

Niagara Falls High School
Career Development and Occupational Studies
(CDOS)
Manual

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Introduction

The Career Development and Occupational Studies (CDOS) credential is available to all New York State students. Because it helps students to become and document that they are work-ready according to the CDOS standards, our goal at NFHS is for each student to earn a CDOS. Furthermore, NFHS will earn additional “points” under ESSA for students earning a CDOS, which helps us to remain a school in good standing.

Ways in which students may earn or use a CDOS:

- As an exiting credential (if students do not meet the 22 credit and Regents examination requirements)
- As a “+1” toward passing the five required Regents examinations
- In addition to a Regents or local diploma

In order to earn a CDOS, students must meet the following requirements:

- 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)
- Completes a career plan each year.
- A completed employability profile during their last year.

Career Plan

Niagara Falls High School counselors will be responsible for meeting with each student on their caseload each year in order to create and update a Career Plan. While these will be done electronically, a paper copy will be printed and placed into the student’s cumulative folder.

Employability Profile

All NFHS students who have, or who are expected to earn, the required 216 hours in their last year of high school will have an Employability Profile completed for them. This will be done by an individual with knowledge of the student in a WBL capacity, such as the Transition Coordinator or Teacher on Special Assignment responsible for Business Partnerships. BOCES will be responsible for completing the Employability Profile for all students completing their CDOS requirements at BOCES.

The Employability Profile can be found in Appendix B. Once completed, one copy will be given to the student and one copy must be stored in the student’s cumulative folder.

CTE Hours

CTE Hours are earned through classes taught by a CTE-certified teacher, such as a business or BOCES class. CTE teachers are responsible for reporting the hours a student earns each quarter using the NFHS CTE/WBL Student Tracking Form (Appendix A). The following formula will be used:

Full-credit classes: $180 - (\# \text{ days absent} \times .75) = \text{CTE Hours Accrued}$

Half-credit classes: $90 - (\# \text{ days absent} \times .75) = \text{CTE Hours Accrued}$

BOCES will be responsible for documenting and warehousing CTE hours students complete at BOCES. They will be responsible for reporting these hours to NFHS Administration and Counselors on a regular basis.

Work-Based Learning Hours

Work-Based Learning Hours (WBL) may be earned in a variety of ways. Following are some examples but not limited to;

- **Community-Based Work Program**
Ex: NFHS Internship Class, Steps to Work Program
- **Job Shadowing**
Ex: Store field trips, Memorial Hospital Career Day, BOCES Shadow Day, Northland field trip
- **Community Service & Volunteering**
Ex: NHS service hours, Government Class volunteer hours, Stage Crew, Toys for Tots Telethon
- **School-Based Enterprise**
Ex: Barista Program, Life Skills Water Sales, OSC
- **Career-Focused Research Project**
Ex: Interviews with a person in the career, visiting a job site as part of research

Any staff member supervising students in these types of activities will use the NFHS CTE/WBL Student Tracking Form (Appendix A) to report the hours. These hours will then be documented in Power School and appear on the student transcript. For students with IEPs, these hours are also documented in Frontline.

BOCES will be responsible for documenting and warehousing WBL hours students complete at BOCES. They will be responsible for reporting these hours to NFHS Administration and Counselors on a regular basis.

Career and Technical Education (C.T.E.) / Work Based Learning (W.B.L.) Student Tracking Form
Niagara Falls High School Career Development and Occupational Studies (C.D.O.S.)

Student First Name _____ Last Name _____ Student# _____ Grade _____

Staff Member Completing Form _____ Position _____

CAREER AND TECHNICAL EDUCATION (CTE) COURSEWORK

To be completed by business teachers at the end of the year or when a student transfers out of class

Course Name & Number: _____	School Year _____	CTE Hours Accrued: _____
Course Name & Number: _____	School Year _____	CTE Hours Accrued: _____
<i>Full year course: 180 – (# days absent x .75); Half year course: 90 – (# days absent x .75)</i>		

INTERNSHIP/WORK-BASED LEARNING HOURS

To be completed by any staff member supervising students completing hours at the end of each WBL experience

Site: _____	Start Date: _____	End Date: _____
Scheduled Hours Per Week: _____	Total Hours Completed: _____	
Type (Check one):		
<input type="checkbox"/> Community Based Work Program	<input type="checkbox"/> Community Service Learning	<input type="checkbox"/> On-Site Projects
<input type="checkbox"/> Job Shadowing/Worksite Tours	<input type="checkbox"/> Supervised Clinical Experience	<input type="checkbox"/> Internship
<input type="checkbox"/> School Based Enterprise	<input type="checkbox"/> Volunteering/Service Learning	<input type="checkbox"/> Other _____
Brief Description: _____		

*** Please attach and date any evaluation that was completed as part of WBL experience***

RETURN THIS FORM TO KATHY FADEL IN THE CAREER CENTER.

*******TO BE COMPLETED BY STAFF ENTERING DATA*******

Date Entered into Powerschool: _____ Person Entering: _____

Date Entered into IEP Direct: _____ Person Entering: _____

PLEASE FORWARD THIS DOCUMENTATION TO THE APPROPRIATE SCHOOL COUNSELOR AFTER IT IS ENTERED.

Career and Technical Education (C.T.E.) / Work Based Learning (W.B.L.) Student Tracking Form
Niagara Falls High School Career Development and Occupational Studies (C.D.O.S.)

GLOSSARY OF TERMS

Community Based Work Program – State approved instructional experiences that help students to identify their career interests, assess their employment skills and training needs, and develop the skills and attitudes necessary to enter the workforce.

Community Service Learning – Any community event or experience where students are learning about career opportunities, career awareness.

Internship - Meaningful hands-on career exploration rather than skill development. Opportunity to have unpaid, on site career exploration and work experience.

Job Shadowing/Worksite Tours - Opportunity to observe or shadow an employee within their workplace setting.

On-Site Projects - Onsite projects that produce a product or a service, for example a fashion show or business plan.

Supervised Clinical Experience - Similar to a practicum, health and cosmetology programs and experiences that lead to licensure. The main purpose is to provide students the opportunity to apply theoretical knowledge and clinical skills.

School Based Enterprise - Exists as a set of entrepreneur activities within a school to provide services for students and/or staff. For example, FBITS, a school store, a school based-credit union.

Volunteering/Service Learning - Students participate in volunteer experiences that teach them responsibility, community involvement, and an awareness of the needs of others. Community service does not directly connect the knowledge and technical skills learned in the classroom.

Student:

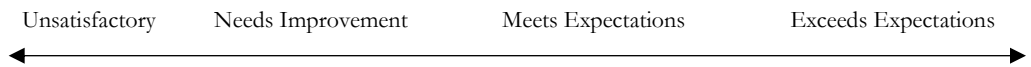
School Year:

Student ID:

Name of Person Completing Form:

Employability Profile

Employability:



Rating:

1 5 10

Characteristics	Rating
DESIRE/WILLINGNESS TO LEARN	
ATTENDANCE	
APPEARANCE	
ATTITUDES TOWARD WORK	
COOPERATION	
REACTION TO SUPERVISION	
SAFE WORK HABITS	
INITIATIVE	
QUALITY OF WORK	
PRODUCTIVITY	
COMPLETED RESUME	

Comments:

Instructor Signature: _____

*Print Work Based Learning and Career and Technical Education Hours from PowerSchool and attach to this form.

NEW YORK STATE EDUCATION DEPARTMENT

Career Plan
Commencement Level

1. Personal Data

Name:

Student ID #:

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>

2. Abilities: *List personal skills and talents that will be helpful in a career choice:*

Grade Level:	My Personal Abilities . . .	Career areas where my abilities will be useful . . .

Personal and academic areas I need to strengthen:

Grade Level:	I need to strengthen . . .	Steps I will take to strengthen these areas . . .

B. Career Exploration: *Where am I going?*

1. School and/or Community Experiences: *I have participated in the following school and/or community experiences:*

Grade Level:	School and/or Community Experiences:	Skills Acquired Through Experience:

2. Work Experiences: *I have participated in the following work experiences:*

Grade Level:	Work Experiences:	Skills Acquired Through Work Experience:

3. Careers of Interest and Characteristics: *I am interested in the following careers and have discovered the following information about these careers:*

Grade Level:	Careers of Interest:	Education Requirements:	Skills I Need to Acquire:	Work Environment:	Job Outlook:

C. Future Goals and Decision-Making: How do I get there?

1. Career Goals and Action Steps:

Grade Level:	Goals: <i>(resulting from career exploration activities)</i>	Education Plan: <i>(courses that relate to my career interests)</i>	Action Steps: <i>(what I need to do to accomplish my goals)</i>	Check Off Completed Steps

4. Skills/Application: What do I need to know? What skills are important to me? What am I learning? Why am I learning it? How can I use it?

Directions: *The following skills are needed to succeed in life, work, and education beyond high school. Using the scale provided, identify for each skill the level of achievement **you believe** you possess at the beginning of the commencement level and the level **you believe** you achieved by the end of your senior year. Briefly describe a classroom experience or an activity that helped you develop each skill and identify how each skill can be used in your life and future work experiences.*

Skills:	Beginning Skill Level I Possess (Check Off)	Experiences/Activities/Application:	Final Skill Level I Have Achieved (Check Off)
Basic Skills: Uses a combination of techniques to read, listen to, and analyze complex information; conveys information in oral and written form; uses multiple computational skills to analyze and solve mathematical problems.	<p>○ ○ ○ ○ ○</p> <p>Highly √ Least</p> <p>Developed Developed</p>		<p>○ ○ ○ ○ ○</p> <p>Highly √ Least</p> <p>Developed Developed</p>
Thinking Skills: Demonstrates the ability to organize and process information and apply skills in new ways.	<p>○ ○ ○ ○ ○</p> <p>Highly √ Least</p> <p>Developed Developed</p>		<p>○ ○ ○ ○ ○</p> <p>Highly √ Least</p> <p>Developed Developed</p>

<p>Personal Qualities: Demonstrates skills in setting goals, monitoring progress, and improving performance.</p>	<p>θ θ θ θ θ Highly √ Least Developed Developed</p>		<p>θ θ θ θ θ Highly √ Least Developed Developed</p>
<p>Interpersonal Skills: Communicates effectively and helps others to learn a new skill.</p>	<p>θ θ θ θ θ Highly √ Least Developed Developed</p>		<p>θ θ θ θ θ Highly √ Least Developed Developed</p>
<p>Technology: Applies knowledge of technology to identify and solve problems.</p>	<p>θ θ θ θ θ Highly √ Least Developed Developed</p>		<p>θ θ θ θ θ Highly √ Least Developed Developed</p>
<p>Managing Information: Uses technology to acquire, analyze and organize data, and communicates information.</p>	<p>θ θ θ θ θ Highly √ Least Developed Developed</p>		<p>θ θ θ θ θ Highly √ Least Developed Developed</p>
<p>Managing Resources: Allocates time and financial and human resources to complete a task.</p>	<p>θ θ θ θ θ Highly √ Least Developed Developed</p>		<p>θ θ θ θ θ Highly √ Least Developed Developed</p>
<p>Systems: Demonstrates an understanding of the relationship between the performance of a system and the goals, resources, and functions of an organization.</p>	<p>θ θ θ θ θ Highly √ Least Developed Developed</p>		<p>θ θ θ θ θ Highly √ Least Developed Developed</p>

5. Culminating Activity

Directions: Briefly describe the activity that you completed. Indicate the most important thing you learned about yourself through this activity. Describe how this self knowledge will influence your plans for the future.

Activity:	Self-Knowledge/Future Plans: