



**Department of
Education**

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Diploma and Credential Options for Students with Disabilities: What Families Need To Know

Spring 2014

Raising the bar for students and schools

Agenda

This presentation provides information on the high school diploma and credential options available to students with disabilities, including the Career Development and Occupational Studies (CDOS) Commencement Credential and the Skills and Achievement Commencement Credential.

Overview

The State (New York State Education Department) determines what students must learn in high school and how it will be demonstrated in order to graduate with a high school diploma.

To graduate from high school, in most cases there are both **courses** AND **exams** students must pass to exit.

There are two items we'll be discussing here students may earn upon graduation:

1. Diplomas
2. Non-diploma “commencement credentials”

These policies apply to all public school students across New York state.

Readiness for College and Career and Independent Living

The New York City Department of Education (NYCDOE) is committed to preparing all students to gain entry into meaningful careers, post secondary training opportunities and to enroll, persist and succeed in college.

Diploma and Commencement Credential Options

Students may earn the following diplomas and commencement credentials upon graduating from high school. Each diploma and commencement credential requires students to complete specific courses and exams. All students, including students with IEPs, are encouraged to work toward the highest diploma option available.

Diplomas available to all students with disabilities:

- Advanced Regents diploma
- Regents diploma
- Local diploma (safety net for students with disabilities)

Commencement Credentials available only to students with IEPs:

- Career Development and Occupation Studies (CDOS) Commencement Credential
- Skills and Achievement Commencement Credential

New for
2013-14

Diplomas

Diploma Options

Diploma	Eligible Students	Course Requirements	Exam Requirements
Regents diploma	All students	44 credits	5 Regents exams with scores of 65+
Advanced Regents diploma	All students	44 credits, including 6 credits in a language other than English	8 Regents exams and the NYC LOTE exam with scores of 65+
Local diploma	Students with disabilities*	44 credits	5 Regents exams with scores of 55+, passed RCTs, or compensatory option**

* The local diploma safety net option is also available to students with 504 plans specifying safety net eligibility and students declassified while in grades 8-12 whose last IEP specified Safety Net eligibility.

** See slides 14-16 for details on the compensatory option.

Policies for Awarding Credit

- **To bear credit, a high school course must:**
 - Align to New York State **high school learning standards**,
 - Provide **180 minutes of instruction per week**, or the equivalent of 54 hours per credit, and
 - Be taught by a **teacher with a New York State secondary certification** in the course's subject area (with some exceptions)
- 1 credit generally corresponds to a one-semester course, but this can vary by school model.
- Students may also take non-credit bearing courses (such as Regents prep courses or advisory).

What are the course credit requirements for the Regents diploma?

Subject Area	Required Credits
English	8 credits
Social Studies ❑ 4 Global, 2 US History, 1 Participation in Government, 1 Economics	8 credits
Mathematics	6 credits
Science ❑ Minimum 2 in Life Science and 2 in Physical Science	6 credits
Languages Other Than English	2 credits
The Arts	2 credits
Health	1 credit
Physical Education (every year, for 7 or 8 semesters depending on the model)	4 credits
Electives	7 credits
TOTAL:	44 credits

What are the exam requirements for the Regents Diploma?

Pass five required Regents exams with scores of 65 or higher:

- English Regents exam
- Global History Regents exam
- U.S. History Regents exam
- Any math Regents exam:
 - Integrated Algebra
 - Geometry
 - Algebra 2/Trigonometry
- Any science Regents exam:
 - Living Environment
 - Earth Science
 - Chemistry
 - Physics

What are the course credit requirements for the Advanced Regents diploma?

Subject Area	Regents Diploma	Advanced Regents Diploma
English	8 credits	8 credits
Social Studies <ul style="list-style-type: none"> □ 4 Global, 2 US History, 1 Participation in Government, 1 Economics 	8 credits	8 credits
Mathematics	6 credits	6 credits
Science <ul style="list-style-type: none"> □ Minimum 2 in Life Science and 2 in Physical Science 	6 credits	6 credits
Languages Other Than English	2 credits	6 credits
The Arts	2 credits	2 credits
Health	1 credit	1 credit
Physical Education (every year)	4 credits	4 credits
Electives	7 credits	3 credits
TOTAL:	44 credits	44 credits

What are the exam requirements for the Advanced Regents diploma?

Pass nine required Regents exams with scores of 65 or higher:

- English Regents exam
- Global History Regents exam
- U.S. History Regents exam
- Three math Regents exams:**
 - Integrated Algebra, and
 - Geometry, and
 - Algebra 2/Trigonometry
- Two science Regents exams:**
 - Living Environment, and any one of the following:
 - Earth Science
 - Chemistry
 - Physics
- Language Other Than English (LOTE) exam**

What are the requirements for a local diploma?

- Same course credit requirements as the Regents diploma
 - Students must earn 44 credits in specific subject areas
- Different paths to fulfilling the exam requirements are available to the following students under the “Safety Net”
 - All students with IEPs
 - Students with disabilities who were declassified in grades 8-12, whose last IEP specified Safety Net eligibility
 - Students with 504 plans specifying Safety Net eligibility

What are the exam requirements for Safety Net-Eligible Students?

- Students may pass the five required Regents exams with scores of **55 or higher**
- Students who entered grade 9 prior to September 2011 may also pass **Regents Competency Tests (RCTs)** in place of any failed Regents exams.
 - Students must attempt each of the five required exams at least once.
- **New** Compensatory score option: effective October 31, 2012, students may graduate with up to two low scores of 45-54 if they meet certain criteria.

Safety Net Expansion: Compensatory Score Option

- The student must score 55 or higher on the English Regents and any math Regents.
- The student may graduate with a score of 45-54 on the Global History, U.S. History, or science Regents exams, provided that each score of 45-54 is compensated by a score of 65+ on any of the other five required exams.
- The student must have passed the course associated with the Regents.
- The student must have satisfactory attendance during the school year in which (s)he received the 45-54 score, as defined by the school.
- The student may not combine RCTs with the compensatory option.

Safety Net Expansion: Compensatory Score Option Example #1

A student has received the following exam scores:

English Regents	55
Integrated Algebra Regents	55
Global History Regents	45
U.S. History Regents	55
Living Environment Regents	65

English and math must
be 55 or higher

Student qualifies for the local diploma:

- The 45 in Global History is compensated by the 65 in Living Environment.
- All other exams have scores of 55 or higher.

Safety Net Expansion: Compensatory Score Option Example #2

A student has received the following exam scores:

English Regents	55
Integrated Algebra Regents	70
Global History Regents	45
U.S. History Regents	52
Living Environment Regents	65

English and math must be 55 or higher

Student qualifies for the local diploma:

- The 45 in Global History is compensated by the 65 in Living Environment.
- The 52 in U.S. History is compensated by the 70 in Integrated Algebra.
- All other exams have scores of 55 or higher.

Monitoring Student Progress

The guidance counselor and/or other staff members at the school work with students to ensure they are on track to earn a diploma and/or a credential.

You may request your child's transcript at any time throughout the school year in order to check in on progress toward meeting requirements.

Transcripts

Credits attempted

Credits earned

Final grades

<u>Foreign Language / 5</u>			Actual Mark	
2008 / 1	FS1	SPANISH I TERM	80	1.00/1.00
2008 / 2	FS2	SPANISH I TERM	89	1.00/1.00
Subject Area Average : 84.50%		Subject Area : Actual Credits / Credits Eamed :		2.00 / 2.00
		Credits Averaged :		2.00

School year and term

Course codes (used by the school)

Total credits attempted in subject

Total credits earned In subject

Commencement Credentials

Commencement Credentials for Students with IEPs

In addition to the diploma options described thus far, students with IEPs may also earn commencement credentials. **These credentials are not equivalent to a high school diploma** but provide students with the opportunity to demonstrate their achievement of the career development and occupational studies (CDOS) learning standards. There are two commencement credentials:

- Career Development and Occupational Studies (CDOS) Commencement Credential
- Skills and Achievement Commencement Credential
- These credentials replace the IEP diploma; the last IEP diplomas were issued in June 2013.
- **Students who earn either of the credentials may participate in graduation ceremonies.**

What are CDOS Learning Standards?

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.

Integrated Learning: Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Universal Foundation Skills: Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

<http://www.p12.nysed.gov/cte/cdlearn/>

Three Levels of CDOS Learning Standards

To be eligible for CDOS Commencement Certificate



Elementary

Who Am I?

- Students:
 - Demonstrate an awareness of the different types of technology available to them and of how technology affects society

Intermediate

How are my social skills related to my future success?

- Students
 - Understand the material, human, and financial resources needed to accomplish tasks and activities.

Commencement

How do my career choices affect the systems in which I operate?

- Students:
 - Apply their knowledge of technology to identify and solve problems.

Career Development and Occupational Studies (CDOS) Commencement Credential

What is the CDOS Commencement Credential?

The CDOS Commencement Credential recognizes students with disabilities' attainment of commencement level CDOS standards and preparation and skills for post-school employment.

- The CDOS Commencement Credential provides opportunities for students to develop and demonstrate mastery of the skills that may help them succeed in work experiences after high school.
- The CDOS Commencement Credential is **not equivalent to a high school diploma** and does not guarantee qualification for employment where a high school diploma is required.

What are the CDOS Commencement Credential Requirements?

- Students complete **four 54-hour units (or 216 hours)** of work-based learning, career and technical education (CTE) courses, or other career planning activities, including at least 54 hours of work-based learning.
- Students complete and annually review a **career plan**.
- The school completes a **work skills employability profile** detailing the student's **mastery of the commencement level CDOS learning standards**, technical knowledge and work-related skills and academic achievements.

The CDOS Commencement Credential is strongly connected to effective Individualized Education Program (IEP) transition planning and services for students with disabilities.

CONNECTING THE CDOS COMMENCEMENT CREDENTIAL TO APPROPRIATE AND EFFECTIVE IEP TRANSITION PLANNING AND SERVICES FOR STUDENTS WITH DISABILITIES* (1 of 2)

IEP	Credential Requirements
<p>Beginning not later than the school year when a student turns age 15, the IEP must include transition goals and services.</p>	<p>A student's preferences and interests as identified in his/her career plan shall be reviewed annually and considered in the development of the student's IEP.</p>
<p>Transition Needs and Goals:</p> <ul style="list-style-type: none"> • A statement of the student's needs, taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities. • Appropriate measurable post-secondary goals and measurable annual goals relating to training, education, employment and, where appropriate, independent living skills 	<p>Career Plan:</p> <ul style="list-style-type: none"> • Ensures the student is actively engaged in career exploration. • Includes a statement of the student's self-identified career interests; career-related strengths and needs; career goals; and career and technical education (CTE) coursework and work-based learning experiences that the student plans to engage in to achieve those goals.
<p>The IEP must include a statement of a student's course of study to address transition needs.</p>	<p>Student demonstrates commencement level knowledge and skills relating to the CDOS learning standards:</p> <ul style="list-style-type: none"> • career development • integrated learning • universal foundation skills • CTE majors (optional) <p>Student may complete CTE courses toward the minimum instructional hours required for the credential.</p>

CONNECTING THE CDOS COMMENCEMENT CREDENTIAL TO APPROPRIATE AND EFFECTIVE IEP TRANSITION PLANNING AND SERVICES FOR STUDENTS WITH DISABILITIES* (2 of 2)

IEP	Credential Requirements
<p>Needed activities to facilitate the student’s movement from school to post-school activities, including instruction; related services; community experiences; development of employment and other post-adult living objectives; and as appropriate acquisition of daily living skills and functional vocational evaluation.</p>	<p>Student has successfully completed not less than the equivalent of 216 hours of study in:</p> <ul style="list-style-type: none"> • CTE courses (SED or locally approved); and/or • Work-based learning experiences
<p>Requirement to Develop an Exit Summary:</p> <p>Before the termination of a student's eligibility due to graduation with a local high school or Regents diploma or exceeding the age eligibility for FAPE, the district must provide the student with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a summary of the student’s academic achievement and functional performance, and <input type="checkbox"/> recommendations on how to assist the student in meeting his or her post-secondary goals. 	<p>Employability Profile(s):</p> <p>Within one year prior to a student’s exit from high school, at least one work skills employability profile for the student that documents:</p> <ul style="list-style-type: none"> • student’s employability skills and experiences, • attainment of each of the commencement level CDOS learning standards, and • attainment of technical knowledge and work-related skills, work experiences, performance on industry-based assessments and other work-related and academic achievements.

CDOS Commencement Credential Requirement: Achievement of commencement level CDOS learning standards

CAREER DEVELOPMENT

Examples:

- Reevaluate long-range personal goals and match them to a career option
- Prepare a personal balance sheet showing an inventory of acquired skills, qualities, and experiences needed for successful employment in a career option

INTEGRATED LEARNING

Examples:

- Read a series of job descriptions or training plans of interest to identify the necessary application of academic knowledge and technical skills that are required for particular careers as well as the job outlook (decline/growth) and possible earnings
- Interview a specialist and develop a presentation using a variety of tools/technology to depict knowledge and skills that are required for this career

UNIVERSAL FOUNDATION SKILLS

Examples:

- Demonstrate how to respond effectively to a dissatisfied customer
- Gather and use information presented in print and electronic sources to create a research report and database
- Plan a two-week activity that requires tasks to be divided among students, including determining priorities and following timelines

CDOS Commencement Credential: Four-Unit Requirement and Work-Based Learning

- A minimum of 1 unit (54 hours) is completed through supervised work-based learning experiences related to career awareness, exploration, or preparation. These experiences may be completed in conjunction with CTE courses or as stand-alone work-based learning experiences.
- The remaining 3 units (162 hours) may be completed through work-based learning experiences, Career and Technical Education (CTE) courses or other career preparation activities, such as internships, service-learning, community service, school-based enterprise, or job shadowing.

A unit of study refers to 54 hours of instruction aligned to commencement level CDOS learning standards. These units may or may not be credit bearing to count toward the CDOS Commencement Credential.

Examples of courses that may fulfill the 216-hour requirement

Community-based work programs

- Students with disabilities work in the community
- Program helps students identify career interests, assess their skills and training needs, and develop employment skills and work habits

Job shadowing

- Students observe others in work environment
- Program provides exposure to jobs and careers

Community service

- Students participate in volunteer experiences
- Programs helps students gain responsibility and learn about community and needs of others

Service learning

- Students participate in Integrated classroom learning with service activities
- Program helps students apply academic knowledge to real life community needs

Senior projects

- Students research a topic or career pathway
- Program guides students in learning about the college preparation and skills training needed to be successful in that pathway

School-based enterprise

- Students participate in business enterprise exists within the school to provide services for students and/or staff
- Students learn first-hand about running a business and the world-of-work

CDOS Commencement Credential: Employability Profile Requirement

The [Employability Profile](#) documents evidence of the student's attainment of each of the commencement level CDOS learning standards, technical knowledge and the 216 hours of work-related skills, work experiences, performance on industry-based assessments and work-related and academic achievements.

The Employability Form includes (but is not limited to) employer/teacher review of student work based on learning standards and expectations in the workplace, performance evaluations and observations.

Students anticipating the CDOS Commencement Credential should have at least one Employability Profile completed within one year prior to school exit.

A copy of the student's Employability Profile(s) is maintained in the student's permanent record.

NYSED Sample Employability Profile

Attachment 4

EMPLOYABILITY PROFILE

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

EVALUATION GRADING SCALE: General Key

Unsatisfactory (1)		Needs Improvement (2)		Meets Expectations (3)				Exceeds Expectations (4)	
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							COMMENTS: STUDENT WORK READINESS SKILLS	
		1	2	3	4				
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.								

What is a Career Plan?

Career Plans are an important mechanism to add relevance and meaning to learning experiences across subject areas. The Career Plan documents a history of achievement that students build from elementary school through high school, and it also incorporates the transition planning process that is required for students with disabilities.

To earn the CDOS Commencement Credential a student completes a [Career Plan](#) that includes documentation of the following:

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

CDOS Commencement Credential: Career Plan Requirement

Students develop individual Career Plan/s, with the assistance of school staff who are involved in the career planning process. This may include teachers, guidance counselors, or members school-based CSE.

The Career Plan is reviewed annually (and as necessary, edited) with direct student-input. A student's preferences and interests from the Career Plan are considered by the school-based CSE in the development of the student's IEP, and for transition planning and services.

A copy of the student's Career Plan that was in effect during the school year in which the student exits high school is maintained in the student's permanent record.

Commencement Level Career Plan

NEW YORK STATE EDUCATION DEPARTMENT

Career Plan *Commencement Level*

1. Personal Data

Name: _____

Student Identification Number: _____

School: _____

2. Review of Student Career Plan

Grade Level:	Date of Review:	Possible Participants (Initials)				
		Student:	Parent/ Guardian:	Teacher:	Counselor:	Other:

3. Knowledge

A. Self-knowledge: *Who am I?*

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

Grade Level:	1a. Personal: <i>Out-of-school activities that you enjoy</i>	1b. Academic: <i>Classes or subjects you enjoy the most</i>	1c. Work Preferences: <i>Working with people, ideas, and things</i>

Flexibility for 2013-14 and 2014-15

To provide time to transition to implementing a 216-hour sequence of career preparation and work-based learning courses, NYSED has allowed for the following flexibility:

- **Through June 2015, schools may award the CDOS Commencement Credential to students who have not met the 4-unit requirement**, provided that the school principal, in consultation with relevant faculty, has determined that the student has otherwise demonstrated knowledge and skills relating to the commencement level CDOS learning standards.
- During this time, the CDOS Commencement Credential requirements of the Career Plan and the Work Skills Employability Profile still apply.

SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL

What if my child is alternately assessed?

The Skills and Achievement Commencement Credential recognizes student academic achievement as measured by the New York State Alternate Assessment (NYSAA). **This credential is available only to students with IEPs who participate in NYSAA.**

The Skills and Achievement Commencement Credential provides students with severe disabilities who are exiting school after attending at least 12 years, excluding kindergarten, (or received a substantially equivalent education elsewhere; or at the end of the year in which the students turns 21 years of age) with a commencement certificate that is **similar in form to a high school diploma but does not reflect achievement of the graduation standards necessary to receive a regular high school diploma.**

The Committee on Special Education (CSE), of which the parent is a member, should carefully consider the implications when making the determination that a student is eligible for the NYSAA. A student who is eligible for the NYSAA will not receive a high school diploma.

Skills and Achievement Commencement Credential

The Skills and Achievement Commencement Credential is issued together with a summary of the student's academic achievement and functional performance and includes documentation of the student's:

- Achievement against the Career Development and Occupational Studies (CDOS) learning standards
- Level of academic achievement and independence as measured by NYSAA
- Skills, strengths, interests
- As appropriate, other achievements and accomplishments

The credential is accompanied by a written assurance that the student continues to be eligible to attend school through the school year in which he or she turns 21.

Skills and Achievement Commencement Credential

In order to develop the competencies for this credential, students with severe disabilities should be provided with multiple opportunities to achieve their maximum potential in:

- Academics, including instruction in the (CDOS) Learning Standards
- Career development opportunities, as appropriate, to engage in instructional and work preparation experiences, both in school and in the community, and
- Preparation for post transition options, including independent living skills, community based instruction and work-based learning opportunities.

Skills and Achievement Commencement Credential

Preparation for the Skills and Achievement Commencement Credential is part of a student's transition.

High school transition planning for students with severe disabilities includes exploring postsecondary opportunities and employment options and should include connecting with the adult service agencies that may provide the student with services when he or she is no longer eligible for a Free Appropriate Public Education (FAPE) after the age of 21.

- Postsecondary goals identify the student's long-term goals for living, working and learning as an adult.
- The projected postsecondary goals in the student's IEP establish a direction for the school, student, student's family and any participating agencies to work towards in recommending transition activities for the student.
- The student's IEP should include goals, services and activities to incrementally prepare the student to achieve the measurable postsecondary goals.

Students and parents need to be involved in developing postsecondary goals.

The Skills and Achievement Commencement Credential: Exit Summary Requirement

Each student with a disability is provided with a summary of his/her academic achievement and functional performance, which includes recommendations on how to assist the student in meeting his or her postsecondary goals.

The Student Exit Summary is personalized, describing the student's abilities, skills, needs and limitations, and it assists the student in: establishing eligibility for reasonable accommodations and supports in postsecondary settings, the workplace and the community, accessing appropriate adult services, understanding the impact of his/her disability, and articulating his/her strengths and needs, including supports that would be helpful in post-school life.

The Student Exit Summary is completed by the school-based CSE, which includes the student, family, and school staff (for example, the special education teacher, general education teacher, and/or related services personnel) who know the student best. With parental consent or consent of a student 18 years of age or older, adult agency personnel should be included in discussions if appropriate.

Student Exit Summary (for Students Eligible for the NYSAA)

STUDENT EXIT SUMMARY

ATTACHMENT 2

For Students Eligible for the New York State Alternate Assessment (NYSAA)

Student:	School:	ID#:
Completed by:	Title:	Date:
STUDENT SKILLS, STRENGTHS AND INTERESTS		
COMMUNITY/WORK-BASED LEARNING EXPERIENCES (INCLUDING SCHOOL- AND COMMUNITY- BASED CAREER EXPLORATION, ASSESSMENT, TRAINING AND/OR SERVICE LEARNING OPPORTUNITIES):		
ACADEMIC PERFORMANCE: AS MEASURED BY NYSAA		
ENGLISH LANGUAGE ARTS:		
MATH:		
SOCIAL STUDIES:		
SCIENCE:		
OTHER ACHIEVEMENTS, AWARDS AND HONORS		

Who monitors students' progress towards earning the highest diploma option available?

- The guidance counselor and/or other staff members at the school work with students to ensure they are on track to earn a diploma and/or a credential.
- You may request your child's transcript at any time throughout the school year in order to check in on progress toward meeting requirements.
- The school-based Committee on Special Education (CSE), of which the parent is a member, meets at least once annually to review a student's Individualized Education Program (IEP).

RESOURCES

RESOURCES

[Graduation Requirements for Students with Disabilities](#)

[College and Career Readiness Benchmarks](#): Benchmarks that define the qualities and achievements that students need to complete in order to be ready to enroll, persist, and succeed in college, postsecondary training opportunities, and gain entry into meaningful careers.

[Common Core Learning Standards](#): The Common Core Learning Standards include rigorous content and application of knowledge through higher order skills.

[CDOS Learning Standards](#): NYSED K-12 Career Development and Occupational Learning Standards afford all students the opportunities to develop an awareness of their interests and abilities, explore their preferences for working with people, information and/or things, and learn the value of work to the individual and society.

[A Shared Path to Success](#): NYCDOE overview for providing programs and services to students with disabilities in their community schools.

[Career Development and Occupational Studies \(CDOS\) Commencement Credential](#) is a commencement certificate that indicates that the student has the knowledge and skills necessary for entry level employment. This credential is available only to students with IEPs who are assessed using standards assessments (e.g. Regents exams).

[The Skills Achievement Commencement Credential](#) is a commencement certificate available only to students with severe cognitive disabilities who are eligible to take the NYSAA and have attended school for not less than 12 years, excluding Kindergarten. This credential must be accompanied by a summary of the student's levels of achievement in academic and career development and occupational studies.

[NYSED Transition Guide](#) Key components of transition services

[NYSED Career Plan](#): Students in grades 6-12 may create individual Career Plans with the "My Portfolio" tool found at the New York State Department of Labor's [CareerZone](#)

[Work-Based Learning](#): A quality WBL program can make school-based learning more relevant by providing students with the opportunity to apply knowledge and skills learned in the classroom to real world situations.