Measurable Skill Gains │ January 10, 2023

TO: Division of Workforce Development and Adult Learning (DWDAL) staff, Division of Rehabilitation Services (DORS) Staff, and Local Workforce Development Area (Local Area) Directors

FROM: DWDAL, Maryland Department of Labor (MD Labor)
DORS, Maryland State Department of Education

SUBJECT: Measurable Skill Gains

PURPOSE: To provide guidance on Measurable Skill Gains for DORS and MD Labor Workforce and Adult Education programs.

ACTION: Local Area Directors, American Job Center (AJC) Reemployment Program Directors, adult education program administrators, DORS program staff, and central office managers will ensure all employees, service providers, and vendors are aware of and receive copies of this policy. DWDAL policies are available on the MD Labor website.

EXPIRATION: Until Cancelled.

QUESTIONS:

Maryland Department of Labor		**Maryland Department of Education**
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GENERAL INFORMATION

WORKFORCE INNOVATION & OPPORTUNITY ACT

The Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014 and went into effect July 1, 2015. WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973. To help both businesses and job seekers meet their needs, the workforce system established under WIOA is integrated by design. WIOA envisions connecting businesses with job seekers through meaningful partnerships among workforce, education, human services, and economic development entities to ensure optimum results and leveraging of resources. The law addresses the needs of job seekers by establishing a workforce system that helps them access employment, education, training, and support services to succeed in the labor market. Through the American Job Centers (AJCs), WIOA works to address employer demands by matching them to the skilled workers they need to compete in the global economy. Additionally, WIOA provides a historic opportunity to align performance-related definitions, streamline performance indicators, integrate reporting, and ensure comparable data collection and reporting across the workforce system. Measurable Skill Gains is a performance measure that can be utilized by 5 of WIOA's core programs: the Adult, Dislocated Worker, and Youth program (Title I), the Adult Education and Family Literacy Act (AEFLA) program (Title II), and the Vocational Rehabilitation program (Title IV).

MEASURABLE SKILL GAINS

Measurable Skill Gains (MSG) is a WIOA performance indicator used to measure interim progress of participants enrolled in education or training services for a specified reporting period under WIOA. More specifically, it is a measure that documents the percentage of program participants who are in an education or training program and are achieving specific benchmarks, defined as documented academic, technical, occupational, or other forms of progress, towards a recognized postsecondary credential or employment.

Depending on the type of education or training programs, MSG progress can be defined as any of the following:

1. **Type 1:** Documented achievement of at least one *educational functioning level* of a participant who is receiving instruction below the postsecondary education level.
2. **Type 2:** Documented attainment of a *secondary school diploma* or its recognized equivalent.
3. **Type 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.
4. **Type 4:** Satisfactory or better *progress report, towards established milestones*, such as completion of on-the-job training (OJT)[1] or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training.
5. **Type 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.

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[1] Also known as on-the-job learning, or OJL.

MEASURABLE SKILL GAINS IN MARYLAND

MSGs are utilized across Maryland's workforce system, including for Title I, Title II, and Title IV. For the purposes of this policy, MD Labor is providing clarification and elaboration to already existing federal guidance. This guidance includes:

1. Training and Employment Guidance Letter (TEGL) 7-18, "Guidance for Validating Jointly Required Performance Data Submitted under the Workforce Innovation and Opportunity Act (WIOA);"
2. TEGL 23-19, Change 1, "Guidance for Validating Required Performance Data Submitted by Grant Recipients of U.S. Department of Labor (DOL) Workforce Programs;"
3. TEGL 10-16 Change 2, "Performance Accountability Guidance for Workforce Innovation and Opportunity Act (WIOA) Core Programs;"
4. Program Memorandum Office of Career, Technical, and Adult Education (OCTAE) 19-1, "Guidance for Validating Jointly Required Performance Data Submitted under the Workforce Innovation and Opportunity Act (WIOA),"
5. OCTAE Program Memorandum 17-2, "Performance Accountability Guidance for Workforce Innovation and Opportunity Act (WIOA) Core Programs;" and,
6. Rehabilitation Services Administration (RSA)-Technical Assistance Circular (TAC) 19-01, "Guidance for Validating Jointly Required Performance Data Submitted under the Workforce Innovation and Opportunity Act (WIOA)."

The following table provides a breakdown of how each MSG reporting measure relates to the five MSG types. All information is synthesized from TEGL 7-18, Attachment 1 – Source Documentation for WIOA Core Programs Joint Data Element Validation:

MSG Type	Data Element[2]	Description	Acceptable Documentation
Type 1 - Documented achievement of at least one educational functioning level (EFL) of a participant who is receiving instruction below the postsecondary education level.	Date of Most Recent Measurable Skill Gains: EFL	The most recent date (during the reporting period) the participant achieved at least one EFL. EFL gain may be documented in one of the following ways: **1)** By comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; **2)** States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year; or, **3)** By using an NRS-approved assessment.	One of the following: • Pre- and post-test results measuring EFL gain; • Adult High School transcript showing EFL gain through the awarding of credits or Carnegie units; or, • Postsecondary education or training enrollment determined through data match, survey documentation, or program notes.

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[2] This column refers to a single instance of a MSG. An individual can receive multiple MSGs for each data element/MSG type.

Type 2 - Documented attainment of a secondary school diploma or its recognized equivalent.	Date Attained Recognized credential	The date on which the participant attained a recognized credential.	One of the following: • Data match; • Copy of credential; • Copy of school record; • Follow-up survey from program participants; or • Case notes documenting information obtained from education or training provider. (For RSA-911 purposes, documentation is required for credentials earned after program participation begins)
	Type of Recognized Credential	The type of recognized diploma, degree, or a credential consisting of an industry-recognized certificate or certification, a certificate of completion of a Registered Apprenticeship, a license recognized by the State or Federal Government, or an associate or baccalaureate degree attained by the participant who received education or training services.	One of the following: • Data match; • Copy of credential; • Copy of school record; • Follow-up survey from program participants; or, • Case notes documenting information obtained from education or training provider
Type 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.	Date of Most Recent Measurable Skill Gains: Postsecondary Transcript/ Report Card	The most recent date (during the reporting period) of the participant's transcript or report card for postsecondary education who complete a minimum of 12 hours per semester, or for part time students a total of at least 12 credit hours over the course of two completed consecutive semesters during the program year, that shows a participant is meeting the State unit's academic standards.	One of the following: • Transcript; or, • Report card.
	Date of Most Recent Measurable Skill Gains: Secondary Transcript/ Report Card	The most recent date (during the reporting period) of the participant's transcript or report card for secondary education for one semester showing that the participant is meeting the State unit's academic standards.	One of the following: • Transcript; or, • Report card.

Type 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.	Date of Most Recent Measurable Skill Gains: Training Milestone	The most recent date (during the reporting period) that the participant had a satisfactory or better progress report towards established milestones from an employer or from a training provider who is providing training (e.g. completion of OJT, completion of one year of a Registered Apprenticeship program, etc.).	One of the following: • Documentation of participation in an OJT or Registered Apprenticeship; • Contract and/or evaluation from employer; or, • Contract and/or evaluation from a training provider.
Type 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.	Date of Most Recent Measurable Skill Gains: Skills Progression	The most recent date (during the reporting period) the participant successfully passed 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.	One of the following: • Results of knowledge-based exam or certification of completion; • Documentation demonstrating progress in attaining technical or occupational skills; • Documentation from training provider or employer; or, • Copy of a credential that is required for a particular occupation and only is earned after the passage of an exam.

Staff must record each MSG received as they occur for every participant. Examples/scenarios that provide specific, real-world examples for how to categorize MSGs can be found in *Attachment A – Real World Measurable Skill Gains Examples.*[3]

MSG TYPE 4

MD Labor encourages flexibility, within federal guidelines, for all MSG Types. In particular, MSG Type 4 allows programs to innovatively utilize evaluations from employers or training providers to document progress towards established milestones. *Attachment B – Title II MSG Type 4 Progress Report Template* provides an optional template for Title II providers for creating, tracking, and managing completion of MSG Type 4 for participants. If using the template, providers must create it in conjunction with employers and/or training providers, as well as the State, to ensure that the milestones/progressions documented are allowable.

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[3] Additional examples for reporting on MSGs for Title II can be found here: https://nrsweb.org/policy-data/Resources-for-Reporting.

Title I and Title IV are encouraged to create their own templates for use within their programming.

REPORTING

TEGL 7-18, TEGL 23-19, Program Memorandum OCTAE 19-1, RSA-TAC 19-01, and DWDAL's *Data Validation* policy[4] provide the documentation requirements for all programs reporting MSGs. For Title I providers reporting in the Maryland Workforce Exchange (MWE), ***Attachment C – MSG Reporting In MWE Guide*** provides step-by-step instructions for how to report on MSGs in MWE. For Title II providers, a reporting guide can be found online at https://labor.maryland.gov/lwis/.

Participant Co-enrollment

Participants co-enrolled in Title I Adult, Dislocated Worker, and/or Youth programs that receive an MSG from one program receive that MSG for all Title I programs they are co-enrolled in. Title I staff must input the MSG into MWE, where it will automatically report for all the participant's Title I co-enrolled programs.

Participants co-enrolled in Title I and Title II programming that receive an MSG from one program also receive that MSG for the program they are co-enrolled in. MD Labor requires Title I and Title II providers to communicate with each other so that program staff know when a participant receives a MSG and can input it into their respective systems. Title I staff must report the MSG in MWE and Title II staff must report the MSG in the Literacy, Adult and Community Education System (LACES) database.

Examples of communication methods between co-enrolled programs may include, but are not limited to:

1. Formal agreements;
2. Use of shared databases, such as Google Sheets; and/or,
3. Regularly scheduled check-in calls.

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[4] DWDAL policy issuances can be found on MD Labor's website: https://labor.maryland.gov/employment/mpi/.

MONITORING AND RECORD RETENTION

MONITORING

The State may monitor reporting on MSGs for Title I and Title II providers as part of its standard data validation and/or fiscal and programmatic monitoring to ensure that policies are being followed and expectations are being met. Monitoring may include desk and/or on-site monitoring.[5]

Title IV providers may be monitored by RSA as part of their fiscal and/or programmatic monitoring.

RECORD RETENTION

The Federal records retention policy on results requires documentation processes for maintaining records, which must include: copies of worksheets on data elements or records reviewed, frozen quarterly wage records for wage record matching used for reporting outcomes, trends in common data accuracy issues, error rates, and corrective action efforts made after data validation reviews. DWDAL requires folders and documentation be maintained for a period of at least three years[6] following the exit date or more if undergoing a legal review.[7]

All records, both electronic and physical, must be maintained in accordance with TEGL 39-11, "Guidance on the Handling and Protection of Personally Identifiable Information (PII)," as well as DWDAL's policy concerning security, to maintain confidentiality and protect PII.[8] PII is participant-level and employee data that either by itself or combined with other data can link to a specific individual or identity.

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[5] DWDAL's Policy Issuance on monitoring can be found here: http://www.labor.maryland.gov/employment/mpi/.

[6] 2 CFR 200.334, "Retention requirements for records."

[7] Local Areas may create their own record retention policies and procedures as long as they are in compliance with federal requirements.

[8] DWDAL's Policy Issuance on privacy and data security can be found here: http://www.labor.maryland.gov/employment/mpi/.

FAIR PRACTICES AND ACCESSIBILITY

It is MD Labor's policy that all persons have equal opportunity and access to services and facilities without regard to race, religion, color, sex (including pregnancy, childbirth and related medical conditions, transgender status, gender identity, and sexual orientation), marital status, genetic information, age, national origin or ancestry (including Limited English Proficiency), disability, veteran status or political affiliation or belief, or participation in a program or activity that receives financial assistance under Title I of WIOA. Entities working with participants in need of accommodations are responsible for securing the necessary support. Entities may refer to MD Labor's Nondiscrimination Plan[9] and Language Access Plan[10] for more information on accommodations and services.

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[9] MD Labor's Nondiscrimination Plan is available at the following link:
http://www.labor.maryland.gov/employment/ndp/.
[10] The DWDAL and Division of Unemployment Insurance Language Access Plan is available at the following link:
http://www.labor.maryland.gov/employment/wioa-access.pdf.

REFERENCES

LAW

- [Workforce Innovation and Opportunity Act](#) (WIOA), 29 U.S.C. § 3101 et. seq (2015); and,
- [Government Performance and Results Act](#) (GPRA) of 1993 (Public Law 103-62; 107 Stat.285);

REGULATION

- [Joint Rule for Unified and Combined State Plans, Performance Accountability, and the One-Stop System Joint Provisions](#), Final Rule (WIOA Joint Final Rule) published at 81 FR55792 (Aug. 19, 2016);
- [Employment and Training Administration, Workforce Innovation and Opportunity Act](#), Final Rule (WIOA DOL Final Rule) published at 81 FR 56071 (Aug. 19, 2016);
- 2 CFR §§[200](#), [683](#) and [2900](#) – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards;
- 20 CFR Part 651, "[General Provisions Governing the Wagner-Peyser Act Employment Service](#);"
- 29 CFR § 97.42, "[Retention and Access Requirements for Records](#);"
- 29 CFR Part 38, "[Implementation of the Nondiscrimination and Equal Opportunity Provisions of the Workforce Innovation and Opportunity Act](#);" and,
- 34 CFR § 463.240, "[What are the requirements for data validation of State annual performance reports?](#)"

USDOL GUIDANCE

- TEGL 23-19, Change 1, "[Guidance for Validating Required Performance Data Submitted by Grant Recipients of U.S. Department of Labor (DOL) Workforce Programs](#)," dated October 25, 2022;
- TEGL 10-16 Change 2, "[Performance Accountability Guidance for Workforce Innovation and Opportunity Act (WIOA) Core Programs](#)," dated September 15, 2022;
- TEGL 21-16, Change 1, "[Change 1 to Training and Employment Guidance Letter (TEGL) 21-16 Third Workforce Innovation and Opportunity Act (WIOA) Title I Youth Formula Program Guidance](#)," dated July 30, 2021;
- TEGL 14-18, "[Aligning Performance Accountability Reporting, Definitions, and Policies Across Workforce Employment and Training Programs Administered by the U.S. Department of Labor (DOL)](#)," dated March 25, 2019;
- TEGL 7-18, "[Guidance for Validating Jointly Required Performance Data Submitted under the Workforce Innovation and Opportunity Act (WIOA)](#)," dated December 19, 2018;
- TEGL 5-18, "[Workforce Innovation and Opportunity Act (WIOA) Annual Statewide Performance Report Narrative](#)," dated November 7, 2018;
- TEGL 3-17, "[WIOA Annual Performance Report Submission](#)," dated September 12, 2017;
- TEGL 26-16, "[Guidance on the use of Supplemental Wage Information to implement the Performance Accountability Requirements under the Workforce Innovation and Opportunity Act](#)," dated June 1, 2017;
- TEGL 21-16, "[Third Workforce Innovation and Opportunity Act (WIOA) Title I Youth Formula Program Guidance](#)," dated March 2, 2017;
- TEGL 19-16, "[Guidance on Services provided through the Adult and Dislocated Worker Programs under the Workforce Innovation and Opportunity Act (WIOA) and the Wagner-Peyser Act Employment Service (ES), as amended by title III of WIOA, and for Implementation of the WIOA Final Rules](#)," dated March 1, 2017; and
- TEGL 39-11, "[Guidance on the Handling and Protection of Personally Identifiable Information (PII)](#)," dated June 28, 2012.

U.S. DEPARTMENT OF EDUCATION GUIDANCE

- OCTAE Program Memorandum 17-2, "Performance Accountability Guidance for Workforce Innovation and Opportunity Act (WIOA) Core Programs," dated September 15, 2022;
- RSA-PD-19-03, "Instructions for the Completion of the Case Service Report (RSA-911) for the State Vocational Rehabilitation Services Program and the State Supported Employment Services Program," dated May 6, 2019;
- Program Memorandum OCTAE 19-1, "Guidance for Validating Jointly Required Performance Data Submitted under the Workforce Innovation and Opportunity Act (WIOA)," dated December 19, 2018;
- RSA-TAC-19-01, "Guidance for Validating Jointly Required Performance Data Submitted under the Workforce Innovation and Opportunity Act (WIOA)," dated December 19, 2018; and
- RSA-911, "Reporting Manual for the Case Service Report," dated June 2016.

OTHER RESOURCES

- Case Service Report (RSA-911) – PD-19-03 Implementation Checklist
- DWDAL Policy Issuance Page;
- Maryland WIOA Combined State Plan;
- Maryland Local Plans;
- MSG Scenarios Video Guide;
- MSG Technical Assistance Webinar Recording;
- Credential Attainment Guide; and,
- Workforce Innovation and Opportunity Act (WIOA) Common Performance Reporting (OMB No. 1205-0526).

ATTACHMENTS

- Attachment A – Real World Measurable Skill Gains Examples
- Attachment B – Title II MSG Type 4 Progress Report Template
- Attachment C – MSG Reporting In MWE Guide

Real World Measurable Skill Gains Examples

Examples of MSGs

Successful completion of a pre-apprenticeship that is approved by MD Labor and the Maryland Apprenticeship and Training Council would count as a MSG.

Interchangeable MSGs

There are a variety of situations where a MSG could be considered both a training milestone (Type 4) and a skills progression (Type 5). These include, but are not limited to:

1. Participant that completes the Commercial Driver's License (CDL) practical portion and has documentation (CDL training typically has continuous exams after each module).
2. Participant that completes the Certified Nursing Assistant (CNA) training. In addition, because a participant must complete CPR and First aid before they complete CNA training, these also each qualify as a milestone or progression.
   a. Note that both CPR and First Aid only qualify as a MSG when part of a larger training program leading to an industry-recognized credential, such as an Integrated Education and Training program.
3. In a training that is broken up into multiple sections (e.g. CompTIA Fundamentals, or CompTIA + exam prep), completion of any training components, depending on the significance, could be a MSG.

For all the above examples, MSGs should be determined in conjunction with an employer or training provider, as well as the State when applicable.

When reporting, programs must choose whether they wish to report the MSG under Type 4 or Type 5. A single MSG cannot be submitted under both categories.

Each earned MSG and credential should be reported.

MSGs vs. Credentials

WIOA defines a "recognized post-secondary credential" as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an Apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

To clarify, a successful course completion would count as a MSG, whereas an earned license would count as a credential.

MD Labor's monitoring unit has noted that they regularly encounter issues between determining what is considered an MSG versus a credential, particularly in terms of submitting the required documentation.

An example of this is:

1. A provider submitting the completion of a CDL-A class certification from a training vendor as a credential. The completion of this class would actually be a MSG, not a credential. The CDL-A license itself would qualify as the credential.
2. If a Title II learner earns their High School Diploma in November, completes the CNA/GNA course of study in April, and receives their CNA/GNA license in May, they would receive a Type 2 MSG for the High School Diploma, a Type 5 MSG for the course completion, and report on credential attainment for the CNA/GNA license received. All MSGs must be reported as they occur.

Progress Milestones Gains Report

Participant		Employer	Training Provider	Training Program		Program Year
LACES Identification Number	**EFL Level**	**Individual Documenting Gain**		**Contact Email**		

SKILLS TO BE LEARNED *Skills may be learned concurrently.*	METHOD *(e.g., in-person instruction, remote instruction, distance education, shadowing, etc.)*	ESTIMATED HOURS	PROGRESS EVALUATION METHOD *(e.g., tests, reports, skill demonstration, performance verification)*	Employer Desired Outcome			
				Starting Capability Date Scored:	**Mid Capability** Date Scored:	**Ending Capability** Date Scored:	**Wage Increase** *Wage increase is not required to obtain the MSG. It is one method to achieve the MSG.*
1)				☐ Some skill ☐ No skill	☐ Progress ☐ No progress	☐ Attained ☐ Not Attained	☐ Attained
2)				☐ Some skill ☐ No skill	☐ Progress ☐ No progress	☐ Attained ☐ Not Attained	☐ Attained
3)				☐ Some skill ☐ No skill	☐ Progress ☐ No progress	☐ Attained ☐ Not Attained	☐ Attained

The Report must be pre-approved by the state office. Send to XXXXXXXXXXXXXXXXXXXX

Approved by the state office on _____ (date) by _____ (name).

Department of Labor

Division of Workforce Development and Adult Learning

WIOA Measurable Skill Gains
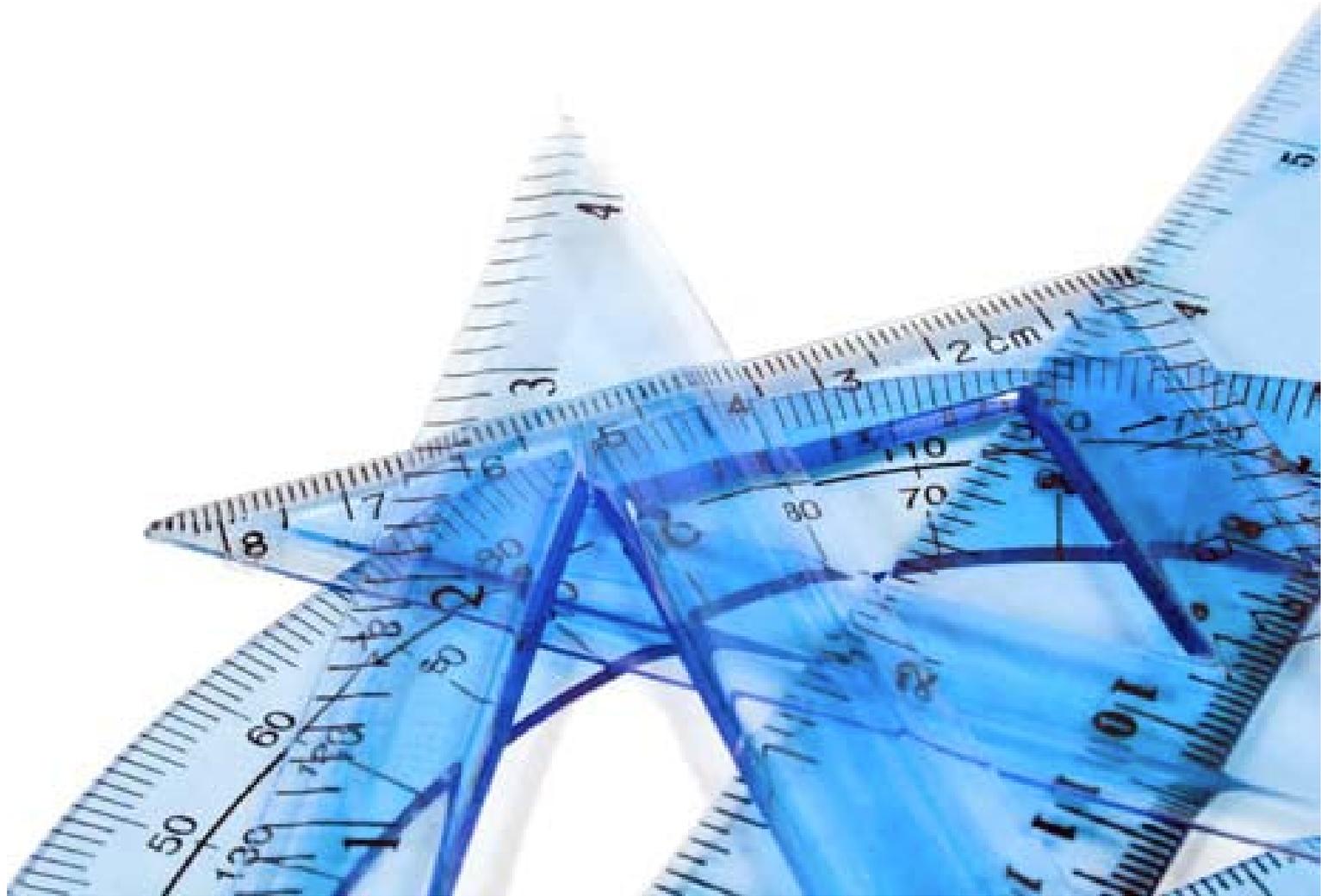
PY2022 Reporting Schedule

Program Year (PY) 2022 Time Periods To Be Reported				
Report Quarter	July – Sept.	Oct. – Dec.	Jan. – Mar.	Apr. – June
Report Due Date	November 14, 2022	February 14, 2023	May 15, 2023	August 14, 2023
Number Served (Reportable Individual)	10/01/21 to 9/30/22	1/01/22 to 12/31/22	4/01/22 to 3/31/23	7/01/22 to 6/30/23
Number Exited (Reportable Individual)	7/01/21 to 6/30/22	10/01/21 to 9/30/22	1/01/22 to 12/31/22	4/01/22 to 3/31/23
Funds Expended	10/01/21 to 9/30/22	1/01/22 to 12/31/22	4/01/22 to 3/31/23	7/01/22 to 6/30/23
Number Served (Participant)	10/01/21 to 9/30/22	1/01/22 to 12/31/22	4/01/22 to 3/31/23	7/01/22 to 6/30/23
Number Exited (Participant)	7/01/21 to 6/30/22	10/01/21 to 9/30/22	1/01/22 to 12/31/22	4/01/22 to 3/31/23
Employment Rate Second Quarter After Exit	10/01/20 to 9/30/21	1/01/21 to 12/31/21	4/01/21 to 3/31/22	7/01/21 to 6/30/22
Employment Rate Fourth Quarter After Exit	4/01/20 to 3/31/21	7/01/20 to 6/30/21	10/01/20 to 9/30/21	1/01/21 to 12/31/21
Median Earnings Second Quarter After Exit	10/01/20 to 9/30/21	1/01/21 to 12/31/21	4/01/21 to 3/31/22	7/01/21 to 6/30/22
Credential Attainment Rate	4/01/20 to 3/31/21	7/01/20 to 6/30/21	10/01/20 to 9/30/21	1/01/21 to 12/31/21
Measurable Skill Gains	10/01/21 to 9/30/22	1/01/22 to 12/31/22	4/01/22 to 3/31/23	7/01/22 to 6/30/23
Veterans' Priority of Service	10/01/21 to 9/30/22	1/01/22 to 12/31/22	4/01/22 to 3/31/23	7/01/22 to 6/30/23

Measurable Skill

- Measures the percentage of participants who, during a Program Year (PY), are in education or training programs that lead to a recognized post-secondary credential or employment, and who are achieving measurable skill gains, which the Departments are defining as documented academic, technical, occupational or other forms of progress, toward the credential or employment.

Measurable Skill Gain- Possible Ways

- Using this indicator to measure interim progress of participants who may be enrolled in education or training services for a specified reporting period.

- For example, if a participant is enrolled in a 4-year registered apprenticeship program, the indicator would track the skills the participant gains throughout the reporting period, not just at the end of the 4-year training program.

Measurable Skill Gains

■ Documented progress could include such measures as:

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 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 On-the-Job Training (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.

Achievement of at least one educational functioning level

Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary level -Programs may measure educational functioning level gain in one of three ways:

- (a) States 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;

- (b) States 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; or

- (c) States may report an educational functioning level gain for participants who exit a program below the postsecondary level and enroll in postsecondary education and training after exit, but during the program year. A program below the postsecondary level applies to participants enrolled in a basic education program.

Attainment of a secondary school diploma

Documented attainment of a secondary school diploma or its recognized equivalent – 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,
- or 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.

Secondary or postsecondary transcript or report card

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 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, for part-time students, a total of at least 12 hours over the course of two completed semesters over a 12 month period 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).

Satisfactory or better progress report

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, as programs should identify appropriate methodologies based upon the nature of services being provided, but
- 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 OJT or apprenticeship program.
- Increases in pay resulting from newly acquired skills or increased performance also can be used to document progress.
- Milestones should be established in advance of the education or training program, or in advance of the program year being measured, to be considered an "established milestone."

Successful passage of an exam

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 for this gain 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.

MSG (Continued)

- The **numerator** is the number of program participants defined above who achieved at least 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.

Title I Adult/Dislocated Worker, Title II, Title IV

- Title I Adult and Dislocated Worker – All participants who are in a Title I Adult or Dislocated Worker-funded training program, or training from a MD Labor partner program that shares a common exit with Title I Adult or Dislocated Worker, 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 II Adult Education and Family Literacy Act (AEFLA) – All participants in Title II AEFLA programs are considered to be in an education program leading to a recognized postsecondary credential or employment and, as such, would be included in the measurable skill gains indicator.

- Title IV Vocational Rehabilitation (VR) – All VR program participants who are in an education or training program that leads to a recognized secondary or postsecondary credential or employment, which is identified on the individual's Individual Plan for Employment (IPE), would be included in the measurable skill gains indicator

Title 1 Youth

- All In-School-Youth (ISY) are included in the measurable skill gains indicator since they are attending secondary or postsecondary school.

- Only Out-of-School Youth (OSY) who are in one of the following are included in the indicator:
  - the program element occupational skills training
  - the program element education offered concurrently with workforce preparation
  - secondary education during participation in the Title I Youth program
  - postsecondary 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

Operational Facts MSG

- Participants are only included in the denominator one time per reporting period (i.e., program year), regardless of how many skill gains they achieve in a given program year unless the individual has more than one period of participation in a given program year.

- Likewise, participants are only included in the numerator one time per reporting period (i.e., program year), regardless of how many skill gains they achieve in a given program year unless the individual has more than one period of participation in a given program year

- 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

Operational facts Continued

- 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 a program; and

- *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.*

- If a participant achieves more than one type of measurable skill gain in a reporting period, the most recent gain is the skill gain type that should be recorded on the Measurable Skill Gains Report Template.

Measurable Skill Gains

Operational Parameters – Individual Core Programs	
Core Program	**Type of Measurable Skill Gains**
Title I – Adult and Dislocated Worker	▪ Measured by achievement of any of the 5 types of Measurable Skill Gains ▪ No specific measurable skill gains types required for specific Adult or Dislocated Worker participants
Title I – Youth	▪ Measured by achievement of any of the 5 types of Measurable Skill Gains ▪ No specific Measurable Skill Gains types required for specific Youth participants ▪ Type of skill gain should be based on the youth's individual service strategy

Title II – AEFLA	▪ For all participants, performance may be measured by:
	  - Achievement of at least one educational functioning level, or
	  - Documented attainment of a secondary school diploma or its recognized equivalent.
	▪ For participants enrolled in a workplace literacy or integrated education and training program, performance may be measured by achievement of any of the 5 Measurable Skill Gains.

Title IV – VR	▪ May be measured by achievement of any of the 5 types of Measurable Skill Gains.

Measurable Skill Gain- MWE Screens

Measurable Skill Gains Screens

- ❑ Skill type determines type of assessment available.

- ❑ Skill types include Post Secondary transcript/Report Card, Secondary Transcript Report Card, Training Milestone and Skill Progression, Post Secondary After Exit

MSG- Available Skill Types

MSG- Type of Assessments

General Information

User Login:	dan313
State ID:	208761
User ID:	1901624
Name:	Dan Smith
Program Entry Date:	01/18/2017
∙ LWDB:	Baltimore City ⌄
∙ Office Location:	None Selected ⌄

Skill Attainment Information

Fill in the following information for the skill achievement.

Program:	Workforce Innovation and Opportunity Act (WIOA) Program
∙ Skill Type:	None Selected ⌄
∙ Date Skill Attained:	📅 Today
∙ Type of Achievement:	None Selected

None Selected
Completed minimum of 12 credit hours in semester and meets academic standards
Part-time student and completed at least 12 credit hours over the course of two completed consecutive semesters and meets academic standards
Report card/transcript for one semester and meets academic standards
Achieved satisfactory or better progress report towards an established OJT training milestone - not previously recorded
Completed 1 year of Registered Apprenticeship program and achieved satisfactory or better progress report
Other training milestone
Successfully completed a required exam for a particular occupation
Satisfactory progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams
Other skills progression achievement

Staff Information

[Add a new Case Note | Show Filter Criteria]

ID	Create Date	Subject	Action
No data found.			

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Skill Type Determines Options for Type of Achievement

Educational Functioning Level for MSG

- Used to record Pre and Post test
- Click Create Educational Functioning Level record to begin:

Education Functioning Level For MSG- Enter Pre Test

This page will help you gather WIOA Literacy Numeracy information. Please fill in the required fields and then click the Save button to proceed.

MARYLAND
Workforce Exchange

General Information

Participant - Last 4 SSN:	Dan Smith (***-**-9257)
Case ID:	2675427
•Customer Group:	Adult
Participation Year:	1
•LWIA/Region:	Baltimore City
One Stop Location:	None Selected
Basic Skills Deficient at Eligiblity:	No
School Status at Participation:	Not attending school,H.S. Graduate

Assessment Information

• Test Type:	Pre-Test
• Assessment Category:	None Selected
• Type of Assessment:	None Selected
Assessment Type Other:	
Assessment Form/Version info:	
• Functional Area:	None Selected
Other Functional Area:	

Pre-Test

• Date of Pre-Test:	Today
• Pre-Test Score:	
• Educational Functioning Level:	None Selected
Score reflects Basic Skills deficient:	No

Educational Functioning Level Pre Test Staff Notes

Education Functioning Level- Adding a Post Test

Once a pre test is entered a post can be added by clicking the Functional Area- Assessment Category

⊞ Participation							12/09/2018
⊞ Activities / Enrollments / Services							5
⊞ Measurable Skills Gain							0
⊟ Educational Functioning Level for Measurable Skills Gain							3

Create Educational Functioning Level Record

Search: [   ]

Funct Area	Pre-Test		1st PY Post-Test		2nd PY Post-Test		3rd PY Post-Test	
	Date (PY)	EFL (Category)	Date (PY)	EFL (Category)	Date (PY)	EFL (Category)	Date (PY)	EFL (Category)
Reading	01/11/2019 (18)	8 (ABE)						
Mathematics	01/11/2019 (18)	5 (ABE)						

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Education Functioning Level- Adding a Post Test

When adding a post test, the system indicates the information for the pre test first

Education Functioning Level- Adding a Post Test

Edit Date: 01/18/2017

Current Case Manager: Case currently Not Assigned to a Case Manager
Assign Case Manager
Assign Me
Remove Case Manager Assignment

[Add a new Case Note | Show Filter Criteria]

ID	Create Date	Subject	Action
No data found.			

Progress/Post Assessments

No progress or post test records found.

Assessments beyond Year 3 are not reportable in the federal extract file, and will not count in federal preformance calculations.

Create Progress/Post Assessment Record

Save   Cancel   Delete   Print

To add a post test in MWE, the Create Progress /post Assessment record must be clicked

Education Functioning Level- Adding a Post Test

Participation Year:	1
• LWIA/Region:	Baltimore City
One Stop Location:	Baltimore City One Stop Center (Southwest-Eutaw)
Basic Skills Deficient at Eligibility:	No
School Status at Participation:	Not attending school,H.S. Graduate

Pre-Test Assessment Information

• Test Type:	Pre-Test
• Assessment Category:	ABE
• Type of Assessment:	TABE 7-8, 9-10
Assessment Type Other:	
Assessment Form/Version Info:	
• Functional Area:	Reading
Other Functional Area:	

Pre-Test

• Date of Pre-Test:	01/18/2017
• Pre-Test Score:	577
• Educational Functioning Level:	Low Adult Secondary Education/ Exit ESL
Score reflects Basic Skills deficient:	No

Progress/Post Assessments

• Test Type:	Post-Test
Assessment Form/Version Info:	
• Progress Test Score:	
• Educational Functioning Level:	None Selected
• Date Assessed:	Today
Participant remains Basic Skills deficient:	No
• Position:	Staff

➢ Pre test data is listed at the top.

➢ At the every bottom is Progress/post Assessment, if a post test make sure Test Type is listed as Post Test

➢ Add the test score and Educational Functioning Level (EFL) will pre populate. Then click save after completing this section

Education Functioning Level- Adding a Post Test

The post test has been added below.

The date of the post test determines for which program year test is counted.

Creating Credential (High School Diploma (HSD) or GED- counts as MSG and Only Needs to be Entered Here)

Track Credentials for WIOA

MARYLAND Workforce Exchange

* *Indicates required fields.*

General Information

Program:	WIOA
Application Number:	2675427
Name:	Smith, Dan
Application Date:	1/5/2017
Program Participation Date	1/18/2017
Exit Date:	Not Applicable
Maximum date to record after exit:	Not Applicable
* LWIA/Region:	None Selected
* Office Location:	Select an LWIA/Region

Credential Information

* Credential Received:	None Selected
Other Credential:	
* Credential Verification:	[**Verify** | **Scan** | **Upload** | **Link**]
* Date Credential Received:	(mm/dd/yyyy) Today
Associated to Activity:	[**Search Activities**]

Save   Cancel

Create Credential- Credential Received Choices