
NORTH CENTRAL
COUNTIES CONSORTIUM

**CREDENTIAL AND MEASURABLE SKILLS GAINS
PROCEDURE**

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I. STATEMENT OF PURPOSE

This procedure provides guidance on obtaining Credential Attainment and Measurable Skills Gain performance outcomes as required under the Workforce Innovation and Opportunity Act (WIOA).

II. REFERENCES

EDD Directive WSD24-07
Federal Register Final Rule 89.13814
WIOA TEGL 10-16, Change 3

III. CREDENTIALS

A. Overview

Credential Attainment is one of the Workforce Innovation and Opportunity Act (WIOA) Primary Indicators of Performance. This measure evaluates whether participants enrolled in qualifying education or training programs earn a recognized credential that demonstrates successful completion of education or occupational skills training.

B. Participants Included in the Credential Attainment Measure

Participants are included in the Credential Attainment performance measure when they are enrolled in a qualifying education or occupational skills training program that leads to a recognized credential.

1. Adult and Dislocated Worker Programs

Adult and Dislocated Worker participants are included when they:

- Are enrolled in postsecondary education or occupational skills training funded through a program included in Common Exit.
- Successfully complete a recognized education or training program.
- Earn a recognized credential during participation or within one year (365 days) after program exit.

2. Youth Program

Youth participants are included when they:

- Are enrolled in qualifying secondary or postsecondary education or occupational skills training, regardless of the funding source for the education or training program.

**Youth participants who earn a secondary school diploma or recognized equivalent must also become employed or enroll in postsecondary education leading to a recognized credential within one year of program exit in order to be counted as a successful Credential Attainment outcome.*

Participation in any of the following CalJOBS activities or activity codes will result in activating participation in the calculation of Credential Attainment:

WIOA Adult/Dislocated Worker Programs:

- 300 – Occupational Skills Training (approved ETPL provider)
- 304 – Customized Training
- 305 – Skill Upgrading and Retraining
- 313 – Placed In State or Local Training - Non-WIOA or Competitive Grants (if applicable)
- 324 – Adult Education with Training Services
- 325 – Apprenticeship Training
- 328 – Occupational Skills Training - Non-ETPL provider or Competitive Grants (if applicable)

Youth Program

- 415 – Enrolled in Alternative Secondary Education
- 416 – Occupational Skills Training (approved ETPL provider)
- 418 – Adult Education (GED)
- 430 – Occupational Skills Training (Statewide Youth Provider List)
- 432 – Enrolled in Apprenticeship Training

C. Participants Excluded from the Credential Attainment Measure

The following participants are excluded from the Credential Attainment performance measure:

- Participants who receive only On-the-Job Training (OJT).
- Participants who receive only Customized Training.
- Participants with an exclusionary exit.
- National Dislocated Worker Grant (NDWG) participants who received only disaster relief employment, when applicable.

D. Recognized Credentials

A recognized credential is awarded by an educational institution, licensing agency, government entity, or industry-recognized organization and verifies that an individual has obtained the knowledge and skills necessary for employment or career advancement.

Examples of recognized credentials include:

- *High School Diploma*
- *High School Equivalency (GED, HiSET, or another recognized equivalent)*
- *Associate Degree*
- *Bachelor's Degree*
- *State or Federal Occupational License*
- *Registered Apprenticeship Certificate*
- *Industry-Recognized Certificate or Certification of Completion*
- *Occupational Certificate issued by an accredited postsecondary institution*

E. Credentials That Do Not Qualify

The following generally do **not** meet the Credential Attainment performance measure unless current federal or state guidance specifically recognizes them for a qualifying occupation:

- *OSHA 10 or OSHA 30*

- *CPR or First Aid certifications*
- *General Work Readiness Certificates*
- *Customer Service Certificates*
- *Microsoft Office or other general computer literacy certificates*
- *Food Handler Cards*
- *Certificates of attendance*
- *Certificates documenting participation only*

**When staff are uncertain whether a credential qualifies, they should consult the California Occupational Guides or other applicable state guidance before reporting the credential in CalJOBS.*

F. Documentation Requirements

Credential Attainment must be supported by source documentation maintained in the participant file and recorded in CalJOBS using the date the credential was officially awarded. Acceptable documentation may include:

- Degree or diploma.
- Official transcript showing degree completion.
- Occupational license.
- Industry-issued certificate or certification.
- Credential verification from the issuing organization.
- Other official documentation verifying the credential was awarded.

Successful completion of a training program alone does **not** constitute Credential Attainment. The participant must satisfy all program requirements necessary to receive the credential, including successful completion of any required examinations or licensing requirements, when applicable.

G. Credential vs. License:

If the Occupation requires a license to become employed, then you must obtain a copy and report the license as the credential not the certificate of completion from the course.

Here are a few resources to find CNA, MA, LVN, and RN licenses:

CNA:

<https://cvl.cdph.ca.gov/SearchPage.aspx>

MA:

<https://ccbma.org/verify-a-certification/>

LVN, RN, Psych Tech and Vet Tech:

<https://search.dca.ca.gov/>

Radiology Technician

<https://rhbxray.cdph.ca.gov/>

IV. MEASURABLE SKILLS GAINS

Measurable Skills Gains (MSG) is one of the Workforce Innovation and Opportunity Act (WIOA) Primary Indicators of Performance. Unlike Credential Attainment, MSG measures a participant's documented progress while enrolled in a qualifying education or training program. MSG is **not** an exit-based performance measure and is evaluated during each Program Year (July 1 – June 30) in which a participant is enrolled in qualifying education or training. If the period of participation spans over multiple PYs, a new MSG must be calculated and documented for each PY the participant is enrolled in an education or training program.

Participants may earn multiple measurable skill gains during a Program Year; however, only one MSG per period of participation is included in federal performance calculations.

H. Participants Included in the MSG Measure

Participants are included in the MSG performance measure when they are enrolled in qualifying education or occupational skills training that leads to a recognized credential or employment.

*An MSG is only a performance standard for Adult/201, Dislocated Worker/501 and Youth 301. It is not a performance standard for Special Projects/Non WIOA Grants.

1. Adult and Dislocated Worker Programs

Adult and Dislocated Worker participants are included when they are receiving education or training funded through a program included in Common Exit.

Qualifying services include, but are not limited to:

- Occupational Skills Training
- On-the-Job Training (OJT)
- Apprenticeship Training
- Adult Education provided in conjunction with training
- Customized Training
- Skill Upgrading or Retraining

2. Youth Program

All In-School Youth (ISY) participants are included in the MSG performance measure. Out-of-School Youth (OSY) participants are included when enrolled in qualifying education or training (regardless of the funding source), including:

- Occupational Skills Training
- Secondary or Postsecondary Education
- Title II Adult Education
- YouthBuild
- Job Corps

Work Experience and Transitional Jobs do **not** place a participant in the MSG performance measure.

I. Types of Measurable Skills Gains

The five MSG types require documentation contingent upon the type of training or education for which the participant is enrolled. Participants may fall into one or more of the five skill gain types; the type of documentation that can be collected to verify the skill gained to meet the goal will determine the skill gain type. The five MSG measures, and their corresponding documentation are as follows:

MSG Type	Examples of Documentation
Educational Functioning Level (EFL)	• Approved pre-test and post-test results showing an increase of at least one educational functioning level for a participant receiving instruction below the postsecondary level. • Earned credits from an adult high school program that leads to a secondary school diploma or recognized equivalent. • Exits program at the secondary level and enrolls in postsecondary education or training during the PY. • A participant who passes a subtest on a State-recognized secondary school equivalency examination can also receive an EFL gain.
Secondary School Diploma or Equivalent	• Received High School Diploma, GED, HiSET, or another recognized equivalent
Transcript or Report Card	• Secondary or post-secondary official transcript or report card that documents the participant is meeting the state's academic standards outlined by the CDE • Enrolled in secondary education: transcript or report card for one semester meeting the state's academic standards. • Enrolled in postsecondary education: transcript or report card showing a completion of a minimum of 12 hours per semester, or for part-time students a total of at least 12 credit hours over two completed consecutive semesters during the PY, and showing that the participant is meeting the state's academic standards
Progress Toward Established Milestones	• A satisfactory or better progress report from the OJT employer or training provider documenting progress of meeting established benchmarks. • Progress report showing the attainment of an established milestone from an employer or training provider within the reporting period.
Skills Progression (Successful Passage of an Exam)	• Exam results, occupational assessment, credential examination, or documentation that successful completion of the program required passage of an examination • Passage of an exam in an occupational program.

MSG Type	Examples of Documentation
	• Employer-required knowledge-based exam. • Passage of an occupational competency-based assessment (module). • Certificate of Completion

All documentation should clearly identify participants' name, type of skill gain, date achieved, and issuing organization or training provider.

V. CALOBS REPORTING/DATA REPORTING

MSGs should be entered into CalJOBS using the date the measurable skill gain was achieved. i.e. date class ended or date of certificate. When selecting the MSG type, staff should ensure it aligns with the supporting documentation.

Examples include:

Documentation	Appropriate MSG Type
College Transcript	Transcript/Report Card
High School Diploma or GED	Secondary School Diploma
OJT Evaluation	Progress Toward Established Milestones
Apprenticeship Progress Report	Progress Toward Established Milestones
Passing Occupational Examination	Skills Progression (Successful Passage of an Exam)
Educational Pre/Post Test	Educational Functioning Level
Occupational Training Report Card	Skills Progression (Successful Passage of an Exam)

If multiple MSGs are achieved during the Program Year, staff should document and record each gain, even though only one MSG per period of participation is included in federal performance calculations.

J. Common Reporting Errors

To support accurate performance reporting, staff should avoid the following common errors:

- Entering an MSG without supporting documentation.
- Selecting an MSG type that does not match the documentation.
- Waiting until program exit to collect documentation.
- Recording the incorrect achievement date.
- Failing to monitor participants who remain enrolled across multiple Program Years.
- Not updating education status or activity closures in CalJOBS. *I.e. If participants' education started as in-school but is not updated to out of school when you are closing an activity, then it defaults to in-school and the client remains in the MSG measure. This would include all activity closures for the current program year. The closure would also have to indicate "Out of School" for education status also.*

- Marking “Receiving services from Adult Education (WIOA Title II)” in the WIOA application/Education tab). *Even if a participant is not enrolled in training, if this is checked, then they will end up in the MSG Performance.*
- When closing a Youth case as “Entering Post-Secondary Education” in order to be excluded from the MSG they would have to be “Out of School” during that program year and on the day the activities are closed (last day of service) and then the placement would occur on a different day.
- Entering an EFL pre-test without entering a post test. *Unless you are planning to post- test a participant to take an MSG, do not enter a pre-test.*

K. NCCC Best Practices

To improve performance outcomes and data accuracy, NCCC staff should:

- Review participant progress at least monthly while the participant is enrolled in education or training.
- Request documentation immediately after a participant completes a milestone, term, examination, or credential requirement.
- Record MSGs in CalJOBS promptly after receiving documentation.
- Maintain complete documentation in the participant file.
- Coordinate with training providers to obtain transcripts, evaluations, or progress reports in a timely manner.
- Verify that education status, training activities, and activity closures accurately reflect the participant's circumstances before closing services.
- Report Credentials on the date the credential was achieved. Credentials are to be entered into the system once only, not multiple times for multiple funding sources.