Texas Adult Education and Literacy Performance Guide:

Employment, Training, and Educational Outcomes

Excerpt on MSGs 3, 4, and 5

MSG Type 3—Postsecondary Transcript or Report Card

This is for participants enrolled in in a credit-bearing IET program of study or **or for those enrolled in a pre-approved workplace literacy program that awards postsecondary credits.** This MSG is confirmed with a transcript or report card documenting that the participant is passing a full- or part-time college credit course load in an IET program of study that leads to a recognized postsecondary credential. Due to ED's definition, this MSG type would exclude students participating in training programs through continuing education as part of their IET coursework.

Providers must consider the following when identifying this MSG as the planned MSG for the participant:

- Part-time college credit course load is a total of at least 12 credit hours of coursework over two completed semesters during a 12-month period. If the two semesters span two program years, the AEL grantee would not earn MSG performance under this measure in the first program year but would earn MSG performance in the second program year.
- Passing is determined by the academic standards of the postsecondary education or training provider.

In order for an AEL grantee to earn credit for a participant achieving this MSG, the provider must obtain and file a transcript or report card from the postsecondary education or training provider that awards the semester credit hours to the participant and that shows he or she is passing each course.

Example that Counts

Carlos and Eduardo participated in an IET program at a local community college for certified, licensed automotive technicians. The IET program uses an alternate teaching day model that provides basic skills and workplace preparation on Tuesday/Thursday and the college's technical courses for automotive technicians on Monday, Wednesday, Friday, with Saturday lab hours. The Workforce Training program provides 4 college courses awarding 4 credit hours for each course for a full-time load of 16 credit hours per semester and a part-time credit course load of eight (8) hours. The IET program is offered for both full-time or part-time participants due to the increased demand for auto technicians in the local workforce area. The basic skills instruction covers reading and math related to the occupation and provides 60 hours of required contextualized basic skills instruction each semester. Carlos attends full-time and upon completion of the Fall semester, the AEL program obtained Carlo's transcript, which shows passing grades (successful completion) of the postsecondary courses. The AEL program files the documentation in Carlo's student file and reports an MSG Type 3 for the Fall semester for the IET program.

Eduardo participated as a part-time student and completed two of the certified, licensed automotive technician courses the first semester for eight (8) hours of credit and another two courses for the Spring semester. The AEL program obtained a copy of his transcripts which show passing grades for the postsecondary courses over the course of both semesters. Eduardo

also attained an MSG 3 for completing the 4 courses which was documented in his student file and reported in TEAMS at the end of the Spring semester.

Why it Counts

The college maintains a postsecondary transcript for the automotive technician program of study. The transcript shows that Carlos attended a sufficient number of hours and demonstrated satisfactory progress to report a MSG 3 for his first semester. Eduardo attended sufficient instruction and demonstrated satisfactory progress as a part-time student over two semesters of coursework, to also report an MSG 3 gain for the program of study.

MSG Type 3 TEAMS Entry

AEL grantees must ensure that staff documents achievement of an MSG Type 3 by adding a new MSG record in TEAMS on the Educational Outcomes screen.

MSG Type 4—Progress Milestone

For participants enrolled in a workplace literacy program or IET, this gain may be documented by a report from the employer or workforce training provider that shows the participant has made satisfactory or better progress toward substantive skill development through one or more measures. AEL providers using this MSG for services with employers should have a memorandum of understanding (MOU) or letter of agreement with the employer that outlines the types of services and progress milestones AEL participants are expected to meet while enrolled in the program. Services likely fall into the following three categories:

- Workplace literacy activities
- Workplace literacy with employer-provided training that does not lead to an recognized postsecondary credential
- IET with an employer that leads to a [recognized postsecondary credential](), including Apprenticeship

The AEL provider, in consultation with the employer, must identify the services and apply appropriate methodologies to document satisfactory or better progress toward the milestone, based on the competencies being provided in the program.

Progress milestones, which must be identified by the employer and the AEL program that is providing the services, include, but are not limited to:

- training reports on accomplishment of milestones as the individual masters the required job skills, such as:
  - o specific occupational competency, or
  - o occupational or basic skill learning objectives.
- reports of successful completion of competencies necessary for completion of an on-the-job training (OJT) or Registered Apprenticeship Program;
- increases in pay resulting from the program; or
- increased performance resulting from the program as documented by the employer.

1 Before using the MSG Type 4 as part of the participant's planned MSG, AEL providers must
2 document, at a minimum, the following:
3 • The employer
4 • The progress milestones identified with the employer as a way to measure the participant's
5   progress in the program
6 • The time frames for the participant to meet the specified progress milestones, including;
7   ➢ milestones attainable within the program year; and
8   ➢ as applicable, milestones planned for the entire workplace literacy program
9 • The type of documentation from the employer or training provider that will be obtained to
10   show that the participant met the milestone(s)

11 AEL providers should consider the program year timelines for measuring a participant's
12 progress in the workplace literacy program when planning the progress milestones for this
13 MSG. This is so that AEL providers may plan timing for attaining an MSG within the program
14 year.

15 The MSG Type 4 offers AEL providers and employer partners the opportunity to create
16 customizable workplace literacy programs to fit the employee's and employer's needs by
17 measuring the progress of the participant with evaluation methods that go beyond the
18 traditional pretesting and posttesting measures.

19 **Example that Counts**
20 The director of the adult education program at a local community college gave a presentation
21 highlighting the programs and services available to the community during a lunch-and-learn
22 meeting sponsored by the local chamber of commerce. Shortly afterward, the AEL program
23 director was contacted by the manager of a local commercial uniform supply company and
24 laundry service, who had attended the presentation. The plant manager informed the director
25 that her plant is converting many of their systems to a newer digital format and suffering from
26 high employee turnover; she believes is due to lack of digital literacy skills of her employees and
27 English language proficiency. She would like to improve retention by offering employees
28 opportunities to learn both general and specific digital skills and improve English proficiency,
29 particularly related to the new digital tools at the company. This goal could improve retention
30 and lead to career advancement opportunities with higher wages.

31 The AEL program began to offer customized English language acquisition courses and digital
32 literacy training for the new electronic tracking and inventory equipment at the laundry facility.
33 The AEL program worked with plant management to develop milestones that were adaptable
34 and measurable and that reflected the job requirements for career advancement opportunities
35 at the plant. Established milestones for the program included the following: (a) improve the
36 ability to read all plant safety protocols and communicate their meaning to plant management
37 in the event of an emergency (b) understand and demonstrate proficient use of specific digital
38 tools for employee workstation login and time and effort reporting (c) understand and use

1 inventory and tracking devices for commercial customer pick-ups, drop-offs, and deliveries, (d)
2 demonstrate proficient use of scanning tools for tracking inventory of customer product as it
3 moves through the laundry facility and (e) improve English proficiency using job-related
4 vocabulary and oral communication related to new procedures.

5 Plant management and AEL instructors developed a progress reporting tool based on a pre-
6 knowledge check and milestones along the way to proficiency and ways to exchange
7 information about each employee's progress toward the established milestones over the
8 course of the program. Digital literacy skills were assessed prior to the start of classes using a
9 commercial tool for assessing digital literacy proficiency. The post assessment tool will be used
10 to demonstrate a progress milestone for digital literacy fluency and a checklist specific to the
11 company's electronic devices will be used to determine more specific skill competencies and
12 serve as documentation of attaining progress toward a milestone. The plant manager and the
13 adult education program director agreed to exchange progress reports and decided how that
14 information would be conveyed, outlining this agreement in an MOU. The AEL provider also
15 gave all participating employees information on the overall scope of the program during
16 recruitment. The AEL program uses the formal progress reports to determine whether each
17 student is making sufficient progress toward the established milestones to be attained by the
18 end of the program.

19 *Why it Counts*
20 The employer and adult education provider established five milestones that identified specific
21 participant outcomes before the start of the program. They established a routine method for
22 tracking progress toward the milestones through progress reports and a timeline for assessing
23 progress. This was outlined in the course syllabi and the MOU with the employer.
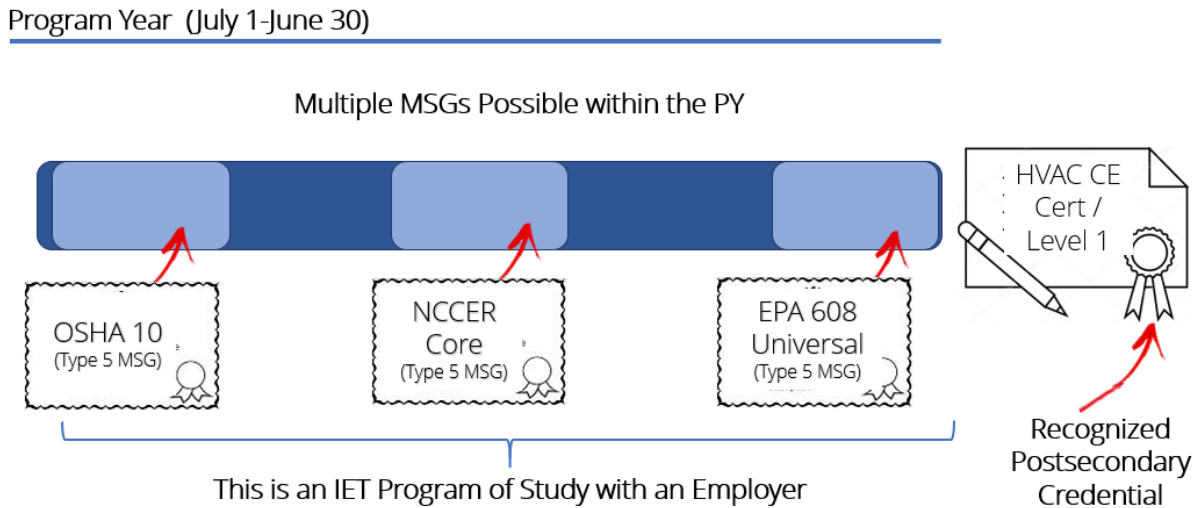
24 **MSG Type 4 Teams Entry**
25 AEL grantees must ensure that staff documents achievement of an MSG Type 4 by adding a new
26 MSG record in TEAMS on the Educational Outcomes screen. Only participants who are attached
27 to a training service or a workplace literacy activity code can enter a Type 4 MSG. The
28 workplace activity codes are Work Based (AEFLA), Work Based (Local), and Work Based (EL
29 Civics).

30 # MSG Type 5—Skills Progression
31 For participants enrolled in an IET program, this MSG is attained by passing an exam that is
32 required for a particular occupation or progress made toward attaining technical or
33 occupational skill that is documented by trade-related benchmarks such as knowledge-based
34 exams. This also applies to those enrolled in workplace literacy program that has been
35 specifically approved by TWC AEL staff to show progress with this MSG type. Figure 8 provides a
36 visual example of how a participant may pass several exams within a program of study—each
37 counting as an MSG Type 5—that show the skills progression toward eventually attaining the
38 recognized postsecondary credential.

1   *Figure 1: MSG Type 5 Visual*

Program Year (July 1-June 30)

Multiple MSGs Possible within the PY

OSHA 10 (Type 5 MSG) — NCCER Core (Type 5 MSG) — EPA 608 Universal (Type 5 MSG)

HVAC CE Cert / Level 1

Recognized Postsecondary Credential

This is an IET Program of Study with an Employer

3   In order to achieve this MSG, AEL providers must document that the participant was able to:

4   • successfully pass an exam that is required for the occupation, which may include a
5   credentialing exam required to earn a certificate, certification, or license; or

6   • make progress in attaining technical or occupational skills as evidenced by trade-related
7   benchmarks, such as knowledge-based exams (for example, completing one portion of the
8   credentialing exam required to earn a license or certification), which may include:

9   ➢ completing a test necessary to obtain a credential (for example, the industry-recognized
10   MSSC Certified Production Technician (CPT) certification has four component tests—
11   safety, quality practices and measurement, maintenance awareness, and manufacturing
12   processes and production—and each component test is a trade-related benchmark that
13   counts as an MSG Type 5);

14   ➢ passing an employer-required knowledge-based exam;

15   ➢ passing one component of an industry or occupational competency-based assessment
16   test; or

17   ➢ passing a component exam in a Registered Apprenticeship Program.

18   Examples of certificates or certifications for short-term interim postsecondary credentials,
19   which would count as progression toward attaining occupational or technical skill, may include:

20   • the Occupational Safety and Health Administration's (OSHA) 10-hour course completion
21   card;

22   • ServSafe (National Restaurant Association Educational Foundation) certification; or

23   • CPR (American Red Cross) certification.

24   While these certifications do not count as a recognized postsecondary credential, they could
25   document skills progression toward gaining a credential. For example, an OSHA 10-hour course
26   completion card could be used as an MSG Type 5 in an Apartment and Building Maintenance

1 program in which a Level I certificate is the credential. Similarly, a ServSafe certification could
2 be used as an MSG Type 5 in a continuing education (CE) program for Hospitality and Food
3 Management, if the participant earns a CE credential.

4 Before using the MSG Type 5 option as the participant's planned MSG, AEL providers must
5 identify, at a minimum, the following:
6 • The type of exam the participant is expected to pass to show competency in the occupation
7   (for example, a certificate, credentialing exam, or a knowledge-based exam)
8 • The employer or training provider that has created the knowledge-based exam parameters
9   with the AEL provider
10 • An overview of the types of exams that lead to the certificate, license, certification, or
11   recognized postsecondary credential and planned exams that the participant may take
12   during the program to demonstrate skills progression
13 • The time frames for the participant to take the exam, considering the program MSG
14   attainment requirement and the entire IET program of study
15 • The type of documentation from the employer or training provider that will be obtained to
16   show the participant passed the exam

17 **Example That Counts**
18 A heating and air conditioning service company wants to open a new facility and needs certified
19 technicians. The state requires the training and a specific EPA certification for Commercial
20 HVAC Technician hired for government contracts. The employer cannot find sufficiently
21 qualified applicants and contacts a local community college to develop a training program for
22 employees of the company, all of whom had either attained a HSE or HSD but had never
23 attended any other educational program. The employer, occupational trainers, and AEL
24 program staff develop a workplace literacy program that includes contextual literacy skills
25 instruction, and job training. The occupational trainer adapts and customizes the competencies
26 and learning objectives of a college training program for an HVAC Tech I program and adapts
27 the objectives to provide entry level skills measured through both written and hands-on
28 competency-based skills demonstrations. After each phase of the workplace literacy program,
29 participants take an assessment that measures their skills mastery in that phase. Program
30 participants are certified for the job when they successfully pass the final assessment of the
31 three-tiered program design and pass the certification exam for the EPA certification.

32 *Why it Counts*
33 The IET program trains participants for a specific occupation, which requires successfully
34 passing a multipart exam to achieve certification. Passing each part of the exam sequence
35 demonstrates progress toward completion, and passing the final exam certifies participants for
36 the job the employer requires certification and training.

1 **MSG Type 5 Teams Entry**

2 AEL grantees must ensure that staff documents achievement of an MSG Type 5 by adding a new

3 MSG record in TEAMS on the Educational Outcomes screen. Only participants who are attached

4 to a training service or a workplace literacy activity code will be able to enter an MSG Type 5.

5 The workplace activity codes are Work-Based (AEFLA), Work-Based (Local), and Work-Based (EL

6 Civic