

CLASP

Policy solutions that work for low-income people

Anna Cielinski
Senior Policy Analyst

Measurable What?

Adult Education's "Measurable Skill Gains"
Performance Metric

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Measurable Skill Gain

WIOA's Measurable Skill Gain (MSG)
performance measure includes
pre-test, post-test...
but so much more!

Discussion: Do you think these statements are true?

- What gets measured is what gets done.
- What programs are held accountable for is what they do.

Workforce Innovation and Opportunity Act (WIOA) of 2014

- Updated Performance Accountability System
- Shared Accountability
- Six common indicators of performance
 - Employment in 2nd quarter after exit
 - Employment in 4th quarter after exit
 - Median Earnings in 2nd quarter after exit
 - Credential Attainment
 - Measurable Skill Gains
 - Effectiveness in Serving Employers

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Think, Pair, Share

- Discuss your current understanding of the MSG indicator, its purposes, and uses.
- How is it important to your everyday work?

Measurable Skill Gains

- Interim Measure of Progress
- For those who more than one year to achieve another employment, earnings, or credential outcome
- Especially in Title I, an incentive to serve those with most need
- Expanded from pre-test, post-test under WIA

Measurable Skill Gains

WIOA Legislative Definition:

(V) the percentage of program 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 measurable skill gains toward such a credential or employment [WIOA Sec. 116(b)(2)(A)(i)(V)]

Measurable Skill Gains

WIOA Regulatory Definition:

Documented academic, technical, occupational, or other forms of progress toward the credential or employment.

[20 CFR Part 677 and 34 CFR Part 361]

Measurable Skill Gains

Detailed regulatory definition

Defined as one of the following:

- (A) Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
- (B) Documented attainment of a secondary school diploma or its recognized equivalent;
- (C) Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards;
- (D) Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of 1 year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
- (E) 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.

[§ 677.155]

Where did EFL gain go?

- Congress intentionally did not include Educational Functioning Level (EFL) in WIOA legislative text
- But EFL gain is 1 of 5 types of MSG in the WIOA regulations for both U.S. Departments of Education and Labor
- Five types of MSG:
 - 1) Educational Functioning Level Gain (3 sub-types)
 - 2) High School Diploma or Equivalent
 - 3) Secondary or Postsecondary Transcript
 - 4) Occupational or Technical Skill Attainment
 - 5) Training Milestone

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MSG in National Reporting System

- Through the National Reporting System (NRS), title II can fully report only 2 of 5 types of MSG:
 - 1) EFL (three types)
 - Pre-test, post-test gains (old measure)
 - Carnegie Units (you can use this now!)
 - Transition to Postsecondary (you can use this now!)
 - 2) High School Diploma or Equivalent

MSG in National Reporting System

Table 4
Measurable Skill Gains by Entry Level

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its equivalent, and periods of participation outcomes.

| Entering Educational Functioning Level | Total Number Enrolled | Total Attendance Hours for all participants | Number who achieved at least one educational functioning level gain | Number who attained a secondary school diploma or its equivalent | Number Separated Before Achieving Measurable Skill Gains | Number Remaining in Program without Measurable Skill Gains | Percentage Achieving Measurable Skill Gains | Total number of Periods of Participation | Total number of Periods of Participation with Measurable Skill Gains | Percentage of Periods of Participation with Measurable Skill Gains |
|--|-----------------------|---|---|--|--|--|---|--|--|--|
| (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) |
| ABE Level 1 | | | | | | | | | | |
| ABE Level 2 | | | | | | | | | | |
| ABE Level 3 | | | | | | | | | | |
| ABE Level 4 | | | | | | | | | | |
| ABE Level 5 | | | | | | | | | | |
| ABE Level 6 | | | | | | | | | | |
| ABE Total | | | | | | | | | | |
| ESL Level 1 | | | | | | | | | | |
| ESL Level 2 | | | | | | | | | | |
| ESL Level 3 | | | | | | | | | | |
| ESL Level 4 | | | | | | | | | | |
| ESL Level 5 | | | | | | | | | | |
| ESL Level 6 | | | | | | | | | | |
| ESL Total | | | | | | | | | | |
| Grand Total | | | | | | | | | | |

- Use participant's pretest score for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns D through G. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.

MSG in National Reporting System

- Can also report Occupational or Technical Skill Attainment
- But only if using Integrated Education and Training (IET) Model

Integrated Education and Training

Definition of Integrated Education and Training (IET):

- Adult Education and Literacy, Workforce Preparation, and Workforce Training “each of sufficient intensity and quality, and based on the most rigorous research available, especially with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals” that “occur simultaneously,” “use occupationally relevant instructional materials,” and are “organized to function cooperatively” with “a single set of learning outcomes” (34 CFR §463.37).

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Think, Pair, Share

What barriers do you have to using MSG to its full potential?

What, if anything, limits your full use of MSG?

Using MSG to align Titles I and II for Adult Education Students

- Same interim performance measures lets WIOA title II be a better partner to WIOA title I, giving students access to more job training.
- Facilitates integrated education and training (IET) models
- Facilitates career pathway models
- Facilitates co-enrollment
- These are the types of models we know work best for low-income people.

Using MSG to align AEBG and WIOA for Adult Education Students

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Contact Information:

Anna Cielinski

Senior Policy Analyst

Center for Law and Social Policy (CLASP)

acielinski@clasp.org

@annacielinski