

Measurable Skill Gains Guidance

Purpose: Provide guidance for staff who must document measurable skill gains for education and training programs leading to the attainment of a credential or employment. Documentation is to be completed as measurable skill gains occurs. These are tracked in the Management Information System (MIS).

Measurable Skill Gains Training Procedure

The Measurable Skill Gains (MSG) indicator measures the interim progress of participants who are enrolled in education or training services for a specified program year. It is not an exit-based measure. It is intended to capture important progressions for a diverse set of individuals who receive a wide range of services tailored to their individual needs and goals.

An MSG must be achieved during any program year where a participant is in training or education for at least one day, regardless of if the participant exits during the program year. This includes participants who did not complete education/training. A participant is required to have achieved and documented one MSG per participation year.

EmployNV Data Entry

Data entry into the MIS should be completed when a participant has achieved documented progress in attaining academic, technical, occupational, or other forms of progress towards a credential or employment. Documentation of the MSG must be verified and uploaded into MIS at the time it is obtained by the participant, and documentation should be maintained in the participant file.

Measurable Skill Gains can be entered in two (2) areas in the MIS; Educational Functioning Level (EFL) for Measurable Skill Gains tab or the Measurable Skill Gains tab. See procedures below which reference the guidance on the following page.

Educational Functioning Level for Measurable Skill Gains Tab — Category A

If the participant has been given the Comprehensive Adult Student Assessment System (CASAS) pre-test and has raised their score by at least one EFL:

- Under Assessment Information: Enter Assessment Category, Type of Assessment, and Functional Area from the drop-down boxes.
- Under Pre-Test: Enter Date of Pre-test, Pre-Test Score, and EFL. When the participant has been re-tested, enter the same information under Program/Post Assessments.

Measurable Skill Gains Tab — Categories B through E

If the MSG is in one of the Secondary Education, Post-Secondary Education, Training Milestone, or Skill Progression categories per the following page:

- Under Skill Attainment Information: Enter Skill Type from the drop-down box, Date Skill Attained, and Type of Achievement from the drop-down box.

For participants who exit with an exclusion, the exclusion applies to the year the participant exits.

Documenting Progress for Each Measurable Skill Gains

A. Educational Functioning Level (EFL) Gains

Documented achievement of at least one educational functioning level by a participant who is receiving instruction below the post-secondary education level.

B. Secondary Education

Transcript or report card of a secondary school diploma or its recognized equivalent

- a. For High School Equivalency (HSE), the documentation must show passing scores on **all** parts of the test.

C. Post-Secondary Education

Transcript or report card showing the participant is meeting the State's academic standards

- a. Full-time students must achieve a minimum of 12 credits within one semester within the program year.
- b. Part-time students must achieve a minimum of 12 credits within two consecutive semesters. (If a semester term begins in one program year and ends in the next, the semester is considered in the program year it ends.)

D. Training Milestone — Registered Apprenticeship/On-the-Job Training (OJT)

1. Training report(s) from employer showing substantive skill(s) acquisition.
2. Documented completion of OJT or one year of an apprenticeship program, or similar milestones from an employer or training provider who is providing training.
3. Documented increase in pay resulting from newly acquired skills.

NOTE: Documentation for this gain may vary; programs should identify appropriate methodologies based upon the nature of services being provided. Progress reports must document the achievement of substantive skills development.

E. Skill Progression — Occupational License or Certificate

1. Documented successful passage of any exam which is required for an occupation or is required to complete training.
2. Documented progress in attaining technical or occupational skills as evidenced by trade related benchmarks; examples include:
 - a. Copy of a certificate of completion demonstrating the successful completion of the occupational skills training program.
 - b. Progress report that documents at least one of the following:
 - i. substantive skills progress
 - ii. performance improvement
 - iii. positive ratings in specific skill(s)
 - iv. satisfactory attainment of an element on an industry or occupational competency-based assessment.

NOTE: Progress report must demonstrate more than participation in the training program.

References:

TEGL 10-16 Performance Accountability Guidance for Workforce Innovation and Opportunity Act (WIOA) Title I, Title II, Title III and Title IV Core Programs

20 CFR §680.420

SCP 1.6 Eligibility for Adult and Dislocated Worker Career and Training Activities

SCP 2.2 WIOA Youth Program Design

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