



Policies and Procedures

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TITLE: Measurable Skills Gain	EFFECTIVE DATE: 3.18.2021	
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Purpose

The purpose of this policy is to provide guidance on the reporting and documenting of the Workforce Innovation and Opportunity Act (WIOA) Measurable Skill Gains (MSG) activities and performance indicator.

Background

Section 116 of WIOA establishes performance accountability indicators and performance reporting requirements to assess the effectiveness in achieving positive outcomes for individuals served by the workforce development's core programs, which includes Adult, Dislocated Worker, and Youth programs authorized under WIOA Title I and administered by DOL. Measurable Skill Gains is one of the six primary indicators of performance.

Policy

The MSG indicator is used to measure the interim progress of participants who are enrolled in education or training services for a specific reporting period. MSG is a real-time measure, not an exit based measure. MSG is defined as the percentage of 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 documented academic, technical, occupational, or other forms of progress, toward a credential or employment.

Service providers must be aware of the educational and training status of all

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participants at the time of initial enrollment, during participation and at closure. Participants who indicated on the WIOA application they are currently attending school and/or in-school are included in the MSG performance measure, regardless if the education or training is funded through WIOA.

For performance accountability purposes, the measurable skill gains indicator calculates the number of participants who attain at least one type of gain during each period of participation within a given program year. Since this indicator is not exit-based, each unique program entry date (not exit date) triggers inclusion in the calculation. Participants will achieve a successful outcome in the indicator as long as they attain one type of gain. Service providers should report all measurable skill gains achieved by participants in a program year, although only one gain is required per participation period per program year to meet performance outcomes.

Documenting skill gains must be done as soon as a MSG is achieved during the program year in which the participant is active in education or training, regardless of how close to the end of the program year the education or training begins. The MSG attainment must be entered in Employ Florida within fifteen (15) days from when documentation of the MSG attainment was received.

Should a participant's enrollment in education or training carry over into a new program year, a skills gain must also be documented for the new program year.

Indicated below are the five (5) types of MSG and the supporting documentation that may be used to demonstrate a skills gain. Documentation of the skills gain is to be retained in the participant's case file in Atlas, and electronically recorded in Employ Florida (EF) and in case notes. Please note, the first MSG listed below (Educational Functioning Level) requires the gain to be entered in the "Educational Functioning Level for Measurable Skills Gain" table in Employ Florida. The remaining 4 MSGs are to be entered in the MSG screens in EF in the participant's electronic record as shown:

[Create Measurable Skills Gain](#)

Please enter EFL gains in the Literacy & Numeracy screen.

There are no records to display.

[Create Educational Functioning Level Record](#)

1. Educational Functioning Level (EFL) – documented achievement of at least one educational functional level of a participant who is receiving instruction below the post-secondary education level. EFL may be measured by the following:

- A basic skills pre- and post-test which demonstrates an advancement of an educational level. Each educational functioning level is defined by the U.S. Department of Education and can be determined on the following chart:

https://wdr.doleta.gov/directives/attach/TEGL17-05_AttachC.pdf

Documentation:

- o Results from an approved basic skills pre- and post-test (i.e. TABE) showing at least one educational functioning level within the program year. The pre and post test must be completed using the same assessment tool.
- Participants attending an adult high school program and are awarded credits or units towards a secondary school diploma or its recognized equivalent. An adult diploma, also known as an adult high school diploma, is awarded to students who complete the classes they did not take while in high school. For students who only had a few credits to go before they were supposed to graduate high school, the adult diploma may be a good option. For students who had a lot of credits left to complete, the GED might be the better choice.

Documentation:

- o Copy of an official transcript or a report card from the educational provider.
- o A letter from the educational provider.
- Participants who exit the program below the post-secondary level and enroll in post secondary education or training during the program year.

Documentation:

- o Copy of school enrollment or registration form.
- o Copy of class schedule.

2. Secondary School Diploma – documented attainment of a secondary school diploma or its recognized equivalent.

Documentation

- o Copy of High School Diploma or GED.
- o Copy of an official transcript.
- o Certification of attaining passing scores on all parts of a State-recognized high school equivalency test.

3. Secondary or Post-Secondary Transcript or Report Card - documentation of a transcript or report card for secondary or postsecondary education for one semester showing that the participant is meeting the State unit's academic standards.

Secondary Education Documentation

- o Copy of an official semester transcript or report card for one semester showing that the participant is achieving passing grades of D or above and is in good academic standing.

Post-secondary Education Documentation

- o Copy of an official transcript or report card demonstrating the credit levels were achieved and the participant was in good academic standing based on enrollment status.

Full-time student - completion of a minimum of 12 hours per semester.

Part-time Student - completion of a minimum of 12 credit hours over the course of two completed semesters (or equivalent) during a 12 month period. If a postsecondary student completed 6 hours in the spring semester and 6 more hours in the fall semester and those semesters crossed two program years, they would not count as a skill gain in the first program year but they would count as a skill gain in the second program year.

4. Training Milestone – a satisfactory or better progress report towards established training milestones from an employer or training provider. This applies to participants enrolled in OJT, Registered Apprenticeships, and employer led training such as Incumbent Worker Training (when the worker is also enrolled in WIOA career services - see TEGL 10-16, Change 1 p. 43).

Documentation:

- o Documented progress report from an employer demonstrating the participant is achieving satisfactory progress in meeting the training

- o objectives outlined by the employer; or that the individual has acquired new skills, or steps to completing an OJT.
- o Documentation of successful completion of an OJT.
- o A progress report from the Apprenticeship documenting satisfactory progress on established milestones.
- o Exam results demonstrating satisfactory progress on key competency areas required by the Apprenticeship.
- o Increases in pay resulting from newly acquired skills or increased performance also can be used to document progress.

5. **Skills Progression** – Successful passage of an exam that is required for a particular occupation, OR progress in attaining technical or occupational skills as demonstrated through a trade-related benchmark.

Documentation:

- o Documentation of 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.
- o Copy of exam results demonstrating a passing score for a knowledge based or completion test necessary to obtain a credential for a particular occupation. Examples include a Class A Commercial Driver's License, LPN License, CompTIA A+ Certification.

References:

- WIOA (Public Law 113-128)
- Training and Employment Guidance Letter (TEGL) 10-16, Change 1 "Performance Accountability Guidance for WIOA Title I, Title II, Title III and Title IV Core Programs" (August 23, 2017)
- TEGL 10-16, Performance Accountability Guidance for WIOA Title I, Title II, Title III and Title IV Core Programs" (December 19, 2016)

OFFICIAL SIGNATURE



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Interim Chief Executive Officer