



# Submitting the Consolidated Annual Report (CAR)

Adam Flynn-Tabloff, Jose Figueroa, Marilyn Fountain, Sharon Head,  
Allison Hill, and Andrew Johnson

Division of Academic and Technical Education

October 20, 2022 2-3:30pm ET



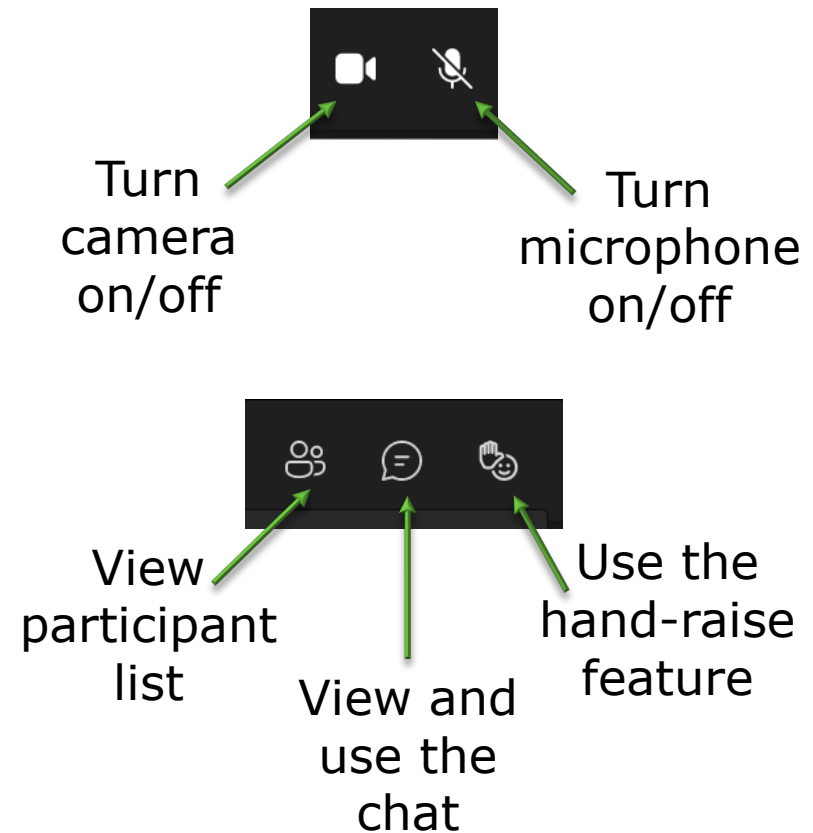
Office of Career, Technical, & Adult Education

# Norms & MS Teams Tools

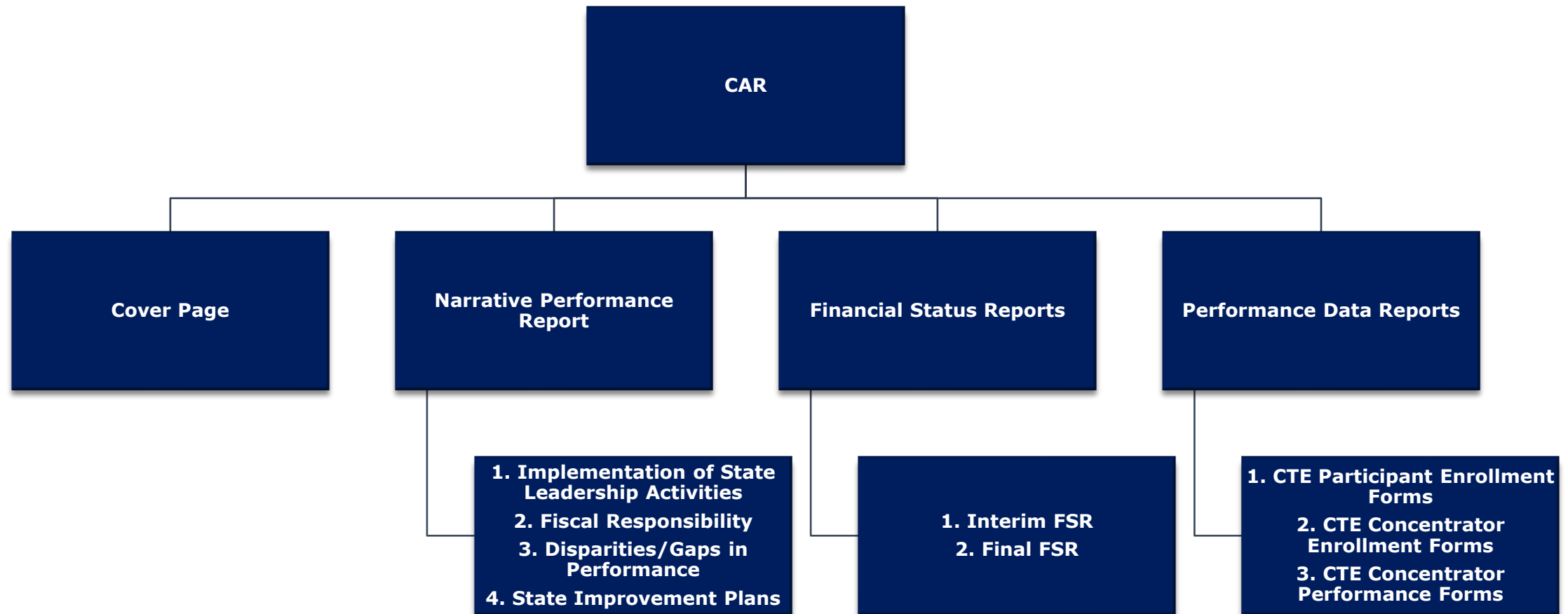
## Collaborative Norms

- Stay muted when not speaking.
- Turn your camera on when speaking, if preferred
- Use the hand-raise feature to gain the attention of the presenter.
- Be an active participant.

## MS Teams Tools



# Consolidated Annual Report (CAR)



# Submitting the CAR

*Participants will learn about important information and resources that will assist with the efficient submission of the CAR for program year 2021-2022.*





# Resources, Timeline, Access

Sharon Head  
Perkins Regional Coordinator

## **Learning Goals**

What resources are available to support states with CAR submission?

What is the timeline for submission of the 2021-2022 CAR?

How do I access the CAR portal?



# Resources

## Perkins Regional Coordinators (PRCs)

PRC	State Responsibility
José R. Figueroa Education Program Specialist <a href="mailto:Jose.Figueroa@ed.gov">Jose.Figueroa@ed.gov</a> (202)245-6054	AK, CA, ID, MT, NV, ND, OH, OR, PR, SD, WA, WY
Marilyn Fountain Education Program Specialist <a href="mailto:Marilyn.Fountain@ed.gov">Marilyn.Fountain@ed.gov</a> (202) 245-7346	AL, AR, FL, GA, HI, KY, LA, MS, MO, NC, SC, TN
Sharon Head Education Program Specialist <a href="mailto:Sharon.Head@ed.gov">Sharon.Head@ed.gov</a> (202) 245-6131	CT, IL, ME, MA, MI, NH, NY, RI, VT
Allison Hill Education Program Specialist <a href="mailto:Allison.Hill@ed.gov">Allison.Hill@ed.gov</a> (202) 245-7775	DE, DC, IA, MD, MN, NJ, PW, PA, VA, WV
Andrew Johnson Program Specialist <a href="mailto:Andrew.Johnson@ed.gov">Andrew.Johnson@ed.gov</a> (202) 245-7786	AZ, CO, IN, KS, NE, NM, OK, TX, UT, WI



# Resources

## Guide for the Submission of Consolidated Annual Reports

- OMB approved document detailing contents and requirements of annual reports submitted under Perkins V and applicable Department regulations

## CAR Portal Training

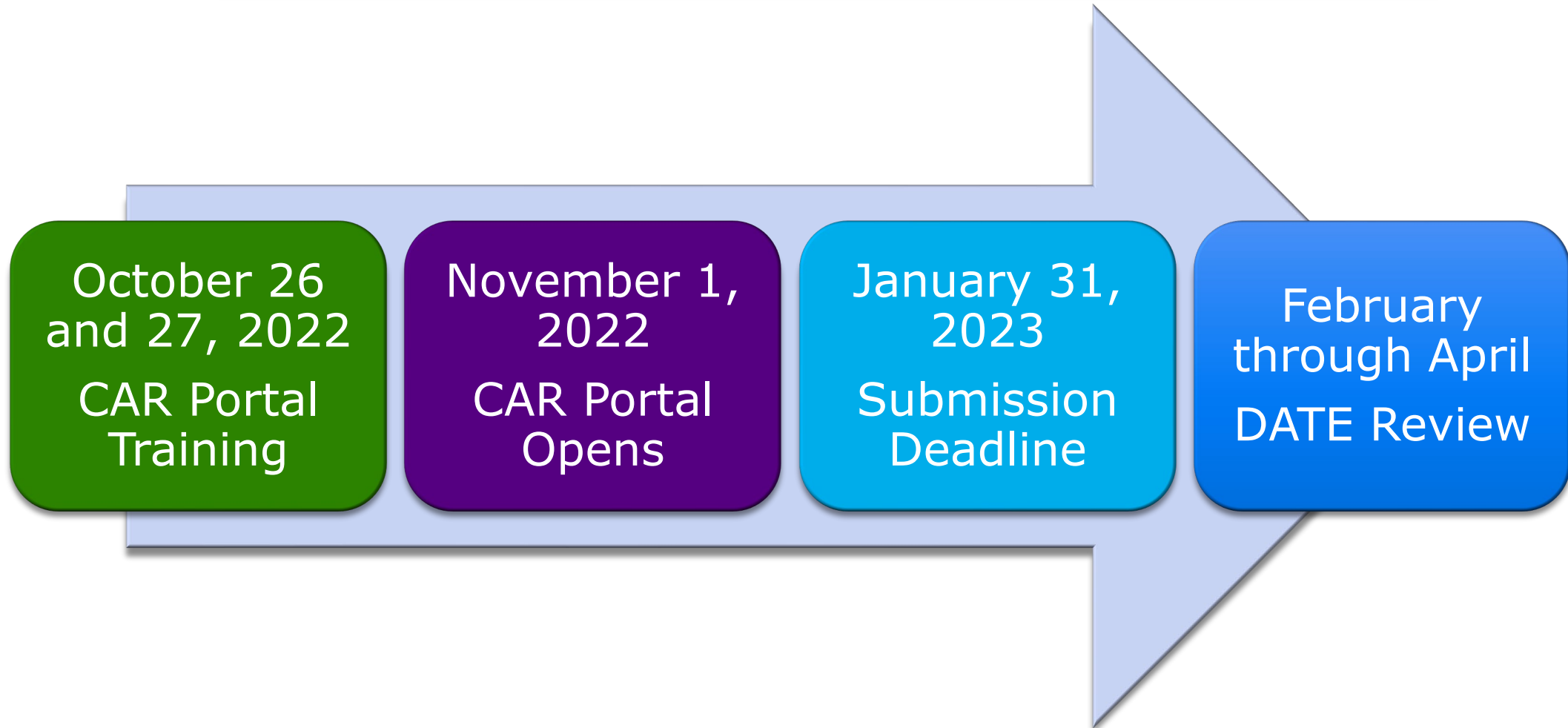
- AEM will host two trainings for state-users regarding navigation of the CAR portal
- Training Opportunity #1 10/26/22 @ 2-3pm ET
- Training Opportunity #2 10/27/22 @ 11am-12pm ET

## CAR User Guide

- Step-by-step guide for submitting CAR data through the CAR portal
- Used by State Directors and staff who are responsible for providing CAR data to the Department



# Timeline





# Accessing the CAR Portal

The Web address to access the Perkins Web Portal is <https://perkins.ed.gov>.

## Welcome to the Perkins Web Portal



### ANNOUNCEMENTS

#### Warning

You are accessing a U.S. Federal Government computer system intended to be solely accessed by individual users expressly authorized to access the system by the U.S. Department of Education. Usage may be monitored, recorded, and/or subject to audit. For security purposes and in order to ensure that the system remains available to all expressly authorized users, the U.S. Department of Education monitors the system to identify unauthorized users. Anyone using this system expressly consents to such monitoring and recording. Unauthorized use of this information system is prohibited and subject to criminal and civil penalties. Except as expressly authorized by the U.S. Department of Education, unauthorized attempts to access, obtain, upload, modify, change, and/or delete information on this system are strictly prohibited and are subject to criminal prosecution under 18 U.S.C § 1030, and other applicable statutes, which may result in fines and imprisonment. For purposes of this system, unauthorized access includes, but is not limited to:

- Any access by an employee or agent of a commercial entity, or other third party, who is not the individual user, for purposes of commercial advantage or private financial gain (regardless of whether the commercial entity or third party is providing a service to an authorized user of the system); and
- Any access in furtherance of any criminal or tortious act in violation of the Constitution or laws of the United States or any State.
- If system monitoring reveals information indicating possible criminal activity, such evidence may be provided to law enforcement personnel.

I AGREE




# Accessing the CAR Portal

The Web address to access the Perkins Web Portal is <https://perkins.ed.gov>.

Figure 1. Perkins Web Portal Log In Form

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V)



PERKINS  
WEB PORTAL

Welcome to the Perkins Web Portal

Please login below. If you have questions about accessing the Perkins Web Portal, [contact us](#).

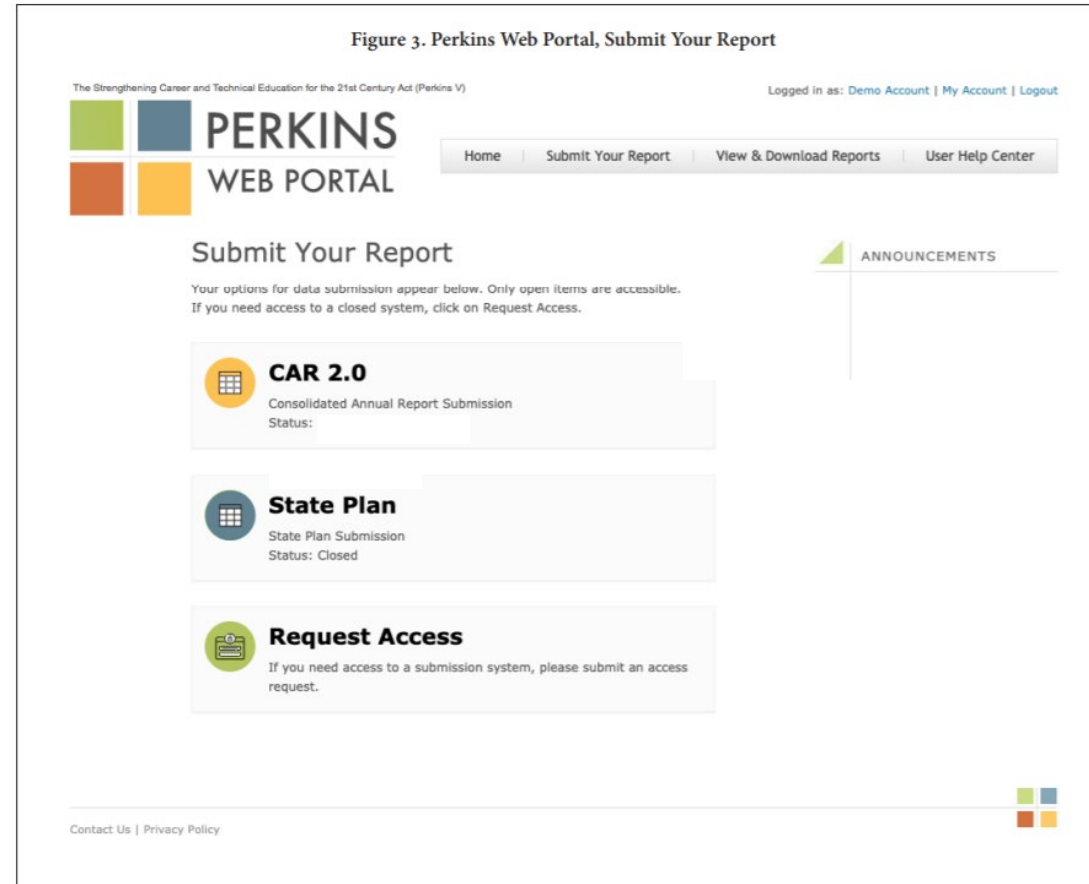
Email:

Password:

[FORGOT PASSWORD](#) [LOGIN](#)



# Accessing CAR Portal





# Cover Page

Marilyn Fountain  
Perkins Regional Coordinator

## **Learning Goal**

What key information must be included on the cover page?



# Cover Page

## A. State: Ohio

## B. PR/Award Numbers:

Title I Basic Grant to States:

## C. Period Covered By This Report:

Start Date: **7/1/2021**

End Date: **6/30/2022**

## D. Individual Serving as the State Director for Career and Technical Education

Name

Official Position Title

Agency

Telephone

Email

## E. Lead Individuals Completing This Report:

Select the lead individuals completing the report. If additional individuals without accounts will be completing the report, return to the Submit Your Report page and click "Request Access" to submit a request for additional user accounts.

### 1. Select the individual completing the **Narrative Performance Report**:

-- select user --



### 2. Select the individual completing the **Financial Status Reports**:

-- select user --



### 3. Select the individual completing the **Performance Reports**:

-- select user --



SAVE DRAFT

SAVE & CONTINUE





# Narrative Performance Report

Allison Hill  
Perkins Regional Coordinator

## **Learning Goals**

What are the narrative reporting requirements for 2021-2022 CAR?

How will states complete the “Fiscal Responsibility” narrative items?

How will states identify and quantify disparities or gaps in performance?

How will states report program improvement plans, when required?



# Narrative Performance Report

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Item
<b>II.B.1 Implementation of State Leadership Activities</b>
<b>II.B.2 Fiscal Responsibility</b>
<b>II.B.3 Disparities or Gaps in Performance</b>
<b>II.B.4 Implementation of Program Improvement Plans</b>



# Narrative Performance Report

## B.2 Fiscal Responsibility

- States must submit sub-award information for recipients or entities that are eligible to receive sub-awards under section 131 (secondary) and section 132 (postsecondary) of Perkins V.
- The CAR portal includes Excel templates and instructions detailing information required for each column of the forms.
  - Ensure that columns are populated for each row to reduce the need for revision requests.





# Narrative Performance Report

## State Allocation Subaward Forms

### Secondary Subawards (Section 131) Form

A	B	C	D	E	F	G
<b>Recipient or Entity Eligible for a Section 131 Subaward</b>	Eligible Recipient's or Entity's NCES District Identification Number ( <a href="https://nces.ed.gov/ccd/districtsearch/">https://nces.ed.gov/ccd/districtsearch/</a> )	Formula Allocation Amount	Final Subgrant Award Amount	Is this recipient or entity a member of a consortium? (0, 1, 2, 3)	State- Assigned Consortium Member ID Number (if applicable)	Is this consortium member the fiscal agent? (Yes/No/Not Applicable)

A	B	C	D	E	F	G
<b>Institution or Entity Eligible for a Section 132 Subaward</b>	Eligible Institution's or Entity's IPEDS Identification Number ( <a href="https://nces.ed.gov/globallocator/">https://nces.ed.gov/globallocator/</a> )	Formula Allocation Amount	Final Subgrant Award Amount	Is this institution or entity a member of a consortium ? (0, 1, 2)	Consortium Member ID Number (if applicable)	Is this consortium member the fiscal agent? (Yes/No/Not applicable)

### Postsecondary Subawards (Section 132) Form



# Narrative Performance Report

## B.3 Disparities or Gaps in Performance

- After completing the “Performance Data Reports” section of the CAR, States must identify and quantify any disparities or gaps in performance on the State determined levels of performance between any disaggregated category of students and all CTE concentrators served by the eligible agency.
- State must provide assurance that it has completed the following action:
  - ☐ I hereby certify that the State has reviewed the quantifiable disparities or gaps in performance on the State determined levels of performance between any disaggregated category of students and all CTE concentrators, as shown in section 4 of this report.



# Narrative Performance Report

## B.4 Implementation of State Program Improvement Plans

- After completing the “Performance Data Reports” section of the CAR, States must submit a program improvement plan if they fail to meet at least 90 percent of a State-determined level of performance for any of the core indicators of Perkins V for all CTE concentrators.

Required Item	Entry Method
The core indicator(s) that your State failed to meet at the 90 percent threshold.	Auto-populated by the CAR system.
The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students.	Auto-populated by the CAR system.
The action steps to be implemented to improve the State’s performance on the respective core indicator(s) and for categories of students for which disparities or gaps in performance were identified.	Populated by the State
The staff member(s) responsible for each action step.	Populated by the State.
The timeline for completing each action step.	Populated by the State.



# Financial Status Reports (FSRs)

Andrew Johnson  
Perkins Regional Coordinator

## **Learning Goals**

Financial Status Report Cover Page:  
Useful tips to consider

Financial Status Report Expenditures:  
Reporting state level expenditure  
Perkins V reporting requirements



# Financial Status Reports (FSRs)

## Cover Page- FSR - Tips to Consider

1	1. State Name		5. Grant Award Number
2	2. Federal Funding Period		Perkins V Grant
3	Start Date		6. Grant Award Amount
4	End Date		Perkins V Grant
5	3. Reporting Period		7. Amended Final FSR
6	Start Date		Date of Ammended FSR
7	End Date		Additional Information:



# Financial Status Reports (FSRs)

## Cover Page - FSR - Tips to Consider

- **Block 2-Federal Funding Period**
  - Interim and Final Financial Status Report-This should only cover the first 15 months of the Perkins grant ( example July 1, 2021 to September 30, 2022)
- **Block 3-Reporting Period**
  - Interim Financial Status Report-This report should cover the first 12 or 15 months of the Perkins grant
  - Final Financial Status Report-This report should cover the entire 27 months of the Perkins grant.
- **Additional Information**
  - This is a section of the cover page where the State can input any information that is relevant to the report. For example:
    - explain why a State failed to meet a floor or ceiling for one of the section 112 set-asides;
    - Explain why Perkins funds grant funds lapsed.
    - Other miscellaneous issues



# Financial Status Reports (FSRs)

## Expenditure Report Column 6 - Non-Federal Share of Outlays

Row	1	2	3	4	5	6	7	8	9	10	11			
	New Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	New Outlays To Date (Column 1 + 4)	Non-Federal Share of Outlays	Total Federal Share of Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal Funds (Column 10 - 9)			
<b>FUNDS FOR LOCAL DISTRIBUTION</b>														
<b>RESERVE FUNDS</b>														
A	Funds for Secondary Recipients													
B	Funds for Postsecondary Recipients													
C	Subtotal Reserve Funds (Row A + B)													
<b>LOCAL FORMULA FUNDS</b>														
D	Funds for Secondary Recipients													
E	Funds for Postsecondary Recipients													
F	Subtotal Local Formula Funds (Row D + E)													
G	Subtotal Funds for Local Distribution (Row C + F)													
<b>FUNDS FOR STATE LEADERSHIP</b>														
H	Funds for State Institutions													
I	Funds for Nontraditional Preparation													
J	Funds for Special Population Recruitment													
K	Funds for Other Leadership Activities													
L	Subtotal Funds for State Leadership (Row H + I + J + K)													
<b>STATE ADMINISTRATION</b>														
M	Subtotal Funds for State Administration													
N	Total Funds													



# Financial Status Reports (FSRs)

## Expenditure Report Column 6 Non-Federal Share of Outlays

- Perkins IV-Only State administration match expenditures were required to be reported
- Perkins V-All State level expenditures (program and administration) for CTE are required to be reported to determine Maintenance of Effort (MOE)
- Previously shared MOE guidance under Perkins V-<https://cte.ed.gov/grants/town-hall-webinars>

## Interim Financial Status Report

- Report covering first 12 or 15 months of 27-month grant
- State program funds for CTE reported on 12-month cycle
- State administration match funds - only funds reported on a 12-month cycle will be included in the MOE computation with State CTE funds. If a state is using admin match to meet MOE it must only include funds expended in the first 12 months in its interim report





# Financial Status Reports (FSRs)

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## **Final Financial Status Report**

- Report covering entire 27 months of the 27-month period of fund availability.
- State program funds for CTE that were reported on the interim FSR for the grant are repeated on the final FSR because MOE determinations are based upon the first 12 months of the 27-month grant period.
- State Administration Match funds can be reported for up to 27 months

## **Additional Pointers**

- Expenditures from column 5 of the interim FSR (Federal and State) are migrated to column 1 of the final FSR
- Columns 1-5 of the FSR-Combination of Federal and State Expenditures
- Column 6-State expenditures only
- Columns 7-11 only Federal Expenditures; Column 10 is the Budget for this grant



# Financial Status Report (FSRs)

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## Additional Resources

- Annotated Excel Spreadsheets
  - Provide State FSR preparers with information on how to complete the report
  - Notes with instructions and examples (that reinforce and add to information of FSRs provided in the Perkins CAR Guide)
  - These spreadsheets are available upon request
  - Submit requests to Andrew Johnson at [andrew.johnson@ed.gov](mailto:andrew.johnson@ed.gov)



# Annotated FSR Spreadsheets

Start Date		7/1/2019			Date of Ammended FSR						
End Date		9/30/2021			Additional Information:						
4. Accounting Basis		0									
Row		1	2	3	4	5	6	7	8	9	10
		Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	Net Outlays To Date (Column 1 + 4)	Non-Federal Share of Outlays	Total Federal Share of Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized
FUNDS FOR LOCAL DISTRIBUTION											
RESERVE FUNDS											
A	Funds for Secondary Recipients	Do Not Fill	In this column insert the State (If the State has expenditures insert in applicable rows) and Federal expenditures (payments made).	Program Income	Do Not Fill		In this column please insert the amount of <b>State funds</b> that were used to pay for item or services.  <u>No Federal dollars should be reflected here.</u>	Do Not Fill	In this column please insert the amount of federal dollars that have been obligated <b>but not</b> liquidated (pending payments) during the <b>12 or 15</b> month federal reporting period.	Do Not Fill	This column should reflect the distribution of the Federal grant award (funds) for the 27 month period.  In some instances, the amounts and distribution of funds within each category may be identical to the State plan budget sheet.
B	Funds for Postsecondary Recipients										
C	Subtotal Reserve Funds (Row A + B)										
LOCAL FORMULA FUNDS											
D	Funds for Secondary Recipients	Do Not Fill	For State expenditures, only include the	Program Income	Do Not Fill		Only report outlays (expenditures) for the first 12 month period (program funds, if any State	Do Not Fill		Do Not Fill	
E	Funds for Postsecondary Recipients										
F	Subtotal Local Formula Funds (Row D + E)										





# Performance Data Reports

Jose Figueroa  
Perkins Regional Coordinator

## **Learning Goals**

Which categories of students must be reported as duplicated and unduplicated counts?

How should a state handle gender data reporting if it uses categories beyond "Male" and "Female?"

When can "-1" and "-9" codes be used?

How are the new CTE Concentrator Performance Forms populated?



# Performance Data Reports

Item
<b>IV.B.1 CTE Participant Enrollment Forms</b>
<b>IV.B.2 CTE Concentrator Enrollment Forms</b>
<b>IV.B.3 CTE Concentrator Performance Forms</b>



# Performance Data Reports

## Disaggregated Categories of Students

### Gender

Female<sup>U</sup>  
Male<sup>U</sup>

### Race/Ethnicity

American Indian/ Alaskan Native<sup>U</sup>  
Asian<sup>U</sup>  
Black/ African American  
Hispanic/ Latino<sup>U</sup>  
Native Hawaiian/ Other Pacific  
Islander<sup>U</sup>  
White<sup>U</sup>  
Two or More Races<sup>U</sup>  
Unknown<sup>U</sup>

### Special Populations

Individuals with Disabilities<sup>D</sup>  
Individuals from Economically  
Disadvantaged Families<sup>D</sup>  
Individuals Preparing for Non-  
traditional Fields<sup>D</sup>  
Single Parents<sup>D</sup>  
Out of Workforce Individuals<sup>D</sup>  
English Learners<sup>D</sup>  
Homeless Individuals<sup>D</sup>  
Youth in Foster Care<sup>D</sup>  
Youth with Parent in Active<sup>D</sup> Military<sup>D</sup>  
Migrant<sup>D</sup>

U= Unduplicated Counts  
D= May be Duplicated Counts



# Performance Data Reports

## Gender Reporting

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DATE recognizes that many states collect gender data that extends beyond the binary categories of "Male" and "Female."

CAR currently allows for reporting of students that identify as "Male" or "Female."

If the "Grand Total" is greater than the sum of "Male" and "Female" gender categories, States must explain the difference by using the "Additional Information" text box in the CAR system.



# Performance Data Reports

## Disaggregated Categories of Students

### Career Clusters

1. Agriculture, Food & Natural Resources
2. Architecture & Construction
3. Arts, A/V Technology & Communications
4. Business Management & Administration
5. Education and Training
6. Finance
7. Government & Public Administration
8. Health Science
9. Hospitality & Tourism

10. Human Services
11. Information Technology
12. Law, Public Safety, Corrections & Security
13. Manufacturing
14. Marketing
15. Science, Technology, Engineering & Mathematics
16. Transportation, Distribution & Logistics
17. Other: Please Identify (Optional)

Note: States may elect to report cluster data as unduplicated or duplicated counts. Please identify in the CAR if the data is duplicated or unduplicated.



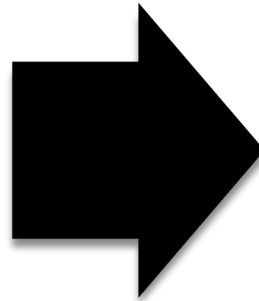


# Performance Data Reports

## "Other" Career Cluster

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Using the  
"Other" career  
cluster category



Identify the  
"Other" category  
by using the  
"Additional  
Information" text  
box



# Performance Data Reports

## -1 and -9 Codes

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-1

(Not Provided)

The eligible agency attempted, but was unable, to obtain data from eligible recipients.

-9

(Program Not Offered)

Only applicable to career cluster cells.



# Performance Data Reports

## CTE Concentrator Performance Forms

Updated, dynamic reporting tables aid with the efficient submission of Perkins V performance data.

Required Item	Entry Method
<b>Numerator Definition</b>	Populated by the State
<b>Denominator Definition</b>	Populated by the State
<b>Number of Students in Numerator</b>	Populated by the State for aggregate and disaggregated categories of students
<b>Number of Students in the Denominator</b>	Populated by the State for aggregate and disaggregated categories of students
<b>State Determined Level of Performance</b>	Auto-populated with FY 21 SDPLs
<b>Actual Level of Performance</b>	Auto-calculated and populated
<b>State Determined vs. Actual Level of Performance</b>	Auto-calculated and populated
<b>Met 90% of SDPL?</b>	Auto-calculated and populated Results populate Improvement Plan tables in Narrative Performance Report section of CAR

1S1: Four-Year Graduation Rate			
Numerator Definition			
Denominator Definition			
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator
1	Grand Total - UNDUPLICATED		
GENDER			
2	Male		
3	Female		
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)			
4	American Indian or Alaskan Native		
5	Asian		
6	Black or African American		
7	Hispanic or Latino		
8	Native Hawaiian or Other Pacific Islander		
9	White		
10	Two or More Races		
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)			
11	Individuals with Disabilities		
12	Individuals from Economically Disadvantaged Families		
13	Individuals Preparing for Non-traditional Fields		
14	Single Parents		
15	Out of Workforce Individuals		
16	English Learners		
17	Homeless Individuals		
18	Youth in Foster Care		
19	Youth with Parent in Active Military		
20	Migrant Students		
CAREER CLUSTERS			
21	Agriculture, Food & Natural Resources		
22	Architecture & Construction		
23	Arts, A/V Technology & Communications		
24	Business Management & Administration		
25	Education & Training		
26	Finance		
27	Government & Public Administration		
28	Health Science		
29	Hospitality & Tourism		
30	Human Services		
31	Information Technology		
32	Law, Public Safety, Corrections & Security		
33	Manufacturing		
34	Marketing		
35	Science, Technology, Engineering & Mathematics		
36	Transportation, Distribution & Logistics		
37	Other: Please Identify:		
Additional Information			



# Performance Data Reports

## CTE Concentrator Performance Forms

Populated by the State

Auto-Populated/Calculated

**1S1: Four-Year Graduation Rate**

[Go back to Templates](#)

Numerator Definition:

Denominator Definition:

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Determined Level of Performance	D Actual Level of Performance	E State Determined vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total - UNDUPLICATED	<input type="text"/>	<input type="text"/>	88.00%	<input type="text"/>	<input type="text"/>	
<b>GENDER</b>							
2	Male	<input type="text"/>	<input type="text"/>	88.00%	<input type="text"/>	<input type="text"/>	
3	Female	<input type="text"/>	<input type="text"/>	88.00%	<input type="text"/>	<input type="text"/>	
<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>							
4	American Indian or Alaskan Native	<input type="text"/>	<input type="text"/>	88.00%	<input type="text"/>	<input type="text"/>	
5	Asian	<input type="text"/>	<input type="text"/>	88.00%	<input type="text"/>	<input type="text"/>	
6	Black or African American	<input type="text"/>	<input type="text"/>	88.00%	<input type="text"/>	<input type="text"/>	
7	Hispanic or Latino	<input type="text"/>	<input type="text"/>	88.00%	<input type="text"/>	<input type="text"/>	





# Questions?

Please use the “hand-raise” feature or the chat to ask a question.



# Next Steps

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## **Register for Upcoming CAR Portal Training!**

- October 26, 2022, 2-3pm ET
- October 27, 2022, 11am-12pm ET

## **Request Excel templates!**

- Templates to get a head start on completing your report
- Contact your PRC

