

Types and Documentation of Measurable Skill Gains

Under WIOA, five types of progress document Measurable Skill Gains (MSGs). These types of progress are as follows:

- Educational functioning level (EFL) gain
- High school equivalency
- Report card or transcript
- Satisfactory or better progress report
- Exam passed

Except for pretest and posttest EFL gains, all MSGs are documented through entry of *Performance Outcomes Details* in TWIST. Case notes and appropriate documentation must be maintained to support all MSG achievements.

Data Entry Processes

EFL Gains

EFL gains are documented achievement of at least one EFL by a participant who is receiving instruction below the postsecondary education level at or during participation.

EFL gains must be indicated by:

- an increase in one or more EFL indicated by results from approved pretest to posttest (see Attachment 2: NRS Test Benchmarks for Educational Functioning Levels); or
- enrollment in postsecondary education or training during the same program year (PY) following exit from a basic education program.

Data Entry: Applies only to participants in education below the postsecondary level (students in high school or alternative high school or in a high school equivalency (HSE) preparatory course) at the beginning of or during a period of participation (POP). On the *Education* tab, school status indicates:

- 1—in-school, or between semesters, high school or less; or
- 2—in-school or between semesters, alternative school

1. **Pretest and posttest:** Staff records the results of all TABE tests provided in Assessment—Testing. Currently, TWIST tracks only EFL gains on TABE tests. TABE tests do not require Performance Data—Performance Outcomes updates in TWIST.

Testing	Service Plan	Employability Status	Needs	Barriers
DOL Reportable	EFL	Test Date	Pre/Post	

Boards may use other acceptable assessment types, but these will not be counted as MSGs.

Note: TWC is working on TWIST enhancements that will allow the use of assessments other than TABE 11 & 12 for MSG purposes. Guidance will be issued upon completion.

- 2. Postsecondary following secondary:** Following completion of secondary-level training and program exit, staff documents enrollment in postsecondary training. Record in *Performance Data—Performance Outcomes*:
Training/Educ Reporting Type: 2 - Post-Exit Educational Enrollment
Outcome Types: 17 - Registered Apprenticeship, 26 - Enrolled in Post-Secondary, or 36 - Enrolled in Occupational Skills Training

Training/Educ Reporting Type:	2 - Post-Exit Educational Enrollment
Outcome Types:	17 - Registered Apprenticeship 26 - Enrolled in Post Secondary 32 - Enrolled in Occupational Skills Training
Date Attained:	
FICE/ FSC Code:	

High School Equivalency

HSE refers to the documented attainment of a secondary-school diploma or its recognized equivalent. A participant must be enrolled in basic education, secondary education, or an HSE preparatory course during the POP.

Data Entry: Record achievement of the diploma or HSE in *Performance Data—Performance Outcomes*:

Training/Educ Reporting Type: 1 - Degree/Diploma/Industry Recognized Certificate or Certification

Outcome Types: 1 - High School Equivalency or 2 - High School Diploma.

Training/Educ Reporting Type:	1 - Degree/Diploma/Industry Recognized Certificate or Certification
Outcome Types:	1 - High School Equivalency 2 - High School Diploma
Date Attained:	
FICE/ FSC Code:	

Report Card or Transcript

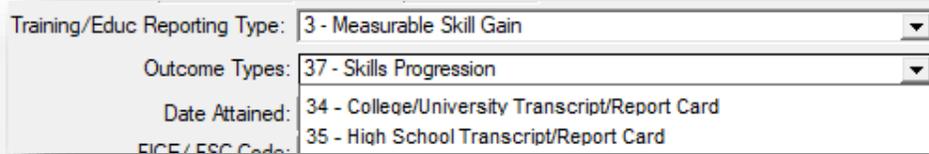
The report card or transcript shows that a participant is achieving the state unit’s academic standards as follows:

- Secondary education (grades 9–12)—report card or transcript (youth only) for one semester showing that the participant is achieving academic standards¹.
- Postsecondary education—passage of sufficient college or university academic credit hours as demonstrated by:

¹**Texas Education Code §28.021(a) and (d)—(a):** “A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.” **(d):** “By the start of the school year, a district shall make public the requirements for student advancement under this section.”

- at least 12 hours in one semester during the PY, if full-time student; or
- at least 12 hours within the same 12-month period that ends in the PY, if part-time student

Data Entry: Record receipt of a satisfactory report or transcript from an eligible institution in *Performance Data—Performance Outcomes*:
 Training/Educ Reporting Type: 3 - Measurable Skill Gain
 Outcome Types: 34 - College/University Transcript/Report Card or 2 - High School Transcript/Report Card.



Training/Educ Reporting Type:	3 - Measurable Skill Gain
Outcome Types:	37 - Skills Progression
Date Attained:	34 - College/University Transcript/Report Card
FICE/ESC Code:	35 - High School Transcript/Report Card

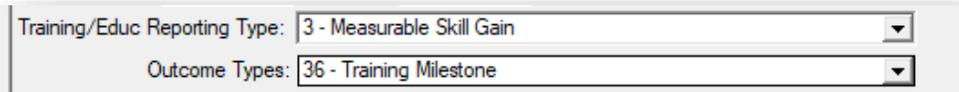
Satisfactory or Better Progress Report

Report from an employer or training provider documenting the participant’s achievement of established milestones, such as completion of on-the-job training (OJT), completion of one year of an apprenticeship program, or similar milestones.

Increases in rate of pay resulting from newly acquired skills or increased performance also can be used to document progress.

Progress reports may include training reports of milestones completed as participants master required job skills. Examples include successful completion of an OJT program or a year of a registered apprenticeship program.

Data Entry: Record in *Performance Data—Performance Outcomes*:
 Training/Educ Reporting Type: 3 - Measurable Skill Gain
 Outcome Types: 36 - Training Milestone



Training/Educ Reporting Type:	3 - Measurable Skill Gain
Outcome Types:	36 - Training Milestone

Exam Passed

“Exam passed” refers to the successful passage of an exam that is required for an occupation and to progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

Exam passed 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.

Note: Passage of a test in an academic course by participants enrolled in a traditional secondary or postsecondary educational program is not considered a gain for this MSG type.

Data Entry: Record in *Performance Data—Performance Outcomes:*
Training/Educ Reporting Type: 3 - Measurable Skill Gain
Outcome Types: 37 - Skills Progression

Training/Educ Reporting Type:	3 - Measurable Skill Gain	▼
Outcome Types:	37 - Skills Progression	▼