

Regulatory Analysis Form

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INDEPENDENT REGULATORY
REVIEW COMMISSION

(1) Agency

State Board of Education

(2) I.D. Number (Governor's Office Use)

#006-296

IRRC Number:

2500

(3) Short Title

Career Education and Work - Appendix E

(4) PA Code Cite

22 Pa. Code Chapter 4

(5) Agency Contacts & Telephone Numbers

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(6) Type of Rulemaking (check one)

- Proposed Rulemaking
 Final Order Adopting Regulation
 Final Order, Proposed Rulemaking Omitted

(7) Is a 120-Day Emergency Certification Attached?

- No
 Yes: By the Attorney General
 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.

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(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. Public hearings were held on May 16, 2005 in Harrisburg and May 23, 2005 in Pleasant Gap. Seven individuals presented testimony. In addition, public comments were offered at the State Board committee meeting held on June 29, 2005 and at the full State Board meeting held on June 30, 2005. The committee on academic standards and Council of Basic Education met to discuss the final form standards in a public meeting held on January 18, 2006 and the full State Board of Education on January 19, 2006. All three public meetings included opportunities for public comment.

(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.

None

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(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 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.

(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.

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(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:	\$	\$	\$	\$	\$	\$
Regulated Community	0	0	0	0	0	0
Local Government	0	0	0	0	0	0
State Government	0	0	0	0	0	0
Total Savings	0	0	0	0	0	0
COSTS:						
Regulated Community	0	0	0	0	0	0
Local Government	0	0	0	0	0	0
State Government	0	0	0	0	0	0
Total Costs	0	0	0	0	0	0
REVENUE LOSSES:						
Regulated Community	0	0	0	0	0	0
Local Government	0	0	0	0	0	0
State Government	0	0	0	0	0	0
Total Revenue Losses	0	0	0	0	0	0

(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 additional funds.

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(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.

None

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

None

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(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.

The federal government does not require academic standards in subjects other than reading, mathematics and science. A well-educated individual, one who is prepared to successfully participate in post-secondary education, the world of work and as a contributing member of the community requires instruction in the social studies, arts and humanities, technology, health and family and consumer science.

(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.

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(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 proposed 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.

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FOR FILING DOCUMENTS
WITH THE LEGISLATIVE REFERENCE BUREAU

INDEPENDENT REGULATORY
REVIEW COMMISSION

(Pursuant to Commonwealth Documents Law)

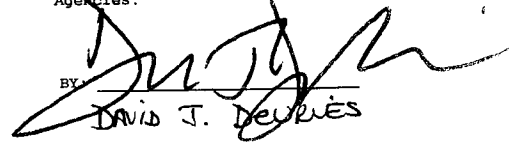
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BY: _____
(DEPUTY ATTORNEY GENERAL)

PA State Board of Education
(AGENCY)

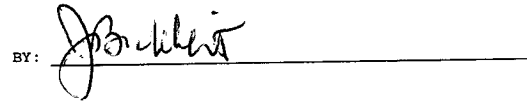
BY: 
DAVID J. DELUCA

DOCUMENT/FISCAL NOTE NO. #006-296

DATE OF APPROVAL

DATE OF ADOPTION: January 19, 2006

APR 18 2006
DATE OF APPROVAL

BY: 

EXECUTIVE
Deputy General Counsel
~~(Chief Counsel,
Independent Agency)~~
(Strike inapplicable title)

TITLE: Executive Director
(EXECUTIVE OFFICER, CHAIRMAN OR SECRETARY)

[] Check if applicable
Copy not approved.
Objections attached.

[] Check if applicable.
No Attorney General approval
or objection within 30 days
after submission.

FINAL FORM REGULATION
COMMONWEALTH OF PENNSYLVANIA

22 PA. CODE, CH. 4
Appendix E
Academic Standards for
Career Education and Work

FINAL REGULATIONS
PREAMBLE

TITLE 22—EDUCATION

STATE BOARD OF EDUCATION

[22 PA. CODE—CH. 4]
Appendix E

Academic Standards and Assessment for Career Education and Work

The State Board of Education (Board) amends Chapter 4 (relating to academic standards and assessment) to read as set forth in Annex A. Notice of proposed rulemaking was published at 35 Pa.B. 6118 (November 5, 2005), with an invitation to submit written comments.

Chapter 4 sets forth requirements for academic standards and assessment certification of professional personnel in public schools. The final regulations establish academic standards for career education and work as provided in § 4.12(a)(5).

Statutory Authority

The Board takes this action under the authority granted to it by section 2603-B of the Public School Code of 1949 (24 P.S. § 26-2603-B) and other sections of the Public School Code.

Background

These final form 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 of this Commonwealth. Academic standards for Career Education and Work are organized into four areas: (1) career awareness and preparation; (2) career acquisition (getting a job); (3) career retention and advancement, 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.

Summary of Public Comments and Responses to Proposed Rulemaking

These regulations were published as proposed in the November 5, 2005, issue of the *Pennsylvania Bulletin* (35 Pa.B. 6118). The proposed regulations were also published on the Department of Education website located at www.pde.state.pa.us. The Board accepted formal written comments during a 30-day public comment period after publication of the proposed amendments.

The Board received comments from the Independent Regulatory Review Commission (IRRC), the Education Law Center and The Education Trust.

Following is a summary of the comments and the Board's response to those comments:

General.

Comment: IRRC suggested that the Board consider adding language that would help to ensure that students with disabilities will have the opportunity to be adequately prepared for the workforce.

Response: While the Board concurs with the intent of this recommendation, it does not agree that the academic standards—which describe what students should know and be able to do—are the proper place to impose requirements for the instruction of students with disabilities. The academic standards specify what is taught in public schools, not how it is to be taught. Nor do they address the rights of individual groups of students such as those with disabilities. Those rights are outlined in other chapters of the Board's regulations.

Comment: The Education Law Center included a number of comments relative to other chapters of Board regulations that address vocational and career education and pre-kindergarten.

Response: The comments relative to pre-kindergarten are not relevant to this regulation. The recommendations regarding the addition of regulatory requirements for the instruction of students with disabilities in career education programs are not within the scope of the academic standards. The academic standards for career education and work address what all students—not only those enrolled in vocational education programs—are to know and be able to do.

Comment: The Education Law Center recommended that a statement be included in the introduction that the standards be used guide IEP teams and that the standards cannot be used as the basis for excluding a student with a disability from career or vocational education programs.

Response: These academic standards apply to all public school students, including those with disabilities. It appears from the comments made by the Education Law Center that it believes these standards apply only to students enrolled in vocational education programs. This is not true. All public schools, including vocational and technical schools, are to provide instruction to all students that addresses these academic standards. Schools may provide instruction through a course or a series of courses or by integrating the academic content into existing courses.

Section 13.1 – Career Awareness and Preparation.

Comment: The Education Trust suggested that the standards be used to help inform students to understand the connection among career development, their own

unique career growth process, the curriculum being taught and the academic development decisions they make. The Education Trust also recommended that the standards address the personalization of career awareness and demonstrating career knowledge.

Response: The Board added two new standards to this section as recommended by The Education Trust.

Comment: The Education Law Center recommended adding the term *Area Vocational Technical Schools (AVTS)* to standards 13.1.5.C. and 13.1.8.C. It also suggested adding to standard 13.1.8.C. that students examine the option to attend an AVTS for high school.

Response: Standard 13.1.5.C. already refers to career and technical centers which is the current name used for what were previously called Area Vocational Technical Schools. To improve clarity, the Board revised the listing for career and technical centers to indicate that they were formerly called AVTSs and that career and technical education programs are also offered in comprehensive high schools. The Board does not believe the recommended language for standard 13.1.8.C. is necessary as schools already provide orientation programs to students regarding options to enroll in career and technical education programs.

Comment: The Education Law Center recommended that the term *Disability Accommodations* be added to standard 13.1.5.D.

Response: The Board does not believe the addition of disability accommodations is necessary, as this would fall under the existing category of working conditions.

Comment: The Education Law Center recommended that the term *Vocational Rehabilitation Centers* be added to standard 13.1.11.E.

Response: The Board added the term to the list of career preparation opportunities.

Comment: The Education Law Center suggested adding the term *accommodations required, if any*, to standard 13.1.8.F.

Response: The Board does not believe that the addition of this term is necessary, as the list is not designed to be all-inclusive.

Section 13.2—Career Acquisition (Getting a Job).

Comment: The Education Law Center suggested that the Americans with Disabilities Act be included in the list of laws and regulations included in standards 13.2.3.8.E. and 13.2.3.11.E. It also recommended that the term self advocacy be included in standards 13.2.3.3.E., 13.2.3.5.E. and 13.2.3.8.E.

Response: The Board has added the Americans with Disabilities Act to standards 13.2.3.8.E. and 13.2.3.11.E. The Board also added the term *self-advocacy* to grades 8 and 11 for standard 13.2.3.*.E. The Board does not believe instruction or standards on self-advocacy is appropriate for grades 3 or 5.

Section 13.3 – Career Retention and Advancement.

Comment: IRRC suggested that standards 13.3.3.F. and 13.3.5.F. that require *students to identify changes that occur at both home and school* be clarified as to what type of changes students should identify and the relevance of these to Career Retention and Advancement.

Response: The Board revised these standards to improve their clarity as to what is expected of students.

Comment: The Education Law Center recommended that language be added to standard 13.3.*.B. for each grade level that would provide students with the knowledge and skills to identify each members of a work team's individual strengths and weaknesses and how accommodating a member's disabilities will enhance the member's contribution.

Response: The Board believes the recommendation is unrealistic in terms of both the ability of classroom teachers to provide effective instruction on this recommendation or that these skills are appropriate for all age levels of students.

Comment: The Education Law Center suggested including *ADA accommodations* in standard 13.3.8.F.

Response: The Board has inserted the Americans with Disabilities Act accommodations as suggested.

XXXIX. Glossary.

Comment: IRRC identified a number of terms included in the Glossary that are used differently in the proposed standards. These include: *Child Labor Laws*, *Non-traditional careers*, *O*NET* and *traditional careers*.

Response: The State Board will request the Legislative Reference Bureau to edit the final language so that the terms *child labor laws*, *non-traditional careers* and *O*NET* follow a consistent format in the Pennsylvania Bulletin and Pennsylvania Code. The term *traditional careers* was retained in the Glossary.

Comment: The Education Law Center suggested adding Americans with Disabilities Act to the list of terms in the Glossary.

Response: The Board added the Americans with Disabilities Act to the Glossary.

Fiscal Impact and Paperwork Requirements

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 technical assistance in curriculum development provided by Department and intermediate unit staff using existing resources.

Professional development of teachers is an ongoing activity for schools and is addressed in the normal budgeting of school districts and the Department. 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 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 may be developed on the Career Education and Work academic standards.

Effective Date

The regulations are effective upon publication in the *Pennsylvania Bulletin*.

Sunset Date

In accordance with its policy and practice respecting all regulations promulgated by it, the Board will review the effectiveness of Chapter 49 after four 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 October 17, 2005, the Board submitted a copy of this proposed rulemaking (published at 35 Pa.B. 6118) for review and comment by IRRC and the House and Senate Committees on Education.

In compliance with section 5(c) of the Regulatory Review Act (71 P.S. § 745.5(c)), the Board also provided IRRC and the Committees with copies of the comments received, as well as other documentation. In preparing the final-form rulemaking, the Board considered the comments received from IRRC, the Committees and the public.

In accordance with section 5.1(a) of the Regulatory Review Act (71 P.S. § 745a(a)), the Board submitted the final-form rulemaking to IRRC and the Committees for review as provided by section 5.1 of the Regulatory Review Act.

In accordance with section 5.1 of the Regulatory Review Act, these final-form regulations were deemed approved by the Senate Education Committee on _____, approved by the House Education Committee on _____, and approved by IRRC on _____.

Contact Person

The official responsible for information on these final-form regulations is Jim Buckheit, Executive Director, State Board of Education, 333 Market Street, Harrisburg, PA 17126-0333, telephone (717) 787-3787 or TDD (717) 787-7367.

Findings

The State Board of Education finds that:

(1) Public notice of the intention to adopt this final-form rulemaking was given under sections 201 and 202 of the act of July 31, 1968 (P.L. 769, No. 240) (45 P.S. §§ 1201 and 1202) and the regulations promulgated thereunder in 1 Pa. Code §§ 7.1 and 7.2.

(2) A public comment period was provided as required by law, and all comments were considered.

(3) The final-form rulemaking is necessary and appropriate for the administration of the Public School Code of 1949.

Order

The State Board of Education, acting under authorizing statute, orders that:

(a) The regulations of the Board, 22 Pa. Code Chapter 4, are amended to read as set forth in Annex A.

(b) The Executive Director will submit this Order and Annex A to the Office of General Counsel and the Office of Attorney General for review and approval as to legality and form as required by law.

(c) The Executive Director of the Board shall certify this Order and Annex A and deposit them with the Legislative Reference Bureau as required by law.

(d) This order is effective upon final publication in the *Pennsylvania Bulletin*.

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Academic Standards for Career Education and Work



Pennsylvania Department of Education

Proposed Academic Standards for Career Education and Work

XXXVII. TABLE OF CONTENTS

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 <u>THE ACADEMIC STANDARDS</u> 	
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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 Preparation
- ◆ 13.2 Career Acquisition (Getting a Job)
- ◆ 13.3 Career Retention and Advancement
- ◆ 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 drive 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.

13.1. Career Awareness and Preparation

13.1.3. GRADE 3	13.1.5. GRADE 5	13.1.8. GRADE 8	13.1.11. 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. Recognize that individuals have unique interests.</p> <p>B. IDENTIFY CURRENT PERSONAL INTERESTS.</p> <p>B C. Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing.</p> <p>€D. Identify the range of jobs available in the community.</p>	<p>A. Describe the impact of individual interests and abilities on career choices.</p> <p>B. DESCRIBE THE IMPACT OF PERSONAL INTEREST AND ABILITIES ON CAREER CHOICES.</p> <p>B C. Relate the impact of change to both traditional and nontraditional careers.</p> <p>€ D. Describe the range of career training programs in the community such as, but not limited to:</p> <ul style="list-style-type: none"> • Two-and-four year colleges • Career and technical EDUCATION PROGRAMS AT centers (FORMERLY AVTS) AND HIGH SCHOOLS • CareerLinks • Community/recreation centers • Faith-based organizations • Local industry training centers • Military • Registered apprenticeship • Vocational rehabilitation centers • Web-based training 	<p>A. Relate careers to individual interests, abilities, and aptitudes.</p> <p>B. RELATE CAREERS TO PERSONAL INTERESTS, ABILITIES AND APTITUDES.</p> <p>B C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.</p> <p>€ D. Explain the relationship of career training programs to employment opportunities.</p>	<p>A. Relate careers to individual interests, abilities, and aptitudes.</p> <p>B. ANALYZE CAREER OPTIONS BASED ON PERSONAL INTERESTS, ABILITIES, APTITUDES, ACHIEVEMENTS AND GOALS.</p> <p>B C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</p> <p>€ D. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:</p> <ul style="list-style-type: none"> • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior project • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise

<p>DE. Describe the work done by school personnel and other individuals in the community.</p>	<p>DE. Describe the factors that influence career choices, such as, but not limited to:</p> <ul style="list-style-type: none"> • Geographic location • Job description • Salaries/benefits • Work schedule • Working conditions 	<p>DE. Analyze the economic factors that impact employment opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> • Competition • Geographic location • Global influences • Job growth • Job openings • Labor supply • Potential advancement • Potential earnings • Salaries/benefits • Unemployment 	<p>DE. Justify the selection of a career.</p>
<p>EF. Explore how people prepare for careers.</p>	<p>EF. Investigate people's rationale for making career choices.</p>	<p>EF. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.</p>	<p>EF. Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> • Associate degree • Baccalaureate degree • Certificate/licensure • Entrepreneurship • Immediate part/full time employment • Industry training • Military training • Professional degree • Registered apprenticeship • Tech Prep • VOCATIONAL REHABILITATION CENTERS
<p>FG. Explain why education and training plans are important to careers.</p>	<p>FG. Identify the components of a career plan, such as, but not limited to:</p> <ul style="list-style-type: none"> • Beginnings of career portfolio • Career goals • Individual interests and abilities 	<p>FG. Create an individualized career plan including, such as, but not limited to:</p> <ul style="list-style-type: none"> • Assessment and continued 	<p>FG. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.</p>

<p>H. EXPLAIN HOW WORKERS IN THEIR CAREERS USE WHAT IS LEARNED IN THE CLASSROOM.</p>	<ul style="list-style-type: none"> • Training/education requirements and costs <p>H. CONNECT PERSONAL INTERESTS AND ABILITIES AND ACADEMIC STRENGTHS TO PERSONAL CAREER OPTIONS.</p>	<p>development of career portfolio</p> <ul style="list-style-type: none"> • Career goals • Cluster/pathway opportunities • Individual interests and abilities • Training/education requirements and financing <p>H. CHOOSE PERSONAL ELECTIVES AND EXTRA CURRICULAR ACTIVITIES BASED UPON PERSONAL CAREER INTERESTS, ABILITIES AND ACADEMIC STRENGTHS.</p>	<p>H. REVIEW PERSONAL HIGH SCHOOL PLAN AGAINST CURRENT PERSONAL CAREER GOALS AND SELECT POSTSECONDARY OPPORTUNITIES BASED UPON PERSONAL CAREER INTERESTS.</p>
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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

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:

<p>A. Identify appropriate speaking and listening techniques used in conversation.</p> <p>B. Discuss resources available in researching job opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> • Internet • Magazines • Newspapers 	<p>A. Apply appropriate speaking and listening techniques used in conversation.</p> <p>B. Identify and review resources available in researching job opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> • Internet • Magazines • Newspapers 	<p>A. Identify effective speaking and listening skills used in a job interview.</p> <p>B. Evaluate resources available in researching job opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> • CareerLinks • Internet (i.e. O-NET) • Networking • Newspapers • Professional associations • Resource books (that is <i>Occupational Outlook Handbook, PA Career Guide</i>) 	<p>A. Apply effective speaking and listening skills used in a job interview.</p> <p>B. Apply research skills in searching for a job.</p> <ul style="list-style-type: none"> • CareerLinks • Internet (i.e. O-NET) • Networking • Newspapers • Professional associations • Resource books (that is <i>Occupational Outlook Handbook, PA Career Guide</i>)
<p>C. Compose a personal letter.</p>	<p>C. Compose and compare a business and a personal letter.</p>	<p>C. Prepare a draft of career acquisition documents, such as, but not limited to:</p> <ul style="list-style-type: none"> • Job application • Letter of appreciation following an interview • Letter of introduction • Request for letter of recommendation • Resume 	<p>C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:</p> <ul style="list-style-type: none"> • Job application • Letter of appreciation following an interview • Letter of introduction • Postsecondary education/training applications • Request for letter of recommendation • Resume

<p>D. Identify the importance of developing a plan for the future.</p> <p>E. Discuss the importance of the essential workplace skills, such as, but not limited to:</p> <ul style="list-style-type: none"> • Dependability • Health/safety • Team building • Technology 	<p>D. Identify individualized career portfolio components, such as, but not limited to:</p> <ul style="list-style-type: none"> • Achievements • Awards/recognitions • Career exploration results • Career plans • Community service involvement/projects • Interests/hobbies • Personal career goals • Selected school work • Self inventories <p>E. Apply to daily activities, the essential workplace skills, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Personal initiative • Scheduling/time management • Team building • Technical literacy • Technology 	<p>D. Develop an individualized career portfolio including components, such as, but not limited to:</p> <ul style="list-style-type: none"> • Achievements • Awards/recognitions • Career exploration results • Career plans • Community service involvement/projects • Interests/hobbies • Personal career goals • Selected school work • Self inventories <p>E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is AMERICANS WITH DISABILITIES ACT, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • SELF-ADVOCACY • Scheduling/time management • Team building • Technical literacy • Technology 	<p>D. Analyze, revise, and apply an individualized career portfolio to chosen career path.</p> <p>E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is AMERICANS WITH DISABILITIES ACT, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • SELF-ADVOCACY • Scheduling/time management • Team building • Technical literacy • Technology
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13.3. Career Retention and Advancement

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 attitudes and work habits that contribute to success at home and school.</p> <p>B. Identify how to cooperate at both home and school.</p>	<p>A. Explain how student attitudes and work habits transfer from the home and school to the workplace.</p> <p>B. Explain the importance of working cooperatively with others at both home and school to complete a task.</p>	<p>A. Determine attitudes and work habits that support career retention and advancement.</p> <p>B. Analyze the role of each participant's contribution in a team setting.</p>	<p>A. Evaluate personal attitudes and work habits that support career retention and advancement.</p> <p>B. Evaluate team member roles to describe and illustrate active listening techniques: <ul style="list-style-type: none"> • Clarifying • Encouraging • Reflecting • Restating • Summarizing </p>
<p>C. Explain effective group interaction terms, such as, but not limited to: <ul style="list-style-type: none"> • Compliment • Cooperate • Encourage • Participate </p> <p>D. Explain how money is used.</p>	<p>C. Identify effective group interaction strategies, such as, but not limited to: <ul style="list-style-type: none"> • Building consensus • Communicating effectively • Establishing ground rules • Listening to others </p> <p>D. Explain budgeting.</p>	<p>C. Explain and demonstrate conflict resolution skills: <ul style="list-style-type: none"> • Constructive criticism • Group dynamics • Managing/leadership • Mediation • Negotiation • Problem solving </p> <p>D. Analyze budgets and pay statements, such as, but not limited to: <ul style="list-style-type: none"> • Charitable contributions • Expenses • Gross pay • Net pay • Other income • Savings • Taxes </p>	<p>C. Evaluate conflict resolution skills as they relate to the workplace: <ul style="list-style-type: none"> • Constructive criticism • Group dynamics • Managing/leadership • Mediation • Negotiation • Problem solving </p> <p>D. Develop a personal budget based on career choice, such as, but not limited to: <ul style="list-style-type: none"> • Charitable contributions • Fixed/variable expenses • Gross pay • Net pay • Other income • Savings • Taxes </p>

<p>E. Discuss how time is used at both home and school.</p> <p>F. Identify THE changes that occur IN FAMILY AND FRIEND'S ROLES at both home, and AT school AND IN THE COMMUNITY.</p> <p>G. Define and describe the importance of lifelong learning.</p>	<p>E. Develop a personal schedule based on activities and responsibilities at both home and school.</p> <p>F. Describe the impact of ROLE changes at home, school, and AT work, AND HOW THE ROLE CHANGES IMPACT CAREER ADVANCEMENT AND RETENTION.</p> <p>G. Describe how personal interests and abilities impact lifelong learning.</p>	<p>E. Identify and apply time management strategies as they relate to both personal and work situations.</p> <p>F. Identify characteristics of the changing workplace INCLUDING AMERICANS WITH DISABILITIES ACT ACCOMMODATIONS, and explain their impact on jobs and employment.</p> <p>G. Identify formal and informal lifelong learning opportunities that support career retention and advancement.</p>	<p>E. Evaluate time management strategies and their application to both personal and work situations.</p> <p>F. Evaluate strategies for career retention and advancement in response to the changing global workplace.</p> <p>G. Evaluate the impact of lifelong learning on career retention and advancement.</p>
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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. Define entrepreneurship.</p>	<p>A. Identify the risks and rewards of entrepreneurship.</p>	<p>A. Compare and contrast entrepreneurship to traditional employment, such as, but not limited to:</p> <ul style="list-style-type: none"> • Benefits • Job security • Operating costs • Wages 	<p>A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.</p>
<p>B. Describe the character traits of successful entrepreneurs, such as, but not limited to:</p> <ul style="list-style-type: none"> • Adaptability • Creative thinking • Ethical behavior • Leadership • Positive attitude • Risk-taking 	<p>B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.</p>	<p>B. Evaluate how entrepreneurial character traits influence career opportunities.</p>	<p>B. Analyze entrepreneurship as it relates to personal character traits.</p>
<p>C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> • Bake sale • Crafts • Lemonade stand • Pet care 	<p>C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to:</p> <ul style="list-style-type: none"> • Marketing • Production • Research and development • Selection of goods and services 	<p>C. Identify and describe the basic components of a business plan, such as, but not limited to:</p> <ul style="list-style-type: none"> • Business idea • Competitive analysis • Daily operations • Finances/budget • Marketing • Productive resources (human, capital, natural) • Sales forecasting 	<p>C. Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to:</p> <ul style="list-style-type: none"> • Community Based Organizations (that is chambers of commerce, trade/technical associations, Industrial Resource Centers) • Financial institutions • School-based career centers

			<ul style="list-style-type: none"> • Small Business Administration services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers) • Venture capital
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Academic Standards for Career Education and Work

XXXIX. GLOSSARY

AMERICANS WITH DISABILITIES ACT (PUBLIC LAW 101-336):

THE AMERICANS WITH DISABILITIES ACT IS A FEDERAL CIVIL RIGHTS LAW THAT PROHIBITS DISCRIMINATION AND FOR ENSURING EQUAL OPPORTUNITY FOR PERSONS WITH DISABILITIES IN EMPLOYMENT, STATE AND LOCAL GOVERNMENT SERVICES, PUBLIC ACCOMMODATIONS, COMMERCIAL FACILITIES, TRANSPORTATION, AND REQUIRING THE ESTABLISHMENT OF TDD/TELEPHONE RELAY SERVICES.

Aptitudes:

Capacity to learn and understand.

Associate degree:

A postsecondary degree typically earned within a two-year timeframe.

Baccalaureate degree:

A postsecondary degree, also known as a bachelor's degree, typically earned within a 4-year timeframe from a college or university.

Benefits:

Something of value that an employee receives in addition to a wage or salary. Examples include health and life insurance, vacation leave, retirement plans, and the like.

Budget:

A financial plan that summarizes anticipated income and expenditures over a period of time.

Business plan:

A prepared document detailing the past, present, and future of an organization.

Career and technical centers:

Schools that educate secondary students and adults through academic instruction, job preparation and acquisition of occupational skills leading to credentials or employment, or both, in specific industries. The centers also provide opportunities for transition to postsecondary education and continuing education.

Career cluster:

A grouping of related occupations, which share similar skill sets.

Career days:

Special events that allow students to meet with employers, career development specialists, community-based organization representatives, and postsecondary educators. Events are designed to encourage students to gain information about careers and job opportunities.

Career plan:

A document developed by the student that identifies a series of educational studies and experiences to prepare them for postsecondary education or work, or both, in a selected career cluster or area.

Career portfolio:

An ongoing, individualized collection of materials (electronic or hard copy) that documents a student's educational performance, career exploration and employment experiences over time. While there is no standard format that a career portfolio must take, it typically includes a range of work, containing assignments by the teacher/counselor and selections by the student. It serves as a guide for the student to transition to postsecondary education or the workplace, or both.

Career retention and advancement:

Career retention is the process of keeping a job. Career advancement is the process of performing the necessary requirements to progress in a career.

CareerLinks:

A cooperative system that provides one-stop delivery of career services to job seekers, employers and other interested individuals.

Certificate/licensure:

A document, issued by associations, employers, educational institutions, government, and the like, confirming that one has fulfilled the requirements and is able to perform to a specified level of proficiency within a career field.

Child Labor Laws:

Legislation governing the employment of children under the age of 18.

Competitive Analysis:

A tool that allows a business to identify its competitors and evaluate their respective strengths and weaknesses.

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 career objectives.

- Entrepreneurs:** Individuals who engage in the process of organizing, managing, and assuming the risk of a business or enterprise.
- Entrepreneurship:** The process of organizing, managing, and assuming the risks of a business or enterprise.
- Fair Labor Standards Act:** A federal law that defines overtime and wage requirements (26 U.S.C.A. §§ 201—219).
- Fixed/variable expenses:** Fixed expenses are regular in their timing and amount, and include such things as rent, mortgage, car payment, and insurance. Variable expenses are irregular in their timing and amount, and include such things as food, clothing, home and car maintenance, entertainment, and gifts.
- Global influences:** Political and cultural changes, which impact the world and its economy.
- Gross pay:** The amount earned before deductions, such as taxes, insurance, and retirement/pension plan.
- Industrial Resource Centers:** Non-profit corporations, which provide assistance to improve the competitive position of small-to-medium sized manufacturers.
- Internship:** A work experience with an employer for a specified period of time to learn about a particular industry or occupation, which may or may not include financial compensation. The workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation.
- Job shadowing:** Typically as part of career exploration activities in late middle and early high school, a student follows an employee for one or more days to learn about a particular occupation or industry. Job shadowing is intended to help students explore a range of career objectives and to possibly select a career pathway.
- Labor supply:** The number of persons either working or unemployed and actively seeking work.

- Marketing:** The process or technique of promoting, selling, and distributing a product or service.
- Material Safety Data Sheets:** Federally mandated listings of all hazardous materials that will impact the health and safety of the workers and that are required to be posted in the workplace.
- Mediation:** Third-party intervention between conflicting parties to promote reconciliation, settlement, or compromise.
- Net pay:** The amount remaining after deductions, such as taxes, insurance, and retirement/pension plan.
- Networking:** The act of exchanging information, contacts, and services.
- Non-traditional careers:** Fields of work for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work.
- O*NET:** Occupational Information Network-- is a free public access online web-based system provided by the US Department of Labor, which includes comprehensive up-to-date occupational information including skills, knowledge, abilities and tasks for more than 950 occupations.
- Operating costs:** The funds necessary to operate a business, not including the cost of goods sold. This is also referred to as overhead.
- OSHA:** The Occupational Safety and Health Administration--A national agency with representatives in each state who monitor health and safety issues in the workplace.
- Professional associations:** Organizations of people having common interests.
- Professional degree:** A title conferred on students by a college, university or professional school upon completion of a program of study.

Registered apprenticeship:

A formal program registered with the United States Department of Labor's Bureau of Apprenticeship and Training and with the Pennsylvania Apprenticeship Council. This program must follow strict guidelines as to the types of training and amount of training time an apprentice receives and leads directly into occupations requiring such training for entry.

Resume:

A summary of one's personal qualifications, education/training and employment experience.

Salaries/benefits:

Financial compensation paid regularly for services (See "benefits" for definition).

Sales forecasting:

Predicting the number of services or units likely to be sold over a specified period of time.

School-based career centers:

Specialized areas in schools equipped with resources and materials used to research postsecondary and occupational opportunities.

School-based enterprise:

The production of goods or services as part of a school program.

SCORE:

Service Corps of Retired Executives--A Small Business Administration Federally-sponsored program to assist small-to-medium sized companies.

Self inventories:

Evaluations of an individual's strengths, weaknesses, and interests, as it relates to career planning.

Tech Prep:

The name given to programs that offer at least 4 years of sequential course work at the secondary and postsecondary levels to prepare students for technical careers. The curricula are designed to build student competency in academic subjects, as well as to provide broad technical preparation in a career area.

Technical literacy:

The ability of individuals to use existing and emerging technologies, equipment, language, materials, and manuals to participate intelligently in performing tasks related to everyday life, school or job.

Time management strategies: Scheduling techniques used to effectively and efficiently direct or control activities.

Traditional careers: Fields of work for which individuals from one gender comprise more than 25% of the individuals employed in each such occupation or field of work.

Unemployment: Measurement of the number of people who are not working and who are actively seeking work.

Venture capital: Public or private funds invested in a potentially profitable business enterprise despite risk of loss.

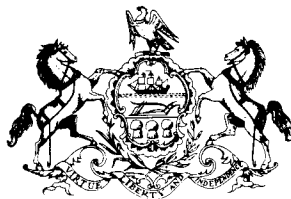
Vocational rehabilitation centers: Educational facilities that provide life skills and occupational training services for individuals with special needs.

Wages: Payments of money for labor or services according to contract and on an hourly, daily, or piecework basis.

Web-based training: Instruction that is available online.

Work habits: Acquired behaviors that individuals regularly perform in completing tasks related to chores, school or job.

Working conditions: The environment in which an individual is employed.



Commonwealth of Pennsylvania
STATE BOARD OF EDUCATION

April 21, 2006

Mr. Kim Kaufman
Executive Director
Independent Regulatory Review Commission
14th Floor, 333 Market Street
Harrisburg, PA 17126

Dear Mr. Kaufman:

Enclosed is a copy of final form State Board of Education regulation 22 Pa. Code, Chapter 4, Appendix E: Academic Standards for Career Education and Work (006-296) for review by the Commission pursuant to the provisions of section 5(c) of the Regulatory Review Act. The act provides that the Commission shall approve or disapprove final-form regulations within 10 days of the close of the Committee review period or at its next scheduled meeting.

The State Board of Education will provide your Commission with any assistance it requires to facilitate a thorough review of this final-form regulation.

Thank you for your consideration.

Sincerely yours,

A handwritten signature in black ink that reads "Jim Buckheit".

Jim Buckheit
Executive Director

Enclosure

cc: Dr. Gerald Zahorchak
Gregory Dunlap, Esq.
Ernie Helling, Esq.

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

I.D. NUMBER: #6-296
 SUBJECT: Appendix E: Academic Standards for Career Education and Work
 AGENCY: PA STATE BOARD OF EDUCATION

TYPE OF REGULATION

- 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

INDEPENDENT REGULATORY
REVIEW COMMISSION

2006 APR 21 AM 10:14

RECEIVED

FILING OF REGULATION

DATE	SIGNATURE	DESIGNATION
4/21/06	<i>Janice Penck</i>	HOUSE COMMITTEE ON EDUCATION
4/21/06	<i>M. Jatta</i>	
4-21-06	<i>AR</i>	SENATE COMMITTEE ON EDUCATION
4/20	<i>D. H.</i>	
4/21/06	<i>Dr. Selmet</i>	INDEPENDENT REGULATORY REVIEW COMMISSION
		ATTORNEY GENERAL (for Final Omitted only)
		LEGISLATIVE REFERENCE BUREAU (for Proposed only)