

LRS CHAPTER 4, TECHNICAL ASSISTANCE & GUIDANCE MANUAL

 LOUISIANA WORKFORCE COMMISSION The Department of Labor	Part *413.1	Name Measurable Skills Gains and Credentials	Effective Date May 30, 2019
	Authorization Federal Register, Volume 81, Department of Education, 34 CFR 361, Part VI, State Vocational Rehabilitation Services Program, §361.42, §361.45, §361.46, §361.47, §361.48, §361.52, and §361.55.		

MEASURABLE SKILLS GAINS (MSGs) is a Common Performance Measure reported to the Rehabilitation Services Administration (RSA) that measures interim or in-progress skills gains made by Vocational Rehabilitation (VR) program consumers in education or training. VR consumers' skills gains are tracked and their progress/performance is reported in AWARE while participating in the VR program. This applies to each consumer enrolled in an education or training program and must also be documented/entered on an Individualized Plan for Employment (IPE).

I. FIVE MEASURABLE SKILLS GAINS (MSGS) MEASURES

There are five MSG measures, as described below, that must be documented in AWARE to be reported. If a participant is involved in more than one MSG then only one skill gain, at the Counselor's choice, can be counted per Program Year (July 1st – June 30th). Documentation of achievement of MSGs must be attached in AWARE or filed in the hard copy case record. The five measures are as follows:

A. Educational Functional Level (EFL)

The achievement of at least one educational functional level for a consumer receiving instruction below the postsecondary level. This is achieved and documented by:

1. Comparing the educational functioning level using a pre-test and post-test such as TABE and BEST Plus.
 - Pre-tests may be provided up to six months prior to program entry.
 - The date of the post-test must be within the Program Year and must be before the program exit date.
2. Earning credits from an adult high school program that leads to a secondary school diploma or equivalent.
3. Exiting the program at the secondary level and enrolling in post-secondary education or training during the Program Year.

4. Documentation includes one of the following:

- Pre and Post test results measuring EFL gain.
- Adult High School transcript showing EFL gain through the awarding of credits or Carnegie units.

B. Secondary School Diploma

1. Attainment of a secondary school diploma or equivalent during the Program Year.

2. Documentation includes a copy of a high school diploma or high school equivalency diploma.

NOTE: Special Education Certificates are not considered a MSG and should not be recorded under MSG.

C. Coursework in Secondary and Post-Secondary School

1. Secondary School

Successful completion of coursework taken in a Secondary School meeting the following requirements:

a. Secondary School - a consumer must pass all classes in one semester within a Program Year.

b. Documentation for the secondary achievements include a transcript or report card demonstrating that the measure has been attained.

c. The report card/transcript must not indicate that the consumer dropped out or was removed from the institution.

2. Post-Secondary School

Successful completion of coursework taken in a Post-Secondary School meeting the following requirements:

a. Post-Secondary School - a consumer attending post-secondary school full-time must pass 12 credit hours per semester or, if attending part-time, must pass 12 credit hours in one Program Year (may occur in a single semester or be accrued over consecutive semesters) to count 1 MSG.

- b. Documentation for the post-secondary achievements include a transcript or grade report demonstrating that the measure has been attained.
- c. The grade report/transcript must not indicate that the consumer dropped out or was removed from the institution.

D. Progress Made Toward Training Goal (Milestones)

MSGs can be attained by consumers who are enrolled in job skills training, such as On-the-Job Training (OJT) or a registered apprenticeship. Indication of successful completion of milestones may include:

1. Training reports indicating milestones completed as an individual masters the required job skills/steps to complete an OJT or apprenticeship program.
2. Documentation may include the following:
 - OJT or Registered Apprenticeship progress reports from employer or training provider showing satisfactory or better progress/successful achievement of established milestones.
 - Contract and/or evaluation from employer or training provider.
 - Increase in pay resulting from newly acquired skill.
 - Increase in performance resulting from a newly acquired skill.

E. Passage of an Exam/Skills Progression

The successful completion of a knowledge-based exam that is required to document progression in a trade toward related benchmarks. May include the following:

1. Employer required knowledge displayed by satisfactory completion of an exam.

2. Passage of exam such as those taken to display skills obtained upon completion of training for a profession/trade such as those taken by plumbers, electricians, lawyers, welders, teachers, cosmetologist, etc. to receive their occupational/professional license to practice their trade.
3. Documentation could include the following:
 - Results of knowledge-based exam such as a certificate of completion.
 - Documentation demonstrating progress in attaining technical or occupational skills.
 - Documentation from a training provider or employer.
 - Copy of a credential that is required for a particular occupation and only is earned after the passage of an exam.

NOTE: If attainment of skills, degree, certification, etc. may be both an MSG and a Credential, document both on the Education Page in AWARE.

II. DOCUMENTING MEASURABLE SKILLS GAINS IN AWARE

If satisfactory completion is confirmed, documentation should be saved in AWARE or filed in the hard copy case record and the MSG will be added to the Education Page in AWARE.

III. DOCUMENTING MEASURABLE SKILLS GAINS ON THE IPE

When completing the IPE for a consumer, the educational or employment goal must be identified on the IPE in order to count any MSGs obtained in the pursuit of the educational or employment goal. For example, the Counselor must list the vocational goal of “high school diploma” in order to count courses completed and/or the attainment of the diploma as a MSG for federal reporting purposes.

IV. CREDENTIAL ATTAINMENT

Credential Attainment is a Common Performance Measure reported to the Rehabilitation Services Administration (RSA) that measures the number of VR program consumers enrolled in an education or training program (excluding OJT or customized training) who attain a recognized post-secondary credential or a secondary school diploma (or its equivalent) during

participation in or within one year of program exit. If a credential is required for employment, then that credential will often qualify for the credential attainment indicator.

- A. This applies to all VR consumers who have participated in an educational or training program leading to a post-secondary credential; AND
- B. All consumers who are enrolled in secondary education and who have the attainment of a secondary school diploma or its equivalent on their IPE.
- C. The types of accepted credentials that can be counted by VR include:
 - 1. Secondary School diploma or recognized equivalent;
 - 2. Associate's degree;
 - 3. Bachelor's degree;
 - 4. Graduate degree;
 - 5. Occupational licenses (e.g. Registered Nurse; LPC; Cosmetologist, etc.);
 - 6. Occupational certificates including registered apprenticeships and career and technical education certificates;
 - 7. Occupational certificates (e.g. certified nursing certificate, certified welder, etc.); and/or
 - 8. Other recognized certificates of industry/occupational skills completion sufficient to qualify for entry-level or advancement in employment.
- D. Types of credentials that do not count:
 - 1. Continuing Education Units (CEUs);
 - 2. General skills certificates related to safety or hygiene (e.g. CPR/first aid; OSHA; food handlers; emergency management; etc.);
 - 3. Work/career readiness certificates;
 - 4. Completion of Assistive Technology training;

5. Completion of Orientation and Mobility training; and/or
6. Secondary school certificates of completion.

E. Documentation for Credential Attainment

- Copy of credential certificate
- Copy of school record/transcript
- Other written documentation from education institutions, office of apprenticeship, professional industries (such as Exxon, IBM, Job Corp etc.)

NOTE: If attainment of skills, degree, certification, etc. may be both an MSG and a Credential, document both on the Education Page in AWARE.

V. DOCUMENTING CREDENTIAL ATTAINMENT IN AWARE

If satisfactory completion is confirmed, documentation should be saved in AWARE or filed in the hard copy case record and the Credential will be added to the Education Page in AWARE.

VI. DOCUMENTING CREDENTIAL ATTAINMENT ON THE IPE

When completing the IPE for a consumer, the educational or employment goal must be identified on the IPE in order to count any credentials obtained in the pursuit of the educational or employment goal. For example, the Counselor must list the vocational goal of the specific type of nurse the consumer has chosen as their vocational goal in order to count the attainment of a Licensed Practical Nurse (LPN), Registered Nurse (RN), Certified Nurse Practitioner (NP), Clinical Nurse Specialist (CNS), Certified Nurse Midwife (CNM), and/or a Certified Registered Nurse Anesthetist (CRNA) as a credential for federal reporting purposes.**