North Central
Workforce Development Area

LOCAL DIRECTIVE

Directive #: __19-175 Rev 1__	Date: __January 1, 2022__

TO: SkillSource Staff and Service Providers

FROM: Lisa Romine, Executive Director

SUBJECT: Measurable Skill Gains

Changes in this Revision:
- Defines satisfactory academic progress for WIOA Youth
- Adds crosswalks to help determine academic progress for Open Doors and ALE co-enrolled youth

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Definition: 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)).

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. Therefore, it is not an exit-based measure. Instead, it is intended to capture important progressions through pathways that offer different services based on program purposes and participant needs. Depending upon the type of education or training program in which a participant is enrolled, documented progress is defined as one of the following:

Five Types of Measurable Skill Gains:

1. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
2. Documented attainment of a secondary school diploma or its recognized equivalent;
3. Secondary or postsecondary transcript or report card for a sufficient number of credit hours (12 full time) that shows a participant is meeting the State unit's academic standards;
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; 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.

Satisfactory Academic Progress:
The third type of measurable skill gain codified in TEGL 10-16, Change 1 (p. 20) is a "secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State

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unit's academic standards". The TEGL further defines how gains are documented for both secondary and post-secondary education:

- "– For secondary education, this gain may be documented through receipt of a secondary transcript or report card for one semester showing that the participant is achieving the State unit's policies for academic standards".
- "For postsecondary education, this gain must demonstrate a sufficient number of credit hours—which is at least 12 hours per semester (or equivalent) or, for part-time students, a total of at least 12 hours over the course of two completed semesters (or equivalent) during a 12 month period that shows a participant is achieving the State unit's academic standards (or the equivalent for other than credit hour programs)."

In Footnote 8 on the same page, the TEGL explains, "For gain type three, the Departments recommend that States **and local** areas develop policies suitable for the **applicable academic system in use by the secondary or postsecondary 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."

WIN 0098, which conveys State guidance on measurable skill gains, does not further define or restrict the academic period to be used for documenting significant progress for MSG compared to the TEGL.

Open Doors Co-Enrolled Youth: WAC 392-700-160 defines satisfactory academic progress for dropout reengagement (Open Doors) Youth as "the documented attainment of at least one indicator of academic progress (IAP) identified in WAC 392-700-015(15)". **Appendix I** of this directive shows the crosswalk between each of the IAPs and the applicable high school credit possible for each. A WIOA out-of-school youth co-enrolled in Open Doors who attains any of these IAPs has achieved satisfactory academic progress, and therefore a MSG.

Alternative Learning Experience (ALE) Co-enrolled youth: WAC 392-550-025 (3) states that educational progress for alternative learning experience students must be evaluated according to the requirements set forth in sections 3i-ii:

(i) Each student's educational progress evaluation must be based on the learning goals and performance objectives defined in the written student learning plan;
(ii) The evaluation of satisfactory progress must be conducted in a manner consistent with school district or charter school student evaluation or grading procedures, and be based on the professional judgment of a certificated teacher.

A monthly evaluation report which determines and documents that a WIOA out-of-school youth co-enrolled in school district ALE has made satisfactory progress towards student learning plan goals will be counted satisfactory academic progress and therefore an MSG. Progress reports may include progress grades in online coursework as documentation of progress.

In-School Youth: WIOA in-school youth who meet their enrolled school district's published guidelines for satisfactory academic progress over the course of one semester may claim an MSG on the Tests & Results Touchpoint.

Participants in Post-Secondary Education at Community or Technical Colleges: The Washington State community and technical college system uses an academic quarter system. The SBCTC policy manual states that "Full-time status can be viewed in two ways:

[1] Financial aid eligibility: For the purposes of awarding federal and state financial aid, a full-time student is enrolled for 12 or more credits per quarter. A part-time student is enrolled for 11 or fewer credits. Part-time students can still get financial aid, but their financial aid award is prorated.
[2] Academic time to degree: To complete a 90-credit associate degree in two years requires "full-time" attendance of 15 credits per quarter x 3 quarters per year (fall, winter spring) for a total of 45 credits for each of the two years."

WIN 0098 *does* specify that "the State has established the academic standard as a grade of "C" or higher as having met the academic standard". This is confirmed as "meeting academic standards" at both Wenatchee Valley College and Big Bend Community College.

A community or technical college student who takes at least 12 credits in a quarter and achieves a "C" (2.0 GPA) or better will be assessed as earning a measurable skill gain. Students taking less than 12 credits in a given quarter will be considered part time and may document the achievement of 12 credits at a C or better over a 2 quarter period to record a Measurable Skill Gain in this category. (See TEGL 10-16, Change 1 pg. 20)

Data Entry: Measurable Skill Gains are to be recorded in ETO as they occur and are documented. The procedures and screen shots in Appendix II show how each measure is captured in the state data base (ETO). Each participant in a training or education activity must meet at least one measurable skill gain each program year they are in participation to count in the measure.

Appendix I. Indicators of Academic Progress for Dropout Retrieval Service Students

WAC 392-700-160: Indicators of academic progress for dropout reengagement include the following:
    (a) Earns at minimum a 0.25 high school credit;
    (b) Earns at minimum a whole college credit;
    (c) Receives a college certificate after completion of a college program requiring at least forty hours of instruction;
    (d) Receives an industry recognized certificate of completion of training or licensing received after completion of a program requiring at least forty hours of instruction;
    (e) Passes one or more tests or benchmarks that would satisfy the state board of education's graduation requirements as provided in chapter 180-51 WAC;
    (f) Passes one or more high school equivalency certificate measures (each measure may only be claimed once per enrolled student), or other state assessment;
    (g) Makes a significant gain in a core academic subject based on the assessment tool's determination of significant gain (may be claimed multiple times in a year per enrolled student);
    (h) Successfully completes a grade level curriculum in a core academic subject that does not earn high school or college credit;
    (i) Successfully completes college readiness course work with documentation of competency attainment;
    (j) Successfully completes job search and job retention course work with documentation of competency attainment;
    (k) Successfully completes a paid or unpaid cooperative work based learning experience of at least forty-five hours. This experience must meet the requirements of WAC 392-410-315(2);
    (l) Enrolls in a college level class for the first time (limited to be claimed once per enrolled student);
    (m) Successfully completes an English as a second language (ESL) class; (n) Successfully completes an adult basic education (ABE) class; or (o) Successfully completes a series of short-term industry recognized certificates equaling at least forty hours.

CODE	Description	WAC 392-700-137
CASM3	Math 3 point gain – CASAS	.5 subject matter credit (1)(b)(ii)
CASR3	Reading 3 point gain - CASAS	.5 subject matter credit (1)(b)(ii)
CASM5	Math 5 point gain – CASAS	.5 subject matter credit (1)(b)(ii)
CASR5	Reading 5 point gain – CASAS	.5 subject matter credit (1)(b)(ii)
WKGAIN	WorkKeys level gain for any WorkKeys assessment	.5 subject matter credit (1)(b)(ii)
HSE-RLA	Passed the Reasoning through Language Arts HSE	1.0 subject area credit (1)(b)(i)
HSE-SCIENCE	Passed the Science HSE	1.0 subject area credit (1)(b)(i)
HSE-SOCIAL STUDIES	Passed the Social Studies HSE	1.0 subject area credit (1)(b)(i)
HSE-MATH	Passed the Math HSE	1.0 subject area credit (1)(b)(i)
CREADY	College readiness coursework ● Running Start – SDS 101 or other college readiness classes	minimum of .25 credit (1)(B)(iii)

WREADY	Work readiness training – may include: ● Job Search and Retention 1, 2 or 3 ● Job Shadow (Industry Specific) ● Professional Work Relations (BCT 116) – Work Matters ● Basic Computer Keyboarding (BCT 100) ● Word (BCT 106), Excel (BCT 107), PowerPoint (BCT 109)	minimum of .25 credit (1)(B)(iii)
WKLEARN	Completes paid or unpaid work-based learning experience of at least 45 hours with competency attainment ● Presenting appropriate appearance ● Demonstrating positive attitudes/behaviors ● Exhibiting good interpersonal relations ● Completing tasks effectively ● Being consistently punctual and maintaining regular attendance	minimum of .25 credit (1)(B)(iii)
CREDIT	High school course completion	minimum of .25 credit (1)(B)(iii)
CENROLL	Enrolls in college level course for the first time - May be reported **1** time	No credit, IAP earned
TRLEVEL	Makes a transition (Completes) below high school subjects: ● Transitions (Completes) ABE ● Transitions (Completes)a grade level curriculum in a core academic subject that does not qualify for credit ● Transitions (Completes) ESL	No credit (except SPED), IAP earned
BENCHMARK	Passes one or more tests/benchmarks that satisfy State Board graduation requirements (5-year plan, WA State History, SBA & other graduation pathways/milestones)	IAP Earned
ICRED	• Industry Recognized Credential – MOS, IC3, CNA, Beauty Academy, WTTC Program completion, other industry approved credential 940 hrs) • College Certificate (40 hrs instruction) • Completes ESL class • Completes ABE class • Completes a series short-term industry recognized certificates equaling at least 40 hrs (i.e. food handlers, flagger, HIV/AIDS, etc.)	Industry Recognized Credential may be a minimum of .25 credit

Appendix II. Data entry of Measurable Skill Gains in ETO

Three Options to Record in ETO: (Progress Report, Report Card or Transcript, Tests & Results)

	in ETO	#	MSG Type
1	Progress Report	4	- Milestones (OJT, Apprenticeship)
		5	- Skills Progression (ie: licenses, exams) (industry or employer recognized cert)
		2	- Secondary diploma or equivalent
2	Report Card or Transcript	3	- # of secondary or post-secondary credits @ grade C or better
		1	- EFL Gain: adult high school programs: awarding credits or Carnegie units
3	Tests & Results	1	- EFL Gains on CASAS, TABE, WorkKeys (pre-posttests)
	Data Capture in ETO Unknown	1	- Exit secondary and enter post-secondary during program year

Recording Measurable Skills Gains in ETO in the Test and Results TouchPoint

1. **Educational Functioning Level (EFL) will be captured** using logic within the PIRL script so that if the post-test value is greater than the pre-test value, an EFL measurable skills gain will be recorded.
2. **Occupational Skills Certificate and Diploma or recognized equivalent will be captured** using logic within the PIRL script to look for an actual outcome value for a training service recorded in the Individualized, Training, and Support Services Touchpoint or Outcomes, Program Completion TouchPoint.
3. The existing **Tests and Results TouchPoint** will be edited to include a new element to determine "Record Type". The Record Type element will be a dropdown of the following values:
   - **Progress Report**
   - **Transcript or Report Card**
   - **Tests and Results**

   The **Progress Report** page will include the following elements:
   - Element titled "Associated Program Enrollment" with a dropdown of cross-referenced active program enrollment values. Required to save TP.
   - Element titled "Progress Report Type" with a dropdown of the following values: "Apprenticeship", "OJT", and "Skills Progression". Required to save TP.
   - Element titled "Date of progress report" field added. Required to save TP.
   - Element titled "Is the progress satisfactory?" with response values of "Yes" and "No". Required to save TP.
   - If "Skills Progression" is selected for the Progress Report Type value, element titled "Did the participant successfully pass 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?". The response values "Yes" and "No" also display as radio buttons. Required to save if element displays.
   - Element titled "Document Upload" with the option to upload documents
   - Element titled "Notes" with a free form text field that allows 1200 characters

   The **Report Card or Transcript** page will include the following elements:
   - Element titled "Associated Program Enrollment" with a dropdown of cross referenced active program enrollment values. Required to save TP.
   - Element titled "Date of report card or transcript". Required to save TP.
   - Element titled "Secondary" or "Postsecondary" with a dropdown with the same values to be selected. Required to save TP.
     1. If "Secondary" is selected, an element titled "Does the transcript or report card meet the state unit's academic standards?" with response values of "Yes" and "No" displays. Required to save TP.
     2. If "Postsecondary" is selected, an element titled "How many credits/units did the participant complete" with a numeric free form text field and below is an element titled "Does the transcript or report card meet the state unit's academic standards?" with response values of "Yes" and "No" displays. Required to save TP.
   - Element titled "Document Upload" with the option to upload documents
   - Element titled "Notes" with a free form text field that allows 1200 characters

1. The **Tests and Results** page will display all of the current values in the Test and Results TP. The only edit to this set of elements is that the "Test Data ID" and "Program Enrollment ID" will be made "View Only", to accommodate data migration, as these are free form text fields and were added to the TP for data migration from SKIES to ETO.

For more information and examples of how to record MSG services the Workforce Training and Education Coordinating Board provided a guidance document called *Measurable Skills Gains: Documenting and Reporting Processes*, which includes examples of how to record services.