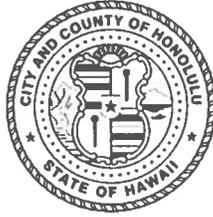


OAHU WORKFORCE DEVELOPMENT BOARD  
**CITY AND COUNTY OF HONOLULU**

715 SOUTH KING STREET, SUITE 211 • HONOLULU, HAWAII 96813  
PHONE: (808) 768-7790 • www.OahuWDB.com

RICK BLANGIARDI  
MAYOR



CHRISTOPHER K. LUM LEE  
CHAIR

HARRISON KURANISHI  
EXECUTIVE DIRECTOR

June 1, 2025

**OAHU WORKFORCE DEVELOPMENT BOARD  
WORKFORCE INNOVATION AND OPPORTUNITY ACT  
POLICY #13-25**

**SUBJECT:** MEASURABLE SKILLS GAIN

**PURPOSE:**

The purpose of this policy is to establish guidance and define Measurable Skills Gain.

**BACKGROUND:**

Measurable Skill Gains are used to track progress when any WIOA participant is enrolled into education or training programs that lead to a recognized postsecondary credential or employment.

**DEFINITIONS**

- Measurable Skills Gain – Documented and measurable academic, technical, occupational, or other forms of progress towards an industry recognized postsecondary credential or employment.

There are five types of skills gains.

- Educational Functioning Level Gain
- Secondary Diploma or Equivalency
- Secondary or Post-Secondary Transcript
- Progress Towards Milestone
- Skills Progression

**POLICY:**

The measurable skill gains indicator is the percentage of 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 (20 CFR § 677.155(a)(1)(v)).

The measurable skill gains indicator is used to measure interim progress of 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.

Depending upon the type of education or training program in which a participant is enrolled, documented progress is defined as one of the following. Please note that the first three gain types typically apply to participants in education, while gain types four and five typically apply to participants in training.

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.

### **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 four ways:
  - a. 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. 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 similar;
  - c. Educational functioning level gain for participants who are enrolled in a program below the postsecondary level and who enroll in State recognized postsecondary education or training during the program year. A program below the postsecondary level applies to participants enrolled in a basic education program; or
  - d. Educational functioning level gain for participants who pass a subtest on a State-recognized high school equivalency examination.

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**  
– 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. For postsecondary education, this gain must demonstrate a sufficient number of credit hours—which is at least 12 hours per semester (or equivalent) 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.
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.

## **PROCEDURE:**

All WIOA funded, contracted service providers will be expected to follow this system to track and record Measurable Skill Gain attainments for their WIOA participants who are enrolled into any of the following training activities but not limited to:

### Adult and Dislocated Workers:

- Occupational Skills Training
- On-the-Job Training
- Customized Training
- Skills Upgrade and Retraining
- Pre-Apprenticeship with Occupational Skills Training
- Private Sector Training
- Job Readiness Training
- Workplace Training
- Adult Education with Training
- Apprenticeship
- Occupational Skills Training

### Youth:

- Alternative Secondary Education
- Occupational Skills Training
- Adult Education (GED)
- Post-Secondary Education
- Entrepreneurial Skills Training
- Secondary Education
- Youth Occupational Skills Training
- Apprenticeship
- Pre-Apprenticeship with Occupational Skills Training
- Occupational Skills Training Non-WIOA

All participants who achieve a credential outcome are expected to have at least one documented MSG. Staff must document all applicable MSGs achieved by participants enrolled in education and training services. Case notes and appropriate documentation must be maintained in HireNetHawaii to support all MSG achievements.

### **ACTION:**

This policy is effective immediately and remains in effect until such time that amendments to this policy are made or a new policy is issued.

### **INQUIRIES:**

For inquiries regarding this policy, please contact Harrison Kuranishi, Executive Director, Oahu Workforce Development Board at 808-768-7790 or [h.kuranishi@honolulu.gov](mailto:h.kuranishi@honolulu.gov).



**Harrison Kuranishi**  
Executive Director