

KENTUCKY ALTERNATE ASSESSMENT PROGRAM

EMPLOYABILITY SKILLS ATTAINMENT RECORD

Based on Employability and Foundational
Academic Standards-Alternate Assessment

ADMINISTRATION GUIDE

for

School Year 2024-25



Kentucky Department of
E D U C A T I O N

KENTUCKY DEPARTMENT OF EDUCATION

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Table of Contents

- Employability Skills Attainment Record 2024-25 3
 - Content Assessed 3
 - Grade Level Administration 4
 - Accountability Reporting 4
 - Benchmark 5
- Administration Protocol 5
 - Student Instructional Team Membership 5
 - Timelines for ESAR Administration 6
 - Rating Student Performance 6
 - Worksite 8
 - Supporting Evidence 8
 - Instructional Team Consensus 10
 - Test Security 10
 - Career Ready Alternate Assessment Folder 11
 - Qualified ESAR Administrator (QEA) 11
 - Qualified ESAR Administrator (QEA) Responsibilities 12
 - CRAAF Components 12
 - ESAR Documentation 14
 - Folder Audit 14
- Reporting Data to the Kentucky Department of Education 14
- Summary of Steps to Completing the ESAR 16
- Glossary 18
- Appendix A: Employability and Foundational Academic Standards - Alternate Assessment (EFAS-AA) 22
- Appendix B: Rationale Supporting Worksite Definition and Inclusion of Work-Based Learning 24
- Appendix C: Supporting Evidence 25
- References 26

Employability Skills Attainment Record 2024-25

The **Employability Skills Attainment Record (ESAR)** is one of four components of the Kentucky Alternate Assessment. The ESAR was developed for students with significant cognitive disabilities in an alternative high school diploma course of study or alternate assessment and working toward career readiness. The ESAR is designed to provide a career readiness measure within the Postsecondary Readiness indicator of Kentucky's accountability system.

Content Assessed

The ESAR is a rating scale that assesses student demonstration of skills linked to the *Employability and Foundational Academic Standards-Alternate Assessment (EFAS-AA)*, included in [Appendix A](#). Students receive instruction for the standards through participation in an experiential curriculum that includes work-based learning. The standards align with a subset of the CTE Pathway Standards Documents and standards assessed by the Career and Technical Education (CTE) End-of-Program (EOP) Assessment for articulated credit.

The ESAR includes 30 items related to the following EFAS-AA concepts and skills:

Personal Qualities and People Skills

- Positive work ethic: follows 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: good manners, dresses appropriately, greets people politely

Foundational Academic Skills

- Speaking and listening: asks questions and seeks guidance, gets information, uses a variety of communication skills, knows how to listen and when to ask questions
- Reading and writing: uses charts, guides and written directions; completes forms and materials related to time worked and other information required by the employer

Workplace Knowledge Skills

- Technical literacy: uses technology tools, uses social media, follows directions when using the Internet, cell phones, and 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, applies for a job, demonstrates skills in answering questions during an interview, develop training plans for work experience

Grade Level Administration

Grade 12

The ESAR is administered to all 12th-grade students who are working toward the achievement of career readiness within the postsecondary readiness indicator of Kentucky's accountability system.

"Working toward" means the student has completed the coursework leading to the Career Work Experience Certification (CWEC) or is in the process of completing the courses. The courses are documented on the student's multi-year course of study and transcript.

Grade 11 – Early Administration

A student in grade 11 may be assessed if the student has completed the first two courses leading to the CWEC and is on schedule to complete the remaining two courses before graduation. This means the student has already taken Developing Career Options and Developing Leadership Skills, as indicated on the student's high school transcript, and will enroll in and complete Experience in Workplace Principles and Individualized Career Work Experience.

Grade 14

A grade 14 student has continued opportunity for assessment on the ESAR if the benchmark has not been met previously in grades 11 or 12.

NOTE: THE ESAR IS NOT ADMINISTERED TO STUDENTS WITH A GRADUATION CODE

Accountability Reporting

A student will be included in accountability reporting in grade 12. If the student returns at grade 14 and continues to pursue postsecondary readiness, the student will be included in accountability the year of high school exit with a graduation code. If a student is assessed at multiple grades, the scores are stored by the KDE Office of Career and Technical ESAR Administration Guide – School Year 2024-25

Education (OCTE) until the student exits with a graduation code. The highest score will be selected for accountability.

Benchmark

The highest possible rating on the ESAR is 60. The benchmark score is 37.

Administration Protocol

This section provides detailed specifications for completing the ESAR process for individual students. The ESAR must be completed by the Qualified ESAR Administrator (QEA) in collaboration with the other members of the student's instructional team.

Student Instructional Team Membership

A student's instructional team includes:

- QEA: Must be a certified staff member. Only one person is required to complete the ESAR training and qualification quiz. The QEA may be the teacher of record or another certified district representative. The teacher of record is typically the primary special education teacher of the student who is most familiar with the student's performance across multiple settings.
- Special Education Teacher: Other than the QEA, if a student has more than one special education teacher.
- General Education Teacher(s): To the extent a student participates in the general education program, the student's general education teacher(s) collaborates in determining appropriate ratings for the items on the ESAR.
- Other Certified Staff: Other team members who know a student's current performance levels in the areas assessed by the ESAR. Often, a student's speech and language pathologist, occupational therapist, career and technical education teacher, guidance counselor, school psychologist, or others have valuable information about the student's performance in different settings.
- Classified staff: (e.g., employment specialists and paraprofessionals) assist in providing information about a student's current performance levels in the skills assessed by the ESAR, but the responsibility of scoring and providing the primary information is that of the certified staff members.

Timelines for ESAR Administration

The QEA must pass a qualification quiz before ESAR administration begins. The quiz is included in the [Kentucky Alternate Assessment Program](#) (KAAP) Online Training System (OTS). The OTS opens early each school year, typically by the end of August.

Upon successful completion of the quiz, the QEA will be prompted to download the ESAR. Only a QEA can access the ESAR from the KAAP system. The QEA will print the ESAR and a copy for each student eligible for assessment in the current school year.

The QEA may begin assessing students upon completion of the ESAR quiz. Consultation with other team members may also begin at that time. To arrive at the final ratings, the full instructional team must meet at least once per year. Experience in the field indicates the best time to complete the ESAR is before the transition meeting or the annual Admissions and Release Committee (ARC) meeting.

The ESAR must be completed by **May 23, 2025**.

Rating Student Performance

The goal of the ESAR is to provide an accurate picture of the student's functional performance and achievement of the EFAS-AA and must reflect the student's current performance levels. This means the QEA and instructional team members must be confident that the ratings assigned accurately reflect the student's performance when the ESAR is finalized.

Item Rating Scale

Every item must be rated on the following three-point scale. **There must be a response for every item.** When rating an item, any mode of communication or response that is typically utilized by the student is acceptable. It is important to identify a modality that will permit the student to demonstrate the basic skill addressed by the item. This means that for some students, skills will be demonstrated verbally; other skills might be demonstrated by gestures, eye gaze, assistive technology, etc.

| Rating Scale | Explanation |
|------------------------------|---|
| 0 Does not demonstrate skill | Use this response for skills and concepts the student does not demonstrate in any setting. |
| 1 Developing/Prompted | Use this response for skills the student displays only with some level of prompt (i.e., a verbal cue, partial physical guidance, modeling, etc.). Use also for skills that are displayed inconsistently. If a student can demonstrate a skill occasionally but not consistently, then the skill should be rated as "1 Developing/Supported." |
| 2 Independent/Mastered | <p>Use this response for skills that the student clearly has mastered and performs independently. To be rated as "2 Independent/Mastered," the student must demonstrate the skill consistently over time. The student does not have to demonstrate the skill every time but, over the course of instruction has shown that they have mastered the skill without prompts.</p> <p>Note that the student may use some type of support. A student who independently asks for a support and/or uses a support independently can be rated as "2". Example: The student uses a visual calendar as a support. If the student asks for the visual calendar and/or independently uses it to complete a task, the student can be rated as "2". If the student is prompted to use the visual calendar, the student would be rated as "1".</p> |

Worksite

Some ESAR test items are scored based on performance 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 goals, 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 B](#) details the rationale supporting the worksite definition and inclusion of work-based learning as part of an experiential curriculum.

Supporting Evidence

The rating of each item on the ESAR must be based on direct observation of demonstrated student performance and must be documented. This documentation is called supporting evidence. In most cases, supporting evidence for the ESAR is derived from existing progress data collected during the instructional process. Teachers and related service personnel typically keep progress data in student working folders.

General Instructional Cycle

The general instructional cycle followed by teachers and related service personnel typically includes the following steps:

- Embed the EFAS-AA into the curriculum, instruction and individual student IEPs as appropriate
- Teach, assess learning and adjust instruction as necessary
- Keep the learning stage of the student in mind when planning instruction, i.e., acquisition, fluency, maintenance or generalization
- Collect progress data
- Maintain progress data in the student's working folder
- Assess skills previously mastered for maintenance
- Include skills not maintained in the current instruction

Assessing for maintenance of skills previously mastered is in alignment with good instructional practices. Assessing for maintenance at the beginning of each year is recommended, as well as maintenance checks throughout. Skills not maintained should be included in the current year's instruction.

Supporting Evidence for Rating ESAR Items

During the administration of the ESAR, the student's instructional team will select existing progress data from the student's working folder to support the 0, 1, or 2 item ratings. Documentation from the student's working folder may take various forms, including but not limited to staff journals with results of informal or formal observation, workplace performance evaluations, behavioral checklists, videos of student demonstration of performance, and employment specialist monthly reports.

Note: if an employment specialist is providing Pre-Employment Transition Services (Pre-ETS) for a student, there is no progress documentation, assessment of skills, or mandate for skill improvement. The sole purpose of Pre-ETS is to provide exposure to and experiences in activities related to work after high school. If an employment specialist is providing targeted Transition Services individually to a student during the last year of high school, Job Development/Job Coaching monthly notes may provide documentation to assist with ESAR item rating.

The existing documentation for a skill assessed by an ESAR item may be dated within the last four years. However, when the student masters and performs a skill independently in a previous year, an activity or observation to check for maintenance of the skill must be conducted within the school year of ESAR administration. The item rating must be based on the current year's performance check. The check for maintenance takes precedence over previous data and substantiates the response selected on the ESAR.

To retain a previous status that a student has mastered and performs independently, the current year performance check must indicate the student continues to demonstrate the skill consistently over time.

Once the documentation for the rating is selected, the supporting evidence will be filed in the Career Ready Alternate Assessment Folder (CRAAF). One piece of evidence may document more than one ESAR item.

Additional Documentation

Team members should supplement supporting evidence with additional assessment activities as needed. For skills not yet observed and documented, team members should create opportunities for observations and assessment.

See [Appendix C](#) for the Supporting Evidence graphic.

Instructional Team Consensus

A consensus must be achieved when the student's instructional team meets (a minimum of one time as a group) to determine the final rating on ESAR items. For many items, the supporting evidence will lead to an immediate consensus regarding the student's current performance level. For this reason, the team members may wish to focus on discussing and resolving any differences for items where there is no general agreement. In cases of non-agreement, the team members should examine the supporting evidence based on differing ratings. If team members cannot reach an agreement or if they determine the student demonstrates different performance levels at different times or under different conditions, the lowest of the ratings being considered must be assigned to the item.

Test Security

The Employability Skills Attainment Record is considered secure testing material under the regulation established for all state-required assessments and optional tests administered by school personnel that are reported in Kentucky's accountability system.

Visit the [Assessment Regulations Training](#) page to review the [703 KAR 5:080 Administration Code for Kentucky's Educational Assessment Program](#) in its entirety on the KDE website. The following table includes information selected from the test security section. The concepts more closely address a rating scale assessment like the ESAR.

TEST SECURITY

| ACCEPTABLE | NOT ACCEPTABLE |
|---|---|
| It is appropriate for teachers to know the concepts measured by the state-required assessment and to teach those concepts. | Test administrators with knowledge of the content of any secure test item shall not reveal this content to anyone. |
| Concepts appropriate for curriculum instruction can be found in Kentucky's content standards. Note: The EFAS-AA contains the content standards assessed by the ESAR. | Test administrators or other staff who become aware of specific test items through any means shall not use this knowledge to prepare students for the assessment. |
| All persons helping with testing (i.e., packing materials, providing accommodations, escorting students to test sites) must annually sign a form committing to nondisclosure of | Local district staff may not show items in the test booklets to anyone not administering the test. |

| ACCEPTABLE | NOT ACCEPTABLE |
|--|--|
| information and to following appropriate practices as outlined in this regulation. | |
| | No one may have test booklets without authorization from the district assessment coordinator (DAC) or building assessment coordinator (BAC). |
| | Test booklets shall not be stored in classrooms unless double locked (such as a lockable storage unit inside a locked room). Access to these locks shall be limited to authorized personnel. |
| | Test booklets outside of locked storage shall not be left unattended. |
| | Secure test materials shall not be reproduced in whole, in part, or paraphrased in any way. Examples include discussing, emailing, photocopying, photographing, handwriting, typing, or posting to social network sites or other internet sites. |

DACs, administrators and teachers must ensure the security of the assessment materials before, during and after test administration. **When not being used for testing sessions**, all materials shall be stored in the CRAAF in accordance with the test security requirements.

Career Ready Alternate Assessment Folder

The ESAR and corresponding documentation are stored in the Career Ready Alternate Assessment Folder (CRAAF) to ensure the security of the materials. The CRAAF is also used to document the completion of the CWEC.

Qualified ESAR Administrator (QEA)

A certified staff member is responsible for maintaining the CRAAF. This may be the same certified person who serves as the Qualified ESAR Administrator (QEA), or it may be another certified district representative. The certified person must pass the ESAR Administration Guide – School Year 2024-25

ESAR qualification quiz. Only one person is required to complete the training and quiz for the ESAR.

Qualified ESAR Administrator (QEA) Responsibilities

The QEA is responsible for maintaining a CRAAF for each student eligible for ESAR administration. The QEA will:

1. Complete the ESAR training and qualification quiz in the [KAAP Online Training System \(OTS\)](#) by December 20, 2024. The ESAR quiz will close on December 20, 2024.
2. Print the ESAR 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).
3. File the completed Student Information Page in the CRAAF.
4. File documentation of completed 703 KAR 5:080 Administration Code for Kentucky's Educational Assessment Program and a signed KDE Nondisclosure form in the CRAAF.
5. Download the ESAR from the OTS and a copy for each student.
6. Maintain the ESAR in the CRAAF when not in use.
7. File the completed ESAR and documentation in the CRAAF at the end of each school year.

CRAAF Components

The sections included in the CRAAF are:

1. Student Information
2. Administrator Training and Documentation
3. Qualifying 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 have [703 KAR 5:080 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](#) training. Refer to the KDE Office of Assessment and Accountability [Assessment Regulations Training](#) and [Forms](#) webpages for training and training signature sheets. A signed [Nondisclosure Form for State Assessments](#) form is required for the administration of the Employability Skills Attainment Record (ESAR).

School personnel assisting with the administration of the ESAR must complete the 703 KAR 5:080 Administration Code for Kentucky's Educational Assessment Program training and sign the [Nondisclosure Form for State Assessments](#) form. If a QEA has multiple CRAAF folders, the signed Administrator Trainings and Documentation may be duplicated for placement in each. Any non-school personnel who assist with ESAR administration must sign a [nondisclosure agreement form](#), which is also filed in the CRAAF.

The Qualifying Quiz Certification(s) component of CRAAF houses the ESAR certificate, documenting the QEA completed the qualification quiz. The ESAR certificate is printed from the [KAAP Online Training System \(OTS\)](#). 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 ESAR, which can include up to five sections. The number is dependent upon when and how many times the ESAR is completed for a student.

- If the ESAR is completed early in grade 11, the folder section begins that year.
- If not, the ESAR documentation begins at grade 12. Reminder: The ESAR is required at grade 12 for all students working toward the achievement of career readiness within the Postsecondary Readiness indicator of Kentucky's accountability system.
- If the student exits with a graduation code after grade 12, the ESAR documentation ends at that grade level.
- If the student does not meet the benchmark in grades 11 (if eligible for early administration) or 12 and continues receiving services as a grade 14 student, assessment on the ESAR may continue. A section will be added for each grade 14 year until the student either meets benchmarks or exits with a graduation code.

The fifth CRAAF component contains the documentation for the CWEC. The [Career Work Experience Certification Administration Guide](#) provides information about this CRAAF section.

ESAR Documentation

The same ESAR documentation is kept each year and includes:

- the completed ESAR and supporting evidence;
- anecdotal notes regarding specific student information on the ESAR; and
- documentation concerning the meeting(s) to complete the final ESAR ratings, i.e., who, where and when.

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 and the supporting evidence substantiates the ratings on the ESAR items.

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 QEA reports the ratings of students' ESAR performance levels to the KDE, following directions received through the Alternate Assessment email distribution list and DAC emails. The QEA transfers the ratings for the 30 ESAR items to the Career Ready Database (CRD). The CRD is housed in the [KAAP Online Training System \(OTS\)](#).

Reporting Deadline

May 30, 2025, is the last day to enter ESAR scores in CRD.

CRD Student Rosters

Grade 12 and grade 14 students identified to be working towards career readiness in an alternative high school course of study or alternate assessment with completion of at least two CWEC courses are 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 is as follows:

- 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.

Summary of Steps to Completing the ESAR

Beginning of the School Year

QEA Responsibilities:

1. Begin instruction on the EFAS-AA and document student progress.
2. Maintain progress data in the student working folder.
3. Complete the ESAR training and the qualification quiz in the [KAAP Online Training System \(OTS\)](#) by December 20, 2024. The ESAR quiz will close on December 20, 2024.
4. Print and file the ESAR certificate in the CRAAF after passing the quiz and provide a copy to the BAC or DAC.
5. File signed and dated Student Information Page in the CRAAF.
6. File the signed documentation of completed training in the Administration Code for Kentucky's Educational Assessment Program and a signed KDE Nondisclosure form in the CRAAF.
7. Download the ESAR from the OTS and a copy for each student eligible for ESAR administration.
8. Complete the ESAR Demographic Information for each student.

Other Instructional Team Member Responsibilities:

1. Begin instruction on the EFAS-AA and document student progress.
2. Maintain progress data in the student working folder.
3. Complete the ESAR online training.
4. File the signed documentation of completed training in the Administration Code for Kentucky's Educational Assessment Program and a signed KDE Nondisclosure form in the CRAAF.
5. Non-school personnel who assist with the completion of the ESAR must sign a nondisclosure agreement form. The form is filed in the CRAAF.

During the School Year

1. QEA and Instructional Team Members continue instruction on the EFAS-AA and document student progress.
2. QEA may rate ESAR items based on supporting evidence.
3. QEA consults with other team members. Other team members may provide supporting evidence throughout the year.
4. QEA maintains the ESAR and supporting evidence in the CRAAF within a secure location when not in use.
5. Complete the ESAR assessment by May 23, 2025.

During the Instructional Team Meeting(s)

QEA Responsibilities:

1. Review the ESAR directions with instructional team members.
2. Document ratings and supporting evidence for each ESAR item.

Instructional Team Member Responsibilities:

1. Review all standards and ESAR items for common understanding.
2. Discuss each ESAR item and supporting evidence.
3. Jointly decide how the student's performance on each item should be scored as a 0, 1, or 2, as described in the item rating section.

After the Assessment

QEA Responsibilities:

1. Review the completed ESAR to ensure that all items have been marked.
2. Store the finalized ESAR and supporting evidence in the CRAAF within a secure location.
3. Transfer the ratings of student performance on the ESAR to the CRD in the [KAAP Online Training System \(OTS\)](#) by May 30, 2025.

Glossary

Assistive Technology: tools and strategies used to assist students in developing and participating in meaningful academics, social relationships, and employment activities; can range from *low technology* (e.g., unaided communication systems, sign language, etc.) to *high technology* (e.g., computers with switch interfaces, etc.).

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.

Career Ready Alternate Assessment Folder (CRAAF): The Career Ready Alternate Assessment Folder houses documentation for the career-ready measures for students participating in the alternative high school diploma course of study or alternate assessment. The CRAAF contains five sections: Student Information, Administrator Training and Documentation, Qualifying Quiz Certification(s), Employability Skills Attainment Record, and Career Work Experience Certification. The CRAAF serves all monitoring purposes at both a district and state level.

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 [Kentucky Alternate Assessment Program](#) (KAAP) Online Training System (OTS).

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.

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.

Director of Special Education (DoSE): an individual who supervises, directs, administers, or coordinates special education programs at the district-wide level.

District Assessment Coordinators (DACs): an individual who facilitates and coordinates the essential services for state and local student assessments for a school district.

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 participating in an alternative high school diploma course of study or alternate assessment and working towards career readiness.

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 for the Postsecondary Readiness indicator of the Kentucky Accountability System.

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.

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)

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.

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 the 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.

Kentucky Alternate Assessment Program (KAAP): a project housed at the University of Kentucky (UK) - Human Development Institute (HDI) 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 of student academic performance.

Mentoring: mentoring is one component of Work-Based Learning. A mentor is a volunteer from the business/industrial community who 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.

Mode of Communication: the predominant way a student expresses their thoughts, e.g., through words, pictures, objects, tactile cues, augmented communication/ assistive technology.

Prompt: for this assessment, a prompt is defined as any word(s), gesture, or physical assistance provided by the teacher that is designed **to lead or guide the student to the correct answer** during any instructional activity, e.g., work samples, projects, or assessment probes.

Qualified ESAR Administrator (QEA): a certified staff member responsible for the administration of the Employability Skills Attainment Record section of the Career Ready

Alternate Assessment Folder and reporting the status of the ESAR in the Career Ready Database. The QEA may be the teacher of record or another certified district representative.

Shadowing: learning through observation is a way to form partnerships between employers and 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 their own career goals.

Supports: adaptations, modifications, assistive technology, and other accommodations that provide the student access to information and allow the student to demonstrate understanding. Supports do not guide the student to the answer.

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

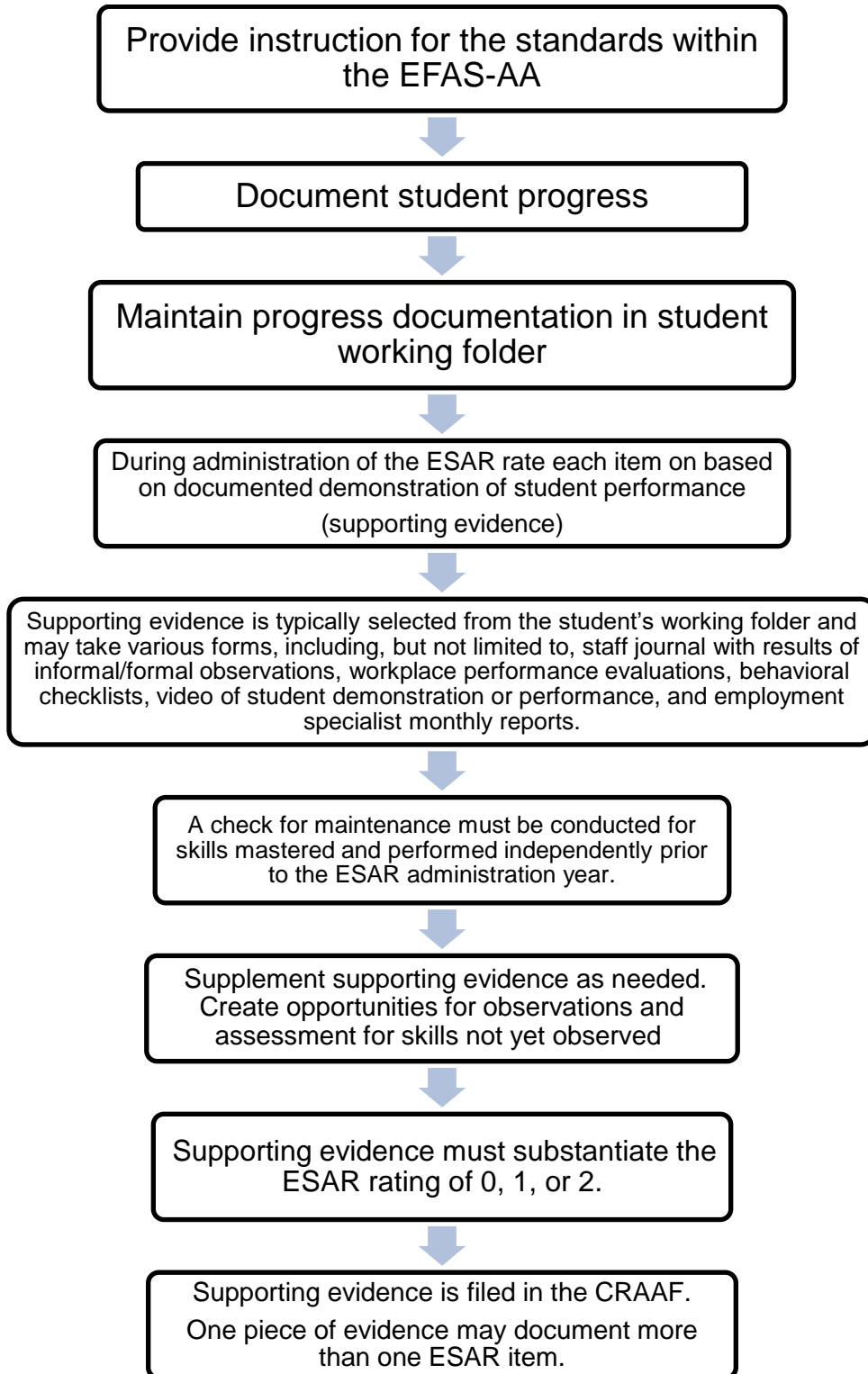
[The Kentucky Department of Education – Course Standards link](#) denotes the standards required in each listed course plus the standards that progress through the additional courses. Refer to the Kentucky Department of Education - Course Standards in the [Searchable State Course Codes Database \(SSCCD\)](#)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

Appendix B: 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. Source: 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. Source: 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 National Technical Assistance Center on Transition: The Collaborative \(NTACT:C\)](#) 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 C: Supporting Evidence



References

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

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[Career and Technical Education Pathway Standards Documents - Kentucky Department of Education](#)

[Career and Technical Education End-of-Program Assessments - Kentucky Department of Education](#)

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