

**WIOAP 01-20**

**DATE:** July 14, 2020  
**TO:** All WIOA Subrecipients *Danilo Cabrera*  
**FROM:** Danilo Cabrera, Programs Operations Manager  
**SUBJECT:** Measureable Skill Gains

**1. Purpose:**

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

**2. Background:**

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

**3. 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 measurable skills gains, defined as documented academic, technical, occupational, or other forms of progress, toward such a credential or employment. Indicated below are the five (5) types of MSG and the supporting documentation that may be used to demonstrate a skills gain.

- A. 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. The EFL is measured by basic skills pre- and post-test, which demonstrates an advancement of an educational level.

**Documentation:**

- Results from an approved basic skills pre- and post-test (i.e. TABE, CASAS, GAIN) showing at least one educational functioning level within the program year.

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

**Documentation:**

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

**C. Secondary or Post-secondary transcript or report card - documentation of a transcript or report card for secondary or post-secondary education for one semester showing that the participant is meeting the State academic standards.**

- **Secondary education**

**Documentation:**

- 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:**

- Copy of an official transcript or report card demonstrating credit levels achieved and the participant was in good academic standing based on enrollment status.
  1. Full-time student - completion of a minimum of 12 hours per semester
  2. Part-time Student - completion of a minimum of 12 credit hours over the course of two consecutive quarters

**D. Training Milestone – a satisfactory or better progress report towards established milestones from an employer or training provider.**

**Documentation:**

- Progress report from an employer or training provider

**E. 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:**

- The MSG Achievement Form verifying satisfactory attainment of skills progression.
- 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, CNA License, CompTIA A+ Certification.

**4. Procedure:**

- Eligible enrolled participants must receive one measurable skill gain per program year.
  - Once achievement is documented for the current program year, no other achievement needs to be documented for that participant, even if the participant is enrolled in another education or training activity during the program year.
- Documenting skills gain must be done as soon as an 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.
- Measurable skill gains must be closed when participant exits program.
- 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, regardless of the length of the education or training activity.

5. MSG Service Charts

Adult and Dislocated Worker Services	Does this service lead to a credential, employment or MSG? Yes or No?	Credential	Employment	MSG
ABE or ESL in Combination with Training (21 A/DW, 41 Y)	Yes	Yes	No	Yes
Non-Occupational Skills Training (21 A/DW, 41 Y)	Yes	No	No	Yes
Occupational Skills Training (21 A/DW, 41 Y)	Yes	Yes	No	Yes
OJT - On the Job Training (24 A/DW, 44 Y)	Yes	No	Yes	Yes
OJT – Registered Apprenticeship (24 A/DW, 44 Y)	Yes	No	Yes	Yes
Prerequisite Training (21 A/DW, 41 Y)	Yes	No	No	Yes
Registered Apprenticeship - Classroom Training (RTI) (21 A/DW, 41 Y)	Yes	Yes	Yes	Yes
Skill Upgrading (21 A/DW, 41 Y)	Yes	Yes	No	Yes
Entrepreneurial Training (21 A/DW, 41 Y)	Yes	No	No	Yes

Youth Services	Does this service lead to a credential, employment or MSG? Yes or No?	Credential	Employment	MSG
ABE or ESL in Combination with Training (21 A/DW, 41 Y)	Yes	Yes	No	Yes
Non-Occupational Skills Training (21 A/DW, 41 Y)	Yes	No	No	Yes
Occupational Skills Training (21 A/DW, 41 Y)	Yes	Yes	No	Yes
Prerequisite Training (21 A/DW, 41 Y)	Yes	No	No	Yes
Registered Apprenticeship - Classroom Training (RTI) (21 A/DW, 41 Y)	Yes	Yes	Yes	Yes

**6. 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)
- WIOAB 12-19 Change 1

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