Measurable Skill Gains Technical Assistance

April 15, 2019

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MEASURABLE SKILL GAINS
Session Agenda

OBJECTIVES

1. **Define Measurable Skill Gains (MSG).**
2. **Identify the five types of MSG.**
3. **Explain how the MSG indicator works.**
4. **Service and Training Plan.**
5. **Provide examples of MSG.**
6. **MSG Check list.**
7. **Reports in AJC.**

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Review of Performance Indicators

1. Employment Rate in the 2nd Quarter after Exit
2. Employment rate in the 4th Quarter after Exit
3. Median Earnings in the 2nd Quarter after Exit
4. Credential Attainment
5. Measurable Skill Gains
6. Effectiveness in Serving Employers

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MSG Performance Indicator Definition

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 measureable skill gains

DEFINED AS

documented academic, technical, occupational, or other forms of progress toward a credential or employment.

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MSG Performance Indicator Attributes

Parameters

- Used to measure interim progress of participants enrolled in education and training programs.
- Calculates the number of participants who attain at least one type of gain during the program year.
- MSG is a real-time measure, **not** an exit-based measure.
- Required only for Program Year(s) in which a participant received training or education.
- “Baseline” measure

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What is a Training and Education Activity?

- Training Services are: Occupational Skills Training, including postsecondary education/vocational technical On-the-Job Training (OJT), Customized training, Registered Apprenticeships
- Education is: High School, Adult Basic Education, including training programs funded or not funded by Title II
- Work Experience is not considered a training service.
- Incumbent Worker Training is not included in the MSGs performance calculation because it is considered a business service

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Which Adult and Dislocated Workers are included in the MSG Performance Measure?

- All participants in a WIOA Title I-B Adult or Dislocated Worker-Funded Training Program are included in the MSG performance measure, including Adult and DW who are enrolled in a training program that leads to a high school equivalency. This includes individuals in

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Which Youth are included in the MSG Performance Measure?

- All Title I In School Youth and certain Out of School Youth in Occupational skills training, secondary or postsecondary while in the program.
- Keep in mind that for youth, OJT is considered a type of work experience and not training; therefore a youth in an OJT does not go into this indicator whereas an Adult in OJT would because OJT is considered training for the Adult program.

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Measurable Skill Gain Requirements

- Staff must not delay the start of training because there is insufficient time to attain a MSG. For example, if a training program begins May 2019, it may be unlikely the individual attains a MSG prior to the end of June. The individual should begin the training program, and the MSG must be set in AJC. It is understood that not all individuals will attain a MSG the first year of training.

- Only one MSG is required per program year. If a participant attains a MSG, the requirement is met. There is no need to set another MSG for the same program year.

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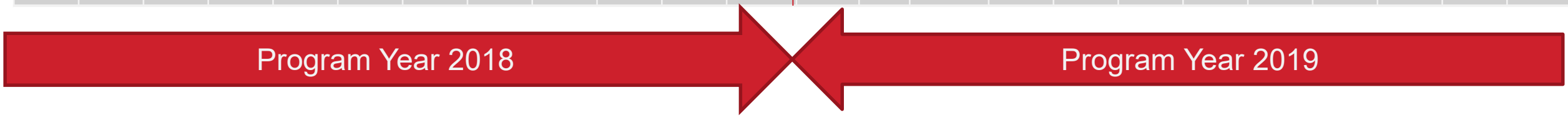
Setting MSG for Training that Crosses Overs into the Following Program Year

Program Year July 1-June 30

July 2018	Aug 2018	Sept 2018	Oct 2018	Nov 2018	Dec 2018	Jan 2019	Feb 2019	Mar 2019	Apr 2019	May 2019	June 2019	July 2019	Aug 2019	Sept 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	April 2020	May 2020	Jun 2020



- At the end of the program year the MSG must be resulted out, as “Attained” or “Set, but not attained”.
- If the training program crosses over into the next program year, the MSG for the first program year must be resulted out as “Attained” or “Set, but not attained”, and a new MSG must be set for the 2nd program year, and so on.
- An exemption exits when an individual has multiple enrollments in the same program year. In this case a MSG must be set for each enrollment.

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Performance Indicators

Methodology: Calculations includes all participants:

$$\frac{\text{Numerator}}{\text{Denominator}} = \frac{\text{The number of program participants during the reporting period who are in an education or training program that leads to a recognized postsecondary credential or employment and are achieving measurable skill gains based on the attainment of at least one type of gain.}}{\text{The number of program participants during the reporting period who are in an education or training program that leads to a recognized postsecondary credential or employment.}}$$

Note:

All participants who during any point in the program year, are in an education or training program that leads to a recognized postsecondary credential or employment are included in the denominator.

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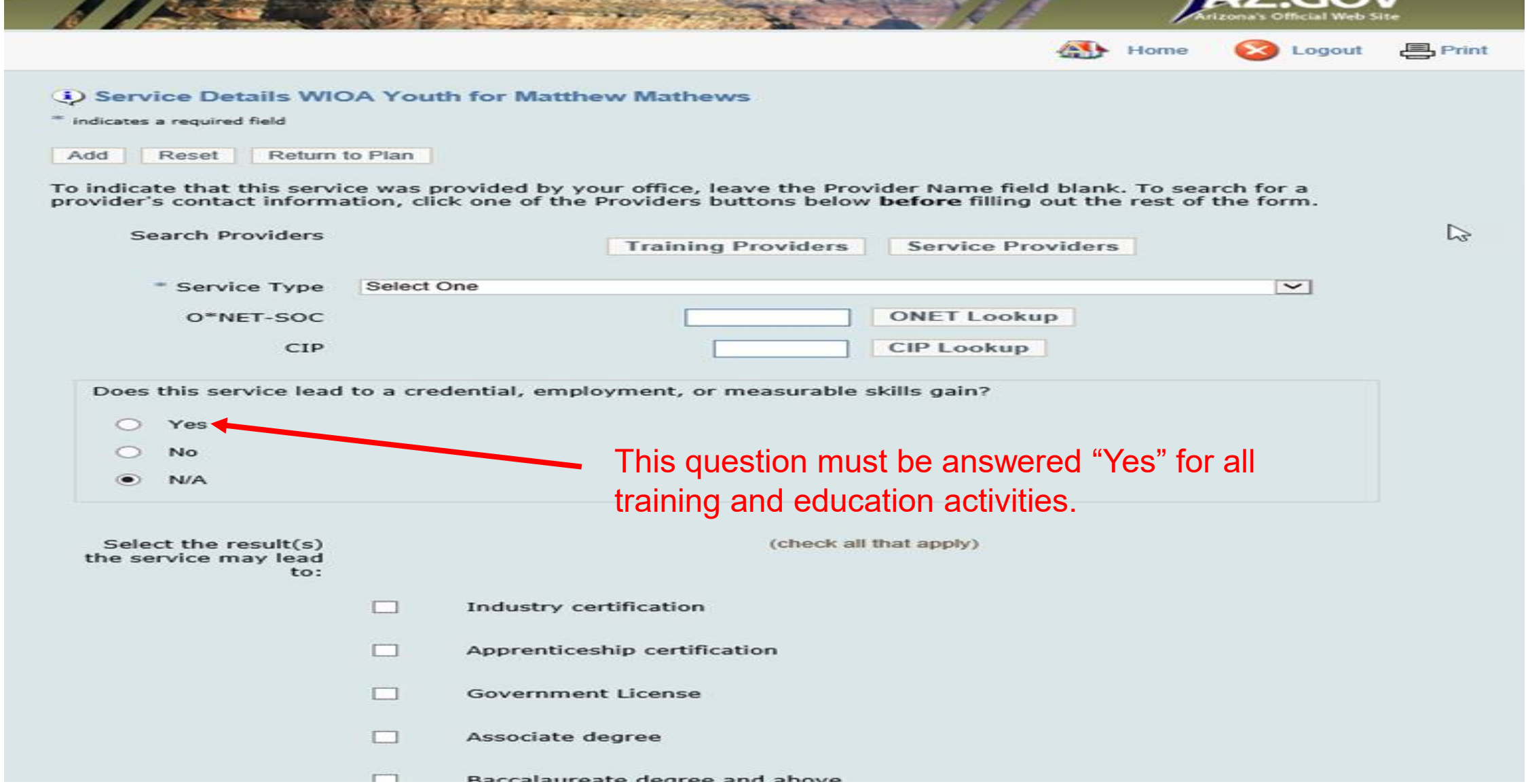

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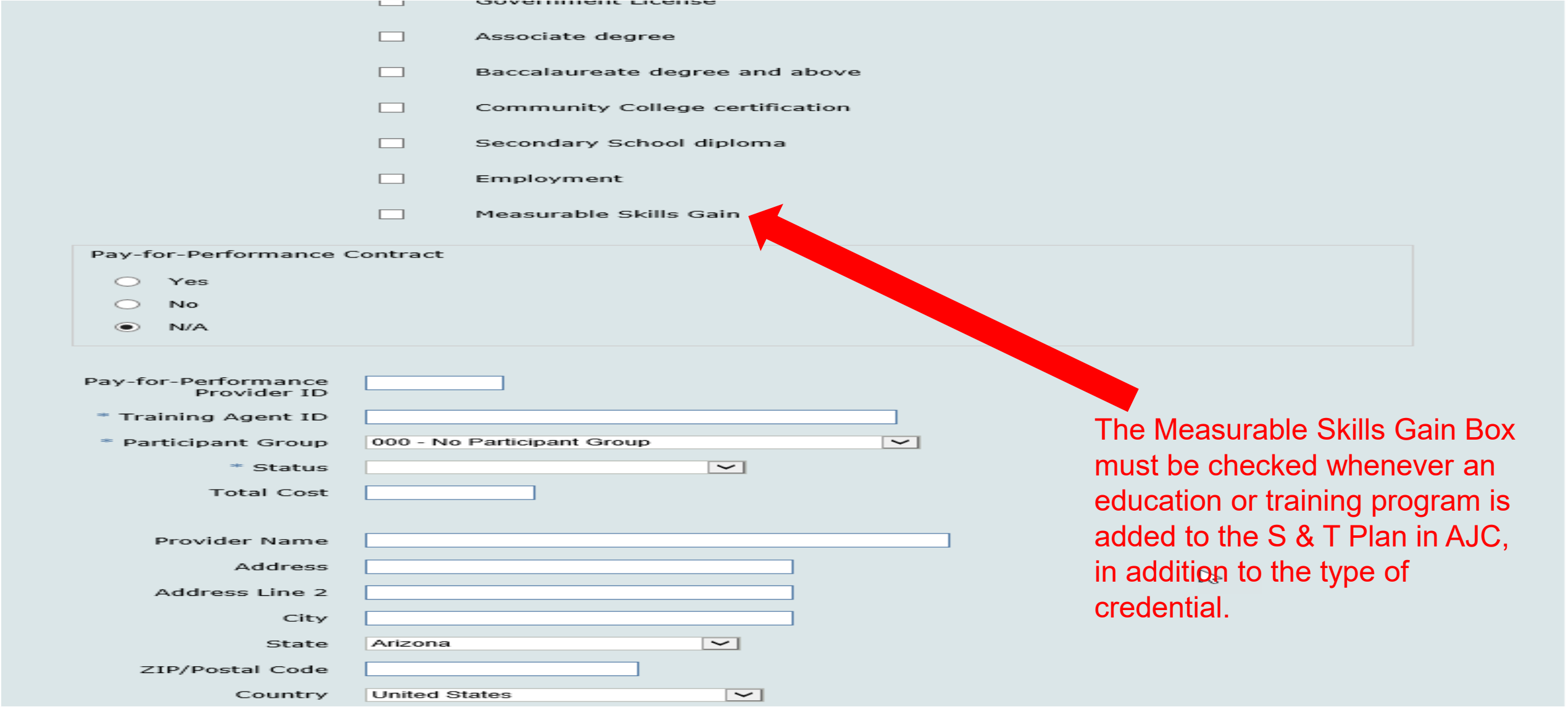

The Measurable Skills Gain Box must be checked whenever an education or training program is added to the S & T Plan in AJC, in addition to the type of credential.

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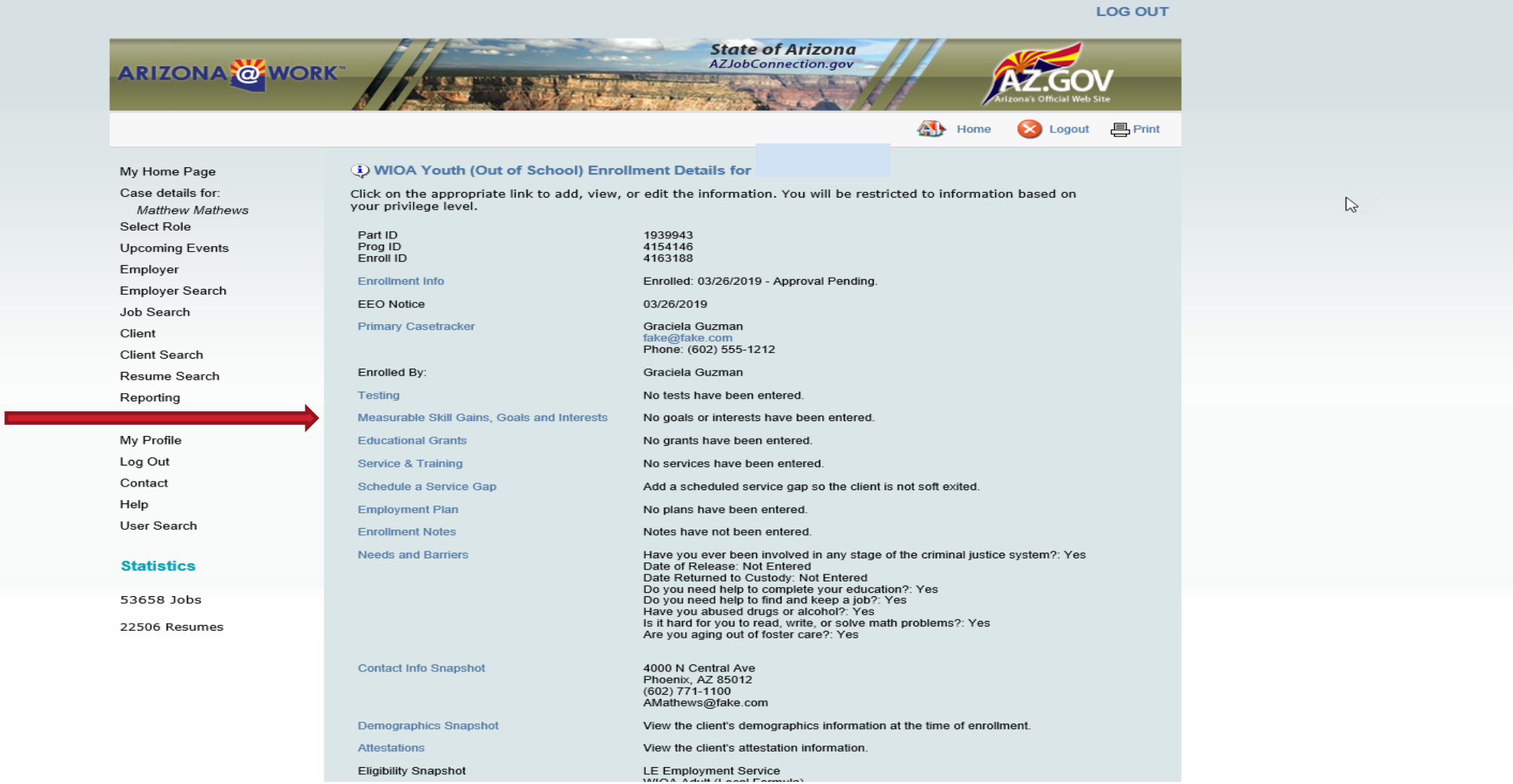

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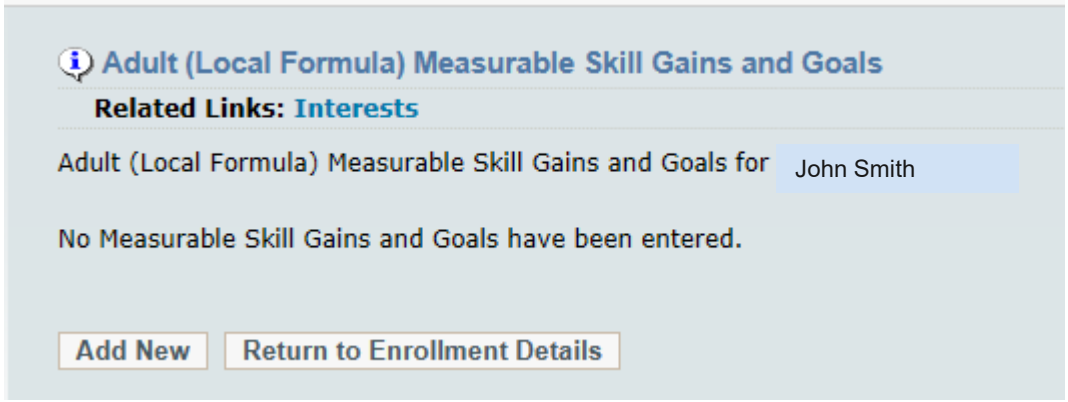
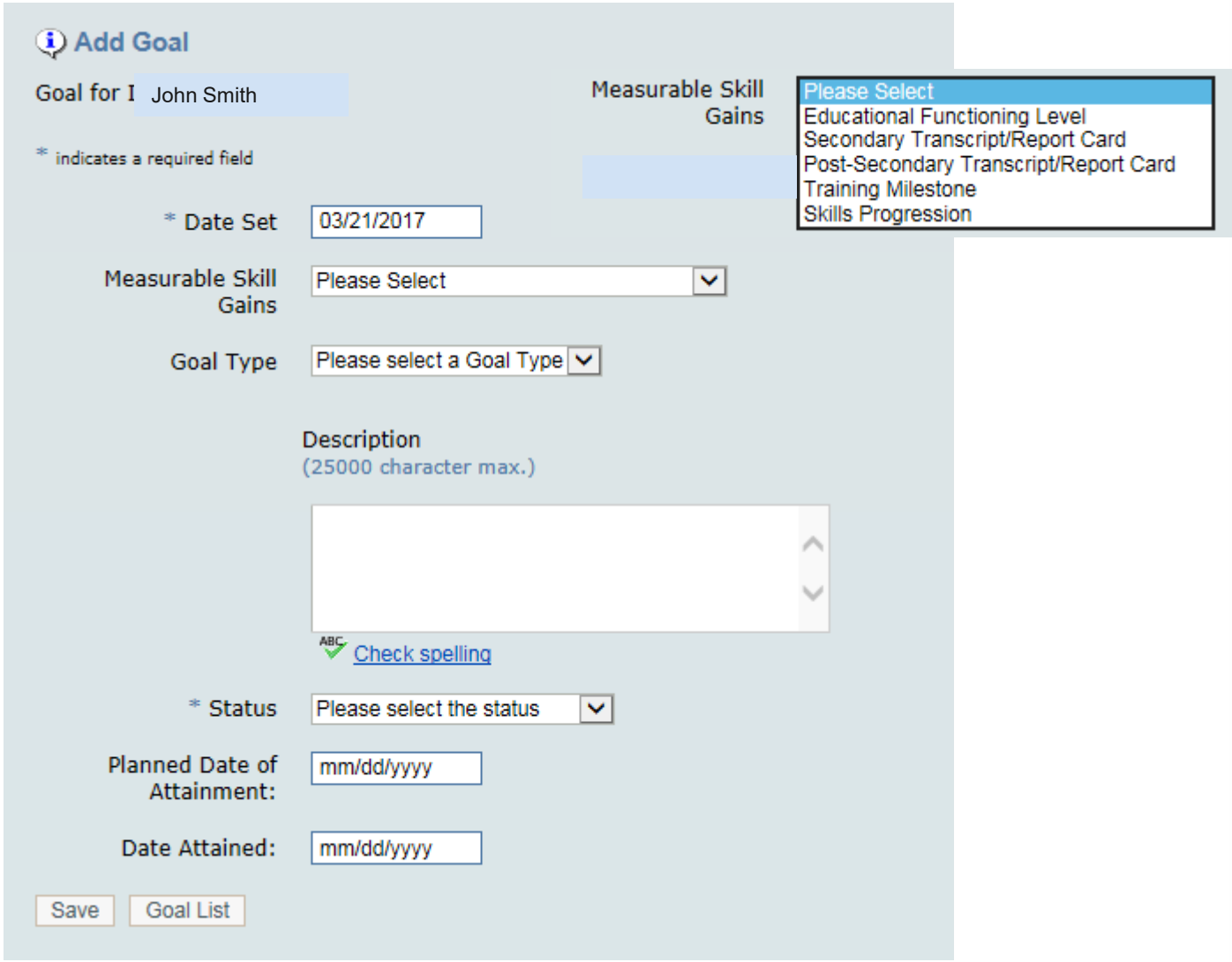
How to Enter Measurable Skill Gains

Enrollment Details

Measurable Skill Gains, Goals and Interests





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Goals & Measurable Skill Gains

- Goals are not related to MSGs. However, currently goals are set on the same screen in AJC.
- Goals must be set as part of the development of the Individual Employment Plan (IEP) and Individual Service Strategy (ISS).
- Staff must not set MSGs and Goals in the same transaction.

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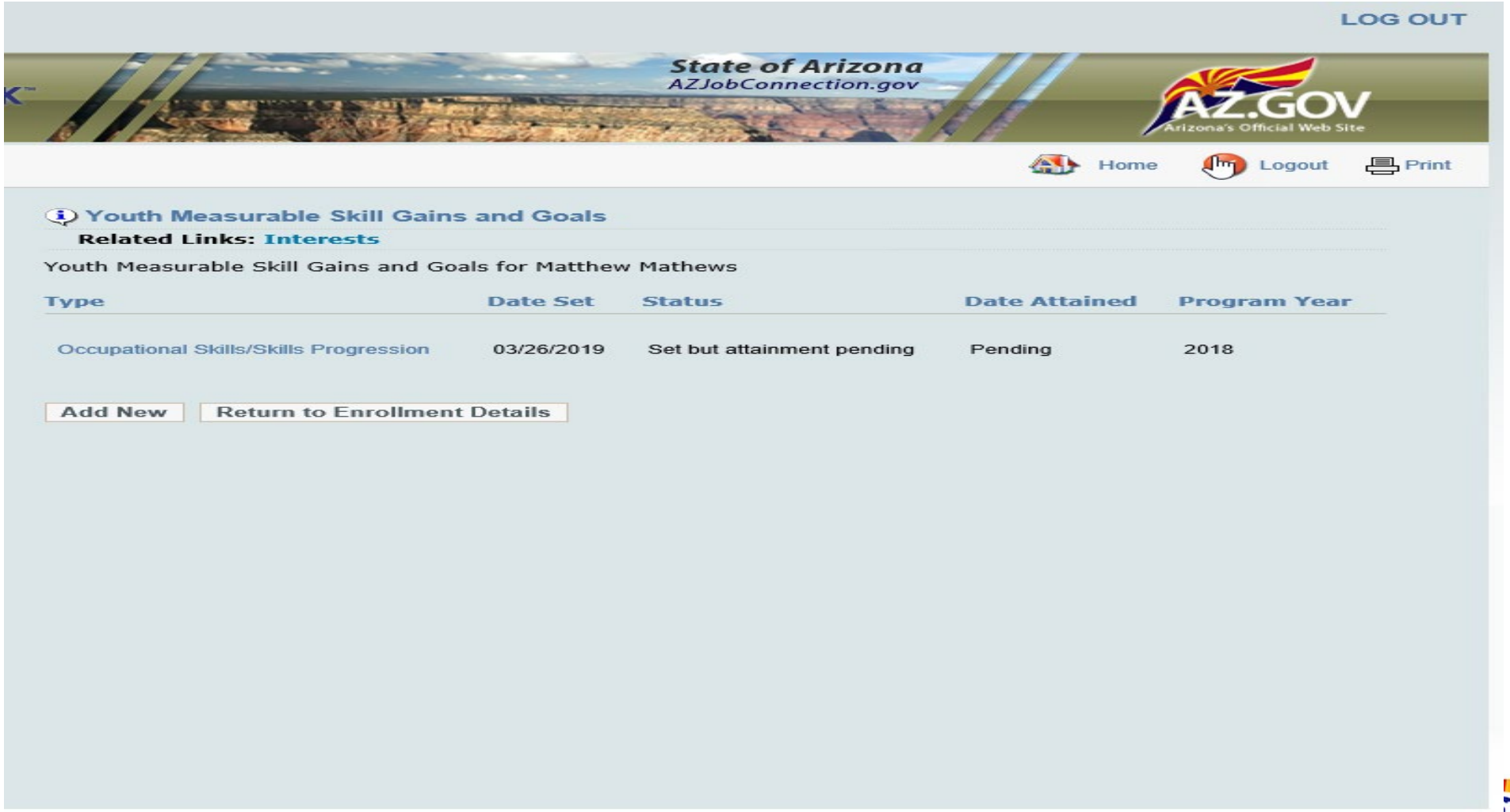
Goals and MSG Added Incorrectly In Same Transaction



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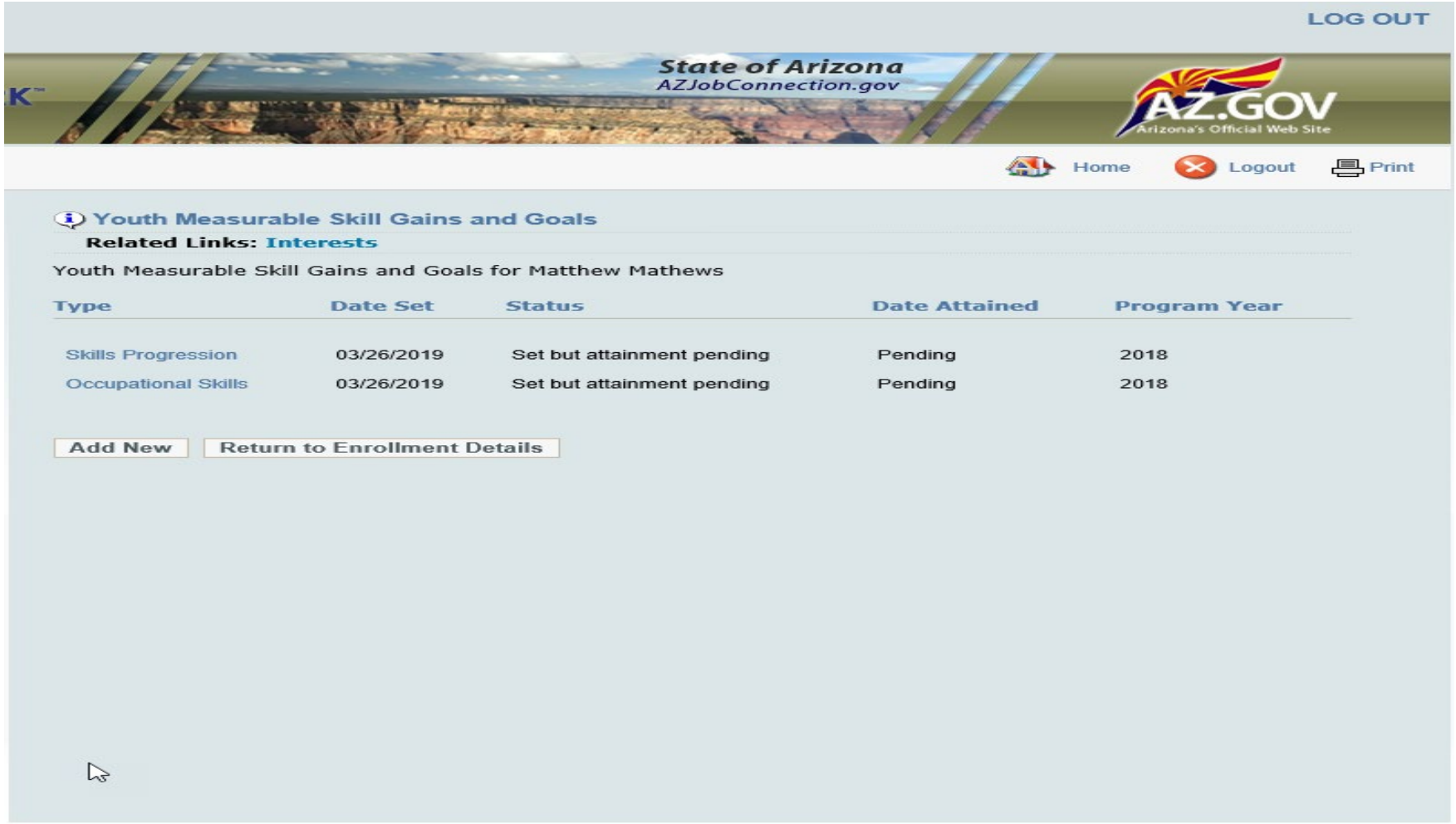
Goals and MSG Added Correctly In Same Transaction



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Five Types of MSG

- Educational Functioning Level
- Secondary School Diploma
- Transcript/Report Card
- Training Milestone
- Skills Progression

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Educational Functioning Level (EFL)

Documented achievement of at least one Educational Functioning Level of a participant who is receiving instruction **below** the post-secondary education level.

What is an Educational Functioning Level?

1. Basic skills assessment—Reading, Math, English.
2. Score equated with level of proficiency or competency.
3. That is the EFL for the individual.

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Educational Functioning Level

Documented achievement of at least one Educational Functioning Level of a participant who is receiving instruction **below** the post-secondary education level.

What counts as an EFL gain?

1. By comparing a participant's initial EFL as measured by a basic skills pre-test with the participant's EFL as measured by a post-test.
2. When participants who exit the program enroll in postsecondary education or training during the program year.

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Educational Functioning Level

- Enters the program as Basic Skills Deficient
- Given a pre-test
- Receives instruction below the post-secondary level
- Given a post-test
- Gained 1 Educational Functioning Level

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TABE 11/12

What score is considered Basic Skill Deficient (BSD) using TABE 11/12? Scores below the 8.9 grade level.

TABE 11/12 only converts the 3 digit scaled scores to a whole number grade level.

Example:

NRS scale scores of **575** (R), **583** (L) and 595 (M) would equate to 8.9 grade level. In this scenario, the individual will be BSD.

The TABE 11-12 Grade Range Guidelines are available at:

https://tabetest.com/PDFs/TABE_GradeRange.pdf

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TABE 11/12 Assessment Requirements

For Title II Adult Education to accept TABE 11/12 test results from the WIOA Title I-B Programs, the test results are only considered valid if the staff administering the exam is a “certified test administrator” and trained by Arizona Department of Education (ADE) staff.

If ARIZONA@WORK staff are aware that the participant will co-enroll in Title II services, then it is best to refer the client for testing at Title II.

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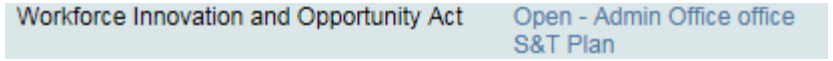
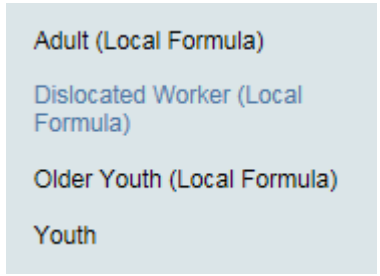
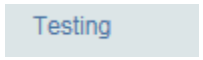
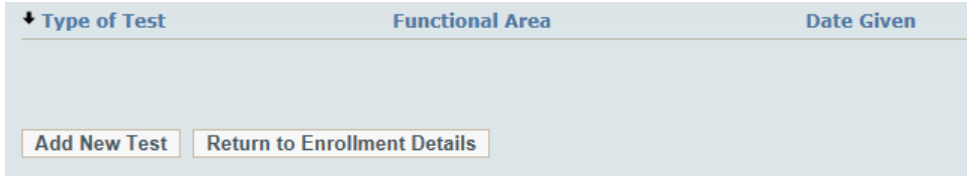
Educational Functioning Level

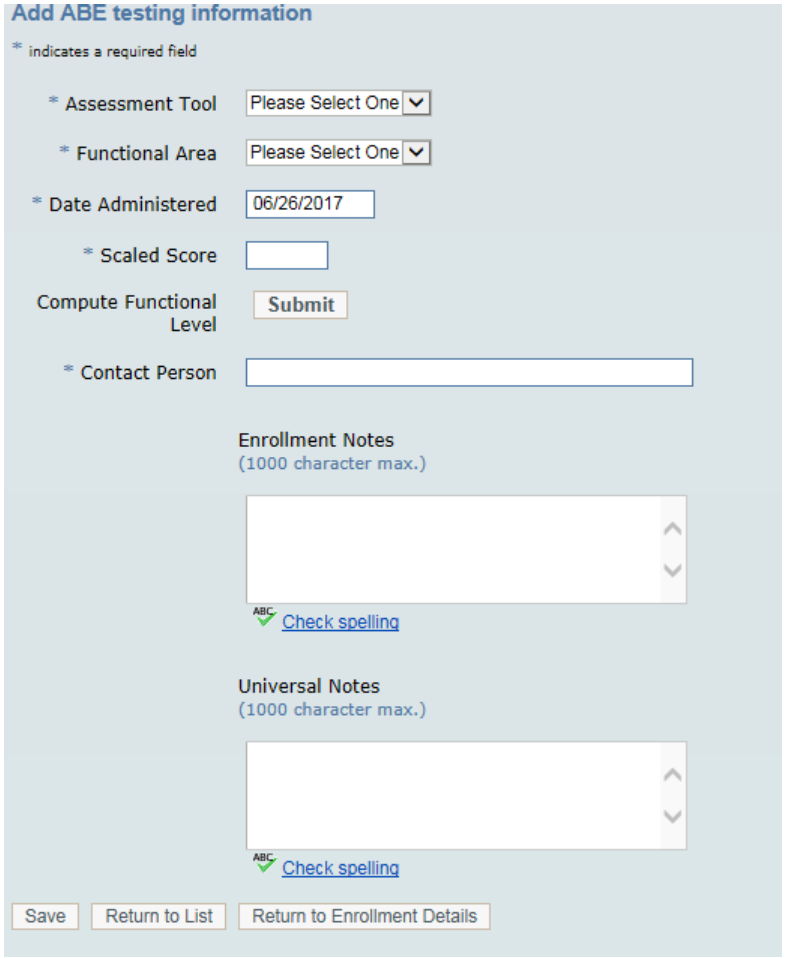
Where is this captured in the AJC system?











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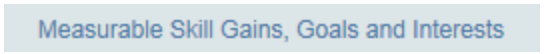

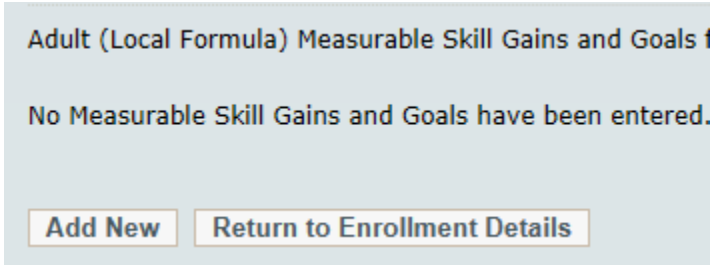

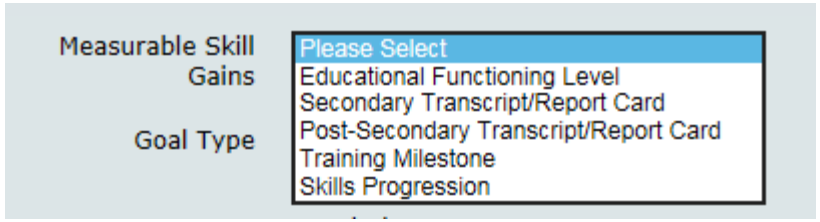

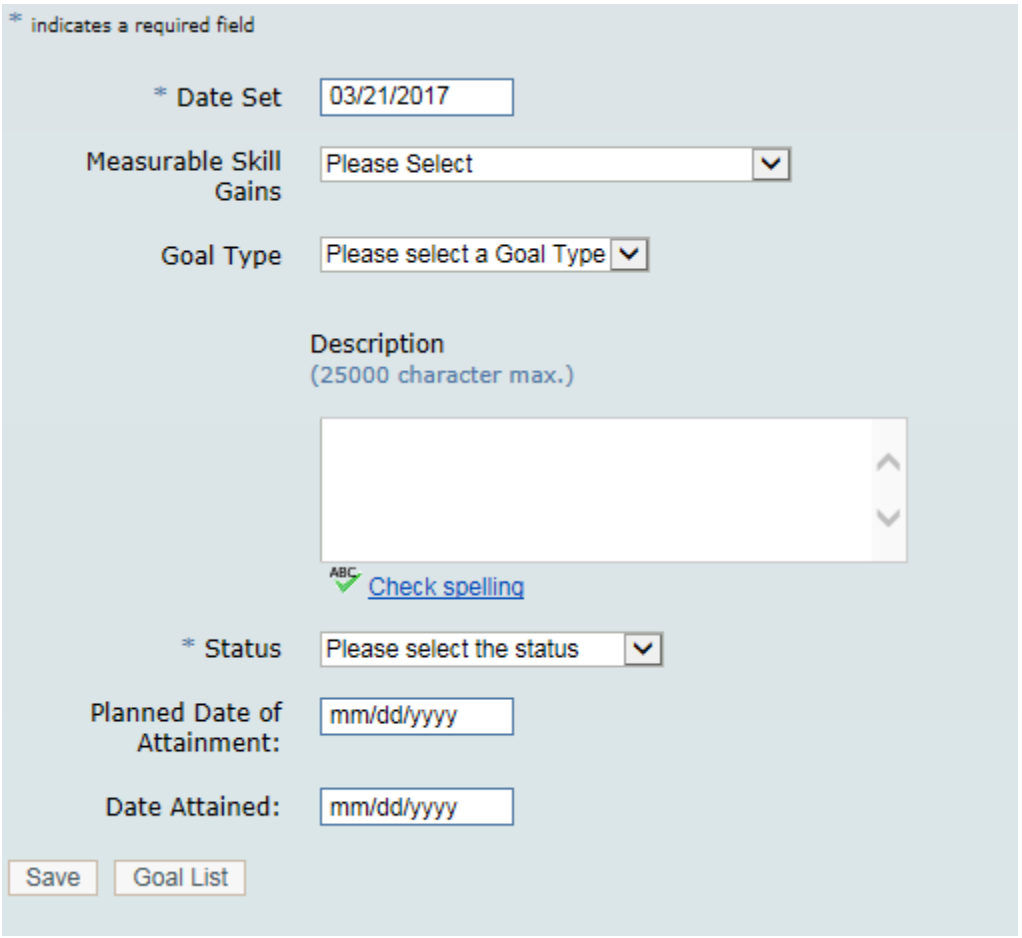

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Five Types of MSG

✓ Educational Functioning Level

Secondary School Diploma

Transcript/Report Card

Training Milestone

Skills Progression

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Special Rule for Credential Attainment Rate

Special Rule Relating to Secondary Diplomas and High School Equivalency (HSE) Diploma for the Credential Attainment Rate

Participants who attain a secondary school diploma or HSE diploma must also be employed, or enrolled in an education or training program leading to a recognized postsecondary diploma credential within one year following exit

The special rule applies to the WIOA Title I-B Adult, Dislocated Worker and Youth Programs

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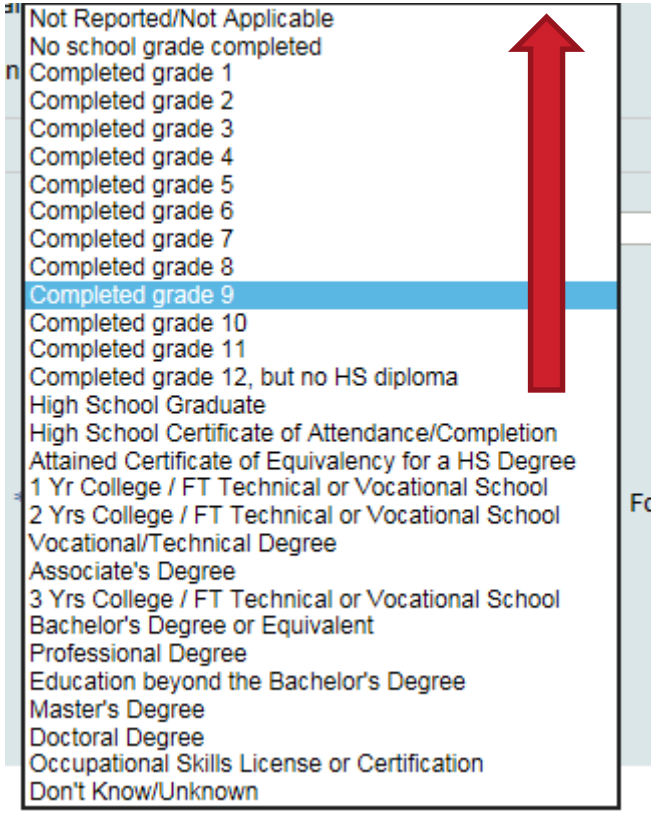
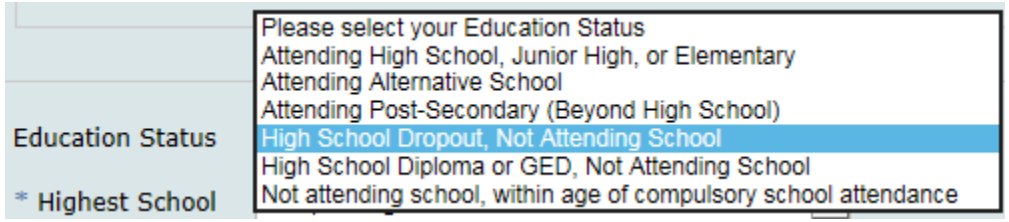
Secondary School Diploma

Where is this captured in the AJC system?

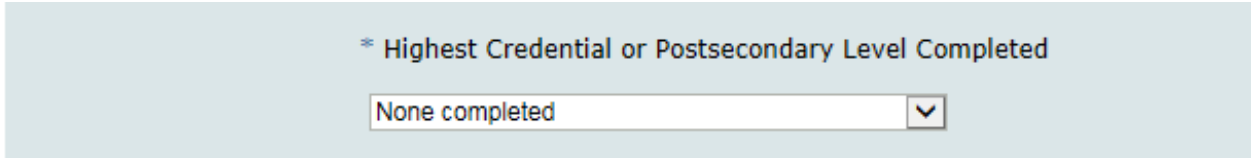
Demographics

Highest Primary or Secondary Grade Completed and Education Status





Highest Credential or Postsecondary Level Completed



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Secondary School Diploma

- Enters the program without a High School Diploma.
- Enrolls in secondary education.
- Attains secondary school diploma.

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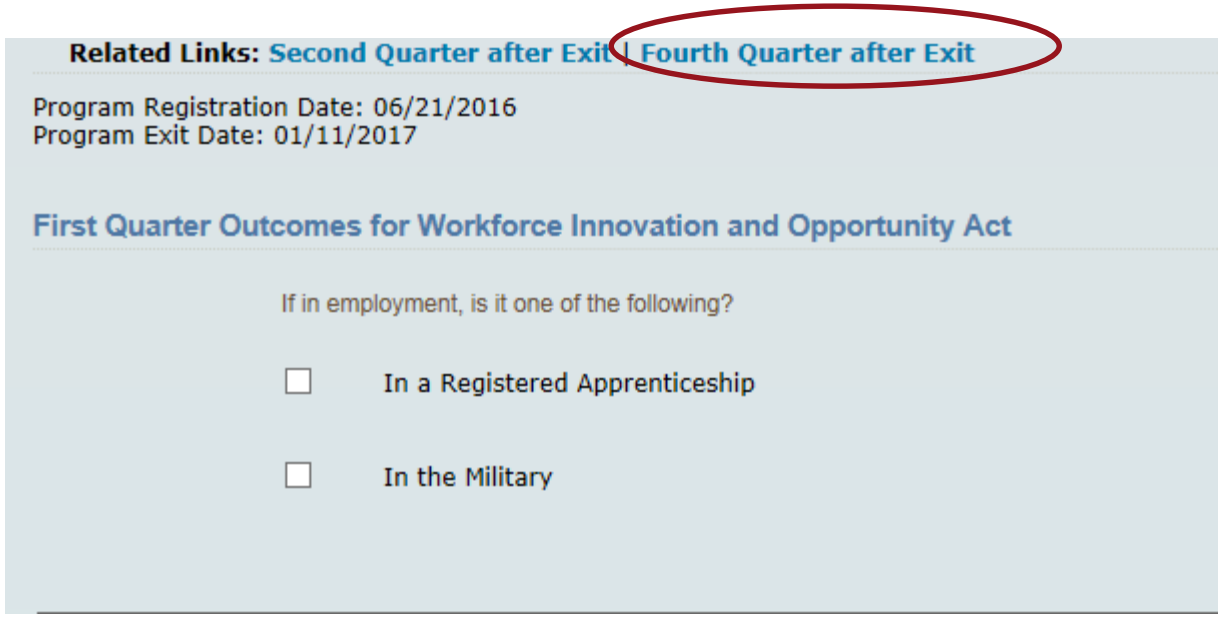
Secondary School Diploma

Where is this captured in the AJC system?

Program Details

Outcomes	Enter outcome information.



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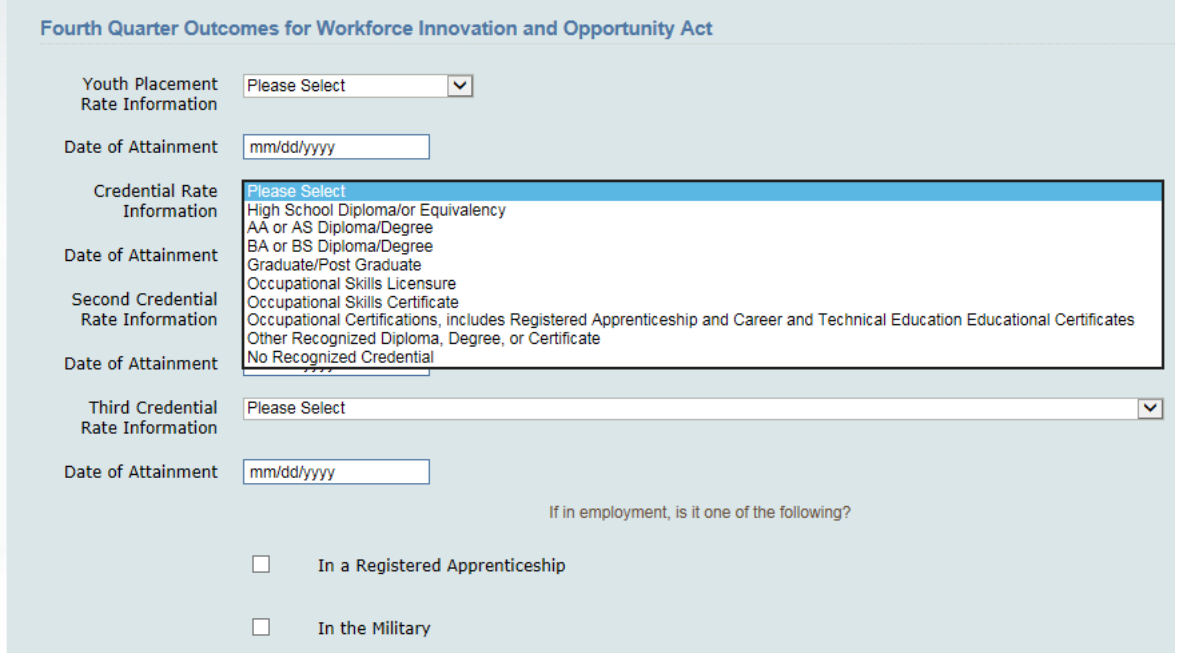
Secondary School Diploma

Where is this captured in the AJC system?

Outcomes



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Two of the Five Types of MSG Discussed

- ✓ Educational Functioning Level
- ✓ Secondary School Diploma
- Transcript/Report Card
- Training Milestone
- Skills Progression

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Transcript or Report Card: Secondary

- Enters program and enrolls in secondary education.
- Submits their transcript.
- Meets the State unit's academic standards.

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Transcript or Report Card: Postsecondary

- Enters program and enrolls into post-secondary education.
- Submits their transcripts.
- Meets the requisite number of credit hours.
- Meets the State unit's academic standards.

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Three of the Five Types of MSG Discussed

- ✓ Educational Functioning Level
- ✓ Secondary School Diploma
- ✓ Transcript/Report Card
- Training Milestone
- Skills Progression

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Training Milestone Type

- Satisfactory or better progress report towards established milestones, such as completion of an OJT or completion of one year of a Registered Apprenticeship program, or similar milestone for an employer or training provider who is providing training.

- The training milestone MSG allow LWDAs flexibility to define “Progress” for this type of Measurable Skill Gain

- LWDAs must define “Progress” and define acceptable types of documentation for this type of MSG in their local policies.

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Four of the Five Types of MSG Discussed

- ✓ Educational Functioning Level
- ✓ Secondary School Diploma
- ✓ Transcript/Report Card
- ✓ Training Milestone
- Skills Progression

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Skills Progression

- Enters program.
- Enrolls in an occupational skills training program.
- Passes examination that demonstrates attainment of occupational skills.

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All Five Types of MSG have Been Discussed.

- ✓ Educational Functioning Level
- ✓ Secondary School Diploma
- ✓ Transcript/Report Card
- ✓ Training Milestone
- ✓ Skills Progression

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WIOA Title I-B
Measurable Skill Gain Checklist

The Measurable Skill Gains (MSG) Checklist demonstrates what type of MSG that must be documented for various education and training programs being tracked and includes acceptable verification and documentation for each MSG. For MSG definition and requirements, refer to the WIOA Title I-B Training Services Policy. Local Workforce Development Area Staff must determine the appropriate service to enter on the **S & T Plan** page in AJC using the AJC Service Dictionary.

Type of Education or Training Leading to a Credential or Employment	**Type of MSG** (Choose 1 per program year)	**Acceptable Verification of MSG Type.** Date on documentation must match date MSG was documented as achieved in AJC
Secondary-High School	Educational Functioning Level (EFL)	• Copies of the results of the same version of a pre-test and post-test approved by the National Reporting System that shows an increase of at least one EFL; or • Documentation that states the participant exited below the secondary level and enrolled in postsecondary education or training.
	Secondary Transcript/ Report Card	• Copy of a secondary transcript/ report card that states the participant is meeting Arizona's academic standards. (The report card/ transcript must show that the participant received a D- or above in all classes.)
	High School Diploma/ High School Equivalency (HSE)	• Documentation that the participant obtained a High School Diploma/ state-recognized equivalent documenting completion of secondary studies or alternative diploma; or • Documentation that the participant obtained passing scores on all four

	Skill Progression	• Documentation that the participant passed an employer-required knowledge based exam; • Documentation of satisfactory attainment of an element on an industry or occupational competency exam; or • Documentation that shows the participant successfully passed another test required to obtain the credential. (**LWDA and tribal policy** must include how staff will determine an exam/ element meets the requirements of the skill progression type of MSG.)
	Training Milestone	• Documentation based on LWDA's methodology for measuring satisfactory or better progress towards established milestones based on the nature of the service provided from an employer or training provider providing training. (**LWDA and tribal policy** must clearly define "progress" and include types of acceptable documentation)
Registered Apprenticeship	Training Milestone	• Documented progress report from an employer or training provider, including that the individual has acquired new skills, or steps to

Whose is in the Numerator and Denominator

WIOA Annual Report

MEASURABLE SKILL GAINS	
Skill Gain Type	**Total Skill Gains**
Achievement of at least one educational functioning level of a participant who is receiving educational instruction below the postsecondary level	6
Attainment of a secondary school diploma or its equivalent	3
Transcript or report card for either secondary or post-secondary education that shows a participant is achieving the state unit's academic standards	66
Satisfactory or better progress report, towards established milestones from an employer/training provider who is providing training (e.g., completion of on-the-job training (OJT), completion of 1 year of an apprenticeship program, etc.)	372
Successful passage of an exam that is required for a particular occupation, progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams	445
Total	892

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Whose is in the Numerator and Denominator

WIOA Quarterly Report

D. PRIMARY INDICATORS OF PERFORMANCE						
1. Employment Rate (Q2) (Cohort Period: 01/01/2018 - 03/31/2018)	74.10%	63.55%	60.29%	71.45%	65.60%	70.48%
2. Employment Rate (Q4) (Cohort Period: 07/01/2017 - 09/30/2017)	65.00%	63.47%	59.94%	67.19%	64.16%	65.05%
3. Median Earnings (Cohort Period: 01/01/2018 - 03/31/2018)	$5700.00	$5740.09	$5091.26	$7326.45	$6175.13	$6457.58
4. Credential Rate (Cohort Period: 07/01/2017 - 09/30/2017)	65.00%	0	0	73.50%	73.08%	71.77%
5. Measurable Skill Gains (Cohort Period: 01/01/2019 - 03/31/2019)		0	0	2.67%	2.67%	19.81%

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Resources Part I

TEGL – 10-16 Change 1 https://wdr.doleta.gov/directives/

PB# 17-016: https://des.az.gov/services/employment/workforce-development-act/policy-and-procedure-manual

Measurable Skill Gains Checklist https://des.az.gov/sites/default/files/media/msgchecklist_0.pdf

Workforce GPS Youth Connections Community of Practice https://youth.workforcegps.org/

Workforce GPS https://www.workforcegps.org/

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Resources Part II

Approved Test for EFL National Reporting System: http://www.nrsweb.org/

TABE 11/12 Grade Range Scale Score Guidance https://tabetest.com/PDFs/TABE_GradeRange.pdf

Information on competency- based exams that are required to be passed to receive a license in a specific occupation is included at: https://www.careeronestop.org/toolkit/training/find-licenses.aspx?newsearch=true

Information on competency-based exams for personnel certification is available at: https://www.careeronestop.org/Toolkit/Training/find-certifications.aspx?keyword=NURSE&location=99&direct=0&persist=true&ajax=occ

Arizona's high school graduation requirement are available at: https://azsbe.az.gov/resources/graduation-requirements

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