

KENTUCKY ALTERNATE ASSESSMENT PROGRAM

Based on Employability and Foundational Academic
Standards-Alternate Assessment

CAREER WORK EXPERIENCE CERTIFICATION

ADMINISTRATION GUIDE

for

School Year 2024-25



KENTUCKY DEPARTMENT OF EDUCATION

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Commissioner of Education

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Career Work Experience Certification 2024-25

The **Career Work Experience Certification (CWEC)** is one of four components of the Kentucky Alternate Assessment. The CWEC was developed for students with significant cognitive disabilities in an alternative high school diploma course of study participating in the alternate assessment. The CWEC is designed to provide a career readiness measure within the [Postsecondary Readiness](#) indicator of Kentucky's accountability system.

The attainment of the CWEC is a process, not an assessment. The overall CWEC process includes three general phases:

- Career Exploration (recommended);
- Student-Focused Planning; and
- Instruction in an experiential curriculum. Students receive instruction, including work-based learning (WBL) opportunities in the classroom, school, community and worksites.

The certification process utilizes community-based school-business partnerships. School-business partnerships assist in providing the WBL experiences to students.

Content Addressed

During the CWEC process, students are given the opportunity to practice, maintain and generalize knowledge and skills linked to the *Employability and Foundational Academic Standards-Alternate Assessment* (EFAS-AA) and corresponding progressions. These are the same standards assessed by the Employability Skills Attainment Record (ESAR). The standards align with a subset of the Career and Technical Education (CTE) [Pathway Standards Documents](#) and standards assessed by the Kentucky Career and Technical Education [End-of-Program \(CTE-EOP\) Assessment](#) for articulated credit. Refer to [Appendix A](#) for the EFAS-AA and teaching progressions.

The EFAS-AA includes forty (40) standards that address the following concepts and skills:

Personal Qualities and People Skills

- Positive work ethic: uses directions, keeps up with personal belongings/tools, punctuality, attendance, responsibility for behavior and actions, outlook toward work assignments, meeting work standards
- Integrity: follows rules, loyalty to an employer, ethical behavior
- Teamwork: shares ideas, works cooperatively, respects opinions
- Self-representation: has good manners, dresses appropriately, greets people politely

Foundational Academic Skills

- Speaking and listening: asks questions, seeks guidance, gets information, uses a variety of communication skills, knows how to listen and when to ask questions
- Reading and writing: use charts, guides and written directions, complete forms and materials related to time worked and other information required by the employer
- Mathematics: use basic math skills, make a simple budget and track money

Workplace Knowledge Skills

- Technical literacy: uses technology tools, uses social media, follows directions when using the internet, cell phones, email
- Critical thinking and problem solving: recognizes symbols, signs and maps when traveling to and from jobs, participates in solving problems
- Health and safety: follows safety rules, uses equipment and supplies safely and as directed
- Job acquisition and advancement: identifies jobs that use personal talents and interests, applying for a job, skills in answering questions during an interview, develops training plans for work experience

CWEC Process by Grade Level

CWEC preparation activities begin in Grade 6, or earlier as appropriate for individual students. See [Appendix B](#) for the activities implemented during the middle school grades. The implementation of the CWEC process begins at the high school level.

High School – Grade 9 and Up (or earlier, if appropriate)

The following student-focused planning activities occur in grades 9 and up.

1. Continue annual transition planning, including the development of the multi-year course of study in accordance with the [KY Uniform Academic Course Code Lists](#).
 - a. For students working toward the achievement of career readiness status within the Postsecondary Readiness indicator of Kentucky’s accountability system, the multi-year course of study includes the four courses specific to the attainment of the CWEC.
 - b. The courses are completed in prerequisite order.
 - c. WBL options are aligned with each course (experiential curriculum).
 - d. WBL within each course is provided to individual students in accordance with Least Restrictive Environment (LRE) decisions.
2. Conduct Person-Centered Planning, as needed.
 - a. Each district determines, on an individual student basis, if transition planning alone will provide the information needed to determine transition services. Admission and Release Committees (ARCs) may need to hone their problem-solving skills within the basic transition planning process. For the majority of students, transition planning alone, if implemented with

- fidelity, meets student needs. See [Appendix C](#) for more information about transition planning and services.
- b. For more involved students, a specific formal model of person-centered planning, or components of a specific model, may be required. The district selects the formal process to use. A district could utilize but is not limited to:
 - i. Person-Centered Planning – visit [Inclusion Press](#) for more information.
 - ii. PATH – visit [Inclusion Press](#) for more information.
 - iii. MAPS – Making Action Plans – visit [Inclusion Press](#) for more information.
 - iv. ASD Problem Solving Model – contact the [Kentucky Autism Training Center](#) for more information.
 - v. Compression Planning – visit the [McNellis website](#) for more information.
3. Discuss the anticipated year of graduation with the student and parents. The anticipated exit year is required in order to complete a compliant course of study. [707 KAR 1:002, Section 1 \(19\)](#)
 - a. Knowing the student’s anticipated year of graduation is crucial to planning for the CWEC. During the transition planning process ARCs should discuss whether or not the student is planning to exit with a graduation code at:
 - i. age 18 or completion of Grade 12;
 - ii. age 21; or
 - iii. any age in between.
 - b. The expected year of exit impacts when a student begins:
 - i. Initial enrollment in the coursework leading to the CWEC.
 - ii. Participation in a specific work-based learning program. Districts may provide the [Community Work Transition Program \(CWTP\)](#), a district-developed work-based learning program, or Project Search, for example. The programs are offered in specific year(s) of high school and may have student-to-adult ratio guidelines.
 4. Develop the postsecondary goals, in effect by age 16. [707 KAR 1:320, Section 7 \(2\)](#)
 5. Identify students for Office of Vocational Rehabilitation (OVR) services, pre-employment transition services (Pre-ETS) or targeted transition services. Visit the [Kentucky Office of Vocational Rehabilitation](#) webpage for more information.
 6. Identify students for participation in work-based learning programs, following program guidelines. For example, CWTP Pre-ETS can begin at age 14. Pre-ETS is provided to potentially eligible students in grades 9 and 10. CWTP Employment Transition Services are provided to eligible students in grades 11, 12 and 14. The goal of CWTP is competitively integrated employment. The CWTP is for students seeking employment upon completion of high school. Visit the [CWTP](#) webpage for more information. Project Search is provided during the student’s last year of school. Visit the [Project Search](#) website for more information. District-developed programs also include specific guidelines for program onset.
 7. Provide the Summary of Performance to the student upon year of exit. [707 KAR 1:300, Section 4 \(21\)](#)

Coursework Leading to the CWEC

The four specific elective courses leading to the attainment of the CWEC are included within the [High School Special Education Course Standards Documents](#). These elective courses must be completed in prerequisite order. One year is the recommended length for each course, or in alignment with the length requirement for CTE courses. Courses may be repeated, particularly for students enrolled in grade 14. The courses are listed in prerequisite order and described in the following paragraphs.

Developing Career Options

Valid Course Code: 600184

Grade Level: 9-14

Description: Career Options is a course at the secondary level focusing on orientation to careers. Course content includes orientation to sixteen (16) career clusters, employability skills, self-management and work ethics. Opportunities are provided for the development of problem solving, decision making and reasoning through school and work-based learning experiences. This course is aligned to the Kentucky Academic Standards (KAS) and the Kentucky Employability and Foundational Academic Standards (EFAS-AA). All materials and activities presented are differentiated to meet individual student needs.

Visit the [Developing Career Options](#) course standards link to review the specific EFAS-AA standards aligned to the course. The KDE [Career and Technical Education Resources](#) webpage provides a link to learn more about the sixteen [\(16\) career clusters](#). Developing Career Options is the prerequisite course for Developing Leadership Skills.

Developing Leadership Skills

Valid Course Code: 600190

Grade Level: 9-14

Description: This course is designed to assist students with developing skills needed to be successful leaders and responsible members of society. The student will develop personal attributes and social skills. Emphasis will be placed on interpersonal skills, team building, communication, personal development and leadership. This course will include opportunities for students to apply their knowledge. This course may apply to any of the career clusters and should be aligned with the individual student's postsecondary goal(s). Career clusters include: Agriculture; Food and Natural Resources; Architecture and Construction; Arts, A/V Technology and Communications; Business Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Manufacturing; Marketing; Science, Technology, Engineering and Mathematics; Transportation, Distribution and Logistics. This course is aligned to the Kentucky Academic Standards (KAS) and the Kentucky Employability and Foundational Academic Standards (EFAS-AA). All materials and activities presented are differentiated to meet individual student needs.

Visit the [Developing Leadership Skills](#) course standards link to review the specific EFAS-AA standards aligned to the course. The KDE [Career and Technical Education Resources](#) webpage provides a link to learn more about the sixteen [\(16\) career clusters](#). Developing Leadership Skills is the prerequisite course for Experience in Workplace Principles.

Note that special focus is given to the EFAS-AA in all four courses. The Developing Leadership Skills course also addresses the Kentucky Alternate Assessment aligned to the Kentucky Academic Standards (KAS).

Experience in Workplace Principles

Valid Course Code: 600189

Grade Level: 9-14

Description: Experience in Workplace Principles examines the skills needed to adapt to changing demands and expectations. The course includes, but is not limited to, problem-solving, teamwork, time management, and self-management skills. Job-seeking and job-retention skills are taught through the development of resumes and job search materials. Experience in Workplace Principles is the prerequisite course for Individualized Career Work Experience. This course is aligned with the Kentucky Academic Standards (KAS) and the Kentucky Employability and Foundational Academic Standards. All materials and activities presented are differentiated to meet individual student needs.

Visit the [Experience in Workplace Principles](#) course standards link to review the specific EFAS-AA standards aligned to the course. Experience in Workplace Principles is the prerequisite course for Individualized Career Work Experience.

Individualized Career Work Experience

Valid Course Code: 600185

Grade Level: 11-14

Description: Individualized Career Work Experience is a course at the secondary level focusing on work experience for students. This course includes a related class and work-based learning in the local community. This course is aligned to the Kentucky Academic Standards (KAS) and the Kentucky Employability and Foundational Academic Standards. All materials and activities presented are differentiated to meet individual student needs.

Visit the [Individualized Career Work Experience](#) course standards link to review the specific EFAS-AA standards aligned to the course.

To review the specific EFAS-AA standards aligned to each course, refer to the Kentucky Department of Education - Course Standards in the [Searchable State Course Codes Database \(SSCCD\)](#). Refer to the standards link in the details of the course.

Work-Based Learning Options

WBL options are embedded in each CWEC course and provide a variety of experiences

for students. WBL affords students opportunities to practice, maintain and generalize knowledge and skills related to the EFAS-AA in classroom, school, community and work-based settings.

The WBL options were selected from Kentucky's [Work-Based Learning Manual](#). The options include:

- cooperative education
- entrepreneurship
- internship (paid and unpaid)
- mentoring
- school-based enterprise
- shadowing
- service learning

The definitions for the WBL options listed above are included in the glossary.

WBL is provided in alignment with the course descriptions. Districts determine which WBL options to include as each course plan is developed. Some options are provided in the school or community setting, e.g., school-based enterprise or service learning. Other options are provided in the community setting at worksites, such as shadowing, mentoring, and internships.

The WBL options linked to the courses may vary for individual students enrolled, based on their postsecondary goals, IEP Present Levels, individualization of the course of study and needs related to the LRE. The [Guidance for IEP Development](#) includes more information on how to document WBL in a student's IEP.

Work-based learning programs, such as the CWTP, Project Search or district-developed programs, can serve as a vehicle for providing some WBL options, particularly those at worksites.

Minimum Hours for Work-Based Learning

WBL is provided a minimum of 20 hours per semester course or 40 hours per year-long course. For trimester courses the minimum of 40 hours per year may be divided into thirds, 13 to 14 hours per trimester. Abiding by the minimum hours per course assures statewide fidelity of the CWEC.

Worksite Definition

Some WBL will be conducted at a worksite. A worksite is defined as a non-school integrated, competitive environment where the students engage in work-based learning options customized and aligned to their postsecondary goal(s), including entrepreneurship, mentoring, shadowing, internship or cooperative education. For careers

found only in educational settings, the placement should be outside the student's school of attendance.

[Appendix D](#) details the rationale supporting the worksite definition and inclusion of work-based learning as part of an experiential curriculum.

Supplemental Guidance for Work-Based Learning (WBL) for Career Work Experience Certification (CWEC)

Additional flexibility for potential virtual options is permitted to complete the minimum CWEC WBL in accordance with the Supplemental Guidance for Work-Based Learning (WBL) for Career Work Experience Certification (CWEC), if face-to-face/in-person WBL is not possible. The potential for virtual options may be more conducive to the CWEC courses: 600184 – Developing Career Options and 6006190 – Developing Leadership Skills. The best practice is for students to complete the CWEC courses and the required minimum number of WBL hours in a face-to-face/in-person non-school integrated competitive work environment aligned to the individual student's postsecondary goal(s). Refer to [Appendix E](#) for details of potential virtual CWEC WBL options.

Career Ready Alternate Assessment Folder

Documentation of the CWEC process is stored in the Career Ready Alternate Assessment Folder (CRAAF). The CRAAF is also used to document the results and supporting evidence for the ESAR.

Qualified CWEC Administrator (QCA)

A certified staff member is responsible for maintaining the CRAAF. This may be the same certified person that serves as the Qualified ESAR Administrator (QEA), or it may be another certified district representative. The certified person must pass the CWEC qualification quiz. Only one certified person needs to complete the training and quiz for the CWEC.

Qualified CWEC Administrator (QCA) Responsibilities

The QCA will:

1. Complete the CWEC training and the qualification quiz in the Kentucky Alternate Assessment Program (KAAP) [Online Training System \(OTS\)](#) in the CWEC certificate from the OTS after passing the quiz, file it in the CRAAF, and provide a copy to the Building Assessment Coordinator (BAC) or District Assessment Coordinator (DAC).
2. File the CWEC documentation in the CRAAF by the end of each school year.
3. Report status of student completion of the CWEC to the Kentucky Department of Education (KDE).

CRAAF Components

1. Student Information Page
2. Administrator Trainings and Documentation
3. Qualification Quiz Certification(s)
4. Employability Skills Attainment Record
5. Career Work Experience Certification

The CRAAF - Student Information Page form is available on the [KDE Working with Exceptional Children in CTE](#) webpage and is stored in the Student Information section of the CRAAF. Form components include student name, school, district, grade, State Student Identification number (SSID), district enrollment date (only applies to students new to the district), date participation in the alternate assessment was determined, accommodations listed in the current IEP for the student, and the name and signature of the supervising teacher.

The Administrator Trainings and Documentation is stored in the second component of the CRAAF. All individuals that participate in administering state testing must complete the [703 KAR 5:070 Administration Code for Kentucky's Educational Assessment Program](#) training. Anyone that provides accommodations during state testing must also complete the [Inclusion of Special Populations in the State-Required Assessment and Accountability Programs 703 KAR 5:070 \(April 2021\)](#) training. Refer to the KDE Office of Assessment and Accountability [Assessment Regulations Training](#) and [Forms](#) webpages for trainings and training signature sheets. A signed [Nondisclosure Form for State Assessments](#) from the QCA is not required in the CRAAF for the CWEC process; however, the signed [Nondisclosure Form for State Assessments](#) form is required for the administration of the Employability Skills Attainment Record (ESAR).

The Qualifying Quiz Certification(s) component of CRAAF contains the CWEC certificate, documenting the QCA successfully completed the qualification quiz in the KAAP [Online Training System \(OTS\)](#). The CWEC certificate is printed from the OTS. A copy is placed in the CRAAF, and one copy is provided to the BAC or DAC.

The fourth CRAAF component contains the documentation for the administration of the Employability Skills Attainment Record. The [Employability Skills Attainment Record \(ESAR\) Administration Guide](#) provides information about this CRAAF section.

The fifth CRAAF component contains the documentation for the CWEC, which can include multiple sections, depending on the number of years for initial course completion.

Reminder: the four courses must be initially completed in prerequisite order.

- If the student enrolls in the first CWEC course in grade 9, the folder section

begins that year.

- If not, the folder section begins in grade 10 or later.
- A section is added each year of high school in which the student is initially completing a CWEC course.
- If the student exits with a graduation code at the completion of grade 12, the CWEC documentation ends at that grade level.
- If the student initially completes a CWEC course in grade 14 a section will be added for each grade 14 year, until the student completes the courses or exits with a graduation code.

CWEC Documentation

Each CWEC grade level section within the CRAAF contains:

- the multi-year course of study, including the courses leading to the CWEC;
- the transition service needs and postsecondary goal(s) sections of the IEP;
- documentation of WBL hours, including whether WBL was provided through virtual or online formats (e.g., a screenshot of online mentoring by an employer, date, time, online platform utilized), if face-to-face/in-person WBL participation could not be implemented; and
- anecdotal notes which are supporting notes regarding specific student information related to attainment of the CWEC.

Folder Audit

Career Readiness is reported by KDE's Office of Career and Technical Education (OCTE). Therefore, personnel from the OCTE will audit CRAAFs during monitoring or review visits for Career and Technical Education (CTE) programs. At the time of the folder audit, the district will be asked to provide a copy of the student transcript, generated from Infinite Campus. A comparison between the transcript and the multi-year course of study will substantiate whether the CWEC courses planned were completed.

DACs may choose to monitor the CRAAF at the district level to review programming and assessment compliance. This is a district-level decision.

Reporting Data to the Kentucky Department of Education

The QCA reports the status of student attainment of the CWEC to the KDE, in accordance with directions received through the Alternate Assessment email distribution list and DAC emails. In the [Career Ready Database \(CRD\)](#), the QCA indicates either Yes (Y) the student completed the CWEC coursework, or No (N), the student did not complete the CWEC. The CRD is housed on the (KAAP) [Online Training System \(OTS\)](#).

Note: Additional information will be requested with the completion status of CWEC attainment. In the CRD, when the QCA indicates Yes (Y) the student completed the CWEC coursework, then the type of CWEC WBL (i.e., face-to-face/in-person, virtual, a combination of face-to-face/in-person and virtual) and the total number of CWEC WBL hours completed by type will be required. The QCA may refer to the student's CRAAF for documentation of CWEC WBL.

Reporting Deadline

May 30, 2025, is the last day to enter CWEC status in CRD.

CRD Student Rosters

Grade 12 and grade 14 students identified to be working towards career readiness in an alternative high school diploma course of study or alternate assessment with completion of at least two CWEC courses will be entered in the CRD by KAAP personnel.

Note: A student working towards career readiness will not be registered in the CRD if KDE has received reporting from prior years that the student has previously completed the CWEC and previously met a benchmark on the ESAR. If a student is not showing in the CRD, verify in the CRAAF and/or Infinite Campus (IC) whether the student has already completed CWEC and met a benchmark on ESAR.

A grade 11 student will not automatically be registered in the CRD but may be manually entered for reporting purposes during the current school year if the student is working towards career readiness and has completed at least two CWEC courses. The process for registering a grade 11 student or an eligible student that was not previously automatically registered in the system includes:

- The DAC, DoSE or district-level administrator registers the student in the database.
- Once the student is registered in the CRD, the DAC, DoSE or district level administrator must then contact Sherri Craig, OCTE, at sherri.craig@education.ky.gov or Darrell Mattingly, Career Ready Database System Administrator at darrell.mattingly@uky.edu to request the student record be opened.

Statewide Fidelity

For statewide fidelity of the CWEC process school districts should:

- Provide WBL experiences following the definitions and guidance provided in the [KDE-CTE Work-Based Learning Manual](#).
- Provide WBL a minimum of 20 hours per semester course or 40 hours per year-long course leading to the CWEC. For trimester courses the minimum of 40 hours per year may be divided into thirds, 13 to 14 hours per trimester.
- Base work-based learning options and environments on the LRE for each student.
- Provide instruction for skills in *Employability and Foundational Academic Standards-Alternate Assessment* during WBL to give opportunities for generalization of the skills in community and work environment(s).
- Provide special education services in accordance with the students' IEP during WBL experience. This may include Specailly Designed Instruction (SDI), accommodations and support for personnel.
- Develop CWEC courses to meet the course descriptions within the [High School Special Education Course Standards Documents](#).
- Align district programs with the [Kentucky Taxonomy for Transition Programming](#).
- Utilize evidence-based practices in school, community and work settings, for both instructional and transition practices.
- Incorporate [Universal Design for Learning](#) (UDL) practices within instruction.
- Utilize interagency collaboration for work-based learning opportunities.
- Include Person-Centered Planning when needed, with district choice of specific planning method(s).
- Begin ILP process at grade 6.

Glossary

- 1) **Career and Technical Education (CTE) End-of-Program (EOP) Assessment for Articulated Credit:** one measure of career readiness for the Postsecondary Readiness indicator of Kentucky's accountability system. CTE-EOP Assessments are state-developed assessments based upon clear and concise standards identified by Kentucky employers, aligned with CTE career pathways and associated with statewide articulation agreements with postsecondary partners.
- 2) **Career Ready Alternate Assessment Folder (CRAAF):** The Career Ready Alternate Assessment Folder houses documentation for the career-ready measures for a student participating in the alternate assessment. The CRAAF contains five sections: Student Information, Administrator Trainings and Documentation, Employability Skills Attainment Record, and Career Work Experience Certification. The CRAAF serves all monitoring purposes at both a district and state level.
- 3) **Career Ready Database (CRD):** The Career Ready Database is the platform for school district personnel to report the ratings for the Employability Skills Attainment Record and student status on completion of the Career Work Experience Certification process. The CRD can be accessed from the KAAP [Online Training System \(OTS\)](#).
- 4) **Career Work Experience Certification (CWEC):** one of four components of the Kentucky Alternate Assessment. For students with significant cognitive disabilities in an alternative high school diploma course of study and working towards career readiness, the CWEC is a process that provides instruction in an experiential curriculum with work-based learning opportunities. Students complete four courses that provide the opportunity to practice, maintain and generalize practical knowledge and skills linked to the *Employability and Foundational Academic Standards-Alternate Assessment (EFAS-AA)*. The CWEC is a career readiness measure within the Postsecondary Readiness indicator of the Kentucky accountability system.
- 5) **Cooperative Education:** a paid educational program consisting of in-school instruction combined with program related on-the-job work experience in a business or industrial establishment. These are planned experiences supervised by the school and the employer to ensure that each phase contributes to the student's Individual Learning Plan (ILP) and career pathway.
- 6) **Employability and Foundational Academic Skills-Alternate Assessment (EFAS-AA):** the standards that guide the instruction and assessment for career readiness within the Postsecondary Readiness indicator of the Kentucky accountability system for students in an alternative high school diploma course of study or alternate assessment and working towards career readiness.
- 7) **Employability Skills Attainment Record (ESAR):** one of four components of the

Kentucky Alternate Assessment. For students with significant cognitive disabilities in an alternative high school diploma course of study and working towards career readiness, the ESAR is a rating scale that assesses student demonstration of skills linked to the *Employability and Foundational Academic Standards-Alternate Assessment* (EFAS-AA). The ESAR is a career readiness measure within the Postsecondary Readiness indicator of the Kentucky accountability system.

- 8) **Entrepreneurship:** entrepreneurship education allows students to develop a deeper understanding of economic principles and to apply classroom learning by organizing and operating a business enterprise. An entrepreneurship education program should involve students developing individual entrepreneurship projects in which they assume all risks in the expectation of gaining a profit and/or further knowledge. An entrepreneurship program may be a component of a specific course within the curriculum or be a stand-alone course for credit.
- 9) **Experiential Curriculum:** a curriculum that provides learning environments and instruction so students will be able to use what they learn in appropriate new contexts—that is, to enable the transfer of learning. (David A Kolb on experiential learning, infed.org)
- 10) **Internship:** a type of “Work-Based Experience Learning Program” for high school students who have completed extensive school-based preparation relating to an identified area of career and academic interest in the Individual Learning Plan. Internships are usually one-time experiences that should lead to course credit and/or pay. Students who are to receive payment for an internship experience are those participating in an experience that is a semester or longer and have an established employer-employee relationship.
- 11) **Kentucky Alternate Assessment:** Kentucky’s Alternate Assessment includes all content areas for instruction and a state assessment known as the Alternate Kentucky Summative Assessment (AKSA). The AKSA is made up of two parts: the Attainment Tasks (AT) and the Transition Attainment Record (TAR). These academic assessments meet federal requirements for Every Student Succeeds Act (ESSA) of 2015 and the Individuals with Disabilities Education Act (IDEA). These assessment options align with the requirements implemented through Senate Bill 1 (2009) and the updated Senate Bill 1 revisions (2017). The program also includes the Employability Skills Attainment Record (ESAR) and the Career Work Experience Certification (CWEC) for students seeking to achieve career readiness within the Postsecondary Readiness indicator of Kentucky’s accountability system. For more information visit the [Alternate Kentucky Summative Assessment](#) on the KDE website.
- 12) **Kentucky Alternate Assessment Project (KAAP):** a project housed at UK-Human Development Institute that assists the Kentucky Department of Education with the inclusion and assessment of students with the most significant cognitive disabilities in the statewide school accountability system.
- 13) **Mentoring:** mentoring is one component of work-based learning. A mentor is a

volunteer from the business/industrial community that helps students become aware of career opportunities and work ethics in a one-to-one relationship that goes beyond the formal obligations of a teaching or supervisory role.

- 14) Person-Centered Planning:** a set of approaches designed to assist someone to plan their life and support. It is used most often as a life planning model to enable individuals with disabilities or otherwise requiring support to increase their self-determination and improve their independence.
- 15) Qualified CWEC Administrator (QCA):** The certified staff member responsible for maintaining the Career Work Experience Certification section of the Career Ready Alternate Assessment Folder and reporting the status of student attainment of the CWEC in the Career Ready Database.
- 16) School-based Enterprise:** a school-based enterprise (SBE) is a simulated or actual business conducted within a school. It is designed to replicate a specific business or segment of the industry and assist students in acquiring work experience related to their chosen career cluster.
- 17) Shadowing:** learning through observation is a way to form partnerships between employers and the local schools. Shadowing is an opportunity for a student to spend a limited amount of time with an individual in a chosen occupation to become familiar with the duties associated with that occupation, the physical setting of the occupation, and the compatibility of the occupation with his or her own career goals.
- 18) Service Learning:** a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.
- 19) Student-Focused Planning:** one of the five major categories of the [Taxonomy for Transition Programming](#). Student-focused planning practices focus on using the assessment information and facilitating students' self-determination to develop individual education programs based on students' post-school goals.
- 20) Transition Planning:** a coordinated set of activities for a student with a disability that
A) Is designed within an outcome-oriented process, that promotes movement from school-to-post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; B) Is based upon the individual student's needs, taking into account the student's preferences and interests; and C) Includes instruction, related services, special education, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, the acquisition of daily living skills and functional vocational evaluation.
- 21) Work-Based Learning (WBL):** an effective teaching approach used to engage

students in real-life occupational experiences. It incorporates structured, work-based learning activities into the curriculum, allowing a student to apply knowledge and skills learned in class and connect these learning experiences in the workplace. Work-based learning provides students with the opportunity to engage and interact with employers while learning to demonstrate essential employability and technical skills necessary for today's workforce.

Appendix A: Employability and Foundational Academic Standards - Alternate Assessment (EFAS-AA)

PERSONAL QUALITIES AND PEOPLE SKILLS

POSITIVE WORK ETHIC

EA1 Uses directions provided for completing a job/task

EA2 Keeps up with personal belongings and tools at school and work

EA3 Arrives on time and maintains punctuality at school and work

EA4 Maintains good attendance at school and work

EA5 Assumes responsibility for behavior and actions, e.g., manages emotions, at the worksite

EA6 Exhibits a good outlook toward work assignments

EA7 Meets work standards for the amount of work to complete and how well it is done

INTEGRITY

EB1 Follows rules at the worksite

EB2 Exhibits loyalty to the employer

EB3 Practices ethical behavior

TEAMWORK

EC1 Shares ideas and suggestions when making decisions as a group

EC2 Works cooperatively with others

EC3 Respects the opinions of other people in the workplace

SELF-REPRESENTATION

ED1 Demonstrates the use of good manners

ED2 Dresses appropriately

ED3 Greets people in a polite and courteous way

FOUNDATIONAL ACADEMIC SKILLS

SPEAKING AND LISTENING

EE1 Asks questions and seeks guidance at worksite

EE2 Gets information from supervisors

EE3 Uses a variety of communications skills, e.g., talking, listening, reading, facial and body language

EE4 Knows how to listen and when to ask questions

READING AND WRITING

EF1 Uses charts, guides, and written directions to complete tasks and work assignments, e.g., utilizing, when necessary, assistive technology

EF2 Completes forms and other materials pertaining to time worked, leave and other required information for employer or school

MATHEMATICS

EG1 Uses basic math skills needed to complete assignments at school and work

EG2 Makes a simple budget and keeps track of money and expenses

TECHNICAL LITERACY

EH1 Uses various technology tools in completing tasks

EH2 Uses social media in a proper manner at school and work

EH3 Follows direction when using the Internet at school and work

EH4 Follows direction when using cell phones and e-mail appropriately at school and work

WORKPLACE KNOWLEDGE SKILLS

CRITICAL THINKING AND PROBLEM SOLVING

EI1 Recognizes and uses symbols, signs, and maps when traveling to and from a job

EI2 Participates in solving problems

HEALTH AND SAFETY

EJ1 Knows, follows and practices safety rules at the worksite

EJ2 Uses equipment and supplies safely as directed by teacher, supervisor or other adult

JOB ACQUISITION AND ADVANCEMENT

EK1 Identifies job that use personal talents and interests

EK2 Uses proper guidelines in applying for a job

EK3 Listens to questions and answers questions with more than one word during an interview

EK4 Develops training plan for occupational work experience(s)

TIME, TASK, AND RESOURCE MANAGEMENT

EL1 Uses time wisely at the worksite

EL2 Follows directions for recording time at work

EL3 Meets timelines for completing assigned tasks

EL4 Leaves and returns from breaks on time

To review the specific EFAS-AA standards aligned to each course plus the standards that progress through the additional courses, refer to the Kentucky Department of Education - Course Standards in the [Searchable State Course Codes Database \(SSCCD\)](#). Refer to the standards link in the details of the course.

Appendix B: CWEC Recommended Preparation Activities

Middle School – Grade 6, or earlier

In preparation for the CWEC, the following activities occur in school districts during Grade 6, or sooner:

- Informing parents about community alternative services provided through the [Kentucky Department for Medicaid Services](#) is recommended, as appropriate for individual students. The services are accessed through the:
 - [Acquired Brain Injury Waiver](#)
 - [Michelle P Waiver](#)
 - [Supports for Community Living Waiver](#)
- Begin the Individual Learning Plan (ILP) process (required)
- Conduct Interest Inventories (recommended)
- Begin Career Exploration (recommended)

Middle School – Grades 7-8

In preparation for the CWEC the following activities occur during Grades 7-8:

- Continue Interest Inventories (recommended)
- Continue Career Exploration (recommended)
- Begin transition planning, including the initial development of the multi-year course of study, at age 14 or 8th grade, whichever comes first (or earlier if determined appropriate by an ARC) [[707 KAR 1:320, Section 7 \(1\)](#)]
 - Develop the initial multi-year course of study in accordance with the [KY Uniform Academic Course Code Lists](#).
 - For students working toward the achievement of career readiness status within the Postsecondary Readiness indicator of Kentucky's accountability system, the multi-year course of study includes the four courses specific to the attainment of the CWEC.

Appendix C: Transition Services

The Individuals with Disabilities Education Improvement Act of 2004 provides the legal requirements for transition services to support individual student postsecondary goals. Transition services are facilitated through the Individualized Education Program (IEP) process. The Admissions and Release Committee (ARC) determines transition services by conducting transition planning as the IEP is developed.

Transition services are defined as a coordinated set of activities for a child with a disability that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;
- Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation. [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)] [[707 KAR 1:002 \(62\)](#)]

More information and resources can be found on the Kentucky Department of Education [Transition Resources page](#).

Additional Transition resources can be found on the [National Technical Assistance Center on Transition: The Collaborative](#) (NTACT:C) website.

Appendix D: Rationale Supporting Worksite Definition and Inclusion of Work-based Learning

The following points support the worksite definition and work-based learning options:

- Students with significant cognitive disabilities exhibit difficulty in learning new tasks, maintaining new skills, and generalizing information and skills to other people, materials or new environments.
- One component of having an intellectual disability is defined as having at least two or more of the following impairments in adaptive behavior: conceptual skills, social skills and practical skills (The American Association on Intellectual and Developmental Disabilities [AAIDD], n.d.; American Psychiatric Association [APA], 2013). IDEA definition of intellectual disability is at [34 CFR 300.8\(c\)\(6\)](#).
- Students typically advance through a predictable series of learning stages: acquisition, fluency, maintenance and generalization. Instruction needs to address difficulties with generalization. (The Apple Difference, n.d.; Intervention Central, n.d.).
- When completing the [Kentucky Alternate Assessment Participation Guidelines Documentation Form](#), the Admissions and Release Committee must verify that the student meets all criteria to be determined eligible. Criteria # 3 states the following: Current adaptive behavior requires extensive, individualized direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access the Kentucky Academic Standards. *Source: Kentucky Alternate Assessment Participation Guidelines Documentation Form*
- The <https://transitionta.org/> houses information and resources, including Competitive Integrated Employment (CIE), for successful transition planning to support youth in reaching their postsecondary goals. The following practices are included in the experiential work-based curriculum and the process for achieving a Career Work Experience Certification: Career Awareness, Occupational Courses, Paid Work, Interagency Collaboration, Services to a Targeted Group, Community Experiences, Student Support, a Program of Study, a Transition Program and Work-Based Learning Opportunities.

Appendix E: Supplemental Guidance for Work-Based Learning (WBL) for Career Work Experience Certification (CWEC)

Per the [Career Work Experience Certification \(CWEC\) Administration Guide](#), districts determine the work-based learning (WBL) options to include as each course plan is developed. The WBL options linked to the courses may vary for individual students enrolled, based on their postsecondary goals, IEP Present Levels, individualization of the course of study, and needs related to the Least Restrictive Environment (LRE). WBL experiences gained in the community, businesses with employers and entrepreneurship, charities/non-profits, among others, give students exposure and an understanding of an integrated competitive environment. This document contains guidelines for WBL regarding the four courses leading to the CWEC, if face-to-face/in-person WBL participation cannot be implemented.

Review the four CWEC courses at the district level

Review the course description, related [Employability and Foundational Academic Standards-Alternate Assessment \(EFAS-AA\)](#), district-developed course syllabi and the WBL options linked to each course.

A minimum of 40 hours of WBL is required for each CWEC course. If face-to-face/in-person WBL participation cannot be implemented, the WBL options linked to a course may need to be modified within these guidelines. WBL options may be modified within the course syllabus.

The WBL provided must align with the CWEC course in which the student is enrolled.

WBL Options for CWEC Courses and Permissible Alternatives

WBL options linked to the CWEC courses were derived from the [Kentucky Work-Based Learning Manual](#), which provides an overview of the types of permissible WBL experiences, as well as implementation guidance for each type of student opportunity. Options allowable for the CWEC courses are included below, along with other potential options, if face-to-face/in-person WBL participation cannot be implemented. Some WBL options can be converted to a virtual format, but some may not.

Service Learning – Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities.

Potential WBL options, if face-to-face/in-person WBL participation cannot be implemented, may include service-learning activities completed by the student at home, in a virtual environment and school with guidance from the teacher.

Mentoring – Mentoring is one component of work-based learning. A mentor is a volunteer from the business/industrial community that helps students become aware of career opportunities and work ethics in a one-to-one relationship that goes beyond the formal obligations of a teaching or supervisory role.

Potential WBL options, if face-to-face/in-person WBL participation cannot be implemented, may include mentoring activities completed with the employer via virtual platforms.

Shadowing – Shadowing is learning through observation and is a way to form partnerships between employers and the local schools. Shadowing is an opportunity for a student to spend a limited amount of time with an individual in a chosen occupation to become familiar with the duties associated with that occupation, the physical setting of the occupation and the compatibility of the occupation with his or her own career goals.

Potential WBL options, if face-to-face/in-person WBL participation cannot be implemented, may include shadowing an employer, meeting via online format, and virtual tours.

Note: activity completed with teacher present for questions and discussion immediately after activity through approved virtual communication. Companies/employers shadowed or toured virtually should be in the student's geographical area or area aligned with the student's interest.

Entrepreneurship – Entrepreneurship education allows students to develop a deeper understanding of economic principles and to apply classroom learning by organizing and operating a business enterprise. An entrepreneurship education program should involve students developing individual entrepreneurship projects in which they assume all risks in the expectation of gaining a profit and/or further knowledge. An entrepreneurship program may be a component of a specific course within the curriculum or be a stand-alone course for credit.

Potential WBL options, if face-to-face/in-person WBL participation cannot be implemented, may include activities completed by the student at home, in a virtual environment and school with guidance from the teacher.

School-Based Enterprise – A school-based enterprise (SBE) is a simulated or actual business conducted within a school. It is designed to replicate a specific business or segment of an industry and assist students in acquiring work experience related to their chosen career cluster.

Potential WBL options, if face-to-face/in-person WBL participation cannot be implemented, may include activities completed by the student at home, in a virtual environment and school with guidance from the teacher.

Internship – A type of “Work Based Experience Learning Program” for high school students who have completed extensive school-based preparation relating to an identified area of career and academic interest in the Individual Learning Plan (ILP). Internships are usually one-time experiences that should lead to course credit and/or pay. Students who are to receive payment for an internship experience are those participating in an experience that is a semester or longer and have an established employer-employee relationship.

Potential WBL options, if face-to-face/in-person WBL participation cannot be implemented, may include simulated worksite at the school, and internship activities completed at the student’s home with virtual guidance from a teacher and employer.

Cooperative Education – A paid educational program consisting of in-school instruction combined with program-related on-the-job work experience in a business or industrial establishment. These are planned experiences supervised by the school and the employer to ensure that each phase contributes to the student's ILP and career pathway.

Potential WBL options, if face-to-face/in-person WBL participation cannot be implemented, may include work tasks assigned by an employer completed in the student’s home, simulated work sites at school or home, and following current health and safety guidelines at the worksite with consent by parent/guardian where applicable.

Documentation

Refer to the [CWEC Administration Guide](#) for WBL documentation that is required for the CRAAF. Documentation must include whether WBL was provided through virtual or online formats (e.g., a screenshot of online mentoring by an employer, date, time, online platform utilized), if face-to-face/in-person WBL participation could not be implemented. Documentation must be kept within the CRAAF.

For assistance, please contact Sherri Craig, with the KDE Office of Career and Technical Education (OCTE) at (502) 564-4286 or sherri.craig@education.ky.gov, or Bill Bates, with the KDE Office of Special Education and Early Learning (OSEEL) at (502) 564-2106 or bill.bates@education.ky.gov.

References

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

[Community Work Transition Program](#)

Individuals with Disabilities Education Improvement Act of 2004, PL 108-446, 20 U.S.C. §1400 *et seq.* [About IDEA - Individuals with Disabilities Education Act](#)

[Inclusion Press Person Centered Planning Materials](#)

[High School Special Education Course Standards Documents](#)

[Kentucky Alternate Assessment Project](#)

[Kentucky Autism Training Center](#)

[Kentucky Cabinet for Health and Family Services, Department of Medicaid Services.](#)

Kentucky Department of Education Accountability System. [703 KAR 5:270](#); Kentucky's Accountability System. [Title 703 Chapter 5 Regulation 270 • Kentucky Administrative Regulations • Legislative Research Commission](#)

[Kentucky Department of Education Alternate Kentucky Summative Assessment](#)

[Kentucky Department of Education Transition Resources](#)

[Kentucky CTE Pathway Standards Documents](#)

[Kentucky Office of Vocational Rehabilitation](#)

[Kentucky Uniform Academic Codes](#)

[Kentucky Work-Based Learning Manual](#)

[Ohio Employment First Backwards Planning](#)

[Project Search](#)

[The American Association on Intellectual and Developmental Disabilities. \(n.d.\). Intellectual Disability](#)

[The Apple Difference. \(n.d.\) The Apple Difference](#)

[The National Technical Assistance Center on Transition: The Collaborative](#)

[Universal Design for Learning](#)