

The background is a composite image. The top left shows a line of yellow school buses, with the number '32' visible on the front of the lead bus. The bottom left shows a classroom with blue walls, several desks and chairs, and colorful balloons. A large white diagonal shape cuts across the image from the top left to the bottom right, serving as a background for the title.

Work-Based Learning

Statute and Regulations

- KRS 158.6455, School Accountability System

Completing a required number of hours or achieving benchmark within an apprenticeship, cooperative, or internship that is: i. Not required to be offered as a high school course or during the regular school day, week, or year; ii. Aligned with a credential or associate degree; and iii. Approved by the Kentucky Board of Education after receiving input from the Local Superintendents Advisory Council

- 703 KAR 5:270, Kentucky's Accountability System

Successfully completing a Kentucky Board of Education approved cooperative or internship that is aligned with a credential or associate degree and which provides a minimum of 300 hours of on-the-job work experience.

- 705 KAR 4:041, Work-based learning program standards

Gained sufficient knowledge and skills necessary for success in a cooperative education program.

Work-based learning

- To date, for the 2024-2025 school year, 1027 work-based learning (WBL) experiences have been reported in Infinite Campus using a pre-approved WBL course code and included verification of hours worked.
- We received 12 applications for non-course WBL placements.
 - 5 met the established criteria.

Work-based learning (continued)

2024-2025

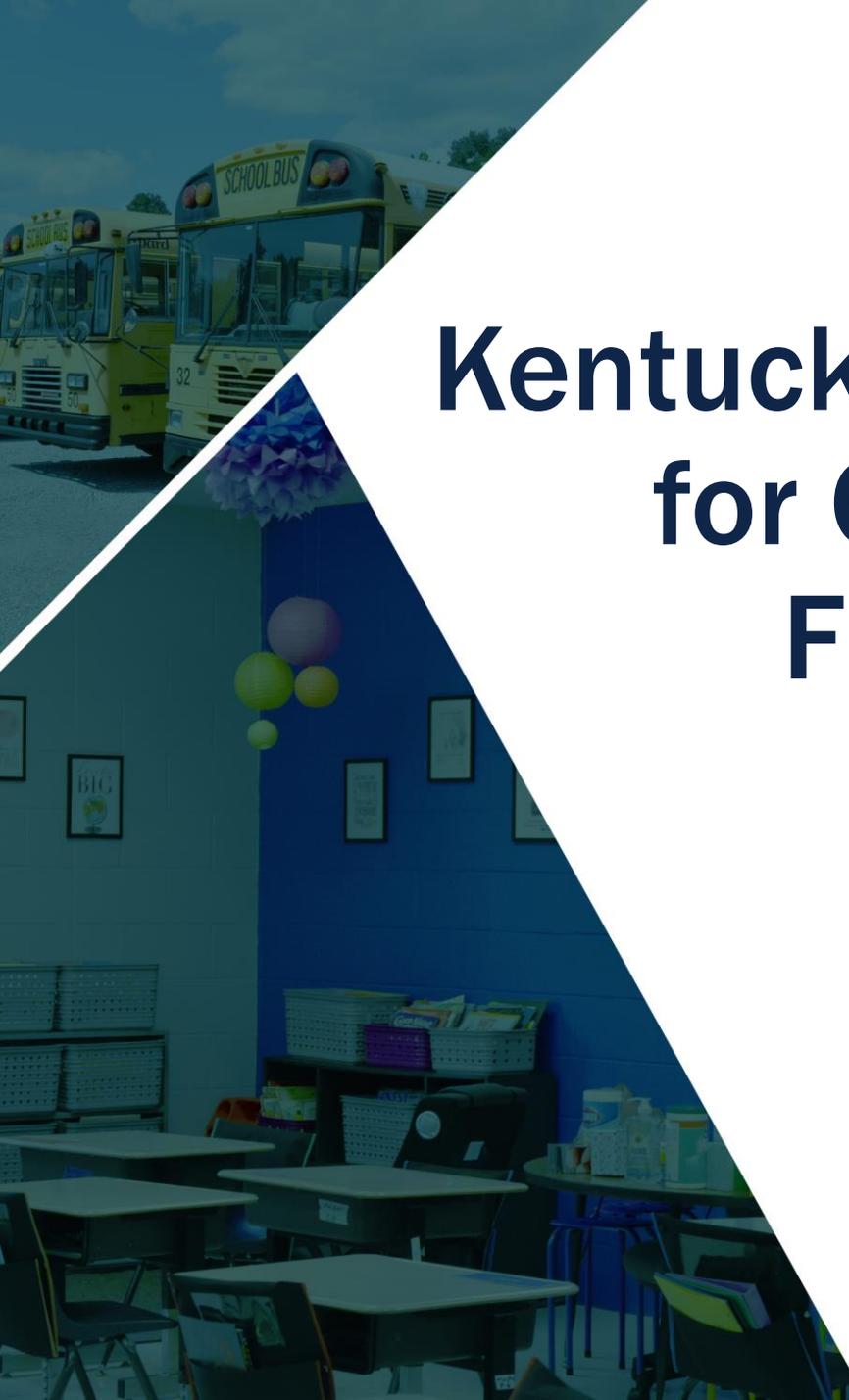
- 12 applications received for non-course WBL placements
- 5 met the established criteria and are being recommended for approval (42%)

2023-2024

- 42 applications received for non-course WBL placements
- 8 met the established criteria and were recommended for KBE approval (19%)

Rubric

- Is the WBL experience aligned to a credential or associate degree?
- Is there employer verification of 300 or more hours?
- Does the employer evaluation show the student was successful in the on-the-job experience?
- Does the application identify courses that supported success in the job placement with state course codes identified?
- Does the application show the school provided relevant instruction that supported a successful on-the-job experience to the student?

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Kentucky Academic Standards for Career Studies and Financial Literacy



Kentucky Department of
EDUCATION

Document Organized by Domains

- Careers
- Essential Skills
 - KRS 158.1453
Essential Workplace
Ethics Instruction
- Financial Literacy

Kentucky Academic Standards



**Career Studies and
Financial Literacy**

June 2025

1

[HOME](#)

Career Studies Standards Development Timeline

- August 2024 Develop application and submit for posting
- September 2024 Call for applications for committees
- September 2024 Post existing standards for public comment
- October 2024 Review applications and select committee members
- November 2024 Advisory Panel and Review/Writing Committees meet to develop draft standards
- March 2025 Draft Standards open for public comment/feedback
- April 2025 Joint meeting of Advisory Panel and Review/Writing to address public comment
- June 2025 Standards presented to the Kentucky Board of Education

Financial Literacy Standards Development Timeline

- August 2024 Develop application and submit for posting
- September 2024 Call for applications for committees
- September 2024 Post existing standards for public comment
- October 2024 Review applications and select committee members
- November 2024 Advisory Panel and Review/Writing Committees meet to develop draft standards
- March 2025 Draft Standards open for public comment/feedback
- April 2025 Joint meeting of Advisory Panel and Review/Writing to address public comment
- June 2025 Standards presented to the Kentucky Board of Education

Development Teams

Career Studies

- Advisory Panel
 - 2 stakeholders
 - 5 educators
- Review and Writing Committee
 - 9 educators

Financial Literacy

- Advisory Panel
 - 2 stakeholders
 - 4 educators
- Review and Writing Committee
 - 8 educators

Development Team Members

- Members represented:
 - Commonwealth Credit Union
 - Kentucky Financial Empowerment Commission
 - Kentucky JumpStart Coalition
 - Post-Secondary Educators
 - High School Educators
 - Middle School Educators
 - Elementary Educators
 - School District Personnel

Writer's Vision

All students will graduate from high school with the knowledge and skills needed to become successful lifelong learners and productively engaged citizens. To achieve this, the team envisioned standards that:

- Allow for integration of career exploration across content areas;
- Enhance the learning of academic subjects;
- Foster development of skills essential to the workplace;
- Consider the role of personal values, interests and aptitudes in career choices;
- Support students' ability to manage personal and workplace resources including time, materials and finances.

Organization of Standards

Consist of three domains:

- Essential Skills
- Careers
- Financial Literacy

Arranged by grade-bands:

- Primary - K-3
- Intermediate – 4-5
- Middle School – 6-8
- High School – 9-12

Standards Coding

Domain abbreviations include:

- ES – Essential Skills
- C – Careers
- FL – Financial Literacy

Strands (not denoted in the coding)

Grade-bands are denoted by:

- P – Primary – Grades K-3
- I – Intermediate – Grades 4-5
- M – Middle – Grades 6-8
- H – High – Grades 9-12

Standard number

FINANCIAL LITERACY	
INTERMEDIATE– Grades 4-5	
EARNING & INCOME	
FL.I.1	Compare the financial impacts of a career choice, (e.g., financial goals, desired lifestyles, values, etc.)
FL.I.2	Identify ways people earn income, (e.g., wages, salaries and tips.)
CREDIT & DEBT	
FL.I.3	Explain how credit is used as a basic financial tool.
FL.I.4	Explain how borrowing money (credit) is more expensive than paying cash (e.g., interest, fees)

Essential Skills

- KRS 158.1413: Essential workplace ethics instruction program requires that all students in elementary, middle and high school receive essential workplace ethics instruction

ESSENTIAL SKILLS	
MIDDLE SCHOOL - GRADES 6-8	
ADAPTABILITY	
ES.M.1	Practice problem solving skills in a variety of situations to apply to real-world problems.
ES.M.2	Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).
DILIGENCE	
ES.M.3	Demonstrate resilience and perseverance by showing willingness to complete a task.
ES.M.4	Outline goals (short and long-term) and prioritize as necessary to complete task.
INITIATIVE	
ES.M.5	Apply failure as a learning opportunity.
ES.M.6	Practice on-task behaviors with minimal direction.
ES.M.7	Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).
KNOWLEDGE	
ES.M.8	Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.
ES.M.9	Apply and explain important concepts in learning to an authentic audience.
RELIABILITY	
ES.M.10	Demonstrate consistent punctuality in a variety of activities with minimal guidance.
ES.M.11	Describe appropriate attire for various situations.
ES.M.12	Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations.
ES.M.13	Exhibit self-control.
DRUG-FREE	
ES.M.14	Identify and explain the consequences of substance abuse.
ES.M.15	Explain the need for random drug screening.

Careers

- The Career Standards are divided into three main areas within each grade band level including Exploration, Preparation and Application.

CAREERS	
MIDDLE SCHOOL - GRADES 6-8	
EXPLORATION	
C.M.1	Complete and reflect on personal inventory surveys to explore and evaluate jobs within the Career Clusters.
C.M.2	Explain how desired lifestyle can change career choice.
C.M.3	Use various sources of career information (e.g., career days, guest speakers, field trips, virtual field trips, career fairs, career websites, school counselors) to evaluate jobs/careers that reflect individual interests/needs.
C.M.4	Explain how positions in the workplace and community are constantly changing (e.g., librarian to media specialist, remote employment opportunities) due to supply and demand and technological impacts on industry.
C.M.5	Research institutions offering the program area of interest to explore the costs (time, money) associated with post-secondary and technical education; identify potential funding sources (e.g., scholarships, grants, loans, state specific funding).
PREPARATION	
C.M.6	Utilize a goal setting process to develop, track progress and reflect on short-term and long-term personal, educational, and career goals.
C.M.7	Explain how academic and personal choices (e.g., extracurricular and community involvement) can enhance future opportunities.
C.M.8	Demonstrate ethical digital citizenship and professional behavior by managing online reputation, respecting intellectual property, and using social media and Artificial Intelligence in a way that supports career success.
C.M.9	Identify how personal, career and education choices impact major life decisions. (e.g., location, travel, financial commitment)
C.M.10	Explore available Career and Technical Education (CTE) program courses and Career and Technical Student Organizations (CTSO) that support career or occupational areas of interest.
C.M.11	Create and maintain an Individual Learning Plan (ILP) as a tool to explore self-knowledge and academic aptitude by relating interests, values and abilities to career choices.

Financial Literacy

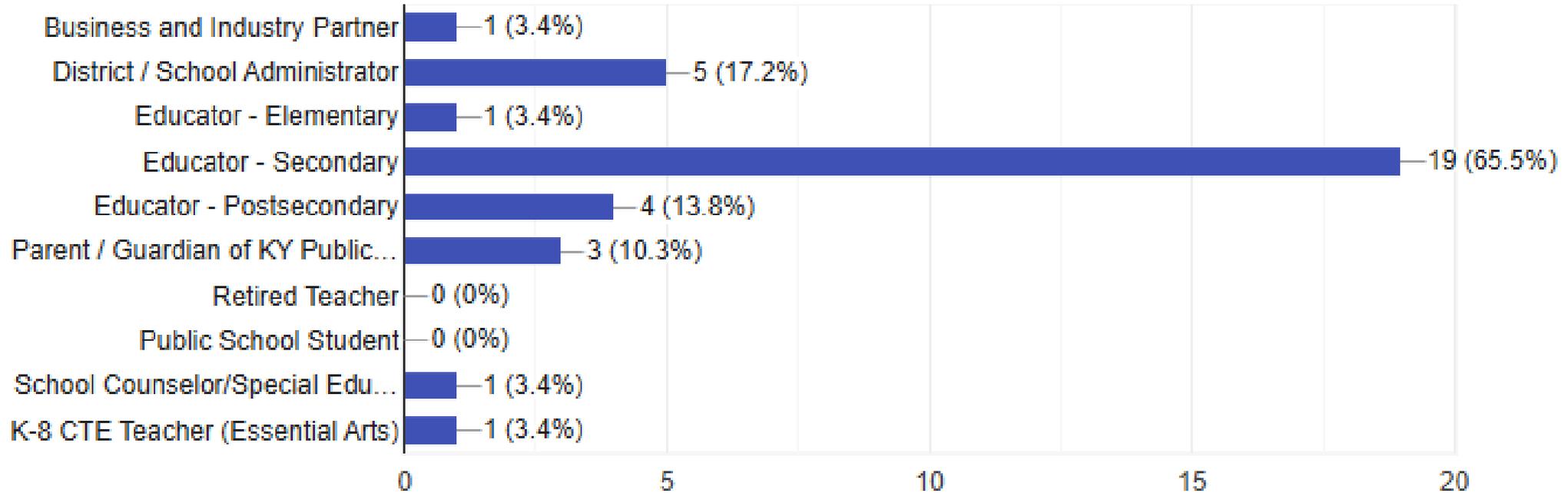
Grades 9-12 financial literacy standards were developed in response to KRS 158.1411 to meet the Kentucky public high school graduation requirement.

FINANCIAL LITERACY HIGH SCHOOL - GRADES 9-12	
EARNING & INCOME	
FL.H.1	Identify the financial impacts of a career choice. <ol style="list-style-type: none"> Examine the relationship between personal financial goals and career choice. Evaluate the correlation between education, training, and potential lifetime income. Compare the advantages and disadvantages of being an employee versus being self-employed.
FL.H.2	Analyze how economic conditions can affect income and career opportunities (e.g. job outlook, cost of living and inflation).
FL.H.3	Evaluate the costs and funding sources for post-secondary education and training. <ol style="list-style-type: none"> Identify funding sources for post-secondary education (e.g., loans, scholarships, grants, military). Understand the obligations that may accompany funding (e.g., military service, loan repayment terms). Understand the process, purpose, and benefits of FAFSA completion.
FL.H.4	Analyze components of employment compensation. <ol style="list-style-type: none"> Compare compensation methods including hourly, salary and commission-based packages. Evaluate the tradeoffs between income (i.e., benefits packages, retirement plans) and non-income factors (i.e., job satisfaction, independence, risk, family, or location when making career and job choices). Explain why salaries and benefits may vary among workers in diverse types of jobs. Understand the way compensation may be received.
FL.H.5	Analyze the factors that determine net income and income tax liability. <ol style="list-style-type: none"> Interpret an earnings statement whether it be from a pay stub or online statement. Differentiate between gross, net, and taxable income. Understand the purpose and requirements of IRS forms W-4, I-9, W-2, 1099 and 1040.

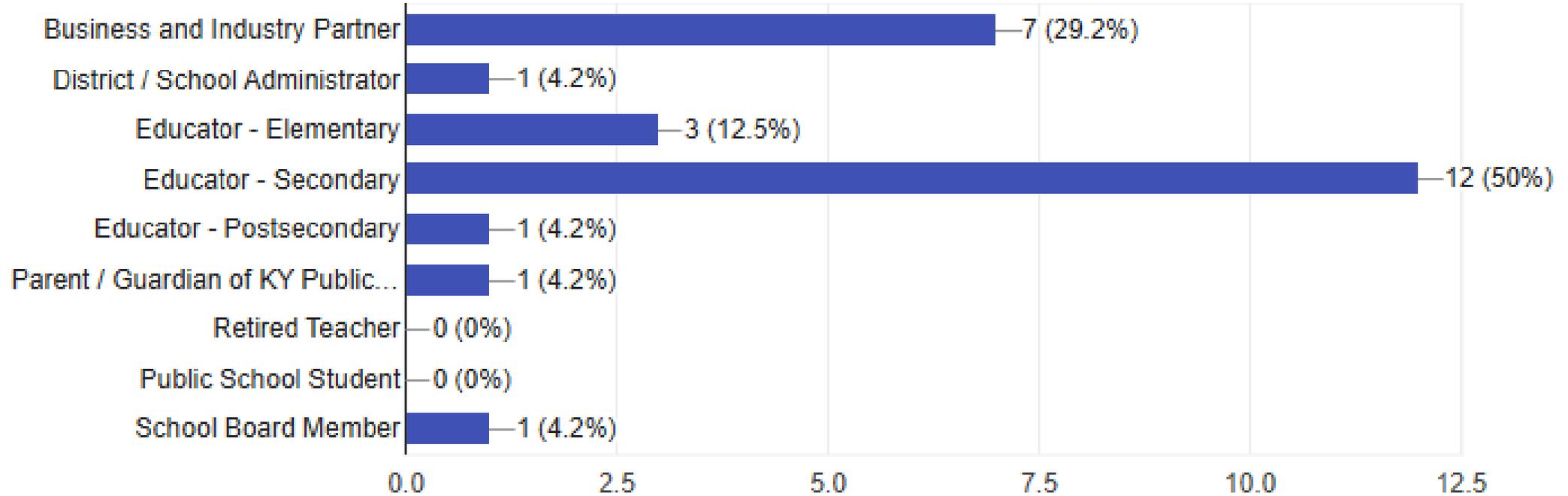
Public Comments

- The Public Comments Survey was sent out through the following outlets:
 - Kentucky Teacher
 - The Office of Career and Technical Education (OCTE) Newsletter
 - Career Advising Newsletter
 - Family and Consumer Sciences Newsletter
 - Business and Marketing Newsletter

Public Comments Career Studies– October 2024

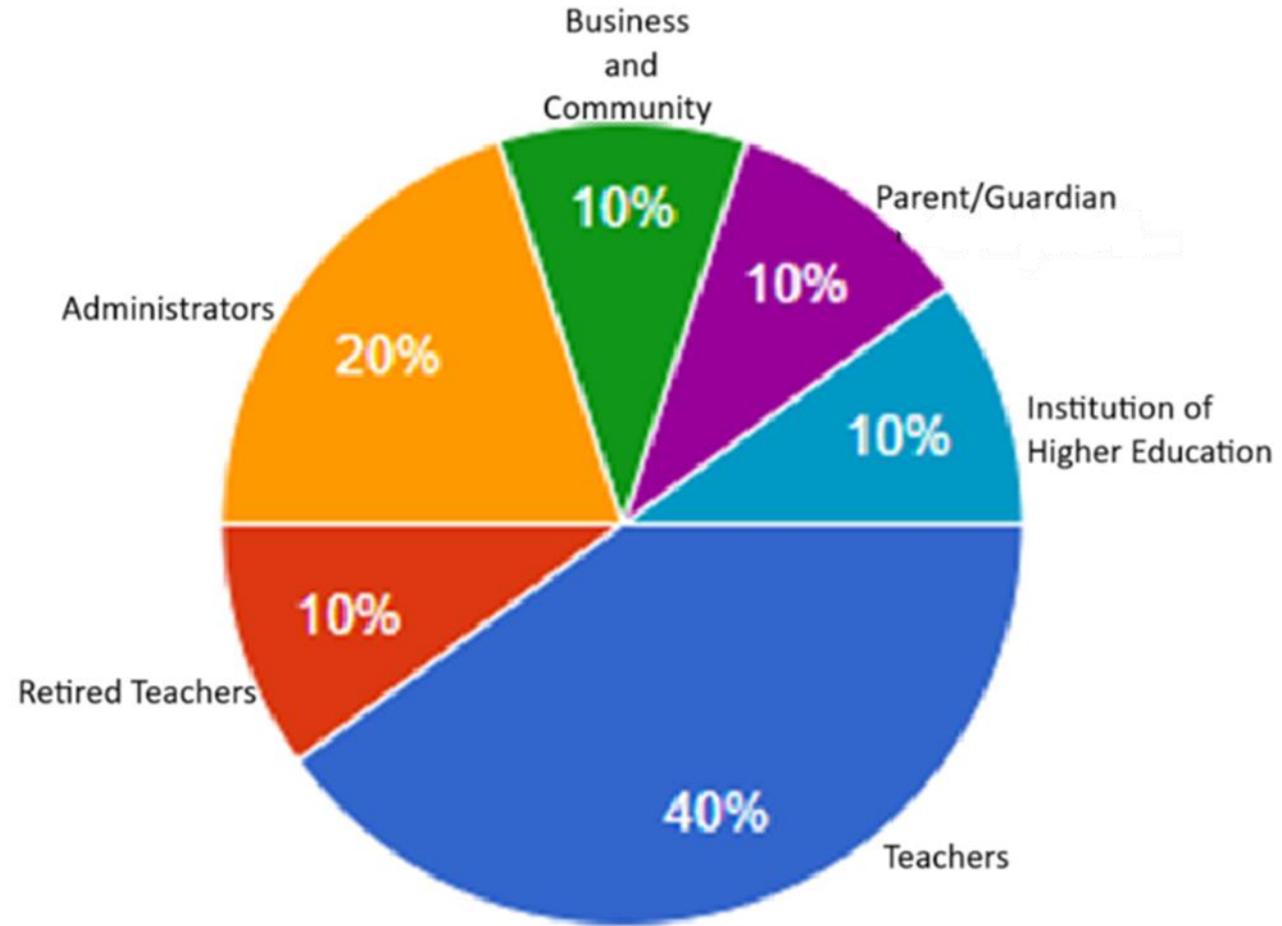


Public Comments Financial Literacy– October 2024



Public Comments March 2025

- 40% Teachers
- 10% Retired Teachers
- 20% Administrators
- 10% Parent/Guardian
- 10% Institution of Higher Education
- 10% Business and Community
- 0% Students



Thank You

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Required Academic Standards for Health Education

Amendment of 704 KAR 8:030

Required Academic Standards for Physical Education

Amendment of 704 KAR 8:050

Kentucky Board of Education
June 2025

Statutory Authority

KRS 156.160:

(1)(a) requires the Kentucky Board of Education (KBE) to establish courses of study for the different grades and kinds of common schools, with the courses of study to comply with the expected goals, outcomes and assessment strategies developed under KRS 158.645, 158.6451, and 158.6453.

(1)(h) requires the KBE to adopt administrative regulations governing medical inspection, physical and health education and recreation, and other regulations necessary or advisable for the protection of the physical welfare and safety of the public school children, including requirements for student health standards to be met by all students in grades four (4), eight (8), and twelve (12) pursuant to the outcomes described in KRS 158.6451.

KRS 158.6453:

(18)(a) requires the KDE to implement a comprehensive process for reviewing and revising the academic standards in practical living skills for all levels every six years.

Amended Regulations

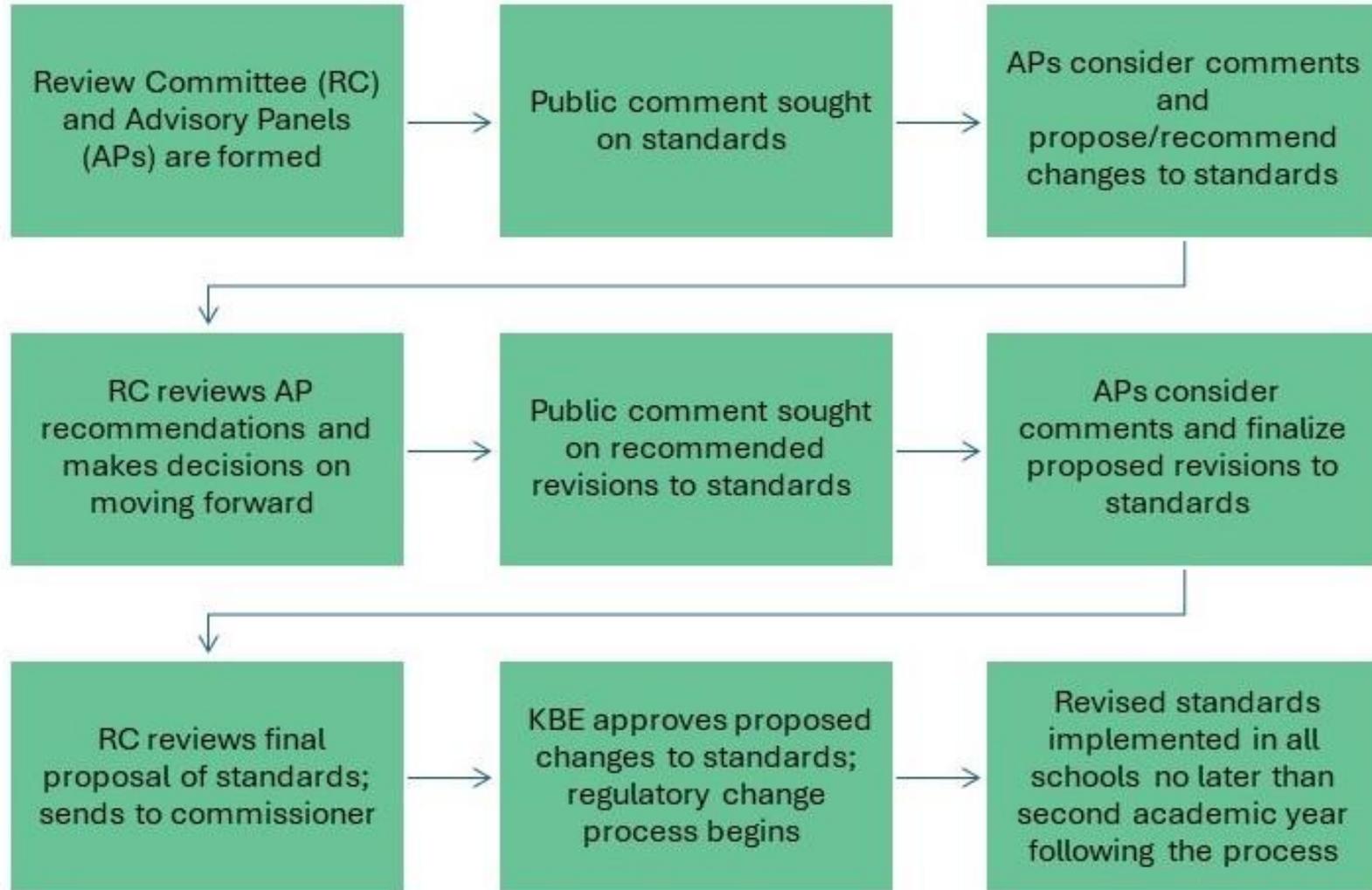
704 KAR 8:030, Required Academic Standards for Health Education

- This amended administrative regulation will adopt into law the “Kentucky Academic Standards (KAS) for Health Education.”

704 KAR 8:050, Required Academic Standards for Physical Education

- This amended administrative regulation will adopt into law the “Kentucky Academic Standards (KAS) for Physical Education.”

Standards Review Process



Guiding Principles

Determined by Review Committee (RC) and Advisory Panels (APs)

- Standards should be written in clear and precise language.
- Standards should be developmentally appropriate and progress logically across grade levels.
- Standards should be aligned with research.
- Standards should allow for teacher autonomy while still providing clarity for new teachers.
- **Destination:** *The Kentucky Academic Standards (KAS) for Health Education and the KAS for Physical Education* should include space for sustained opportunities for Kentucky students of all abilities, backgrounds and grade levels to develop lifelong health and physical literacy.

Stakeholder Feedback Overview

Public Comment

- Two public comment periods: 119 responses
- Content Areas: Health Education and Physical Education
- Broad stakeholder representation:
 - Teachers/retired educators
 - Administrators
 - Parents/guardians
 - Postsecondary educators
 - Business/community members
 - Students
- Over 88% all respondents selected to accept the health education revised standards “as is”
- Over 95% all respondents selected to accept the physical education revised standards “as is”

Revision Highlights

- Updated writers' vision statement.
- Alignment of standards and performance indicators to national trends and research.
- Redesign of the layout:
 - Each standard is anchored by a rationale that provides context to educators and stakeholders on the focus and purpose of the standard.
 - Standards and performance indicators are represented in a grade-banded view.
 - A simplified architecture and coding system to increase clarity.

Standard →

Rationale →

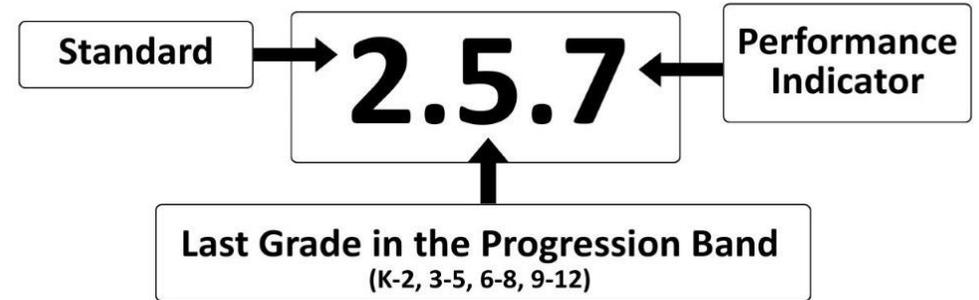
Performance Indicators by Grade Band →

Coding of the Standards

Standard 2: Applies knowledge related to movement and fitness concepts.

Rationale: Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.

Performance Indicators Kindergarten-Grade 2
2.2.1 Recognizes personal space and where to move in general space.
2.2.2 Identifies simple strategies in chasing and fleeing activities.
2.2.3 Identifies movement concepts related to locomotor, non-locomotor and manipulative skills.
2.2.4 Demonstrates knowledge of locomotor, non-locomotor and manipulative skills in movement settings.
2.2.5 Demonstrates knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms.
2.2.6 Identifies physical activities that contribute to fitness.
2.2.7 Recognizes the importance of stretching before and after physical activity.
2.2.8 Identifies the heart as a muscle that gets stronger with physical activity.
2.2.9 Recognizes that regular physical activity is good for their health.
2.2.10 Recognizes physiological changes in their body during physical activities.



Architecture and Standards Layout

Standard



Standard 3: Access valid and reliable resources to support health and well-being of self and others.

Rationale



Rationale: Access to valid and reliable health information, products, services and other resources is essential to promoting health and well-being and preventing, detecting, managing and treating health issues and conditions. Access to valid and reliable information, products, services and other resources promotes health and well-being in individual, interpersonal, community, societal and environmental contexts. This standard focuses on identifying, accessing and evaluating valid and reliable resources, including managing misinformation and disinformation, within digital and in-person settings. Media and technology play a significant and increasing role in the way individuals learn about and connect with ourselves, others and the world. This standard engages students in critical thinking around media messages and resources, including how they are accessed, evaluated and used to support health and well-being.

Performance Indicators by Grade Band



Performance Indicators Kindergarten-Grade 2

3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being.

3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community.

3.2.3 Locate school and community health helpers.



Performance Indicators Grades 3-5

3.5.1 Determine which trusted adults, other individuals and health resources are appropriate in various situations.

3.5.2 Locate home, school and community resources to support health and well-being.

3.5.3 Determine the validity and reliability of health information, products, services and other resources.

3.5.4 Explain how misinformation and disinformation affect health and well-being.

Coding of the Standards

Standard

2.5.7

Performance Indicator

Last Grade in the Progression Band
(K-2, 3-5, 6-8, 9-12)

KAS for Health Education: Anchor Standards

Standard 1: Acquire Functional Health Information

Standard 2: Analyze Influences

Standard 3: Access Valid Information

Standard 4: Use Interpersonal Communication Skills

Standard 5: Use an Effective Decision-Making Process

Standard 6: Use a Goal-Setting Process

Standard 7: Support the Health and Well-Being of Self and Others

Standard 8: Advocate for the Health and Well-Being of Self and Others

KAS for Physical Education: Anchor Standards

Standard 1: Develops a variety of motor skills.

Standard 2: Applies knowledge related to movement and fitness concepts.

Standard 3: Develops social skills through movement.

Standard 4: Develops personal skills, identifies personal benefits of movement and chooses to engage in physical activity.

Questions?



Kentucky United We Learn Framework 4.0

The Future of Assessment and Accountability in Kentucky

June 2025



Model Framework 4.0 Overview

Jennifer Stafford, KDE

Difference Between Framework 3.0 and 4.0

- Changed Federal Accountability to State Accountability Indicators - Meets Federal Requirements
- In the technical document, modified social studies and writing testing to “Districts are encouraged to develop and administer their own competency-based or other authentic local measures for social studies, or they may use the state-provided measures once per grade band (elementary, middle, high) at grades 5, 8 and 10.”

In the past, systems prioritized...

Standardization

- Standardized tests for all subjects
- Instruction developed around testing offers little variance

Comparison

- Limited collaboration across districts or within communities
- Schools rated using the color system

State Control

- The state decides all measures used for accountability
- The same state accountability system for all schools

Compliance

- Accountability system designed to “meet requirements” in state and federal law
- Local improvement efforts align to requirements

Going forward, systems will support more...

Vibrant Learning

- Students have agency to demonstrate knowledge and skills in a variety of ways
- State tests meet students where they are



Collaboration

- Districts collaborate in partnership with communities
- The state supports networks of peer districts
- No more color ratings



Local Innovation

- Districts engage with communities to design custom accountability systems reflecting local values
- Some state requirements allow local choice



Feedback and Support

- All schools receive peer and expert external feedback to support improvement
- Local flexibility and data lead to customized support



The Future of Assessment and Accountability in Kentucky

The balanced accountability system will include components that reflect local priorities, areas of choice and components that are the same for all schools.

Flexibility in Administration and Inclusion

- Locally-Determined Indicators
- Interim Assessments
 - Reading
 - Math
- Science Off-Grade Testing

Required with Options

- Vibrant Learning Experiences
- Writing
- Social Studies



Meets Federal Requirements

- Summative Performance
 - Reading
 - Math
- Individual Student Growth
- Transition Readiness & Graduation Rate
- English Language Progress
- Climate and Safety Survey
- *Science Assessment -*

Students must be tested in science using a common statewide measure. However, districts may choose to include it in local accountability and add additional competency based measures.



Scan or click for more details.

Together, these components support a local Portrait of a Learner, drive continuous improvement, and foster personalized, student-centered experiences.

Districts will design and implement local accountability systems - with state and peer support - on a timeline that sets everyone up for success.

1

Pilot Phase

Continue with a representative pilot group of districts to design and implement local accountability systems. This phase focuses on testing key components, gathering feedback, identifying challenges, and refining processes.

2

Expansion Phase

Expand local accountability systems to more districts, applying lessons from the pilot. State invests in high-quality professional learning systems and strong communities of practice for local system design and stakeholder engagement.

3

Sustainability Phase

Local accountability systems are scaled across the state with active networks for shared learning, system review, and continuous improvement.

Discussion of Framework 4.0

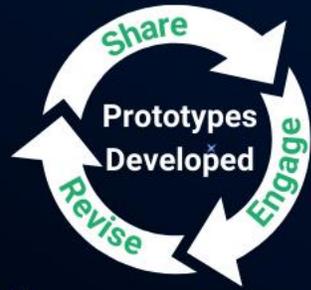
- School Curriculum Assessment and Accountability Council (SCAAC) – May 6
- Local Superintendents Advisory Council (LSAC) – May 27

KENTUCKY UNITED WE LEARN COUNCIL'S: JOURNEY TO THE MOON

“To build a prosperous Kentucky, we will launch an accountability system that is meaningful and useful to all our learners.”

Goal:
Approved Reimagined
Accountability System

SUMMER 2026



SUMMER 2024

Legislative Awareness

SUMMER 2024



FALL 2024

Council Recommends
Accountability Model to
*KDE

FALL 2024

Council and
*KDE
Recommend Model to
**KBE

WINTER 2024

Engage
General
Assembly

SPRING 2025



SUMMER 2025



Kentucky
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*KDE - Kentucky Department of Education
**KBE - Kentucky Board of Education