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

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September 15, 2021

Why Tyson Foods?
behindeveryemployer.org
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
DC Career Pathway Plan -

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

April 2014

WIA Service Realignment

Current model: reactive crisis intervention

New model: proactive career development

Essential Features of Career Pathways

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

<table>
<thead>
<tr>
<th>Indicator/Program</th>
<th>Title II Adult Ed</th>
<th>Title IV Rehab Services</th>
<th>Title I Adults</th>
<th>Title I Dislocated Workers</th>
<th>Title I Youth</th>
<th>Title III Wagner-Peyser</th>
<th>Average Indicator Score</th>
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<tr>
<td>Employment 2&lt;sup&gt;nd&lt;/sup&gt; Quarter after Exit</td>
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<td>Credential Attainment Rate</td>
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<td>Measureable Skill Gain</td>
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<td></td>
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<td>5</td>
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<tr>
<td>Effectiveness in Serving Employers</td>
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<td></td>
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<td>6</td>
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<tr>
<td>Average Program Score</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

### 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... (b) 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 job....
(ix) job readiness training provided in combination with services... (l) 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 (viii); 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) (1); (2), P.L. 113-128)
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

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:
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

### Measurable Skill Gains

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
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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

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

Figure 1. Five Types of Measurable Skill Gains under WIOA

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

MSGs 3,4,5

• Why Change?
• What’s the Context?
• What’s Changed?
• How Prepare?
• How Implement?
Objective

✓ Why Change?
  • What’s the Context?
  • What’s Changed?
  • How Prepare?
  • How Implement?
Measurable Skills Gains Types

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 (High school diploma/ equivalency only applicable to those who entered the program between PY20 and PY24)

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 QIT 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.

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Objective

✓ Why Change?
  • What’s the Context?
  • What’s Changed?
  • How Prepare?
  • How Implement?

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
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”

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
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.”
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.”
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))

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
Measurable Skills Gains

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Measurable Skills Gains

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Objective

✓ Why Change?
• What’s the Context?
• What’s Changed?
• How Prepare?
• How Implement?
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
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.

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

✓ Why Change?
• What’s the Context?
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| 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 Progress                      | Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks, such as knowledge-based exams |

**Postsecondary Transcript or Report Card**

**Type 3 MSG**
Type 3 MSG
Postsecondary Transcript or Report Card

Secondary\(^1\) 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.

\(^1\) Secondary transcript is specific to youth attending high school

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.
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.

**Type 3 MSG**

**12 Credit Hours Over Program Year**
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**MSG Type 4**
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.
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
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

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
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)

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
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

Type 4 MSG

Progress Milestones

“OJT”

“Apprenticeship”

• Historically, two training models that are not typically measured with standardized tests or exams

• OJT is exempt from exit credential requirements
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.”

Additional Detail
OCTAE Program Memo 17-2
Clarification

• Flexibility in documentation

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

“...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”
“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.”
Additional Detail
OCTAE Program Memo 17-2

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Clarification

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

Examples
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
# MSG Type 4 Progress Milestone

## Tyson IET Program in Industrial Maintenance

### Period of Participation
- **Aug**
- **Sep**
- **Oct**
- **Nov**

12 Direct Hours

### Some participants earn a gain by documented skills progression through progress report

### Some participants earn a gain through wage increase based on newly acquired skills

### Recognized Postsecondary Credential
- MSSC Certified Production Technician

### Progress Milestones Chart

<table>
<thead>
<tr>
<th>Participant Identification</th>
<th>Tyson Plant</th>
<th>Program Year</th>
<th>Individual Documenting Gains</th>
<th>Contact Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKILLS TO BE LEARNED (Skills may be learned concurrently. Document all skills earned.)</td>
<td>METHOD (ex: in-person instruction, remote instruction, distance education, shadowing, etc.)</td>
<td>ESTIMATED HOURS</td>
<td>PROGRESS EVALUATION METHOD (ex: tests, reports, skill demonstration, performance verification, wage gain)</td>
<td>Milestone Progress</td>
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MSG Type 4
Progress Milestone

Workplace Hospitality Program

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

- A gain in digital literacy through a competency-based digital literacy assessment
- A contextualized ESL test based on common vocabulary and phrases used by server / kitchen staff
- Passage of restaurant’s safety exam in English

MSG Type 4
Workplace Literacy ESL Class in Retail Customer Service

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

- Company’s contextualized test in customer service
- A gain on the company’s financial literacy exam in English
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<td>Documented attainment of a high school diploma or equivalency (only applicable to those who did not have diploma/equivalency at date of participation)</td>
</tr>
<tr>
<td>Type 3</td>
<td>Postsecondary Transcript or Report Card</td>
<td>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)</td>
</tr>
<tr>
<td>Type 4</td>
<td>Progress Milestones</td>
<td>Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program, from an employer or training provider who is providing training</td>
</tr>
<tr>
<td>Type 5</td>
<td>Skills Progress</td>
<td>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</td>
</tr>
</tbody>
</table>

**Approved for PY20-PY24**

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**Type 5 MSG Skills Progression**

**Examples**
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
**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

---

**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**
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

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
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
More Detail
OCTAE Program Memo 17-2

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."
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”

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
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.

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.
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.

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.
An MSG gain could be one or more of the MSSC individual certificate assessments for CTP.
In this example, the National Center for Construction Education and Research (NCCER) Core could be both an MSG and recognized postsecondary credential.

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
Objective

✓ Why Change?
✓ What’s the Context?
✓ What’s Changed?
  • How Prepare?
  • How Implement?
"What do you offer to help me reach my job to be done?"

Marketing "Word on the Street"

Entry

Progress

Completion

...from enrollment to entry
...from entry to completion
...to career lift or further education

Connection

Intake / Testing
Connection
- Interest to enrollment
  “What do you offer to help me reach my job to be done?”
  Marketing “Word on the Street”

Entry
- From enrollment to entry
  “This is me and what will support my success”
  Intake / Testing
  Class

Progress
- From entry to completion
  “What am I learning? and does it relate goals?”

Completion
- Career lift or further education
  “I’m finished” “I’m Transitioning!”
  Testing
“What do you offer to help me reach my job to be done?”

“This is me and what will support my success”

“What am I learning? and does it relate goals?”

“I’m finished” 
“Im Transitioning!”

Intake / Testing

WHO?
• Test Administrators
• Test Proctors

COMPLEXITY
• Standardize
• Automated
• Easy to Scale

Connection
Entry
Progress
Completion

…from enrollment to entry
…from entry to completion
…to career lift or further education

Marketing “Word on the Street”

“Do it Right The First Time! Plan Ahead”

Full MSG Implementation adds critical phases of decision making S for optimal implementation.
Marketing
“Word on the Street”

“What do you offer to help me reach my goal?”

Adult Education
Workforce Training
Internships

“What am I learning? and does it relate goals?”

Employment Advancement Continued Training

“I’m Transitioning!”

Connection
…interest to enrollment
Entry
…from enrollment to entry
Progress
...from entry to completion
Completion
...to career lift or further education

Intake / Testing
Assessment / Testing
Goal Setting  Co-Enrollment
Case Management

“This is me and what will support my success”

…from enrollment to entry
…from entry to completion
121
122
“What do you offer to help me reach my goal?”

“Word on the Street”

Marketing

“This is me and what will support my success”

Intake / Testing

Assessment / Testing

Goal Setting

Case Management

“Is this learning and does it relate goals?”

Adult Education

Workforce Training

Internships

“Connection”

...from enrollment to entry

...from entry to completion

...to career lift or further education

“Employment Advancement Continued Training”

“I’m transitioning!”

Intake / Testing

Type 1 a, b, c?

Type 2?

Type 1 a, b, c?

Slice: ....interest to enrollment...

Slice: ...from enrollment to entry...

Slice: ...from entry to completion...

Slice: ...to career lift or further education...

“Employment Advancement Continued Training”

“I’m transitioning!”

Intake / Testing

Type 1 a, b, c?

Type 2?

Type 1 a, b, c?
“Word on the Street”

“What do you offer to help me reach my goal?”

成人教育
职场培训
实习

“你学到了什么？它是否与我的目标相关？”

入学
评估/测试
目标设定
个案管理

“这是我，以及什么将支持我的成功”

就业
提升
继续培训

“我正在过渡！”

入学/测试
类型1 a, b, c?
类型2?
类型3?

Intake / Testing
类型4?
成人教育
职场培训
实习

从入学到就业
从就业到完成
从兴趣到入学

就业提升或进一步教育
Marketing "Word on the Street"

“What do you offer to help me reach my goal?”

Adult Education
Workforce Training
Internships

“What am I learning? and does it relate goals?”

Intake Assessment/Testing Goal Setting Case Management

“This is me and what will support my success”

Employment Advancement Continued Training

…from enrollment to entry
…from entry to completion
...to career lift or further education

“Connection”
“Entry”
“Progress”
“Completion”

Intake / Testing

Type 1 a, b, c?
Type 2?
Type 3?
Type 4?
Type 5?

COMPLEXITY
• Multiple options
• Multiple forms of documentation
• Unique requirements

• Much more than testing
• What is the most likely MSG?
“What do you offer to help me reach my job to be done?”

“Word on the Street”

“What am I learning? and does it relate goals?”

“Intake / Testing”

“Connection”

“Entry”

“Progress”

“Completion”

COMPLEXITY
- Multiple options
- Multiple forms of documentation
- Unique requirements

• Much more than testing
• What is the most likely MSG?

• Who's going to manage this and how?

“Intake / Testing”

“Connection”

“Entry”

“Progress”

“Completion”

COMPLEXITY
- Multiple options
- Multiple forms of documentation
- Unique requirements

“Marketing
“Word on the Street”

“Adult Education
“Workforce Training
“Internships”

“Employment Advancement
“Continued Training
“Connection
“Entry
“Progress
“Completion
...from enrollment to entry
...from entry to completion
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“I’m Transitioning!”

“Intake / Testing”

“Type 1 a, b, c?”

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“Connection
“Entry
“Progress
“Completion
...from enrollment to entry
...from entry to completion
...to career lift or further education
**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

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**Phases**

- Planned MSG identified and noted in participant record.
- Referenced during instruction and completion.
- Responsibilities can be assigned across several staff.
Pro Tips
- Develop strong processes
- Include multiple staff
- Manage compliance throughout
- Include students in managing their performance
- Know your stuff!
Questions

Please reach out to us with any questions or comments -

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