

Career & Technical Education (CTE) Standards Revision Project

Cluster: Government and Public Administration

Pathways: Revenue & Taxation, Foreign Service, Governance, Planning, Public Management & Administration, Regulation, Legal Services

Government and Public Administration Cluster Overview

The Government and Public Administration Cluster focuses on those careers that are unique to government and not contained in another Career Cluster.

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Standards: Revenue and Taxation Pathway

Career Cluster/Cluster Grouping:	Government and Public Administration
Pathway(s):	Revenue and Taxation
Prepared Completer Competencies: <ul style="list-style-type: none"> GART 01.01 Revenue Compliance Investigation: Interpret applicable laws, apply appropriate investigative principles, and follow relevant procedures to examine evidence and to ensure revenue compliance. 	
High School Expectations	
Concepts and skills students know include: <ul style="list-style-type: none"> GART 01.01.01 Apply relevant investigative skills to examine revenue compliance. 	
Evidence Outcomes Students can:	21st Century Skills and Readiness Competencies
<ul style="list-style-type: none"> a. Plan, organize, and conduct interviews and investigations. b. Recognize, explore, and exploit leads. c. Distinguish between relevant and irrelevant evidence and information. d. Accurately state and organize facts objectively, logically, and concisely. e. Discover and recognize evidence of crimes and violations. 	Academic Content Knowledge Alignment: Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):
High School Expectations	
Concepts and skills students know include: <ul style="list-style-type: none"> GART 01.01.02 Utilize appropriate investigative techniques, devices, and equipment to enhance investigations. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies

<ul style="list-style-type: none"> a. Examine business, commercial, industrial, and agency records. b. Recognize, collect, and preserve evidence. c. Maintain surveillance. d. Observe and record facts about persons, objects, and events. e. Use persuasive techniques to gain cooperation. 	Academic Content Knowledge Alignment:
	Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):
High School Expectations	
Concepts and skills students know include:	
<ul style="list-style-type: none"> • GART 01.01.03 Utilize laws and legal interpretations to support search, seizure, and enforcement. 	
Evidence Outcomes Students can: <ul style="list-style-type: none"> a. Use subpoenas, weapons, and other ethically and legally acceptable means for compelling cooperation. b. Respect prohibited matters and follow guides concerning invasion of privacy. c. Observe rules of evidence. 	21st Century Skills and Readiness Competencies Academic Content Knowledge Alignment: Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):
Prepared Completer Competencies: <ul style="list-style-type: none"> • GART 02.01 Analysis and Communication: Acquire, analyze, and disseminate information to facilitate clear and accurate communication with stakeholders. 	
High School Expectations	
Concepts and skills students know include:	

- GART 02.01.01 Document and report findings to promote factual understanding.

Evidence Outcomes Students can:	21st Century Skills and Readiness Competencies
<ul style="list-style-type: none"> a. Identify accounting problems. b. Analyze cost of deviation from standards. c. Coordinate work with others performing similar tasks. d. Prepare public information to minimize controversy. e. Coordinate technical support by subject-matter experts. f. Resolve problems related to assignment of information-gathering responsibilities. g. Organize information obtained. 	Academic Content Knowledge Alignment: Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):

High School Expectations

Concepts and skills students know include:

- GART 02.01.02 Disseminate information to ensure all stakeholders have equal opportunity to be informed.

Evidence Outcomes Students can:	21st Century Skills and Readiness Competencies
<ul style="list-style-type: none"> a. Understand role and authority of each party. b. Direct flow of information by appropriate means. c. Structure and conduct interviews. d. Coordinate meetings. e. Acquaint interested parties with available services. f. Provide authoritative advice to appropriate parties. 	Academic Content Knowledge Alignment: Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):

Prepared Completer Competencies:

- **GART 03.01 Problem Solving: Design, develop, operate, and review data analysis systems and procedures to minimize and eliminate revenue-related financial problems.**

High School Expectations	
Concepts and skills students know include:	
<ul style="list-style-type: none"> GART 03.01.01 Apply relevant principles of accounting, auditing, finance, and law to resolve tax cases. 	
Evidence Outcomes Students can:	21st Century Skills and Readiness Competencies
<ul style="list-style-type: none"> Collect, analyze, and interpret accounting data. Use data to identify matters to be resolved. 	Academic Content Knowledge Alignment:
	Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):
High School Expectations	
Concepts and skills students know include:	
<ul style="list-style-type: none"> GART 03.01.02 Review noncompliant financial procedures and recommend improvements to ensure restitution for previous non-compliance. 	
Evidence Outcomes Students can:	21st Century Skills and Readiness Competencies
<ul style="list-style-type: none"> Recognize noncompliant practices. Recommend application of administrative and judicial remedies. Negotiate resolution of issues. Oversee collection activities. Produce reports to provide basis for handling similar cases or audits. 	Academic Content Knowledge Alignment:
	Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):