours that were completed prior to the start of grade 9 count towards the credential?

Work-

- x Establishing connections between industry professionals and education providers
- x Providing an opportunity to communicate job-specific proficiencies and general workforce expectations to educational personnel so students are better prepared for the workforce
- x Developing and/or strengthening their relationship with the community through their connection to public education
- x Promoting a positive public image of their business.

C11. Can work-based learning experiences provided as part of a summer youth employment program (e.g., Summer You 111 596.64 -0.010.56 -0 0 10.56 111 59603 (S)10.9

- x Help to acquire a sense of belonging at the work site and encouraging an understanding of and a participation in employee programs which involves socialization with coworkers.

Teaching assistants may accompany and/or monitor students during community-based work experiences under the supervision of a teacher who may or may not be present at the work site and often fulfill the role of job coach. It is recommended that an individual serving as a job coach complete a job coach training program. Because a job coach must assist students with disabilities learning specific work duties and performance standards, it would be inconsistent with the responsibilities of a teacher aide to have such individuals perform such duties.

C14. Can a district arrange for students with disabilities to participate in transition seonssyn8 -1.15 T0 (i)6 2.Dtp10 (a)6 2c15 T0fanstn-9 Td ( )Tj 0.004 Tcfk -0 026 e(e)6 (12

D. CAREER AND TECHNICAL EDUCATION COURSEWORK

All Students

D1. Does the requirement to use CTE coursework towards the 216 required hours mean that a student must be enrolled in CTE courses or programs of study?

To earn the CDOS Credential under Option 1, a student must be enrolled and successfully complete the equivalent of two units of study (or 216 hours)[3] of CTE course(s) and/or CTE programs of study taught by a teacher certified in a CTE content area. The CTE coursework (grade 9-12) can be courses that are approved by the local board of education or are approved by NYSED through the CTE program approval process. Students must have a minimum of 54 hours of the total 216 hours in documented, school-supervised work-based learning experiences related to career awareness, exploration and/or development which may, but are not required to, be completed in conjunction with the student's CTE courr -1.15 Tdalcourr -1.159.003 ghttbas-sa-0.003 Tc 0.BDC 0 0 1 (6 ho)4 (t)12 61 our.Tj22or

CTE course offerings and programs of study approved at the local level or through the NYSED program approval process include the following content areas:

- x Agricultural Education
- x Business and Marketing
- x Computer Science
- x Family and Consumer Sciences
- x Health Sciences
- x Technology Education
- x Trade and Technical Education

Coursework in which a student participates should also be consistent with his/her strengths, preferences, and interests.

D3

The employability profile is completed by the school or others personally knowledgeable about the student's skills (e.g., general education teacher, special education teacher, CTE teacher, work-based learning coordinator, employer, job coach, or extracurricular club advisor, etc.).

F2. What documentation should districts collect to substantiate the information on a student's employability profile?

The work skills employability profile is intended to document student attainment of technical knowledge and work-related skills. Documents to validate skills reported on the profile could include, but are not limited to, an employer/teacher review of student work based on learning standards and expectations in the workplace, performance evaluations, and observations.

Commissioner's regulations require that at least one employability profile be completed within one year of a student's exit from high school. As such, nothing would preclude a school from providing the student with more than one profile. Schools are encouraged to complete an employability profile for each of the work-based learning experiences in which the student participates to capture skills across a variety of settings and use the employability profile annually as a tool to identify areas of need for student-specific instruction.

F3. May the employability profile be modified?

Yes. Districts may develop their own form or modify the model form as long as it includes the required components. These include documentation of the student's:

- Employability skills and experiences
- Attainment of each of the commencement level CDOS learning 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.

F4. May the employability profile be considered documentation of student's attainment of CDOS Learning Standards?

Yes, if the employability profile addresses all of the CDOS Learning Standards (1, 2, and 3a). Additional evidence may be used in conjunction with the employability profile as well.

F5. If a student earns 1s (unsatisfactory) and 2s (needs improvement) on the employability profile, will they receive the credential?

In order to award the CDOS credential, a school must have evidence that the student has satisfactorily completed the requirements for the credential (i.e.,

G3. If a student does not meet the requirements to earn a NYS CDOS Commencement Credential and does not receive a diploma, does the student receive any other type of document upon exiting school (i.e., certificate of attendance or other recognition)?

Nothing in State law, regulation, or guidance prevents a school from issuing certificates of attendance or recognition. This is a local decision that must be made by the school district.

G4. Does the SED model form "Evidence of r [(D)6 .002 Tc-3 -1.15 Td9(i)oes 2.1 (r)6.9 (om)-3 (i)B

Each of these assessments measures slightly different skills and has a fee associated with it. Each also provides instructional materials and resources to assist in preparing a student for the assessment.

Although a school district may provide individual students the option of earning the NYS CDOS Commencement Credential by meeting the requirements under Option 2, this should not be the only option available to students in the district to earn the credential.

H2. Must students participate in work-based learning experiences if they are earning the credential through successful completion of one of the Department-approved, nationally recognized work readiness assessments?

- 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
- An evaluation of the student's employability skills as documented in the employability profile of the student.