

Strengthening Community Colleges Training Grants, Round Four (SCC4) and Round Five (SCC5) Performance Reporting Handbook

Performance Reporting Guidance for:
SCC4 and SCC5 Performance Policy
Quarterly Narrative Report (QNR)
Quarterly Performance Report (QPR)

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Most Recent Updates

- August 2025 (2025 Demo PIRL Updates)
 - Overall updates to align with 2025 Demonstration PIRL Schema
 - Pg. 11, added guidance for PIRL 3022
 - Pg. 18, Updated Incumbent Workers That Advance into New Position
 - Pg. 19, updated instructions for uploading QPR File
- May 2025
 - Added SCC5 to entire handbook
 - Pg 5, clarified when to start tracking participants
 - Pg 8-9, clarified updated work plan
 - Pg 16, added link to TEN No. 19-22, Change 1

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INTRODUCTION

Strengthening Community Colleges Training Grants, Round Four (SCC4) and Round Five (SCC5) grantees are required to submit quarterly reports to the United States Department of Labor (DOL or the Department), Employment and Training Administration (ETA) to comply with statutory reporting and recordkeeping requirements of the grant [SCC4 FOA-ETA-23-15](#) and [FOA-ETA-24-23](#).

SSC4 and SCC5 grants are authorized under Section 169(c) of the [Workforce Innovation and Opportunity Act](#) (WIOA). Title I of Division H of Pub. L. 117-328 and Title I of Division D of Pub. L. 118-47.

This performance handbook provides performance policy guidance and technical assistance. The following sections provide an overview of each section of the handbook:

Section I – Performance Reporting Policy Guidance

This section describes the overall performance reporting guidance for SCC4 and SCC5 grantees, including core requirements for submitting quarterly reports, reporting due dates along the quarterly reporting cycle, and an introduction to DOL’s Workforce Integrated Performance System (WIPS), including how to access WIPS.

Section II: Quarterly Narrative Report (QNR)

This section describes the Quarterly Narrative Report (QNR), required for all SCC4 and SCC5 grantees. The QNR is a written qualitative report reflecting grant program activities during the reporting quarter. Grantees submit the QNR in WIPS.

Section III: Quarterly Performance Report (QPR)

This section provides information on the Quarterly Performance Report (QPR), which is required for all SCC4 and SCC5 grantees. The QPR is an aggregate summary of participant-level data records. WIPS generates this report using participant-level data files submitted quarterly by each grantee. This section provides instructions and tips for collecting, tracking, and submitting participant-level data.

SECTION IV: Workforce Innovation and Opportunity Act (WIOA) Primary Indicators of Performance

For the purposes of aligning SCC4 and SCC5 grant reporting requirements with WIOA, SCC4 and SCC5 grantees will report on the WIOA primary indicators of performance.

For technical assistance, the [SCC4/SCC5 Grants Performance Reporting Resource](#) page on WorkforceGPS is the go-to site for all things related to performance reporting for SCC4 and SCC5 grants. The page offers links to key policy guidance documents and TA resources such as webinars, tutorials, sample files, and FAQs.

Section I – Performance Reporting Policy Guidance

1.1 Quarterly Reporting

Quarterly reporting assists DOL in tracking grant activities and outcomes and provides a snapshot of grant-funded activities for the current quarter and cumulative quarters throughout the grant period of performance. The report contains updates on the implementation and progress specified in the grant's Statement of Work (SOW), Work Plan, and participant-level outcomes.

Quarterly reporting consists of a **Quarterly Narrative Report (QNR), which includes a copy of the Work Plan that describes the current status for each element, and a Quarterly Performance Report (QPR)**. A QPR is required for all grantees once participants begin enrolling in career pathways programs that have been enhanced with grant funds; see below for a reminder of the participant tracking timeline outlined in the SCC4 and SCC5 FOAs.

SCC4 and SCC5 grantees must take the following steps to fulfill the Participant Tracking requirement. Technical assistance will be provided to support these steps.

(SCC4: FOA-ETA-23-15, pg. 15) (SCC5: FOA-ETA-24-23, pg. 16)

Table 1: Tracking Requirement Timeline

Tracking Requirement	SCC4 Month	SCC5 Month
By Month 9 of the grant, hire or assign a Data Assistant or Coordinator responsible for ensuring accurate data products and consistent participant tracking procedures.	January 2025	October 2025
By Month 12 of the grant, develop, pilot, and finalize data collection procedures and tools.	April 2025	January 2026
By Month 12 of the grant, begin enrolling and tracking participants. <ul style="list-style-type: none">Grantees are expected to start enrolling participants in grant-enhanced programs of study by at least month 12, with consideration of academic calendars, though sooner is preferred.	April 2025	January 2026

Tracking Requirement	SCC4 Month	SCC5 Month
By Month 14 of the grant, begin conducting data quality checks.	June 2025	March 2026

Final Quarterly Reports

SCC4 and SCC5 grantees are required to submit Final Quarterly Reports at the end of the grant period of performance. The QPR and QNR submitted for the last reporting quarter at the end of the grant will serve as the grant's Final Quarterly Reports. The final QNR must summarize project activities, employment outcomes, other deliverables, and related project results and thoroughly document the grantee's training approaches during the entire performance period.

1.2 Reporting Due Dates and Quarterly Reporting Cycle

Quarterly Reporting Deadlines

Quarterly reports are due to DOL **no later than the 15th of the second month** after the end of each reporting quarter. The table below provides the due dates for each reporting quarter of a given year. Reports not submitted by the due date will be considered late and not in compliance with grant requirements.

Table 2: Quarterly Progress Report Deadlines

Report Activities Occurring Between	Quarter End Date	Progress Report Due Date*
January 1 – March 31	March 31	May 15
April 1 – June 30	June 30	August 15
July 1 – September 30	September 30	November 15
October 1 – December 31	December 31	February 15

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

1.3 DOL Performance Reporting System – Workforce Integrated Performance System (WIPS)

DOL uses the web-based reporting system WIPS for SCC4 and SCC5 grantees to submit the Quarterly Performance Report (QPR), Quarterly Narrative Report (QNR), and the updated work plan. WIPS is an online, password-protected system that allows grantees to:

1. Submit a CSV data file of selected participants served to date;
2. Verify that data is correct using a series of logic and validation checks;
3. Generate and certify the Demo Participant Individual Record Layout (PIRL) QPR for SCC4 and SCC5 grants using aggregation rules;
4. Generate and certify an SCC4 and SCC5 QNR; and
5. Submit an updated copy of the work plan that describes the current status for each element.

1.4 WIPS Access

To access WIPS for SCC grant performance reporting purposes, each grantee must establish WIPS user accounts for designated staff.

All WIPS account requests must be made by the grant's Authorized Official (AO). After an SCC grant has been awarded, the National Program Office will contact the grant AO to designate the staff needing WIPS user accounts.

All requests for (and changes to) WIPS accounts may only be made by the grant AO and must be sent to the SCC mailbox, SCC@dol.gov.

Each SCC4 and SCC5 grant is allowed up to three WIPS accounts. Grants must have at least one “**certification account**” with the option to add a second “certification account” and one “**upload account**.”

Note that if the AO changes during the period of performance and they have one of the certification user accounts, the grantee should work with their Federal Project Officer (FPO) to process an amendment to change the AO. The grantee should then inform the National Program Office of the AO change, and the current AO account will be deactivated. The new AO will be offered a certification account or may designate a staff member for the account.

Certification Account: This user has full access to WIPS and can perform all WIPS functions for both the QNR and the QPR, including entering information into the reporting system, file uploading, reviewing errors, viewing reports, and certifying both the QNR and the QPR reports.

Certification indicates that the grantee's AO, or their designee, certifies that the data submitted is complete, true, and accurate to the best of their knowledge.

Upload Account: This user role can perform WIPS functions that support report completion for both the QNR and the QPR, including entering information into the reporting system, file upload, reviewing errors, and viewing reports, but cannot certify either the QNR or the QPR report.

Please note that WIPS uses login.gov for account access. WIPS does not issue usernames or passwords.

Requesting a WIPS Account

To request either a Certification Account or an Upload Account, the Authorized Official on record must send an email to SCC@dol.gov with the following contact information for the designated user(s):

- Contact Full Name
- Contact Email Address
- Account Type Requested (Certification or Upload)

After the request has been reviewed and approved, the requested WIPS user will receive an email with instructions on how to set up their WIPS account. These instructions include the requirement to create a login.gov account. Please ensure that the email address used to request the WIPS account creation matches the email address that will be used to create the login.gov account.

Change of Authorized Official

Any changes to the Authorized Official must go through the grant amendment process, assisted by the grant's Federal Project Officer (FPO). The amendment, signed by the Grant Officer, is the formal approval of the Authorized Representative change. If the grant has changed the AO, they will need to notify the Program Office.

Section II – Quarterly Narrative Report

All SCC4 and SCC5 grants will submit a QNR. The Employment and Training Administration (ETA) uses the information provided in the QNR to monitor the grant's progress and identify promising practices and challenges to grant implementation. Grantees can also report grant program highlights and identify technical assistance needs from the latest reporting quarter.

The report provides updates on the implementation and progress specified in each grant's SOW. It is a qualitative report of grant activities that occurred during the reporting quarter, which includes a status update on program activities, events, and partnership successes or hurdles that affect grant programs during the reporting quarter.

- Grantees are required to use the Office of Management and Budget (OMB)-approved QNR template.
- Grantees will report implementation progress on the work plan using the QNR.
 - Upload a copy of your updated work plan that describes the current status for each element as an attachment to your QNR. The updated work plan must be uploaded

each quarter. “Updated” means both making minor changes such as to clarify dates or tasks and tracking progress on each activity.

- Grantees can also use the QNR to report additional information about their participants that are not reported using quantitative data alone.
- DOL will review implementation progress on the work plans quarterly for technical assistance purposes, and annually for performance monitoring and compliance purposes.
- **Section XI. Additional Information.** The purpose of this section is to provide any additional relevant information that is not included elsewhere in the report. Among other topics, grantees are encouraged to include any challenges or issues with the expenditure plan (e.g., under- or over-spending).

2.1 Submitting a QNR in WIPS

Each grant program will submit their QNR directly into WIPS using their WIPS account. The online form is identical to the OMB-approved QNR Template (ETA-9179). Grantees should enter narrative responses into the form using the fields provided in WIPS. Best practice includes the QNR template in [word](#) or [pdf](#) from the OMB-approved QNR, and then copying and pasting responses into the corresponding form fields provided 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 WIPS QNR. Certifying the report indicates that the grantee's authorized representative verifies that the data submitted is complete, true, and accurate to the best of their knowledge. Grantees may also submit up to five supplemental documents (in word, pdf, or zipped format) to support their QNR submission. As required for the SCC4/SCC5 grant reporting requirements, one of those 5 documents must be the updated work plan.

2.2 Submitting the Work Plan

Each quarter, grantees will upload a copy of the work plan that describes the current status for each element as an attachment to the QNR. The work plan should include information on progress made towards implementation. “Updated” means both making minor changes such as to clarify dates or tasks and tracking progress on each activity.

Section III – DOL ETA Quarterly Performance Report (QPR)

3.1 DOL ETA Quarterly Performance Report

The QPR is an aggregated report of SCC4 or SCC5 performance measures and WIOA primary indicators of performance with respect to participants. WIPS generates the QPR through participant-level data files and creates a snapshot of the grant's progress to date. The DOL Demo QPR is required for SCC4 and SCC5 grantees to track their students in career pathways

program(s) enhanced with grant funding. The Demo QPR will report cumulative, grant-to-date participant outcomes resulting from program activities. It is a quantitative report that aggregates all participant records that the grantee has collected and uploaded as a data file into WIPS.

Tracking and Collecting Participant Data Begins with Participant Enrollment

Grantees will report participant-level data for participants that are enrolled in a career pathways program(s) enhanced using grant funds as indicated in their project narrative. This includes participants that are enrolled in the enhanced career pathways program(s) at any time after the start of the grant. For SCC Round 4 grantees, the grant start date is May 1, 2024, and for Round 5 grantees, the grant start date is February 1, 2025.

- The SCC4 and SCC5 FOA's Section IV.B.3.iii. Career Pathways Program(s) Participant Estimate and Tracking Plan instructed grantees to estimate the total number of participants during the grant period of performance.
- Each SCC FOA specified four performance outcome measures and there are 86 data elements that grantees will report on for each participant to calculate these measures.

In preparation for reporting participant performance outcomes in WIPS, grantees should establish their participant intake process and database to collect participant-level data such as demographic information, training activities and program completion outcomes, and earned credentials.

Please see *Attachment 6: Demo PIRL Quarterly Performance Report (QPR)* and *Attachment 7: SCC QPR OUTCOME MEASURE DEFINITIONS AND AGGREGATION RULES* for further guidance on generating the Quarterly Performance Report.

3.2 Participant Training and Employment Tracking and Reporting

While SCC4 and SCC5 grants are capacity-building grants, an important aspect of capacity-building at community colleges is collecting and reporting on participant outcomes, such as program enrollment, credential attainment, and employment outcomes. Participant performance outcomes can also contribute to proof of concept and to the body of evidence for SCC4 and SCC5 grants. Thus, grantees are required to track four participant outputs and outcomes for career pathways program(s) enhanced with grant funding throughout their grant performance period. These four participant outputs and outcomes are generated from the data elements collected on each participant.

Each SCC FOA provides policy guidance on the performance measures that grantees will use to collect and report participant data. The SCC4 and SCC5 Performance Handbook Attachment 4 provides the Performance Outcome Measures for SCC Round 4 grantees with a start date of May 1, 2024, and Round 5 grantees with a start date of February 1, 2025.

Grantees are not required to provide targets for these outputs and outcomes, nor will ETA use this information to monitor grantee performance; however, ETA will use this information for the purposes of technical assistance, as well as to support the national evaluation.

3.3 DOL Demo Participant Information Record Layout (PIRL) Schema for SCC4 and SCC5 Grants

The Demo PIRL Schema identifies data elements that grantees are required to collect about each participant served in a career pathways program(s) enhanced with grant funding. Each PIRL data element includes a number, name, field type and length, definition and instruction, and code values.

There are several PIRL data elements unique to SCC4 and SCC5 grantees to report participant-level outcomes. The tips below provide further guidance on how to use these key PIRL data elements for reporting purposes.¹

Reporting SCC Grant Program

PIRL 105 Special Project ID is used to designate demonstration grants in WIPS. All SCC grantees will use the code value DEM1111 for PIRL 105.

PIRL 106 Special Project ID is used to designate the specific SCC Grant Program and round in WIPS.

- SCC Round 1 should use SCC1111,
- SCC Round 2 should use SCC2222,
- SCC Round 3 should use SCC3333,
- **Round 4 should use SCC4444, and**
- **Round 5 should use SCC5555**

PIRL 107 will be left blank.

PIRL 3022: Demonstration Grant Number is the last data element in the 2025 Demo PIRL. You will enter your grant number for each participant. Ex: 25A60CC000012.

Reporting Eligible Participants

When students first enroll in the grant-enhanced program(s) of study, grantees must determine if the student is currently employed or not employed. This will inform how to report

¹ This section does not describe all the PIRL data elements that grantees are required to include in their data file upload in WIPS. See [Tab 2](#) of 2021 PIRL Demo Schema for SCC grants for a list of all required data elements and their code values.

participants on employment-related outcome measures. For the purposes of tracking participants for SCC4 and SCC5, “participants” are defined as the students enrolled in career pathways programs that are being enhanced using SCC4 or SCC5 program grant funds. The definition of eligible participants is broad. Consistent with the funding source, eligible participants include new entrants to the workforce and those seeking their first job, dislocated workers who have lost employment, and those currently working but seeking additional skills. Reporting on their employment status is important because this PIRL data element informs other PIRL data elements.

New Entrants to the Workforce refer to those who have never worked before or who have been out of the workforce for a long enough time as though they are entering the workforce for the first time. For example, this may include, but is not limited to, long-term unemployed individuals and justice-impacted individuals, high school graduates, and youth who have dropped out of school and are seeking their first full-time job. While it is permissible for high school students enrolled in a dual enrollment program to enroll in individual courses within the applicant’s grant-enhanced career pathways program, only those students with a declared intent to enroll in the full career pathways program may be the focus of—and counted as a participant in—the proposed project.

Dislocated workers refer to individuals who were terminated or laid-off or have received a notice of termination or lay-off from employment; or were self-employed but are now unemployed, as well as other individuals defined in WIOA Sec. 3(15).

Employed workers (also categorized as incumbent workers in WIPS) refer to individuals who are employed but need training to secure full-time employment, advance in their careers, or attain employment in occupations that qualify as good jobs. This includes low-wage and medium-wage workers who need to upgrade their skills to advance in their careers, and workers who are currently working part-time. Note that in other DOL grants, “incumbent workers” refers to participants who receive training offered by their current employer in partnership with the grantee (sometimes called contract training). Under SCC4 and SCC5, this type of incumbent worker is not eligible for grant-funded participation.

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 grant program. This data element is used to calculate the employment status of all participants served through the grant as either employed or unemployed. Dislocated workers and new entrants to the workforce are unemployed workers reported by using the code value 0 in PIRL 400. Incumbent workers are employed workers reported by using code value 1.

PIRL 907 RECIPIENT OF INCUMBENT WORKER TRAINING

When determining participant eligibility, SCC4 and SCC5 grantees should apply the definition of incumbent workers as indicated in their grant FOA. Eligible participants determined as incumbent workers and enrolled in incumbent worker training are reported as code value 5 = DWG funded grant in **PIRL 907 Recipient of Incumbent Worker Training**.

Reporting Program Participation

PIRL 900 DATE OF PROGRAM ENTRY (WIOA)

Date of Program Entry refers to the date on which an individual becomes a participant upon determination of eligibility and begins to receive grant-funded services. For SCC4 and SCC5 grants, grant-funded services may include, but are not limited to, enrollment in a career pathways program enhanced with grant funds, receiving assessment and case management services, and/or receiving other supportive services. The program entry date may or may not be the same date that an individual begins training, depending on whether the individual received other grant-funded services prior to starting training.

PIRL 901 DATE OF PROGRAM EXIT

SCC4 and SCC5 participants are exited from the program when they have not received any services funded by the program for 90 consecutive calendar days and are not scheduled for future services. Services funded by the grant include participation in career pathways programs enhanced with grant funds.

The date of exit is applied retroactively to the last day 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.

(EXAMPLE: If the date of exit is between January 1 and March 31, the first quarter after exit would be April 1 through June 30).

Tips: PIRL 901 should not be reported before the 90 days have elapsed. This data element requires a lookback each quarter of all participants who have not received any services or training in the past 90 days and are not scheduled for any future services.

Do not report an exit date in the future or a date prior to the 90th day since services or training were received.

Reporting Social Security Numbers

Social Security Numbers (SSNs) are used to calculate most of the WIOA primary performance indicators on behalf of grantees by matching them with Unemployment Insurance (UI) wage records provided through the Common Reporting Information System (CRIS). This is why

collecting SSNs is so critical. Grantees are required to request SSNs from every grant participant. However, an individual does not have to disclose their SSN in order to receive grant-funded services.

PIRL 2700 Social Security Number: A SSN is required to be entered for all SCC grant participants that receive grant-funded services. Grantees should enter a valid SSN for PIRL 2700, where provided. Grantees should **never** report a false SSN. Grantees should enter a code value of 999999999 for PIRL 2700 when reporting eligible participants who choose not to disclose their SSNs. This code value is the universal code value used to indicate non-disclosure of the SSN for a participant.

Reporting Program Enrollment and Program Completion

PIRL 1811 DATE ENROLLED DURING PROGRAM PARTICIPATION IN AN EDUCATION OR TRAINING PROGRAM LEADING TO A RECOGNIZED POST-SECONDARY 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 either a recognized post-secondary credential, including a secondary education program, or a training program that leads to employment.

PIRL 1813 DATE COMPLETED DURING PROGRAM PARTICIPATION IN AN EDUCATION OR TRAINING PROGRAM LEADING TO A RECOGNIZED POST-SECONDARY CREDENTIAL OR EMPLOYMENT (WIOA)

This PIRL data element is used to report overall program completion for a participant and should not be reported until all the planned training components (e.g., **PIRL 1302 Training #1, PIRL 1309 Training #2, and PIRL 1314 Training #3**) have been completed.

Reporting Training Outcomes

SCC4 and SCC5 grantees have several PIRL data elements to report training activities. SCC4 and SCC5 grants share WIOA PIRL data elements to report dates for Training #1, #2, and #3.

PIRL 1300 RECEIVED TRAINING (WIOA)

Record if the participant has received training services.

Table 3. Reporting Training Outcomes (WIOA Data Elements)

DATA ELEMENT NAME	DATA ELEMENT DEFINITIONS/INSTRUCTIONS	TRAINING ACTIVITY #1	TRAINING ACTIVITY #2	TRAINING ACTIVITY #3
DATE ENTERED TRAINING	Record the date on which the participant's first training service actually began. Grantees can report up to three training activities for a	PIRL 1302	PIRL 1309	PIRL 1314

DATA ELEMENT NAME	DATA ELEMENT DEFINITIONS/INSTRUCTIONS	TRAINING ACTIVITY #1	TRAINING ACTIVITY #2	TRAINING ACTIVITY #3
	participant enrolled in a program of study.			
TYPES OF TRAINING	Grantees should report the types of training when there is a training date in PIRL 1302, PIRL 1309, and PIRL 1314.	PIRL 1303	PIRL 1310	PIRL 1315
COMPLETED TRAINING	Record if the participant completed training.	PIRL 1307	PIRL 1312	PIRL 1317
DATE COMPLETED TRAINING	Record the date the participant completed training.	PIRL 1308	PIRL 1313	PIRL 1318

[TEN No. 19-22, Change 1](#) provides common language for interpreting reporting definitions, types of training, reporting multiple trainings, and identifying areas where the various ETA programs differ. This enables more consistent tracking of trainings across grantees and across programs to facilitate making this data readily comparable.

Please note, SCC grantees **may not use** the following code values to report Types of Training:

- 03 = Entrepreneurial Training (non-WIOA Youth)
- 07 = ABE or ESL (contextualized or other) NOT in conjunction with training (funded by Trade Adjustment Assistance only)

PIRL 1409 MOST RECENT DATE RECEIVED SUPPORTIVE SERVICES

Record the most recent date on which the participant received a supportive service. As applicable, grantees may update this date each quarter. Supportive services are activities that will allow individuals to participate in and successfully complete the training provided through the grant.

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)

Grantees may report up to three credentials that result from at least one training activity. These PIRL data elements are for reporting the credential or certificate attainment outcomes that a participant receives after completing the SCC4 and SCC5 training program. This includes the type of recognized credential and the date of credential attainment.

If multiple credentials are awarded, grantees should report the highest-level certificate and/or credential earned as it aligns with the grantee's training design, including the SCC4 and SCC5

industries and occupations identified in the grantee's SOW. Grantees are encouraged to replace data for Training #3 with data for the highest credential received during the grant period of performance. For example, suppose a training program includes three interim credentials. In that case, the grantee should replace data about the third intermediate credential (date entered training, type of training service, etc.) with data for the highest credential attained (e.g., an Associate degree). This ensures that the highest credential received is recorded for each participant. Additional credentials should be reported in the QNR.

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

Reporting WIOA Primary Indicators of Performance

PIRL 1332 PARTICIPATED IN POST-SECONDARY EDUCATION DURING PROGRAM PARTICIPATION (WIOA)

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

Tip: All SCC4 AND SCC5 grant programs are post-secondary 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 Post-secondary Credential or Employment, whereas some participants will be enrolled in programs leading to employment only but will not receive credentials.**

Do not record 1 if the participant was first enrolled in post-secondary 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.

Reporting Measurable Skill Gains

PIRL 1806, 1807, 1808, 1809, 1810 DATE OF MOST RECENT MEASURABLE SKILLS GAINS (WIOA)

These data elements calculate Measurable Skills Gains for participants enrolled in the select cohort of study. Grantees will record the most recent date on which the participant achieved a

measurable skill gain. As applicable, grantees should update the date(s) when a measurable skill gain is achieved during each quarter.

Table 4. Measurable Skills Gains

PIRL Data Element	Description
1806	Date of Most Recent Measurable Skill Gains: Educational Functioning Level (EFL)
1807	Date of Most Recent Measurable Skill Gains: Post-secondary Transcript/Report Card
1808	Date of Most Recent Measurable Skill Gains: Secondary Transcript/Report Card
1809	Date of Most Recent Measurable Skill Gains: Training Milestone
1810	Date of Most Recent Measurable Skill Gains: Skills Progression

Reporting Employment Retention and Employment Placement

There are two categories to report employment placement outcomes for non-incumbent and incumbent workers. Non-incumbent workers are those that are unemployed at program participation. Incumbent workers are employed at program participation and must meet the FOA definition of incumbent worker.

Non-incumbent students who enter unsubsidized employment

PIRL 2118 DATE ENTERED EMPLOYMENT

This PIRL data element is used to report employment outcomes for non-incumbent students. Grantees may report this outcome at any time after program enrollment in the cohort program of study. Non-incumbent participants do not need to complete the cohort program of study to be reported in this outcome.

Non-incumbent Students Who Enter Training-Related Employment

PIRL 2126 ENTERED TRAINING-RELATED EMPLOYMENT AFTER TRAINING COMPLETION

This PIRL data element is used to report entered training-related employment if employment placement is related to the training provided through the grant and occurs after the cohort program of study is completed.

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 Credential or Employment, so participants reported in PIRL 2126 must also be reported in PIRL 2118 and PIRL 1813.

Incumbent Workers That Advance into New Position

PIRL 2120: ADVANCED INTO A NEW POSITION WITH CURRENT OR NEW EMPLOYER AFTER PROGRAM COMPLETION

This PIRL data element are used to report if an incumbent worker has completed their program of study and advanced to a new position that requires a higher level of skill, either with their current employer or new employer.

An incumbent worker may have up to three quarters after program completion 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.

3.4 Reporting Employment and Earnings

There are 12 PIRL data elements that all grantees using the 2021 Demo PIRL Schema are required to use related to employment and earnings. SCC grantees are relying on the Common Reporting Information System (CRIS) data that comes from unemployment data to provide information on participant employment and earnings outcomes. Therefore, grantees do not need to track these outcomes; however, grantees will need to enter a code value for each of the 12 required employment and earnings PIRL data elements.

PIRL 1600 - 1607 – EMPLOYED IN 1st, 2nd, 3rd 4th QUARTER AFTER EXIT AND TYPE OF EMPLOYMENT MATCH 1st, 2nd, 3rd 4th QUARTER AFTER EXIT

- Suggested code value to enter for PIRL 1600 - 1607: "0"

PIRL 1703 – 1706 – WAGES 1st, 2nd, 3rd 4th QUARTER AFTER EXIT

- Suggested code value to enter for PIRL 1703 – 1706: "0"

Please note that entering "0" for these PIRL data elements does **not** mean that the grantee is verifying the participant's employment status; the actual employment status and wage earnings will be calculated once the CRIS data is available for a quarter.

3.5 Guidance for Generating and Certifying a Quarterly Performance Report (QPR)

To generate the QPR, grantees will submit a .csv data file or a .txt file of participant-level information in WIPS. The participant-level data file includes information on all cohort participants served through the most current reporting quarter. After a grantee successfully uploads the participant-level data file into WIPS, the system will run the data file against a series of validation checks and will generate a QPR using WIPS aggregation rules. Once a grantee 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 their knowledge.

Uploading Your QPR File

- Select FILE UPLOAD from WIPS tab bar.
- Select Quarter End Date menu and quarter end date.
- Select PIRL Version menu and choose correct schema (**PIRL 2025**).
- Select Schema Name menu and choose program (**Demonstration**).
- Select Grant Number menu and choose grant number (each grantee has a unique grant number).
- Upload your data file.
- Click Submit to complete report file upload.

SECTION IV: Workforce Innovation and Opportunity Act (WIOA) Primary Indicators of Performance

DOL requires, consistent with 29 USC § 3224(a)(7), that SCC4 grants with a start date of February 1, 2021, and later and SCC5 grants with a start date of February 1, 2025 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.

5.1 WIOA Primary Indicators of Performance

Reporting on the WIOA Primary Indicators of Performance is applicable to SCC4 AND SCC5-funded grants reporting participant-level data on a select cohort enrolled in a program of study.

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 DOL Employment and Training Administration (ETA) programs with the Workforce Innovation and Opportunity Act (WIOA). Grantees are encouraged to review the TEGL and share it with staff and grant partners as appropriate.

The following WIOA primary indicators of performance are applicable to SCC4 AND SCC5 grants:

Table 5. WIOA Primary Indicators of Performance

WIOA Primary Indicator of Performance	Description
1. Employment Rate – 2 nd Quarter After Exit	Percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.

WIOA Primary Indicator of Performance	Description
2. Employment Rate – 4 th Quarter After Exit	Percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.
3. Median Earnings – 2 nd Quarter After Exit	Median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.
4. Credential Attainment Rate	Percentage of participants enrolled in an education or training program and attain a recognized post-secondary credential during participation in or within one year after exit from the program.
5. Measurable Skills Gains	Percentage of program participants who, during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains.
6. Effectiveness in Serving Employers (Retention of your participants with the same employer in the 2 nd and 4 th quarter after exit)	Retention with the same employer in the 2 nd and 4 th quarter after exit.

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 CRIS, explained in Section 5.4 below.

5.2 Calculating Employment-Based Primary Indicators of Performance

For the employment-based WIOA primary performance indicators, DOL acknowledges that SCC4 AND SCC5 grantees may not have access to wage records 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) to capture these specific employment-based outcomes for participants who have successfully exited the SCC program. The CRIS process matches data to determine the following four indicators of the six that are applicable to SCC4 AND SCC5 grants:

- 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 SCC participant as part of the information included in each grantee's WIPS quarterly participant-level data file submission. This is why collecting SSNs is so critical. However, it is important to note that while SCC 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, SCC grants are required to track and report the following PIRL Data Elements (DEs):

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

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

5.3 Calculating the Primary Indicators of Performance Credential Attainment and Measurable Skill Gains

To calculate credential attainment outcomes, SCC4 AND SCC5 grantees will track and report this outcome using PIRL DEs through the participant-level data file submitted in WIPS. DOL receives this information via CRIS records, and WIPS will populate this information in the QPR after the reporting deadline.

E. Credential Attainment

The WIOA PIRL DEs used to report SCC4 AND SCC5 credential outcomes are the same data elements that are used to calculate WIOA credential attainment outcomes after exit. WIOA credential attainment outcomes for SCC4 AND SCC5 grants are reported in the QPR for a select cohort of participants that exited the program within a specific timeframe.

F. Measurable Skill Gains

To calculate measurable skill gains outcomes, SCC4 AND SCC5 grantees will track and report this outcome using PIRL DEs through the participant-level data file submitted in WIPS. DOL receives this information via CRIS records, and WIPS will populate this information in the QPR after the reporting deadline.

5.4 Common Reporting Information System (CRIS)

Through a Memorandum of Understanding between DOL and the Kansas Department of Commerce, ETA's national program has 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 WIOA exit-based measures 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 a few weeks after the QPR is submitted and certified by grantees.

5.5 Record Retention Requirements and Data Validation

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

Data Validation

Strengthening Community Colleges Training Grant recipients are encouraged to fully implement the data validation framework outlined in section 4.B of [TEGL 23-19](#), and use the supporting documentation indicated in Attachment II to validate SCC-specific data elements in consultation with their assigned Federal Project Officer. Please note the SCC is not specifically listed in Attachment II, however each data element that is included in the SCC PIRL Schema can be referenced in the attachment.

DOL recommends that grant recipients conduct periodic reviews of their QPR data to compare it against internal data calculations to ensure reported data is accurately reflected with supporting documentation and timely data entry. Additionally, grant recipients should work to develop a policy for periodic monitoring of source documentation. This may include random file selections scheduled on a quarterly basis to ensure the required source documentation reflects the outcomes reported. Grant recipients should implement policies that align with the goals of TEGL 23-19 to ensure adequate documentation is collected and maintained. These efforts will help protect grant recipients from incurring disallowed costs or being cited for other compliance findings by identifying and correcting potential issues prior to reporting.

SECTION V: Attachments

ATTACHMENT 1: QUARTERLY NARRATIVE PERFORMANCE REPORT

OMB Control Number: 1205-0448

ETA-9179

Expiration Date: 07/31/2027

Quarterly Narrative Performance Report Template

* Report Due Date: The 15th day of the second month of the subsequent quarter.

DOL GRANT PROGRAM NAME: _____

Program Year: _____

Quarter End Date: _____

Date Report Submitted: _____

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

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

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

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

Section I. Contact Information

DOL Grant Funding Opportunity Announcement (<i>optional</i>):	
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 Activities.

The purpose of this section is to provide an executive summary of grant activities, including planned and actual progress. Grant activities should be aligned with the goals and objectives outlined in the grant Statement of Work (SOW) and ETA approved work plan. For the current quarter, please include a description of all new and ongoing:

- Services supported by the grant;
 - Key activities completed, including partnership development and coordination;
 - Performance improvement efforts being undertaken to meet goals if projected goals for the quarter are not currently being met; and
 - Additional activities performed by both the grantee and any sub-grantees, if applicable.
- A. This may include additional information about service and training activities and outcomes to supplement the data submitted on the Quarterly Performance Report.
- B. In accordance with the funding opportunity under which the grant was awarded, grantees that are providing supportive services and other participant services should include:
- A description of the type(s) of services offered in the quarter;
 - How they were delivered; and
 - How they contributed to a participant’s ability to fully participate in grant-funded activities.
- C. Those grantees who have no changes to report on the above items relative to previously submitted reports should indicate so, in addition to indicating the reason for their lack of changes.

- D. For Senior Community Service Employment Program (SCSEP) grantees, please provide information on the current quarter regarding:
- Types of host agencies that are being recruited.
 - Additional training activities outside of community service assignments if you received Additional Training and Supportive Services (ATSS) funds. Describe the number of participants served, service level goal attainment, and address how these funds improved your efforts to achieve the goals set in your ATSS request.

Section III. Progress Toward Grant Goals.

The purpose of this section is to describe the progress of the grant's project goals, benchmarks, milestones, special events, important deadlines, and deliverables.

- A. Provide any updates on the progress of the ETA approved grant work plan and program activities.
- B. Provide any updates on key deliverables and products developed for broad dissemination to the workforce system, as applicable. This includes identifying products developed with grant-funds such as educational curriculum, websites, and other resources.
- C. Utilize the work plan in the grant's SOW to identify all major program activities and training for the reporting quarter. The work plan will demonstrate the project flow and include start and end dates, schedule of activities, and projected outcomes. The work plan must be updated each quarter noting the actual date of each activity's completion as accomplished.
- D. Include any challenges or concerns the project has encountered that may have affected or slowed grant progress of the work plan, and how the project intends to resolve them.
- E. Describe the next steps or key focus areas planned for the project in the next quarter.
- F. If applicable to the grant, use this section to provide additional information that describes the status of capacity building activities occurring under the program. This may include highlighting those items that have been completed, and assessing how well the capacity building strategies of the program are meeting the training needs of the targeted industries through previously identified impact measures.
- G. Grantees who have nothing to report should indicate this and explain why they have no progress toward grant goals.

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

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

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

A. Development and implementation of effective practices and program model strategies.

This may include:

- A description of outreach and/or recruitment activities;
- Examples of the development and implementation of education and training programs;
- Identifying and engaging industry sectors and employers;
- Identifying and convening sector strategy partners/partnerships
- Aligning policies and programs;
- Identifying systems change and ways of measuring systems change. Systems change refers to changes to policies, rules, procedures, and practices that once perpetuated a “problem” and now perpetuate a “solution”. Measurement of systems change implies a comparison to pre-existing outcomes and can also be used to demonstrate capacity building;
- Tracking performance;
- Developing new, or enhancing existing, curriculum or industry training; and
- Creating new career assistance tools and resources.

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

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

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

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

The purpose of this section is to provide updates on the status of all match and/or leveraged resources.

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

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

The purpose of this section is to describe how partners are working together to implement the project and to communicate the dynamic growth and development of the strategic partnership, including cross-agency partnerships. This section is not intended to be a list of every partner meeting or communication, but rather should reflect the results and outcomes from such interactions and their impact on the project. Completing this section of the report allows grantees to reflect critically on their partnerships and contributes to broader discussions among grantees on partnership development and management.

- A. Report the critical aspects of the grant partnership activities, including establishing and maintaining strategic partnerships, during the reporting period.
- B. This section may:
- Discuss how partners have engaged during the current phase of the project;
 - Outline specific roles and contributions of each partner during this quarter;
 - Identify any challenges encountered/resolved in the development and management of the partnership; and
 - Report new partners that may have been included in the project, or identify any previous partners that may left the project.

C. Grantees with nothing to report should indicate this.

Section VII. Status Update on Employer Engagement Strategies.

The purpose of this section is to share information related to promising practices and strategies that have strengthened existing employer partnerships and any efforts to develop new employer partnerships. This section may discuss how equity is taken into account in

the identification of, engagement with, and services provided to employers and employer associations.

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

Section VIII. Key Issues and Technical Assistance Needs.

The purpose of this section is to describe any grant challenges and related technical assistance needs.

- A. Summarize significant opportunities, issues, or challenges (such as under-enrollment) encountered during the quarter and any resolution of issues and challenges identified in previous quarters. Furthermore, describe actions taken or plans to address issues.
- B. Describe questions the grantee has for ETA, as well as any technical assistance needs.
- C. For SCSEP grantees, this section should include information on the recruitment of eligible applicants, meeting the most in need goal, and over/under enrollment challenges.
- D. Grantees with nothing to report should indicate this.

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

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

- A. Report any other significant activities and accomplishments.
- B. Describe in detail promising approaches, innovative processes, lessons learned, and grant- and participant-level success stories in this section each quarter, as appropriate.
- C. Additionally, if appropriate, and with the participant's permission, please highlight one or two grant- or participant-level "success stories" from the program per quarter.

When documenting success stories, please describe the:

- Background, problem, issue, or concern prior to program involvement;
- Response or intervention provided by the project; and

- Results and outcomes, including who benefited and what changed or improved.
- D. Grantees may also include promising practices and success stories as attachments to the report.
- E. Grantees with nothing to report should indicate this.

Section X. Evidence and Evaluation.

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

- A. Describe how the grantee is using or planning to use data, evidence, and evaluation findings to make improvements to programs and strategies. In this explanation, please include a discussion on accomplishments, strategies being implemented, and any barriers to success.
- B. Please provide an update regarding the participation and status of any evaluations required as part of the funding announcement or award, if applicable. Please include any requests for technical assistance related to these requirements.
- C. Please include information regarding the grantee’s participation in any studies or evaluations not required as part of the grant award, including any internal evaluations. Please describe the study, any data sources, and whether a third party is managing this project.
- D. As part of the evaluations described above, or as a separate stand-alone data analysis project, is the grantee using, or have plans to use, administrative data to better understand the grant program or the population it serves? If so, what data sources has the grantee been able to use or planned/desired to use? If so, what research or management questions do/can these data help the grantee answer?
- E. Grantees with nothing to report should indicate this.

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

The purpose of this section is to provide any additional relevant information that is not included elsewhere in the report.

- A. Report any outcomes in this section that are required by the specific grant award but not otherwise captured in the Quarterly Performance Report. If these grantees do not have any outcomes to report, please specifically state that and explain why.
- B. For SCSEP grantees, this section should include information regarding the:

- Status of the activities described in their training and supportive services waiver request, if applicable and if not described in Section II.D;
 - Progress on special projects; and
 - Status of any complaints/grievances.
- C. For H-1B funded grantees and Dislocated Worker demonstration grantees, report any outcomes in this section that are required by the specific grant award but not otherwise captured in the Quarterly Performance Report. If these grantees do not have any outcomes to report, please specifically state that and explain why.
- D. For grants managed by the Office of Apprenticeship, grantees must report any outcomes and outputs in this section that are required by the grant award and not otherwise captured in the Quarterly Performance Report.
- E. For grants managed by the Office of Apprenticeship, grantees who have created at least one new registered apprenticeship (RA) program and/or expanded at least one existing RA program as a result of grant funds, must report 1) the name(s) of the RAP(s), and 2) the date that it was either created and/or expanded.
- F. For NFJP grantees, this section should include information regarding progress for:
- a. Outreach contacts; and
 - b. If applicable, report on any additional performance indicators.

Paperwork Reduction Act Disclosure Statement

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

Note: Please do not return the completed ETA-9179 to this address.

ATTACHMENT 2: SCC PERFORMANCE REPORTING DEFINITIONS & GLOSSARY

Definition of Terms

Grant-Enhanced Career Pathways Program(s): A curriculum of multiple courses that leads to one or more industry-recognized credentials, which the grantee has enhanced using grant funds. The applicant must describe the grant-enhanced career pathways program(s) in the Project Narrative (or in a subsequent grant amendment).

Enrollment in Training: The enrollment date in a training program is considered the first day that a participant attends the training (either virtually or in person) for the purposes of reporting. See [Training and Employment Notice TEN No. 19-22, Change 1, Reporting Training in the U.S. Department of Labor's \(DOL\) Participant Individual Record Layout \(PIRL\)](#).

- Grantees are encouraged to consider what documentation or records they will use to determine that a student has enrolled in a program of study that leads to an industry-recognized credential.

Incumbent Workers: SCC defines this term as individuals who are employed (with any employer) but need training to secure full-time employment, advance in their careers, or retain their current occupations. This includes low-wage and medium-wage workers who need to upgrade their skills to retain employment or advance in their careers, and workers who are currently working part-time.

For SCC4 and SCC5, incumbent workers who receive training offered by their current employer in partnership with the grantee (sometimes called contract training) are not eligible for grant-funded participation.

Industry-Recognized Credential: An industry recognized credential refers to credentials described in [Training and Employment Notice \(TEN\) 25-19: Understanding Post-secondary Credentials in the Public Workforce System](#).

ATTACHMENT 3: PARTICIPANT PERFORMANCE OUTPUTS AND OUTCOMES

For SCC4 AND SCC5 the following program-specific performance measures (PM) will be reported in the QPR, along with demographic information for their proposed participant cohort; however, grantees do not need to set targets for these outputs:

- **PM1: Participant Cohort Students Who Begin Education/Training.** Those students who are enrolled in grant-funded program(s) of study and have begun education/training activities. Participants are reported as unique, unduplicated individuals.
- **PM2: Students Who Complete the Cohort Program of Study.**
- **PM3: Students Who Complete the Cohort Program of Study and Receive a Credential.**
- **PM4: Credentials Received by Students Enrolled in the Cohort Program(s) of Study.** PM4 measures credentials, not students. Credentials may be earned before or after completion. Students may earn multiple credentials.

ATTACHMENT 4: DOL DEMO PIRL SCHEMA QUARTERLY PERFORMANCE REPORT

PY 20xx Qtr x Performance Report for Demonstration Grants			
Time Period: <input type="checkbox"/> (Choose Only One) <input type="checkbox"/> Quarterly <input type="checkbox"/> Rolling 4 Quarters <input type="checkbox"/> Program to Date			
Reporting Period Covered: mm/dd/yyyy - mm/dd/yyyy			
GRANT OVERVIEW			
Grant Number:	Grantee Name:		
		Total	
A. SUMMARY INFORMATION (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)			
1. Total Exitters			
2. Total Participants Served			
3. Total Reportable Individuals			
B. PARTICIPANT SUMMARY INFORMATION (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)			
Sex	1a. Male		
	1b. Female		
Ethnicity/Race	2a. Hispanic/Latino		
	2b. American Indian or Alaskan Native		
	2c. Asian		
	2d. Black or African American		
	2e. Middle Eastern or North African		
	2f. Native Hawaiian or Other Pacific Islander		
	2g. White		
	2h. More Than One Race Multiracial and/or Multiethnic		
Other Demographics	3a. Eligible Veterans		
	3b. Individuals with a Disability		
	3c. Incumbent Workers		
	3d. Unemployed Individuals		
	3e. Low-Income Individuals		
	3f. Older Individuals (55 and older)		
	3g. Ex-Offenders		
	3h. English Language Learners, Individuals With Low Levels of Literacy or Facing Substantial Cultural		
	3i. Underemployed Individuals		
	3j. Dislocated Workers		
Education Level	3k. Long-Term Unemployed (27 or More Consecutive Weeks)		
	4a. Secondary School Graduate or Equivalent		
	4b. Completed 1 or More Years of Postsecondary Education		
	4c. Postsecondary Certification, License, or Educational Certificate (Non-Degree)		
	4d. Associate's Degree		
	4e. Bachelor's Degree or Equivalent		
	4f. Advanced Degree Beyond Bachelor's Degree		
	C. PROGRAM SERVICES AND TRAINING ACTIVITIES (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		
	1. Received Basic Career and Training Services		NA
	2. Received Individualized Career Services		NA
	3. Received Supportive Services		
4. Received Education/Job Training Activities			
5. Completed Education/Job Training Activities			
Training Types:			
9a. On the Job Training (non-WIOA Youth).			
9b. Skill Upgrading			
9c. Entrepreneurial Training (non-WIOA Youth)		NA	
9d. ABE or ESL (contextualized or other) in conjunction with Training			
9e. Customized Training			
9f. Occupational Skills Training (non-WIOA Youth)			
9g. ABE or ESL (contextualized or other) NOT in conjunction with training (funded by Trade Adjustment Assistance only)		NA	
9h. Prerequisite Training			
9i. Registered Apprenticeship			
9j. Youth Occupational Skills Training			
9k. Other Non-Occupational-Skills Training			
9l. Job Readiness Training in conjunction with other training			
D. WIOA PRIMARY INDICATORS OF PERFORMANCE		Total	
1. Employment Rate (Q2) (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Combined	Grantee Certified	
		Additional UI Match	
2. Employment Rate (Q4) (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Combined	Grantee Certified	
		Additional UI Match	
3. Median Earnings (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Combined	Grantee Certified	
		Additional UI Match	
4. Credential Rate (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)			
5. Measurable Skill Gains (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)			
E. EFFECTIVENESS IN SERVING EMPLOYERS			
1. Retention with the Same Employer in the 2nd and 4th Quarter After Exit (Cohort Period: mm/dd/yyyy - mm/	Combined	Grantee Certified	
		Additional UI Match	

ATTACHMENT 6: SCC QPR OUTCOME MEASURE DEFINITIONS AND AGGREGATION RULES

The definitions of each of the SCC QPR outcome measures are provided below. These definitions are from [TEGL 14-18](#), the Demo PIRL data elements and aggregation rules, and the SCC4 AND SCC5 grant Funding Opportunity Announcements. The numbering in the table corresponds to that of the QPR represented in *Attachment 6: DOL DEMO PIRL SCHEMA QUARTERLY PERFORMANCE REPORT (QPR)*.

*Please keep in mind PIRL 105 is present in many of the "PIRL DATA ELEMENTS REQUIRED FOR QPR AGGREGATION" columns but is excluded for the purposes of this attachment.

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR 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

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
3. Total Reportable Individuals	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 1002 Most Recent Date Received Basic Career Services
B.	PARTICIPANT SUMMARY INFORMATION	
<i>Gender</i>		
1a. Male	The total number of new participants who indicate they were assigned male at birth.	PIRL 201, Sex PIRL 900, Date of Program Entry PIRL 901, Date of Exit
1b. Female	The total number of new participants who indicate they were assigned female at birth.	PIRL 201, Sex PIRL 900, Date of Program Entry PIRL 901, Date of Exit
<i>Ethnicity/Race</i>		
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, Salvadoran, Dominican, and/or another South or Central American, or Spanish culture in origin.	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

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
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 Central or East Asia, Southeast Asia, or South Asia.	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. Middle Eastern or North African	The total number of participants who self-identify as a person having origins in any of the original peoples of the Middle East or North Africa.	PIRL 216, Middle Eastern/North African PIRL 900, Date of Program Entry PIRL 901, Date of Exit
2f. 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 another Pacific Island.	PIRL 214, Native Hawaiian/Other Pacific Islander PIRL 900, Date of Program Entry PIRL 901, Date of Exit
2g. 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 original peoples of Europe.	PIRL 215, White PIRL 900, Date of Program Entry PIRL 901, Date of Exit

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
2h. Multiracial and/or Multiethnic	The total number of participants who self-identify more than one of the racial categories outlined in Rows C.2b through C.2g 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 216, Middle Eastern/North African PIRL 900, Date of Program Entry PIRL 901, Date of Exit
<i>Other Demographics</i>		
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
3a. Eligible Veterans	The total number of participants who are eligible for veterans' priority of service under WIOA. See TEGL No. 10-09 .	4e. Eligible Veterans
3b. 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

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
3c. 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-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.	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
3d. Unemployed Workers	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
3e. 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
3f. 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

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
3g. 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
3h. Individuals with Limited English Proficiency (English Language Learners)	The total number of participants at program entry, who 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
3i. Underemployed Individuals	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
3j. 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 lay-off 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
3k. 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
<i>Education Level</i>		

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
4a. 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
4b. Completed 1 or more years of Post-secondary Education	The total number of participants that completed 1 or more years of Post-secondary Education.	PIRL 408, Highest Educational Level Completed at Program Entry (WIOA) PIRL 900, Date of Program Entry PIRL 901, Date of Exit
4c. Post-secondary Certification, License, or Educational Certificate (non-degree)	The total number of participants that attained a post-secondary 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
4d. 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
4e. 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

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
4f. 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
C.	PROGRAM SERVICES AND TRAINING ACTIVITIES	
1. Received Basic Career and Training Services	The total number of participants that receive individualized career services	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1001, Date of First Basic Career Service
2. Received Individualized Career Services	The total number of participants that receive individualized career services	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1200, Date of First Individualized Career Service
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 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 1302, Date Entered Training #1

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
5. 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 post-secondary 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 1813, Date Completed an Education or Training Program Leading to a Recognized Post-secondary Credential or Employment
Training Types		
C-9a. On the Job Training (non-WIOA Youth)	The total number of participants that receive grant-funded education or training, where the training includes on-the-job training.	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
C-9b. Skill Upgrading	The total number of participants that receive grant-funded education or training, where the training includes skill upgrading.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3
C-9c. Entrepreneurial Training (non-WIOA Youth)	The total number of participants that receive grant-funded education or training, where the training includes entrepreneurial skills.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3
C-9d. ABE or ESL (contextualized or other) in conjunction with Training	The total number of participants that receive grant-funded education or training, where the training includes ABE or ESL in conjunction with training.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3
C-9e. Customized Training	The total number of participants that receive grant-funded education or training, where the training includes customized training.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
C-9f. Occupational Skills Training (non-WIOA Youth)	The total number of participants that receive grant-funded education or training, where the training includes occupational skills training.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3
C-9g. ABE or ESL (contextualized or other) NOT in conjunction with training (funded by Trade Adjustment Assistance only)	The total number of participants that receive grant-funded education or training, where the training includes ABE or ESL NOT in conjunction with training.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3
C-9h. Prerequisite Training	The total number of participants that receive grant-funded education or training, where the training includes prerequisite training.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3
C-9i. Registered Apprenticeship	The total number of participants that receive grant-funded education or training, where the training includes registered apprenticeship.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3
C-9j. Youth Occupational Skills Training	The total number of participants that receive grant-funded education or training, where the training includes youth occupational skills training.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3
C-9k. Other Non-Occupational-Skills Training	The total number of participants that receive grant-funded education or training, where the training includes other non-occupational skills training.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3
C-9l. Job Readiness Training in conjunction with other training	The total number of participants that receive grant-funded education or training, where the training includes job readiness training in conjunction with other training.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
G.	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 2 nd 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 4 th 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 2 nd Quarter after Exit Quarter

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
<p>4. Credential Rate (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)</p>	<p>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 post-secondary credential during participation in the program or within one year after exit from the program.</p>	<p>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 Post-secondary 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 Post-secondary Credential PIRL 1602, 1604, 1606, 1608 Employed 1st, 2nd, 3rd, 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</p>

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
<p>5. Measurable Skill Gains (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)</p>	<p>The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized post-secondary 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.</p>	<p>PIRL 900, Date of Program Entry PIRL 901, Date of Program Exit PIRL 923, Other Reasons for Exit PIRL 1800, 1802, 1804 Type of Recognized Credential #1, #2, #3 PIRL 1801, 1803, 1805 Date Attained Recognized Credential #1, #2, #3 PIRL 1806, 1807, 1908, 1809, 1810 Date of Most Recent Measurable Skill Gain</p>
<p>E.</p>	<p>EFFECTIVENESS IN SERVING EMPLOYERS</p>	
<p>1. Retention with the Same Employer 2nd and 4th Quarter After Exit (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)</p>	<p>The percentage of program participants who exit and are employed with the same employer in the second and fourth quarters after exit.</p>	<p>PIRL 901, Date of Program Exit PIRL 923, Other Reasons for Exit PIRL 1602, Employed 2nd Quarter after Exit (WIOA) PIRL 1618, Retention with the Same Employer in the 2nd Quarter and the 4th Quarter (WIOA)</p>

**ATTACHMENT 5: SCC PERFORMANCE MEASURES, DEMO PIRL QPR AND RELATED PIRL
 SCC Round 4 Grants Performance Measures**

The SCC4 AND SCC5 performance measures are not all reflected in the QPR. The WIPS system has the functionality to develop ad-hoc reports using the related PIRL data elements to aggregate SCC performance outcomes on behalf of grantees. We will make these reports available to grantees shortly after the reporting deadline.

SCC FOA	Demo PIRL QPR	Related PIRL Date Elements
PM1: Participants Who Begin Education/ Training	C4: Received Education/Job Training Activities	PIRL 1302 Date Received Training #1
PM2: Students Who Complete the Cohort Program of Study	C5: Completed Education/Job Training Activities	PIRL 1813 Date of Program Completion
PM3: Students Who Complete the Cohort Program of Study and Receive a Credential	Not Included	PIRL 1813 Date of Program Completion PIRL 1800 Type of Credential #1
PM4: Credentials Received by Students Enrolled in the Cohort Program of Study	Not Included	1800, 1802, 1804 Type of Recognized Credential #1, #2, #3