

## DRAFT CRC GUIDELINES

November 7, 2008

### Introduction:

- Data on the number of non-degreed workers in PA
- Context for the problem that CRCs are supposed to address.

<p>The organization must have, or the ability to develop, capacity to coordinate and integrate all components of a career readiness certificate program which should consist of occupational profiles, targeted training, and a career readiness credential portfolio.</p>	
<b><u>What the CRC Measures</u></b>	
<p><i>Aligned with high school standards.</i> Work readiness skills validation should be aligned to Pennsylvania’s high school essential skill standards. This allows for the utilization of a certificate starting at the high school level and also helps build the transition from school to career.</p> <ul style="list-style-type: none"> <li>● <i>Aligned to not only Pennsylvania’s essential skills but also aligned with SCANS.</i></li> </ul>	<p><i>Note: PDE needs to be consulted on this point.</i></p> <p><i>It was commented that PA awards diplomas to non-career ready students.</i></p> <p><i>NOTE: PDE needs to be consulted as to whether or not this is important.</i></p>
<p><i>Hard skills required/soft skill ability.</i> Any assessment should at a minimum include various hard skills, i.e. applied math, reading, and writing. Soft skills are debatable. While employers want soft skills developing an assessment around soft skills can only demonstrate an individuals knows what they are supposed to do in a given situation (i.e. show up to work on time) but cannot measure if an individual can apply those soft skills. The mix of hard skills and soft skills depends on the nature of the credential and its predictive validity. If soft skills can, in fact, be validated, then it would be acceptable for them to be part of a career readiness credential.</p>	
<b><u>Portability</u></b>	
<p><i>Transferable skills.</i> Any assessment that is used as a career readiness credential should represent an individual’s transferable career skills. Transferable should mean the skill levels that are applicable to multiple occupations and industries, so it is critical that more than one employer is involved in the design, adoption and implementation of a CRC.</p> <p>Transferability is what differentiates a career certificate as opposed to technical credential. It is too costly to set up</p>	<p><i>Comment: As with successful IPs, often there is a core employer. The CRC, however, needs to avoid being tied with a single employer. Also, the CRC should not be driven by a large employer in the sector to the detriment of small employers (i.e., allows the large employer to pull employees away from</i></p>

career readiness credentials that are too specific.	<i>smaller employers.)</i>
<p><i>Portfolio.</i> The organization must have, or the ability to develop, Career Readiness Credential portfolio that an individual and prospective employer can delineate the work readiness skills demonstrated by the individual that informs the individual's readiness for employment.</p> <ul style="list-style-type: none"> <li>• Where college level learning is a part of the CRC curriculum, it should be separately identified and assessed so the college can make a determination about credit awards.</li> </ul>	
<b><u>Meeting Employers' Needs:</u></b>	
<p><i>Occupational profiling.</i> The organization must have the ability to develop occupational profiles. Employers should have the ability to have an occupation profile done to specifically identify the skills needed and levels required to fill positions within their business. This is very important because it is key for the employers to know what is in a career readiness credential for them.</p> <ul style="list-style-type: none"> <li>• The assessment must identify specific work ready skills that indicate a competency level to enter a specific occupation or set of occupations based upon an occupation profile that is aligned to the assessment results.</li> <li>• The individual's assessment results need to be matched with current and future jobs through an existing occupational profile.</li> </ul>	<p><i>Comment: 18-64 year old workers with less education have less geographic mobility. It is important that the CRC does not tie to one company. Instead, it must at least be regional, say within 30-minute driving radius, especially for rural areas.</i></p>
<p><i>Employer supported.</i> Demonstrated employer support is critical. An assessment system should have broad based employer recognition. That broad based support should include support from industry based associations and/or individual employers – large and small. Employer support would include a wide range of industry support by targeted industries and by geography.</p> <ul style="list-style-type: none"> <li>• There should be some evidence that employers are utilizing an assessment outside a public subsidy.</li> </ul>	
<i>Marketing plan.</i>	<i>Comment: This should be a required component.</i>
<b><u>Training</u></b>	
<p>The organization must have -- or the ability to develop -- targeted training. A targeted training program will be required to allow for pre-tests, to determine if the individual does not meet basic skill levels. Training must be revisable to meet identified specific needs of local employers.</p> <ul style="list-style-type: none"> <li>• Capacity should include on-site training and technical</li> </ul>	

support.	
<b><u>Robust Assessment Instrument</u></b>	
<i>Validity.</i> The organization publishing the career readiness credential must demonstrate the capacity to provide the technical qualities of the assessments, including validity, reliability, freedom from bias, and measurement error.	<i>Comment: We need to ask for the psychometric data validating the instruments in use in PA, such as Work Keys and Work Certified.</i>
<i>Pre-Test.</i> Pre-test and practice tests need to be available. <ul style="list-style-type: none"> <li>Practice tests should include a curriculum by which an individual can raise their skill score.</li> </ul>	
<i>Adaptive and accessible.</i> Assessments must effectively address accommodations to persons with disabilities. <ul style="list-style-type: none"> <li>There needs to be the capacity to provide assessments in a variety of settings</li> <li>Other language versions that are customized to serve the population of the region should be available.</li> </ul>	<i>NOTE: Adding “and educationally disadvantaged students” to this requirement was discussed, but the term needs to be more clearly defined and clarified as to how it would be applied.</i>  <i>NOTE: Need to ask PDE and WIBs about language criteria.</i>
Assessments must be EEOC compliant.	<i>NOTE: We need to get language that clarifies this statement.</i>