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(SN 16)

WIOA BULLETIN NO. 16-18

DATE: February 20, 2018
TO: WIOA Partners
SUBJECT: Recording Measurable Skill Gains in HireNet Hawaii

PURPOSE

The purpose of this bulletin is to issue guidelines and instructions on how to record measurable skills gains in HireNet Hawaii.

BACKGROUND

The Measurable Skill Gains Indicator is the percentage of participants who, during a program year, are in education or training programs that lead to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

POLICY

As required by Training and Employment Guidance Letter (TEGL) 10-16, the Measurable Skill Gain Indicator is used to measure interim progress of participants who are enrolled in education or training services for a specified reporting period. Therefore, it is not an exit-based measure. Instead, it is intended to capture important progressions through pathways that offer different services based on program purposes and participant needs and can help fulfill the vision for a workforce system that serves a diverse set of individuals with a range of services tailored to individual needs and goals. Depending upon the type of education or training program in which a participant is enrolled, documented progress is defined as one of the following:

- Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
- Documented attainment of a secondary school diploma or its recognized equivalent;
- Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting established academic standards;
- 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; or

- 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.

Examples:

- A participant is enrolled in a 4-year registered apprenticeship program: the measurable skill gains indicator tracks the skills the participant gains throughout the reporting period, not just at the end of the 4-year training program.
- Low-skilled adult participants of an adult education program: the measurable skill gains indicator provides an opportunity to track and report gains in reading, writing, mathematics, and English proficiency.

DOCUMENTING PROGRESS OF TYPES OF MEASURABLE SKILL GAINS

- Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary level—programs may measure educational functioning level gain in one of three ways:
 - 1) States may compare the participant's initial educational functioning level, as measured by a pre-test, with the participant's educational functioning level, as measured by a post-test;
 - 2) States that offer adult high school programs that lead to a secondary school diploma or its recognized equivalent may measure and report educational gains through the awarding of credits or Carnegie units; or
 - 3) States may report an educational functioning level gain for participants who exit a program below the postsecondary level and enroll in postsecondary education and training during the program year. A program below the postsecondary level applies to participants enrolled in a basic education program.
- Documented attainment of a secondary school diploma or its recognized equivalent—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 (GED or HiSet).
 - Participants who start the Competency-Based (C-Base) program during or before Program Year (PY) 2017 (July 1, 2017 to June 30, 2018) and who receive the C-Base diploma in PY 17 or PY 18 will be considered as having attained a secondary school diploma for performance accountability purposes only.
- Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the established academic standards—for secondary education, this gain may be documented through receipt of a secondary transcript or report card for one semester showing that the participant is achieving the established policies for academic standards. For postsecondary education, this gain must demonstrate a sufficient number of credit hours - which is at least 12 hours per semester or, for part-time students, a total of at least 12 hours over the course of two completed consecutive semesters during the program year – that shows a participant is achieving the established academic standards (or the equivalent for other than credit hour programs).
- 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—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.

- 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—documentation for this gain may include passage of a component exam in a Registered Apprenticeship program, 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.

Methodologies (*Calculation includes all participants*):

- 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 skill gains based on attainment of at least one type of gain **divided** by 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.
- Participants who, during any point in the program year, are in an education or training program that leads to a recognized postsecondary credential or employment are included in the **denominator**. This includes participants who continue to receive services as well as those who have participated during the reporting period and have exited the program. Data from the denominator in this calculation is drawn from *PIRL 1811: Date Enrolled During Program Participation in an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment*.
- The **numerator** is the number of program participants defined above who achieved at least one type of gain. A participant may have achieved more than one type of gain in a reporting period; however, only one gain per participant in a reporting period may be used to calculate success on the measurable skill gains indicator.

Operational Parameters:

- All participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment are counted in the calculation of this indicator. Participants who exit for any of the reasons listed in **Attachment, Tables A and B** are excluded from the measurable skill gains indicator. The following participants in education or training programs are included:
 - Title I: Adult and Dislocated Worker – All participants who are in a Title I Adult or Dislocated Worker-funded training program are included in the measurable skill gains indicator (which includes funding a training program for a secondary school program equivalent). This includes all participants in work-based training.
 - Title I Youth – All In-School Youth (ISY) are included in the measurable skill gains indicator since they are attending secondary or postsecondary school. Only Out-of-School Youth (OSY) who are in one of the following are included in the indicator:
 - the program element occupational skills training
 - secondary education during participation in the Title I Youth program
 - postsecondary education during participation in the Title I Youth program

- Title II-funded adult education during participation in the Title I Youth program
- the YouthBuild program during participation in the Title I Youth program
- Job Corps during participation in the Title I Youth program

Additional Operational Parameters:

- Participants are only included in the denominator one time per reporting period (i.e. program year), regardless of how many skill gains they achieve in a given program year unless the individual has more than one period of participation in a given program year. Likewise, participants are only included in the numerator one time per reporting period (i.e. program year), regardless of how many skill gains they achieve in a given program year unless the individual has more than one period of participation 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 two times for that particular program year;
- The measurable skill gains indicator is different from the other indicators because it is NOT exit-based, meaning that a participant can achieve a measurable skill gain while still participating in a program; and
- Programs should 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 measurable skill gain by the end of that program year.

For performance accountability purposes, the measurable skill gains indicator calculates the number of participants who attain at least one type of gain during each period of participation within a given program year. Since this indicator is not exit-based, each unique program entry date (not exit date) triggers inclusion in the calculation. Participants will achieve a successful outcome in the indicator as long as they attain one type of gain applicable to the core programs. This information is collected, for all core programs (except the Title III Wagner-Peyser Employment Service program), as part of the Measurable Skill Gains Report template. If a participant achieves more than one type of measurable skill gain in a reporting period, the most recent gain is the skill gain type that should be recorded on the Measurable Skill Gains Report template.

INPUTTING MEASUREABLE SKILL GAINS IN HIRENET HAWAII

The purpose of the Skills Achievement screen is to record data necessary for WIOA Participant Individual Record Layout (PIRL) extracts and to calculate performance for the WIOA Measurable Skill Gains performance measure. When staff click Create Measurable Skills Gain, the Virtual OneStop (HireNet Hawaii) displays a screen that consists of multiple sections, descriptions of which follow.

General Information Section:

Based on staff's region and office affiliation, the system will autofill this data for staff. If staff belongs to multiple workforce regions and/or offices, they must select the appropriate value(s) as they pertain to the participant they currently manage.

General Information	
User Login:	GSI_NFJP_33605
State ID:	12506
User ID:	9559380
Name:	Robert Gomez
Program Entry Date:	10/10/2016
• LWDB:	NFJP - Hillsborough County School District
• Office Location:	The Family Learning Center - Dover

Skill Attainment Information Section:

Staff completes this section to document the customer’s progress based on measurable skills gained.

Skill Attainment Information	
Fill in the following information for the skill achievement.	
Program:	National Farmworker Jobs Program (NFJP)
• Skill Type:	Skills Progression
• Date Skill Attained:	10/12/2016 <input type="checkbox"/> Today
• Type of Achievement:	Other skills progression achievement
•	<input checked="" type="checkbox"/> Other Applicable Documentation. (specify)

To complete this section, staff perform the following:

1. Select the desired skill type.
2. Enter the date the customer attained the skill.
3. Select the desired achievement type.
4. Click Verify and Other Applicable Document (specify). Include documentation received (e.g. post test, report card, progress report- OJT).

Note: In some instances, staff enter the name of the verification document manually.

The following table displays the combination of skill types and achievement types available:

Skill Type	Achievement Type
Post-secondary Transcript/Report Card	Completed minimum of 12 hours in semester and meets academic standard Part-time student and completed at least 12 credit hours over the course of two completed consecutive semesters and meets academic standards
Secondary Transcript/ Report Card	Report card/transcript for one semester and meets academic standards
Training Milestone	Achieved satisfactory or better progress reports towards an established OJT training milestone – not previously recorded Completed 1 year of Registered Apprenticeship program and achieved satisfactory or better progress report Other training milestone
Skills Progression	Successfully completed a required exam for a particular occupation Satisfactory progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams Other skills progression achievement

Staff Information Section:

Click “Add a New Case Note” to record information on measurable skills gain. Click “Save” to secure data entry. Click Add a new Case Note to create a case note that will be maintained in two locations of the customer’s account: The Case Note will be displayed in two locations of the customer’s account:

- In the Measurable Skills Gain record
- In the Case Notes Tab screen of staff’s General Profile Case Notes Tab of Staff General Profile

The screenshot shows a web interface titled "Staff Information". At the top, there are two links: "[Add a new Case Note | Show Filter Criteria]". Below this is a table with the following structure:

ID	Create Date	Subject	Action
No data found.			

Below the table, there are two buttons: "Save" and "Cancel". A mouse cursor is pointing at the "Save" button.

After entering the appropriate information, click **Save** to secure their data entry.

INQUIRIES

Inquiries regarding this Bulletin may be directed to Jayson Muraki at (808) 586-8674.

REFERENCES

Training and Employment Guidance Letter WIOA No. 10-16 Operating Guidance for the Workforce Innovation and Opportunity Act

Virtual One Stop User Guide for Staff (<https://www.hirenethawaii.com/gsipub/index.asp?docid=380>)

ATTACHMENT

Attachment 1: Exclusions - Tables A, B, C

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C: ASO-WIOA Unit

**Attachment 1 – Table A
Exclusions (PIRL Data Element 923)**

Attachment 1 – Table A
Exclusions – Apply to All Participants In Title I Adult, Title I Dislocated Worker, Title II AEFLA, Title III Employment Service, and Title IV VR Programs
<ul style="list-style-type: none">▪ The participant exits the program because he or she has become incarcerated in a correctional institution or has 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 participant exits 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. ▪ The participant, who was determined to be eligible for program services, is later determined not to have met the program’s eligibility criteria. This exclusion applies only to the VR program, in which participant eligibility is routinely revisited during the participation period. For example, in the VR program, an individual may be presumptively eligible in accordance with program regulations and later the individual is found to be too severely disabled to benefit from VR services. As another example, a participant may decide, after receiving some services, to pursue sheltered employment. Because an individual must pursue an employment outcome, and sheltered employment does not meet the definition of an employment outcome for purposes of the VR program, this individual would be determined to be no longer eligible for the VR program. For titles I, II, and III, program eligibility is determined at the time an individual becomes a participant and such eligibility is not revisited during the individual’s participation in the program.

**Attachment 1 – Table B
Exclusions (PIRL Data Element 923)**

Attachment 1 – Table B
Exclusions – Apply to Participants in Title I Youth Program
<ul style="list-style-type: none"> ▪ The participant exits the program because he or she has become incarcerated in a correctional institution or has 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 participant exits 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. ▪ 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 area as part of such a program or system.

**Attachment 1 – Table C
Exclusions: Sec. 225 of WIOA**

Attachment 1 – Table C
Exclusions – Apply to Participants in Title II AEFLA Program
<ul style="list-style-type: none"> ▪ A Title II AEFLA participant, who is a criminal offender in a correctional institution, receives services under sec.225 of WIOA. When these participants remain incarcerated after exit from the program, they are excluded from the calculation of the following WIOA indicators of performance: <ul style="list-style-type: none"> - Employment rate – 2nd quarter after exit; - Employment rate – 4th quarter after exit; - Median earnings – 2nd quarter after exit; and - Credential attainment. ▪ All sec. 225 participants are included in the Measurable Skill Gains indicator.