Supplement to:

General Quarterly Reporting Forms & Instructions for High Growth and Community-Based Job Training Grantees

This document is intended as a supplement to the final report format and instructions for High Growth and Community-Based Job Training Grantees that were approved by the Office of Management and Budget (OMB) on May 14, 2008. Each required reporting element is described and/or defined in accordance with federal policy and/or the OMB-approved report format, with additional information and clarification provided as appropriate. Underlined terms are linked to (CTRL + click) and defined in the glossary.

Reporting Item	Description/Definition	Additional Information
Section A. Grantee Identifying Information		
A.1 Grantee Name	The grantee name as it appears on the appropriate Notice of Obligation (NOO) or equivalent official document from the U.S. Department of Labor (DOL).	Self-explanatory.
A.2 Grant Number	The grant number as it appears on the appropriate NOO or equivalent official document from the U.S. Department of Labor.	Community-Based Job Training grantees should have a grant number beginning with "CB." Most High Growth grantees will have a grant number beginning with HG, but others might have grant numbers beginning with AF, AG, AH, AN, or ES.
A.3 Program/Project Name	The name of the High Growth or Community-Based Job Training Grant program or project.	Self-explanatory.
A.4 Grantee Address	The mailing address as it appears on the appropriate NOO or equivalent official document from the U.S. Department of Labor.	Self-explanatory.
A.5 Report Quarter End Date	The last day of the reporting quarter in the format mm/dd/yyyy. For example, if the report is being prepared for the quarter ending September 30, 2008, the entry in this field should be reported as 09/30/2008.	The Report Quarter End Date will be March 31, June 30, September 30, or December 31, in addition to the applicable year.
A.6 Report Due Date	The date the quarterly report is due to the Department in the format mm/dd/yyyy. As per federal regulations, quarterly reports are due no later than 45 days after the end of the report quarter.	The four due dates are February 14, May 15, August 14 and November 14. ('If the report due date falls on a Saturday or Sunday, the quarterly report is due the Friday before.)
Section B. Customer Summary Information		
B.1 Total Exiters	The total number of participants who exit during the most recent reporting period. Exit occurs when a participant has not received any services funded by the program for 90 consecutive calendar days, 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. In this context, "services" includes all grant-funded services except follow-up services. More information on "services" is included in the glossary.	The term *exit* should not be confused with the term *completion*. Unlike completion, e*xit* is reported for all participants, successful or not. In addition, the *date of exit* is only determined after a participant has gone 90 days without a service and does not have a gap in service or plans for a future service. Participants should *not* be exited immediately following completion of a program (e.g., the last day of class or graduation)—the project must wait until 90 days of no service has taken place before an exit can be officially recorded. Because grantees must wait the 90 days, they should be aware that data on Total Exiters cannot be reported in "real time." In other words, because of the way *exit* is defined, the exiters reported in any given Quarterly Performance Report (QPR) will represent the exiters from the previous quarter. Finally, while the Reporting Forms & Instructions note that the number of exiters reported for this item should equal the total number of Standardized Individual Records submitted by the grantee for the quarter, this will not be the case if the grantee is calculating the common measures for some exiters using supplemental data.

B.2 **Total Participants Served**	The total number of individuals who received a service or, if it is an ongoing activity, are continuing to receive a service funded by the program during the reporting period. A participant is an individual determined eligible to participate in the program and who receives a service funded by the program. This does *not* include individuals who only receive a determination of eligibility to participate in the program.	Eligibility criteria are determined by the grantee, and must comply with all relevant federal rules and regulations (e.g., non-discrimination and veterans' priority of service). Further, in addition to including all individuals who receive education/job training services, this reporting item also includes individuals who receive any grant-funded service beyond a determination of eligibility and career awareness or exploration activities. Examples of grant-funded services include, but are not limited to, training, counseling, comprehensive and specialized assessments, and case management services. Finally, grantees should be aware that, unlike other data elements, this element and element B.3 are reported in "real time." In other words, for the quarter ending 6/30/09, grantees would report the number of Total Participants Served *for that report quarter* (i.e., April 2009 through June 2009).
B.3 **New Participants Served**	The total number of individuals who, following a determination of eligibility, began receiving a first service funded by the program during the reporting period.	This reporting element is distinguished from "Number Began Education/Job Training Activities" because it includes both individuals reported under item C.1 and any individuals who receive a grant-funded service beyond a determination of eligibility and career awareness or exploration activities for the first time during the grant.
B.3a Male	The total number of new participants whose gender is male.	The sum of the number of males reported in Item B.3a and females reported in Item B.3b should equal the number of New Participants Served in Item B.3.
B.3b Female	The total number of new participants whose gender is female.	
B.3c Hispanic/Latino	The total number of new participants who self-identify their ethnicity as Hispanic/Latino.	Requirements promulgated by the federal Office of Management and Budget (OMB) require that information on ethnicity be captured prior to capturing separate information on race. This term includes persons of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture in origin, regardless of race.
B.3d American Indian or Alaska Native	The total number of new participants who self-identify their race as American Indian or Alaska Native.	This racial category includes persons having origins in any of the original peoples of North America and South America (including Central America), and who maintains cultural identification through tribal affiliation or community recognition.
B.3e Asian	The total number of new participants who self-identify their race as Asian.	This racial category includes persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent (e.g., Bangladesh, Bhutan, India, Nepal, Pakistan, Sri Lanka, and Sikkim). This area includes, for example, Cambodia, China, Japan, Korea, Malaysia, the Philippine Islands, Thailand, and Vietnam.
B.3f Black or African American	The total number of new participants who self-identify their race as Black or African American.	This racial category includes persons having origins in any of the black racial groups of Africa.

B.3g Native Hawaiian or Other Pacific Islander	The total number of new participants who self-identify their race as Native Hawaiian or Other Pacific Islander.	This racial category includes persons having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
B.3h White	The total number of new participants who self-identify their race as White.	This racial category includes persons having origins in any of the original peoples of Europe, the Middle East, or North Africa.
B.3i More Than One Race	The total number of new participants who self-identify more than one of the racial categories outlined in Rows B.3d through B.3h.	Persons who self-identify belonging to two or more of the racial categories in B.3d – B.3h should be solely included in this data element, as well as items B.3c and B.3j if applicable.
B.3j Hispanic/Latino and More Than One Race	The total number of new participants who self-identified Hispanic/Latino (B.3c) and more than one of the racial categories outlined in Rows B.3d through B.3h above.	This category consists of individuals who self-identify *both* their ethnicity as Hispanic/Latino *and* their race as "More Than One Race." In other words, grantees should report the number of individuals who respond affirmatively to Item B.3c and to Item B.3i. (It is recognized that there will be some duplication because those individuals who self-identify their ethnicity as Hispanic/Latino and More Than One Race will be counted in these two data elements as well as Item B.3j.)
B.3k Eligible Veterans	The total number of new participants who meet one of the three conditions for veteran status as outlined in the Reporting Instructions.	Please see the reporting format for more information on Eligible Veterans.
B.3l Persons with a Disability	The total number of new participants who, where known, or who self-identify that they have any "disability," as defined in Section 3(2) 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.	Definitions for "physical or mental impairment" and "major life activities," are included under Disability in the glossary. These definitions are found in paragraphs (1) and (2) of 29 CFR 37.4.
Section C. Customer Services and Activities		
C.1 Number Began Receiving Education/Job Training Activities	The total number of participants who began receiving industry and/or occupational skills education and job training activities during the reporting period. This does not include those who receive only career awareness or career exploration activities.	Unlike "New Participants Served," this only includes participants who began receiving education/job-training activities. Please see the glossary for additional information on education/job-training activities.
C.2 Number Completed Education/Job Training Activities	The total number of participants who completed one or more industry and/or occupational skills education and job training activities during the reporting period.	This data element should only include participants who *successfully complete* an Education/Job Training activity. Participants can only be noted as completing an education/job training activity once. Please see the glossary for additional information on education/job-training activities.
C.2a Number Received a Degree or Certificate	Of those who completed industry and/or occupational skills education and job training activities during the reporting period, the total number of individuals who received a degree or certificate.	Participants *must* complete training to be counted in this reporting item. If a participant receives a degree or certificate and subsequently drops out prior to completion of the program, that participant would *not* be counted in this reporting item.
C.2b Number Entered Employment	Of those who completed industry and/or occupational skills education and job training activities during the reporting period, the total number of individuals who entered unsubsidized employment. Note: A participant included in the reported counts for C.2b may also be included in C2c.	First, it is important to realize that this data element is different from the "Entered Employment Rate" common measure. This element applies to participants who complete education/job training and who obtain employment. This element includes individuals who are employed when they begin training and enter a new position of employment after program completion, even if the new position is with the same employer, as long as the individuals utilize the competency or competencies they acquired through education/training in their new position. Further, this item is based on employment in the quarter of completion and not the quarter after exit. It is the grantee's responsibility to follow up with program participants in the quarter of completion to accurately account for this required reporting element, even if DOL is tracking the common measures for that participant.
C.2c Number Entered Training-Related Employment	Of those who completed industry and/or occupational skills education and job training activities during the reporting period, the total number of individuals who entered unsubsidized employment related to the skill training received.	As in the case of C.2b, it is the grantee's responsibility to follow up with participants in the quarter of program completion to report this element, even if DOL is tracking the common measures for that participant. Employment is considered training-related if the position is within the same occupational industry as the training or if the employer recognizes the credential received by the participant as a result of the grant.
C.2c (1)-(20)	Of the total reported in Item C.2c as placed in training-related	As in the case of the prior reporting items, it is grantees' responsibility to

NAICS Industry Code	employment, distribute that number according to the industry sector in which participants obtained employment (as identified by the 20 North American Industrial Classification System (NAICS) 2-digit sector codes listed). The sum of rows C.2c(1) through C.2c(20) should equal the total number reported it Item C.2c. There does not need to be an entry in each row. For example, if all of the participants for the reporting quarter obtained training-related employment in Health Care, they should all be reported in Row C.2c(16) NAICS 62—Health Care and Social Assistance. For assistance on identifying appropriate NAICS sectors codes for an employer, refer to the listing and keyword search function at the Census Bureau web site: www.census.gov/epcd/naics02/naicod02.htm	follow up with program participants in the quarter of program completion to obtain and report the required information, even if DOL is tracking the common measures for that participant. Grantees should make every effort to correctly identify the appropriate NAICS code. The link to the Census Bureau's NAICS Web Site included in the reporting format is a very useful tool for identifying the correct NAICS code for a training program. Federal Project Officers (FPOs) can also help grantees identify the correct NAICS code for a given training program. Any participants who enter training-related employment in a field not covered by one of the NAICS codes on Form ETA 9134 should be reported in Item "C.2c (19) NAICS Sector 81 – Other Services." If participants are placed in Item C.2c (19) for this reason, grantees should make a note explaining the inclusion in the "Additional Information" section of their quarterly narrative report.
Section D. Report Certification/Additional Comments		
D.1. **Report Comments/Narrative**	Grantees will be required to upload into the on-line reporting system a separate quarterly narrative that includes eight required discussion areas and one optional area for any additional information.	CBJTGs have always been asked for this narrative report. Instead of submitting the narrative to their FPO, each quarter grantees will submit the narrative on line.
A. Summary of Grant Activities	This section serves as an executive summary for the quarterly grant activities. In one page or less, please provide a short summary of all capacity-building and training activities supported by the grant for the current quarter, highlighting key activities. This update may include additional information about training activities and outcomes to supplement the data submitted on the performance report.	*Executive Summary* is the key phrase. Lists of meetings, meeting minutes, personal calendars, or similar micro-level data should NOT be included. Instead, focus on macro-level activities that affect the grant and highlight any important activities that happened during the quarter.
B. Status Update on Leveraged Resources	Report the cumulative amount of leveraged resources provided by the grantee and partners along with expenditures each quarter. Leveraged resources are those resources the grantee and its partners may be providing to support the implementation of Community-Based or High Growth Job Training grants. Leveraged resources may take the form of cash or in-kind donations. Please note a key distinction between leveraged resources and required match resources: match does not include the use of federal funds, while leveraged resources use a broader definition that may include federal funds. Please use this section of the narrative to provide an update on the status of all leveraged resources. The update may include: (1) the organizations that contributed the resources; and (2) the ways in which the resources were used during the current quarter.	Most importantly, this section should include what was provided, where it originated, and how it was used. This section should also provide more information on the two broad types of leveraged funds reported in the online reporting system (amount of **federal** leveraged resources, and amount of **non-federal** leveraged resources). Recognizing that assigning a dollar value to some leveraged resources can sometimes be challenging for grantees, this section allows grantees to provide more precise information on their leveraged resources. Leveraged resources should be used for costs related to the grant purpose, and should be used within the grant period of performance.
C. Status Update on Strategic Partnership Activities	Report the critical aspects of the grant partnership activities during the reporting period. The purpose of this section is to describe how the partnership is working together to adopt a solutions-based approach to implement the project and to communicate the dynamic growth and development of the strategic partnership. This section is not intended to be a list of every partner meeting or communication. Completing this section of the report allows grantees to reflect critically on their partnerships and contributes to broader discussions amongst grantees on partnership development and management. This section may: (1) discuss how partners have been engaged during the current phase of the project; (2) outline specific roles and contributions of each partner during this quarter; (3) identify any challenges encountered/resolved in the development and management of the partnership; and (4) report new partners that may have been brought into the project.	As the online reporting system does not require any quantitative measures specific to strategic partnerships, this narrative section is closely monitored by FPOs. Stated broadly, this section is designed to be an update on the health and status of your grant's partnerships. FPOs and program office staff have extensive experience in partnership building, and can connect grantees in need of assistance with helpful resources.
D. Timeline for Grant Activities and Deliverables	Provide a timeline of the progress of grant activities, key deliverables for this quarter and future quarters, and products available this quarter and in future quarters for broad dissemination to the workforce system. This includes identifying products and deliverables available for broad	When pasting this section into the online reporting system, do not exert any effort to make the timeline readable in the text box. This text is solely used to populate a searchable database and will never be viewed in this format; if a keyword search flags this section, FPOs and program office

	distribution via the Workforce3One web site and other communication vehicles. Utilize the timeline in the grant's statement of work to identify all major program activities, both capacity building and training, for the entire life of the grant. The timeline will paint a picture of project flow that includes start and end dates, schedule of activities, and projected outcomes. In order to reap the most benefit from the timeline, it is important that it be updated each quarter noting the actual date of completion as each activity is accomplished. Items to incorporate in the timeline include: project goals, benchmarks, milestones, special events, important deadlines and deliverables.	staff will review the timeline as presented in the quarterly report. The timeline in the grant's statement of work should be used as the basis for the first timeline. The timeline must be updated each quarter, noting the date of completion as each activity is accomplished. The timeline should include the entire life of the grant, identifying project goals, the progress of grant activities, milestones, deliverables, and completed products.
E. Capacity Building Activities	This section collects additional information that details the status of capacity building activities occurring under the grant, highlights those that have been completed, and assesses how well the capacity building strategies of the program are meeting the training needs of the targeted high-growth, high demand industry or industries through impact measures. High Growth and Community-Based grants employ a variety of strategies and many of them have an associated deliverable that is developed using grant funds. These strategies include (a) developing and disseminating career awareness information; (b) developing adequate numbers of qualified instructors, such as through train-the-trainer and professional development activities; (c) identifying occupational competencies and developing competency-based curricula; (d) developing applied learning and clinical experiences, such as internships or the use of simulations; and (e) developing innovative learning models and environments and ways of structuring the education process, such as distance learning and blended-learning models. In this section, grantees should include a detailed discussion of the activities and products associated with the strategies above, including: (1) the status of all capacity building activities occurring under the grant during the quarter, including percentage completed this quarter, if appropriate; (2) how the activity is linked to the specific training supported under the grant; (3) the growth in capacity building activities over time; (4) how well the program is meeting local industry demand for workforce training; (5) any current or potential issues or challenges that may affect the timely completion of those activities, along with solutions rendered; and (6) a discussion of the progress in addressing issues, challenges or concerns identified in previous quarterly reports. When discussing the extent of participation in the capacity building activities, grantees should focus on verifiable measures of participation. For example, grantees engaging in various train-the-trainer activities, such as providing industry externship opportunities to high school teachers, should report such verifiable measures as the number of instructors who received the training as well as the known number of students who subsequently received instruction from these newly-trained teachers. Grantees implementing career awareness activities should report on the number of people who participated in these activities. This could include the number of individuals attending a recruitment seminar, the number of user sessions on a web site, or the number of students who were provided career awareness materials at an industry-related career awareness program.	Similar to the "Status Update on Leveraged Resources" section, this section is designed to allow grantees to provide detail that is not captured by the online system. All activities and products associated with any of the five strategies (a-e) mentioned in the reporting format should be discussed in this section. This discussion should include the six elements (1-6) described in the format. Additionally, this section should explain the methodology used to calculate the three specific capacity building outcomes included in the online reporting system: 1) the number of instructors who participated in grant-funded capacity building activities; 2) the number of students subsequently trained by those instructors; and 3) the number of other people participating and/or benefitting from capacity building activities. Additional information on these three measures is included below.
F. Key Issues and Technical Assistance Needs	Summarize any significant issues or problems encountered this quarter and resolution of previous issues and challenges identified in previous quarters. Describe any actions taken or plans for addressing	This section is designed to function like a helpline for grantees—FPOs carefully review this section to determine technical assistance opportunities. Don't hold back! Listing challenges encountered in this

	issues, any questions you have for DOL, and any need for assistance from DOL, technical assistance providers, or others. If grantees have nothing to report, that should be specified.	section will enable DOL/ETA staff to connect you with possible solutions or other grantees who have experienced similar challenges.
G. Best Practices and Lessons Learned	Describe promising approaches, innovative processes, and lessons learned. Additionally, if appropriate, please highlight one or two "participant success stories" from the grant per quarter.	This section has two main goals: identifying GRANT-level successes, and identifying PARTICIPANT-level successes. To meet the first goal, describe any promising approaches, new processes, and/or lessons learned that significantly improved the operation of your grant. To meet the second goal, please compose a "participant success story" by writing a few short paragraphs about a successful participant, when appropriate.
H. Common Measures	All CBJT and HGJTI grantees are required to report against the three Adult Common Measures: 1) Entered Employment Rate; 2) Employment Retention Rate; and 3) Average Earnings.	This section is closely linked to the online reporting system. There are only four appropriate responses for this section: 1) The 4 data elements required to compute the common measures were provided to ETA for each exiter; 2) Supplemental data was used to calculate the common measures for each exiter; 3) The 4 data elements required to compute the common measures were provided to ETA for some exiters, while supplemental data was used to calculate common measures for the rest; and 4) There are no common measures to report this quarter. On the Individual Records tab of the online reporting system, a Standardized Individual Records (SIR) file for each exiter must be provided in conjunction with the first response, a numerator and denominator for each of the three common measures must be provided with the second, both a SIR and the three numerators and denominators must be provided for the third, and the "No Exiters:" box must be checked for the fourth. Grantees unable to provide the four data elements used by DOL to track common measures on behalf of grantees—SSN, Employment Status at Participation, Date of Exit, and Reason of Exit—must independently track and compute the common measures using supplemental data.
I. Additional Information (optional)	Any other information considered to be important.	This section was created to allow grantees to report any grant-specific outcomes, including, but not limited to, any non-required outcomes included in the statement of work. For example, previous grantees have reported "number of participants who received a promotion as a result of training," "average wage increase of participants," and the youth common measures.
D.2 Name of Grantee Certifying Official/Title	The name and title of the grantee official who is certifying submission of the report to the Department.	Self-explanatory.
D.3 Telephone Number	The area code (999) and telephone number (999-9999) of the authorized official.	Self-explanatory.
D.4 Email Address	The email address of the authorized official.	Self-explanatory.
Definitions of terms contained in the online reporting system		
CAPACITY BUILDING	Although "Capacity Building" is defined in the narrative section and includes a broad array of activities, the "Capacity Building" tab of the online system focuses on capturing three specific quantitative data elements.	Recognizing that quantifying capacity building activities is difficult, ETA asks grantees to follow two basic guidelines: 1) ensure that each person is only counted once, even if he or she participates in multiple activities; 2) use a verifiable methodology when calculating each element. Additionally, individuals served through a CBJT or HGJTI grant should have their activities recorded in the capacity building section where appropriate in addition to any other applicable sections.
Instructors who participated in grant-funded capacity building activities	The number of instructors who participated in grant-funded capacity building activities for *the first time during the grant* this quarter.	"Participated in grant-funded capacity building activities" should be broadly interpreted; all instructors who attended or led training for instructors, contributed to the development of a curriculum, used equipment, or taught a course at least partially funded by the grant should be included. Instructors need not be employed by the college. Both secondary and post-secondary school instructors can be included. Also note that each

		instructor can only be counted once even if he/she participates in several capacity-building activities.
Students who participated in grant-funded capacity building activities	The number of students subsequently trained by those instructors for *the first time during the grant* this quarter.	For this data element, “subsequently trained by those instructors” means the student attended a course (or part of a course) taught by an instructor who “participated in grant-funded capacity building activities.”
Other people who participated in grant-funded capacity building activities	The number of other people participating and/or benefiting from capacity building activities for *the first time during the grant* this quarter.	This measure is meant to capture the effectiveness of grantees’ outreach activities, and should be broadly interpreted. For example, grantees implementing career awareness activities should report the number of people who participated in these activities. This could include the number of individuals attending a recruitment seminar, the number of user sessions on an outreach web site, the number of students who were provided career awareness materials at an industry-related career awareness program, or any other similar activities. This data must be verifiable through records kept by grantees (as opposed to being data that is based on rough grantee estimates).
LEVERAGED RESOURCES	As explained in the narrative section, leveraged resources are those resources the grantee and its partners may be providing to support the implementation of Community-Based or High Growth Job Training grants. Leveraged resources may take the form of cash or in-kind donations. Please note a key distinction between leveraged resources and required match resources: match does not include the use of federal funds, while leveraged resources include a broader definition that may include federal funds.	Many grantees committed to providing leveraged resources in their grant agreements. Further, quantifying leveraged resources each quarter enables DOL/ETA to give a program-wide snapshot of leveraged resources to policymakers and other key stakeholders. To calculate these totals, in-kind contributions must be translated into a dollar amount and added to any cash leveraged resources.
Federal leveraged resources		For this data element, include all leveraged resources from federal sources, which could include WIA formula program dollars.
Non-federal leveraged resources		For this data element, include all leveraged resources from non-federal sources.

Term	Description/Definition for HG/CBJT Grants
Admission	See DETERMINATION OF ELIGIBILITY
Application	See DETERMINATION OF ELIGIBILITY
Career Awareness or Exploration Activities	Activities with the primary goal of raising awareness of, or generating interest in, careers in industries or occupations. These activities include, but are not limited to, attending career fairs, giving informational presentations on high growth occupations or industries to high-school students, and distributing promotional materials to individuals. If you are not sure if an activity qualifies as a career awareness and/or exploration activity, please contact your FPO. Grant funds may be used to support career awareness and/or exploration activities, but individuals who are involved in only these types of activities are not considered participants.
Certificate	See DEGREE/CERTIFICATE
Completion	The **successful** completion of Education/Job Training Activities. What constitutes "successful completion"—such as a certain grade or passing a pass/fail program—is determined by each grantee. An individual participant may only be reported as completing education/job training activities in one reporting quarter. Some grantees' education/training activities are comprised of a series of courses or activities, and the intent of their education/training activities is for individuals to complete the entire series of courses or activities. In this case, "successful completion" should be defined as finishing the entire series of courses or activities. For example, some CBJT grantees offer Associates degree programs. In this example, grantees should only report that an individual has completed training when the individual has finished all of the courses and/or activities in the Associate Degree program and are considered "successful completers" as defined by the grantee. In a second example, some grantees have training programs that focus on the acquisition of multiple certifications, and participants successfully complete the program when they receive all the certifications on which the training focuses. In this second example, grantees should only report that an individual has completed training when the individual has finished all of the courses and/or activities for each of the certifications and are considered "successful completers" as defined by the grantee.
Date of Exit	The date of exit is always a date of service. It is determined retroactively after a participant has gone 90 days without a service and does not have a "gap in service" or plans for a future service. Participants should not be exited immediately following completion of a program (e.g., the last day of class or graduation)—the project must wait until 90 days of no service has taken place before an exit can be officially recorded.
Date of Participation	The date when the first grant-funded service beyond a determination of eligibility is received. Like the date of exit, the date of participation is always a date of service.
Date of Service	Any date when a participant receives a "grant-funded service."
Degree	See DEGREE/CERTIFICATE
Degree/Certificate	A certificate is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded by workforce investment boards that do not meet the two criteria above are not included in this definition. Work readiness certificates are also not included in this definition. A degree may meet this definition of a certificate, if it is aligned with the definition above and awarded by one of the entities that can award certificates as outlined in ETA TEGL 17-05.
Determination of Eligibility	Before being enrolled in a grant-funded activity, all potential participants must first be determined eligible to participate. In addition to any eligibility requirements specific to the grantee, applicants should collect information on Gender, Ethnicity/Race, and Veterans and Disability Status from participants. Application and/or admission into a college or training program are considered part of the eligibility determination process, and do not trigger participation.
Disability	A physical or mental impairment that substantially limits one or more of the person's major life activities. As defined in 29 CFR 37.4: (1)(i) The phrase **physical or mental impairment** means-- (A) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine; (B) Any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. (ii) The phrase **physical or mental impairment** includes, but is not limited to, such contagious and noncontagious diseases and conditions as orthopedic, visual, speech and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, HIV disease (whether symptomatic or asymptomatic),

	tuberculosis, drug addiction, and alcoholism. The phrase **physical or mental impairment** does not include homosexuality or bisexuality. (2) The phrase **major life activities** means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. (3) The phrase **has a record of such an impairment** means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities. (4) The phrase **is regarded as having an impairment** means-- (i) Has a physical or mental impairment that does not substantially limit major life activities but that is treated by the recipient as being such a limitation; (ii) Has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or (iii) Has none of the impairments defined in paragraph (1) of this definition but is treated by the recipient as having such an impairment.
Education/Job-Training Activities	Education/job-training activities include: training associated with acquiring an associates degree; classroom training; occupational skills training; on-the-job training; programs that combine workplace training with related instruction, which may include cooperative education programs; skill upgrading and training; customized training and other education and training activities that are competency-based and lead to industry-recognized credentials. Other grant-funded services, such as career awareness or career exploration activities, do not meet the criteria for education/job training. For the HG/CBJT programs, an individual person may only be counted once during the life of the grant in the "Number Began Education/Job-Training Activities" and "Number Completed Education/Job-Training Activities" categories, even if they begin or complete more than one Education/Job-Training Activity.
Eligibility	See DETERMINATION OF ELIGIBILITY
Exiter	A participant who has not received a program or partner-funded service for 90 consecutive days and has no "future services" scheduled. Participants should not be exited immediately following completion of a program (e.g., the last day of class or graduation)—the project must wait until 90 days of no service has taken place before an exit can be officially recorded. "Follow-up services" do not extend the date of exit.
"First time during the grant"	This phrase is included in some definitions to ensure that each person is only counted once during the grant's period of performance in each applicable outcome category or other relevant field. A teacher who participates in capacity-building activities for several quarters, for example, would only be reported during his or her first quarter of participation.
Follow-up Activities	Activities pertaining to the collection of supplemental data from exiters for the purpose of calculating performance outcomes. Though these activities may be financed with grant funds, follow-up activities are not considered "grant-funded services" and do not extend the "date of exit."
Follow-up Services	Services provided after a participant's completion and/or exit designed to ensure successful outcomes. Examples of these types of services include, but are not limited to, post-graduation counseling, support groups, and job-search assistance. Though these services may be financed with grant funds, follow-up services are not considered "grant-funded services" and do not extend the "date of exit."
Future Service	Any "grant-funded service" scheduled for a future date.
Gap in Service	A gap in service prevents an unintentional exit from taking place for up to 180 days for three allowable circumstances: (1) training is delayed, (2) a health/medical reason related to the participant or a family member, or (3) a temporary move from the area. All Gaps in Service must be documented in a participant's case file. If needed, an additional gap in service of up to 180 days can be used after the first Gap in Service.
Grant-funded services	Any activity funded in whole or in part by grant funds is considered a "grant-funded service." Examples of grant-funded services include, but are not limited to, education/job-training activities, counseling, comprehensive and specialized assessments, and case management services. The "date of participation" is triggered by the first grant-funded service. Please note that application and/or admission into a college or training program are considered part of the eligibility determination process and do not trigger participation.
Industry skills education and job training	See EDUCATION/JOB-TRAINING ACTIVITIES
Major life activities	See DISABILITY
NAICS code	The North American Industry Classification System (NAICS) was developed as the standard for use by Federal statistical agencies in classifying business establishments for the collection, analysis, and publication of statistical data related to the business economy of the U.S. NAICS codes are condensed into 20 broad categories.
Occupational skills education and job training	See EDUCATION/JOB-TRAINING ACTIVITIES
Participant	An individual determined eligible to participate in the program who has received a "grant-funded service" in either a physical location (e.g., Community College) or remotely through electronic technologies. A "determination of eligibility" alone, however, does not trigger participation.
Physical/Mental Impairment	See DISABILITY
Quarter of Completion	The quarter in which a participant completes "education/job-training activities."

Services funded by the program	See GRANT-FUNDED SERVICES
"Successfully" complete	See COMPLETION
Youth-related policy	Individuals younger than 18 when they receive their first grant-funded service are not included in the Adult Common Measures, and are therefore not included in the Standardized Individual Records (SIR) or the Common Measures section of the "Individual Records" tab in ETA's Online Reporting System. Individuals younger than 18 who receive a determination of eligibility and a grant-funded service beyond career awareness and exploration are considered participants, however, and are included in every other section of the ETA-9134 as appropriate.