H-1B Grants Performance Reporting Handbook & Workforce Integrated Performance System (WIPS) Reporting Guidance (H-1B Performance Handbook)

Performance Reporting Guidance for:

- **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

JUNE 2020

This page intentionally left blank.

Table of Contents

SECTION I – PERFORMANCE REPORTING POLICY GUIDANCE FOR APPRENTICESHIPS: CLOSING THE SKILLS GAP GRANTEES…… 5

SECTION II – WIOA AND H-1B GRANTS PERFORMANCE OUTCOME MEASURES……..10

SECTION III – GUIDANCE FOR COLLECTING AND REPORTING PARTICIPANT-LEVEL DATA USING THE AMENDED ETA-9172 DOL-ONLY PIRL APPRENTICESHIPS: CLOSING THE SKILLS GAP GRANTS……16

- *PIRL DATA ELEMENTS 100-803 (SECTION I - INDIVIDUAL INFORMATION)……18*
- *PIRL DATA ELEMENTS 900-938 (SECTION II – PROGRAM PARTICIPATION INFORMATION)…….. 21*
- *PIRL DATA ELEMENTS 1203-1409 (SECTION III – SERVICES AND ACTIVITIES)……22*
- *PIRL DATA ELEMENTS 1800-1813 (SECTION IV – PROGRAM OUTCOMES INFORMATION)……26*
- *PIRL DATA ELEMENTS 2101-2700 (SECTION V – H-1B)……27*

SECTION IV – ACCESSING THE WORKFORCE INTEGRATED PERFORMANCE SYSTEM (WIPS)……32

SECTION V – GUIDANCE FOR GENERATING AND CERTIFYING A QUARTERLY PERFORMANCE REPORT (QPR)……33

SECTION VI – GUIDANCE FOR SUBMITTING A QUARTERLY NARRATIVE REPORT (QNR)……34

SECTION VII – DOL DATA STANDARDS……36

ATTACHMENTS

- ***ATTACHMENT # 1: APPRENTICESHIPS: CLOSING THE SKILLS GAP PERFORMANCE REPORTING DEFINITIONS & GLOSSARY……39***
- ***ATTACHMENT # 2: H-1B QUARTERLY PERFORMANCE REPORT (QPR)……45***
- ***ATTACHMENT # 3: H-1B QPR OUTCOME MEASURE DEFINITIONS……46***
- ***ATTACHMENT # 4: REPORTING APPRENTICESHIP TRAINING ACTIVITIES FLOW CHARTS……58***
- ***ATTACHMENT # 5: JOINT QUARTERLY NARRATIVE PERFORMANCE TEMPLATE……60***

LIST OF TABLES

TABLE 1. Quarterly Progress Report Deadlines……8
TABLE 2. Special Project ID - 1 Code Values for PIRL 105 (Type of Apprenticeship)……18
TABLE 3. Special Project ID - 2 Code Values for PIRL 106 (Pre-Apprenticeship)……20
TABLE 4. Reporting Training Outcomes (WIOA Data Elements)……25
TABLE 5. Reporting Training Outcomes (H-1B Data Elements)……28
TABLE 6. Crosswalk of Apprenticeships: Closing the Skills Gap Real-Time Outcomes and Required PIRL Data Elements……31
TABLE 7. Suggested Reporting Format for Section B Program Outputs……35

LIST OF FIGURES

FIGURE 1. DOL Quarterly Reporting Cycle Flow Chart……9
FIGURE 1.1. Generating a QPR Using a Grantee's Data File……42
FIGURE 4-1. Reporting Apprenticeship Training Activities for Underemployed, Unemployed and Employed Participants……58
FIGURE 4-2. Reporting Apprenticeship Training Activities for Incumbent Worker Participants……59

SECTION I – PERFORMANCE REPORTING POLICY GUIDANCE FOR APPRENTICESHIPS: CLOSING THE SKILLS GAP GRANTEES

1.1 GENERAL OVERVIEW

The H-1B Apprenticeships: Closing the Skills Gap 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.

Apprenticeships: Closing the Skills Gap 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 Competiveness 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 Apprenticeships: Closing the Skills Gap grants.

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

Section I: Performance Reporting Policy Guidance for Apprenticeships: Closing the Skills Grantees
This section provides a general overview of reporting on performance that is required of the Apprenticeships: Closing the Skills Gap 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

[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 Apprenticeships: Closing the Skills Gap 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.

records to capture WIOA performance outcomes on behalf of H-1B grantees. The section also clarifies the differences between "participants" and "apprentices" for Apprenticeships: Closing the Skills Gap grantees and how DOL calculates performance outcome measures.

Section III: Guidance for Collecting and Reporting Participant-level Data Using the Amended ETA-9172 DOL-only PIRL for H-1B Apprenticeships: Closing the Skills Gap 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 Apprenticeships: Closing the Skills Gap 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 Apprenticeships: Closing the Skills Gap 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 **Training and Employment Guidance Letter (TEGL) No. 14-18:** *Aligning Performance Accountability Reporting, Definitions, and Policies Across Workforce Employment and Training Programs Administered by the U.S. Department of Labor (DOL)* provides policy guidance to align and streamline performance indicators and requirements across 15 ETA programs with the Workforce Innovation and Opportunity Act (WIOA) performance indicators.

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 Apprenticeships: Closing the Skills Gap grants is currently in development. The site will include H-1B Performance Reporting resources that provide the most recent performance reporting guidance and technical assistance for Apprenticeships: Closing the Skills Gap 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 is a quarterly aggregate of the individual participant records that the grantee has collected and uploaded as a data file into the Workforce Integrated Performance System (WIPS) system. 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 Section 6.2 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 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

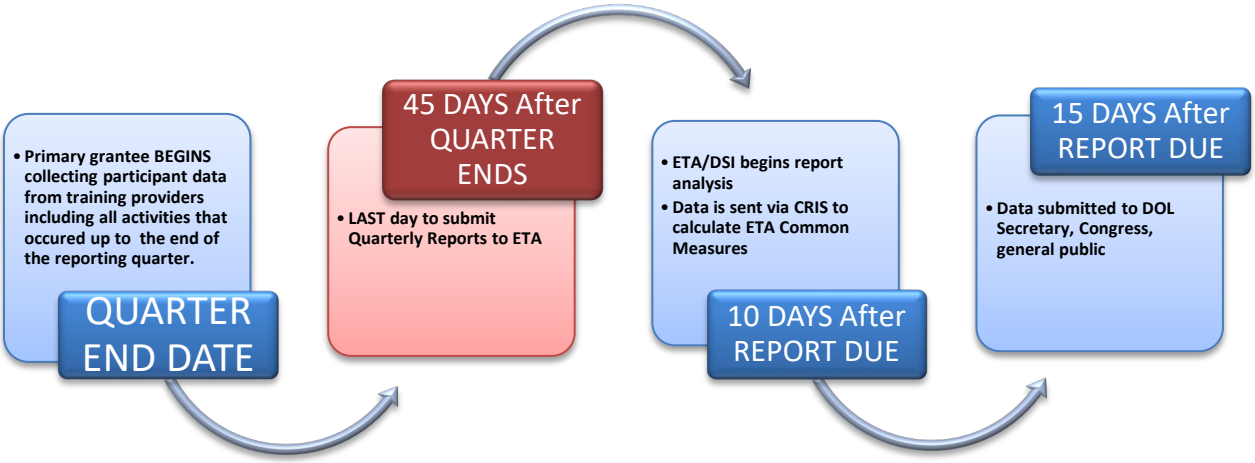
Quarterly Progress Reports are due to DOL **no later than 45 days** after the end of each reporting quarter. The table below provides the due dates for each reporting quarter. Reports not submitted by the due date will be considered late and not in compliance with grant requirements.

Table 1: Quarterly Progress Report Deadlines

Quarter Start Date	Quarter End Date	Report Submission Due Date*
January 1	March 31	**May 15**
April 1	June 30	**August 14**
July 1	September 30	**November 14**
October 1	December 31	**February 14**

** 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



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

For the purposes of aligning H-1B grant reporting requirements with WIOA, H-1B grants 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 2.3.

H-1B grantees will utilize the ETA-9172 DOL-only PIRL Data Elements (DE), definitions, and code values 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.

Please note: H-1B 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.

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.

*** 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).

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.

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 only:

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*
  **Individuals who are exited for the reasons noted in PIRL 923 will not be calculated in the WIOA primary performance indicators.*
- PIRL 2700: Social Security Number

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 program 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 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 APPRENTICESHIPS: CLOSING THE SKILLS GAP GRANTS "REAL-TIME" PERFORMANCE OUTCOME MEASURES

In addition to the WIOA primary indicators of performance, Apprenticeships: Closing the Skills Gap 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 yearly and cumulative 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 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 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 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 Apprenticeships: Closing the Skills Gap real-time performance measures are separate from, and in addition to, the WIOA primary indicators of performance reported in the PIRL. 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. In addition, while it is not required by the Apprenticeships: Closing the Skills Gap FOA, grantees may have provided a numeral breakdown of the eligible participants (noted in the Performance Handbook as Employment Status at Participation) that will be served through the Apprenticeships: Closing the Skills Gap grants in their grant Statement of Work. For the purposes of good grants management, and to identify technical assistance opportunities, grantees may use their proposed numbers for the types of eligible participants served as a baseline towards meeting their grant performance goals.

SECTION III: GUIDANCE FOR COLLECTING AND REPORTING PARTICIPANT-LEVEL DATA USING THE AMENDED ETA-9172 DOL-only PIRL for H-1B APPRENTICESHIPS: CLOSING THE SKILLS GAP GRANTS

3.1 DOL DATA COLLECTION: AMENDED ETA 9172 DOL-only PARTICIPANT INFORMATION RECORD LAYOUT (PIRL) (OMB Control No. 1205-0521)

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 grants will be reporting against the Amended WIOA ETA-9172 DOL-only Participant Individual Record Layout (PIRL) approved by the Office of Management and Budget (OMB) in 2018[2]. The Amended ETA 9172 DOL-only PIRL for H-1B Grants document 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 Apprenticeships: Closing the Skills Gap 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 should develop their own internal management information system to collect and track participant records in alignment with the Amended ETA 9172 DOL-only PIRL for H-1B 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 89 PIRL DEs identified for H-1B grants in the Amended ETA 9172 DOL-only PIRL for H-1B Grants. This allows H-1B grants 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 grants 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 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. 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.

The ETA-9172- DOL-only Participant Individual Records Layout (PIRL) includes five key sections: *Individual Information*, *Program Participation Information*, *Services and Activities*, *Program Outcomes Information*, and *H-1B*. Grantees are required to collect the data elements specified in these sections for H-1B Grants performance reporting purposes.

PIRL Section I – Individual Information (Data Elements 100 –803)

Data Elements 100 - 803 track participant demographics, which can be used during your participant screening, intake, and/or on-boarding process. The employment status of individuals at program participation is also recognized and accounted for in this section. This section also contains the data elements for reporting apprenticeship type (**PIRL 105**) and pre-apprenticeship activities (**PIRL 106**) for Apprenticeships: Closing the Skills Gap grantees.

PIRL Section II – Program Participation Information (Data Elements 900 – 938)

These data elements capture program participation data, which includes the date of program entry, dates of first receiving services, and program exit.

PIRL Section III – Services and Activities (Data Elements 1203 – 1409)

These data elements focus on the date and type of training services participants received during the H-1B program. Grantees can record up to three training activities that have specific training start and end dates. Work experience opportunities and supportive services are also recorded in this section.

PIRL Section IV – Program Outcomes Information (Data Elements 1800 – 1813)

These data elements focus on the type and date of recognized credentials received. (Up to three recognized credentials may be recorded per participant.)

PIRL Section V – H-1B (Data Elements 2101 – 2700)

These data elements are specific to H-1B grants. They are not shared with WIOA or other discretionary grant programs.

3.3 KEY PIRL DATA ELEMENTS TO REPORT PARTICIPANT-LEVEL INFORMATION

There are several key PIRL data elements that are used to report a specific participant-level outcome in grantee data files. The tips below provide further guidance on how these key PIRL data elements are used for reporting purposes.

Please note: This section does not describe all the PIRL data elements that Apprenticeships: Closing the Skills Gap grantees are required to include in their data file upload in WIPS.
Please consult Tab 2 of Amended ETA-9172- DOL-only PIRL for H-1B Grants for a list of all required 89 data elements and their code values.

PIRL SECTION I – INDIVIDUAL INFORMATION (DATA ELEMENTS 100 – 803)

PIRL 105, PIRL 106, and PIRL 107 – Special Project ID: These data elements are included in the H-1B schema to accommodate unique H-1B grant program reporting needs. Apprenticeships: Closing the Skills Gap grantees use PIRL 105 and 106 to report apprenticeship and pre-apprenticeship activities for participants.

Reporting Apprenticeship Training Models using Special Project Identification Codes

PIRL 105: Apprenticeships: Closing the Skills Gap grantees will use **PIRL 105 (Special Project ID code - 1)** to report the Type of Apprenticeship for each participant using the following code values:

Table 2. Special Project ID - 1 Code Values for PIRL 105 (Type of Apprenticeship)

Type of Apprenticeship (Reported in PIRL 105)	Enter Code Value:
Registered Apprenticeship Program (RAP): if the participant entered into a Registered Apprenticeship Program (RAP).	**SARAP11**
Unregistered Apprenticeship: if the participant entered into an unregistered apprenticeship program that meets the hallmarks/ characteristics of high quality apprenticeship programs.[3]	**SAUAP22**

[3] Unregistered apprenticeships include but are not limited to Industry-Recognized Apprenticeship Programs (IRAPs).

None: if the participant has not started either type of apprenticeship program.	**SANONE4**

Underemployed, Unemployed and Employed Participants:

Participants who were underemployed, unemployed, or employed will not be reported in **PIRL 105 Type of Apprenticeship** as entering a Registered Apprenticeship Program (RAP) or an unregistered apprenticeship until they are hired by an employer into an apprenticeship and have started work-based learning work-based learning and/or educational/instructional training.

Tip:

- For underemployed, unemployed, and employed participants, **PIRL 2118 Date Entered Employment** and **PIRL 1302 Date Entered Training #1** will also be reported when **PIRL 105 Type of Apprenticeship** is reported. Please see PIRL Sections III and Section V below for more information on how to report this information for these participants.

Incumbent Worker Participants:

Incumbent workers will not be reported in **PIRL 105 Type of Apprenticeship** as entering a Registered Apprenticeship Program (RAP) or an unregistered apprenticeship until they start educational/instructional training and/or work-based learning with the employer with which they were employed at the time they became a participant in the grant program.

Tip:

- **PIRL 1302 Date Entered Training #1** will also be reported when **PIRL 105 Type of Apprenticeship** is reported for incumbent worker participants. Please see PIRL Section III below for more information on how to report this information for these participants.

If a participant has not yet entered an apprenticeship program, use code value SANONE4 (None). This data element must not be blank.

Reporting Pre-Apprenticeship Training Using Special Project Identification Codes

Apprenticeships: Closing the Skills Gap 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 Apprenticeships: Closing the Skills Gap funds or matched funds.

If an individual receives pre-apprenticeship training with leveraged resources and also receives services paid for with Apprenticeship: Closing the Skills Gap 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 4 below.

For individuals who do not meet the above criteria to report them as pre-apprentices, either because they are not participating in pre-apprenticeships or they did not receive a service paid for with Apprenticeships: Closing the Skills gap funds or match funds while in a pre-apprenticeship, grantees will use the code value SANON00.

Note that this data element must not be left blank.

Table 3. Special Project ID - 2 Code Values for PIRL 106 (Pre-Apprenticeship)

Pre-Apprenticeship (Reported in PIRL 106)	Enter Code Value:
Pre-apprenticeship: if the participant entered into a pre-apprenticeship program.	**SAPRE33**
None: if the participant has not entered a pre-apprenticeship program.	**SANON00**

If a participant who met the criteria to be reported as a pre-apprentice is later hired by an employer into an apprenticeship that is grant-funded or match-funded and starts an apprenticeship training program, the individual can also be counted in **PIRL 105 Type of Apprenticeship** 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 and educational/instructional training in ***Attachment 1: H-1B Apprenticeships: Closing the Skills Gap Performance Reporting Definitions & Glossary.***

Tips:

- Pre-apprenticeship training activities that meet the criteria of the Apprenticeships: Closing the Skills Gap Funding Opportunity Announcement may be 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.

Reporting Participant Demographics

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:

- An individual who identifies with more than one race should be reported in each racial category with which they identify.
- A participant does not have to disclose this information in order to receive grant-funded services.

Reporting Participant Employment Status

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 Apprenticeships: Closing the Skills Gap program.

Apprenticeships: Closing the Skills Gap grants can serve participants who are unemployed, underemployed, employed workers, or incumbent workers. This data element is used to calculate the number of participants who are unemployed.

PIRL SECTION II – PROGRAM PARTICIPATION INFORMATION (DATA ELEMENTS 900 – 938

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 Apprenticeships: Closing the Skills Gap 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.

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.

Tip:

- 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.

PIRL 931 REGISTERED APPRENTICESHIP PROGRAM: Record a 1 if the participant is enrolled in a Registered Apprenticeship Program.

Tips:

- If PIRL 931 is 1, then **PIRL 105 Type of Apprenticeship Program** must be SARAP11 (Registered Apprenticeship Program).
- If Registered Apprenticeship Program is the primary model of training, then the Registered Apprenticeship Training activity should be reported in **PIRL 1302 Date Entered Training Activity #1** and **PIRL 1303 Type of Training Activity #1** should be 09 = Registered Apprenticeship Program.

PIRL SECTION III – SERVICES AND ACTIVITIES (DATA ELEMENTS 1203 – 1409)

Reporting Pre-Apprenticeship Training Activities

PIRL 1203 MOST RECENT DATE RECEIVED INTERNSHIP OR WORK EXPERIENCE OPPORTUNITIES

PIRL 1205 TYPE OF WORK EXPERIENCE

These data elements can be used to report training received by pre-apprentices.

NOTE: Pre-apprenticeship training is only allowable when paid for with leveraged funds. An individual that only participates in a pre-apprenticeship cannot be counted as a participant. However, if an individual is enrolled in a pre-apprenticeship and receives other grant-funded services, he or she may be counted as a participant.

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) or in an unregistered apprenticeship in **PIRL 105 Type of Apprenticeship** 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.

Reporting Training Outcomes: WIOA vs. H-1B PIRL Data Elements to Report Training

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): Record if the participant has received training services.

Tips:

- Participants who have started a Registered Apprenticeship Program or an unregistered apprenticeship as reported in **PIRL 105 Type of Apprenticeship** should be reported in **PIRL 1300** as received training.

PIRL 1302 DATE ENTERED TRAINING #1 (WIOA): Record the date on which the participant's first training service actually began.

Tips:

Underemployed, Unemployed and Employed Participants

- Underemployed, unemployed and employed participants are considered to have begun apprenticeship training when they are hired by an employer (**PIRL 2118 Date Entered Employment**) and begin either the on-the-job component of apprenticeship training and/or the related instructional component.
    - When a participant begins the apprenticeship program, record the type of apprenticeship in **PIRL 105 Type of Apprenticeship** as either Registered Apprenticeship Program (RAP) or unregistered apprenticeship.
    - The date recorded in **PIRL 1302 Date Entered Training #1** will be the date that the apprenticeship program begins, either the date of the work-based learning component or the date of the educational/instructional training component.

- **PIRL 105, PIRL 1302** and **PIRL 2118** must be *reported* concurrently within the same quarter. If the participant is not concurrently hired by the employer into an apprenticeship and enrolled into educational/instructional training, these data elements should be reported once both have occurred or are currently taking place.

Incumbent Worker Participants

- Incumbent workers are considered to be apprentices after they begin either the work-based learning component and/or the educational/instructional training component of apprenticeship with the employer with which they were employed when they became participants.
  - When a participant begins the apprenticeship program, record the type of apprenticeship in **PIRL 105 Type of Apprenticeship** as either Registered Apprenticeship Program (RAP) or unregistered apprenticeship.
  - The date recorded in **PIRL 1302 Date Entered Training #1** will be the date that the apprenticeship program begins, either the date of the work-based learning component or the date of the educational/instructional training component, whichever begins first.
  - **PIRL 105** and **PIRL 1302** must be *reported* concurrently within the same quarter.

PIRL 1309; 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.

PIRL 1303; PIRL 1310; PIRL 1315 TYPE OF TRAINING SERVICE #1, #2, #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 or #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 Apprenticeships: Closing the Skills Gaps grantees. The allowable codes **for PIRL 1303, 1310 and 1315 Type of Training for Service #1, #2 or #3** are as follows:
  - If the training type in **PIRL 105 Type of Apprenticeship** is a Registered Apprenticeship Program (RAP), use 09 = Registered Apprenticeship.
  - If the training type in **PIRL 105 Type of Apprenticeship** is an unregistered apprenticeship, use 06 = Occupational Skills Training.
  - If the participant has not yet entered an apprenticeship or started apprenticeship training (for incumbent workers), use code value 00 = No Training.

Reporting Training Outcomes: WIOA and H-1B PIRL Data Elements to Report Training

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.

Table 4. Reporting Training Outcomes (WIOA Data Elements)

OUTCOMES	TRAINING ACTIVITY #1	TRAINING ACTIVITY #2	TRAINING ACTIVITY #3
DATE ENTERED TRAINING	PIRL 1302 Date Entered Training #1 (WIOA)	PIRL 1309 Date Entered Training #2 (WIOA)	PIRL 1314 Date Entered Training #3 (WIOA)
TYPES OF TRAINING	PIRL 1303 Type of Training Service #1 (WIOA)	PIRL 1310 Type of Training Service #2 (WIOA)	PIRL 1315 Type of Training Service #3 (WIOA)
ALLOWABLE CODE VALUES	Apprenticeships: Closing the Skills Gap grantees will only use the following code values: O6 – Occupational Skills Training (non-WIOA Youth) 09 = Registered Apprenticeship Program 00 = No Training		
COMPLETED TRAINING	PIRL 1307 Training Completed #1	PIRL 1312 Training Completed #2	PIRL 1317 Training Completed #3
DATE COMPLETED TRAINING	PIRL 1308 Date Completed, or Withdrew from, Training #1	PIRL 1313 Date Completed, or Withdrew from, Training #2	PIRL 1318 Date Completed, or Withdrew from, Training #3

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 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 Section IV – Program Outcomes Information (Data Elements 1800 – 1813)

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.

Reporting Training Completion Outcomes

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 work-based learning component and all instructional components. Grantees may continue to provide support services to participants after training program completion.

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 grant-to-date. For example, if a training program includes three intermediate credentials leading to an associate's degree, when an apprentice achieves the associate's degree, the grantee should replace data about the third intermediate credential (date entered training, type of training service, etc.) with data for the associate's degree. 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.

For further guidance on credentials please refer to: TEN 25-19 – *Understanding Postsecondary Credentials in the Public Workforce System*

PIRL Section V – H-1B (Data Elements 2101 – 2700)

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.

H-1B PIRL Data Elements to Report Additional H-1B Training Types

PIRL 2109-2117 are unique to H-1B grants and are used to further specify training activity types for PIRL data elements 1303, 1310 and 1315 (Type of Training Service #1, #2 or #3).

If a grantee has entered **PIRL 1303 Type of Training Service**, a code value for **PIRL 2019 Primary Type of Training Service for Training Activity #1** is required.

Tips:

- For incumbent workers, grantees should enter code value 6 = Incumbent Worker Training.
- For participants who are in a Registered Apprenticeship Program who are not incumbent workers, grantees should enter code value 8 = Registered Apprenticeship.
- For participants who are in an unregistered apprenticeship who are not incumbent workers, grantees should enter the appropriate code value for each (1-5, 7) that best describes the type of training.

Table 5. Reporting Training Outcomes (H-1B Data Elements)

OUTCOMES	TRAINING ACTIVITY #1 (PIRL 1302)	TRAINING ACTIVITY #2 (PIRL 1309)	TRAINING ACTIVITY #3 (PIRL 1314)
PRIMARY TYPE OF TRAINING	PIRL 2109 Primary Type of Training Service	PIRL 2112 Primary, Type of Training Service	PIRL 2115 Primary Type of Training Service
SECONDARY TYPE OF TRAINING	PIRL 2110 Secondary Type of Training Service	PIRL 2113 Secondary Type of Training Service	PIRL 2116 Secondary Type of Training Service
TERTIARY TYPE OF TRAINING	PIRL 2111 Tertiary Type of Training Service	PIRL 2114 Tertiary Type of Training Service	PIRL 2117 Tertiary Type of Training Service

Reporting Employment Placement Outcomes

There are two categories to report employment placement outcomes: 1) Entered Employment for Unemployed, Underemployed, and Employed Program Participants and 2) Employment Retention or Employment Advancements for Incumbent Workers.

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

PIRL 2118 DATE ENTERED EMPLOYMENT:

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

Tips:

- For Apprenticeships: Closing the Skills Gap grantees, a participant is considered an apprentice when he or she is hired by an employer (**PIRL 2118 Date Entered Employment**) and begins the work-based learning component of apprenticeship training and/or begins the apprenticeship educational/instructional component of the program (**PIRL 1302 Date Entered Training #1**).
    - For **PIRL 2118 Date Entered Employment**, record the date that a participant is hired into an apprenticeship by an employer.

- The date recorded in **PIRL 1302 Date Entered Training #1** will be the date that the apprenticeship program begins, either the date the participant started of the work-based learning or educational/instructional training.
- When a participant begins the apprenticeship program, record the type of apprenticeship in **PIRL 105 Type of Apprenticeship** as either Registered Apprenticeship Program (RAP) or unregistered apprenticeship.
- **PIRL 105, PIRL 1302** and **PIRL 2118** must be *reported* concurrently within the same quarter. If the participant is not concurrently hired by the employer into an apprenticeship and enrolled into educational/instructional training, these data elements should be reported once both have occurred or are currently taking place.

- **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 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, During Program Participation, an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment (WIOA)**, 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, 2121, 2123 INCUMBENT WORKERS RETAINED CURRENT POSITION IN THE 1st, 2nd and 3rd QUARTER AFTER PROGRAM COMPLETION

Tips:

- Incumbent workers reported in this outcome measure must meet the definition of incumbent worker as defined in the Apprenticeships: Closing the Skills Gap FOA.
- These PIRL data elements are used to report this outcome measure if an incumbent worker completed the apprenticeship and retained their current position.
- The PIRL DE will not be reported in the H-1B QPR until the 3rd quarter after program completion and only if the individual has retained their employment for three consecutive quarters.
- For example, if an individual completes the program in the quarter ending 9/30 and retains their employment for the quarters ending 12/31, 3/31 and 6/30, this outcome will be reported in the QPR in the quarter ending 6/30.

Incumbent Workers Advanced to New Position

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 Apprenticeships: Closing the Skills Gap FOA. 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.

PIRL 2700 Social Security Number: A code value is required for all H-1B grant participants that receive grant-funded services.

Tips:

- An individual does not have to disclose their SSN in order to receive grant-funded services.
- Grantees should enter a code value of 999999999 for PIRL 2700 when reporting eligible

participants who choose not to disclose their SSNs.

- Please see Section 7.1 Collection Personally Identifiable Information for additional details and technical assistance on collecting SSNs.
- **Important**: Only a valid SSNs or code value 999999999 should be entered for PIRL 2700. Grantees should never report a false SSN or partial SSN.

3.4. PIRL DATA ELEMENTS CORRESPONDING WITH OUTCOME TARGETS

DOL asked Apprenticeships: Closing the Skills Gap grantees to provide targets for the H-1B real-time outcome measures, which are specifically tailored for Apprenticeships: Closing the Skills Gap grants and are 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 6. Crosswalk of Apprenticeships: Closing the Skills Gap Real-Time Outcomes and Required PIRL Data Elements

FOA Outcome	QPR Outcome	Summary of WIPS Data Elements Reported
1. Total participants served	A2. Total Participants Served	**PIRL 900** Date of Program Entry
2. Total participants enrolled in education/training activities	E6a. Began Receiving Education/Job Training Activities	**PIRL 105** Type of Apprenticeship (RAP or unregistered apprenticeship only) **PIRL 1302** Date Received Training #1 **PIRL 2118** Date Entered Employment[1]
3. Total participants who complete education/training activities	F1. Number Completed Education/Job Training Program Activities	**PIRL 1813** Date of Program Completion
4. Total participants who complete education/training activities and receive a degree, or other type of credential	F2. Completed Training Program Activities and Obtained a Credential	**PIRL 1813** Date of Program Completion **PIRL 1800** Type of Recognized Credential #1
5. Total number of participants who obtain employment	G1. Entered Unsubsidized Employment	**PIRL 2118** Date Entered Employment[1]
6. Total number of incumbent worker participants who complete training activities and that advance into a new position	G3. Incumbent Workers that Advance into New Employment	**PIRL 907** Receipt of Incumbent Worker Training[2] **PIRL 1813** Date of Program Completion **PIRL 2120** Incumbent Workers Advance into New Position[2]

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)

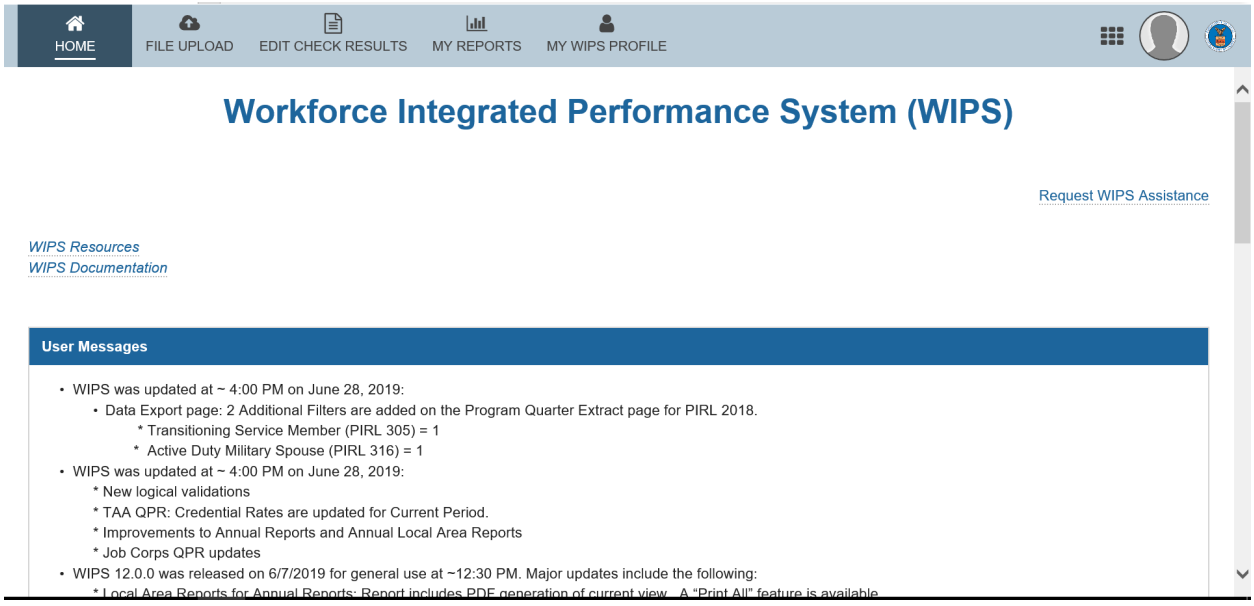
DOL uses the web-based reporting system WIPS for H-1B grantees to submit the Quarterly Performance Report (QPR) and the Quarterly Narrative Report (QNR).

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 WIOA.Feedback@dol.gov. Please also refer to the WIPS Quick Reference Guide.

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

1. Upload a csv 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.



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 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 H-1B 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 grants 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

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 7. Suggested Reporting Format for Section B Program Outputs

Expanding Apprenticeships Output	Cumulative-to Date	Grant Target
1. Total number of newly created apprenticeship programs, including newly created Registered Apprenticeship programs		
2. Total number of existing apprenticeship programs, including Registered Apprenticeship Programs, that are expanded		
3. Total number of employers engaged		

Grantees should begin reporting this information starting with the quarter ending March 31, 2020. If there is no data to report, please indicate this by reporting "0".

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.

H-1B grantees are required to request participants' complete and accurate Social Security Numbers (SSNs); however, 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 reason for requesting SSNs, in accordance with the American Competitiveness and Workforce Improvement Act (ACWIA), which directs the Secretary to require grantees to report on the employment outcomes obtained by workers receiving training under this section.

Grantees should do this using indicators of performance that are consistent with other indicators used for employment and training programs administered by the Secretary, such as entry into employment, retention in employment, and increases in earnings (ACWIA, as amended (codified at 29 USC 3224a(7)).

The principal purpose for collecting this information is to administer the program, including tracking and evaluating participant progress. Providing this information is voluntary. The information that is collected on this form will be retained in the program files of the grantee and may be released to other Department officials in the performance of their official duties.

What is the Purpose of Collecting SSNs?

All H-1B grants are required to collect SSNs for all participants served with grant funds and to report outcomes to DOL. The Department, on behalf of the grantees, will work through 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. The collection of this information assists DOL and the grantee to track the long-term success of the training program.

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.

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

Training and Employment Guidance Letter (TEGL) NO. 39-11 – Guidance on the Handling and Protection of Personally Identifiable Information

ATTACHMENT 1: H-1B APPRENTICESHIPS: 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:

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. 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, including the 10 criteria they must meet, please visit: https://www.apprenticeship.gov/industry-recognized-apprenticeship-program.

Unregistered apprenticeship programs: For the purposes of the Apprenticeships: Closing the Skills Gap grant, any apprenticeship that is not a RAP is considered an unregistered apprenticeship. Whether registered or unregistered, all apprenticeship programs funded through the grant must meet the five characteristics of program quality specified in the FOA, as amended, and noted above. 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* **EDUCATIONAL/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 Amended ETA-9172 DOL-only PIRL for H-1B 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**.**

EDUCATIONAL/INSTRUCTIONAL TRAINING: One of the five characteristics of program quality of apprenticeship under the grant's FOA, 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 Apprenticeships: Closing the Skills Gap grants, educational/instructional training, or educational and educational/instructional training, is used to refer broadly to the high-quality "classroom" component of an apprenticeship program.

EMPLOYED WORKERS: Individuals who are employed, or who are self-employed, and would like to transition their employment to a new job in an H-1B industry or occupation; and whose apprenticeship is with an employer that is different from their previous employer prior to enrollment in the apprenticeship program. Employed workers differ from incumbent workers in that, in the case of an incumbent worker, the employer of record is the same both prior to, and after, the worker's enrollment in the apprenticeship program. (*See also* **INCUMBENT WORKERS** *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 WORKERS: 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 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 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.

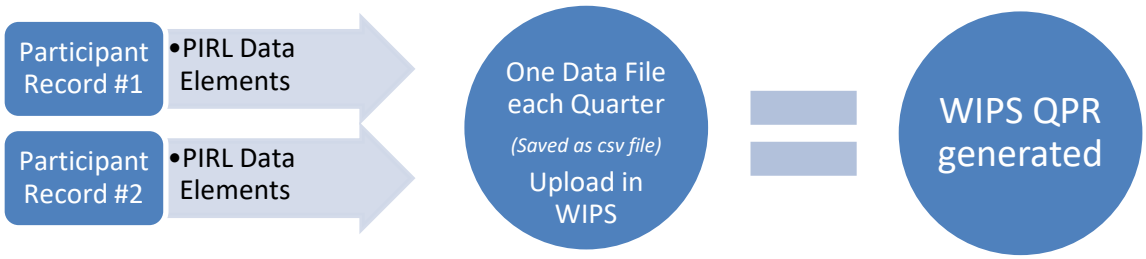
EDUCATIONAL/INSTRUCTIONAL TRAINING PARTICIPANT: A participant is any individual who receives an H-1B grant-funded service beyond a determination of eligibility. Individuals who receive only a determination of eligibility to participate in the program, but do not begin receiving services, are NOT considered 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.

Figure 1-1. Generating a QPR Using a Grantee's 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. However, the 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.

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 Apprenticeships: 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: 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 Apprenticeships: Closing the Skills Gap 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 WORKERS: 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 without a job, 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.

WORK-BASED LEARNING: For the purposes of Apprenticeships: Closing the Skills Gap grants, work-based learning is considered one component of a high-quality apprenticeship program, not as a stand-along training activity. Also often referred to as on-the-job training (OJT) for reporting purposes, because apprentices automatically take part in work-based learning, Apprenticeships: Closing the Skills Gap grantees should not report any of these activities as an independent activity for participants in the H-1B PIRL schema.

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

OMB Control Number: 1205-0521
Expiration Date: 06-30-2021
Date of Report: ETA-9173-H1B

PY 20xx Qtr x Performance Report for H-1B

Time Period: (Choose Only One) ☐ Rolling 4 Quarters ☐ Current Quarter ☐ Grant to Date

REPORTING PERIOD COVERED: mm/dd/yyyy - mm/dd/yyyy

GRANT OVERVIEW

Grant Number: **Grantee Name:** **Grant Type:**

	Performance Items	Total
A. SUMMARY INFORMATION (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		
1. Total Exiters (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		A-1
2. Total Participants Served (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		A-2
3. New Participants Served (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		A-3
B. PARTICIPANT SUMMARY INFORMATION (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		
Sex	1a. Male	B-1a
	1b. Female	B-1b
Ethnicity/Race	2a. Hispanic/Latino	B-2a
	2b. American Indian or Alaskan Native	B-2b
	2c. Asian	B-2c
	2d. Black or African American	B-2d
	2e. Native Hawaiian or Other Pacific Islander	B-2e
	2f. White	B-2f
	2g. More Than One Race	B-2g
Education Level	3a. Secondary School Graduate or Equivalent	B-3a
	3b. Completed 1 or More Years of Postsecondary Education	B-3b
	3c. Postsecondary Certification, License, or Educational Certificate (Non-Degree)	B-3c
	3d. Associate's Degree	B-3d
	3e. Bachelor's Degree or Equivalent	B-3e
	3f. Advanced Degree Beyond Bachelor's Degree	B-3f
Other Demographics	4a. Youth and Young Adults, Ages 17-29	B-4a
	4b. Individuals with a Disability	B-4b
	4c. Individuals with Limited English Proficiency (English Language Learners)	B-4c
	4d. Individuals with Criminal Records (Ex-Offenders)	B-4d
	4e. Eligible Veterans	B-4e
	4f. Low-Income Individuals	B-4f
	4g. Individuals 55 years and Older	B-4g
C. WIOA PRIMARY INDICATORS OF PERFORMANCE		
1. Employment Rate (Q2) (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)*		UI Match C-1
2. Employment Rate (Q4) (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)*		UI Match C-2
3. Median Earnings (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)*		UI Match C-3
4. Credential Rate (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		C-4
5. Measurable Skill Gains (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		C-5
D. EMPLOYMENT STATUS AT PARTICIPATION (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		
1. Unemployed Individuals		D-1
2. Underemployed Worker		D-2
3. Long-Term Unemployed (27 or More Consecutive Weeks)		D-3
4. Incumbent Workers		D-4
5. Dislocated Workers		D-5
E. PROGRAM SERVICES AND TRAINING ACTIVITIES (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		
Participant Services	1. Received Case Management Services	E-1
	2. Received Assessment Services	E-2
	3. Received Supportive Services	E-3
	4. Received Specialized Participant Services	E-4
	5. Participated in Paid Work Experience or Internship	E-5
Training Services	6a. Began Receiving Education/Job Training Activities	E-6a
	6b. Entered On-the-Job Training Activities	E-6b
	6c. Entered in Incumbent Worker Training Activities	E-6c
	6d. Participated in Registered Apprenticeship	E-6d
F. TRAINING PROGRAM OUTCOMES (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		
1. Number Completed Education/Job Training Program Activities		F-1
1a. Number Completed On-the-Job Training Activities		F-1a
Credential Outcomes	2. Completed Education/Job Training Program Activities and Obtained a Credential	F-2
	3. Total Number of Credentials Received	F-3
***G.* EMPLOYMENT OUTCOMES (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)**		
1. Entered Unsubsidized Employment		G-1
1a. Entered Unsubsidized Training-Related Employment		G-1a
2. Incumbent Workers that Retained Current Position		G-2
3. Incumbent Workers that Advanced into New Position		G-3
H. EFFECTIVENESS IN SERVING EMPLOYERS		
1. Retention with the Same Employer in the 2nd and 4th Quarter After Exit (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		H-1

*When available, DOL/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 benig 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, searching existing data sources, 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.

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.

H-1B OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR QPR AGGREGATION
A. GRANT SUMMARY INFORMATION		
1. Total Exiters	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.	PIRL 900 Date of Program Entry PIRL 901, Date of Exit
2. Total Participants Served	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.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit
3. New Participants Served	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.	PIRL 900, Date of Program Entry
B. PARTICIPANT SUMMARY INFORMATION		
Gender		

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 includes persons having origins in any of the	PIRL 215, White PIRL 900, Date of Program Entry PIRL 901, Date of Exit

	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 210, Hispanic Latino PIRL 211, American Indian PIRL 212, Asian PIRL 213, Black/African American PIRL 214, Native Hawaiian/Other Pacific Islander PIRL 215, White PIRL 900, Date of Program Entry 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 (WIOA)

		PIRL 900, Date of Program Entry PIRL 901, Date of Exit
3f. Advanced Degree Beyond Bachelor's Degree	The total number of participants that attained an advanced degree beyond a Bachelor's degree.	PIRL 408, Highest Educational Level Completed at Program Entry (WIOA) PIRL 900, Date of Program Entry PIRL 901, Date of Exit
Other Demographics (as it applies)		
4a. Youth and Young Adults, Ages 17 – 29	The total number of participants whose age is between 17 and 29 at program entry.	PIRL 200, Date of Birth PIRL 900, Date of Program Entry PIRL 901, Date of Exit
4b. Individuals with a Disability	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.	PIRL 202, Individual with a Disability PIRL 900, Date of Program Entry PIRL 901, Date of Exit
4c. Individuals with Limited English Proficiency (English Language Learners)	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.	PIRL 803, English Language Learner at Program Entry PIRL 900, Date of Program Entry PIRL 901, Date of Exit
4d. Individuals with Criminal Records (Ex-Offenders)	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.	PIRL 801, Ex-Offender Status PIRL 900, Date of Program Entry PIRL 901, Date of Exit
4e. Eligible Veterans	The total number of participants who are eligible for veterans' priority of service under WIOA. See TEGL No. 10-09.	PIRL 301, Eligible Veteran Status PIRL 900, Date of Program Entry PIRL 901, Date of Exit
4f. Low-income individuals	The total number of participants who meet the definition of low-income individuals under WIOA PIRL 802 Low Income Status at Program Entry.	PIRL 802, Low Income Status at Program Entry PIRL 900, Date of Program Entry PIRL 901, Date of Exit
4g. Individuals 55 years and Older	The total number of participants whose age is 55 or older at program entry.	PIRL 200, Date of Birth PIRL 900, Date of Program Entry PIRL 901, Date of Exit
C. WIOA PRIMARY INDICATORS OF PERFORMANCE		

1. Employment Rate (Q2) (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.	PIRL 901, Date of Program Exit PIRL 923, Other Reasons for Exit PIRL 1602, Employed 2nd Quarter after Exit Quarter
2. Employment Rate (Q4) (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.	PIRL 901, Date of Program Exit PIRL 923, Other Reasons for Exit PIRL 1606, Employed 4th Quarter after Exit Quarter
3. Median Earnings (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.	PIRL 901, Date of Program Exit PIRL 923, Other Reasons for Exit PIRL 1704, Wages 2nd Quarter after Exit Quarter
4. Credential Rate (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	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.	PIRL 901, Date of Program Exit PIRL 923, Other Reasons for Exit PIRL 1303, 1310, 1315 Type of Training #1, # 2, # 3 PIRL 1332, Participated in Postsecondary Education During Program Participation PIRL 1401, Enrolled in Secondary Education Program PIRL 1406, Date Enrolled in Post-Exit Education or Training Program Leading to a Recognized Postsecondary Credential PIRL 1602, 1604, 1606, 1608 Employed 1st, 2nd, 3,rd, 4th Quarter after Exit Quarter PIRL 1800, 1802, 1804 Type of Recognized Credential #1, #2, #3 PIRL 1801, 1803, 1805 Date Attained Recognized Credential #1, #2, #3
5. Measurable Skill Gains (Cohort Period:	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	PIRL 900, Date of Program Entry PIRL 901, Date of Program Exit PIRL 923, Other Reasons for Exit

mm/dd/yyyy - mm/dd/yyyy)	are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.	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 industries. Incumbent workers are workers who typically are employed in lower-skilled, lower-	PIRL 400, Employment Status at Program Entry PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 907, Recipient of Incumbent Worker Training

	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.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 904, Dislocated Worker
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	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 902, Date of First Case Management and Employment Service
2. Received Assessment Services	The total number of participants that receive assessment services to determine training and supportive service needs	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 2103, Most Recent Date Received Assessment
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.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1409, Most Recent Date Received Supportive Services
4. Received Specialized Participant Services	The total number of participants that receive specialized services which include, but are not limited to, financial counseling, behavioral health counseling, mentoring, assistance with re-	PIRL 900, Date of Program Entry PIRL 901, Date of Exit

	location, job coaching, networking, and job search assistance.	PIRL 2106, Most Recent Date Received Specialized Participant Services
5. Participated in Paid Work Experience or Internship	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.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1203, Most Recent Date Received Internship or Work Experience Opportunities
Training Services		
6. Began Receiving Education/Job Training Activities	The total number of participants that receive training services as part of grant-funded education or training activities.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 105, Type of Apprenticeship PIRL 1302, Date Entered Training #1 PIRL 2118 Date Entered Training
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; • 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.	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 Service for Training #1, #2, #3
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.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1302, Date Entered Training #1 PIRL 2109 - PIRL 2117, Primary, Secondary, and Tertiary Type of

		Training Service for Training #1, #2, #3
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.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 931 Registered Apprenticeship Program Registered Apprenticeship Program is also covered in PIRL 105, Type of Apprenticeship for Apprenticeships: Closing the Skills Gap grantees (Note: PIRL 105 is not aggregated in the H-1B QPR)
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.	PIRL 1307, Training Completed #1 PIRL 1312, Training Completed #2 PIRL 1317, Training Completed #3 PIRL 1813, Date Completed an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment
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 1307, Training Completed #1 PIRL 1308, Date Completed or Withdrew from Training PIRL 1312, Training Completed #2 PIRL 1317, Training Completed #3 PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3 PIRL 2109 - PIRL 2117, Primary, Secondary, and Tertiary Type of Training Service for Training #1, #2, #3
Credential Outcomes		

2. Completed Training Program Activities and Obtained a Credential	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.	PIRL 1800, Type of Recognized Credential #1 PIRL 1802, Type of Recognized Credential #2 PIRL 1804, Type of Recognized Credential #3 PIRL 1813, Date Completed an 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 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
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 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	The total number of participants that were incumbent workers when they entered the	PIRL 907, Recipient of Incumbent Worker Training

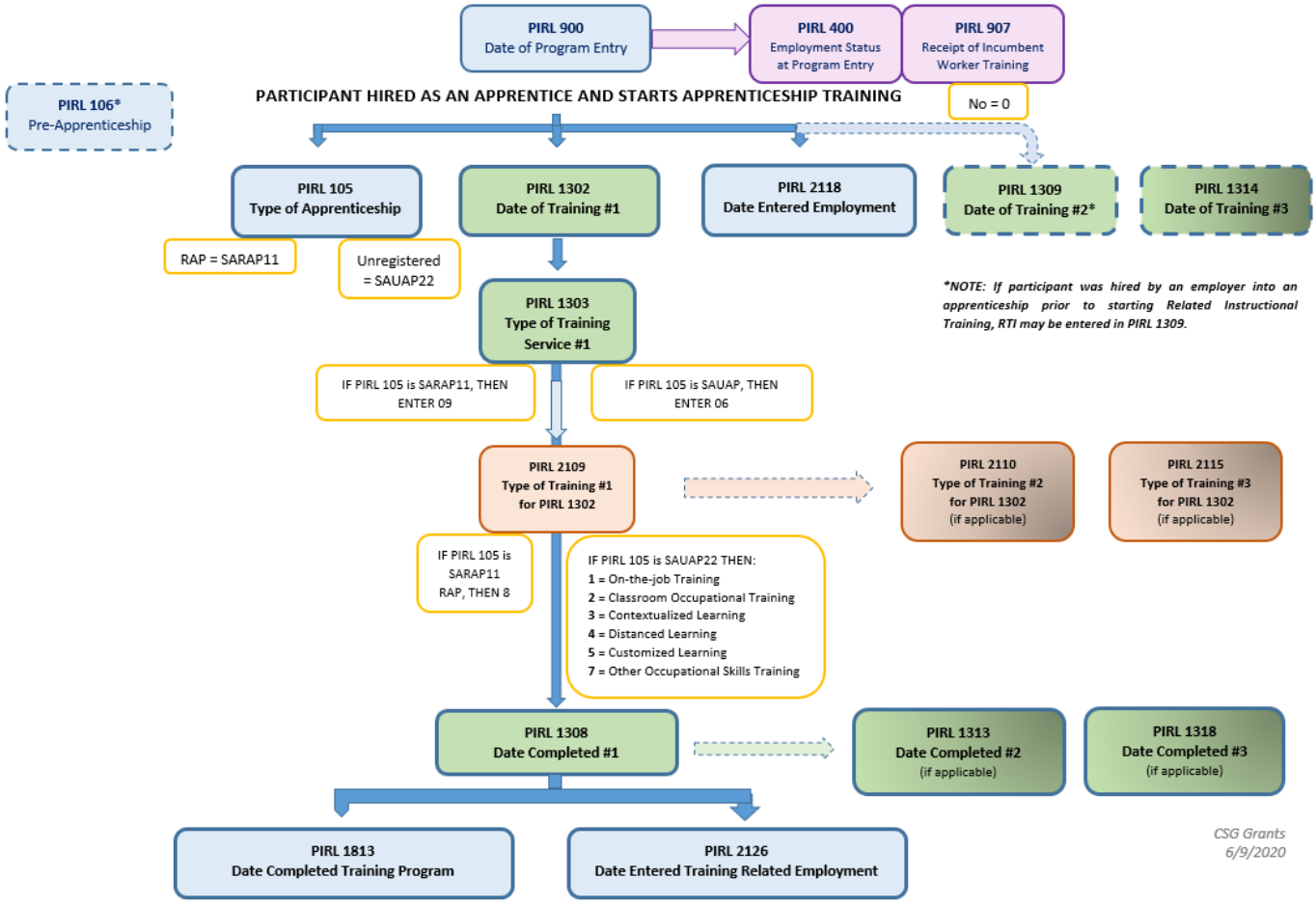
Retained Current Position	training program, and have retained their position continuously for three quarters after completion of the training program.	PIRL 1813, Date Completed an Education an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment PIRL 2119, Incumbent Workers Retained Current Position, PIRL 2121, Incumbent Workers Retained Current Position in 2nd Quarter After Program Completion, and PIRL 2123, Incumbent Workers Retained Current Position in 3rd Quarter After Program Completion
3. Incumbent Workers that Advanced into New Position	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.	PIRL 907, Recipient of Incumbent Worker Training PIRL 1813, Date Completed an Education an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment PIRL 2120, Incumbent Workers Advanced into New Position with Current Employer or New Employer PIRL 2122, Incumbent Workers Advanced into New Position with Current Employer or New Employer in the 2nd Quarter after Program Completion PIRL 2124, Incumbent Workers Advanced into New Position with Current Employer or New Employer in the 3rd Quarter after Program Completion
H. EFFECTIVENESS IN SERVING EMPLOYERS		
1. Retention with the Same Employer 2nd and 4th Quarter	The percentage of program participants who exit and are employed with the same employer in the second and fourth quarters after exit.	PIRL 901, Date of Program Exit PIRL 923, Other Reasons for Exit PIRL 1602, Employed 2nd Quarter after Exit (WIOA)

After Exit (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		PIRL 1618, Retention with the Same Employer in the 2nd Quarter and the 4th Quarter (WIOA)

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.

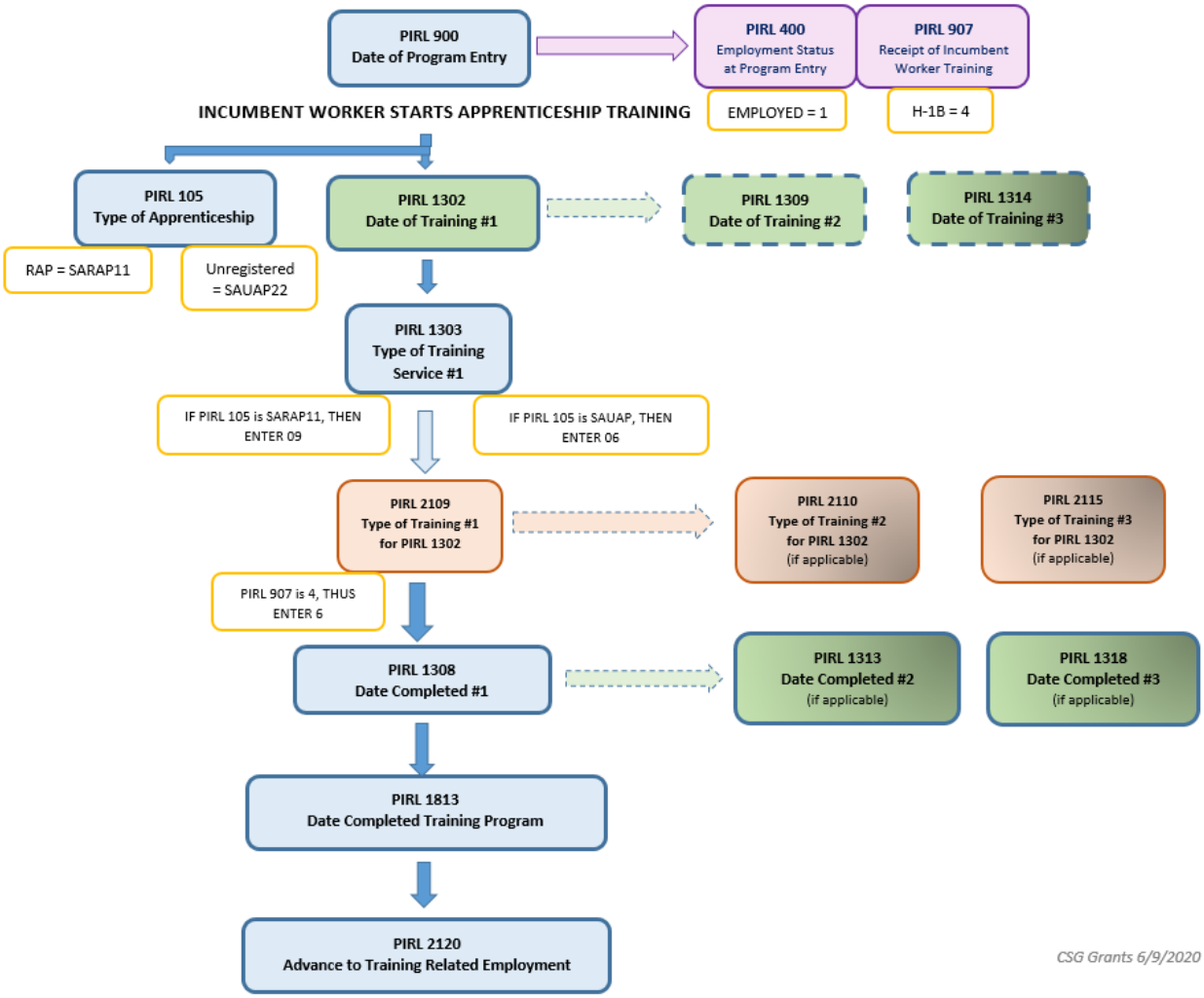
ATTACHMENT 4: REPORTING APPRENTICESHIP TRAINING ACTIVITIES FLOW CHARTS

Figure 4-1. Reporting Apprenticeship Training Activities for Underemployed, Unemployed and Employed Participants



**** NOTE: Apprenticeships: Closing the Skills Gap grantees may only provide pre-apprenticeship training to individuals using leveraged funds. However, those individuals cannot be reported as participants and then reported in PIRL 106 as pre-apprentices unless they also receive a grant-funded service that is paid for with Apprenticeships: Closing the Skills Gap funds or matched funds.***

Figure 4-2. Reporting Apprenticeship Training Activities for Incumbent Worker Participants



ATTACHMENT 5: JOINT QUARTERLY NARRATIVE PERFORMANCE TEMPLATE

OMB Control Number: 1205-0448
ETA-9179
Expiration Date: 05/31/2021

Joint 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 progress report will be used to help the 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 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 DOL 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 objective 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.

DOL Grant FOA *(optional)*:	
Grant Number:	
Grant Recipient Name:	
Grant Project Name:	

Grant Project Address:	
Grant Period of Performance:	
Point of Contact (Name, Phone Number, and Email):	

Section II. Summary of Grant Progress.

A. This section is an executive summary of grant activities, including planned and actual progress. Grant activities should be aligned with the goals and objectives outlined in your grant Statement of Work (SOW) and ETA approved work plan/timeline. For the current quarter, please include a description of all:

- 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.

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

C. 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.

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

E. Additionally, 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 of Grant Timeline.

A. Provide any updates for the progress of the ETA approved grant timeline/work plan, including program activities, key deliverables and products available this quarter and in future quarters for broad dissemination to the workforce system, if applicable. This includes identifying products and deliverables available for broad distribution via ETA-hosted web sites and other communication vehicles.

B. 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. It is important that the timeline be updated each quarter noting the actual date of each activity's completion as accomplished.

C. The following items will be assessed during the progress of the grant: project goals, benchmarks, milestones, special events, important deadlines, and deliverables.

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 areas of emphases planned for the project in the next quarter.

F. Also use this section to collect additional information that details the status of capacity building activities and/or the development of deliverables occurring under the grant (if applicable), highlighting those 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. Grantees who have nothing to report should indicate so.

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

A. Describe how your program model is working towards/has realized the program's intended purpose as well as the goals/objectives and activities outlined in your grant application and work plan. Examples may include developing and implementing an outreach campaign, designing education and training programs, identifying industry sectors and engaging employers, aligning policies and programs, measuring systems change and performance, developing new or enhancing existing curriculum or industry training, and creating new career assistance tools and resources.

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

C. Those grantees who have no progress to report on the above items should indicate so.

Section V. Status Update on Match and/or Leveraged Resources *(if applicable)*.

Please use this section of the narrative to provide an update 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 may be providing to support the implementation of the grants. Leveraged resources may take the form of cash or in-kind donations. Please indicate any new leveraged resources that may be used to sustain the project after the life of the grant, 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.

C. Grantees should indicate if they have no required match or additional leveraged resources on which to report. Please note that both match and leveraged resources must also be reported on the Financial Status Report (ETA-9130) quarterly, if applicable.

Section VI. Status Update on Strategic Partnership Activities *(if applicable)***.**

The purpose of this section is to describe how the partnership is 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 been 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 brought into the project or identify any previous partners that may have left the project. Grantees who have nothing to report should indicate so.

Section VII. Status Update on Employer Engagement Strategies.

A key element of the Workforce Innovation and Opportunity Act and affiliated workforce programs is to strengthen employer engagement in the workforce system and to ensure employers have an active role in workforce system activities. The purpose of this section is to share information related to promising practices and strategies that have strengthened existing employer partnerships.

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.

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 you have for ETA, as well any technical assistance needs.

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

D. Grantees who have nothing to report should indicate so.

Section IX. Significant Activities, Accomplishments, and Success Stories.

This section is intended to provide additional, more in-depth information than the summary section about promising approaches, new processes, and/or lessons learned.

A. Report on 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, please highlight one or two grant- or participant-level "success stories" from the grant per quarter, with the participant's express permission (if providing a participant success story).

- In documenting success stories, please describe:
    - background, problem, issue, or concern prior to project involvement;
    - response or intervention provided by the project;
    - results and outcomes, including who benefited and what changed or improved; and
    - evidence of the success, including how the data was obtained and the methods used to measure success.

D. Grantees can also include promising practices and success stories as additional documents for upload.

E. Grantees who have nothing to report should indicate so.

Section X. Evidence and Evaluation.

This section is intended to provide information to DOL on how evidence and evaluations are being developed and applied. This information may help DOL 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 on 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 if the grantee is participating 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 grant using, or does it have plans or a desire to use, administrative data to better understand the grant program or the population it serves? If so, what data sources has the grant been able to use or planned/desired to use? If so, what research or management questions do/can these data help the grant answer?

Section XI. Additional Information *(if applicable)***.**

A. Provide other grant-specific information considered to be important yet not captured in other sections of the quarterly narrative report. For example, the specific outcomes included in the SOW that are not reflected in the quarterly performance report.

B. Additionally, for SCSEP grantees, this section should include information on the:
- status of the activities described in their training and supportive services waiver request,
- progression on special projects, and
- status of any complaints/grievances.

C. H-1B grantees are asked to report any outcomes in this section that may or may not be reflective of outcomes that are reflected in the Quarterly Performance Report form.

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 Report. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Jenn Smith, Office of Workforce Investment, Room N-4508, Employment and Training Administration, U.S. Department of Labor, 200 Constitution Avenue NW, Washington, DC 20210.
Note: Please do not return the completed ETA-9179 to this address.