

# Measurable Skill Gains: Documenting and Reporting Progress

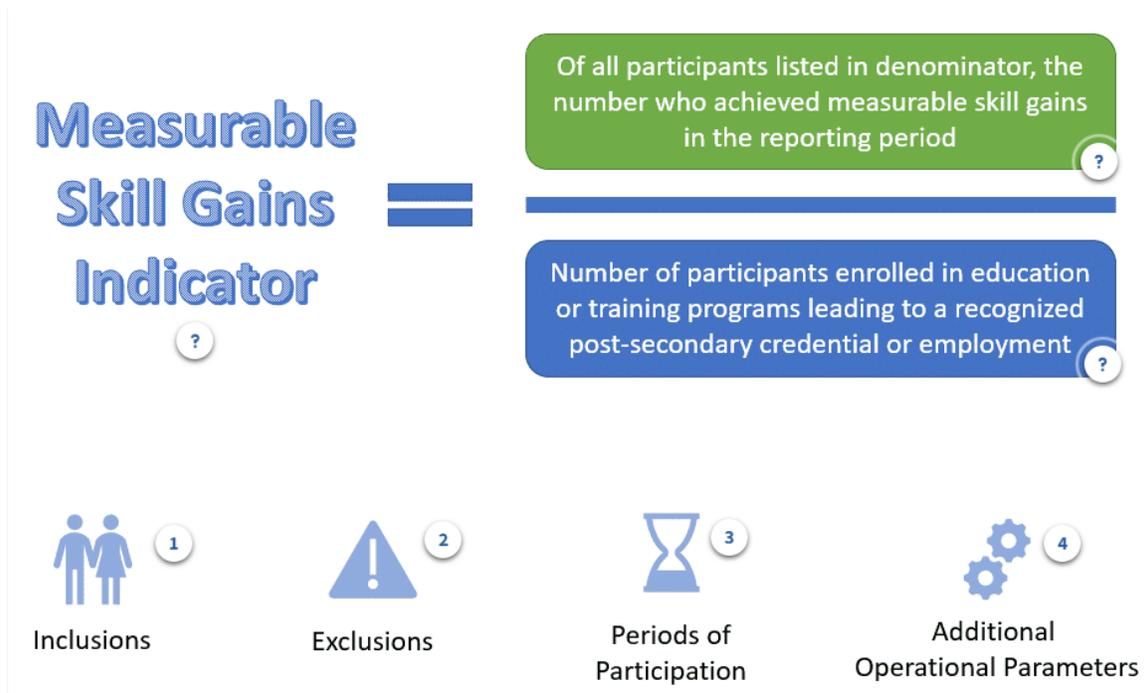
## 1. Overview

The measurable skill gains indicator measures the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving progress, defined as documented gains in academic, technical, or occupational skills leading towards a credential or employment (see 20 CFR sec. 677.155(a)(1)(v)). This module provides an opportunity to learn more about the different gain types that count towards success in the MSG indicator.

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## 2. Calculating the Indicator (Review)

The information below can also be found in the Measurable Skill Gains eLearning module, which provides a general overview of the indicator and its corresponding reporting requirements. (See resources section to find a link to the MSG Overview module). For details about how the measurable skill gains indicator is calculated please review the information in the following infographic.



**Pat - Below is the screen text for each of the pop-up windows on the infographic.**

### What is it?

The measurable skill gains is the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment. They must also be achieving measurable progress, defined as documented gains in academic, technical, or occupational, skills leading towards a credential or employment.

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## Numerator

### MSG Numerator

The numerator is the number of program participants that are in the denominator who also achieved one type of gain. A participant may have achieved more than one type of gain in a reporting period; however, only one gain per participant in a reporting period may be used to calculate success on the measurable skill gains indicator.

Gains may be via:

- Type of Recognized Credential: Code Value 1 - Secondary School Diploma/or equivalency (PIRL 1800, 1802 & 1804) & Date Attained Recognized Credential (PIRL 1801, 1803 & 1805) or (RSA 87-90, 93-95)
- Educational Functioning Level (PIRL 1806) or (RSA-911 Element 343)
- Post-secondary Transcript/Report Card (PIRL 1807) or (RSA-911 Element 345)
- Secondary Transcript/Report Card (PIRL 1808) or (RSA-911 Element 344)
- Training Milestone (PIRL 1809) or (RSA-911 Element 346)
- Skills Progression (PIRL 1810) or (RSA-911 Element 347)

The Participant Individual Record Layout (PIRL) and the RSA-911 are OMB-approved information collection instruments used to collect participant-level WIOA core program data. The Title II AEFLA federal office does not collect individual records of participants enrolled in Title II services. Data are collected through OMB-approved aggregate tables in the National Reporting System for Adult Education (NRS). All definitions used in the NRS data collection conform to the definitions used in the PIRL and RSA-911. For more information, visit the **Resources** section.

## Denominator

### MSG Denominator

Participants who, during any point in the program year, are in an education or training program that leads to a recognized post-secondary credential or employment are included in the denominator. This includes participants who do not exit the program and continue to receive services beyond the end of the program year, as well as those who have exited the program by the end of the program year.

Data for the denominator in this calculation is drawn from:

PIRL 1811 and RSA-911 Element 85: Date Enrolled During Program Participation in an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment.

And

PIRL 1813 and RSA-911 Elements 87-90 & 93-95: Date Completed During Program Participation an Education or Training Program Leading to a Recognized Post-secondary Credential or Employment (In cases where the date in this PIRL data element is prior to the program year being reported on, the participant is not included in the denominator for that program year.)

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The Participant Individual Record Layout (PIRL) and the RSA-911 are OMB-approved information collection instruments used to collect participant-level WIOA core program data. For more information, click on Resources tab.

## Inclusions

All participants who, during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment are counted in the calculation of this indicator. (Participants who exit for any of the reasons listed under Exclusions are excluded from the measurable skill gains indicator.)

Each core program defines what is considered education or training and therefore included in the measurable skill gains indicator. The following participants in education or training programs are included in the indicator:

### 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 (which includes funding a training program for a secondary school program equivalent). This includes all participants in work-based training.

### Title I Youth:

All in-school youth are included in the measurable skill gains indicator since they are attending secondary or post-secondary school. Only out-of-school youth who are in one of the following are included in the indicator:

- the program element occupational skills training
- secondary education during participation in the title I Youth program
- post-secondary education during participation in the title I Youth program
- Title II-funded adult education during participation in the title I Youth program
- the YouthBuild program during participation in the title I Youth program
- Job Corps during participation in the title I Youth program

### Title II AEFLA:

All participants in Title II AEFLA programs are considered to be in an education program leading to a recognized post-secondary credential or employment and, as such, would be included in the measurable skill gains indicator.

### Title IV VR:

All VR program participants who are in an education or training program that leads to a recognized secondary or post-secondary credential or employment, which is identified on the individual's Individualized Plan for Employment, are included in the measurable skill gains indicator.

## Exclusions

Participants who exit for any of the reasons listed below are excluded from the measurable skill gains indicator:

- The participant exits the program because he or she has become incarcerated in a correctional institution or has become a resident of an institution or facility providing 24-

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hour support such as a hospital or treatment center during the course of receiving services as a participant.

- The participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program.
- The participant is deceased.
- The participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days.
- The participant, who was determined to be eligible for program services, is later determined not to have met the program's eligibility criteria. This exclusion applies only to the VR program, in which participant eligibility is routinely revisited during the participation period.

### Applies to Title I Youth Program Participants

- The participant is in the foster care system as defined in 45 CFR 1355.20(a), and exits the program because the participant has moved from the local workforce area as part of such a program or system.

For more information regarding participant exclusions, please refer to the ETA Training and Employment Guidance Letter (TEGL) 10-16, Change 1, the RSA Technical Assistance Circular (TAC) 17-01, or the OCTAE Program Memorandum (PM) OCTAE 17-2 located in the Resources section of this module.

### Periods of Participation

For the measurable skill gains indicator, a new period of participation is counted each time a participant **exits and re-enrolls**—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. However, only one MSG per period of participation can be reported.

### Additional Operational Parameters

Participants are only included in the MSG denominator one time per program year, regardless of how many skill gains they achieve within that program year unless the individual has more than one period of participation. Likewise, participants are only included in the numerator one time per program year, regardless of how many skill gains they achieve in a given program year (See Resources section for periods of participation chart.)

A participant who exits the program and re-enrolls in the program during the same program year and is in an education or training program will be in the indicator two times for that particular program year, as explained in the periods of participation chart (See Resources section).

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The measurable skill gains indicator is different from the other indicators because it is not exit-based, meaning that a participant can achieve a measurable skill gain while still participating in the program. 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.

For performance accountability purposes, the measurable skill gains indicator calculates the number of participants who attain a gain during each period of participation within a given program year.

Since this indicator is not exit-based, each unique (PIRL 900) program entry date (not exit date) triggers inclusion in the calculation. Participants who are in education or training will achieve a successful outcome in the indicator as long as they attain one type of gain applicable to the core programs.

In addition to the calculation of the measurable skill gains indicator, states are also required to report measurable skill gains in the Measurable Skill Gains Report Template. For titles I and IV, which report using individual participant records and this report by aggregating these records, this means that if a participant achieves more than one type of measurable skill gain in a reporting period, all of the skill gains should be recorded in the individual record. For title IV, which receives this report from states already aggregated, this means that states should report all measurable skill gains achieved by participants in a program year in the Measurable Skill Gains Report template, even though only the most recent gain counts towards calculating the performance indicator in the Annual Performance Report.

To view the template, see the WIOA Annual State Performance Report, located in the Resources section of this module.

### Operational Parameters – Individual Core Programs:

The appropriate types of measurable skill gains for each core program are detailed in the table below.

Operational Parameters – Individual Core Programs	
Core Program	Type of Measurable Skill Gains
Title I – Adult and Dislocated Worker	<ul style="list-style-type: none"><li>• Measured by achievement of any of the 5 types of measurable skill gains</li><li>• No specific measurable skill gains types required for specific Adult or Dislocated</li></ul>

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Operational Parameters – Individual Core Programs	
Core Program	Type of Measurable Skill Gains
	Worker participants
Title I – Youth	<ul style="list-style-type: none"> <li>• Measured by achievement of any of the 5 types of measurable skill gains</li> <li>• No specific measurable skill gains types required for specific Youth participants</li> <li>• Type of skill gain should be based on the youth’s individual service strategy</li> </ul>
Title II – AEFLA	<p>Measured by:</p> <ul style="list-style-type: none"> <li>• Achievement of at least one educational functioning level, OR</li> <li>• Documented attainment of a secondary school diploma or its recognized equivalent.</li> </ul>
Title IV – VR	<ul style="list-style-type: none"> <li>• May be measured by achievement of any of the 5 measurable skill</li> </ul>

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Operational Parameters – Individual Core Programs	
Core Program	Type of Measurable Skill Gains
	gains.

View the template in the **Resources** section.

### 2. Types of Measurable Skill Gains

How progress is documented depends on the type of skill gain achieved. View the interaction below for details about measurable skill gains for various types of programs.

#### 2.1 Title



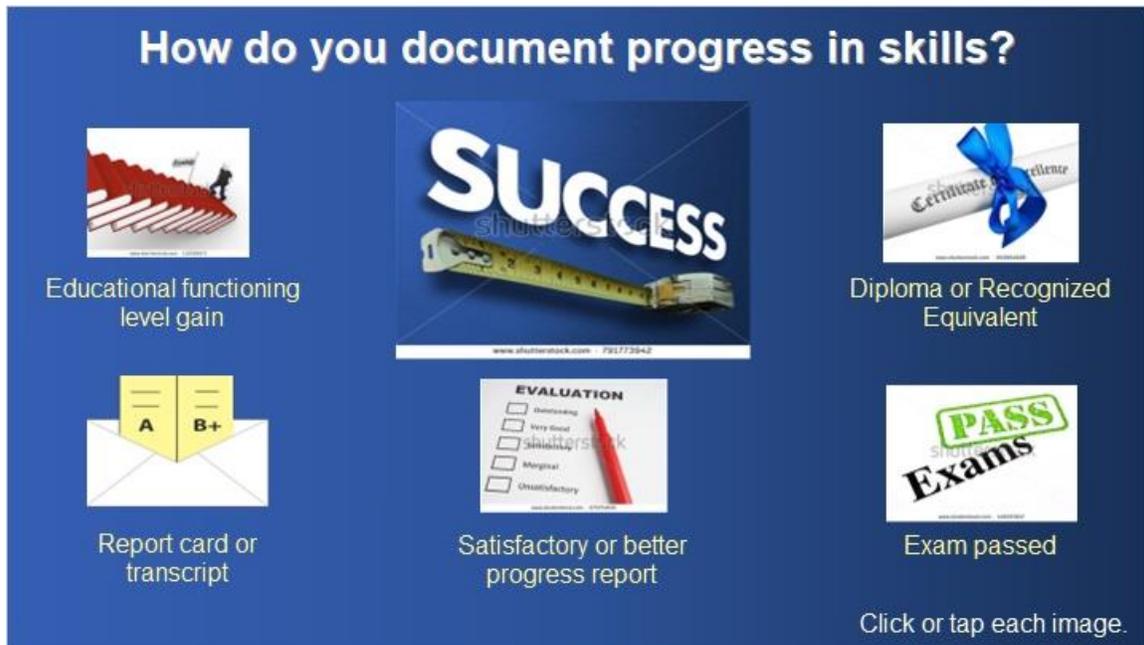
**Types of Measurable Skill Gains**

**START**

# Measurable Skill Gains: Documenting and Reporting Progress

## 2.2 How to Document Progress

**How do you document progress in skills?**



The image is a blue rectangular graphic with the title "How do you document progress in skills?" at the top. It contains six small images arranged in a 2x3 grid, each with a caption below it. The images are: 1. A staircase with a person climbing, captioned "Educational functioning level gain". 2. A 3D word "SUCCESS" with a measuring tape, captioned "Satisfactory or better progress report". 3. A rolled-up diploma tied with a blue ribbon, captioned "Diploma or Recognized Equivalent". 4. A report card with grades "A" and "B+", captioned "Report card or transcript". 5. An evaluation form with a red pen, captioned "Satisfactory or better progress report". 6. A green "PASS" stamp over the word "Exams", captioned "Exam passed". At the bottom right of the graphic, it says "Click or tap each image."

Educational functioning level gain

Satisfactory or better progress report

Diploma or Recognized Equivalent

Report card or transcript

Satisfactory or better progress report

Exam passed

Click or tap each image.

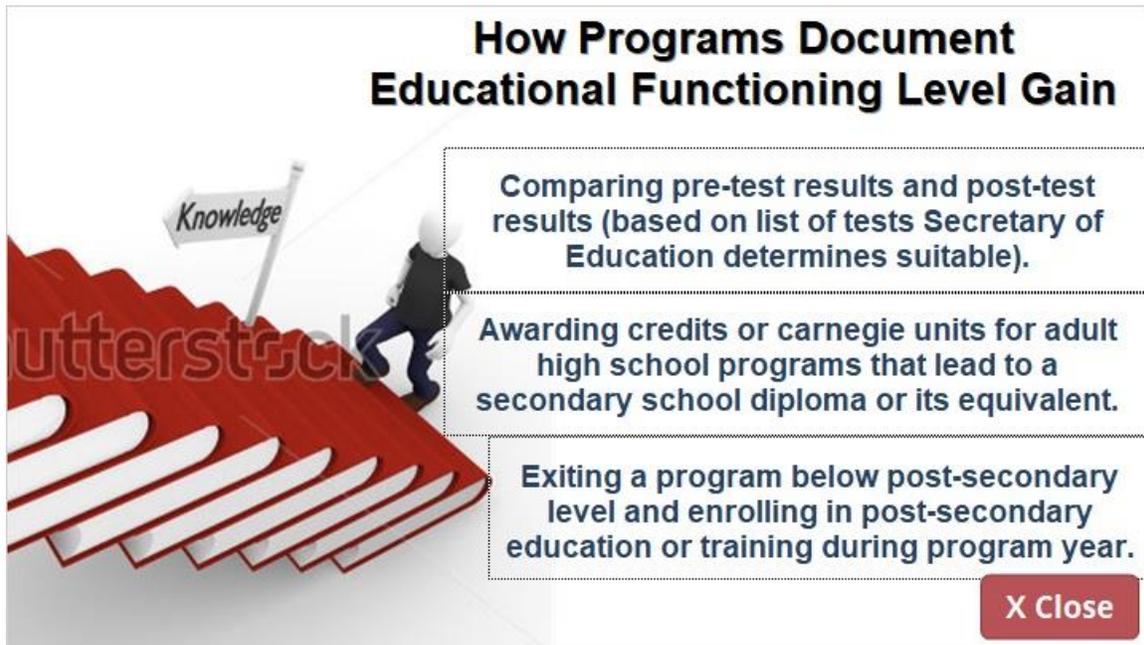
How to document participants' improvement in skills depends on the type of skill gain they have achieved during their period of participation.

Progress is defined as:

1. Documented achievement of at least one educational functioning level for a participant who is receiving instruction below the post-secondary education level;
2. Documented attainment of a secondary school diploma or its recognized equivalent;
3. A secondary or post-secondary report card or transcript, for a sufficient number of credit hours, that shows a participant is meeting the State unit's academic standards;
4. A satisfactory or better progress report towards established milestones from an employer or training provider; or
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.

## Measurable Skill Gains: Documenting and Reporting Progress

### 2.3 Educational Functioning Level Gain



**How Programs Document Educational Functioning Level Gain**

- Comparing pre-test results and post-test results (based on list of tests Secretary of Education determines suitable).
- Awarding credits or Carnegie units for adult high school programs that lead to a secondary school diploma or its equivalent.
- Exiting a program below post-secondary level and enrolling in post-secondary education or training during program year.

X Close

WIOA programs may measure educational functioning level gain for participants receiving instruction below the post-secondary level in one of three ways:

Programs may compare the participant's initial educational functioning level, as measured by a pre-test, with the participant's educational functioning level, as measured by a post-test. The approved pre- and post-tests must be based on the list of tests the Secretary of Education determines to be suitable for use in the National Reporting System for Adult Education (NRS). The [list of approved assessments](#) is published annually in the Federal Register. For more information, visit the Resources section.

Programs that offer adult high school programs that lead to a secondary school diploma or its recognized equivalent may measure and report educational gain through the awarding of credits or Carnegie units (high school equivalency credit hours).

And finally, programs may report an educational functioning level gain for participants who exit a program below the post-secondary level and enroll in post-secondary education and training during the program year. A program below the post-secondary level applies to all secondary programs, including basic education instruction.

#### **Counting Gain as a Success**

When calculating this gain type, data for the numerator is drawn from PIRL 1806 or RSA-911 Element 343 - Date of Most Recent Measurable Skill Gains: Educational Functioning Level (EFL). To be counted in the numerator, the gain type must be achieved within the reporting period/program year.

Achievement of an educational functional level can be documented using one of the following sources:

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- Pre- and post-test results measuring EFL gain
- Adult High School transcript showing EFL gain through the awarding of credits or Carnegie units
- Post-secondary education or training enrollment determined through data match, survey documentation, or program notes.

Participants who receive instruction below the post-secondary level and achieve an EFL gain are not required to be basic skills deficient in order to be counted as a success in the measurable skill gains indicator. However, for those individuals whose eligibility for enrollment in a WIOA program is based on their qualifying barrier of basic skills deficiency, documentation of eligibility must be provided through methods that may include, but are not limited to, an NRS pre-test.

For a participant who has enrolled in post-secondary education after program exit to count as a success in the program year of exit, he or she must enroll in post-secondary education by the end of that same program year.

Participants who were enrolled in post-secondary education while enrolled in adult education do not meet the condition of entering post-secondary education after exit from an adult education program.

Post-secondary education includes instruction provided by organizations such as:

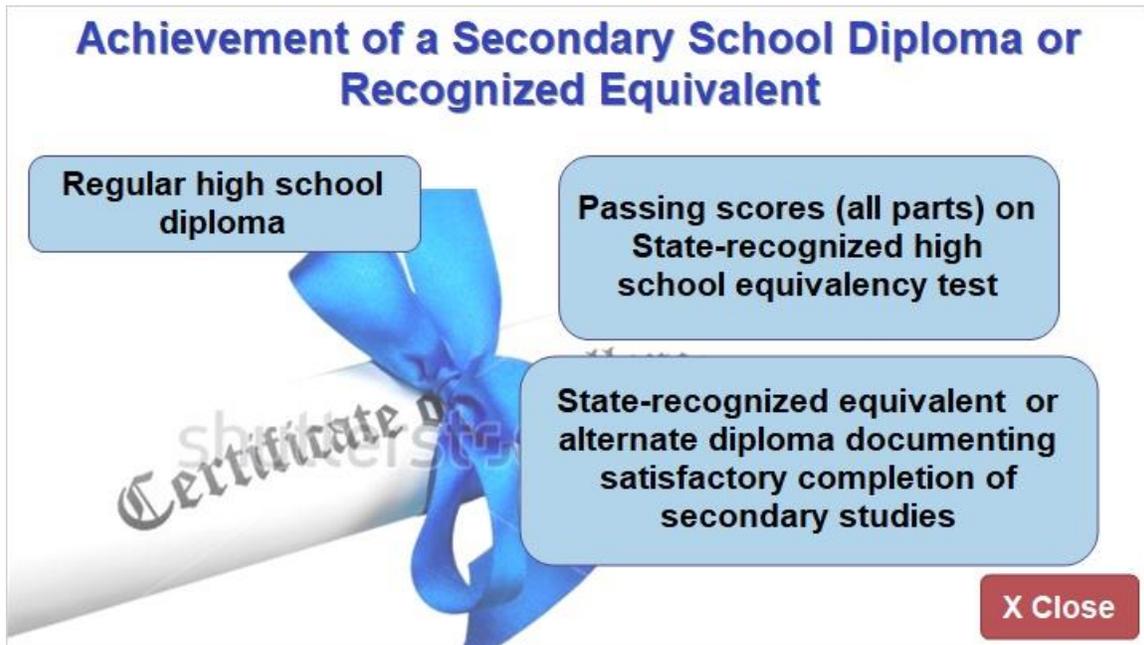
- A State educational agency or a State agency responsible for administering vocational and technical education
- An institution of higher education, described in Section 102 of the Higher Education Act of 1965, that is qualified to participate in the student financial assistance programs authorized by title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in Federal student financial aid programs.
- A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons.
- An institution of higher education that is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian tribe or tribes.
- A recognized apprenticeship program
- Job Corps
- A professional, industry, or employer organization that awards credentials

This gain type can be achieved by participants in the:

- Title I – Adult, Dislocated Worker and Youth;
- Title II – Adult Education;
- and Title IV – Vocational Rehabilitation programs.

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### 2.4 Diploma or Recognized Equivalent



Progress in skills can be documented by the achievement of a secondary school diploma, or a recognized equivalent. A secondary school diploma refers to a regular high school diploma, as defined in the Elementary and Secondary Education Act, as amended by the [Every Student Succeeds Act \(ESSA\)](#).

Programs may document attainment of a secondary school diploma or its recognized equivalent if the participant obtains:

Certification of attaining passing scores on all parts of a State-recognized high school equivalency test;

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 that meets ESSA requirements.

#### **Counting Gain as a Success:**

When calculating this gain type, data for the numerator is drawn from:

- PIRL 1800 and RSA Elements 378 - Type of Recognized Credential
- PIRL 1801 and RSA Elements 87-90 & 93-95 - Date Attained Recognized Credential
- PIRL 1802 and RSA Elements 378 - Type of Recognized Credential #2

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- PIRL 1803 and RSA Elements 87-90 & 93-95 - Date Attained Recognized Credential #2
- PIRL 1804 and RSA Elements 378 - Type of Recognized Credential #3
- PIRL 1805 and RSA Elements 87-90 & 93-95 - Date Attained Recognized Credential #3

To be counted in the numerator, the gain type must be achieved within the reporting period/program year.

This gain type can be achieved by participants in the:

- Title I – Adult, Dislocated Worker and Youth;
- Title II – Adult Education;
- and Title IV – Vocational Rehabilitation programs.

### 2.5 Report Card or Transcript

**Secondary Ed:**

Transcript or report card for one semester showing participant achieved State unit's policies for academic standards.

Secondary transcript is specific to youth attending high school.

**Transcript or Report Card**

**A** **B+**

**Post-Secondary Ed:**

Transcript showing a participant with sufficient credit hours achieved State unit's academic standards.

Full-time students - 12+ hours per semester (or equivalent).

Part-time students - 12+ hours over course of two completed semesters (or equivalent) during a 12 month period.

X Close

*Within each State there is an administrative unit that provides authorization to post-secondary institutions within the State. States differ in the requirements to which they hold post-secondary institutions responsible for satisfactory progress. Progress for WIOA purposes must comply with any applicable State standards. Likewise, every State has a State educational agency that establishes education standards for secondary education within the State, which would apply for purposes of determining if a participant is meeting the State's academic standards.*

For secondary or post-secondary education, a transcript or report card showing a participant is meeting the State unit's academic standards can serve as documentation of improvement in

## **Measurable Skill Gains: Documenting and Reporting Progress**

skills if the participant meets the number of credit hours required.

For secondary education, this gain may be noted through receipt of a secondary transcript or report card for one semester. A secondary transcript is specific to youth attending high school.

For post-secondary education, in addition to meeting academic standards for the State unit, participants must have a sufficient number of credit hours. Full-time students are required to complete at least 12 credit hours per semester, or its equivalent. Part-time students must complete a total of at least 12 credit hours over the course of two semesters during a twelve month period or the equivalent for other than credit hour programs.

The Departments recommend that States and local areas develop policies suitable for the applicable academic system in use by the secondary or post-secondary institution in which the participant is enrolled including, but not limited to, semesters, trimesters, quarters, and clock hours for the calculation of credit hours (or their equivalent) when documenting progress towards measurable skill gains.

### **Counting Gain as a Success:**

When calculating this gain type, data for the numerator is drawn from PIRL 1807 or RSA-911 Element 345 – Date of Most Recent Measurable Skill Gains: Post-secondary Transcript/Report Card and PIRL 1808 or RSA-911 Element 344 – Date of Most Recent Measurable Skill Gains: Secondary Transcript/Report Card. To be counted in the numerator, the gain type must be achieved within the reporting period/program year.

This gain type can be achieved by participants in the:

- Title I – Adult, Dislocated Worker and Youth
- and Title IV – Vocational Rehabilitation programs.

# Measurable Skill Gains: Documenting and Reporting Progress

## 2.6 Satisfactory or Better Progress Report

**Progress Reports**

Documentation for this type of gain varies depending upon the nature of services being provided. Progress reports must document substantive skill development that the participant has achieved. The gain is documented by a satisfactory or better progress report from an employer/trainer.

**Milestones for mastery of job skills.**

**Steps to complete an OJT or apprenticeship program.**

**Increased pay from improved skills or performance.**

**X Close**

**EVALUATION**

- Outstanding
- Very Good
- Satisfactory
- Marginal
- Unsatisfactory

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Documentation for progress reports may vary, as programs should identify appropriate methodologies based upon the nature of services being provided. However, progress reports must document substantive skill development that the participant has achieved. The gain 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 individual masters the required job skills, or steps to complete an on-the-job training (OJT) or apprenticeship program. Increases in pay resulting from newly acquired skills or increased performance can also be used to document progress.

Please Note: Completion of one year of an apprenticeship is just one example of a timeframe that may be established for achieving a satisfactory or better progress report toward a specific milestone, and the “one year” timeframe should not be construed as a required timeframe or the only way that a participant in an apprenticeship can achieve a measurable skill gain.

### **Counting Gain as a Success**

When calculating this gain type, data for the numerator is drawn from PIRL 1809 or RSA-911 Element 346 – Date of Most Recent Measurable Skill Gains: Training Milestone. To be counted in the numerator, the gain type must be achieved within the reporting period/program year.

Participant skills progression can be documented through one of the following sources:

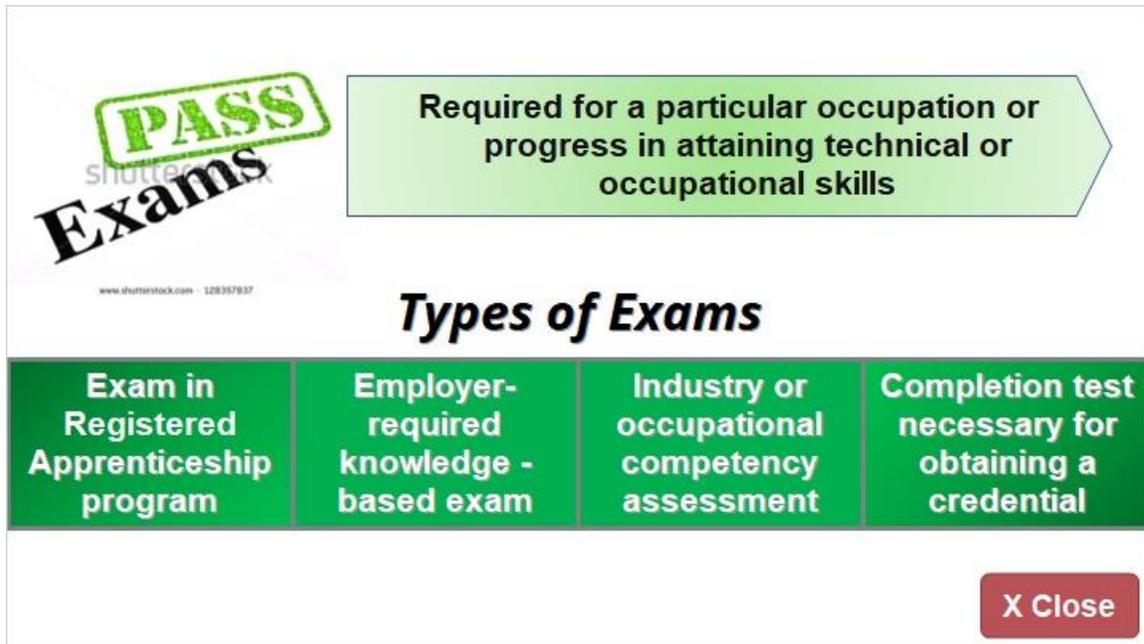
- OJT or Registered Apprenticeship
- A Contract and/or evaluation from an employer or training provider

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This gain type can be achieved by participants in the:

- Title I – Adult, Dislocated Worker and Youth Programs
- and Title IV – Vocational Rehabilitation program.

### 2.7 Skills Progression



The graphic titled "Types of Exams" features a green "PASS Exams" stamp on the left. To the right, a green arrow-shaped box contains the text: "Required for a particular occupation or progress in attaining technical or occupational skills". Below this, the title "Types of Exams" is centered. At the bottom, a green bar contains four white boxes with the following text: "Exam in Registered Apprenticeship program", "Employer-required knowledge - based exam", "Industry or occupational competency assessment", and "Completion test necessary for obtaining a credential". A red "X Close" button is located in the bottom right corner.

Documentation for passed exams 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.

#### **Counting Gain as a Success**

When calculating this gain type, data for the numerator is drawn from PIRL 1810 or RSA-911 Element 347 – Date of Most Recent Measurable Skill Gains: Skills Progression. To be counted in the numerator, the gain type must be achieved within the reporting period/program

Participant skills progression can be documented through one of the following sources:

- Results of knowledge-based exam or certification of completion.
- Documentation demonstrating progress in attaining technical or occupational skills
- Documentation from training provider or employer
- Copy of a credential that is required for a particular occupation and only is earned after the passage of an exam

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This gain type can be achieved by participants in the:

- Title I – Adult, Dislocated Worker and Youth Programs
- and the Title IV – Vocational Rehabilitation program

## Measurable Skill Gains: Documenting and Reporting Progress

### 3. MSG Gain Type Reporting Tips

- The measurable skill gains indicator is used to measure interim progress of participants who are enrolled in education or training services for a specified reporting period. It is not an exit based measure. Skill gains must be recorded for the reporting period in which they were achieved.
- Participants are only included in the MSG denominator one time per program year, regardless of how many skill gains they achieve within that program year unless the individual has more than one period of participation. Likewise, participants are only included in the numerator one time per program year, regardless of how many skill gains they achieve in a given program year (See Resources section for periods of participation chart.)
- Skill gains should be counted using the date on which they occur, not the date on which they are recorded or documentation is received.
- When reporting the last date of training, if there was a test that took place after the completion of the classroom training and that test was paid for as a part of the training, the test date should be entered as the last date of training.
- A participant who has completed an internship or other work experience would not be included in the numerator or denominator, as a work experience is considered neither education nor training.

# Measurable Skill Gains: Documenting and Reporting Progress

## 1. Scenario 1 – Beth

Beth is a 17 year-old WIOA Title I Out-of-School Youth participant. She was employed prior to enrolling and, in the Fall of 2016, returned to high school after enrolling into the Title I Youth program. She graduated from high school June 2017 and received her last Title I Youth service in August of 2017. She enrolled in community college during the Fall of 2017 (September) and continues to attend school while also working.

Is Beth included in the measurable skill gains indicator denominator? (Yes or No)

Correct Answer: Yes

If so, is she included in the numerator as a success for program year 2016? (Yes or No)

Correct Answer: Yes

Explanation:

Beth is included in the measurable skill gains indicator in PY 2016 because she was in education (returned to high school) during PY 2016. She is included in the numerator as a success because her high school graduation in June 2017 is considered a success in program year 2016.

Because Beth is still a participant in the Title I Youth program at the beginning of PY17 she will be included in the MSG indicator for that Program Year. If she continues to progress in post-secondary education, she will also be considered a success in PY17.

## 2. Scenario 2 – Andrew

Andrew enrolled in title II Adult Education in October of 2017 and completes his program by May of 2018. The program coordinator speaks to the instructor over the phone, and the instructor confirms that Andrew took a pre-test and a post-test and that he did gain an Educational Functioning Level (EFL). The program coordinator makes a note of this conversation in Andrew's file and records him as having gained an EFL for PY 17.

Is Andrew included in the denominator? (Yes or No)

Correct Answer: Yes

Is Andrew included in the numerator? (Yes or No)

Did the case worker document Andrew's skill gain sufficiently? (Yes or No)

Correct Answer: No

## Measurable Skill Gains: Documenting and Reporting Progress

Explanation:

The program coordinator should have documented the pre-test and post-test scores for Andrew in order to report this gain type. Alternatively, if the school Andrew was attending was able to provide an Adult High School transcript showing EFL gain through the awarding of credits or Carnegie units, then an EFL gain could also be reported that way.

### 3. Scenario 3 – Jessica

Jessica enrolled in a WIOA title I Adult funded occupational skills training program at the local community college in September of 2017 and completed the course in March of 2018. The college provided a list of its program's graduates to the American Job Center where Jessica was being served, and Jessica's case worker noted and marked in Jessica's case file that Jessica had made a report card or transcript gain type for PY17.

Did Jessica make a skill gain in PY17? (Yes or No)

Correct Answer: Yes.

Did Jessica's case worker record the skill gain correctly? (Yes or No)

Correct Answer: No

In order to report a success in the report card or transcript gain type measure, Jessica's case worker would need to have a report card or transcript showing that Jessica had completed coursework equivalent to 12 credit hours or equivalent according to the state's academic standards. Jessica's caseworker should have either obtained the report card or transcript, or recorded a more appropriate skill gain type.

### 4. Scenario 4 –

### 5. Scenario 5 –

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## 7. Resources

Available below are resources that you may access or download. They are arranged by department and agency.

Audio Narration: None.

### ***WIOA Resources***

- [Workforce Innovation and Opportunity Act \(WIOA\) Common Performance Reporting Information Collection Request \(ICR\) – OMB 1205-0526](#)
- [WIOA Participant Individual Record Layout \(PIRL\) – Located in OMB 1205-0526 ICR](#)
- [WIOA Innovation and Opportunity Network \(ION\) Community of Practice – Performance Accountability – Guidance](#)
- [Workforce Innovation and Opportunity Act; Joint Rule for Unified and Combined State Plans, Performance Accountability, and the One-Stop System Joint Provisions – Final Rule](#)
- [Measurable Skill Gains e-Learning Module](#)

**WIOA Annual State Performance Report and Specifications – Located in OMB 1205-0526 ICR.xlsx**

302.4 KB

**WIOA Participant Individual Record Layout (PIRL) – Located in OMB 1205-0526 ICR.xlsx**

33.9 KB

## **Department of Labor - Employment and Training Administration (ETA) Related Resources**

- [Training and Employment Guidance Letter \(TEGL\), Change 1](#)
- [Periods of Participation – Effects on Indicators of Performance](#)
- [DOL-Only Performance Accountability, Information, and Reporting System Information Collection Request \(ICR\) – OMB 1205-0521](#)
- [Workforce GPS Performance Reporting Community of Practice Page](#)

**Counting Periods of Participation - Example for Exit-Based Indicators and the Measurable Skill Gains Indicator of Performance .pdf**

## Measurable Skill Gains: Documenting and Reporting Progress

492.2 KB

### Department of Education

- [Every Student Succeeds Act \(ESSA\)](#)

### Office of Career, Technical, and Adult Education (OCTAE)

#### Related Resources:

- [OCTAE WIOA Homepage](#)
- [Program Memorandum \(PM\) OCTAE 17-2](#)
- [National Reporting System Technical Assistance Website](#)
- [Tests Determined to Be Suitable for Use in the National Reporting System for Adult Education; Department of Education, 83 FR 47910 \(September 21, 2018\)](#)

### Rehabilitation Services Administration (RSA) Related

#### Resources:

- [Technical Assistance Circular \(TAC\) 17-01](#)
- [Case Service Report \(RSA-911\) – OMB 1820-0508](#)
- [RSA WIOA Homepage](#)
- [National Clearinghouse of Rehabilitation Training Materials- WIOA Performance Accountability for Vocational Rehabilitation Programs](#)
- [Workforce Innovation Technical Assistance Center \(WINTAC\): Performance Accountability Focus Area](#)

**RSA-911 Case Service Report Manual – Located in OMB 1820-0508 ICR.docx**

325.5 KB