

Policy: T-10 Measurable Skills Gain

Revised [6.18.18]



Updates:

6/18/18: Clarification on how to enter hs diploma or GED or equivalent

10/1/2017: Updated to include ASSET entry information and clarification on date matching (for data validation) and clarification from DWD re: boot camp training programs

01/11/2017: First posted

Background: With the implementation of WIOA, legislation outlined a new performance indicator which is designed to measure interim progress of participants who are in training programs. The Measurable Skill Gains indicator is the percentage of participants who, during a program year, are in education or training programs that lead to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

Inclusion in the measure:

- **Title I Adult and Dislocated Worker** – All participants *who are in a title I Adult- or Dislocated Worker-funded training program* are included in the measurable skill gains indicator. This includes secondary school programs and all participants in work-based training (on-the-job training).
- **Title I Youth** – All ISY are included in the measurable skill gains indicator since they are attending secondary or postsecondary school. Only OSY who are in one of the following are included in the indicator, 1) opened in occupational skills training, 2) in secondary school equivalent during participation, 3) are in YouthBuild or Job Corps during program participation.

Documenting Progress for Types of Measurable Skill Gains

Depending upon the type of education or training program in which a participant is enrolled, documented progress is defined as one of the following:

1. **Documented achievement of at least one educational functioning level (efl) of a participant who is receiving instruction below the postsecondary education level.** Can be measured by 1) pre-test/post-test of EFL, or 2) educational gain through the awarding of credits or 3) participants who exit a program below the postsecondary level and enroll in postsecondary education
2. **Documented attainment of a secondary school diploma or its recognized equivalent;** 1) Participant obtains certification of attaining passing scores on all parts of a State-recognized high school equivalency test, or 2) the participant obtains a diploma or State-recognized equivalent documenting satisfactory completion of secondary studies or an alternate diploma, including a high school or adult secondary school diploma
3. **Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards;** For secondary education, this gain may be documented through a secondary transcript (ISY only) or report card for one semester showing that the participant is achieving gains. For postsecondary education, this gain must demonstrate a sufficient number of credit hours—which is at least 12 hours per semester or, for part-time students, a total of at least 12 hours over the course of two completed consecutive semesters during the program year—that shows a participant is achieving the State unit's academic standards (or the equivalent for other than credit hour programs).
4. **Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training;** Documentation for this gain may vary but progress reports must document substantive skill development that the participant has achieved. May be documented by a satisfactory or better progress report from an employer or training provider. Progress reports may include training reports on milestones completed as the

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individual masters the required job skills, or steps to complete an OJT or apprenticeship program. Increases in pay resulting from newly acquired skills or increased performance also can be used to document progress.

5. **Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks, such as knowledge-based exams.** Documentation may include passage of a component exam in a Registered Apprenticeship program, employer-required knowledge-based exam, satisfactory attainment of an element on an industry or occupational competency-based assessment, or other completion test necessary to obtain a credential.

DWD Clarification (from Bryan Huebsch email 9/22/17) in reference to boot camp programs/MSG: Certificates of completion could be a measurable skill gain by method #4 (progress report) if there was additional documentation demonstrating the "substantive skill". The certificate of completion demonstrated satisfactory progress, while documentation such as a course syllabus documents the substantive skill. Together they document "Other documented substantive skill achievements".

Methodology:

Numerator

The number of program participants during the reporting period who are in an education or training program that leads to a recognized postsecondary credential or employment and are achieving measurable skill gains based on attainment of at least one type of gain

DIVIDED by

Denominator

The number of program participants during the reporting period who are in an education or training program that leads to a recognized postsecondary credential or employment. (This includes participants who continue to receive services as well as those who have participated during the reporting period and have exited the program.)

Additional Operational Parameters:

- It is not an exit-based measure; it is intended to capture progressions through training programs and is the only "real time" performance indicator meaning there is no lag in reporting
- Participants in training during a given program year have their skills gains "counted" during that same program year, regardless of when during the program year they were enrolled.
- Program year: July 1 – June 30.
- Programs should not delay enrollment or services to participants until a new program year even if programs believe there is insufficient time for the participant to make any type of measurable skill gain by the end of that program year.
- Participants are only included in the denominator and numerator one time per reporting period, regardless of how many skill gains they achieve

ASSET Entry

1. Enter MSG under Manage Assessment, Measureable Skills Gain, Title 1
2. Select correct type of gain attained following chart below
3. Date attained needs to match documentation for data validation purposes
4. Comments: clarification what was earned and how (example: Joe graduated high school, Joe successfully completed his on-the-job training and time sheet evaluation show satisfactory and above ratings)

Documenting Progress for Types of Measurable Skill Gains	Used When	Measureable Skills Gain Attained - ASSET Entry
1. EFL	English Language Learner or Basic Skills Deficient	Training Milestone
2. Secondary school diploma or its recognized	Participants who have not	<i>No entry needed on Manage</i>

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equivalent	completed HS Diploma/Equivalent at program entry	<i>Assessment Screen</i> Enter credential on Mng Follow-Ups (high school diploma, GED or equivalent)
3. Secondary or postsecondary transcript or report card	12 credits in a semester for full time students. 12 credits within 2 consecutive semesters within in the same program year for part time students	Secondary transcript or report card OR Post-secondary transcript or report card
4. Satisfactory or better progress report towards established milestones	Participant must be in OJT, Apprenticeship and Work Experience	Training Milestone
5. Successful passage of an exam	Just taking industry exam	Skills Progression