



Measurable Skill Gains & Credential Attainment

2022 Summer Conversation Series

July 14, 2022 | 1:00 – 3:30 pm ET



**Please introduce
yourself in the
chat.**



Ice Cream or Popsicle?





Today's Moderator



Christina Eckenroth

Workforce Analyst

Office of Policy Development and Research



Agenda



**Updates &
Background**



**Examining
the Data**



**State
Panels**



Discussion





Today's Speakers



Luke Murren

Director

Office of Policy
Development & Research



Cesar Acevedo

Economist

Office of Policy
Development & Research



Kellen Grode

Economist

Office of Policy
Development & Research





Today's Speakers



Fernan Ramirez

Workforce Analyst

Office of Policy
Development & Research



Evan Rosenberg

Workforce Analyst

Office of Workforce
Investment





Today's Speakers



Shelly Jones

*KANSASWORKS Grants
and Data Program Manager*

Kansas Department of
Commerce, Employment
Services Division



Chelsea Mates

*Workforce Innovation Team
Manager*

Michigan's Department of Labor
and Economic Opportunity-
Workforce Development





Today's Speakers



Dylan McDonough

Policy Analyst

Maryland Department of
Labor



Patrick Peto

*Program Manager, Quality
Assurance, Policy &
Planning*

Maryland Department of
Labor



Lynda Weber

*Statewide Manager Data
Quality*

Maryland Department of
Labor



Warm Up



True or False?



1

DOL has a comprehensive list of all national industry recognized credentials that count for performance under WIOA

2

Youth and Adult Measurable Skill Gains (MSG) are exactly the same

3

OJT and Customized Training are excluded from Credential calculations but not MSG calculations

Navigate to www.menti.com



True or False?



1

DOL has a comprehensive list of all national industry recognized credentials that count for performance under WIOA



FALSE



True or False?



2

Youth and Adult Measurable Skill Gains (MSG) are exactly the same



FALSE



True or False?



3

OJT and Customized Training are excluded from Credential calculations but not MSG calculations



TRUE



A detailed photograph of a bald eagle perched on a weathered wooden post. The eagle has a white head and neck, a yellow beak, and brown feathers on its body. It is looking directly at the camera. The background is a light blue sky. A large, semi-transparent orange arrow points from the left towards the eagle, partially obscuring the text 'National Updates'.

National Updates

Luke Murren



EMPLOYMENT AND TRAINING ADMINISTRATION
UNITED STATES DEPARTMENT OF LABOR

The background of the slide features a close-up, slightly blurred image of several pushpins in various colors (red, orange, green, blue) pinned to a map. The map shows some geographical details like roads and place names. A semi-transparent orange banner is positioned across the middle of the slide, and a blue geometric design is on the right side.

Background

Measurable Skill Gains and Credential Attainment



Let's Revisit:

**OJT and Customized Training are excluded
from Credential calculations but not MSG
calculations**

TRUE



Who is Being Measured?

Included in the Denominator



Credential Attainment

Exiters who are 4+ quarters after exit and received training during participation that was not OJT or Customized Training.



Measurable Skill Gains

Participants who were active in the PY and who were — at any time during that PY — enrolled in an Education or Training Program Leading to a Recognized Credential or Employment | For Adult/DW: Must be funded by Adult/DW to be included

WIOA Youth-specific parameters for both indicators:

- ▶ All ISY are in the denominator
- ▶ OSY who participated in one of the following during participation:
 - ▶ Occupational Skills Training
 - ▶ Secondary Education at or above 9th grade level
 - ▶ Post Secondary Education
 - ▶ Title II Adult Ed, YouthBuild, or Job Corps



Who Counts as Credential Attainment Success?

Included in the numerator

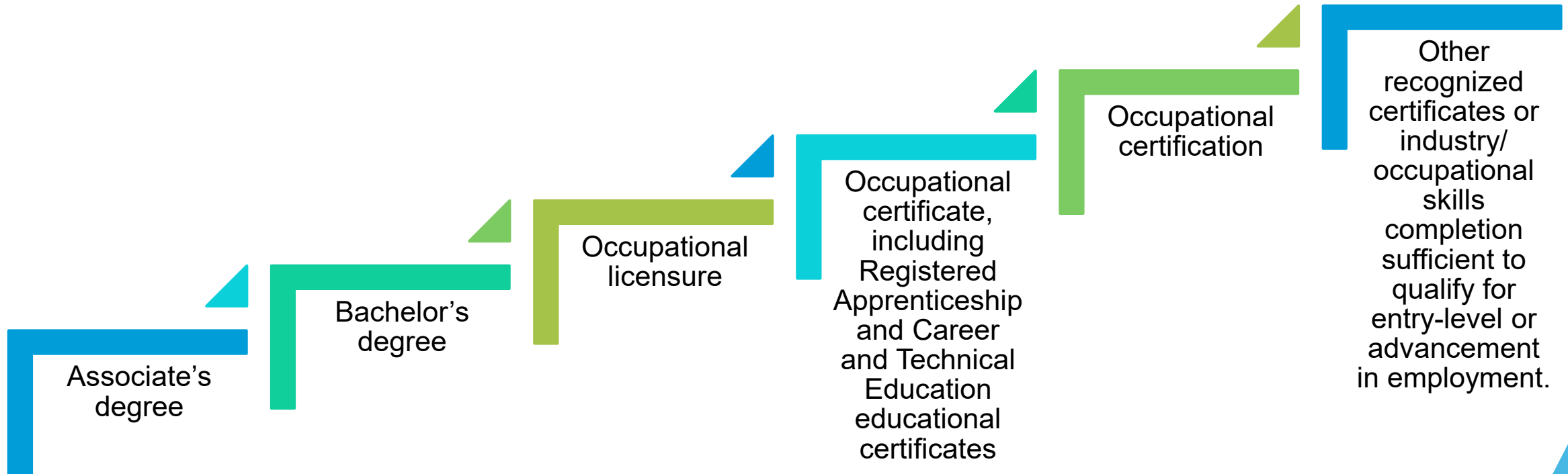


- ▶ Types of credentials:
 - ▶ Recognized postsecondary credential
 - ▶ Secondary school diploma or its recognized equivalent
- ▶ Must be recognized industry-wide
- ▶ Must document the measurable technical or industry/occupational skills necessary to gain employment or advancement within an occupation
- ▶ Special condition for secondary school diploma or equivalent:
Individual must either be employed or enrolled in postsecondary education/training within 1 year after exit for this credential type to count.

For more, see the [Credential Attainment Decision Tree tool](#)



Recognized Postsecondary Credential



Who Counts as a MSG Success?

Included in the numerator



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 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.



Certificate **vs.** Certification

Certificate

- ▶ **Completion-based** and denote participation in a defined course of study.
- ▶ Example of a **certificate** that would count towards the Credential Attainment indicator is a Registered Apprenticeship Program **Certificate** of Completion.
- ▶ Certificates that do not meet the standard of a **recognized** credential:
 - ▶ Are often related to discrete skills within one or more industries or occupations (e.g., writing, leadership, etc.).
 - ▶ May have value and are occasionally required, but they typically do not prepare individuals with the competencies required to perform a specific occupation.
 - ▶ Include **certificates** for discrete skills such as general hygiene (handwashing), general safety, cardiopulmonary resuscitation (CPR), work readiness, and food handling **certificates**.

Certification

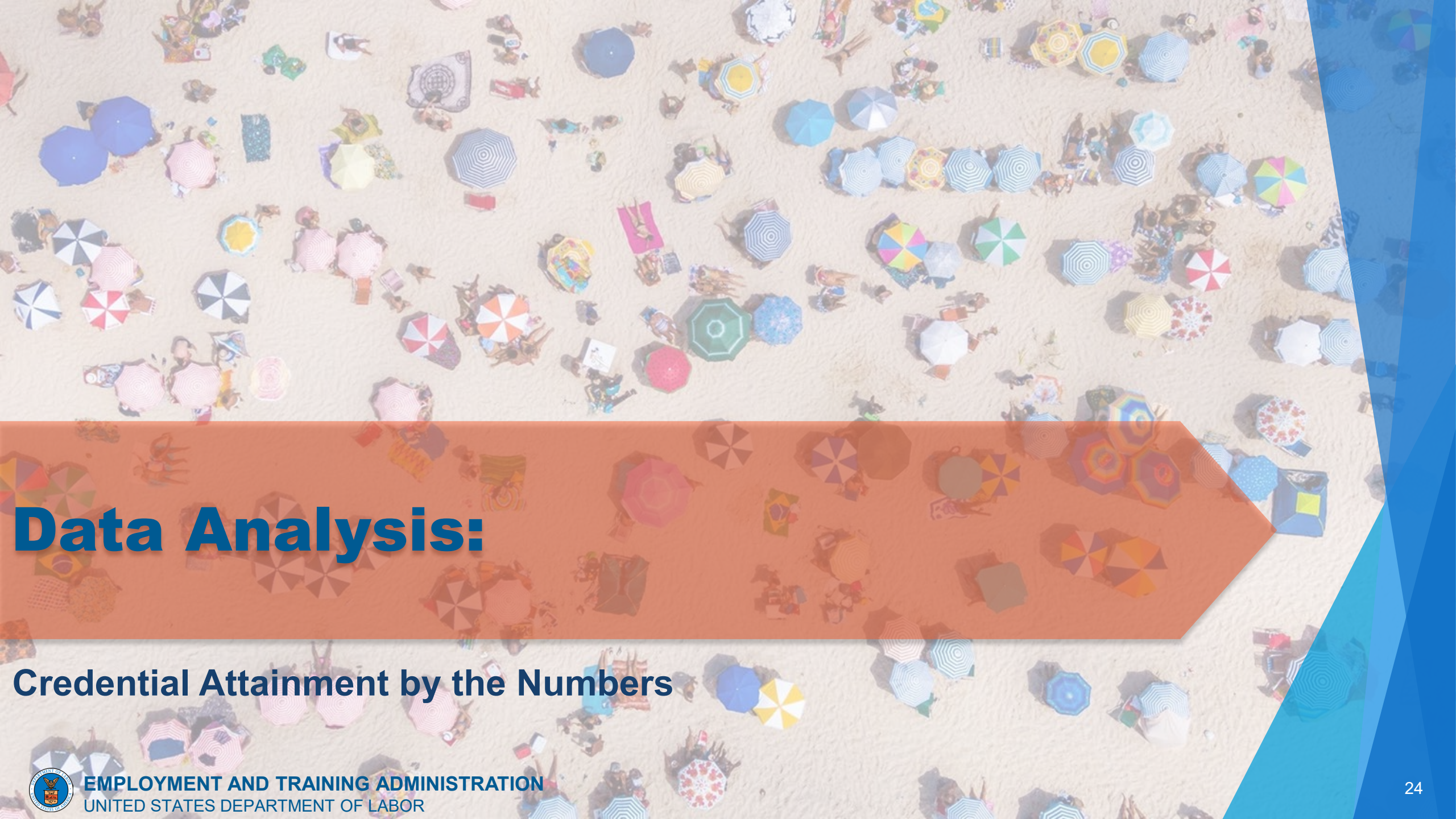
- ▶ Attest to attainment of competence through a comprehensive **examination or demonstration** and may also have a work experience requirement.
- ▶ Usually considered to be more rigorous and indicate a higher level of competence or proficiency than a certificate.
- ▶ Examples: Automotive Service Excellence (ASE) **Certification**, Amazon Web Services (AWS) **Certification**



Common Questions

- ▶ **Does Earning a Credential Count as an MSG?**
 - ▶ Not necessarily. While many credentials will lead to MSGs along the way, earning a credential alone is not sufficient documentation of a MSG.
- ▶ **What does skill gain type #4 (Training Milestones) look like?**
 - ▶ Ideally, these driven by state policies with processes in place for establishing training milestones based on the training types and participant needs with respect to their employment goals. Perhaps establishing training milestones as part of the IEP.
- ▶ **Are certain training types required to achieve specific skill gains?**
 - ▶ No. While some types of gains are more likely given certain types of training, there no restrictions on the types of gains for each training type.





Data Analysis:

Credential Attainment by the Numbers



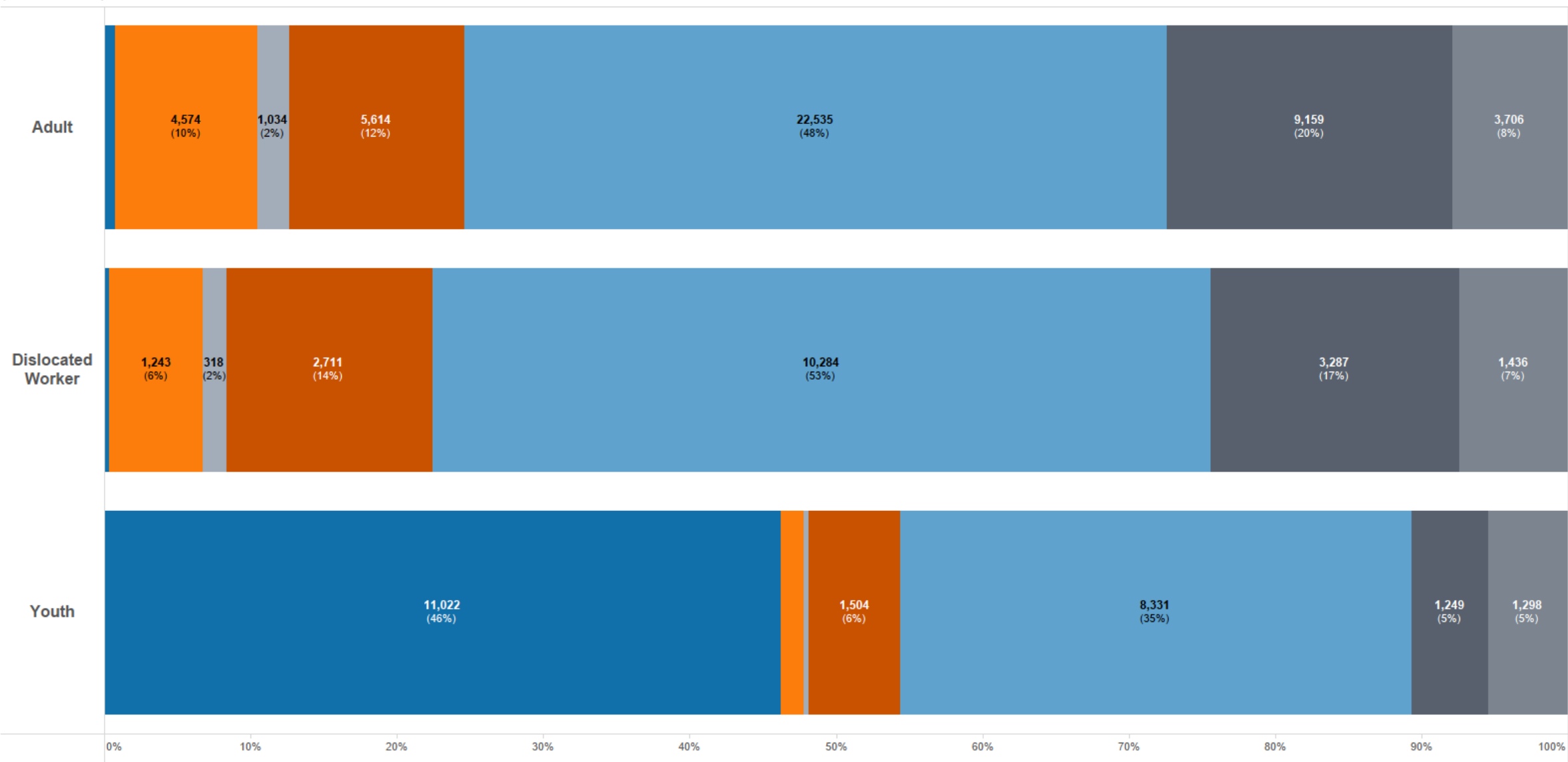
EMPLOYMENT AND TRAINING ADMINISTRATION
UNITED STATES DEPARTMENT OF LABOR

Credential Attainment

Breakouts by Type



National Credential Attainment Breakout
(as of 3/31/2022)

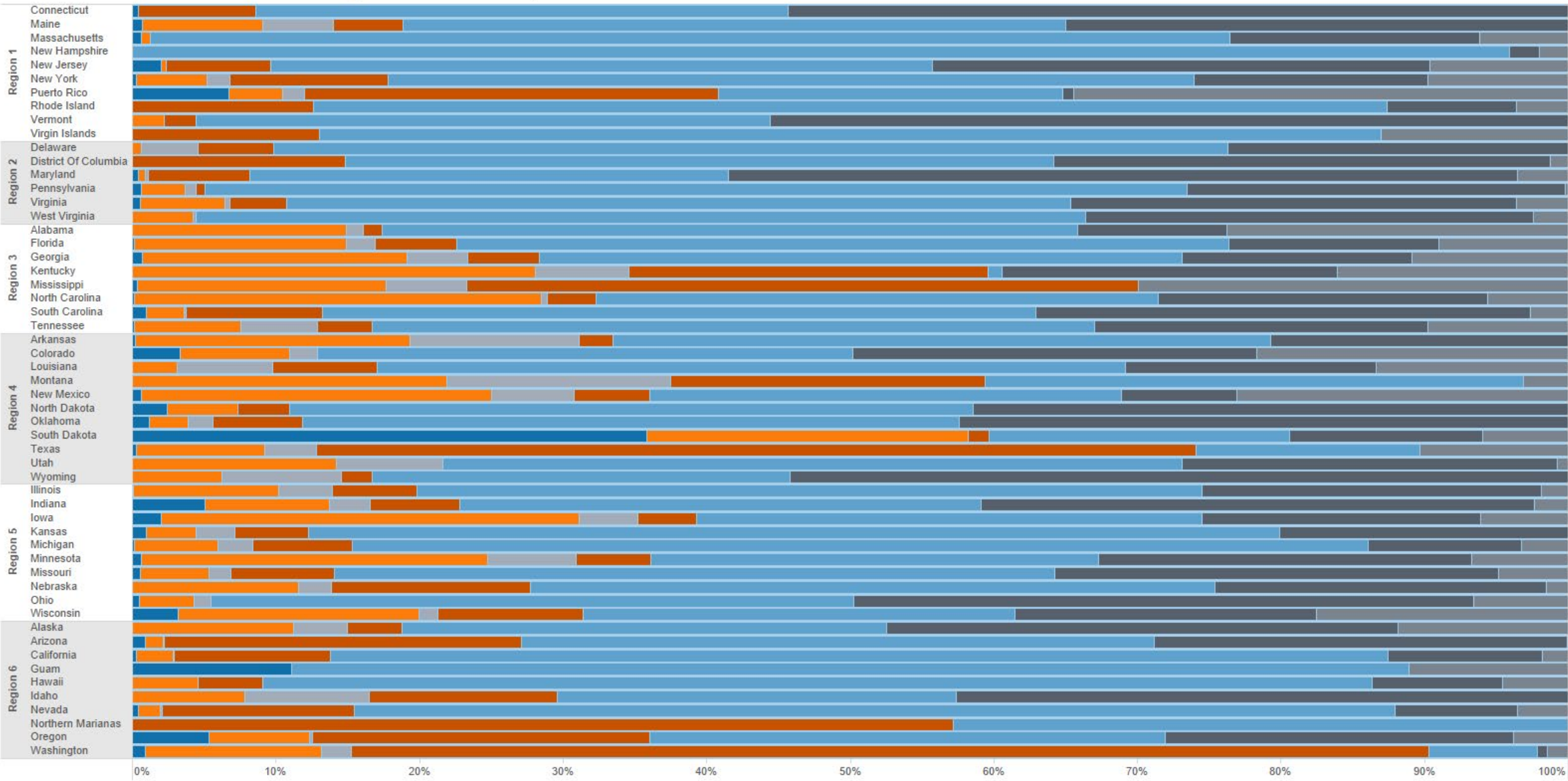


Credential Types

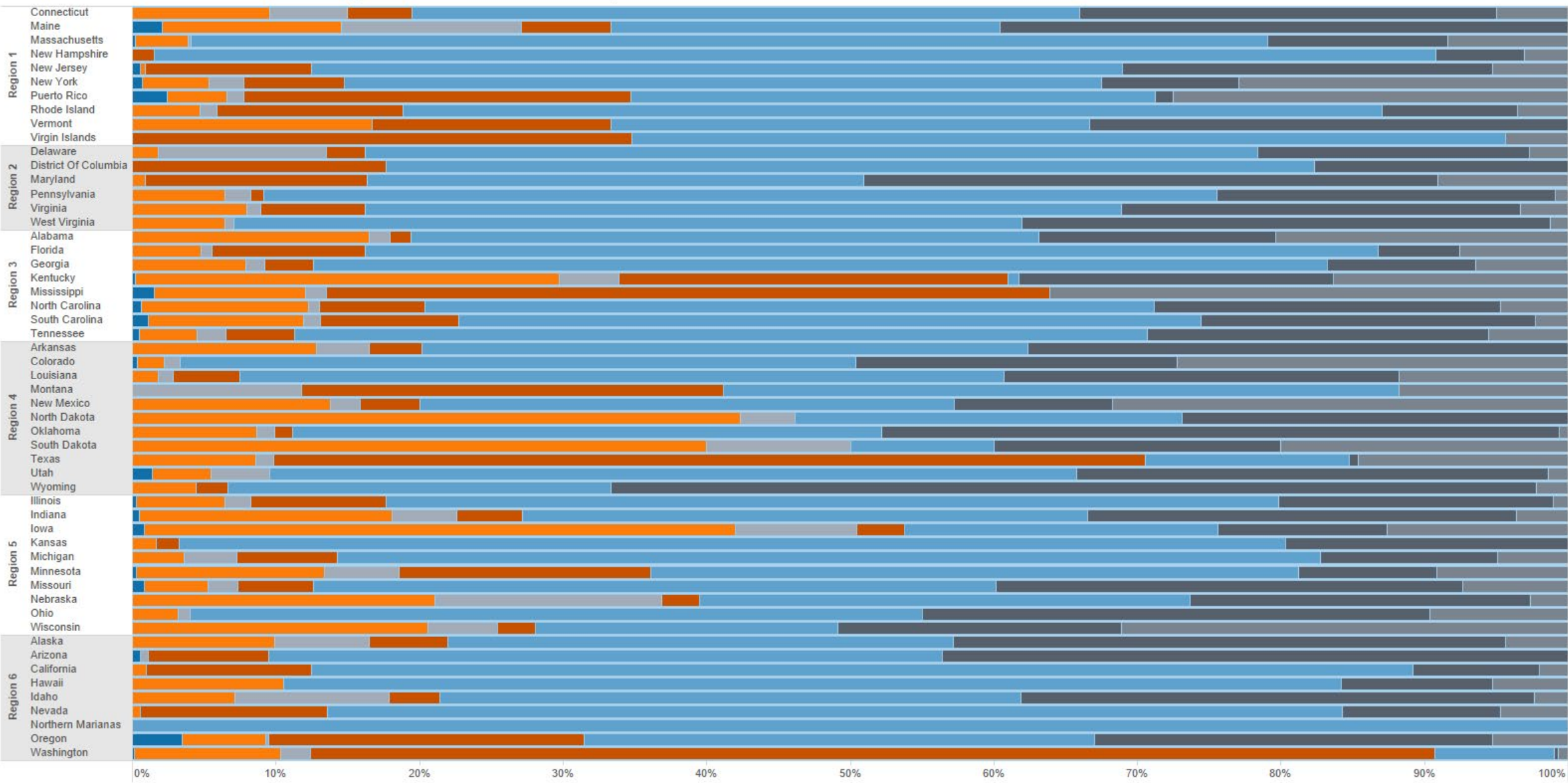
- Secondary School Diploma or Equivalent
- AA or AS Diploma/Degree
- BA or BS Diploma/Degree
- Occupational Certification
- Occupational Certificate
- Occupational Licensure
- Other Recognized Diploma, Degree, or Certificate



State Credential Attainment Breakout (WIOA Adult as of 3/31/2022)



State Credential Attainment Breakout (WIOA Dislocated Worker as of 3/31/2022)

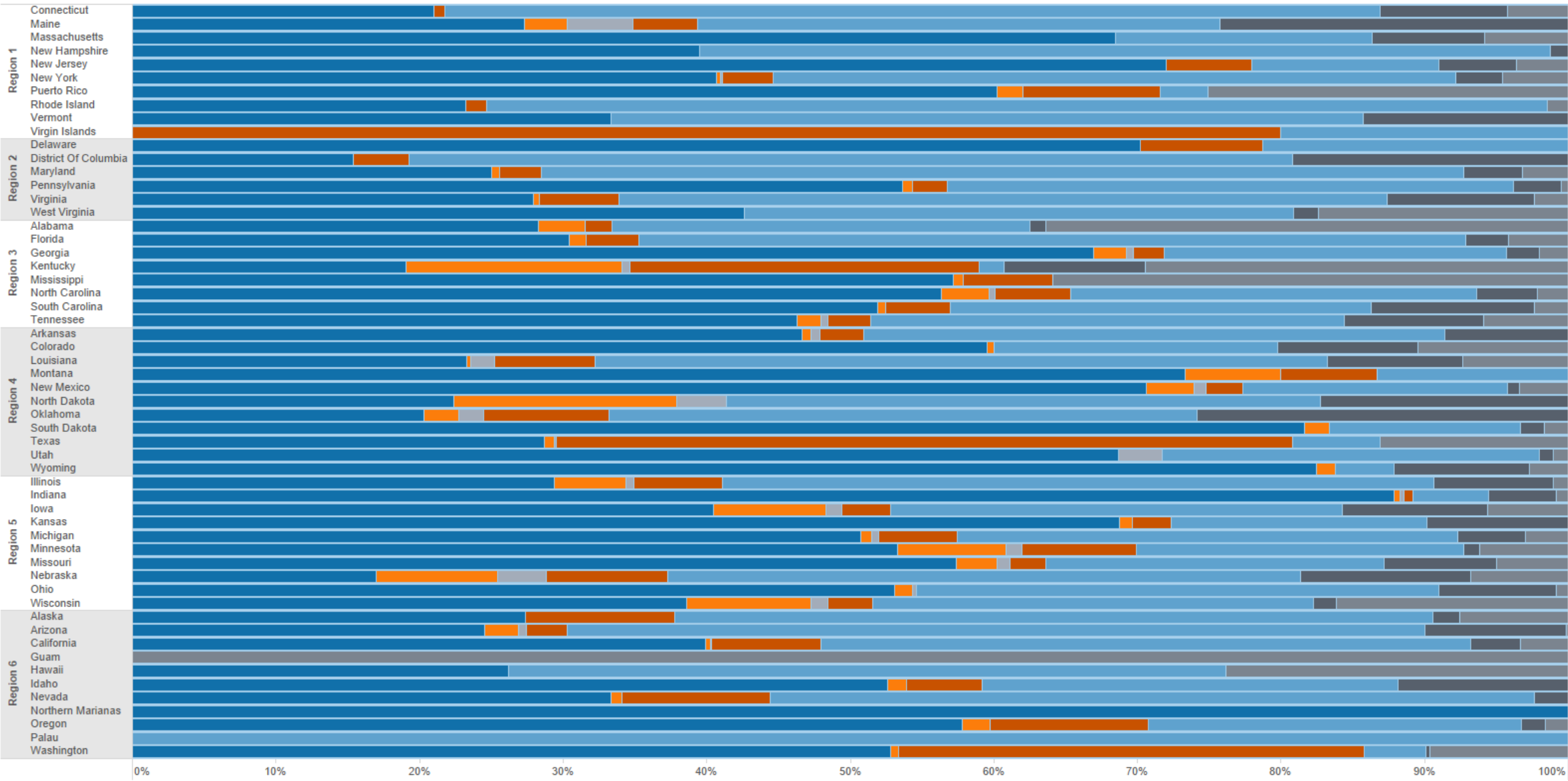


Credential Types

- Secondary School Diploma or Equivalent
- AA or AS Diploma/Degree
- BA or BS Diploma/Degree
- Occupational Certificate
- Occupational Certification
- Other Recognized Diploma, Degree, or Certificate



State Credential Attainment Breakout (WIOA Youth as of 3/31/2022)



Credential Types

- Secondary School Diploma or Equivalent
- AA or AS Diploma/Degree
- BA or BS Diploma/Degree
- Occupational Certificate
- Occupational Certification
- Other Recognized Diploma, Degree, or Certificate



Multiple vs. Stackable Credentials

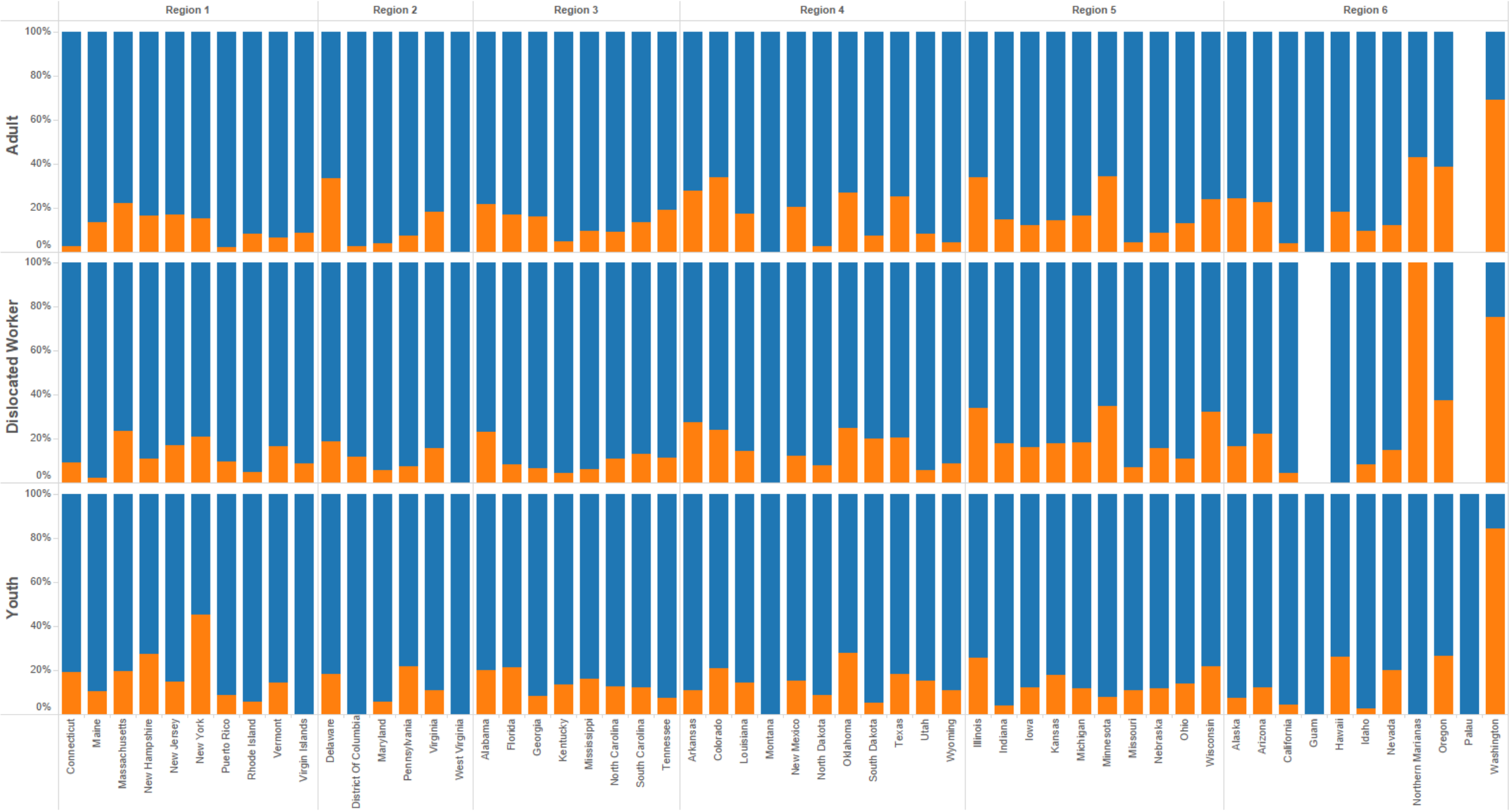
What are real combinations that represent best practices and what are reporting errors?



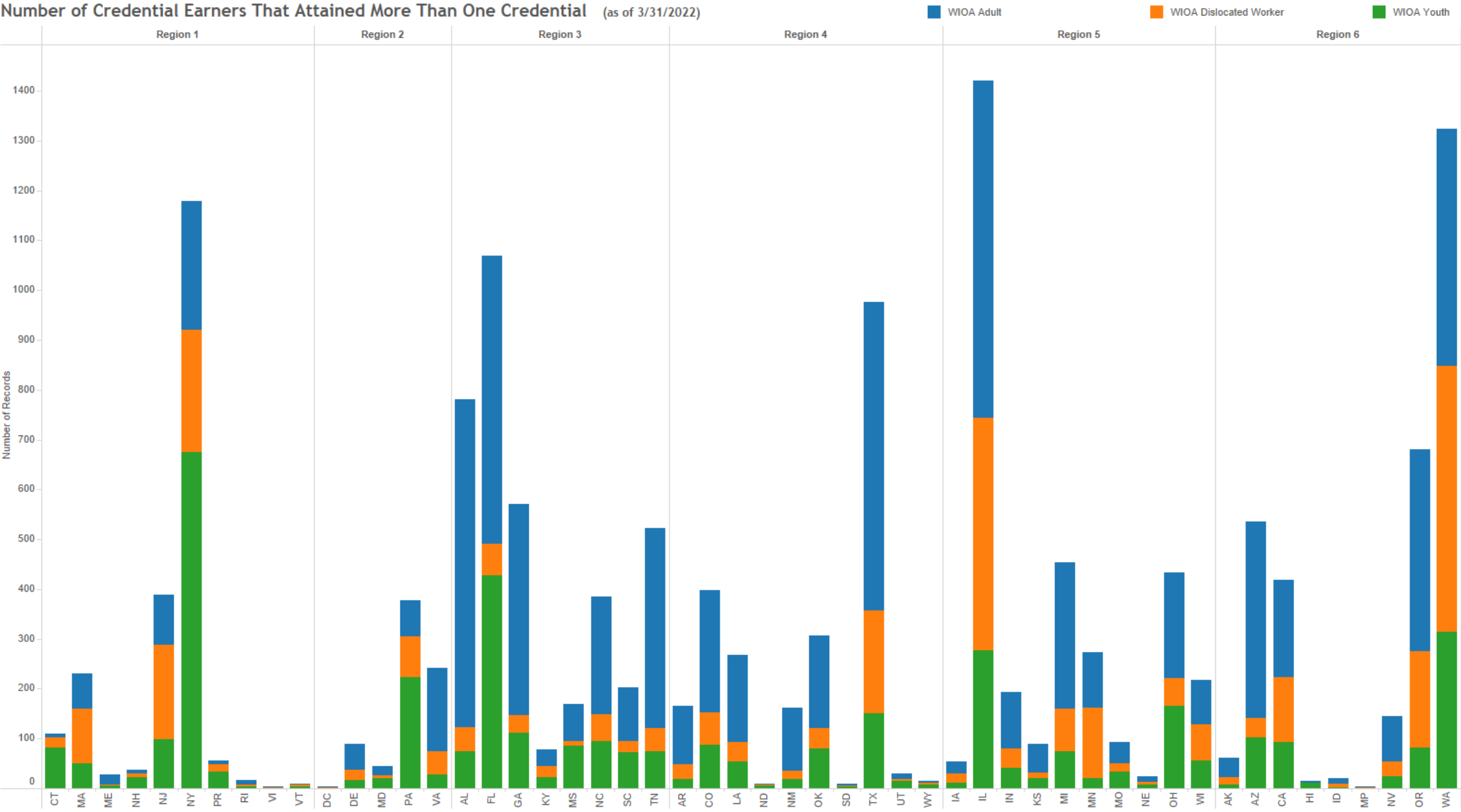
Percent of Credential Earners That Attained More Than One Credential (as of 3/31/2022)

Less Than 2 Credentials Attained

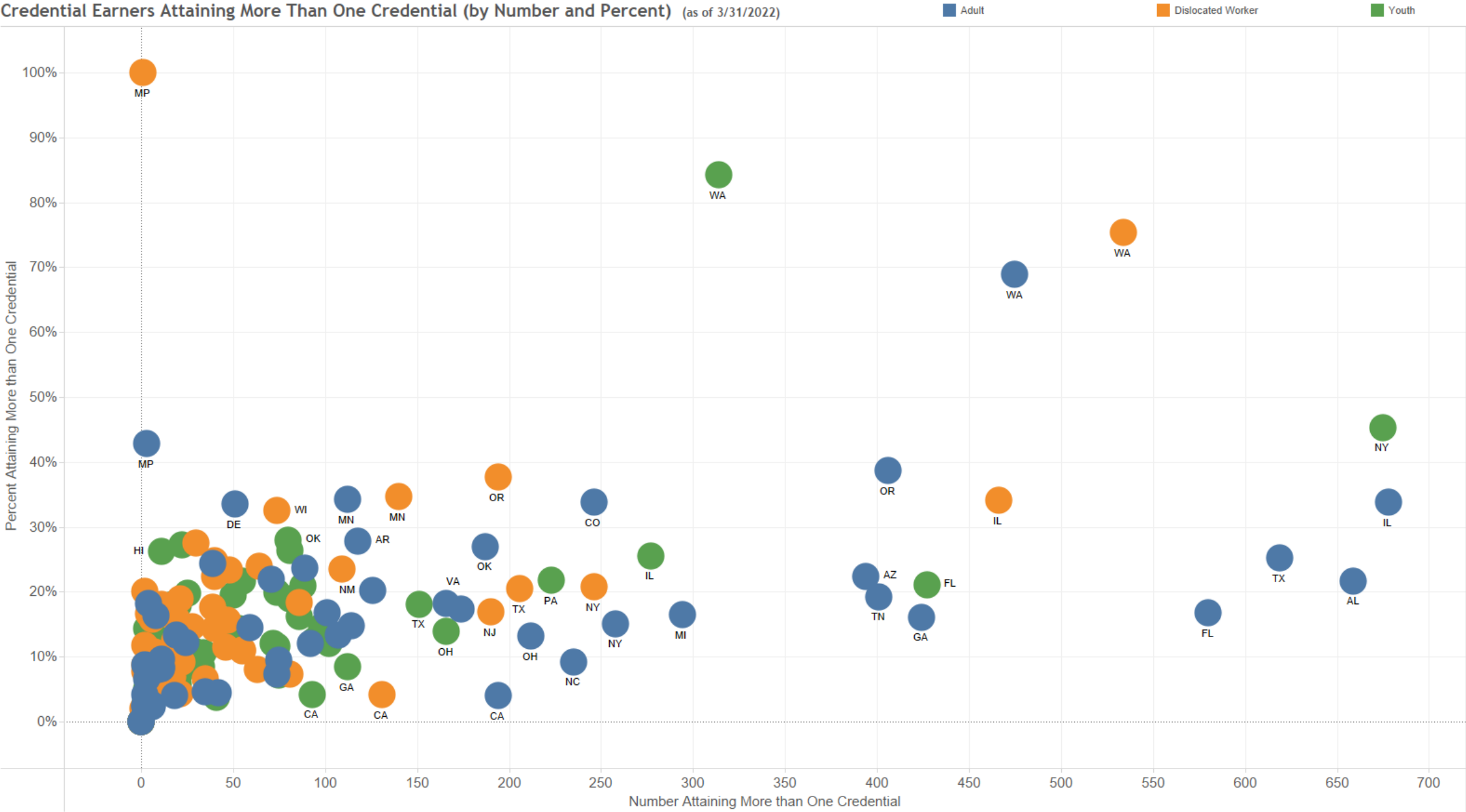
2 or More Credentials Attained



Number of Credential Earners That Attained More Than One Credential (as of 3/31/2022)



Credential Earners Attaining More Than One Credential (by Number and Percent) (as of 3/31/2022)

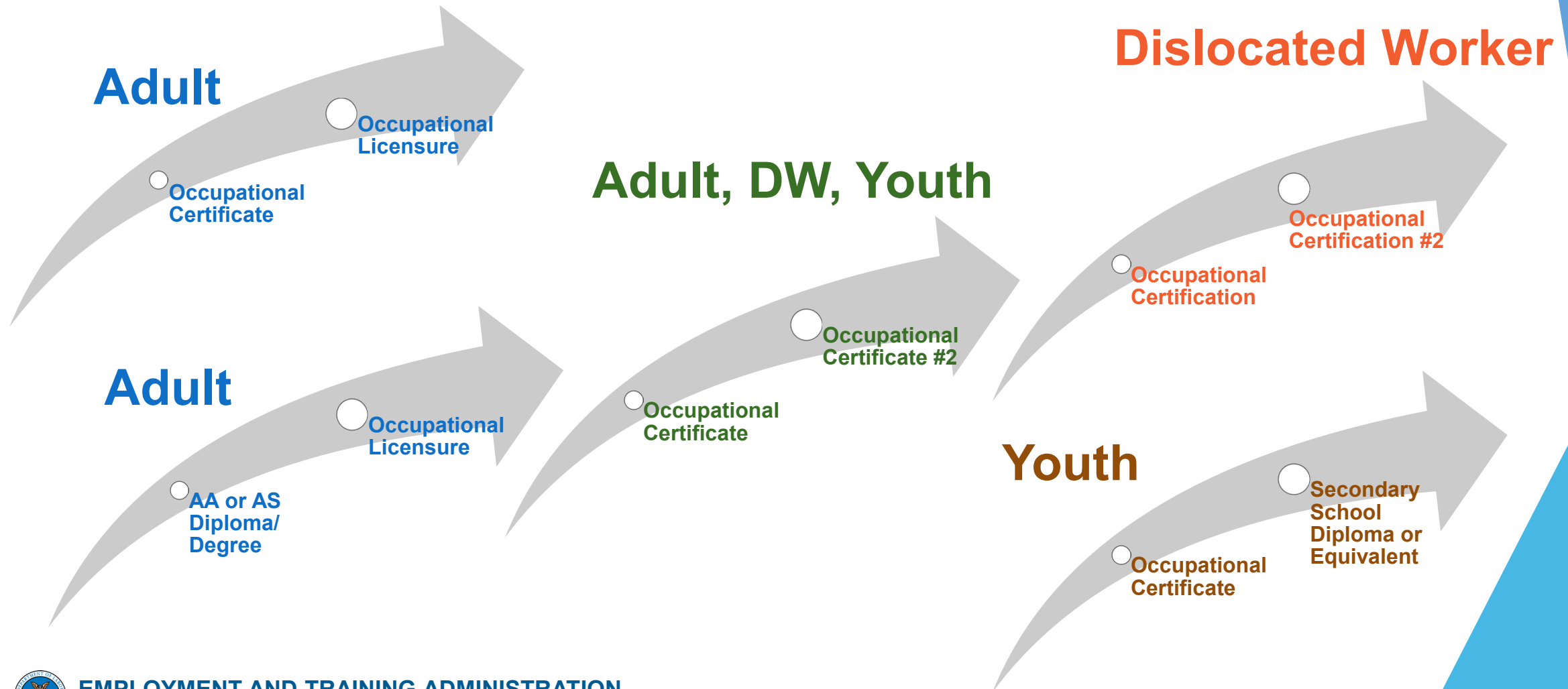


Percent of Most Recent Credential Type Based on First Credential of Individuals with More than 1 Credential (National) (as of 3/31/2022)

		Grand Total	Secondary School Diploma or Equivalent	AA or AS Diploma/Degree	BA or BS Diploma/Degree	Occupational Certificate	Occupational Certification	Occupational Licensure	Other Recognized Diploma, Degree, or Certificate
Adult	Secondary School Diploma or Equivalent	100.00% 113	10.62% 12	6.19% 7	0.88% 1	49.56% 56	10.62% 12	14.16% 16	7.96% 9
	AA or AS Diploma/Degree	100.00% 1,289		14.97% 193	1.63% 21	12.18% 157	1.78% 23	68.35% 881	1.09% 14
	BA or BS Diploma/Degree	100.00% 267			9.74% 26	16.10% 43	1.12% 3	72.28% 193	0.75% 2
	Occupational Certificate	100.00% 3,237	0.25% 8	4.97% 161	0.15% 5	28.17% 912	7.72% 250	56.13% 1,817	2.59% 84
	Occupational Certification	100.00% 1,267	0.08% 1	1.58% 20	0.08% 1	37.17% 471	45.22% 573	11.60% 147	4.26% 54
	Occupational Licensure	100.00% 915	0.44% 4	6.23% 57	0.33% 3	25.68% 235	3.61% 33	61.31% 561	2.40% 22
	Other Recognized Diploma, Degree, or Certificate	100.00% 965		5.39% 52	0.52% 5	33.68% 325	4.66% 45	39.69% 383	16.06% 155
Dislocated Worker	Secondary School Diploma or Equivalent	100.00% 20	25.00% 5	5.00% 1		45.00% 9	10.00% 2	10.00% 2	5.00% 1
	AA or AS Diploma/Degree	100.00% 249	0.40% 1	51.81% 129	2.01% 5	12.05% 30	2.41% 6	27.71% 69	3.61% 9
	BA or BS Diploma/Degree	100.00% 52			57.69% 30	3.85% 2	5.77% 3	30.77% 16	1.92% 1
	Occupational Certificate	100.00% 1,368	0.22% 3	4.53% 62	0.15% 2	48.90% 669	11.55% 158	30.04% 411	4.61% 63
	Occupational Certification	100.00% 835	0.12% 1	1.32% 11	0.12% 1	22.75% 190	66.11% 552	4.79% 40	4.79% 40
	Occupational Licensure	100.00% 370	0.27% 1	3.51% 13	0.27% 1	31.08% 115	5.68% 21	55.41% 205	3.78% 14
	Other Recognized Diploma, Degree, or Certificate	100.00% 436	0.46% 2	5.73% 25	0.23% 1	17.66% 77	5.50% 24	13.99% 61	56.42% 246
Youth	Secondary School Diploma or Equivalent	100.00% 1,078	42.58% 459	2.69% 29	0.56% 6	32.84% 354	8.44% 91	8.07% 87	4.82% 52
	AA or AS Diploma/Degree	100.00% 65		33.85% 22	10.77% 7	7.69% 5		47.69% 31	
	BA or BS Diploma/Degree	100.00% 12	8.33% 1	8.33% 1	25.00% 3	8.33% 1	8.33% 1	41.67% 5	
	Occupational Certificate	100.00% 1,913	29.01% 555	1.88% 36	0.21% 4	43.34% 829	5.23% 100	17.88% 342	2.46% 47
	Occupational Certification	100.00% 363	17.08% 62	0.55% 2	0.55% 2	18.18% 66	48.48% 176	6.61% 24	8.54% 31
	Occupational Licensure	100.00% 187	11.76% 22	3.21% 6	1.07% 2	29.95% 56	3.74% 7	49.20% 92	1.07% 2
	Other Recognized Diploma, Degree, or Certificate	100.00% 387	32.56% 126	2.58% 10	0.78% 3	14.99% 58	14.21% 55	11.11% 43	23.77% 92



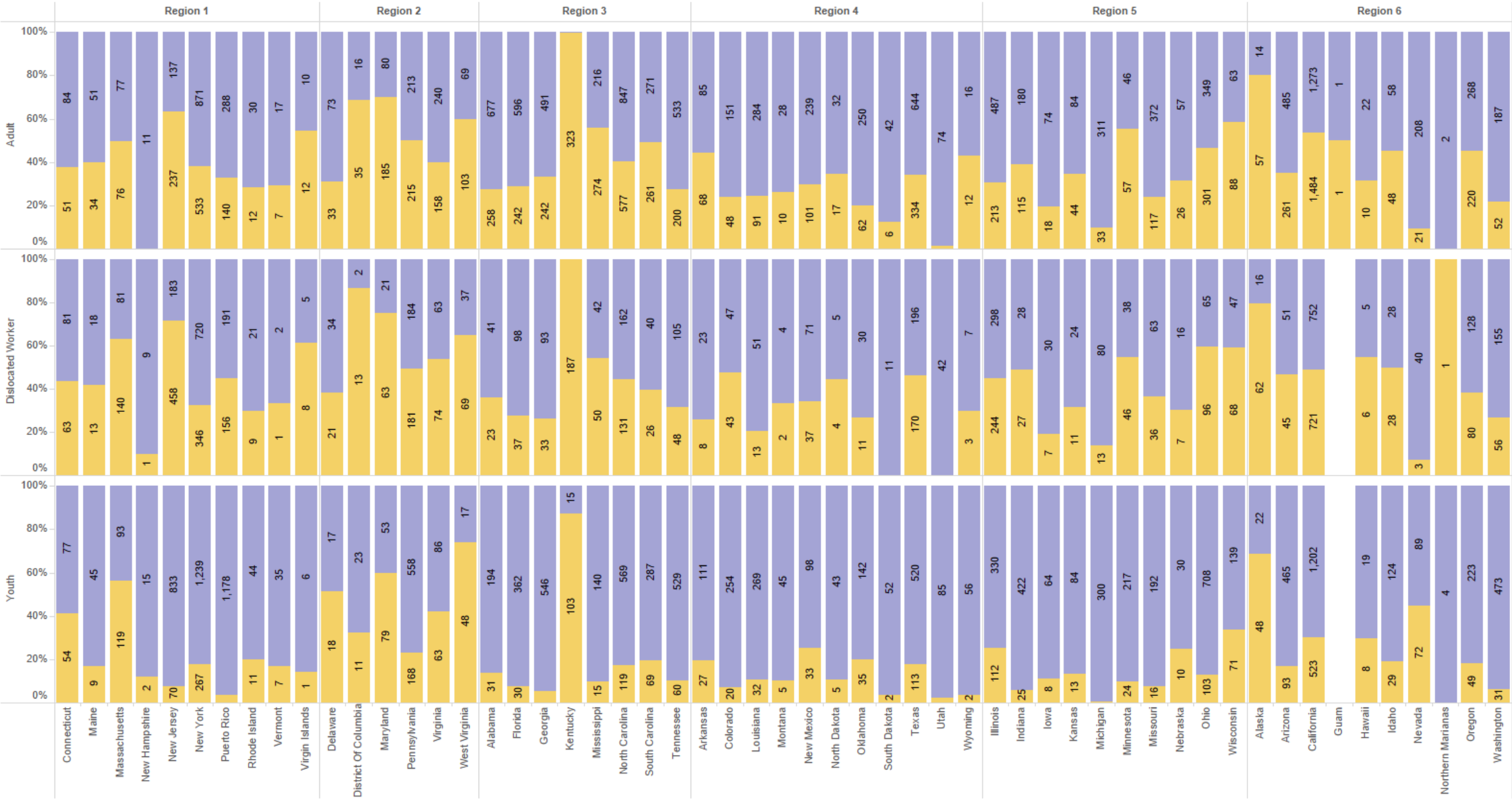
Most Common Credential Stacks



Potential Reporting Issue:

Missing Credentials

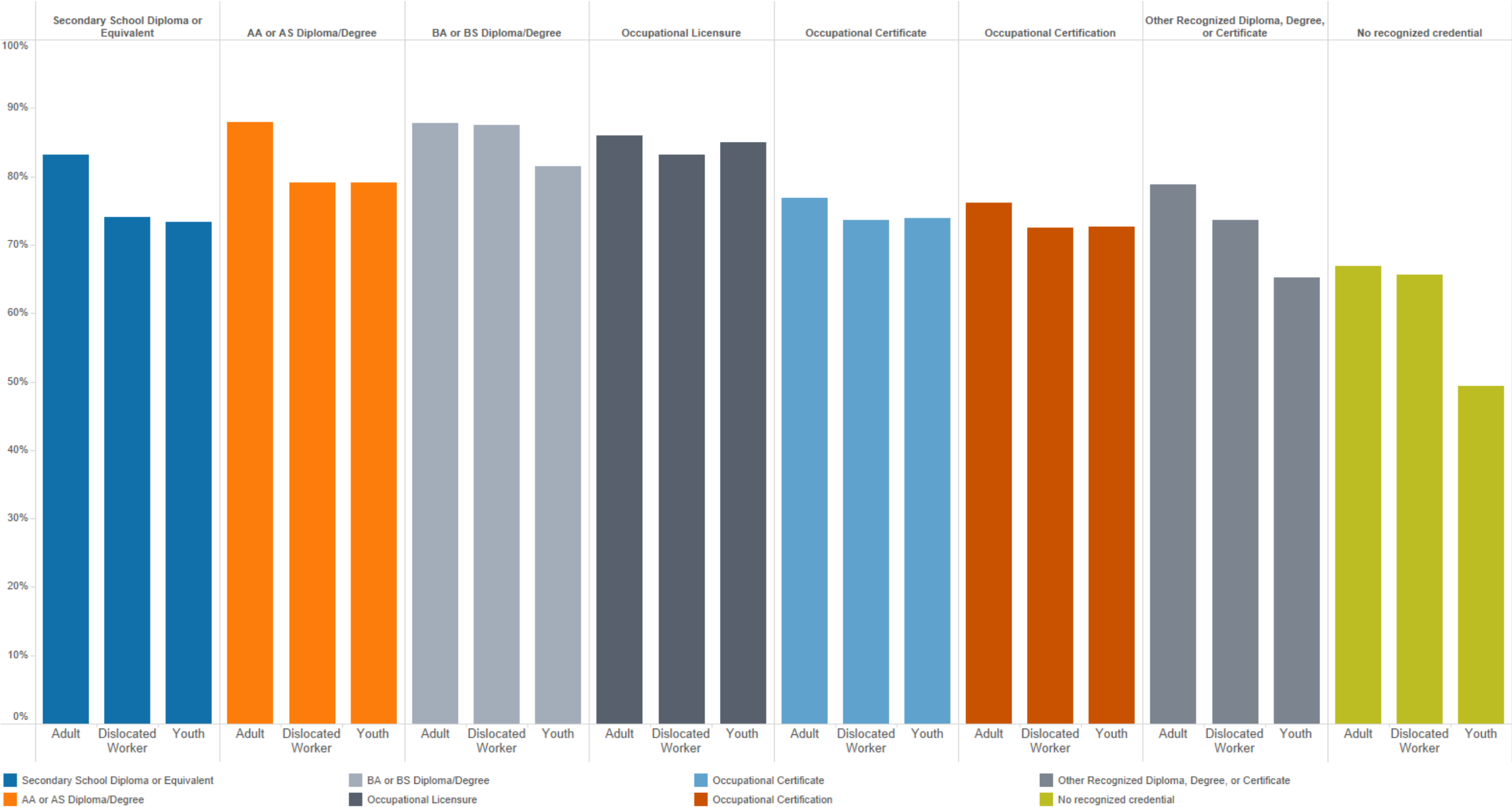




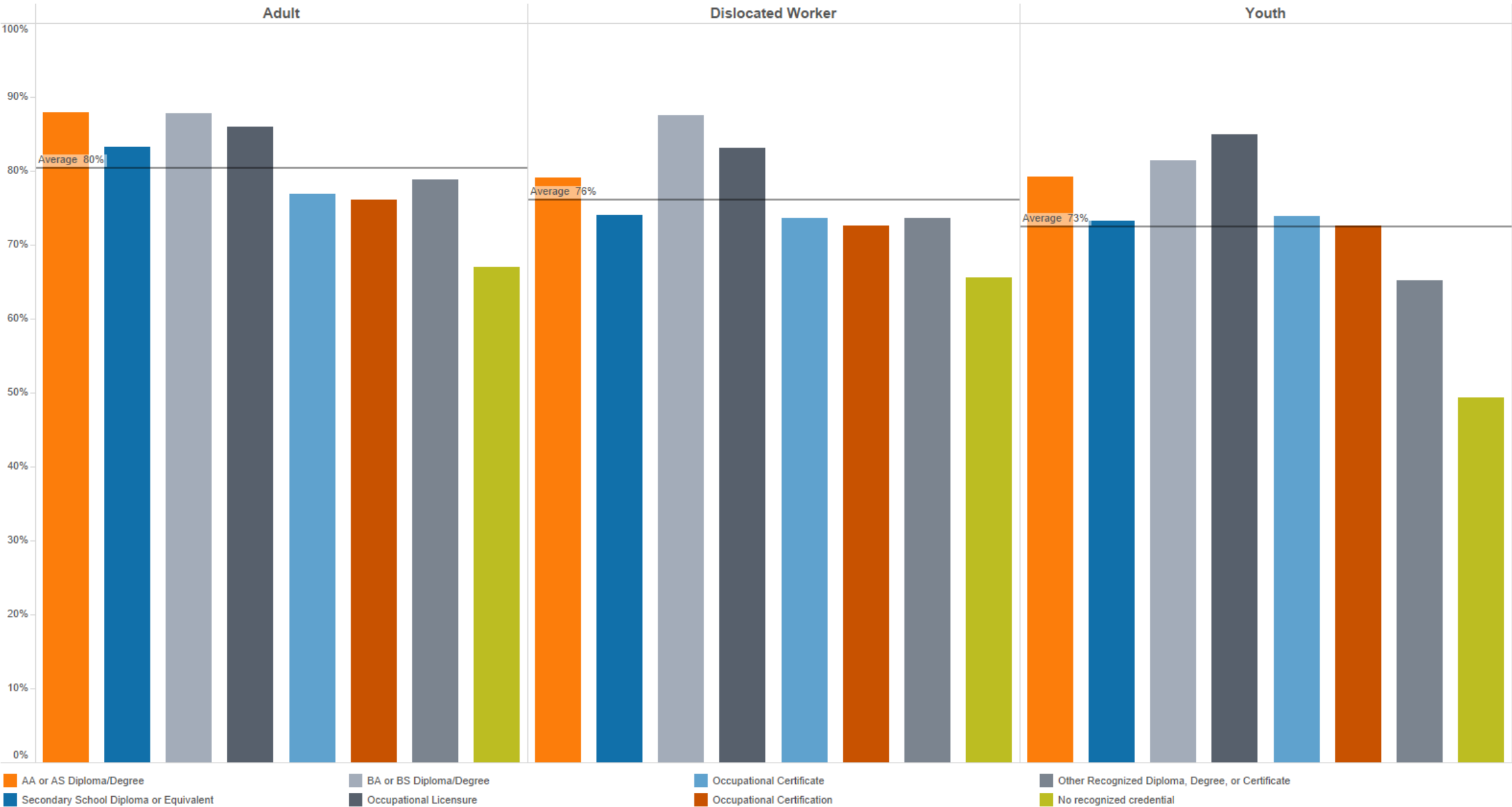
What Credentials Have the Best Employment Outcomes?



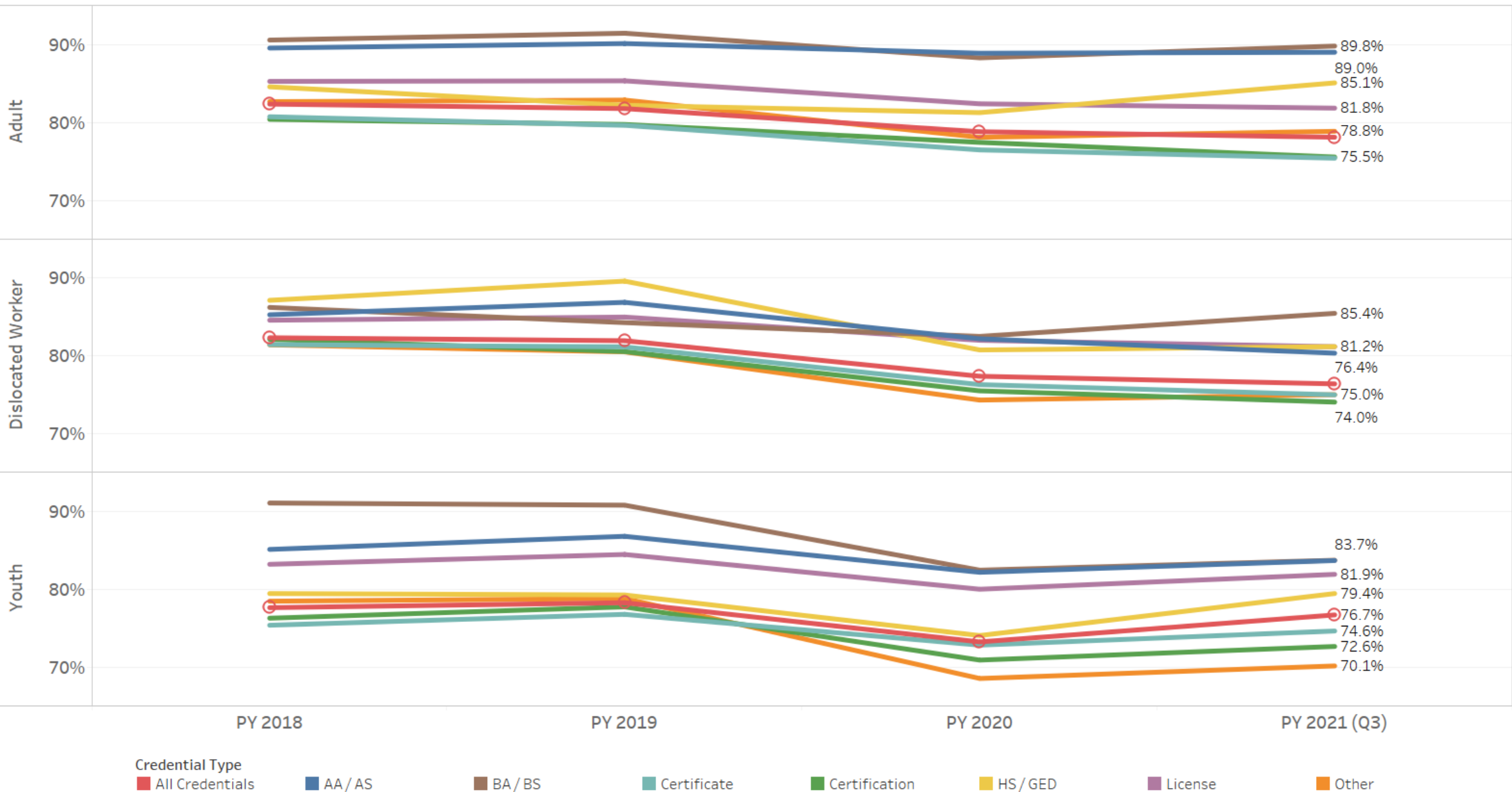
Employment Rate Q2 by Most Recent Qualifying Credential Type (as of 3/31/2022)



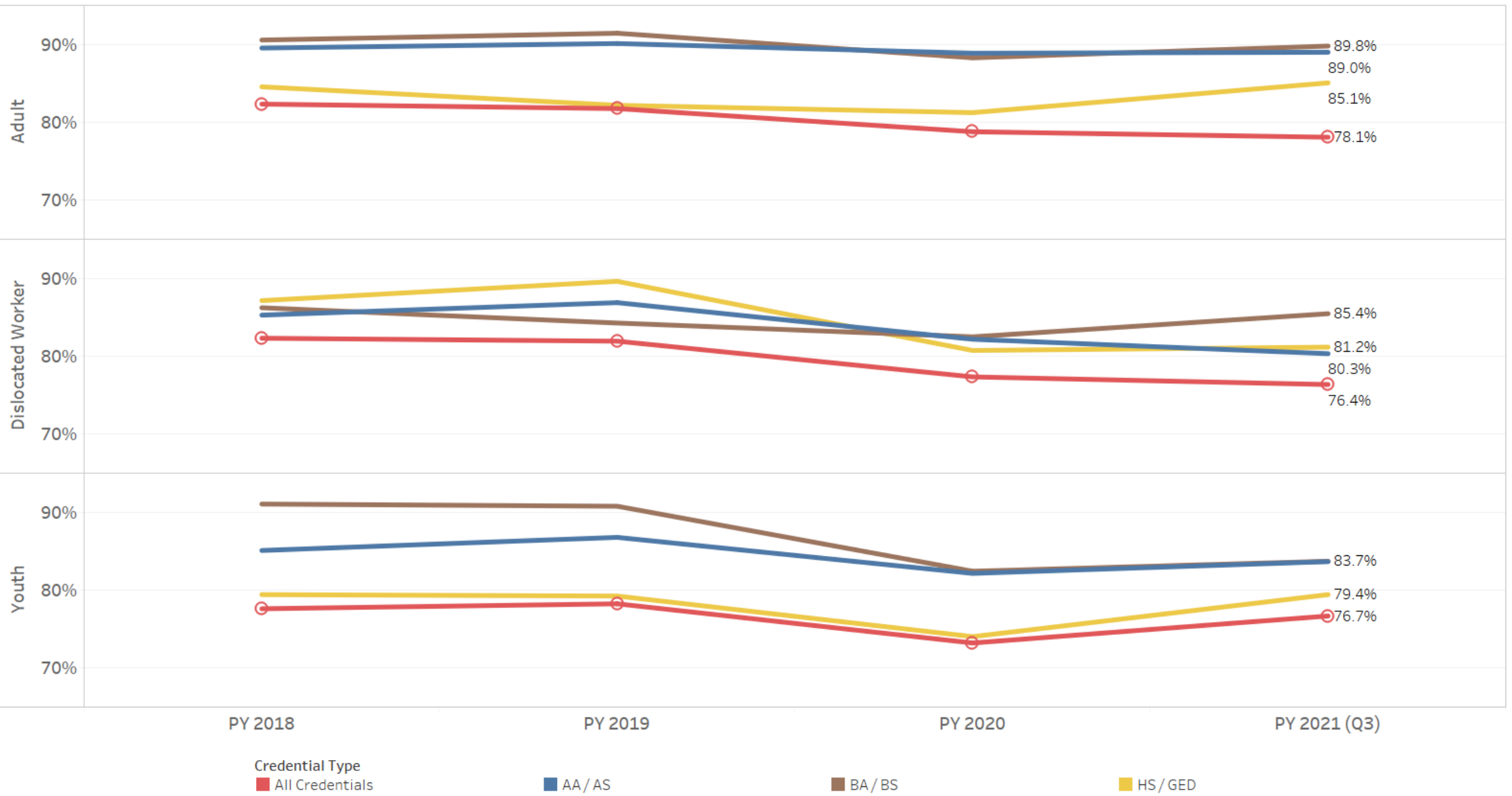
Employment Rate Q2 by Most Recent Qualifying Credential Type (as of 3/31/2022)



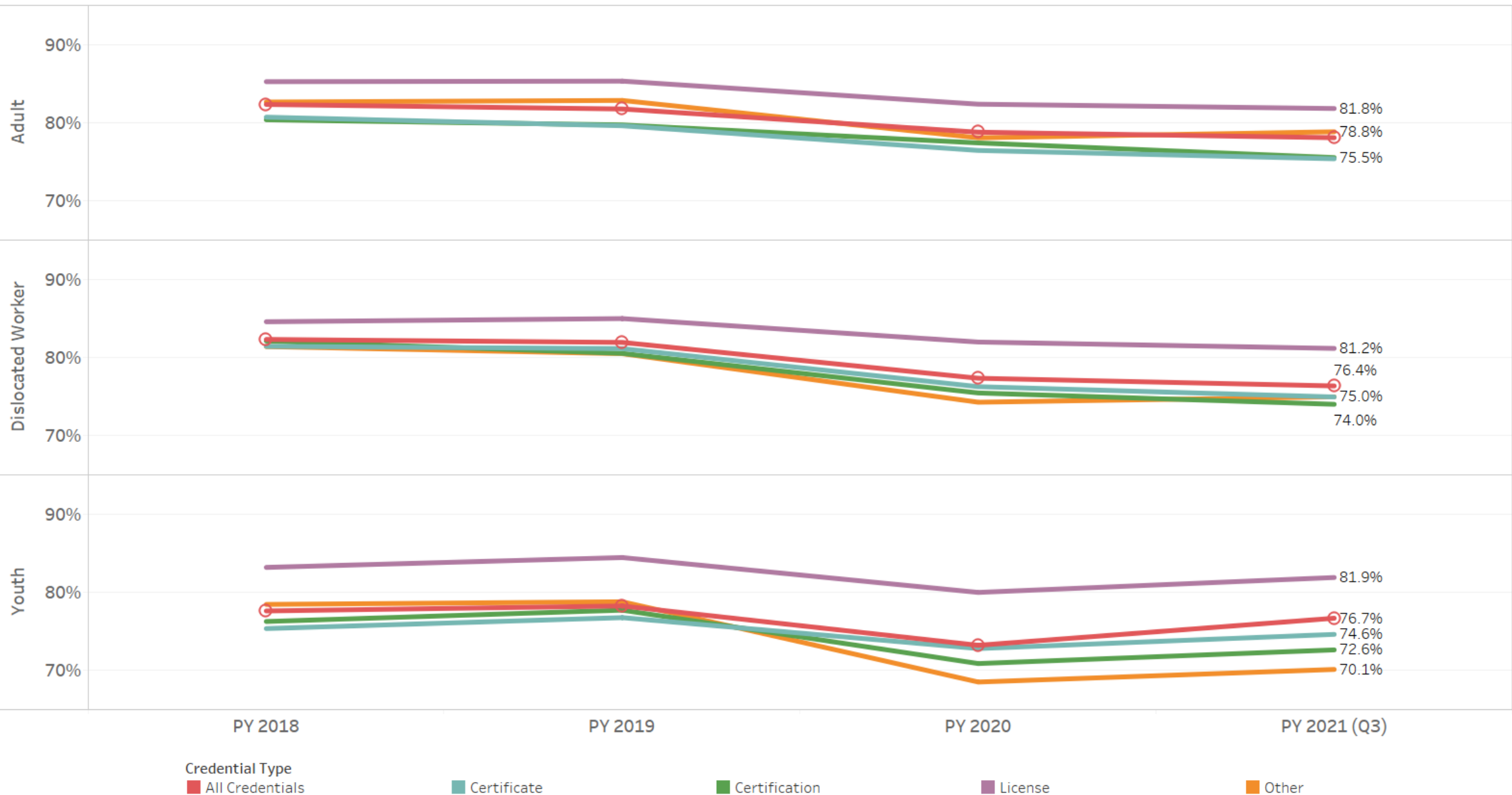
Employment Rate (in the 2nd Quarter after Exit) by Recognized Credential



Employment Rate (in the 2nd Quarter after Exit) by Recognized Credential - Academic



Employment Rate (in the 2nd Quarter after Exit) by Recognized Credential - Occupational





State Panel

Credential Attainment





Kansas Panel Discussion



Discussion Points

- Review Policy, Challenges, & Statistics
- Strategies for Continuous Improvement
 - WDQI
 - Data Collection
- Plans for the Future



Credential Policy (5-32-00 Data Collection)

Credential Attainment:

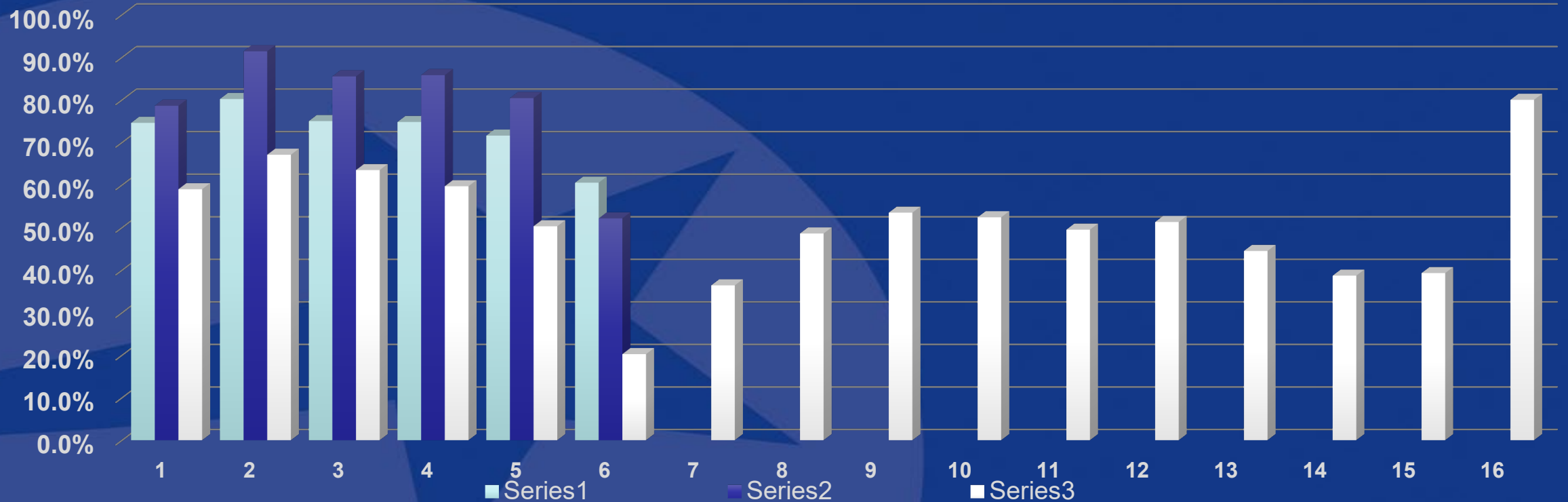
The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program;



Based on [TEGL 10-16, Change 1](#)

Challenges & Statistics

Credential Attainment
PY2006 to PY2021 PTD 3/31/22



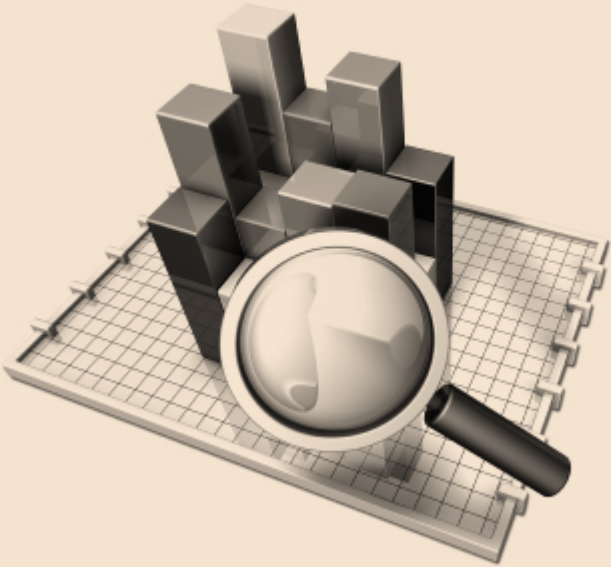
WDQI – Round III: Four Objectives

1. Expanding the SLDS to integrate workforce longitudinal data, developing necessary agreements, and matching education data with workforce data (Title I and Title II) at the individual record level and across workforce programs, for better evaluation of federally and state supported education and workforce programs, protecting personally identifiable information.
2. Improve the quality and breadth of workforce and other data in the SLDS, avoiding duplication in collection and reporting where possible.
3. Using SLDS data to evaluate performance of federally and state supported job training and education programs, to make policy adjustments for continuous program improvement.
4. Providing user-friendly information to consumers to aid in the selection of education and training programs, including production and dissemination of workforce training provider performance information and outcomes in a standardized “scorecard” format.

WDQI – Round V: Five Objectives

1. Improving the existing WLDS by integrating, education, workforce and socio-economic data (WIOA Title I, Title II, Title III, Title IV), developing necessary agreements and ensuring standardized data definitions for the purpose of supporting WIOA programs, while protecting personally identifiable information.
2. Access data through linkages with SLDS to improve and enhance reporting processes and streamline partner efforts.
3. Improve the quality and breadth of workforce and other data in the WLDS, avoiding duplication of effort in data collection, and reporting where possible.
4. Use WLDS data to evaluate performance measures mandated by federal and state laws to support job training and education programs and to drive continuous program improvement.
5. Providing user-friendly information to consumers to aid in the selection of education and training programs, including production and dissemination of workforce training provider performance information as well as bolstering employer access to reach qualified candidates.

Data Collection



- Performance Reporting Rejects
- Data Validation Efforts
- Program Evaluations

Future Plans

- Continued connections with KBOR to enhance data collection
- Grant Opportunities – WDQI
- Connect with CTE, VR, Corrections, etc.
- Work on more timely data collection from providers

Contact Info

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Michigan Panel Discussion



Credentialing in Michigan

July 14, 2022

Chelsea Mates

Michigan Department of Labor & Economic Opportunity

Workforce Development

Performance History

Michigan has consistently:

- Exceeded national average credential attainment rates
- Exceeded negotiated rates
- Seen increases in negotiated rates from year to year

Program Year	WIOA Program	Negotiated Rate	Actual Rate	National Average
2018	Adult	70.0%	79.7%	62.3%
2019	Adult	74.0%	85.5%	69.7%
2020	Adult	80.0%	83.8%	71.2%
2018	DW	73.2%	80.1%	66.6%
2019	DW	77.0%	79.4%	68.9%
2020	DW	77.3%	83.1%	70.6%
2018	Youth	60.0%	80.2%	62.2%
2019	Youth	60.0%	81.5%	63.4%
2020	Youth	69.0%	71.5%	59.5%

What state-level efforts contribute to success?

- List of FAQs
 - internal and external
- Manual
- Technical Assistance
- Monitoring
- Relationship Building



Ask the AJCs: What local-level efforts contribute to success?

Relationship building with program participants

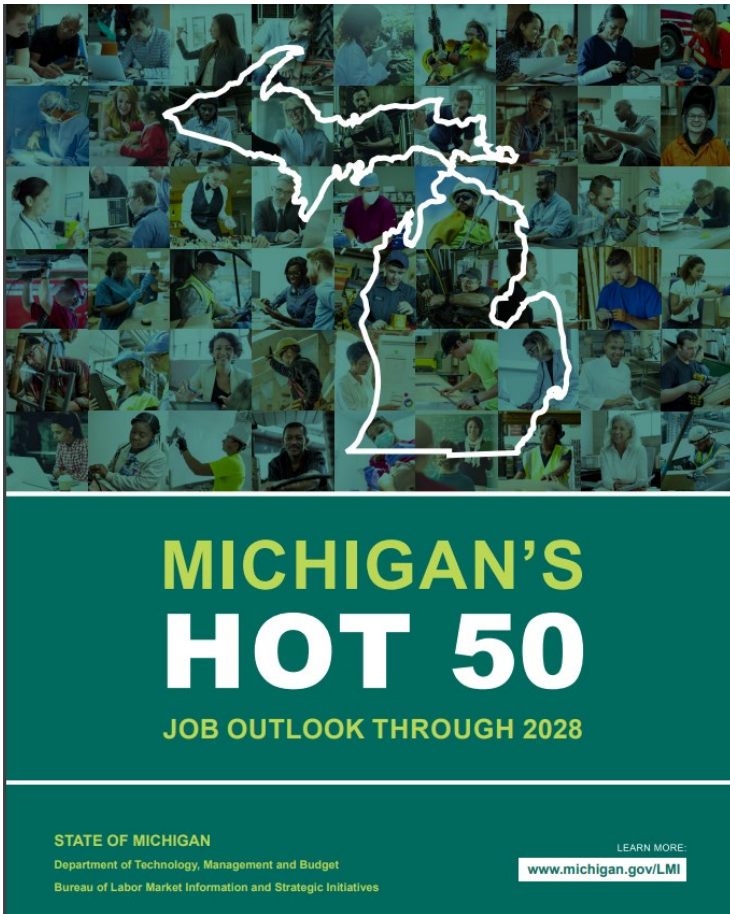
- Career coaches tailor ISSs to each participant to plan for their educational and employment success
- My Next Move and [Pathfinder](#)
- Clear expectations
- Comprehensive career coaching

AJC Partnerships

- with local community colleges
- with training institutions



Quality Assurance - Michigan's Hot 50



MICHIGAN'S HOT 50 JOB OUTLOOK THROUGH 2028

MICHIGAN'S HIGH-DEMAND, HIGH-WAGE CAREERS	PROJECTED ANNUAL JOB OPENINGS	HOURLY WAGE RANGE	GROWTH (%) 2018–2028	TYPICAL EDUCATION AND TRAINING BEYOND HIGH SCHOOL
Accountants and Auditors	3,510	\$26–\$42	0.7	Bachelor's Degree, License
Administrative Services and Facilities Managers	690	\$35–\$54	1.0	Bachelor's Degree, Plus Work Experience
Architectural and Engineering Managers	780	\$53–\$76	1.0	Bachelor's Degree, Plus Work Experience, License
Carpenters	3,030	\$17–\$30	2.8	Apprenticeship, License
Child, Family, and School Social Workers	1,500	\$19–\$29	2.9	Bachelor's Degree, License
Computer and Information Systems Managers	780	\$46–\$74	1.9	Bachelor's Degree, Plus Work Experience
Computer User Support Specialists	1,750	\$18–\$29	2.5	Some College, No Degree
Construction Managers	590	\$35–\$60	2.7	Bachelor's Degree, Plus Moderate OJT
Cost Estimators	690	\$22–\$38	3.6	Bachelor's Degree, Plus Moderate OJT
Education Administrators, Kindergarten Through Secondary	530	\$38–\$54	4.0	Master's Degree, Plus Work Experience
Education Administrators, Postsecondary	460	\$35–\$70	4.3	Master's Degree, Plus Work Experience

Quality Assurance - Regional Hot 50

 Contact Blog Job Seeker Events FAQs 						
■ Occupations that meet the criteria for West Michigan Works! training scholarships. ■ Occupations also in demand in the agriculture industry. The agriculture industry, including farming and food production, accounts for nearly 26,000 jobs and \$300 million in labor income in the region.						
CONSTRUCTION/ENERGY HEALTH SCIENCES INFORMATION TECHNOLOGY MANUFACTURING PROFESSIONAL/ADMINISTRATIVE SERVICES						
Video	SOC Title	Job Title	Median Wage (mid-career)	Recommended Credential		
	17-1011 Architects, Except Landscape and Naval	1. Architects	\$39.70	Bachelor's degree and 5+ years work experience	■	
	47-2021 Brickmasons and Blockmasons	1. Brick layers 2. Brick Masons 3. Masons	\$26.11	Apprenticeship	■	
	49-3031 Bus and Truck Mechanics and Diesel Engine Specialists	1. Diesel Tech 2. Diesel Mechanic 3. Fleet Mechanics	\$23.10	Certification and long-term OJT	■	■
	51-7011 Cabinetmakers and Bench Carpenters	1. Cabinet Makers 2. Woodworkers 3. Carpenters	\$18.83	Apprenticeship	■	
	43-5011 Cargo and Freight Agents	1. Freight Broker 2. Freight Coordinators 3. Import Logistics Coordinators	\$21.99	Moderate-term OJT		■
	47-2051 Cement Masons and Concrete Finishers	1. Concrete Finishers 2. Concrete Laborers	\$19.81	Apprenticeship	■	
	47-2061 Construction Laborers	1. Construction Laborers 2. General Laborers	\$18.05	Short-term OJT		

Quality Assurance - Negative Credential Report Example

USDOL Reported ETA Performance Reports

* Pick a Report:

* Program Year:

* Program Year Quarter:

* Report Type: ☐ Program Year-to-Date ☒ Rolling 4 Quarters

* Funding Stream:

* MWA:

Display MWA Results: ☐

Display Contractor Results: ☐

Display Statewide Results: ☐

Produce Negative Report: ☐

Enter values for all three fields below only if you want to generate test cases:

Table Initial:

Row #:

Col #:

Negative ETA-9169 Performance Report (DRAFT)		Funding Stream			
Program Reporting Period:	PY 2021 Q4 (04/01/2022 - 06/30/2022)	WIOA Adult	X	Wagner-Peyser	
Data Snapshot:	USDOL Data Extracted on 07/10/2022	WIOA Dislocated Worker		Migrant Seasonal Farm.	
Results:	Rolling 4 Quarters: Statewide	WIOA Youth		Jobs for Veterans Grants	
Local Area Funding?	No	WIOA Apprenticeship		TAA	
		National DWG			

D. (NEGATIVE) CREDENTIAL ATTAINMENT			
Row	Measure 01/01/2020 - 12/31/2020	Participants Earning a Credential (Negative Numerator)	Total Participants in a Training or Education Program (Denominator)
	Column	1	2
1	Secondary School Diploma or Recognized Equivalent	<u>105</u>	<u>526</u>
2	Recognized Postsecondary Credential	<u>282</u>	<u>1,872</u>
3	Total Rolling 4 Quarters: Statewide	387	2,398

Quality Assurance - Negative Credential Report Results Example

Negative ETA-9169 Performance Report (DRAFT)		Funding Stream			
Program Reporting Period:	PY 2021 Q4 (04/01/2022 - 06/30/2022)	WIOA Adult	X	Wagner-Peyser	
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Results:	Rolling 4 Quarters: Statewide	WIOA Youth		Jobs for Veterans Grants	
Local Area Funding?	No	WIOA Apprenticeship		TAA	
		National DWG			

Table D	Row #1	Column #1
CREDENTIAL ATTAINMENT	Secondary School Diploma or Recognized Equivalent	Participants Earning a Credential (Negative Numerator)

Showing 1 to 50 of 105 entries

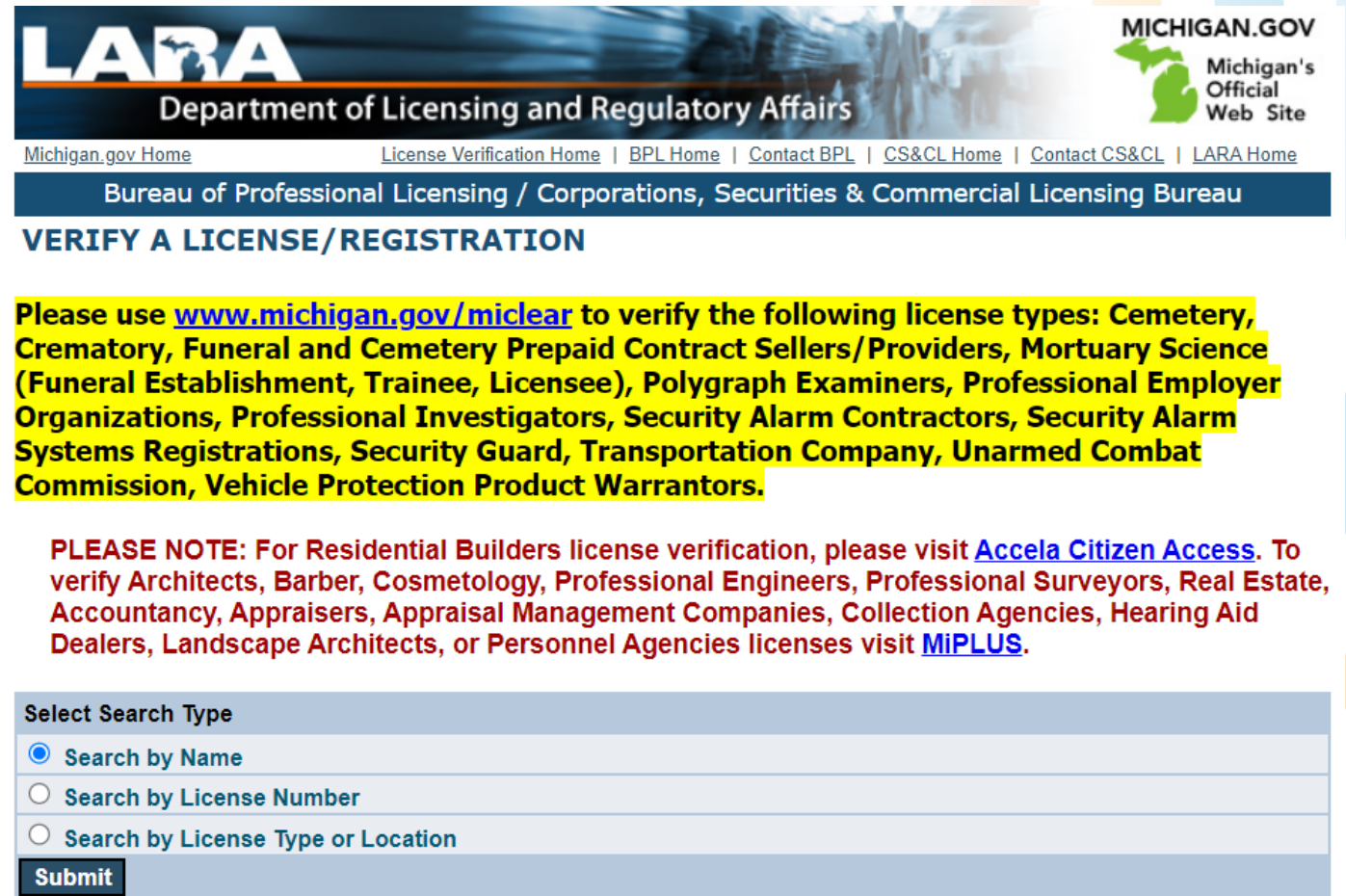
First Previous 1 2 3 Next Last

Search:

Action	Customer Name	Cust. ID	Participation Date	Exit Date	County	Region Code	Case Manager	MWA
Go to Reg.	[REDACTED]	[REDACTED]	05/11/2018	07/23/2020	MARQUETTE	[REDACTED]	[REDACTED]	[REDACTED]
Go to Reg.	[REDACTED]	[REDACTED]	09/12/2019	01/31/2020	LUCE	[REDACTED]	[REDACTED]	[REDACTED]
Go to Reg.	[REDACTED]	[REDACTED]	01/13/2020	10/22/2020	CHARLEVOIX	[REDACTED]	[REDACTED]	[REDACTED]
Go to Reg.	[REDACTED]	[REDACTED]	11/19/2019	11/17/2020	HURON	[REDACTED]	[REDACTED]	[REDACTED]
Go to Reg.	[REDACTED]	[REDACTED]	09/13/2018	08/20/2020	OAKLAND	[REDACTED]	[REDACTED]	[REDACTED]
Go to Reg.	[REDACTED]	[REDACTED]	09/08/2016	07/01/2020	WAYNE	[REDACTED]	[REDACTED]	[REDACTED]
Go to Reg.	[REDACTED]	[REDACTED]	05/23/2019	10/13/2020	MANISTEE	[REDACTED]	[REDACTED]	[REDACTED]
Go to Reg.	[REDACTED]	[REDACTED]	07/31/2019	02/21/2020	GENESEE	[REDACTED]	[REDACTED]	[REDACTED]
Go to Reg.	[REDACTED]	[REDACTED]	03/22/2019	10/13/2020	MANISTEE	[REDACTED]	[REDACTED]	[REDACTED]

Quality Assurance – Data Sharing

- Part of the intake paperwork
 - Customer release of information forms
- Partnerships with Adult Education providers, community colleges, etc.
- Shared data system (Titles I, II, and III)
- LARA search engine
- Newly awarded Workforce Data Quality Initiative grants



The screenshot shows the Michigan Department of Licensing and Regulatory Affairs (LARA) website. The header includes the LARA logo and the text 'Department of Licensing and Regulatory Affairs'. Below the header is a navigation bar with links: Michigan.gov Home, License Verification Home, BPL Home, Contact BPL, CS&CL Home, Contact CS&CL, and LARA Home. The main content area is titled 'Bureau of Professional Licensing / Corporations, Securities & Commercial Licensing Bureau' and 'VERIFY A LICENSE/REGISTRATION'. A yellow highlighted box contains text about verifying license types: Cemetery, Crematory, Funeral and Cemetery Prepaid Contract Sellers/Providers, Mortuary Science (Funeral Establishment, Trainee, Licensee), Polygraph Examiners, Professional Employer Organizations, Professional Investigators, Security Alarm Contractors, Security Alarm Systems Registrations, Security Guard, Transportation Company, Unarmed Combat Commission, and Vehicle Protection Product Warrantors. Below this, a red text box contains a 'PLEASE NOTE' about residential builders license verification and other professions like Architects, Barber, Cosmetology, etc. At the bottom, there is a search form with a 'Select Search Type' dropdown menu. The menu has three options: 'Search by Name' (selected), 'Search by License Number', and 'Search by License Type or Location'. A 'Submit' button is at the bottom of the form.

LARA
Department of Licensing and Regulatory Affairs

[Michigan.gov Home](#) | [License Verification Home](#) | [BPL Home](#) | [Contact BPL](#) | [CS&CL Home](#) | [Contact CS&CL](#) | [LARA Home](#)

Bureau of Professional Licensing / Corporations, Securities & Commercial Licensing Bureau

VERIFY A LICENSE/REGISTRATION

Please use www.michigan.gov/miclear to verify the following license types: Cemetery, Crematory, Funeral and Cemetery Prepaid Contract Sellers/Providers, Mortuary Science (Funeral Establishment, Trainee, Licensee), Polygraph Examiners, Professional Employer Organizations, Professional Investigators, Security Alarm Contractors, Security Alarm Systems Registrations, Security Guard, Transportation Company, Unarmed Combat Commission, Vehicle Protection Product Warrantors.

PLEASE NOTE: For Residential Builders license verification, please visit [Accela Citizen Access](#). To verify Architects, Barber, Cosmetology, Professional Engineers, Professional Surveyors, Real Estate, Accountancy, Appraisers, Appraisal Management Companies, Collection Agencies, Hearing Aid Dealers, Landscape Architects, or Personnel Agencies licenses visit [MIPLUS](#).

Select Search Type

☒ Search by Name

☐ Search by License Number

☐ Search by License Type or Location

Submit

Ask the AJCs

- What types of credentials are awarded most?
 - CDL
 - Healthcare (CNA, MA, LPN)
- Do these differ for youth?
 - Not often. Credentialing standards remain the same.
 - Big picture
 - Career exploration - small (Talent Tours) and large (MiCareerQuest™) events

Common Theme: Short-Term Training Opportunities

Example: Fast Start programs

These are based on employer need, designed specifically by a training partner to meet those employer needs and only run when the demand is there. With this training, participants can easily see a path to success.



Room for Improvement

- Direct reporting from clearinghouse(s) for HSD, HSE, Community Colleges, Universities, and Registered Apprenticeship
- Potentially broaden the definition of credential as it applies to individuals with cognitive limitations
- Staying on top of ways to remain connected with participants, especially youth
- List of certificates that do not count, as defined by DOL (CPR, etc.)



MICHIGAN DEPARTMENT OF
**LABOR & ECONOMIC
OPPORTUNITY**



**WORKFORCE
DEVELOPMENT**

Chelsea Mates

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Break & Activity



“

**I feel _____ about what
we've discussed so far**

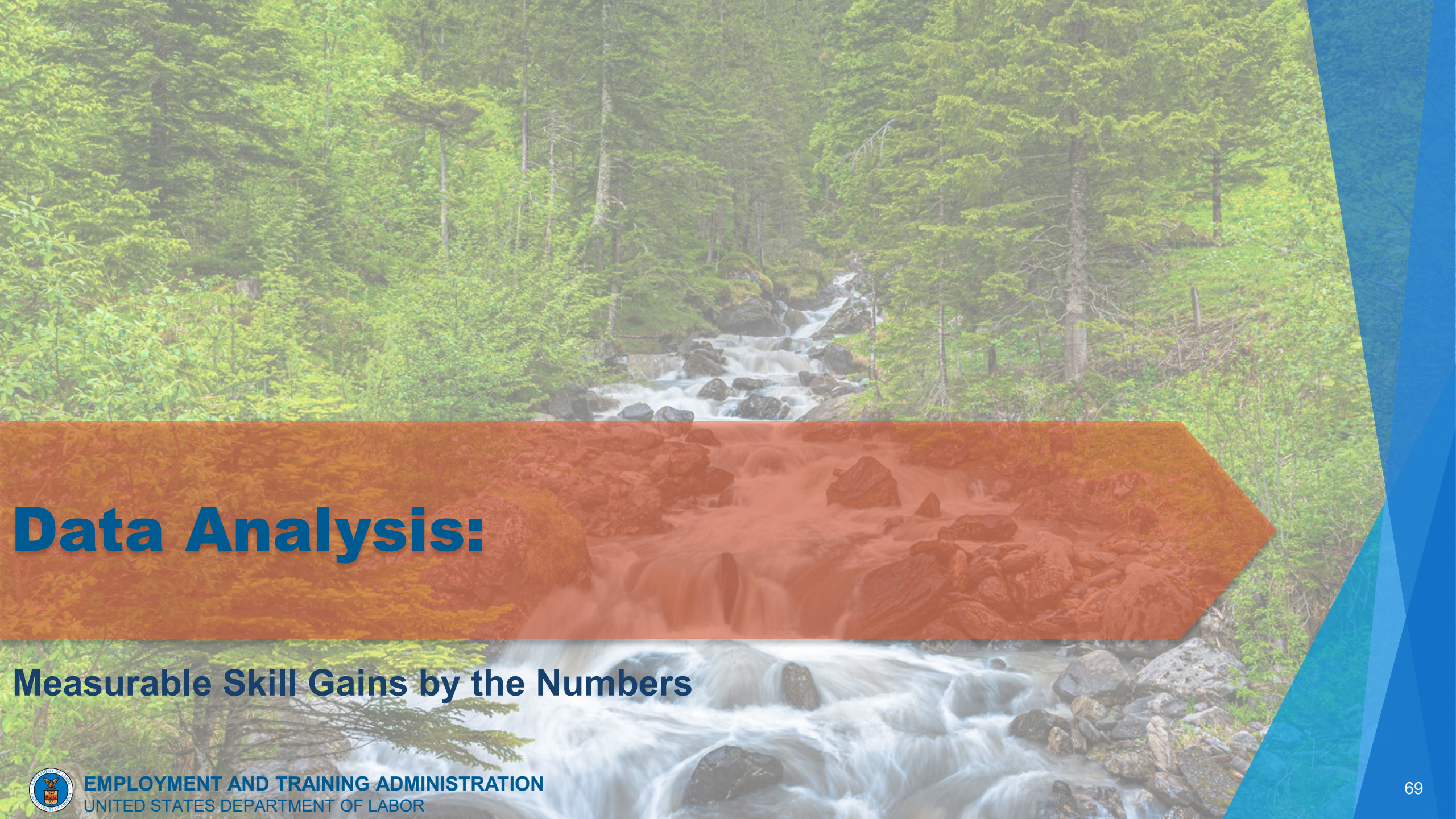
”

Navigate to www.menti.com

Enter 7604 8607

Fill in the blank





Data Analysis:

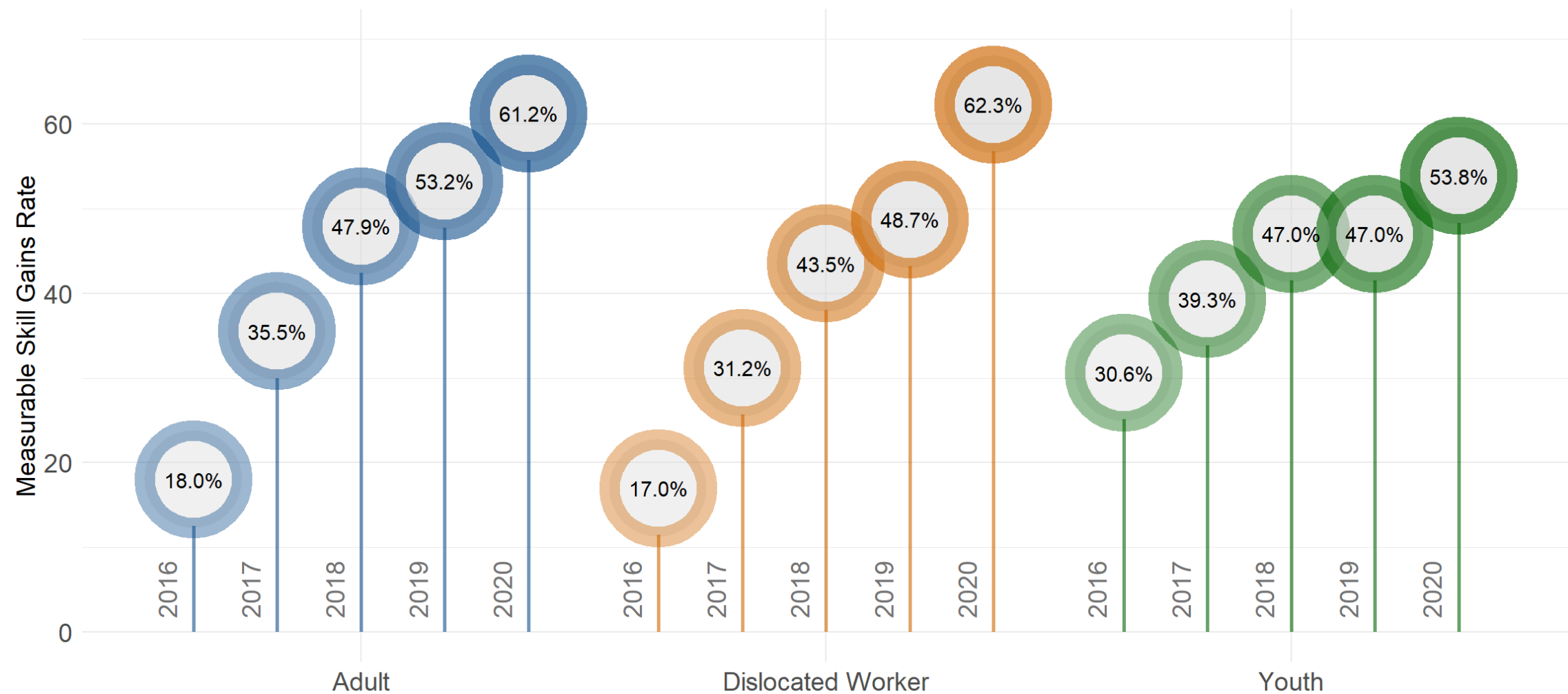
Measurable Skill Gains by the Numbers



MSG Continues to Trend Up



National Measurable Skill Gains Rate by Program | PY 2016 - 2020



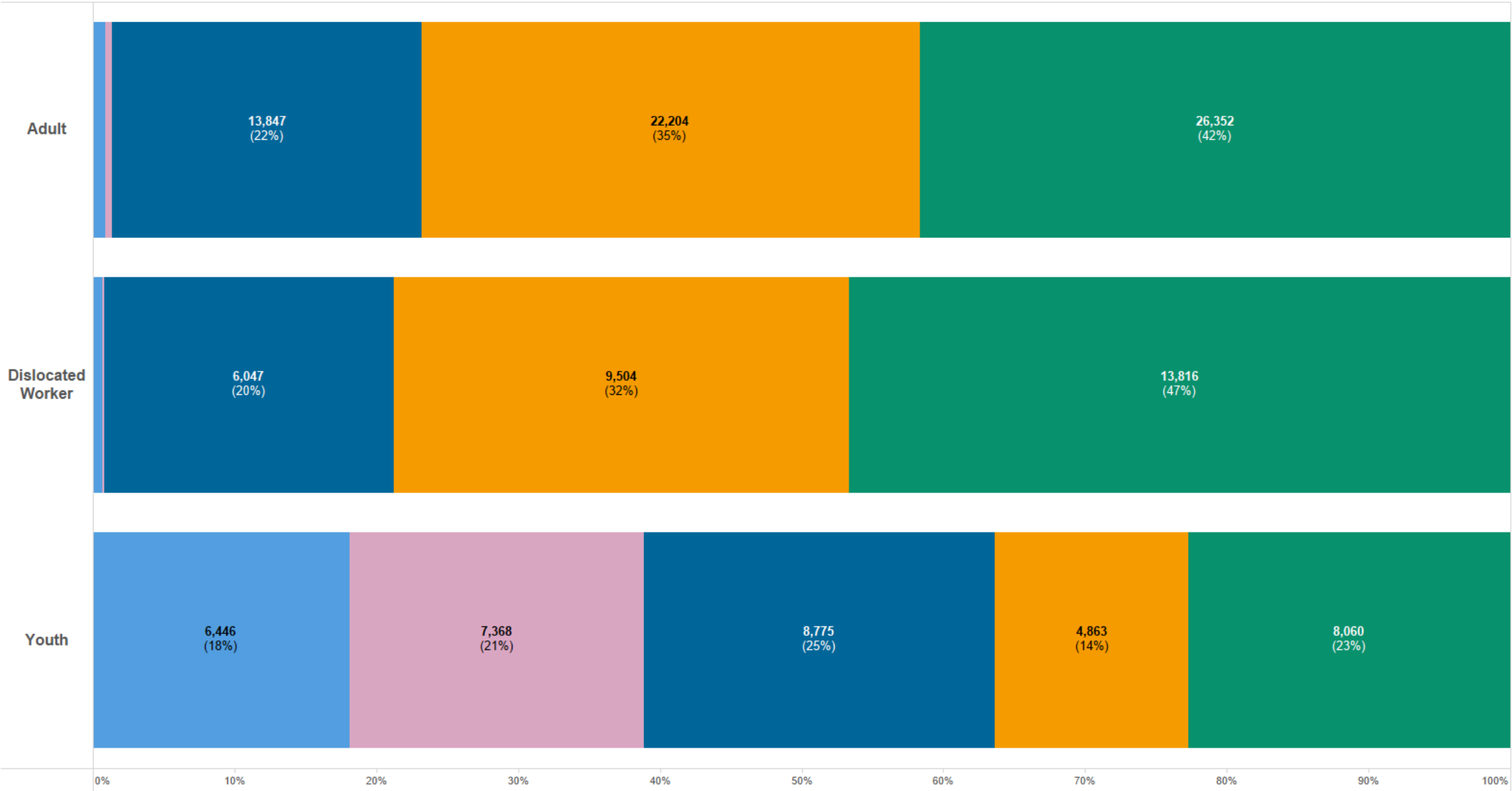
MSG Type Breakouts



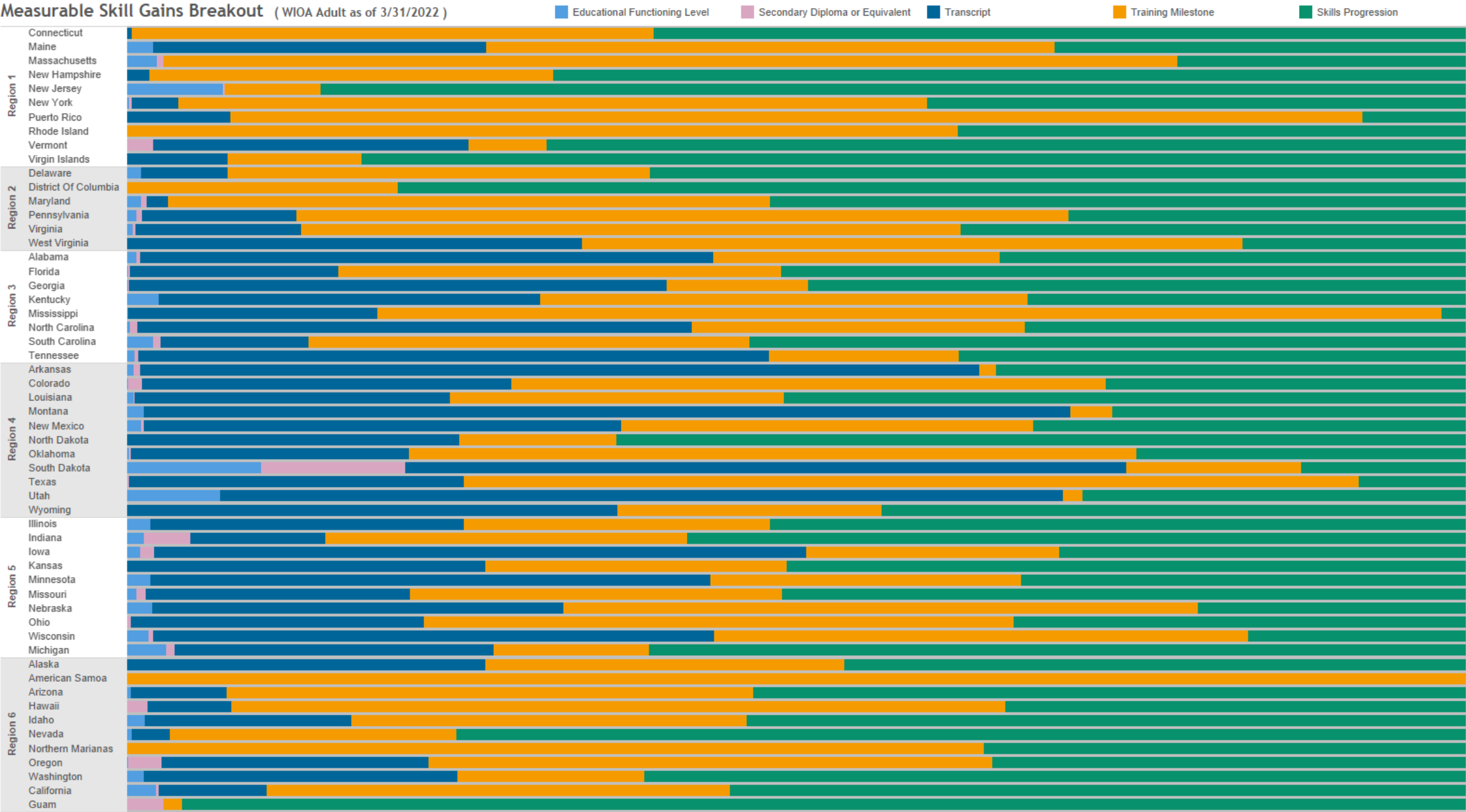
National Measurable Skill Gains Breakout
(as of 3/31/2022)

Measurable Skill Gain Types

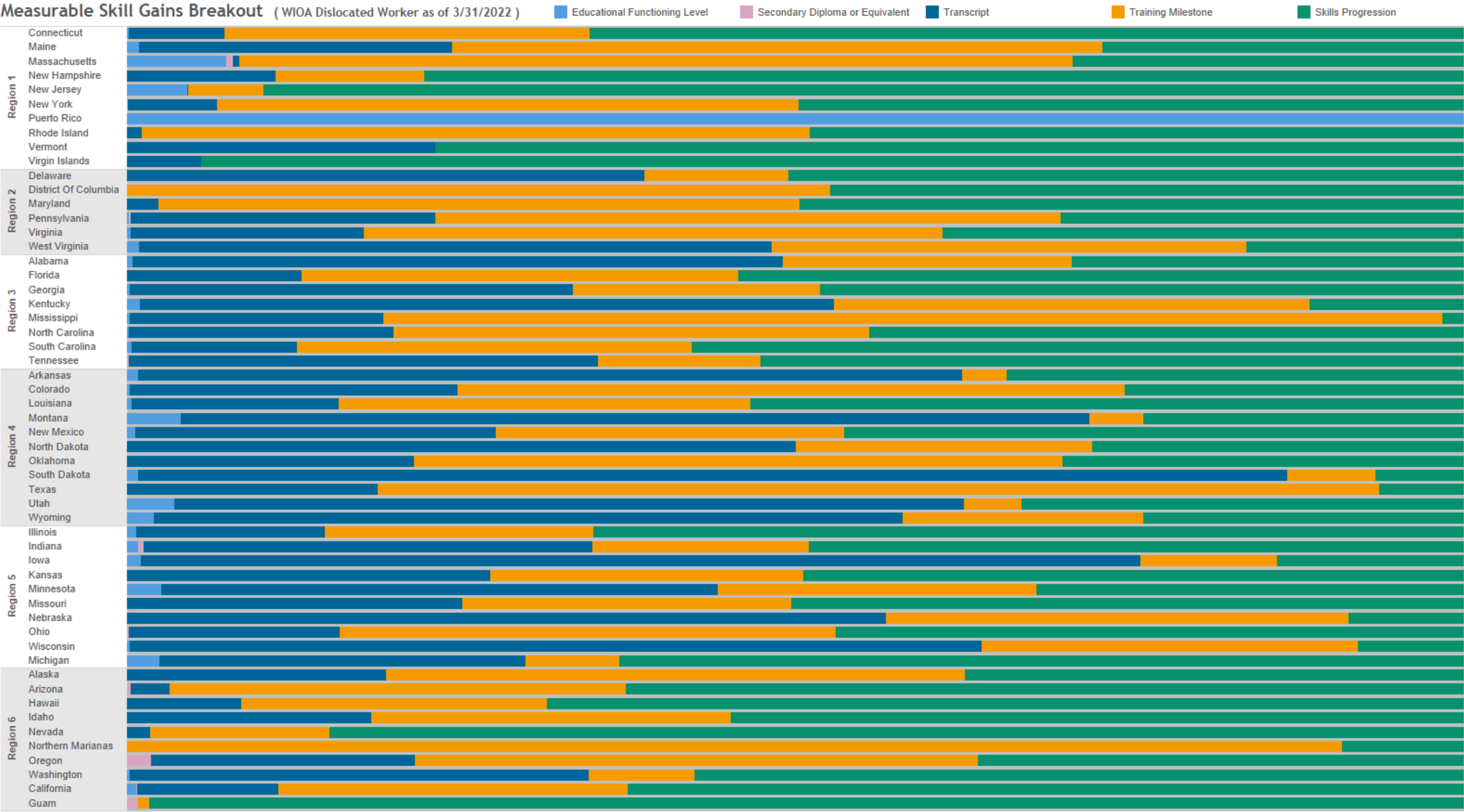
- Educational Functioning Level
- Secondary Diploma or Equivalent
- Transcript
- Training Milestone
- Skills Progression



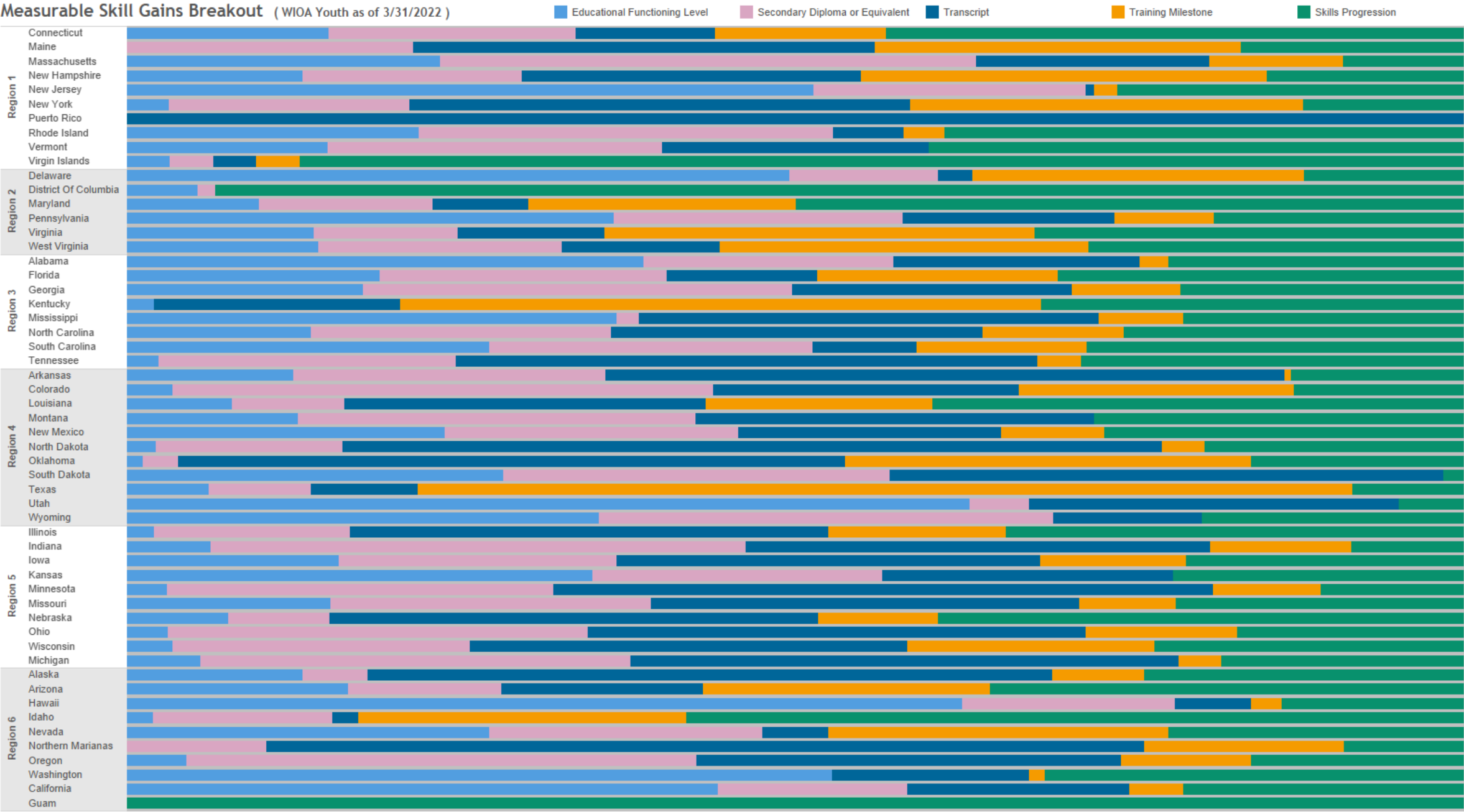
Measurable Skill Gains Breakout (WIOA Adult as of 3/31/2022)



Measurable Skill Gains Breakout (WIOA Dislocated Worker as of 3/31/2022)



Measurable Skill Gains Breakout (WIOA Youth as of 3/31/2022)

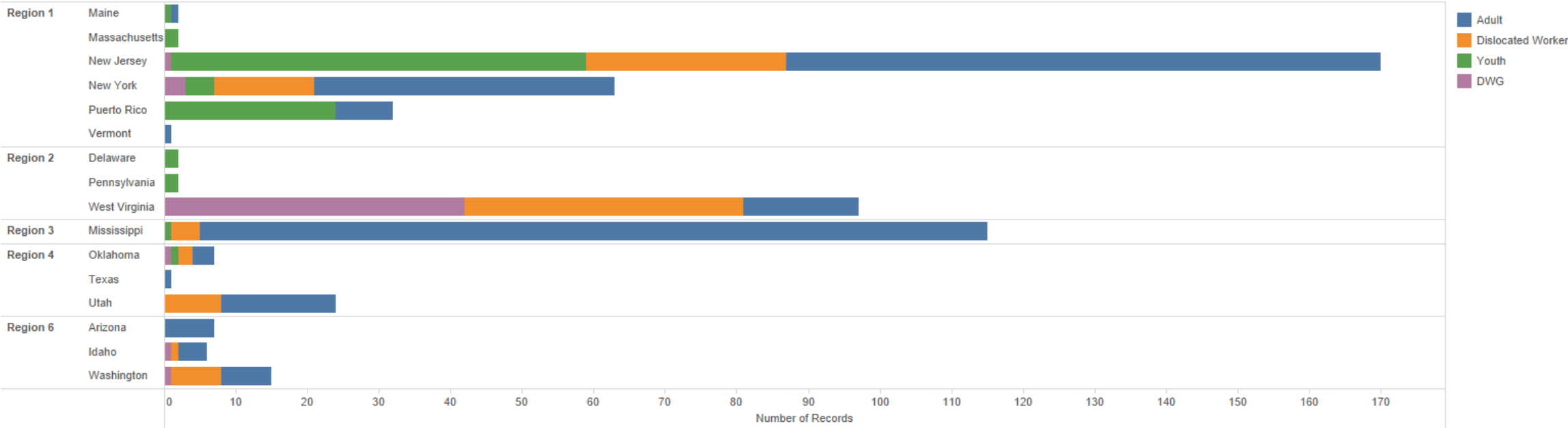


Potential Reporting Issue:

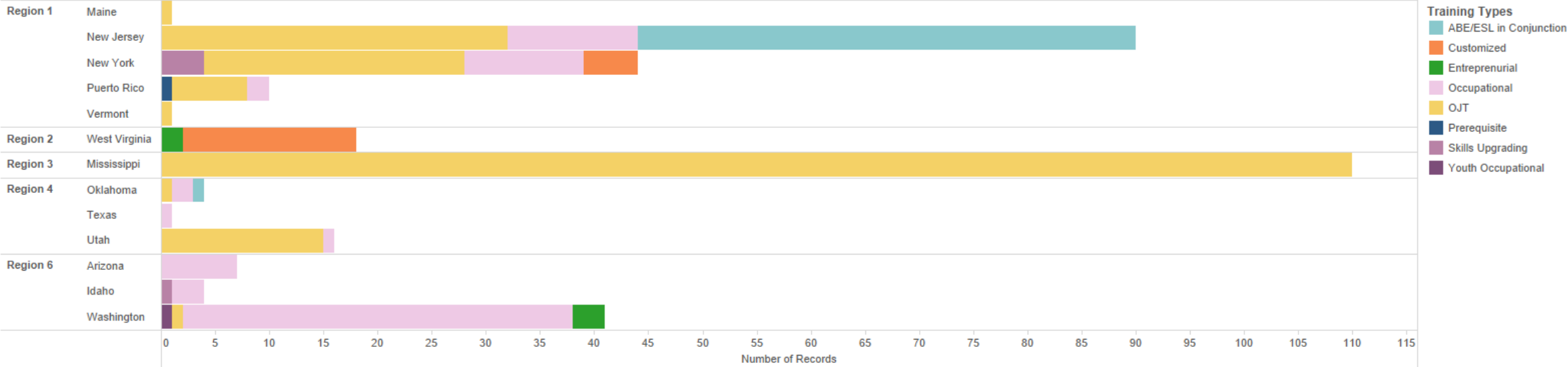
Missing from MSG Denominator



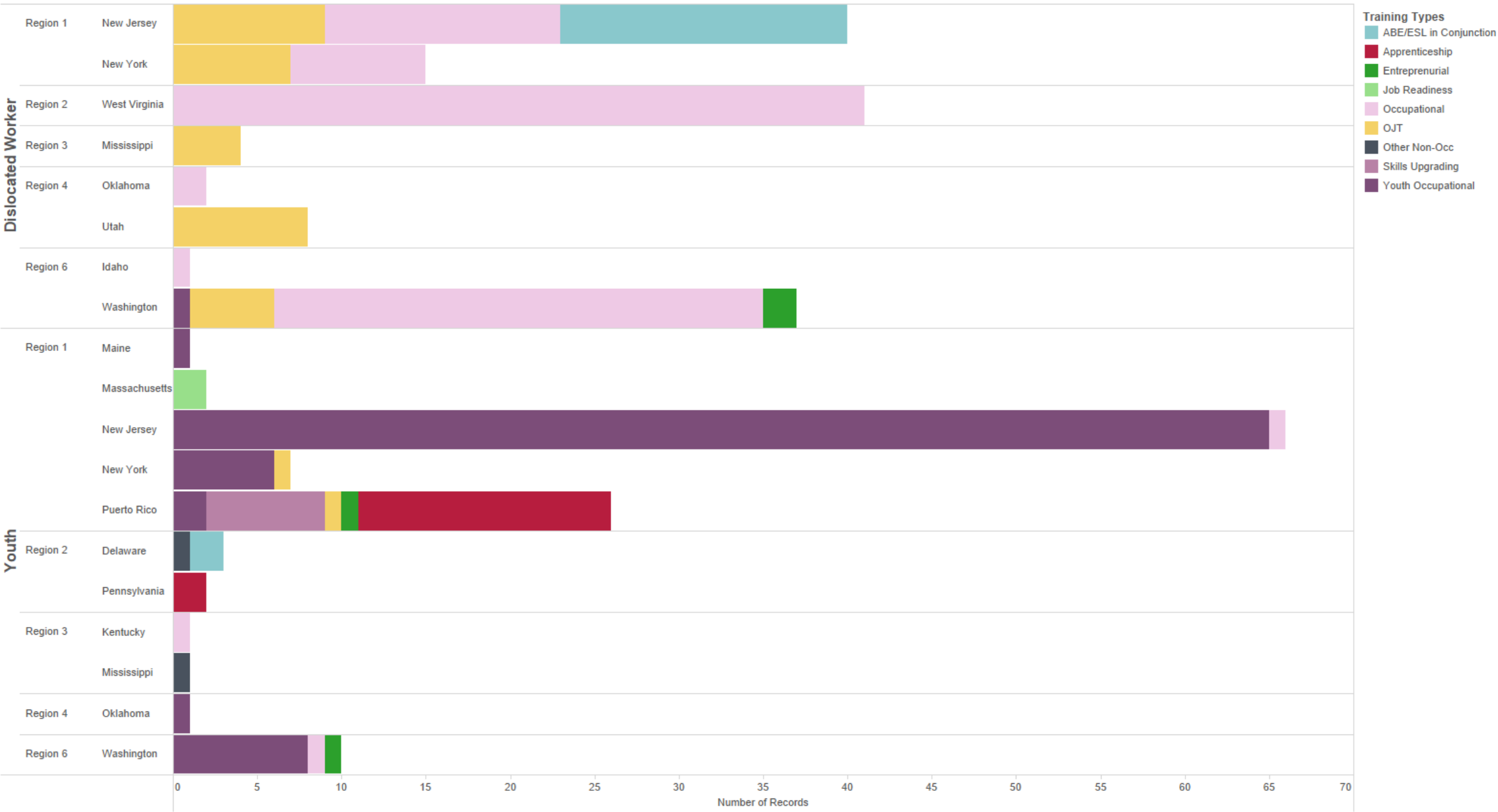
Have MSG Recorded but Not Reported in MSG Denominator (All Programs as of 3/31/2022)

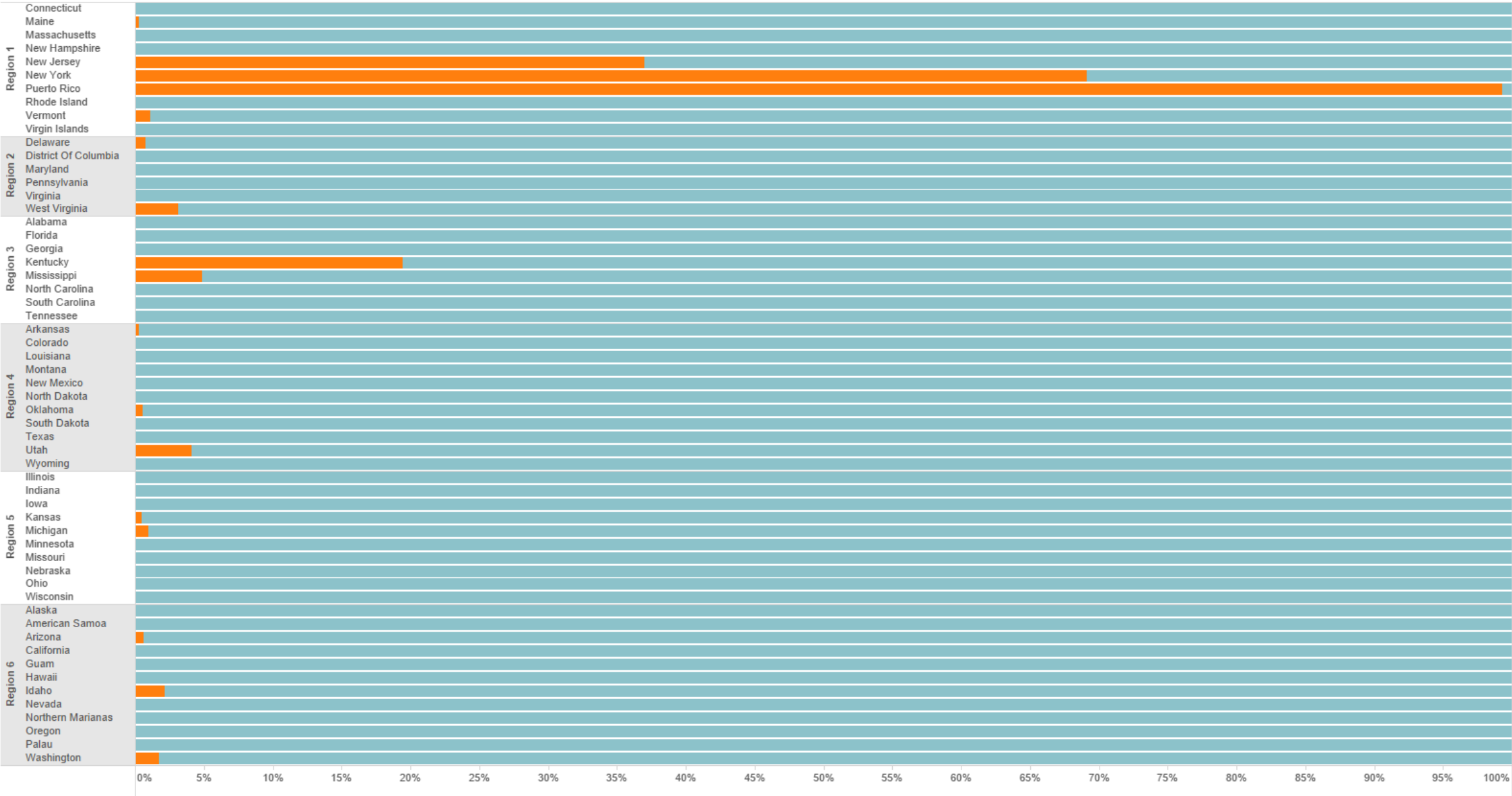


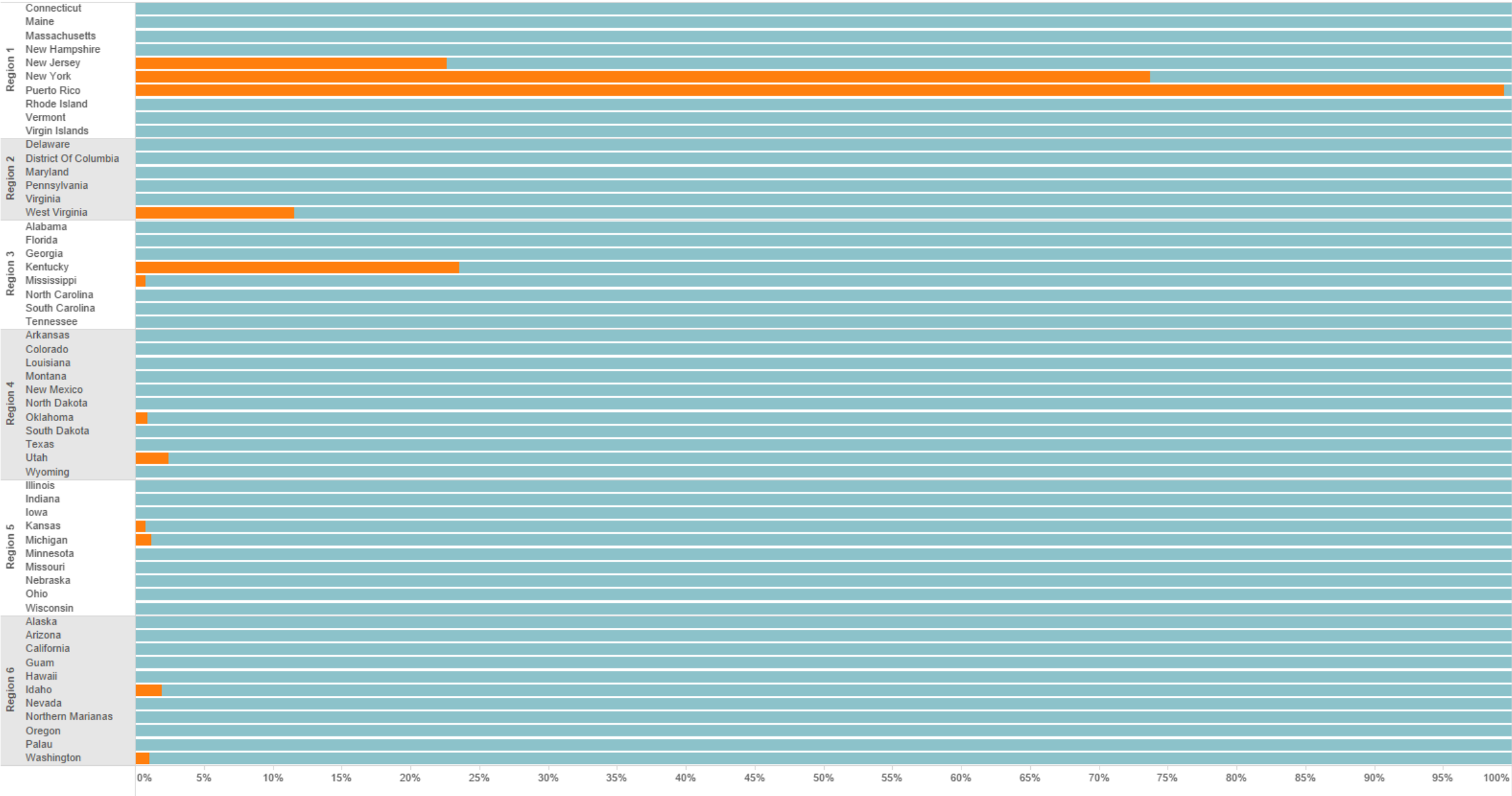
Have MSG Recorded but Not Reported in MSG Denominator (WIOA Adult as of 3/31/2022)

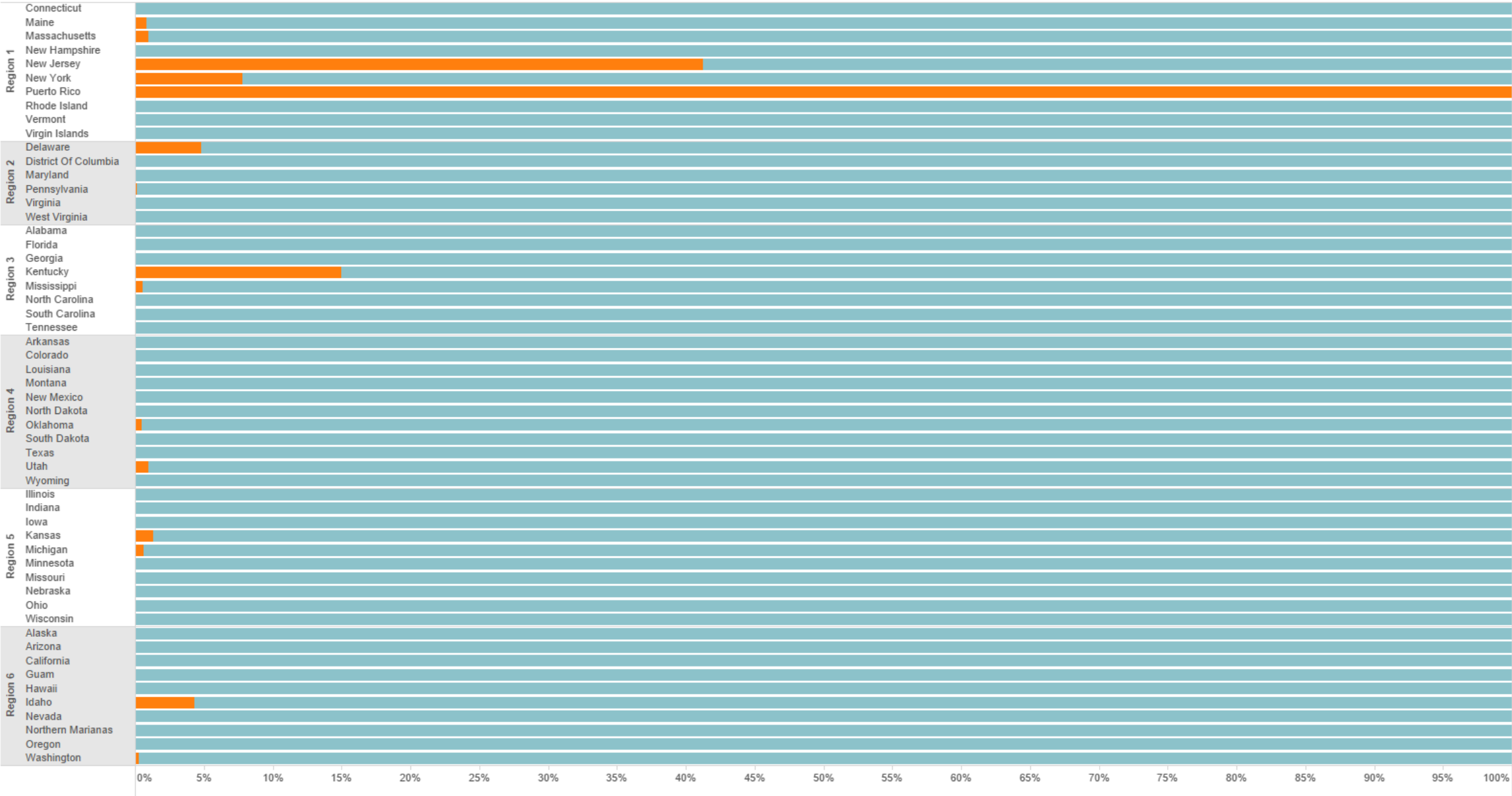


Have MSG Recorded but Not Reported in MSG Denominator (WIOA Dislocated Worker & WIOA Youth as of 3/31/2022)







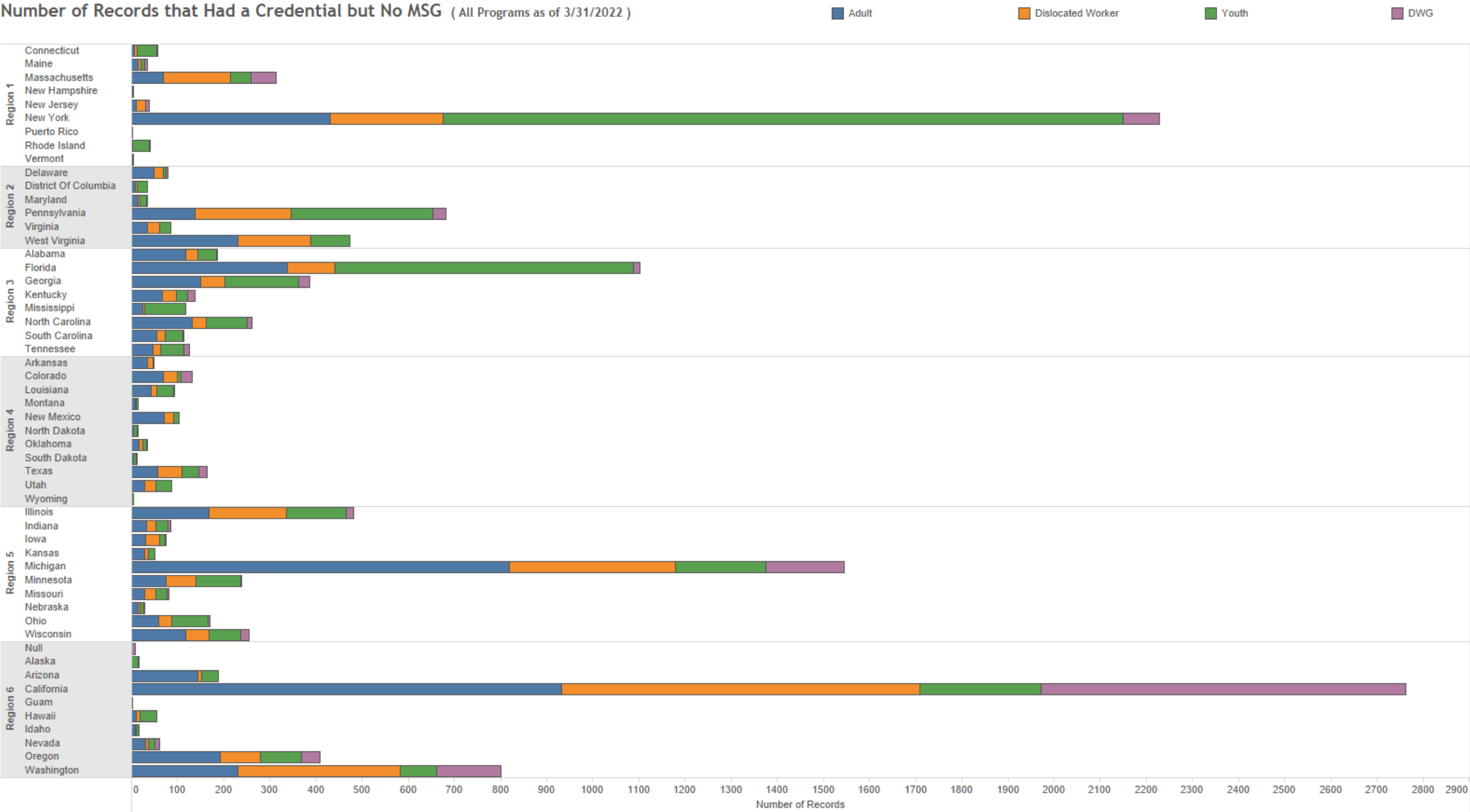


Potential Reporting Issue:

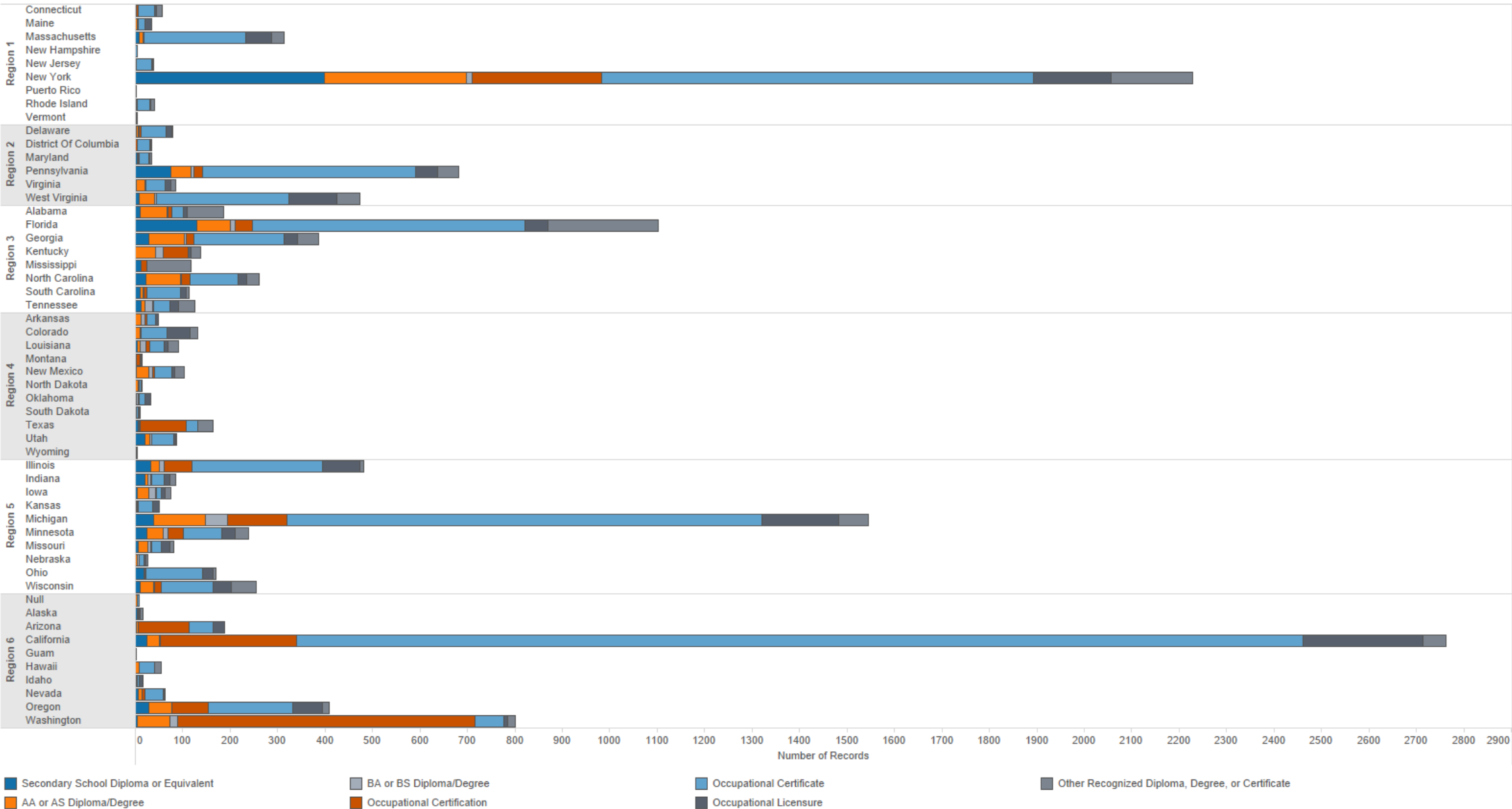
Missing MSG Success



Number of Records that Had a Credential but No MSG (All Programs as of 3/31/2022)



Number of Records that Had a Credential but No MSG (All Programs as of 3/31/2022)





State Panel

Measurable Skill Gains





Department of Labor

Division of Workforce Development and Adult Learning



Maryland: Measurable Skill Gains



Maryland- Title I (MD Labor)

■ **Measurable Skill Gains:**

- Adult: Goal 53%, Achieved 65.5%, any of 5 options can be used
- DW: Goal 53%, Achieved 73.5%, any of 5 options can be used
- Youth: Goal 48%, Achieved 60.1, any of 5 options can be used as long as part of ISS

■ **Case Management System:**

Title I uses the Maryland Workforce Exchange, a GSI product. System tracks the 5 different MSGs

■ **Reporting Requirements:**

Title I must report a data extract quarterly and annually to USDOL

■ **Issues:**

Some areas lacked an understanding of the necessary paperwork/validation source needed to allow the entry into the case management system used for MSG.

- For example, staff entered a MSG for CDL training completion. Person did complete training, but there was no documentation in the folder or in MWE to support that the CDL training was completed, so the MSG must be removed from MWE and the training end date modified

■ **Another Issue:**

Difficultly obtaining documentation from Participant and/or Provider

- Training to staff is provided quarterly and as needed to staff and local areas in understanding performance measures, data entry for reporting and timeframes for measures

Maryland- Title II (MD Labor)

- **Administers Adult Education and Family Literacy Act Federal and State Funding to 25 local providers**
- **Case Management System:** LACES, by LiteracyPro Systems
- **Reporting Requirements:**
Title II annual aggregate outcomes data is reported to the Office of Career, Technical, and Adult Education (OCTAE) within the US Department of Education.
- **Measurable Skill Gains Negotiated Goals:** PY 2022- 27.1%, PY 2023- 32%. All 5 MSG options may be used.

MSG Concerns:

- Adult Education is traditionally focused on literacy attainment, i.e., EFL gain and earning a HSD. Workforce-oriented MSG types continue to challenge local providers to create new partnerships.
- The pandemic resulted in major shift in delivery of services, making assessment (and MSGs) more difficult.
- OCTAE guidance on MSG Type 4 (Progress Towards Milestones) is confusing for local providers.

MSG Progress:

- Labor has participated in open forums with community colleges to discuss new MSG types.
- Title II is well represented in MSG Policy discussions at MD Labor.

Maryland- Title IV (Maryland State Dept of Ed)

Maryland Division of Rehabilitation Services (DORS)

DORS helps people with disabilities prepare for, locate, and maintain competitive employment in an integrated setting.

- **Measurable Skill Gains Negotiated Goals:** PY 2022- 37%, PY 2023- 44%. All 5 MSG options may be used.
- **Reporting:** Title IV reports a quarterly data extract (RSA-911) to the Rehabilitation Services Administration

MSG Concerns:

- Primary difficulty expressed by staff has been obtaining supporting documentation of achievement, especially with youth attending High School. Academic records are managed at the local districts, which has added a number of process challenges to data sharing.

MSG Progress:

- DORS has created an online survey instrument to assist staff to collect verifying documentation.
- DORS HQ contacts individuals by text and email to share link to survey tool. Consumers may upload files or take a photo of documents using a smart phone or tablet. Results are processed centrally and shared with staff.
- The agency has a current RFP in progress for a bi-directional communication system that will integrate with our case management system to help maintain consumer contact and collect documentation.

Collaborative Policy Effort

- MD Labor's Benchmarks of Success Policy and Data and Dashboard Committees are working collaboratively to create a MSG Policy to provide general guidance to the workforce system
- Data and Dashboard Committee also plans to make a data matrix outlining all MSGs and how they work for each Title
- Goal of the policy is to ensure all partners are informed rather than to impose stricter measures





Question & Answers





Contact Us

ETAPerforms@dol.gov



EMPLOYMENT AND TRAINING ADMINISTRATION
UNITED STATES DEPARTMENT OF LABOR