

# The Role of Families in Transition Planning and the Connection to the CDOS Commencement Credential



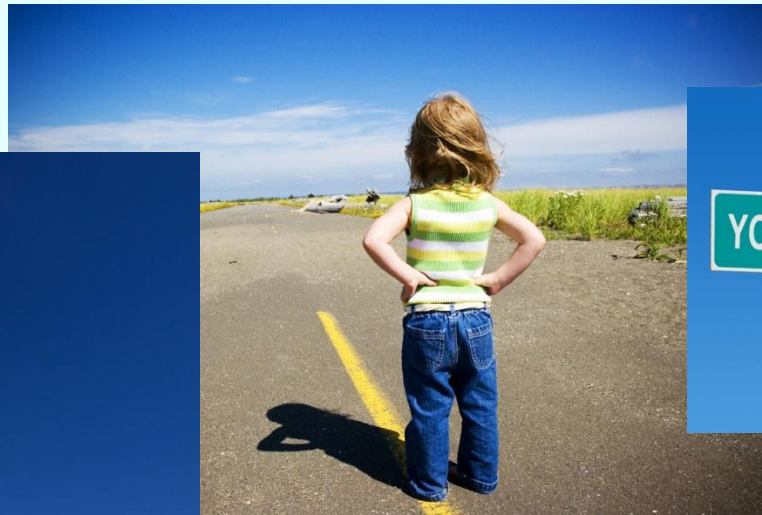
# Career Development and Occupational Studies (CDOS) Commencement Credential

- A **non-diploma** certificate
- Signifies **entry-level work readiness**
- Focuses on **employment skills**
- Requires a **career plan**
- Requires meaningful career development and **work-based learning opportunities**



# How does a school appropriately prepare a student for the CDOS Commencement Credential?

- The school must develop an individual **transition plan** documented in the student's IEP



# Transition Plan → Career Development

- Transition = CHANGE
- Most transitions take place over an extended period of time
- Can be exciting, hopeful and yet scary
- **With planning** we can **manage the challenges and benefit from the possibilities** that lie ahead

Transition planning helps students to answer:

- **Who am I?**
- **Where am I going?**
- **How will I get there?**



# Transition Planning & Services

*Must begin not later than the school year in which a student turns age 15 (or earlier if appropriate)*

## **Includes:**

- ✓ Appropriate assessment of a student's needs, preferences, strengths and skills
- ✓ Realistic identification of post-secondary goals
- ✓ Participation in career exploration and work & community-based learning experiences
- ✓ Collaboration among regional partners responsible for the transition process and early referral to adult agencies
- **Development of an infrastructure to support instruction in the CDOS learning standards**

Westchester Institute for Human Development  
University Center for Excellence in Developmental Disabilities



# Student Participation is Key

## Self Determination

*“Developing the ability to attain goals based on the foundation of knowing and valuing oneself” (Field and Hoffman)*

## Self-Determination Skills

- Self-Awareness
- Choice Making
- Decision Making
- Problem Solving
- Making a Plan
- Carrying Out the Plan
- Reflecting on Results and Adapting
- Self-Advocacy

- ✓ Essential for students to make their **own choices**
- ✓ Needed as a **worker in the 21<sup>st</sup> Century**



# Family Role in Career Development

- Studies show that **family involvement is a major predictor to employment and academic success** for all youth
- During transition planning, families must **share their vision for the future** with their young adult and the school team
- **Set High Expectations:** If not, it's difficult to expect anyone, including teachers or employers, to have a different view





# The Connection: Guiding Principles

## Transition Planning

1. Coordinated activities to **prepare** student to move from school to **post-school life**
  - instruction
  - related services
  - **community experiences**
  - **preparation for employment** or other post school activity
  - independent living skills
2. Based on **the student's strengths, preferences and interests**

## CDOS Credential

1. **Instruction** in CDOS Learning Standards
2. Student participation in **community and work-based learning experiences**
3. **Student engagement** in career planning and **preparation**





# IEP Transition Plan

## Transition Plan

- ...The IEP must include **transition goals** and **services** which are **reviewed annually**

# CDOS Credential

## Career Plan

- A student's...**career plan** shall be **reviewed annually** and considered in the **development of the student's IEP**



# IEP Transition Plan

## Transition Goals

- The IEP must include **long-term goals** for living, working and learning...
  - Education/Training
  - **Employment**
  - Independent Living Skills (when appropriate)

# CDOS Credential

## Career Plan

- Includes a statement of the student's...**career goals**...



# IEP Transition Plan

## Transition Needs

- ...A **statement** of the student's transition service **needs**, that focus on the student's **course of study**, taking into account the student's **strengths, preferences and interests...**

# CDOS Credential

## Career Plan

- Includes a **statement** of the student's self-identified career **interests**; career-related **strengths and needs**; career goals; and **CTE coursework...**



# IEP Transition Plan

# CDOS Credential

## Coordinated Set of Transition Activities

Includes

- **Community Experiences**
  - community-based instruction
  - **linkages to community agencies**
- Employment/Post-school Adult Living
  - **activities to prepare for the world of work** or going on to post-secondary education

## Work-Based Learning

- Job shadowing
- Community service
- Volunteering
- Service learning
- Senior project(s)
- School-based enterprise(s)



# IEP Transition Plan

# CDOS Credential

## Student Exit Summary

- Before the termination of a student's eligibility due to graduation or age 21... the district must provide the student with:
  - A summary of the student's academic achievement and functional performance

## Employability Profile

- Within one year prior to a student's exit from high school, at least one work skills employability profile for the student



# IEP Transition Plan

# CDOS Credential

## Student Exit Summary

- Summarizes individual student strengths, **abilities, skills**, needs and limitations...  
Includes:
  - **Employability Profile**
  - **Career and Technical Education Skills Achievement Profile**
  - **Career Plan**

## Employability Profile

- Documents employability **skills** and work experiences



# IEP Transition Plan

## Transition Goals

- The IEP must include long-term goals for living, working and learning as an adult and **be based upon age-appropriate transition assessments**

# CDOS Credential

## Employability Profile

- Performance on **industry-based assessments**

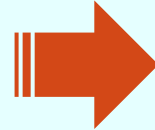




# Transition Plan

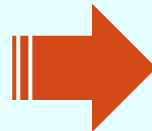
# CDOS Credential

- Measurable Postsecondary Goals, Annual Goals & Needs



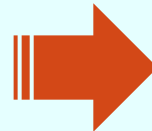
- Completes Career Plan

- Instruction & Course of Study



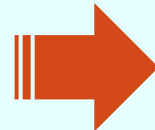
- Demonstrates achievement of the commencement level CDOS learning standards
- Successfully completes CTE coursework

- Coordinated Set of Transition Activities



- Work-based learning experiences

- Student Exit Summary



- Has a completed an Employability Profile



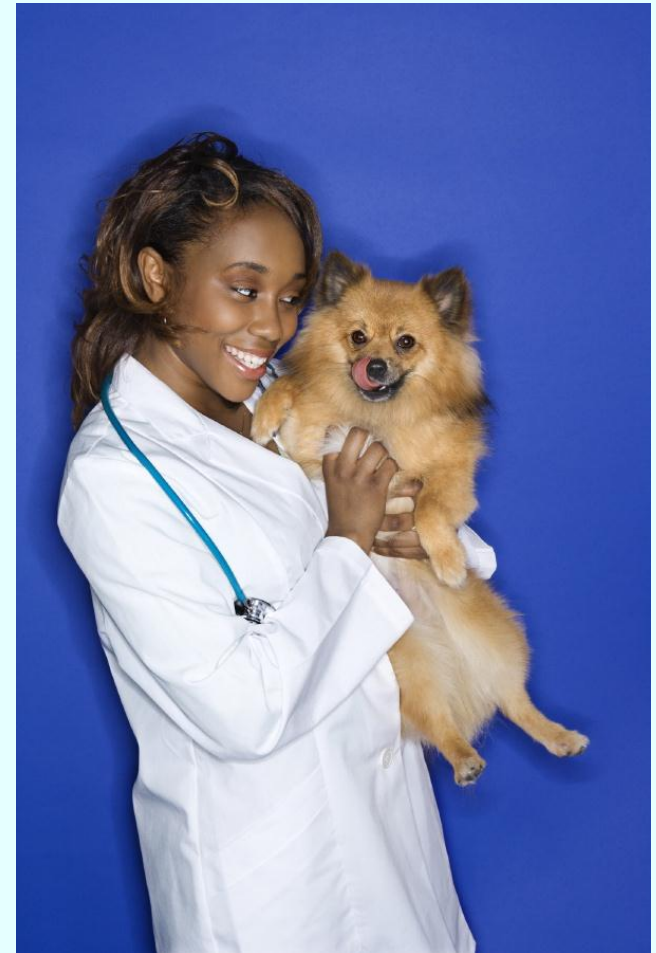
# How Can Families Help with Transition Planning?

- Support the student's **voice and participation** in the transition process
- Help the student **identify strengths**, preferences, interests
- Help the student to understand their disability and how it **affects them** in school and on the job
- Be creative in thinking of ways the student can **use his/her unique talents**
- Work **collaboratively with the CSE** toward achieving the student's goals (i.e. self-determination)
- **Help the student connect** to adult community agencies, services and supports



# How Can Families Help with Preparation for Commencement Credentials?

- Have the expectation that your child will become employed
- Work on building “soft” skills at home and in the community  
*(communication/personal responsibility vs. technical know-how)*
- Learn about career preparation activities offered in school –align with IEP  
Coordinated Set of Transition Activities
- Visit businesses; seek possible job shadowing opportunities; speak to adults with jobs in their particular field(s) of interest



# In conclusion

- Schools share the responsibility with community agencies for **creating a transition service system** for all students with disabilities
- Opportunities for **career development activities enhance employment opportunities and adult outcomes** for the student
- Engagement of the **parent *and* student as partners is necessary** so that the parents' **concerns** for the education of their child and the student's **needs**, strengths, preferences and interests are **considered and documented**

***“Nothing about me, without me”***

*Self-Determination*



# For more information contact:

Joyce M. Hawk/Outreach Coordinator  
Hudson Valley Special Education Parent Center  
Westchester Institute for Human Development

Phone: **845-891-1305**

Email: **[jhawk@wihd.org](mailto:jhawk@wihd.org)**

Website: **[www.hvsepc.org](http://www.hvsepc.org)**

## Information on transition planning:

**[www.p12.nysed.gov/specialed/publications/transitionplanning-2011.htm](http://www.p12.nysed.gov/specialed/publications/transitionplanning-2011.htm)**

## To locate community service provider agencies:

**[www.transitionsource.org/allqual/resource-map.cfm](http://www.transitionsource.org/allqual/resource-map.cfm)**

