# PIRL Tips: Disability-Related Elements

**A quick guide for state and local performance/MIS staff to better understand and report disability-related Participation Individual Record Layout (PIRL) data elements**

*Note: there is a separate “WIOA Reporting Tips Sheet” available for local frontline staff.*

## **WHY** do we collect this data?

Multiple agencies and organizations serve participants under the Workforce Innovation and Opportunity Act (WIOA). Collecting common data elements enables us to learn who is being served, and by which agencies, allowing us to enhance collaboration among required and additional partners.

* By expanding partnerships, WIOA programs can leverage funding to provide additional services and ultimately decrease service silos through better coordination. This also leads to improved services for participants.
* By serving more people with disabilities, performance targets may be adjusted by the U.S. Department of Labor according to the statistical adjustment model.

## **WHAT** do we record for individuals?

PIRL data is coded either numerically or through leaving a field blank.

* For all disability-related PIRL data elements, if an individual has a disability, record the corresponding numerical code.
* For PIRL data elements 202 (Individual with a Disability) and 203 (Category of Disability), people with *and* without disabilities are recorded numerically. In both elements, individuals without a disability are recorded as 0.
* In all other disability-related PIRL data elements (204, 205, 206, 207, 208, 209, 939 and 940), individuals with a disability should be recorded numerically. **Only leave the field blank if the individual does not have a disability.**

**States and localities may need to update their Management Information Systems.**

**The following pages provide descriptions of the 10 disability-related PIRL   
data elements and guidance on how to record them.**

### **10 Disability-Related PIRL Data Elements**

#### **202: Individual with a Disability**

For this element, participants indicate they have a disability, no disability, or choose not to indicate their disability status.

*Disability*: A physical or mental impairment that substantially limits one or more of the person’s major life activities, as defined in Section 3(2)(a) of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).

| Code | Definition |
| --- | --- |
| 1 | Individual indicates they have a disability. |
| 0 | Individual indicates they do not have a disability. |
| 9 | Individual does not say whether they have a disability. |

#### **203: Category of Disability**

For this element, participants indicate their type of disability from a list of seven different categories of disabilities.

Participants may choose all of the categories that apply or may choose not to indicate their category of disability.

| Code | Definition |
| --- | --- |
| 1 | Physical/Chronic health condition. |
| 2 | Physical/Mobility impairment. |
| 3 | Mental/Psychiatric disability, or emotional condition. |
| 4 | Blind or has serious difficulty seeing. |
| 5 | Deaf or has serious difficulty hearing. |
| 6 | Learning disability. |
| 7 | Cognitive/Intellectual disability. |
| 9 | Individual has a disability but does not indicate the type of disability. |
| 0 | Individual does not have a disability. |

#### **204: State Developmental Disabilities Agency (SDDA) Services**

This element indicates whether or not the participant with a disability has received employment or other services funded by the State Developmental Disabilities Agency.

*Developmental disabilities* are a group of conditions caused by an impairment in physical, learning, language, or behavior areas that may impact day-to-day functioning. Most developmental disabilities begin before birth and last throughout a person’s lifetime. Examples include: Attention Deficit/Hyperactivity Disorder, Autism, Cerebral Palsy and Muscular Dystrophy, among many others.

Every state has an intellectual/developmental disabilities agency providing SDDA services. The names of these agencies vary across states. They provide employment and employment-related support services such as job development, job coaching and employment path services.

**NOTE: If participants indicate they have a disability, you *should* *record* whether or not they have received the following services. Blanks are *only* for those that have indicated they do *not* have a disability.**

| Code | Definition |
| --- | --- |
| 1 | Individual received services funded by the State Developmental Disabilities Agency (SDDA). |
| 0 | Individual has a disability but did not receive SDDA. |
| Blank | Individual does not have a disability. |

#### **205: Local or State Mental Health Agency (LSMHA) Services**

This element indicates whether or not the participant with a disability has received employment or other services funded by a local or state mental health agency.

While all states receive federal support via Mental Health Block Grants and partial funding of services provided through Medicaid and the Children's Health Insurance Program (CHIP ), each has freedom in designing and funding its mental health system. Every state has a mental health agency that provides a range of employment and employment-related support services that can be leveraged for eligible individuals.

**NOTE: If participants indicate they have a disability, you *should* *record* whether or not they have received the following services. Blanks are *only* for those that have indicated they do *not* have a disability.**

| Code | Definition |
| --- | --- |
| 1 | Individual received services funded by a local or state mental health agency (LSMHA). |
| 0 | Individual has a disability but did not receive LSMHA. |
| Blank | Individual does not have a disability. |

#### **206: Medicaid Home- and Community-Based Services Waiver (HCBS) Services**

This element indicates whether or not the participant with a disability has received employment or other services funded via a State Medicaid Home- and Community-Based Services waiver.

These long-term care services and supports, such as a home health aide, personal care, or service coordination support, are provided to people in their home or community, rather than in an institutional setting.

**NOTE: If participants indicate they have a disability, you *should* *record* whether or not they have received the following services. Blanks are *only* for those that have indicated they do *not* have a disability.**

| Code | Definition |
| --- | --- |
| 1 | Individual received services funded via a state Medicaid HCBS waiver. |
| 0 | Individual has a disability but did not receive Medicaid HCBS. |
| Blank | Individual does not have a disability. |

#### **207: Work Settings**

This element indicates whether or not the participant with a disability, as defined under Title IV of WIOA:

* *Is working in* *competitive integrated employment (CIE)* (Code 1 or 5).
  + People with and without disabilities working together in a workplace.
  + Rate of pay, duties, benefits and location are comparable to other employees without disabilities in similar positions.
* *Was formerly employed in supported employment* (Code 2 or 5).
  + People with and without disabilities working together in a workplace, where individuals with significant disabilities receive ongoing support services such as job coaching and other services intended to help them obtain and maintain employment (regardless of rate of pay).
* *Is working in group supported employment* (Code 3 or 5).
  + Supervised employment for groups of workers with disabilities.
  + People with and without disabilities acquire skills, may conduct simple or more complex tasks and gain an overall understanding of different work cultures.
* *Is working in a work center (sometimes called sheltered workshop)* (Code 4 or 5).
  + A center-based program providing segregated employment opportunities for individuals with disabilities.
* Code 5 is used when more than one of the above is true for a participant.

**NOTE: If participants indicate they have a disability, you *should* *record* whether or not they are in the following work settings. Blanks are *only* for those that have indicated they do *not* have a disability.**

| Code | Definition |
| --- | --- |
| 1 | Working in competitive, integrated employment (CIE). |
| 2 | Formerly employed in supported employment. |
| 3 | Working in group supported employment. |
| 4 | Working in a sheltered workshop. |
| 5 | Working in two or more of these settings (1 – 4). |
| 0 | Not currently employed. |
| Blank | Individual does not have a disability. |

#### **208: Type of Customized Employment Services (CES) Received**

This element indicates whether or not the participant with a disability:

* *Received Discovery assessment services.*
  + An assessment process to find out who participants are, what they want to do and what they have to offer, including their interests, skills and preferences related to potential employment, to determine the elements that are crucial to their employment success.
  + Usually includes a variety of activities, including interviewing the individual and people who know that person well (family, friends, support staff) and observing the individual in various settings, doing typical life activities.
  + Information gathered during Discovery can inform the type of job tasks that would be appropriate for the jobseeker; the job tasks inform the type of employment/the best fit for the jobseeker.
  + State and local agencies receive support for policy initiatives from Federal agencies, including the Department of Education's Rehabilitation Services Administration, the HHS Centers for Medicare and Medicaid Services, the Department of Labor and the Social Security Administration.
* *Developed a customized employment search plan.*
  + A plan toward meaningful employment through development of a list of potential employers that is based on an individual’s skills and preferences learned during Discovery.
* *Received employer negotiation services.*
  + An employment coach or jobseeker negotiates job tasks and accommodations with an employer that specifically meet the skills and abilities of the jobseeker (from the Discovery process).
* *Received secure, unsubsidized employment as a result of receiving customized employment services and/or extended support services.*

**NOTE: If participants indicate they have a disability, you *should* *record* whether or not they have received the following services. Blanks are *only* for those that have indicated they do *not* have a disability.**

| Code | Definition |
| --- | --- |
| 1 | Received discovery assessment services. |
| 2 | Developed a customized employment search plan. |
| 3 | Received employer negotiation services. |
| 4 | Received secure employment as a result of receiving CES and received extended support services. |
| 0 | No CES services. |
| Blank | Individual does not have a disability. |

#### **209: Financial Capability**

This element indicates whether or not the participant with a disability has received benefit planning services, financial capability/asset development services or both.

* *Benefit planning services.*
  + Services that help individuals who receive public benefits, such as Supplemental Security Income (SSI) disability benefits or Social Security Disability Insurance (SSDI), understand how their benefits may change when they obtain a part-time or full-time job.
* *Financial capability/asset development services.*
  + Services that provide information about financial management, such as creating savings/checking accounts, understanding credit scores and debt, managing personal budgets and how to make informed financial decisions.

**NOTE: If participants indicate they have a disability, you *should* *record* whether or not they have received the following services. Blanks are *only* for those that have indicated they do *not* have a disability.**

| Code | Definition |
| --- | --- |
| 1 | Received benefit planning services. |
| 2 | Received financial capability/asset development services. |
| 3 | Received both benefit planning services and financial capability/asset development services. |
| 0 | Has not received these services. |
| Blank | Individual does not have a disability. |

#### **939: Individualized Education Program (IEP)**

This element indicates whether or not the participant with a disability currently has or formerly had an Individualized Education Program or Special Education Services while attending secondary school.

*An Individualized Education Program* is a plan used to ensure that eligible students with disabilities receive special education and related services under the Individuals with Disabilities Education Act (IDEA). Students with IEPs receive services tailored to meet their unique needs in the least restrictive environment to prepare them for further education, employment and independent living. Students with an IEP may receive Vocational Rehabilitation (VR) services to help them transition to employment. VR services vary by state, but may include job-coaching and apprenticeship programs.

To be eligible for an IEP, students generally should be between ages 3 and 21, have a qualifying disability in one of the following 13 categories that impacts their educational performance and need special education and related services:

1. Autism.
2. Deaf-blindness.
3. Deafness.
4. Emotional disturbance.
5. Hearing impairment.
6. Intellectual disability.
7. Multiple disabilities.
8. Orthopedic impairment.
9. Other health impairment.
10. Specific learning disability
11. Speech or language impairment.
12. Traumatic brain injury.
13. Visual impairment (including blindness).

**NOTE: If participants indicate they have a disability, you *should* *record* whether or not they currently have or formerly had an IEP. Blanks are *only* for those that have indicated they do *not* have a disability.**

| Code | Definition |
| --- | --- |
| 1 | Individual currently has an Individualized Education Program/Special Education Services while attending secondary school. |
| 2 | Individual formerly had an Individualized Education Program/Special Education Services while attending secondary school. |
| 0 | Individual has a disability but did not have/does not have an Individualized Education Program/Special Education Services while attending secondary school |
| Blank | Individual does not have a disability |

#### **940: Section 504 Plan**

This element indicates whether or not the participant with a disability has a Section 504 plan. A Section 504 plan specifies what is needed to provide students with disabilities reasonable accommodation(s) from public schools and any college, trade school or private school that receives federal funding.

A Section 504 Plan allows students with disabilities that fall outside of the 13 disability categories required under IDEA, or who do not need special education and related services, to access reasonable accommodations. Section 504 of the Rehabilitation Act, 29 U.S.C. § 794, requires that schools that receive federal funding provide students with disabilities a free and appropriate education comparable to students without disabilities. Information from a Section 504 Plan may be relevant for an individual’s job search.

**NOTE: If participants indicate they have a disability, you *should* *record* whether or not they have a Section 504 plan. Blanks are *only* for those that have indicated they do *not* have a disability.**

| Code | Definition |
| --- | --- |
| 1 | Individual has a Section 504 plan. |
| 0 | Individual has a disability but does not have a Section 504 plan. |
| Blank | Individual does not have a disability. |

# APPENDIX: PIRL LAYOUT FOR THE TEN DISABILITY-RELATED DATA ELEMENTS**[[1]](#footnote-1)**

| **DATA ELEMENT NO.** | **DATA ELEMENT NAME** | **DATA ELEMENT DEFINITIONS/INSTRUCTIONS** | **CODE VALUE** |
| --- | --- | --- | --- |
| 202 | Individual with a Disability (WIOA) | Record 1 if the participant indicates that he/she has any "disability”, as defined in Section 3(2)(a) of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102). Under that definition, a "disability" is a physical or mental impairment that substantially limits one or more of the person's major life activities.  Record 0 if the participant indicates that he/she does not have a disability that meets the definition. Record 9 if the participant did not self-identify. | 1 = Yes 0 = No 9 = Participant did not self-identify |
| 203 | Category Of Disability | For those participants where Individual With A Disability (WIOA) = 1:  Record 1 if the impairment is primarily physical, due to a chronic health condition. Record 2 if the impairment is primarily physical, including mobility. Record 3 if, because of a mental illness, psychiatric disability, or emotional condition, the participant has serious difficulty concentrating, remembering, or making decisions. Record 4 if the participant is blind or has serious difficulty seeing. Record 5 if the participant is deaf or has serious difficulty hearing. Record 6 if the participant has a learning disability. Record 7 if the participant has a cognitive or intellectual disability.  Record 9 if the participant does not wish to disclose his/her category of disability. Record 0 if the participant has no disability. Record all that apply if the participant has more than one impairment. | 1 = Physical/Chronic Health Condition 2 = Physical/Mobility Impairment  3 = Mental or Psychiatric Disability 4 = Vision-related disability  5 = Hearing-related disability 6 = Learning Disability 7 = Cognitive/Intellectual disability 9 = Participant did not disclose type of disability 0 = No disability |
| 204 | Individual With A Disability SDDA Services | For those participants where Individual With A Disability (WIOA) = 1 : Record 1 if the participant has received services funded by the State Developmental Disabilities Agency (SDDA). Record 0 if the participant does not meet any of the conditions described above. Leave blank if this data element does not apply to this participant. | 1 = SDDA 0 = No |
| 205 | Individual With A Disability LSMHA Services | For those participants where Individual With A Disability (WIOA) = 1: Record 1 if the participant has received services funded by a local or state mental health agency (LSMHA). Record 0 if the participant does not meet any of the conditions described above. Leave blank if this data element does not apply to this participant. | 1 = LSMHA  0 = No |
| 206 | Individual With A Disability Medicaid HCBS Services | For those participants where Individual With A Disability (WIOA) = 1: Record 1 if the participant has received services funded via a state Medicaid HCBS waiver. Record 0 if the participant does not meet any of the conditions described above. Leave blank if this data element does not apply to this participant. | 1 = HCBS waiver 0 = No |
| 207 | Individual With A Disability Work Setting | For those participants where Individual With A Disability (WIOA) = 1:  Record 1 if the participant is working in competitive, integrated employment (CIE). Record 2 if the participant was formerly employed in supported employment (e.g. use of job coach, with integrated placement at competitive wages). Record 3 if the participant is working in group supported employment (i.e., work crews, enclaves, etc.). Record 4 if the participant is working in a sheltered workshop (i.e., center- or facility-based employment). Record 5 if the participant is working in two or more of the above listed settings. Record 0 if the participant is not currently employed.  Leave blank if this data element does not apply to this participant. | 1 = Competitive Integrated Employment 2 = Individual Supported Employment 3 = Group Supported Employment  4 = Sheltered workshop  5 = Combination of two or more settings 0 = Not Employed |
| 208 | Individual With A Disability Type of Customized Employment Services Received | For those participants where Individual With A Disability (WIOA) = 1: If the participant received customized employment services (CES) to attain most recent employment or current employment: Record 1 if the participant received discovery assessment services. Record 2 if the participant developed a customized employment search plan. Record 3 if the participant received employer negotiation services. Record 4 if the participant received secure employment as a result of receiving customized employment services and received extended support services. Record 0 if the participant does not meet the condition described above.  Leave blank if this data element does not apply to this participant. | 1 = Discovery assessment services 2 = Developed a customized employment search plan 3 = Employer negotiation services 4 = Secured employment as a result of receiving customized employment services and received extended support services 0 = No CES services |
| 209 | Individual With A Disability Financial Capability | For those participants where Individual With A Disability (WIOA) = 1: Record 1 if the participant has a receipt and has received benefit planning services. Record 2 if participant has a receipt and has received financial capability/asset development services. Record 3 if participant has a receipt and has received both benefit planning services and financial capability/asset development services. Record 0 if the participant has no received the services described above.   Leave blank if this data element does not apply to this participant. | 1 = Benefit planning services 2 = Financial capability/asset development services 3 = Benefit planning services and financial capability/asset development services 0 = No |
| 939 | Individual With A Disability Individualized Education Program Participant | For those participants where Individual With A Disability (WIOA) = 1: Record 1 if the participant currently has an Individualized Education Program/Special Education Services while attending Secondary School. Record 2 if the participant formerly had an Individualized Education Program/Special Education Services while attending Secondary School. Record 0 or leave blank if neither condition applies  An Individualized Education Program (IEP) is a plan used to ensure that students with disabilities eligible to receive special education and related services under the Individuals with Disabilities Education Act receive services tailored to meet their unique needs in the least restrictive environment to prepare them for further education, employment, and independent living. 34 C.F.R. §300.340. To be eligible the student generally must be between ages 3 and 21, have a qualifying disability in one of the following 13 categories that impacts their educational performance and be in need of special education and related services: 1. Autism; 2. deaf-blindness; 3. Deafness; 4. emotional disturbance; 5. hearing impairment; 6. intellectual disability; 7. multiple disabilities; 8. orthopedic impairment; 9. other health impairment; 10. specific learning disability; 11. speech or language impairment; 12. traumatic brain injury; or 13. visual impairment (including blindness | 1 = Current IEP 2 = Previous IEP 0 or Blank = Neither condition applies |
| 940 | Individual With A Disability Section 504 Plan | For those participants where Individual With A Disability (WIOA) = 1:  Record 1 if the participant has a Section 504 plan. Record 0 if the participant does not meet the condition described above.  Leave blank if the condition does not apply to the participant.  Section 504, of the Rehabilitation Act, 29 U.S.C. § 794, is a federal law that protects students with disabilities that interfere with their ability to learn or access school programs from discrimination by schools receiving Federal financial assistance. Under Section 503 students are entitled to receive a free and appropriate education comparable to students without disabilities. A Section 504 Plan can be used to get reasonable accommodations for an individual with a disability that falls outside of the 13 disability categories required under IDEA, or who does not need special education and related services. A 504 plan outlines how the individual’s specific needs will be met through accommodations, modifications and other services. | 1 = Yes 0 = No Blank = Does not apply |

1. The full DOL-only PIRL layout can be found here: <https://www.dol.gov/agencies/eta/performance/reporting>. [↑](#footnote-ref-1)