

Transition and the New York State Career Development and Occupational Studies (CDOS) Commencement Credential

The following chart describes the strong connection between the proposed credential and appropriate and effective individualized education program (IEP) transition planning and services for students with disabilities.

IEP	Credential Requirements
Beginning not later than the school year when a student turns age 15, the IEP must include transition goals and services.	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>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.
The IEP must include a statement of a student's course of study to address transition needs.	<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>
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>Student has successfully completed not less than the equivalent of two units 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: 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"> • a summary of the student's academic achievement and functional performance, and • recommendations on how to assist the student in meeting his or her post-secondary goals. 	<p>Employability Profile(s): 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.