



## Measurable Skill Gains

**Policy Number: 221, Attachment 1**

**Effective Date: January 22, 2024**

**Date Last Revised: January 22, 2024**

### I. BACKGROUND:

The Measurable Skill Gains indicator is the percentage of WIOA Formula program 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 (see 20 CFR § 677.155(a)(1)(v)).

The measurable skill gains indicator is used to measure interim progress of WIOA Formula program participants who are enrolled in education or training services for a specified reporting period. Therefore, it is not an exit-based measure. Instead, 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.

### II. POLICY:

There are five documented progress types to capture measurable skills gains for eligible WIOA Formula (Adult, Dislocated Worker, Youth, National Dislocated Worker Grants (NDWG), and Federal Economic Security for All) program participants enrolled in an education or training program that leads to a recognized postsecondary credential or employment.

Depending upon the type of education or training program in which a participant is enrolled, documented progress is defined as one of the following:

1. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
2. Documented attainment of a secondary school diploma or its recognized equivalent;
3. Secondary or postsecondary transcript or report card for a sufficient number of credit hours (12 full time) that shows a participant is meeting the State unit's academic standards;
4. 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; or
5. 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.

#### Documenting Progress for Types of Measurable Skill Gains

1. **Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary level** – Programs may measure educational functioning level gain in one of three ways:
  - a. States may compare the participant's initial educational functioning level, as measured by a pre-test, with the participant's educational functioning level, as measured by a post-test;
  - b. States that offer adult high school programs that lead to a secondary school diploma, or its recognized equivalent may measure and report educational gain through the awarding of credits or Carnegie units; or
  - c. States may report an educational functioning level gain for participants who exit a program below the postsecondary level and were enrolled in postsecondary education and training after exit during the program year. A program below the postsecondary level applies to participants enrolled in a basic education program.

2. **Documented attainment of a secondary school diploma or its recognized equivalent** – Programs may document attainment of a secondary school diploma or its recognized equivalent if the participant obtains certification of attaining passing scores on all parts of a State-recognized high school equivalency test, or the participant obtains a diploma or State-recognized equivalent documenting satisfactory completion of secondary studies or an alternate diploma, including a high school or adult secondary school diploma.
  
3. **Secondary 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** – On page 19 of TEGL 10-16 Change 2 the Footnote 11 states, “For gain type three, the Departments recommend that States **and** local areas develop policies suitable for the **applicable academic system in use by the secondary or postsecondary institution in which the participant is enrolled** including, but not limited to, semesters, trimesters, quarters, and clock hours for the calculation of credit hours (or their equivalent) when documenting progress towards Measurable Skill Gains.” WorkSource Policy 1020 Revision 1, which conveys State guidance on measurable skill gain, does not further define or restrict the academic period to be used for documenting significant progress for MSG compared to the TEGL. The WorkSource Policy 1020 Revision 1 does specify that “the State has established the academic standard as a grade of “C” or higher as having met the academic standard for report cards.”
  - a. For secondary education, this gain may be documented through receipt of a secondary transcript or report card for one semester showing that the participant is achieving the State unit’s policies for academic standards.
    - i. **In-School Youth:** WIOA In-School Youth who meet their enrolled school districts published guidelines for satisfactory academic progress over the course of one academic term may claim an MSG on the Test & Results Touchpoint.

- ii. **Open Doors Co-Enrolled in Youth:** WAC 392-700-160 defines satisfactory academic progress for dropout reengagement (Open Doors) Youth as “the documented attainment of at least one indicator of academic progress (IAP) identified in WAC 392-700-015(15)”. [Appendix I](#) of this directive shows the crosswalk between each of the IAPs and the applicable high school credit possible for each. A WIOA Out-of-School Youth co-enrolled in Open Doors who attains any of these IAPs has achieved satisfactory academic progress, and therefore a MSG.
- iii. **Alternative Learning Experience (ALE) Co-enrolled Youth:** WAC 392-550-025 (3) states that educational progress for alternative learning experience students must be evaluated according to the requirements set forth in sections 3i-ii:
  - (i) Each student's educational progress evaluation must be based on the learning goals and performance objectives defined in the written student learning plan;
  - (ii) The evaluation of satisfactory progress must be conducted in a manner consistent with school district or charter school student evaluation or grading procedures, and be based on the professional judgment of a certificated teacher.

A monthly evaluation report which determines and documents that a WIOA Out-of-School Youth co-enrolled in school district ALE has made satisfactory progress towards student learning plan goals will be counted as satisfactory academic progress, and therefore a MSG. Progress reports may include progress grades in online coursework as documentation of progress.

- b. For postsecondary education, this gain must demonstrate a sufficient number of credit hours—which is at least 12 hours per semester (or equivalent<sup>11</sup>) or, for part-time students, a total of at least 12 hours over the course of two completed semesters (or equivalent) during a 12-month period that shows a participant is achieving the State unit’s academic standards (or the equivalent for other than credit hour

programs). For example, if a postsecondary student completed 6 hours in the spring semester and 6 more hours in the fall semester and those semesters crossed two program years, they would not count as a skill gain in the first program year, but they would count as a skill gain in the second program year.

i. **Participants in Post-Secondary Education at Community or Technical**

**Colleges:** The Washington State community and technical college system uses an academic quarter system. The SBCTC policy manual states that “Full-time status can be viewed in two ways:

- (i) Financial aid eligibility: For the purposes of awarding federal and state financial aid, a full-time student is enrolled for 12 or more credits per quarter. A part-time student is enrolled for 11 or fewer credits. Part-time students can still get financial aid, but their financial aid award is prorated.
- (ii) Academic time to degree: To complete a 90-credit associate degree in two years requires “full-time” attendance of 15 credits per quarter x 3 quarters per year (fall, winter spring) for a total of 45 credits for each of the two years.”

A community or technical college student who takes **at least 12 credits** in a quarter and achieves a “C” (2.0 GPA) or better will be assessed as earning a MSG. Students taking **less than 12 credits** in a given quarter will be considered part time and may document the achievement of 12 credits at a “C” or better **over a 2 quarter period** to record a MSG in this category.

4. **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 –** 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. 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. Milestones should be established in advance of the education or training program, or in advance of the program year being measured, to be considered an “established milestone.”

5. **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** – 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.

#### Recording the Types of Measurable Skill Gains in ETO

See [Appendix II](#) for ETO procedures to record five different types of documented Measurable Skill Gains.

#### REFERENCES:

- WorkSource System Policy 1020, Revision 1 – Data Integrity and Performance Policy and Handbook
- TEGL 10-16 Change 2 – Performance Accountability Guidance for Workforce Innovation and Opportunity Act (WIOA) Core Programs
- DOL Credential Attainment (CA) Performance Measure (PM) Functional Training - 81522
- DOL Measurable Skill Gains (MSG) Performance Measure (PM) Functional Training – 81522
- WIN 0077 Change 15

## Appendix I – Indicators of Academic Progress for Dropout Retrieval Service Students

**WAC 392-700-160** Indicators of academic progress for dropout reengagement include the following:

- (a) Earns at minimum a 0.25 high school credit;
- (b) Earns at minimum a whole college credit;
- (c) Receives a college certificate after completion of a college program requiring at least 40 hours of instruction;
- (d) Receives an industry recognized certificate of completion of training or licensing received after completion of a program requiring at least 40 hours of instruction;
- (e) Passes one or more tests or benchmarks that would satisfy the state board of education's graduation requirements as provided in chapter [180-51](#) WAC;
- (f) Passes one or more high school equivalency certificate measures (each measure may only be claimed once per enrolled student), or other state assessment;
- (g) Makes a significant gain in a core academic subject based on the assessment tool's determination of significant gain (may be claimed multiple times in a year per enrolled student);
- (h) Successfully completes a grade level curriculum in a core academic subject that does not earn high school or college credit;
- (i) Successfully completes college readiness course work with documentation of competency attainment;
- (j) Successfully completes job search and job retention course work with documentation of competency attainment;
- (k) Successfully completes a paid or unpaid cooperative work based learning experience of at least 45 hours. This experience must meet the requirements of WAC [392-410-315\(2\)](#);
- (l) Enrolls in a college level class for the first time (limited to be claimed once per enrolled student);
- (m) Successfully completes an English as a second language (ESL) class;
- (n) Successfully completes an adult basic education (ABE) class; or
- (o) Successfully completes a series of short-term industry recognized certificates equaling at least 40 hours.

<b>CODE</b>	<b>Description</b>	<b>WAC 392-700-137</b>
CASM3	Math 3 point gain – CASAS	.5 subject matter credit (1)(b)(ii)
CASR3	Reading 3 point gain - CASAS	.5 subject matter credit (1)(b)(ii)
CASM5	Math 5 point gain – CASAS	.5 subject matter credit (1)(b)(ii)
WKGAIN	WorkKeys level gain for any WorkKeys assessment	.5 subject matter credit (1)(b)(ii)
HSE-RLA	Passed the Reasoning through Language Arts HSE	1.0 subject area credit (1)(b)(i)
HSE-SCIENCE	Passed the Science HSE	1.0 subject area credit (1)(b)(i)
HSE-SOCIAL STUDIES	Passed the Social Studies HSE	1.0 subject area credit (1)(b)(i)

CREADY	College readiness coursework • Running Start – SDS 101 or other college readiness classes	minimum of .25 credit (1)(B)(iii)
WREADY	Work readiness training – may include: <ul style="list-style-type: none"> <li>• Job Search and Retention 1, 2 or 3</li> <li>• Job Shadow (Industry Specific)</li> <li>• Professional Work Relations (BCT 116) – Work Matters</li> <li>• Basic Computer Keyboarding (BCT 100)</li> <li>• Word (BCT 106), Excel (BCT 107), PowerPoint (BCT 109)</li> </ul>	minimum of .25 credit (1)(B)(iii)
WKLEARN	Completes paid or unpaid work-based learning experience of at least 45 hours with competency attainment: <ul style="list-style-type: none"> <li>• Presenting appropriate appearance</li> <li>• Demonstrating positive attitudes/behaviors</li> <li>• Exhibiting good interpersonal relations</li> <li>• Completing tasks effectively</li> <li>• Being consistently punctual and maintaining regular attendance</li> </ul>	minimum of .25 credit (1)(B)(iii)
CREDIT	High school course completion	minimum of .25 credit (1)(B)(iii)
CENROLL	Enrolls in college level course for the first time - May be reported 1 time	No credit, IAP earned
TRLEVEL	Makes a transition (Completes) below high school subjects: <ul style="list-style-type: none"> <li>• Transitions (Completes) ABE</li> <li>• Transitions (Completes)a grade level curriculum in a core academic subject that does not qualify for credit</li> <li>• Transitions (Completes) ESL</li> </ul>	No credit (except SPED), IAP earned
BENCHMARK	Passes one or more tests/benchmarks that satisfy State Board graduation requirements (5-year plan, WA State History, SBA & other graduation pathways/milestones)	IAP Earned
ICRED	<ul style="list-style-type: none"> <li>• Industry Recognized Credential – MOS, IC3, CNA, Beauty Academy, WTTC Program completion, other industry approved credential 940 hrs)</li> <li>• College Certificate (40 hrs instruction)</li> <li>• Completes ESL class</li> <li>• Completes ABE class</li> <li>• Completes a series short-term industry recognized certificates equaling at least 40 hrs (i.e. food handlers, flagger, HIV/AIDS, etc.)</li> </ul>	Industry Recognized Credential may be a minimum of .25 credit



## Appendix II – Recording the Types of Measurable Skill Gains in ETO

### 1. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary level

#### a. Related Services that Provide this Type of Measurable Skill Gains:

##### i. Adult & DW:

1. Adult Alternative High School Diploma/GED

##### ii. Youth:

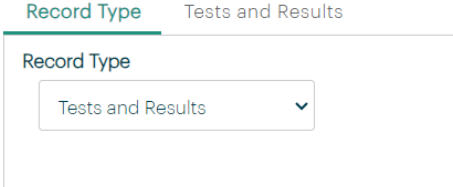
1. Alternative Secondary School Services or Dropout Recovery Services (Youth Only)
2. Tutoring, Study Skills Training, Instruction, and Dropout Prevention (Youth Only)

#### b. Examples of this Type of Measurable Skill Gains:

- i. Pre- and post-test results measuring EFL gain
- ii. Adult High School transcript showing EFL gain through the awarding of credits or Carnegie units
- iii. Post-secondary education or training enrollment determined through survey documentation or *program notes*.

#### c. Test and Results Touchpoint to Record in ETO: If the participant has a pre-test Test and Results Touchpoint, then:

- i. Create a new Test and Results Touchpoint
- ii. On the Record Type Tab:
  1. Select “Test and Results” from the *Record Type* dropdown.



The screenshot shows a web interface with two tabs: "Record Type" (active) and "Tests and Results". Below the tabs is a dropdown menu labeled "Record Type" with "Tests and Results" selected and a downward arrow.

iii. On the Test & Results Tab:

1. Select the appropriate program from the *Associated Program Enrollment* dropdown.

Record Type Tests and Results

---

Associated Program Enrollment

▼

2. Select the “Post Test” radio button.

Pre or Post Test

Pre test

Post test

Clear Selection

3. Select the appropriate category from the *Assessment Category* drop down and the *Category of Assessment Verification* drop down.

Assessment Category

-- Select --

-- Select --

ABE

ESL

Both ABE and ESL

Basic Skills

Vocation

Category of Assessment Verification

Test Records

4. Choose the appropriate Type of Test from the drop-down.

Type of Assessment Test

-- Select --

-- Select --

ABLE

BEST

BEST Plus

CASAS (Life Skills)

Massachusetts Adult Proficiency Test (MAPT)

5. Select a date from the *Test Date* field.

Test Date

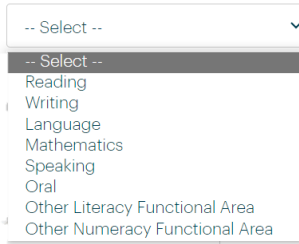
mm/dd/yyyy



- a. For the post-test to count as an MSG it must take place on or after the pre-test, in the same participation episode. It also must take place during the reporting period.

6. Select an appropriate functional area from the *Functional Area* drop down.

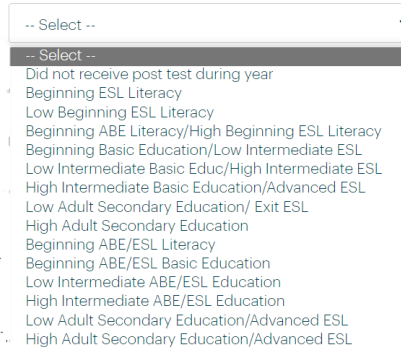
Functional Area



- a. For the post-test to count as an MSG, it must have the same functional area as the pre-test.

7. Select an appropriate level from the *Educational Functioning Level* drop down.

Educational Functioning Level



- a. For the post-test to count as an MSG, it must have a higher level than the pre-test.

- d. Case Note to Document the MSG:

- i. In the participant's file case notes, document the MSG recorded in the Test and Results Touchpoint. The MSG case note needs to document:

1. The date of when the Measurable Skill Gain was achieved (*note: this is not the print date of the progress report*)
2. The type of Measurable Skill Gain achieved.

**2. Documented attainment of a secondary school diploma or its recognized equivalent**

- a. Related Services that Provide this Type of Measurable Skill Gains:

- i. Adult & DW:

1. Adult Alternative High School Diploma/GED
- ii. Youth:
  1. Alternative Secondary School Services or Dropout Recovery Services (Youth Only)
  2. Tutoring, Study Skills Training, Instruction, and Dropout Prevention (Youth Only)


b. Examples of this Types of Measurable Skill Gains:

- i. Attained High School Diploma
- ii. Attained GED/High School Equivalency

c. Test & Results Touchpoint to Record in ETO: None because for Credential Attainments for Secondary School Diploma/or equivalency to be counted for Measurable Skill Gains it must be recorded using one of the methods for recording Credential Attainment:

i. During Participation, on the Corresponding Individualized Training Support Services Touchpoint (TP),

1. Record the Activity End Date and Actual Outcome, for the service the participant was enrolled in.

Activity End Date  

Actual Outcome

2. Select the appropriate outcome for this service

- (i) If the actual outcome is “Credential Pending” use either 2.b.ii. or 2.b.iii to record the Credential Attainment information

Actual Outcome

- ii. At Exit, create a new Outcomes, Program Completion Touchpoint (TP), and complete one of the following:

1. On the Credentials tab

Outcomes/Program Completion   Employment   **Credentials**   Youth

- (i) Select “Yes” from the “Credential Earned” radio button.

Credential Earned

Yes

No

Clear Selection

- (ii) Select the appropriate credential earned on the *Type of Recognized Credential* drop down menu.

Type of Recognized Credential \*

-- Select --

- (iii) Enter the date the credential was earned in the “Date of Credential”.

Date of Credential \*

mm/dd/yyyy

-OR-

2. On the Youth tab

Outcomes/Program Completion   Employment   Credentials   **Youth**

- (i) Select the appropriate credential from the *Attained Degree or Certificate* drop down.

Attained Degree or Certificate

-- Select --

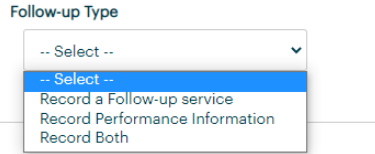
- (ii) Enter the date the credential was earned in the *Date Degree or Certificate was Attained* field.

Date Degree or Certificate was Attained:

mm/dd/yyyy

iii. After Exit, create a Follow-Up Touchpoint (TP) and complete the following:

1. On the Follow-up Type tab



(i) Select appropriate follow-up type from the *Follow-up Type* drop down. To be able to record the outcome to a Credential “Record a Performance Information” or “Record Both” must be selected for the “School and Education” tab to be accessible.

2. On the Follow-up Form tab complete the appropriate information.

3. On the School and Education tab

Follow-up Type    Follow - Up Form    Service Details    **School and Education**    Supplemental Employment Data    Youth Placement Information

(i) Select “Yes” on the *Credential Attained Quarter* radio button

Credential Attained in Quarter

- Yes
- No

Clear Selection

(ii) Select the appropriate type of credential from the *Type of Recognized Credential* drop down

Type of Recognized Credential: \*

-- Select --

(iii) Enter date of credential in *Date of Credential* field

Date of Credential \*

mm/dd/yyyy



d. Case Note to Document the MSG:

i. In the participant’s file case notes, document the type of credential earned.

The case note needs to document:

1. The date of when the credential (i.e. High School Diploma or GED/High School Equivalency) was earned.
  2. The type of credential earned i.e. High School Diploma or GED/High School Equivalency.
3. **Secondary 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**
- a. Related Services that Provide this Type of Measurable Skill Gains:
    - i. Adult & DW:
      1. Occupational Skills Training (*i.e., Post-Secondary Education*)
    - ii. Youth:
      1. Alternative Secondary School Services or Dropout Recovery Services (Youth Only)
      2. Tutoring, Study Skills Training, Instruction, and Dropout Prevention (Youth Only)
      3. Occupational Skills Training (Youth Only) (*i.e., Post-Secondary Education*)
  - b. Examples of this Types of Measurable Skill Gains:
    - i. Secondary Progress: The most recent date of the participant’s transcript or report card for secondary education for one semester showing that the participant is meeting the State unit’s academic standards (*grade “C” or better per WIN 0098*). **Note:** Refer to item number three listed above under the Documenting Progress for Types of Measurable Skill Gains section for more in depth detail regarding satisfactory academic progress.
    - ii. Post-Secondary Progress: The most recent date of the participant’s transcript or report card for post-secondary education that shows a participant is meeting the State unit’s academic standards (*grade “C” or better per WIN 0098*). **Note:** Refer to item number three listed above under the Documenting Progress for Types of Measurable Skill Gains section for more in depth detail regarding satisfactory academic progress.

- c. Test & Results Touchpoint to Record in ETO:
  - i. Create a new Tests and Results Touchpoint
  - ii. On the Record Type Tab:

- 1. Select “Report Card or Transcript” from the drop-down menu.

The screenshot shows a tabbed interface with two tabs: 'Record Type' (active) and 'Report Card or Transcript'. Below the 'Record Type' tab is a dropdown menu with the text 'Report Card or Transcript' and a downward arrow.

- iii. On the Report Card or Transcript Tab:

- 1. Select the appropriate program enrollment from the *Associated Program Enrollment* drop down.

The screenshot shows a dropdown menu with the label 'Associated Program Enrollment' and a downward arrow.

- 2. Enter an appropriate date in the *Date of Report Card or Transcript* field (e.g., the date of when the quarter, semester, or trimester academic term ended).

The screenshot shows a text input field with the date '2/16/2022' and a calendar icon to its right. The label above the field is 'Date of report card or transcript \*'.

- 3. Select the appropriate school type from *Secondary or Postsecondary* drop down.
        - (i) If the school type is “Postsecondary School” enter the appropriate response in the *How many credits/units did the participant complete?* field.

The screenshot shows a text input field with the value '122'. The label above the field is 'How many credits/units did the participant complete?'.

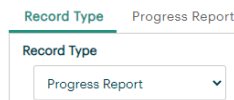
- 4. Select the appropriate Radio Button on the *Does the transcript or report card meet the state unit’s academic standards?*

The screenshot shows two radio button options: 'Yes' (selected) and 'No'.

- d. Case Note to Document the MSG:



- i. In the participant’s file case notes, document the MSG recorded in the Test and Results Touchpoint. The MSG case note needs to document:
      - 1. The date of when the Measurable Skill Gain was achieved (*note: this is not the print date of the progress report*)
      - 2. The type of Measurable Skill Gain achieved.
- 4. **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**
  - a. Related Services that Provide this Type of Measurable Skill Gains:
    - i. Adult & DW:
      - 1. Apprenticeship Training
      - 2. On-the-Job Training
    - ii. Youth:
      - 1. Apprenticeship Training
  - b. Examples of this Types of Measurable Skill Gains:
    - i. Documentation of a skill gained through OJT or Registered Apprenticeship
    - ii. Contract and/or evaluation from employer or training provider
    - iii. Progress report from employer documenting skill gain
  - c. Test & Results Touchpoint to Record in ETO:
    - i. Create a new Test and Results Touchpoint to capture the Training Milestone
    - ii. On the Record Type Tab:
      - 1. Select “Progress Report” from the *Record Type* drop down.



Associated Program Enrollment


2. Select the appropriate progress report type, either “Apprenticeship” or “OJT” from the *Progress Report Type* drop down.

Progress Report Type \*

-- Select --  
-- Select --  
Apprenticeship  
OJT  
Skills Progression

3. Enter an appropriate date in the *Date of Progress Report* field.

Date of progress report \*

4. Select the appropriate response for the *Is the progress satisfactory?* radio button.

Is the progress satisfactory? \*

Yes  
 No

d. Case Note to Document the MSG:

- i. In the participant’s file case notes, document the MSG recorded in the Test and Results Touchpoint. The MSG case note needs to document:

1. The date of when the Measurable Skill Gain was achieved (*note: this is not the print date of the progress report*)
2. The type of Measurable Skill Gain achieved.

5. **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**

- a. Related Services that Provide this Type of Measurable Skill Gains:

- i. Adult & DW:

1. Occupational Skills Training (*i.e., training that is not credit based*)
2. Entrepreneurial Training

- ii. Youth:

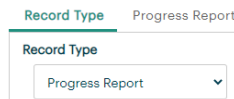
1. Occupational Skills Training (Youth Only) (i.e., training that is not credit based)

b. Examples of this Types of Measurable Skill Gains:

- i. Results of knowledge-based exam or certification of completion
- ii. Documentation demonstrating progress in attaining technical or occupational skills through an exam or benchmark attainment
- iii. Documentation from training provider or employer
- iv. Copy of credential that is required for a particular occupation and only is earned after the passage of an exam

c. Test & Results Touchpoint to Record in ETO:

- i. Create a new Test and Results Touchpoint to capture the Skills Progression
- ii. On the Record Type Tab:
  - 1. Select “Progress Report” from the Record Type drop down.



The screenshot shows a web interface with two tabs: 'Record Type' (active) and 'Progress Report'. Below the tabs is a dropdown menu labeled 'Record Type' with 'Progress Report' selected.

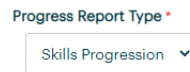
iii. On the Progress Report Tab:

- 1. Select the appropriate program enrollment from *the Associated Program Enrollment* drop down.



The screenshot shows a dropdown menu labeled 'Associated Program Enrollment' with a downward arrow on the right side.

- 2. Select “Skills Progression” from *Progress Report Type* drop down.



The screenshot shows a dropdown menu labeled 'Progress Report Type' with 'Skills Progression' selected.

- 3. Enter an appropriate date in the *Date of Progress Report* field.



The screenshot shows a date input field labeled 'Date of progress report' with the date '2/9/2022' entered and a calendar icon to the right.

- 4. Select the appropriate response for the *Did the participant successfully pass 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?* radio button.

Did the participant successfully pass an exam that is required for a particular occupation, or progress in attaining technical or occupational skills as r

Yes

No

5. Select the appropriate response for the “Is the progress satisfactory?” radio button.

Is the progress satisfactory? \*

Yes

No

d. Case Note to Document the MSG:

i. In the participant’s file case notes, document the MSG recorded in the Test and Results Touchpoint. The MSG case note needs to document:

1. The date of when the Measurable Skill Gain was achieved (*note: this is not the print date of the progress report*)
2. The type of Measurable Skill Gain achieved.