
Performance Reporting Guidance for:
- H-1B Scaling Apprenticeship Through Sector-Based Strategies Grants
- H-1B Apprenticeships: Closing the Skills Gap Grants

Prepared By:
United States Department of Labor
Employment and Training Administration
Office of Workforce Investment
Division of Strategic Investments

VERSION 1.0 – OCTOBER 2021
This page intentionally left blank.
# TABLE OF CONTENTS

## SECTION I – PERFORMANCE REPORTING POLICY GUIDANCE ................................................... 6

1.1 GENERAL OVERVIEW ...........................................................................................................6
1.2 DOL PERFORMANCE POLICY GUIDANCE DOCUMENTS AND TECHNICAL ASSISTANCE....6
1.3 QUARTERLY PROGRESS REPORTS ....................................................................................8
1.4 FINAL PERFORMANCE REPORT .......................................................................................9
1.5 REPORTING DUE DATES and QUARTERLY REPORTING CYCLE .....................................10

## SECTION II – WIOA and H-1B GRANTS PERFORMANCE OUTCOME MEASURES ..........11

2.1 WIOA PRIMARY INDICATORS OF PERFORMANCE ............................................................11
   Calculating Employment-Based Primary Indicators of Performance ....................................12
   Calculating the Primary Indicators of Performance Credential Attainment and Measurable Skills Gains .................................................................13
2.2 COMMON REPORTING INFORMATION SYSTEM (CRIS) ....................................................14
2.3 H-1B GRANTS “REAL-TIME” PERFORMANCE OUTCOME MEASURES .........................14
   Scaling Apprenticeship ...........................................................................................................15
   Apprenticeships: Closing the Skills Gap ..............................................................................17

## SECTION III: GUIDANCE FOR COLLECTING AND REPORTING PARTICIPANT-LEVEL DATA USING THE 2021 PIRL FOR H-1B SKILLS TRAINING GRANTS ..........................22

3.1 DOL DATA COLLECTION: 2021 PIRL for H-1B SKILLS TRAINING GRANTS .....................22
3.2 H-1B PIRL DATA ELEMENTS KEY SECTIONS ....................................................................23
   Section I - H-1B Grants: Special ID and Grant Numbers ........................................................23
   Section II – Participant-Level Demographic Information and Employment Status ..................24
   Section III – Program Participation and Enrollment Information ..........................................26
   Section IV – Training Activities and Additional Services .......................................................32
   Section V - Program Completion ............................................................................................35
3.3. PIRL DATA ELEMENTS CORRESPONDING WITH PERFORMANCE OUTCOME TARGETS ..................................................................................................................38

## SECTION IV: ACCESSING THE WORKFORCE INTEGRATED PERFORMANCE SYSTEM (WIPS) .........................................................................................................................41

4.1. DOL PERFORMANCE REPORTING SYSTEM - WORKFORCE INTEGRATED PERFORMANCE SYSTEM (WIPS) ..........................................................................................41
4.2 ACCESS TO THE WORKFORCE INTEGRATED PERFORMANCE SYSTEM (WIPS) .............41

## SECTION V. GUIDANCE FOR GENERATING AND CERTIFYING A QUARTERLY PERFORMANCE REPORT (QPR) .....................................................................................................................42

## SECTION VI: GUIDANCE FOR SUBMITTING A QUARTERLY NARRATIVE REPORT (QNR) .................................................................................................................................43

6.1 SUBMITTING THE QNR IN WIPS ..........................................................................................43
6.2 QNR SPECIAL INSTRUCTIONS FOR REPORTING ON EXPANDING APPRENTICESHIP PROGRAM OUTPUTS – SCALING APPRENTICESHIP GRANTS ..............................................43
6.3 QNR SPECIAL INSTRUCTIONS FOR REPORTING ON EXPANDING APPRENTICESHIP PROGRAM OUTPUTS – APPRENTICESHIPS: CLOSING THE SKILLS GAP GRANTS ............44
SECTION VII – DOL DATA STANDARDS.........................................................................................................................................46
7.1 COLLECTING PERSONALLY IDENTIFIABLE INFORMATION (PII)..........................................................46
7.2 RECORD RETENTION REQUIREMENTS.............................................................................................................48

ATTACHMENT 1: H-1B SCALING APPRENTICESHIP AND CLOSING THE SKILLS GAP
PERFORMANCE REPORTING DEFINITIONS & GLOSSARY .....................................................................................49

ATTACHMENT 2: H-1B QUARTERLY PERFORMANCE REPORT (QPR)..........................................................56

ATTACHMENT 3: H-1B QPR OUTCOME MEASURE DEFINITIONS........................................................................57

ATTACHMENT 4: REPORTING APPRENTICESHIP TRAINING ACTIVITIES FLOW
CHARTS.......................................................................................................................................................................68

ATTACHMENT 5: JOINT QUARTERLY NARRATIVE PERFORMANCE REPORT
TEMPLATE..................................................................................................................................................................70

ATTACHMENT 6: H-1B PERFORMANCE REPORTING WORKFORCEGPS RESOURCE
PAGES......................................................................................................................................................................77

LIST OF TABLES
Table 1. Quarterly Progress Report Deadlines.................................................................................................................10
Table 2. Crosswalk between the Scaling Apprenticeship Performance Outcomes in the
Funding Opportunity Announcement and H-1B QPR................................................................................................20
Table 3. Crosswalk between the Closing the Skills Gap Performance Outcomes in the
Funding Opportunity Announcement and H-1B QPR.................................................................................................21
Table 4. PIRL 105 Special Project ID - 1 Grant Program................................................................................................24
Table 5. Apprenticeship Program Code Values for PIRL 931.............................................................................................28
Table 6. Special Project ID - 2 Code Values for PIRL 106 (Pre-Apprenticeship).........................................................30
Table 7. Reporting Training Outcomes (WIOA Data Elements)......................................................................................33
Table 8. Reporting Training Outcomes (H-1B Data Elements)..........................................................................................34
Table 9. Crosswalk of Scaling Apprenticeship Real-Time Outcomes and Required PIRL Data
Elements........................................................................................................................................................................39
Table 10. Crosswalk of Closing the Skills Gap Real-Time Outcomes and Required PIRL Data
Elements....................................................................................................................................................................40
Table 11. Suggested Reporting Format for Section B Program Outputs – Scaling
Apprenticeship Grants..................................................................................................................................................44
Table 12. Suggested Reporting Format for Section B Program Outputs – Closing the Skills
Gap Grants..................................................................................................................................................................45
LIST OF FIGURES

Figure 1. DOL Quarterly Reporting Cycle Flow Chart ................................................................. 10
Figure 2. Workforce Integrated Performance System (WIPS) ........................................................ 41
Figure 3. TEGL NO. 39-11 – Guidance on the Handling and Protection of PII .......................... 48
Figure Attachment 1-1. Generating a QPR Using a Grantee’s Data File ....................................... 53
Figure Attachment 2-1. H-1B Quarterly Performance Report (QPR) ............................................... 56
Figure Attachment 4-1. H-1B Participant Reporting for QPR Outcomes – Scaling Apprenticeship Grant .............................................................................................................. 68
Figure Attachment 4-2. H-1B Participant Reporting for QPR Outcomes – Apprenticeships:
Closing the Skills Gap .................................................................................................................. 69
Figure Attachment 6-1. H-1B Scaling Apprenticeship Through Sector-Based Strategies
Performance Resource Page ........................................................................................................ 77
Figure Attachment 6-2. Apprenticeships: Closing The Skills Gap Community of Practice ..... 78
SECTION I – PERFORMANCE REPORTING POLICY GUIDANCE

1.1 GENERAL OVERVIEW

The H-1B Scaling Apprenticeship Through Sector-Based Strategies (or “Scaling Apprenticeship”) and Apprenticeships: Closing the Skills Gap (CSG) grants are required to submit quarterly program progress reports to the United States Department of Labor (DOL or the Department), Employment and Training Administration (ETA) to comply with the reporting and record keeping requirements of H-1B-funded grants.

Scaling Apprenticeship and CSG grantees are responsible for collecting and reporting participant data on all grant participants as required for H-1B-funded grants. If the grantee has agreements with other entities (e.g., sub-awardees or contracted entities, etc.), the grantee remains responsible for reporting all required data to ETA.

H-1B grants are authorized under the American Competitiveness and Workforce Improvement Act (ACWIA). H-1B grants with start dates of July 1, 2016 and later are required to report in accordance with Workforce Innovation and Opportunity Act (WIOA) performance reporting requirements.¹ This provides an opportunity for DOL to align its performance reporting definitions, processes and procedures across both the Department’s formula and discretionary grant programs. The Office of Workforce Investment’s Division of Strategic Investments (DSI) is the program office for H-1B grants.

Please note that if you have or had other H-1B grants funded by the Department of Labor, you should refer to the appropriate performance reporting guidance for those grants. The performance guidance described in this Handbook applies only to Scaling Apprenticeship and CSG grants.

This handbook contains the following sections related to tracking and reporting participant-level outcomes:

¹ For the purposes of this handbook, the statement “H-1B grants” refers to all H-1B grants that were awarded on or after July 1, 2016. Differences between reporting requirements for Scaling Apprenticeship grants and other H-1B grants are noted in this handbook. Other H-1B grantees should use the appropriate reporting requirements specific to those grants.
Section I: Performance Reporting Policy Guidance

This section provides a general overview of reporting on performance that is required of Scaling Apprenticeship and CSG grantees. It includes descriptions of the types of reports grantees submit and when each is due.

Section II: WIOA and H-1B Grants Performance Outcome Measures

This section clarifies the difference between WIOA primary indicators of performance and the H-1B grants real-time performance outcome measures. It includes information on how ETA uses wage records to capture WIOA performance outcomes on behalf of H-1B grantees. The section also clarifies the differences between “participants” and “apprentices” for Scaling Apprenticeship and CSG grantees and how DOL calculates performance outcome measures.

Section III: Guidance for Collecting and Reporting Participant-level Data Using the 2021 PIRL for H-1B Skills Training Grants

This section provides instructions and tips for collecting and tracking participant-level data. Each Data Element (DE) includes a number, name, definitions and instructions, code values, and field type and length, edit check logic rules, and details on error types. This section also includes information on where to record apprenticeship information specific to Scaling Apprenticeship and CSG grantees.

Section IV: Accessing the Workforce Integrated Performance System (WIPS)

This section provides information on how grantees gain access to the Workforce Integrated Performance System (WIPS), the web-based system grantees use to report quarterly.

Section V: Guidance for Generating and Certifying a Quarterly Performance Report (QPR)

This section provides information on the H-1B QPR. The QPR is an aggregate summary of grantee participant-level data records and provides an overview on how the data is aggregated each quarter. It is reported in WIPS using data files submitted to DOL by each grantee.

Section VI: Guidance for Submitting a Quarterly Narrative Report (QNR)

This section provides an overview of how H-1B grantees submit their Quarterly Narrative Reports in WIPS, including the special instructions for reporting program outputs for Scaling Apprenticeship and CSG grantees.
Section VII: DOL Data Standards

This section provides information on the collection of participant Social Security Numbers for reporting purposes and DOL policy on storing and securing this data.

1.2 DOL PERFORMANCE POLICY GUIDANCE DOCUMENTS AND TECHNICAL ASSISTANCE


The TEGL formalizes policy guidance on both the WIOA primary indicators of performance and the real-time employment and training outcome measures unique to H-1B grants. This guidance is applicable to H-1B funded grants with a start date after July 1, 2016.

We ask that you review the TEGL and Attachment 1: H-1B Grants and share these resources with your staff and grant partners as appropriate.

An online community for **Scaling Apprenticeship grants** is located on ETA’s technical assistance website, at [https://h1bsa.workforcegps.org/](https://h1bsa.workforcegps.org/). The site includes several **H-1B Performance Reporting resource pages** that always provide the most recent performance reporting guidance and technical assistance for Scaling Apprenticeship grants.

The Community of Practice for Apprenticeships: Closing the Skills Gap grantees is available at [https://closingskillsgap.workforcegps.org/](https://closingskillsgap.workforcegps.org/). The site has a dedicated page for **Closing the Skills Gap performance reporting resources** that houses the most recent performance reporting guidance and technical assistance for CSG grants.

1.3 QUARTERLY PROGRESS REPORTS

**Quarterly Progress Reports**

H-1B grantees are required to submit a Quarterly Progress Report containing updates on the implementation and progress specified in the grant’s Statement of Work (SOW), and the status of grant program outcomes for all participants that receive grant-funded services. A Quarterly Progress Report contains both a **Quarterly Performance Report (QPR)** and **Quarterly Narrative Report (QNR)**:

- **Quarterly Performance Report (QPR)** – The H-1B QPR is a quantitative report of all participants served through the H-1B grant program. The H-1B QPR aggregates individual participant records that the grantee has collected and uploaded as a data file.
into the Workforce Integrated Performance System (WIPS) system on a quarterly basis. The H-1B QPR is used to communicate outcomes of program activities. Data on the QPR can be viewed for the current quarter, previous quarter, grant to date and rolling 4 quarters (the four most recent quarters). ETA will use the grant-to-date data to assess grant progress and performance accountability.

- **Quarterly Narrative Report (QNR)** – The QNR is a qualitative summary of grant activities that occurred during the reporting quarter, which include a status update on program activities, as well as participant information that cannot be reported using quantitative data alone. For example, the QNR can be used to report any additional information that is not captured on the QPR. It is also appropriate to describe any activities, events and/or partnership successes or hurdles that impact your grant during the reporting quarter.
  
  - Grantees are required to follow the Office of Management and Budget (OMB)-approved QNR template.
  
  - Please see Sections 6.2 and 6.3 in the Handbook for specific guidance on reporting the expanding apprenticeship program outputs on the QNR.

Quarterly Progress Reports assist DOL in tracking grant activities and outcomes as well as providing a “snapshot” of grant-funded activities for the current quarter and cumulative quarters throughout the grant period of performance. DOL will produce a summary of H-1B grants’ quarterly performance activities using both quantitative data from the QPR and qualitative information from the QNR that grantees submit to DOL. This information will be used to inform the Secretary and other leaders at the Department of Labor, Congress, and the general public on the progress of performance outcomes for H-1B grants.

**1.4 FINAL PERFORMANCE REPORT**

H-1B grantees are also required to submit a Final Performance Report that incorporates a final cumulative grant-to-date QPR and a final QNR, due no later than 45 days after the end of their grant period of performance.

- **Final Performance Report** – The Quarterly Progress Report submitted for the last reporting quarter at the end of the grant will serve as the grant’s Final Performance Report. The final performance report will provide both quarterly and cumulative information that reflect the grantee’s activities for the entire grant period of performance. The final performance report must summarize project activities, employment outcomes, other deliverables, and related results of the project, and should thoroughly document the training approaches used by the grantee during the entire period of performance.
1.5 REPORTING DUE DATES and QUARTERLY REPORTING CYCLE

Quarterly Progress Reports are always due to DOL the 15th day of the second month of the subsequent quarter. This is new guidance that now aligns with fiscal reporting dates. The table below provides the due dates for each reporting quarter. Reports not submitted by the due date will be considered late and not in compliance with grant requirements.

Table 1. Quarterly Progress Report Deadlines

<table>
<thead>
<tr>
<th>Quarter End Date</th>
<th>Report Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 30</td>
<td>November 15</td>
</tr>
<tr>
<td>December 31</td>
<td>February 15</td>
</tr>
<tr>
<td>March 31</td>
<td>May 15</td>
</tr>
<tr>
<td>June 30</td>
<td>August 15</td>
</tr>
</tbody>
</table>

* Should the due date of the report fall on a Saturday, Sunday, or holiday, grantees are encouraged to submit their report on the previous business day of the reporting deadline.

Figure 1. DOL Quarterly Reporting Cycle Flow Chart

QUARTER END DATE

45 DAYS After QUARTER ENDS

LAST day to submit Quarterly Reports to ETA

10 DAYS After REPORT DUE

15 DAYS After REPORT DUE

• Primary grantee BEGINS collecting participant data from training providers including all activities that occurred up to the end of the reporting quarter.

• ETA/DSI begins report analysis

• Data sent via CRIS to calculate ETA Common Measures

• Data submitted to DOL Secretary, Congress, general public
SECTION II – WIOA and H-1B GRANTS PERFORMANCE OUTCOME MEASURES

For the purposes of aligning H-1B grant reporting requirements with WIOA, H-1B grantees report on two types of performance outcome measures: 1) the WIOA primary indicators of performance; and 2) H-1B specific real-time outcome measures. Some of these outcomes are reported directly by grantees using participant-level data files in WIPS, and some are calculated using a combination of data reported by grantees and state Unemployment Insurance (UI) wage records via the process called the Common Reporting Information System (CRIS), as explained in Section 2.2.

H-1B grantees will utilize the definitions and code values from the 2021 PIRL for H-1B Skills Training Grants that are identified specifically for H-1B grants to collect and report on both types of performance outcome measures.

2.1 WIOA PRIMARY INDICATORS OF PERFORMANCE

DOL requires, consistent with 29 USC § 3224(a)(7), that H-1B grants with a start date of July 1, 2016 and later align with and report on the six WIOA primary indicators of performance, as set forth in section 116(b)(2) of WIOA, and as further specified below.

It is important to note that grantees are not required to provide outcome targets for these indicators of performance in their grant Statement of Work (SOW). The information collected on these measures is used by DOL to assess performance across numerous programs administered by DOL.

The following WIOA primary indicators of performance are applicable to H-1B grants:

A. Employment Rate – 2nd Quarter After Exit: The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.

B. Employment Rate – 4th Quarter After Exit: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.

C. Median Earnings – 2nd Quarter After Exit: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

D. Effectiveness in Serving Employers (Retention with the Same Employer in the 2nd and 4th Quarter After Exit): The percentage of program participants who exit and are employed with the same employer in the second and fourth quarters after exit.

E. Credential Attainment: The percentage of those participants enrolled in an education or training program 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. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent* only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program. This calculation will exclude those in on-the-job training (OJT) and customized training, consistent with WIOA.

F. **Measurable Skill Gains:** The percentage of program 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 measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

* **Important Note:** H-1B grantees are prohibited from serving individuals enrolled in secondary education (high school). However, grantees are required to report PIRL 1401 (Enrolled in Secondary Education Program) to align with aggregation calculations for the “Credential Attainment” WIOA primary indicator of performance. When completing the PIRL for H-1B grants, a field for PIRL 1401 must be included in the csv file uploaded in WIPS and must always be coded as “0 = No.” H-1B grantees can provide activities that support an H-1B participant’s attainment of a GED or other high school diploma equivalent, for participants who are not enrolled in a secondary education program (high school).

Please note: **H-1B Scaling Apprenticeship grantees** provided an average hourly wage calculation of apprentices at program completion as part of the target outcomes identified in their SOW; however, grantees are not required to track the average hourly wage of each participant at program completion. Instead, DOL tracks the median earnings of participants who are in unsubsidized employment during the second quarter after exit using wage data obtained via CRIS.

**Calculating Employment-Based Primary Indicators of Performance**

For the employment-based WIOA primary indicators of performance, DOL acknowledges that H-1B grantees may not have access to wage records in order to track and report exit-based employment rates and median earnings. Therefore, DOL will match wage records on behalf of grantees using CRIS (see Section 2.2) in order to capture these specific employment-based outcomes for participants that have successfully exited the H-1B program. The CRIS process matches data to determine the following indicators:

A. **Employment Rate – 2nd Quarter After Exit**
B. **Employment Rate – 4th Quarter After Exit**
C. **Median Earnings – 2nd Quarter After Exit**
D. Effectiveness in Serving Employers – Retention with the Same Employer 2nd and 4th Quarter After Exit

DOL will calculate these specific employment-based outcomes on behalf of grantees using Social Security Numbers (SSNs) provided for each H-1B participant as part of the information included in each grantee’s WIPS quarterly participant-level data file submission. It is important to note that while H-1B program grantees are required to collect SSNs, participants cannot be denied services if they choose to not disclose an SSN. Section VII of the Handbook provides information on the standards for collecting and storing Social Security Numbers and tips for collecting this data from participants.

To support calculation of these DOL-required employment-based primary indicators of performance, H-1B grants are required to track and report the following PIRL DEs:

- PIRL 900: Date of Program Entry
- PIRL 901: Date of Program Exit
- PIRL 923: Other Reasons for Exit*
- PIRL 2700: Social Security Number

*Individuals who are exited for the reasons noted in PIRL 923 will not be calculated in the WIOA primary performance indicators.

Calculating the Primary Indicators of Performance Credential Attainment and Measurable Skills Gains

E. Credential Attainment

To calculate credential attainment outcomes, H-1B grantees are required to track and report the information using PIRL DEs that will be reported to DOL directly through the participant-level data file submitted in WIPS.

Please note, WIOA PIRL DEs that are used to report the Credential Attainment outcomes for the WIOA primary indicators of performance are also used to report real-time credential attainment outcomes for H-1B grants. Real-time credential attainment outcomes for H-1B grants are reported after training completion and will be reported on the H-1B QPR in the quarter in which they were attained.

Reporting credential attainment outcomes for inclusion in both the WIOA primary indicators of performance and real-time measures helps to determine the success of DOL’s training programs and inform technical assistant efforts.
F.  Measurable Skill Gains

To calculate measurable skill gains outcomes, H-1B program grantees are required to track and report the information using PIRL DEs that will be reported to DOL directly through the participant-level data file submitted in WIPS.

2.2 COMMON REPORTING INFORMATION SYSTEM (CRIS)

Through a Memorandum of Understanding between the Department and the Kansas Department of Commerce, ETA’s national programs will have access to aggregate employment outcome and wage information through the Wage Record Interchange System and the Federal Employment Data Exchange System. This information will be used to calculate some of the exit-based measures of the WIOA primary indicators of performance by matching personally identifiable information (PII) and UI wage data for the most recent reporting quarter. The WIOA performance outcomes will be reflected in grantee QPRs when available, and after the QPR is submitted and certified by grantees.

2.3 H-1B GRANTS “REAL-TIME” PERFORMANCE OUTCOME MEASURES

In addition to the WIOA primary indicators of performance, Scaling Apprenticeship and CSG grantees are required to track and report “real-time” employment and training outcome measures in the reporting quarter in which the outcome occurred. Grantees provided outcome targets for these performance indicators in their SOWs, and the targets set for these measures are used to evaluate program outcomes during the period of performance.

The H-1B real-time performance measures in the OMB-Approved H-1B QPR include the following outcome measures:

1. Total participants served;
2. Total participants enrolled in education/training activities;
3. Total participants completing education/training activities;
4. Total participants who complete education/training activities that receive a degree, or other type of credential;
   a. It is important to note that this credential measure is separate from and in addition to the WIOA primary indicators of performance “Credential Attainment.”
5. Total number of unemployed and underemployed participants who complete education/training activities and obtain employment; and
   a. It is important to note that this entered employment measure is separate from and in addition to the WIOA primary indicators of performance “Employment Rate.”
6. Total number of incumbent worker participants who complete training activities and advance into a new position.
Scaling Apprenticeship and CSG grantees had slight variances in the H-1B performance measures as described in their respective Funding Opportunity Announcements:

Scaling Apprenticeship

DOL asked Scaling Apprenticeship grantees to provide both cumulative targets and yearly targets for the H-1B real-time outcome measures, which are specifically tailored for Scaling Apprenticeship grants, as described below:

1. **Total apprentices served, including participants served in pre-apprenticeship and apprenticeship programs;**
   a. This outcome measure is defined as the total number of all participants served (receiving a grant-funded service) in either pre-apprenticeships or apprenticeship programs.
   b. Number provided for total participants served includes all individuals who receive a grant-funded or match-funded service, after they are determined eligible to be served by the program. These services include apprenticeship or pre-apprenticeship training, but may also include assessments for training or other services funded by the grant.

2. **Total apprentices who are hired by an employer and enrolled in an apprenticeship education/training program;**
   a. This outcome measure is defined as the total number of participants that become apprentices in a Registered Apprenticeship Program or an unregistered apprenticeship.
   b. To be counted in this measure, participants must be hired by an employer (or, if an incumbent worker, employed at program participation) and enrolled in an apprenticeship education/training program that meets the five hallmarks of high-quality apprenticeship programs and that includes on-the-job training and instructional training.
   c. Participants in pre-apprenticeship activities do not count in this outcome.

3. **Total apprentices who complete an apprenticeship education/training program;**
   a. This outcome measure is defined as the total number of participants who enter a Registered Apprenticeship Program (RAP) or unregistered apprenticeship and complete both the on-the-job training and instructional training components of their apprenticeship programs.
   b. A participant’s education/training activities may be one training or a series of courses or activities. Program completion for a participant is when a participant has completed all the intended grant-funded training provided to the individual during the grant period of performance. Depending on the proposed program design as described in the Statement of Work, grantees must determine when a
participant has completed all the intended grant-funded training services established for the individual during the grant period of performance.

4. **Total apprentices who complete an apprenticeship education/training program and receive an industry-recognized degree or credential;**
   a. This outcome measure is defined as the total number of participants who enter a Registered Apprenticeship Program (RAP) or unregistered apprenticeship, complete both the on-the-job training and instructional training components of their apprenticeship program, and receive a recognized postsecondary credential.
   b. This outcome measure is an unduplicated count of participants who complete an apprenticeship and receive at least one postsecondary degree or credential.

5. **Total number of unemployed and underemployed apprentices who complete an apprenticeship education/training program and maintain their employment status with a current or new employer;**
   a. This outcome measure refers to participants whose employment status at program entry is either unemployed or underemployed, who complete their apprenticeship training program, and maintain unsubsidized employment with the employer in the job into which they were hired as an apprentice after completing both the on-the-job training and instructional training components of the apprenticeship. Unemployed or underemployed participants who complete apprenticeship training and obtain employment with a new employer are also counted in this outcome measure.
   b. This outcome measure may also include other low-skilled employed workers who are not incumbent workers and who meet the same criteria to be counted in this outcome as underemployed and unemployed workers. Incumbent workers are not included in this outcome measure.

6. **Total number of incumbent worker apprentices who complete an apprenticeship education/training program and advance into a new position; and**
   a. This outcome measure refers to those participants, whose employment status at program entry is an incumbent worker, who complete an apprenticeship education/training program consisting of both on-the-job training and instructional training and advance to a new position with their current employer or with a new employer.
   b. The grantee must have a partnership agreement with the employers of the participants to provide them with apprenticeship training prior to their entry into the grant program in order for the participants to qualify to be counted in this outcome.
   c. Incumbent workers typically have a new job title and description upon advancement into a new position. However, as long as the new competencies are used in the job position after program completion and the change can be documented, the incumbent worker may be counted as having advanced into a
new position with the employer or a new employer even if a new title is not conferred on the incumbent worker.

7. **The average hourly wage of apprentices at completion of the apprenticeship education/training program.**
   a. Grantees provided an average hourly wage calculation of apprentices at program completion as part of the target outcomes identified in their SOW. However, grantees will not be required to report this data in their Quarterly Progress Reports. Instead, DOL will track the WIOA primary indicator of performance “Median Earnings – 2nd Quarter after Exit” using wage data obtained via CRIS of behalf of grantees.

**Apprenticeships: Closing the Skills Gap**

The following H-1B real-time outcome measures from the OMB-approved H-1B QPR are specifically tailored for Apprenticeships: Closing the Skills Gap grants as described below:

1. **Total participants served;**
   a. This outcome measure is defined as the total number of all participants served (receiving a grant-funded service) in an apprenticeship program. Pre-apprentices can be reported in this performance measure if leveraged funds were used to support the participant in the pre-apprenticeship training activity, as outlined in the [Frequently Asked Questions Policy document](#) issued in June 2020.
   b. Number provided for total participants served includes all individuals who receive a grant-funded or match-funded service, after they are determined eligible to be served by the program. These services can include apprenticeship training, but may also include assessments for training or other services funded by the grant.

2. **Total participants enrolled in education/training activities;**
   a. This outcome measure is defined as the total number of participants that become apprentices in a Registered Apprenticeship Program or an unregistered apprenticeship.
   b. To be counted in this measure, participants must be hired by an employer (or, if an incumbent worker, employed at program participation) and enrolled in an apprenticeship education/training program that meets the five characteristics of high-quality apprenticeship programs (which includes a work-based learning and educational/instructional training component).

3. **Total participants who complete education/training activities;**
   a. This outcome measure is defined as the total number of participants who enter a Registered Apprenticeship Program (RAP) or unregistered apprenticeship and complete both the work-based learning and educational/instructional training components of their apprenticeship programs.
b. A participant’s education/training activities may be one training or a series of courses or activities. Program completion for a participant is when a participant has completed all the intended grant-funded training provided to the individual during the grant period of performance. Depending on the proposed program design as described in the grant Statement of Work, grantees must determine when a participant has completed all the intended grant-funded training services established for the individual during the grant period of performance.

4. **Total participants who complete education/training activities and receive a degree or other type of recognized postsecondary credential;**
   a. This outcome measure is defined as the total number of participants who enter a Registered Apprenticeship Program (RAP) or unregistered apprenticeship, complete both the work-based learning and educational/instructional training components of their apprenticeship program, and receive a recognized postsecondary credential.
   b. This outcome measure is an unduplicated count of participants who complete an apprenticeship and receive at least one postsecondary degree or credential.

5. **Total number of participants who obtain employment; and**
   a. This outcome measure refers to participants whose employment status at program entry is either unemployed, underemployed or employed, who are hired as apprentices at any time after enrollment into an apprenticeship that meets the five characteristics of program quality.
   b. Participants whose employment status at entry is incumbent worker should not be counted here.

6. **Total number of incumbent worker apprentices who complete an apprenticeship education/training program and advance into a new position.**
   a. This outcome measure refers to those participants, whose employment status at program entry is an incumbent worker, who complete an apprenticeship education/training program consisting of both work-based learning and educational/instructional training and advance to a new position with their current employer or with a new employer.
   b. The grantee must have a partnership agreement with the employers of the participants to provide them with apprenticeship training prior to their entry into the grant program in order for the participants to qualify to be counted in this outcome.
   c. Incumbent workers typically have a new job title and description upon advancement into a new position. However, as long as the new competencies are used in the job position after program completion and the change can be documented, the incumbent worker may be counted as having advanced into a new position with the employer or a new employer even if a new title is not conferred on the incumbent worker.
The Scaling Apprenticeship and CSG real-time performance measures are separate from, and in addition to, the WIOA primary indicators of performance. The annual target outcomes grantees provided in the Statement of Work (SOW) for these measures are used to evaluate quarterly program outcomes during the period of performance. DOL will use these annual benchmarks to track grant progress and identify best practices and technical assistance opportunities to support grantees during the grant lifecycle. Grantees are responsible for meeting the goals for the cumulative targets in their approved SOW.

In addition, the H-1B QPR includes the following program information to describe the full depth of a grant project’s performance:

- Total participants who exit the program
- Participant demographics
  - Gender, ethnicity, race
  - Education status at participation
  - Employment status at participation
- Total number of credentials earned
- Total participants who enter training-related employment

While grantees are not required to provide target goals for these measures, grantees must track and report these outcomes to DOL.

Please review the following tables to understand how the outcomes in the OMB-Approved H-1B QPR Form correspond to the Scaling Apprenticeship and CSG outcomes.
Table 2. Crosswalk between the Scaling Apprenticeship Performance Outcomes in the Funding Opportunity Announcement and H-1B QPR

<table>
<thead>
<tr>
<th>Scaling Apprenticeship Real-time Performance Outcomes</th>
<th>Real-time Performance Outcomes as Captured in the H-1B QPR</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Total apprentices served, including participants served in pre-apprenticeship and apprenticeship programs (Includes all individuals who receive any grant-funded service, after they are determined eligible to be served by the program)</td>
<td>A2. Total Participants Served</td>
</tr>
<tr>
<td>A2. Total apprentices that are hired by an employer and enrolled in an apprenticeship education/training program</td>
<td>E6a. Began Receiving Education/Job Training Activities</td>
</tr>
<tr>
<td>A3. Total apprentices who complete an apprenticeship education/training program</td>
<td>F1. Number Completed Education/Job Training Program Activities</td>
</tr>
<tr>
<td>A4. Total apprentices who complete an apprenticeship education/training program and receive a degree or other credential</td>
<td>F2. Completed Training Program Activities and Obtained a Credential</td>
</tr>
<tr>
<td>A5. Total number of unemployed and underemployed apprentices who complete an apprenticeship education/training program and maintain their employment status with a current or new employer</td>
<td>G1a. Entered Unsubsidized Training-Related Employment</td>
</tr>
<tr>
<td>A6. Total number of incumbent worker apprentices who complete an apprenticeship education/training program and advance into a new position</td>
<td>G3. Incumbent Workers that Advance into New Position</td>
</tr>
</tbody>
</table>
Table 3. Crosswalk between the Closing the Skills Gap Performance Outcomes in the Funding Opportunity Announcement and H-1B QPR

<table>
<thead>
<tr>
<th>Closing the Skills Gap Real-time Performance Outcomes</th>
<th>Real-time Performance Outcomes as Captured in the H-1B QPR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1. Total participants served</strong></td>
<td></td>
</tr>
<tr>
<td>(Includes all individuals who receive a grant-funded service (grant funds or match), after they are determined eligible to be served by the program)</td>
<td></td>
</tr>
<tr>
<td><strong>A2. Total participants enrolled in education/training activities</strong></td>
<td><strong>E6a. Began Receiving Education/Job Training Activities</strong></td>
</tr>
<tr>
<td><strong>A3. Total participants who complete education/training activities</strong></td>
<td><strong>F1. Number Completed Education/Job Training Program Activities</strong></td>
</tr>
<tr>
<td><strong>A4. Total participants who complete education/training activities and receive a degree, or other type of credential</strong></td>
<td><strong>F2. Completed Training Program Activities and Obtained a Credential</strong></td>
</tr>
<tr>
<td><strong>A5. Total number of participants who obtain employment</strong></td>
<td><strong>G1. Entered Unsubsidized Employment</strong></td>
</tr>
<tr>
<td><strong>A6. Total number of incumbent worker participants who complete training activities and advance into a new position</strong></td>
<td><strong>G3. Incumbent Workers that Advance into New Position</strong></td>
</tr>
</tbody>
</table>
SECTION III: GUIDANCE FOR COLLECTING AND REPORTING PARTICIPANT-LEVEL DATA USING THE 2021 PIRL FOR H-1B SKILLS TRAINING GRANTS

3.1 DOL DATA COLLECTION: 2021 PIRL for H-1B SKILLS TRAINING GRANTS

In order to report the WIOA primary indicators of performance and the H-1B real-time outcome measures, grantees are required to collect and report on participant-level data for all participants who receive grant-funded services beyond a determination of eligibility. Grantees are also required to report on program-completion training outcomes for all participants, as well as any performance follow-up and tracking activities during the period of performance.

To align H-1B’s performance accountability measures with WIOA, H-1B grantees will be reporting against the 2021 Participant Individual Record Layout (PIRL) for H-1B Skills Training Grants approved by the Office of Management and Budget (OMB) in 2021. The 2021 PIRL for H-1B Skills Training Grants offers guidelines for grantees to follow when tracking participant outcomes and establishing the foundation of the grant’s quarterly performance data files. This document contains all of the individual data elements (DEs) and code values required to be tracked for participants in the Scaling Apprenticeship grant program. Grantees will compile these participant-level data records into one comma-separated values (csv) data file, and upload to WIPS.

H-1B grantees are responsible for maintaining their own internal management information system to collect and track participant records in alignment with the 2021 PIRL for H-1B Skills Training Grants document. Each DE has code values that grantees will use to describe each participant served through the H-1B grant. Grantees will collect and report participant-level data using 90 PIRL DEs identified for H-1B grants in the 2021 PIRL for H-1B Skills Training Grants. This allows H-1B grantees to collect and report participant-level information such as: demographics, which includes race and ethnicity, and date of birth (DOB); Social Security Numbers (SSNs); program start and end dates, including training activities and supportive services; and program completion outcomes, such as credential attainment and employment placement outcomes.

Each quarter, H-1B grantees will upload a single comprehensive data file in WIPS that reflects all participants served to date, starting from the beginning of the grant’s period of performance through the end of the latest reporting quarter. Section VI of the Handbook provides information on how to submit and certify the data file.

---

2 For more information on WIOA Performance Reporting, visit https://www.dol.gov/agencies/eta/performance/reporting.
3.2 H-1B PIRL DATA ELEMENTS KEY SECTIONS

The H-1B Participant Individual Record Layout (PIRL) describes data elements (DEs) that enable DOL to collect information required to assess the performance of federal investments for various training and employment programs.

There are several key PIRL data elements that are used to report specific participant-level information and outcomes in grantee data files. These data elements are used to record participant-level data, track participant outcomes used for Quarterly Progress Reports, and assess the grantee’s internal progress. Each PIRL data element includes a number, name, field type and length, definition and instruction, and code values.

Grantees are required to collect the data elements specified in these sections for performance reporting purposes.

The descriptions of data elements in 2021 PIRL for H-1B Skills Training Grants is generally organized using the following sections:

I. H-1B Grants: Special ID and Grant Numbers
II. Participant-level Demographic Information and Employment Status
III. Program Participation and Enrollment Information
IV. Training Activities and Additional Services
V. Program Completion, such as employment placement and credential attainment outcomes

The following information provides further guidance on how these key PIRL data elements are used for reporting purposes. This section does not describe all the PIRL data elements that Scaling Apprenticeship and CSG grantees are required to include in their data file upload in WIPS. It is also not organized in numerical order. Please consult Tab 2 of 2021 PIRL for H-1B grants for a list of all 90 required data elements and their code values.

Section I - H-1B Grants: Special ID and Grant Numbers

PIRL 105 Special Project ID – 1 Grant Program

H-1B grantees using the 2021 PIRL for H-1B Skills Training Grants will use PIRL 105 to specify their H-1B grant program. This is a change from the previous PIRL schema where PIRL 105 was used to report Type of Apprenticeship. PIRL 931 will now be used to report Apprenticeship Program participation.
Table 4. PIRL 105 Special Project ID - 1 Grant Program

<table>
<thead>
<tr>
<th>Grant Program</th>
<th>Enter Code Value:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scaling Apprenticeship Grant</td>
<td>SAG1111</td>
</tr>
<tr>
<td>Apprenticeships: Closing the Skills Gap Grant</td>
<td>CSG2222</td>
</tr>
<tr>
<td>Rural Healthcare Grant</td>
<td>RHG3333</td>
</tr>
<tr>
<td>One Workforce Grant</td>
<td>OWG4444</td>
</tr>
</tbody>
</table>

**NOTE:** Reporting an incorrect code value for your grant program (i.e., reporting a code value for an H-1B program other than the grant program for which the data file is being submitted) may result in edit check issues or data file submission issues.

**PIRL 938 H-1B Grants**

This PIRL data element is used for H-1B grantees to record their H-1B grant number. The grant number should be entered in the following format without dashes: Two alphabetic characters representing the grant program code-Five numeric characters-Two numeric characters representing the fiscal year when the grant was awarded-Two numeric characters identifying the type of grant awarded-One alphabetic character identifying the relevant agency at ETA-Two numeric characters identifying the state that received the grant was served under (AA123451255A26).

**Section II – Participant-Level Demographic Information and Employment Status**

This section includes the PIRL data elements for Social Security Numbers (SSNs), participant demographics, and participant employment status.

**PIRL 2700 Social Security Number**

SSNs are used to calculate most of the WIOA primary indicators of performance on behalf of grantees by matching them with UI wage records provided by other agencies.

Grantees should enter a code value of 999999999 for PIRL 2700 when reporting eligible participants who choose not to disclose their SSNs.

**Important:** SSNs should be requested from every grant participant. An individual does not have to disclose their SSN in order to receive grant-funded services; however only a valid SSN or code
value 999999999 should be entered for PIRL 2700. Grantees should never report a false SSN or partial SSN.

Please see Section 7.1 Collection Personally Identifiable Information for additional details and technical assistance on collecting SSNs.

PIRL 201 Sex

This PIRL data element is used to report a participant’s sex or gender. This is a mandatory field.

Tips:

- This data element should be self-identified by the participant. It cannot be left blank.
- An individual who does not identify as male or female (e.g., non-binary, etc.) or who does not provide their sex and gender identity should be reported using code value “9.”

PIRL 210, 211, 212, 213, 214, 215 Ethnicity and Race

These PIRL data elements are used to report a participant’s ethnicity and race demographics.

Tips:

- These data elements should be self-identified by the participant. These data elements cannot be left blank.
- An individual who identifies with more than one race should be reported in each racial category with which they identify.
- Participants who do not respond with their racial or ethnic identity should be reported using code value “9.”
- A participant does not have to disclose this information in order to receive grant-funded services.

PIRL 400 Employment Status at Program Entry (WIOA)

This PIRL data element is one of the data elements used to report a participant’s employment status at the time of enrollment in the Scaling Apprenticeship or CSG program. Scaling Apprenticeship and CSG grants will report participants who are unemployed, underemployed, employed workers, or incumbent workers.

This data element is used to calculate the employment status of all participants served through the H-1B grant as either employed or unemployed.

Underemployed workers and incumbent workers are subsets of employed workers and will be reported separately in data elements PIRL 2101 Underemployed Worker and PIRL 907 Recipient of Incumbent Worker Training.
PIRL 2101 Underemployed

In regards to performance reporting, participants should be reported in PIRL 2101 Underemployed Worker only if the individual meets the eligibility criteria of the specific FOA and the PIRL definition for underemployed.

Tip:

- Participants who are reported as underemployed workers must also be reported as employed in PIRL 400 Employment Status at Program Entry.

PIRL 907 Recipient of Incumbent Worker Apprenticeship Training

When determining participant eligibility, H-1B grants should apply the definition of incumbent workers as indicated in their grant FOA.

Tips:

- For reporting purposes, participants determined eligible as incumbent workers and enrolled in incumbent worker apprenticeship training should be reported as code value 4 in PIRL 907 Recipient of Incumbent Worker Training, if they are determined eligible based on the specific FOA definition.
- Participants who are reported as incumbent workers must also be reported as employed in PIRL 400 Employment Status at Entry.

Section III – Program Participation and Enrollment Information

PIRL 900 Date of Program Entry (WIOA)

A date is required in this PIRL data element to ensure that a unique participant record is created for each H-1B grant participant that begins to receive grant-funded services. This PIRL data element is used to report the date in which, upon determination of eligibility, an individual begins to receive grant funded services.

Tips:

- Date of Program Entry refers to the date on which an individual, upon determination of eligibility, becomes a participant and begins to receive grant-funded services.
- For Scaling Apprenticeship and CSG grants, grant-funded services may include but are not limited to receiving assessment and case management services and/or enrollment in a pre-apprenticeship or apprenticeship program.
- The date of program entry may or may not be the same date that an individual begins apprenticeship training, depending on whether the individual received other grant-funded services prior to beginning training.
Reporting Enrollment Information on Apprenticeship

Underemployed, unemployed, and employed participants are considered to have begun apprenticeship training when they are hired by the employer hosting the apprenticeship and begin the on-the-job component of apprenticeship training. At that time they should be reported in PIRL 931 Apprenticeship Program, PIRL 2118 Date Entered Employment, and PIRL 2908 Date Started Apprenticeship.

- PIRL 931, PIRL 2908 and PIRL 2118 must be reported concurrently within the same quarter.
- When a participant begins the apprenticeship program and is hired by an employer into an apprenticeship, record the type of apprenticeship in PIRL 931 Apprenticeship Program as either Registered Apprenticeship Program (RAP), Industry-Recognized Apprenticeship Program (IRAP) or other if the apprenticeship is neither a RAP nor an IRAP, and record the date that the participant is hired by an employer into an apprenticeship in PIRL 2118 Date Entered Employment.
- When the participant starts instructional training component of the apprenticeship, record the date the participant starts the instructional training component in PIRL 1302 Date Started Training #1.
- The date recorded in PIRL 2908 Date Started Apprenticeship will be the date that the apprenticeship program begins, either the date the participant started the on-the-job training or instructional training, however, it cannot be reported until the participant is hired by an employer into an apprenticeship and a date is reported in PIRL 2118 Date Entered Employment.
- If the participant is not concurrently hired by the employer into an apprenticeship and enrolled into instructional training in the same quarter, PIRL 1302 Date Started Training #1 and PIRL 2118 Date Entered Employment should be reported separately as they occur.

Incumbent workers are considered to be apprentices after they begin either the training component and/or the on-the-job component of apprenticeship with the employer with which the participants were working when they became participants.

- When a participant begins the apprenticeship program, record the type of apprenticeship in PIRL 931 Apprenticeship Program as either Registered Apprenticeship Program (RAP), Industry-Recognized Apprenticeship Program or other.
- PIRL 931 and PIRL 2908 must be reported concurrently within the same quarter.

NOTE: Participants cannot start the apprenticeship prior to the date they became a participant in the grant program. The start date for incumbent worker apprentices should be reported as the start date of the portion of the apprenticeship training that is grant-funded.

PIRL 931 Apprenticeship Program

Scaling Apprenticeship and CSG grantees will use PIRL 931 Apprenticeship Program to report apprenticeship for each participant (This information was previously reported in PIRL 105 Type of Apprenticeship). The following table lists the relevant code values.
Table 5. Apprenticeship Program Code Values for PIRL 931

<table>
<thead>
<tr>
<th>Apprenticeship Program (Reported in PIRL 931)</th>
<th>Enter Code Value:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The participant entered into a Registered Apprenticeship Program (RAP) or if the participant was a registered apprentice at the time of program entry.</td>
<td>1</td>
</tr>
<tr>
<td>The participant entered into an Industry-Recognized Apprenticeship Program (IRAP) or if the participant was participating in an Industry-Recognized Apprenticeship at the time of program entry.</td>
<td>2</td>
</tr>
<tr>
<td>The participant entered into an apprenticeship program that is neither a RAP nor IRAP.</td>
<td>3</td>
</tr>
<tr>
<td>The participant did not enter an apprenticeship during program participation or was not participating in any apprenticeship program at the time of program entry.</td>
<td>4</td>
</tr>
</tbody>
</table>

If a participant enters more than one apprenticeship as one of their training components during the grant period, only the first apprenticeship type should be reporting in **PIRL 931**. The additional apprenticeships may be reported as training in **PIRL 1309 Date Entered Training #2** and **PIRL 1314 Date Entered Training #3**. Please see **PIRL 1309/1314** below for further instructions.

**Note:** **PIRL 931 Apprenticeship Program description for** code values for 1 and 2 uses the phrase “if the participant was a registered apprentice / if the participant was participating in an Industry-Recognized Apprenticeship at the time of program entry”. This phrasing “at the time of program entry” applies only to participants who meet the definition of an incumbent worker apprentice. It does not apply to participants who are unemployed at program entry.

**Tip:**

- If a participant enters a pre-apprenticeship, this should be reported in PIRL 106 Pre-apprenticeship. Pre-apprenticeship cannot be reported in **PIRL 931 Apprenticeship Program**.

**PIRL 2908 Date Started Apprenticeship**

Scaling Apprenticeship and CSG grantees will use PIRL 2908 Date Started Apprenticeship to report that a participant has started apprenticeship training. This information was previously reported using PIRL 1302 Date Entered Training #1.
Tips:

- This data element cannot be used to report the start date of pre-apprenticeship training.
- The date recorded in PIRL 2908 Date Started Apprenticeship will be the date that the apprenticeship program begins, either the date the participant started the on-the-job training or instructional training, however, it for underemployed, unemployed, and employed participants, cannot be reported until the participant is hired by an employer into an apprenticeship and a date is reported in PIRL 2118 Date Entered Employment.

PIRL 2118 Date Entered Employment

This PIRL data element is used to report employment when an underemployed, unemployed, or employed participant has been hired by an employer into an apprenticeship program.

Tips:

- When the participant is hired by the employer into the apprenticeship, record the date that a participant is hired in PIRL 2118 Date Entered Employment.
- PIRL 2118 Date Entered Employment is not used to report employment outcomes for individuals who are employed at program participation with an employer with which the grantee has an agreement to provide apprenticeship training. These individuals are considered incumbent workers.

PIRL 1302 Date Entered Training #1 (WIOA)

Underemployed, Unemployed and Employed Participants:

Participants who were underemployed, unemployed, or employed will use PIRL 1302 Date Entered Training #1 to report the start date of the instructional training component of the apprenticeship.

Incumbent workers may use PIRL 1302 Date Entered Training #1 to report either instructional training or on-the-job apprenticeship training with the employer with which they were employed at the time they became a participant in the grant program.

Tip:

- Pre-apprenticeship training should not be reported in PIRL 1302 Date Entered Training #1.

PIRL 1309 and PIRL 1314 Date Entered Training #2 and #3

These data elements are used when participants enter additional training. Grantees can enter up to three trainings for a participant. The date a participant entered the second training can be entered in PIRL 1309 and the date a participant entered the third training can be entered in PIRL 1314.
Tip:

- If a participant enters more than one apprenticeship as one of their training components during the grant period, these may be reported as training types in PIRL 1309 Date Entered Training #2 and PIRL 1314 Date Entered Training #3.

PIRL 2907 Apprenticeship Program Status

H-1B Scaling Apprenticeship and CSG grantees use other data elements to report on apprenticeship in the 2021 PIRL schema. This data element is not in use for the Scaling Apprenticeship and CSG grantees and should be left blank.

Tip:

- While grantees are not required to report on this PIRL data element, grantees should include a column for these data elements in the data file to avoid data file errors.

Reporting Pre-Apprenticeship, Work Experience, and Internships

PIRL 106 Pre-Apprenticeship

Scaling Apprenticeship and CSG grantees will use PIRL 106 (Special Project ID code - 2) to report Pre-Apprenticeship for each participant.

Table 6. Special Project ID - 2 Code Values for PIRL 106 (Pre-Apprenticeship)

<table>
<thead>
<tr>
<th>Pre-Apprenticeship (Reported in PIRL 106)</th>
<th>Enter Code Value:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-apprenticeship: if the participant entered into a pre-apprenticeship program.</td>
<td>SAPRE33</td>
</tr>
<tr>
<td>None: if the participant has not entered a pre-apprenticeship program.</td>
<td>SANON00</td>
</tr>
</tbody>
</table>

A participant who enters a pre-apprenticeship is counted in PIRL 106 Pre-Apprenticeship. If the participant is later hired by an employer into an apprenticeship and starts an apprenticeship training program, the individual should also be counted in PIRL 931 Apprenticeship Program as entering an apprenticeship. Grantees should continue to report “SAPRE33” in PIRL 106 for these participants to indicate that they also participated in a pre-apprenticeship.

Note: The same training cannot count as both pre-apprenticeship and apprenticeship training for a participant. Please review the definitions of pre-apprenticeship, Registered Apprenticeship Programs, Industry-Recognized Apprenticeship Programs and unregistered apprenticeships in
Attachment 1: H-1B Scaling Apprenticeship and Closing the Skills Gap Performance Reporting Definitions & Glossary.

Tips:

- Pre-apprenticeship training activities are also reported in PIRL 1203 Most Recent Date Received Internship or Work Experience Opportunities and PIRL 1205 Type of Work Experience.
- Incumbent workers cannot be reported as pre-apprentices.
- If a participant is not participating or has not participated in a pre-apprenticeship program, use SANON00 for None or leave this data element blank.

Reporting Pre-apprenticeship training for Apprenticeships: Closing the Skills Gap Grants

CSG grantees may not use grant funds or matched funds for pre-apprenticeships. Grantees may provide pre-apprenticeship training to individuals using leveraged funds; however, these individuals may not be reported as participants unless they also receive a grant-funded service that is paid for with CSG funds or matched funds.

If an individual receives pre-apprenticeship training with leveraged resources and also receives services paid for with CSG grant funds, the individual is reported as a participant and then the participant may also be reported in WIPS as a pre-apprentice in PIRL 106 (Special Project ID code - 2) using the code value SAPRE33 as shown in Table 5.

PIRL 1203 Most Recent Date Received Internship or Work Experience Opportunities and PIRL 1205 Type of Work Experience

Work experience training activities such as internships, job shadowing, and other work-based learning activities are reported using these data elements. These data elements can be used to report training received by pre-apprentices.

Tips:

- Participants who are reported as participating in pre-apprenticeship in PIRL 106 Pre-Apprenticeship can also be reported as receiving paid work experience in PIRL 1205 Type of Work Experience with code value 3 (Pre-Apprenticeship). The date this work experience was received will be reported in PIRL 1203 Most Recent Date Received Internship or Work Experience Opportunities. Participants who are reported in a Registered Apprenticeship Program (RAP), an Industry-Recognized Apprenticeship Program (IRAP), or any other apprenticeship in PIRL 931 Apprenticeship Program should not be reported as receiving “paid work experience” in data elements PIRL 1203 or PIRL 1205 unless they were previously pre-apprentices and reported in PIRL 106 Pre-Apprenticeship. Apprenticeship training is not reported as paid work experience.
- Incumbent workers will not be included in PIRL 1203 or PIRL 1205.
- These data elements can be left blank.
PIRL 2901 Pre-Apprenticeship Program Status

Scaling Apprenticeship and CSG grantees use other data elements to report on pre-apprenticeship in the 2021 PIRL. This data element should be left blank.

Tip:

- While grantees are not required to report on this PIRL data element, grantees should include a column for this data elements in the data file to avoid data file errors.

Section IV – Training Activities and Additional Services

H-1B grantees have several PIRL data elements to report training activities. H-1B grants share WIOA PIRL data elements to report dates for Training #1, #2, #3.

PIRL 1300 Received Training (WIOA)

This data element can be used to report if the participant has received training services.

Tips:

- Participants who have started a Registered Apprenticeship Program, an Industry-Recognized Apprenticeship Program, or any other apprenticeship as reported in PIRL 931 Apprenticeship Program should be reported in PIRL 1300 as received training.
- Participants who have only participated in pre-apprenticeship activities should not be reported in PIRL 1300.

PIRL 1332 Participated in Postsecondary Education During Program Participation (WIOA)

This PIRL data element is used to report if a participant was enrolled in a postsecondary education program that leads to a credential or degree from an accredited postsecondary education institution at any point during program participation.

Tips:

- All H-1B grant programs are postsecondary education programs.
- This data element relates to the credential indicator denominator and those who are recorded as 1 are included in the credential rate denominator. This element is a subset of PIRL 1811 Date Enrolled During Program Participation in an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment.
- Do not record 1 if the participant was first enrolled in postsecondary education after exiting the program.
PIRL 1303, PIRL 1310, and PIRL 1315 Type of Training Service #1, #2, and #3

Grantees should use these data elements to report the training types when a date of training is entered in PIRL 1302, PIRL 1309 and PIRL 1314.

Tips:

- PIRL data elements 1303, 1310, and 1315 (Type of Training Service #1, #2 and #3) are required to calculate WIOA primary indicators of performance, against which H-1B grants are also reporting. These PIRL data elements are necessary in order to aggregate outcome measures for the WIOA primary indicators of performance.
- The code values for the WIOA PIRL data elements to report types of training are limited for Scaling Apprenticeships and CSG grantees. The allowable codes for PIRL 1303, 1310, and 1315 Type of Training for Service #1, #2 and #3 are as follows:
  - If the training type in PIRL 931 Apprenticeship Program is a Registered Apprenticeship Program (RAP), use 09 = Registered Apprenticeship.
  - If the training type in PIRL 931 Apprenticeship Program is an Industry-Recognized Apprenticeship Program (IRAP) or other apprenticeship, use 06 = Occupational Skills Training.

Table 7. Reporting Training Outcomes (WIOA Data Elements)

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>TRAINING ACTIVITY #1</th>
<th>TRAINING ACTIVITY #2</th>
<th>TRAINING ACTIVITY #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE ENTERED TRAINING</td>
<td>PIRL 1302 Date Entered Training #1 (WIOA)</td>
<td>PIRL 1309 Date Entered Training #2 (WIOA)</td>
<td>PIRL 1314 Date Entered Training #3 (WIOA)</td>
</tr>
<tr>
<td>TYPES OF TRAINING</td>
<td>PIRL 1303 Type of Training Service #1 (WIOA)</td>
<td>PIRL 1310 Type of Training Service #2 (WIOA)</td>
<td>PIRL 1315 Type of Training Service #3 (WIOA)</td>
</tr>
<tr>
<td>ALLOWABLE CODE VALUES</td>
<td>Scaling Apprenticeships and CSG grantees will only use the following code values: 06 = Occupational Skills Training (non-WIOA Youth), 09 = Registered Apprenticeship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPLETED TRAINING</td>
<td>PIRL 1307 Training Completed #1</td>
<td>PIRL 1312 Training Completed #2</td>
<td>PIRL 1317 Training Completed #3</td>
</tr>
<tr>
<td>DATE COMPLETED TRAINING</td>
<td>PIRL 1308 Date Completed, or Withdrew from, Training #1</td>
<td>PIRL 1313 Date Completed, or Withdrew from, Training #2</td>
<td>PIRL 1318 Date Completed, or Withdrew from, Training #3</td>
</tr>
</tbody>
</table>
PIRL 2109-2117 Types of Training Services

These data elements are unique to H-1B grants and are used to report additional training types to further specify training activities for PIRL data elements 1303, 1310, and 1315 (Type of Training Service #1, #2 and #3).

Up to three training activities can be reported for each of the three training types specified in PIRL 1303, 1310, and 1315.

If a grantee has entered PIRL 1303 Type of Training Service, a code value for PIRL 2109 Primary Type of Training Service for Training Activity #1 is required.

Tips:

- These data elements are optional for underemployed, unemployed, and employed participants.
- For incumbent workers, grantees must enter code value 6 = Incumbent Worker Training.
- All other participants may optionally be reported in one of the following training types:
  - 1 = On-the-Job Training
  - 2 = Classroom Occupational Training
  - 3 = Contextualized Learning
  - 4 = Distance Learning
  - 5 = Customized Learning
  - 7 = Other Occupational Skills Training

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>TRAINING ACTIVITY #1 (PIRL 1302)</th>
<th>TRAINING ACTIVITY #2 (PIRL 1309)</th>
<th>TRAINING ACTIVITY #3 (PIRL 1314)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIMARY TYPE OF TRAINING</td>
<td>PIRL 2109 Primary Type of Training Service</td>
<td>PIRL 2112 Primary, Type of Training Service</td>
<td>PIRL 2115 Primary Type of Training Service</td>
</tr>
<tr>
<td>SECONDARY TYPE OF TRAINING</td>
<td>PIRL 2110 Secondary Type of Training Service</td>
<td>PIRL 2113 Secondary Type of Training Service</td>
<td>PIRL 2116 Secondary Type of Training Service</td>
</tr>
<tr>
<td>TERTIARY TYPE OF TRAINING</td>
<td>PIRL 2111 Tertiary Type of Training Service</td>
<td>PIRL 2114 Tertiary Type of Training Service</td>
<td>PIRL 2117 Tertiary Type of Training Service</td>
</tr>
</tbody>
</table>

PIRL 1401 Participation in Secondary Education

This PIRL data element is required to generate a credential attainment rate in WIPS; however, as secondary education training is prohibited in H-1B-funded grants, this DE must always have a code value of “0”.
PIRL 1811 Date Enrolled During Program Participation in an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment (WIOA)

This PIRL data element is used to report if a participant was enrolled during program participation in an education or training program that leads to a recognized postsecondary credential, including a secondary education program, or training program that leads to employment.

Section V - Program Completion

PIRL 1813 Date Completed During Program Participation in an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment (WIOA)

This PIRL data element is used to report program completion outcomes for all participants who complete all the required components for the apprenticeship program, including the on-the-job training component and all instructional components.

Tip:

- Participants cannot count as having completed their training program in PIRL 1813 Date Completed During Program Participation in an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment (WIOA) until they are reported as having completed all required components of an apprenticeship program in PIRL 2911 Date Completed Apprenticeship.

PIRL 2911 Date Completed Apprenticeship

This data element is used to report the completion date of an apprenticeship that is reported in PIRL 931 Apprenticeship Program.

Tips:

- If a participant is reported as having completed an apprenticeship, the apprenticeship must have a start date in PIRL 2908 Date Started Apprenticeship.
- Completion of an apprenticeship must occur before the date reported for program completion in PIRL 1813. If a participant enters more than one apprenticeship as one of their training components during the grant period, only the first apprenticeship type should be reported in PIRL 931 and if PIRL 2908, 2909, and 2911 are used, the information reported should correspond with this first apprenticeship. Additional apprenticeship information may be reported as training in PIRL 1309 Date Entered Training #2 and PIRL 1314 Date Entered Training #3. Please see PIRL 1309/PIRL 1314 for further instructions. Grantees should not report PIRL 1813 Date Completed During Program Participation in an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment (WIOA) until all planned program components, including additional apprenticeships, have been completed.
- This data element should not be used to report the completion date of a pre-apprenticeship.
PIRL 2909 Expected Completion Date

Grantees may optionally report the expected completion date for a participant’s apprenticeship.

Tip:

- A participant must have started an apprenticeship to have an expected completion date.

Reporting Credential Outcomes

PIRL 1800, 1802, 1804: Type of Recognized Credential #1, #2, and #3 (WIOA)

PIRL 1801, 1803, 1805: Date Attained Recognized Credential #1, #2, and #3 (WIOA)

These PIRL data elements are used to record the credential or certificate attainment outcomes that an apprentice receives as a result of completing the training program of an H-1B grant. This includes the type of recognized credential and the date on which the credential was attained.

Note: If an apprentice earns more than three types of a credential or certificate for an apprenticeship as a result of the grant-funded training, grantees are encouraged to replace data for Training #3 with data for the highest credential received during the grant period of performance. For example, if a training program includes three interim credentials as part of an apprenticeship program, when an apprentice achieves the apprenticeship certificate of completion, the grantee should replace data about the third interim credential (date entered training, type of training service, etc.) with data for the apprenticeship certificate of completion. This ensures that the highest credential received is recorded for each apprentice.

Tips:

- Grantees may report up to three credentials that result from at least one training activity.
- If multiple credentials are awarded, grantees should report the highest level certificate and/or credential earned as it aligns to the grantee’s training design, including the H-1B industries and occupations identified in the grantee’s SOW.
- Credentials earned during pre-apprenticeship may be captured in these data elements, however, because pre-apprenticeship does not count as training, do not enter participants in PIRL 1813 Date Completed During Program Participation in an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment (WIOA) as completed training.

For further guidance on credentials please refer to: TEGL 14-18 – Aligning Performance Accountability Reporting, Definitions, and Policies Across Workforce Employment and Training Programs Administered by the U.S. Department of Labor (DOL) and TEN 25-19 – Understanding Postsecondary Credentials in the Public Workforce System
Reporting Employment Retention and Employment Placements

There are two categories to report employment placements outcomes: 1) Entered Employment for Unemployed, Underemployed, and low-skilled Employed Program Participants and 2) Employment Retention or Employment Advancement for Incumbent Workers.

1. Entered Employment for Unemployed, Underemployed, and Employed Program Participants

**PIRL 2126 ENTERED TRAINING-RELATED EMPLOYMENT**

This PIRL data element is used to report entered training-related employment if employment placement is related to the training provided through the grant. For apprentices, this indicates that apprenticeship training has concluded and the apprentice has maintained their employment with the employer that hired them into an apprenticeship or they were hired into new employment.

This data element is a subset of **PIRL 2118 Date Entered Training** and **PIRL 1813 Date Completed**, so participants reported in PIRL 2126 must also be reported in PIRL 2118 and PIRL 1813.

2. Employment Retention or Employment Advancement for Incumbent Workers

**INCUMBENT WORKERS RETAINED CURRENT POSITION**

**PIRL 2119 Incumbent Workers Retained Current Position in the 1st Quarter After Program Completion**

**Tips:**

- Incumbent workers reported in this data element must meet the definition of incumbent worker as defined in the Scaling Apprenticeship and CSG FOAs.
- This PIRL data element is used if an incumbent worker completed the apprenticeship and retained their current position in the first quarter after completion.

**PIRL 2121 Incumbent Workers Retained Current Position in the 2nd Quarter After program Completion** and **PIRL 2123 Incumbent Workers Retained Current Position in the 3rd Quarter After Program Completion** will not be used by H-1B grantees and should be left blank.
INCUMBENT WORKERS ADVANCED TO NEW POSITION AFTER COMPLETION

PIRL 2120, 2122, and 2124: Incumbent Workers Advanced Into a New Position With Current or New Employer in the 1st, 2nd and 3rd Quarter After Program Completion

Tips:

- Incumbent workers reported in these outcome measures must meet the definition of incumbent worker as defined in the Scaling Apprenticeship and CSG FOAs. You must have an agreement with the employer to provide apprenticeship training to the participants who are counted in this outcome.
- These PIRL data elements are used to report if an incumbent worker has advanced to a new position that requires a higher level of skill, either with their current employer or new employer.
- Incumbent worker apprentices must complete their apprenticeship training and advance into a new position with the employer that was providing them with apprenticeship training or advance into a new position with another employer.
- A new position of employment with a different employer may or may not have a different title or job description from the previous occupation.
  - Generally, a new position of employment with the same employer will have a title that is different from the title for the individual’s previous position and a new position-specific job description. If the title is the same, but the incumbent worker is applying advanced level of skills in their current job, it may count as an advancement to new employment.
  - As long as the incumbent worker utilizes the competency (or competencies) that was acquired through the H-1B grant-funded education/job training program in their new position, it can be counted as an advancement to new employment.
- An incumbent worker may have up to three quarters to advance in their position, and grantees may report these outcomes at any time during the three quarters after program completion.
- This employment outcome is reported in the actual reporting quarter in which the job advancement occurred.
- For example, if a participant completes training in the quarter ending 9/30 and advanced in the 1st quarter after program completion, this outcome would be reported in the QPR in the quarter ending 12/31.
- If a participant does not advance to a new position in the 1st quarter after program completion, PIRL 2120 would be 0 = No. If they advance in the 2nd quarter after program completion, PIRL 2022 would be 1 = Yes.
  - In this example, PIRL 2024 would be 0 = No because employment advancements are reported once in the participant record.

3.3. PIRL DATA ELEMENTS CORRESPONDING WITH PERFORMANCE OUTCOME TARGETS

DOL asked Scaling Apprenticeship and CSG grantees to provide targets for the H-1B real-time outcome measures, which are specifically tailored for Scaling Apprenticeship and CSG grants and previously explained in Section II of this Handbook.
The crosswalk below shows which PIRL data elements correspond to each of the six real-time measures. Please review *Attachment 3: H-1B QPR OUTCOME MEASURE DEFINITIONS* in this Handbook for a complete list of all QPR outcomes and information about how they correspond to PIRL data elements.

**Table 9. Crosswalk of Scaling Apprenticeship Real-Time Outcomes and Required PIRL Data Elements**

<table>
<thead>
<tr>
<th>FOA Outcome</th>
<th>QPR Outcome</th>
<th>Summary of WIPS Data Elements Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Total Apprentices Served</td>
<td>A2. Total Participants Served</td>
<td>PIRL 900 Date of Program Entry</td>
</tr>
</tbody>
</table>
| A2. Total Apprentices Hired by an Employer and Enrolled in an Apprenticeship Education/Training Program | E6a. Began Receiving Education/Job Training Activities | PIRL 931 Apprenticeship Program
PIRL 2908 Date Entered Apprenticeship Program
PIRL 2118 Date Entered Employment* |
| A3. Total Apprentices Who Complete an Apprenticeship Education/Training Program | F1. Number Completed Education/Job Training Program Activities | PIRL 1813 Date of Program Completion |
| A4. Total Apprentices Who Complete an Apprenticeship Education/Training Program and Receive a Degree or Other Credential | F2. Completed Training Program Activities and Obtained a Credential | PIRL 1813 Date of a Completion
PIRL 1800 Type of Recognized Credential #1 |
| A5. Total Number of Unemployed and Underemployed Apprentices Who Complete an Apprenticeship Education/Training Program and Maintain Their Employment Status with a Current or New Employer | G1a. Entered Unsubsidized Training-Related Employment | PIRL 1813 Date of Program Completion
PIRL 2118 Date Entered Employment*
PIRL 2126 Entered Training-Related Employment* |
| A6. Total Number of Incumbent Worker Apprentices Who Complete an Apprenticeship Education/Training Program That Advance into a New Position | G3. Incumbent Workers that Advance into New Employment | PIRL 907 Receipt of Incumbent Worker Training*
PIRL 1813 Date of Program Completion
PIRL 2120 Incumbent Workers Advance into New Position* |

1 Unemployed/underemployed/employed participants only
2 Incumbent worker participants only
### Table 10. Crosswalk of Closing the Skills Gap Real-Time Outcomes and Required PIRL Data Elements

<table>
<thead>
<tr>
<th>FOA Outcome</th>
<th>QPR Outcome</th>
<th>Summary of WIPS Data Elements Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Total Participants Served</td>
<td>A2. Total Participants Served</td>
<td>PIRL 900 Date of Program Entry</td>
</tr>
<tr>
<td>A2. Total Participants enrolled in education/training activities</td>
<td>E6a. Began Receiving Education/Job Training Activities</td>
<td>PIRL 951 Apprenticeship Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PIRL 2908 Date Entered Apprenticeship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PIRL 2118 Date Entered Employment</td>
</tr>
<tr>
<td>A3. Total Participants who complete education/training activities</td>
<td>F1. Number Completed Education/Job Training Program Activities</td>
<td>PIRL 1813 Date of Program Completion</td>
</tr>
<tr>
<td>A4. Total participants who complete education/training activities and received a degree, or other type of credential</td>
<td>F2. Completed Training Program Activities and Obtained a Credential</td>
<td>PIRL 1813 Date of Program Completion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PIRL 1800 Type of Recognized Credential #1</td>
</tr>
<tr>
<td>A5. Total number of participants who obtain employment</td>
<td>G1. Entered Unsubsidized Employment</td>
<td>PIRL 2118 Date Entered Employment</td>
</tr>
<tr>
<td>A6. Total number of incumbent worker participants who complete training activities and that advance into a new position</td>
<td>G3. Incumbent Workers that Advance into New Employment</td>
<td>PIRL 907 Receipt of incumbent Worker Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PIRL 1813 Date of Program Completion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PIRL 2120 Incumbent Workers Advance into New Position</td>
</tr>
</tbody>
</table>

1 Unemployed/underemployed/employed participants only
2 Incumbent worker participants only
SECTION IV: ACCESSING THE WORKFORCE INTEGRATED PERFORMANCE SYSTEM (WIPS)

4.1. DOL PERFORMANCE REPORTING SYSTEM - WORKFORCE INTEGRATED PERFORMANCE SYSTEM (WIPS)

DOL uses the web-based reporting system WIPS for H-1B grantees to submit the Quarterly Performance Report (QPR) and the Quarterly Narrative Report (QNR).

4.2 ACCESS TO THE WORKFORCE INTEGRATED PERFORMANCE SYSTEM (WIPS)

DOL issues a user account and password to access the reporting system to the authorized representative of each grant. If grantees need further assistance with their password or user account, they should contact the WIPS Help Desk at https://www.doleta.gov/performance/wips/WIPS_Technical_Assistance_Request.cfm. Please also refer to the WIPS Quick Reference Guide.

WIPS is an online, password-protected system that allows grantees to:

1. Upload a .csv or .txt data file;
2. Verify that data is correct using a series of logic and validation checks;
3. Generate and certify an H-1B QPR using H-1B aggregation rules;
4. View and add comments to an H-1B QPR; and
5. Generate and certify an H-1B QNR in WIPS.

Figure 2. Workforce Integrated Performance System (WIPS)
SECTION V. GUIDANCE FOR GENERATING AND CERTIFYING A QUARTERLY PERFORMANCE REPORT (QPR)

An H-1B QPR is an aggregated report of quarterly performance outcomes. The H-1B QPR aggregates real-time performance measures and the WIOA primary indicators of performance. The H-1B QPR is generated through participant-level data files that are uploaded in WIPS, and creates a snapshot of the grant’s progress to date.

Grantees will submit a csv data file or a .txt file of participant level information in WIPS to generate the H-1B QPR. The participant-level data file includes information on all participants served from the start of the grant through the most current reporting quarter. After a grantee successfully uploads the participant-level data file into WIPS, the system will generate an H-1B QPR that can be viewed, downloaded, and formally submitted to DOL.

Once a grantee has uploaded participant-level data and has verified that the information is accurate, they should indicate that the report is final by selecting the “Certify” button in WIPS. Certifying the report indicates that the grantee's authorized representative certifies that the data submitted is complete, true, and accurate to the best of his or her knowledge.

Please see Attachment 2: H-1B QUARTERLY PERFORMANCE REPORT (QPR) and Attachment 3: H-1B QPR OUTCOME MEASURE DEFINITIONS for further guidance on generating the quarterly performance report.

Important Note: Should changes in definitions resulting from new policy or legislation occur, appropriate revisions will be issued to reflect these changes.

Grantees should also review the Performance Reporting Toolkit, which provides information about how to track and collect data, as well tips for how to ensure that the data reported in WIPS is accurate.
SECTION VI: GUIDANCE FOR SUBMITTING A QUARTERLY NARRATIVE REPORT (QNR)

6.1 SUBMITTING THE QNR IN WIPS

As part of Quarterly Progress Report requirements, H-1B grantees are required to submit a QNR. A QNR is a written report that reflects grant program activities that complement the quantitative data reported on the QPR. Grantees may also report information that the QPR does not reflect, as well as identify technical assistance needs and/or grant program highlights from the latest reporting quarter. Grantees are required to use the OMB-approved QNR template.

The *Joint Quarterly Narrative Performance Report (ETA-9179)* is provided as *Attachment 5* at the end of this document.

Using their WIPS account, each grant program will submit the QNR directly into WIPS. The online form is identical to the OMB-approved *Joint Quarterly Narrative Performance Report Template (ETA-9179)*. Grantees should complete the form using the fields provided in WIPS.

Inactive users will be automatically logged out after 30 minutes of inactivity. WIPS does not consider typing within fields to be system activity. To avoid losing data, grantees may wish to type their responses into a Word document first and then cut and paste the final text into the appropriate sections in WIPS.

Once a grantee has completed the QNR and has verified that the information is accurate, they should indicate that the report is final by selecting the “Certify” button on the QNR. Certifying the report indicates that the grantee’s authorized representative certifies that the data submitted is complete, true, and accurate to the best of his or her knowledge.

Grantees may also submit up to five supplemental documents (in Word or pdf format) to support their QNR submission.

6.2 QNR SPECIAL INSTRUCTIONS FOR REPORTING ON EXPANDING APPRENTICESHIP PROGRAM OUTPUTS – SCALING APPRENTICESHIP GRANTS

In addition to the performance targets that grantees provided in their Statements of Work, Scaling Apprenticeship grantees were also asked to provide targets for three program outputs. Grantees are required to report cumulative to-date progress on each of these three program outputs every quarter in their *Quarterly Narrative Reports* (QNRs).

**B1. Total number of newly created apprenticeship programs, including Registered Apprenticeship programs**

- Each new program can be counted only one time during the period of performance.
- An apprenticeship program that is counted in B1 as newly created cannot also be counted in B3 as an expanded program.
B2. Total number of employers engaged (i.e., those employers that adopt apprenticeship programs as a result of the grant project)

- B2 cannot contain duplicated counts of employers. Each employer can be counted only once in this output measure.

B3. Total number of expanded apprenticeship programs, including Registered Apprenticeship (e.g., new industries, occupations or service areas, or increasing the number of apprentices registered)

- A program that existed prior to grant award is eligible to be counted in this output measure.
- B3 cannot contain duplicated counts of expanded programs. Each expanded program can be counted only one time during the period of performance.

It is suggested that these three outcomes be reported in Section XI.A. Additional Information and include both the cumulative-to-date number achieved and the target for each output established in the Statement of Work.

Table 11. Suggested Reporting Format for Section B Program Outputs – Scaling Apprenticeship Grants

<table>
<thead>
<tr>
<th>Expanding Apprenticeships Output</th>
<th>Cumulative-to-Date Amount</th>
<th>Grant Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total number of newly created apprenticeship programs, including Registered Apprenticeship programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Total number of employers engaged</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Total number of expanded apprenticeship programs, including Registered Apprenticeship</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.3 QNR SPECIAL INSTRUCTIONS FOR REPORTING ON EXPANDING APPRENTICESHIP PROGRAM OUTPUTS – APPRENTICESHIPS: CLOSING THE SKILLS GAP GRANTS

In addition to the performance targets that grantees provided in their Statements of Work, SA grantees were also asked to provide targets for three program outputs. Grantees will be required to report cumulative to-date progress on each of these three program outputs every quarter in their Quarterly Narrative Reports (QNRs).

B1. Total number of newly created apprenticeship programs, including newly created Registered Apprenticeship programs

- Each new program can be counted only one time during the period of performance.
- An apprenticeship program that is counted in B1 as newly created cannot also be counted in B2 as an expanded program.
B2. Total number of existing apprenticeship programs, including Registered Apprenticeship Programs, that are expanded (e.g., new industries, occupations or service areas, or increased the number of apprentices registered).
- A program that existed prior to grant award is eligible to be counted in this output measure.
- B2 cannot contain duplicated counts of expanded programs. Each expanded program can be counted only one time during the period of performance.

B3. Total number of employers engaged (i.e., those employers that adopt apprenticeship programs as a result of the grant project).
- B3 cannot contain duplicated counts of employers. Each employer can be counted only once in this output measure.

It is suggested that these three outcomes be reported in Section XI.A. Additional Information and include both the cumulative-to-date number achieved and the target for each output established in the Statement of Work.

Table 12. Suggested Reporting Format for Section B Program Outputs – Closing the Skills Gap Grants

<table>
<thead>
<tr>
<th>Expanding Apprenticeships Output</th>
<th>Cumulative-to-Date</th>
<th>Grant Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total number of newly created apprenticeship programs, including newly created Registered Apprenticeship programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Total number of existing apprenticeship programs, including Registered Apprenticeship Programs, that are expanded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Total number of employers engaged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION VII – DOL DATA STANDARDS

7.1 COLLECTING PERSONALLY IDENTIFIABLE INFORMATION (PII)

As part of their grant activities, grantees may have in their possession large quantities of personally identifiable information (PII) relating to their organization and staff, sub-grantee and partner organizations and staff, and/or individual program participants. This information is generally found in personnel files, participant data sets, performance reports, program evaluations, grant and contract files, and other sources.

Federal agencies are required to take aggressive measures to mitigate the risks associated with the collection, storage, and dissemination of sensitive data, including PII. As the grantor agency, ETA has provided the Training and Employment Guidance Letter (TEGL) NO. 39-11 to grantees to notify them of the specific requirements that grantees must follow pertaining to the acquisition, handling, and transmission of PII.

Social Security Numbers

H-1B grantees are required to request participants’ complete and accurate Social Security Numbers (SSNs); however, providing SSNs is voluntary and participants cannot be denied services if they choose not to disclose their SSN. Grantees should also ensure that, when they are collecting this information from participants, they inform the participants of the purpose for requesting SSNs.

What is the Purpose of Collecting SSNs?

The collection of this information assists DOL and the grantee to track the long-term success of the training program.

The Department, on behalf of the grantees, uses CRIS to match SSNs with employment data available from State UI and other administrative wage records (e.g., Federal and Military employment). This matching procedure is necessary in order for DOL to collect consistent and reliable aggregate outcome information for each grantee by calculating a set of WIOA primary indicators of performance that includes employment rate and median earnings.

Technical Assistance Tips for Collecting SSNs from Program Participants

For grantees encountering issues in collecting SSNs from training participants, DOL grantees who have been successful in collecting this information have recommended the following:

1. Make the “ask” at intake or enrollment instead of waiting until later in the process
2. Include statement/disclaimer language directly under the SSN field of an intake or enrollment form identifying: why this information is requested, the security of this
information, what it is used for, and how it benefits the program to measure program success (see two examples below).

3. Ask case managers (or other appropriate staff) to follow-up in person or by phone with any participant who does not disclose their SSN as a part of the enrollment process. Individuals may not provide their SSN because they do not understand the need for this information. Staff familiar with the enrollment process should explain to participants the value this information provides the grantee and DOL with regard to measuring outcomes and how this information is used.

**Disclaimer Language Examples:**

**Sample #1)** This project was funded by a grant awarded under the XXXX Grants, as implemented by the U.S. Department of Labor’s Employment and Training Administration. The collection of this information helps to track the long-term success of this training program. Your personal information is kept confidential and secure and will not be shared with any outside agencies other than those involved with the support or oversight of the XXXX Grant received by Sample Community College and issued by the U.S. Department of Labor. The information collected through your participation in grant supported training activities will never be sold or shared with third party agencies. Please direct any additional questions concerning the use of your personal information to Jane Green, Program Director at 856-691-XXXX.

**Sample #2)** The Information Technology (IT) program in which you are enrolled is made possible in part through a grant from the United States Department of Labor, Employment and Training Administration. This grant is a XXXX Grant titled “IT Jobs for Tomorrow,” a partnership between Any College of Technology and Where Community College. As part of IT Jobs for Tomorrow’s federal grant, we are required to obtain information from project participants and asked to track how well the students who participate in the program succeed in the workforce and other related outcomes. The information gathered will be used to help determine if the training is successful and in what areas we might need to improve.

In addition to requesting a range of information from project participants, including demographic information, the use of your Social Security Number is also requested in order to access wage and employment information through state databases. Although you cannot be denied service for failure to provide your Social Security Number, we strongly encourage you to provide it in order to enable the project to quantify specific employment-related outcomes. Your personal information will be kept confidential and will never be sold or shared outside of the purposes stated above.

**Important note:** If an eligible participant chooses to not disclose an SSN they cannot be denied services. When reporting eligible participants who choose not to disclose their SSNs, a code value of 999999999 should be entered for PIRL 2700 (Social Security Number).

Grantees must secure PII such as SSNs, and should ensure that, when they are collecting this information, they inform participants about why they are asking them to provide their SSNs, in accordance with ACWIA.
7.2 RECORD RETENTION REQUIREMENTS

Grantees must follow Federal guidelines on record retention. Grantees are required to maintain all electronic and hard-copy records pertaining to grant activities for at least three years after final award close-out. See the applicable grant Funding Opportunity Announcement (FOA) and 2 CFR 200.333-.337 for more specific information.

Figure 3. TEGL NO. 39-11 – Guidance on the Handling and Protection of PII

For further guidance on handling the protection of Personally Identifiable Information (PII) please refer to:

ATTACHMENT 1: H-1B SCALING APPRENTICESHIP AND CLOSING THE SKILLS GAP
PERFORMANCE REPORTING DEFINITIONS & GLOSSARY

The following glossary of performance reporting terms are provided for further guidance on the
definitions of terms as it applies to H-1B grants.

APPRENTICESHIP:

Scaling Apprenticeship

The Scaling Apprenticeship FOA allowed applicants to propose Registered Apprenticeship
Programs (RAPs) and unregistered apprenticeship programs. As specified in the FOA, all
apprenticeships supported by the grant, whether a RAP or an unregistered apprenticeship,
must adhere to the following five hallmarks of program quality:

1. Paid, Work-Based Component
2. OJT Training and Mentorship
3. Educational and Instructional Component
4. Industry-Recognized Credentials Earned
5. Safety, Supervision, and Equal Employment Opportunity

See the Scaling Apprenticeship FOA, pages 14-15, for descriptions of the five hallmarks of
high-quality apprenticeship programs. See also Amendment 2 to the FOA, which is included,
along with clarifying language, in the Scaling Apprenticeship FAQs.

Closing the Skills Gap

The Apprenticeships: Closing the Skills Gap FOA allowed applicants to propose Registered
Apprenticeship Programs (RAPs) and unregistered apprenticeship programs. As specified in
the FOA, all apprenticeships supported by the grant, whether a RAP or an unregistered
apprenticeship, must adhere to the following five characteristics of program quality:

1. Paid, Work-Based Component
2. Work-Based Learning and Mentorship
3. Educational and Instructional Component
4. Industry-Recognized Credentials Earned
5. Safety, Supervision, and Equal Employment Opportunity

See the Apprenticeships: Closing the Skills Gap FOA, pages 8-9, for descriptions of the five
characteristics of high-quality apprenticeship programs.
Registered Apprenticeship Programs (RAPs) are a proven model of job preparation, validated by the U.S. Department of Labor or a State Apprenticeship Agency (SAA) that combines paid on-the-job training (OJT) with related instruction to progressively increase workers’ skill levels and wages. RAPs are also a business-driven model that provides an effective way for employers to recruit, train, and retain highly skilled workers. Registered Apprenticeship allows employers to develop and apply industry standards to training programs, thereby increasing productivity and the quality of the workforce. RAPs offer job seekers immediate employment opportunities that pay sustainable wages and offer advancement along a career path. Graduates of RAPs receive nationally recognized, portable credentials, and their training may be applied toward further post-secondary education.

Registered Apprenticeship Program sponsors often work directly with community colleges that ultimately provide college credit for Registered Apprenticeship Programs. 21st century apprenticeship approaches are flexible and can be easily customized to meet the needs of the employer and apprentice. Apprentices are hired as employees and earn a wage upon registration, and receive progressive wage increases commensurate with their skill attainment throughout the training program.

Registered Apprenticeship Program training is distinguished from other types of workplace training by several factors: (1) participants who are newly hired (or already employed) earn wages from employers during training; (2) programs must meet national standards for registration with the U.S. Department of Labor (or federally-recognized SAAs); (3) programs provide on-the-job learning and job-related technical instruction; (4) on-the-job learning is conducted in the work setting under the direction of one or more of the employer’s personnel; and 5) training results in an industry-recognized credential, and sometimes college credit.

Industry-Recognized Apprenticeship Programs (IRAPs): Industry-Recognized Apprenticeship Programs are high-quality apprenticeship programs recognized as such by a Standards Recognition Entity (SRE) pursuant to the DOL’s standards. These programs provide individuals with opportunities to obtain workplace-relevant knowledge and progressively advancing skills. IRAPs include a paid-work component and an educational component and result in an industry-recognized credential. An IRAP is developed or delivered by entities such as trade and industry groups, corporations, non-profit organizations, educational institutions, unions, and joint labor-management organizations. For more information on IRAPs please visit: https://www.apprenticeship.gov/industry-recognized-apprenticeship-program.

Unregistered apprenticeship programs: For the purposes of the Scaling Apprenticeship grant and CSG grant, any apprenticeship program that is not a RAP or an IRAP is considered an unregistered apprenticeship. All apprenticeship programs funded through the grant must
meet the five hallmarks of program quality specified in the SA FOA, as amended, or the characteristics of high quality apprenticeship programs specified in the CSG FOA. Pre-apprenticeship activities are not considered apprenticeships.

**CLASSROOM OCCUPATIONAL TRAINING:** Training conducted in an institutional setting or worksite setting and designed to provide or upgrade individuals with technical skills and information required to perform a specific job. Participants should be able to achieve employment for a specific occupation upon completion. *(See also INSTRUCTIONAL TRAINING)*

**CONTEXTUALIZED (OR CONTEXTUAL) LEARNING ACTIVITIES:** Workforce activities that build meaningful relationships between abstract ideas and practical applications in the context of the real world. Contextual learning occurs when students process information or knowledge in such a way that it makes sense to them in their frame of reference. Such learning is usually a reality-based, outside-of-the-classroom experience that occurs within a specific context, and may include paid internships and paid work experience, among others activities.

**CUSTOMIZED TRAINING:** H-1B grants have a unique definition of customized training, namely, training that is designed to meet the special requirements of an employer (or group of employers), and is conducted with a commitment by the employer to employ, or in the case of incumbent workers, continue to employ, the individual on successful completion of the training.

**DATA ELEMENTS:** Also referred to as PIRL DEs, they are unique identifiers that enable DOL to collect information required to assess the performance of Federal investments for various training and employment programs. H-1B PIRL data elements are defined in the **2021 PIRL for H-1B Skills Training Grants**. Each PIRL data element includes a number, name, field type and length, definition and instruction and code values. These data elements are used to record participant-level data, track participant outcomes used for Quarterly Progress Reports, and assess the grantee’s internal progress.

**EMPLOYED:** Individuals who are appropriately skilled for the level at which they are working, such as lower-skilled workers in low-skilled employment. *(See also INCUMBENT WORKER for distinctions between the two, with respect to performance reporting.)*

**EXIT:** H-1B participants are exited from the program when they have not received any services funded by the program for 90 consecutive calendar days, have no gap in service, and are not scheduled for future services. The date of exit is applied retroactively to the last day on which the individual received a service funded by the program.

PIRL 901 (Date of Program Exit) is used to collect and report the date of exit. For exit-based performance measures (WIOA Primary Indicators of Performance), the quarter for tracking these
measures is determined by the quarter in which the date of exit occurs. For example, if the date of exit is between January 1st and March 31st, the first quarter after exit would be April 1st through June 30th.

Note: If a participant returns to your training program after they have exited the program, you would treat this participant as a new participant.

INCUMBENT WORKER: Individuals who are employed but need training to upgrade their skills to secure full-time employment, advance in their careers, or retain their current occupations in H-1B occupations and industries. Incumbent workers are workers for whom attaining new skills and competencies can help advance them into middle- and high-skilled jobs with their current employer. This definition includes newly hired workers and workers whose hours have been reduced and/or earnings have declined.

The training provided to incumbent workers is developed with an employer or employer association. This means the training is developed in collaboration with the employers with which the incumbent workers are employed when they are determined to be eligible to participate. In regards to performance reporting, participants determined eligible as incumbent workers should be reported as code value #4 in PIRL 907 (Recipient of Incumbent Worker Training) if they meet the specific FOA definition.

INSTRUCTIONAL TRAINING: An abbreviated version of the term “educational and instructional component,” which is one of the five hallmarks of program quality of apprenticeship and is also often referred to as “classroom” training. Other terms used for this type of training include Related Technical Instruction (RTI) in Registered Apprenticeship Programs (RAPs) and Related Instruction in Industry-Recognized Apprenticeship Programs (IRAPs). For the purposes of Scaling Apprenticeship and CSG grants, instructional training, or educational and instructional training, is used to refer broadly to the high-quality “classroom” component of an apprenticeship program.

ON-THE-JOB (OJT) TRAINING: For the purposes of Scaling Apprenticeship grants, OJT is considered one component of a high-quality apprenticeship program, not as a stand-alone training activity. Because apprentices automatically take part in OJT, Scaling Apprenticeship grantees should not report OJT as an independent activity for participants.

PARTICIPANT: A participant is any individual who receives an H-1B grant-funded service beyond a determination of eligibility. Individuals who receive only a determination of eligibility to participate in the program, but do not begin receiving services, are NOT considered participants. Grant-funded services are allowable services and education and training activities applicable to the grantees’ SOW and the applicable FOA.

Individuals who receive services funded solely with leveraged resources (i.e., no services are provided with grant or match funds) are not considered grant participants. Grantees must not
include individuals funded solely with leveraged resources in the data file that is uploaded to WIPS. However, individuals who receive services either with grant or match funds, or a combination of both, are considered program participants. Grantees should include individuals funded with grant or match funds as a participant using PIRL data element 900 Date of Program Entry in the data file that is uploaded to WIPS.

**PARTICIPANT DATA FILE:** Electronic data files store information for a specific application for later use. Data files are a set of participant-level records with data element code values that describe the activities of each participant. This information is tracked and submitted to DOL in one data file for each reporting quarter. Grantees should upload one comprehensive data file of all participant records served grant-to-date. This file is updated each quarter and resubmitted in WIPS for the appropriate reporting quarter.

**PARTICIPANT RECORDS:** Each individual that is determined eligible for your program and participates in a grant-funded service will be tracked according to the data elements and edit checks provided in the Amended ETA-9172- DOL-only Participant Individual Records Layout (PIRL) for H-1B grants. Based on information grantees track in a participant’s case file, each individual will have a single record detailing their demographics, training activities, and program outcomes in your data file.

**PERIOD OF PARTICIPATION:** The period of participation refers to the period of time beginning when an individual becomes a participant and ending on the participant’s date of exit from the program.

**PRE-APPRENTICESHIP:** Pre-apprenticeship services and programs are designed to prepare a diverse pool of individuals to enter and succeed in apprenticeship by providing career-specific training and readiness skills needed on the job. In addition to providing preparatory skills for future apprentices, pre-apprenticeship training can be an effective vehicle to streamline the recruitment process and help move job-ready apprentices into apprenticeship.

**Note:** For the for the purposes of the Scaling Apprenticeship grants, applicants may propose pre-apprenticeship programs to serve as on-ramps to apprenticeship opportunities, as long as the training is on a career pathway that leads to middle- to high-
skilled occupations. See page 13 and Appendix B in the Scaling Apprenticeship FOA for more information.

**Note:** For the purposes of the Closing the Skills Gap grants, the Closing the Skills Gap FOA does not identify pre-apprenticeship as an allowable activity; and the FOA FAQ specifically notes that pre-apprenticeship training is not an allowable activity funded through this grant program.

Closing the Skills Gap grantees that proposed pre-apprenticeship training activities as part of their grant-funded programs can use leveraged resources for these training activities. Individuals that participate in pre-apprenticeship training activities funded by leveraged funds and receive no other grant-funded services are not be considered a participant in the Closing the Skills Gap grant program.

**REAL-TIME PERFORMANCE MEASURE:** Grantees provided outcome targets for these performance indicators in their grant statement of work, and the targets set for these measures are used to evaluate program outcomes during the period of performance. H-1B grantees are required to track and report these employment and training outcome measures for program participants in the reporting quarter in which the outcome occurred.

**RECOGNIZED POSTSECONDARY CREDENTIAL:** Credentials awarded in recognition of an individual’s attainment of measurable technical or industry/occupational skills necessary to gain employment or advance within an industry/occupation. These technical or industry/occupational skills generally are based on standards developed or endorsed by businesses or industry associations. Recognized postsecondary credentials reflect technical or industry/occupational skills for the specific industry/occupation rather than general skills related to safety, hygiene, etc., even if such general skills certificates are broadly required to qualify for entry-level employment or advancement in employment.

These credentials are an attestation of qualification or competence issued to an individual by a third party (such as an educational institution or an industry or occupational certifying organization) with the relevant authority or expertise to issue such a credential. The terms most commonly used for educational credentials are: diploma, certificate, and degree. For further guidance on credentials please refer to: TEGL 14-18 – Aligning Performance Accountability Reporting, Definitions, and Policies Across Workforce Employment and Training Programs Administered by the U.S. Department of Labor (DOL) and TEN 25-19 – Understanding Postsecondary Credentials in the Public Workforce System

**TRAINING ACTIVITY COMPLETION:** A program may include up to three training activities associated with a training start date and end date. WIPS is designed to capture three planned training activities and up to three types of training that include primary, secondary and tertiary training types per individual served. As a result, grantees may report up to three training
activities and up to nine types of training (primary, secondary, and tertiary) in WIPS for each participant served.

Please note: Completion of a training activity does not equal training program completion.

TRAINING PROGRAM COMPLETION: A training program completer is a participant who is enrolled in a grant-funded training program and has completed all training activities necessary for successful program completion and exit. Successful completion is determined by the grantee and could include achieving a certain grade or passing a pass/fail program. Some grantees’ education/training activities are comprised of a series of courses or activities, and the intent of their education/training activities is for individuals to complete the entire series of courses or activities. In this case, “successful completion” should be defined as finishing the entire series of courses or activities.

For Scaling Apprenticeship and CSG grantees providing one or more apprenticeship training models, we recognize that the length of the apprenticeship training program may be longer than the length of the grant period of performance. In this case, grantees may determine the appropriate training program completion date that best aligns with their proposed Statement of Work (SOW).

UNDEREMPLOYED: Individuals who are not currently connected to a full-time job commensurate with the individual’s level of education, skills, or wage and/or salary earned previously, or who have obtained only episodic, short-term, or part-time employment. Participants should be reported in PIRL 2101 (Underemployed Worker) only if the individual meet the specific PIRL definition for underemployed.

UNEMPLOYED: Individuals who are not employed but are seeking employment, and are available for work.

WIOA PRIMARY INDICATORS of PERFORMANCE: Measures that are used to assess performance across numerous programs administered by the Department of Labor.

H-1B grantees were not required to provide outcome targets for these indicators of performance in their grant SOW.
# ATTACHMENT 2: H-1B QUARTERLY PERFORMANCE REPORT (QPR)

**Figure Attachment 2-1. H-1B Quarterly Performance Report (QPR)**

<table>
<thead>
<tr>
<th>Performance Items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. SUMMARY INFORMATION</strong> (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)</td>
<td></td>
</tr>
<tr>
<td>1. Total Exits (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)</td>
<td>A-1</td>
</tr>
<tr>
<td>2. Total Participants Served (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)</td>
<td>A-2</td>
</tr>
<tr>
<td>3. New Participants Served (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)</td>
<td>A-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>B. PARTICIPANT SUMMARY INFORMATION</strong> (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
</tr>
<tr>
<td>1a. Male</td>
<td>B-1a</td>
</tr>
<tr>
<td>1b. Female</td>
<td>B-1b</td>
</tr>
<tr>
<td>Ethnicity/Race</td>
<td></td>
</tr>
<tr>
<td>2a. Hispanic/Latino</td>
<td>B-2a</td>
</tr>
<tr>
<td>2b. American Indian or Alaska Native</td>
<td>B-2b</td>
</tr>
<tr>
<td>2c. Asian</td>
<td>B-2c</td>
</tr>
<tr>
<td>2d. Black or African American</td>
<td>B-2d</td>
</tr>
<tr>
<td>2e. Native Hawaiian or Other Pacific Islander</td>
<td>B-2e</td>
</tr>
<tr>
<td>2f. White</td>
<td>B-2f</td>
</tr>
<tr>
<td>2g. More Than One Race</td>
<td>B-2g</td>
</tr>
<tr>
<td>Education Level</td>
<td></td>
</tr>
<tr>
<td>3a. Secondary School Graduate or Equivalent</td>
<td>B-3a</td>
</tr>
<tr>
<td>3b. Completed 1 or More Years of Postsecondary Education</td>
<td>B-3b</td>
</tr>
<tr>
<td>3c. Postsecondary Certification, License, or Educational Certificate (Non-Degree)</td>
<td>B-3c</td>
</tr>
<tr>
<td>3d. Associate's Degree</td>
<td>B-3d</td>
</tr>
<tr>
<td>3e. Bachelor's Degree or Equivalent</td>
<td>B-3e</td>
</tr>
<tr>
<td>3f. Advanced Degree Beyond Bachelor's Degree</td>
<td>B-3f</td>
</tr>
<tr>
<td>Employment Status at Participation</td>
<td></td>
</tr>
<tr>
<td>4a. Employment Rate (Q2)</td>
<td>B-4a</td>
</tr>
<tr>
<td>4b. Employment Rate (Q4)</td>
<td>B-4b</td>
</tr>
<tr>
<td>4c. Median Earnings (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)*</td>
<td>B-4c</td>
</tr>
<tr>
<td>4d. Credential Rate (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)</td>
<td>B-4d</td>
</tr>
<tr>
<td>4e. Eligible Veterans</td>
<td>B-4e</td>
</tr>
<tr>
<td>4f. Lower-Income Individuals</td>
<td>B-4f</td>
</tr>
<tr>
<td>4g. Individuals 55 years and Older</td>
<td>B-4g</td>
</tr>
<tr>
<td><strong>C. WIOA PRIMARY INDICATORS OF PERFORMANCE</strong></td>
<td></td>
</tr>
<tr>
<td>Unemployed Individuals</td>
<td></td>
</tr>
<tr>
<td>1. UI Match</td>
<td>C-1</td>
</tr>
<tr>
<td>Loans and Unemployment Benefits</td>
<td></td>
</tr>
<tr>
<td>2. Long-Term Unemployed (27 or More Consecutive Weeks)</td>
<td>C-2</td>
</tr>
<tr>
<td>3. Inconsistent Workers</td>
<td>C-3</td>
</tr>
<tr>
<td>4. Dislocated Workers</td>
<td>C-4</td>
</tr>
<tr>
<td><strong>D. PROGRAM SERVICES AND TRAINING ACTIVITIES</strong> (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)</td>
<td></td>
</tr>
<tr>
<td>Services (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)</td>
<td></td>
</tr>
<tr>
<td>1. Reversed Case Management Services</td>
<td>D-1</td>
</tr>
<tr>
<td>2. Reversed Assessment Services</td>
<td>D-2</td>
</tr>
<tr>
<td>3. Reversed Supportive Services</td>
<td>D-3</td>
</tr>
<tr>
<td>4. Reversed Specialized Participant Services</td>
<td>D-4</td>
</tr>
<tr>
<td>5. Participated in Paid Work Experience or Internship</td>
<td>D-5</td>
</tr>
<tr>
<td>6. Begun Receiving Education/Job Training Activities</td>
<td>D-6</td>
</tr>
<tr>
<td>7. Entered On-The-Job Training Activities</td>
<td>D-7</td>
</tr>
<tr>
<td>8. Entered in Inconsistent Worker Training Activities</td>
<td>D-8</td>
</tr>
<tr>
<td>Training Program Outcomes (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)</td>
<td></td>
</tr>
<tr>
<td>1. Number Completed Education/Job Training Program Activities</td>
<td>E-1</td>
</tr>
<tr>
<td>2a. Number Completed On-the-Job Training Activities</td>
<td>E-2a</td>
</tr>
<tr>
<td>2b. Completed Education/Job Training Program Activities and Obtained a Credential</td>
<td>E-2b</td>
</tr>
<tr>
<td>3. Total Number of Credits Earned</td>
<td>E-3</td>
</tr>
<tr>
<td><strong>E. EMPLOYMENT OUTCOMES</strong> (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)</td>
<td></td>
</tr>
<tr>
<td>1. Entered Unsubsidized Employment</td>
<td>E-1</td>
</tr>
<tr>
<td>2. Entered Unsubsidized Training-Related Employment</td>
<td>E-2</td>
</tr>
<tr>
<td>3a. Incumbent Workers that Retained Current Position</td>
<td>E-3a</td>
</tr>
<tr>
<td>3b. Incumbent Workers that Advanced into New Position</td>
<td>E-3b</td>
</tr>
<tr>
<td><strong>F. EFFECTIVENESS IN SERVING EMPLOYERS</strong></td>
<td></td>
</tr>
<tr>
<td>1a. Retention with the Same Employer in the 2nd and 4th Quarter After Exit (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)</td>
<td>F-1</td>
</tr>
</tbody>
</table>

*When available, OLS/ETA will match wage records on behalf of grantees in order to capture these employment-based outcome measures for participants that have successfully exited the program being reported for. These outcome measures are dependent on the participant-level data that grantees submit on a quarterly basis; however, these outcome measures will be populated after the QPR is certified by the grantee. The outcome data reported in these fields are not included in the performance data that grantees submit and certify for the purposes of quarterly reporting. Grantees do not need to certify this DOL-populated data.

Public Burden Statement (1205-0521)

Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondent's reply to these reporting requirements is mandatory/Workforce Innovation and Opportunity Act, Section 116). Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate to the Office of Policy Development and Research ● U.S. Department of Labor ● Room N-5641 ● 200 Constitution Ave., NW ● Washington, DC ● 20210. Do Not send the completed application to this address.

---

**Figure 2-1: H-1B Quarterly Performance Report (QPR)**

**Grant Number:**

**Grantee Name:**

**Grant Type:**

**Grant Overview:**

**REPORTING PERIOD COVERED:**

**Expiration Date:** 06-30-2024

**OMB Control Number:** 1205-0521

**Date of Report:**

**ETA-9173-H1B**
ATTACHMENT 3: H-1B QPR OUTCOME MEASURE DEFINITIONS

The definitions of each of the H-1B QPR outcome measures are provided below. These definitions are from TEGL 14-18, the Amended H-1B PIRL data elements and aggregation rules, and the H-1B grant Funding Opportunity Announcements. Numbering in the table corresponds to that of the QPR represented in *Attachment 2: H-1B QUARTERLY PERFORMANCE REPORT (QPR)*.

*Please keep in mind PIRL 938 (H-1B) is present in many of the “PIRL DATA ELEMENTS REQUIRED FOR QPR AGGREGATION” columns, but is excluded for the purposes of this attachment.

<table>
<thead>
<tr>
<th>H-1B OUTCOME MEASURES</th>
<th>DEFINITION</th>
<th>PIRL DATA ELEMENTS REQUIRED FOR QPR AGGREGATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. GRANT SUMMARY INFORMATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Total Exiters</td>
<td>The total number of participants who exited the program during the applicable reporting period. Exit from the program occurs when a participant has not received any services funded by the program for 90 consecutive calendar days and has no gap in service and is not scheduled for future services. The date of exit is applied retroactively to the last day on which the individual received a service funded by the program.</td>
<td>PIRL 900 Date of Program Entry PIRL 901, Date of Exit</td>
</tr>
<tr>
<td>2. Total Participants Served</td>
<td>The total number of unique participants (new and current) who were participants for at least one day during the relevant reporting period. A participant is any individual who is determined eligible to participate in the grant program and receives a service funded by the grant. Individuals who receive only a determination of eligibility to participate in the program but do not begin receiving services are NOT considered participants.</td>
<td>PIRL 900, Date of Program Entry PIRL 901, Date of Exit</td>
</tr>
<tr>
<td>3. New Participants Served</td>
<td>The total number of unique participants who, following a determination of eligibility, began receiving their first grant-funded service during the current quarter. Participants should only be included once, even if they enroll in multiple training programs.</td>
<td>PIRL 900, Date of Program Entry</td>
</tr>
<tr>
<td>B. PARTICIPANT SUMMARY INFORMATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1a. Male | The total number of participants who self-identify their gender as male. | PIRL 201, Sex  
PIRL 900, Date of Program Entry  
PIRL 901, Date of Exit |
|---|---|---|
| 1b. Female | The total number of new participants who self-identify their gender as female. | PIRL 201, Sex  
PIRL 900, Date of Program Entry  
PIRL 901, Date of Exit |

| Ethnicity/Race |
|---|---|---|
| 2a. Hispanic/Latino | The total number of participants who self-identify their ethnicity as Hispanic/Latino. The term Hispanic/Latino includes persons of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture in origin, regardless of race. | PIRL 210, Hispanic/Latino  
PIRL 900, Date of Program Entry  
PIRL 901, Date of Exit |
| 2b. American Indian or Alaskan Native | The total number of participants who self-identify their race as American Indian or Alaskan Native. The racial category American Indian or Alaska Native includes members of an Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688) [43 U.S.C. 1601 et seq.] | PIRL 211, American Indian  
PIRL 900, Date of Program Entry  
PIRL 901, Date of Exit |
| 2c. Asian | The total number of participants who self-identify their race as Asian. The racial category Asian includes persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent (e.g., Bangladesh, Bhutan, India, Nepal, Pakistan, Sri Lanka, and Sikkim). This area includes, for example, Cambodia, China, Japan, Korea, Malaysia, the Philippine Islands, Thailand, and Vietnam. | PIRL 212, Asian  
PIRL 900, Date of Program Entry  
PIRL 901, Date of Exit |
| 2d. Black or African American | The total number of participants who self-identify their race as Black or African American. The racial category Black or African American includes persons having origins in any of the black racial groups of Africa. | PIRL 213, Black/African American  
PIRL 900, Date of Program Entry  
PIRL 901, Date of Exit |
| 2e. Native Hawaiian or Other Pacific Islander | The total number of participants who self-identify their race as Native Hawaiian or Other Pacific Islander. The racial category Hawaiian Native or Other Pacific Islander includes persons having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. | PIRL 214, Native Hawaiian/Other Pacific Islander  
PIRL 900, Date of Program Entry  
PIRL 901, Date of Exit |
| 2f. White | The total number of participants who self-identify their race as White. The racial category White | PIRL 215, White  
PIRL 900, Date of Program Entry |
includes persons having origins in any of the original peoples of Europe, the Middle East, or North Africa.

### 2g. More Than One Race

The total number of participants who self-identify more than one of the racial categories outlined in Rows C.2b through C.2f above.

**PIRL 901, Date of Exit**

### Education Status at Participation

#### 3a. Secondary School Graduate or Equivalent

The total number of participants that attained a secondary school diploma or secondary school equivalency.

**PIRL 408, Highest Educational Level Completed at Program Entry (WIOA)**
**PIRL 900, Date of Program Entry**
**PIRL 901, Date of Exit**

#### 3b. Completed 1 or more years of Postsecondary Education

The total number of participants that completed 1 or more years of Postsecondary Education.

**PIRL 408, Highest Educational Level Completed at Program Entry (WIOA)**
**PIRL 900, Date of Program Entry**
**PIRL 901, Date of Exit**

#### 3c. Postsecondary Certification, License, or Educational Certificate (non-degree)

The total number of participants that attained a postsecondary technical or vocational certificate (non-degree).

**PIRL 408, Highest Educational Level Completed at Program Entry (WIOA)**
**PIRL 900, Date of Program Entry**
**PIRL 901, Date of Exit**

#### 3d. Associate's Degree

The total number of participants that attained an Associate's degree.

**PIRL 408, Highest Educational Level Completed at Program Entry (WIOA)**
**PIRL 900, Date of Program Entry**
**PIRL 901, Date of Exit**

#### 3e. Bachelor's Degree or Equivalent

The total number of participants that attained a Bachelor's degree.

**PIRL 408, Highest Educational Level Completed at Program Entry**
<table>
<thead>
<tr>
<th>3f. Advanced Degree Beyond Bachelor's Degree</th>
<th>The total number of participants that attained an advanced degree beyond a Bachelor's degree.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(WIOA) PIRL 900, Date of Program Entry</td>
<td></td>
</tr>
<tr>
<td>PIRL 901, Date of Exit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PIRL 408, Highest Educational Level Completed at Program Entry</td>
</tr>
<tr>
<td></td>
<td>(WIOA) PIRL 900, Date of Program Entry</td>
</tr>
<tr>
<td></td>
<td>PIRL 901, Date of Exit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Demographics (as it applies)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Youth and Young Adults, Ages 17 – 29</td>
<td>The total number of participants whose age is between 17 and 29 at program entry.</td>
</tr>
<tr>
<td></td>
<td>PIRL 200, Date of Birth</td>
</tr>
<tr>
<td></td>
<td>PIRL 900, Date of Program Entry</td>
</tr>
<tr>
<td></td>
<td>PIRL 901, Date of Exit</td>
</tr>
<tr>
<td>4b. Individuals with a Disability</td>
<td>The total number of participants that have a physical or mental impairment that substantially limits one or more of the person's major life activities.</td>
</tr>
<tr>
<td></td>
<td>PIRL 202, Individual with a Disability</td>
</tr>
<tr>
<td></td>
<td>PIRL 900, Date of Program Entry</td>
</tr>
<tr>
<td></td>
<td>PIRL 901, Date of Exit</td>
</tr>
<tr>
<td>4c. Individuals with Limited English Proficiency (English Language Learners)</td>
<td>The total number of participants at program entry, whom have limited ability in speaking, reading, writing or understanding the English language and also meet at least one of the following two conditions: (a) his or her native language is a language other than English, or (b) he or she lives in a family or community environment where a language other than English is the dominant language.</td>
</tr>
<tr>
<td></td>
<td>PIRL 803, English Language Learner at Program Entry</td>
</tr>
<tr>
<td></td>
<td>PIRL 900, Date of Program Entry</td>
</tr>
<tr>
<td></td>
<td>PIRL 901, Date of Exit</td>
</tr>
<tr>
<td>4d. Individuals with Criminal Records (Ex-Offenders)</td>
<td>The total number of participants who either have been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or require assistance in overcoming barriers to employment resulting from a record of arrest or conviction.</td>
</tr>
<tr>
<td></td>
<td>PIRL 801, Ex-Offender Status</td>
</tr>
<tr>
<td></td>
<td>PIRL 900, Date of Program Entry</td>
</tr>
<tr>
<td></td>
<td>PIRL 901, Date of Exit</td>
</tr>
<tr>
<td>4e. Eligible Veterans</td>
<td>The total number of participants who are eligible for veterans’ priority of service under WIOA. See TEGL No. 10-09.</td>
</tr>
<tr>
<td></td>
<td>PIRL 301, Eligible Veteran Status</td>
</tr>
<tr>
<td></td>
<td>PIRL 900, Date of Program Entry</td>
</tr>
<tr>
<td></td>
<td>PIRL 901, Date of Exit</td>
</tr>
<tr>
<td>4f. Low-income individuals</td>
<td>The total number of participants who meet the definition of low-income individuals under WIOA PIRL 802 Low Income Status at Program Entry.</td>
</tr>
<tr>
<td></td>
<td>PIRL 802, Low Income Status at Program Entry</td>
</tr>
<tr>
<td></td>
<td>PIRL 900, Date of Program Entry</td>
</tr>
<tr>
<td></td>
<td>PIRL 901, Date of Exit</td>
</tr>
<tr>
<td>4g. Individuals 55 years and Older</td>
<td>The total number of participants whose age is 55 or older at program entry.</td>
</tr>
<tr>
<td></td>
<td>PIRL 200, Date of Birth</td>
</tr>
<tr>
<td></td>
<td>PIRL 900, Date of Program Entry</td>
</tr>
<tr>
<td></td>
<td>PIRL 901, Date of Exit</td>
</tr>
<tr>
<td>C. WIOA PRIMARY INDICATORS OF PERFORMANCE</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td><strong>1. Employment Rate (Q2)</strong>&lt;br&gt;(Cohort Period: mm/dd/yyyy - mm/dd/yyyy)</td>
<td>The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.</td>
</tr>
<tr>
<td><strong>2. Employment Rate (Q4)</strong>&lt;br&gt;(Cohort Period: mm/dd/yyyy - mm/dd/yyyy)</td>
<td>The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.</td>
</tr>
<tr>
<td><strong>3. Median Earnings</strong>&lt;br&gt;(Cohort Period: mm/dd/yyyy - mm/dd/yyyy)</td>
<td>The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.</td>
</tr>
<tr>
<td><strong>4. Credential Rate</strong>&lt;br&gt;(Cohort Period: mm/dd/yyyy - mm/dd/yyyy)</td>
<td>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 during participation in the program or within one year after exit from the program.</td>
</tr>
<tr>
<td><strong>5. Measurable Skill Gains</strong></td>
<td>The percentage of program participants who, during a program year, are in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential during participation in the program or within one year after exit from the program.</td>
</tr>
</tbody>
</table>
(Cohort Period: mm/dd/yyyy - mm/dd/yyyy) training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

PIRL 923, Other Reasons for Exit
PIRL 1800, 1802, 1804 Type of Recognized Credential #1, #2, #3
PIRL 1801, 1803, 1805 Date Attained Recognized Credential #1, #2, #3
PIRL 1806, Date of Most Recent Measurable Skill Gain
PIRL 1809, Date of Most Recent Measurable Skill Gains: Training Milestone
PIRL 1810, Date of Most Recent Measurable Skill Gains: Skills Progression
PIRL 1811, Date Enrolled During Program Participation in an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment

### D. EMPLOYMENT STATUS AT PARTICIPATION

| 1. Unemployed Individuals | The total number of participants who are without a job, seeking employment, and are available to work. | PIRL 400, Employment Status at Program Entry  
PIRL 900, Date of Program Entry  
PIRL 901, Date of Exit |
|---------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------|
| 2. Underemployed Worker   | The total number of participants who are not currently connected to a full-time job commensurate with the individual’s level of education, skills, or wage and/or salary earned previously, or who have obtained only episodic, short-term, or part-time employment. | PIRL 900, Date of Program Entry  
PIRL 901, Date of Exit  
PIRL 2101, Underemployed Worker |
| 3. Long-term unemployed (27 or more consecutive weeks) | The total number of participants who have been unemployed for 27 consecutive weeks or more at program entry. | PIRL 402, Long-term Unemployed at Program Entry  
PIRL 900, Date of Program Entry  
PIRL 901, Date of Exit |
| 4. Incumbent Workers      | The total number of participants who were employed at program entry but need training to upgrade their skills to secure full-time employment, advance in their careers, or retain their current occupations in H-1B occupations and | PIRL 400, Employment Status at Program Entry  
PIRL 900, Date of Program Entry  
PIRL 901, Date of Exit |
Industries. Incumbent workers are workers who typically are employed in lower-skilled, lower-wage, front-line, and/or entry-level positions, and where attaining new skills and competencies could help advance them into middle- and high-skilled jobs with their current employer. This outcome includes newly hired workers and workers whose hours have been reduced and/or earnings have declined. The training provided to incumbent workers is developed with an employer or employer association.

5. Dislocated Workers

The total number of participants who were prior to program entry terminated or laid off or have received a notice of termination or layoff from employment; or were self-employed but are now unemployed.

E. PROGRAM SERVICES AND TRAINING ACTIVITIES

Participant Services - Following determination of eligibility, participants may receive any of the grant-funded services listed below. The outcome measures report a unique count of the total number of participants that received a specific service(s), not the total number of services that an individual receives.

1. Received Case Management Services

The total number of participants that receive case management services

2. Received Assessment Services

The total number of participants that receive assessment services to determine training and supportive service needs

3. Received Supportive Services

The total number of participants that receive supportive services that are designed to address needs and ensure participant success in completing their training program.

4. Received Specialized

The total number of participants that receive specialized services which include, but are not
<table>
<thead>
<tr>
<th>Participant Services</th>
<th>limited to, financial counseling, behavioral health counseling, mentoring, assistance with re-location, job coaching, networking, and job search assistance.</th>
<th>PIRL 2106, Most Recent Date Received Specialized Participant Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Participated in Paid Work Experience or Internship</td>
<td>The total number of participants that receive paid work experience or an internship opportunity directly linked to the grant-funded training program, or along a career pathway.</td>
<td>PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1203, Most Recent Date Received Internship or Work Experience Opportunities</td>
</tr>
<tr>
<td>Training Services</td>
<td>The total number of participants that receive training services as part of grant-funded education or training activities.</td>
<td>PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 105, Grant Program PIRL 1302, Date Entered Training #1 [H-1B Grant Training Models – Various Modes] PIRL 2908, Date Entered Apprenticeship [H-1B Grant Training Models: Apprenticeships]³</td>
</tr>
</tbody>
</table>
| 6. Began Receiving Education/Job Training Activities | The total number of participants that receive grant-funded education or training, where the training includes on-the-job training. On-the-job training is training by an employer that is provided to a participant that is engaging in productive work in a job that:  
  • Provides knowledge or skills essential to the full and adequate performance of the job; | PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1302, Date Entered Training #1 PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3 PIRL 2109 - PIRL 2117, Primary, Secondary, and Tertiary Type of Training #1, #2, #3 |
| 6a. Entered On-the-Job Training Activities | The total number of participants that receive grant-funded education or training, where the training includes on-the-job training. On-the-job training is training by an employer that is provided to a participant that is engaging in productive work in a job that:  
  • Provides knowledge or skills essential to the full and adequate performance of the job; | PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1302, Date Entered Training #1 PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3 PIRL 2109 - PIRL 2117, Primary, Secondary, and Tertiary Type of Training #1, #2, #3 |

³ H-1B GRANT TRAINING MODELS – VARIOUS are H-1B grants in which various or multiple training design types are allowable as per the Funding Opportunity Announcement and are specified by and implemented according to each grantee’s individual Statement of Work (e.g., One Workforce Grants, Rural Healthcare Grants, etc.). They are not limited or restricted to any particular training type (e.g., apprenticeships, etc.). H-1B GRANT TRAINING MODELS – APPRENTICESHIPS are H-1B grants in which training design types are limited to apprenticeships as per the Funding Opportunity Announcement (i.e., Scaling Apprenticeship and Apprenticeships: Closing the Skills Gap). As per the aggregation rule in the PIRL, a different data element is used to aggregate QPR Outcome “6. Began Receiving Education/Job Training Activities for each of the two types.”
- Provides reimbursement to the employer for the costs of providing the training; and
- Limited in duration as appropriate to the occupation for which the participant is being trained.

### 6b. Entered in Incumbent Worker Training Activities

The total number of incumbent worker participants that receive incumbent worker training as part of grant-funded education or training activities.

<table>
<thead>
<tr>
<th>PIRL 900, Date of Program Entry</th>
<th>PIRL 901, Date of Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIRL 2109, Primary, Type of Training Service for Training #1</td>
<td></td>
</tr>
</tbody>
</table>

### 6c. Participated in Registered Apprenticeship Program

The total number of participants that participated in a Registered Apprenticeship Program training program as part of grant-funded education or training activities.

Other apprenticeship models will not be reported in this line item of the QPR.

<table>
<thead>
<tr>
<th>PIRL 900, Date of Program Entry</th>
<th>PIRL 901, Date of Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIRL 1302, Date Entered Training #1</td>
<td></td>
</tr>
<tr>
<td>PIRL 931, Apprenticeship Program</td>
<td></td>
</tr>
</tbody>
</table>

### F. TRAINING PROGRAM OUTCOMES

#### 1. Number Completed Education/Job Training Program Activities

The total number of participants that complete, during program participation, an education or training program that leads to a recognized postsecondary credential, including a secondary education program, or training program that leads to employment as defined by the core program in which the participant participates.

<table>
<thead>
<tr>
<th>PIRL 1813, Date Completed an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIRL 1307/1312/1317, Training Completed #1, #2, #3</td>
</tr>
<tr>
<td>PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3</td>
</tr>
<tr>
<td>PIRL 2109 - PIRL 2117, Primary, Secondary, and Tertiary Type of Training Service for Training #1, #2, #3</td>
</tr>
</tbody>
</table>

#### 1a. Number Completed On-the-Job Training Program Activities

The total number of participants that complete a grant-funded training program during which they received On-the-Job training.

| PIRL 1800, Type of Recognized Credential #1 |
| PIRL 1802, Type of Recognized Credential #2 |
| PIRL 1804, Type of Recognized Credential #3 |

#### Credential Outcomes

The total number of participants that earned at least one credential as part of a reported training activity and subsequently completed a grant-funded education or training program leading to a recognized postsecondary credential or employment.
| 3. Total Number of Credentials Received | The total number of recognized diplomas, degrees, or credentials consisting of an industry-recognized certificate or certification, a certificate of completion of a Registered Apprenticeship Program, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree, attained by participants who received grant-funded education or training services. | PIRL 1813, Date Completed an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment |
| 3. Total Number of Credentials Received | | PIRL 901, Date of Program Exit PIRL 1800 Type of Recognized Credential (WIOA) PIRL 1802 Type of Recognized Credential #2 (WIOA) PIRL 1804 Type of Recognized Credential #3 (WIOA) |

### G. EMPLOYMENT OUTCOMES

| 1. Total Participants Entered Unsubsidized Employment | The total number of participants that have entered employment, including unemployed participants that found employment, underemployed participants that entered a new position of employment, or low-skilled employed participants that gain new employment. This includes employment placement outcomes that occurs before program enrollment, program completion or after participants complete the program. | PIRL 2118, Date Entered Employment |
| 1. Total Participants Entered Unsubsidized Employment | | PIRL 1813, Date Completed an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment |
| 1a. Entered Unsubsidized Training-Related Employment | The total number of participants that, after training program completion, enter employment in which the participant uses a substantial portion of the skills taught during their training. Participants must already have completed the training program and entered employment to count towards this outcome. | PIRL 2118, Date Entered Employment PIRL 2126, Entered Training-Related Employment |
| 1a. Entered Unsubsidized Training-Related Employment | | PIRL 1813, Date Completed an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment PIRL 2118, Date Entered Employment PIRL 2126, Entered Training-Related Employment |
| 2. Incumbent Workers that Retained Current Position | The total number of participants that were incumbent workers when they entered the training program, and have retained their position continuously for three quarters after completion of the training program. | PIRL 907, Recipient of Incumbent Worker Training PIRL 1813, Date Completed an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment |
| 2. Incumbent Workers that Retained Current Position | | PIRL 1813, Date Completed an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment |
**PIRL 2119, Incumbent Workers Retained Current Position**

| 3. Incumbent Workers that Advanced into New Position | PIRL 907, Recipient of Incumbent Worker Training  
PIRL 1813, Date Completed an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment  
PIRL 2120/2122/2124, Incumbent Workers Advanced into New Position with Current Employer or New Employer in 1st, 2nd or 3rd Quarter After Completion |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The total number of participants that were incumbent workers when they entered the training program, and have advanced into a new position with their current or new employer within one year of completion of the training program.</td>
<td></td>
</tr>
</tbody>
</table>

**H. EFFECTIVENESS IN SERVING EMPLOYERS**

| 1. Retention with the Same Employer 2nd and 4th Quarter After Exit (Cohort Period: mm/dd/yyyy - mm/dd/yyyy) | PIRL 901, Date of Program Exit  
PIRL 923, Other Reasons for Exit  
PIRL 1602, Employed 2nd Quarter after Exit (WIOA)  
PIRL 1618, Retention with the Same Employer in the 2nd Quarter and the 4th Quarter (WIOA) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of program participants who exit and are employed with the same employer in the second and fourth quarters after exit.</td>
<td></td>
</tr>
</tbody>
</table>

**Important Note:** For the WIOA primary indicators of performance highlighted in orange above DOL will calculate these specific employment-based outcomes on behalf of grantees using the SSNs provided for each H-1B participant and populate these fields.
Figure Attachment 4-2. H-1B Participant Reporting for QPR Outcomes – Apprenticeships: Closing the Skills Gap
Quarterly Narrative Performance Report Template

* Report Due Date: Forty-five (45) days after the end of each quarter

DOL GRANT PROGRAM NAME: ________________________________

Program Year: ____________
Quarter End Date: ____________
Date Report Submitted: ____________

The information provided in this Quarterly Narrative Performance Report will be used to help the Department of Labor’s (DOL) Employment and Training Administration (ETA) monitor the progress of the grant and identify promising practices and challenges of the grantee in implementing the grant. The information collected here provides a more comprehensive assessment of the progress of grantees in meeting expected milestones, performance indicators, and program requirements. It also provides additional qualitative information to ETA regarding the activities of grantees as it relates to Workforce Innovation and Opportunity Act (WIOA) implementation or implementation of other discretionary grant programs, timeliness of program deliverables, technical assistance needs, innovative or promising practices in the field, and the use of evaluation for program accountability, assessment, and improvement.

Additionally, please note that, per the Uniform Guidance (2 CFR 200.328), grantees must inform ETA as soon as the following types of conditions become known and should not wait for a quarterly report deadline:

(1) Problems, delays, or adverse conditions which will materially impair the ability to meet the objectives of the Federal award. This disclosure must include a statement of the action taken, or contemplated, and any assistance needed to resolve the situation.

(2) Favorable developments which enable meeting time schedules and objectives sooner or at less cost than anticipated, or producing more or different beneficial results than originally planned.

Section I. Contact Information.

<table>
<thead>
<tr>
<th>DOL Grant Funding Opportunity Announcement (optional):</th>
<th>Grant Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant Recipient Name:</td>
<td></td>
</tr>
<tr>
<td>Grant Project Name:</td>
<td></td>
</tr>
</tbody>
</table>
Section II. Summary of Grant Activities.
The purpose of this section is to provide an executive summary of grant activities, including planned and actual progress. Grant activities should be aligned with the goals and objectives outlined in the grant Statement of Work (SOW) and ETA approved work plan/timeline. For the current quarter, please include a description of all new and ongoing:

- Services supported by the grant;
- Key activities completed, including partnership development and coordination;
- Performance improvement efforts being undertaken to meet goals for the performance year if projected goals for the quarter are not currently being met; and
- Additional activities performed by both the grantee and any sub-grantees, if applicable.

A. This may include additional information about service and training activities and outcomes to supplement the data submitted on the Quarterly Performance Report.

B. In accordance with the funding opportunity under which the grant was awarded, grantees that are providing supportive services and specialized participant services, should include:

- A description of the type(s) of services offered in the quarter;
- How they were delivered; and
- How they contributed to a participant's ability to fully participate in grant-funded activities.

C. Those grantees who have no changes to report on the above items relative to previously submitted reports should indicate so, in addition to indicating the reason for their lack of changes.

D. For Senior Community Service Employment Program (SCSEP) grantees, please provide information on the current quarter regarding:

- Additional training activities outside of community service assignments; and
- Types of host agencies that are being recruited.

Section III. Progress Toward Grant Goals.
The purpose of this section is to describe the progress of the grant’s project goals, benchmarks, milestones, special events, important deadlines, and deliverables.
A. Provide any updates on the progress of the ETA approved grant timeline/work plan and program activities,

B. Provide any updates on key deliverables and products developed for broad dissemination to the workforce system, as applicable. This includes identifying products developed with grant-funds such as educational curriculum, websites, and other resources.

C. Utilize the timeline in the grant’s SOW to identify all major program activities and training for the reporting quarter. The timeline will paint a picture of project flow that includes start and end dates, schedule of activities, and projected outcomes. The timeline must be updated each quarter noting the actual date of each activity’s completion as accomplished.

D. Include any challenges or concerns the project has encountered that may have affected or slowed grant progress of the timeline/work plan, and how the project intends to resolve them.

E. Describe the next steps or key focus areas planned for the project in the next quarter.

F. If applicable to the grant, use this section to provide additional information that describes the status of capacity building activities occurring under the program. This may include highlighting those items that have been completed, and assessing how well the capacity building strategies of the program are meeting the training needs of the targeted industries through previously identified impact measures.

G. Grantees who have nothing to report should indicate this.

Section IV. Development and Implementation of Effective Practices and Program Model Strategies.

The purpose of this section is to describe how the program model is achieving the program’s intended purpose and the goals/objectives and activities outlined in the grant application and work plan.

This section may also reflect how equity is taken into account in the development and implementation of the program. “Equity” means the consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment. The term “underserved communities” refers to populations sharing a particular characteristic, as well as geographic communities that have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life.

A. This may include:
   • A description of outreach and/or recruitment activities;
   • Examples of the development and implementation of education and training programs;
   • Identifying and engaging industry sectors and employers;
   • Aligning policies and programs;
• Measuring systems change and tracking performance;
• Developing new, or enhancing existing, curriculum or industry training; and
• Creating new career assistance tools and resources.

B. Grantees may describe how any development and implementation activities (such as those outlined above in Section IV.A) contribute to use of services by underserved populations and facilitate equitable service provisions across target populations and underserved communities. Grantees may also identify administrative barriers, statutory barriers, or other challenges they face in ensuring equitable use, service delivery and outcomes achieved.

C. Grantees may describe any lessons learned and how those lessons learned will be integrated into ongoing grant activities.

D. Grantees with no progress to report on the above items should indicate this.

Section V. Status Update on Match and/or Leveraged Resources (if applicable).
The purpose of this section is to provide updates on the status of all match and/or leveraged resources.

A. Identify any funding needs and sources, and report the cumulative amount of any match and/or leveraged resources provided by the grantee and partners each quarter.
• Match resources are required resources, from non-Federal funds, that support the allowable grant activities. Only grants with a match requirement should report on match.
• Leveraged resources are those additional resources the grantee and its partners use to support the implementation of the program. Leveraged resources may take the form of cash or in-kind donations. Please indicate any new leveraged resources used to sustain the project after the life of the grant, if applicable.
• Please note that both match and leveraged resources must also be reported on the Financial Status Report (ETA-9130) quarterly, if applicable.

B. The update may include:
• Organizations that contributed the resources;
• Ways in which the resources were used during the current quarter;
• Cumulative amount of match and/or leveraged resources; and
• Type of match and/or leveraged resources contributed to the project.

Section VI. Status Update on Strategic Partnership Activities (if applicable).
The purpose of this section is to describe how partners are working together to implement the project and to communicate the dynamic growth and development of the strategic partnership, including cross-agency partnerships. This section is not intended to be a list of every partner meeting or communication, but rather should reflect the results and outcomes from such interactions and their impact on the project. Completing this section of the report allows grantees to reflect critically on their partnerships and contributes to broader discussions among grantees on partnership development and management.
A. Report the critical aspects of the grant partnership activities, including establishing and maintaining strategic partnerships, during the reporting period.

B. This section may:
   • Discuss how partners have engaged during the current phase of the project;
   • Outline specific roles and contributions of each partner during this quarter;
   • Identify any challenges encountered/resolved in the development and management of the partnership; and
   • Report new partners that may have been included in the project, or identify any previous partners that may have left the project. Grantees with nothing to report should indicate as such.

Section VII. Status Update on Employer Engagement Strategies.
The purpose of this section is to share information related to promising practices and strategies that have strengthened existing employer partnerships and any efforts to develop new employer partnerships. This section may discuss how equity is taken into account in the identification of, engagement with, and services provided to employers and employer associations.

A. Report the efforts that have been undertaken to receive feedback from local area employers to identify their employee pipeline needs and engage local employers to interview, assess, train, and/or hire program participants. Examples may include:
   • Increased employer involvement including employers serving as mentors;
   • Program staff and employers identifying ways to encourage continuous improvement to hire program participants;
   • New employer partnerships (e.g., increased number of employers); and
   • Positive employment outcomes for program participants (e.g., employers support the hiring and advancement of program participants).

Section VIII. Key Issues and Technical Assistance Needs.
The purpose of this section is to describe any grant challenges and related technical assistance needs.

A. Summarize significant opportunities, issues, or challenges (such as under-enrollment) encountered during the quarter and any resolution of issues and challenges identified in previous quarters. Furthermore, describe actions taken or plans to address issues.

B. Describe questions the grantee has for ETA, as well as any technical assistance needs.

C. For SCSEP grantees, this section should include information on the recruitment of eligible applicants, meeting the most in need goal, and over/under enrollment challenges.

D. Grantees with nothing to report should indicate this.

Section IX. Significant Activities, Accomplishments, and Success Stories.
The purpose of this section is to provide additional, in-depth information regarding promising approaches, new processes, and/or lessons learned that are not addressed elsewhere in the report.

A. Report any other significant activities and accomplishments.

B. Describe in detail promising approaches, innovative processes, lessons learned, and grant- and participant-level success stories in this section each quarter, as appropriate.

C. Additionally, if appropriate, and with the participant’s permission, please highlight one or two grant- or participant-level “success stories” from the program per quarter.

When documenting success stories, please describe the:
- Background, problem, issue, or concern prior to program involvement;
- Response or intervention provided by the project; and
- Results and outcomes, including who benefited and what changed or improved.

D. Grantees may also include promising practices and success stories as attachments to the report.

E. Grantees with nothing to report should indicate this.

Section X. Evidence and Evaluation
The purpose of this section is to provide information to ETA on how evidence and evaluations are being developed and applied. This information may help ETA to plan for future evaluation needs.

A. Describe how the grantee is using or planning to use data, evidence, and evaluation findings to make improvements to programs and strategies. In this explanation, please include a discussion on accomplishments, strategies being implemented, and any barriers to success.

B. Please provide an update regarding the participation and status of any evaluations required as part of the funding announcement or award. Please include any requests for technical assistance related to these requirements.

C. Please include information regarding the grantee’s participation in any studies or evaluations not required as part of the grant award, including any internal evaluations. Please describe the study, any data sources, and whether a third party is managing this project.

D. As part of the evaluations described above, or as a separate stand-alone data analysis project, is the grantee using, or have plans to use, administrative data to better understand the grant program or the population it serves? If so, what data sources has the grantee been able to use or planned/desired to use? If so, what research or management questions do/can these data help the grantee answer?

E. Grantees with nothing to report should indicate this.
Section XI. Additional Information (if applicable).
The purpose of this section is to provide any additional relevant information that is not included elsewhere in the report.

A. For SCSEP grantees, this section should include information regarding the:
   • Status of the activities described in their training and supportive services waiver request; if applicable and if not described in Section II.D
   • Progress on special projects; and
   • Status of any complaints/grievances.

B. For H-1B grantees, report any outcomes in this section that are required by the specific grant award but not otherwise captured in the Quarterly Performance Report.

Paperwork Reduction Act Disclosure Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The control number for this collection is 1205-0448. Public reporting burden for this collection of information, which is required to obtain or retain benefits, is estimated to average 10 hours per quarterly response, including time for reviewing instructions, gathering and maintaining the data needed, and completing and reviewing the Quarterly Narrative Performance Report. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, Office of Workforce Investment, Room C-4526, 200 Constitution Avenue NW, Washington, DC 20210.

Note: Please do not return the completed ETA-9179 to this address.
ATTACHMENT 6: H-1B PERFORMANCE REPORTING WORKFORCETGPS RESOURCE PAGES

The H-1B Scaling Apprenticeship Performance Reporting Resources and Apprenticeships: Closing the Skills Gap Community of Practice Performance Reporting Resources web page are the go-to places on Workforce GPS for all things related to performance reporting for H-1B grants. Available on the site are key policy guidance documents and technical assistance resources such as webinars, tutorials, sample files and FAQs.

Figure Attachment 6-1. H-1B Scaling Apprenticeship Through Sector-Based Strategies Performance Resource Page

Note that the Scaling Apprenticeship performance reporting resources page contains multiple pages, so be sure to check out both Part 1 and Part 2 for all the resources available. More pages may be added to the site as additional performance reporting resources become available.
Figure Attachment 6-2. Apprenticeships: Closing The Skills Gap Community of Practice

Apprenticeships: Closing the Skills Gap Performance Technical Assistance Resources

The resources on this page will help you troubleshoot common reporting challenges, understand the reporting requirements for your grant, provide accurate and compliant quarterly performance reports, and enable you to track your grant’s progress in achieving its goals and producing outcomes. Select the links from the Related Content below on the left to access these resources. Links to Apprenticeships: Closing the Skills Gap (CSG) grant performance reporting resources can be found below under related content.