

Regulatory Analysis Form		This space for use by IRRC RECEIVED 11 14 03 LAW REVIEW COMMISSION IRRC Number: 2336
(1) Agency State Board of Education		
(2) I.D. Number (Governor's Office Use) #006-283		
(3) Short Title Career Education and Work- Appendix E		
(4) PA Code Cite 22 Pa. Code Chapter 4	(5) Agency Contacts & Telephone Numbers Primary Contact: Patricia A. White (717) 787-3787	
(6) Type of Rulemaking (check one) <input checked="" type="checkbox"/> Proposed Rulemaking <input type="checkbox"/> Final Order Adopting Regulation <input type="checkbox"/> Final Order, Proposed Rulemaking Omitted		(7) Is a 120-Day Emergency Certification Attached? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes: By the Attorney General <input type="checkbox"/> Yes: By the Governor
(8) Briefly explain the regulation in clear and non-technical language. Proposed amendments to Chapter 4 will add academic standards in Career Education and Work. The purpose of adding these requirements is to specify academic standards to be achieved by students enrolled at various grade levels in the public schools (including public charter schools) of this Commonwealth.		
(9) State the statutory authority for the regulation and any relevant state or federal court decisions. Public School Code of 1949 (24 P.S. §§ 1-101 — 27-2702).		

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(10) Is the regulation mandated by any federal or state law or court order, or federal regulation? If yes, cite the specific law, case or regulation, and any deadlines for action.

This proposed amendment to the regulation is not mandated by federal statute or court order. The enabling statute for the State Board of Education requires it to “establish standards governing the educational program of the Commonwealth.” (24 P.S. § 26-2603-B(a)).

(11) Explain the compelling public interest that justifies the regulation. What is the problem it addresses?

Pennsylvania’s economic future depends on having a well-educated and skilled workforce. No student should leave secondary education without a solid foundation in career education and work. It is the rapidly changing workplace and the demand for continuous learning and innovation on the part of workers that drives the need to establish academic standards in Career Education and Work. The academic standards for Career Education and Work need to reflect and adapt to the changes in the workforce.

(12) State the public health, safety, environmental or general welfare risks associated with non-regulation.

The provided regulations ensure that students and staff be provided career education and work instruction in a safe school environment.

(13) Describe who will benefit from the regulation. (Quantify the benefits as completely as possible and approximate the number of people who will benefit.)

1.8 million school age students enrolled in school districts, charter schools, vocational schools and alternative schools in the Commonwealth will benefit, as the career education and work standards complement all disciplines and other academic areas. Businesses, parents and citizens generally will benefit from public school graduates demonstrating their preparation to enter the workforce.

Regulatory Analysis Form

(14) Describe who will be adversely affected by the regulation. (Quantify the adverse effects as completely as possible and approximate the number of people who will be adversely affected.)

No adverse effect is anticipated.

(15) List the persons, groups or entities that will be required to comply with the regulation. (Approximate the number of people who will be required to comply.)

All public schools of the Commonwealth (including intermediate units, area vocational-technical schools and public charter and alternative schools), their students and professional employees.

(16) Describe the communications with and input from the public in the development and drafting of the regulation. List the persons and/or groups who were involved, if applicable.

Draft standards were developed in consultation with educators and business and industry experts. For over a year and a half, additional input on the draft was solicited electronically through this consulting group. After receiving the draft standards from the Department, the Board placed the draft, as well as a request for public commentary, onto the PDE website. The opportunity for public comment also was available during the Board's committee meetings on Academic Standards. Presentations and request for feedback relative to the draft are ongoing.

(17) Provide a specific estimate of the costs and/or savings to the regulated community associated with compliance, including any legal, accounting or consulting procedures which may be required.

N/A.

Regulatory Analysis Form

(18) Provide a specific estimate of the costs and/or savings to local governments associated with compliance, including any legal, accounting or consulting procedures which may be required.

Costs to implement these standards may include curriculum development and the professional development of teachers. These costs may vary by school district. Curriculum development is an ongoing activity for schools and is typically part of their normal budgeting. Costs associated with aligning curricula with these standards at the local level will be minimized by the following efforts: technical assistance in curriculum development provided by Department staff; detailed implementation materials developed by the Department, intermediate units and professional associations and provided to school districts; and the Standards Implementation Project which funds Intermediate Unit services throughout the Commonwealth supporting the implementation of these and other standards.

Professional development of teachers is an ongoing activity for schools and is addressed in the normal budgeting of school districts. Specific programs designed to support the implementation of these standards will minimize any financial impact on school districts. Professional development is provided through Governor's Institutes for Teachers (currently provided in career education and work) and is included within current year appropriations. In addition, Act 48 of 1999 establishes a requirement for all educators to engage in continuing professional education. Act 48 also requires the Department to provide 40 hours of professional development annually at no cost to teachers. On-line, professional development courses will be developed for Career Education and Work.

(19) Provide a specific estimate of the costs and/or savings to state government associated with the implementation of the regulation, including any legal, accounting, or consulting procedures which may be required.

SEE #18.

Regulatory Analysis Form

(20) In the table below, provide an estimate of the fiscal savings and costs associated with implementation and compliance for the regulated community, local government, and state government for the current year and five subsequent years.

	Current FY Year	FY +1 Year	FY +2 Year	FY +3 Year	FY +4 Year	FY +5 Year
SAVINGS:	\$00.00	\$	\$	\$	\$	\$
Regulated Community						
Local Government						
State Government						
Total Savings						
COSTS:						
Regulated Community						
Local Government						
State Government						
Total Costs						
REVENUE LOSSES:						
Regulated Community						
Local Government						
State Government						
Total Revenue Losses						

(20a) Explain how the cost estimates listed above were derived.

The cost associated with aligning programs to these regulations will be minimal. Local education agencies address planning, curriculum, guidance, personnel, facilities and evaluators within their normal school year budget. There is no anticipated cost to local districts in aligning with these proposed amendments. The cost to this agency is also part of normal activities, professional development, adjustment of guidelines, technical assistance and would be covered without adjusting funds.

Regulatory Analysis Form

(20b) Provide the past three year expenditure history for programs affected by the regulation.

Program	FY -3	FY -2	FY -1	Current FY
None				

(21) Using the cost-benefit information provided above, explain how the benefits of the regulation outweigh the adverse effects and costs.

There are no adverse effects and cost.

(22) Describe the nonregulatory alternatives considered and the costs associated with those alternatives. Provide the reasons for their dismissal.

N/A.

(23) Describe alternative regulatory schemes considered and the costs associated with those schemes. Provide the reasons for their dismissal.

N/A.

Regulatory Analysis Form

(24) Are there any provisions that are more stringent than federal standards? If yes, identify the specific provisions and the compelling Pennsylvania interest that demands stronger regulation.

N/A.

(25) How does this regulation compare with those of other states? Will the regulation put Pennsylvania at a competitive disadvantage with other states?

Many states have regulations and/or standards addressing career education. The proposed career education and work standards will not put Pennsylvania at a competitive disadvantage.

(26) Will the regulation affect existing or proposed regulations of the promulgating agency or other state agencies? If yes, explain and provide specific citations.

Yes. They will meet the requirement in Chapter 4 that academic standards be developed for Career Education and Work.

(27) Will any public hearings or informational meetings be scheduled? Please provide the dates, times, and locations, if available.

No additional public hearings on these academic standards are planned during the public comment period.

Regulatory Analysis Form

(28) Will the regulation change existing reporting, record keeping, or other paperwork requirements? Describe the changes and attach copies of forms or reports which will be required as a result of implementation, if available.

The final-form regulation will not change existing reporting, record keeping or other paperwork requirements. However, per Chapter 4, school districts will be responsible for assessing student achievement in career education and work.

(29) Please list any special provisions which have been developed to meet the particular needs of affected groups or persons including, but not limited to, minorities, elderly, small businesses, and farmers.

N/A.

(30) What is the anticipated effective date of the regulation; the date by which compliance with the regulation will be required; and the date by which any required permits, licenses or other approvals must be obtained?

Effective upon final publication in the *Pennsylvania Bulletin*.

(31) Provide the schedule for continual review of the regulation.

In accordance with the terms and provisions of § 4.12(i), the effectiveness of these academic standards will be reviewed by the State Board of Education every three years.

FACE SHEET
FOR FILING DOCUMENTS
WITH THE LEGISLATIVE REFERENCE BUREAU

(Pursuant to Commonwealth Documents Law)

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REVIEW COMMISSION

2336

DO NOT WRITE IN THIS SPACE

<p>Copy below is hereby approved as to form and legality. Attorney General</p> <p><i>[Signature]</i></p> <p>BY: _____ (DEPUTY ATTORNEY GENERAL)</p> <p>MAR 27 2003</p> <p>DATE OF APPROVAL</p> <p><input type="checkbox"/> Check if applicable Copy not approved. Objections attached.</p>	<p>Copy below is hereby certified to be a true and correct copy of a document issued, prescribed or promulgated by:</p> <p><u>State Board of Education</u> (AGENCY)</p> <p>DOCUMENT/FISCAL NOTE NO. <u>006-283</u></p> <p>DATE OF ADOPTION: _____</p> <p>BY: <u><i>[Signature]</i></u></p> <p>TITLE: <u>Executive Director</u> (EXECUTIVE OFFICER, CHAIRMAN OR SECRETARY)</p>	<p>Copy below is hereby approved as to form and legality. Executive or Independent Agencies.</p> <p><i>[Signature]</i></p> <p>DATE OF APPROVAL <u>3/17/03</u></p> <p>(Deputy General Counsel) (Chief Counsel, Independent Agency) (Strike inapplicable title)</p> <p><input type="checkbox"/> Check if applicable. No Attorney General approval or objection within 30 days after submission.</p>
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Proposed Rulemaking

Title 22 - Education
State Board of Education
Chapter 4- - Appendix E
Annex A - Academic Standards
Career Education and Work

PREAMBLE

DEPARTMENT OF EDUCATION
STATE BOARD OF EDUCATION
22 PA. CODE - EDUCATION
CHAPTER 4: ACADEMIC STANDARDS AND ASSESSMENT

The State Board of Education proposes to amend Title 22 of the Pennsylvania Code by amending Chapter 4 (Academic Standards and Assessment) to add academic standards for Career Education and Work, to read as set forth in Annex A, under authority of the Public School Code of 1949. (24 P.S. §§ 1-101 —27-2702).

Purpose

These proposed amendments to Chapter 4 will add academic standards for Career Education and Work. The purpose of adding these requirements is to specify academic standards to be achieved by students enrolled at various grade levels in the public schools (including public charter schools) of this Commonwealth.

Requirements of the Regulations

Proposed amendments to Chapter 4 define the academic standards for Career Education and Work to be achieved by students enrolled at various grade levels in the public schools (including public charter schools) of this Commonwealth. Academic standards for Career Education and Work are organized into four areas: (1) career awareness and planning; (2) career acquisition (getting a job); (3) career retention (keeping a job) and (4) entrepreneurship. Specific standards describe what students should know and be able to do by the end of third, fifth, eighth, and eleventh grade.

Affected Parties

The proposed regulations affect the students and professional employees of the public schools of this Commonwealth (including intermediate units, area vocational-technical schools, public charter and alternative schools).

Cost and Paperwork Estimates

Costs to implement this regulation may include curriculum development and the professional development of teachers. These costs may vary by school district. Curriculum development is an ongoing activity for schools and is typically part of their normal budgeting. Costs associated with aligning curricula with these standards at the local level will be minimized by the following efforts: technical assistance in curriculum development provided by Department staff; detailed implementation materials developed by the Department, intermediate units and professional associations and provided to school districts; and the Standards Implementation Project which funds Intermediate Unit services throughout the Commonwealth supporting the implementation of these and other standards.

Professional development of teachers is an ongoing activity for schools and is addressed in the normal budgeting of school districts. Specific programs designed to support the implementation of these standards will minimize any financial impact on school districts. Professional development is provided through Governor's Institutes for Teachers (currently provided in career education and work) and is included within current year appropriations. In addition, Act 48 of 1999 establishes a requirement for all educators to engage in continuing professional education. Act 48 also requires the Department to provide 40 hours of

professional development annually at no cost to teachers. Online professional development courses will be developed for Career Education and Work.

Effective Date

The proposed regulations will become effective upon final publication in the *Pennsylvania Bulletin*.

Sunset Date

In accordance with the terms and provisions of § 4.12(i), the effectiveness of these academic standards will be reviewed by the State Board of Education every three years. Thus, no sunset date is necessary.

Regulatory Review

Under Section 5(a) of the Regulatory Review Act (71 P.S. § 745.5(a)), on 3/31, 2003, the Board submitted a copy of this proposed rulemaking and a copy of the Regulatory Analysis Form to the Independent Regulatory Review Commission (IRRC) and to the Chairpersons of the House and Senate Committees on Education. A copy of this material is available to the public upon request.

Under Section 5(g) of the Regulatory Review Act (71 P.S. § 745.5(g)), IRRC may convey any comments, recommendations or objections to the proposed regulations within 30 days of the close of the public comment period. The comments, recommendations or objections shall specify the regulatory review criteria which have not been met. The Act specifies detailed procedures for review, prior to final publication of the regulation, by the Department, the General Assembly and the Governor of comments, recommendations or objections raised.

Public Comments and Contact Person

Interested persons are invited to submit written comments, suggestions or objections regarding this proposal to Patricia A. White, Executive Director, State Board of Education, 333 Market Street, Harrisburg, PA 17126-0333 within 30 days following publication in the *Pennsylvania Bulletin*.

Persons with disabilities needing an alternative means of providing public comment may make arrangements by calling Patricia White at (717) 787-3787 or TDD (717) 787-7367.

A handwritten signature in cursive script that reads "Patricia A. White". The signature is written in black ink and is positioned above a solid horizontal line.

Patricia A. White
Executive Director

**Annex A
Title 22: Education
Chapter 4**

APPENDIX E

Academic Standards for Career Education and Work

Proposed Academic Standards for Career Education and Work



Pennsylvania Department of Education

The Department of Education submitted these draft proposed standards to the State Board of Education. Prior to any formal adoption, the State Board of Education will be soliciting input from across the Commonwealth on these standards.

Proposed Academic Standards for Career Education and Work

XXXVII. TABLE OF CONTENTS

Introduction..... XXXVIII.

THE ACADEMIC STANDARDS

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- A. Abilities and Aptitudes*
- B. Non-Traditional Workplace Roles*
- C. Community-Based Jobs*
- D. Career Selection*
- E. Preparation for Careers and Career Changes*
- F. Career Plan Components*
- G. Career Cost/Benefits*

Career Acquisition (Getting a Job) 13.2.

- A. Interviewing Techniques*
- B. Technical Skills*
- C. Technology in the Workplace*
- D. Workplace Health and Safety Practices*
- E. Career Acquisition Documents*
- F. Career Portfolio*
- G. Manipulative and Motor Skills in the Workplace*

Career Retention (Keeping a Job)..... 13.3.

- A. Work Habits*
- B. Cooperation and Conflict Resolution*
- C. Teamwork*
- D. Budgeting*
- E. Time Management*
- F. Workplace Changes*
- G. Continuing Career Education*

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- A. Pricing Strategies*
- B. Business Plan Development*
- C. Principles of Entrepreneurship*
- D. Problem Solving*

Glossary..... XXXIX.

Proposed Academic Standards for Career Education and Work – 02/08/02

The Department of Education submitted these draft proposed standards to the State Board of Education.

Prior to any formal adoption, the State Board of Education will be soliciting input from across the Commonwealth on these standards.

Proposed Academic Standards For Career Education and Work

XXXVIII. INTRODUCTION

The Academic Standards for Career Education and Work reflect the increasing complexity and sophistication that students experience as they progress through school. Career Education and Work Standards describe what students should know and be able to do at four grade levels (3, 5, 8 and 11) in four areas:

- ◇ 13.1. Career Awareness and Planning
- ◇ 13.2. Career Acquisition (Getting a Job)
- ◇ 13.3. Career Retention (Keeping a Job)
- ◇ 13.4. Entrepreneurship

Pennsylvania's economic future depends on having a well-educated and skilled workforce. No student should leave secondary education without a solid foundation in Career Education and Work. It is the rapidly changing workplace and the demand for continuous learning and innovation on the part of the workers that drives the need to establish academic standards in Career Education and Work.

Through a comprehensive approach, Career Education and Work Standards complement all disciplines and other academic standards. If Pennsylvania's students are to succeed in the workplace, there are certain skills that they need to obtain prior to graduation from high school. These skills have been identified in the Career Education and Work Standards, but it is up to individual school districts to decide how they are to be taught. Districts can implement integration strategies within existing disciplines or can implement stand-alone courses to specifically address these standards.

A glossary is included to assist the reader in understanding terminology contained in the standards.

Proposed Academic Standards for Career Education and Work

13.1. Career Awareness and Planning			
13.1.3. GRADE 3	13.1.5. GRADE 5	13.1.8. GRADE 8	13.1.11. GRADE 11
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>			
<p>A. Recognize that individuals have unique interests.</p> <p>B. Describe the changing roles of men and women at home and in the workplace.</p> <p>C. Identify types of jobs available in the community based upon the products and services of local employers.</p> <p>D. Describe the work done by school personnel and other community workers.</p>	<p>A. Describe career implications of individual interests and abilities.</p> <p>B. Identify occupations that are non-traditional by gender.</p> <p>C. Identify career-training programs. <ul style="list-style-type: none"> • Career and technical centers • Career Link centers • Colleges • Community/recreation centers • Local industry training centers • Vocational-technical schools </p> <p>D. Identify the elements of employment opportunities within the community. <ul style="list-style-type: none"> • Average wages • Seasonal labor • Supply • Unemployment rates • Vacancies </p>	<p>A. Identify careers that are related to student interests, abilities and aptitudes.</p> <p>B. Explain how non-traditional occupations offer career opportunities.</p> <p>C. Explain the relationship among local employment, training programs and employment opportunities.</p> <p>D. Analyze employment opportunity factors. <ul style="list-style-type: none"> • Benefits • Geographic location • Job openings • Labor market data • Labor supply • Retirement plans • Potential advancement • Unemployment </p>	<p>A. Analyze career options based on student interests, abilities, aptitudes and accomplishments.</p> <p>B. Analyze how the changing male/female roles relate to career choice.</p> <p>C. Evaluate opportunities for career preparation. <ul style="list-style-type: none"> • Cooperative education • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise • Volunteerism </p> <p>D. Justify the selection of a career.</p>

Proposed Academic Standards for Career Education and Work

<p>E. Explore how people prepare for their careers.</p> <p>F. Identify career and educational opportunities.</p> <p>G. Explain why education/training is important to meet career goals.</p>	<p>E. Investigate people's rationale for making career changes.</p> <p>F. Identify the components of a career plan.</p> <p>G. Compare and contrast alternative educational and vocational choices and the required preparation for them.</p>	<ul style="list-style-type: none"> • Potential earnings • Supply and demand <p>E. Analyze the relationship between school subjects and extra-curricular activities to career preparation.</p> <p>F. Apply the components of career planning through the development of an individualized career plan.</p> <p>G. Analyze factors related to the cost of education or training and sources of scholarships and sources of student loans.</p>	<p>E. Evaluate all opportunities for the transition from secondary to postsecondary education, training or work.</p> <ul style="list-style-type: none"> • Two-year degree • Four-year degree • Immediate employment • Industry training • Military training • Part-time employment • Full-time employment • Professional degree • Registered apprenticeship • Tech Prep <p>F. Evaluate individual career plan using decision-making skills.</p> <p>G. Analyze the opportunity cost/benefit of continuous learning.</p>
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Proposed Academic Standards for Career Education and Work – 02/08/02

The Department of Education submitted these draft proposed standards to the State Board of Education. Prior to any formal adoption, the State Board of Education will be soliciting input from across the Commonwealth on these standards.

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3/17/03

Proposed Academic Standards for Career Education and Work

13.2. Career Acquisition (Getting a Job)			
13.2.3. GRADE 3	13.2.5. GRADE 5	13.2.8. GRADE 8	13.2.11. GRADE 11
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>			
<p>A. Evaluate formal and informal introduction techniques.</p> <p>B. Know and apply basic procedures described in technical instructions.</p> <ul style="list-style-type: none"> • Diagrams • Electronics • Interlocking building blocks • Video games <p>C. Describe the use of technology in the workforce.</p> <p>D. Identify activities within the school day that promote health and safety.</p>	<p>A. Identify appropriate speaking, listening and feedback techniques used in conversations.</p> <p>B. Explain and demonstrate basic technical tasks using appropriate tools.</p> <ul style="list-style-type: none"> • K-nex • Interlocking building blocks • Robotics • Schematics <p>C. Contrast current use of technology in the workplace with past practices.</p> <p>D. Explain how health and safety practices relate to employment.</p>	<p>A. Identify persuasive speaking skills used during job interviews.</p> <p>B. Explain and demonstrate the completion of multi-faceted technical tasks using a variety of sources.</p> <ul style="list-style-type: none"> • Equipment • Facilities • Information • Instruments • Processes • Tools <p>C. Compare and contrast technical operation, maintenance and repair resources.</p> <p>D. Evaluate health and safety practices in the workplace.</p> <ul style="list-style-type: none"> • Accident prevention • Engineered solutions/guards • Environmental concerns • Equipment/tool safety • Personal hygiene and attire 	<p>A. Know and demonstrate industry acceptable job interviewing techniques.</p> <p>B. Analyze and evaluate complex technical tasks using sophisticated processes.</p> <ul style="list-style-type: none"> • Equipment • Facilities • Materials • Techniques • Technology • Tools <p>C. Analyze workplace problems and cite technological solutions.</p> <p>D. Identify sources of health, safety and regulatory practices and their effect on the work environment.</p> <ul style="list-style-type: none"> • Child Labor Laws • Employee Right to Know • Fair Labor Standards Act • Hazardous occupations • Material Safety Data Sheets (MSDS) information • Occupational Safety and Health Administration (OSHA)

Proposed Academic Standards for Career Education and Work – 02/08/02

The Department of Education submitted these draft proposed standards to the State Board of Education. Prior to any formal adoption, the State Board of Education will be soliciting input from across the Commonwealth on these standards.

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3/17/04

Proposed Academic Standards for Career Education and Work

<p>E. Identify the components of a personal letter.</p>	<p>E. Compare and contrast a business letter and a personal letter.</p>	<p>E. Know and apply established criteria to the development of career acquisition documents.</p> <ul style="list-style-type: none"> • Job application • Letter of appreciation following an interview • Letter of introduction • Letter of reference • Résumé 	<p style="text-align: center;">regulations</p> <ul style="list-style-type: none"> • Student work permits <p>E. Evaluate prepared career acquisition documents based upon industry acceptable practices.</p> <ul style="list-style-type: none"> • Accuracy • Completeness • Neatness • Qualifications
<p>F. Identify selection criteria of work samples for a career portfolio.</p>	<p>F. Explain why specific samples of work were selected for inclusion in a career portfolio.</p>	<p>F. Evaluate career portfolio content for its accuracy in reflecting skills and knowledge.</p>	<p>F. Analyze performance-based assessments components.</p> <ul style="list-style-type: none"> • Portfolio review • Nationally validated assessment • Local/state/national skill certificate
<p>G. Identify and demonstrate manipulative/motor skills.</p>	<p>G. Explain and prepare samples of work generated through various techniques.</p>	<p>G. Identify and demonstrate knowledge of manipulative/motor skills related to the student's career interests.</p>	<p>G. Analyze the need for manipulative/motor skills.</p> <ul style="list-style-type: none"> • Cooperative education • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise • Tech-Prep • Vocational program completion • Volunteerism

Proposed Academic Standards for Career Education and Work

13.3. Career Retention (Keeping a Job)			
13.3.3. GRADE 3	13.3.5. GRADE 5	13.3.8. GRADE 8	13.3.11. GRADE 11
<p><i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i></p>			
<p>A. Identify work contributions and responsibilities at home and at school.</p> <p>B. Explain cooperation.</p> <p>C. Explain terms related to group interaction.</p> <ul style="list-style-type: none"> • Compliment • Encourage • Cooperate • Communicate one's opinion <p>D. Explain how money is used.</p>	<p>A. Explain how student work habits transfer to the workplace.</p> <p>B. Explain the importance of working cooperatively with others at home and in school to complete a task or resolve a conflict.</p> <p>C. Identify roadblocks to communication and explain ways to overcome them.</p> <p>D. Explain budgeting.</p>	<p>A. Relate work habits to employment longevity.</p> <p>B. Explain and demonstrate conflict resolution skills.</p> <ul style="list-style-type: none"> • Constructive criticism • Group dynamics • Managing • Mediation • Negotiation • Problem solving <p>C. Explain the role of each participant's contributions in a team setting.</p> <p>D. Analyze personal budgets.</p> <ul style="list-style-type: none"> • Expenses • Income • Investing • Needs • Savings • Taxes • Wants 	<p>A. Analyze work habits needed to advance within a career.</p> <p>B. Evaluate conflict resolution skills.</p> <p>C. Evaluate team member roles to describe and illustrate active listening techniques.</p> <ul style="list-style-type: none"> • Clarifying • Encouraging • Restating • Reflecting • Summarizing <p>D. Compare and contrast gross and net pay.</p>

Proposed Academic Standards for Career Education and Work

<p>E. Explain how time is used.</p> <p>F. Identify changes impacting the workplace.</p> <p>G. Explain why learning is a lifelong pursuit.</p>	<p>E. Explain the budgeting of one's time.</p> <p>F. Identify characteristics of the changing workplace and explain their impact on jobs and employment.</p> <p>G. Describe how personal interests relate to lifelong learning.</p>	<p>E. Identify and apply strategies used to manage time.</p> <p>F. Identify and analyze effectiveness of strategies to deal with rapid change.</p> <p>G. Identify sources of formal and informal learning related to staying current in the individual's career area.</p>	<p>E. Evaluate strategies used to manage time and their application in different work situations.</p> <p>F. Analyze the impact of change on the evolving world economy and the individual's work.</p> <p>G. Analyze the availability and societal and economic factors of lifelong participation in career preparation and advancement opportunities.</p>
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Proposed Academic Standards for Career Education and Work

13.4. Entrepreneurship			
13.4.3. GRADE 3	13.4.5. GRADE 5	13.4.8. GRADE 8	13.4.11. GRADE 11
<p><i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i></p>			
<p>A. Know the concepts of price.</p> <p>B. Describe the concept of self-employment.</p> <p>C. Define entrepreneurship and describe the characteristics of successful entrepreneurs.</p> <p>D. Identify entrepreneurial situations where assistance is needed to complete a task or solve a problem.</p>	<p>A. Identify and explain factors that influence price.</p> <ul style="list-style-type: none"> • Competition • Concept of marketplace • Demand for goods and services • Supply of goods and services <p>B. Compare and contrast entrepreneurship to employment.</p> <p>C. Explain how entrepreneurs generate profit.</p> <p>D. Explain the positive and negative outcomes of seeking informal and external assistance as an entrepreneur.</p>	<p>A. Explain the relationship between competition and pricing strategies.</p> <p>B. Define business principles and explain the components of an entrepreneurial business plan.</p> <p>C. Evaluate the risks of entrepreneurship.</p> <p>D. Identify and explain the components of an intervention plan.</p>	<p>A. Analyze the relationship between competition and pricing strategies.</p> <p>B. Apply business principles to the development of an entrepreneurial business plan.</p> <p>C. Relate principles of entrepreneurship to career goals.</p> <p>D. Analyze intervention plans and evaluate their effectiveness in specific situations.</p>

Proposed Academic Standards for Career Education and Work

XXXIX. GLOSSARY

CareerLink centers:	A first-in-the-nation "one-stop" system to link Pennsylvania workers with good jobs and to help Pennsylvania employers get the people they need. CareerLink is "one-stop" shopping for employment and training services.
Child Labor Laws:	Legislation governing the employment of children under the age of 18.
Competition:	The rivalry among people or business firms for resources and customers.
Cooperative education:	A structured method of instruction whereby students alternate or coordinate their high school studies with a job in a field related to their academic or occupational objectives.
Decision-making:	Method to specify goals and constraints, generate alternatives, consider risks and evaluate and choose the best alternative.
Demand:	The different quantities of a resource, goods or service that will be purchased at various possible prices during a specific time period.
Employment trends:	The direction or movement of job availability or employment needs.
Entrepreneurs:	Individuals who begin and manage the factors of a business, including risks.
Hazardous occupations:	Occupations defined in Child Labor Laws where the employment of minors (under age 18 or 16) is prohibited unless they meet exceptions through a training program.
Internship:	Situation where a student works for an employer for a specified period of time to learn about a particular industry or occupation.
Intervention plan:	A strategy for an intentional entry into an ongoing system for the purpose of initiating or introducing change.

Proposed Academic Standards for Career Education and Work

Investing:	Using time or capital (money) to increase assets or productivity.
Manipulate:	To control objects with body parts and implements, causing an object to move from one place to another.
Mediating:	Acting as an agent between parties in order to reconcile them.
MSDS:	Material Safety Data Sheets. These sheets contain required information regarding the health and safety of workers in the use of hazardous materials in the workplace.
Negotiating:	Arranging for or bringing about agreement through conference, discussion and compromise.
Networking:	The exchange of information or services among individuals, groups or institutions.
Non-traditional occupations:	Fields of work, including careers in computer science, technology and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.
Opportunity cost:	The highest valued alternative given up when a decision is made.
OSHA:	Occupational Safety and Health Administration. OSHA is a national agency with representatives in each state to monitor safety and health issues in the workplace.
Portfolio:	A collection of work that documents a student's education performance over time.
Profit:	The remainder after all costs of production have been deducted from the revenue derived from the sale of goods and services.
Registered apprenticeship:	A joint initiative designed to link employers in need of an educated workforce with local education agencies, post-secondary institutions, technical schools and other training facilities to provide quality work-based education.

Proposed Academic Standards for Career Education and Work

Responsibility:	The exertion of a high level of effort and perseverance toward goal attainment; excellence at performing tasks; outstanding attendance standards and punctuality; enthusiasm, vitality and optimism in approaching and completing tasks.
Résumé:	A summary of one's personal history and employment experience.
Right to know:	OSHA mandated safety training for any business or organization that has hazardous chemicals present in the workplace. Employees who are exposed to any kind of hazardous chemicals or work with or near hazardous chemicals must be trained within 30 days of their hire date and, in many states, annually thereafter.
School-based enterprise:	The production of goods or services as part of a school program.
Shadowing:	Following or observing someone to learn from that person.
Summarizing:	Relating information by concise rewording.
Supply:	The different quantities of a resource, good or service that will be offered for sale at various possible prices during a specific time period.
Tech Prep:	The name given to programs that offer at least four years of sequential course work at the secondary and postsecondary levels to prepare students for technical careers.
Time management:	The process of directing or controlling activities with regard to use of time.
Unemployment rate:	The percentage of workers without jobs seeking employment.
Work habits:	Conduct at or attitude toward work.
Work permit:	A document, required under Child Labor Laws, filed when persons under the age of 18 are employed. School authorities issue these permits.



Commonwealth of Pennsylvania
STATE BOARD OF EDUCATION

March 31, 2003

Mr. Robert E. Nyce
Executive Director
Independent Regulatory Review Commission
14th Floor, 333 Market Street
Harrisburg, PA 17126-0333

Dear Mr. Nyce:

Enclosed are copies of proposed regulations for review by your Commission pursuant to the Regulatory Review Act. The proposed regulations, Chapter 4, Appendix E, Annex A (regulatory package #006-283) relate to Academic Standards for Career Education and Work.

The Regulatory Review Act provides that the Commission must, within 10 days from the closing date of the Committees' review period, submit comments to the Board regarding the regulations.

The State Board of Education will provide your Commission with any assistance you may require to facilitate a thorough review of these proposed regulations.

Thank you for your consideration.

Sincerely yours,

A handwritten signature in cursive script that reads "Patricia A. White".

Patricia A. White
Executive Director

cc: Vicki Phillips, Secretary of Education
Gregory Dunlap, Esq.

**TRANSMITTAL SHEET FOR REGULATIONS SUBJECT TO THE
REGULATORY REVIEW ACT**

I.D. NUMBER: 006-283
 SUBJECT: Academic Standards for Career Education and Work
 AGENCY: DEPARTMENT OF EDUCATION

TYPE OF REGULATION

- X Proposed Regulation
- Final Regulation
- Final Regulation with Notice of Proposed Rulemaking Omitted
- 120-day Emergency Certification of the Attorney General
- 120-day Emergency Certification of the Governor
- Delivery of Tolled Regulation
 a. With Revisions b. Without Revisions

RECEIVED
 LEGISLATIVE COMMISSION ON
 REGULATORY REVIEW
 MARCH 25 2003

FILING OF REGULATION

DATE	SIGNATURE	DESIGNATION
3/31/03	<i>Anna Desch</i>	HOUSE COMMITTEE ON EDUCATION
3/31/03	<i>M. Jatten</i>	
3/31	<i>K. C. ...</i>	SENATE COMMITTEE ON EDUCATION
3/31	<i>L. O. ...</i>	
3/31/03	<i>J. Pagan</i>	INDEPENDENT REGULATORY REVIEW COMMISSION
		ATTORNEY GENERAL
		LEGISLATIVE REFERENCE BUREAU (for Proposed only)

March 25, 2003