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DIVISION OF WORKFORCE SERVICES ISSUANCE NUMBER PY 19-08, Change 1

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FROM: Charisse Childers, Ph.D., Director

TO: Local WIOA Workforce Development Area Administrators/Providers of WIOA core and non-core partners that are subject to the measurable skill gains indicator

SUBJECT: Types of Measurable Skill Gains

1. **Purpose:** To assist core and non-core partners in the local areas in selecting appropriate Measurable Skill Gains indicators for participants. This issuance rescinds Issuance PY 19-08.

Substantial changes to the original issuance are:

- a) clarification that each participant must have a goal for each MSG type for which a participant qualifies during each program year,
- b) removal of documentation lists with instructions to refer to TEGL 23-19, and
- c) clarification of the options in the Passage of an Exam measurable skill gains indicator (Type 5).

2. **References:**

20 CFR 677.155(a)(1)(v)
TEGL 10-16, Change 1
TEGL 14-18
TEGL 23-19

2. **Background:** The purpose of the measurable skill gains (MSG) indicator is to measure the percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, toward such a credential or employment [20 CFR 677.155(a)(1)(v); TEGL 10-16, Change 1; TEGL 14-18, Appendix I]. The measurable skill gains indicator is intended to capture important progressions (interim progress) through pathways that offer specific training services based on participant needs [TEGL 10-16, Change 1].
3. **Documentation Requirements:** Documentation must be provided for every MSG that is attained. Documentation requirements are listed in TEGL 23-19.
4. **Action Required:** Every participant who meets one or more of the following criteria must have listed in Arkansas JobLink (or other appropriate management information system) and in the participant's individual employment plan (IEP), individual educational plan (IEP), or individual service strategy (ISS) every measurable skill gains goal for which a participant qualifies during each program year:

- a. All participants who are in a title I Adult- or Dislocated Worker-funded training program, including funding a training program for a secondary school program equivalent. This includes all participants in work-based training [TEGL 10-16, Change 1]
- b. All WIOA title I In-School Youth participants [TEGL 10-16, Change 1]
- c. WIOA title I Out-of-School Youth participants who are in at least one of the following while participating in the Youth program [TEGL 10-16, Change 1]:
 - i. Occupational skills training
 - ii. Secondary education at or above the 9th grade level
 - iii. Postsecondary education
 - iv. Title II-funded adult education at or above the 9th grade level
 - v. YouthBuild
 - vi. Job Corps
- d. All WIOA title II Adult Education and Family Literacy Act participants [TEGL 10-16, Change 1]
- e. All WIOA title IV Vocational Rehabilitation participants who are in an education or training program that leads to a recognized secondary or postsecondary credential or employment and is identified on the participant's Individual Plan for Employment (IPE) [TEGL 10-16, Change 1]
- f. All participants in non-core programs who are enrolled in occupational skills training, on-the-job training, or customized training, unless it is specified otherwise in TEGL 14-18. Non-core partners that report on the measurable skill gains indicator are [TEGL 14-18]:
 - i. Indian and Native American Program, under WIOA section 166
 - ii. Job Corps, under WIOA sections 141-162
 - iii. National Farmworker Jobs Program under WIOA section 167
 - iv. YouthBuild, under WIOA section 171
 - v. Reentry Employment Opportunities, authorized under WIOA section 169
 - vi. National Dislocated Worker Grants, under WIOA section 170
 - vii. H-1B Job Training Programs (grants awarded July 1, 2016 and later), authorized under section 313(c) of the American Competitiveness and Workforce Improvement Act of 1998 (29 U.S.C. §3224a)
 - viii. Trade Adjustment Assistance, authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 *et seq.*)

5. Types of Measurable Skill Gains, Examples of Each, and Documentation Required [TEGLs 10-16, Change 1; 14-18, Appendix I; & 23-19]:

Type 1: Educational Functioning Level

Who? Participant receiving education below the postsecondary level (e.g. high school, adult education or literacy, or any other education below the college level)

Potential Goals:

- a) Increase 1 educational functioning level (pre-test/post-test)
- b) Educational gain through credits or Carnegie units of an adult high school program
- c) Exit high school (or equivalent program) and enroll in postsecondary education (diploma or GED® not required)

Type 2: Attainment of Secondary School Diploma or Its Recognized Equivalent

Who? Participant enrolled in high school or equivalent

Goal: Obtain high school diploma or recognized equivalent

Type 3: Secondary or Postsecondary Transcript or Report Card

Who? Participant enrolled in high school (or equivalent) or postsecondary school

Potential Goal: Earn the appropriate number of credits required to meet academic standards:

Secondary: Earn the required units to progress appropriately toward the next grade and toward graduation, as determined by the requirements of school attended

Postsecondary: One of the following, whichever is appropriate for the training program:

- At least 12 semester credit hours during a semester
- For part-time students, at least 12 semester credit hours completed over two semesters
- For programs with timeframes other than semesters (trimesters, quarters, or clock hours) the credits or hours equivalent to the above

Type 4: Milestones

Who? Participant enrolled in a work-based training (must be a training service and not a career service)

Potential Goal: Receiving a satisfactory or better progress report toward an established milestone set before training was started and described in the participant's service strategy, employment plan, or educational plan:

Examples:

- Completion of an on-the-job training (OJT)
- Completion of one year of an apprenticeship program

- Completion of a front-loaded related technical instruction (RTI) component of an apprenticeship
- Completion of a semester of related instruction
- A scheduled wage increase commensurate with an increase in skill levels gained during an apprenticeship
- Mastering required job skills or steps to complete an on-the-job training (OJT) or apprenticeship program
- Other goals set after consultation with the employer or training provider

Type 5: Passage of an Exam (Skill Progression Benchmarks)

Who? Participant enrolled in a program of training leading to technical and/or occupational skills

Potential Goal: 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

Examples:

- Passage of a component exam in a Registered Apprenticeship program
- Passage of a knowledge-based exam required by the employer
- Satisfactory attainment of an element on an industry or occupational competency-based assessment
- Other completion test necessary to obtain a credential (This test may be any test of the knowledge and/or skills required to be learned in order to progress toward the obtainment of the credential.)

6. **Inquiries:** Questions may be submitted to WIOATA@arkansas.gov

7. **Expiration Date:** Ongoing