

<b>CONTINUOUS LEARNING</b>	
<b>KEY ELEMENTS</b>	<b>SUGGESTED PERFORMANCE INDICATORS</b>
<p><i>The agency has a continuous learning system that:</i></p> <ul style="list-style-type: none"> <li>• Is based on accurate information from IDPs and an annual organizational needs analysis</li> <li>• Focuses on mission-critical occupations</li> </ul>	<p><b><u>Effectiveness Indicators</u></b></p> <ul style="list-style-type: none"> <li>• A training needs assessment linked to strategic and mission-critical competencies is conducted. Based on assessment results, employees are trained in specific, job-related skills and knowledge.</li> <li>• Training programs are designed and implemented which build competencies important to strategic goals and objectives and the agency's performance plan execution.                             <ul style="list-style-type: none"> <li>– Competency-based career development programs, including various development activities and learning opportunities, have been implemented and documented and are being used by employees.</li> <li>– Competency models have been established which document standards for competency levels (e.g., entry, journey, expert).</li> </ul> </li> <li>• IDPs, or a similar process, are established for employees in mission-critical occupations. IDP completion is tracked and review indicates IDPs are being completed in most cases.</li> <li>• Performance evaluations reflect consideration of employee developmental training and developmental needs. Review indicates action is usually taken to follow through on meeting these needs.</li> <li>• Agency policy and practice reflect responsibility for employee development is shared between employees and managers.</li> </ul> <p><b><u>Compliance Indicators</u></b></p> <ul style="list-style-type: none"> <li>• In accordance with 5 CFR 410, the agency assesses training needs annually.</li> <li>• The agency closes skill gaps in mission-critical occupations in accordance with the CHCO Act (5 U.S.C. 1103(c)).</li> </ul>

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<p><i>The agency has a continuous learning system that:</i></p> <ul style="list-style-type: none"> <li>• Uses a wide variety of methods including classroom training, distance learning, mentoring, and experiential learning</li> <li>• Encourages attendance at conferences, workshops, and seminars</li> </ul>	<p><b><u>Effectiveness Indicators</u></b></p> <ul style="list-style-type: none"> <li>• The agency conducts an analysis to select and implement the best array of learning strategies (e.g., rotational assignment, shadowing, mentoring) for the targeted audience(s) to provide them with mission-critical competencies.</li> <li>• Learning technology and other alternative learning strategies are reflected in the agency's strategic human capital planning documents and training plans.</li> <li>• Where appropriate, the agency has implemented e-learning activities such as eGov Online Learning Center.</li> <li>• The agency has invested in the infrastructure necessary to leverage learning opportunities that include the application of reasonable accommodation, where justified by return-on-investment analysis.</li> <li>• Leaders are responsible for leadership development and emphasize the value of learning, foster learning opportunities for employees, and demonstrate their support through personal involvement and resource allocation decisions. For example, they:               <ul style="list-style-type: none"> <li>– Set aside a percentage of salary dollars for employee training and development</li> <li>– Provide tuition assistance for formal education</li> <li>– Establish long-term technical development programs</li> <li>– Fund employee certification requirements as authorized.</li> </ul> </li> <li>• Policies, practices, and resource allocation decisions demonstrate agency support for continuous learning.</li> </ul>

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<p><i>The agency has a continuous learning system that:</i></p> <ul style="list-style-type: none"> <li>• Is properly funded, monitored, and evaluated</li> <li>• Is administered fairly.</li> </ul>	<p><b><u>Effectiveness Indicators</u></b></p> <ul style="list-style-type: none"> <li>• Employee survey results, including the Federal Human Capital Survey, indicate employees believe they have appropriate opportunities to develop skills through training and experience.</li> <li>• Analysis of education, training, and development opportunities shows no disparate treatment of segments of the workforce (i.e., training is appropriately aligned with workforce planning goals, priorities are based on available funding, and opportunities are provided equitably across the employee population).</li> <li>• A training evaluation system has been implemented which measures the impact of training at the following levels:               <ul style="list-style-type: none"> <li>– Did learning occur?</li> <li>– Was learning applicable to job performance or other behavior important to the organization and to results?</li> <li>– Did the employee apply the learning or behavior to his/her job or work environment?</li> <li>– If the employee applied the learning, did it have the expected impact on performance or other job-related behavior?</li> </ul> </li> <li>• An analysis has been conducted of the evaluation results and this information is used to make decisions about investments in employee training and development. Generally, the evaluation indicates training and development investments are making a positive impact on the organization's performance and/or work environment and meet the training goals and expectations established between supervisors and employees prior to participation in training.</li> </ul>

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	<p><b><u>Compliance Indicators</u></b></p> <ul style="list-style-type: none"> <li>• As prescribed by the Federal Workforce Flexibility Act, the agency has evaluated each training program or plan established, operated, or maintained with respect to accomplishing specific performance plans and strategic goals in performing the agency mission; and the agency has modified such programs or plans to accomplish goals.</li> <li>• As established by 5 CFR 410.601, the agency evaluates training to determine how well it meets short- and long-range program needs by occupations, organizations, or other appropriate groups.</li> </ul>