>> Welcome, everybody to our training today, today is our fifth training in our eight part series discussing the implementation of PD-1903, which is the RSA-911 case service report. As a reminder, here are the training objectives for the entire series. We're not going to go over all of them. But as we've said in past trainings, we really hope that you watch all of them in this series, not just one because there's a lot of things that carry over from training to training. So, so far, we've covered background and implementation, VR expenditures, pre employment transition services, and also supported employment and how to report all those in the 911. Today, we have Yann-Yann Shieh back with us. She is a statistician with the Data Collection and Analysis Unit with RSA and my name is Rachel Anderson and I am with the WINTAC. So today's training is the fifth training of the eight part series. We're talking about measurable skill gains and credential attainment. And just a reminder, this isn't a training on content related to measurable skill gains, or how to determine if something meets the definition of a credential. That's not what we're talking about here. We are going to provide you some resources and some additional things to know. But this is not a training on the content related to those two things. We're simply going to be talking about how they get reported in the RSA-911. What we hope to cover today is the why behind some of the RSA-911 changes. We're going to discuss how PD 16-04, so your current version of the RSA-911 has changed into the new version, which is PD 19-03. We're going to also talk about all of the key elements for reporting both measurable skill gains and credentials. It can be the enrollment of them, the attainment of them, and then any of the post exit data elements related to credentials. We're going to talk about the quarterly reporting requirements. We're going to try to point out areas where source documentation is required just as an FYI. And then as always, we have some additional tools and resources for you as you're implementing this. So to start, I'm going to hand it off to Yann-Yann to get us going. Yann-Yann.

>> Thank you Rachel. The following four slides, I will talk about the changes from PD 16-04 to PD 19-03 related to MSG and credential data elements. The main reason for the changes is to streamline and limit implication and to better report for MSG and credential attainment the data element. Next slide. In this slide they are some modification and addition for MSG and CA data elements. First, RSA modify the reporting instruction for the MSG denominator. Data elements 85 we change during program participation to at the time of initial IPE development. And we also modified Data Element 344: Measurable Skill Gain: Secondary. We change to Attain a Secondary School Diploma or Recognized Equivalent. And we also modified Data Element 345: Secondary or Postsecondary Transcript/Report Card. These two data elements must be verifiable through supporting documentation. In addition to the modifications, RSA also add a new data element related to MSG and Credential. Data Element 400: Enrolled in a Recognized Secondary School Equivalent Program. And Data Element 401: Date Completed During Program Participation in an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment. Again these data elements apply to the MSG indicator and will be used to calculate the denominator. Next please. We also delete six data elements related to MSG and credential in PD 19-03 to streamline and limit duplication. Those are Data Elements 75, 76, 80, 83, 91, 92. 75: School status (secondary school). 76 is Highest education level completed. 80 is Enrolled in state adult secondary school at the high ASE level. DE 83 is Enrolled in postsecondary or graduate education. DE 91: Enrolled in a career or technical training program, not leading to a recognized credential. And DE 92 deleted, Enrolled in a career or technical training program leading to a recognized credential. Next please. In the following slide I will talk about some important data elements that are included in WIOA Performance Indicator Calculation. In this section we focus on credential and MSG indicator calculation. Next please. First of all, in order to be included in a calculation for performance, the individual must meet the definition of a participant in accordance with 34 C.F.R. 361.150(a)(1), for the purpose of the VR program, an individual is a participant if he or she has an approved IPE and also receive the VR services. All participants must be reported on each quarterly RSA-911 submission, regardless of whether or not any information in their service record has changed. Next please. In the RSA-911 participants are individuals whose service records meet the following conditions. In PD 19-03, every participant needs to have date of application, date of eligibility determination, date of initial IPE. This is a new data element. It's 398, it replaced DE 48 in PD 16-04. And DE 127, Start Date of Initial VR Service on or after IPE. And/or DE 353, Date of Exit. Individual can exit within a program year or still receiving service prior to exit within a program year. Next please. In addition to participants data elements, the following data are required for credential attainment. The Credential Attainment Indicator requires three sets of data elements, depending on the participants situation. So, everyone should have an enrollment, either DE 78 or DE 400 for secondary education. DE 84 for postsecondary education. Once they're enrolled then attainment of data element are DE 81 and DE 82, secondary education. They enroll in either 78 or 400. And DE 87 to 90, DE 93 to 95, they are attainment for postsecondary education. And the other set is the post-exit data elements from DE 376, 377, 378, 379, 383, 386, and 389. Later we will cover more detail about these elements. Next please. Similarly the following data elements are required for MSG. Enrollment, DE 85 secondary or postsecondary. Completion or dis-enrollment. This is a new data element, DE 401. And MSG type achieved, DE 343 to 347. We will talk about how these data elements are reported in the later presentation. The following four slides, Rachel will talk about the credential data elements. Back to Rachel.

>> Thanks Yann-Yann. Okay, so starting off with the credential attainment. We wanted to start here because for most of the measurable skill gains, you have to be enrolled in a training that's going to result in a credential. So we wanted to start with credentials, and then show how measurable skill gain reporting aligns with credentials. So we know that the credential attainment rate is the percentage of participants enrolled in an education or training program, excluding on the job training and customized training to attain a recognized post secondary credential or secondary school diploma or equivalent during participation in or within one year of exit from the program. Now we know that that can be a little bit complicated but the -- the joint guidance does give eight different types of credentials that count for the WIOA credential attainment indicator. So we've got secondary school diploma or recognized equivalent, associate degree, bachelor's degree, graduate degree for purposes of the VR program, occupational licensure, occupational certificate. This one includes registered apprenticeships, CTE programs, so the career and technical education certificates, occupational certification, and then other recognized certifications of industry occupational skill completion. So we want to first talk about the enrollment indicators -- or the enrollment data elements for the credential indicator. So, Yann-Yann gave you a reference of these just a minute ago, but we've got two that count for secondary and one that counts for postsecondary. So for secondary, we've got data element 78. Now this one did not change from PD 16-04 to 19-03. We've got that the student is enrolled in secondary education. And if you document element 78, you're saying that this document -- the enrollment, and that the secondary school diploma is a goal on the IPE. So then RSA also added an element. So this is now 400. So this is where you can choose that the individual is enrolled in a recognized secondary school equivalency program. So it also documents the enrollment and that the secondary school equivalency program is a goal on the IPE. So remember that those those both have to be on the IPE in order to count for the secondary diploma or equivalency counting as a positive outcome for the Credential Attainment Indicator. Then, we've got our post secondary, so everybody else any -- whether they're in a public training program or occupational or Voc tech type training program, anything that's postsecondary in order for you to be enrolled in the Credential Attainment Indicator, you must have data element 84 documented. So this documents that they're enrolled in a post secondary education or career or technical training. And this documents the enrollment, that leads to the credential. So that -- that's the really important one for post secondary, and then you have to have 78 or 400 for secondary. So we hope that's clear. Something that often comes up to both RSA and the WINTAC is what do we do if they're enrolled prior to IPE? So as we know the indicator's only looking at have they earned a credential after they were a program participant. So if you have a participant that was enrolled in an education or training program, leading toward a post secondary credential, or employment prior to the development of the IPE, that's okay. But the VR agency should report the IPE date as the enrollment date. So they might have enrolled six months before they actually came and applied or developed an IPE. That's okay. But if they're still enrolled at the time that you write the IPE, and they become a participant, use the IPE date as the enrollment date. And this -- this counts for both credentials and measurable skill gains. So next, this is just an example from the 911. We're not going to show all of the enrollments but this is -- this is the new one. So data element 400 that shows that the individual was enrolled in a recognized secondary school equivalency program. So this is at the time of IPE, you report a quarterly and this one just shows that either in that quarter they are enrolled or they're not enrolled in a recognized secondary equivalency program. So it's either a code value one or code value zero. Now Yann-Yann, when she talks about measurable skill gains, you'll see how they are recorded a little bit differently. But for here if either they were enrolled during the quarter, or they were not enrolled during the quarter. And just a friendly reminder that all credentials and measurable skill gains for the enrollment and the attainment, all require supporting documentation. So this is just a visual example of when participants are included in the Credential Attainment Denominator. So this kind of ties everything that we've talked about so far. So first, they must meet the definition of a participant that Yann-Yann talked about. They also have to have a goal on the IPE, whether it's post secondary or secondary. And then they also have to document the enrollment indicators. So data elements 78, 400, or 84. So all of those things have to be true in order for them to be in the denominator for the credential attainment. If any of those are missing, you might document that they earned a credential, but that wouldn't be a positive outcome because you've missed one of these other crucial enrollment pieces. Yann-Yann, I'm going to hand it back off to you.

>> Okay, thank you, Rachel. So, Rachel covered about a credential attainment enrollment data elements. Now, the following session, I will talk about the recording credential attainment, in particular outcomes that are [inaudible], that we use to calculate attainment -- numerator for credential attainment. Next slide. Next, okay. So there are two part of the potential attainment that individual can attend; secondary education or post secondary education. Two data elements are related to secondary education attainment; data element 81 and data element 82. 81 is Date Attained Secondary School Diploma. 82 is Date Attained Recognized Secondary School Equivalency. In order to count it we've got to have an enrollment date. Either you have to report they have a 78 or 400. And the second set of the attainment is postsecondary education. There are seven data elements are related to postsecondary education attainment, which is data elements 87, associate degree, 88 they attained a bachelor degree. 89, they attained a master degree. Data element 90, they attend a graduate degree. DE 93, they attained a vocational technical license. DE 94, they attained the vocational technical certificate or certification. DE 95, they attained other recognized credentials. Again, the enrollment of data element 85, otherwise even if you recorded it won't count as the numerator of attainment. Next screen please. Here are the example of the credential attainment in secondary. In secondary education. Data elements. So data element 82 is a CA attainment in secondary school equivalency. For example, they can report GED. So if an individual reported data element 82, then individually to have the services -- the goal as Rachel mentioned earlier in the IPE. And in other words, they've had a 400 you know in recognized secondary school career program must report too. Also DE 82 must be verifiable through supporting document that is earned during program participation. Next please. And this one is the example for the postsecondary education. Data element 87 if they attained associate degree. Similarly, to be able to count for attainment, an individual must have DE 84 enroll in the postsecondary education or career or technical training, and need to have the goal on the IPE. Then DE 87 can become a credential attainment. And all credential and MSG require supporting documentation. We emphasize this over and over again. Next please. One condition does not count for MSG or credential. That is special education, certificate of completion. When the participant is enrolled in a special education program, under an Individualized Education Program, IEP, leading towards a certificate of completion, do not enroll them for either MSG or credential attainment, as it does not meet the definition of either indicators. In other words, you don't need to report any enrollment data like DE 85, DE 400, for example. However, RSA does want to know whether the participants complete their education programs. In this case, DE 79 must report if participant completed their education program. DE 79 is they receive special education certificate of completion. The attainment of this certificate of completion is not included in the performance indicator calculations. So in the following slide, Rachel will talk about credential attainment examples and also samples [inaudible] credential data along with examples, back to Rachel.

>> Thanks Yann-Yann. Okay, so we are going to talk about Samuel and we are actually going to use Samuels example for both credential and measurable skill gain, so that we hope that it is pretty clear. It's a fairly basic example. But we've got Samuel and he is -- been determined eligible for the VR programs. And so if you look to the right of the visual, we're saying that VR services on his IPE for a goal of web designer began in July of 2018. So that's when we're saying that he meets the definition of a participant. And remember that there's all those different data elements like the date of application. And then also the main one is data element 127, where he began receiving his first VR service. So I've just emphasize that data element 127 needs to be there. But so July of 2018, is when Samuel signed his IPE and began working toward being a web designer. So at that time, they decided that he needed to go to school. So Samuel enrolled in an associate degree program to become a web designer in August of 2018. So as soon as the agency has the documentation for his enrollment, that's when the agency would document data element 84 that he has enrolled in that degree program, which puts him in the denominator for the credential. Next, Samuel earned his associate degree. So we're going to assume that he went full time for two years and was able to finish his associate degree in web design in May of 2020. So at that time, as soon as the agency either gets his transcripts that verifies he's earned the associate degree, or the associate degree itself. Or maybe the agency has some data sharing that they can get real time. Whenever that is, whenever they have the supporting documentation, that's when the document -- or the agency would document data element 87, which is the attainment of the associate degree. So those are -- that's just another example of -- at the participant level of how it works and documenting them as you move through the life of the client case. So next, we've got Credential Attainment for Post-Exit. This -- there's a couple of things you need to remember, this doesn't apply to everybody. So you only need to use these if it's applicable. But there's a special rule for the Secondary Credential Attainment. So as required by WIOA section 116(b)(2)(A)(iii), participants who obtain a secondary school diploma or its recognized equivalent must also meet an additional condition before they are counted as a successful outcome and included in the numerator of the credential attainment indicator. These participants must be employed or enrolled in an education or training program, leading to a recognized post secondary credential within one year following exit. So you've got a couple of different ways that you can document this. In element 376 this is the date enrolled in post-exit education or training program leading to a recognized post secondary credential. So if you know that the participant exits your program and they enroll in an education program within a year after they exit. You -- as soon as you get that proof of enrollment, or the source documentation, that's when the agency can document 376. So keep in mind that this is post-exit. So if you exit somebody on August 15, you actually have to have enrollment documentation to know that they are still enrolled or that they enroll in a program on August 16. So you may have some circumstances where the individual exits but you know that they're enrolled in a program, you kind of have to verify that they're still enrolled post-exit, so that you can document them after their exit date. So just a couple things to keep in mind. I'm going to also go in another example of when you can use this data element in a minute. But then you've also got your employment, first quarter, second quarter, third quarter and fourth quarter after exit. These are all data elements that you can use for the special rule as well. So if you can verify in one of those four quarters, as long as it's within one year after the person exits, if you can document through that -- your wage match or through your supplemental wage information, you can document any of those four quarters, and that will also meet the condition. If you're finding that they're working second quarter after exit, and you use that one, that's fantastic because that meets the need for both second quarter after exit indicator and for the secondary credential attainment. So you're kind of killing two birds with one stone there. So -- but you do have all of the data elements at your disposal. So we've also got the Post-Exit Credential Attainment. So the credential attainment is the percentage of those -- we've already talked about this but the participants enrolled in an education or training program who attained a recognized secondary credential or secondary school diploma, or its recognized equivalent during participation in or within one year after exit from the program. So we're emphasizing the after one year, one year after exit from the program here. Data element 377, this is the date of an attainment of the post exit recognized credential. If you document data element 378 you also must document data element 378, which is type of recognized credential attained post-exit. So as long as you document those within one year after the participant exits, they will still turn out to be a positive outcome in the indicator. So I want to go over a couple of examples for how to use this. We hope this is helpful to you. I've got two examples. So in this first example, we're going to use Samuel again. So Samuel exits the VR program successfully employed as a web designer. So you -- you send them to training, you probably provided disability skills training or whatever restoration services he also needed. And he was successful and exit -- his exit date was May 28, of 2020. So at this time, you're going to be documenting all the exit data elements. Some of those are 353 and 355. So the type of exit and reason for exit. And then also you've got post-exit enrollment. So let's say Samuel's employer wants him to gain additional credentials to advance in the company, and Samuel enrolled in an Adobe Certified Expert or a certificate programs on June 15, 2020. At that time, because he enrolled in an additional training program, post-exit the agency as long as you have documentation of this, maybe he sent it to you, maybe you have your data matching with higher education or whatever it is, as long as you have source documentation to show that he's enrolled in that program, the agency could document that element 376, that he's enrolled post-exit. And then Samuel completes the required coursework and passes the ACE exam, and his ACE certification was attained on December 15 of 2020. So that is within one year after Samuel exited the VR program. So at that time the agency, again, as long as they have the source documentation to show it, they could document data element 377 and data element 378, to show that he attained these post-exits. Now, whether that's necessary or not, that's up to you, he already achieved the associate degree. So you may document the post-exit enrollment or the post-exit credential in this example, and you may not because he already might have a successful credential before he exited the program. So agencies can think about how they want to do that, but we just wanted to make sure you had an example of how you can -- use example Samuel, how you can enroll them and get credit for those post-exit credentials. So the next example -- I think this one is probably more likely for VR agencies to see. But this example shows as Samuel exited unsuccessful from the program. So in this scenario, you lost contact with Samuel, he didn't finish his associate degree, he lost -- you lost contact with him maybe for six months or so, depending on your state policies. But in this example, Samuel exits the VR program unsuccessfully, due to being unable to locate. So after multiple attempts by the agency the exit date was January 25, of 2020. So again, the agency would document that he exit -- the type of exit for 353 and the reason for exit and 355. And then, we've got our post-exit enrollment. So at the time of exit Samuel had not successfully completed his associate degree. So if the agency doesn't find out any -- any attainment from Samuel, he would have a negative outcome in the credential attainment indicator. But as far as the VR agency knows, Samuel did not enroll in another training program because they've not had contact with him. So data element 376, the post-exit enrollment, it would be not applicable. So you would just leave that blank. So though Samuel lost touch with VR, he did complete the required coursework and earn his associate degree on May 28 of 2020. Now, as long as the VR agency can get documentation of this -- so again, it might be because Samuel resurfaced and he brought the documentation to you. It might be because the agency has a data sharing agreement with the higher education institute, and so they got a match that way, as long as the agency has that source documentation and it's within one year of exit the agency can document data element 377 and data element 378, showing the he did attain that credential. And because he already during the life of his case, when it was open, the agency had already documented data element 84 which enrolled him in the indicator. So now you've got a positive outcome. So hopefully those two examples are helpful. If you want to talk through them a little bit more you're welcome to reach out to the WINTAC or RSA to walk through some different scenarios. But hopefully those two are helpful for you. Okay, I'm going to hand it back to Yann-Yann.

>> Thank you. They are great examples. So now I believe we have a general idea how to report credential data elements from enrollment service on the IPE and attainment. In this slide, I will recap what data elements that are needed in order to calculate the Credential Attainment Rate. So, data elements required for the credential attainment calculation. First, you must be a participant active within the timeframe being reported. In other words, must have DE 353 exit date and DE 355 type of exit code 1 through 12 and 15. And we must have DE 78, DE 400, for secondary education enrollment. Also, if you enroll to post secondary education or training service, you must report data element 84. Also if you receive a certain type of a training, you must report it. For example, occupational or vocational training, which are DE 150, DE 151, DE 155. That is, if you receive the occupational or vocational training through VR in house, VR purchase, or comparable service and benefit provided respectively. And the other service you can receive is registered apprenticeship training, which is data elements 164 purchase, DE 168 comparable service and benefit provider. Other services Randolph Shepard training. DE 198, VR agents take in house service or DE 203 comparable service and benefit providers. Remember, the one I mentioned is you must have those services on the IPE. And for the attainment one, two sets of attainment. Either secondary education or postsecondary education. So we must have DE 87-90, DE 93-95. We cover on slide 20. DE 376, DE 377-379, DE 383, DE 386, or DE 389. Post-exit CA data elements that Rachel just covered in the series a few minutes ago. Next please. So we talk about credential. Now we are going to talk about MSG Data Elements. The citation is 34 C.F.R. 361.155(a)(1)(v). Next please. So what is a measurable skill gain? The MSG is 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. There are five measures of documented progress that specify a skill gain. First is documented education functioning level (EFL) increase. Documented attainment of secondary school diploma or its recognized equivalent. Secondary or postsecondary transcript/report card showing credit attained. Satisfactory or better progress report toward established milestone. Example OJT. Successful passage of a required exam. For example, occupational, knowledge based. In the next slide I will talk about requirements related to MSG enrollment to earn a skill gain. Next please. So, like credential attainment, we must have enrollment in data elements. DE 85 is the enrollment in required data elements for MSG we use the elements for MSG calculation for denominators. The VR agency reports the date enrolled during program participation in an education or training program leading to a recognized postsecondary credential or employment. So important thing is we report the date at the time of initial IPE. An agency may use this coding value if like Rachel said earlier, the individual enroll in an educational training program at the time of initial IPE enrollment or become enrolled in an education or training program after the initial IPE development. And then we need to have the related service on IPE and if they don't enroll we just leave blank on these data elements. We report the data quarterly, that date must be verifiable through supporting document. Next please. So, two type of enrollment. Either enroll in a secondary or postsecondary enrollment, we both use the DE 85 as the enrollment date. So DE 85 applies both secondary and postsecondary enrollment. If agency fail to report the enrollment of a student working toward a secondary education diploma or recognized equivalent in DE 85, they will not be included in the denominator for MSG. So if the individual was enrolled in an educational training program leading toward a postsecondary credential or employment, prior to the enrollment of IPE, the VR agency should report the IPE date as the enrollment date. In this case, use DE 389, the same day as DE 85. Next please. So in the earlier section we talk about change in PD 19-03. I mentioned that RSA added new data element of 401 as part of MSG data element. In DE 401, the VR agency report if they complete during program participation in an education training program leading to a recognized postsecondary credential or attainment. We report if they, after initial IPE development. An agency can use this coding value if an individual complete an education or training after the time of the initial IPE enrollment or complete an education or training at any point after the initial IPE development. The data element applies to the MSG indicator and will be used to calculate the denominator. This is aligned with the PIRL Element 1813. If they don't complete this one, we just leave blank. In the next slide 36, Rachel will provide a chart that summarizes participants who are include in the MSG Indicator of Performance.

>> Thanks Yann-Yann. So, we do recognize that all of this is very confusing and complicated. So we just wanted to wrap up this portion with another example. So we get a lot of questions from agencies on when to report 85 or when to enroll, but then what happens if they dis-enroll from a program? Or how do we get them out of the denominator? And so over the last couple of years, there's been a lot of confusion and questions. So we just want to make this super clear because the language in the 911 is not necessarily clear. So first of all, you've got the participant requirements are met, right? So this is what we talked about with credentials as well. So they've got an application date, they've got the -- they were determined eligible. They've got an IPE date, and data element 127, agencies reported the start date of initial VR services on or after IPE. So first of all, they're the participants. I think everyone's probably getting more comfortable with understanding that at this point. So then we've got -- the IPE has to include the training program that leads toward the recognized post secondary credential or employment. So examples can be the secondary high school diploma or equivalent that we've talked about. It can be their postsecondary goal, it could be on the job training or apprenticeship. Because as you know, measurable skill gains, you can earn skill gains toward, the postsecondary credential or it can be those customized trainings, on the job training or apprenticeship skill gains along the way. So then we've also got to enroll them in data element 85. So this is the enrollment date that the participant gets put in the MSC denominator. So Yann-Yann mentioned this, but I just want to re-emphasize, we -- we do see a lot of agencies that miss enrolling secondary ed students in data element 85. You probably know to document data elements 78. Now you would also do data element 400 if they've got secondary equivalency on their IPE, but we do see that maybe the credential denominator is met but the MSG denominator is not. So just another reminder, this counts for everybody that's working toward a credential or employment that meets the definition of MSG. So data element 85, enrollment date. Also keep in mind this has to be verifiable through supporting documentation. If we haven't mentioned yet, that's TAC 19-01. That kind of gives the outline for what does and does not count for supporting documentation for all these elements. And then we've got the data on the 401. This is what Yann-Yann just talked about. That's the new added element. So at any time during the persons case, if they enroll, you would document data element 85. That could happen in any quarter during the program year. So once you enroll them in 85, you document that every single quarter from there on out because they're enrolled. But once you determine that that person has either completed the training program -- so maybe they earned their credential or maybe they completed their on the job training, and now they are just employed, you would want to take them out of the denominator, right, so that they are not positive or negative outcomes for MSG. So either they complete it or say that you find out that the person, they weren't successful, it ended up not being an appropriate training program, and you want to dis-enroll them from the MSG indicator. Now you have an option to do that in PD 1903. So just to be clear data element 401, you can use it for if the participant completed their program or they just dis-enrolled from the program, and this will remove them from the MSG denominator. Now, again, this must be verifiable through supporting documentation. So you can't just say, oh, well, we want to unenroll them for whatever reason. You either need to show that they've completed the program or you need to have documentation that they -- they dis-enrolled. So again, review TAC 19-01 for that. And so -- and just know that they can happen in the same quarter or it can happen during the program year. So as an example, if somebody enrolled in a training program in the first quarter, and so you would document data element 85. And then in quarter three, you found out that they dis-enrolled from the program, you might document data element 401 in quarter three. That's okay. They wouldn't be carried over until the next program year and from then on out, these would just be blank. But they would be included in the denominator during that program year, and they would be a negative outcome to that program year because they didn't earn a skill gain. But then as the next program year starts, they would no longer be in the denominator. So again, just to be super clear, you have to document data element 401 in order for them to be removed from the denominator. Okay, Yan-Yann I'm going to throw it back to you.

>> Okay. Yes, thank you, Rachel. So, we have an individual enrolled and has received all the VR services for the MSG. Now, we have to see the outcome. So, I will talk about how to report MSG Earned. Next slide. As I mentioned in slide 32 there are five types of skill gains that participants can earn. And if -- the five types if they earn it, they have to report it. So five measures of documented progress that specify skill gains. DE 343, is a EFL, educational function level. DE 344, secondary school diploma or is recognized equivalent. DE 345, secondary or post secondary transcript or report card. DE 346, training milestone satisfactory or better progress report to establish the milestone. And DE 347, skill progression successful passage of a required exam. Next. So, this slide show a couple of example for the MSG gains data elements. For example DE 343, educational functional label, is reported upon occurrence and it is updatable. This data must be verified -- must be verifiable through supporting documentation. Same reporting for DE 344, is a secondary school diploma or is recognized equivalent is reported upon occurrence and it is updatable. The data must be verifiable through supporting documentation. Next. So, like a credential, calculation data elements requirement, MSG also has certain type of data elements for calculation. In order to include in MSG calculation, certain data elements are required. First of all, must be participant, please look at slide 11, we talked about the required participants data elements. And must within a program year. Of course, must have the data element 85 enrollment date. And must have at last one of the MSG reported DE 343 to 347. So in next slide Rachel will provide MSG examples. Rachel.

>> Thanks Yann-Yann. And if anyone is a little bit confused or wants more information on the calculations, we really haven't gone into depth on those. So we hope to go into depth on the calculations in the future. But today, we really just wanted to focus on the front end and how you document and report these things. So just know that we'll try to provide more guidance on -- on calculations and how all that works in the future. So don't get too hung up if you're confused on the calculation portions. So, this example talks about Samuel again, I mentioned we're just going to keep using his example. So, if you remember when we were talking about credentials, he had enrolled in a web designer program in July of '18. That's when his IPE -- so data element 127 and all of the other participant data elements were reported. Because VR services on the IPE for the goal of web designer began in July of 2018. So then we know that Samuel enrolled in an associate degree program to get trained as a web designer in August of 2018. At that time, the agency had enrollment paperwork. And so they were able to document data element 84, which puts them in the denominator for the credential attainment. So now that we've covered the MSG data elements, we now know that we also have to document him in the denominator for the measurable skill gain. So Samuel enrolled in the associate degree program, so the agency also needs to document data element 85 for MSG. So we've got data element 84 for credential, and 85 for MSG. Now he's enrolled in the denominator for both of those and can get positive or negative outcomes for either of them. So then moving forward we know that that -- so it took Samuel the two years to complete the associate degree, which was fantastic. But we also know that he earned measurable skill gains throughout that time because in this basic example, he was a full time student, he passed all of his classes. So there were no kinks in his -- in this example. So Samuel earned an MSG during each program year of his associate degree program. So remember, data element 345 is the one that you document the transcript for postsecondary education. So as he achieved those measurable skill gains, you would document data element 345 each time. And then when he completes, Samuel earned an Associate Degree in web design in May of 2020. And so that's when you would document data element 87 that he earned that credential -- and actually now I'm realizing we forgot to put data element 401 that we mentioned would take him out of the denominator for MSG. So keep that in mind as well. So lastly, we want to just cover a few internal controls to keep in mind. And so the VR agency must have policies and procedures in place that document how to determine training and education programs that meet the definition of WIOA credential and MSG's, required source documentation, and how these are documented in the case management system. I know we didn't cover all of that today in this training. But we did want to emphasize that those are key things that the agency has to have in place in order to use the data elements and document them that we talked about today. Internal controls should also ensure accurate tracking and reporting of all measurable skill gains and credentials attained. Internal controls should ensure valid supporting documentation for credentials and MSG's. You heard Yann-Yann and I mention that multiple times today. So hope that's clear. And just make sure that you do have internal controls to ensure that supporting documentation exists. And then internal controls should prevent agencies from reporting credentials and measurable skill gains for individuals who are not enrolled in recognized education or training programs. So now we've covered five of our trainings in the eight part series. As we discussed, our next training will be on exit and post-exit data elements. And then here are your resources for today. So we've got both PD 1604 and 1903. As usual, we've got TAC 17-01 and TAC 19-01. So that you have more information related to the definitions, the calculations, the supporting documentation and all things credential attainment and measurable skill gains. We've also added the WINTAC MSG guide and the credential attainment guide that can walk you through a little bit more detail too in determining maybe what does count or doesn't count for these indicators, for both the enrollment and the attainment. As always, please reach out to RSAData@ed.gov, or your WINTAC liaison for performance and reporting. If you have any other questions, we're happy to talk through this -- any of this with you at the individual state level, since it is pretty technical and complicated. So I know that Yann-Yann would be happy to support you as well. So here's our contact information and Yann-Yann that's all I have. Do you have anything else you'd like to add?

>> Not really. Just remember, we haven't actually, you know, calculated through the credential yet but for this year, we will for the annual report. But in the future, this is for the PD, you know, 19-03 PY2020. So, like Rachel said earlier, we are working on the calculation for MSG and credential using those added data elements. So stay tuned. Thank you.

>> Thanks, Yann-Yann. Thanks, everyone.