

	Subject Measurable Skill Gains Policy ARIZONA@WORK-Yuma County	
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	Authorized by: Yuma County Workforce Development Board	

Background/Purpose: This policy for the Yuma County Local Workforce Development Area (LWDA) provides guidance on the reporting and documenting of the Workforce Innovation and Opportunity Act (WIOA) Measurable Skill Gains (MSG) performance indicator. 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-B and administered by Department of Labor (DOL). Measurable Skill Gains is one of the six primary indicators of performance.

References: TEGL 10-16, chg. 3; WIOA State Policy Manual Training Services Chapter 2- Section 500; State Exhibit 500A- Measurable Skill Gains Guide; AZ DES- Arizona Job Connection (AJC) Service Dictionary; State Service Reporting, Data Entry, Documentation Procedural Guide; TEGL 23-19 change 3; State WIOA Title I-B Adult/Dislocated Worker/Youth Programs Data Validation Checklist.

Policy:

A. Defining Measurable Skill Gains

Measurable Skill Gains is defined as 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 of progress, toward a credential or employment. 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. The measure calculates the number of participants who attain at least one type of gain during the program year.

B. Who Is Included in the Measure

- a) All WIOA Title I-B Adult and Dislocated Worker participants who are enrolled in training and education program leading to a credential or a high school diploma or high school equivalency; including work-based training such as OJT, customized training, registered apprenticeship. **This does not include Work Experience/Internship as it’s considered an Individualized Service, not training.** The education or training program must be funded by WIOA Title I-B Adult or Dislocated Worker program funds or a DOL

partner program that shares a common exit with the Adult and Dislocated Worker program (i.e. Trade Adjustment Assistance, Youth, and National Dislocated Worker Grant). *Refer to the “State Service Reporting, data entry, documentation procedural Guide” located on the DES website for recording DOL partner programs that shares a common exit.*

Note: Incumbent Worker Training

- Incumbent Worker Training is considered a business service to employers.
 - If participants are also enrolled in the WIOA Title I-B Adult or Dislocated Worker Program to receive other services; their participation would be reported under the appropriate WIOA indicator of performance.
 - Individuals who only receive Incumbent Worker Training are not included in the WIOA performance indicator calculations; however participant and performance data is reported to US Department of Labor (DOL)
- b) All WIOA Title I-B Youth participants who are in the occupational skills training element, education offered concurrently with workforce preparation, or attending secondary education (9th grade and above), postsecondary education, Title II-funded adult education, Youth build, Job Corps are included in the MSG performance indicator. The education or training program may be funded by partner programs. This includes all In-School Youth since they are attending secondary or postsecondary education. *Refer to the “State Service Reporting, data entry, documentation procedural Guide” located on the DES website.*

Note: Youth who are in OJT’s are not included in the MSG indicator as this is considered a type of work experience.

C. Education and Training Services

- 1) Services that place Adult and Dislocated Worker participants in the MSG denominator:

Most Commonly used Services;

- a. Adult Ed. And Literacy Activities Provided in Combo w/Another Training Service.
- b. Occupational Skills Training
- c. On-the-Job Training (OJT)
- d. Apprenticeship

Other Available WIOA Services;

- a. Customized Training
- b. Entrepreneurial Skills Training
- c. Incumbent Worker Training
- d. Integrated Education and Training Programs provided concurrently or in combination with another training service.
- e. Job Readiness Provided in Combination with Other Training Services
- f. Skill Upgrade/Retraining
- g. Training Programs offered by the Private Sector

- 2) Services that place Youth in the MSG denominator:

Equal Opportunity Employer/Program Auxiliary Aids and Services Are Available Upon Request To Individuals With Disabilities.

- a. Alternative Secondary School Services
- b. Apprenticeship
- c. Dropout Recovery Services
- d. Occupational Skills Training
- e. Enrolled in Secondary Education
- f. Enrolled in Postsecondary Education
- g. Education Offered Concurrently w/Workforce Preparation Activities
- h. Tutoring, Study Skills Training, Instruction, Dropout Prevention Services

Documenting Progress Toward Measurable Skill Gains Outcomes

Achievement of skill gains are specific to the type of education or training program in which a participant is enrolled. Indicated below are the 5 types of MSG and the supporting documentation that will be used by the LWDA area to demonstrate a skill gain;

- 1) **Educational Functioning Level (EFL)** - achievement of at least one EFL of a participant who is receiving instruction below the postsecondary education level. Skill Gain is measured by one of the following:

- a. A basic skills pre- and post- test which demonstrates an advancement of at least one EFL is considered a skill gain that can be measured and documented. The same test and version must be used for both the pre-and post-test.
- b. Report an education functioning level gain when participants who exit a program below the postsecondary level and enroll into postsecondary education or training during the program year.

It may also occur after exit from the Title IB program to be counted as an EFL gain, but must be within the program year being reported.

A program below the postsecondary level applies to participants enrolled in a basic education program.

(i.e. participant attended GED classes, obtained GED, and enrolled into college within the program year reported)

- c. Report an educational functioning level gain when participants pass a subtest on a State-recognized high school equivalency examination (i.e. passing the GED social studies test).

Acceptable Documentation:

- o Copies of results from an approved test suitable for the National Reporting System (NRS) showing increase of at least one EFL gain within the program year by comparing the EFL listed on the pre-test and EFL listed on the post-test using the Test Benchmarks for NRS Educational Functioning Levels for Adult Education. *(i.e. pre-test reading scale score of 570= grade level 6-8= EFL-High Intermediate Basic Education and post-test reading scale score of 576= grade level 9-10=EFL-Low Adult Secondary Education).* Link to NRS Test Benchmarks: <https://nrswb.org/sites/default/files/NRS-Test-Benchmarks-508.pdf>

Note: the most recent list of tests determined suitable for the NRS is available online at: <https://nrsweb.org/sites/default/files/NRS-Test-Approval-Periods-and-Sunset-Dates-Updated-July-2025-508.pdf>

- Copy of school verification enrollment form or class schedule indicating participant has enrolled into postsecondary education or training during the program year.
 - Documentation such as a transcript or score report printout indicating passage of the GED subtest.
- 2) **Secondary School Diploma-** attainment of a secondary school diploma, or obtained high school equivalency (HSE) diploma through the GED pathway, the College Credit Pathway, or the HSE PLUS Career Readiness Pathway. Link to HSE System in Arizona:
<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:e486ae5b-9305-49c1-b6fb-6aed6f57e1f3>

Skill Gain is measured by the following:

- a. Participant enters program without a High School diploma or equivalency
- b. Enrolls into secondary education
- c. Attains secondary school diploma

Acceptable Documentation:

- Copy of High School Diploma or HSE Diploma
- Copy of school transcript (*unofficial*)

- 3) **Secondary or Post-secondary transcript or report card-**documentation of a Secondary and Postsecondary transcript or report card for a sufficient number of credit hours showing participant is meeting Arizona’s unit academic standards. Skill Gain is measured by the following:

Secondary Education-

- a. Participant enrolled into secondary education
- b. Submit school transcript (*unofficial*) and or report card
- c. Meets the Arizona’s unit academic standards (D- or above in all classes)

Acceptable Documentation:

- Copy of a school semester transcript (*unofficial*) or report card showing participant achieved passing grades of “D-” or above in all classes.

Post-Secondary Education-

- a. Participant enrolled into post-secondary education
- b. Submit school transcript (*unofficial*) and or report card
- c. Meets the requisite number of credit hours
- d. Meets the Arizona’s unit academic standards (D- or above in all classes)

Acceptable Documentation:

- Full-Time student-copy of a school transcript (*unofficial*) or report card demonstrating completion of a minimum of 12 credit hours per semester and showing participant achieved passing grades of D- or above in all classes.
 - Part-Time student-copy of a school transcript (*unofficial*) or report card demonstrating completion of at least 12 credit hours over the course of two completed semesters during a 12 month period and showing participant achieved passing grades of D- or above in all classes.
- 4) **Training Milestone-** satisfactory or better progress report, towards established milestones. An established milestone should be established in advance of the education or training program, or in advance of the program year measured. *Refer to the State Measurable Skill Gains Guide under “Progress Towards Training Milestones”*. Documentation must include one of the following:
- Post assessment skill evaluation performed by the employer validating participant is “proficient” in mastering and achieving all job skills listed on training plan.
 - Monthly assessment skill evaluation performed by the employer validating participant has demonstrated a rating from “Marginal” to “Adequate” on any of the required job skills listed on training plan.
 - Monthly assessment skill evaluation performed by the employer validating participant has demonstrated a rating from “Marginal” to “Proficient” on any of the required job skills listed on training plan.
 - A progress report demonstrating satisfactory or better progress on established milestones/completed modules in the Registered Apprenticeship Program.
- 5) **Skills Progression- successful passage of an exam** required for a particular occupation, or demonstrated progress in attaining technical or occupational skills, as evidenced by trade-related benchmark, such as knowledge-based exams. *Refer to the State Measurable Skill Gains Guide under “Exam Passage-Skills Progression”*. Documentation must include one of the following:
- An exam such as a mid-term or final exam measuring a gain and demonstrating progress passage.
 - Passing scores in a related instruction exam (i.e. Registered Apprenticeship).
 - Certification of completion that shows passage of an employer-required knowledge-based exam.
 - Results that shows passage of an employer-required knowledge-based exam (e.g. Commercial Driver’s License Instruction Permit to include printout from ADOT website.)
 - Passing score in a training program’s unit test.
 - Copy of a credential that is earned after the passage of an exam.

D. AJC Data Entry Requirements

In order to ensure accurate reporting of Measurable Skill Gains, the LWDA must record and enter data in the Arizona Job Connection State System (AJC) under Enrollment Details, “Measurable Skill Gains & Goals Link” within 3 business days from the date service was provided and or from when documentation of the MSG attainment was received.

Only one MSG is required per Program Year to meet the MSG performance measure requirement. If participant attains a MSG, the requirement has been met. There is no need to set another MSG for the same program year. However, multiple skill gains must be captured and recorded in AJC by setting a “Goal” type to reflect participants’ continuous program progress. Service Providers must not delay on providing training or educational services to participants as a result of insufficient time to attain a MSG by the end of the program year.

Note: The LWDB does not allow for Service Providers to change the type of MSG in AJC if the MSG will not be attained. Once a MSG has been set and recorded in AJC, the MSG type cannot be changed as there is a sequence of documentation in AJC indicating the MSG type being set.

The supporting documentation of an achieved Measurable Skill Gains must be uploaded into AJC as this is a criterion of Data Validation. Please refer to the State WIOA Title I-B Adult/Dislocated Worker/Youth Programs Data Validation Checklists for guidance. Documentation of MSG outcome is required to be recorded on program notes and the Development of ISS/IEP.

1) Measurable Skill Gains & Goals Link:

- a) Goal Type must be left blank when setting a MSG in AJC.

Note:

For Adults/DW-

- Goals are required for Work Experience/Internship services, when training or education services are paid by Non-WIOA funds, and any other multiple skill gains related to occupational and education goals.
- Must also be included in the participant’s Individual Employment Plan (IEP).

For Youth-

- Goals are required for Work Experience/Internship services, OJTs, and any other multiple skills gains related to occupational and educational goals.
 - Must be included in the participant’s Individual Service Strategy (ISS).
- b) Date Set of MSG must coincide with start date of the Educational or Training Service. If MSG has overlapped program year, then Date Set must reflect the beginning of the current program year.
- c) Planned Date of Attainment must not be greater than current program year end date.
- d) The Date Attained must coincide with the date reflected on the supporting documentation of the achieved MSG.
- e) At the end of the program year, the MSG must result as “Attained or “Set, but not attained”.
- f) The most recent MSG recorded in AJC will be the one included towards the Measurable Skill Gains Performance Measure.

Note: Adult and Dislocated Worker Participants co-enrolled with a DOL Partner Program that shares a common exit that is funding training or education program requires a Measurable Skill Gains.

2) **Testing Link:**

- a) When the MSG outcome is claimed by using the Educational Functioning level, the Test Scores must be recorded and entered in the Testing Link under Enrollment Details in AJC.
- b) Assessment Tool, Functional Area, and Date Administered must be entered.
- c) Scaled Score must be 3-digit number.
- d) Universal note must include book level and grade equivalent.

3) **Outcomes Link:**

- a) When the MSG outcome is claimed by Secondary School Diploma, the 4th Quarter Outcome screen must be completed in AJC under Program Details.
- b) High School Diploma/or Equivalency must be selected under the Credential Rate Information.
- c) Date of Attainment must be the date displayed on hard copy of High School Diploma/or Equivalency, and or school transcript.

4) **Service & Training Plan:**

- a) The following question, *“Does this service lead to a credential, employment, or measurable skill gains?”* must be answered as “Yes” for all training and education services.
- b) The Measurable Skill Gains Box under the section, *“Select the results the service may lead to”* must be checked whenever an education or training service is added to the Service & Training Plan in AJC in addition to the type of credential.