



DC Moving Far Beyond the Post-Test Implementing New Measurable Skill Gain Options

Anson Green
Senior Manager, Economic Opportunity
Tyson Foods

Judy Mortrude
Senior Technical Advisor
World Education, Inc.

September 15, 2021

1

Why Tyson Foods?



Behind Every Employer
HIGH IMPACT EDUCATION & INDUSTRY PARTNERSHIPS
behindeveryemployer.org











2



WORLD EDUCATION

UNITED STATES

Advancing equity through education to support adults, their families, and communities to thrive

Unlocking opportunity with education

We improve the availability, quality, and capacity of adult education and workforce programs to respond to evolving economic and community contexts and advance equity.

3

Objectives

- Celebrate DC's Bold Career Pathway IE&T Vision
- Recognize Workforce Innovation and Opportunity Act (WIOA) Shared Accountability
- Understand New Opportunities in Adult Education's National Reporting System
- Gain Confidence to Fully Implement Measurable Skill Gains (MSG) Types 3,4, and 5
- Discover National IE&T and Workplace Education Program Models

4

DC Career Pathway Plan -



From Basic Skills to Good Jobs: A Strategy for Connecting D.C.'s Adult Learners to Career Pathways

April 2014

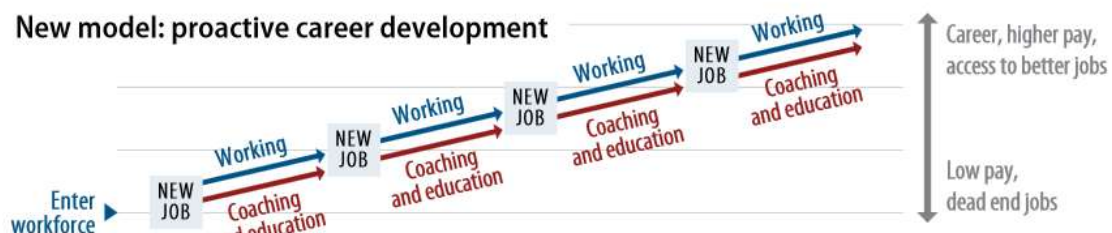
5

WIA Service Realignment

Current model: reactive crisis intervention



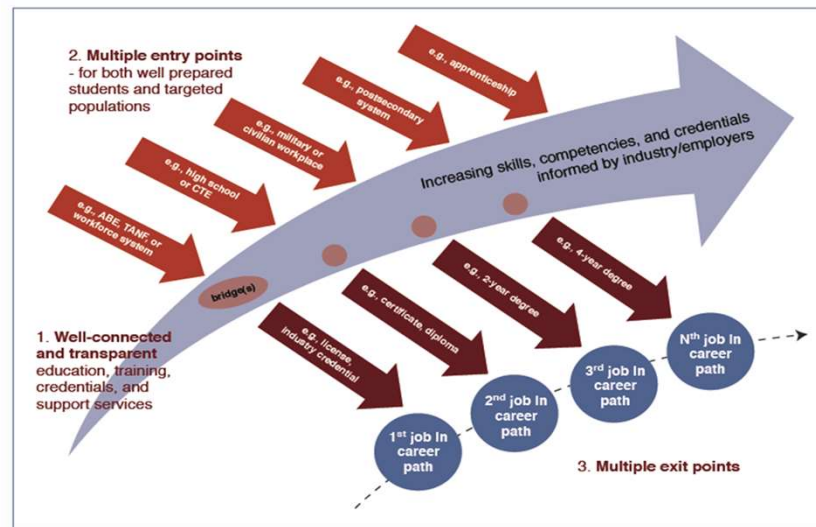
New model: proactive career development



Working Learners: Educating our entire workforce for success in the 21st century. Louis Soares June 2009

6

Essential Features of Career Pathways



7

CENTER for POSTSECONDARY and ECONOMIC SUCCESS



Workforce Innovation and Opportunity Act (WIOA) Enshrines Career Pathway (and IET)

(7) CAREER PATHWAY.—The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

(A) aligns with the skill needs of industries in the economy of the State or regional economy involved;

(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);

(C) includes counseling to support an individual in achieving the individual’s education and career goals;

(D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) helps an individual enter or advance within a specific occupation or occupational cluster.

8

WIOA Shared Accountability

Indicator/Program	Title II Adult Ed	Title IV Rehab Services	Title I Adults	Title I Dislocated Workers	Title I Youth	Title III Wagner- Peyser	Average Indicator Score
Employment 2 nd Quarter after Exit							1
Employment 4 th Quarter after Exit							2
Median Earnings 2 nd Quarter after Exit							3
Credential Attainment Rate						NA	4
Measureable Skill Gain						NA	5
Effectiveness in Serving Employers							6
Average Program Score	7	8	9	10	11	12	

9

CENTER for POSTSECONDARY and ECONOMIC SUCCESS CLASP

9

Adult Education & Literacy

"...programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training" (34 CFR §463.30).

Workforce Preparation

"Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills..." (34 CFR §463.34).

Workforce Training

"may include
(i) occupational skill training...;
(ii) on-the-job training;
(iii) incumbent worker training...; (iv) programs that combine workplace training with related instruction...;
(v) training programs operated by the private sector;
(vi) skill upgrading and retraining; (vii) entrepreneurial training;
(viii) transitional jobs...;
(ix) job readiness training provided in combination with services... (i) through (viii);
(x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and
(xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training." (WIOA Section 134(c) (3) (D), P.L. 113-128)



INTEGRATED EDUCATION & TRAINING

"...a service approach that provides **adult education and literacy** activities **concurrently** and **contextually** with **workforce preparation** activities and **workforce training** for a **specific occupation** or occupational cluster for the **purpose of educational and career advancement**" (Final WIOA regulations at 34 CFR §463.35).

CENTER for POSTSECONDARY and ECONOMIC SUCCESS CLASP

10

English language learning, HSE preparation, math/reading/writing focused on use in transportation field

Digital literacy, employability skills, communication skills, interviews and resumes

Commercial Drivers License Class A permit with endorsements

Adult Education

Workforce Preparation

Workforce Training

Transportation and Logistics

This integrated education and training course prepares adults with foundational skill needs to achieve a state-issued commercial driver's license permit with multiple endorsements, readying the individual for immediate employment with bus companies or local delivery services and/or for further training for over-the-road heavy load trucking.

Links to specific course information:

Women Employed Transportation, Distribution, Logistics Plan:
<http://womenemployed.org/download-lesson-plans>

CENTER for POSTSECONDARY and ECONOMIC SUCCESS

11

English language learning, HSE preparation, math/reading/writing focused on use in food processing

Communication skills, teamwork, digital literacy

Specific employment skills including using online employee resources, processes, procedures

Adult Education

Workforce Preparation

Workforce Training

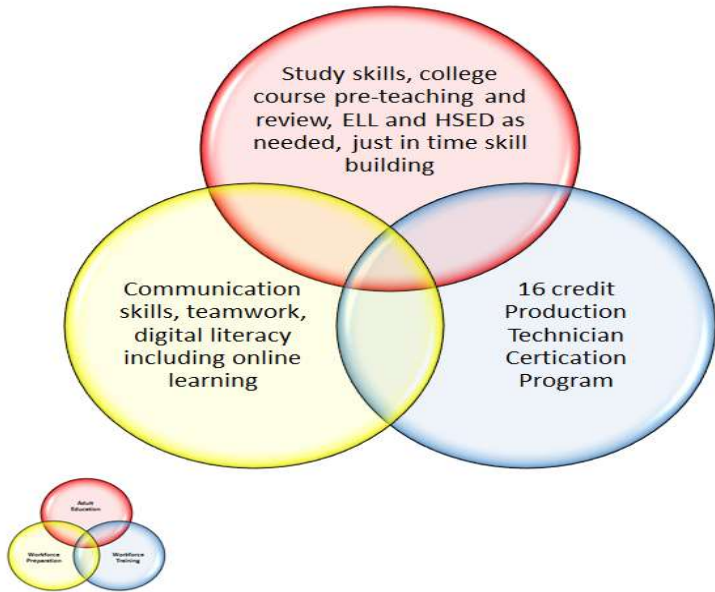
ESL Course at GNP Industries

This integrated education and training course builds English language and other foundational skills for employees in a food processing plant. Benefits to the employer include employee recruitment and retention as well as increased productivity. Benefits to the employees include stronger on-the-job and personal communication skills in English, greater understanding of American work culture, increased job satisfaction.

Links to specific course information:

CENTER for POSTSECONDARY and ECONOMIC SUCCESS

12



Production Technician Certification at GNP Industries

This integrated education and training course supports front line workers to become line supervisors. Employees earn a Production Technician certificate from St Cloud Community & Technical College and continue to build foundational language and employability skills. The employer builds an internal talent pipeline while employees get promotional opportunities with significant pay and responsibility increases.

Links to specific course information:

CENTER for POSTSECONDARY and ECONOMIC SUCCESS CLASP

13

Why IET?

- **IET is an evidence-based practice**

The Institute for Education Science What Works Clearinghouse confirms IET as an evidence-based practice, meaning that it met the gold standard of research through three random controlled trial studies that followed over 45,000 students in nine states, proving the effectiveness of the IET model. The studies showed

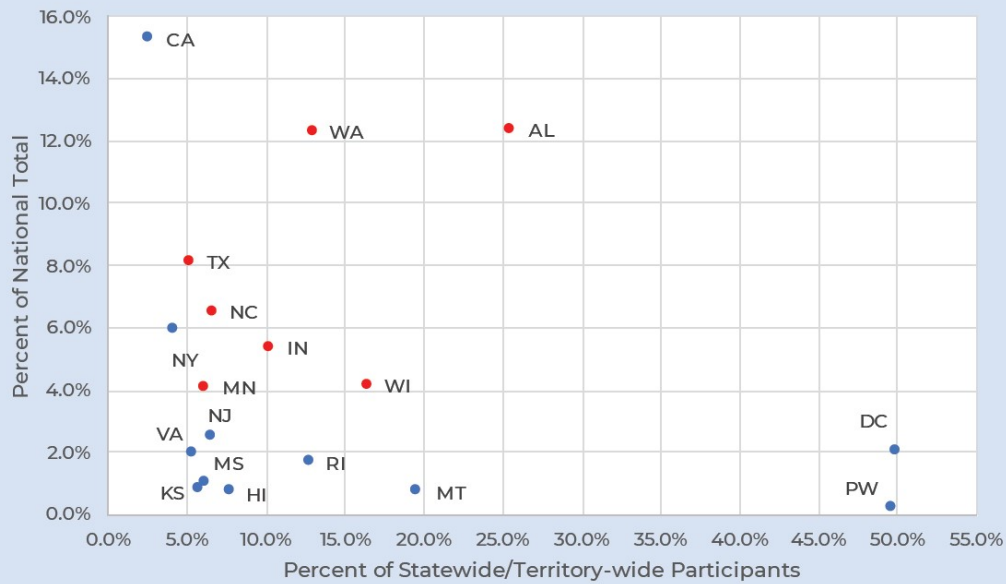
- Positive impacts on industry-recognized credentials, certificates, or license completion
- Potentially positive impacts on short-term employment

What Works Clearinghouse. Institute of Education Sciences, U.S. Department of Education. (2020, September). Integrated Basic Education Skills and Training (I-BEST). Retrieved from <https://whatworks.ed.gov>

Not for Public Dissemination or Posting

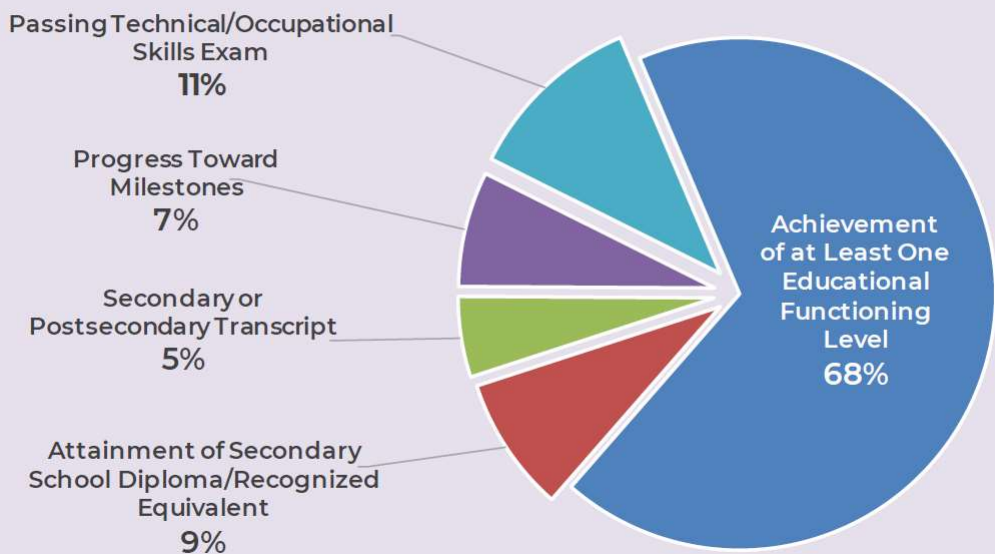
14

Figure 1: Top States/Territories for Integrated Education and Training (IET) Implementation, PY 2018



15

Figure 5: Components of MSG for Participants in IET, PY 2018



16

Measurable Skill Gains		
Type	Name	Details
Type 1a	Achievement on a Pretest-Posttest	Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level
Type 1b	Credits or Carnegie units	Documented educational gain through the awarding of credits or Carnegie units
Type 1c	Postsecondary Enrollment	Documented Post-Exit enrollment in postsecondary education or training during the same program year that contains the date of exit
Type 2	High School Diploma/ Equivalency Achievement	Documented attainment of a high school diploma/ equivalency (only applicable to those who did not have diploma/equivalency at date of participation)
Type 3	Postsecondary Transcript or Report Card	Documented postsecondary transcript or report card that shows a participant is meeting the Texas academic standards for 12 hours in a semester during the Program Year or 12 hours within a 12-month period that ends in the Program Year (for part-time students)
Type 4	Progress Milestones	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
Type 5	Skills Progression	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

17

Measurable Skill Gains		
Type	Name	Details
Type 1a	Achievement on a Pretest-Posttest	Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level
Type 1b	Credits or Carnegie units	Documented educational gain through the awarding of credits or Carnegie units
Type 1c	Postsecondary Enrollment	Documented Post-Exit enrollment in postsecondary education or training during the same program year that contains the date of exit
Type 2	High School Diploma/ Equivalency Achievement	Documented attainment of a high school diploma/ equivalency (only applicable to those who did not have diploma/equivalency at date of participation)
Type 3	Postsecondary Transcript or Report Card	Documented postsecondary transcript or report card that shows a participant is meeting the Texas academic standards for 12 hours in a semester during the Program Year or 12 hours within a 12-month period that ends in the Program Year (for part-time students)
Type 4	Progress Milestones	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
Type 5	Skills Progression	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

18



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

PROGRAM MEMORANDUM OCTAE 20-5

DATE: May 29, 2020

TO: State Directors of Adult Education

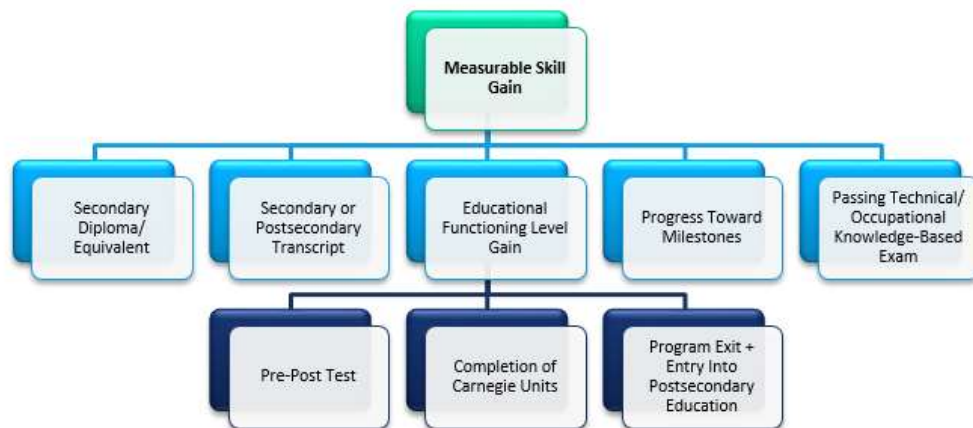
FROM: Scott Stump /s/
Assistant Secretary

RE: Adult Education and Family Literacy Act and COVID-19 – Frequently Asked Questions, Part 3

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-pm-20-5-covid-faqs-final.pdf>

19

Figure 1. Five Types of Measurable Skill Gains under WIOA



<https://nrsweb.org/policy-data/Resources-for-Reporting>

20

DC's Data

DC State Agency and Local Program Providers exceeded their US ED Measurable Skills Gains Target of 47% in FY 2020-21. Actual performance is 55.32%, inclusive of the 3 new MSG Types on NRS Table 4 in FY 2020-21.

54.91% on NRS Table 4C in FY 2020-21, reflecting an increase of 46.58% in MSG completion in FY 2020-21 in comparison to 8.33% in FY 2019-20.

21



22



23



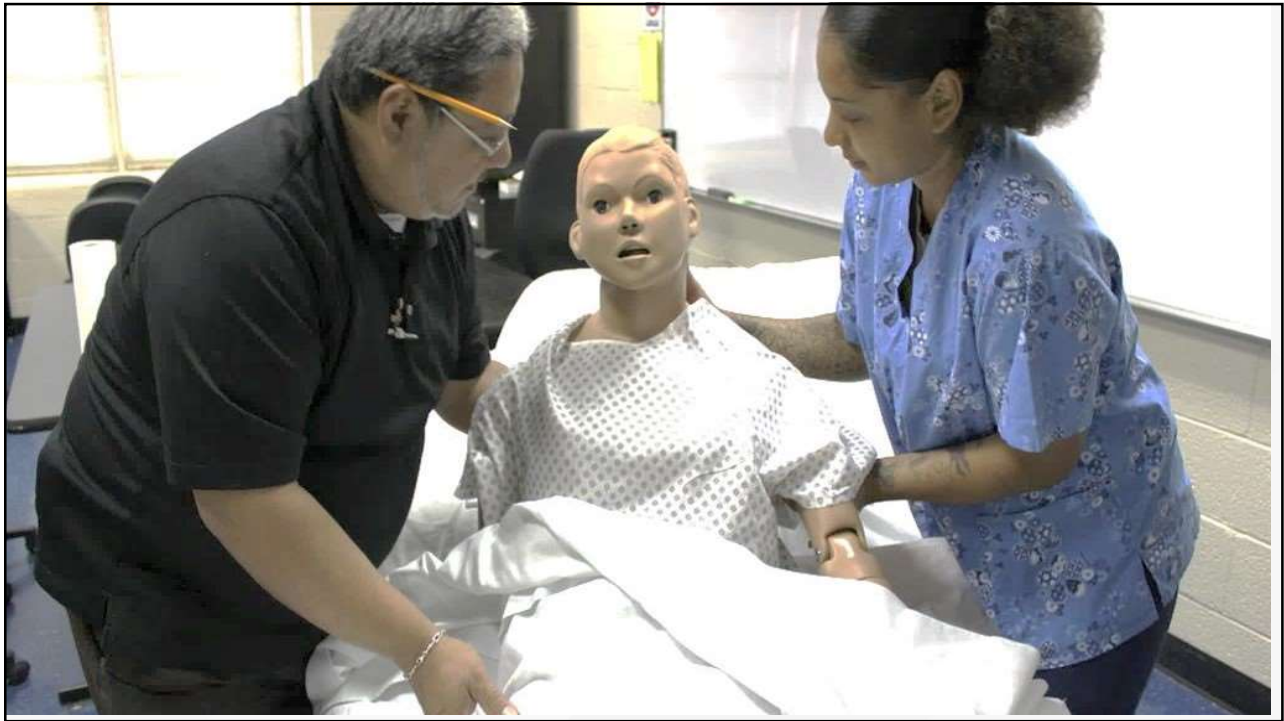
24



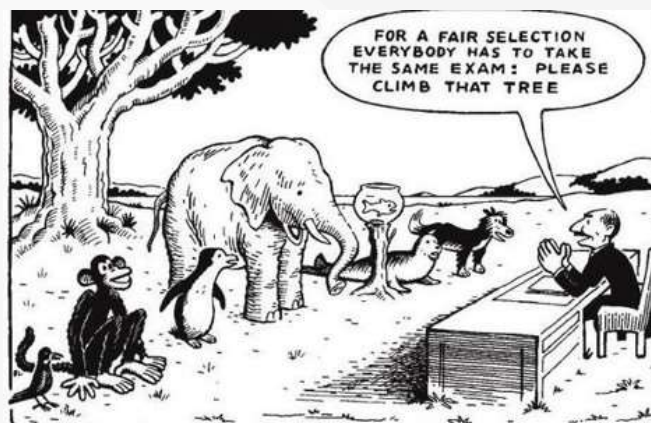
25



26



27



28

Objective

- ✓ Why Change?
- What's the Context?
- What's Changed?
- How Prepare?
- How Implement?



29

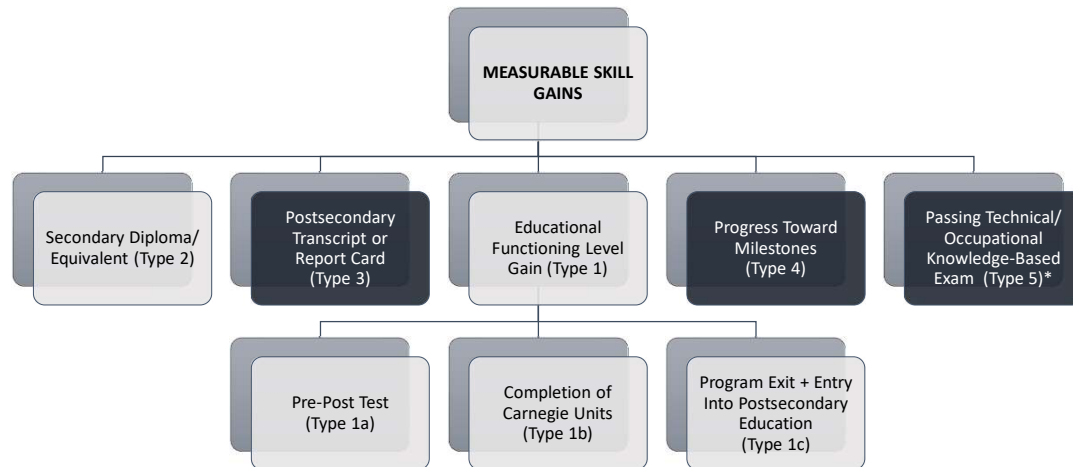
GED
ESL

→

- ✓ Career Training
- ✓ Employment
- ✓ College Prep
- ✓ Wage Gain

30

Measurable Skills Gains Types



<https://nrsweb.org/policy-data/Resources-for-Reporting>

31

Measurable Skill Gains		
Type	Name	Details
Type 1a	Achievement on a Pretest-Posttest	Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level
Type 1b	Credits or Carnegie units	Documented educational gain through the awarding of credits or Carnegie units
Type 1c	Postsecondary Enrollment	Documented Post-Exit enrollment in postsecondary education or training during the same program year that contains the date of exit
Type 2	High School Diploma/ Equivalency Achievement	Approved for PY20-PY24 Documented high school diploma/ equivalency (only applicable to those who are of legal age at time of participation)
Type 3	Postsecondary Transcript or Report Card	Documented postsecondary transcript or report card that shows a participant is meeting the Texas academic standards for 12 hours in a semester during the Program Year or 12 hours within a 12-month period that ends in the Program Year (for part-time students)
Type 4	Progress Milestones	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
Type 5	Skills Progression	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

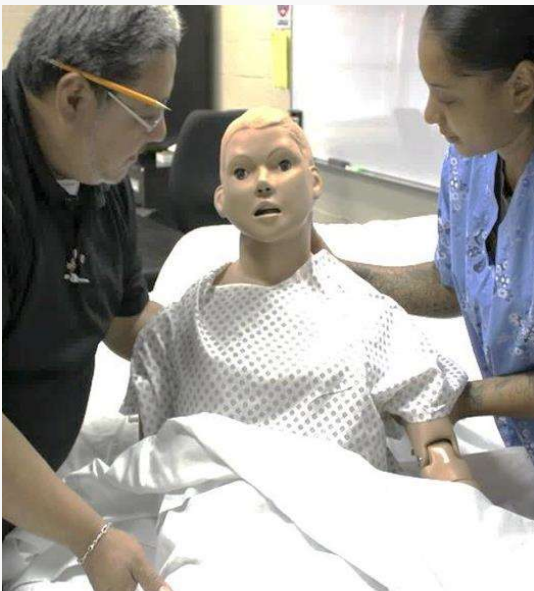
32

Objective

- ✓ Why Change?
- What's the Context?
- What's Changed?
- How Prepare?
- How Implement?



33

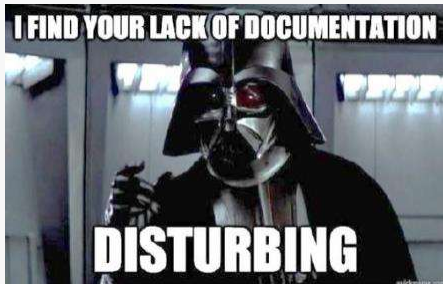


Observation

- MSGs new to the NRS. Not new to Title I and IV and training providers
- Require much more state and local decision making
- Requires states and providers to apply existing federal guidelines to determine permissibility
- Less "Standardized"
- Unlikely OCTAE will further define specific certifications or methods
- State have been reporting since 2019 on NRS Table 11

34

Compliance



- Documentation of achievement is critical
- New options in NRS increase the need adequately document
- Some results for these MSGs must be obtained from participant (provider does not have access)
- "What will a monitor look for in three years"

35

Read These Now! Sources

IRC Responses to information collection request for the NRS. [OMB Control Number NRS 1830-0027](#)

NRS Reporting [Tables](#)

Understanding Postsecondary Credentials in the Public Workforce System. [TEN 25-19](#)

"Joint Guidance". Performance Accountability Guidance for Workforce Innovation and Opportunity Act (WIOA) Title I, Title II, Title III, and Title IV Core Programs [OCTAE Program Memo 17-2](#)

This is also DOL Training and Employment Guidance Letter 10-16, Change 1

36

Integrated Education and Training

“The term “integrated education and training” means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.”

37

Integrated Education and Training

“The term “integrated education and training” means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.”

38

Workplace Literacy

“Workplace adult education and literacy activities means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.”

39

Workplace Literacy

“Workplace adult education and literacy activities means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.”

40

Measurable Skills Gains

“The Measurable Skill Gains indicator is 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, towards such a credential or employment”

Source: 20 CFR §677.155(a)(1)(v))

41

Measurable Skills Gains

“...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.”

Source: OCTAE Program Memo 17-2

42

Measurable Skills Gains

“...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.”

43

Measurable Skills Gains

“...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.”

44

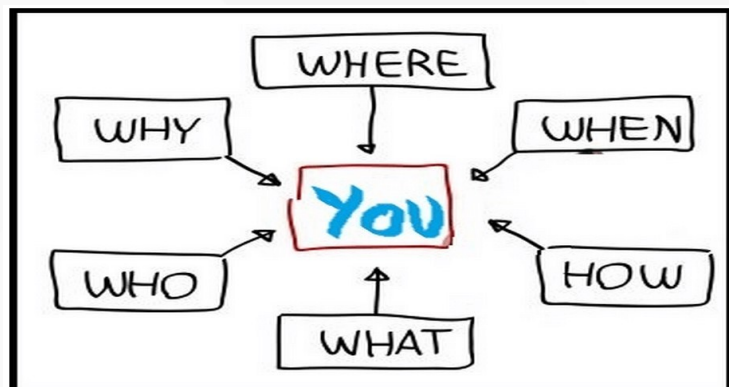
Measurable Skills Gains

“...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.”

45

Objective

- ✓ Why Change?
- What's the Context?
- What's Changed?
- How Prepare?
- How Implement?



46

A Constraint & an Opportunity

Constraint

Opportunity

47

A Constraint & an Opportunity

Constraint

- Multiple MSG options for students. Some will be more likely than others for the student to earn.
- Old ways of understanding performance.

Opportunity

48

A Constraint & an Opportunity

Constraint

- Multiple MSG options for students. Some will be more likely than others for the student to earn.
- Old ways of understanding performance.

Opportunity

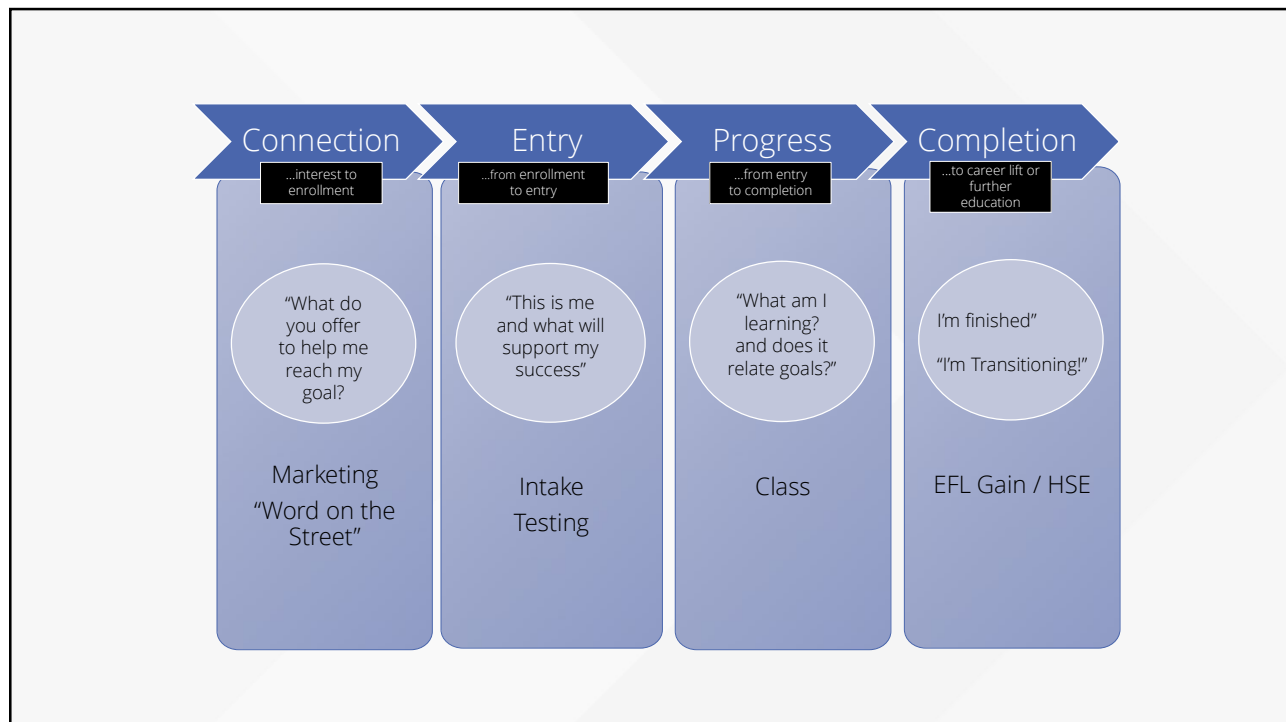
- Upfront forecasting can better position the student and program for success.
- Reduce unnecessary testing.

49

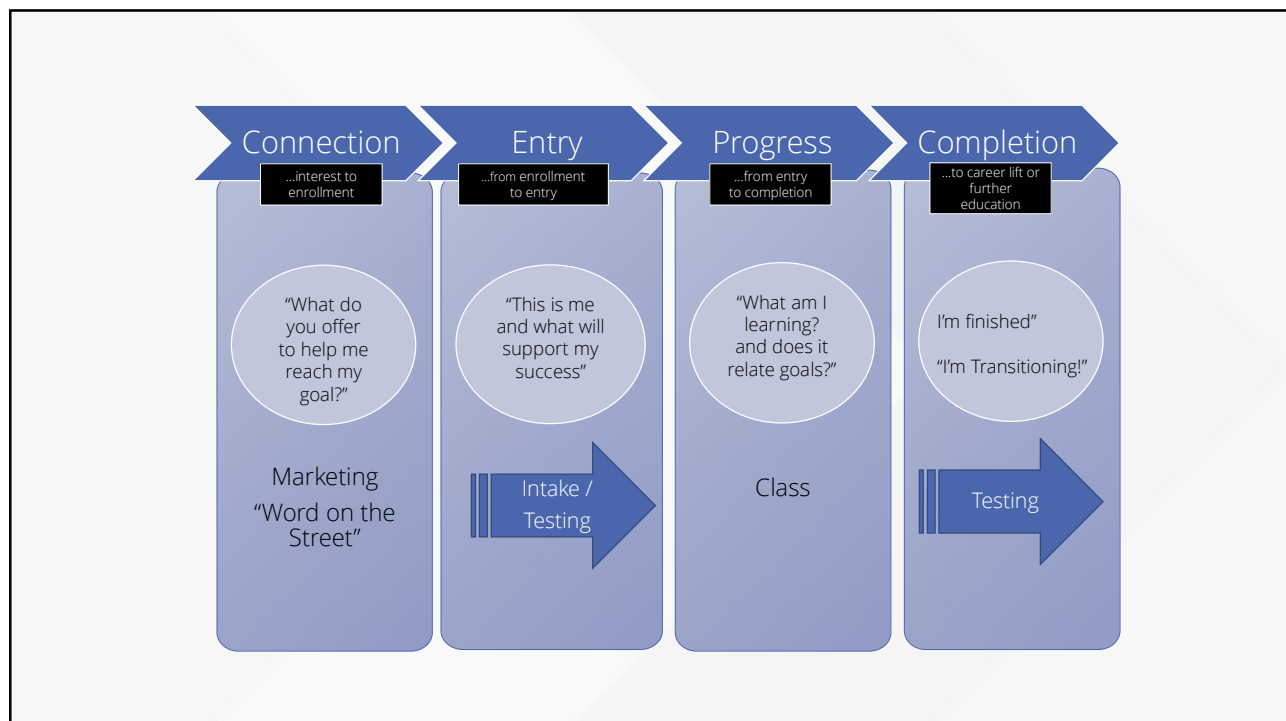


Source: Redesigning America's Community Colleges: A Clearer Path to Student Success (2015) Thomas Bailey, Shanna Smith Jaggars & Davis Jenkins

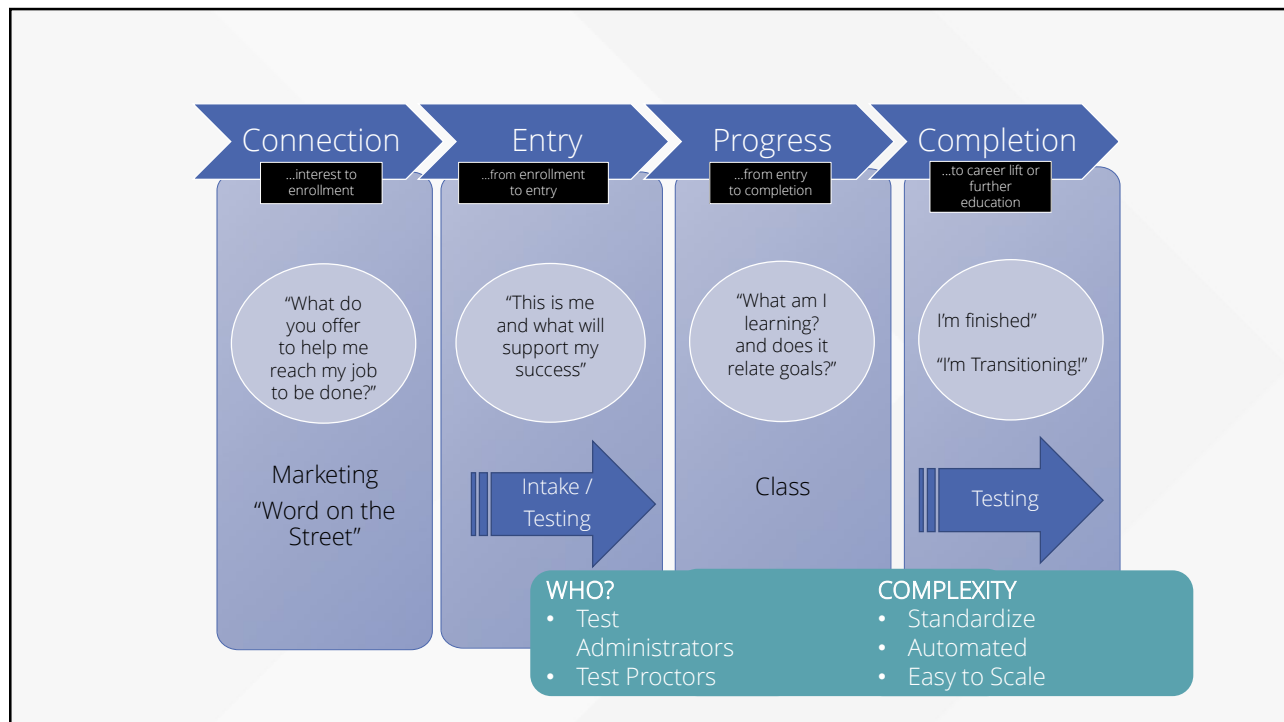
50



51



52



53

Objective

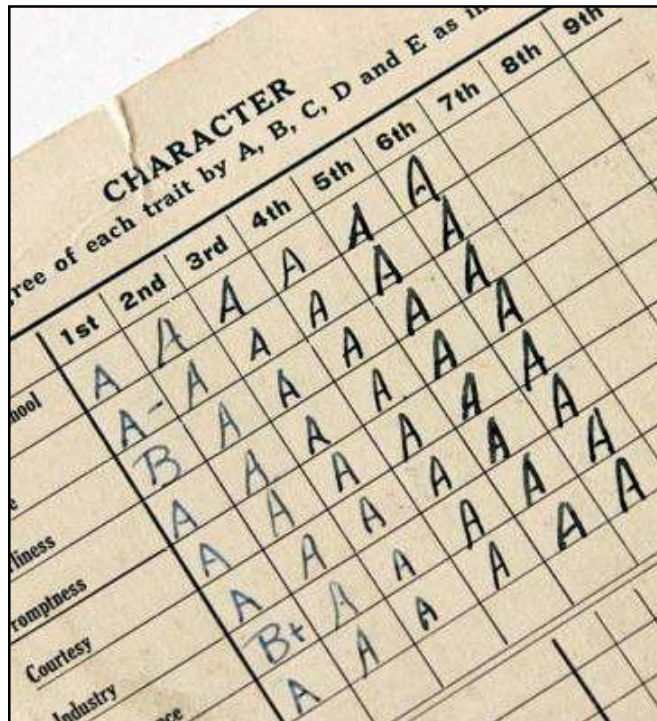
- ✓ Why Change?
- What's the Context?
- What's Changed?
- How Prepare?
- How Implement?



54

Measurable Skill Gains		
Type	Name	Details
Type 1a	Achievement on a Pretest-Posttest	Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level
Type 1b	Credits or Carnegie units	Documented educational gain through the awarding of credits or Carnegie units
Type 1c	Postsecondary Enrollment	Documented Post-Exit enrollment in postsecondary education or training during the same program year that contains the date of exit
Type 2	High School Diploma/ Equivalency Achievement	High School diploma/ equivalency (only applicable to those who receive a diploma/ equivalency at the end of participation)
Type 3	Postsecondary Transcript or Report Card	Documented postsecondary transcript or report card that shows a participant is meeting the Texas academic standards for 12 hours in a semester during the Program Year or 12 hours within a 12-month period that ends in the Program Year (for part-time students)
Type 4	Progress Milestones	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
Type 5	Skills Progression	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

55



Postsecondary Transcript or Report Card

Type 3 MSG

56

Type 3 MSG

Postsecondary Transcript or Report Card

Secondary¹ 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.



¹Secondary transcript is specific to youth attending high school

57

Type 3 MSG

Postsecondary Transcript or Report Card

CRITERIA

- College credit only.
- Earning a transcript or report card documenting passing a full- or part-time college credit course load

DETAIL (*State/ Jurisdiction Specific*)

Obtain and file a copy of a transcript or report card documentation from the provider awarding the credential showing the participant is passing each course required for the MSG.

58

Full- and Part-Time and “Passing”

(State/ Jurisdiction Specific)

FULL- AND PART-TIME

- Full-time is 12 credit hours in a semester.
- Part-time can be 12 credit hours over two semesters: For example: 6 hours per semester, or 3 one and 9 the next.
- If participation spans two or more program years, performance is earned when the participant earns 12 college credit hours.

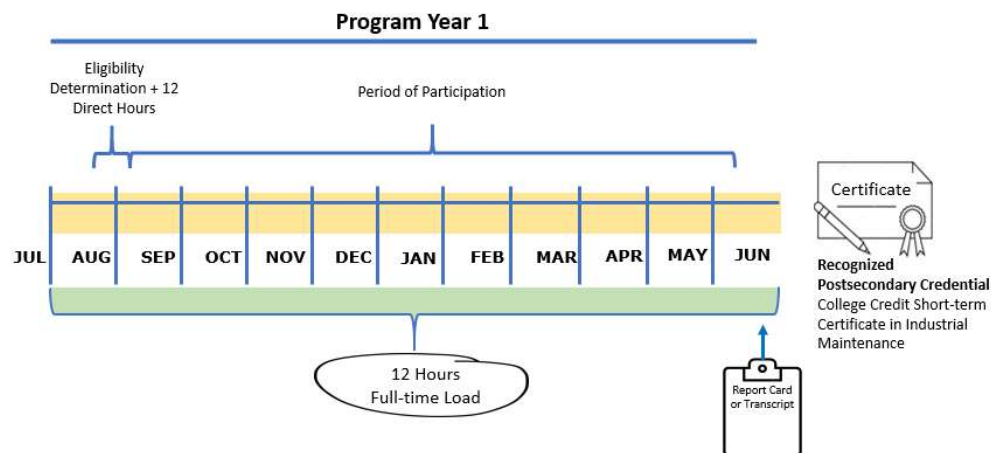
“PASSING”

- Determined by the academic standards of the postsecondary education or training provider.
- Measured for each course documented on the transcript or report card, not by the participant’s grade point average.
- Providers must be able to produce documentation of what is considered passing at the institution for monitoring purposes.

59

Type 3 MSG

12 Credit Hours Over Program Year



60

Measurable Skill Gains		
Type	Name	Details
Type 1a	Achievement on a Pretest-Posttest	Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level
Type 1b	Credits or Carnegie units	Documented educational gain through the awarding of credits or Carnegie units
Type 1c	Postsecondary Enrollment	Documented Post-Exit enrollment in postsecondary education or training during the same program year that contains the date of exit
Type 2	High School Diploma/Equivalency Achievement	Documented attainment of a high school diploma/ equivalency (only applicable to those who did not have diploma/equivalency at date of participation)
Type 3	Postsecondary Transcript or Report Card	Documented postsecondary transcript or report card that shows a participant is meeting the Texas academic standards for 12 hours in a program year or 12 hours within a 12-month period (for part-time students)
Type 4	Progress Milestones	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
Type 5	Skills Progression	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

Approved for PY20-PY24

61



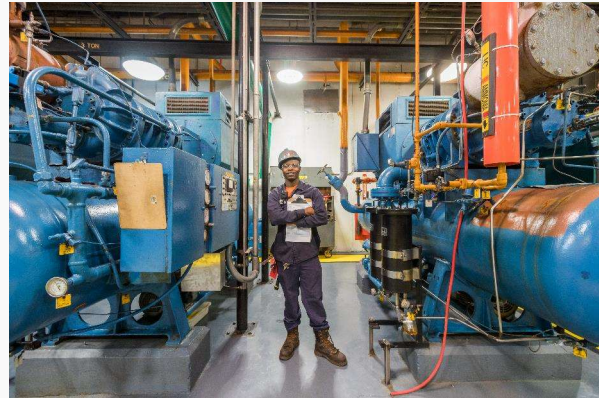
MSG Type 4

62

Type 4 MSG

Progress Milestones

Satisfactory or better progress report, towards established milestones, such as completion of on-the-job (OJT) training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training

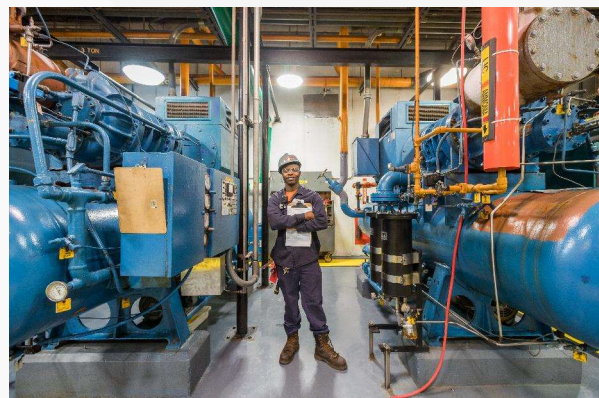


63

Type 4 MSG

Progress Milestones

Satisfactory or better progress report, towards established milestones, such as completion of on-the-job (OJT) training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training

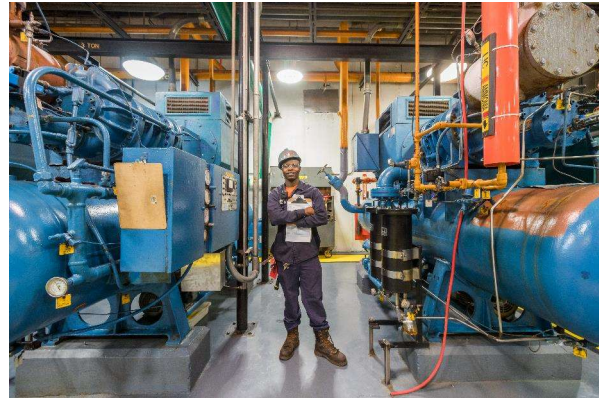


64

Type 4 MSG

Progress Milestones

Satisfactory or better progress report, towards established milestones, such as completion of on-the-job (OJT) training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training



65

Type 4 MSG

Progress Milestones

Satisfactory or better progress report, towards established milestones, such as completion of on-the-job (OJT) training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training

“Satisfactory or better”

- “Meets or exceeds” expectations
- No necessarily quantified

66

Type 4 MSG

Progress Milestones

Satisfactory or better progress report, towards established milestones, such as completion of on-the-job (OJT) training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training

“progress report”

- Documented progress
- Not a test unless a test is part of a report

67

Type 4 MSG

Progress Milestones

Satisfactory or better progress report, towards established milestones, such as completion of on-the-job (OJT) training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training

“established milestones”

- Deliberate language
- “Established” = agreed upon
- Clearly defined progress
- Include types of acceptable documentation

68

Type 4 MSG

Progress Milestones

Satisfactory or better progress report, towards established milestones, such as completion of on-the-job (OJT) training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training

“from an employer or training provider”

- Derives from *either employer or training provider*
- Not from a test publisher (though a test may be part of the milestone)
- Not from an agency (though an agency may establish acceptable documentation)

69

Type 4 MSG

Progress Milestones

Satisfactory or better progress report, towards established milestones, such as completion of on-the-job (OJT) training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training

“who is providing training”

- Underscores that employers or training providers develop the milestone

70

Type 4 MSG

Progress Milestones

Satisfactory or better progress report, towards established milestones, such as completion of on-the-job (OJT) training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training

“such as”
“or similar milestones”

- These are just examples

71

Type 4 MSG

Progress Milestones

Satisfactory or better progress report, towards established milestones, such as completion of on-the-job (OJT) training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training

“OJT”

“Apprenticeship”

- Historically, two training models that are not typically measured with standardized tests or exams
- OJT is exempt from exit credential requirements

72

Note in Guidance

“Note: In the description of this type of Measurable Skill Gains, “completion of one year of an apprenticeship” is just one example of a timeframe that may be established for achieving a satisfactory or better progress report toward a specific milestone, and the “one year” timeframe should not be construed as a required timeframe or the only way that a participant in an apprenticeship can achieve a Measurable Skill Gain.

The timeframe for the milestone should be established based on the specific facts of the program at issue.”

73

Additional Detail

OCTAE Program Memo 17-2

74

Additional Detail

OCTAE Program Memo 17-2

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

Clarification

- Flexibility in documentation

75

Additional Detail

OCTAE Program Memo 17-2

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

Clarification

- Flexibility in documentation
- Method of measurement is customized to service

76

Additional Detail

OCTAE Program Memo 17-2

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

Clarification

- Flexibility in documentation
- Method of measurement is customized to service
- Must be “substantive”

77

“...must document substantive skill development...”

Substantive

- Subjective but specific
- Included to ensure meaningful effort to achieve
- Guard against “easy gains”
- Consider if the activity being documented measure meets the “spirit of substantive”



78

More Detail

OCTAE Program Memo 17-2

79

Additional Detail

OCTAE Program Memo 17-2

Clarification

“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.”

80

Additional Detail

OCTAE Program Memo 17-2

“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.”

Clarification

- **Flexibility**

81

Additional Detail

OCTAE Program Memo 17-2

“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.”

Clarification

- **Flexibility**
- **Mastery of job skills = contextualized**
- **“steps” = progress**

82

Additional Detail

OCTAE Program Memo 17-2

“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.”

Clarification

- Flexibility
- Mastery of job skills = contextualized
- “steps” = progress
- “increases in pay” = No documented test, exam, or performance verification
- Pay ties to new skills

83

Examples



84

MSG Type 4 Progress
Milestone

Tyson IET Program in Industrial Maintenance



85

MSG Type 4 Progress Milestone

Tyson IET Program in Industrial Maintenance

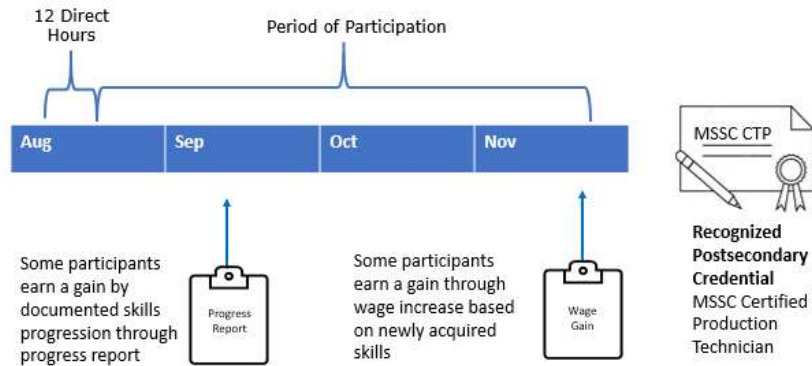
Milestones

- Tyson Lock Out Tag Out (LOTO) certification
- Detecting work piece defects or equipment malfunction/ repair
- Measuring of work piece dimensions to determine accuracy
- Preparation of equipment for productions and successful test runs
- Interpreting daily production schedule measured by customized ESL test
- Pay increase related to skills gained or promotion

86

MSG Type 4
Progress Milestone

Tyson IET Program
in Industrial
Maintenance

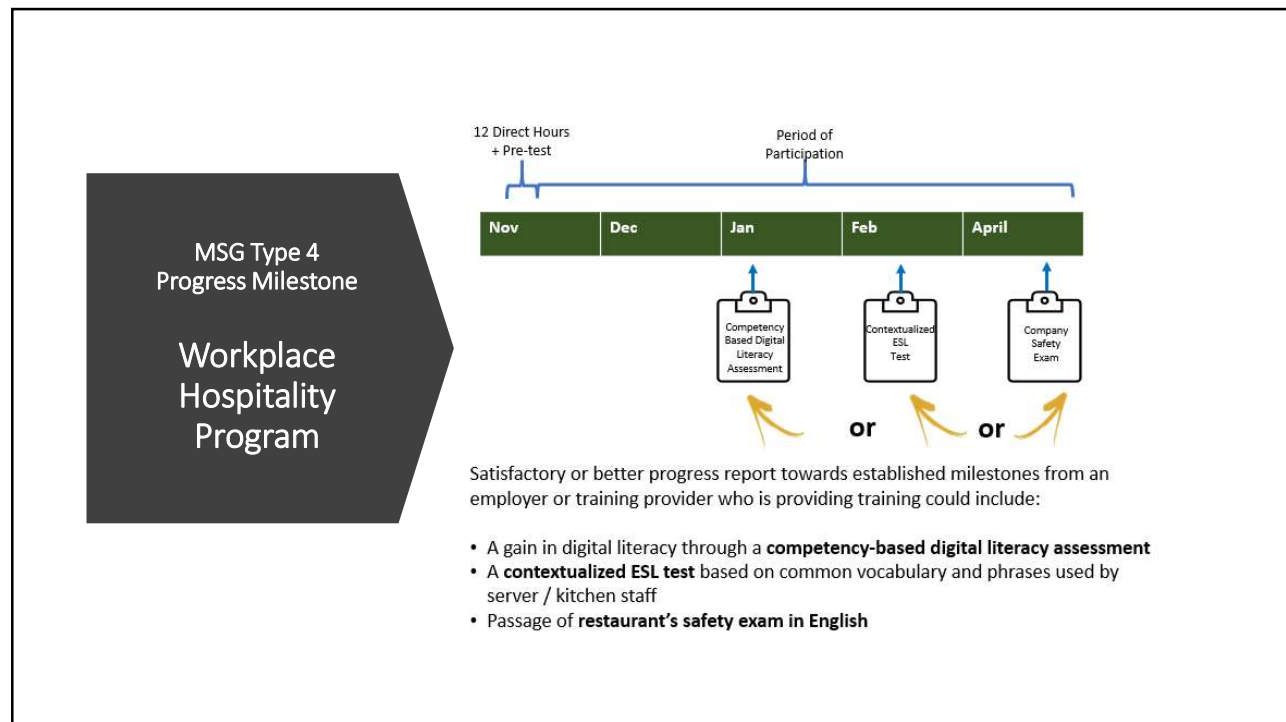


87

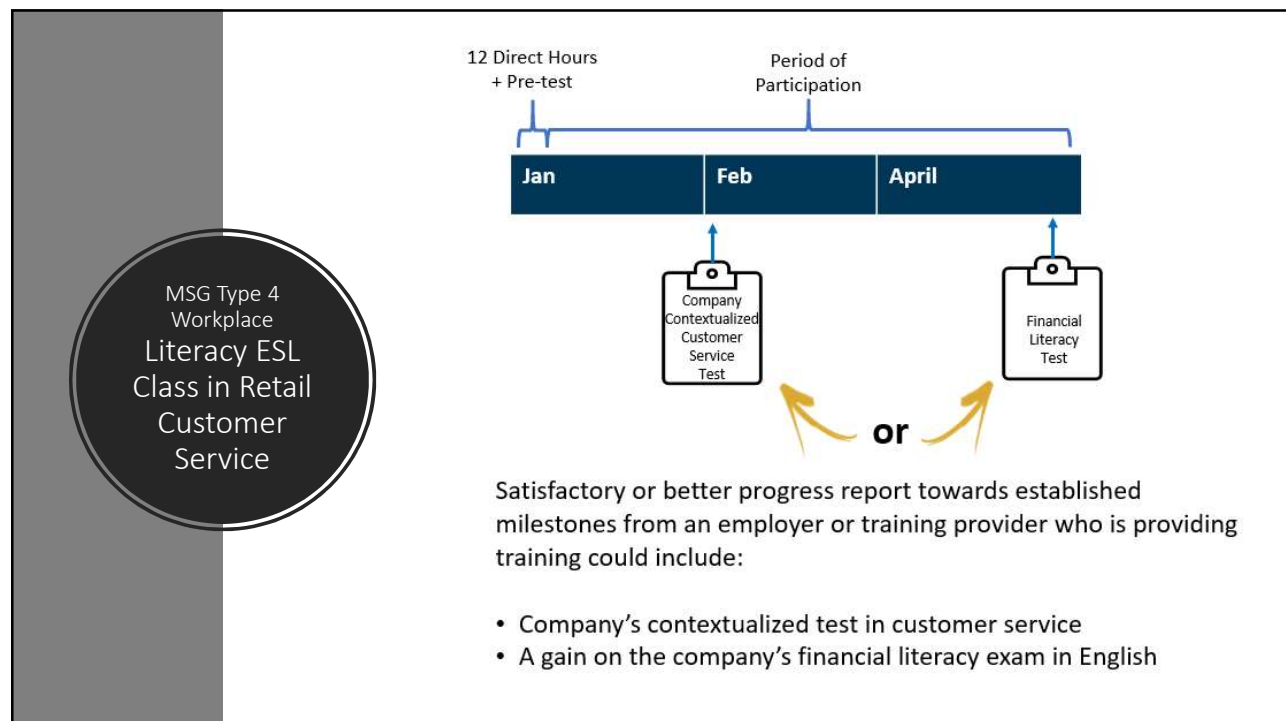
Progress Milestones Gains				
Participant:		Tyson Plant:		Program Year
Participant Identification:		Individual Documenting Gain:		Contact Email:
SKILLS TO BE LEARNED (Skills may be learned concurrently. Document all skills earned.)	METHOD (ex. in-person instruction, remote instruction, distance education, shadowing, etc.)	ESTIMATED HOURS	PROGRESS EVALUATION METHOD (ex. tests, reports, skill demonstration, performance verification, wage gain)	Milestone Progress
1) Tyson lock out tag out certification				<input type="checkbox"/> Attained <input type="checkbox"/> In Progress <input type="checkbox"/> Not Attained
2) Detecting work piece defects or equipment malfunction/ repair				<input type="checkbox"/> Attained <input type="checkbox"/> In Progress <input type="checkbox"/> Not Attained
3) Measuring of work piece dimensions to determine accuracy				<input type="checkbox"/> Attained <input type="checkbox"/> In Progress <input type="checkbox"/> Not Attained
4) Preparation of equipment for productions and successful test runs				<input type="checkbox"/> Attained <input type="checkbox"/> In Progress <input type="checkbox"/> Not Attained
6) Interpreting daily production schedule as measured by customized ESL test				<input type="checkbox"/> Attained <input type="checkbox"/> In Progress <input type="checkbox"/> Not Attained

D

88



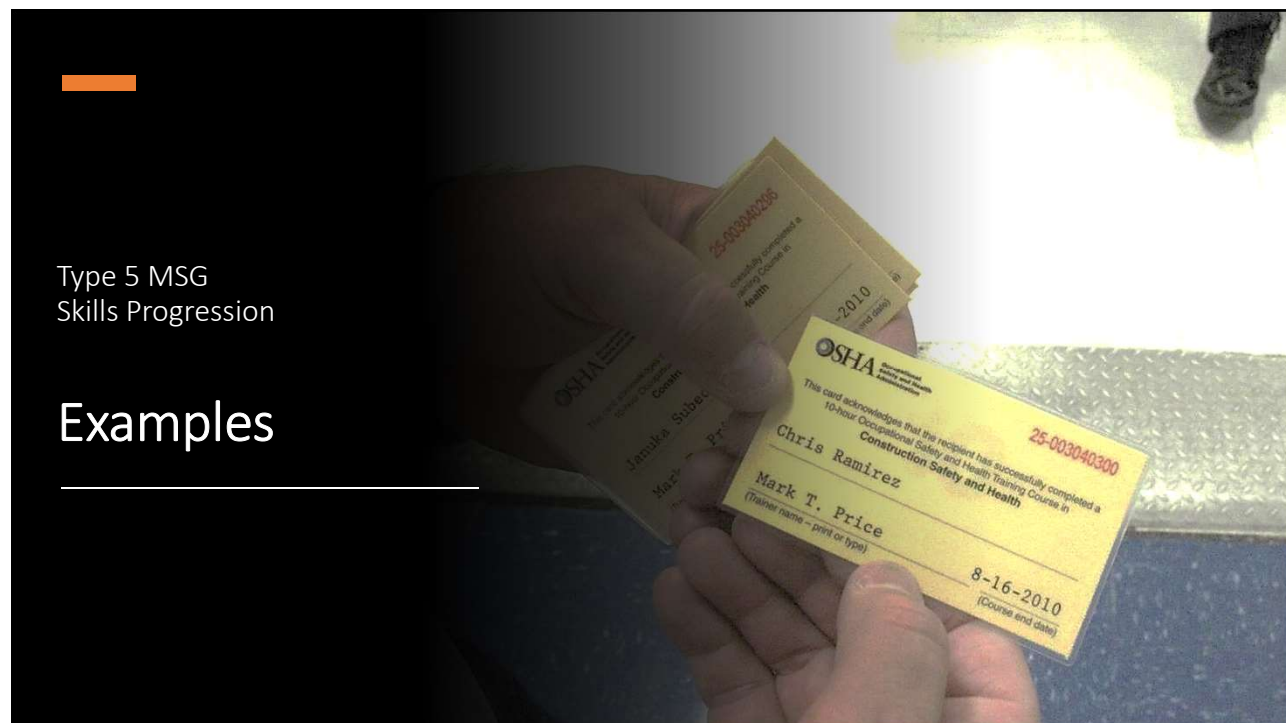
89



90

Measurable Skill Gains		
Type	Name	Details
Type 1a	Achievement on a Pretest-Posttest	Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level
Type 1b	Credits or Carnegie units	Documented educational gain through the awarding of credits or Carnegie units
Type 1c	Postsecondary Enrollment	Documented Post-Exit enrollment in postsecondary education or training during the same program year that contains the date of exit
Type 2	High School Diploma/Equivalency Achievement	Documented attainment of a high school diploma/ equivalency (only applicable to those who did not have diploma/equivalency at date of participation)
Type 3	Postsecondary Transcript or Report Card	Documented postsecondary transcript or report card that shows a participant is meeting the Texas academic standards for 12 hours in a semester during the Program Year or 12 hours within a 12-month period that ends in the Program Year (for part-time students)
Type 4	Progress Milestones	Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship, from an employer or training provider who is providing training
Type 5	Skills Progression	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

91



92

Type 5 MSG

Skills Progression

“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”

Clarification

- Evidence is based on exam or test

93

Type 5 MSG

Skills Progression

“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”

Clarification

- Evidence is based on exam or test
- Required for the job

94

Type 5 MSG

Skills Progression

“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”

Clarification

- Evidence is based on exam or test
- Required for the job
- **“or” = options**

95

Type 5 MSG

Skills Progression

“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”

Clarification

- Evidence is based on exam or test
- Required for the job
- **“or” = options**
- **Work-related progress**

96

Type 5 MSG

Skills Progression

“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”

Clarification

- Evidence is based on exam or test
- Required for the job
- “or” = options
- Work-related progress
- **Documentation**

97

Type 5 MSG

Skills Progression

“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”

Clarification

- Evidence is based on exam or test
- Required for the job
- “or” = options
- Work-related progress
- Documentation
- **“Benchmarks” = standards, levels, or targets**

98

Type 5 MSG

Skills Progression

“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”

Clarification

- Evidence is based on exam or test
- Required for the job
- “or” = options
- Work-related progress
- Documentation
- “Benchmarks” = standards, levels, or targets

99

Type 5 MSG

Skills Progression

“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”

Clarification

- Evidence is based on exam or test
- Required for the job
- “or” = options
- Work-related progress
- Documentation
- “Benchmarks” = standards, levels, or targets
- “such as” = optional example

100

More Detail

OCTAE Program Memo 17-2

101

Type 5 MSG

Skills Progression

“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.

102

Type 5 MSG

Skills Progression

“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.

Clarification

- “may” = “not limited to”

103

Type 5 MSG

Skills Progression

“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.

Clarification

- “may” = “not limited to”
- Examples
 - apprenticeship exams

104

Type 5 MSG

Skills Progression

“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.

Clarification

- “may” = “not limited to”
- Examples
 - apprenticeship exams
 - employer-required tests.

105

Type 5 MSG

Skills Progression

“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.

Clarification

- “may” = “not limited to”
- Examples
 - apprenticeship exams
 - employer-required tests
 - element or tests of a larger assessment series related to a credential

106

Type 5 MSG

Skills Progression

“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.”

Clarification

- “may” = “not limited to”
- Examples
 - apprenticeship exams
 - employer-required tests
 - element or tests of a larger assessment series related to a credential
- Credential = “recognized postsecondary credential”
- Note! The “or” pertains only to the last element in the list. Type 5 does not *require* the measure lead to a credential in all instances.

107

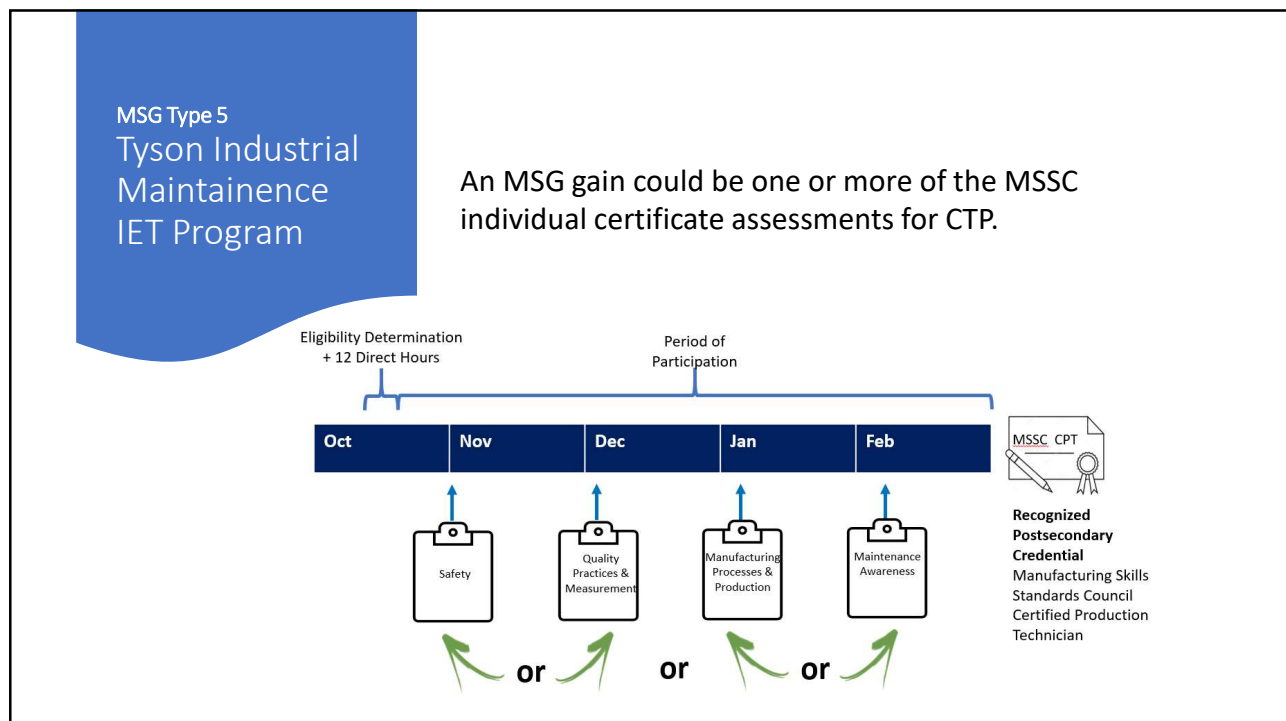
What is Not a Trade-related Benchmark?

Skills Progression MSGs are not tests or exams administered by an educational institution for completion of coursework, such as a community college semester.

108

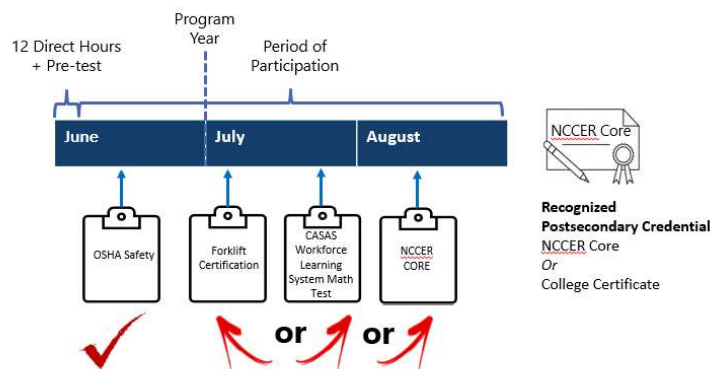


109



110

Type 5 Construction Trades

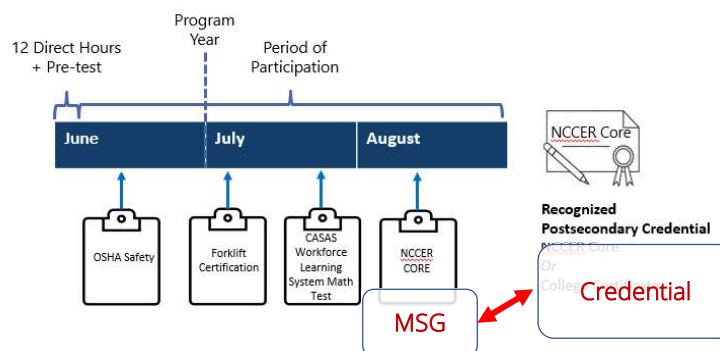


Satisfactory or better progress report towards established milestones from an employer or training provider who is providing training could be:

- OSHA 10-hour safety certification
- College awarded forklift certificate
- CASAS Workforce Learning System Math Test
- National Center for Construction Education and Research (NCCER) Core

111

Type 5 Construction Trades

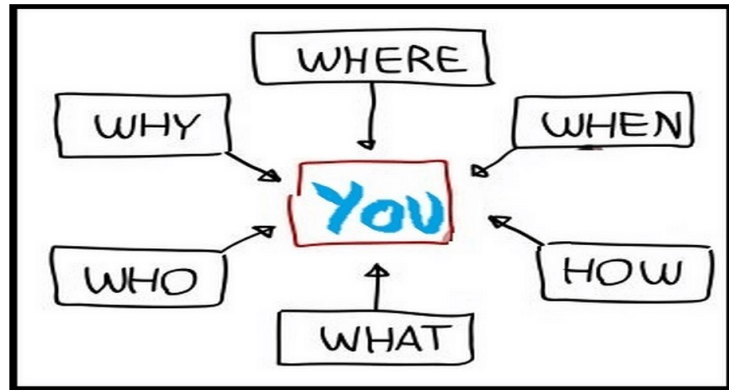


In this example, the National Center for Construction Education and Research (NCCER) Core could be both an MSG and recognized postsecondary credential.

112

Objective

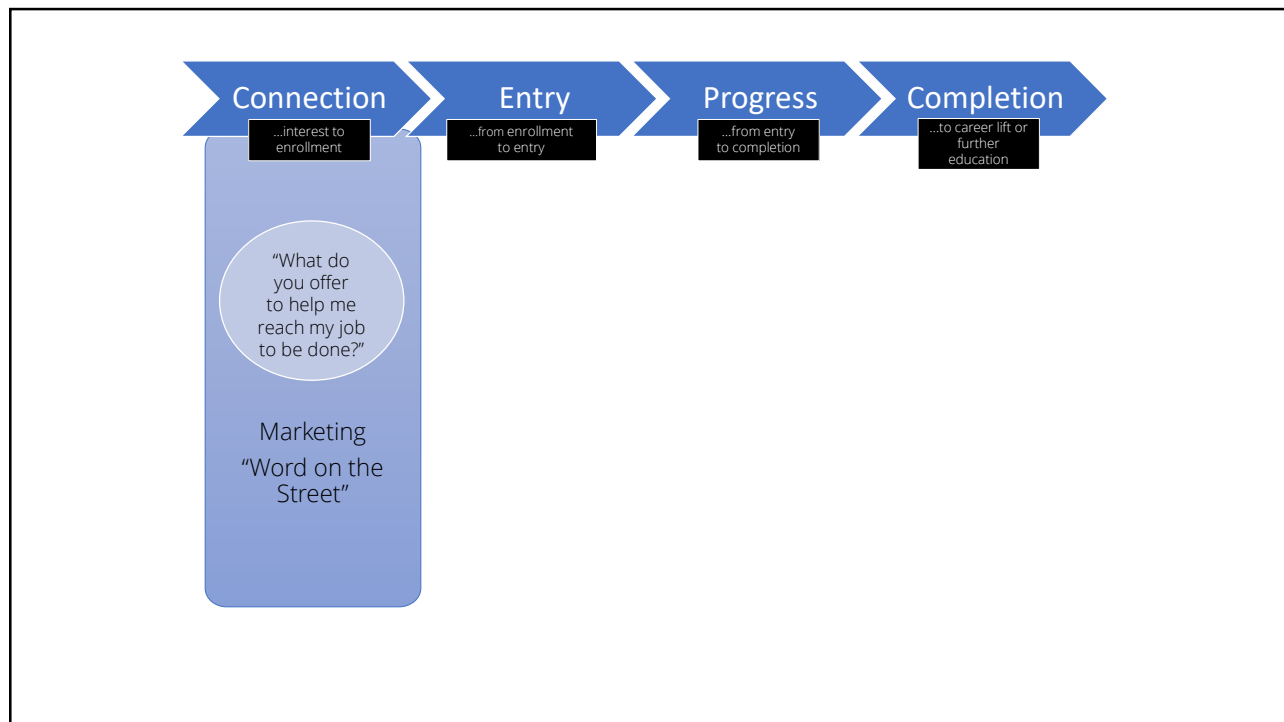
- ✓ Why Change?
- ✓ What's the Context?
- ✓ What's Changed?
- How Prepare?
- How Implement?



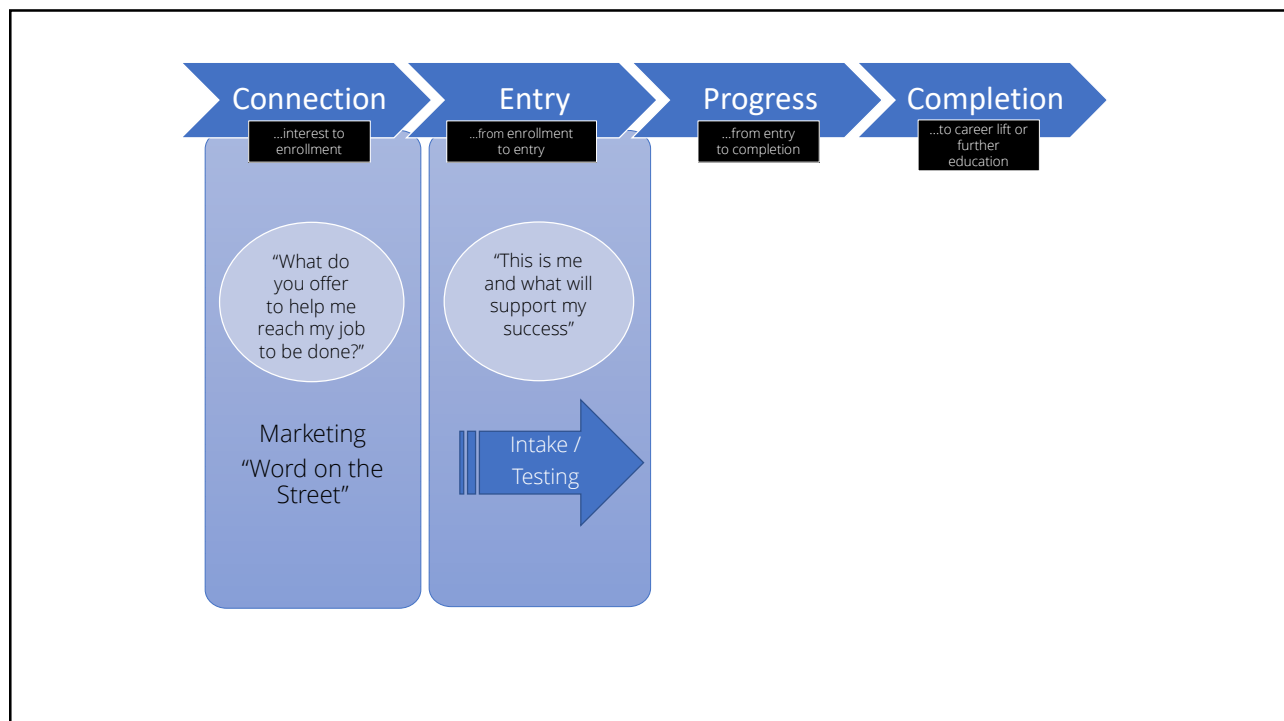
113



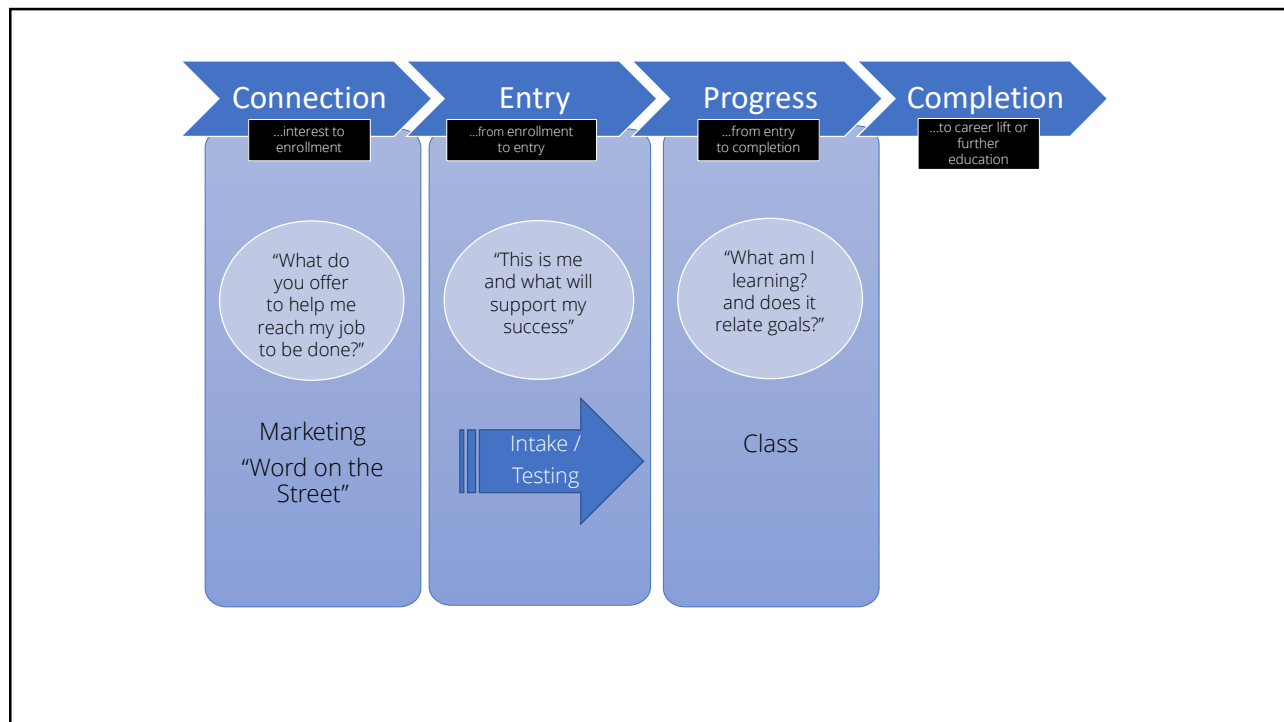
114



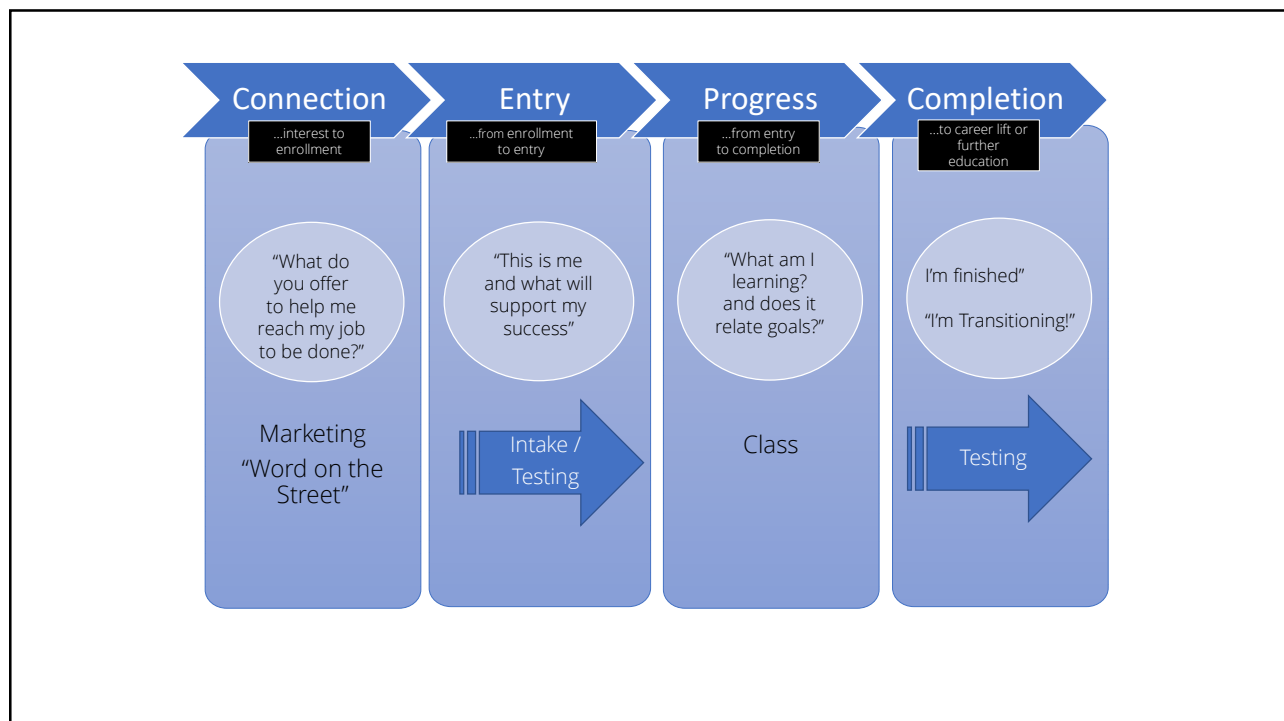
115



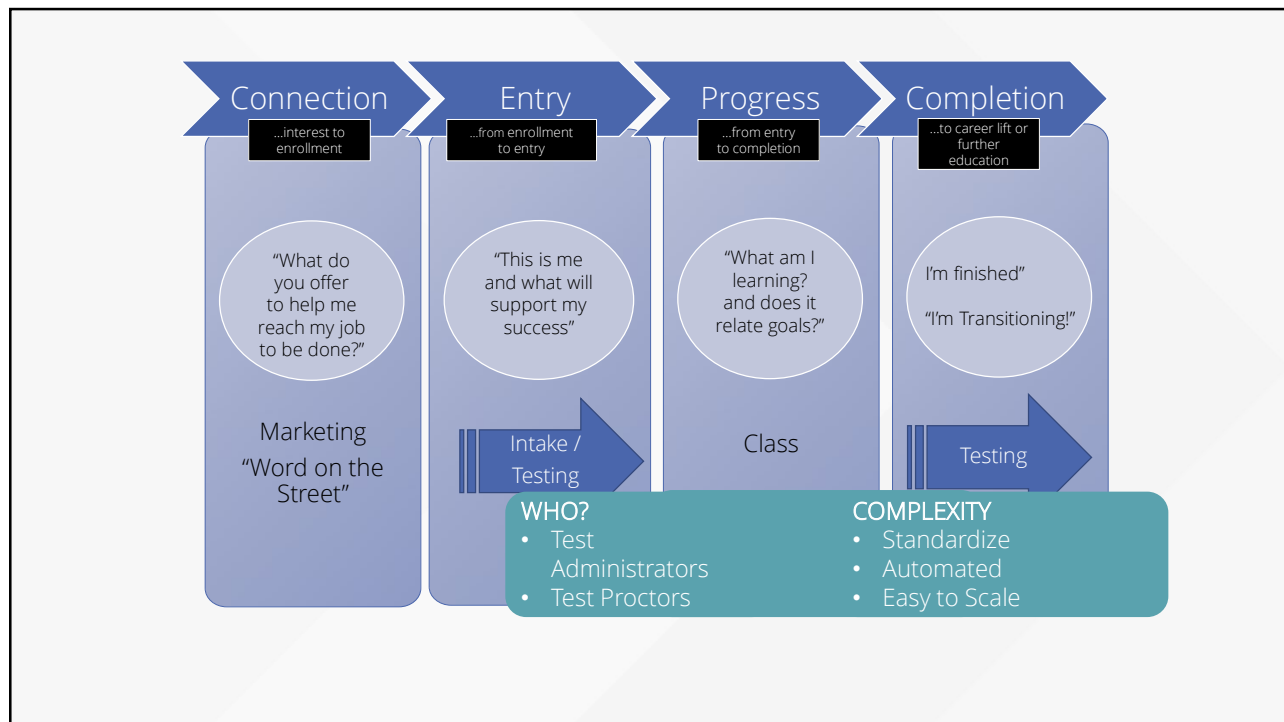
116



117



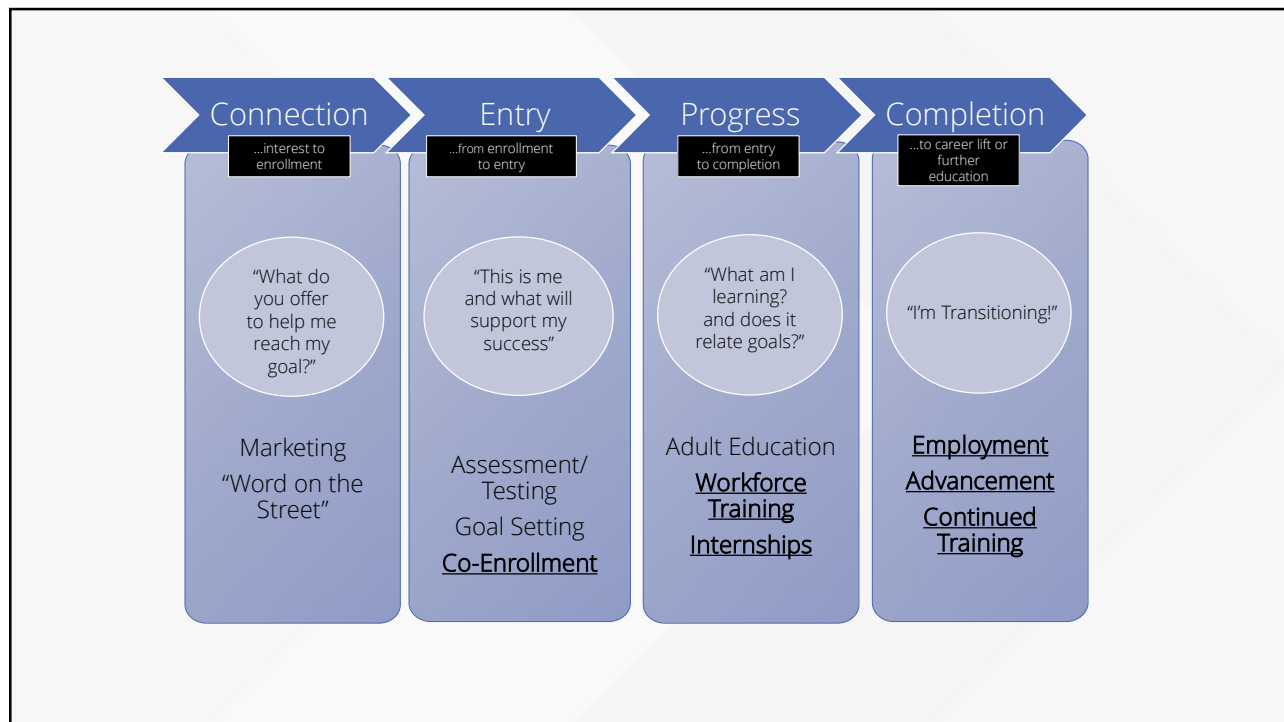
118



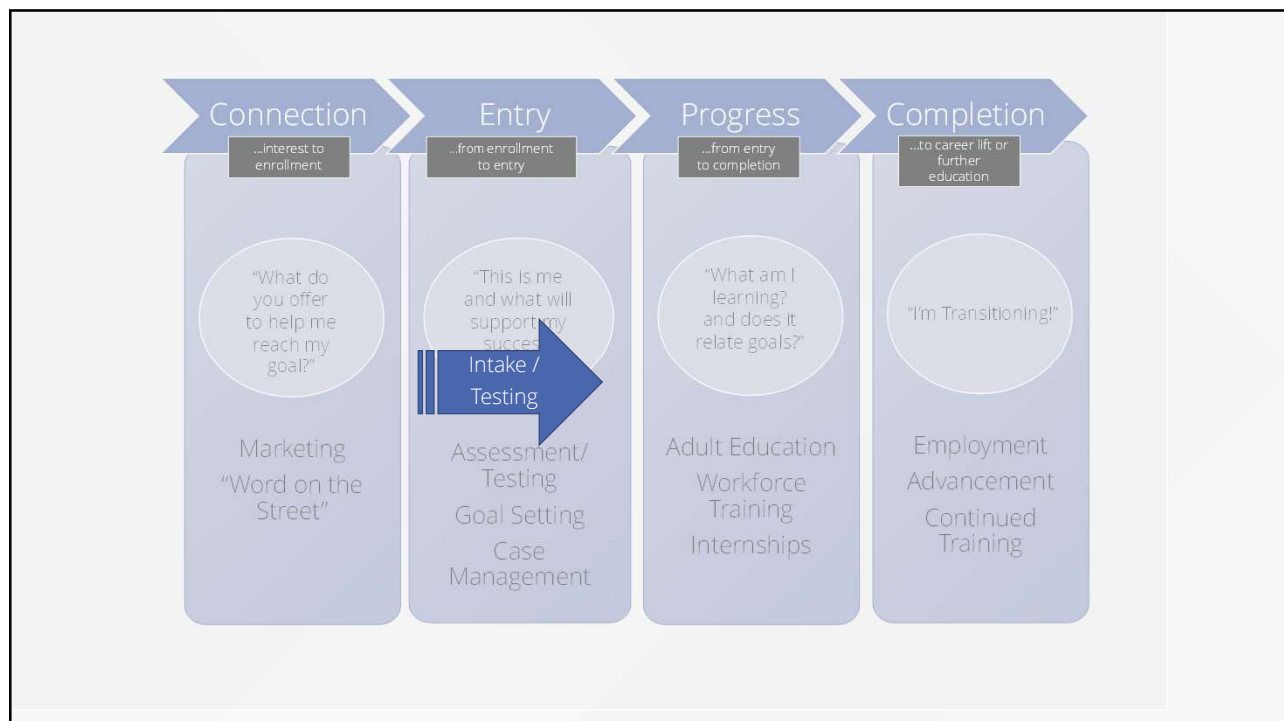
119

Full MSG Implementation adds critical phases of decision making S for optimal implementation.

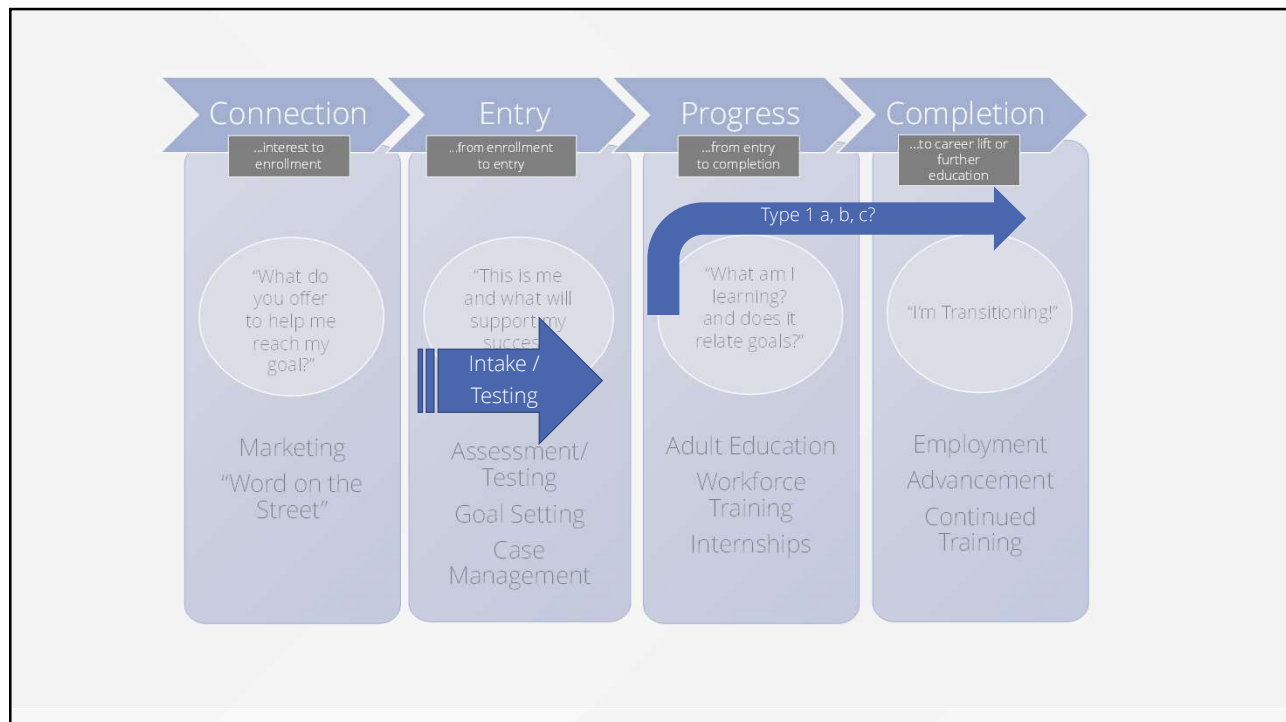
120



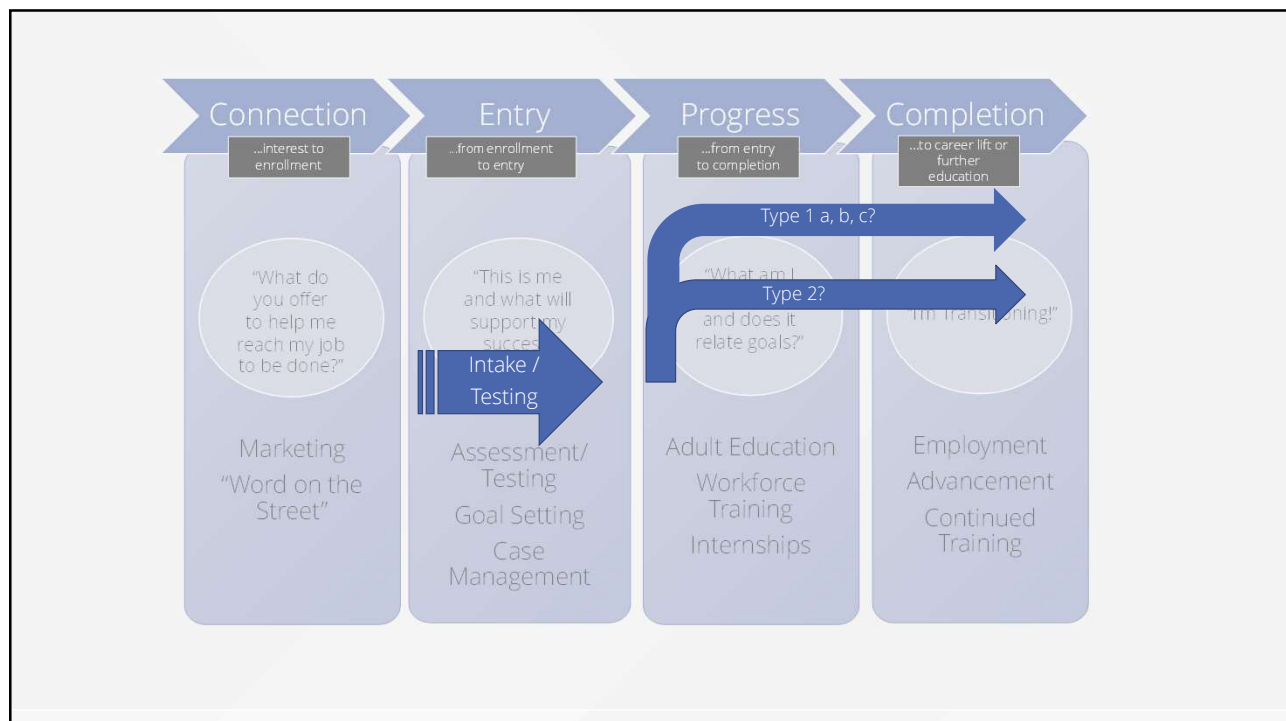
121



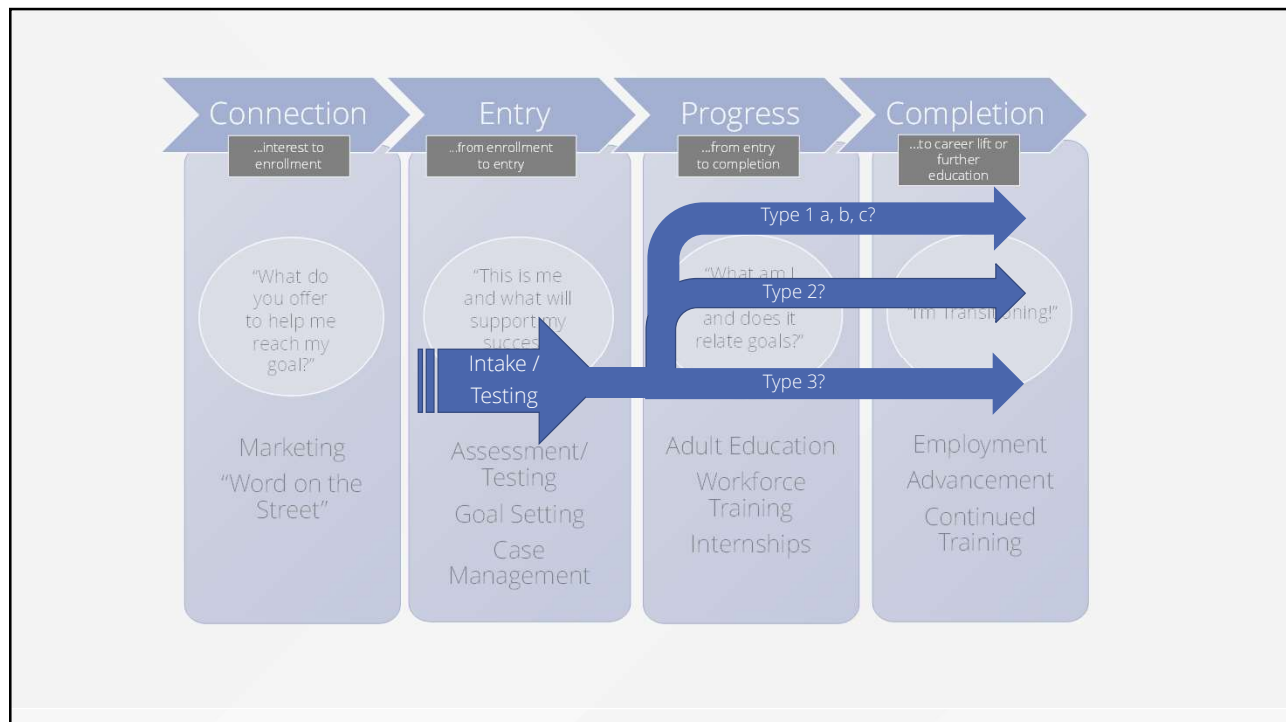
122



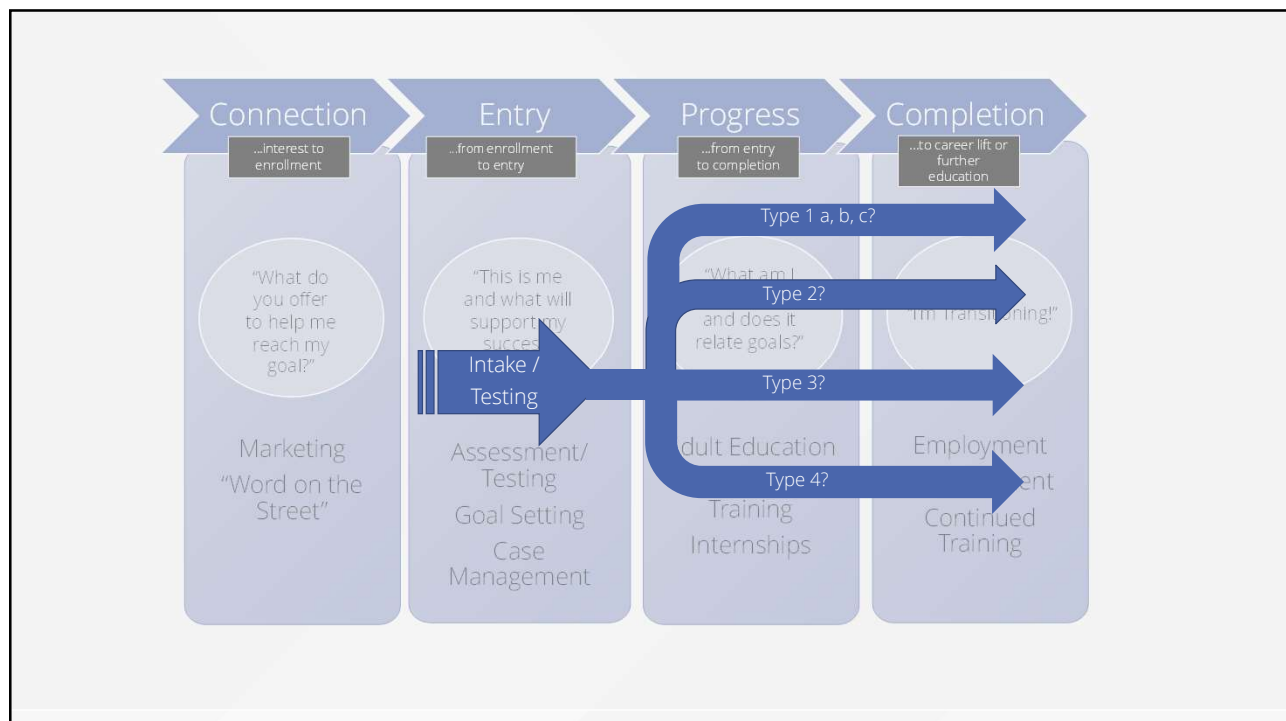
123



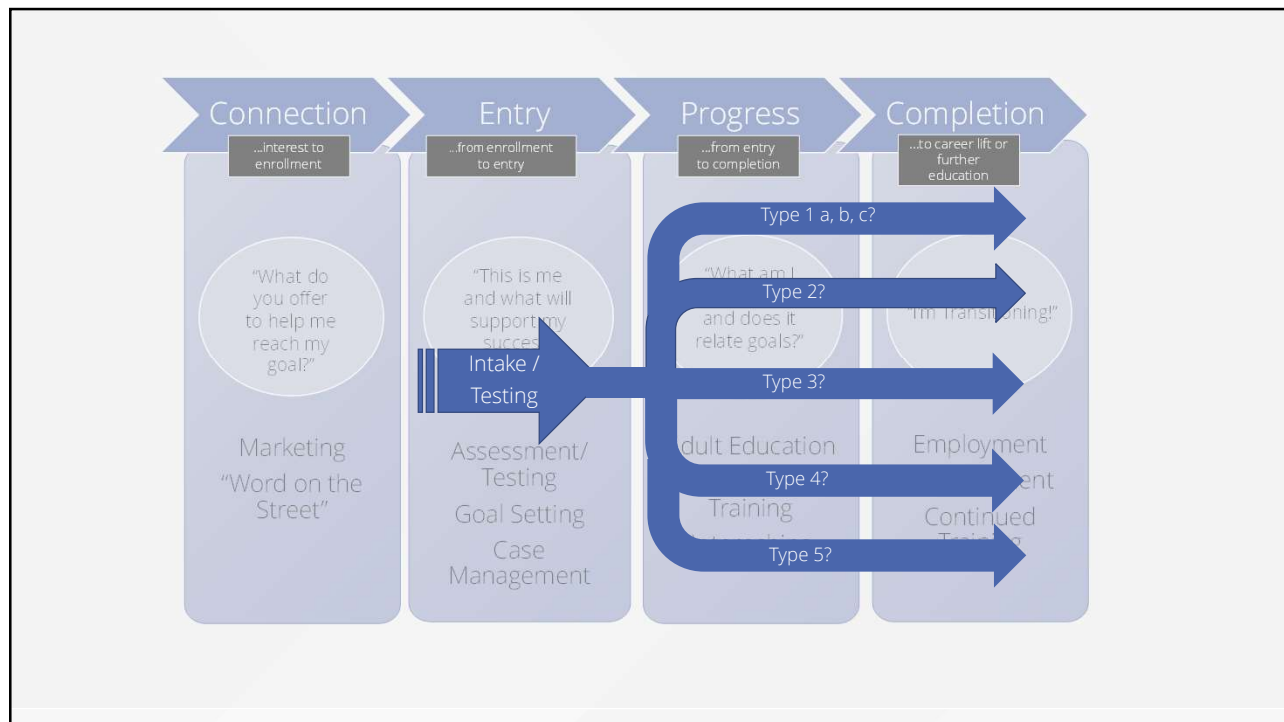
124



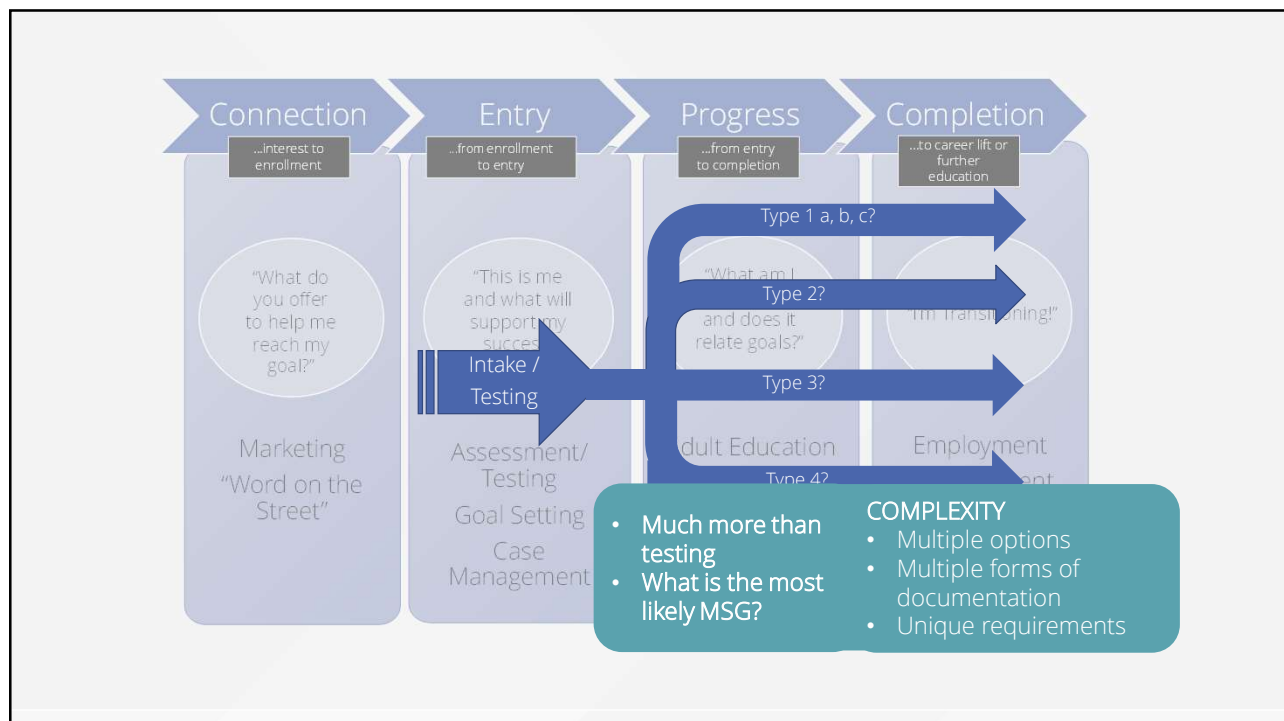
125



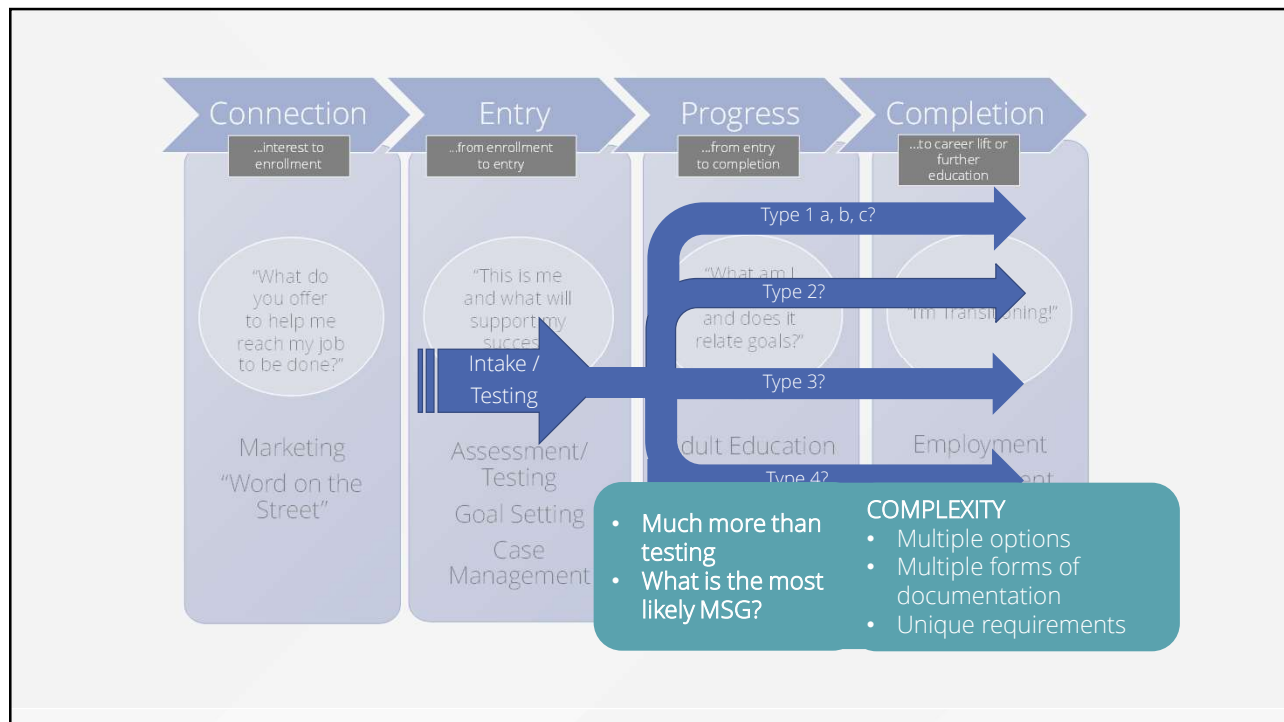
126



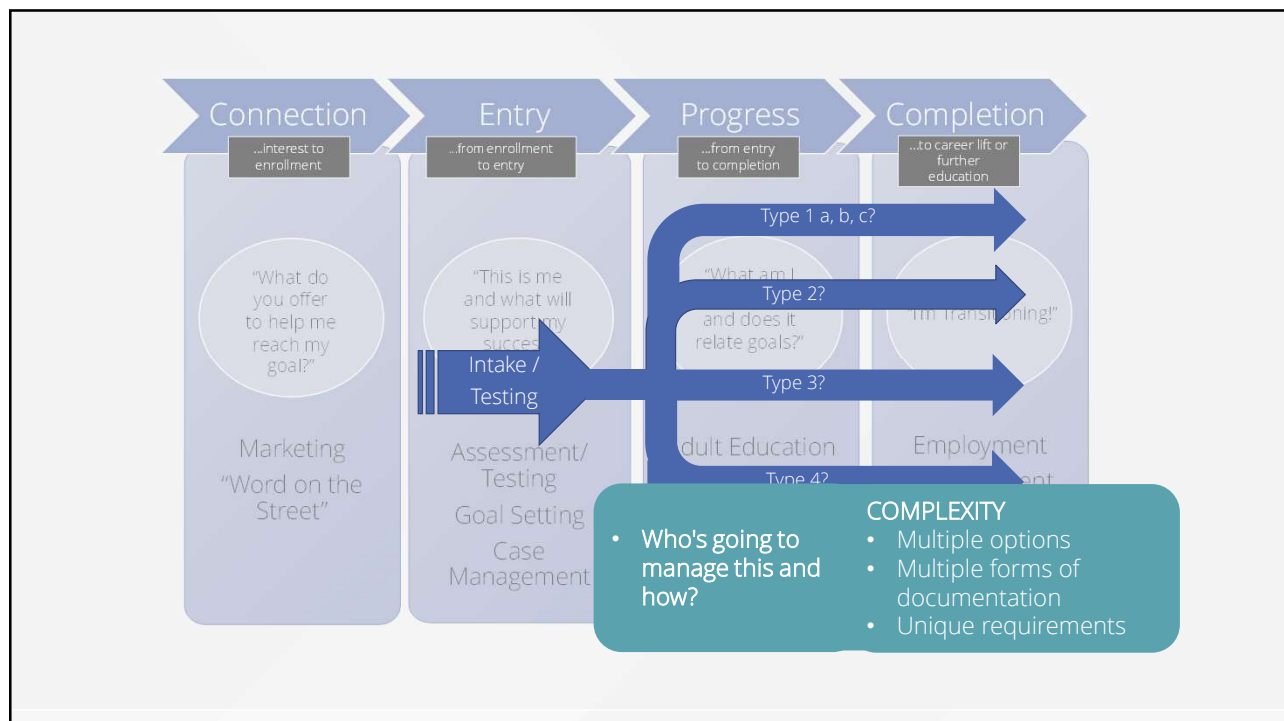
127



128



129

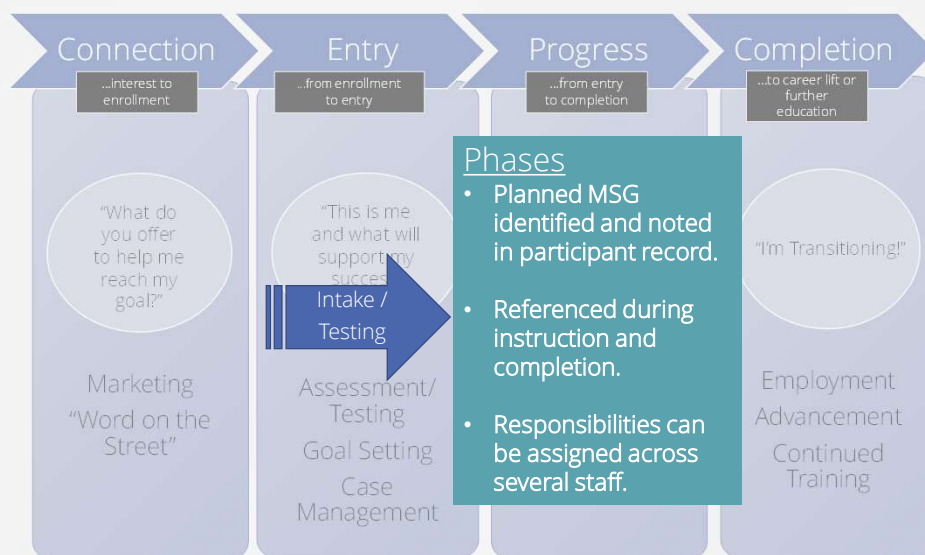


130

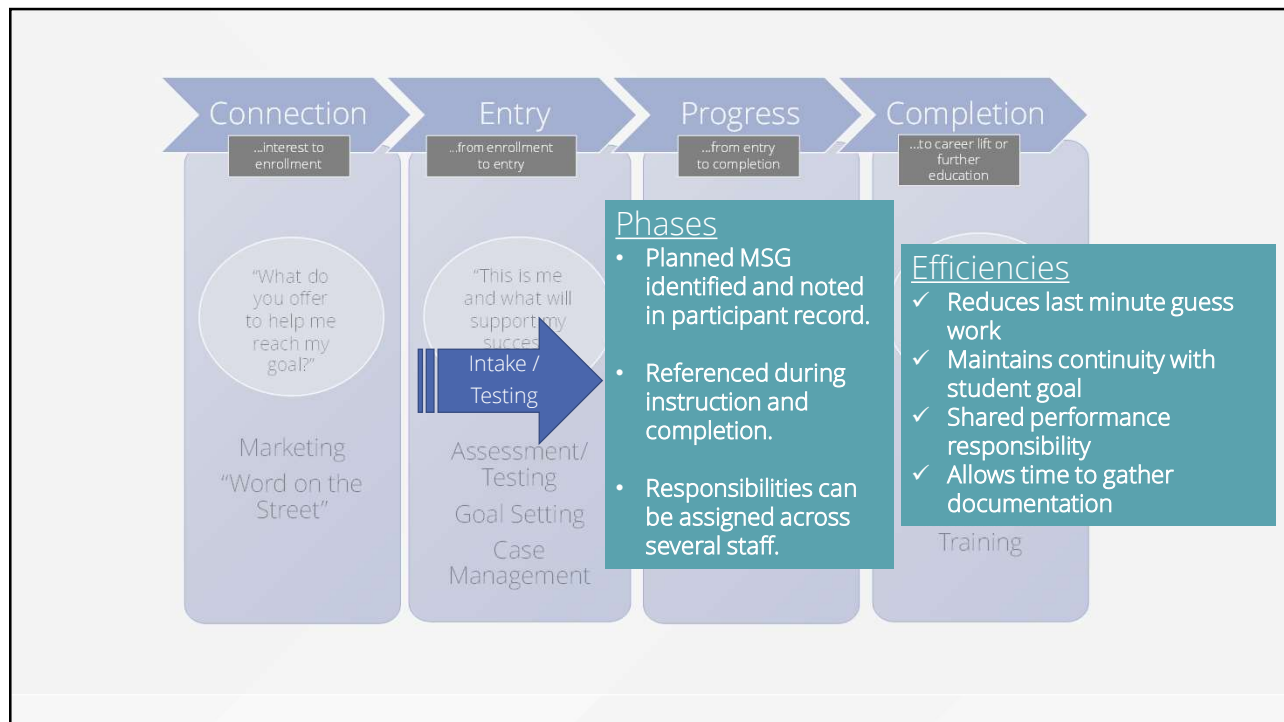
Planned MSG

- Identified during a participant's initial intake and orientation
- Forecast to be the most likely MSG to document a participant's performance
- Note in participant profile
- Based on the participant's:
 - level at intake
 - initial objectives, goals, and
 - the type of AE activities selected during enrollment
- The planned MSG may change based on aspects of a participant's success and objectives

131



132



133

Summary

Pro Tips

- Develop strong processes
- Include multiple staff
- Manage compliance throughout
- Include students in managing their performance
- Know your stuff!

134



135

**Please reach out
to us with any
questions or
comments -**

Anson Green
Anson.Green@Tyson.com

Judy Mortrude
judy_mortrude@worlded.org

136