



#CareerReadyPA



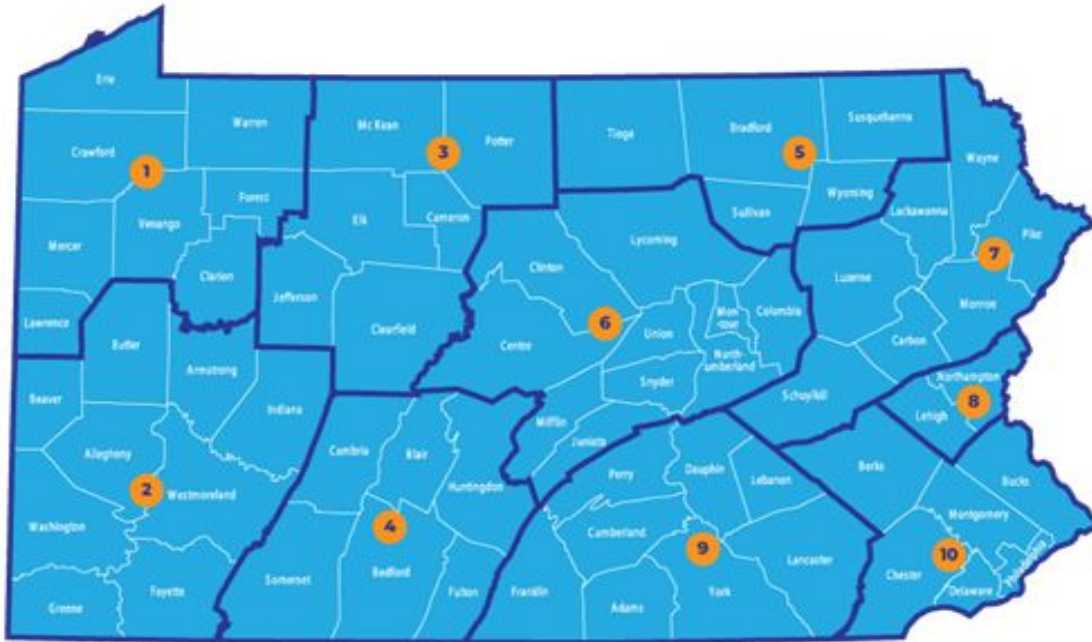
Empowering Future-Ready Students: Navigating Pennsylvania's New Career Education, Work, and Personal Finance Standards

<https://bit.ly/CRPAOverview>

➤ Career Ready PA Technical and Outreach Support

- 10 IU Liaisons (Points of Contact)
- Career Ready PA (PDE website)
- PDE SAS Community (Events and Resources)
- Career Ready PA Coalition (AIU3 website)
- Career Connections
- “X” formerly Twitter (#CareerReadyPA @PADeptofEd)
- PDE Career Readiness Advisor: Laura Fridirici c-lfridiri@pa.gov
- Career Ready State Training Lead: Amy McShane, AIU3
amy.mcshane@aiu3.net

▶ Career Ready PA Liaisons



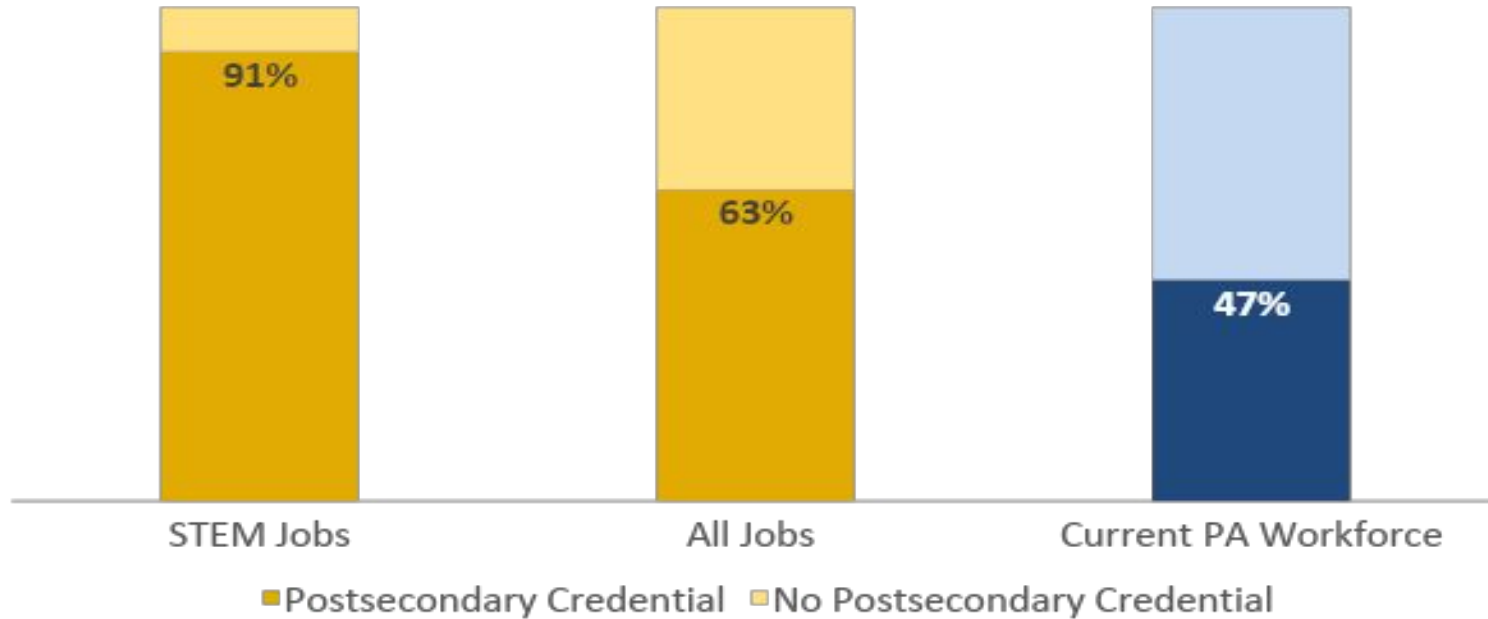
- Region 1 – Stephanie Rhodes - IU5
- Region 2 – Amy McShane- AIU3
- Region 3 – Katie Farbo -RIU6
- Region 4 – Stephanie Daniels - TIU11
- Region 5 – Sue Kuhl - LIU18
- Region 6 – Jenni Waltman- CSIU 16
- Region 7 – Sue Kuhl - LIU18
- Region 8 – Eric Lech - CLIU21
- Region 9 – Kelly Galbraith - IU13
- Region 10 – Matthew Swan - CCIU

Project Lead:

Amy McShane- AIU3

PDE Lead: Laura Fridirici, Career Readiness Advisor

Challenge: Postsecondary Attainment Lags Demand



Postsecondary Attainment in Pennsylvania

Pennsylvania's Goal: 60% by 2025

- Increase postsecondary enrollment and completion, particularly among historically underrepresented populations
- Provide educators and school counselors with tools and resources to help students explore, prepare, and pursue their career and educational goals
- Develop secondary to postsecondary career pathways, particularly in STEM and high-demand occupations
- Increase access to and participation in postsecondary opportunities including industry-recognized credentials

▶ Future Ready PA Index

- A tool for communities to measure school success
- Less reliant on point-in-time standardized test scores
- Comprehensive measures that values school's efforts to help all students learn, grow, and succeed in the classroom and beyond

Federal Accountability – Select indicators from the Future Ready PA Index used to identify CSI and TSI schools as required by ESSA

Educator Evaluation – Building level score as required by Act 82 (formerly known as the SPP) using current formulas and weightings identified in regulations; not part of [Future Ready PA Index](#)

Indicators

- **State Assessment Measures**
 - **Percent Proficient/Advanced on PSSA/Keystone Exam**
 - **Meeting Annual Growth Expectations (PVAAS)**
 - Percent Advanced on PSSA/Keystone Exam
- **On-Track Measures**
 - **English Language Proficiency**
 - **Regular Attendance**
 - Grade 3 Reading/Grade 7 Mathematics Early Indicators
- **College and Career Measures**
 - **Graduation Rate**
 - **Career Standards Benchmark**
 - Percent Advanced on NOCTI/NIMS
 - Industry Based Learning
 - Rigorous Courses of Study
 - Post-Secondary Transitions

Future Ready PA Index

Those two measures are:



College and Career Measures



Career Standards Benchmark Indicator



Industry-Based Learning Indicator

Career Education and Work Standards

In 2006, the Pennsylvania State Board of Education promulgated regulations (22 Pa. Code Chapter 4) establishing the state Academic Standards for Career Education and Work (CEW Standards). These standards describe what students should know and be able to do at four grade levels (3, 5, 8 and 11) in four areas.

Career Awareness and Preparation (Section 13.1)

Career Acquisition (Getting a Job) (Section 13.2)

Career Retention and Advancement (Section 13.3)

Entrepreneurship (Section 13.4)

Career Education and Work Standards

The Department presented recommendations developed by the standards review content committees at a public meeting of the Board's Committee on Chapter 4 on July 12, 2023. The Committee is committed to creating additional opportunities for stakeholder input on these standards recommendations and on the draft amendments to Chapter 4. The Committee will hold public hearings in September to receive testimony from interested stakeholders that is germane to these draft amendments to Chapter 4 and to these recommendations on academic standards.

Chapter 4 Standards


Career Education and Work Standards

The committee reorganized the CEW standards into four new strands. The new strand topics were formed by combining the current strands as well as developing new standards within the new strands to reflect components of national and state standards. As referenced in the Phase 1 recommendations, employability skills were prioritized in the restructuring and became a new strand. The current Entrepreneurship standards were revised, and its strand sections were folded into the relevant new strands.

Current strands	Proposed strands
Career Awareness and Preparation	Career Awareness and Exploration
Career Acquisition (Getting a Job)	Employability Skills
Career Retention and Advancement	Personal Interests and Career Planning
Entrepreneurship	Growth and Advancement

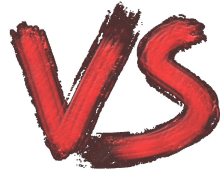
Career Ready Skills Continuum

The Pennsylvania Career Ready Skills Continuum

PA Career Readiness Skills Categories	PA CRS Grade Band (Pre-K –K)	PA CRS Grade Band (1-5)	PA CRS Grade Band (6-8)	PA CRS Grade Band (9-12)
A. Self-Awareness and Self-Management <i>Recognize and regulate emotions</i>  Related Employability Skills: Respect, Dependability & Reliability, Communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & Organizing	Recognize and label basic feelings.	Identify different ways of expressing a feeling.	Identify behavioral expressions of feelings within a context.	Evaluate behaviors in relation to the impact on self and others.
	Demonstrate awareness of self and one's own preferences.	Identify one's own strengths, needs, and preferences.	Explain to others one's own strengths, needs, and preferences specific to a context.	Advocate for oneself in education, employment, and within the community.
	Distinguish between situations that elicit positive or negative feelings.	Select coping skill strategies in response to adverse situations (e.g., positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk).	Identify and select coping skills relevant to adverse situations.	Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.
	Express a want and the means to achieve it.	Distinguish among and set short term, mid-range, and long-term goals.	Identify and evaluate distractors that impact reaching one's goals.	Establish and pursue goals or post-secondary education, employment, and living within the community.
B. Establishing and Maintaining Relationships <i>Communicate and collaborate amongst diversity</i>  Related Employability Skills: Problem-solving, Decision making, Critical Thinking, Integrity, Teamwork, Adaptability, Professionalism, Communication, Respect	Interact in pro-social ways (e.g., reciprocal conversation, turn taking, sharing) with peers and adults.	Explain ways to establish relationships that are positive and supportive of others.	Explain how empathy and perspective taking foster relationship building.	Establish pro-social relationships to support self and others.
	Identify similarities and differences between self and others.	Demonstrate respect for the uniqueness of others.	Interact with others demonstrating respect, cooperation, and acceptance	Explain how you situate yourself in a diverse community.
	Engage in reciprocal communication with peers and adults.	Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.	Explain how expressive communication strategies can affect others.	Select expressive communication strategies specific to context.
	Recognize that conflict occurs and identify ways to respond.	Identify multiple ways to solve conflicts and practice solving problems.	Identify conflict resolution skills to deescalate, diffuse, and resolve differences.	Evaluate a situation to identify skills and strategies to prevent and resolve conflicts.
C. Social Problem-Solving Skills <i>Demonstrate empathy and respectful choice</i>  Related Employability Skills: Teamwork, Integrity, Communication, Respect, Customer Focus, Critical Thinking, Professionalism, Reading, Writing, Problem-solving	Acknowledge the consequences of choices.	Identify consequences of a decision to oneself and others prior to action.	Make a decision based upon anticipated consequences.	Evaluate consequences from a personal and civic perspective to inform decision-making.
	Identify similarities and differences of various social contexts.	Identify possible behaviors and anticipate reactions in response to a specific social context.	Distinguish among various social contexts and how they impact personal feelings.	Situate self in any social context as a means to determine a response.
	Recognize and respond to the feelings of others.	Respond to others given a sense of the others' point of view.	Analyze various perspectives on a situation.	Evaluate how societal conventions may influence the perspectives of individuals.

Career Education and Work Standards

Current Career Education and Work Standards



Proposed Career Education and Work Standards

Compare the current and proposed Career Education and Work Standards. What are some changes that you noticed?

Future Ready PA Index



Career Standards Benchmarks

> Career Standards Benchmark

The Career Standards Benchmark:

- The purpose of this indicator is to ensure that all students have access to career exploration and preparation activities that are standards-aligned and evidence-based
- This indicator is measured by the percentage of students who demonstrate **meaningful engagement** in career exploration and preparation and through the implementation of individualized career plans through separate, specific measures based on grade-level benchmarks aligned to the Pennsylvania CEW Standards

➤ Career Standards Benchmark – Grade 5

Six (6) total pieces of evidence are needed.

- Two of the six ***must*** be completed by the conclusion of grade 3.
- Two of the six ***must*** be completed in grade 4.
- Two of the six ***must*** be completed in grade 5.

Each of the four Career Standards must be addressed at least once in the six total pieces of evidence.

> Career Standards Benchmark – Grade 8

Six pieces of evidence, must be completed from 6th to 8th grade.

- One of those six must be the student's *individualized career plan* (click for model)

Each of the four Career Standards must be addressed at least once in the six total pieces of evidence.

> Career Standards Benchmark – Grade 11

- Eight pieces of evidence between grades 9-11
- At least two pieces of evidence for the 9-11 grade band must demonstrate **implementation** of the student's individualized career plan.
- Each of the four Career Standards must be addressed at least once in the eight total pieces of evidence.

Acceptable Evidence - Shows Student Engagement

- Career plan
- Digital pictures, profiles, performances w/career focus
- Rubric that scores a project aligned to CEW standards
- Career inventory
- Grades K-5 “I” statements with supporting reflection
- Research report related to CEW standards
- Interview notes from work-based learning experiences
- Business Plan outline for an Entrepreneurship activity
- PA NOCTI CEW Test Code 8298/Career Skills #1100, and Workplace Success Skills #1350.
- Certificate with a summary of project criteria related to a CEW standard; includes an LEA signature
- Award or certificate from a CEW related event, e.g., FBLA Job Interview contestant, FFA
- IEP Transition Goals
- Written reflection or journals (from a job shadow, career fair, etc.)
- Budget related to a career readiness activity

Unacceptable Evidence

- Lesson Plans
- Curriculum Maps
- Attendance or participation sign-in sheets from a career event
- I-statements without a supporting reflection
- Grade for a project
- Generic certificate without a summary of project criteria related to a CEW standard and student and teacher signatures
- State assessments

Industry-Based Learning



Industry-Based Learning Indicator

Industry-Based Learning Indicator

The Industry-Based Learning Indicator identifies the percentage of graduates who demonstrate meaningful engagement in exploration and preparation in industry-based technical skills within grades 7 to 12. The indicator is calculated based on the total number of graduates who meet at least one of the following criteria:

- Score Proficient or Advanced on Industry Standards-Based Competency Assessments; OR
- Achieve Industry Recognized Credentials; OR
- Complete a work-based learning experience

Industry Credentials

Definition:

A portable, industry-recognized credential validating that a student successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks. The tasks and assessment must connect to workforce demands.

For non-CTE students, the industry credential should:

- Align to student's career plan or interest and/or academic program of studies
- Align to one of the 16 Career Cluster Codes
- Align to Workforce Demand

➤ Engagement in Industry Based Learning

Industry-Recognized Credentials

For Career And Technical Education Programs Resource Guide provides an annual listing of credentials.

To identify and report industry credentials for **non-CTE students**, use the guidance on the [Career Ready PA webpage](#).

Industry Based Learning Indicator - WBL

Appendix A of the Industry-Based Learning Indicator outlines the requirements for the following work-based learning experiences:

- Job Shadowing
- Internships/ Practicums
- Cooperative Education Programs
- Career Mentoring
- Apprenticeship (Paid)
- Community-Based Work Programs (Students with IEPs)
- Service Learning (Unpaid)



Career Ready PA Backpack Challenge



Employability Skillsets and Remake Learning

Did you ever think that creating an invention, learning to code, or planting a garden builds employability skills? Activities like learning how to fly a drone, marketing a product, and helping your community is a foundation to your future career pathway.



Remake Learning Days Career Ready PA Backpack Challenge 2021-24

What's in your backpack?

- PA Career Ready Employability Skills
- Career Education and Work Standards
- Authentic learning experiences



Student Outcome

- ✓ Over 5000 artifacts collected for the career portfolio for Future Ready PA Index
- ✓ 24 schools collected more than 100 artifacts
- ✓ 25 percent of PA schools registered for the Challenge

Champions

- ✓ Remake Learning (Community/Non-Profit)
- ✓ STEM IU leads (STEM Ecosystem)
- ✓ Career Ready PA network (liaisons)



NWPA = 85	Central = 39	NEPA = 40
SWPA = 206	South Central = 46	SEPA = 76



Approx. 500 Events across Pennsylvania in 6 regions



375+ events qualify for the Career Ready PA Backpack Challenge

Career Ready PA events support the Future Ready PA index

In collaboration with:



pennsylvania
DEPARTMENT OF EDUCATION



Arts



Maker



Outdoor Learning



Science



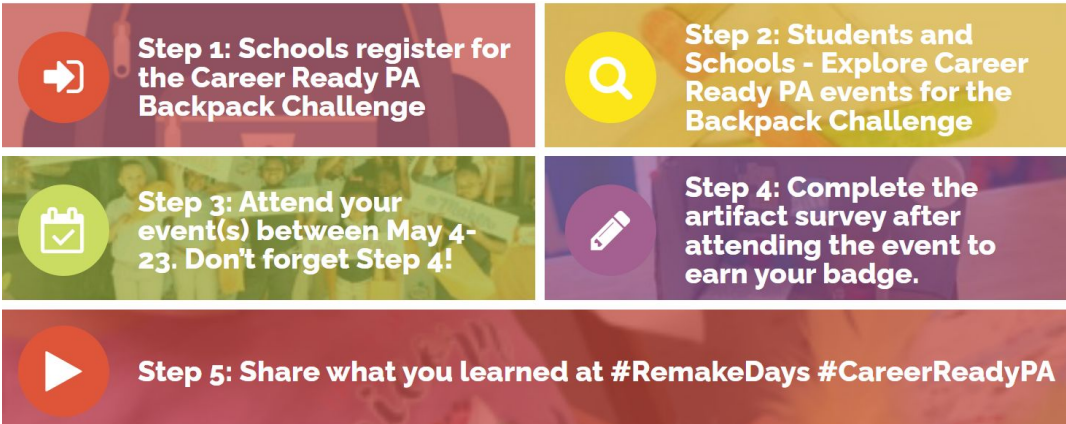
Tech



Youth Voice

Remake Learning Days – Career Ready PA Backpack Challenge

May 1-23, 2025



<https://remakelearningdays.org/learning-across-pa/career-ready-pa/>

Example: Learn how farmers are using robotics



TECHNOLOGY



CAREER
READY PA

Farmer Friday: Tour Oakleigh Farm, a robotic dairy farm with Matt Brake

Pennsylvania Friends of Agriculture Foundation



May 12, 2023 @ 10:00 am - 11:00 am (EST)



Free



Age 5-7, Age 8-10

After a devastating fire in 2019, Matt and his family decided to rebuild their barn with a focus on robotic technology that increase efficiency and cow comfort at the dairy farm.

OUTDOOR LEARNING, SCIENCE, TECHNOLOGY



PA - SOUTH CENTRAL

Virtual Event

[LEARN MORE >](#)

Example: Learn what it means to work at tech company



TECHNOLOGY



CAREER
READY PA

Schell Games Studio Open House

Schell Games



May 10, 2023 @ 6:30 pm - 8:30 pm (EST)



Free



Age 5-7, Age 8-10, Age 11-13, Age 14-18, Adult

Please join us in person at Schell Games on Wednesday May 10 starting at 6:30pm to tour our studio, talk with our teams, and play some games!

ARTS, MAKER, SCIENCE, TECHNOLOGY



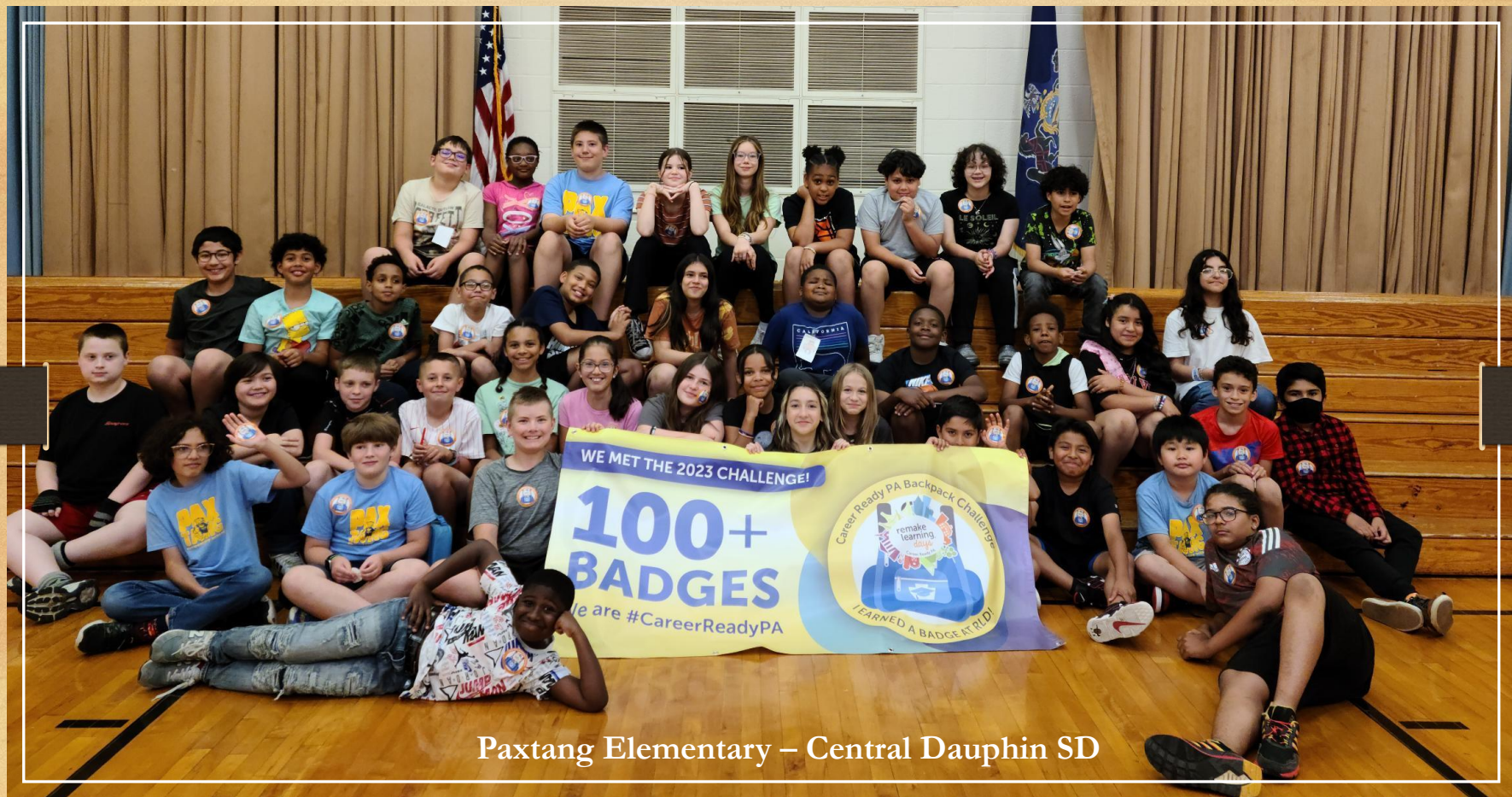
PA – SOUTHWESTERN

220 West Station Square Drive , Pittsburgh, PA 15219

[LEARN MORE >](#)

Remake Learning Days 2024





Paxtang Elementary – Central Dauphin SD

Personal Finance Standards



[Act 35 of 2023](#) amended [Section 1551](#) of the [Public School Code](#) to require all school entities and nonpublic schools to provide a mandatory personal finance course for students beginning with the 2026-2027 school year.

[Act 91 of 2019](#) amended [Section 1605](#) of the [Public School Code](#) to allow students to apply credit earned in personal finance courses to satisfy local graduation credit requirements in mathematics, social studies, business, and family and consumer sciences.

The State Board of Education issued a [proposed rulemaking](#) in January 2024 that would revise [22 Pa. Code Chapter 4](#) and add Academic Standards for Personal Finance. Note: The proposed rulemaking is currently in the regulatory review process.

Personal Finance Standards

Personal Finance Toolkit

[Home](#) / [Materials & Resources](#) / Personal Finance Toolkit

Learn about Pennsylvania's Personal Finance Course Requirements and Proposed Academic Standards for Personal Finance

This Toolkit offers guidance on Pennsylvania's Personal Finance Course requirements, including legislation, purpose, course definition, educator certification, and other issues related to implementation.

Still have questions after exploring the resources below? Contact ra-edpersonalfinance@pa.gov.

∨ Personal Finance High School Course Guidance

> Academic Standards for Personal Finance

> Resources

> Frequently Asked Questions

> Relevant Links

> Introduction

> Definition

> Content

> Course Titles & PIMS Reporting

> Credit & Completion

> Timing

> Educator Certification (High School)

Personal Finance FAQ's

> What constitutes a "course in personal financial literacy"?

> Can personal finance be integrated into another course?

> In what graduating class does this requirement go into effect?

> Which Pennsylvania students are required to complete the course in personal finance?

> Can an LEA offer multiple personal finance course options?

> Who determines the credit value of the course?

> Can a student use credit from a personal finance course to meet other local graduation requirements?

> Can the mandatory personal finance course be taught at the middle level for high school credit?

> Who is qualified to teach the mandatory high school personal finance course in Pennsylvania?

> Must the certification of the educator teaching the course be identical to the subject in which the credit is offered towards fulfilling a student's graduation requirement?

> Can a student "test out" of personal finance?



[Career Ready PA](#)

[Career Ready PA Coalition \(AIU3\)](#)

[Career Ready Allegheny](#)

[PDE SAS Act 158](#)

[PA Career Ready Skills Toolkit](#)

[PA Labor & Industry Grants](#)

[Career Ready PA Backpack Challenge](#)



THANK YOU!

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