**WorkforceGPS**

**Transcript of Webinar**

**National Farmworker Jobs Program WIOA Performance Indicators: Credential Attainment and Measurable Skill Gains**

**Wednesday, December 9, 2020**

*Transcript by*

*Noble Transcription Services*

*Menifee, CA*

GRACE MCCALL: Welcome to "National Farmworker Jobs Program WIOA Performance Indicators: Credential Attainment and Measurable Skill Gains." Without further ado, I'd like to turn things over to one of our speakers for today, Thoa Hoang, workforce analyst, U.S. Department of Labor, Employment and Training Administration. Take it away, Thoa.

THOA HOANG: Thank you, Grace. My name is Thoa. And I am going to be your moderator today. This presentation is tailored for NFJP, or National Farmworkers Job Program. And I will be joined by my colleagues, Ron Vargas from Region 4 – he's a federal project officer – and Timmy Dudley, who is a workforce analyst in the national office. They have many years of experience. And I'm really grateful that they were able to join and share their expertise with us today.

I also want to acknowledge that, as grantees, you are also experts. And we in the national office and in the regions are excited to learn and hear from you as well. Without you, we would not be able to implement the program. And we actually wouldn't have anything to report on. So throughout this presentation, please add any comments you may have to the slides and ask us any questions. And I also want to flag that Andrew from Social Policy Research Associate is here. So if you have any questions and you want to leverage his expertise, feel free to ask questions today as well.

The goal of this presentation, we will define the Workforce Innovation and Opportunity Act performance indicators – specifically credential attainment and measurable skills gained – provide you some examples, connect this to the quarterly performance report and the participant individual record layout, and finally, make space for you to ask any questions.

The Workforce Innovation and Opportunity Act, or commonly known as WIOA, establishes performance accountability indicators and performance reporting requirements to access the effectiveness of states' local areas and programs. It gained bipartisan support and was signed in 2014, and WIOA emphasized training and education in order to provide career pathways for Americans. Through these common performance indicators, WIOA strived to align performance-related definitions across the 15 employment and training programs administered by the Department of Labor.

To implement NFJP, we rely on you, our states, our regional and local partners to serve migrant and seasonal farmworkers. So your work is really important. And we want to document and represent the incredible efforts that you all have made. And if you have any additional questions on WIOA and how these measures relate to NFJP, I do want to flag the Training and Employment Guidance Letter, TEGL 14-18, specifically Attachment 7. That's a really useful resource that I always go to. And if you're ever doing reporting, this is a great tool for you as well.

For our program year 2020, we use data to help us set performance targets. Credential attainment, and measurable skill gain targets were individually set for each grantee. And, NFJP grantees, you all should have received the final targets. And please note that you can use your PY 2020 grant number to locate your targets. And the grant number is available in your notice of awards.

So we understand that many of you are feeling really nervous about these targets. And just know that ETA is monitoring economic conditions, and we're tracking all of this, and will make adjustments in PY 2020 as needed. And it's up to you to document your efforts in your quarterly narrative reports. All right. Let's pause to see if there are any questions in the chat box before we move on to the core of our presentation. I don't see any. So with that, I'll pass it over to Timmy to walk us through credential attainment.

TIMOTHY DUDLEY: Thanks, Thoa. The first WIOA performance indicator that we will overview is the credential attainment, or credential rate performance measure. First, I'd like to start off by defining the indicator. Credential rate is the fourth performance indicator that appeared on the quarterly performance report, or QPR, after employment rate quarter 2, quarter 4 in (meeting 9s?) but before measurable skill gains, which we will discuss later. It had a few complications to it. It's made up of the denominator and numerator, which give you a percentage on your QPR.

For additional attainment measures, the percentage of participants enrolled in education or training program, excluding on-the-job training and customized training, which are PIRL data elements 1303, 1310, and 1315 type of training services, options number 1 and number 5. But a participant only has to have one training in an OJT or customized to be included within the credential rate, those who attained a recognized secondary credential, or secondary school diploma during program participation or within 12 months or 1 year after program exit as well.

It only includes those who received training or education, excluding participants who have only OJT or customized training in the denominator. It also includes participants who have postsecondary education or training program, which is PIRL 1332, 1, or participant in a secondary education program, which will be PIRL 1401 if it's 1, or at above a 9th grade level with a secondary school diploma or equivalent, which is PIRL 408. We'll get into it. I just want to show you the PIRL data elements now. We'll get a little bit more into that soon.

The credential attainment rate count includes both secondary school diplomas or equivalent; which for PIRL 1800, 1802, if you select your credential, it's number 1, and any PIRL postsecondary credentials for PIRL 1800 or 1802 selected as number 2-7 or known as greater than 1. This includes credentials that are attained during the program or within one year of program exit. If a participant attains a secondary school diploma or equivalent, this credential may count in the numerator of the credential rate only if he or she is employed in an education training program leading to a postsecondary credential within one year after exit.

Again, there is a special rule relating to the secondary school diplomas or equivalent portion of the indicator. In order to count as a success, not only does a participant need to attain a secondary school diploma or equivalent, but it must also be either employed or in an education or training that leads to a postsecondary credential within one year of exit. And the one year after exit is 365 days from the exit date for the education and training. However, for the employed one year after exit is employed in the first, second, or third quarters after the exit.

So it's a – (inaudible) – approach to post exit timing for the special rule. This is because we already have PIRL data elements collecting employment status in the four quarters after exit. So we are taking advantage already collecting that data. There are three types of QPR templates available to NFJP grantees in Workforce Integrated Performance System, or WIPS. And those are adult, youth, and total. PIRL 808, which is eligible migrant and seasonal farmworker status, is a differentiated data element, which separates participants into each credential rate indicated category on the three QPRs.

For adult in PIRL 808, it's marked as number 1, seasonal farmworker adult; number 2, migrant farmworker adult; or number 4, dependent adult where they can be included in the adult QPR. For youth in PIRL 808, it's marked as MSFW youth or as dependent youth. Then they can be marked in the youth QPR for credential rates. And the total QPR are marked in any of 1-5 for PIRL data element 808. Then they can be included within the total QPR count for credential rate.

The numerator of credential attainment – participants who achieve a secondary and postsecondary credential will only be reported once in the numerator for the credential indicator based on their highest credential attained. For the denominator credential rate, participants who qualify for the secondary and postsecondary cohorts will only be reporting once in the denominator for credential indicator. Multiple credentials do not get a participant counted more than once in the credential attainment calculation, that being the numerator or the denominator.

It's important to note that for the credential calculation, it's one overall rate. Even if a participant attains both secondary school diploma and postsecondary credential or multiple postsecondary credentials, they're only included once in the denominator and numerator. TEGL 16 includes a list of the types of acceptable diplomas and credentials that count for the credential attainment indicator. These are all recorded in PIRL 1800 or 1802, which is type of recognized credential number 1 and 2.

The options there are: secondary school diploma or recognized equivalent; associate's degree; bachelor's degree; occupational licensure; occupational certificate, including registered apprenticeship and career technical educational certificates; occupational certification; and other recognized certificates of industry occupational skills completion submission to qualify for early entry level or advancement in employment. We often receive questions about the difference between occupational certificate and certification.

Certification is a credential awarded by a certification based on an individual demonstrating through an examination process that he or she has acquired a designation of knowledge, skills, and abilities to perform a specific job. But certificates are educational certificates for completing a program of study, such as CTE certificates or occupational certificates, for completing a registered apprenticeship.

WIOA defines a recognized postsecondary credential as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the state involved or Federal Government, or an associate's or a bachelor's degree.

Graduate degrees are not included in the definition of a recognized postsecondary credential. Therefore, graduate degrees do not count towards credential attainment, except for Title IV BR programs. A recognized postsecondary credential is awarded in recognition of an individual attainment of measurable technical or industry occupational skills necessary to obtain employment or advance within an industry occupation. These technical or industry occupational skills generally are based on standards developed or endorsed by employers or industry associations.

Certificates awarded by workforce development boards and work readiness certificates are not included in this definition because neither type of certificate is recognized industry wide, nor documents the measurable, technical, or industry occupational skills necessary to gain employment or advancement within an occupation. Likewise, such certificates must recognize technical or industry occupational skills for the specific industry occupation rather than the general skills related to safety, hygiene, etc., even if such general skill certificates are broadly required to qualify for the entry-level employment or advancement employment. A variety of different public and private entities issue recognized postsecondary credentials.

A secondary school equivalency certification signifies that a student has completed the requirements for a high school education. Examples of school diplomas, alternate diplomas, and recognized equivalents recognized by individual states include: obtaining certification of obtaining passing scores on a state-recognized high school equivalency test, earning a postsecondary school diploma or state-recognized equivalent through a credit-bearing secondary education program sanctioned by state law code of regulations, obtaining certification of passing a state-recognized competency-based assessment, and completion of a specified number of college credits.

We get asked all the time about whether specific credentials count. Because there are thousands of credentials, it would be impossible for us to rule out whether every credential counts or not. And we expect states to use the definition in the TEGL to make that determination. However, here are a few examples of credentials that do meet the definition – so you see it on the screen now – certified nursing assistant license, automotive service excellence certification,

diesel mechanic certification, certified crop adviser, and emergency medical technicians.

And here are a few examples of certificates that do not meet the credential definition: occupational safety and health administration's 10-hour course that provides awareness of job-related common safety and health hazards, work career readiness certificates, completion of an assisted technology training program, and completion of an orientation and mobility training. Some questions grantees can follow as a credential checklist process include: is the training program offered by one of these types of organizations and institutions that award postsecondary credentials? Other organizations not listed may award credentials. If others confirm that organizations or recognized credentials.

And it's small on the screen now, but we're going to be able to share a bigger version for you as well for these questions that are used on this checklist. Is the credential one of the WIOA-acceptable credentials? Have you verified the credential results in industry-wide measurable technical or industry occupational skills rather than a general skill certificate, examples below that do not count. And then also, are you confident that the training is not excluded from the indicator?

So you can have a checklist. And then here's a link to the credential attainment decision tree tool as well. And DOL and ETA designed this interactive tool and accompanying guide based on a similar tool developed by the Workforce Innovation Technical Assistance Center to assist grantees in making determinations about whether individual credentials count for the Workforce Innovation Opportunity Act, or WIOA, and credential attainment primary indicator of performance. So please do check out this tree tool to find out whether or not your specific credential may count. This will help directly with that.

Also, for credential rate, keep in mind that there is a two-quarter time lag after the exit quarter built into the reporting times on exit-based measures to allow for participant follow-up in direct quarterly wage record match. This includes credential rates. Just keep in mind there's going to be the two-quarter lag that gives you a chance to make sure that you record all the necessary data elements for credential rate.

And now I want to get a little bit more in depth about some of these PIRL data elements that I've been mentioning over the past slides that directly contribute to whether credential rate or participant counts in credential rate on your QPR that you do quarterly. This line is pulled from the NFJP quarterly performance report QPR template and specifications. This can be found on the WIOA performance reporting page. And this document describes NFJP's current quarterly performance reporting requirements for WIPS.

The row here is the credential rate under the total QPR setting. The other settings are adult and youth, which were mentioned earlier, and are differentiated by the selection in PIRL 808, eligible migrant and seasonal farmworker status. The first column, D-4-5, is the report item number, and explains where credential rate appears on the NFJP QPR. The second column, credential rate, identifies the outcome and the time period of the credential rate cohort period. As a reminder, credential rate is always expressed, the date and the reporting, in the two quarters behind the current reporting quarter.

TCP stands for total current period in expressing that this is the total participants, and not a subset of total participants. This you can also see on your QPR. And those subsets are: received basic career services, received individualized career services, received training services, and then also received related assistance. And the third and final column is the specifications column. This is the nuts and bolts of the QPR. This column describes the specific data elements and what they must be reported as for a participant to be included in the denominator and the numerator of credential rate.

As you can see, it is very complicated. And we are going to break it down over the next few slides so that you can know exactly what needs to be reported for each data element to include a participant in your credential rate percentage. Before we get too far on the specifics, keep in mind that TEGL 23-19 can be used to verify your source documentation for each PIRL data element that we're about to go over.

First, we're going to talk about the denominator of the credential rate percentage. It's best to start here because, to be included in the numerator or credential rate, a participant first has to qualify for the denominator. And a participant needs to fulfill at least one of each color category to be included in the denominator. I've separated them here into these color categories. They need to have one of each color category of the specifications for that participant for them to be included within the denominator of credential rating.

And you'll see we have three columns here, which is the type of credential. I have it as all or the postsecondary credential that we mentioned earlier, or as the secondary school diplomas or equivalent. So there are two ways to be included in the credential rate. Then we have the PIRL data elements that are included in specifications in the second column. And then finally, the specifications for those PIRL data elements, if that participant is going to be included in the denominator of credential rate. Okay.

For PIRL 941, which is National Farmworkers Job Program, must be recorded as 1, yes, NFJP participant. They can't be recorded as 2, reportable individual, to be included in the denominator. And PIRL 900, which is data program entry, must have a date pretty similar. They have to be entered into the program. PIRL 901, which is data program exit, must be within the reporting period. Credential rate only includes those who have exited the program during the specified reporting period.

As we mentioned, there are two types of credentials – postsecondary credential, and then there's secondary school diplomas or equivalent. Either can allow a participant to count as the credential rate. For the bright blue section, you must have at least one of the specifications completed. And this depends on whether the participant is receiving a postsecondary credential or a secondary school diploma or equivalent. The participants can't have both.

So we'll look at the PIRL 1303, PIRL 1310, and PIRL 1315, which are types of training services 1, 2, and 3. And they can be any of the selections except for on-the-job training or customized training, which we mentioned earlier. And those are 01 and 05. This specification can be met just by having any type of training service in any of 1, 2, or 3, just not on-the-job training or customized training. Or for this to be met for PIRL 1332, which is participated in postsecondary education during program participation, that has to be 1, yes, participated in postsecondary education.

And finally, you can meet this specification for a participant who is receiving the secondary school diploma or equivalent, PIRL 408, which is highest educational level and program entry, must equal 0, no education level completed. That's what the 0 stands for. And PIRL 1401, enrolled in secondary education program, must be 1, yes. So those two go together. So PIRL 408, highest level of completion and – (inaudible) – must be 0 or no educational level completed. And PIRL 1401, enrolled in secondary education must be 1, yes.

And finally, the last specification is that another reason for exit must be 00, equals no, meaning that a participant has no other reason for exit which would disqualify them from being included in this credential rate calculation. So, as I said, if a participant has one of each of these color categories met, then they will be included within the denominator of your credential rate calculation that you'll see on your QPR.

Next, I'm going to talk about the numerator. And for a participant to be counted as a numerator, or possibly be counted as a numerator, they first have to be included within the denominator. So that's why we went over that first. And first we're going to look at what needs to be met for those who have a postsecondary credential. And then we will look at the other option. A participant falls into the postsecondary credential or secondary school diplomas or equivalent category depending on the credential they received.

This table identifies the specifications they must complete if they want to be included in the numerator of credential rate by completing a postsecondary credential. For either PIRL 1801, which is date attained recognized credential number 1, or PIRL 1803, which is date recognized credential number 2, the date the participant received the credential must be during program participation or within 365 days of PIRL 901, which is date of program exit. So the postsecondary credential that someone receives and records in PIRL 1801 that's the date – (inaudible) – 03, has to be within 365 days of program exit.

Finally, what you'll see here is that the corresponding credential, which is recording in PIRL 1800 or PIRL 1802, which is type of recognized credential, must be recorded as number 2-7, because if you record it as 1, which is the secondary school diploma or equivalency option, that has different specifications that we're going to discuss on the next slide. So I'll repeat, the date that they attained the recognized credential, which can be recorded at PIRL 1801 or 1803, must be either during program participation or within 365 days of program exit, which is recorded at PIRL data element 901.

So if you have the date of the recognized credential – (inaudible) – days and the recognized credential that they received must be marked in 1800 or 1802 as numbers 2-7. It cannot be marked as 1. And remember that even if both credential number 1 and credential number 2 meet the requirements in the table, the participant is still only counted once in the credential rate numerator. So for the postsecondary credential, it's fairly simple and that participant counted within the numerator or credential rate.

Then we have secondary school diplomas or equivalent. This will identify specifications a participant must have if they want to be included in the numerator credential rate by completing this secondary school diploma or equivalent. A participant must complete at least one specification from each color code to be included in the numerator the credential rate. It's a little more complicated than specifications for the postsecondary credential. But we'll break it down.

For either PIRL 1801, which is date attained recognized credential, or PIRL 1803, the date the participant received the credential must be within 365 days of PIRL 901. So that is the same. But the corresponding credential, which is recorded in PIRL 1800 or PIRL 1802, must equal 1 for second school diploma or equivalency. So in the slide before, they had equal 2-7 for the credential. Now for the secondary school diploma or equivalent, you have to equal 1 on credentials in 1808 or 1802.

Once that is met, then either PIRL 1406, which is date enrolled in a post-exit educational training program leading to a recognized postsecondary credential, must be included and be within 365 days of PIRL 901. So once you have the credential and also the date of the credential, that's where you want the person to have. For PIRL 1406, they have to be enrolled in the post-exit education or training program leading to a recognized postsecondary credential. That's one option that will get them included in the numerator.

The second option would be if that participant for PIRL 1600, 1602, 1604, and 1606, which are employed in the first, second, third, or fourth quarter after exit must be greater than 0, which is not employed, unless the 9, which is information not available. This means that for 1600, 1602, 1604, or 1606, that they simply must be marked as 1, yes; 2, yes, employed registered apprenticeship; or 3, yes, employed military. If a participant completed at least one specification from each color code, then they will be included in the numerator or the credential rate.

Remember that even if both credentials number 1 and credential number 2 meet the necessary requirements within the table, the participant is still only counted once within the credential rate. And here we have quite a few technical assistance items, please do check out. For guidance, we have TEGL 10-16 Change 1, TEGL 14-18, TEGL 25-19, and then also TEGL 23-19 and 7-18 which are the source documentations that I mentioned earlier. For resources e-learning modules and decision narrative guide, we have credential rate obtained and resource page the credential rate attainment and e-learning module and also the credential attainment guide.

And finally, for the desk reference and decision tree tool credential attainment indicator, decision path tool, which was on one of the slides earlier that I went over. So I know that's a lot that I just went over. But we were just trying to break down the specifications that directly make a participant included within credential rates. You'll have a chance to go back over this second later. But this is just an easy way to go through each decision for the participant in each data element that would get them included within credential rate. But if you have any questions now, please do write them in the chat box. And as you write them, I'm going to pass it over to Ron.

Ronald Vargas: Thank you, Timmy. We're going to continue this portion of the presentation discussing the measurable skill gains. We're going to talk about how it's calculated, who is included in the measure, and some basic trends with reporting. And we're also going to try to answer some questions you may have related to measurable skill gains. So measurable skill gains, I know that they can be very intimidating. However, once we take a step back and try to look at it, take a deep breath, and really understand the big picture, this measure can become a lot less terrifying and make a lot more sense.

So as Thoa mentioned earlier during the presentation, she brought up WIOA where WIOA and these terms, "credential attainment" and "measurable skill gains" or "reporting requirements" under WIOA. And they originate out of Congress, out of Washington D.C. And in particular, measurable skill gains, it's a specific data quality indicator that basically points to participant success. So if participants are doing well, the measurable skill indicators is basically that data that supports that. And likewise, if they're not doing so well, the data will demonstrate that, and demonstrate that there's been very little progress.

So the WIOA indicators, also known as the common measures, under our core programs including the subset the measurable skill gains, they help inform Congress that we are funding quality programs, that we have quality training and education programs. And the way that I've heard it stated before and the terminology used is that the measurable skill gains can serve as that "check engine light," if you will, but not necessarily in a bad way. Instead, in a way that allows us to see participant progress while they are in our NFJP training programs.

The measurable skill gains should point to participant success. And as you can see the definition here on the slide, the measurable skill gains basically breaks down to those individuals who are in an education or training program that lead to a recognized postsecondary credential or employment. But they have to be achieving some form of documented, academic, technical, occupational, or other form of progress towards a credential or employment, right?

So the measurable skill gains indicator, it's basically an indicator that is used to measure interim progress of participants. And it is not exited-based. You're going to hear that a lot during this presentation. Instead of it being exit-based, it is intended to capture important progression through pathways that offer different services to go through the various participants that we enroll into our program. And that's based off of the program purposes and also the participant needs.

And this really boils down to being able to help fulfill the vision of the workforce system and the vision of our NFJP Program because we serve a diverse set of individuals with a diverse set of needs. And we try to service those needs and tailor our programs to the individual's needs and their goals. With measurable skill gains, it is important to ask the question, how are our participants or our MSFWs making achievements towards their goals? Are we aligning our measures to our participant goals? And when we really stop to think about it, measurable skill gains are extremely critical.

You might have those participants or those agricultural workers that are coming in and saying, look, I'm here because I need to get a better job. Or, I'm here because I'm struggling with my current position and I want to keep it. I'm looking for skilled upgrades. Or oftentimes in your programs, you may be working with individuals that may simply say, look, I was credentialed or I had experience with this specific technical activity back in my home country. And I would really like to participate in further study or have the opportunity to move up the career ladder. How can you help me?

Another crucial fact about the measurable skill gains is they can really improve the quality of instruction. With measurable skill gains, it provides the opportunity to get data into the hands of our instructors and get data into the hands of our program managers and program administrators to make sure that we are on the right track, that our programs are in line with the purpose of the overall structure of the NFJP program model. And another important thing about measurable skill gains is it is an opportunity to help learners see the progress towards their goals.

So when we take a look back and we are creating – actually, when we enroll them and we perform assessments and then we create those IDPs and IEPs, we view those on a regular basis with our participants and use the measurable skill gains to help them see the progress that they've made.

Another important fact about the measurable skill gains is they can help increase post-testing rates. How often have you run across a trend in your program or an issue in your program where you've actually done in the past a pretest on an individual only to find out that they never accomplished a post test to see if they actually made any progress? Well, that's actually a form of measurable skill gains that can be an effective tool – pre and post testing.

So who is included in the measure? Let's start off by discussing a bit of the difference between the adult and youth. There are program-specific rules for who is included in the skill indicator for each of the core program. So for adults, individuals in training or education, they are going to be included in this measure. And that includes, as you can see on the slide, apprenticeship, OJT, and customized training. Now, that is going to be one of the differences you're going to notice between measurable skill gains and the credential attainment indicators is that OJT and customized training for measurable skills gain is an allowable indicator, or is going to put a participant in the indicator.

Now, for youth, all in-school youth and only some out-of-school youth are included in the measure. So for in-school youth, they are all included in the measurable skill gains indicator because they are all in secondary or postsecondary school. But for out-of-school youth, there are some exclusions and there are some caveats. So only out-of-school youth are in some form of occupational training, or in secondary education at or above the 9th grade level, or they're in a youth program, under Title II adult education, or they're in YouthBuild or Job Corps.

And I'm going to point to TEGL 10-16 Change 1, which we're going to have as a resource for you a little bit later. But please note that. And it's going to go through the different exclusions and inclusions for out-of-school youth. Also, keep in mind that for youth – and this is going to be one of the differences between adult and youth for measurable skill gains, is that for youth, OJT is considered a type of work experience, and not training. So youth and OJT program, they're not going to be included in the indicator, where an adult would be. That's because OJT is considered training for adults program, but it's not for youth.

And on the slide, you can see that there are three types of QPR templates for NFJP in WIPS under PIRL 808. And there is going to be the differentiating data element which separates participants into the measurable skill gains indicator and category. This measurable skill gains, the fifth WIOA performance indicator, and it is the indicator that is the most significantly different than the other indicators under WIOA; it's sometimes considered the most complex. I know it can be quite intimidating, but we're just going to take a look at the slide and simplify it just a bit.

Under this measure, the percentage of program participants who during a program year are in an education or training program that lead to a recognized postsecondary credential or employment. And they're going to be under the PIRL 1811. And remember that only participants who are in education or training – basically that is PIRL 1811 – unlike the credential attainment indicator, this one does include those in OJT or customized training for the adult.

Also, this is the only indicator that is not exit-based, meaning that a participant can achieve a measurable skill gain while still participating in the program. So basically, progress is determined throughout the program year rather than waiting until exit to determine the results of the indicator. A participant is only in the numerator and denominator one time per program year regardless of how many skill gains they achieve.

The only exception to this – and we're going to get into this a little bit later when we talk about periods of participation – but the only exception is if a participant has more than one period of participation in a single program year. So basically, they enroll. They exit. And then they enroll again in the same program year. And the program year runs from 1 July to June 30. It's important to note that only one gain may be counted in the numerator per reporting period or per program year regardless of how many skills a participant obtains, unless the participant has more than one period of participation.

The measurable skills indicator, it is different from the other indicators because it's not exit-based. And the participants can achieve the measurable skill gains while participating in the program, and the program year runs from July 1 to June 30. So even though only one gain may be counted in the numerator per reporting period, we do encourage all staff to be regularly checking for any skill gain attained throughout the program year. So you should have procedures in place to do those regular checks.

Programs you should not be delaying enrollment or services to participants until the new program starts even if you believe there is insufficient time for the participant to make any type of measurable skill gains by the end of the program year. That should not be a factor when enrolling participants. For performance accountability purposes, the measurable skill gains indicator basically calculates the number of participants who attain at least one type of gain during each period of participation within a given program year.

And since this indicator is not exit-based, each unique program triggers inclusion in the calculation. So participants will achieve a successful outcome as long as they attain one type of gain within the program. So who is in the denominator? All participants in an education or occupational skills training are included in the denominator. And the date entered education or training triggers inclusion of the participant in the denominator. That's under PIRL 1811. This date is entered in the PIRL and reported to ETA. And participants include in the denominator regardless of how long they have participated within the program year they are included.

And programs should make enrollment decisions based on the needs of the individual rather than the concern for a negative outcome in the first program year of the individual's participation. Okay? Okay. So period of participation – this should be kind of a known understood concept for individuals on the webinar today that are familiar with the DOL system. But what is new is that the measurable skill gain is not exit-based, and it is a measure of interim progress. So for programs, you should be reporting measurable skill gains achieved by participants in a program year.

A program year starts 1 July and goes all the way to 30 June. Although only one gain is required per participation per program year to meet the performance outcomes, all gains should be recorded. The resource that I want to point you to is TEGL 10-16. Attachment 6 kind of illustrates the counting of periods of participation and its relation to each performance indicator. Okay. In this graphic, you can kind of respond in the chat quickly, but I want to see if you can tell me how many periods of participation for this participant – we're just going to call him participant A – are shown and possibly how many measurable skill gains can be recorded?

You can simply respond in the chat. And then it'll give us an opportunity to take a look quickly how unique the period of participation feature is in relation to measurable skill gains. So I see some people typing. And for the sake of time, I'm just going to go into this. In this example, there is a possibility of three periods of participation and the possibility of two positive outcomes, right?

Although there is the possibility of those two types of gains, the participant may have achieved in the first two periods of participation only one of the two types of gains would count toward the indicator in the first two periods of participation within the same program year. Okay? During the third period of participation, possibly another type of gain was achieved before the end of the program year, which counts as another positive outcome towards a measurable skill gains indicator.

So you'll see the exit date on the second period of participation is in PY 17. Because it began in PY 16, it is a measurable skill gain measure for both program years. And because there are two periods of participation in PY 16, a participant that meets the requirements for inclusion in the measurable skill gains category in both periods of participation will be counted twice in PY 16. Also, keep in mind if a participant achieves more than one type of measurable skill gain in a reporting period, the most recent gain is the skill gain that should be recorded in the measurable skill gains report template.

Okay. So there are five types of measurable skill gains. And for the sake of time, I'm going to go through them very quickly. But you can see on the slides, the different type that you also will have – TEGL 10-16 – as a resource. But the first type is going to be the achievement of at least one educational functioning level if receiving instruction below the postsecondary education level. There are actually three ways to measure the educational functioning level, or the EFL. And that's going to be outlined in TEGL 10-16.

One case point that I want to point out to you is that under EFL, you can actually have an individual that is a skilled adult participant of an adult education program. You may do a post and pretest, and the measurable skill indicator provides an opportunity to track and report the gains in reading, writing, and English, etc. The second type is going to be attainment of a secondary school diploma. The third type, the secondary or postsecondary transcript for sufficient number of credit hours. Next slide.

And then the last two are going to be satisfactory progress reports toward an established milestone from an employer or training provider. And then Type 5, the passage of an exam required for an occupation or progress attaining technical occupational skills as evidenced by trade-related benchmarks.

I really think this graphic is pretty straightforward. And in the previous slide, we went over really quickly each type of the five types of skill gains. The definitions and examples are going to be in TEGL 10-16. But they are, again: the EFLs, the credential, the postsecondary transcript, report card, secondary transcript or report card, the training milestones, and the skills progression. One of the biggest discrepancies that we see with measurable skill gains is that there will be no measurable skill gains when there is a credential attained.

And the idea of a measurable skill gain is to see how people are making progress in their training in order to get a credential. So when we have an example, 50 percent of people getting a postsecondary credential but not having any measurable skill gains along the way, it leads us to believe that those measurable skill gains are not being reported or documented. So we have to ask ourselves the question a lot during our programs – are we actually documenting and reporting measurable skill gains accurately?

It is possible to have no progress, no progress, and then boom, a credential. But that's very unlikely and not practical. So it's more practical to see progression, progression, progression, and then an actual attainment of a credential based off of those skill gains. This slides just kind of goes over the requirements for the secondary school diploma or its equivalent. A key point that I want to point out in this slide is that the diploma must be state-recognized and included in the ESSA, which is basically the Elementary and Secondary Education Act of 1965.

Equivalents must be recognized by the state. TEGL 10-16 provides examples of the types of diplomas and equivalents that states typically recognize. And this slide is very similar to what Timmy kind of mentioned earlier. And for the sake of time, I'm going to just point out some key elements. First, in the first column, as Timmy mentioned earlier, this is pulled from NFJP quarterly performance report. And it can be found on the WIOA performance reporting page. And it basically describes the quarterly performance reporting requirements for WIPS.

The row here is the measurable skill gains under the total QPR setting. And the other settings are the adult youth, which are basically differentiating by selection in PIRL 808. And we are kind of low on time, so I'm going to move through these last slides pretty quickly. Again, these are very similar to what Timmy went over for credentialing. When you get to PIRL 941, that's going to be the NFJP element. It needs to be marked for 1, for NFJP participant. They cannot be reported as 2 for reportable individual in order to be included. Next slide.

So for the numerator, if the participant is included in the denominator, and they fulfill any of the specifications in this table, they will be included in the numerator of the measurable skill gains. Here we have some resources that we want to draw your attention to. I know we went through these last few slides very quickly. But I want you to make sure that you visit TEGL 10-16 Change 1. For measurable skill gains, it's going to be TEGL 10-16 Change 1. For the program-specific performances, TEGL 14-18. And then for the source documentation, TEGL 23-19. And we included as well some e-learning modules and of course previous webinars. And I am going to turn it back over to Thoa.

MS. HOANG: Thanks, Ron. I apologize if we did not get to your questions. But if you had any questions, please email us. This is our inbox. Please email us if you had questions from this. But I hope you found this to be useful. And this will be recorded, so if you ever need to go back and replay this when you're doing your reports, you will have that for your reference. Thank you, again. And, Grace, if you could close us out.

(END)