DC Adult Career Pathways Performance Indicators and Measures

Draft Version 2 (July 6, 2015)

This document contains the proposed performance measures and indicators for the DC Adult Career Pathways system. These indicators and measures are intended to:

- Provide clear descriptions of the desired end state of the District's adult career pathways system;
- Guide strategic plan recommendations and implementation steps;
- Inform the data collection that needs to occur as the career pathways system is developed and implemented; and
- Provide a basis for evaluating whether the adult career pathways system has attained its goals and make possible a process of continuous improvement.

In this version of the document, yellow highlighted text is used to show indicators that have not been specifically reviewed by work groups but whose concepts have been stated or suggested by one or more work group or task force members. This includes the following main strategic plan recommendations which have been reworded and reorganized for this version of the document:

1. Adult learners are able to access career pathways and make progress along each step of the pathway.
2. DC government agencies and service providers align their programs, policies, operations, and funding to enable the creation of a career pathway system and sector career pathways.
3. Each sector career pathway has strong direct connections to the labor market and partnerships with employers.
4. Each career pathway program provides high quality academic and occupational instruction supported by a strong system of professional development for adult educators.
5. Career pathway system partners create and evaluate measures of success for pathway system implementation and participant outcomes.

The numbering used in this document does not correspond to the numbering in any prior document. The numbering here is used to facilitate review and discussion and may be changed again in future version as needed.

1. Adult learners are able to access career pathways and make progress along each step of the pathway.

1.1   Each sector career pathway includes well-connected and transparent education, training, credential, and support service offerings that are delivered through multiple linked and aligned programs.

1.2   Each sector career pathway has multiple entry points and services and supports that enable DC residents to successfully enter or prepare for the pathway. Each pathway can be accessed by adult learners who are below a 6th grade level through direct entry into occupational training or a bridge program that serves as an "on-ramp" to the pathway.

1.3   Each sector career pathway has multiple exit points with proven labor market value in the targeted sector at successively higher levels leading to self- or family-supporting employment[1] and aligned with subsequent entry points.

1.4   For each step in each sector career pathway there is clear documentation of how the successful completion of that step successfully prepares a participant for entry to a subsequent step in the pathway, whether that subsequent step is education and training or employment.

1.5   Each sector career pathway offers industry/occupational contextualized curriculum for any students at a 6th grade level or above, and will consider opportunities for industry/occupational contextualized curriculum for students below a 6th grade level.

1.6   Each sector career pathway includes education and training that is participant-focused, which is measured by the extent to which programs within the pathway incorporate the following:

- integrated or concurrent education and training
- chunked or modularized curriculum and instruction
- competency-based curriculum
- self-paced instruction (may also be "guided" self-paced)
- education and training offered at times and places and in formats that work for the targeted population—including non-semester-based schedules, block schedules, evening/weekend schedules, and employer-based education
- technology-enabled, online, and/or hybrid instruction
- work-based learning
- learning communities

1.7   Pathway programs set and enforce standards for participant attendance based on evidence of attendance required for successful completion.

1.8   There is a visual road map for each sector career pathway that illustrates the various programs that can be completed and credentials that can be earned in a pathway, as well as the various entry and exit points for the pathway.

1.9   The career sector pathway visual road map is provided to participants so that they can clearly see the steps along the pathway that they can follow.

1.10   Pathway partners create an implementation plan for each sector career pathway.

1.11   At each step in the pathway, participants receive consistent and non-duplicative:

- education, skills, and competency assessment[2];
- support service assets and needs assessment;
- academic advising and supports;

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[1] Some exit points may be jobs that are not self- or family-supporting, but the pathway will include some exit points that are, and some of those self- or family-support exit points could eventually be reached by any person on the pathway.

[2] Participants may need to retake assessments to assess education level gains or because assessments are only valid for a limited period of time; these are not considered duplicative assessment.

- career counseling and navigation assistance including development of career plans;
- personal skill development and supports ==including work-readiness (soft skills)==;
- case management services; and
- support services.

1.12   Measures are created, and data are collected and reported on, to show the extent to which low skill adults and specific target populations are able to access pathways. These will include measures of:

- Need;
- Demand;
- Capacity[3]; and
- Availability (e.g. convenient locations).

1.13   ==Any DC resident who attempts to access a career pathway will gain entry to a pathway or an "on-ramp" to a pathway even if the resident is found ineligible for the specific program or service initially sought, and the resident will be receive a "warm handoff" to the appropriate pathway starting point.==

2. DC government agencies and service providers align their programs, policies, operations, and funding to create a career pathway system and sector career pathways.

2.1   System partners adopt a shared strategy and formally commit their organizations to carrying out specific roles and responsibilities and to communicating and coordinating with each other to build, scale, and dynamically sustain the career pathway system

2.2   A document exists and is agreed to by partners that provides a clearly articulated vision and value proposition for the career pathways approach to facilitate partner understanding and buy-in.

2.3   System partners adopt a shared definition of a career pathway approach and key related concepts.

2.4   System partners embed the shared definition of a career pathway approach and key related concepts into their own strategic plans/goals, new and existing policies, operating procedures, and funding priorities to support career pathways.

2.5   System partners engage in visible and consistent messaging to show support for and promote the career pathway approach and system.

2.6   System partners adopt a joint funding strategy to build, scale, and sustain the career pathway system.

2.7   A funding feasibility determination is made and a funding plan developed for career pathways implementation.

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[3] Number of persons on wait lists should be a component of the measurement of capacity and demand.

2.9 System partners adjust existing and adopt new policies and internal structures (as needed) in their respective agencies/organizations to remove barriers and to facilitate the successful development and implementation related to:

- Access to and student success in career pathway programs; alignment; and non-duplication;
- Quality and labor market value of education, training, and credentials;
- Funding and resources;
- Academic and career navigation;
- Support services (as needed based on assessments of participants); and
- Data and performance measures.

2.10 Career pathway system partners identify statutory and administrative policy barriers to successful pathways implementation (such as siloed funding, data collection, and service delivery).

2.11 Career pathway system partners develop a plan with concrete activities to address identified statutory and administrative policy barriers to successful pathways implementation.

2.12 Solutions to identified barriers are developed and implemented.

2.13 System partners adopt a shared policy agenda and pursue legislative policy reforms to support career pathway systems.

3. Each sector career pathway has strong direct connections to the labor market and partnerships with employers.

3.1 Multiple employers, business associations and/or labor partners jointly develop and participate in the career pathway system.

3.2 System partners use labor market intelligence on current and future industry sector demand to inform the development and ongoing relevance of career pathways.

3.3 System partners integrate the following key principles of sector strategies into the career pathway system:
- Focus on regional, in-demand sectors or cross-sector occupations based on analysis of labor market intelligence.
- Focus on both the worker/job seeker needs and employer workforce needs.
- Focus on system and credential alignment (corresponds to other criteria and indicators in this framework); and
- Focus on workforce solutions for a consortium of employers within an industry sector or cross-sector occupation, i.e., an industry or sector partnership.

3.4 Each career pathway includes a description of the value proposition to employers.

3.5   <mark>A specific plan for employer engagement to meet employer needs is developed for each employer partner in the sector career pathway.</mark>

3.6   <mark>The career pathways system includes a method for supporting employees after initial job attainment (i.e. retention supports).</mark>

3.7   Career pathway partners measure and evaluate employer satisfaction.

3.8   <mark>All pathway occupational training programs are reviewed and approved by employers.</mark>

3.9   Employers contribute as partners in the career pathways system by[4]:
- participating regularly in pathway <mark>planning</mark> activities;
- participating regularly in the leadership team;
- assisting with recruiting other employers;
- participating in reviews of labor supply/demand;
- participating in curriculum design;
- <mark>participating in development of standards of qualifications for occupational training instructors and occupational training instructor professional development;</mark>
- providing trainers/instructors;
- providing data on pathway participants who are in on-the-job-training or apprenticeship at their sites;
- host training or work-based learning sites;
- <mark>providing equipment and materials required for accurate training and work simulations;</mark> and
- assisting with recruiting participants.

3.10   Employers and labor partners support participant involvement and progression in career pathways through their policies and practices to retain, reward, and advance employees.

4. *<mark>Each career pathway program provides high quality academic and occupational instruction supported by a strong system of professional development for adult educators.</mark>*

4.1   There are specific certification, degree, or license requirements or other qualification requirements for all adult education instructors that they must meet or demonstrate that they are working towards. <mark>These requirements may differ for ABE, ASE, GED, occupational skills instructors, and work readiness instructors.</mark>

4.2   The requirements in 4.1 are based on some accepted standards for adult education and occupational training <mark>and these should align to college and career readiness standards.</mark>

4.3   There is sufficient public funding to support professional development for adult educators and occupational training providers.

4.4   There are requirements for re-certification based on ongoing professional development.

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[4] Employers may also contribute by providing financial support in certain situations.

5. _Career pathway system partners create and evaluate measures of success for pathway system implementation and participant outcomes._

5.1 District agencies, service providers, and partner employers develop their capacity and provide data to support the career pathway system-wide use of longitudinal data for development and implementation. This includes, as appropriate, data collected by community-based career pathway programs as well as educational institutions.

5.2 Career pathway system partners develop a shared set of implementation measures for the entire career pathway system and for each sector career pathway.[5]

5.3 Career pathway system partners develop a shared set of progress and outcome measures for participants. These measures include progress and success in earning credentials and achieving labor market outcomes. They measure progress and success along the career pathways, not by federal program/funding silos.

5.4 Career pathway system partners develop a shared set of benchmarks and targets for implementation and outcome measures following a period of collection of baseline data.

5.5 System partners develop a plan to evaluate how the career pathway system is performing and to support continuous improvement efforts. This evaluation plan includes input from all system partners and constituents.

5.6 System partners develop a data reporting plan that describes how and when data on pathway metrics (including interim outcome and implementation measures) will be reported and shared to support a performance management and continuous improvement process.

5.7 The evaluation plan and data reporting plans are funded and implemented.

5.8 System partners develop a data governance plan for all career pathway participant data that describes how data is collected, managed, shared, and secured.

5.9 There is a data system that enables the collection of longitudinal participant data in accordance with the data governance plan that enables the calculation of the progress and outcome measures described in 5.3 and supports implementation of the evaluation and data reporting plans.

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[5] Implementation measures may be primarily based on the indicators in this document.