



**WORKFORCE DEVELOPMENT
BOARD OF MADERA COUNTY**

MEASURABLE SKILL GAINS (MSG) POLICY

EDD Revision Date: n/a
WDB Review Date: 10/22/20

PURPOSE:

This document establishes the Workforce Development Board of Madera County's policy on reporting and documenting the Workforce Innovation and Opportunity Act (WIOA) Measurable Skills Gain (MSG) performance indicator.

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)

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.

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.

Achievement of skills gain are specific to the type of education or training in which an individual is participating. The CalJOBS activity code the customer is enrolled in will determine the type of MSG that pertains to the education or training activity (refer to Attachment I). In certain instances, the education status will determine the type of MSG that may be attained.

Indicated below are the five (5) types of MSG and the supporting documentation that may be used to demonstrate a skills gain.

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. A 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) showing at least one educational functioning level within the program year.
 - b. Participants attending an adult high school program and are awarded credits or units towards a secondary school diploma or its recognized equivalent.
Documentation
 - Copy of an official transcript or a report card from the educational provider.
 - A letter from the educational provider.
 - c. Participants who exit the program below the post-secondary level and enroll in post- secondary education or training during the program year.
Documentation
 - Copy of school enrollment or registration form.
 - Copy of class schedule.
2. Secondary School Diploma – documented attainment of a secondary school diploma or its recognized equivalent.
Documentation
 - Copy of High School Diploma, HiSET or GED.
 - Copy of an official transcript or 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 post-secondary education for one semester showing that the participant is meeting the State unit's academic standards.
 - a. 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.
 - b. Post-secondary education
Documentation
 - 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.
 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

4. Training Milestone – a satisfactory or better progress report towards established milestones from an employer or training provider. This applies to participants enrolled in OJT and Registered Apprenticeships.
 - a. OJT
Documentation
 - The OJT mid-point monitoring evaluation demonstrating the participant is achieving satisfactory progress in meeting the training objectives outlined by the employer.
 - b. Apprenticeship
Documentation
 - Upon completion of one year in the program, a progress report documenting satisfactory progress on established milestones.
 - Exam results demonstrating satisfactory progress on key competency areas required by the Apprenticeship.
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
 - 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, HiSET Exam Scores, HiSET Instructor verification.

ACTION:

This policy is effective on the date of approval by the Workforce Development Board of Madera County and will remain in effect from the date of issue until such time that a revision is required.

INQUIRIES:

If you have questions, please contact the Executive Director or designee at (559) 662-4500.