

**SOP 24-06**  
**Measurable Skills Gain**  
**Standard Operating Procedures**  
**Grow Southwest Indiana Region 11**  
**Approval Date: 10/25/2024**

**Purpose**

To provide guidance on the Measurable Skill Gains (MSGs) Performance Indicator for participants of WIOA Title I programs who are enrolled in education or training at any point during their program participation.

**References**

WIOA Sec. 116

20 CFR 677.155(a)(1)(v)

45 CFR 1355.20

Every Student Succeeds Act (ESSA)

TEGL 10-16, Change 3 *Performance Accountability Guidance for Workforce Innovation and Opportunity Act (WIOA) Core Programs*

TEGL23-19, Change 2 *Guidance for Validating Required Performance Data Submitted by Grant Recipients of U.S. Department of Labor (DOL) Workforce Programs*

Indiana Department of Education, *Indiana Academic Standards* webpage

DWD Policy 2023-18 *WIOA Negotiations and Sanctions*

DWD Policy 2023-05 *Maintaining Data Integrity in Workforce Programs*

DWD Policy 2021-08, Change 1 *Co-enrollment and Common Exit*

DWD Policy 2017-13, Change 3 *Educational Functioning Level Assessment*

**Content**

- Section of WIOA lists MSGs as one of six performance accountability indicator that assess the effectiveness of states and local areas in achieving positive outcomes for individuals served by the workforce development system's core programs.
- The MSG indicator is 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 documented academic, technical, occupational, or other forms or progress towards such a credential or employment.
- The other primary indicators of performance are:
  - Employment Rate – 2<sup>nd</sup> quarter after exit
  - Employment Rate – 4<sup>th</sup> quarter after exit
  - Median Earnings - 2<sup>nd</sup> quarter after exit

- Credential Attainment
- Effectiveness in Serving Employers

### **Types of Measurable Skill Gains**

- The MSG indicator is used to measure interim progress of participants enrolled in education or training services for a specified reporting period. It is not an exit-based measure; the intent is to capture important progressions through pathways that offer different services based on program purposes and participants needs.
- Five ways to document MSGs:
  1. Documentation of the achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary level, (i.e., a grade level).
  2. Documentation of the 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's unit's (Indiana Department of Education) 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.
  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.

**Attachment A** describes documentation for progress toward each MSG and examples of acceptable documents to be collected that support the achievement of each MSG.

### **Title I Participant Details**

During a program year, all participants who are in an education or training program that leads to a recognized postsecondary credential or employment are counted in the calculation of this indicator.

- Adult and Dislocated Worker participants who are in a funded training program or training program who is a partner (WIOA A, DW, Y, NDWG, WP, JVSG, and TAA) are included in the MSG indicator.
- All ISY are included in the MSG indicator (they are attending secondary or postsecondary school).
- To be included in the MSG indicator, OSY must be in the one of the following:
  - Occupational skills training
  - Education offered concurrently with workforce preparation.
  - Secondary education during participation in the Youth program
  - Adult education during participation in the Youth program

- The Youth Build program during participation in the Youth program
- Job Corps during participation in the Youth program.

## **Methodology**

The numerator and denominator used to calculate the MSG indicator are defined below:

<p>The number of program participants during the reporting period who are in an education or training program that leads to a recognized postsecondary credential or employment and are achieving measurable skills gains based on attainment of at least one type of gain</p>
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<p>The number of program participants during the reporting period who are in an education or training program that leads to a recognized postsecondary credential or employment.</p>
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## **Title I Participant Exclusions**

- The participant exits the program because they have become incarcerated in a correctional institution or have become a resident of an institution or facility providing 24-hour support such as a hospital or treatment center during the course of receiving services as a participant.
- The participants exit the program because of medical treatment, and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program.
- The participant is deceased.
- The participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days.
- **Additional Youth exclusion:** The participant is in the foster care system as defined in 45 CFR 1355.20(a) and exits the program because the participant has moved from the local workforce areas a part of such a program or system.

## **Additional Operational Parameters**

- Participants are only included in the denominator and numerator one time per reporting period (program year), regardless of how many skills gains they achieve 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 twice for that particular program year.
- The MSG indicator is different from the other indicators because it is not exit-based, meaning that a participant can achieve an MSG while still participating in a program.
- Programs must 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 MSG by the end of that program year.

## **Recording MSGs**

Participant information, including MSGs, must be recorded in Indiana's electronic case management system in alignment with DWD's *Maintaining Data Integrity in Workforce Programs* policy. All supporting MSG documentation must be uploaded to the participant's electronic file.

## **Action**

Region 11 will implement DWD Policy 2024-03 *Measurable Skills Gains Primary Indicator of Performance for Workforce Innovation and Opportunity Act (WIOA) Title I Programs* as Region 11 SOP 24-06 Measurable Skills Gain.

## **Attachments**

**Attachment A** – Documenting Skills Gains: Types, Progress Descriptions, and Examples of Acceptable documentation, as appropriate.

## **Effective Date**

Immediately

## **Ending Date**

Upon Rescission

## Attachment A

### Documenting Skills Gains: types, Progress Descriptions, and Examples of Acceptable Documentation

The table below lists the types of MSGs, descriptions for documenting progress toward each MSG, and examples of documents to be collected that support the achievement of each MSG. The first three gain types typically apply to participants in education, while gain types four and five typically apply to participants in training.

More information about entering gain types in Indiana Career Connect can be viewed on the WorkOne Staff Portal by navigating to the “Training” tab, selecting “Tools and Assessment,” opening the “Indiana Career Connect information” link, and selecting “Credential and MSG.”

Gain Type	Documenting Progress	Example Document(s)
<p>1. Achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary level.</p>	<p>a) Indiana compares the participant’s initial functioning level, as measured by an approved pre-test, with the participant’s educational functioning level, as measured by an approved post-test.</p> <p>b) Adult high school programs that lead to a secondary school diploma or its recognized equivalent may measure and report educational gain through the award of credits or Carnegie units or</p> <p>c) Indiana programs may report an educational functioning level gain for participants who are enrolled in a program below the postsecondary level and who enroll in State-recognized postsecondary education or training during the program year.</p> <p>d) States may report an educational functioning level gain for participants who pass a subtest on a State-recognized high school equivalency examination.</p>	<ul style="list-style-type: none"> <li>• Pre and post-test results</li> <li>• Copy of an adult high school program transcript detailing credits/units awarded.</li> <li>• Copy of postsecondary schedule or other provider documents showing enrollment or</li> <li>• Copy of completed subtest results on a State-recognized high school equivalency</li> </ul>

Gain Type	Documenting Progress	Example Document(s)
<p>2. Attainment of a secondary school diploma or its recognized equivalent.</p>	<p>Indiana 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.</p>	<p>Copy of</p> <ul style="list-style-type: none"> <li>• Diploma</li> <li>• HSE</li> <li>• High school/adult education records or</li> <li>• Adult secondary school diploma</li> </ul>
<p>3. Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting Indiana's academic standards.</p>	<p>For secondary education, receipt of a secondary transcript or report card for one semester showing that the participant is achieving the Indiana's policies for academic standards.</p> <p>For postsecondary education, this gain must demonstrate a sufficient number of credit hours which is at least 12 hours per semester (or equivalent), or for part-time students, a total of at least 12 hours over the course of two completed semesters (or equivalent) during a 12-month period that shows a participant is achieving Indiana's academic standards (or the equivalent for other than credit hour programs).</p>	<p>Copy of</p> <ul style="list-style-type: none"> <li>• Transcript or</li> <li>• Report card</li> </ul>

Gain Type	Documenting Progress	Example Document(s)
<p>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.</p>	<p>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.</p>	<p>A copy of</p> <ul style="list-style-type: none"> <li>• Documentation of a skill gained through OJT, or Registered Apprenticeship,</li> <li>• Contract and/or evaluation from employer or training provider documenting a skill gain or</li> <li>• Progress report from employer documenting a skill gain.</li> </ul>
<p>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.</p>	<p>Documentation may include passage of a component exam in a Registered Apprenticeship program passage of an 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.</p>	<p>A copy of</p> <ul style="list-style-type: none"> <li>• Results of knowledge-based exam or certificate of completion measuring a skill</li> <li>• Documentation demonstrating progress in attaining technical or occupational skills through an exam or benchmark attainment.</li> <li>• Documentation from training provider or employer or</li> <li>• Copy of a credential that is required for a particular occupation and only is earned after the passage of an exam.</li> </ul>

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.”