U.S. Department of Labor, Employment and Training Administration Region 6

Credential Attainment & Measurable Skill Gains

WORKFORCE INVESTMENT AND OPPORTUNITY ACT (WIOA)
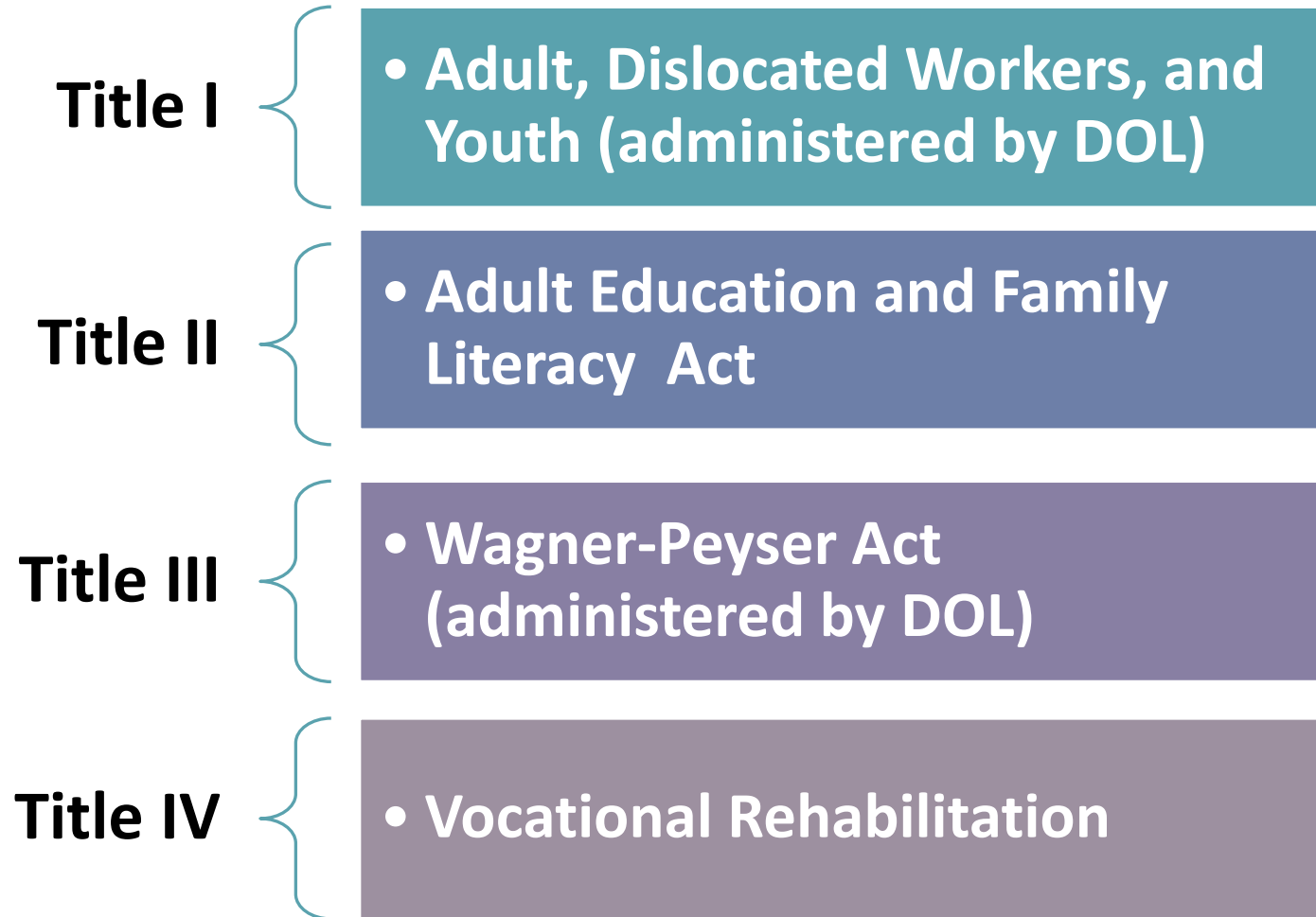
Credential Attainment & Measurable Skill Gains

AGENDA

Performance Accountability for WIOA Core Programs

WIOA section 116 establishes performance accountability indicators and performance reporting requirements for the six core programs.

Title I
- **Adult, Dislocated Workers, and Youth (administered by DOL)**

Title II
- **Adult Education and Family Literacy Act**

Title III
- **Wagner-Peyser Act (administered by DOL)**

Title IV
- **Vocational Rehabilitation**

WIOA Six Primary Indicators of Performance

Employment Rate 2nd Quarter After Exit	Employment Rate 4th Quarter After Exit
Median Earnings	**Credential Attainment**
Measurable Skill Gains	Effectiveness in Serving Employers

Key Terms related to Performance

Reportable Individual	Participant
Exit	Common Exit

TEGL 10-16, Change 3, Attachment I - Definition of Terms

Resources:

- Reportable Individual Resource Guide
- Reportable Individual Resource Page
- Participant-level services

Credential Attainment Performance Indicator

What is Credential Attainment?

The percentage of participants who:

- Are enrolled in an education or training program;
- Attain a recognized **postsecondary** credential or **a secondary school diploma/recognized equivalent;**
- **Obtain credential** <u>during participation in or within one year after exit</u> from the program (excluding OJT and Customized Training).

This is an Exit-based Measure.

Two Types of Credentials

Type 1

- **Secondary School Diploma or its Recognized Equivalent**

Type 2

- **Recognized Postsecondary Credentials**

Type 1 - Secondary Credentials

Secondary School Diploma:
- Refers to a regular High School Diploma.
- Recognized by the State.
- Defined by the Elementary and Secondary Education Act (ESEA) reauthorized by Every Student Succeeds Act (ESSA).

Secondary School Equivalent:
- Signifies that a participant has completed the requirements for a high school diploma.
- Recognized by the State.

Work with your State and Local education partners for a clear understanding of secondary diplomas and its equivalent in your area.

Type 2 - Postsecondary Credentials

Under WIOA a recognized **Postsecondary** credential is defined as:

A credential consisting of an **industry-recognized certificate or certification**, **a certificate of completion of an apprenticeship program**, a **license** recognized by the State or Federal government, or an associate or baccalaureate degree.

Postsecondary Credentials that DO count

A recognized Postsecondary Credential acknowledges the attainment of skills to obtain employment or advance in a job. The skills are based on standards by employers or industry associations.

- **Educational Degrees**
  - Associate's degree
  - Bachelor's degree
- **Occupational Certificates**
  - Registered Apprenticeship Program Certificates of Completion
  - Career and Technical Education (CTE) Certificates

- **Occupational licenses** issued by government entities
- **Certifications** endorsed by industry or professional associations
- **Other** recognized certificates of industry/occupational skills completion sufficient to qualify for entry-level or advancement in employment

Examples of Postsecondary Credentials

➢ **Associate Degree**
  ➢ Registered Nurse (RN) Program

➢ **Occupational Certificates**
  ➢ Apprenticeship Programs
  ➢ Career Technical Education (CTE)

➢ **Occupational Licensure**
  ➢ Certified Nursing Assistant (CNA)
  ➢ License Vocational Nurse (LVN)
  ➢ Commercial Driver's License (Truck Drivers)

➢ **Occupational Certifications**
  ➢ Automotive Service Excellence (ASE)

Examples of Credentials that DO NOT count

Common Certificates that DO NOT count for Credentials:
- OSHA 10
- CPR
- Forklift

General Computer Security	Good Hygiene Practices	Good Safety Practices	WDBs Certificates, Work Readiness

Adult & Dislocated Workers - Who is Included?

All participants who are in a Title I Adult or Dislocated Worker-funded training program (fully or partially funded).

Participants receiving training funded by a DOL non-core program that shares common exit with Title I Adult or Dislocated Worker.

- Indian and Native American Program
- National Dislocated Worker Grants
- Trade Adjustment Agreement
- Full list: **TEGL-14-18 – Appendix II, Pages 2 & 3**

Youth Participants-Who is included ?

➢ **ALL ISY** are included in the Credential Attainment measure.

➢ **OSY** are only included if they participate in:
  ➢ Occupational skills training
  ➢ Secondary education (at or above 9th grade level)
  ➢ Postsecondary education
  ➢ Title-II funded adult education (at or above 9th grade level)
  ➢ Youthbuild
  ➢ Job Corps

➢ Work Experience is NOT included in this measure.
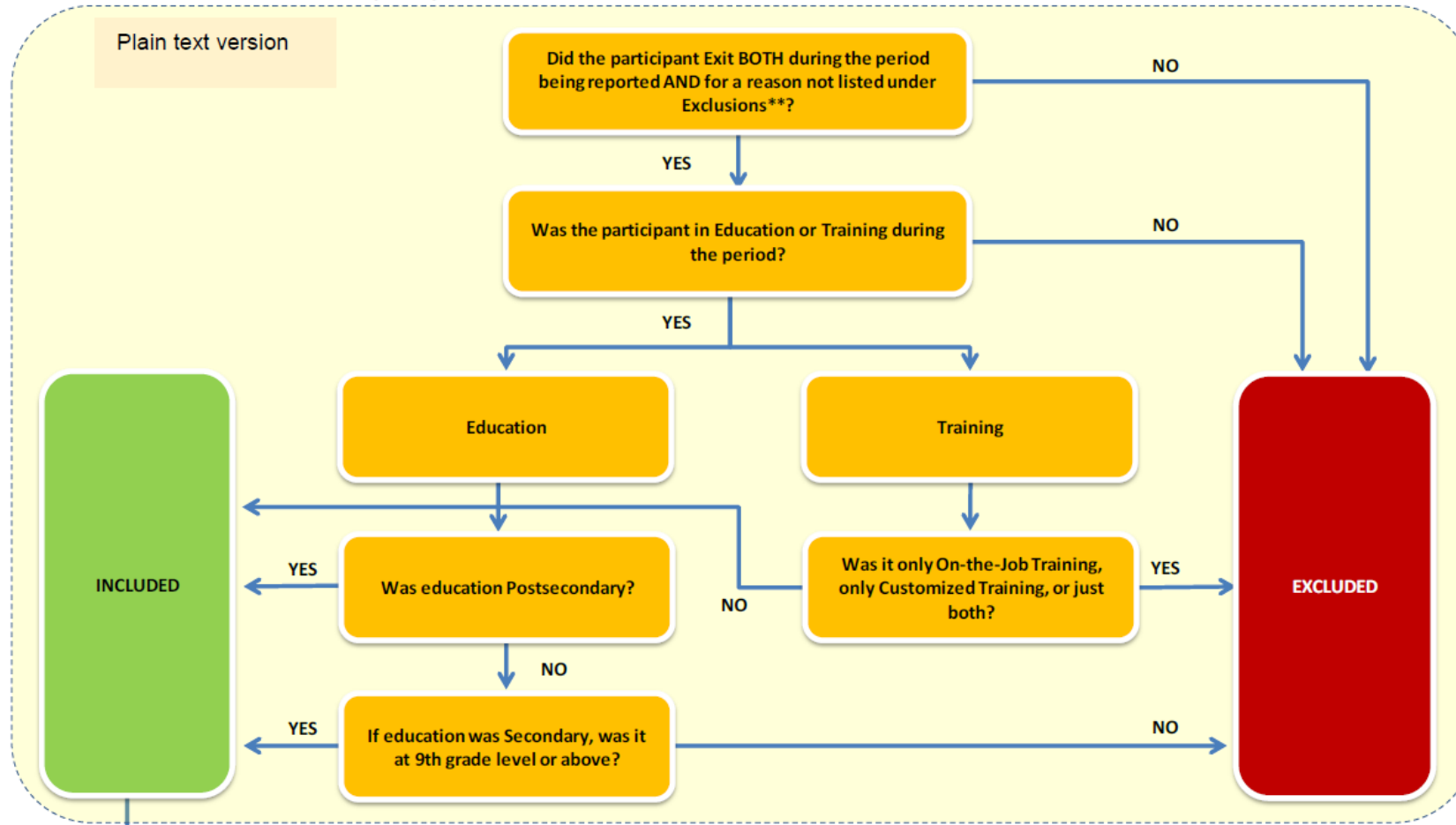
TEGL No. 10-16, Change 3 – Page 16

Credentials Parameters

❖ For Credential Attainment, one year after Exit means **365 days after exit** based on the participant's exit date rather than 4 quarters after exit.

❖ **Special Rule:** participants who obtain **a Secondary School Diploma or Equivalent**, <u>must also</u> be **employed** or **enrolled in education/training** (within one year following exit) to be counted as a successful outcome and be included in the Numerator.

❖ Participants may obtain more than one credential but are only counted once per Period of Participation. All credentials should be recorded.

❖ Certificates of Completion are not credentials (except for Apprenticeship Programs or Career Technical Education programs).

Common Questions

- **Does DOL have a list of Credentials that count?**

- **Does "blank" credential count for the Credential Attainment measure?**

- **Are participants included in the Credential Attainment Indicator if they only receive WIOA-funded supportive services (childcare, transportation)? Or training-related costs (books, supplies)?**

- **Do Certificates of Completion count for Credentials and/or MSGs?**

- **Can any Credential attained after exit be counted in performance if is not funded by WIOA and it is not in the same occupation?**

- **How much time do we have to collect documentation to report a credential after exit?**
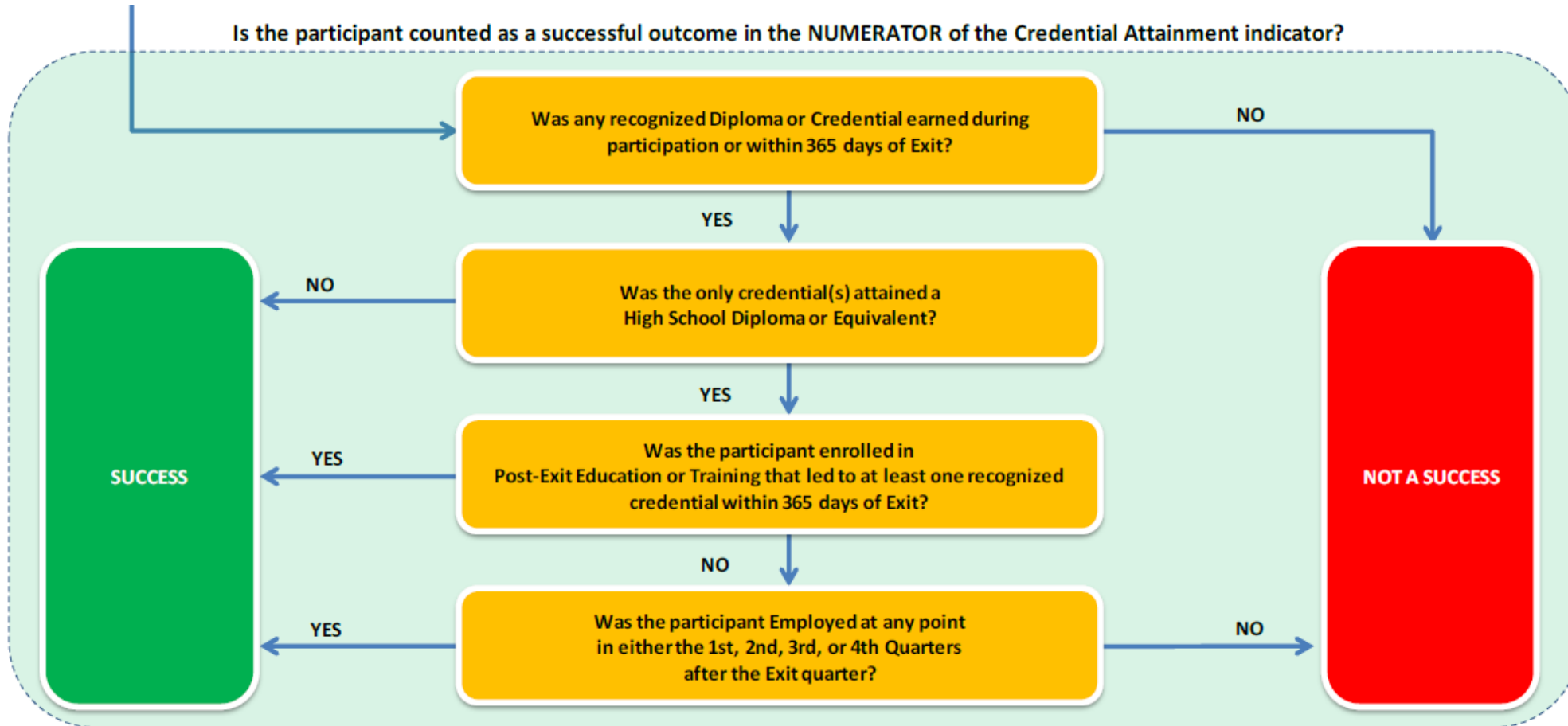
Credential Attainment Decision Path DENOMINATOR

Plain text version

Did the participant Exit BOTH during the period being reported AND for a reason not listed under Exclusions**? — NO → EXCLUDED

YES ↓

Was the participant in Education or Training during the period? — NO → EXCLUDED

YES ↓

- Education
  - Was education Postsecondary? — YES → INCLUDED
  - NO ↓
  - If education was Secondary, was it at 9th grade level or above? — YES → INCLUDED / NO → EXCLUDED
- Training
  - Was it only On-the-Job Training, only Customized Training, or just both? — YES → EXCLUDED / NO →

[Credential Attainment Decision Path 7.29.19 (4).pdf](#)

Credential Attainment Decision Path Tool NUMERATOR

Is the participant counted as a successful outcome in the NUMERATOR of the Credential Attainment indicator?

Was any recognized Diploma or Credential earned during participation or within 365 days of Exit? — NO → NOT A SUCCESS

YES ↓

Was the only credential(s) attained a High School Diploma or Equivalent? — NO → SUCCESS

YES ↓

Was the participant enrolled in Post-Exit Education or Training that led to at least one recognized credential within 365 days of Exit? — YES → SUCCESS

NO ↓

Was the participant Employed at any point in either the 1st, 2nd, 3rd, or 4th Quarters after the Exit quarter? — YES → SUCCESS — NO → NOT A SUCCESS

Credential Attainment Decision Path 7.29.19 (4).pdf

Measurable Skill Gains (MSG) Performance Indicator

What is the MSG Indicator?

The percentage of participants who, **during the program year:**

➢ Are in an **education or training program** that leads to a recognized <u>credential or employment</u>, and

➢ Are achieving documented **academic, technical, occupational, other forms of PROGRESS**, towards a credential or employment.

MSG is NOT an Exit-based measure.

5 Types of MSGs

Participants in Education

1. Achievement of at least one educational functioning level (EFL) (for instruction below postsecondary level).

2. Attainment of secondary school diploma or its recognized equivalent.

3. Secondary/Postsecondary transcript or report card.

Participants in Training

4. Established milestone.

5. Successful passage of an Exam.

Type 1: Achievement of at least one educational functioning level (EFL)

There are four ways to measure EFL gain for participants receiving instruction below the postsecondary level:

1. Comparing the participants' initial EFL as measured by an approved **pre-test**, with their EFL achieved by a **post-test**. National Reporting System | AEFLA (ed.gov). Examples: CASAS (Reading/Math), or TABE.

2. Adult high school programs that lead to a secondary school diploma or equivalent by awarding credits or Carnegie units.

3. Participants enrolled in a program below postsecondary level (refers to basic education programs) and are enroll in a recognized postsecondary education or training during program year.

4. Participants who pass a subtest on a State-recognized high school equivalency examination.
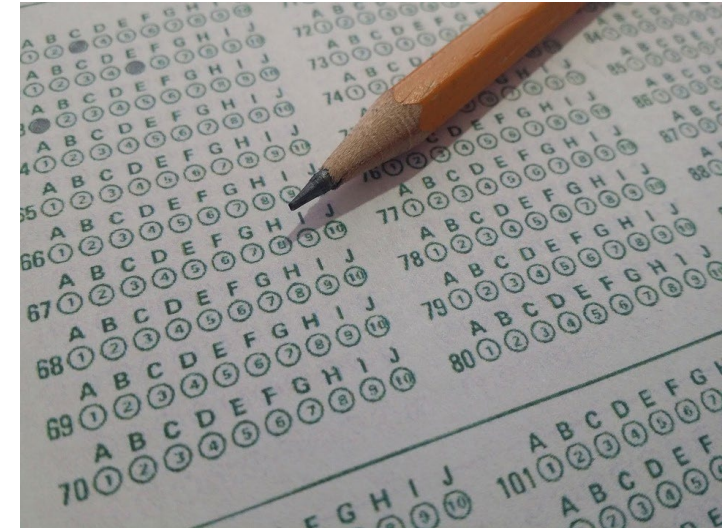
MSG Types

➢ **Type 2**: Attainment of a **Secondary School Diploma** or its **Recognized Equivalent** as defined by Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA).

➢ **Type 3**: Secondary or postsecondary transcript for sufficient number of credit hours.
  ➢ **Secondary**: transcript or report card for 1 semester showing participant completed the standard units.
    ➢ Transcript is specific to Youth attending high school.
  ➢ **Postsecondary**: report card showing participant achieved sufficient credit hours.
    ➢ Full-time students is at least 12 hours per semester.
    ➢ Part-time students, a total of at least 12 hours over 2 completed consecutive semesters.
    ➢ Example: Participants enrolled full-time in an RN program and complete a semester.
    ➢ Full-time or Part-time hours may vary based on the institution.

MSG Types

Type 4: Satisfactory progress report toward an **established milestone** from an employer or training provider.

- On-the-Job Training
- 1 year of an Apprenticeship program

Type 5: Passage of an exam required for an occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks (knowledge-based exams).

- Test for Class A Driver's License
- Test for LVN License
- Others that measure a difference in skill levels

Who is included in the MSG Indicator?

All participants in education or training services are included in the MSG measure, regardless of how long they have participated in the program year.

➢ **Adults and Dislocated Workers** – Only individuals in education or training count in the indicator including Apprenticeships, OJT, and customized training.

➢ **Youth** – All in-school youth (ISY) are included, and out-of-school youth (OSY) in occupational skills training, secondary or postsecondary, while in the program, plus a others based on the MSG types. OJT is excluded for Youth.

The **date** entered education or training triggers inclusion of the participant in the measure.

Period of Participation

A period of participation (PoP) refers to:

➤ The period of time **beginning** when an individual becomes a participant and **ending** on the participant's date of exit from the program.

➤ A new period of participation is counted each time a participant re-enters and exits the program, even if both exits occur during the same program year.

➤ **PoPs are counted differently for the MSG indicator.**

MSG Periods of Participation (PoP) Example
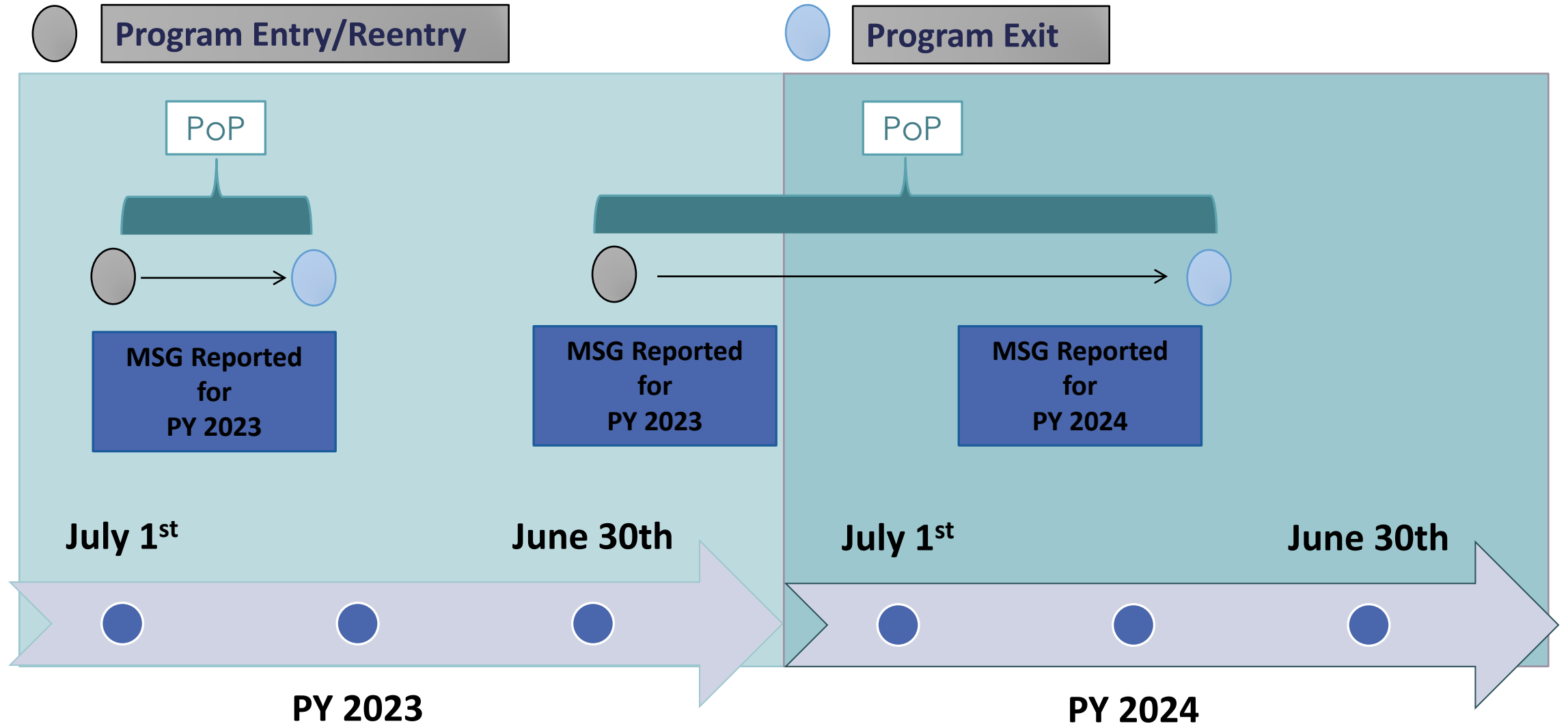
MSG Parameters

❖ MSG indicator is used to measure **interim** progress of participants enrolled in education or training services.

❖ Participants whose training goes into two PYs are included once each PY.

❖ Participants can have more than one MSG in a Program Year (PY) but will only be included once in the denominator for performance. All MSGs should be recorded to demonstrate the value of the training.

❖ Participants who have 2 Periods of Participation within the same program year and are in education or training both periods, will be included twice in the MSG measure for that program year.

❖ A Certificate of Completion is NOT considered an MSG.

Credentials and MSG Overlap

❖ A High School Diploma or Equivalent counts for both Credential Attainment and MSG (Type 2).

❖ Participants may obtain one or more MSGs on the way in obtaining a Credential.
  ❖ RN training (2-year program)

❖ Passage of an exam required for an occupation (MSG Type 5) may lead to a participant obtaining a Credential.
  ❖ The license exam participants take is the MSG.
  ❖ The actual license is the Credential.
  ❖ Must have separate documentation.
  ❖ Examples: LVN, CNA, Truck Driver training.

NOTE: MSGs Types 1, 3, and 4 are NOT Credentials.

Participant File Documentation

Source Documentation must be included in the Participant's files, some examples include:

Credentials:
- Copy of Credential
- School Records
- Case notes documenting verification with school

MSG:
- Pre & Post Test results
- Secondary school record
- HSD/Equivalent Certificate
- The transcript or report card
- Document showing passage of an Exam

TEGL 23-19, Change 1

Reporting Requirements

WIOA Reporting Requirements

Information Collection Requests (ICRs) approved by OMB

ICRs define the performance reporting requirements

Joint ICR - OMB No. 1205-0526

- Annual Performance Report
- ETP Reporting

DOL-only – OMB No. 1205-0521

- Quarterly Performance Report
- Program Specific reporting

Credential Attainment and MSG Reporting

❖ DOL-Only Files – PIRL (Participant Individual Record Layout) ETA 9172, is used by States to report participant data.

❖ The PIRL provides a framework for states to meet federal reporting requirements ensuring consistency and comparability across grantees and programs.

❖ The PIRL includes specific Data Elements to report:
  ❖ Credential attainment and the five MSG types.
  ❖ Date participants enroll in Training or Education (Denominator).
  ❖ Date participants completed Training or Education.

Credentials Reporting Period

PY 2024 the reporting period is from January 1, 2023 – December 31, 2023.

		PY 2022				PY 2023				PY 2024		
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Measure / Cohort Date	7/1/22 - 9/30/22	10/1/22 - 12/31/22	1/1/23 - 3/31/23	4/1/23 - 6/30/23	7/1/23 - 9/30/23	10/1/23 - 12/31/23	1/1/24 - 3/31/24	4/1/24 - 6/30/24	**7/1/24 -** 9/30/24	10/1/24 - 12/31/24	1/1/25 - 3/31/25	4/1/25 - **6/30/25**
Credential Attainment			Reporting Cohorts (1/1/2023-12/31/2023)						Program Period			

Exit Date 12/15/2023

365 days

Credential by 12/15/2024

❖ There is a two-quarter lag time after the exit quarter built into the reporting times on exit-based measures to allow for participant follow up and direct UI quarterly wage record matching.

❖ Credentials should be recorded on the Date the participants obtained the credential, NOT when it was received by staff, or entered in the system.

Credential Attainment Calculation

Numerator

The number of Participants who exited during the reporting period who obtained a recognized postsecondary credential OR secondary school diploma/equivalent (see Special Rule), during the program or within one year after exit.

Denominator

The number of Participants who enrolled in education or training (except OJT and Customized Training) during participation, who exited during the reporting period.

Participants are counted only once in the numerator and denominator for the Credential Attainment Indicator, but all credentials should be reported.

MSG Reporting Period

PY 2024 – July 1, 2024 – June 30, 2025

Measure / Cohort Date	PY 2022		PY 2023				PY 2024			
	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1/1/23 - 3/31/23	4/1/23 - 6/30/23	7/1/23 - 9/30/23	10/1/23 - 12/31/23	1/1/24 - 3/31/24	4/1/24 - 6/30/24	7/1/24 - 9/30/24	10/1/24 - 12/31/24	1/1/25 - 3/31/25	4/1/25 - 6/30/25
Measurable Skill Gains							Reporting Period			

- MSGs are reported in WIPS every quarter; however, this indicator is measured at the end of the program year.

- Participants who start education or training during the first or third quarter may not have earned any MSGs yet by the end of the quarter, therefore they will not be reported as successful.

- Participants who start education or training at the end of the Program Year (May or June), may not have earned an MSG by June 30th to be reported as successful.

MSG Calculation

The number of Participants during the reporting period who are in an education or training program that leads to a credential or employment and achieved at least one MSG type.

The number of Participants during the reporting period who are in an education or training program leading to a recognized credential or employment.

Participants are counted only once each time they have a new period of participation and receive training during the program year.

Reporting Exclusions

TEGL 10-16, Change 3 Attachments I & II

Participants are **Excluded** from the performance calculations under the following conditions:

1. Become incarcerated or institutionalized.
2. Exit is due Medical Treatment expected to last longer than 90 days.
3. The participant is deceased.
4. Exit is due to participant being member of National Guard or other military unit and called to active duty.
5. Youth participant in the foster care system who has moved from the local workforce area.

Other Reasons for Exit must be recorded in the participant file.
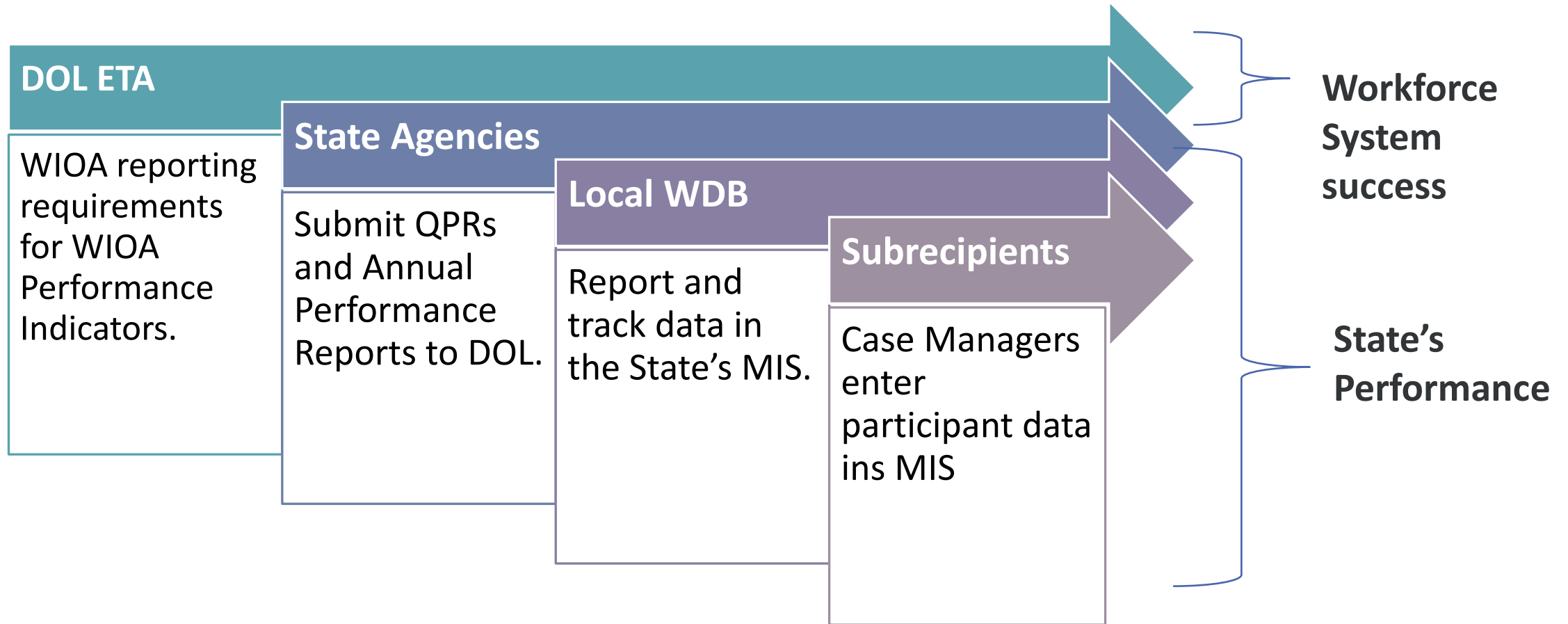
Why is Performance Reporting Important?
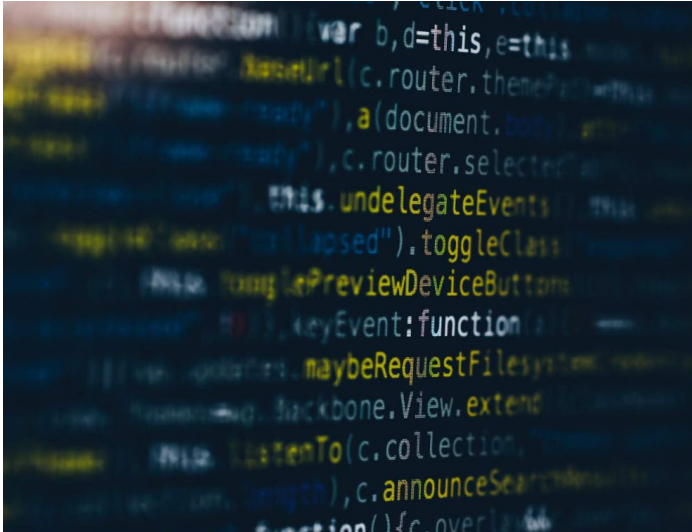
Data tells the story and shows your impact!

- ✓ It assesses the effectiveness of States and local areas in achieving positive outcomes for individuals served by the workforce system.

- ✓ Performance reporting allows the workforce system to assess its effectiveness, make data-informed improvements, and be accountable to taxpayers.

- ✓ Across the system, **continuous improvement** is supported through evaluation, accountability, identification of best practices, and data driven decision making.

- ✓ Performance reporting is required by WIOA.

Workforce System Reporting Accountability

DOL ETA

WIOA reporting requirements for WIOA Performance Indicators.

State Agencies

Submit QPRs and Annual Performance Reports to DOL.

Local WDB

Report and track data in the State's MIS.

Subrecipients

Case Managers enter participant data ins MIS

Workforce System success

State's Performance

State's Responsibility

✓ Report consistent, and accurate performance data to DOL.

✓ Provide on-going training (State and Local Area Staff).

✓ Ensure local areas train their Subrecipients (leadership, case managers, other staff).

✓ Work with MIS Vendor to ensure the system has the capability to track the Credential Attainment and MSG measures.

✓ Stay current of new or revised guidance (TEGLs, TENs, ICRs, etc.).

✓ Communicate training needs to the Region.

Local Area Responsibility

- ✓ Report consistent, and accurate data in the State's MIS.

- ✓ Provide on-going training to Subrecipients staff (leadership staff, case managers, other staff), especially during staff turnover.

- ✓ Stay current of new or revised guidance provided by the State.

- ✓ Have a regular Quality Assurance process to support Subrecipients with reporting participant data.

- ✓ Communicate your training needs to the State.

Suggestions

❖ Run Monthly/Quarterly reports to alert local areas on participants included in these measures.

❖ Analyze participant files who were reported unsuccessful in Credential Attainment or MSG to identify reporting issues or patterns.

❖ Identify low-performing AJCs and provide training.

❖ Review policies to determine if updates or changes are needed.

Credential Attainment & MSG Resources

Credentials and MSG Resources

Guidance

- **TEGL No. 10-16, Change 3** – Performance Accountability Guidance for WIOA Core Programs
- **TEGL No. 14-18** – Program Specific Performance
- **TEN No. 25-19** – Postsecondary Credentials
- **TEGL No. 23-19, Change 1** – Guidance for Validating Required Performance Data

E-Learning Modules

- Credential Attainment Overview

- Measurable Skill Gains Overview

Credentials and MSG Resources

Webinars

WorkforceGPS

- WorkforceGPS - WIOA Wednesday: Performance Accountability, Part 1
- WorkforceGPS - WIOA Wednesday: Performance Accountability, Part 2

Tools

- Post Secondary Credential Attainment Tool
- Credential Attainment Decision Path
- WIOA Desk Reference Certificate vs. Certification