APPENDIX C:

Performance Reporting Glossary and Guide for ARRA High Growth and Emerging Industries (HGEI) Grantees

Each required reporting element is described and/or defined in accordance with federal policy and/or the OMB-approved performance reporting requirements, with additional information and clarification provided as appropriate. Underlined terms are linked to (CTRL + click) and defined in the glossary.

Part 1: Quarterly Performance Report (Training Grantees Only)

Note: Grantees that are providing training and employment services to participants will be required to collect and store participant data in an ETA-provided Recovery Act Data Collection (RAD) System, and then use that system to generate a quarterly performance report and submit a quarterly narrative report. This section, Part 1: Quarterly Performance Reports, applies to grants awarded under the following Solicitations for Grant Applications (SGAs): SGA/DFA PY-08-18, SGA/DFA PY-08-19, SGA/DFA PY-08-20, and SGA/DFA PY-09-01. The required format for the quarterly performance report is detailed below in Part 1 of the Reporting Glossary and Guide and the quarterly narrative report is detailed below in Part 2 of the Reporting Glossary and Guide.

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.	ARRA HGEI grantees should have a grant number beginning with "GJ."
A.3 Program/Project Name	The name of the ARRA HGEI grant program or project.	ARRA grantees should enter the name of their specific program or project which they received a grant to implement..
A.4 Industry	Enter the industry focus of the ARRA HGEI grant program or project.	The term industry refers to the primary industry on which grantees indicated they would focus in their grant statement of work.
A.5 Other Industry	Enter the second industry focus of the ARRA HGEI grant program or project if applicable.	If grantees identified a second industry on which their grant will focus in their statement of work, they should enter it here.
A.6 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.7 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 March 31, 2010, the entry in this field should be reported as 03/31/2010.	The Report Quarter End Date will be March 31, June 30, September 30, or December 31, in addition to the applicable year.
Section B. Customer Summary Information		
B.1 Total Exiters	The total number of participants who exited 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 retention and 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 individuals determined to have exited in the previous quarter.
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 in accordance with the funding opportunity through which the grant was awarded, 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 this element and element B.3 are reported in "real time." In other words, for the quarter ending 3/31/10, grantees would report the number of Total Participants Served *for that report quarter* (i.e., January 2010 through March 2010).
B.3 **New Participants Served**	The total number of individuals who, following a determination of eligibility, began receiving their 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 all 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.i **Male**	The total number of new participants who self-identify their gender is male.	The sum of the number of males reported in Item B.3a.i and females reported in Item B.3a.ii should equal the number of New Participants Served in Item B.3.
B.3a.ii **Female**	The total number of new participants who self-identify gender is female.	
B.3b.i **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.3b.ii **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 maintain cultural identification through tribal affiliation or community recognition.
B.3b.iii **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.3b.iv **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.3b.v **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.3b.vi **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.3b.vii **More Than One Race**	The total number of new participants who self-identify more than one of the racial categories outlined in Rows B.3b.ii through B.3b.vi.	Persons who self-identify belonging to two or more of the racial categories in B.3b.ii – B.3b.vi should be solely included in this data element, as well as item B.3b.i if applicable.
B.3c.i **8th grade and under**	The total number of new participants that the grantee has identified for whom 8th grade or under is their highest education level completed.	This category includes persons who have completed the 8th grade or under and have not completed any higher education level when they begin receiving their first grant-funded service.
B.3c.ii **9th grade – 12th grade**	The total number of new participants that the grantee has identified for whom their highest education level completed is any grade between 9th grade and 12th grade.	This category includes persons who have completed 9th, 10th, 11th, or 12th grade, have not completed any higher education level, and have not attained a high school degree or GED or equivalent when they begin receiving their first grant-funded service.
B.3c.iii **High School graduate or** **equivalent**	The total number of new participants the grantee has identified that have graduated high school or the equivalent.	This category includes persons who have completed the 12th grade and attained a high school diploma or GED or equivalent when they begin receiving their first grant funded service. It also includes persons with a disability who have received a certificate of attendance/completion.
B.3c.iv **1 – 3 years of college, or full-**	The total number of new participants the grantee has identified that have attended 1-3 years of college or a full-time technical or vocational	This category includes persons who have attended 1-3 years of college or a full-time technical or vocational school, regardless of certificate or

time technical or vocational school	school.	degree attainment, when they begin receiving their first grant-funded service.
B.3c.v 4 years of college or more	The total number of new participants the grantee has identified who have attended 4 years of college or more and have attained a degree.	This category includes persons who have attended 4 years of college or more and who have attained a degree when they begin receiving their first grant-funded service.
B.3d.i Participants Younger Than 18	The total number of new participants the grantee has identified who are younger than 18 when they begin receiving their first grant-funded service.	Self explanatory
B.3d.ii 18-24	The total number of new participants the grantee has identified who are 18 to 24 years old when they begin receiving their first grant-funded service.	Self explanatory
B.3d.iii 25-34	The total number of new participants the grantee has identified who are 25 to 34 years old when they begin receiving their first grant-funded service.	Self explanatory
B.3d.iv 35-44	The total number of new participants the grantee has identified who are 35 to 44 years old when they begin receiving their first grant-funded service.	Self explanatory
B.3d.v 45-54	The total number of new participants the grantee has identified who are 45 to 54 years old when they begin receiving their first grant-funded service.	Self explanatory
B.3d.vi 55 or older	The total number of new participants the grantee has identified who are 55 years old or older when they begin receiving their first grant-funded service.	Self explanatory
B.3e Eligible Veterans	The total number of new participants that grantee has identified who meet one of the two conditions for veteran status as outlined in the Additional Information section.	To be eligible for veteran status, individuals must meet one of the following criteria: 1) A person who served at least one day in the active military, naval, or air service, and who was discharged or released under conditions other than dishonorable, as specified in 38 U.S.C. 101(2). Active service includes full-time Federal service in the National Guard or a Reserve component. This definition of "active service" does not include full-time duty performed strictly for training purposes (i.e., that which often is referred to as "weekend" or "annual" training), nor does it include full-time active duty performed by National Guard personnel who are mobilized by State rather than Federal authorities (State mobilizations usually occur in response to events such a s natural disasters). 2) Is a person who is (a) the spouse of any veteran who died of a service-connected disability, (b) the spouse of any member of the Armed Forces serving on active duty, who at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days: (i) missing in action; (ii) captured in the line of duty by a hostile force; or (iii) forcibly detained or interned in the line of duty by a foreign government or power; or (c) the spouse of any veteran who has a total disability resulting from a service-connected disability, as evaluated by the Department of Veterans Affairs; or (d) or the spouse of a veteran who died while a disability so evaluated was in existence. A spouse whose eligibility is derived from a living veteran or service member (i.e., categories b. or c. above) would lose his or her eligibility if the veteran or service member were to lose the status that is the basis for the eligibility (e.g. if a veteran with a total service-connected disability were to receive a revised disability rating at a lower level). Similarly, for a spouse whose eligibility is derived from a living veteran or service member, that eligibility would be lost upon divorce from the veteran or service member.

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		Participants can be reported in one or more 'Other Demographic' fields in B.3e-B.3q for the first time they begin receiving grant-funded services, if appropriate.
B.3f **Limited English Proficiency**	The total number of new participants who self-identify that they have Limited English Proficiency.	This category includes individuals who have limited ability in speaking, reading, writing or understanding the English language and (a) whose native language is a language other than English, or (b) who live in a family or community environment where a language other than English is the dominant language. Participants can be reported in one or more 'Other Demographic' fields in B.3e-B.3q the first time that they begin receiving grant-funded services, if appropriate.
B.3g **Persons with a Disability**	The total number of new participants 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. Participants can be reported in one or more 'Other Demographic' fields in B.3e-B.3q for the first time they begin receiving grant-funded services, if appropriate.
B.3h **Unemployed Individuals**	The total number of new participants the grantee has identified as unemployed.	This category includes individuals who are without a job and who want and are available to work. Participants can be reported in one or more 'Other Demographic' fields in B.3e-B.3q for the first time they begin receiving grant-funded services, if appropriate.
B.3i **Dislocated Workers**	The total number of new participants the grantee has identified as dislocated workers.	This category includes 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. Participants can be reported in one or more 'Other Demographic' fields in B.3e-B.3q for the first time they begin receiving grant-funded services, if appropriate.
B.3j **Incumbent Workers**	The total number of new participants the grantee has identified as incumbent workers.	This category includes incumbent workers who need training to secure full-time employment, advance in their careers, or retain their current occupations, such as low-wage workers, workers who need to upgrade their skills to retain employment, and workers who are currently working part-time. Participants can be reported in one or more 'Other Demographic' fields in B.3e-B.3q for the first time they begin receiving grant-funded services, if appropriate.
B.3k **Workers Impacted by National Energy and Environmental Policy**	The total number of new participants the grantee has identified as workers impacted by national energy and environmental policy.	**Guidance for this specific data element applies to grants awarded under the following SGAs: SGA/DFA PY-08-18 and 20. Only grants awarded under these specific SGAs should report on this data element.** This category includes individuals who: 1) are currently employed in an occupation in the utilities; transportation and warehousing; manufacturing; construction; mining, quarrying, and oil and gas extraction; or other sectors that have been adversely affected by national energy and environmental policies; and have received a notice of termination or lay-off from employment; or 2) were employed in an occupation in the utilities; transportation and warehousing; manufacturing; construction; mining, quarrying, and oil and gas extraction; or other sectors that have been

		adversely affected by national energy and environmental policies; and are now unemployed. Participants can be reported in one or more 'Other Demographic' fields in B.3e-B.3q for the first time they begin receiving grant-funded services, if appropriate.
B.3l **Individuals in Need of Updated Training Related to the Energy Efficiency and Renewable Energy Industries**	The total number of new participants the grantee has identified as individuals in need of updated training related to the energy efficiency and renewable energy industries.	**Guidance for this specific data element applies to grants awarded under the following SGAs: SGA/DFA PY-08-18 and 20. Only grants awarded under these specific SGAs should report on this data element.** This category includes individuals who are currently employed; or 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; and can benefit from training that will help them enter or advance in the energy efficiency and renewable energy industries identified in WIA section 171(e)(1)(B)(ii), and/or will enable them to acquire or enhance skills needed to enter occupations within one or more of the "growth, enhanced, and emerging" green industries in accordance with the funding opportunity in which the grant was awarded. Participants can be reported in one or more 'Other Demographic' fields in B.3e-B.3q for the first time they begin receiving grant-funded services, if appropriate.
B.3m **Individuals Seeking Employment Pathways Out of Poverty and into Self-Sufficiency**	The total number of new participants the grantee has identified as individuals seeking employment pathways out of poverty and into self-sufficiency.	**Guidance for this specific data element applies to grants awarded under the following SGA: SGA/DFA PY-08-20. Only grants awarded under this specific SGA should report on this data element.** This category includes individuals who reside in high poverty areas, which are areas where the poverty rate is 15% or greater, who demonstrate that they could benefit from skill training that will help them enter or advance in the energy efficiency and renewable energy industries identified in WIA section 171(e)(1)(B)(ii), and/or will enable them to acquire or enhance skills needed to enter occupations within one or more of the "growth, enhanced, and emerging" green industries in accordance with the funding opportunity in which the grant was awarded. Participants can be reported in one or more 'Other Demographic' fields in B.3e-B.3q for the first time they begin receiving grant-funded services, if appropriate.
B.3n **Individuals with a Criminal Record**	The total number of new participants the grantee has identified as having a criminal record.	**Guidance for this specific data element applies to grants awarded under the following SGAs: SGA/DFA PY-08-19 and 20. Only grants awarded under these specific SGAs should report on this data element.** This category includes individuals who are or have been subject to any stage of the juvenile or criminal justice process, for whom services under this Act may be beneficial; or who require assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction. ETA includes individuals with a juvenile or criminal record in the definition for this term. Participants can be reported in one or more 'Other Demographic' fields in B.3e-B.3q for the first time they begin receiving grant-funded services, if appropriate.
B.3o	The total number of new participants the grantee has identified as not	This category includes individuals who are no longer attending any

		secondary school and who have not received a secondary school diploma or its recognized equivalent.
High School Dropouts	having completed high school.	Participants can be reported in one or more 'Other Demographic' fields in B.3e-B.3q for the first time they begin receiving grant-funded services, if appropriate.
B.3p **Disadvantaged Workers within Areas of High Poverty**	The total number of new participants the grantee has identified as disadvantaged workers within areas of high poverty.	**Guidance for this specific data element applies to grants awarded under the following SGA: SGA/DFA PY-08-19. Only grants awarded under this specific SGA should report on this data element.** This category includes individuals with no incomes or low incomes who live in areas where the poverty rate is 15% or greater and who can benefit from skill training that will help them enter or advance in the energy efficiency and renewable energy industries identified in WIA section 171(e)(1)(B)(ii), and/or will enable them to acquire or enhance skills needed to enter occupations within one or more of the "growth, enhanced, and emerging" green industries in accordance with the funding opportunity in which the grant was awarded. Participants can be reported in one or more 'Other Demographic' fields in B.3e-B.3q for the first time they begin receiving grant-funded services, if appropriate.
B.3q **Individuals Impacted by Automotive-related Restructuring**	The total number of new participants the grantee has identified as having been impacted by the restructuring of the Automotive industry.	**Guidance for this specific data element applies to grants awarded under the following SGAs: SGA/DFA PY-08-18, SGA/DFA PY-08-20, and SGA/DFA PY-09-01. Only grants awarded under these specific SGAs should report on this data element.** This category refers to individuals who reside in one of the 312 counties impacted by automotive-related restructuring as identified by The Center for Automotive Research. Only residents of the communities included on The Center for Automotive Research list will qualify for this status. Please see Attachment 1 of the glossary for additional information on counties impacted by automotive-related restructuring. Participants can be reported in one or more 'Other Demographic' fields in B.3e-B.3q for the first time they begin receiving grant-funded services, if appropriate.
Section C. Program Services, Activities, and Other Related Assistance		
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 industry and/or occupational education/job-training activities. Please see the glossary for additional information on education/job-training activities.
C.1a (1)-(20) **NAICS Industry Code**	For each individual reported in Item C.1 as began receiving education/job training activities, the industry sector in which that participant began education/job training activities (as identified by the 20 North American Industrial Classification System (NAICS) 2-digit sector codes listed). The sum of rows C.1a(1) through C.1a(20) should equal the total number reported it Item C.1. There does not need to be an entry in each row. For example, if all of the participants for the reporting quarter began education/job training activities in Health Care, they should all be reported in Row C.1a(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	This category is a sub-set of C.1 Number Began Education/Job Training Activities. Participants reported in C.1a(1)-(20) NAICS Industry Code must also be reported in C.1 Number Began Education/Job Training Activities in the same reporting quarter. 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. Participants reported in C.1a (1)-(20) must also be reported in C.1 Began Education/Job Training Activities in the same reporting quarter.

C.1b (1)-(8) **Green Industry Sector**	For the participants reported in item C.1 as began receiving education/job training activities and in C.1a(1)-(20) NAICS Industry Code, report participants according to the green industry sector in which they began education/job training activities, if appropriate. There does not need to be an entry in each row. For example, if all of the participants for the reporting quarter began education/job training in Biofuels, they should all be reported in row C.1b(4) Biofuels.	**Guidance for this specific data element applies to grants awarded under the following SGAs: SGA/DFA PY-08-18, SGA/DFA PY-08-19, and SGA/DFA PY-08-20. Only grants awarded under these specific SGAs should report on this data element.** This category is a sub-set of C.1a(1)-(20) NAICS Industry Code, and includes only participants who begin education job training activities in green industry sectors in accordance with the funding opportunity in which the grant was awarded. Participants reported in C.1b (1)-(8) Green Industry Sector <u>must</u> also be reported in C.1 Number Began Education/Job Training Activities <u>and</u> C.1a(1)-(20) NAICS Industry Code in the same reporting quarter. Please see the glossary for additional information on <u>green industry sectors</u>.
C.1c **Participated in On-the-job Training Activities**	The total number of participants who participated in On-the-job training activities for *the first time during the grant* this quarter.	This data element is a subset of C.1 Number Began Education/Job Training Activities and is reported for participants who began education/job training activities. Participants can be noted as participating in on-the-job training activities the first time during the grant that they participate in on-the-job training activities, if appropriate. Participants can only be reported in C.1c Participated in On-the-job Training Activities one time. Participants can be reported in one or more fields in C.1c-C.1f the first time during the grant they participate in these activities, if appropriate Please see the glossary for additional information on <u>on-the-job training</u>.
C.1d **Participated in Apprenticeship Activities**	The total number of participants who participated in apprenticeship activities for *the first time during the grant* this quarter.	This data element is a subset of C.1 Number Began Education/Job Training Activities and is reported for participants who began education/job training activities. Participants can be noted as participating in apprenticeship activities the first time during the grant they participate in apprenticeship activities, if appropriate. Participants can only be reported in C.1d Participated in Apprenticeship Activities one time. Participants can be reported in one or more fields in C.1c-C.1f the first time during the grant they participate in these activities, if appropriate Please see the glossary for additional information on <u>apprenticeship activities</u>.
C.1e **Participated in Pre-apprenticeship Activities**	The total number of participants who participated in Pre-apprenticeship activities for *the first time during the grant* this quarter.	This data element is a subset of C.1 Number Began Education/Job Training Activities and is reported for participants who began education/job training activities. Participants can be noted as participating in pre-apprenticeship activities the first time during the grant they participate in pre-apprenticeship activities, if appropriate. Participants can only be reported in C.1e Participated in Pre-apprenticeship Activities one time. Participants can be reported in one or more fields in C.1c-C.1f the first time during the grant they participate in these activities, if appropriate Please see the glossary for additional information on <u>pre-apprenticeship activities</u>.
C.1f **Participated in Classroom Training Activities**	The total number of participants who participated in classroom training activities for *the first time during the grant* this quarter.	This data element is a subset of C.1 Number Began Education/Job Training Activities and is reported for participants who began education/job training activities. Participants can be noted as participating in classroom training activities the first time during the grant they participate in classroom training activities, if appropriate. Participants can only be reported in C.1f Participated in Classroom Training Activities one time. Participants can be reported in one or more fields in C.1c-C.1f the first time during the grant they participate in these activities, if appropriate Please see the glossary for additional information on <u>classroom training</u>.

C.2 **Participated in Basic Skills Training**	The total number of participants who participated in Basic Skills training for *the first time during the grant* this quarter.	Participants can be noted as participating in basic skills training the first time during the grant they participate in basic skills training activities, if appropriate. Participants can only be reported in C.2 Participated in Basic Skills Training one time, if appropriate. Please see the glossary for additional information on basic skills training.
C.3 **Received Assessment Services**	The total number of participants who received assessment services for *the first time during the grant* this quarter.	Participants can be noted as receiving assessment services the first time during the grant they receive assessment services, if appropriate. Participants can only be reported in C.3 Received Assessment Services one time, if appropriate. Please see the glossary for additional information on assessment services.
C.4 **Received Case Management Services**	The total number of participants who received case management services for *the first time during the grant* this quarter.	Participants can be noted as receiving case management services the first time during the grant they receive case management services, if appropriate. Participants can only be reported in C.4 Received Case Management Services one time, if appropriate. Please see the glossary for additional information on case management services.
C.5 **Received Retention and Follow-up Services**	The total number of participants who received retention and follow-up services for *the first time during the grant* this quarter.	Participants can be noted as receiving retention and follow-up services the first time during the grant they receive retention and follow-up services, if appropriate. Participants can only be reported in C.5 Received Retention and Follow-up Services one time, if appropriate. Please see the glossary for additional information on retention and follow-up services.
C.6 **Received Supportive Services**	The total number of participants who received supportive services funded by the program for *the first time during the grant* this quarter.	Participants can be noted as receiving supportive services the first time during the grant they receive supportive services, if appropriate. Participants can only be reported in C.6 Received Supportive Services one time, if appropriate. Please see the glossary for additional information on supportive services.
Section D. Indicators of Performance		
D.1 **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.
D.1a **Number Received a Degree or Certificate**	Of those who completed industry and/or occupational skills education and job training activities, the total number of individuals who received a degree or certificate.	Participants *must successfully* 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. Participants can only be noted as receiving a degree or certificate once in this reporting item.
D.1a.i (1)-(4) **Type of Degree/Certificate Received**	Of those who received a degree or certificate, the type of degree or certificate received.	This data element is a sub-field of D.1a Number Received a Degree or Certificate and participants must be reported in D.1a in the same reporting quarter to be counted in this reporting item. Participants can only be noted for the type of degree or certificate received once in this reporting item.
D.1b **Total Degrees/Certificates Received**	Of those who completed industry and/or occupational skills education and job training activities and received a degree or certificate, the total number of degrees or certificates received.	This data element is reported for participants who successfully complete education/job training activities and are reported in D.1a as receiving a degree or certificate, and captures any certificates or degrees received during the reporting quarter including the first or any subsequent certificates or degrees received. Grantees should be aware that this element is reported in "real time." In other words, for the quarter ending 3/31/010, grantees would report the total number of degrees or certificates received for *that report quarter* (i.e., January 2010 through March 2010). Participants can be noted as receiving a degree or certificate multiple

		times in this data element, if appropriate. For example, participants progressing along a career pathway may receive more than one degree or certificate. However, participants can only be reported in D.1 Number Completed education/Job Training Activities, D.1a Number Received a Degree/Certificate, and D.1a.i Type of Certificate/Degree Received one time.
D.1c **Number Entered** **Employment**	Of those who completed industry and/or occupational skills education and job training activities, the total number of individuals who entered unsubsidized employment.	This element applies to participants who complete education/job training activities and who obtain unsubsidized employment. This 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. Note: A participant included in the reported counts for D.1c may also be included in D.1c.i. Grantees should be aware that this element is reported in "real time." In other words, participants should be reported in D.1c Number Entered Employment in the <u>quarter they obtain unsubsidized employment</u>, regardless of their status as a participant or exiter. It is the grantee's responsibility to follow up with program participants to accurately account for this required reporting element. Also, it is important to realize that this data element is different from the "Entered Employment Rate" common performance measure, which is calculated by ETA on behalf of the grantee.
D.1c.i **Number Entered** **Training-Related** **Employment**	Of those who completed industry and/or occupational skills education and job training activities, the total number of individuals who entered unsubsidized employment related to the skill training received.	The data element is a sub-field of D.1c Number Entered Employment and participants must be reported in D.1c in the same reporting quarter to be counted in this reporting item. Employment is considered training-related if the position is for the same occupation or within the same industry as the training provided or if the employer recognizes the credential received by the participant as a result of the grant. Note: A participant included in the reported counts for D.1c.i <u>must</u> also be reported in D.1c in the same quarter. Grantees should be aware that this element is reported in "real time." In other words, participants should be reported in D.1c.i Number Entered Training-Related Employment in the <u>quarter they obtain unsubsidized training-related employment</u>, regardless or their status as a participant or exiter. It is the grantee's responsibility to follow up with program participants to accurately account for this required reporting element.
D.1c.ia **(1)-(20)** **NAICS Industry Code**	For each participant reported in Item D.1c.i as entered training-related employment, report the industry sector in which participants entered training-related employment (as identified by the 20 North American Industrial Classification System (NAICS) 2-digit sector codes listed). The sum of rows D.1c.ia(1) through D.1c.ia(20) should equal the total number reported it Item D.1ci. 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 D.1c.ia(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: <u>www.census.gov/epcd/naics02/naicod02.htm</u>	This category is a sub-set of D.1c.i Number Entered Training-Related Employment. Participants reported in D.1c.ia (1)-(20) <u>must</u> also be reported in D.1c.i Number Entered Training-Related Employment in the same reporting quarter. Grantees should make every effort to correctly identify the appropriate <u>NAICS code</u>. The link to the <u>Census Bureau's NAICS Web Site</u> included in the reporting format is a very useful tool for identifying the correct.
D.1c.ib **(1)-(8)** **Green Industry Sector**	Of the participants reported in item D.1c.i as entered training-related employment and in D.1c.ia(1)-(20) NAICS Industry Code section, report participants according to the green industry sector in which they	**Guidance for this specific data element applies to grants awarded under the following SGAs: SGA/DFA PY-08-18, 19, 20. Only grants awarded under these specific SGAs should report on this data**

		element.
	entered training-related employment, if appropriate. There does not need to be an entry in each row, For example, if all of the participants for the reporting quarter began education/job training in Biofuels, they should all be reported in row C.1c.ib (4) Biofuels.	This category is a sub-set of D.1c.ia(1)-(20) NAICS Industry Code, and includes only participants who entered training-related employment in green industry sectors in accordance with the funding opportunity in which the grant was awarded. Participants reported in D.1c.ib(1)-(8) Green Industry Sector must also be reported in D.1c.i Number Entered Training-Related Employment and D.1c.ia (1)-(20) NAICS Industry Code in the same reporting quarter. Please see the glossary for additional information on green industry sectors.
D.1c.ii Employment Retention	Of the total reported in Item D.1c as entered employment, the total number of individuals who retained unsubsidized employment in the first and second quarters following initial placement.	This data element is a sub-field of D.1c Number Entered Employment and participants must have been previously reported in D.1c to be reported in this item. Of those participants reported in Item D.1c as entered employment, report the total number of individuals employed in both the first and second quarters following initial placement. It is the grantee's responsibility to follow up with program participants to accurately account for this required reporting element.
Section E. Common Performance Measures		
E.1 Entered Employment Rate	Of those individuals who were not employed at the time of program participation, the percentage who were employed in the first quarter after they exit.	Only those "not employed at participation" are included in these calculations. ETA will calculate this measure on behalf of the grantee.
E.2 Employment Retention	Of those who were employed in their first quarter after exit, the percentage employed in *both* the second and third quarters after exit.	This measure includes all those individuals who were employed in the first quarter after exit, regardless of their employment status at participation. ETA will calculate this measure on behalf of the grantee.
E.3 Average Earnings	Of those who are employed in their first, second, and third quarters after exit, the average gross earnings from the second and third quarters after exit.	This measure includes all those individuals who were employed in the first, second, and third quarters after exit. We're interested in "average earnings" for that specific group of individuals. ETA will calculate this measure on behalf of the grantee.

Part 2: Quarterly Narrative Report (All Grantees)

Note: This section, Part 2: Quarterly Narrative Report applies to all grants awarded under ARRA HGEI SGAs. All grantees that are not providing training and employment services to participants will be required to only submit a quarterly narrative report The required format for the quarterly narrative report in detailed below in Part 2 of the Reporting Glossary and Guide.

Section F. Report Certification/Additional Comments		
F.1 **Report Comments/Narrative**	Grantees are required to upload into the Recovery Act Data Collection (RAD) System a separate quarterly narrative that includes seven required discussion areas and one optional area for any additional information.	
F.1A **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 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 for training and related outcomes, if applicable. This section is not intended to be a list of every partner meeting or communication.	*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.
F.1B **Status Update on Leveraged Resources**	Grantees will report federal and non-federal leveraged resources utilized to support grant activities. Grantees should 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 are providing to support the implementation of ARRA HGEI grants. Leveraged resources include both Federal and non-Federal funds, and may take the form of cash or in-kind contributions. Examples of in-kind contributions include personnel services provided by volunteers or non-grantee staff, donated equipment, supplies, or space. Please note that leveraged resources must also be reported on the Financial Status Report (ETA-9130) quarterly report. 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 provide information on the two broad types of leveraged funds: (1) amount of **federal** leveraged resources, and (2) amount of **non-federal** leveraged resources. 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.
F.1C **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 implement the project. 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 reporting format does not require any quantitative measures specific to strategic partnerships, this narrative section is closely monitored by Federal Project Officers (FPOs). Stated broadly, this section is designed to be an update on the status of the 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.
F.1D **Timeline for Grant Activities and Deliverables**	Provide a timeline of the progress of grant activities, key deliverables for this quarter and future quarters, and if applicable, products available this quarter and in future quarters for broad dissemination to the workforce system. This includes identifying products and deliverables available for broad 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 for the entire life of the grant. The timeline will paint a picture of project flow	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.

	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.	
F.1E **Status Of Deliverables and** **Capacity Building Activities**	The purpose of this section is to collect additional information that details the status of capacity building activities and/or the development of deliverables 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 industries through impact measures. **All Training Grantees** In this section, training grantees should include a detailed discussion of the activities and products associated with the development of deliverables as noted above. **Green Capacity Building Grants (SGA/DFA PY-08-21)** This measure pertains to Green Capacity Building Grantees only, in accordance with the funding opportunity in which the grant was awarded. In this section, grantees should include a detailed discussion of the activities and products associated with capacity building strategies and deliverable development as noted above, including: (1) the status of all capacity building activities and deliverable development occurring under the grant during the quarter, including percentage completed this quarter, if appropriate; (2) the growth in capacity building activities over time; (3) how well the program is meeting local industry demand for workforce training, if applicable; (4) any current or potential issues or challenges that may affect the timely completion of those activities, along with solutions rendered; and (5) a discussion of the progress in addressing issues, challenges or concerns identified in previous quarterly reports. Green Capacity Building grantees should also submit the following data: (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 benefiting from capacity building activities. **State Labor Market Information (LMI) Grants (SGA/DFA PY-08-17)** This measure pertains to State LMI grantees only, in accordance with the funding opportunity in which the grant was awarded. State LMI grantees should include a detailed discussion of strategies and deliverable development for labor market research, data collection and estimation, and dissemination, as noted above. State LMI Grantees should include: (1) the status of all labor market information improvement strategies and deliverable development occurring under the grant during the quarter, including percentage completed this quarter, if appropriate; (2) the growth in labor market information activities over time; (3) how well the program is meeting local workforce development system and/or industry demand for labor market information; (4) any current or potential issues or challenges that may affect the timely completion of those activities, along with solutions rendered; and (5) a discussion of the progress in addressing	All deliverables developed with grant funds and other capacity building activities should be discussed in this section. Each grantee should provide information on each of the elements they are asked to address. **Green Capacity Building Grants (SGA/DFA PY-08-21)** The following measure pertains to Green Capacity Building Grantees only, in accordance with the funding opportunity in which the grant was awarded. Additionally, Green Capacity Building Grantees should explain the methodology used to calculate the three specified capacity building outcomes: 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.

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	issues, challenges or concerns identified in previous quarterly reports. Additionally, State LMI grantees should also submit the following data: (1) labor market research or direct data collection activities to date; (2) implementation of dissemination strategies and formats to share information on research information and data produced through the grant activity; (3) development of labor market information tools or systems to automate the collection or processing of data; (4) development or implementation of products or tools to enhance the labor exchange infrastructure to serve the populations and needs outlined in the State LMI SGAs.	
F.1F **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 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.	This section is designed to function like a helpline for grantees—FPOs carefully review this section to determine technical assistance opportunities. Listing challenges encountered in this section will enable DOL/ETA staff to connect you with possible solutions or other grantees who have experienced similar challenges.
F.1G **Best Practices and Success Stories**	Describe promising approaches, innovative processes, and grant-level and participant-level success stories. Examples may include developing and implementing an outreach campaign, developing new or enhancing existing curriculum, and creating new career assistance tools and resources. Grantees may also describe any lessons learned and how those lessons learned will be implemented	This section has two main goals: identifying GRANT-level successes, and identifying PARTICIPANT-level successes. To meet the first goal, describe any promising approaches and new processes that significantly improved the operation of your grant. Grantees may also include lessons learned by describing barriers to successful program implementation and the key elements or actions necessary to overcome these barriers. To meet the second goal, please compose a "participant success story" by writing a few short paragraphs about a successful participant, when appropriate.
F.1H **Additional Information (optional)**	Any other information considered to be important.	This section will also allow grantees to report any grant-specific outcomes not captured in other sections of the quarterly performance and/or narrative report, including, but not limited to, any specific 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" and "average wage increase of participants." Grantees that are providing supportive services, in accordance with the funding opportunity in which the grant was awarded, should include a description of the type(s) of services offered, how they were delivered, and how they contributed to a participants' ability to fully participate in grant-funded activities.
F.2 **Name of Grantee Certifying Official**	The name of the grantee official who is certifying submission of the report to the Department.	Self-explanatory.
F.3 **Telephone Number**	The area code (999) and telephone number (999-9999) of the authorized official.	Self-explanatory.
F.4 **Email Address**	The email address of the authorized official.	Self-explanatory.
Definitions of terms contained in the narrative report		
CAPACITY BUILDING	This term pertains to Green Capacity Building Grantees only, the grants awarded through SGA/DFA PY-08-21. "Capacity Building" is defined in the narrative section and includes a broad array of activities, such as curriculum development, equipment procurement, and staff development. This section focuses on	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.

	capturing three specific quantitative data elements for Green Capacity Building Grantees only..	
Instructors who participated in grant-funded capacity building activities	This measure pertains to Green Capacity Building Grantees only, the grants awarded through SGA/DFA PY-08-21. 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 grantee. Both secondary and post-secondary school instructors can be included, as well as other types of instructors. 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	This measure pertains to Green Capacity Building Grantees only, the grants awarded through SGA/DFA PY-08-21. 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	This measure pertains to Green Capacity Building Grantees only, the grants awarded through SGA/DFA PY-08-21. 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 ARRA HGEI grants. Leveraged resources may take the form of cash or in-kind contributions.	Many grantees stated they would provide leveraged resources in their grant agreements. Please note a key distinction between leveraged resources and required match resources: match does not include the use of federal funds, while leveraged resources has a broader definition that may include federal funds. To calculate the total amount of leveraged resource, 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 Workforce Investment Act (WIA) formula program dollars.	Grantees can include leveraged resources from both DOL and other federal sources.
Non-federal leveraged resources	For this data element, include all leveraged resources from non-federal sources.	Leveraged resources may be provided from a wide range of non-federal sources, such as businesses, foundations, and community-based organizations.

Performance Reporting Glossary and Guide for ARRA High Growth and Emerging Industries (HGEI) Grantees

Term	Description/Definition for ARRA HGEI Grants
Admission	See DETERMINATION OF ELIGIBILITY
Application	See DETERMINATION OF ELIGIBILITY
Apprenticeship Activities	Apprenticeship activities are activities that: include one or more of the following three elements: (1) lead to the development and registration or modification of Registered Apprenticeship Program Standards in industries targeted through ARRA HGEI SGAs (standards are registered with the U.S. Department of Labor's (DOL), Office of Apprenticeship (OA), or a DOL-recognized State Apprenticeship Agency); (2) lead to the development or modification of National Guidelines for Apprenticeship Standards (Guideline Standards are certified by DOL OA) for programs in industries targeted through ARRA HGEI SGAs; or (3) provide the various elements of Registered Apprenticeship Program Standards, such as structured on-the-job learning, related instruction in technical subjects, and mentoring apprentices.
Assessment Services	Services that identify an individual's capabilities and limitations related to successful completion of education/job training activities and attainment and retention of unsubsidized employment. Services may include both an Initial Assessment and Career Assessments. The Initial Assessment or Assessment Interview is designed to determine the participant's educational level, work history, vocational skills, strengths and weaknesses, or identification of employment barriers and could include the development of an action plan that focuses on using their strengths and reducing weaknesses. Career Assessments are used to determine each participant's employability, aptitudes, abilities, skills, and interests and to develop a plan to achieve the participant's employment and related goals. Testing, counseling and employability planning may also be used during the assessment process.
Associate Degree	For the purpose of these reporting requirements, grantees should include the receipt of an Associate of Arts (A.A), Associate of Science (A.S.), and Associate in Applied Science (A.A.S) degree when they report that participants have received an "Associate Degree."
Basic Skills Training	Training associated with improving basic skills in English reading, writing, mathematics, computer skills, or other skills that are widely required in training and employment settings. Basic skills training is generally provided when the participant has a skill level that is at or below the 8th grade level on a generally accepted standardized test or a comparable score on a criterion-referenced test. Examples of basic skills training include, but are not limited to, adult basic education, English as a Second Language (ESL), job readiness training, GED preparation, and pre-vocational services, and can include development of learning skills, communication skills, interviewing skills, and professional conduct.
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 or emerging industries and occupations within those industries to high-school students, and distributing promotional materials to individuals. If a grantee is not sure if an activity qualifies as a career awareness and/or exploration activity, they should contact their FPO. Depending on a grantee's statement of work, grant funds may be used to support career awareness and/or exploration activities, but individuals who are involved in <u>only</u> these types of activities are not considered participants.
Case Management Services	The provision of a client-centered approach in the delivery of services, designed: (a) to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and (b) to provide job and career counseling during program participation and after job placement.
Certificate	See DEGREE/CERTIFICATE
Classroom Training	See EDUCATION/JOB-TRAINING ACTIVITIES
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 grantees offer Associate degree programs, and their grant statements of work indicate that participants will complete the Associate degree programs during the grant period of performance. 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 is considered a "successful completer" 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 is considered a "successful completer" 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. Please refer to TEGL 17-05 for the complete definition of a certificate.
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, Veterans and Disability Status, and other characteristics and traits from participants as specified in the reporting format. 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 an industry-recognized degree or certificate (where such a degree or certificate exists). Other grant-funded services, such as career awareness or career exploration activities, do not meet the criteria for education/job training. For the ARRA HGEI grants, an individual person may only be counted once during the life of the grant in the C.1 "Number Began Receiving Education/Job-Training Activities" and D.1 "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.

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, job search and placement services, 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.
Green Industry Sector	This includes the energy efficiency and renewable energy industries identified in WIA section 171(e)(1)(B)(ii), as well as other Green Industries as defined in the grantee's Statement of Work, and green occupations in other high growth and emerging industries.
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
On-the 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
Pre-apprenticeship Activities	Pre-apprenticeship activities are activities designed to impart basic skills that might improve an individual's ability to be selected by a Registered Apprenticeship Program Sponsor for participation in a Registered Apprenticeship Program. Activities could include introducing the basics of a skilled occupation, or core industry skill training including tool identification, industry math/science, industry-related reading/literacy and industry-specific training. For example, a curriculum for a construction industry occupation may include pre-vocational identification and use of tools, blueprint reading, basic shop skills, safety procedures, math skills, and physical conditioning. Activities could also include soft skills such as work readiness training, team building, work-place culture; and services such as English as a Second Language, mentoring, networking events, on-going support groups, drivers' license recovery programming, and leadership development workshops.
Retention and Follow-up Services	Services provided after a participant's completion and/or exit designed to ensure successful outcomes and reinforce and stabilize job placement. Examples of these types of services include, but are not limited to, post-graduation counseling, support groups, job retention services, follow-up services, and follow- along services. Though these services may be financed with grant funds, for performance reporting purposes retention and follow-up services are not considered "grant-funded services" and do not extend the "date of exit." It is the grantee's responsibility to follow up with program participants to accurately account for job retention.
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
Supportive Services	Services such as transportation, child care, dependent care, housing, and needs-related payments, as defined at WIA sections 101(46) and 134(e)(2) and (3), that are necessary to enable an individual to participate in activities in accordance with the funding opportunity in which the grant was awarded.

FIPS	County Name	State
1013	Butler	AL
1021	Chilton	AL
1083	Limestone	AL
1085	Lowndes	AL
1089	Madison	AL
1095	Marshall	AL
1101	Montgomery	AL
1121	Talladega	AL
1125	Tuscaloosa	AL
5023	Cleburne	AR
5041	Desha	AR
5055	Greene	AR
5083	Logan	AR
6001	Alameda	CA
6037	Los Angeles	CA
10003	New Castle	DE
13089	DeKalb	GA
13121	Fulton	GA
13139	Hall	GA
13143	Haralson	GA
13167	Johnson	GA
13285	Troup	GA

FIPS	County Name	State
19029	Cass	IA
19037	Chickasaw	IA
19071	Fremont	IA
19089	Howard	IA
19095	Iowa	IA
19115	Louisa	IA
19149	Plymouth	IA
19157	Poweshiek	IA
19175	Union	IA
19197	Wright	IA
17007	Boone	IL
17025	Clay	IL
17031	Cook	IL
17047	Edwards	IL
17067	Hancock	IL
17121	Marion	IL

FIPS	County Name	State
17113	McLean	IL
17155	Putnam	IL
17187	Warren	IL
17189	Washington	IL
17191	Wayne	IL
18001	Adams	IN
18003	Allen	IN
18005	Bartholomew	IN
18009	Blackford	IN
18015	Carroll	IN
18017	Cass	IN
18025	Crawford	IN
18033	De Kalb	IN
18031	Decatur	IN
18035	Delaware	IN
18037	Dubois	IN

18039	Elkhart	IN	
18041	Fayette	IN	
18045	Fountain	IN	
18047	Franklin	IN	
18051	Gibson	IN	
18053	Grant	IN	
18059	Hancock	IN	
18061	Harrison	IN	
18065	Henry	IN	
18067	Howard	IN	
18071	Jackson	IN	
18075	Jay	IN	
18077	Jefferson	IN	
18081	Johnson	IN	
18087	Lagrange	IN	
18093	Lawrence	IN	
18097	Marion	IN	
18103	Miami	IN	

18107	Montgomery	IN	
18113	Noble	IN	
18123	Perry	IN	
18133	Putnam	IN	
18135	Randolph	IN	
18143	Scott	IN	
18147	Spencer	IN	
18141	St. Joseph	IN	
18149	Starke	IN	
18151	Steuben	IN	
18153	Sullivan	IN	
18157	Tippecanoe	IN	
18159	Tipton	IN	
18175	Washington	IN	
18179	Wells	IN	
18183	Whitley	IN	
20001	Allen	KS	
20209	Wyandotte	KS	

21003	Allen	KY	
21009	Barren	KY	
21017	Bourbon	KY	
21023	Bracken	KY	
21031	Butler	KY	
21033	Caldwell	KY	
21041	Carroll	KY	
21043	Carter	KY	
21055	Crittenden	KY	
21057	Cumberland	KY	
21069	Fleming	KY	
21073	Franklin	KY	
21075	Fulton	KY	
21077	Gallatin	KY	
21081	Grant	KY	
21093	Hardin	KY	
21099	Hart	KY	
21101	Henderson	KY	

21103	Henry	KY		21211	Shelby	KY		26075	Jackson	MI
21107	Hopkins	KY		21213	Simpson	KY		26079	Kalkaska	MI
21111	Jefferson	KY		21221	Trigg	KY		26081	Kent	MI
21113	Jessamine	KY		21227	Warren	KY		26087	Lapeer	MI
21121	Knox	KY		21229	Washington	KY		26091	Lenawee	MI
21123	Larue	KY		22017	Caddo	LA		26093	Livingston	MI
21137	Lincoln	KY		24510	Baltimore (city)	MD		26099	Macomb	MI
21151	Madison	KY		24043	Washington	MD		26107	Mecosta	MI
21155	Marion	KY		26009	Antrim	MI		26111	Midland	MI
21167	Mercer	KY		26017	Bay	MI		26113	Missaukee	MI
21169	Metcalfe	KY		26025	Calhoun	MI		26115	Monroe	MI
21173	Montgomery	KY		26045	Eaton	MI		26125	Oakland	MI
21179	Nelson	KY		26049	Genesee	MI		26127	Oceana	MI
21183	Ohio	KY		26059	Hillsdale	MI		26133	Osceola	MI
21191	Pendleton	KY		26063	Huron	MI		26135	Oscoda	MI
21199	Pulaski	KY		26065	Ingham	MI		26139	Ottawa	MI
21207	Russell	KY		26067	Ionia	MI		26143	Roscommon	MI
21209	Scott	KY		26069	Iosco	MI		26145	Saginaw	MI

26147	St. Clair	MI
26149	St. Joseph	MI
26157	Tuscola	MI
26159	Van Buren	MI
26161	Washtenaw	MI
26163	Wayne	MI
26165	Wexford	MI
27029	Clearwater	MN
27123	Ramsey	MN
29047	Clay	MO
29061	Daviess	MO
29079	Grundy	MO
29105	Laclede	MO
29113	Lincoln	MO
29147	Nodaway	MO
29175	Randolph	MO
29183	St. Charles	MO
29189	St. Louis	MO

29229	Wright	MO
28009	Benton	MS
28011	Bolivar	MS
28051	Holmes	MS
28089	Madison	MS
28119	Quitman	MS
28129	Smith	MS
28145	Union	MS
28161	Yalobusha	MS
37063	Durham	NC
37071	Gaston	NC
37089	Henderson	NC
37145	Person	NC
37165	Scotland	NC
38051	McIntosh	ND
31019	Buffalo	NE
31047	Dawson	NE
31051	Dixon	NE

31141	Platte	NE
31159	Seward	NE
34023	Middlesex	NJ
34039	Union	NJ
36029	Erie	NY
36063	Niagara	NY
36067	Onondaga	NY
36089	St. Lawrence	NY
39001	Adams	OH
39003	Allen	OH
39011	Auglaize	OH
39019	Carroll	OH
39021	Champaign	OH
39025	Clermont	OH
39027	Clinton	OH
39033	Crawford	OH
39035	Cuyahoga	OH
39039	Defiance	OH

39043	Erie	OH
39051	Fulton	OH
39061	Hamilton	OH
39063	Hancock	OH
39065	Hardin	OH
39069	Henry	OH
39071	Highland	OH
39077	Huron	OH
39079	Jackson	OH
39083	Knox	OH
39091	Logan	OH
39093	Lorain	OH
39095	Lucas	OH
39097	Madison	OH
39113	Montgomery	OH
39117	Morrow	OH
39121	Noble	OH
39125	Paulding	OH

39131	Pike	OH
39135	Preble	OH
39137	Putnam	OH
39139	Richland	OH
39141	Ross	OH
39143	Sandusky	OH
39147	Seneca	OH
39149	Shelby	OH
39153	Summit	OH
39155	Trumbull	OH
39159	Union	OH
39161	Van Wert	OH
39169	Wayne	OH
39171	Williams	OH
39173	Wood	OH
39175	Wyandot	OH
40095	Marshall	OK
40109	Oklahoma	OK

42003	Allegheny	PA
42117	Tioga	PA
45007	Anderson	SC
45019	Charleston	SC
45021	Cherokee	SC
45035	Dorchester	SC
45067	Marion	SC
45083	Spartanburg	SC
47001	Anderson	TN
47003	Bedford	TN
47007	Bledsoe	TN
47009	Blount	TN
47015	Cannon	TN
47031	Coffee	TN
47041	DeKalb	TN
47045	Dyer	TN
47051	Franklin	TN
47053	Gibson	TN

47055	Giles	TN
47061	Grundy	TN
47063	Hamblen	TN
47065	Hamilton	TN
47069	Hardeman	TN
47073	Hawkins	TN
47077	Henderson	TN
47079	Henry	TN
47087	Jackson	TN
47097	Lauderdale	TN
47099	Lawrence	TN
47105	Loudon	TN
47113	Madison	TN
47117	Marshall	TN
47119	Maury	TN
47107	McMinn	TN
47109	McNairy	TN
47121	Meigs	TN

47123	Monroe	TN
47131	Obion	TN
47133	Overton	TN
47135	Perry	TN
47141	Putnam	TN
47143	Rhea	TN
47147	Robertson	TN
47149	Rutherford	TN
47151	Scott	TN
47159	Smith	TN
47177	Warren	TN
47185	White	TN
48029	Bexar	TX
48439	Tarrant	TX
49003	Box Elder	UT
51023	Botetourt	VA
51710	Norfolk (city)	VA
51155	Pulaski	VA

51173	Smyth	VA
51177	Spotsylvania	VA

55059	Kenosha	WI
55075	Marinette	WI

55105	Rock	WI
54079	Putnam	WV