Where Does CTE Fit in the CDOS and 4+1 Pathway Models

Do I have a true understanding of the CTE & CDOS Pathways towards graduation?

Bernard P. Pierorazio & Carol Zygo
NYS CTE Technical Assistance Center
bernard@spnet.us /carol@spnet.us
NYSCOSS WINTER CONFERENCE
School Improvement Priorities for Americans
September 2016 Phi Delta Kapan Survey results

What Americans are saying...

• Americans chose between a variety of possible strategies for improving public schools...support for offering more career and technical or skills based classes (68%) far exceeds the preference for more honors or advanced academic classes (21%) including (54%) who strongly prefer more vocational classes.

• Preferences for vocational classes also is higher among those who view the main goal of public schools as preparing students for work (84%) or to be good citizens (74%)
NYS Traditional Diploma Requirements

Twenty-two Carnegie Credits

- English (4)
- Social Studies (4)
- Art/Music (1)
- Mathematics (3)
- Health (0.5)
- LOTE (1)
- Science (3)
- PE (2)
- Electives (3.5)

Must pass Five Regents Examinations:
- Mathematics
- Science
- English Language Arts
- American History
- Global Studies
NYSED Multiple Pathways to Success
Providing a more focused approach to Graduation

• **CTE** - Career and Technical Education
• **Humanities**
• **Arts**
• **LOTE** - Languages other than English
• **STEM** - Science, Technology, Engineering and Mathematics
• **CDOS** - Career Development Occupational Studies

## Difference Between:

**CTE; CDOS; and a CDOS Credential**

<table>
<thead>
<tr>
<th>CTE Pathway</th>
<th>CDOS Pathway</th>
<th>CDOS Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>(all students)</td>
<td>(all students)</td>
<td>(all students)</td>
</tr>
<tr>
<td>January 2015</td>
<td>June 2016</td>
<td>August 2015</td>
</tr>
</tbody>
</table>

### Graduation
- CTE Pathway: Regents Diploma, Technical Endorsement
- CDOS Pathway: Regents Diploma, CDOS Credential
- CDOS Credential: Non-Graduate, No Diploma, CDOS Credential

### Four Regents Exams
- Four Regents Exams: ELA; Math; Science; Social Studies
  - CTE Pathway: 22 Carnegie Credits including 3 or more focused CTE credits
  - CDOS Pathway: 22 Carnegie Credits
  - CDOS Credential: Access to Regents Level courses

### NYSED Approved
- CTE Pathway: National Industry Based CTE Technical Assessment
- CDOS Pathway: Options 1 OR 2
- CDOS Credential: Options 1 OR 2
NYS Pathway Options

Four Required NYS Regents Examinations

- English
- Science
- Math
- Social Studies

+1

CTE
STEM
Humanities
ARTS
LOTE
NYSED Requirements - CTE Pathway

CTE Career & Technical Education

• Task 1 – Earn - Twenty-two Carnegie Credits (22)
• Task 2 - Pass - Four (4) Regents Exams
• Task 3 – Complete – Approved CTE Program that is 3 or more credits in length*
• Task 4 – Complete – (WBL) Worked Based Learning Experience
• Task 5 – Complete – (EP) Employability Profile (Addendum C)
• Task 6 – Pass - Three part Industry based National Technical Assessment (NYSED approved list) (Addendum A)

*Must be an approved NYS CTE Program
Sixteen (16) Career Clusters®
Every child that exits from our high schools or colleges will work in one of these 16 Career Clusters

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics
GRADUATION
CTE
PATHWAY

Quick Review

Work Based Learning Experience

Employability Profile

Successfully complete one of the Thirty (30) Approved National Industry Based CTE Technical Assessments

- REGENTS DIPLOMA
- TECHNICAL ENDORSEMENT
- FOUR REGENTS EXAMS
- TWENTY TWO CREDITS
- 3+ FOCUSED CTE CREDITS

NYSED Approved Program

- NATIONAL INDUSTRY BASED CTE TECHNICAL ASSESSMENT

NYSED Approved
NYS Pathway Options

Four Required NYS Regents Examinations

- English
- Science
- Math
- Social Studies

+1

CDOS
CTE
STEM
Humanities
ARTS
LOTE
NYSED Requirements CDOS Pathway
Option Number One (#1)

• Task 1 – Twenty-two Carnegie Credits (22)
• Task 2 - Four (4) Regents Exams
• Task 3 – Complete a Career Plan (Addendum B)
• Task 4 – Demonstrate achievement of CDOS Learning Standards 1, 2, and 3A (http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf)
• Task 3 – Complete 216 hours of CTE coursework and/or Worked Based Learning (WBL) of which 54 hours must be work based. Students may complete all 216 hours in a WBL experiences.
• Task 4 – (WBL) Worked Based Learning Experiences
• Task 5 – (EP) Completed Employability Profile (Addendum C)
• Task 6 – Complete 12 years of schooling excluding Kindergarten
CDOS LEARNING STANDARDS

✓ **Standard 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.

✓ **Standard 2: Integrated Learning**
  Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

✓ **Standard 3a: Universal Foundation Skills**
  Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. and Standard

• **3b: Career Majors**
  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.
NYSED Requirements CDOS Pathway
Option Number Two (#2)

• Task 1 – Twenty-two Carnegie Credits (22)
• Task 2 - Four (4) Regents Exams
• Task 3 – Meets requirements for one of four nationally recognized work readiness credentials
  - National Work Readiness Credential
    - http://www.workreadiness.com/nwrcred.html
  - SkillsUSA Work Force Ready Employability Assessment
    - http://www.workforcereadysystem.org/
  - ACT - National Career Readiness Work Keys
  - CASAS – Comprehensive Adult Assessment Systems Work Force Skills certification System
    - https://www.casas.org/
Quick Review

GRADUATION CDOS PATHWAY

OPTION #1
Career Plan
CDOS Learning Standards 1, 2, 3A
216 Hours of CTE Coursework and/or Work Based Learning
Work Based Learning Experience
Employability Profile

OPTION #2
Successfully complete one of four Nationally Recognized Work Readiness Credentials

• REGENTS DIPLOMA
• CDOS CREDENTIAL
• FOUR REGENTS EXAMS
• TWENTY TWO CREDITS
• OPTION #1 OR #2
NYS CDOS Credential
Not a Diploma and Not a Pathway

- No minimum credit requirement
- Access to Regents Level courses
- Complete all the requirements for either:
  - Option 1 or Option 2

✓ Students exit school with the CDOS Credential
(WBL) Work Based Learning for the CDOS Credential

Accepted Experiences:

1. Must be under the supervision of the school district
2. WBL within approved CTE Programs only count for independent mastery when working for a customer, NOT the practicing of hands-on skills during class.
3. Possibility of WBL (including minimum 54 hours) within an approved CTE program.

Job Shadowing
Community Based Work Program
Community Service/Volunteering
School-Based Enterprise
Senior Project – Specific criteria

Non-registered WBL experiences supervised by any certified teacher academic, CTE, Counselor
Students in an Approved CTE Program may demonstrate independent mastery of skills within a CTE classroom and earn WBL hours when providing a service or producing a product for a customer. Hours must be logged by CTE instructor or WBL Coordinator.

Students must be in an NYSED approved CTE course of study/program which is taught by a Certified CTE instructor for this to occur.
NYSED: Role of the WBL Coordinator

Collaborates with classroom teacher and businesses for safety training and work site placements

Tracks student(s) schedule and attendance

Visits each worksite prior to placing students and while students are participating

Is responsible for all appropriate paperwork

Ensures all parties sign required documents

Maintains all paperwork in student file

Collects signed hour sheets from business

Connects with current and potential businesses throughout the year

Assists in documentation on employability profile
NYSED: Role of the WBL Coordinator

WBL Required Checklist

- Memorandum of Agreement with Business Supervisor
- Student agreement with parental permission
- Employment Papers (working papers)
- Student training plan provided by CTE instructor and Business Supervisor
- Emergency medical form signed by school nurse
- Student hour sheets verified by WBL Coordinator/Business Supervisor
- Business Supervisor evaluation
- Verification of Business’s Worker’s Compensation Insurance Policy supplied by Business Supervisor

Courtesy NYSED Cheryl Winstel
NYSED: Role of the WBL Coordinator
Health & Safety Training

General work place safety – Talking Safety/Staying Safe at Work (NIOSH)
  - Young worker injuries, finding hazards, making the job safer, emergencies at work, know your rights and responsibilities & taking action

CTE program specific safety – CTE teacher and business supervisor

New York Committee on Safety and Health (NYCOSH)
NYSED: Role of the WBL Coordinator

Department of Labor Regulations

Courtesy NYSED Cheryl Winstel

• Wages of minors
• Allowable hours of minors
• Prohibitive occupations & exceptions
• Manual labor
• Employer employee relationship
• Chapter 64 Section c08 – Employment of Workers with Disabilities
• Worker’s Compensation
• Caution - Students must **NOT** be placed in a business that does not have Worker’s Compensation Insurance

• Exception – Any student providing non-manual services (i.e. answering phones) for a religious, charitable or educational institution (covered under Section 501 (c) (3) of the IRS tax code) is exempt from mandatory coverage
NYSED Requirements:
Registered and Non-Registered WBL Programs
Courtesy NYSED Cheryl Winstel

Registered Programs

- CO-OP* - Career and Technical Education Cooperative Work Experience Program > paid/unpaid
- CEIP* - Career Exploration Internship Program > unpaid
- GEWEP** - General Education Work Experience Program > paid/unpaid
- WECEP** - Work Experience and Career Exploration Program > paid

Non-Registered Programs

- Job Shadowing
- Community Service
- On-Site Projects
- Supervised Clinical (Health Sciences)
- School Based Enterprise

* 8982 – Coordinator of Work Based Learning Programs for Career Development
** 8981 – Coordinator of Work Based Learning Programs for Career Awareness.
“I believe hands on... doesn’t mean minds off”

https://youtu.be/S8sQv_e6bmg
# Comparison: CTE (4+1) Pathway, CDOS Credential and CDOS Pathway

<table>
<thead>
<tr>
<th>CTE (4+1) Pathway</th>
<th>CDOS Credential</th>
<th>CDOS Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diploma Credit Requirement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Meet the minimum diploma requirement of 22 credits</td>
<td>• No minimum credit requirement</td>
<td>• Meet the minimum diploma requirement of 22 credits</td>
</tr>
<tr>
<td><strong>Regents Exam Requirement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pass the 4 required Regents exams (ELA, Math, Science and Social Studies)</td>
<td>• No Regents exam requirement</td>
<td>• Pass the 4 required Regents exams, one each in ELA, Math, Science and Social Studies</td>
</tr>
<tr>
<td><strong>Other Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Successfully complete an approved CTE program of study:</td>
<td>• Complete the requirements in Option 1 or Option 2</td>
<td>• Complete the same requirements for the CDOS Credential in Option 1 or Option 2</td>
</tr>
<tr>
<td>➢ 3 or more credits of CTE coursework that is rigorous and focused on a career</td>
<td>Option 1</td>
<td></td>
</tr>
<tr>
<td>➢ Participate in work based learning experiences</td>
<td>➢ Complete a Career Plan</td>
<td></td>
</tr>
<tr>
<td>➢ Pass the 3 part industry based national technical assessment</td>
<td>➢ Demonstrate achievement of the CDOS learning standards 1, 2, &amp; 3a</td>
<td></td>
</tr>
<tr>
<td>➢ Complete an employability profile</td>
<td>➢ Successful completion of at least 216 hours of CTE coursework and/or work based learning experiences (of which at least 54 hours must be in work based learning)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Complete an employability profile</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Meets the requirement for one of the nationally recognized work readiness credentials. (i.e. NWRC)</td>
<td></td>
</tr>
<tr>
<td><strong>Technical Assessment Requirement</strong></td>
<td></td>
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</tr>
<tr>
<td>• Pass a 3 part industry based national technical assessment approved by the Commissioner and Board of Regents</td>
<td></td>
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<tr>
<td><strong>Students Leave High School with...</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students exit school with a Regents diploma and a Technical Endorsement</td>
<td>• Students exit school with the CDOS Credential as a stand-alone credential or an addition to a Regents or Local diploma</td>
<td>• Students exit school with a Regents diploma and the CDOS Credential</td>
</tr>
</tbody>
</table>
Examples of TAC Services for Districts and BOCES

• Support for Approved Program Design, Development, Review and Evaluation
• Comprehensive Review of District/BOCES Career Education Effort Against Criteria for High Quality CTE
• Information and Research Resources and Professional Development in CTE Best Practices
• Cross walk of CTE Programs to Regional Economic Development and Labor Market Needs
• Assistance in Implementation of Board of Regents Multiple Pathways Initiatives
• Assistance in Structuring Partnerships with Business Industry and Post-Secondary Partners.
• Support to Enhance CTE Data Collection and Reporting
• Establishment and Evaluation of Career and Technical Student Organizations (CTSOs)
• Customized Services Consistent with District Needs and CTE TAC Portfolio
CTE TAC FIELD ASSOCIATES

Charlie Crumb
Western NYS

Carol Zygo
Northern NYS

Bernard Pierorazio
Southern NYS

Ellen Palazzo
Long Island

Marsha Iverson
NYC & Yonkers

Ted Gershon
NYC
CTE TAC Support Services are Free!

www.nyctecenter.org  518-723-2137

Western New York State
Charlie Crumb
Charlie@spnet.us

Northern New York State
Carol Zygo
Carol@spnet.us

Southern New York State
Bernard Pierorazio
Bernard@spnet.us

CTE TAC Director
Tim Ott
Tim@spnet.us

Long Island
Ellen Palazzo
Ellen@spnet.us

New York City & Yonkers
Marsha Iverson
Marsha@spnet.us

New York City
Ted Gershon
Ted@spnet.us

CTE TAC Assistant Director
Connie Spohn
Connie@spnet.us
Addendum A
NYSED 30 Approved Technical Assessments

- ProStart - Culinary
- ASE-MLR student certification – Auto
- A+ certification – Comp. TIA
- Network+ certification – Comp. TIA
- National Institute of Metal Working (NIMS) certification – Welding, Machining
- PrintED – Graphic Communications
- Core Introductory Craft Skills v.2 NCCER
- Advertising Design - SkillsUSA

- Student Electronics Technician electronics Technicians Association (ETA)
- A*S*K Business Fundamentals (NOCTI)
- A*S*K Marketing Fundamentals (NOCTI)
- Advertising & Design (2) (NOCTI and SkillsUSA)
- Accounting Basics (NOCTI)
- Ag Mechanics (NOCTI)
- Hospitality Management – Food & Beverage (NOCTI)
Addendum A
NYSED 30 Approved Technical Assessments

- Collision Repair (code 4106) NOCTI
- Commercial Foods (code 40200) NOCTI
- Computer Aided Drawing (CAD) (code 4973) NOCTI
- Conservation (code 7426) NOCTI
- Criminal Justice/CSI SkillsUSA
- Criminal Justice (code 4081) NOCTI
- Early Childhood Education and Care-Basic (code 4016) NOCTI
- Welding (code 4127) NOCTI
- Electrical Construction Wiring (Residential Wiring) Skills USA
- Medical Assisting (code 4155) (NOCTI)
- Precision Machining (code 4052) (NOCTI)
- Pre-engineering (code 2475) NOCTI
- Certified Production Technician Sequence MSSC
- Small Engine Technology (code 4068) (NOCTI)
- Television Production (code 3427) NOCTI
Addendum B
Career Plan

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

• Career Plans are an important mechanism to add relevance and meaning to learning experiences across subject areas. The career development model used to create the Career Plan aligns with the CDOS standards.

• The New York State Career Plan records a student’s knowledge and skill attainment. It documents a history of achievement that students build from elementary school to high school. The Career Plan design has also incorporated the transition planning process that is highly desirable for all students and required for students with disabilities.

• Career Plans can be used as the employability profile that is required for students in programs approved under the 2001 Regents Policy on CTE. More importantly, the Career Plan is an effective graduation planning tool for all students.

• Students in grades 6-12 can create individual Career Plans with the "My Portfolio" tool found at the New York State Department of Labor's CareerZone web site.
Addendum B
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

<table>
<thead>
<tr>
<th>Possible Participants (Initials)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level:</td>
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<tr>
<td>----------------</td>
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<td></td>
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</tbody>
</table>

3. Knowledge

A. Self-knowledge: Who am I?

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

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

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 will provide 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 4 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.
<table>
<thead>
<tr>
<th>PERFORMANCE SKILLS</th>
<th>PERFORMANCE EXPECTATIONS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>COMMENTS: STUDENT WORK READINESS SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENDANCE</td>
<td>Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PUNCTUALITY</td>
<td>Understands work expectations for punctuality. Arrives on time for work, takes and returns from breaks on time and calls supervisor prior to being late.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WORKPLACE APPEARANCE</td>
<td>Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.</td>
<td></td>
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<tr>
<td>TAKES INITIATIVE</td>
<td>Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.</td>
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<tr>
<td>QUALITY OF WORK</td>
<td>Gives best effort, evaluates own work and utilizes feedback to improve work performance. Strives to meet quality standards and provides optimal customer service.</td>
<td></td>
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<tr>
<td>KNOWLEDGE OF WORKPLACE</td>
<td>Demonstrates understanding of workplace policy and ethics.</td>
<td></td>
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<tr>
<td>RESPONSE TO SUPERVISION</td>
<td>Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Demonstrates flexibility when nature of work changes.</td>
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</tr>
<tr>
<td>COMMUNICATION SKILLS</td>
<td>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.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
NYS Multiple Pathways Toward Graduation:
Now I have a true understanding of the CTE & CDOS Pathways!

QUESTIONS?

Bernard P. Pierorazio
NYS CTE Technical Assistance Center
bernard@spnet.us
914-588-1944
**New York’s Forgotten Middle**

Middle-skill jobs, which require education beyond high school but not a four-year degree, make up the largest part of America’s and New York’s labor market. Key industries in New York are unable to find enough sufficiently trained workers to fill these jobs.

**Demand for Middle-Skill Jobs is Strong**

Fifty-one percent of all jobs in 2012 were middle-skill.

**Demand for Middle-Skill Jobs Will Remain Strong**

Between 2012-2022, 46 percent of job openings will be middle-skill.

**A Middle-Skill Gap**

Middle-skill jobs account for 51 percent of New York’s labor market, but only 38 percent of the state’s workers are trained to the middle-skill level.