

<h2 style="margin: 0;">Regulatory Analysis Form</h2> <p style="margin: 0;">(Completed by Promulgating Agency)</p> <p style="margin: 0;">(All Comments submitted on this regulation will appear on IRRC's website)</p>	<p style="margin: 0;"><b>INDEPENDENT REGULATORY REVIEW COMMISSION</b></p> <p style="margin: 0; font-size: 24pt;"><b>RECEIVED</b></p> <p style="margin: 0; font-size: 10pt;">Independent Regulatory Review Commission</p> <p style="margin: 0; font-size: 14pt;">May 21, 2024</p>
<p>(1) Agency</p> <p style="margin-left: 20px;">State Board of Education</p>	<p>IRRC Number:      3404</p>
<p>(2) Agency Number: 006</p> <p style="margin-left: 20px;">Identification Number: 354</p>	
<p>(3) PA Code Cite: 22 Pa. Code Chapter 4</p>	
<p>(4) Short Title: Academic Standards and Assessment</p>	
<p>(5) Agency Contacts (List Telephone Number and Email Address):</p> <p>Primary Contact: Karen Molchanow, Executive Director, State Board of Education, (717) 787-3787, <a href="mailto:ra-stateboardofed@pa.gov">ra-stateboardofed@pa.gov</a></p> <p>Secondary Contact:</p>	
<p>(6) Type of Rulemaking (check applicable box):</p> <p><input checked="" type="checkbox"/> Proposed Regulation</p> <p><input type="checkbox"/> Final Regulation</p> <p><input type="checkbox"/> Final Omitted Regulation</p>	<p><input type="checkbox"/> Emergency Certification Regulation;</p> <p><input type="checkbox"/> Certification by the Governor</p> <p><input type="checkbox"/> Certification by the Attorney General</p>
<p>(7) Briefly explain the regulation in clear and nontechnical language. (100 words or less)</p> <p>The proposed regulation makes both substantive and clarifying revisions to Chapter 4. Substantively, the rulemaking updates the Commonwealth's current <i>Academic Standards for Career Education and Work</i>, <i>Academic Standards for Economics</i>, and <i>Academic Standards for Family and Consumer and Sciences</i>. The rulemaking also establishes standalone <i>Academic Standards for Personal Finance</i>. The proposed new standards and updates would take effect on July 1, 2026. Proposed amendments to Chapter 4 also would shift the administration of the state's elementary-level science assessment from grade 4 to grade 5 and would require school entities to post various strategic plans online for public transparency. Finally, the rulemaking makes clarifying amendments to other provisions within the Chapter.</p>	
<p>(8) State the statutory authority for the regulation. Include <u>specific</u> statutory citation.</p> <p>The State Board of Education (Board) is acting under the authority of sections 290.1, 1551, 2603-B and 2604-B of the Public School Code of 1949 (24 P.S. §§ 2-290.1, 15-1551, 26-2603-B and 26-2604-B).</p>	
<p>(9) Is the regulation mandated by any federal or state law or court order, or federal regulation? Are there any relevant state or federal court decisions? If yes, cite the specific law, case or regulation as well as, any deadlines for action.</p>	

The proposed rulemaking is responsive to state law, but is not mandated by federal law, court order, or federal regulation.

Section 1551 of the Public School Code requires the Pennsylvania Department of Education (Department) to provide resources and curriculum materials related to economic education and personal financial literacy to public and private schools in the Commonwealth. Historically, these materials were to be aligned with the state academic standards for Economics (ECON), Family and Consumer Sciences (FCS), and Career Education and Work (CEW) that are promulgated by the Board in 22 Pa. Code Chapter 4.

With the adoption of Act 35 of 2023, the General Assembly amended Section 1551 of the Public School Code to require the Department to provide model curriculum materials pertaining to economic education and personal financial literacy that are aligned to state academic standards for personal financial literacy as established in 22 Pa. Code Chapter 4. These standards are not currently part of Chapter 4. As such, the proposed rulemaking seeks to establish new academic standards for Personal Finance consistent with the intent of Act 35. Per Act 35, the Department must review and update its existing model curriculum materials and other related resources no later than the beginning of the 2025-26 school year and within one year of any revision of the state academic standards for Personal Financial Literacy promulgated by the Board.

In Act 35, the General Assembly further directed the Board to review the existing state academic standards for ECON, FCS, and CEW and to revise the standards as necessary to implement the amendments set forth in the Act. This proposed rulemaking further is responsive to the action directed by the General Assembly to review and update those existing standards.

Finally, in Act 35 the General Assembly established a new requirement for high school students to complete a mandatory course in personal financial literacy once during grade 9, 10, 11, or 12. Both public school entities and private schools in the Commonwealth must provide the required course beginning with the 2026-27 school year. This proposed rulemaking would establish new academic standards for Personal Finance to which such courses would be aligned.

The proposed rulemaking also is responsive to 22 Pa. Code § 4.12(i) in which the Board calls for the academic standards in Chapter 4 to be reviewed no sooner than every five years and no later than every 10 years to determine if the standards are appropriate, clear, specific and challenging. This proposed rulemaking includes revisions to the academic standards for CEW, FCS, and ECON stemming from the Board's periodic review of the existing academic standards as directed by section 4.12(i).

(10) State why the regulation is needed. Explain the compelling public interest that justifies the regulation. Describe who will benefit from the regulation. Quantify the benefits as completely as possible and approximate the number of people who will benefit.

Academic standards define what students should know and be able to do at specific grade levels. They establish goals for student learning. Academic standards do not represent a particular curriculum or instructional methodology. Rather, they provide a foundation for the development of local curriculum and serve as guideposts to which local curriculum should be aligned.

The proposed rulemaking is necessary to comply with the directives set forth in Act 35 of 2023 that charge the Board with reviewing and, as necessary, updating the existing standards for CEW, ECON, and FCS and that newly reference standards for personal financial literacy as a component of Chapter 4.

Adoption of new standards for Personal Finance is necessary to establish standards to which high school courses in financial literacy required by Act 35 will be aligned and to establish standards that the Department is required by Act 35 to use as the foundation for updating the resources and model curriculum made available to schools in the areas of economic education and financial literacy.

This proposed rulemaking further is necessary to align administration of the state's elementary-level science assessment with the end of the 3-5 grade bands in the *Pennsylvania Integrated Standards for Science, Environment, Ecology, Technology, and Engineering (Grades K-5)*. These new standards are set to take effect with the 2025-26 school year. Through the proposed rulemaking, the Board is seeking to shift the grade level at which the elementary-level science assessment is administered in the same year that the new standards take effect to align the assessment with the structure of the new standards.

Finally, this rulemaking is necessary to create greater transparency surrounding the various strategic plans that are adopted by public school entities under section 4.13 (relating to strategic plans). During roundtable discussions on gifted education that were conducted by the Board's Committee on Special and Gifted Education in 2022, stakeholders requested that school districts be required to publicly post their gifted education plans after they are approved as final as a means of improving transparency. The Committee on Special and Gifted Education recommended to the Board's Academic Standards/Chapter 4 Committee that it consider proposing an amendment to § 4.13(e) to require school districts to post gifted education plans in their final form on the district's publicly accessible website. The Board determined that such transparency should apply to each of the plans cited in section 4.13 and should not be limited to plans for gifted education.

(11) 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 regulations.

No.

(12) How does this regulation compare with those of the other states? How will this affect Pennsylvania's ability to compete with other states?

More than half of the states in the nation require public schools to offer a high school level financial literacy course. Twenty-five states require students to complete a financial literacy course in high school (Alabama, Connecticut, Florida, Georgia, Indiana, Iowa, Kansas, Louisiana, Michigan, Minnesota, Mississippi, Missouri, Nebraska, New Hampshire, North Carolina, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Utah, Virginia, West Virginia, and Wisconsin). Pennsylvania was added to that list with the enacted of Act 35 of 2023. Two other states (North Dakota and South Dakota) require a financial literacy course to be offered, but do not require students to take the course. Eight states (Arizona, Arkansas, Idaho, Kentucky, New Jersey, New Mexico, New York, and Texas) require a financial literacy course to be offered, but permit such coursework to be integrated with other subjects.

Another 12 states (Colorado, Delaware, Illinois, Maine, Maryland, Montana, Nevada, Oklahoma, Hawaii, Massachusetts, Vermont, and Washington) have adopted standards for financial literacy either in a standalone format or through integrating related concepts within other standards. The proposed rulemaking will bring Pennsylvania in line with the majority of other states in the nation that have incorporated a more focused approach to personal financial literacy instruction within their education systems. The proposed standards will support Pennsylvania students throughout their lives in making informed decisions about managing their personal financial resources.

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

No, the proposed rulemaking will not affect other regulations of the Board or other state agencies.

(14) Describe the communications with and solicitation of input from the public, any advisory council/group, small businesses and groups representing small businesses in the development and drafting of the regulation. List the specific persons and/or groups who were involved. (“Small business” is defined in Section 3 of the Regulatory Review Act, Act 76 of 2012.)

At the direction of the Board’s Committee on Academic Standards/Chapter 4 (Chapter 4 Committee), the Department of Education (Department) convened committees of educators and other content experts to conduct an initial review of the existing academic standards for CEW, ECON, and FCS. These external standards review advisory committees were directed to review the existing standards in total with a focus on whether the current standards adequately addressed concepts related to financial literacy. Through consultation with those standards review advisory committees, the Chapter 4 Committee tasked the Department with developing recommendations on whether the existing standards should be revised and, if so, to formulate draft amendments to the standards for the Committee’s consideration.

In the fall of 2022, educators and other content experts were invited by the Department to apply to serve on the standards review advisory committees. The names of nominees to serve on these review committees were presented to the Chapter 4 Committee for approval at its public meeting on January 11, 2023. An opportunity for public comment on the nominees was made available at the meeting prior to the Chapter 4 Committee’s approval of the membership. At the request of the Chapter 4 Committee, the Department also added four additional members to the standards review committees to provide greater geographic representation from Philadelphia and from the state’s Northern Tier. Below is a list of individuals who served on each of the committees that were established to review the existing standards.

Career Education and Work Standards Review Committee	
Jill Hackman	Eastern Lancaster County School District
Jordan Langué	North Allegheny School District
Angela Mike	Pittsburgh Public Schools
Ashley Schmidt	Catasauqua Area School District
Autumn Sprys	Shaler Area School District
JoAnne Yanko	Delaware Valley School District
Amy McShane	Allegheny Intermediate Unit #3
Christina Force	Bloomsburg University
Malicha (Cathey) White	School District of Philadelphia
Dawn Beltz	West Middlesex School District

Abbey Judge	Lackawanna University
Gene Natali	University of Pittsburgh
Sarah Masterton	Longwood Gardens
Karianne Gelinas	Lehigh Valley Economic Development Corporation
Julie Linnelli	Simcoach Games
Mayada Christiansen	Partner4Work
Lucyann Vierling	Wayne Pike Workforce Alliance
Michelle Shirley (alternate)	Cocalico School District
Hyung Joon Yoon (alternate)	The Pennsylvania State University

**Economics Standards Review Committee**

Kristopher Davis	Wellsboro School District
Tanya Contos	PA Distance Learning Charter School
Wendy Dunlap	Pennsylvania Higher Education Assistance Agency (PHEAA)
Matthew Rousu	Susquehanna University
Thomas Rutledge	Manheim Township School District
Kristen Barnello	West Chester Area School District
Jason Costello	Perkiomen Valley School District
Andrew Hill	Federal Reserve Bank
Donald Morabito	Great Valley School District
Sarah Dunn	Derry Area School District
Denise Route	Wellsboro School District
Adam Trone	Dallastown Area School District
Donna Gavitt	Selinsgrove Area School District
Frederick Smith	Titusville Area School District
Monica Linkerhof	Warren County School District
Shaquita Smith	School District of Philadelphia
Catrina Groner (alternate)	Northwest Tri-County Intermediate Unit #5
Kara Grise (alternate)	Mercyhurst Prep School

**Family and Consumer Sciences Standards Review Committee**

Karlee Farone	Slipper Rock Area School District
Emily Brill	Keystone Oaks School District
Tiffany Smietana-Lysell	Greensburg Salem School District
Michelle Tweardy	Indiana University of Pennsylvania
Michele Fochtman	Somerset County Technology Center
Maureen Martz	Canton Area School District
Patti Leibfreid	The Pennsylvania State University
Christina Pulman	Penn State Extension
Mercy Ross	Delaware Valley School District
Shane Killeen	Career Institute of Technology
Bethany Pepe	Parkland School District
Dan Reiste	Northeastern School District
Lauren Stauffer	Hempfield School District
Rebecca Whigham	Big Spring School District

Yvonne Flath	Central Bucks School District
Yasir Roundtree-Palmer	School District of Philadelphia
Thomas Bold (alternate)	Easton Area School District
Florence Wydra-Gat (alternate)	North Penn School District
Mary Kaye Rhude-Fause (alternate)	Pennsylvania Association of Family & Consumer Sciences

The standards review committees met throughout the winter and spring of 2023 to develop recommendations in response to the charge presented to them by the Board’s Chapter 4 Committee. Meetings were held on: February 22, 2023, March 9, 2023, March 20, 2023, April 3, 2023 (whole group session), and April 20, 2023 (whole group session).

During these sessions, the standards review committees developed recommendations for updating the existing standards for CEW, ECON, and FCS. Advisory committee members also reached consensus to recommend the establishment of a new set of academic standards in Personal Finance. To provide further guidance surrounding the recommendation to establish standalone standards for Personal Finance, another external stakeholder advisory committee was formed to draft recommended Academic Standards for Personal Finance. That Committee was comprised of some members of the committees that conducted an initial review of the CEW, ECON, and FCS standards, along with additional members with professional experience in personal finance. The Personal Finance Standards Committee met on May 31, 2023, and on June 1, 2023, in Harrisburg, and met again on June 15-16, 2023, at the Federal Reserve Bank in Philadelphia. Below is a list of individuals who served on the Personal Finance Standards Committee.

Personal Finance Standards Committee	
Patricia Bealmear	Conewago Valley School District
Dawn Beltz	West Middlesex Area School District
Andrew Hill	Federal Reserve Bank of Philadelphia
Amy McShane	Allegheny Intermediate Unit #3
Cathy Bowen	The Pennsylvania State University (retired)
Mary Ann Buckley	Huntingdon Area School District
Emily Brill	Keystone Oaks School District
Erin Krupa	South Middleton School District
Renee Hughes	Pine Grove Area School District
Karen Hassett	Pennsylvania Assistive Technology Foundation
David Martin	Oxford Area School District
Gail Weidman	Commonwealth Charter Academy

Recommendations for updating the current academic standards for CEW, ECON, and FCS and for establishing new academic standards in Personal Finance that were developed by these advisory committees were presented by the Department at the July 12, 2023, public meeting of the Board’s Chapter 4 Committee. At the same time, the Chapter 4 Committee reviewed unrelated draft amendments to other provisions within Chapter 4 and determined that it would consider those other draft amendments in tandem with the recommended revisions to the aforementioned academic standards. An opportunity to offer public comment related to these items was made available at the Chapter 4 Committee’s meeting on July 12 and, later that same day, at the public meeting of the Board. A report containing the academic standards recommendations developed by the advisory committees and an Annex presenting other unrelated draft amendments to Chapter 4 also were made publicly accessible on the Board’s website. The report containing academic standards recommendations can be found here:

<https://www.stateboard.education.pa.gov/Documents/PA%20StandardsCEW%20EconFCS%20PFS%20Report.pdf>.

The Chapter 4 Committee held public hearings in Harrisburg (September 13, 2023) and in Allegheny County (September 25, 2023) to gather feedback from stakeholders on the academic standards recommendations and on its other draft amendments to Chapter 4. A third public hearing scheduled for September 14, 2023, in Montgomery County was canceled due to lack of registrations to participate in the event. The Chapter 4 Committee also accepted written testimony through the end of September 2023 from individuals who were unable to attend a hearing in person. Throughout this process, the Board received feedback from varied stakeholders including teachers and school counselors, school directors, members of the banking industry, and more.

Testimony submitted by stakeholders was made available to all Board members and also was made available to the advisory committees that developed an initial set of recommendations on updating the academic standards. Those advisory committees reconvened on October 25 & 25, 2023, to review this additional stakeholder input and to provide their professional judgment on whether the standards should be further revised in response to the suggestions raised by various stakeholders in their testimony. The Department presented a report of the standards review committees' responses at the Chapter 4 Committees' public meeting on November 8, 2023. An opportunity for public comment was made available at that meeting, and the report was made publicly accessible on the Board's website here <https://www.stateboard.education.pa.gov/Documents/About%20the%20Board/Board%20Actions/2024/Pennsylvania%20CEW%20Econ%20FCS%20and%20PF%20Standards%20Recommendations%20of%20the%20Content%20Committees.pdf>.

The Chapter 4 Committee reconvened on January 11, 2024, to consider and adopt its own recommendation for proposed amendments to Chapter 4, including updates to the academic standards for CEW, ECON, and FCS, new standards for Personal Finance, and other unrelated amendments to Chapter 4. The Chapter 4 Committee's recommendation was considered by the Council of Basic Education (Council) on January 11, 2024, and the Council approved the proposed amendments to Chapter 4 as recommended by the Committee. Later that same day, the proposed amendments to Chapter 4 were approved by the Board, as recommended by the Council and the Committee. Opportunities for public comment were made available at each of the public meetings held by the Chapter 4 Committee, the Council, and the Board.

(15) Identify the types and number of persons, businesses, small businesses (as defined in Section 3 of the Regulatory Review Act, Act 76 of 2012) and organizations which will be affected by the regulation. How are they affected?

The proposed rulemaking will affect school districts, area career and technical schools, charter schools, cyber charter schools, public school employees, students enrolled in public schools, programs that prepare new teachers, and the Department. In 2023-24, there were 2,960 public schools in 783 school entities in the Commonwealth. Those school entities serve approximately 1.7 million students and employ approximately 154,400 professional staff. There are 119 educator preparation programs that operate in the Commonwealth. The proposed rulemaking will not affect small businesses.

The adoption of updated standards for CEW, ECON, and FCS supports Pennsylvania's educational vision as stated on the Department's website, "Pennsylvania learners will be prepared for meaningful engagement in postsecondary education; in workforce training; in career pathways; and to be responsible involved citizens." All students need to know how to explore and find careers, obtain employment and

training, and live independently – skills that are an integral part of the academic standards for CEW, ECON, and FCS. The standards will guide schools in updating curriculum and instruction in these areas. The proposed rulemaking establishes an implementation window for school entities to take necessary measures to ensure their instruction is aligned with the updated standards by the 2026-27 school year. Educator preparation programs also will need to integrate instruction in the updated standards into the coursework they deliver to individuals studying to become teachers.

To support this, the Department will need to update the instructional resources made available to educators through the Standards Aligned System portal to reflect materials aligned with the new standards and will need to support professional development opportunities for both current educators and educator preparation faculty in the updated standards.

The proposed adoption of academic standards in Personal Finance will support the implementation of the new personal financial literacy course required to be completed by all high school students under Act 35. These proposed new standards will serve as guideposts to which such courses should be aligned. The standards will support students in acquiring fundamental knowledge of important concepts such as financial goal setting, income, budgeting and spending, and saving. The proposed standards introduce these competencies to students in a sequenced manner as part of primary and middle level instruction to integrate instruction in these areas throughout students' education careers and to continuously build upon students' knowledge and understanding in these areas.

Act 35 directs the Department to update its existing economic education resources and model curriculum to align to standards for personal financial literacy in Chapter 4 no later than the beginning of the 2025-26 school year and within one year of any revision of these standards. Section 1551 of the Public School Code tasks the Department with maintaining an inventory of model curriculum economic education and personal financial literacy materials, programs and resources available in Commonwealth agencies. In distributing such materials to schools for their use, the Department also is directed to consider materials available through international, national, statewide and local economic, banking trade and personal finance education organizations. Act 35 further requires the Department, in consultation with multiple organizations that specialize in financial literacy education, to develop or identify a model curriculum and a list of education materials that schools may use in providing the required high school level course. The work that the Department is directed to undertake in Act 35 to develop resources and model curriculum pertaining to economic education and personal financial literacy will support school entities in implementing the Personal Finance standards proposed in this rulemaking.

The proposed rulemaking further will require school entities to post various strategic plans required in section § 4.13 on their websites after they are adopted as final. Each strategic plan required in this section already is required to be made available for public inspection and comment for a minimum of 28 days prior to its approval by the school entity's governing board. As such, requiring school entities to post the plans approved in their final form is reasonable as school entities already should have a process in place to make drafts of the plans available for public comment and inspection.

Finally, school entities will continue to administer the Pennsylvania System of School Assessment (PSSA) in Science annually at two grade levels. At present, the PSSA in Science is administered at grades 4 and 8. Under the proposed rulemaking, the elementary-level PSSA in Science will shift to be administered at grade 5 beginning in the 2025-26 school year and the middle level PSSA in Science will continue to be administered at grade 8. Beginning in the 2025-26 school year, the grade 5 PSSA in Science will assess students' knowledge of the state's academic standards for *Science, Environment, Ecology, Technology, and Engineering (Grades K-5)*.



(16) List the persons, groups or entities, including small businesses, that will be required to comply with the regulation. Approximate the number that will be required to comply.

Students enrolled in public school entities, school districts, area career and technical schools, charter schools, cyber charter schools, public school employees, and the Department will be required to comply with the proposed rulemaking. In 2023-24, there were 2,960 public schools in 783 school entities in the Commonwealth. Those school entities serve approximately 1.7 million students and employ approximately 154,400 professional staff.

(17) Identify the financial, economic and social impact of the regulation on individuals, small businesses, businesses and labor communities and other public and private organizations. Evaluate the benefits expected as a result of the regulation.

All students need to know how to explore and find careers, obtain employment and training, and live independently – skills that are an integral part of the academic standards for CEW, ECON, and FCS. Updates to these standards will benefit both students and employers in the Commonwealth. The proposed incorporation of Employability Skills within the standards is intended to foster the development of foundational skills that are transferable across workplace settings. Employability skills address qualities that employers often look for in candidates in addition to academic or technical qualifications. Adding this focus area to Pennsylvania’s academic standards will emphasize for students the importance of competencies such as critical thinking and problem solving, effectively being able to communicate in both written and verbal forms, time management, and teamwork and collaboration as essential components of career preparation.

The adoption of standards for Personal Finance will further support students throughout their lives in making sound decisions about managing their personal financial resources. The proposed standards will ensure students are better prepared to make decisions that will impact their lives on a daily basis and that will impact their long-term goals, including decisions related to saving and investing, spending, how to budget for personal expenses, and how to manage credit. Students will gain knowledge that is vital to the many life choices they will face over time, whether that be financing higher education, purchasing a car or a home, buying an insurance plan, or establishing accounts with financial services institutions.

(18) Explain how the benefits of the regulation outweigh any cost and adverse effects.

The proposed rulemaking will revise the state’s ECON and FCS standards for the first time since 2003 and will revise the state’s CEW standards for the first time since 2006. The proposed updates will benefit students, educators, and public school entities by making Pennsylvania’s standards more consistent with more current standards in these content areas from national organizations and with more current standards adopted by other states. The proposed rulemaking also will establish new standards for Personal Finance, ensuring that related competencies that are addressed in a piecemeal fashion throughout multiple sets of standards are addressed in standalone standards that will provide for related instruction to be delivered in a more focused and consistent manner throughout a student’s educational career.

(19) 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. Explain how the dollar estimates were derived.

The proposed rulemaking will not impose any costs on students. Further, the proposed rulemaking is not anticipated to impose new costs on programs that train new teachers. The updated academic standards will act as a guide for reflecting the content of the standards in some courses educator preparation programs deliver to individuals preparing to become teachers to ensure course content is aligned to current academic standards. This does not impose a new cost for additional coursework. Rather, the impact on educator preparation programs may shift the content of some existing courses, and the Department will provide educator preparation program faculty with access to implementation supports it will make available to support school entities in implementing the updated CEW, ECON, and FCS standards and the new standards for Personal Finance to support this work.

(20) Provide a specific estimate of the costs and/or savings to the **local governments** associated with compliance, including any legal, accounting or consulting procedures which may be required. Explain how the dollar estimates were derived.

For purposes of this rulemaking, school entities are considered local governments. School entities typically engage in curriculum review cycles every five to six years. Thus, the Board anticipates that efforts to implement the updated CEW, ECON, and FCS standards included in the proposed rulemaking will be reflected in school entities' existing budgetary practices for curriculum review and updates, therefore becoming part of a traditional cycle for updating school entity resources. As such, the proposed rulemaking does not add new costs in so much as it refines the focus of current instruction.

Further, Act 35 requires school entities to offer a half credit course in personal financial literacy aligned with personal finance standards in Chapter 4 and requires all students in Pennsylvania to complete the course during grade 9, 10, 11, or 12. Act 35 further directed the Board to review and, as necessary, update the existing standards for CEW, ECON, and FCS. As such, costs related to the implementation of the standards updates in this proposed rulemaking are responsive to the requirements established by the General Assembly in Act 35.

(21) Provide a specific estimate of the costs and/or savings to the **state government** associated with the implementation of the regulation, including any legal, accounting, or consulting procedures which may be required. Explain how the dollar estimates were derived.

The Department will invest approximately \$565,300 in total through Fiscal Year 2028-29 to support implementation of the proposed rulemaking. These efforts will include reviewing and updating model curriculum and resources for educators on the Pennsylvania Standards Aligned System (SAS) and providing technical supports for school entities. To support implementation of the proposed updates to the CEW, ECON, and FCS standards and the proposed new standards for Personal Finance, the Department will provide educators with access to state-developed resources through the SAS website, professional learning, and ongoing support and consultation. The Department will provide technical assistance supports through the expertise of its content advisors and additional professional learning through the Statewide System of Support. The Statewide System of Support is deployed through collaboration with the existing network of 29 regional Intermediate Units (I.U.s). I.U.s function as regional educational service agencies that are organized geographically to provide supports to schools and to students across the entirety of the Commonwealth. Through its existing staff complement, content advisors with the Office of Elementary and Secondary Education provide support for standards implementation, including updating, aligning, and designing resources for school entities and educators. The resources developed by the Department will be curated on the Department's SAS website for voluntary use by school entities at no cost to the school entities and as directed by the General Assembly in Act 35.

Below is an estimate of anticipated costs to the state on an annual basis through Fiscal Year 2028-29:

Fiscal Year 2023-24: There are no costs to state government associated with implementation of the proposed rulemaking during the 2023-24 fiscal year as the Board anticipates that activity during the current fiscal year will involve consideration of proposed and final-form rulemakings through the procedures established in the Regulatory Review Act.

Fiscal Year 2024-25: The estimated cost to state government is \$145,300. Act 35 directs the Department to update its existing resources and model curriculum for economic education and personal financial literacy no later than the beginning of the 2025-26 school year. To meet this timeframe, work to develop implementation supports for the standards updates in this proposed rulemaking will be concentrated during FY 2024-25. To support implementation, in FY 2024-25 the Department anticipates investing \$65,000 in the Pennsylvania Statewide System of Support, which provides grants to the state's 29 I.U.s to provide educator professional development and technical assistance to school entities within their regions. The Department will work with state and regional I.U. leads to design and execute a "train-the-trainer" model and funnel support, materials, and resources to school entities at no cost to the school entities. Support for this investment is budgeted from federal Title II-A professional development funds.

In FY 2024-25, the Department also anticipates a \$42,500 cost to maintain a contract with The Pennsylvania State University for collecting and reporting data relative to financial literacy. The Department intends to expand and repurpose the existing contract to include consultation in the development of materials and resources aligned to the standards in the proposed rulemaking. Support for this investment is budgeted from the Teacher Professional Development line item allocated to the Department of Education in the General Fund.

Finally, in FY 2024-25, the Department anticipates a \$21,000 cost to develop a professional development course for educators to support implementation of the standards in the proposed rulemaking and a \$16,800 cost to develop related resources that will be made available to educators on the SAS portal. The professional development course will be delivered online through the Department's professional development center at no cost to educators. The course will be coupled with additional downloadable resources on SAS, such as a curriculum framework, instructional toolkit, lessons, and assessments. Support for these investments is budgeted from state assessment funds.

Fiscal Year 2025-26: The estimated cost to state government is \$112,500, which represents a sustained effort to support state-level resources to assist school entities and educators with implementation of the academic standards in the proposed rulemaking. This includes a \$60,000 investment in the Statewide System of Support, a \$42,500 investment to maintain the Department's contract with The Pennsylvania State University, and a \$10,000 investment in the maintenance of SAS resources. These investments will support the delivery of professional learning and technical assistance aligned with the standards in the proposed rulemaking at no cost to educators.

Fiscal Year 2026-27: The estimated cost to state government is \$107,500, which represents a sustained effort to support state-level resources to assist school entities and educators with implementation of the academic standards in the proposed rulemaking. This includes a \$55,000 investment in the Statewide System of Support, a \$42,500 investment to maintain the Department's contract with The Pennsylvania State University, and a \$10,000 investment in the maintenance of SAS resources.

Fiscal Year 2027-28: The estimated cost to state government is \$102,500, which represents a sustained effort to support state-level resources to assist school entities and educators with implementation of the academic standards in the proposed rulemaking. This includes a \$50,000 investment in the Statewide System of Support, a \$42,500 investment to maintain the Department’s contract with The Pennsylvania State University, and a \$10,000 investment in the maintenance of SAS resources.

Fiscal Year 2028-29: The estimated cost to state government is \$97,500, which represents a sustained effort to support state-level resources to assist school entities and educators with implementation of the academic standards in the proposed rulemaking. This includes a \$45,000 investment in the Statewide System of Support, a \$42,500 investment to maintain the Department’s contract with The Pennsylvania State University, and a \$10,000 investment in the maintenance of SAS resources.

(22) For each of the groups and entities identified in items (19)-(21) above, submit a statement of legal, accounting or consulting procedures and additional reporting, recordkeeping or other paperwork, including copies of forms or reports, which will be required for implementation of the regulation and an explanation of measures which have been taken to minimize these requirements.

The proposed rulemaking does not contain any new legal, accounting or consulting procedures, or new requirements for reporting and recordkeeping, or other paperwork.

(22a) Are forms required for implementation of the regulation?

No.

(22b) If forms are required for implementation of the regulation, **attach copies of the forms here**. If your agency uses electronic forms, provide links to each form or a detailed description of the information required to be reported. **Failure to attach forms, provide links, or provide a detailed description of the information to be reported will constitute a faulty delivery of the regulation.**

No forms are required for implementation of this proposed rulemaking.

(23) 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.

	<b>Current FY Year 2023-24</b>	<b>FY +1 Year 2024-25</b>	<b>FY +2 Year 2025-26</b>	<b>FY +3 Year 2026-27</b>	<b>FY +4 Year 2027-28</b>	<b>FY +5 Year 2028-29</b>
<b>SAVINGS:</b>	\$	\$	\$	\$	\$	\$
<b>Regulated Community</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>Local Government</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>State Government</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Savings</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>COSTS:</b>						

<b>Regulated Community</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>Local Government</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>State Government</b>	\$0	\$145,300	\$112,500	\$107,500	\$102,500	\$97,500
<b>Total Costs</b>	\$0	\$145,300	\$112,500	\$107,500	\$102,500	\$97,500
<b>REVENUE LOSSES:</b>						
<b>Regulated Community</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>Local Government</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>State Government</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Revenue Losses</b>	\$0	\$0	\$0	\$0	\$0	\$0

(23a) Provide the past three year expenditure history for programs affected by the regulation.

<b>Program</b>	<b>FY -3 2020-2021</b>	<b>FY -2 2021-2022</b>	<b>FY -1 2022-2023</b>	<b>Current FY 2023-2024</b>
General Government Operations (Department of Education)	\$25,359,000	\$29,981,000	\$36,404,000	\$39,500,000
Basic Education Funding	\$6,794,489,000	\$7,082,304,000	\$7,625,124,000	\$7,872,444,000
Teacher Professional Development	\$5,044,000	\$5,044,000	\$5,044,000	\$5,044,000
PA Assessment	\$48,990,000	\$45,265,000	\$47,120,000	\$48,000,000

(24) For any regulation that may have an adverse impact on small businesses (as defined in Section 3 of the Regulatory Review Act, Act 76 of 2012), provide an economic impact statement that includes the following:

- (a) An identification and estimate of the number of small businesses subject to the regulation.
- (b) The projected reporting, recordkeeping and other administrative costs required for compliance with the proposed regulation, including the type of professional skills necessary for preparation of the report or record.
- (c) A statement of probable effect on impacted small businesses.
- (d) A description of any less intrusive or less costly alternative methods of achieving the purpose of the proposed regulation.

The proposed rulemaking will not have an adverse impact on small business.

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

No special provisions have been developed to meet the needs of any of the identified groups. The proposed rulemaking aims to afford all students learning experiences in the content areas included in the updated and new standards in the proposed rulemaking. Further, the federal Individuals with Disabilities Education Act (IDEA) and the Board’s regulations at 22 Pa. Code Chapter 14 (Special Education Services and Programs) address the provision of free appropriate public education for children with disabilities. Section 14.102(a)(1)(ii) of the Board’s regulations governing Special Education Services and Programs states that the purpose of Chapter 14 is, in part, “to ensure that children with a disability have access to the general curriculum, and participate in State and local assessments as established and described in Chapter 4 (relating to academic standards and assessment).” Both IDEA and Chapter 14 govern the provision of supports and services for students with a disability and such supports and services are delineated in a student’s Individualized Education Program (IEP). Thus, supports and services for a student with a disability who may need accommodations to access the curriculum aligned to the academic standards for CEW, ECON, FCS, and Personal Finance are not reflected in the proposed rulemaking as the identification of such supports and services is governed by IDEA and Chapter 14.

(26) Include a description of any alternative regulatory provisions which have been considered and rejected and a statement that the least burdensome acceptable alternative has been selected.

In determining whether to require school entities to publicly post the various strategic plans required under section 4.13 (relating to strategic plans), the Board reviewed the existing provisions in section 4.13 that govern such plans. Consideration was given to whether amending those provisions to require posting of plans in their final form would create a burden for school entities. However, section 4.13 currently requires each plan cited within that section to be made available for a public inspection and comment period prior to each plan’s approval when such plans come due for reviews on either 3-year or 6-year cycles. Thus, school entities already must have a process in place for making updates to such plans publicly accessible for the required public inspection and comments periods. Given that school entities already must provide for public access to such plans in draft form, the Board determined that posting the plans as they are adopted in final form would not create an additional burden as school entities already must have a means of sharing such plans in draft form.

(27) In conducting a regulatory flexibility analysis, explain whether regulatory methods were considered that will minimize any adverse impact on small businesses (as defined in Section 3 of the Regulatory Review Act, Act 76 of 2012), including:

- a) The establishment of less stringent compliance or reporting requirements for small businesses;
- b) The establishment of less stringent schedules or deadlines for compliance or reporting requirements for small businesses;
- c) The consolidation or simplification of compliance or reporting requirements for small businesses;
- d) The establishment of performance standards for small businesses to replace design or operational standards required in the regulation; and
- e) The exemption of small businesses from all or any part of the requirements contained in the regulation.

Small businesses are not part of the regulated community affected by the proposed rulemaking.

(28) If data is the basis for this regulation, please provide a description of the data, explain in detail how the data was obtained, and how it meets the acceptability standard for empirical, replicable and testable data that is supported by documentation, statistics, reports, studies or research. Please submit data or supporting materials with the regulatory package. If the material exceeds 50 pages, please provide it in a searchable electronic format or provide a list of citations and internet links that, where possible, can be accessed in a searchable format in lieu of the actual material. If other data was considered but not used, please explain why that data was determined not to be acceptable.

Data did not serve as the basis for this proposed rulemaking.

(29) Include a schedule for review of the regulation including:

- |   |                                   |
|---|-----------------------------------|
| A. The length of the public comment period:   | 30 days                           |
| B. The date or dates on which any public meetings or hearings will be held:   | May 1-2, 2024<br>July 10-11, 2024 |
| C. The expected date of delivery of the final-form regulation:  | Fall 2024                         |
| D. The expected effective date of the final-form regulation:<br>in the <i>Pennsylvania Bulletin</i> as a final-form rulemaking, with the exception of Appendix B, which will be placed in reserve effective July 1, 2025                              | Upon notice or publication        |
| E. The expected date by which compliance with the final-form regulation will be required:<br>in the <i>Pennsylvania Bulletin</i> as a final-form rulemaking, with the exception of Appendix B, which will be placed in reserve effective July 1, 2025 | Upon notice or publication        |
| F. The expected date by which required permits, licenses or other approvals must be obtained:   | N/A                               |

(30) Describe the plan developed for evaluating the continuing effectiveness of the regulations after its implementation.

The Board will review Chapter 4 on a regular basis in accordance with the Board's policy and practice respecting all its regulations. Further, within 22 Pa. Code Chapter 4, section 4.12(i) directs reviews of existing academic standards to be conducted no sooner than every five years and no later than every 10

years from the time sets of standards are adopted to determine if the standards are appropriate, clear, specific and challenging. Any revisions determined to be necessary as part of that process are directed to be made by revising 22 Pa. Code Chapter 4. The Board will review the academic standards that are addressed in the proposed rulemaking in line with this timeframe.

In addition, the Board receives regular reports from the Secretary of Education and from the Deputy Secretary for Elementary and Secondary Education at the six public meetings it is statutorily required to convene annually. These reports provide regular and timely opportunities to keep the Board informed about the Department's implementation of proposed amendments to Chapter 4 and academic standards, their effectiveness, and any feedback the Department is receiving pertaining to implementation by schools within the Commonwealth.



FACE SHEET  
FOR FILING DOCUMENTS  
WITH THE LEGISLATIVE REFERENCE BUREAU

(Pursuant to Commonwealth Documents Law)

RECEIVED

Independent Regulatory  
Review Commission

May 21, 2024

DO NOT WRITE IN THIS SPACE

Copy below is hereby approved as to  
form and legality. Attorney General

BY: Amy M. Elliott  
(DEPUTY ATTORNEY GENERAL)

Digitally signed by Amy M. Elliott  
DN: cn=Amy M. Elliott, o=Pennsylvania Office  
of Attorney General, ou=Chief Deputy Attorney  
General, email=elliott@attorneygeneral.gov,  
c=US  
Date: 2024.05.17 15:31:37 -0400

5/17/2024

DATE OF APPROVAL

Check if applicable  
Copy not approved. Objections  
attached.

Copy below is here by certified to be a true and correct copy  
of a document issued, prescribed or promulgated by:

State Board of Education  
(AGENCY)

DOCUMENT/FISCAL NOTE NO. 006-354  
DATE OF ADOPTION: January 11, 2024

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

Copy below is hereby approved as to form  
and legality. Executive or Independent Agencies.

BY: 

April 15, 2024

DATE OF APPROVAL  
Deputy General Counsel

~~(Chief Counsel, Independent Agency)~~  
(Strike inapplicable title)

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

# **PROPOSED RULEMAKING**

## **STATE BOARD OF EDUCATION**

**[22 PA. CODE CH. 4]**

### **Academic Standards and Assessment**

The State Board of Education (Board) proposes to amend Chapter 4 (relating to academic standards and assessment) by amending §§ 4.11, 4.12, 4.13, 4.21, 4.22, 4.23, 4.51a and adding Appendix C-1, Appendix D-1, Appendix E-1, and Appendix F to read as set forth in Annex A. The Board further is proposing to delete certain pages identified in Appendix C and Appendix D and to place Appendix B and Appendix E in reserve. The Board is acting under the authority of sections 290.1, 1551, 2603-B and 2604-B of the Public School Code of 1949 (24 P.S. §§ 2-290.1, 15-1551, 26-2603-B and 26-2604-B).

#### ***Purpose***

Chapter 4 sets forth requirements for state academic standards and assessments for public schools across the Commonwealth, including school districts, area career and technical schools (ACTSs), charter schools, and cyber charter schools. This proposed rulemaking seeks to update the existing academic standards for Career Education and Work (CEW), Family and Consumer Sciences (FCS), and Economics (ECON). Consistent with Act 35 of 2023, this proposed rulemaking further seeks to establish standalone academic standards for Personal Finance. The proposed rulemaking also shifts the grade level at which the state's elementary-level science assessment is administered, requires school

entities to post various strategic plans on their publicly accessible websites, and makes numerous clarifying and technical amendments.

### ***Background***

The Board's Standing Committee on Academic Standards/Chapter 4 (Committee) is designated responsibility for leading efforts on regulations governing state academic standards and assessments. This responsibility includes overseeing reviews of the regulations in Chapter 4 and developing recommendations pertinent to such policies for consideration by the Board. Part of the responsibility designated to the Committee includes leading periodic reviews of the academic standards in Chapter 4 as called for in 22 Pa. Code § 4.12(i). Periodic reviews of state academic standards are intended to determine if the standards are appropriate, clear, specific, and challenging.

On September 14, 2022, the Committee held a public meeting to determine which academic standards next would be opened for a periodic review. The Committee recommended to the Board that the academic standards for CEW, FCS, and ECON be called up for review. The existing ECON and FCS standards took effect on January 11, 2003, and the existing CEW standards took effect on July 8, 2006. The Committee recommended that these standards be reviewed in their totality with a focus on whether the existing standards adequately address concepts related to financial literacy.

To support this work, the Board requested that the Pennsylvania Department of Education (Department) convene advisory committees of educators and other content experts to conduct an initial review of the existing academic standards for CEW, ECON, and FCS, and to consider whether the standards adequately addressed what students should know to be financially literate. The Committee tasked the Department to consult

with these external standards review committees to develop recommendations on whether the existing standards should be revised and, if so, to formulate draft amendments to the standards for the Committee's consideration.

In the fall of 2022, educators and other content experts were invited by the Department to apply to serve on the advisory committees. Nominees to serve on these standards review committees were presented to the Committee for approval at its public meeting on January 11, 2023. An opportunity for public comment on the nominees was made available at the meeting prior to the Committee's approval of the standards review committees' membership. At the direction of the Committee, the Department later added four additional members to the standards review committees to provide greater geographic representation from Philadelphia and from the state's Northern Tier.

The standards review committees met throughout the winter and spring of 2023 to develop recommendations in response to the charge presented to them. Meetings were held on: February 22, 2023, March 9, 2023, March 20, 2023, April 3, 2023 (whole group session), and April 20, 2023 (whole group session). During these sessions, the standards review committees developed recommendations for updating the existing standards for CEW, ECON, and FCS. The standards review committees also reached consensus to recommend the establishment of a standalone set of academic standards for Personal Finance.

To provide further guidance surrounding the recommendation to establish new standalone standards for Personal Finance, another external stakeholder advisory committee was formed to draft recommended Academic Standards for Personal Finance. That advisory committee was comprised of some members of the teams that conducted

an initial review of the CEW, ECON, and FCS standards, along with additional members who held professional experience in personal finance. The Personal Finance Standards Committee met on May 31, 2023, and on June 1, 2023, in Harrisburg, and met again on June 15-16, 2023, at the Federal Reserve Bank in Philadelphia.

To inform their recommendations, the standards review committees examined standards from national organizations and exemplary standards from other states to identify strengths and gaps in Pennsylvania's current standards. The CEW review committee utilized the following resources as part of its evaluation: the National Business Education Association's National Standards for Business Education, North Dakota Career Development Content Standards, Nebraska Standards for Career Readiness, and the Nevada State Board for Career and Technical Education's Employability Skills for Career Readiness Standards.

The CEW review committee recommended reorganizing the CEW standards into four new strands that reflected combining strands in the existing CEW standards and adding new strands to reflect components of the national and other state standards that the committee used in conducting its review. Recommended updates included reframing the existing strand for Career Awareness and Preparation to focus on Career Awareness and Exploration, reframing the existing strand for Career Retention and Advancement to address Personal Interests and Career Planning, and reframing the existing strand for Entrepreneurship to address Growth and Advancement.

The CEW review committee also proposed adding a new strand for Employability Skills that would replace the strand in the current CEW standards for Career Acquisition (Getting a Job). Employability skills address qualities that employers often look for in

candidates in addition to academic or technical qualifications. These skills are not specific to a particular job. Rather, they embody foundational skills that are transferable across workplace settings. Competencies for students addressed within the recommended new strand for Employability Skills included critical thinking and problem solving, oral and written communication, teamwork and collaboration, technology, time management, and entrepreneurial mindset.

The ECON review committee utilized a similar approach in reviewing Pennsylvania's existing ECON standards and identifying strengths and gaps in the standards. The review committee utilized the following resources to inform its work: the Voluntary National Content Standards in Economics from the Council for Economic Education, Delaware's K-12 Economic Standards, Indiana's K-12 Economic Standards, and Minnesota's K-12 Economic Strand of its Social Studies Standards. Stemming from its analysis, the ECON review committee recommended four new strand topics under which existing standards and recommended new standards would be organized. The existing ECON standards include five strands for: Economic Systems, Markets and the Functions of Governments, Scarcity and Choice, Economic Interdependence, and Work and Earnings. The review committee recommended transforming the standards to be arranged under the following strands: Fundamentals of Economics, Microeconomics, Macroeconomics, and Money and Financial Institutions.

The FCS standards review committee also consulted other national and state-level resources to inform its work. The review committee recommended updates to Pennsylvania's FCS standards consistent with the language and formatting of the Family and Consumer Sciences National Standards 3.0, a resource from the National Association

of State Administrators of Family and Consumer Sciences, and consistent with national standards of the Family, Career and Community Leaders of America. The Pennsylvania Learning Standards for Early Childhood also were used by the standards review committee to inform the development of FCS standards for the K-2 grade band. These Pennsylvania early childhood standards are research-based according to age and development and address a continuum of learning from the infant and toddler stages through second grade. The FCS review committee also consulted FCS standards from Wisconsin and New Hampshire and used these other exemplary state standards as a point of reference when considering revisions or additions to Pennsylvania's existing standards and in considering whether recommended revisions or additions were aligned in a coherent manner.

The FCS review committee supported restructuring Pennsylvania's current standards. The existing FCS standards include four strands for: Food Science and Nutrition, Financial and Resource Management, Child Development, and Balancing Family, Work, and Community Responsibility. The standards review committee recommended restructuring the FCS standards under the following six strands: Food Science and Nutrition, Physical Resource Management, Human Development, Family, and Relationships, Education and Early Childhood Development, Personal Finance and Consumer Skills, and Career, Community, and Family Connections. For the recommended standards applicable to the 6-8 and 9-12 grade bands, the FCS review committee also recommended adding a career-focused standard within each strand as a means of incorporating employability skills within the standards.

The standards review committees further recommended that the Board adopt standalone academic standards for Personal Finance. While the review committees recognized that content related to personal finance is embedded throughout the existing CEW, ECON, and FCS standards, the review committees determined that standalone standards would benefit students by creating greater alignment and consistency in how such content is taught. A July 2023 report containing recommendations from the standards review committees found that personal financial literacy “is a key aspect of preparing students for meaningful engagement in postsecondary education, workforce training, and career pathways and as responsible, involved citizens.” The review committees concluded that, for this reason, a separate standalone set of standards should be added to Chapter 4.

To provide further guidance on the recommendation to establish new standalone standards, another external committee of educators and content experts was convened to draft recommended academic standards for Personal Finance. The committee reviewed resources from other states and national organizations to inform its work, including: the National JumpStart Standards, Wisconsin’s Standards for Personal Finance, Washington’s Standards for Personal Finance, and Delaware’s Standards for Personal Finance. The committee also reviewed Pennsylvania’s Instructional Framework for Personal Finance. This resource was developed by the Department in accordance with Act 104 of 2010 to provide economic and personal financial literacy materials to educators in Pennsylvania’s public and private schools. Stemming from this review, the committee developed recommended standards for Personal Finance that include



competencies organized under the following six strands: Personal Finance Fundamentals, Income, Spending, Saving and Investment, Risk and Insurance, and Credit.

The standards review committees further recommended a new organizational structure that would be applied consistently across the CEW, ECON, FCS, and Personal Finance standards. The existing academic standards for CEW include standards for grade 3, grade 5, grade 8, and grade 11. The existing academic standards for ECON and for FCS include standards for grade 3, grade 6, grade 9, and grade 12. The standards review committees recommended that updates to these existing standards and new standards for Personal Finance be organized in grade bands covering Kindergarten–grade 2, grades 3–5, grades 6–8, and grades 9–12. The review committees concluded that organizing the standards around these four grades bands provides flexibility to school entities in determining how best to meet each standard, when to include particular courses, and how to best support the needs of individual students. The review committees further supported reorganizing the standards in grade bands as this structure is used frequently in national standards and standards adopted by other states, but, at present, is applied inconsistently in Pennsylvania’s academic standards.

These recommendations for updating the existing academic standards for CEW, ECON, and FCS and for establishing new academic standards for Personal Finance were presented by the Department to the Committee at a public meeting on July 12, 2023, and were shared with the Board as its public meeting later that same day. At its meeting on July 12, 2023, the Committee also reviewed in detail unrelated draft amendments to other provisions within Chapter 4 and determined that it would consider those other draft amendments in tandem with the recommended revisions to academic standards. The

other draft amendments to Chapter 4 reviewed by the Committee addressed the grade level at which the state's elementary-level science assessment is administered, posting requirements for the various plans named in section 4.13 (relating to strategic plans) after they are adopted as final, and numerous clarifying and technical amendments. An opportunity to offer public comment on these items and on the academic standards recommendations was made available before both the Committee and the Board at their meetings on July 12, 2023. A report containing the review committees' academic standards recommendations and an Annex presenting the other unrelated draft amendments to Chapter 4 were made publicly accessible on the Board's website.

The Committee held public hearings in Harrisburg (September 13, 2023) and in Allegheny County (September 25, 2023) to gather feedback from stakeholders on the academic standards recommendations and on its other draft amendments to Chapter 4. A third public hearing scheduled for September 14, 2023, in Montgomery County was canceled due to lack of registrations to participate in the event. The Committee also accepted written testimony through the end of September 2023 from individuals who were unable to attend one of its hearings in person.

Testimony submitted by stakeholders was made available to all Board members and also was made available to the standards review advisory committees that developed initial recommendations on updating the academic standards. At the request of the Committee, those standards review advisory committees reconvened on October 24 & 25, 2023, to review this additional stakeholder input and to provide their professional judgment on whether the recommended standards should be further revised in response to the testimony received from interested stakeholders. The Department presented a report

of the standards review committees' responses to stakeholder feedback at the Committees' next public meeting on November 8, 2023. An opportunity for public comment was made available at that meeting, and the standards review committees' report was made publicly accessible on the Board's website.

As part of their continued efforts in advising the Committee on this work, the standards review committees addressed concerns expressed by stakeholders pertaining to the length and complexity of the recommended Personal Finance standards. In response to this concern, the review committees sought to identify and eliminate areas of duplication across the recommended CEW, ECON, and FCS standards updates and the recommended Personal Finance standards. The review committees noted that they recommended retaining a concept related to personal finance that may overlap with another standard if the concept was necessary for the focus lens of the discipline. The review committees identified the following focus lenses to guide their decision-making in this regard: Personal Finance – individual; CEW – individual planning of educational and professional choices; FCS – resource management for the family and home; and ECON – markets and societal.

The report from the standards review committees identifies additional areas where the committees made refinements to their initial recommendations in response to stakeholder input and where the review committees disagreed that further modifications were necessary. Among the refinements, the review committees made edits to their initial recommendations to improve clarity, ensure the standards use straightforward language, ensure the standards are developmentally appropriate, and, if necessary, to

ensure the standards provided for a more sophisticated progression of knowledge and skills.

The Board's work on these academic standards was further directed by the enactment of Act 35 in December of 2023. Existing language in section 1551 of the Public School Code requires the Department to provide resources and curriculum materials related to economic education and personal financial literacy to public and private schools in the Commonwealth. Historically, these materials were to be aligned with the state academic standards for ECON, FCS, and CEW as promulgated by the Board in Chapter 4. With the adoption of Act 35, the General Assembly amended Section 1551 of the Public School Code to require the Department to provide model curriculum materials pertaining to economic education and personal financial literacy that are aligned to state academic standards for Personal Financial Literacy as established by the Board in Chapter 4. Act 35 also directs the Department to review and update its existing model curriculum materials and other resources no later than the beginning of the 2025-26 school year and within one year of any revision of the state academic standards for Personal Financial Literacy promulgated by the Board.

In Act 35, the General Assembly further directed the Board to review the existing state academic standards for ECON, FCS, and CEW and to revise the standards as necessary to implement the amendments set forth in the Act. Finally, in Act 35 the General Assembly established a new requirement for high school students to complete a mandatory course in personal financial literacy with the course valued at least one-half credit or half of a full credit. Both public school entities and non-public schools must provide the required course beginning in the 2026-27 school year.

The Committee reconvened on January 11, 2024, to consider the stakeholder feedback it gathered during the fall of 2023, along with the additional perspectives on that feedback provided by the standards review advisory committees. The Committee also reviewed Act 35 and discussed considerations for crafting a proposed rulemaking responsive to the directives of the General Assembly in that Act. In deliberating on input from stakeholders and on Act 35, the Committee expressed support for adopting the standards review committees' recommendations for updating the CEW, ECON, and FCS standards. The Committee noted that the process conducted to review and update the standards aligned with the charge made to the Board in Act 35 to review those standards.

The Committee further expressed support for adopting the standards review committee's recommendations for standalone Personal Finance standards. Adding standalone standards for Personal Finance to Chapter 4 is responsive to provisions in Act 35 that direct the Department to align model curriculum to such standards as they are set forth in Chapter 4. The Personal Finance standards also will serve as a guidepost to which the new high school level course required by Act 35 would be aligned.

Furthermore, the Committee found that organizing the Personal Finance standards in grade bands, as recommended by the standards review committees, is consistent with expectations for the personal financial literacy course required in the Act. The General Assembly set forth that students must complete the course once during grade nine, ten, eleven or twelve. The recommended Personal Finance standards are organized in grade bands for K-2, 3-5, 6-8, and 9-12. Structuring the standards to include a 9-12 grade band, rather than prescribing standards to be taught at a particular grade level, aligns with the flexibility envisioned in Act 35 for the required course to be completed at any point

during a student’s high school career and provides school entities and students with latitude to determine when such coursework best fits into their schedules.

The Committee also discussed timeframes for implementation of updates to the academic standards. The Committee determined that new Personal Finance standards should take effect with the 2026-27 school year for consistency with the year that Act 35 requires school entities to begin offering a personal financial literacy course to high school students. The Committee further determined that updates to the CEW, ECON, and FCS standards also should take effect with the 2026-27 school year in order to align implementation planning efforts.

Upon conclusion of its deliberations, the Committee acted to adopt proposed amendments to Chapter 4, including updates to the academic standards for CEW, ECON, and FCS, new standards for Personal Finance, and other unrelated amendments to Chapter 4. The Committee’s recommended amendments were considered by the Board’s Council of Basic Education (Council) at a public meeting on January 11, 2024, and the Council approved the proposed amendments to Chapter 4 as recommended by the Committee. Later that same day, the proposed amendments to Chapter 4 were approved by the Board, as recommended by the Council and the Committee. Opportunities for public comment were made available at each of the public meetings held by the Committee, the Council, and the Board.

***Need for the rule***

Academic standards define what students should know and be able to do at specific grade levels. They establish goals for student learning. Academic standards do not represent a particular curriculum or instructional methodology. Rather, they provide a

foundation for the development of local curriculum and serve as guideposts to which local curriculum should be aligned.

This proposed rulemaking is necessary to comply with the directives set forth in Act 35 of 2023. In that Act, the General Assembly charged the Board with reviewing and, as necessary, updating the existing standards for CEW, ECON, and FCS. The Act also newly refers to standards for personal financial literacy as a component of the Board's regulations at 22 Pa. Code Chapter 4 and, through this proposed rulemaking, the Board is establishing standalone standards in that content area. The adoption of standalone standards will provide for greater alignment and consistency in how such content is taught, including serving as a guidepost for the high school level personal financial literacy course that all public and private schools in the Commonwealth will be required to offer under Act 35.

The proposed rulemaking also is responsive to 22 Pa. Code § 4.12(i) in which the Board calls for the academic standards in Chapter 4 to be reviewed no sooner than every five years and no later than every 10 years to determine if the standards are appropriate, clear, specific and challenging. This proposed rulemaking includes revisions to the academic standards for CEW, FCS, and ECON stemming from the Board's periodic review of the existing academic standards under section 4.12(i).

This proposed rulemaking further is necessary to align administration of the state's elementary-level science assessment with the end of the grades bands in the *Pennsylvania Integrated Standards for Science, Environment, Ecology, Technology, and Engineering (Grades K-5)*. These standards are set to take effect with the 2025-26 school year. Through the proposed rulemaking, the Board is seeking to shift the grade level at

which the elementary-level science assessment is administered in the same year that the new standards take effect.

Finally, this rulemaking is necessary to create greater transparency surrounding the various strategic plans that are adopted by public school entities under section 4.13 (relating to strategic plans). During roundtable discussions on gifted education that were conducted by the Board's Committee on Special and Gifted Education in 2022, stakeholders requested that school districts be required to publicly post their gifted education plans after they are approved as final as a means of improving transparency. The Committee on Special and Gifted Education recommended to the Board's Academic Standards/Chapter 4 Committee that it consider proposing an amendment to § 4.13(e) to require school districts to post gifted education plans in their final form on the district's publicly accessible website. The Board determined that such transparency should apply to each of the plans cited in section 4.13 and should not be limited to plans for gifted education.

***Summary of this Proposed Rulemaking***

This proposed rulemaking would amend the following provisions in Chapter 4:

*Table of contents*

Academic standards that are published as appendices to Chapter 4 are being added to the table of contents for reference. The listing of standards in the table of contents reflects how the standards would be organized if proposed amendments to § 4.12 (relating to academic standards) are adopted. References to Appendix A and Appendix A-1 denote former standards that previously were placed in reserve, and references to Appendix A-2 and Appendix B-1 denote existing standards to which no amendments are proposed.



The Board proposes to place the academic standards for Science and Technology and Environment and Ecology in Appendix B in reserve, effective July 1, 2025. Placing these standards in reserve is consistent with existing language in §§ 4.12(a)(1)(i)-(ii) that sets forth that these standards will be in effect only through June 30, 2025. Following the sunset of the academic standards in Appendix B, academic standards related to science, environment, ecology, technology, and engineering will be based on the existing standards in Appendix B-1, as established in §§ 4.12(a)(2)(i)-(iii).

The Board proposes to amend Appendix C by deleting the standards for Economics and replacing them with updated standards for Economics in a new Appendix C-1. The Board proposes to amend Appendix D by deleting the standards for Family and Consumer Sciences and replacing them with updated standards for Family and Consumer Sciences in a new Appendix D-1. The Board further proposes to place the Career Education and Work standards in Appendix E in reserve and to replace them with updated standards for Career Education and Work in a new Appendix E-1. Finally, the Board proposes to add new standards for Personal Finance in Appendix F.

*§ 4.11. Purpose of public education*

Provisions under § 4.11 address the purpose of public education and its relationship with the standards in § 4.12 (relating to academic standards). Section 4.11(g) lists the standards in which public schools must provide instruction. The Board is proposing to add a reference to Personal Finance standards to this paragraph for completeness as new standards in that content area are proposed to be added under § 4.12.

The Board also is proposing to amend § 4.11(g) to correct the title of the standards for Family and Consumer Sciences to make the term “sciences” plural. The title of these

existing standards is published correctly using the plural noun throughout Appendix D, but is incorrectly referred to in the singular in § 4.11(g). The Board is proposing to make this same technical correction to the title of the standards in §§ 4.12(a)(7), 4.22(c)(11) and 4.23(c)(9).

*§ 4.12. Academic standards*

The Board is proposing, in § 4.12(a), to adopt updated standards for ECON in Appendix C-1, updated standards for CEW in Appendix E-1, and updated standards for FCS in Appendix D-1. In § 4.12(a)(10), the Board further is proposing to establish standalone academic standards for Personal Finance in Appendix F. Proposed updates to the ECON, CEW, and FCS standards and the proposed standards for Personal Finance would take effect on July 1, 2026.

The existing academic standards for CEW include standards for grade 3, grade 5, grade 8, and grade 11. The existing academic standards ECON and for FCS include standards for grade 3, grade 6, grade 9, and grade 12. The Board is proposing to modify how these existing standards are organized by structuring the updated standards for CEW, ECON, and FCS in grade bands covering Kindergarten – grade 2, grades 3-5, grades 6-8, and grades 9-12.

The Board is proposing to further modify how the existing CEW, ECON, and FCS standards are structured by organizing the proposed updated standards under new strands. An overview of the proposed CEW standards found in Appendix E-1 explains that the proposed standards “reflect the increasing complexity and sophistication that students experience as they progress through school, focusing on the skills and continuous learning and innovation required for students to succeed in a rapidly changing workplace”. The

proposed standards are organized under the following four strands: Career Awareness and Exploration, Employability Skills, Growth and Advancement, and Personal Interests and Career Planning.

Concepts within each of these strands are arranged in substrands with grade-banded standards identified across each substrand for grades K-2, 3-5, 6-8, and 9-12. The strand for Career Awareness and Exploration contains substrands for: educational requirements and opportunities, entrepreneurship, factors in career decisions, local, national, and global labor market, resources in school and community, and rights of workers. The strand for Employability Skills contains substrands for: critical thinking and problem solving, oral and written communication, teamwork and collaboration, technology, time and project management, and entrepreneurial mindset. The strand for Growth and Advancement contains competencies in substrands for: career growth, lifelong learning, strategic goals, and work ethic. Finally, the CEW strand for Personal Interests and Career Planning contains competencies in substrands for: develop a personal brand, identify personal interests, research careers, and understand a career path.

An overview of the ECON standards proposed in Appendix C-1 describes the field of Economics as being “concerned with the behavior of individuals and institutions engaged in the production, exchange, and consumption of goods and services.” The overview further emphasizes knowledge that the Board maintains all students should possess in this field – characteristics of economic systems, how markets establish prices, how scarcity and choice affect the allocation of resources, the global nature of economic interdependence, and how work and earnings impact productivity. These concepts are

addressed in proposed ECON standards under the following strands: Fundamentals of Economics, Microeconomics, Macroeconomics, and Money & Economic Institutions.

Standards within each of these strands are arranged in substrands with grade-banded standards identified across each substrand for grades K-2, 3-5, 6-8, and 9-12. The strand for Fundamentals of Economics contains substrands for: economic systems, fundamental economic questions, scarcity, economic choice, economic resources, marginal analysis, opportunity cost, incentives, specialization, trade, foreign trade, global interdependence, and comparative advantage. The strand for Microeconomics contains substrands for: circular flow, competition, monopolies, supply and demand, economic patterns, wages, productivity, types of businesses, profit and loss, and entrepreneurship. The strand for Macroeconomics contains substrands for: economic indicators, business cycles, fiscal policy, federal budget, taxation, tax policy, economic role of government, externalities, and public goods and services. The strand for Money and Economic Institutions contains substrands for: money, exchange rates, monetary policy, banking, the federal reserve system, nongovernmental organizations, and interest rate policy.

The FCS standards proposed in Appendix D-1 emphasize the crucial role of families in shaping individual and community well-being. As stated in the overview of the proposed standards, “the standards aim to prepare students not just for personal, family, and work responsibilities but also to empower them for the challenges of living and working in a diverse, global society, fostering holistic individual development and community advancement.” The standards are organized under the following strands: Food Science & Nutrition, Resource Management, Human Development, Family &

Relationships, Education and Early Childhood Development, Personal Finance & Consumer Skills, and Career, Community & Family Connections.

Concepts within each of these strands are arranged in substrands with grade-banded standards identified across each substrand for grades K-2, 3-5, 6-8, and 9-12. The strand for Food Science and Nutrition contains substrands for: food supply, safety and sanitation, nutrition analysis, meal management, culinary math & measurement, culinary equipment and techniques, food science, nutrition and health, calories and energy, and careers. The strand for Resource Management contains substrands for: resource sustainability, individual and family resources, housing and interior design, consumer strategies, textiles, fashion and apparel, laundering, and career. The strand for Human Development, Family and Relationships contains substrands for: role of family, family life cycle, interpersonal communications, human development and well-being, and careers.

Within the FCS standards, the proposed new strand for Education and Early Childhood Development contains substrands for: developmental stages, learning environments, health and safety, literacy, collaborative relationships, and careers. In Act 55 of 2022, the General Assembly directed the Department to develop a Career and Technical Education (CTE) Program of Study in Education as an avenue for high school students who are interested in pursuing teaching as a career. The proposed addition of the strand for Education and Early Childhood Development will support instruction aligned to Pennsylvania's new CTE Program of Study in Education.

The proposed FCS standards strand for Personal Finance and Consumer Skills contains substrands for: consumer rights and responsibilities, financial planning and budgeting, financial resources, and careers. The proposed strand for Career, Community

and Family Connections contains substrands for: action plans, teamwork and leadership, role of technology, and service providers.

The standalone academic standards for Personal Finance proposed in Appendix F identify competencies to support students in gaining financial literacy in order to manage their personal finances. The proposed standards identify competencies for students in six strands: Personal Finance Fundamentals, Income, Spending, Saving and Investing, Risk and Insurance, and Credit. Consistent with the structure of proposed updates to the CEW, ECON, and FCS standards, the proposed standards for Personal Finance also are arranged in grades bands for Kindergarten – grade 2, grades 3-5, grades 6-8, and grades 9-12.

The area of Personal Finance Fundamentals further delineates standards in substrands focused on: financial goal setting and decision making, financial mindset and behaviors, financial services, financial record keeping, and consumer protection. Standards that pertain to the proposed strand for Income are organized in substrands that address: sources of income, factors influencing income, self-employment and supplemental income, and income and payroll taxes. Concepts related to Spending are arranged under substrands for: spending decisions, developing a budget, payment methods, major life purchases, sales and property taxes, and charitable giving.

The proposed Personal Finance standards further would require instruction in Saving and Investing, with standards proposed in the areas of asset building, saving, investing, and investing and tolerance. The proposed standards address concepts pertaining to Risk and Insurance in substrands for: risk identification and management, insurance, and financial fraud and identify theft. Finally, the proposed standards include a strand focused on helping students to better understand Credit. Related competencies are centered around

substrands for: credit use and benefits, types of credit, costs of credit, and credit rights and responsibilities.

The Board also is proposing to make clarifying amendments to provisions within section 4.12 that affect academic standards in other content areas. In a prior final-form rulemaking adopted by the Board and published in the *Pennsylvania Bulletin* on March 1, 2014 (44 Pa.B. 1131), the Board adopted the Pennsylvania Core Standards for English Language Arts (ELA) and the Pennsylvania Core Standards for Mathematics (Mathematics), which are published in Appendix A-2. These ELA and Mathematics standards replaced the former Common Core State Standards for English Language Arts and the former Common Core State Standards for Mathematics. The Board is proposing to make technical amendments to § 4.12(a)(8) to delete language that facilitated the transition from the former Common Core State Standards for English Language Arts to the current ELA standards. The transitional language is no longer necessary as these ELA standards have been in effect since March 1, 2014. Likewise, the Board is making the same technical amendments to § 4.12(a)(9) to delete language that facilitated that transition from the former Common Core State Standards for Mathematics to the Pennsylvania Core Standards for Mathematics as that transition also took effect on March 1, 2014. No changes are proposed to the content of the existing standards for ELA or Mathematics.

*§ 4.13. Strategic plans*

Section 4.13 requires school entities to develop various strategic plans on a cyclical basis. At present, school entities must adopt professional education plans for educators every 3 years, induction plans for newly-hired teachers every 6 years, and student services plans every 6 years that address the provision of services such as guidance counseling,

psychological services, social work services, and nutritional services. In addition, school districts must adopt a special education plan every 3 years and a gifted education plan every 6 years.

Under the existing requirements of §§ 4.13(a)-(e), each of these plans must be made available for a public inspection and comment period prior to the plan's approval by a school entity's board of directors. However, no similar requirement exists for these plans to be made publicly accessible after they are approved as final. Therefore, for transparency, the Board is proposing to amend §§ 4.13(a)-(e) to require that school entities post their professional education, induction, student services, special education, and gifted education plans on their publicly accessible websites after they are approved by a school entity's governing board.

*§ 4.21. Elementary education: primary and intermediate levels, § 4.22. Middle level education, and § 4.23. High school education*

Sections 4.21 (relating to elementary education: primary and intermediate levels), 4.22 (middle level education) and 4.23 (high school education) establish requirements for school entities to deliver curriculum and planned instruction to students that is based on the academic standards in § 4.12 (relating to academic standards). The Board is proposing to make technical and clarifying amendments throughout these sections to align various provisions with updates to certain academic standards as previously adopted by the Board or to align provisions with the academic standards updates that are proposed in this rulemaking.

Per § 4.21(a), the primary level program ordinarily is completed by children who are approximately 6 years of age and, per § 4.21(c), the intermediate level program



ordinarily is completed by children who are approximately 11 years of age. Paragraph § 4.22(a) establishes that the middle level serves children who are approximately 11 to 14 years of age.

The Board is proposing to make clarifying amendments to § 4.21(e)(1), § 4.21(f)(1), § 4.22(c)(1), and § 4.23(c)(1) to align language that describes the focus of ELA instruction with the structure of the ELA standards in Appendix A-2. These ELA standards took effect in 2014, but parallel technical amendments to align these paragraphs to the organization of the ELA standards in Appendix A-2 were not adopted concurrent with the adoption of the standards. As such, the Board is seeking to make clarifying amendments for consistency with the existing ELA standards to which instruction is to be aligned.

The ELA standards for grades PreK-5 are categorized under five strands as follows: Foundational Skills, Reading Informational Text, Reading Literature, Writing, and Speaking and Listening. As such, proposed amendments to § 4.21(e)(1) and § 4.21(f)(1), that govern curriculum and planned instruction in ELA for elementary education at the primary and intermediate levels make these paragraphs consistent with the strands in the related standards. Likewise, proposed amendments to § 4.22(c)(1) and § 4.23(c)(1) align these requirements for ELA instruction at the middle and high school levels, respectively, to the strands under which the ELA standards for grades 6-12 are organized as follows: Reading Informational Text, Reading Literature, Writing, and Speaking and Listening.

The Board further is proposing to add new paragraphs to align the requirements for curriculum and planned instruction at the elementary, middle, and high school level with updates to the standards for CEW, as proposed in Appendix E-1. The proposed CEW standards are organized into grade bands that include standards for grades K-2, 3-5, 6-8,

and 9-12, while the existing CEW standards include standards only for grades 3, 5, 8, and 11. The Board is proposing to add § 4.21(e)(8) to the requirements for planned instruction at the elementary level to reflect the addition of proposed CEW standards in the K-2 grade band.

The Board also is proposing to amend the requirements for middle level instruction in § 4.22(c)(9), which is renumbered as § 4.22(c)(8), to align with the proposed CEW standards' focus on career awareness, employability skills, and work-based learning experiences. The Board is proposing to add § 4.23(c)(9) to the requirements for instruction at the high school level to reflect the expectations for instruction in the CEW standards in this section of the regulation.

The Board also is proposing to add references to personal finance to the requirements for curriculum and planned instruction at the elementary (primary and intermediate) level, middle level, and high school level. The proposed addition of paragraphs § 4.21(e)(9), § 4.21(f)(9), § 4.22(c)(11), and § 4.23(c)(10) will align the requirements for curriculum and planned instruction with the academic standards for Personal Finance that are proposed in this rulemaking in Appendix F.

Proposed clarifying amendments to § 4.22(c)(5) and § 4.22(c)(10), which is renumbered as § 4.22(c)(9), and proposed amendments to § 4.23(c)(5) and § 4.23(d)(4) align the requirements for planned instruction in technology and engineering at the middle and high school levels with the *Pennsylvania Technology and Engineering Standards* for grades 6-12 in Appendix B-1. These standards previously were adopted by the Board and published in a final-form rulemaking in the *Pennsylvania Bulletin* on July 16, 2022 (52 Pa.B. 3946). However, amendments to align the related expectations for curriculum and

planned instruction were not made at the time these standards were adopted. As such, the Board is seeking to make clarifying amendments to these paragraphs for consistency with the standards to which instruction is to be aligned.

Finally, the Board is proposing to amend the descriptions of curriculum and planned instruction at the middle level in § 4.22(c)(11), which is renumbered as § 4.22(c)(10), and at the high school level in § 4.23(c)(9), which is renumbered as § 4.23(c)(8). Amendments to these paragraphs add a reference to the strand within the proposed FCS standards for Food Science and Nutrition. Proposed amendments to these paragraphs also make a grammatical change to the title of the content area to refer to Family and Consumer Sciences as plural.

*§ 4.51a. Pennsylvania System of School Assessment*

The Pennsylvania System of School Assessment (PSSA) is part of the state assessment system that is designed to provide information on student and school performance and to determine the degree to which school programs enable students to attain proficiency of the academic standards in § 4.12 (relating to academic standards). PSSAs are administered in ELA and Mathematics in grades 3 through 8 and in Science at grades 4 and 8. The Board is proposing to amend § 4.51a(c) to shift the administration of the state's elementary-level science PSSA from grade 4 to grade 5 beginning in the 2025-26 school year. This shift will align the assessment with the end of the grade band in the academic standards to which the assessment will be aligned.

The *Pennsylvania Integrated Standards for Science, Environment, Ecology, Technology, and Engineering (Grades K-5)* were adopted by the Board and published in a final-form rulemaking in the *Pennsylvania Bulletin* on July 16, 2022 (52 Pa.B. 3946).

These standards are published in Appendix B-1 and will take effect in the 2025-26 school year. The standards are organized in the K-5 grade band with individual grade level standards for Kindergarten through grade 5 in the domains of Earth and Space Sciences, Life Science, and Physical Science and with standards for the K-2 and 3-5 grade bands in the domains of Environmental Literacy and Sustainability and for Technology and Engineering. In contrast, the former standards for Science and Technology and Environment and Ecology, published in Appendix B, included elementary-level standards at grade 4 only that described what students should know and be able to do by the end of fourth grade. As such, the current elementary-level science PSSA is administered at grade 4, consistent with the grade level at which related standards were adopted.

The proposed shift to administering a science PSSA at grade 5 will align the assessment with the structure of the new standards. The standards provide a set of grade band endpoints for each domain that describes the developing understanding that students should acquire by the ends of grade 2 and grade 5. Further, resources developed for educators to support the implementation of these standards also are structured to align with the grade bands as organized in the standards.

### ***Affected Parties***

The proposed rulemaking would affect public school districts, ACTSs, charter and cyber charter schools in Pennsylvania and their employees and students. The proposed rulemaking also will affect the Department and programs that prepare new teachers.

### ***Cost and Paperwork Estimates***

The proposed rulemaking will not impose any costs on students. Further, the proposed rulemaking is not anticipated to impose new costs on programs that train new

educators. The proposed updated academic standards will act as a guide for reflecting the content of the standards in some courses educator preparation programs deliver to individuals preparing to become teachers to ensure course content is aligned to current state academic standards. This does not impose a new cost for additional coursework. Rather, the impact on programs that train new teachers may shift the content of some existing courses. The Department will provide educator preparation program faculty with access to implementation supports it will make available to support school entities in implementing the updated CEW, ECON, and FCS standards and the new standards for Personal Finance to support this work.

Further, the Board recognizes that school entities typically engage in curriculum review cycles every five to six years. Thus, the Board anticipates that efforts to implement the updated and new standards in this proposed rulemaking will be reflected in school entities' existing budgetary practices for curriculum review and updates, therefore becoming part of a traditional cycle for updating school entity resources. As such, the proposed rulemaking does not add new costs in so much as it refines the focus of current instruction. Additionally, the Department will make numerous resources available at no cost to school entities to support implementation of the standards in this proposed rulemaking, including opportunities for educator professional development, model curriculum and other instructional resources, and technical assistance.

Further, Act 35 requires school entities to offer a half credit course in Personal Financial Literacy aligned with personal finance standards in Chapter 4 and requires all students in Pennsylvania to complete the course during grade 9, 10, 11, or 12. Act 35 further directed the Board to review and, as necessary, update the existing CEW, ECON,

and FCS standards, envisioned the inclusion of standards for Personal Finance in Chapter 4, and directed the Department to update its resources and model curriculum related to economic education and personal financial literacy. As such, costs related to the standards updates proposed in this rulemaking also are responsive to the requirements set forth by the General Assembly in Act 35.

At the state level, the Board anticipates that the proposed rulemaking will cost approximately \$565,300 in total through Fiscal Year 2028-29 to support implementation of the proposed rulemaking. These efforts will include reviewing and updating model curriculum and resources for educators on the Pennsylvania Standards Aligned System (SAS) to align with updates to the academic standards in Chapter 4 and providing technical supports for school entities. These resources will be updated as directed by the General Assembly in Act 35. Per Act 35, the Department must update these resources no later than the 2025-26 school year and, in the future, within one year of any revisions to these standards.

To support implementation of the proposed updates to the CEW, ECON, and FCS standards and the proposed new standards for Personal Finance, the Department will provide educators with access to state-developed resources through the SAS website, professional learning, and ongoing support and consultation. The Department will provide technical assistance supports through the expertise of its content advisors and additional professional learning through the Statewide System of Support. The Statewide System of Support is deployed through collaboration with the existing network of 29 regional Intermediate Units (I.U.s). I.U.s function as regional educational service agencies that are organized geographically to provide supports to schools and to students

across the entirety of the Commonwealth. Through its existing staff complement, content advisors within the Office of Elementary and Secondary Education provide support for standards implementation, including updating, aligning, and designing resources for school entities and educators. The resources developed by the Department will be curated on the Department's SAS website for voluntary use by school entities at no cost to school entities.

Below is an estimate of anticipated costs to the state on an annual basis through Fiscal Year 2028-29:

Fiscal Year 2023-24: There are no costs to state government associated with implementation of the proposed rulemaking during the 2023-24 fiscal year as the Board anticipates that activity during the current fiscal year will involve consideration of proposed and final-form rulemakings through the procedures established in the Regulatory Review Act.

Fiscal Year 2024-25: The estimated cost to state government is \$145,300. Act 35 directs the Department to update its existing resources and model curriculum related to economic education and personal financial literacy no later than the beginning of the 2025-26 school year. To meet this timeframe, work to develop implementation supports will be concentrated during FY 2024-25. To support implementation of the proposed rulemaking, in FY 2024-25 the Department anticipates investing \$65,000 in the Pennsylvania Statewide System of Support, which provides grants to the state's 29 I.U.s to provide educator professional development and technical assistance to school entities within their regions. The Department will work with state and regional I.U. leads to design and execute a "train-the-trainer" model and funnel support, materials, and

resources to school entities at no to the school entities. Support for this investment is budgeted from federal Title II-A professional development funds.

In FY 2024-25, the Department also anticipates a \$42,500 cost to maintain a contract with The Pennsylvania State University for collecting and reporting data relative to financial literacy. The Department intends to expand and repurpose the existing contract to include consultation in the development of materials and resources aligned to the standards in the proposed rulemaking. Support for this investment is budgeted from the Teacher Professional Development line item allocated to the Department of Education in the General Fund.

Finally, in FY 2024-25, the Department anticipates a \$21,000 cost to develop a professional development course for educators to support implementation of the standards in the proposed rulemaking and a \$16,800 cost to develop related resources that will be made available to educators on the SAS portal. The professional development course will be delivered online through the Department's professional development center at no cost to educators. The course will be coupled with additional downloadable resources on SAS, such as a curriculum framework, instructional toolkit, lessons, and assessments. Support for these investments is budgeted from state assessment funds.

Fiscal Year 2025-26: The estimated cost to state government is \$112,500, which represents a sustained effort to support state-level resources to assist school entities and educators with implementation of the academic standards in the proposed rulemaking. This includes a \$60,000 investment in the Statewide System of Support, a \$42,500 investment to maintain the Department's contract with The Pennsylvania State University, and a \$10,000 investment in the maintenance of SAS resources. These



investments will support the delivery of professional learning and technical assistance aligned with the standards in the proposed rulemaking at no cost to educators.

Fiscal Year 2026-27: The estimated cost to state government is \$107,500, which represents a sustained effort to support state-level resources to assist school entities and educators with implementation of the academic standards in the proposed rulemaking. This includes a \$55,000 investment in the Statewide System of Support, a \$42,500 investment to maintain the Department's contract with The Pennsylvania State University, and a \$10,000 investment in the maintenance of SAS resources.

Fiscal Year 2027-28: The estimated cost to state government is \$102,500, which represents a sustained effort to support state-level resources to assist school entities and educators with implementation of the academic standards in the proposed rulemaking. This includes a \$50,000 investment in the Statewide System of Support, a \$42,500 investment to maintain the Department's contract with The Pennsylvania State University, and a \$10,000 investment in the maintenance of SAS resources.

Fiscal Year 2028-29: The estimated cost to state government is \$97,500, which represents a sustained effort to support state-level resources to assist school entities and educators with implementation of the academic standards in the proposed rulemaking. This includes a \$45,000 investment in the Statewide System of Support, a \$42,500 investment to maintain the Department's contract with The Pennsylvania State University, and a \$10,000 investment in the maintenance of SAS resources.

***Effective Date***

This proposed rulemaking will become effective upon final-form publication in the *Pennsylvania Bulletin*.

### ***Sunset Date***

The Board will review the effectiveness of Chapter 4 periodically in accordance with the Board's policy and practice respecting all of its regulations and in accordance with the expectations for the periodic review of academic standards set forth in section 4.12(i). Thus, no sunset date is necessary.

### ***Regulatory Review***

Under section 5(a) of the Regulatory Review Act (71 P.S. § 745.5(a)), on May 21, 2024, the Board submitted a copy of this proposed rulemaking and a copy of a 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, IRRC may convey any comments, recommendations or objections to the proposed rulemaking within 30 days of the close of the public comment period. The comments, recommendations or objections must specify the regulatory review criteria in section 5.2 of the Regulatory Review Act (71 P.S. § 745.5b) which have not been met. The Regulatory Review Act specifies detailed procedures for review, prior to final publication of the rulemaking, by the Board, the General Assembly and the Governor.

### ***Public Comments and Contact Person***

Interested persons and individuals affiliated with small businesses are invited to submit written comments, questions, suggestions, commendations, concerns or objections regarding this proposed rulemaking to Karen Molchanow, Executive Director, State Board of Education, 333 Market Street, Harrisburg, PA 17126, [ra-stateboardofedpa.gov](mailto:ra-stateboardofedpa.gov).

Comments must be submitted to Board within 30 days of publication of this notice of proposed rulemaking in the *Pennsylvania Bulletin*.

Persons with disabilities needing an alternative means of providing public comment may make arrangements by calling the Board at (717) 787-3787 or through the Pennsylvania Hamilton Relay Service at (800) 654-5984 (TDD) or (800) 654-5988 (voice users) to discuss how the Board may accommodate their needs.

**KAREN MOLCHANOW,**  
Executive Director

**Annex A**

**TITLE 22. EDUCATION**

**PART I. STATE BOARD OF EDUCATION**

**CHAPTER 4. ACADEMIC STANDARDS AND ASSESSMENT**

*(Editor's Note:* As part of this proposed rulemaking, the Board is proposing to delete the text of the Academic Standards for Economics from Appendix C, which appears in 22 Pa. Code pages 4-227—4-248, serial pages (294939)—(294960), and replace it with the text of the Academic Standards for Economics in the proposed Appendix C-1. The Board also is proposing to delete the text of the Academic Standards for Family and Consumer Sciences from Appendix D, which appears in 22 Pa. Code pages 4-342—4-355, serial pages (295054)—(320291), and replace it with the text of the Academic Standards for Family and Consumer Sciences in the proposed Appendix D-1. Finally, the Board is proposing to place the Academic Standards for Career Education and Work in Appendix E in reserve, which appears in 22 Pa. Code pages 4-355—4-375, serial pages (320291)—(371247), and replace it with the Academic Standards for Career Education and Work in the proposed Appendix E-1.

The Board also is proposing to reserve the text of the Academic Standards for Science and Technology and Environment and Ecology from Appendix B, which appears in 22 Pa. Code pages 4-112.36—4-201, serial pages (371216)—(410373), effective July 1, 2025, as these standards will be replaced on that date with the text of the Pennsylvania Integrated Standards for Science, Environment, Ecology, Technology and Engineering (Grades K-5), the Pennsylvania Integrated Standards for Science, Environment and Ecology (Grades 6-12), and the Pennsylvania Technology and Engineering Standards (Grades 6-12) in Appendix B-1.)

## GENERAL PROVISIONS

Sec.

- 4.1. Statutory authority.
- 4.2. Purpose.
- 4.3. Definitions.
- 4.4. General policies.

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## ENFORCEMENT AND IMPLEMENTATION

- 4.81. Allegations of deficiencies.
- 4.82. Exceptions.
- 4.83. [Reserved].

## ACADEMIC STANDARDS

**Appendix A**            **[Reserved].**

**Appendix A-1**        **[Reserved].**

**Appendix A-2**        **Pennsylvania Core Standards for English Language Arts and**  
**Mathematics**

**Appendix B**            **[Reserved].**

**Appendix B-1**        **Pennsylvania Integrated Standards for Science, Environment,**  
**Ecology, Technology and Engineering (Grades K-5), Pennsylvania**  
**Integrated Standards for Science, Environment and Ecology (Grades**

All additions and deletions are highlighted in Bold type  
**[bracketed items]** are deletions  
**underscored items** are additions

**6-12), and Pennsylvania Technology and Engineering Standards  
(Grades 6-12)**

**Appendix C**      **Academic Standards for Civics and Government and Geography and  
History and the Pennsylvania Core Standards for Reading in History  
and Social Studies and Pennsylvania Core Standards for Writing in  
History and Social Studies**

**Appendix C-1**      **Academic Standards for Economics**

**Appendix D**      **Academic Standards for Arts and Humanities and Health, Safety and  
Physical Education**

**Appendix D-1**      **Academic Standards for Family and Consumer Sciences**

**Appendix E**      [Reserved.]

**Appendix E-1**      **Academic Standards for Career Education and Work**

**Appendix F**      **Academic Standards for Personal Finance**

## **GENERAL PROVISIONS**

§ 4.1. Statutory authority. The statutory authority for this chapter is the School Code.

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## **ACADEMIC STANDARDS AND PLANNING**

All additions and deletions are highlighted in Bold type  
[bracketed items] are deletions  
**underscored items** are additions

**§ 4.11. Purpose of public education.**

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(g) Public schools provide instruction throughout the curriculum so that students may develop knowledge and skills in the following areas:

- (1) English language arts.
- (2) Mathematics.
- (3) Science and environment and ecology.
- (4) Technology and engineering.
- (5) Social studies (civics and government, geography, economics and history).
- (6) Arts and humanities.
- (7) Career education and work.
- (8) Health, safety and physical education.
- (9) Family and consumer **[science]** sciences.

**(10) Personal Finance.**

(h) Public education provides planned instruction to enable students to attain academic standards under § 4.12. Planned instruction consists of at least the following elements:

- (1) Objectives of a planned course, instructional unit or interdisciplinary studies to be achieved by all students.

(2) Content, including materials and activities, and estimated instructional time to be devoted to achieving the academic standards. Courses, instructional units or interdisciplinary studies of varying lengths of time may be taught.

(3) The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards specified under § 4.12 and any additional academic standards as determined by the school entity.

(4) Procedures for measurement of the objectives of a planned course, instructional unit or interdisciplinary studies.

#### **§ 4.12. Academic standards.**

(a) School entities may develop, expand or improve existing academic standards in the following content areas:

(1) The following apply:

(i) *Through June 30, 2025: Science and technology.* Study of the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics and earth sciences. Technology is the application of science to enable societal development, including food and fiber production, manufacturing, building, transportation and communication. Science and technology share the use of the senses, science processes, inquiry, investigation, analysis and problem solving strategies. The Pennsylvania Core Standards for Reading in Science and Technology and the Pennsylvania Core Standards for Writing in Science and Technology will be an appendix to the Commonwealth's academic standards for Science and Technology upon publication in the *Pennsylvania Bulletin*.



(ii) *Effective July 1, 2025: Pennsylvania Integrated Standards for Science, Environment, Ecology, Technology and Engineering (Grades K—5)*. Guide the elementary-level study of the natural and human-made world through inquiry, problem-solving, critical thinking and authentic exploration. The integration of these disciplines in the elementary grades highlights the interconnectedness of scientific study and the integral relationship between humans and the environment.

(2) The following apply:

(i) *Through June 30, 2025: Environment and ecology*. Understanding the components of ecological systems and their interrelationships with social systems and technologies. These components incorporate the disciplines of resource management, agricultural diversity, government and the impact of human actions on natural systems. This interaction leads to the study of watersheds, threatened and endangered species, pest management and the development of laws and regulations.

(ii) *Effective July 1, 2025: Pennsylvania Integrated Standards for Science, Environment and Ecology (Grades 6—12)*. Utilize a three-dimensional approach to guide the study of physical sciences, life sciences, and earth and space sciences at the middle and high school levels. The standards highlight the critical intersections of these disciplines with environmental science, ecology, and agriculture. These three-dimensional standards integrate disciplinary core ideas, practices in science and engineering, and crosscutting concepts into coherent learning progressions across the grade bands.

(iii) *Effective July 1, 2025: Pennsylvania Technology and Engineering Standards (Grades 6—12)*. Define the knowledge, skills, and abilities necessary for establishing literacy in

technology and engineering literacy. Students develop a practical understanding of how humans are influenced by science and technology. Four core disciplinary standards describe practices in technology and engineering and include specific benchmarks for students in grade bands 6—8 and 9—12.

(3) *Social studies.*

(i) *History.* Study of the record of human experience including important events; interactions of culture, race and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics and civics studies on major developments in the history of the Commonwealth, the United States and the world.

(ii) *Geography.* Study of relationships among people, places and environments, of geographic tools and methods, characteristics of place, concept of region and physical processes.

(iii) *Civics and government.* Study of United States constitutional democracy, its values and principles, study of the Constitution of the Commonwealth and government including the study of principles, operations and documents of government, the rights and responsibilities of citizenship, how governments work and international relations.

(iv) *Economics.* Study of how individuals and societies choose to use resources to produce, distribute and consume goods and services. Knowledge of how economies work, economic reasoning and basic economic concepts, economic decision making, economic systems, the Commonwealth and the United States economy and international trade. **Effective July 1, 2026,**

**academic standards will be based on the Academic Standards for Economics in Appendix**

**C-1.**

(v) *Appendix.* The Pennsylvania Core Standards for Reading in History and Social Studies and the Pennsylvania Core Standards in Writing for History and Social Studies will be an appendix to the Commonwealth's academic standards for History upon publication in the *Pennsylvania Bulletin*.

(4) *Arts and humanities.* Study of dance, theatre, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work.

(5) *Career education and work.* Understanding career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers. Development of knowledge and skill in job-seeking and job-retaining skills and, for students completing career and technical education programs, the skills to succeed in the occupation for which they are prepared. **Effective July 1, 2026, academic standards will be based on the Academic Standards for Career Education and Work in Appendix E-1.**

(6) *Health, safety and physical education.* Study of concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.

(7) *Family and consumer [science] sciences.* Understanding the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills. **Effective July 1, 2026, academic**

**standards will be based on the Academic Standards for Family and Consumer Sciences in Appendix D-1.**

(8) [*Through June 30, 2013: Reading, writing, speaking and listening.*] **Pennsylvania Core Standards for English Language Arts.** The English Language Arts standards describe what **students should know and be able to do with the English language.**

(i) *Reading.* The application of phonemic awareness, phonics and word study, vocabulary, fluency and text comprehension in reading critically across subject areas; the interpretation and analysis of literary expression with analysis of the origins and structures of the English language and learning how to search a variety of texts to conduct research.

(ii) *Writing.* Narrative, informational and persuasive formal writing for an audience, including spelling and editing skills; and informal writing to capture and organize information for individual use.

(iii) *Speaking and listening.* Participation in conversation and formal speaking presentations.

(iv) [*English Language Arts.* Upon publication in the *Pennsylvania Bulletin*, following full implementation of a transition plan to be developed by the Department in collaboration with education stakeholders, academic] **Academic** standards [~~will be~~] **are** based on the Pennsylvania Core Standards for English Language Arts **in Appendix A-2.**

(9) **Pennsylvania Core Standards for** *Mathematics.* The understanding of fundamental ideas and the development of proficient mathematical skills in numbers, computation, measurement, statistics and data analysis, probability and predictions, algebra and functions, geometry, trigonometry and concepts of calculus. Using this content, students will learn to think, reason and communicate mathematically. Students will learn to model real-world situations by creating

appropriate representations of numerical quantities and plan and implement problem-solving strategies to answer the question in the context of the situation. **[Upon publication in the *Pennsylvania Bulletin*, following implementation of a transition plan to be developed by the Department in collaboration with education stakeholders, academic] Academic standards **[will be] are** based on the Pennsylvania Core Standards for Mathematics **in Appendix A-2.****

**(10) Personal Finance. Understanding the process of planning and managing personal financial activities such as income generation, spending, saving, investing, and risk protection. Development of knowledge of personal finance foundations, income, spending, saving and investing, risk and insurance, and credit. Personal finance is also known as personal financial literacy and financial literacy. Academic Standards for Personal Finance in Appendix F will take effect on July 1, 2026.**

(b) In designing educational programs, school entities shall provide for the attainment of the academic standards under subsections (a) and (c) and any additional academic standards as determined by the school entity. Attaining the academic standards in this section requires students to demonstrate the acquisition and application of knowledge.

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## STRATEGIC PLANS

### § 4.13. Strategic plans.

(a) **[Upon expiration of its current strategic planning phase, each] Each** school entity shall submit to the Secretary for approval a professional education plan every 3 years as required

under § 49.17(a) (relating to continuing professional education). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary. **A school entity shall post the plan approved by its governing board on its publicly accessible website.**

(b) **[Upon expiration of its current strategic planning phase, each] Each** school entity shall submit to the Department for approval an induction plan every 6 years as required under § 49.16(a) (relating to approval of induction plans). A school entity shall make its induction plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department. **A school entity shall post the plan approved by its governing board on its publicly accessible website.**

(c) **[Upon expiration of its current strategic planning phase, each] Each** school entity shall develop and implement a comprehensive and integrated K-12 program of student services based on the needs of its students every 6 years as provided in § 12.41(a) (relating to student services). A school entity shall make its student services plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board. **A school entity shall post the plan approved by its governing board on its publicly accessible website.**

(d) **[Upon expiration of its current strategic planning phase, each] Each** school district shall develop, submit to the Department for approval and implement a special education plan every 3 years as required under § 14.104 (relating to special education plans). A school district shall make its special education plan available for public inspection and comment for a minimum of

28 days prior to approval of the plan by the school district's board of directors and submission of the plan to the Department. **A school district shall post the plan approved by its governing board on its publicly accessible website.**

(e) [Upon expiration of its current strategic planning phase, each] **Each** school district shall develop and implement a gifted education plan every 6 years as required under § 16.4 (relating to strategic plans). A school district shall make its gifted education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school district's board of directors. **A school district shall post the plan approved by its governing board on its publicly accessible website.**

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## **CURRICULUM AND INSTRUCTION**

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### **§ 4.21. Elementary education: primary and intermediate levels.**

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(e) Planned instruction aligned with academic standards in the following areas shall be provided to every student every year in the primary program. Planned instruction may be provided as separate course or other interdisciplinary activity.

(1) **English** Language [arts] **Arts**, integrating **foundational skills**, reading **informational text, reading literature**, writing, [phonics, spelling, listening,] speaking **and listening**, [literature and grammar,] and information management, including library skills.

(2) Mathematics, including problem-solving and computation skills.

- (3) Science, environment and ecology, involving active learning experiences for students.
- (4) Technology and engineering education, involving active learning experiences for students.
- (5) Social studies (civics and government, economics, geography and history).
- (6) Health, safety and physical education, including instruction in concepts and skills which affect personal, family and community health and safety, nutrition, the prevention of alcohol, chemical and tobacco abuse, knowledge and practice of lifetime physical activities, personal fitness, basic movement skills and concepts, motor skill development, principles and strategies of movement, and safety practices in physical activity settings.
- (7) The arts, including active learning experiences in art, music, dance and theatre.

**(8) Career education, including exposure to various social-emotional learning and employability skills, career awareness and learning experiences and the educational preparation necessary to achieve those experiences.**

**(9) Personal Finance.**

(f) Planned instruction in the following areas shall be provided to every student every year in the intermediate level program. Planned instruction may be provided as a separate course or as an instructional unit within another course or other interdisciplinary instructional activity:

- (1) **English** Language [**arts**] **Arts**, integrating **foundational skills**, reading **informational text, reading literature**, writing, [**spelling, listening,**] **and** speaking **and listening**], literature **and grammar**].
- (2) Mathematics, including problem-solving and computation skills.



- (3) Science, environment and ecology, including instruction about agriculture and agricultural science.
- (4) Technology and engineering.
- (5) Social studies (civics and government, economics, geography and history).
- (6) The arts, including art, music, dance and theatre.
- (7) Understanding and use of library and other information sources.
- (8) Health, safety and physical education, including instruction in concepts and skills which affect personal, family and community health and safety, nutrition, the prevention of alcohol, chemical and tobacco abuse, knowledge and practice of lifetime physical activities, personal fitness, basic movement skills and concepts, motor skill development, principles and strategies of movement and safety practices in physical activity settings.

**(9) Personal Finance.**

**§ 4.22. Middle level education.**

- (a) The middle level planned instruction aligned with academic standards serves children who are approximately 11—14 years of age. School entities may modify the grouping of students based upon student needs identified by the school entity.
- (b) Curriculum and instruction in the middle level program must be standards-based and focus on mastery of academic subjects, the development of critical and creative thinking, information literacy, good health and encourage active participation in the school and community.

(c) Planned instruction aligned with academic standards in the following areas shall be provided to every student in the middle level program. Planned instruction may be provided as a separate course or as an instructional unit within a course or other interdisciplinary instructional activity:

(1) **English** Language **[arts]** **Arts**, integrating reading **informational text**, **reading literature**, writing, **and [listening]**, speaking **and listening**[, **literature and grammar**].

(2) Mathematics, including mathematical reasoning, algebra and problem-solving.

(3) Science, environment and ecology, which involves active learning experiences and which may include laboratory experiments, instruction in agriculture and agricultural science, and political and economic aspects of ecology.

(4) Social studies (civics and government, economics, geography and history, including the history and cultures of the United States, the Commonwealth, and the world).

(5) **[Technology and engineering]**.

(6) Information skills, including access to traditional and electronic information sources, computer use and research.

**[(7)] (6)** Health, safety and physical education, including instruction in concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts, motor skill development, safety in physical activity settings, and the prevention of alcohol, chemical and tobacco abuse.

**[(8)] (7)** The arts, including art, music, dance and theatre.

**[(9)] (8)** Career education, including exposure to various **[career options and the educational preparation necessary to achieve those options]** **employability skills, career awareness and**

**work-based learning experiences and the educational preparation necessary to achieve those experiences.**

[(10)] **(9)** Technology [education, emphasizing practical application of academic skills and problem-solving experiences facilitated by technology] **and engineering, focusing on the interactions among technology, engineering, society, the environment, and other disciplines, with a goal of developing students that can create, utilize, and assess current and emerging technologies.**

[11)] **(10)** Family and consumer [science] **sciences**, including principles of **food science and nutrition**, consumer behavior, and basic knowledge of child health and child care skills.

**(11) Personal Finance.**

(d) This section does not preclude the teaching of other planned instruction designed to achieve a school entity's academic standards.

(e) School entities shall determine the most appropriate way to operate their middle level programs to achieve the purposes under subsection (b) and any additional academic standards as determined by the school entity.

**§ 4.23. High school education.**

(a) Instruction in the high school program must focus on the development of abilities needed to succeed in work and advanced education through planned instruction.

(b) Curriculum and instruction in the high school must be standards-based and provide all students opportunities to develop the skills of analysis, synthesis, evaluation and problem-solving and information literacy.

(c) Planned instruction aligned with academic standards in the following areas shall be provided to every student in the high school program. Planned instruction may be provided as a separate course or as an instructional unit within a course or other interdisciplinary instructional activity:

(1) **English** Language **[arts]** **Arts**, integrating reading **informational text**, **reading literature**, writing, **[listening,]** **and** speaking **and listening**[, **literature and grammar**].

(2) Mathematics, including problem-solving, mathematical reasoning, algebra, geometry and concepts of calculus.

(3) Science, environment and ecology, including scientific, social, political and economic aspects of ecology, participation in hands-on experiments and at least one laboratory science chosen from life sciences, earth and space sciences, chemical sciences, physical sciences and agricultural sciences.

(4) Social studies (civics and government, economics, geography and history, including the history and cultures of the United States, the Commonwealth and the world).

(5) **[Technology and engineering.**

(6) **(5)** The arts, including art, music, dance, theatre and humanities.

**[(7)] (6)** Use of applications of microcomputers and software, including word processing, database, spreadsheets and telecommunications; and information skills, including access to traditional and electronic information sources, computer use and research.

**[(8)] (7)** Health, safety and physical education, including instruction in concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness,

movement concepts, motor skill development, safety in physical activity settings, and the prevention of alcohol, chemical and tobacco abuse.

~~[(9)]~~ **(8)** Family and consumer ~~[science]~~ **sciences**, including principles of **food science and nutrition**, consumer behavior, and basic knowledge of child health, child care and early literacy skill development.

**(9) Career education, including exposure to various employability skills, career awareness and work-based learning experiences, and the educational preparation necessary to achieve those experiences.**

**(10) Personal Finance.**

(d) The following planned instruction shall be made available to every student in the high school program:

- (1) Career and technical education under § § 4.3 and 4.31—4.35.
- (2) Business education, including courses to assist students in developing business and information technology skills.
- (3) World languages under § 4.25 (relating to languages).
- (4) Technology **education, incorporating technological problem-solving and the impacts of technology on individuals and society]** **and engineering, focusing on the interactions among technology, engineering, society, the environment, and other disciplines, with a goal of developing individuals that can create, utilize, and assess current and emerging technologies.**

(e) College-level advanced placement courses may be offered as planned instruction in the high school curriculum.

(f) This section does not preclude the teaching of other planned instruction designed to achieve a school district's, including a charter school's, academic standards.

(g) School districts, including a charter school, shall determine the most appropriate way to operate their high school programs to achieve the purposes under subsection (a) and any additional academic standards as determined by the school entity.

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## **ASSESSMENT**

### **§ 4.51a. Pennsylvania System of School Assessment.**

(a) All PSSA assessments administered in English Language Arts, Mathematics, and Science, Environment, Ecology, Technology and Engineering will be standards-based and criterion referenced and include essay or open-ended response items in addition to other item formats. The proportion of type of items will vary by grade level. The criteria for judging performance on PSSA assessments are as follows:

(1) Performance on PSSA English Language Arts assessments shall be demonstrated by students' responses to comprehension questions about age-appropriate reading passages, by their written responses to in-depth comprehension questions about the passages and by the quality of their written compositions on a variety of topics and modes of writing.

(2) Performance on PSSA mathematics assessments shall be demonstrated by students' responses to questions about grade-appropriate content and by the quality of their responses to questions that require a written solution to a problem.

(3) Performance on PSSA science assessments shall be demonstrated by students' responses to grade appropriate content and by the quality of their responses to questions that demonstrate knowledge of each category of the standards for science, environment, ecology, technology and engineering.

(4) Performance levels shall be advanced, proficient, basic and below basic. In consultation with educators, students, parents and citizens, the Department will develop and recommend to the Board for its approval specific criteria for advanced, proficient, basic and below basic levels of performance.

(b) The Department will develop or cause to be developed PSSA assessments based on Pennsylvania Core Standards in Mathematics and English Language Arts under § 4.12 (relating to academic standards) and contained in Appendix A-2. Through June 30, 2025, the Department will develop or cause to be developed PSSA assessments based on academic standards in Science, Technology, Environment and Ecology under § 4.12 and contained in Appendix B. Beginning July 1, 2025, the Department will develop or cause to be developed PSSA assessments based on academic standards in Science, Environment, Ecology, Technology and Engineering under § 4.12 and contained in Appendix B-1. In developing PSSA assessments, the Department will consult with educators, students, parents and citizens regarding the specific methods of assessment.

(c) The PSSA assessments shall be administered annually and include assessments of the State academic standards in Mathematics and English Language Arts at grades 3 through 8, and in Science, Environment, Ecology, Technology and Engineering at grades 4 and 8. **Beginning in the 2025-2026 school year, the PSSA that assesses State academic standards in Science, Environment, Ecology, Technology and Engineering shall be administered at grades 5 and 8 and the PSSA assessment of these standards administered at grade 4 shall be discontinued.**

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# Academic Standards for Economics

*Grades K-12*



**Pennsylvania Department of Education**

**January 2024**

## Overview

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Economics is concerned with the behavior of individuals and institutions engaged in the production, exchange, and consumption of goods and services. For students to succeed in the workforce, knowledge of how the world works is critical. Every student should know the characteristics of economic systems, how markets establish prices, how scarcity and choice affect the allocation of resources, the global nature of economic interdependence, and how work and earnings impact productivity. These standards are intended to provide direction in learning how economic activity impacts everyday life through the areas of fundamentals of economics, microeconomics, macroeconomics, and money and financial institutions. The standards are grade banded and reflect the increasing complexity and sophistication that students are expected to achieve as they progress through school.

Number	Areas
6.1	Fundamentals of Economics
6.2	Microeconomics
6.3	Macroeconomics
6.4	Money & Economic Institutions

# Appendix C-1. Academic Standards for Economics

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
<b>1. Fundamentals of Economics</b>				
<b>Economic systems</b>	Intentionally blank	Intentionally blank	<b>6.1.6-8.A</b> Describe and identify the characteristics of traditional, command, and market systems.	<b>6.1.9-12.A</b> Evaluate the strengths and weaknesses of traditional, command, and market economies.
<b>Fundamental economic questions</b>	<b>6.1.K-2.B</b> Explain how limited resources require us to make choices and share when we cannot have everything we want.	<b>6.1.3-5.B</b> Identify the three basic questions that all economic systems attempt to answer: <ul style="list-style-type: none"> <li>• What goods and services should be produced?</li> <li>• How will goods and services be produced?</li> <li>• Who will consume goods and services?</li> </ul>	<b>6.1.6-8.B</b> Explain how traditional, command, and market economies answer the basic economic questions: <ul style="list-style-type: none"> <li>• What goods and services should be produced?</li> <li>• How will goods and services be produced?</li> <li>• Who will consume goods and services?</li> </ul>	<b>6.1.9-12.B</b> Analyze the impact of traditional, command, and market economies on the United States economy.
<b>Scarcity</b>	Intentionally blank	<b>6.1.3-5.C</b> Define scarcity and how it impacts personal, household, and community decision-making.	<b>6.1.6-8.C</b> Describe ways to deal with scarcity within various communities.	<b>6.1.9-12.C</b> Analyze actions taken as a result of scarcity in decision-making.
<b>Economic choice</b>	Intentionally blank	Intentionally blank	<b>6.1.6-8.D</b> Explain that scarcity is the condition of not having all the goods and services wanted because resources are limited.	<b>6.1.9-12.D</b> Analyze how choices made by individuals, firms, or government officials are constrained by available resources.

<b>Substrand</b>	<b>Kindergarten to Grade 2</b>	<b>Grades 3 to 5</b>	<b>Grades 6 to 8</b>	<b>Grades 9 to 12</b>
<b>Economic resources</b>	Intentionally blank	Intentionally blank	<b>6.1.6-8.E</b> Explain how resources can be used in different ways to produce different goods and services.	<b>6.1.9-12.E</b> Evaluate the allocation of resources used to produce goods and services.
<b>Marginal analysis</b>	Intentionally blank	<b>6.1.3-5.F</b> Explain the costs and benefits of an economic decision.	<b>6.1.6-8.F</b> Explain how the additional cost and additional benefit of a choice affects decision-making (marginal analysis).	<b>6.1.9-12.F</b> Evaluate regional, national, or international economic decisions using marginal analysis.
<b>Opportunity cost</b>	Intentionally blank	<b>6.1.3-5.G</b> Define opportunity cost and describe the opportunity cost of a personal choice.	<b>6.1.6-8.G</b> Explain the opportunity cost of a public choice from different perspectives.	<b>6.1.9-12.G</b> Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.
<b>Incentives</b>	Intentionally blank	<b>6.1.3-5.H</b> Explain how negative and positive incentives affect choices.	<b>6.1.6-8.H</b> Explain how incentives affect the behaviors of workers, savers, consumers, and producers.	<b>6.1.9-12.H</b> Evaluate in terms of marginal analysis how incentives influence decisions of consumers, producers, and policymakers.
<b>Specialization</b>	<b>6.1.K-2.I</b> Describe why people divide tasks to make work easier.	<b>6.1.3-5.I</b> Define specialization and identify examples of interdependence.	<b>6.1.6-8.I</b> Describe how specialization may lead to increased production and consumption.	<b>6.1.9-12.I</b> Analyze the relationship between specialization and the standard of living.
<b>Trade</b>	<b>6.1.K-2.J</b> Explain why people trade.	<b>6.1.3-5.J</b> Explain why countries trade.	<b>6.1.6-8.J</b> Explain how trade may improve a society's standard of living.	<b>6.1.9-12.J</b> Analyze the relationships between trade, competition, and productivity.
<b>Foreign trade</b>	Intentionally blank	<b>6.1.3-5.K</b> Identify and define imports, exports, and international trade.	<b>6.1.6-8.K</b> Explain why governments sometimes subsidize or restrict trade (i.e., tariffs or quotas).	<b>6.1.9-12.K</b> Evaluate how a country might benefit by lowering or removing trade barriers.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
<b>Global interdependence</b>	Intentionally blank	Intentionally blank	<b>6.1.6-8.L</b> Explain how specialization and trade lead to interdependence.	<b>6.1.9-12.L</b> Analyze how consumers and producers participate in the global production and consumption of goods or services.
<b>Comparative advantage</b>	Intentionally blank	<b>6.1.3-5.M</b> Explain why some products are produced locally while others are not.	<b>6.1.6-8.M</b> Explain how opportunity costs influence where goods and services are produced locally and regionally.	<b>6.1.9-12.M</b> Explain that individuals and nations have a comparative advantage in the production of goods or services if they can produce a product at a lower opportunity cost than other individuals or nations.
<b>2. Microeconomics</b>				
<b>Circular flow</b>	<b>6.2.K-2.A</b> Define and identify goods and services.	<b>6.2.3-5.A</b> Describe how consumers purchase goods and services from producers.	<b>6.2.6-8.A</b> Explain the flow of goods, services, and resources in an economy.	<b>6.2.9-12.A</b> Analyze the circular flow of products, resources, and money in a mixed economy.
<b>Competition</b>	Intentionally blank	<b>6.2.3-5.B</b> Identify ways local businesses compete for customers.	<b>6.2.6-8.B</b> Describe the advantages and disadvantages of competition for consumers in markets.	<b>6.2.9-12.B</b> Define noncompetitive markets and explain how consumers and producers operate in those markets.
<b>Monopolies</b>	Intentionally blank	<b>6.2.3-5.C</b> Define and provide an example of a monopoly.	<b>6.2.6-8.C</b> Identify historical examples of monopolies in the United States.	<b>6.2.9-12.C</b> Evaluate the economic roles of governments in promoting free markets (e.g., price controls, antitrust actions).
<b>Supply and demand</b>	Intentionally blank	<b>6.2.3-5.D</b> Explain how markets bring together buyers and sellers.	<b>6.2.6-8.D</b> Explain how supply and demand affect the prices of goods and services.	<b>6.2.9-12.D</b> Predict how changes in supply and demand affect equilibrium price and quantity sold.

<b>Substrand</b>	<b>Kindergarten to Grade 2</b>	<b>Grades 3 to 5</b>	<b>Grades 6 to 8</b>	<b>Grades 9 to 12</b>
<b>Economic patterns</b>	Intentionally blank	<b>6.2.3-5.E</b> Explain how the location of resources and transportation have affected Pennsylvania economic patterns.	<b>6.2.6-8.E</b> Explain how the location of resources, transportation, and technology have affected United States economic patterns.	<b>6.2.9-12.E</b> Explain how the location of resources, transportation, and technology have affected international economic patterns.
<b>Wages</b>	Intentionally blank	Intentionally blank	<b>6.2.6-8.F</b> Define wages and explain how wages are determined by the supply of and demand for workers.	<b>6.2.9-12.F</b> Analyze the factors influencing wages, including demand for goods and services produced, productivity of labor, labor unions, and education and skills.
<b>Productivity</b>	Intentionally blank	Intentionally blank	<b>6.2.6-8.G</b> Describe how productivity is measured and identify ways in which a person can improve his or her productivity.	<b>6.2.9-12.G</b> Evaluate how changes in education, incentives, technology, and capital investment alter productivity.
<b>Types of businesses</b>	<b>6.2.K-2.H</b> Identify businesses in your community.	<b>6.2.3-5.H</b> Describe businesses that provide goods and businesses that provide services.	<b>6.2.6-8.H</b> Identify and explain the characteristics of the three types of businesses: sole proprietorship, partnership, and corporation.	<b>6.2.9-12.H</b> Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation.
<b>Profit and loss</b>	Intentionally blank	<b>6.2.3-5.I</b> Define profit and loss.	<b>6.2.6-8.I</b> Explain how profits and losses serve as incentives.	<b>6.2.9-12.I</b> Analyze the role of profits and losses in the allocation of resources in a market economy.
<b>Entrepreneurship</b>	<b>6.2.K-2.J</b> Define entrepreneurship and identify entrepreneurs in the local community.	<b>6.2.3-5.J</b> Identify historical and contemporary entrepreneurs in Pennsylvania.	<b>6.2.6-8.J</b> Investigate leading entrepreneurs in Pennsylvania and the United States and describe the characteristics of successful entrepreneurship (including risks and rewards).	<b>6.2.9-12.J</b> Evaluate the impact of entrepreneurs on the economy.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
<b>3. Macroeconomics</b>				
<b>Economic indicators</b>	Intentionally blank	<b>6.3.3-5.A</b> Define unemployment and inflation.	<b>6.3.6-8.A</b> Define macroeconomic indicators such as the Consumer Price Index (CPI), gross domestic product (GDP), and unemployment rate.	<b>6.3.9-12.A</b> Evaluate the relationship between economic growth and changes in macroeconomic indicators such as the Consumer Price Index (CPI), gross domestic product (GDP), and unemployment rate.
<b>Business cycles</b>	Intentionally blank	Intentionally blank	<b>6.3.6-8.B</b> Describe historical examples of expansion, recession, and depression in the United States.	<b>6.3.9-12.B</b> Compare current and historical examples of expansion, recession, and depression.
<b>Fiscal policy</b>	Intentionally blank	Intentionally blank	<b>6.3.6-8.C</b> Define fiscal policies available to the federal government.	<b>6.3.9-12.C</b> Identify fiscal and monetary policies that address inflation, unemployment, or economic growth.
<b>Federal budget</b>	Intentionally blank	Intentionally blank	Intentionally blank	<b>6.3.9-12.D</b> Explain how deficit spending by the federal government increases the national debt and the impact it has on the economy.
<b>Taxation</b>	<b>6.3.K-2.E</b> Define a tax and identify examples.	<b>6.3.3-5.E</b> Explain how taxes affect the price of goods and services.	<b>6.3.6-8.E</b> Define the three different types of tax structures (progressive, proportional, and regressive) and different tax bases, such as income, wealth, property, etc.	<b>6.3.9-12.E</b> Evaluate the impact of different tax structures (progressive, proportional, and regressive) and different tax bases (income, wealth, property, etc.) on households and firms.

<b>Substrand</b>	<b>Kindergarten to Grade 2</b>	<b>Grades 3 to 5</b>	<b>Grades 6 to 8</b>	<b>Grades 9 to 12</b>
<b>Tax policy</b>	Intentionally blank	<b>6.3.3-5.F</b> Explain how the government pays for goods and services through taxes.	<b>6.3.6-8.F</b> Compare the taxation policies of local, state, and national government levels in the economy.	<b>6.3.9-12.F</b> Analyze the social, political, and economic consequences of changes in tax policy.
<b>Economic role of government</b>	Intentionally blank	Intentionally blank	<b>6.3.6-8.G</b> Analyze the economic roles of governments in market economies in promoting growth and stability and providing legal frameworks (laws and regulations).	<b>6.3.9-12.G</b> Evaluate the economic roles of governments in a globalized economy (e.g., trade policy, income inequality, distribution of wealth).
<b>Externalities</b>	Intentionally blank	<b>6.3.3-5.H</b> Identify unintended consequences of market activities (e.g., pollution, noise, traffic).	<b>6.3.6-8.H</b> Identify policies governments can use to address unintended consequences (i.e., externalities) of market activities.	<b>6.3.9-12.H</b> Evaluate policies governments can use to address unintended consequences (i.e., externalities) of market activities.
<b>Public goods and services</b>	<b>6.3.K-2.I</b> Define public goods and services provided by the government.	<b>6.3.3-5.I</b> Distinguish between public and private goods and services.	<b>6.3.6-8.I</b> Explain why the government provides public goods and services (e.g., education, infrastructure, national defense, safety and health).	<b>6.3.9-12.I</b> Evaluate government decisions in prioritizing public goods and services.
<b>4. Money and Economic Institutions</b>				
<b>Money</b>	Intentionally blank	<b>6.4.3-5.A</b> Explain the advantages of using money instead of bartering.	<b>6.4.6-8.A</b> Identify and explain various forms of payments used in markets.	<b>6.4.9-12.A</b> Explain how the Federal Reserve defines money.
<b>Exchange rates</b>	Intentionally blank	<b>6.4.3-5.B</b> Explain why most countries create their own form of money.	<b>6.4.6-8.B</b> Explain why you have to exchange currencies to purchase goods when you visit another country.	<b>6.4.9-12.B</b> Explain how changes in exchange rates affect the relative prices of foreign goods and services.



<b>Substrand</b>	<b>Kindergarten to Grade 2</b>	<b>Grades 3 to 5</b>	<b>Grades 6 to 8</b>	<b>Grades 9 to 12</b>
<b>Monetary policy</b>	Intentionally blank	Intentionally blank	Intentionally blank	<b>6.4.9-12.C</b> Explain how changes in the money supply and monetary policy affect interest rates throughout the economy.
<b>Banking</b>	<b>6.4.K-2.D</b> Define saving and explain why people use banks to save.	<b>6.4.3-5.D</b> Explain how banks bring savers and borrowers together.	<b>6.4.6-8.D</b> Explain how banks and other financial institutions channel funds from savers to borrowers and investors.	<b>6.4.9-12.D</b> Evaluate the role of banks in promoting economic growth in the economy.
<b>Federal reserve system</b>	Intentionally blank	Intentionally blank	<b>6.4.6-8.E</b> Explain the history, structure, and purposes of the Federal Reserve System.	<b>6.4.9-12.E</b> Analyze Federal Reserve policies designed to raise or lower interest rates.
<b>Nongovernmental organizations</b>	Intentionally blank	Intentionally blank	<b>6.4.6-8.F</b> Define nongovernmental economic institutions (e.g., labor unions, non-profits, financial markets).	<b>6.4.9-12.F</b> Evaluate the role of nongovernmental economic institutions (e.g., labor unions, non-profits, financial markets).
<b>Interest rate policy</b>	Intentionally blank	Intentionally blank	<b>6.4.6-8.G</b> Explain the impact of higher or lower interest rates for savers, borrowers, consumers, and producers.	<b>6.4.9-12.G</b> Evaluate benefits and costs of changes in interest rates for individuals and society.

# Academic Standards for Career Education and Work

*Grades K-12*



**Pennsylvania Department of Education**

**January 2024**

## Overview

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Pennsylvania’s economic future depends on having a well-educated and skilled workforce. Career Education and Work standards reflect the increasing complexity and sophistication that students experience as they progress through school, focusing on the skills and continuous learning and innovation required for students to succeed in a rapidly changing workplace. The standards are written as grade-banded standards built around the concepts of career awareness and exploration, employability skills, growth and advancement, and personal interests and career planning.

Number	Areas
13.1	Career Awareness and Exploration
13.2	Employability Skills
13.3	Growth and Advancement
13.4	Personal Interests and Career Planning

# Appendix E-1. Academic Standards for Career Education and Work

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
<b>1. Career Awareness and Exploration</b>				
<b>Educational requirements and opportunities</b>	<b>13.1.K-2.A</b> Identify that there are different ways to prepare for careers.	<b>13.1.3-5.A</b> Investigate how people prepare for different careers that may include various levels of education, experiences, and training.	<b>13.1.6-8.A</b> Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.	<b>13.1.9-12.A</b> Analyze the relationship between career choices and career preparation opportunities to choose a path.
<b>Entrepreneurship</b>	Intentionally blank	<b>13.1.3-5.B</b> Define entrepreneurship and identify the risks and rewards of self-employment.	<b>13.1.6-8.B</b> Compare and contrast entrepreneurship and other self-employment opportunities to other employment types.	<b>13.1.9-12.B</b> Analyze entrepreneurship and other self-employment opportunities as they relate to personal career goals and corporate opportunities.
<b>Factors in career decisions</b>	<b>13.1.K-2.C</b> Describe the work done by community helpers and business owners.	<b>13.1.3-5.C</b> Describe external factors that influence career choices, such as, but not limited to: <ul style="list-style-type: none"> <li>• Geographic location</li> <li>• Salaries/benefits</li> <li>• Work schedule</li> <li>• Working conditions</li> </ul>	<b>13.1.6-8.C</b> Compare and contrast multiple careers using a variety of career research resources.	<b>13.1.9-12.C</b> Analyze external factors that impact employment opportunities, such as, but not limited to: <ul style="list-style-type: none"> <li>• Competition</li> <li>• Global influences</li> <li>• Job growth</li> <li>• Job openings</li> <li>• Labor supply</li> <li>• Potential advancement</li> <li>• Potential earnings</li> </ul>

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
<b>Local, national, and global labor market</b>	<b>13.1.K-2.D</b> Describe what a job is and the reasons people may have jobs.	<b>13.1.3-5.D</b> Identify the range of jobs available in the community.	<b>13.1.6-8.D</b> Use multiple resources or tools to research the job availability in a local, national, and global job market.	<b>13.1.9-12.D</b> Describe employment outlook, organized by in-demand occupations, clusters, pathways, or other methods.
<b>Resources in school and community</b>	Intentionally blank	<b>13.1.3-5.E</b> Explain the benefits of participating in hands-on career awareness/preparation activities.	<b>13.1.6-8.E</b> Identify and participate in school- and community-based opportunities for career awareness/preparation.	<b>13.1.9-12.E</b> Utilize school- and community-based opportunities for career awareness/preparation.
<b>Rights of workers</b>	Intentionally blank	<b>13.1.3-5.F</b> Explain why employers pay people for their labor.	<b>13.1.6-8.F</b> Understand what labor laws are and how they impact worker wages and safety.	<b>13.1.9-12.F</b> Examine basic labor laws to determine the rights and responsibilities of both employers and employees.
<b>2. Employability Skills</b>				
<b>Critical thinking and problem solving</b>	<b>13.2.K-2.A</b> Practice solving problems individually and in groups.	<b>13.2.3-5.A</b> Develop the traits needed to solve problems.	<b>13.2.6-8.A</b> Apply critical thinking to solve real-life problems.	<b>13.2.9-12.A</b> Identify solutions to existing conditions or problems using critical thinking skills.
<b>Oral and written communication</b>	<b>13.2.K-2.B</b> Use context clues to identify how communication varies within different social situations in varied environments.	<b>13.2.3-5.B</b> Use context clues to determine how communication varies within different social situations in varied environments.	<b>13.2.6-8.B</b> Develop formal communication that demonstrates professional etiquette and observes social protocols when communicating verbally, nonverbally, and in writing.	<b>13.2.9-12.B</b> Use professional etiquette and observe social protocols when communicating verbally, nonverbally, and in writing.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
<b>Teamwork and collaboration</b>	<b>13.2.K-2.C</b> Demonstrate cooperation and positive interactions with classmates, recognizing that people have different backgrounds, experiences, and beliefs.	<b>13.2.3-5.C</b> Demonstrate the ability to work well in group or team interactions, recognizing that people have different backgrounds, experiences, and beliefs.	<b>13.2.6-8.C</b> Practice effective group interactions, acknowledging people's different backgrounds, experiences, and beliefs.	<b>13.2.9-12.C</b> Demonstrate shared responsibility for collaborative work and the value of contributions made by team members with various perspectives.
<b>Technology</b>	<b>13.2.K-2.D</b> Demonstrate proper and safe Internet use.	<b>13.2.3-5.D</b> Demonstrate proper and safe Internet use.	<b>13.2.6-8.D</b> Demonstrate proficient use of technologies by using various types of technology.	<b>13.2.9-12.D</b> Use job-specific technologies to accomplish work responsibilities in a productive manner.
<b>Time and project management</b>	<b>13.2.K-2.E</b> Discuss how time is structured at home and school.	<b>13.2.3-5.E</b> Develop a personal schedule based on activities and responsibilities at both home and school.	<b>13.2.6-8.E</b> Demonstrate effective time and project management strategies.	<b>13.2.9-12.E</b> Evaluate time and project management strategies and their application to both personal and work situations.
<b>Entrepreneurial mindset</b>	Intentionally blank	<b>13.2.3-5.F</b> List and describe several characteristics of the Entrepreneurial Mindset characteristics.	<b>13.2.6-8.F</b> Explain how Entrepreneurial Mindset characteristics and skills can help one be successful in their career.	<b>13.2.9-12.F</b> Apply Entrepreneurial Mindset characteristics and skills to school, work, and extracurricular environments.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
<b>3. Growth and Advancement</b>				
<b>Career growth</b>	<b>13.3.K-2.A</b> Communicate an original opinion and describe the justification for that opinion.	<b>13.3.3-5.A</b> Identify situations that may require self- advocacy, such as: personal preference, values, etc.	<b>13.3.6-8.A</b> Identify factors that may inform decisions for career changes, such as loss of employment, lifestyle changes, workplace conflicts, work value changes, and job market changes.	<b>13.3.9-12.A</b> Develop strategies for navigating career and life transitions, such as coping with loss of employment, resigning from a job, negotiating a raise or promotion, and employing transferable skills.
<b>Lifelong learning</b>	<b>13.3.K-2.B</b> Recognize the importance of improving skills and learning new ones.	<b>13.3.3-5.B</b> Reflect on skill improvement and identify opportunities to build new skills.	<b>13.3.6-8.B</b> Explain how decisions regarding education, skill building, and work impact other major life decisions.	<b>13.3.9-12.B</b> Identify sources of lifelong learning to strengthen existing skills, develop new skills, and maximize career growth.
<b>Strategic goals</b>	<b>13.3.K-2.C</b> Set and achieve a goal.	<b>13.3.3-5.C</b> Set and achieve S.M.A.R.T. goals.	<b>13.3.6-8.C</b> Practice feedback and personal reflection to evaluate success towards setting and completing goals.	<b>13.3.9-12.C</b> Incorporate feedback and personal reflection to evaluate success towards completing goals and determine a next course of action.
<b>Work ethic</b>	<b>13.3.K-2.D</b> Build an awareness of the importance of a positive work ethic as a means to learn and grow.	<b>13.3.3-5.D</b> Identify attributes of a positive work ethic.	<b>13.3.6-8.D</b> Demonstrate a positive work ethic.	<b>13.3.9-12.D</b> Analyze and reflect upon the efficacy of your work ethic.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
<b>4. Personal Interests and Career Planning</b>				
<b>Develop a personal brand</b>	<b>13.4.K-2.A</b> Describe qualities of people who are successful.	<b>13.4.3-5.A</b> Identify personal strengths and successes.	<b>13.4.6-8.A</b> Identify ways to market yourself as a job candidate.	<b>13.4.9-12.A</b> Strategically market yourself as a job candidate.
<b>Identify personal interests</b>	<b>13.4.K-2.B</b> Identify current interests and skills.	<b>13.4.3-5.B</b> Connect personal interests and abilities to potential career choices.	<b>13.4.6-8.B</b> Relate careers to personal interests, abilities, and aptitudes.	<b>13.4.9-12.B</b> Evaluate career options based on personal interests, abilities, aptitudes, achievements, and goals.
<b>Research careers</b>	Intentionally blank	<b>13.4.3-5.C</b> Discuss resources available in researching career opportunities.	<b>13.4.6-8.C</b> Evaluate a variety of methods to research careers that align with personal interests, values, strengths, and career goals.	<b>13.4.9-12.C</b> Use a variety of methods to research careers that align with personal interests, values, strengths, and career goals.
<b>Understand a career path</b>	<b>13.4.K-2.D</b> Explain how workers in their careers use what is learned in the classroom.	<b>13.4.3-5.D</b> Document personal interests, abilities, and academic strengths.	<b>13.4.6-8.D</b> Build a career plan to describe planned action steps that may include, but not be limited to: <ul style="list-style-type: none"> <li>• Electives</li> <li>• Extracurricular activities</li> <li>• Coursework</li> <li>• Career interests</li> <li>• Strengths and abilities</li> <li>• Educational and training opportunities</li> </ul>	<b>13.4.9-12.D</b> Evolve career plan to enact additional action steps that may include, but not be limited to: <ul style="list-style-type: none"> <li>• Electives</li> <li>• Extracurricular activities</li> <li>• Coursework</li> <li>• Career interests</li> <li>• Strengths and abilities</li> <li>• Educational and training opportunities</li> <li>• Work-based learning</li> <li>• Industry-recognized credentials</li> </ul>



# Academic Standards for Family and Consumer Sciences

*Grades K-12*



**Pennsylvania Department of Education**

**January 2024**

## Overview

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This document includes Academic Standards for Family and Consumer Sciences at four grade levels (K-2, 3-5, 6-8, 9-12), with the emphasis on what students will know and be able to do in the following areas:

Number	Areas
11.1	Food Science & Nutrition
11.2	Resource Management
11.3	Human Development, Family, & Relationships
11.4	Education and Early Childhood Development
11.5	Personal Finance & Consumer Skills
11.6	Career, Community, & Family Connections

The Academic Standards for Family and Consumer Sciences emphasize the crucial role of families in shaping individual and community well-being. This educational approach underscores the shared responsibility of meeting diverse needs, promoting lifelong learning, and contributing to the community. The standards aim to prepare students not just for personal, family, and work responsibilities but also to empower them for the challenges of living and working in a diverse, global society, fostering holistic individual development and community advancement.

Family and Consumer Sciences (FCS) is a field of study focused on the science and art of living and working well in our complex world, encompassing family and consumer sciences, career exploration, community and family connections, consumer and family resource management, parenting and child development, food, nutrition, wellness, and family and interpersonal relationships.

# Appendix D-1. Academic Standards for Family and Consumer Sciences

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
<b>1. Food Science and Nutrition</b>				
<b>Food supply</b>	<b>11.1.K-2.A</b> Identify the production steps that food travels from the farm to the consumer.	<b>11.1.3-5.A</b> Demonstrate knowledge of techniques used to evaluate food in various forms.	<b>11.1.6-8.A</b> Evaluate factors that affect food safety from production through consumption.	<b>11.1.9-12.A</b> Predict factors that affect food safety and security from production through consumption.
<b>Safety and sanitation</b>	<b>11.1.K-2.B</b> Describe personal hygiene techniques in food handling.	<b>11.1.3-5.B</b> Describe safe food-handling techniques.	<b>11.1.6-8.B</b> Demonstrate food safety and sanitation procedures.	<b>11.1.9-12.B</b> Evaluate the role of government agencies in safeguarding our food supply
<b>Nutrition analysis</b>	<b>11.1.K-2.C</b> Explain the importance of eating a varied diet in maintaining health.	<b>11.1.3-5.C</b> Establish factors that affect food choices.	<b>11.1.6-8.C</b> Analyze factors that influence nutrition and wellness practices across the life span.	<b>11.1.9-12.C</b> Model the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
<b>Meal management</b>	Intentionally blank	<b>11.1.3-5.D</b> Identify components of a well-balanced meal.	<b>11.1.6-8.D</b> Hypothesize the effectiveness of the use of meal management principles.	<b>11.1.9-12.D</b> Evaluate the application of nutrition and meal-planning principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their life span.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
<b>Culinary math &amp; measurement</b>	<b>11.1.K-2.E</b> Name and classify culinary measurement tools.	<b>11.1.3-5.E</b> Demonstrate measurement skills used in food preparation.	<b>11.1.6-8.E</b> Apply measurement and math skills in following recipe directions.	<b>11.1.9-12.E</b> Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
<b>Culinary equipment and techniques</b>	<b>11.1.K-2.F</b> Name basic kitchen measuring tools and cooking equipment.	<b>11.1.3-5.F</b> Describe the use of common cooking tools and equipment.	<b>11.1.6-8.F</b> Prepare a recipe using fundamental culinary skills and techniques.	<b>11.1.9-12.F</b> Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.
<b>Food science</b>	<b>11.1.K-2.G</b> Classify foods according to the senses.	<b>11.1.K-3-5.G</b> Understand and identify the physical changes that occur during food preparation.	<b>11.1.6-8.G</b> Demonstrate food science through principles of food biology and chemistry.	<b>11.1.9-12.G</b> Analyze the relevance of scientific principles to food processing, preparation, and packaging.
<b>Nutrition and health</b>	<b>11.1.K-2.H</b> Classify foods by food group within the current USDA dietary guidelines.	<b>11.1.3-5.H</b> Describe a well-balanced daily menu using the current USDA dietary guidelines.	<b>11.1.6-8.H</b> Examine the nutritional needs of individuals and families in relation to health and wellness across the life span.	<b>11.1.9-12.H</b> Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.
<b>Calories and energy</b>	Intentionally blank	<b>11.1.3-5.I</b> Describe the relationship between food input and energy output.	<b>11.1.6-8.I</b> Analyze the energy and nutrient requirements for individuals at various stages of the life cycle.	<b>11.1.9-12.I</b> Analyze the breakdown of foods, the absorption of nutrients, and their conversion to energy by the body.
<b>Careers</b>	<b>11.1.K-3.J</b> Identify career choices that relate to food.	<b>11.1.3-5.J</b> Describe career choices within food services.	<b>11.1.6-8.J</b> Investigate career choices within food services, sciences, and nutrition industries.	<b>11.1.9-12.J</b> Analyze career paths within food services, sciences, services, and nutrition industries.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
<b>2. Resource Management</b>				
<b>Resource sustainability</b>	<b>11.2.K-2.A</b> Identify waste and practice ways to reduce, reuse, and recycle.	<b>11.2.3-5.A</b> Explain the decision to use or not use resources based on resource availability and sustainability.	<b>11.2.6-8.A</b> Analyze sustainability practices and their effect on future renewable and non-renewable resources.	<b>11.2.9-12.A</b> Develop a global view to weigh consumer and design decisions with the parameters of sustainability, socioeconomic, and cultural contexts.
<b>Individual and family resources</b>	<b>11.2.K-2.B</b> Identify individual and family resources and responsibilities.	<b>11.2.3-5.B</b> Develop planning skills to organize individual and family resources and responsibilities.	<b>11.2.6-8.B</b> Apply planning skills to manage individual and family resources such as food, clothing, shelter, time, and human capital.	<b>11.2.9-12.B</b> Examine strategies for managing individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.
<b>Housing and interior design</b>	Intentionally blank	<b>11.2.3-5.C</b> Explain the importance of organizing space for efficiency.	<b>11.2.6-8.C</b> Apply elements of design to create products and environments.	<b>11.2.9-12.C</b> Evaluate housing and design concepts and theories, including sustainability and universal design, in relation to available resources and options.
<b>Consumer strategies</b>	Intentionally blank	<b>11.2.3-5.D</b> Identify information in care instructions, safety precautions, and recommended use of consumable goods.	<b>11.2.6-8.D</b> Evaluate different strategies to safely obtain and maintain consumer goods and services.	<b>11.2.9-12.D</b> Compare and contrast the selection of goods and services by applying safe and effective consumer strategies.
<b>Textiles, fashion and apparel</b>	<b>11.2.K-2.E</b> Identify resources used for clothing.	<b>11.2.3-5.E</b> Select clothing for specific tasks and/or environment.	<b>11.2.6-8.E</b> Assess effects of design construction, care, use, and maintenance of textiles.	<b>11.2.9-12.E</b> Demonstrate skills needed to produce, alter, and repair textiles and fashion apparel.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
<b>Laundrying</b>	<b>11.2.K-2.F</b> Identify how to care for clothing.	<b>11.2.3-5.F</b> Select proper laundrying methods for clothing and other textiles.	<b>11.2.6-8.F</b> Demonstrate laundrying processes aligned with industry standards and regulations.	<b>11.2.9-12.F</b> Analyze procedures for the selection of textiles, chemicals, and equipment associated with laundry.
<b>Career</b>	Intentionally blank	<b>11.2.3-5.G</b> Identify career choices in the field of Family and Consumer Sciences.	<b>11.2.6-8.G</b> Investigate career choices within resource management, including human, environmental, textiles and apparel, and consumer products in the field of Family and Consumer Sciences.	<b>11.2.9-12.G</b> Analyze the career paths within resource management, including human, environmental, and consumer products, in the field of Family and Consumer Sciences.

### 3. Human Development, Family, and Relationships

<b>Role of family</b>	<b>11.3.K-2.A</b> Explain daily activities that fulfill family functions in meeting responsibilities.	<b>11.3.3-5.A</b> Compare how different cultures meet family responsibilities within various family structures.	<b>11.3.6-8.A</b> Analyze the effects of change and family transitions over the life span.	<b>11.3.9-12.A</b> Evaluate the impact of family and its effects on the well-being of individuals and society.
<b>Family life cycle</b>	Intentionally blank	<b>11.3.3-5.B</b> Identify the characteristics of the stages of the family life cycle.	<b>11.3.6-8.B</b> Explain the influences of family life cycle stages on the needs of families and communities.	<b>11.3.9-12.B</b> Hypothesize the impact of present family life cycle trends on the global community.
<b>Interpersonal communications</b>	<b>11.3.K-2.C</b> Identify how to resolve conflict using interpersonal communication skills.	<b>11.3.3-5.C</b> Describe positive and negative interactions within patterns of interpersonal communication.	<b>11.3.6-8.C</b> Justify the significance of interpersonal communication skills in the practical reasoning method of decision-making.	<b>11.3.9-12.C</b> Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.
<b>Human development and well-being</b>	<b>11.3.K-2.D</b> Identify similarities and differences between self and others.	<b>11.3.3-5.D</b> Describe how areas of development impact human growth across the life cycle.	<b>11.3.6-8.D</b> Discuss factors that influence human growth, development, and well-being.	<b>11.3.9-12.D</b> Analyze strategies that promote human growth, development, and well-being.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
<b>Careers</b>	Intentionally blank	<b>11.3.3-5.E</b> Identify career and work choices within family and human services.	<b>11.3.6-8.E</b> Investigate career and work choices within family and human services.	<b>11.3.9-12.E</b> Analyze career paths within family and human services.
<b>4. Education and Early Childhood Development</b>				
<b>Developmental stages</b>	Intentionally blank	Intentionally blank	<b>11.4.6-8.A</b> Identify child guidance practices for each stage of child development.	<b>11.4.9-12.A</b> Demonstrate the integration of theories of child development and their impact on parenting and childcare.
<b>Developmental needs</b>	Intentionally blank	Intentionally blank	<b>11.4.6-8.B</b> Identify learning activities that meet the developmental needs of learners.	<b>11.4.9-12.B</b> Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.
<b>Learning environments</b>	Intentionally blank	<b>11.4.3-5.C</b> Establish the characteristics of a healthy learning environment.	<b>11.4.6-8.C</b> Evaluate various environments to determine if they provide the characteristics of a proper learning environment.	<b>11.4.9-12.C</b> Analyze developmentally appropriate and culturally responsive practices to evaluate early childhood education providers and services.
<b>Health and safety</b>	Intentionally blank	<b>11.4.3-5.D</b> Identify health and safety needs for children at each stage of child development.	<b>11.4.6-8.D</b> Evaluate health and safety hazards relating to children at each stage of child development.	<b>11.4.9-12.D</b> Analyze current issues in health and safety affecting children at each stage of child development.
<b>Literacy</b>	Intentionally blank	Intentionally blank	<b>11.4.6-8.E</b> Explain how storytelling, story reading, and writing enhance literacy development in children.	<b>11.4.9-12.E</b> Identify characteristics of quality literature for children that develop the child's imagination, creativity, reading, and writing skills.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
<b>Collaborative relationships</b>	<b>11.4.K-2.F</b> Identify community resources and services.	Intentionally blank	<b>11.4.6-8.F</b> Evaluate support systems that provide services for parents and families.	<b>11.4.9-12.F</b> Demonstrate skills for building and maintaining positive collaborative relationships with children, youth, and adults in their family, school, and community environments.
<b>Careers</b>	Intentionally blank	Intentionally blank	<b>11.4.6-8.G</b> Investigate career choices within early childhood, education, and other careers in the field.	<b>11.4.9-12.G</b> Analyze career paths within education and early childhood.
<b>5. Personal Finance and Consumer Skills</b>				
<b>Consumer rights and responsibilities</b>	<b>11.5.K-2.A</b> Describe self as consumer.	<b>11.5.3-5.A</b> Explain consumer rights and responsibilities: <ul style="list-style-type: none"> <li>• To be safe,</li> <li>• To be informed,</li> <li>• To be heard,</li> <li>• To choose,</li> <li>• To redress.</li> </ul>	<b>11.5.6-8.A</b> Explain how consumer rights and responsibilities are protected.	<b>11.5.9-12.A</b> Analyze factors including socioeconomic and cultural influences that affect consumer advocacy
<b>Financial planning and budgeting</b>	Intentionally blank	<b>11.5.3-5.B</b> Define the difference between a short-term and long-term goal.	<b>11.5.6-8.B</b> Develop short-term and long-term financial goals for a family budget.	<b>11.5.9-12.B</b> Demonstrate the ability to manage and maintain individual and family budgets.
<b>Financial planning and budgeting</b>	Intentionally blank	Intentionally blank	Intentionally blank	<b>11.5.9-12.C</b> Analyze components of a family financial planning process that reflect the distinction between wants, needs, values, goals, and economic resources.



Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
<b>Financial resources</b>	Intentionally blank	<b>11.5.3-5.D</b> Explain the relationship between work and income within the family.	<b>11.5.6-8.D</b> Compare/evaluate the financial advantages and disadvantages of various incomes.	<b>11.5.9-12.D</b> Demonstrate the ability to use knowledge and skills to manage one’s income, spending, and savings effectively for a lifetime of financial security.
<b>Careers</b>	Intentionally blank	Intentionally blank	<b>11.5.6-8.E</b> Investigate career choices within financial service industries.	<b>11.5.9-12.E</b> Analyze career paths within financial service industries.
<b>6. Career, Community, and Family Connections</b>				
<b>Action plans</b>	Intentionally blank	<b>11.6.3-5.A</b> Identify the importance of routines and schedules while differentiating between short- and long-term goals.	<b>11.6.6-8.A</b> Explain the FCCLA action planning procedure and how to apply it to family, work, and community decisions.	<b>11.6.9-12.A</b> Evaluate the effectiveness of action plans that integrate personal, work, family, and community responsibilities.
<b>Teamwork and leadership</b>	Intentionally blank	<b>11.6.3-5.B</b> Classify the components of effective teamwork and leadership.	<b>11.6.6-8.B</b> Assess the use of teamwork and leadership skills in accomplishing the work of families and communities.	<b>11.6.9-12.B</b> Analyze teamwork and leadership skills and their application in various family dynamics and employability skills.
<b>Role of technology</b>	Intentionally blank	<b>11.6.3-5.C</b> Describe the roles of technology within the family and community in maintaining a safe and healthy living environment.	<b>11.6.6-8.</b> Assess the use of technology and its effect on the quality of life.	<b>11.6.9-12.C</b> Analyze and evaluate emerging technologies that impact individuals, families, and communities.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Service providers	Intentionally blank	<b>11.6.3-5.D</b> Identify the public and nonpublic services that are available to serve families within the community.	Intentionally blank	<b>11.6.9-12.D</b> Analyze how public, nonpublic, and for-profit service providers serve the family.

# Academic Standards for Personal Finance

*Grades K-12*



**Pennsylvania Department of Education**

**January 2024**

## Overview

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Personal Finance focuses on the fundamentals of personal finance, income, spending, saving and investing, risk and insurance, and credit, with a goal to develop individuals who can manage their personal finances. Personal finance is also known as personal financial literacy and financial literacy. The standards are written as grade-banded standards built around the areas below and topics that make up the areas of study.

Number	Areas
17.1	Personal Finance Fundamentals
17.2	Income
17.3	Spending
17.4	Saving & Investing
17.5	Risk & Insurance
17.6	Credit

# Appendix F. Academic Standards for Personal Finance

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
<b>1. Personal Finance Fundamentals</b>				
<b>Financial goal setting and decision making</b>	<b>17.1.K-2.A</b> Identify short-term financial goals and steps people can take to achieve them.	<b>17.1.3-5.A</b> Describe reasons people set financial goals.	<b>17.1.6-8.A</b> Compare short-, intermediate-, and long-term financial goals.	<b>17.1.9-12.A</b> Determine the financial impact of various long-term goals (e.g., lifestyle, family, education).
	<b>17.1.K-2.B</b> Explain how limited personal financial resources affect the choices people make.	<b>17.1.3-5.B</b> Identify the opportunity cost of various financial decisions, including ones related to earning, spending, and saving.	<b>17.1.6-8.B</b> Explain why the opportunity cost of a decision might differ from one person or situation to another.	<b>17.1.9-12.B</b> Apply a systematic decision-making process, including opportunity costs, to setting and achieving financial goals.
<b>Financial mindset and behaviors</b>	<b>17.1.K-2.C</b> Describe how friends and family can impact a person's attitudes toward money.	<b>17.1.3-5.C</b> Explain how life circumstances and experiences can alter attitudes toward money.	<b>17.1.6-8.C</b> Analyze how people differ in their attitudes toward money.	<b>17.1.9-12.C</b> Analyze the impact of various factors on a person's financial mindset and decisions.
	Intentionally blank	<b>17.1.3-5.D</b> Identify financial decisions people make that may not be in their best interest.	<b>17.1.6-8.D</b> Describe behavioral biases that can affect financial decisions.	<b>17.1.9-12.D</b> Evaluate strategies for dealing with behavioral biases and other obstacles to managing personal finances.
	Intentionally blank	<b>17.1.3-5.E</b> Describe conversations people have about money.	<b>17.1.6-8.E</b> Describe important financial conversations people have and with whom they have them.	<b>17.1.9-12.E</b> Assess the value of sharing financial goals and information with others.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
<b>Financial services</b>	<b>17.1.K-2.F</b> Describe ways people use financial institutions (e.g., depositing money, obtaining cash).	<b>17.1.3-5.F</b> Identify products and services provided by financial institutions.	<b>17.1.6-8.F</b> Identify personal information needed to establish a financial account.	<b>17.1.9-12.F</b> Compare various financial service providers (e.g., banks, credit unions, check cashers, brokerage firms) and the types of accounts and services each provides.
	Intentionally blank	Intentionally blank	Intentionally blank	<b>17.1.9-12.G</b> Communicate the process of opening financial accounts and the factors to consider when selecting financial institutions and professionals.
	Intentionally blank	Intentionally blank	Intentionally blank	<b>17.1.9-12.H</b> Evaluate the use of financial technology to access financial services and make financial decisions.
<b>Financial record keeping</b>	Intentionally blank	Intentionally blank	<b>17.1.6-8.I</b> Describe information people document and track for their personal finances.	<b>17.1.9-12.I</b> Develop a system for documenting and organizing personal financial records, both paper and electronic.
	Intentionally blank	Intentionally blank	Intentionally blank	<b>17.1.9-12.J</b> Explain the financial implications of wills, powers of attorney, and naming beneficiaries for various accounts.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
<b>Consumer protection</b>	Intentionally blank	Intentionally blank	Intentionally blank	<b>17.1.9-12.K</b> Explain the role of various state and federal financial regulators and consumer protection agencies.
	Intentionally blank	Intentionally blank	Intentionally blank	<b>17.1.9-12.L</b> Describe the issues addressed by various laws and regulations that impact or safeguard a person's finances.
<b>2. Income</b>				
<b>Sources of income</b>	<b>17.2.K-2.A</b> Identify reasons people and households require income.	<b>17.2.3-5.A</b> Describe how people receive income (e.g., work, gifts, renting property to others).	<b>17.2.6-8.A</b> Compare compensation methods, including hourly wage, salary, commission, tips, and piecework.	<b>17.2.9-12.A</b> Explain various types of income (e.g., earned, unearned, passive, active) and their sources (e.g., work, rentals, investments, government programs).
	Intentionally blank	Intentionally blank	Intentionally blank	<b>17.2.9-12.B</b> Describe sources of retirement income and how they relate to individual investment choices, employer-sponsored retirement plans, and government programs.
<b>Factors influencing income</b>	<b>17.2.K-2.C</b> Predict the knowledge and skills needed for various jobs.	<b>17.2.3-5.C</b> Explain ways people improve their ability to earn income through education, training, and experience.	<b>17.2.6-8.C</b> Analyze connections between the amount individuals might earn in various careers and the education or training that is required.	<b>17.2.9-12.C</b> Use data to support an individual's decision to obtain or forgo post-secondary education based on the associated costs and anticipated future income.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
	Intentionally blank	Intentionally blank	<b>17.2.6-8.D</b> Compare ways people pay for education and training, including scholarships, grants, savings, military service, apprenticeships, and loans.	<b>17.2.9-12.D</b> Research options to pay for education and training, ways to reduce the total cost, and steps needed to obtain financial aid.
	Intentionally blank	Intentionally blank	<b>17.2.6-8.E</b> Explain factors that may impact a person's future income and employment status, including changes in technology, demand for workers, and the cost of post-secondary education.	<b>17.2.9-12.E</b> Evaluate the impacts of technology, labor markets, and economic conditions and trends on a person's employment potential.
	Intentionally blank	Intentionally blank	Intentionally blank	<b>17.2.9-12.F</b> Explain the impact of employee benefits (e.g., health insurance, retirement savings plans, education reimbursement programs) on an individual's finances.
<b>Self-employment and supplemental income</b>	<b>17.2.K-2.G</b> Identify ways people earn income through entrepreneurship.	<b>17.2.3-5.G</b> Describe how people earn income through entrepreneurship and supplemental employment.	<b>17.2.6-8.G</b> Compare various forms of self-employment.	<b>17.2.9-12.G</b> Analyze the financial impact of a person's decision to own a business, work as an independent contractor, or be employed.
<b>Income and payroll taxes</b>	Intentionally blank	Intentionally blank	<b>17.2.6-8.H</b> Interpret a pay statement and explain the relationship between gross pay, net pay, and payroll deductions.	<b>17.2.9-12.H</b> Calculate the impact of taxes and payroll deductions on income.
	Intentionally blank	Intentionally blank	Intentionally blank	<b>17.2.9-12.I</b> Complete various federal, state, and local tax forms.



Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
<b>3. Spending</b>				
<b>Spending decisions</b>	<b>17.3.K-2.A</b> Describe spending choices people make in everyday life and factors that influence them.	<b>17.3.3-5.A</b> Explain factors that influence a person's spending decisions and the impact these has on how they prioritize their wants.	<b>17.3.6-8.A</b> Demonstrate making an informed purchase decision by evaluating price, product claims, and information from a variety of sources.	<b>17.3.9-12.A</b> Develop a process for making informed spending decisions, including factors to consider (e.g., product features, price, durability, environmental or societal impact, reliability of information).
	Intentionally blank	Intentionally blank	<b>17.3.6-8.B</b> Apply mathematical skills to assess the impact of various ways retailers express prices (e.g., coupons, discounts, unit price).	<b>17.3.9-12.B</b> Compare ways people can lower the price they pay for goods and services (e.g., online tools, discount retailers, negotiating, secondhand items).
<b>Developing a budget</b>	<b>17.3.K-2.C</b> Differentiate between money that is received and money that is spent.	<b>17.3.3-5.C</b> Provide examples of household spending and sources of income.	<b>17.3.6-8.C</b> Compare ways people organize and track their spending and income.	<b>17.3.9-12.C</b> Develop a personal approach to keeping track of income and spending.
	<b>17.3.K-2.D</b> Describe how people use money for different purposes, including spending, saving, and sharing with others.	<b>17.3.3-5.D</b> Construct a simple budget (e.g., for a family, individual, or school event).	<b>17.3.6-8.D</b> Explain the components of a personal budget (e.g., income, expenses, planned savings) and how budgeting can help people achieve their financial goals.	<b>17.3.9-12.D</b> Evaluate various budgeting approaches (e.g., 50-30-20, zero-based) and methods (e.g., envelope system, spreadsheets, online tools).
	Intentionally blank	Intentionally blank	Intentionally blank	<b>17.3.9-12.E</b> Create a personal budget to allocate current or future income, including estimates for fixed and variable expenses.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
	Intentionally blank	Intentionally blank	Intentionally blank	<b>17.3.9-12.F</b> Identify methods for adjusting a budget for unexpected expenses or loss of income.
<b>Payment methods</b>	Intentionally blank	<b>17.3.3-5.G</b> Explain various payment methods (e.g., cash, checks, gift cards, debit cards, credit cards).	<b>17.3.6-8.G</b> Describe the advantages and disadvantages of using various payment methods (e.g., cash, checks, gift cards, debit cards, credit cards, mobile payments).	<b>17.3.9-12.G</b> Compare the effects of using various payment methods when making purchases.
	Intentionally blank	Intentionally blank	Intentionally blank	<b>17.3.9-12.H</b> Compare various approaches to paying bills, including making automated payments and ensuring bills are paid on time.
	Intentionally blank	Intentionally blank	Intentionally blank	<b>17.3.9-12.I</b> Describe the impact of technology on payment methods and how it influences spending.
<b>Major life purchases</b>	Intentionally blank	Intentionally blank	Intentionally blank	<b>17.3.9-12.J</b> Analyze a housing decision, including comparing renting and buying, upfront and ongoing costs, and the process of obtaining a mortgage or a lease.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
	Intentionally blank	Intentionally blank	Intentionally blank	<b>17.3.9-12.K</b> Justify the purchase or lease of a vehicle and the alternatives considered (e.g., new versus used, total cost of ownership or use).
<b>Sales and Property Taxes</b>	Intentionally blank	<b>17.3.3-5.L</b> Identify taxes applied to certain purchases.	<b>17.3.6-8.L</b> Calculate the sales tax for various types of purchases.	<b>17.3.9-12.L</b> Analyze the impact of paying sales, excise, and property taxes on financial decisions.
<b>Charitable Giving</b>	<b>17.3.K-2.M</b> Identify items people might give to someone else or donate to charity.	<b>17.3.3-5.M</b> Identify reasons people participate in fundraising efforts and the causes they support.	<b>17.3.6-8.M</b> Describe ways people support charitable organizations by donating money, items, and time.	<b>17.3.9-12.M</b> Justify a decision to participate in or forgo a fundraising effort based on the organization and cause.
<b>4. Saving and Investing</b>				
<b>Asset building</b>	<b>17.4.K-2.A</b> Describe things people own (e.g., toys, home, money).	<b>17.4.3-5.A</b> Identify items that might increase or decrease in value over time.	<b>17.4.6-8.A</b> Explain the change in value over time of various assets.	<b>17.4.9-12.A</b> Calculate a person's net worth given their assets and liabilities.
<b>Saving</b>	<b>17.4.K-2.B</b> Describe reasons people save money for the future rather than spend it now.	<b>17.4.3-5.B</b> Describe a variety of savings goals and the factors that influence them.	<b>17.4.6-8.B</b> Describe the process of creating, implementing, and adapting a personal savings plan.	<b>17.4.9-12.B</b> Develop a savings plan for accomplishing personal short- and long-term financial goals.
	<b>17.4.K-2.C</b> Identify ways children can keep their money safe and avoid losing it.	<b>17.4.3-5.C</b> Identify reasons people deposit money to be saved in accounts at financial institutions and factors they might consider when selecting a financial institution.	<b>17.4.6-8.C</b> Use different methods and tools to calculate the growth in savings given various scenarios (e.g., simple versus compound interest, starting age, years to save, and interest rates).	<b>17.4.9-12.C</b> Compare the features of various savings vehicles (e.g., savings accounts, certificates of deposit, money market accounts) and the interest rates offered by several institutions.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Investing	Intentionally blank	Intentionally blank	<b>17.4.6-8.D</b> Describe similarities and differences between saving and investing.	<b>17.4.9-12.D</b> Explain factors that contribute to rates of return for various investments, including risk, inflation, and taxes.
	Intentionally blank	Intentionally blank	<b>17.4.6-8.E</b> Identify publicly traded companies, the goods and services they produce, and their current stock prices.	<b>17.4.9-12.E</b> Explain the similarities and differences between stocks, bonds, mutual funds, and exchange-traded funds, and the factors that influence price fluctuations for each.
	Intentionally blank	Intentionally blank	<b>17.4.6-8.F</b> Identify factors influencing investment planning (e.g., age, income, debt, assets, goals, family size, risk tolerance).	<b>17.4.9-12.F</b> Describe factors to consider when selecting sources of investment advice and trading methods (e.g., online trading platforms, financial advisors, robo-advisors).
	Intentionally blank	Intentionally blank	<b>17.4.6-8.G</b> Describe how people make money through investing (e.g., buying low and selling high, earning dividends, buy and hold).	<b>17.4.9-12.G</b> Explain how popular benchmark indices are used.
	Intentionally blank	Intentionally blank	Intentionally blank	<b>17.4.9-12.H</b> Recommend an investment portfolio diversified to meet specific goals, including purpose, starting age, time horizon, and tolerance for risk.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
	Intentionally blank	Intentionally blank	Intentionally blank	<b>17.4.9-12.I</b> Compare retirement-specific investment options, including employer-sponsored plans, Roth and traditional individual retirement accounts, and accounts available to people who are self-employed.
<b>Investing risk tolerance</b>	Intentionally blank	Intentionally blank	<b>17.4.6-8.J</b> Assess the impact of values and attitudes, including tolerance for risk, on saving and investing decisions.	<b>17.4.9-12.J</b> Analyze personal attitudes towards risk and how these might impact future investment decisions and outcomes.
	Intentionally blank	Intentionally blank	Intentionally blank	<b>17.4.9-12.K</b> Describe methods to avoid or counteract the potentially negative impacts of behavioral biases on investment decisions.
<b>5. Risk and Insurance</b>				
<b>Risk identification and management</b>	<b>17.5.K-2.A</b> Identify risks in everyday situations.	<b>17.5.3-5.A</b> Describe how unexpected events could impact a person's finances (e.g., floods, automobile accidents, illness).	<b>17.5.6-8.A</b> Provide examples of financial risks people face (e.g., losing a job, needing to replace damaged property, paying medical expenses).	<b>17.5.9-12.A</b> Evaluate a person's potential for financial risk (e.g., loss of personal property, reduction in income, liability).
	<b>17.5.K-2.B</b> Explain ways to avoid or reduce risks.	<b>17.5.3-5.B</b> Explain how emergency savings can be used to offset losses from unexpected events.	<b>17.5.6-8.B</b> Describe how people manage the risk of financial loss through risk avoidance, reduction, retention, and transfer.	<b>17.5.9-12.B</b> Critique approaches to avoiding, reducing, retaining, and transferring risk given a particular scenario.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Insurance	Intentionally blank	<b>17.5.3-5.C</b> Provide examples of insurance people buy in order to transfer financial risk (e.g., health, auto, flood).	<b>17.5.6-8.C</b> Compare various types of insurance and what is typically covered by each.	<b>17.5.9-12.C</b> Formulate insurance recommendations based on individual needs, situations, and preferences, including but not limited to automotive, homeowners, renters, health, life, and disability, as justified.
	Intentionally blank	Intentionally blank	<b>17.5.6-8.D</b> Describe factors that impact the amount an individual can expect to pay for insurance (e.g., coverage types and amounts, age, location, driving record).	<b>17.5.9-12.D</b> Use information from various sources to compare insurance providers, plans, and prices.
	Intentionally blank	Intentionally blank	<b>17.5.6-8.E</b> Defend decisions to purchase or forgo insurance, extended warranties, and service contracts.	<b>17.5.9-12.E</b> Formulate a process of comparing insurance products, determining out-of-pocket costs, and filing claims.
	Intentionally blank	Intentionally blank	<b>17.5.6-8.F</b> Describe how insurance works by pooling the premiums of many policyholders in order to pay for claims.	<b>17.5.9-12.F</b> Describe circumstances in which a person may be required to show proof of insurance or obtain a minimum amount of coverage.
	Intentionally blank	Intentionally blank	Intentionally blank	<b>17.5.9-12.G</b> Evaluate the impact of public insurance programs for individuals facing financial hardship (e.g., Medicare, Medicaid, and unemployment).

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
<b>Financial fraud and identity theft</b>	<b>17.5.K-2.H</b> Give examples of personal information that should be kept private.	<b>17.5.3-5.H</b> Predict the financial consequences of sharing personal information.	<b>17.5.6-8.H</b> Describe strategies people can use to protect their personally identifiable information.	<b>17.5.9-12.H</b> Analyze trends in financial fraud and strategies to avoid becoming a victim.
	Intentionally blank	Intentionally blank	Intentionally blank	<b>17.5.9-12.I</b> Research the agencies individuals can contact and steps they can take to address financial fraud and scams, including identity theft.
<b>6. Credit</b>				
<b>Credit use and benefits</b>	<b>17.6.K-2.A</b> Describe the process of borrowing items or money from someone else.	<b>17.6.3-5.A</b> Identify traits that could impact a person's ability to borrow items or money.	<b>17.6.6-8.A</b> Explain how credit is established and tracked over time for an individual.	<b>17.6.9-12.A</b> Evaluate pathways to obtaining credit and what lenders look for in a borrower (e.g., character, capacity, capital, collateral).
	Intentionally blank	Intentionally blank	Intentionally blank	<b>17.6.9-12.B</b> Describe how credit reports and scores are determined, used, and improved.
<b>Types of credit</b>	Intentionally blank	<b>17.6.3-5.C</b> Identify goods and services people often pay for over time using credit.	<b>17.6.6-8.C</b> Discuss various forms of credit and their uses (e.g., credit cards, home loans, auto loans, student loans).	<b>17.6.9-12.C</b> Compare various forms of credit and how each is used (e.g., secured and unsecured loans, installment and revolving credit, service credit).

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
	Intentionally blank	<b>17.6.3-5.D</b> Describe how using a credit card is a form of borrowing.	<b>17.6.6-8.D</b> Summarize the differences between credit cards and debit cards.	<b>17.6.9-12.D</b> Analyze the use of loans to finance higher education and home purchases, how they are obtained, and options for paying them back.
<b>Costs of credit</b>	<b>17.6.K-2.E</b> Identify potential advantages and disadvantages of borrowing from others.	<b>17.6.3-5.E</b> Explain why borrowers might be asked to repay more than they initially borrowed (e.g., interest, fees).	<b>17.6.6-8.E</b> Analyze factors that influence the total cost of paying with credit, including interest rates, fees, repayment period, and source of credit.	<b>17.6.9-12.E</b> Calculate the total cost of credit given a variety of situations (e.g., making minimum payments, paying fees, using alternative financial service providers).
	Intentionally blank	Intentionally blank	<b>17.6.6-8.F</b> Explain why potential borrowers could reach different conclusions about the use of credit, including how much debt constitutes overborrowing.	<b>17.6.9-12.F</b> Describe the consequences of failing to repay debts and sources of debt management assistance.
<b>Credit rights and responsibilities</b>	Intentionally blank	Intentionally blank	<b>17.6.6-8.G</b> Explain why lenders must provide borrowers with certain information (e.g., interest rates, annual percentage rates, fees, terms, conditions).	<b>17.6.9-12.G</b> Evaluate various rights and laws related to credit and their impact on consumers.





May 21, 2024

Mr. David Sumner  
Executive Director  
Independent Regulatory Review Commission  
14<sup>th</sup> Floor, 333 Market Street  
Harrisburg, PA 17101

Dear Mr. Sumner:

Attached is a copy of a proposed regulation approved by the State Board of Education (PA Code Cite: 22 Pa. Code Chapter 4 – Academic Standards and Assessment, #006-354) for review by the Independent Regulatory Review Commission (Commission) pursuant to the Regulatory Review Act. The regulation also is being delivered today to the Legislative Reference Bureau for publication in the *Pennsylvania Bulletin* and to the House and Senate Committees on Education.

The State Board of Education will provide the Commission with any assistance it requires to facilitate a thorough review of these proposed regulations.

Thank you for your consideration.

Sincerely,



Karen Molchanow  
Executive Director

cc: Dr. Khalid N. Mumin, Secretary of Education  
Thomas P. Howell, Esq.  
Addie Abelson, Esq.

**From:** [Bulletin](#)  
**To:** [Jones, Stephanie](#)  
**Subject:** [External] RE: Delivery of Proposed Regulation #006-354 (PA Code Cite: 22 Pa. Code Chapter 4 - Academic Standards and Assessment)  
**Date:** Tuesday, May 21, 2024 10:17:12 AM

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**ATTENTION:** *This email message is from an external sender. Do not open links or attachments from unknown senders. To report suspicious email, use the [Report Phishing button in Outlook](#).*

Good morning, Stephanie.

We have received Proposed Regulation #6-354. Someone from our office will be in touch soon in order to schedule it for publication.

Take care,

**Ernest L. Engvall | Legal Assistant**  
[eengvall@palrb.us](mailto:eengvall@palrb.us) | 717.783.1530  
Legislative Reference Bureau  
*Code and Bulletin Office*

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Independent Regulatory  
Review Commission

May 21, 2024

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**From:** Jones, Stephanie <stephajone@pa.gov>  
**Sent:** Tuesday, May 21, 2024 7:17 AM  
**To:** Bulletin <bulletin@palrb.us>  
**Subject:** Delivery of Proposed Regulation #006-354 (PA Code Cite: 22 Pa. Code Chapter 4 - Academic Standards and Assessment)  
**Importance:** High

Dear Ms. Mendelsohn:

Attached, please find a copy of a proposed regulation approved by the State Board of Education (PA Code Cite: 22 Pa. Code Chapter 4 - Academic Standards and Assessment, #006-354). By way of this message, the Board is electronically delivering the proposed regulation to the Legislative Reference Bureau for publication in the Pennsylvania Bulletin.

The Board will provide your office with any assistance it requires to facilitate the publication of this proposed regulation. Please reply to this message with a written confirmation that the regulation has been received. Also, please confirm the date of publication for the regulation.

Thank you.

***Stephanie L. Jones*** | Administrative Assistant  
Pennsylvania State Board of Education  
333 Market Street | 1<sup>st</sup> Floor  
Harrisburg, PA 17126  
717-787-3787  
[ra-stateboardofed@pa.gov](mailto:ra-stateboardofed@pa.gov)

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Review Commission

May 21, 2024

**From:** [Laureti, Alycia](#)  
**To:** [Jones, Stephanie](#)  
**Cc:** [LeClair, Thomas](#); [Garofalo, Gelina M.](#)  
**Subject:** RE: Delivery of Proposed Regulation #006-354 (PA Code Cite: 22 Pa. Code Chapter 4 - Academic Standards and Assessment)  
**Date:** Tuesday, May 21, 2024 7:59:52 AM

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Good Morning Stephanie:

Please accept this email as confirmation that Proposed Regulation #6-354 (Pa Code Cite: 22 Pa. Code Chapter 4 – Academic Standards and Assessment) was received.

**RECEIVED**

Thank you,

Independent Regulatory  
Review Commission

Alycia

May 21, 2024

*Alycia M. Laureti, MPA  
Senior Research Analyst  
Representative Peter Schweyer, Majority Chairman  
House Education Committee  
144 Main Capitol  
Pennsylvania House of Representatives  
Office Phone: (717)787-7044  
Direct Line: (717) 783-4351  
Cell: 717.712.3069  
In-House: Ext. 6810  
E-mail: [alaureti@pahouse.net](mailto:alaureti@pahouse.net)*

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**From:** Jones, Stephanie <stephajone@pa.gov>  
**Sent:** Tuesday, May 21, 2024 7:21 AM  
**To:** Laureti, Alycia <ALaureti@pahouse.net>  
**Cc:** LeClair, Thomas <TLeClair@pahouse.net>; Garofalo, Gelina M. <GGarofalo@pahouse.net>  
**Subject:** Delivery of Proposed Regulation #006-354 (PA Code Cite: 22 Pa. Code Chapter 4 - Academic Standards and Assessment)  
**Importance:** High

To: Honorable Peter Schweyer, Majority Chairman, House Education Committee  
Honorable Jesse Topper, Minority Chair, House Education Committee

By way of this email, I am delivering a copy of Proposed Regulation #6-354 (Pa Code Cite: 22 Pa. Code Chapter 4 – Academic Standards and Assessment) for review by the House Education Committee pursuant to the Regulatory Review Act. The State Board of Education appreciates your acceptance of this proposed regulation through electronic delivery. The regulation also is being delivered today to the Majority and Minority Chairs of the Senate Education Committee, the Legislative Reference Bureau, and the Independent Regulatory Review Commission.

Please provide written confirmation that this proposed regulation was received by responding to this email. Thank you for your consideration.

**Stephanie L. Jones** | Administrative Assistant  
Pennsylvania State Board of Education  
333 Market Street | 1<sup>st</sup> Floor  
Harrisburg, PA 17126  
717-787-3787  
[ra-stateboardofed@pa.gov](mailto:ra-stateboardofed@pa.gov)

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May 21, 2024

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Review Commission

May 21, 2024

**From:** [Shannon Walker](#)  
**To:** [Jones, Stephanie](#)  
**Cc:** [Tiffany Whittaker](#)  
**Subject:** RE: [EXTERNAL]: Delivery of Proposed Regulation #006-354 (PA Code Cite: 22 Pa. Code Chapter 4 - Academic Standards and Assessment)  
**Date:** Tuesday, May 21, 2024 8:33:07 AM

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Received, thank you Stephanie.

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**From:** Jones, Stephanie <stephajone@pa.gov>  
**Sent:** Tuesday, May 21, 2024 7:19 AM  
**To:** Shannon Walker <Swalker@pahousegop.com>  
**Cc:** Tiffany Whittaker <Twhittak@pahousegop.com>  
**Subject:** [EXTERNAL]: Delivery of Proposed Regulation #006-354 (PA Code Cite: 22 Pa. Code Chapter 4 - Academic Standards and Assessment)  
**Importance:** High

To: Honorable Peter Schweyer, Majority Chairman, House Education Committee  
Honorable Jesse Topper, Minority Chair, House Education Committee

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**Stephanie L. Jones** | Administrative Assistant  
Pennsylvania State Board of Education  
333 Market Street | 1<sup>st</sup> Floor  
Harrisburg, PA 17126  
717-787-3787  
[ra-stateboardofed@pa.gov](mailto:ra-stateboardofed@pa.gov)

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Independent Regulatory  
Review Commission

May 21, 2024

**From:** [Urban, Cynthia](#)  
**To:** [Jones, Stephanie](#)  
**Cc:** [Armstrong, Monica](#)  
**Subject:** RE: Delivery of Proposed Regulation #006-354 (PA Code Cite: 22 Pa. Code Chapter 4 - Academic Standards and Assessment)  
**Date:** Tuesday, May 21, 2024 9:13:49 AM

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Good morning, Stephanie.

Acknowledging my receipt of the regulation.

Thank you,

**Cindy Urban**

Executive Director

Senate Education Committee | Chairman, Senator David Argall

Room 177 Main Capitol

Phone: (717) 787-2637

<https://education.pasenategop.com/>

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**From:** Jones, Stephanie <stephajone@pa.gov>  
**Sent:** Tuesday, May 21, 2024 7:20 AM  
**To:** Urban, Cynthia <curban@pasen.gov>  
**Cc:** Armstrong, Monica <marmstrong@pasen.gov>  
**Subject:** Delivery of Proposed Regulation #006-354 (PA Code Cite: 22 Pa. Code Chapter 4 - Academic Standards and Assessment)  
**Importance:** High

ⓘ CAUTION : External Email ⓘ

**To:** Honorable David Argall, Majority Chairman, Senate Education Committee  
Honorable Lindsey Williams, Minority Chair, Senate Education Committee

By way of this email, I am delivering a copy of Proposed Regulation #6-354 (Pa Code Cite: 22 Pa. Code Chapter 4 – Academic Standards and Assessment) for review by the Senate Education Committee pursuant to the Regulatory Review Act. The State Board of Education appreciates your acceptance of this proposed regulation through electronic delivery. The regulation also is being delivered today to the Majority and Minority Chairs of the House Education Committee, the Legislative Reference Bureau, and the Independent Regulatory Review Commission.

Please provide written confirmation that this proposed regulation was received by responding to this email. Thank you for your consideration.

**Stephanie L. Jones** | Administrative Assistant  
Pennsylvania State Board of Education

333 Market Street | 1<sup>st</sup> Floor  
Harrisburg, PA 17126  
717-787-3787  
[ra-stateboardofed@pa.gov](mailto:ra-stateboardofed@pa.gov)



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Review Commission

**From:** [Kleiman, Cheryl](#)  
**To:** [Jones, Stephanie](#)  
**Cc:** [Williams, Senator Lindsey](#)  
**Subject:** Re: Delivery of Proposed Regulation #006-354 (PA Code Cite: 22 Pa. Code Chapter 4 - Academic Standards and Assessment)  
**Date:** Tuesday, May 21, 2024 7:35:14 AM

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May 21, 2024

Stephanie,

Happy to confirm receipt on behalf of Chair Williams.

Thanks,  
Cheryl

**Cheryl Kleiman** (she/her)  
Executive Director | Senate Education Committee  
Legislative Director  
Senator Lindsey M. Williams  
[412-392-7239](tel:412-392-7239)  
[cheryl.kleiman@pasenate.com](mailto:cheryl.kleiman@pasenate.com)

---

**From:** Jones, Stephanie <stephajone@pa.gov>  
**Sent:** Tuesday, May 21, 2024 7:18:04 AM  
**To:** Kleiman, Cheryl <Cheryl.Kleiman@pasenate.com>  
**Cc:** Williams, Senator Lindsey <lindsey.williams@pasenate.com>  
**Subject:** Delivery of Proposed Regulation #006-354 (PA Code Cite: 22 Pa. Code Chapter 4 - Academic Standards and Assessment)

■ EXTERNAL EMAIL ■

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**To:** Honorable David Argall, Majority Chairman, Senate Education Committee  
Honorable Lindsey Williams, Minority Chair, Senate Education Committee

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**Stephanie L. Jones** | Administrative Assistant  
Pennsylvania State Board of Education  
333 Market Street | 1<sup>st</sup> Floor  
Harrisburg, PA 17126

717-787-3787

[ra-stateboardofed@pa.gov](mailto:ra-stateboardofed@pa.gov)

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