

North Central Workforce Development Area

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LOCAL DIRECTIVE

Directive #: 19-175

Date: October 15, 2019

TO: SkillSource Staff and Service Providers
FROM: Dave Petersen, Executive Director
SUBJECT: Measurable Skill Gains

I. 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:

II. 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.

III. Post-Secondary Credit Hours:

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 unit's academic standards". The TEGL further elaborates, "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.

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.

SkillSource will consider a student taking at least 12 credits in a quarter and achieving a “C” (2.0 GPA) or better 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)

IV. Data Entry: Measurable Skill Gains are to be recorded in ETO as they occur and are documented. The following Table and screen shots shows how each measure is captured in the state data base (ETO). Staff are to enter gains as they occur and 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.

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

	<u>in ETO</u>	<u>#</u>	<u>MSG Type</u>
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-post tests)
	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

Feedback concerning these processes was vetted with a group of WIOA subject matter experts. The group was comprised of external stakeholders from various WDCs and the following ESD Divisions: System Performance, Policy, and ITSD.

- **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.
- **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.
- 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:
 1. **Progress Report**
 2. **Transcript or Report Card**
 3. **Tests and Results**
- 1. 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
- 2. 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.
 - 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.
 - 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
- 3. 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*, includes examples of how to record services.