

KENTUCKY ALTERNATE ASSESSMENT

*Based on Employability and Foundational
Academic Standards-Alternate Assessment*

CAREER WORK EXPERIENCE CERTIFICATION ADMINISTRATION GUIDE

for
School Year 2019-20



**KENTUCKY DEPARTMENT OF EDUCATION
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Career Work Experience Certification 2019-20

The **Career Work Experience Certification (CWEC)** is one of four components of the Kentucky Alternate Assessment, designed to provide a measure of career readiness within the Transition Readiness indicator of Kentucky's accountability system.

The attainment of the CWEC is a process, not an assessment. The process is designed for students with a significant cognitive disability. 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 standards assessed by the Kentucky Career and Technical Education End-of-Program (CTE-EOP) Assessment for articulated credit and the CTE Pathway Standards Documents.

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

Personal Qualities and People Skills

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

Foundational Academic Skills

- Speaking and listening: ask questions and seek guidance, get information, use a variety of communication skills, know 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 employer
- Mathematics: use basic math skills, make simple budget and track money

Workplace Knowledge Skills

- Technical literacy: uses technology tools, uses social media, follows directions when using 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 A](#) 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

The following student-focused planning activities occur in grade 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 achievement of career readiness status within the Transition 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 initially 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 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 B](#) 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.
 - vi. Backwards Planning – visit the [Ohio Employment First](#) website for more information.
3. Discuss the anticipated year of graduation with the student and parents.

- 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.
 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, in accordance with program guidelines. For example CWTP Pre-ETS can begin at age 14. CWTP Employment Transition Services are provided the last year of high school. Visit the [CWTP](#) webpage for more information. Project Search is provided 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 student upon year of exit.

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 initially 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: 9-14

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

Visit the [Developing Career Options](#) webpage 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 [16 career clusters](#). Developing Career Options is the prerequisite course for Developing Leadership Skills.

[Developing Leadership Skills](#)

Valid Course Code: 600190

Grade: 9-14

Description: This course is designed to assist students with developing skills needed to be successful leaders and responsible members of society. This 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. Special focus is given to the Kentucky alternate assessment 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. This course may apply to any of the career clusters and should be aligned to the individual students' postsecondary goal(s). Career clusters include: Agriculture; Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Business Management & Administration; Education & Training; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing; Science, Technology, Engineering & Mathematics; Transportation, Distribution & Logistics.

Visit the [Developing Leadership Skills](#) webpage 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 [16 career clusters](#). Developing Leadership Skills is the prerequisite course for Experience in Workplace Principles.

[Experience in Workplace Principles](#)

Valid Course Code: 600189

Grade Level: 9 - 14

Description: Experience in Workplace Principles examine 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. Special focus is given to 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](#) webpage to review the specific EFAS-AA standards aligned to the course. Experience in Workplace Principals is the prerequisite course for Individualized Career Work Experience.

[Individualized Career Work Experience](#)

Valid Course Code: 600185

Grade Level: 11-14

Description: 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. Special focus is given to 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](#) webpage to review the specific EFAS-AA standards aligned to the course.

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).

Appendix A: Teaching Progressions for the Employability Foundational Academic Standards for the Career Work Experience Certification is included with the standards aligned to each course. This appendix denotes, in a matrix format, the standards required in each listed course plus the standards that progress through additional courses to help students maintain, apply, and generalize their knowledge.

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.

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

Career Ready Alternate Assessment Folder

Documentation for the CWEC process is stored in the Career Ready Alternate Assessment Folder (CRAAF) to ensure security of the materials. 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 Online Training System (OTS) housed on the [Kentucky Alternate Assessment Project \(KAAP\)](#) website.
2. Print and file the online PD certificate in the CRAAF after passing the quiz.
3. File the signed, original, current year copy of the Code of Ethics in the CRAAF.
4. File the CWEC documentation in the CRAAF by the end of each school year.

5. Report status of student completion of the CWEC to the Kentucky Department of Education (KDE).

CRAAF Components

CRAAF components include:

1. Student Information Page

2. Teacher Code of Ethics
3. Qualification Quiz Certification(s)
4. Employability Skills Attainment Record
5. Career Work Experience Certification

Career Work Experience Certification Component

The fifth CRAAF component houses the documentation for the CWEC, which can include multiple sections, dependent on the number of years for initial course completion. Reminder: the four courses must be completed in prerequisite order.

- If the student enrolls in the first CWEC course at 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 sections of the IEP;
- documentation of WBL hours; 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 and Student Transition (OCTEST). Therefore, personnel from the OCTEST 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 E-mail 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 [Kentucky Alternate Assessment Project \(KAAP\)](#) website.

Reporting Deadline

June 5, 2020 is the last day to enter CWEC status in CRD.

CRD Student Rosters

Grade 12 students are entered in the CRD by KAAP personnel.

A grade 14 student will not appear in the CRD. The process for registering a grade 14 student in the system 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, OCTEST, 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 in accordance with 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 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 Specially Designed Instruction (SDI) in accordance with individual student IEPs during WBL experiences.
- 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) **Alternate Assessment and Accountability Folder (AAAF):** also referred to as the AAAF, is a requirement of the Alternate Assessment Program. The AAAF contains five sections: Student Information, Teacher Code of Ethics, Teacher Certificates, Work Samples, Attainment Task Scores and Additional Supports (if needed) and Transition Attainment Record (TAR) Information. The AAAF serves all monitoring purposes at both a district and state level. For more information visit the [AAAF page](#) on the KDE website.
- 2) **Career Ready Alternate Assessment Folder (CRAAF):** The Career Ready Alternate Assessment Folder houses documentation for the career ready measures for student participating in the alternate assessment. The CRAAF contains five sections: Student Information, Code of Ethics, Teacher Certificates, 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 [Kentucky Alternate Assessment Program \(KAAP\) website](#).
- 4) **Career Work Experience Certification (CWEC):** for students participating in alternate assessment 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 Transition 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 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 youth on the alternate assessment for career readiness under the Transition Readiness indicator of the Kentucky accountability system.
- 7) **Employability Skills Attainment Record (ESAR):** For students participating in alternate assessment the ESAR is a rating scale that assess 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 Transition 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 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 which should lead to course credit and/or pay. Students who are to receive pay 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 K-PREP. The Alternate K-PREP is made up of two parts; the Attainment Tasks and the Transition Attainment Record. These academic assessments meet federal requirements for the Every Student Succeeds Act (ESSA) of 2015 and 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 Transition Readiness indicator of Kentucky’s accountability system. For more information visit the Alternate [K-PREP page](#) 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. [The Kentucky Alternate Assessment Project](#) can be accessed on the KAAP homepage.
- 13) **Career and Technical Education End-of-Program (CTE EOP) Assessment for Articulated Credit:** one measure of career readiness as a transition readiness indicator for 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.
- 14) **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.
- 15) **Person-Centered Planning:** is a set of approaches designed to assist someone to plan their life and supports. It is used most often as a life planning model to enable individuals with disabilities or otherwise requiring support to increase their personal self-determination and improve their own independence.
- 16) **Qualified ESAR Administrator (QEA):** a certified staff member responsible for the administration of the Employability Skills Attainment Record. The QEA may be the teacher of record or another certified district representative.
- 17) **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.

- 18) 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.
- 19) Shadowing:** 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 in order 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.
- 20) 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.
- 21) Student-Focused Planning:** one of the five major categories of the Taxonomy for Transition Programming. Student-focused planning practices focus on using assessment information and facilitating students' self-determination to develop individual education programs based on students' post-school goals.
- 22) 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.
- 23) 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: 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:

- Inform 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
 - Develop the initial multi-year course of study in accordance with the [KY Uniform Academic Course Code Lists](#).
 - For students working toward achievement of career readiness status within the Transition 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 B: Transition Services

IDEIA 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 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)]

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

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

Appendix C: 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)
- 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](#), the Admissions and Release Committee must determine and verify that the student meets all criteria to be determined eligible. Criteria #6 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 Core Academic Standards. *Source: Participation Guidelines*
- The [National Technical Assistance Center on Transition](#) houses information about [Effective Practices and Predictors of Post-School Success](#). NTACTION lists the practices and predictors in correlation to improved outcomes in education, employment, and independent living. 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.

References

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

[Community Work Transition Program.](#)

[Compression Planning, McNellis & Associates.](#)

Individuals with Disabilities Education Improvement Act of 2004, PL 108-446, 20 U.S.C. §1400 *et seq.*

[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.

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

[Kentucky Department of Education Transition Resources.](#)

[Kentucky CTE Pathway Standards Documents](#)

[Kentucky Office of Vocational Rehabilitation.](#)

[Kentucky Uniform Academic Codes. 2019-20.](#)

[Kentucky Work-Based Learning Manual. March 2015.](#)

[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. \(n.d.\) Post School Success. .](#)

[Universal Design for Learning.](#)