**Slide 1**

Welcome to the presentation, *Designing for and Reporting New Measurable Skill Gains in Virginia*.

We will be talking about collecting and reporting new MSGs in workplace literacy and IET classes in program year 2021-2022.

Before you watch this tutorial, there are two things you should have read. One is the NRS Tips Sheet and the other is Director’s memo 039-21. Those are linked on the slides.

**Slide 2**

The NRS Tips Sheet is a very readable, short document. This is our federal guidance around these new MSG types. What we will be discussing today are the new MSG types, and as you can see on the document, we are starting to use the vocabulary of five types of measurable skill gain. The first two types are familiar in adult education, EFL gain and documented attainment of a secondary credential.

It’s the next three types that we are going to be reviewing.

The other thing that you will notice in the NRS tip sheet is the organizational chart of MSGs that we have seen for many years, since WIOA came out. Until now, three types of gain were greyed out for Title II, adult education.

What we are talking about is allowing those three types of measurable skill gains for participants in two types of adult education: Workplace literacy classes and integrated education and training, or IET. Those are the only two types of classes in which participants are eligible to receive these new types of gain.

**Slide 3**

Some of the key takeaways are showing on this slide.

* Only IET and workplace literacy classes are eligible.
* Students may be credited with MSGs that do not rely on educational functioning level gains.
* This gives us an opportunity to design these classes around the scope of the curriculum and training rather than assessment parameters.
* Industry recognized credentials can now be reported as an MSG for IET participants during the program year as well as in the credential indicator as a post-exit outcome. Now we are going to be counting credentials potentially in two ways for IET participants and we will talk through how that might work.

**Slide 4**

Let’s start with type 3 MSG, shorthanded here as Postsecondary Transcripts. This gives you the clue that we are talking about students who are enrolled in postsecondary education while enrolled in adult education.

A key consideration for this type of gain is that full-time students would need to be enrolled for 12 credit hours per semester and part time students need to be enrolled for 12 credit hours over two consecutive semesters within the program year. This is a constraint that you would have to design around, you would need to be working with credit bearing courses and the credit number would have to meet these parameters.

The postsecondary verified credits would be collected and reported through the institutional evidence supplied by the student. You could collect copies of official transcript, for example. If the students are in the Virginia Community College System, we would catch them in our data match. As you can imagine, this is a MSG type well suited to IET classes that involve training in credit bearing pathways.

A hypothetical example is provided for you to pause the recording and think about.

**Slide 5**

Type 4 is Progress Toward Milestones. Some of the key considerations to think about here is that this progress would be employer-verified. Just knowing that makes it well suited for workplace literacy classes. If the employer is verifying the progress, you know that the employer should be involved in the design and progress milestones should be agreed upon in your MOU talks with the employer.

There are a few examples on the slide you may want to pause to think about.

**Slide 6**

Type 5 MSG is Occupational and Technical Exams.

Before we talk about what is included, let’s be clear about what is not included.

What is not allowable and countable here are work readiness certifications that are not occupation specific. Examples include Career Readiness certificate, Work Keys, and the Work Ethics certificate. While these certifications may be good learning material for students and may have value in your workforce region, they are not occupation specific and would not count toward this MSG.

What does count toward the MSG are occupation specific exams. That makes this type of MSG applicable to IETs that lead to recognized postsecondary credentials. By design, all of our IETs in Virginia lead to recognized postsecondary credentials. IETs can also include stackable occupational credentials that are required for a job.

Again, there are a few examples on the slide you may want to pause to think about.

**Slide 7**

Let’s talk about design issues when you are designing workplace literacy and IET classes.

Workplace literacy is very employer and employee focused. The definition points to a focus on employee productivity. These classes are designed at the request of an employer or in a partnership with an employee organization, such as a labor union, a trade group or an employee association. But the employer is involved and these classes can be held on or off a worksite. The student cohort is usually from a single employer. The progress milestones should be agreed upon in advance with the employer and should focus on employee productivity.

An IET course is more of a preparations course. It’s not always organized around a single employer. IET courses are organized around a single set of learning objectives in which the academic, the workforce preparation, and the occupational competencies reinforce each other. These three components reinforce each other in a single set of learning objectives.

IET courses are most often offered with a training partner, and often that partner is the community college. IETs lead to an in-demand recognized postsecondary credential and they are aligned to the regional sector strategy and local workforce development board plan. These are design elements we look for on your IET planning tool when those are submitted.

**Slide 8**

There are some differences in funding as well. Workforce literacy class are allowable out of all federal funding streams, AEFLA, C&I and IELCE. But the cost of training and credentialing are not allowable. Training costs are not allowable in a workplace literacy class. The employers may pay for the credentialing of their employees but adult education may not pay for training in a workplace literacy class.

IET courses are also allowable out of all federal funding streams. The cost of training and credentialing are allowable, and you can see the Director’s Memo 018-19. We do ask that partner contributions be sought for training and credentialing and tuition. These are opportunities to coordinate with Fast Forward, G3, WIOA Title I dollars, and with local foundations. All those other funding streams for training and credentialing will allow your AEFLA dollars to go further. And the reminder at the bottom of the slide is that training costs are only allowable only when they are the “T” of an IET.

**Slide 9**

Let’s talk about documenting and reporting gains, how are you going to keep track of all this?

**Slide 10**

In 21-22 we will build a few new features in SSWS. They will work much like the feature that is currently there for recognized postsecondary credential. There will be a series of dropdowns and open fields so that you can enter the gain type, the name of the credential, the date earned, and the verifying or issuing entity. Remember, in some cases, verifying entity will be the employer for these new MSGs. This is not live yet, but this is how it is going to work and what it will probably look like in the SSWS.

**Slide 11**

While that feature is being built, you must also document these gains on a student’s ASPD. This image of the 21-22 ASPD shows that there will be a series of little tables on the ASPD to help you gather this information. Document the name of the credential, the issuing and verifying entity, date earned, etc. So, all that information that is going to be entered in SSWS will first be collected on the student’s ASPD.

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And you will be maintaining documentation, just as you are now, in student’s folders. If students earn a certificate that can be printed and you can keep a copy of it, do that. If verification comes in the form of a letter from an employer confirming that the following students completed the course and are eligible for a pay increase, save that letter in each of those student’s folders. You are responsible for maintaining documentation in student’s folders.

**Slide 13**

Although all of this is a bit of a challenge as we implement, it opens new opportunities for serving students, so we do want to work with you to figure out how to do this in your program. We will be offering more training and we are always open for questions. So please, stay tuned, ask more questions, watch for more training, and think about how you might bring workforce literacy programs to your region and how you might design or expand your IETs to offer more credentials.

**Slide 14**

We appreciate all that you are doing. Questions may be sent to OAEL@doe.virginia.gov or to any one of us in the state office. Thank you.