

PERKINS V CONSOLIDATED ANNUAL REPORT (CAR)

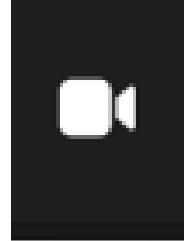
State Training
Program Year 2024-25
(CAR Report Due January 31, 2026)



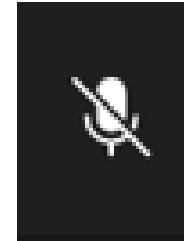
Participation Guidelines & Tips

- Please stay muted during the training.
- Use the hand-raise feature for the presenter's attention.
- Type your questions in the chat box. Questions will be answered at the end of the session.

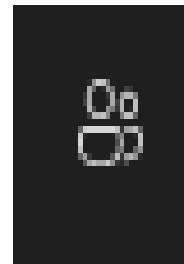
MS Teams Tools



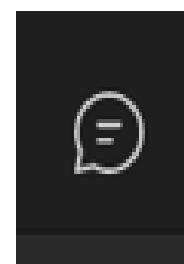
Turn camera on/off



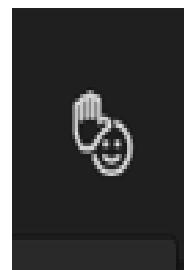
Turn microphone on/off



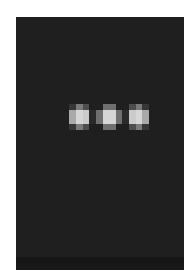
View participant list



View and use the chat



Use the hand-raise feature



Click on Three dots to turn live captions

Turn on live captions



Agenda

- Perkins Coordinators (PCs)
- Important Dates
- CAR Required Sections
- System Login & General Information
- Overview of CAR Required Steps
- Questions & Answers
- Contact Information



Perkins Coordinators (PCs)

PC	State Responsibility
<p>José Figueroa Education Program Specialist Jose.Figueroa@ed.gov (202) 987-1397</p>	<p>AK, AR, CA, DE, FL, ID, KY, LA, MO, MT, NC, ND, NH, NV, OH, OR, PA, PR, RI, SD, TN, VA, VI, VT, WA, WV, WY</p>
<p>Andrew Johnson Program Specialist Andrew.Johnson@ed.gov (202) 987-1208</p>	<p>AL, AZ, CO, CT, DC, GA, HI, IA, IL, IN, KS, MA, MD, ME, MI, MN, MS, NE, NJ, NM, NY, OK, PU, SC, TX, UT, WI</p>



Important Dates

- CAR Portal Opens: **November 18, 2025**
- CAR Submission Deadline: **January 31, 2026**
- The User Guide will be available on the Portal User Help Center and posted on PCRN at: <https://cte.ed.gov/accountability/consolidated-annual-report>
- The training recording and slides will be posted soon on the PCRN Learning Center.



System Login & General Information



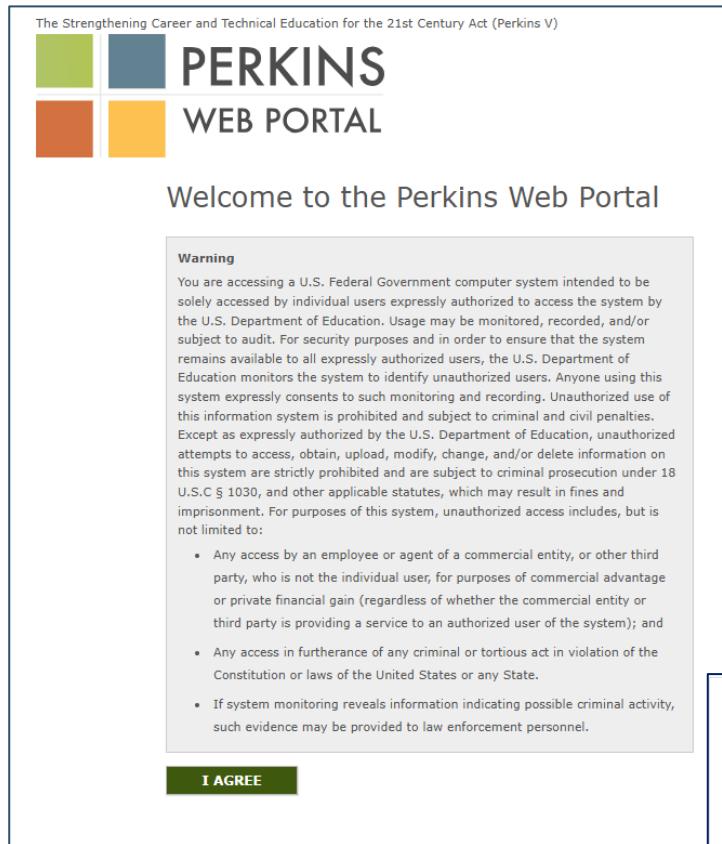
CAR Required Sections

- **1. Cover Page**
- **2. Narrative Performance Report**
 - 2.a - Implementation of State Leadership Activities
 - Methods of Administration (MOA) Biennial report, for applicable States
 - 2.b - Fiscal Responsibility
 - 2.c - Disparities or Gaps in Performance
 - 2.d - Implementation of State Program Improvement Plans
- **3. Financial Status Reports**
 - 3.a - Interim Financial Status Report
 - 3.b - Final Financial Status Report
- **4. Performance Data Reports**
 - 4a & 4b - CTE Participant Enrollment Forms
 - 4c & 4d - CTE Concentrator Enrollment Forms
 - 4.e through 4.s - CTE Performance Forms



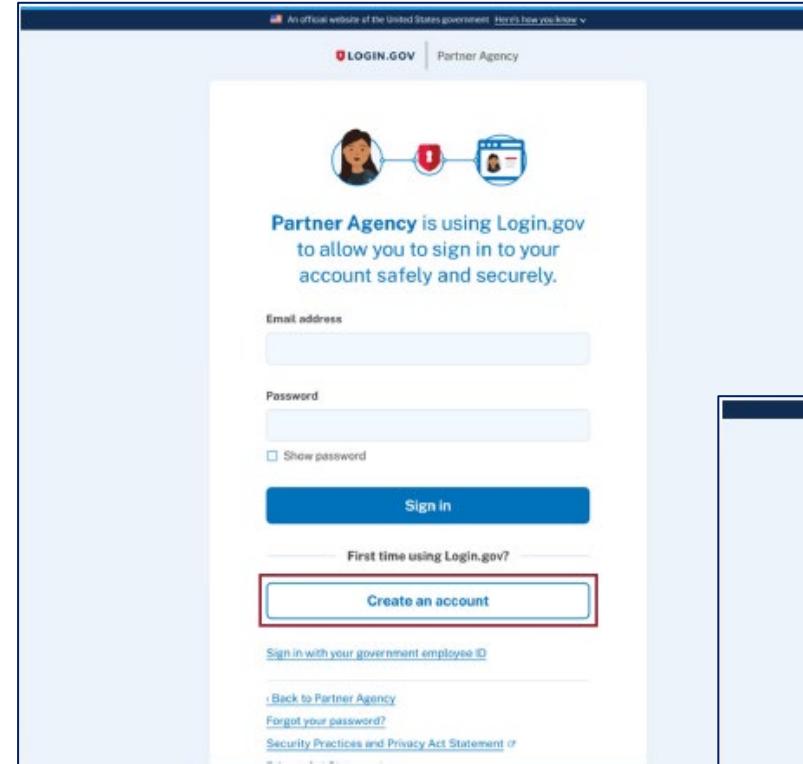
System Login

- To access the Perkins Web Portal, go to:
<https://perkins.ed.gov>
- Click I Agree after reviewing the warning message.
- Click on “CLICK HERE TO LOG IN”



Create Login.gov Account

- On the Login.gov sign-up page, click **Create an account**, for new users.
- Enter your email address to connect to the Login.gov account.
- Select your preferred language.
- Click on the checkbox to accept the **Rules of Use** statement.
- Click **Submit**.



An official website of the United States government. Here's how you know ✓

LOGIN.GOV | Partner Agency

Partner Agency is using Login.gov to allow you to sign in to your account safely and securely.

Email address

Password

Show password

Sign in

First time using Login.gov?

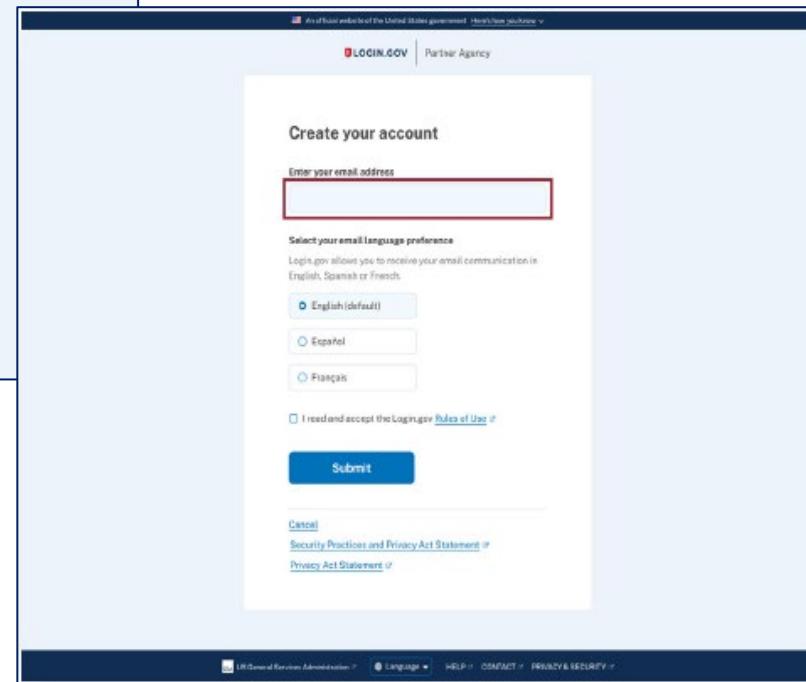
Create an account

[Sign in with your government employee ID](#)

[Back to Partner Agency](#)

[Forgot your password?](#)

[Security Practices and Privacy Act Statement](#)



An official website of the United States government. Here's how you know ✓

LOGIN.GOV | Partner Agency

Create your account

Enter your email address

Select your email language preference

Login.gov allows you to receive your email communication in English, Spanish or French

English (default)

Español

Français

I read and accept the Login.gov [Rules of Use](#)

Submit

[Cancel](#)

[Security Practices and Privacy Act Statement](#)

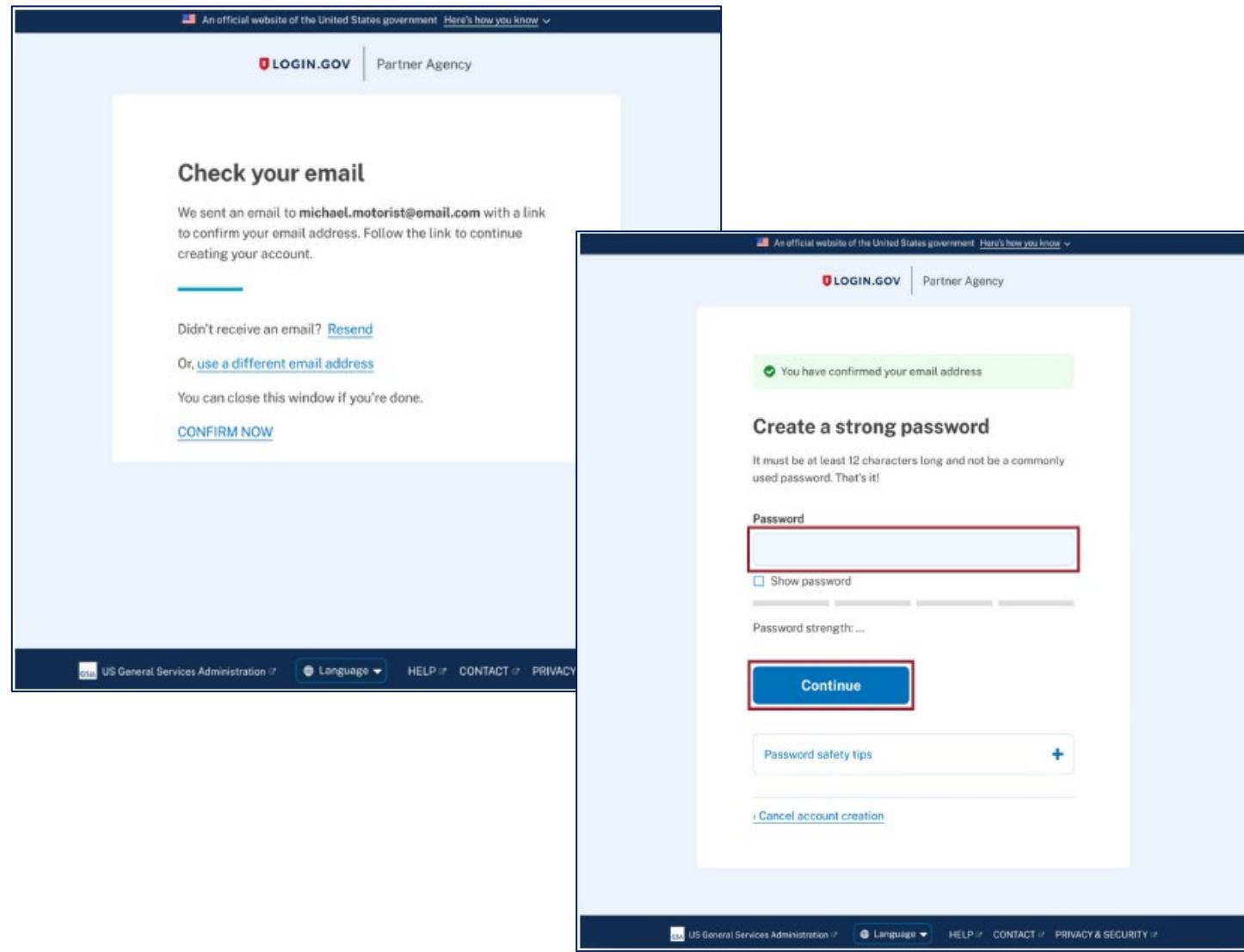
[Privacy Act Statement](#)

U.S. General Services Administration | [Language](#) | [HELP](#) | [CONTACT](#) | [PRIVACY & SECURITY](#)



Create Login.gov Account (continued)

- Check the inbox of the email account used in **Step 3** for a verification email.
- Open the email and click on **Confirm your email address**.
- Create a strong password in the password prompt.

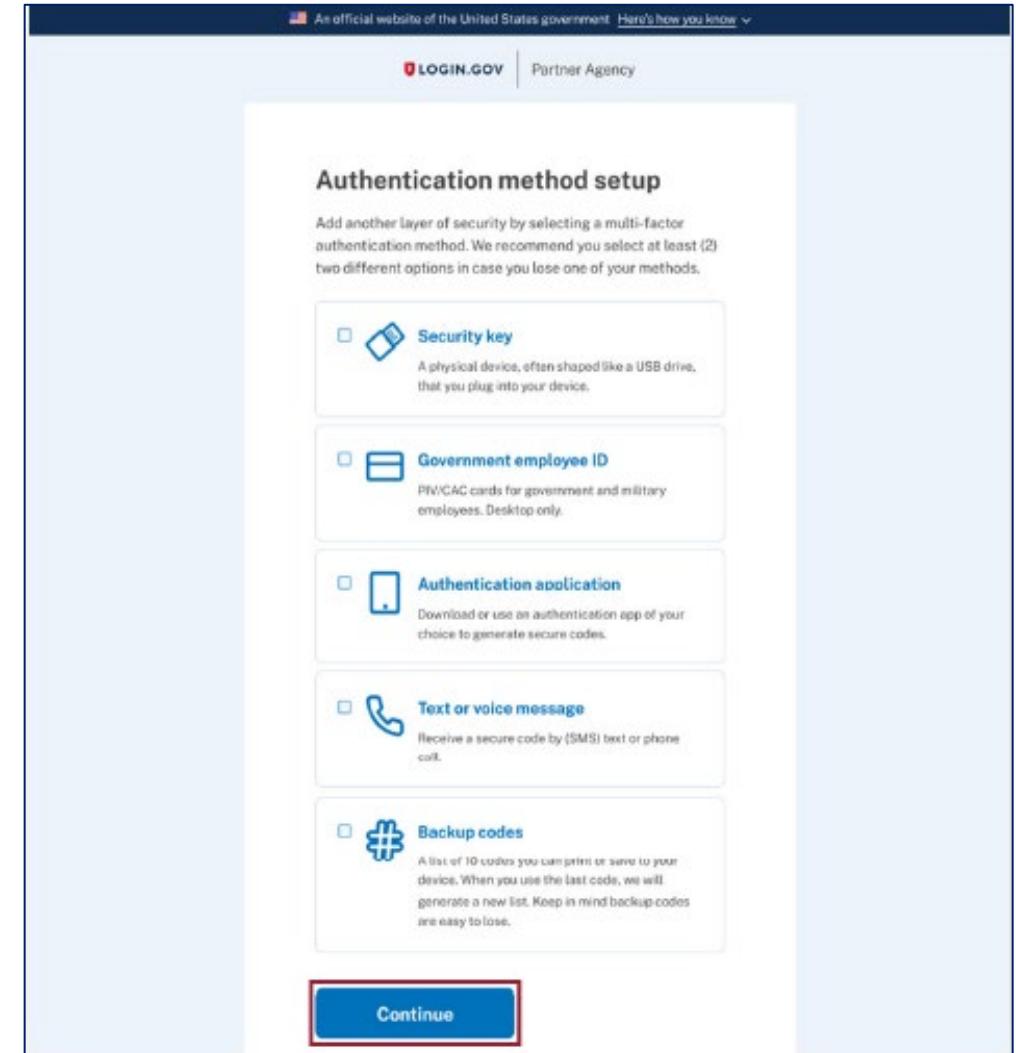


The image displays two screenshots of the Login.gov account creation process. The left screenshot shows the 'Check your email' step, where a message informs the user that an email has been sent to their specified address (michael.motorist@email.com) with a link to confirm their email address. It includes links for 'Resend' and 'Or, use a different email address'. The right screenshot shows the 'Create a strong password' step, where the user is prompted to enter a password that must be at least 12 characters long and not be a commonly used password. A password strength meter shows the current level, and a 'Continue' button is highlighted with a red box. Below the password field, there is a 'Password safety tips' section and a 'Cancel account creation' link.



Create Login.gov Account (continued)

- Set up your secondary authentication method.
- Follow the authentication method steps to complete your account set up.
- For further information, refer to the login.gov user guide available at:
<https://cte.ed.gov/accountability/consolidated-annual-report>



The screenshot shows a web page titled 'Authentication method setup' on the 'LOGIN.GOV' website. The page is part of a 'Partner Agency' section. It instructs users to add another layer of security by selecting a multi-factor authentication method, recommending at least two different options. Five options are listed, each with an input checkbox:

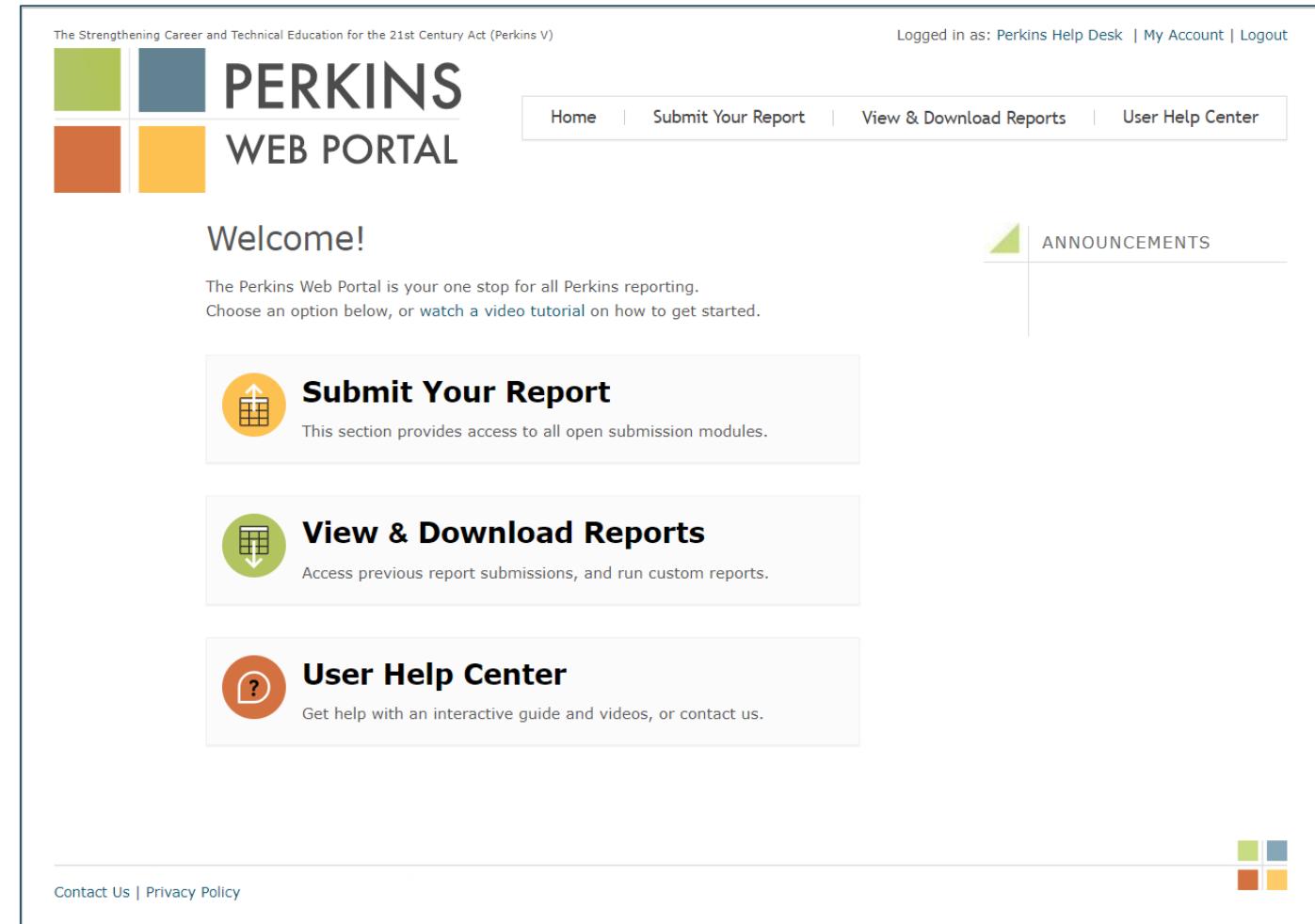
- Security key**: A physical device, often shaped like a USB drive, that you plug into your device.
- Government employee ID**: PIV/CAC cards for government and military employees. Desktop only.
- Authentication application**: Download or use an authentication app of your choice to generate secure codes.
- Text or voice message**: Receive a secure code by (SMS) text or phone call.
- Backup codes**: A list of 10 codes you can print or save to your device. When you use the last code, we will generate a new list. Keep in mind backup codes are easy to lose.

A large blue 'Continue' button is located at the bottom of the page.



Perkins Web Portal Home Page

- Submit Your Report:** Provides access to all reporting modules.
- View & Download Reports:** Provides access to previous report submissions.
- User Help Center:** Contains user guide, recorded training video, and Help Desk contact information.



The screenshot shows the homepage of the Perkins Web Portal. At the top left is the text "The Strengthening Career and Technical Education for the 21st Century Act (Perkins V)". At the top right are links for "Logged in as: Perkins Help Desk | My Account | Logout". The top center features the "PERKINS WEB PORTAL" logo, which consists of four colored squares (green, blue, orange, yellow) arranged in a 2x2 grid, followed by the text "PERKINS WEB PORTAL". Below the logo is a "Welcome!" message and a brief description: "The Perkins Web Portal is your one stop for all Perkins reporting. Choose an option below, or watch a video tutorial on how to get started." There are three main options: "Submit Your Report" (with an upload icon), "View & Download Reports" (with a download icon), and "User Help Center" (with a help icon). Each option has a brief description below it. At the bottom left is a link to "Contact Us | Privacy Policy". At the bottom right is a small decorative graphic of four colored squares (green, blue, orange, yellow) arranged in a 2x2 grid.



General Information

- Save data frequently!
 - **Save Draft:** Saves data without performing any data validations.
 - **Save & Continue:**
 - Saves data and performs data validations.
 - Marks a step complete (no errors).
 - Moves to the next section.
- Clear Form: Removes all saved data from the section.
- Use the navigation menu on the left side of the screen.

REQUIRED STEPS	REPORT WORKSPACE	★ HELP ON THIS PAGE
1. Cover Page	1. Cover Page <i>According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1830-0569. Public reporting burden for this collection of information is estimated to average 177 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit (section 113(b)(3)(C) of the Carl D. Perkins Career and Technical Education Act, 2 CFR 200.328, 2 CFR 200.329, and 34 CFR 76.720). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, please contact your State's Perkins Regional Coordinator who can be located under the "Contact Us" tab on the Perkins Collaborative Resource Network (PCRN) at https://cte.ed.gov.</i>	
2. Narrative Performance Report	A. State: Alaska	
3. Financial Status Reports	B. PR/Award Numbers: Title I Basic Grant to States: V048A230002	
4. Performance Data Reports	C. Period Covered By This Report: Start Date: 07/01/2023 End Date: 06/30/2024	
5. Review & Certification	D. Individual Serving as the State Director for Career and Technical Education Name Official Position Title Agency Telephone Email	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

CLEAR FORM

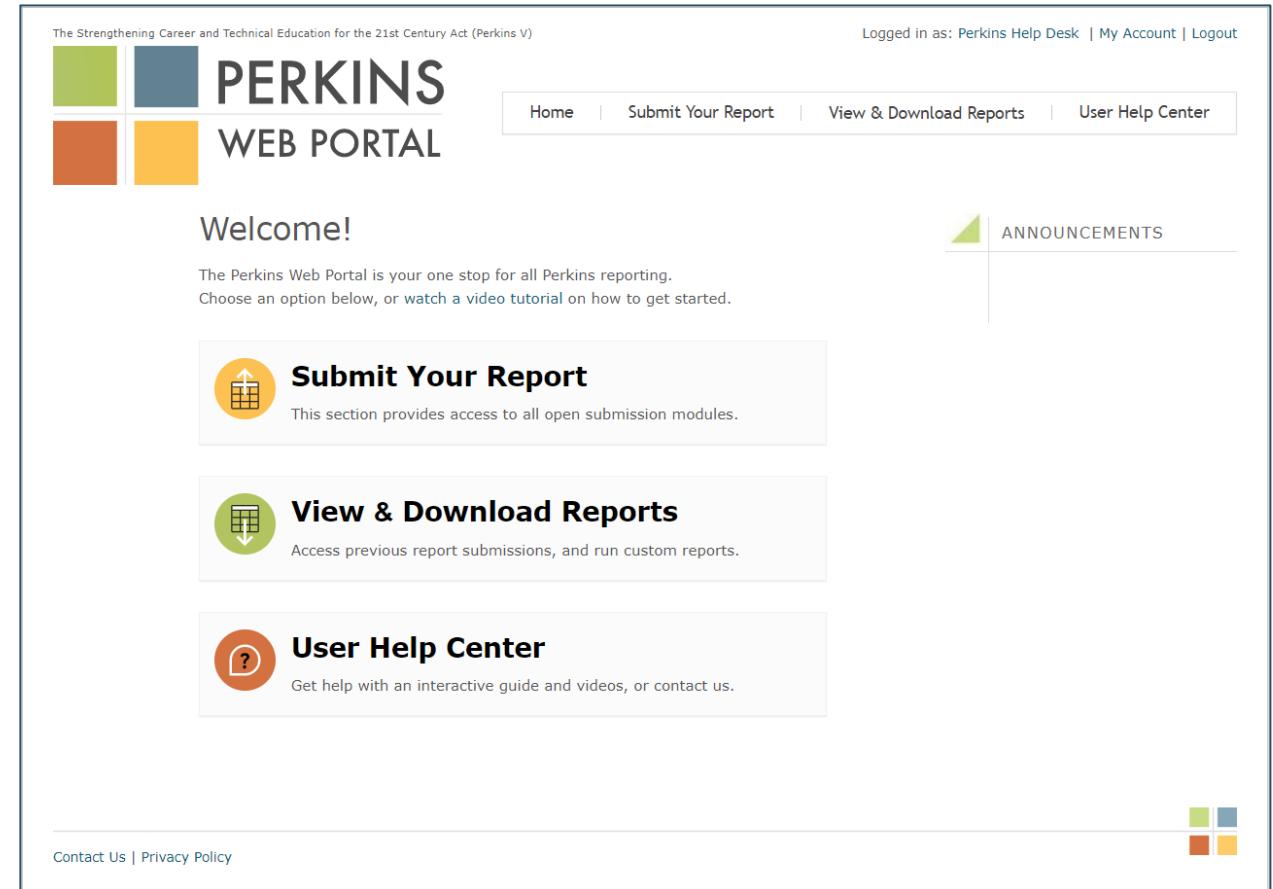
SAVE DRAFT

SAVE & CONTINUE



User Access

- User account requests must be submitted by the State Director.
- Three User Roles in CAR:
 - State User: Enter/Edit Data
 - Financial Auditor: Certify Financial Status Reports (FSR)
 - State Director: Review & Certify CAR



The screenshot shows the homepage of the Perkins Web Portal. At the top, there is a logo consisting of four colored squares (green, blue, orange, and yellow) arranged in a 2x2 grid, followed by the text "PERKINS WEB PORTAL". The top right corner shows a user is "Logged in as: Perkins Help Desk | My Account | Logout". Below the logo, a "Welcome!" message is displayed, followed by a brief description: "The Perkins Web Portal is your one stop for all Perkins reporting. Choose an option below, or watch a video tutorial on how to get started." Three main options are presented in boxes: "Submit Your Report" (with an icon of a document and an upward arrow), "View & Download Reports" (with an icon of a document and a downward arrow), and "User Help Center" (with an icon of a question mark inside a circle). At the bottom of the page, there are links for "Contact Us" and "Privacy Policy". The bottom right corner features a small decorative graphic of four colored squares (green, blue, orange, and yellow) arranged in a 2x2 grid.



Review & Certification Page

- Navigate to the **Review & Certification** to check the status of each section.
 - Not Completed
 - Completed
- Performance measures that are not applicable for your State will not be displayed on this page.

REQUIRED STEPS	REPORT WORKSPACE																																										
<ol style="list-style-type: none">1. Cover Page2. Narrative Performance Report3. Financial Status Reports4. Performance Data Reports5. Review & Certification	<p>5. Review & Certification</p> <p><i>Directions: In order to certify and submit your report, the State Director must review and approve each step. Once all steps have been completed, click the button below to start your review. If during your review you identify errors or missing information, please exit the review. Once you have made and saved your changes, you must restart the review process.</i></p> <p>Required Steps:</p> <table><tbody><tr><td>1. Cover Page</td><td><input checked="" type="checkbox"/> Completed</td></tr><tr><td>2a. Implementation of State Leadership Activities</td><td><input type="checkbox"/> Not Completed Go to step</td></tr><tr><td>2b. Fiscal Responsibility</td><td><input type="checkbox"/> Not Completed Go to step</td></tr><tr><td>2c. Disparities or Gaps in Performance</td><td><input type="checkbox"/> Not Completed Go to step</td></tr><tr><td>2d. Implementation of State Program Improvement Plans</td><td><input type="checkbox"/> Not Completed Go to step</td></tr><tr><td>3a. Interim Financial Status Report</td><td><input type="checkbox"/> Not Completed Go to step</td></tr><tr><td>3b. Final Financial Status Report</td><td><input type="checkbox"/> Not Completed Go to step</td></tr><tr><td>4a. Secondary CTE Participant Enrollment</td><td><input type="checkbox"/> Not Completed Go to step</td></tr><tr><td>4b. Postsecondary CTE Participant Enrollment</td><td><input type="checkbox"/> Not Completed Go to step</td></tr><tr><td>4c. Secondary CTE Concentrator Enrollment</td><td><input type="checkbox"/> Not Completed Go to step</td></tr><tr><td>4d. Postsecondary CTE Concentrator Enrollment</td><td><input type="checkbox"/> Not Completed Go to step</td></tr><tr><td>4e. 1S1: Four-Year Graduation Rate</td><td><input type="checkbox"/> Not Completed Go to step</td></tr><tr><td>4g. 2S1: Academic Proficiency in Reading Language Arts</td><td><input type="checkbox"/> Not Completed Go to step</td></tr><tr><td>4h. 2S2: Academic Proficiency in Mathematics</td><td><input type="checkbox"/> Not Completed Go to step</td></tr><tr><td>4i. 2S3: Academic Proficiency in Science</td><td><input type="checkbox"/> Not Completed Go to step</td></tr><tr><td>4j. 3S1: Post-Program Placement</td><td><input type="checkbox"/> Not Completed Go to step</td></tr><tr><td>4k. 4S1: Non-Traditional Program Concentration</td><td><input type="checkbox"/> Not Completed Go to step</td></tr><tr><td>4l. 5S1: Program Quality – Attained Recognized Postsecondary Credential</td><td><input type="checkbox"/> Not Completed Go to step</td></tr><tr><td>4q. 1P1: Postsecondary Placement</td><td><input type="checkbox"/> Not Completed Go to step</td></tr><tr><td>4r. 2P1: Earned Recognized Postsecondary Credential</td><td><input type="checkbox"/> Not Completed Go to step</td></tr><tr><td>4s. 3P1: Nontraditional Program Concentration</td><td><input type="checkbox"/> Not Completed Go to step</td></tr></tbody></table>	1. Cover Page	<input checked="" type="checkbox"/> Completed	2a. Implementation of State Leadership Activities	<input type="checkbox"/> Not Completed Go to step	2b. Fiscal Responsibility	<input type="checkbox"/> Not Completed Go to step	2c. Disparities or Gaps in Performance	<input type="checkbox"/> Not Completed Go to step	2d. Implementation of State Program Improvement Plans	<input type="checkbox"/> Not Completed Go to step	3a. Interim Financial Status Report	<input type="checkbox"/> Not Completed Go to step	3b. Final Financial Status Report	<input type="checkbox"/> Not Completed Go to step	4a. Secondary CTE Participant Enrollment	<input type="checkbox"/> Not Completed Go to step	4b. Postsecondary CTE Participant Enrollment	<input type="checkbox"/> Not Completed Go to step	4c. Secondary CTE Concentrator Enrollment	<input type="checkbox"/> Not Completed Go to step	4d. Postsecondary CTE Concentrator Enrollment	<input type="checkbox"/> Not Completed Go to step	4e. 1S1: Four-Year Graduation Rate	<input type="checkbox"/> Not Completed Go to step	4g. 2S1: Academic Proficiency in Reading Language Arts	<input type="checkbox"/> Not Completed Go to step	4h. 2S2: Academic Proficiency in Mathematics	<input type="checkbox"/> Not Completed Go to step	4i. 2S3: Academic Proficiency in Science	<input type="checkbox"/> Not Completed Go to step	4j. 3S1: Post-Program Placement	<input type="checkbox"/> Not Completed Go to step	4k. 4S1: Non-Traditional Program Concentration	<input type="checkbox"/> Not Completed Go to step	4l. 5S1: Program Quality – Attained Recognized Postsecondary Credential	<input type="checkbox"/> Not Completed Go to step	4q. 1P1: Postsecondary Placement	<input type="checkbox"/> Not Completed Go to step	4r. 2P1: Earned Recognized Postsecondary Credential	<input type="checkbox"/> Not Completed Go to step	4s. 3P1: Nontraditional Program Concentration	<input type="checkbox"/> Not Completed Go to step
1. Cover Page	<input checked="" type="checkbox"/> Completed																																										
2a. Implementation of State Leadership Activities	<input type="checkbox"/> Not Completed Go to step																																										
2b. Fiscal Responsibility	<input type="checkbox"/> Not Completed Go to step																																										
2c. Disparities or Gaps in Performance	<input type="checkbox"/> Not Completed Go to step																																										
2d. Implementation of State Program Improvement Plans	<input type="checkbox"/> Not Completed Go to step																																										
3a. Interim Financial Status Report	<input type="checkbox"/> Not Completed Go to step																																										
3b. Final Financial Status Report	<input type="checkbox"/> Not Completed Go to step																																										
4a. Secondary CTE Participant Enrollment	<input type="checkbox"/> Not Completed Go to step																																										
4b. Postsecondary CTE Participant Enrollment	<input type="checkbox"/> Not Completed Go to step																																										
4c. Secondary CTE Concentrator Enrollment	<input type="checkbox"/> Not Completed Go to step																																										
4d. Postsecondary CTE Concentrator Enrollment	<input type="checkbox"/> Not Completed Go to step																																										
4e. 1S1: Four-Year Graduation Rate	<input type="checkbox"/> Not Completed Go to step																																										
4g. 2S1: Academic Proficiency in Reading Language Arts	<input type="checkbox"/> Not Completed Go to step																																										
4h. 2S2: Academic Proficiency in Mathematics	<input type="checkbox"/> Not Completed Go to step																																										
4i. 2S3: Academic Proficiency in Science	<input type="checkbox"/> Not Completed Go to step																																										
4j. 3S1: Post-Program Placement	<input type="checkbox"/> Not Completed Go to step																																										
4k. 4S1: Non-Traditional Program Concentration	<input type="checkbox"/> Not Completed Go to step																																										
4l. 5S1: Program Quality – Attained Recognized Postsecondary Credential	<input type="checkbox"/> Not Completed Go to step																																										
4q. 1P1: Postsecondary Placement	<input type="checkbox"/> Not Completed Go to step																																										
4r. 2P1: Earned Recognized Postsecondary Credential	<input type="checkbox"/> Not Completed Go to step																																										
4s. 3P1: Nontraditional Program Concentration	<input type="checkbox"/> Not Completed Go to step																																										



CAR Required Steps



1. Cover Page

- All fields are required:
 - State name is auto-populated
 - PR/Award number is auto-populated
 - Period covered by this report is auto-populated
 - Provide contact information for the State Director
 - Select the lead individual completing each section
- Click **Save & Continue** to mark the section complete.

REQUIRED STEPS	REPORT WORKSPACE	★ HELP ON THIS PAGE
1. Cover Page	<p>1. Cover Page</p> <p>According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1830-0569. Public reporting burden for this collection of information is estimated to average 177 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit (section 113(b)(3)(C) of the Carl D. Perkins Career and Technical Education Act, 2 CFR 200.328, 2 CFR 200.329, and 34 CFR 76.720). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, please contact your State's Perkins Regional Coordinator who can be located under the "Contact Us" tab on the Perkins Collaborative Resource Network (PCRN) at https://cte.ed.gov.</p>	
2. Narrative Performance Report		
3. Financial Status Reports		
4. Performance Data Reports		
5. Review & Certification		

A. State: Alabama

B. PR/Award Numbers:

Title I Basic Grant to States: V048A230001

C. Period Covered By This Report:

Start Date: 07/01/2023
End Date: 06/30/2024

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

Name:
Official Position Title:
Agency:
Telephone: 1234567890, 123-456-7890, or (123) 456-7890
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**:

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

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

SAVE DRAFT **SAVE & CONTINUE**



2.a - Implementation of State Leadership Activities

- Provide text responses for the narrative questions. Text fields use rich text editors to allow formatting.
- All narrative responses are required unless the question is optional.
- Upload Methods of Administration (MOA) Biennial Report, if applicable.



2.a - MOA Submission

- MOA coordinators should email their MOA report (PDF) to maria.litsakis@ed.gov and MOA@ed.gov by December 31, 2025.
- State Directors should coordinate with MOA Coordinators to upload the MOA report to question E, by January 31, 2026.
- Steps to upload:
 - Select **Choose File** to locate the file on your computer
 - Once uploaded, click **Save Draft** to save the file to your CAR
- Click **Save & Continue** to mark Section 2.a complete.

E. If applicable, provide the Methods of Administration (MOA) Biennial Report.

Upload File: MOA Bienni...20- FL.docx

F. Supporting Documentation (Optional)

Upload File: No file chosen

Enter File Description:

E. If applicable, provide the Methods of Administration (MOA) Biennial Report.

Upload File: No file chosen

Uploaded file(s):

File Name	Upload Date
MOA Biennial Report 2020- FL.docx	11/16/2021

[\[Delete\]](#)

F. Supporting Documentation (Optional)

Upload File: No file chosen

Enter File Description:

SAVE DRAFT **SAVE & CONTINUE**



2.b - Fiscal Responsibility

- Templates are available for Secondary and Postsecondary Subawards forms.
- Download the template, then populate with your State data.
 - ***Important!*** If a cell is completed in one row, all cells in that row must be completed.
- Upload the template by selecting **Choose File** and click **Save Draft**.
- Click **Save & Continue** to mark the section complete.

REQUIRED STEPS	REPORT WORKSPACE	HELP ON THIS PAGE
1. Cover Page		
2. Narrative Performance Report <ul style="list-style-type: none"> a. Implementation of State Leadership Activities b. Fiscal Responsibility c. Disparities or Gaps in Performance d. Implementation of State Program Improvement Plans 	2b. Fiscal Responsibility <p>A. For each recipient or entity that is eligible to receive a subaward under section 131 (secondary education programs) of Perkins V, please provide the information indicated in the Secondary Subawards (Section 131) Form.</p> <p>Download template: Secondary Subawards (Section 131) Form.xlsx</p> <p>Upload completed template: <input type="button" value="Choose File"/> No file chosen</p> <hr/> <p>B. For each institution or entity that is eligible to receive a subaward under section 132 (postsecondary education programs), please provide the information indicated in the Postsecondary Subawards (Section 132) Form.</p> <p>Download template: Postsecondary Subawards (Section 132) Form.xlsx</p> <p>Upload completed template: <input type="button" value="Choose File"/> No file chosen</p> <hr/> <p>C. Describe your process and priorities in using the reserve for local recipients, if applicable. Indicate the major accomplishments of your local recipients as a result of using these funds. (Section 112(a)(1) and (3) of Perkins V)</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> RBC B I U S Tx </div> <div style="border: 1px solid #ccc; height: 150px; margin-bottom: 10px;"></div> <div style="border: 1px solid #ccc; height: 150px;"></div>	 HELP ON THIS PAGE
3. Financial Status Reports		
4. Performance Data Reports		
5. Review & Certification		



2.c - Disparities or Gaps in Performance

- First complete and review the CTE Performance Forms sections 4.e through 4.s.
- Select the **checkbox** to confirm your review.
- Provide any additional information.
- Click **Save & Continue** to mark the section complete (*section 4 must be completed first!*).

REQUIRED STEPS	REPORT WORKSPACE	HELP ON THIS PAGE
1. Cover Page	2c. Disparities or Gaps in Performance	 HELP ON THIS PAGE
2. Narrative Performance Report	<p>NOTE: First complete the performance indicator tables in Section 4. Then return to complete this question.</p> <p>Review your State's performance data in section 4 of this report. 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 under the Act.</p> <p>(Section 113(b)(3)(C)(ii)(II) of Perkins V)</p> <p><input checked="" type="checkbox"/> 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.</p> <p>Additional Information</p> <p></p> <p><input type="text"/></p>	
3. Financial Status Reports		
4. Performance Data Reports		
5. Review & Certification		

SAVE DRAFT **SAVE & CONTINUE**



2.d - Implementation of State Program Improvement Plans

- First complete and review the CTE Performance Forms sections 4.e through 4.s.
- This section will only be populated if your State failed to meet at least 90 percent of a State-determined level of performance for any of the core indicators for all CTE concentrators.

REQUIRED STEPS	REPORT WORKSPACE	HELP ON THIS PAGE
1. Cover Page	2d. Implementation of State Program Improvement Plans	
2. Narrative Performance Report <ul style="list-style-type: none">a. Implementation of State Leadership Activitiesb. Fiscal Responsibilityc. Disparities or Gaps in Performanced. Implementation of State Program Improvement Plans	<p>NOTE: First complete the performance indicator tables in Section IV below. Then return to complete this question.</p> <p>Review your State's performance data in section 4 of this report. If your State failed to meet at least 90 percent of a State-determined level of performance for any of the core indicators under section 113(b)(2)(2) of Perkins V for all CTE concentrators, provide a State program improvement plan. The plan should address, at a minimum, the following items:</p> <ul style="list-style-type: none">i. The core indicator(s) that your State failed to meet at the 90 percent threshold.ii. The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students.iii. The action steps which will be implemented, beginning in the current program year, to improve the State's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified.iv. The staff member(s) in the State who are responsible for each action step.v. The timeline for completing each action step. (Section 123(a)(1) of Perkins V)	
3. Financial Status Reports		
4. Performance Data Reports		
5. Review & Certification		



2.d - Implementation of State Program Improvement Plans (continued)

- For each core indicator that failed, enter text responses for:
 - Action Steps
 - Staff Members
 - Timelines
 - Targeted Completion Date
- Click **Save & Continue** to mark the section complete (*section 4 must be completed first!*).

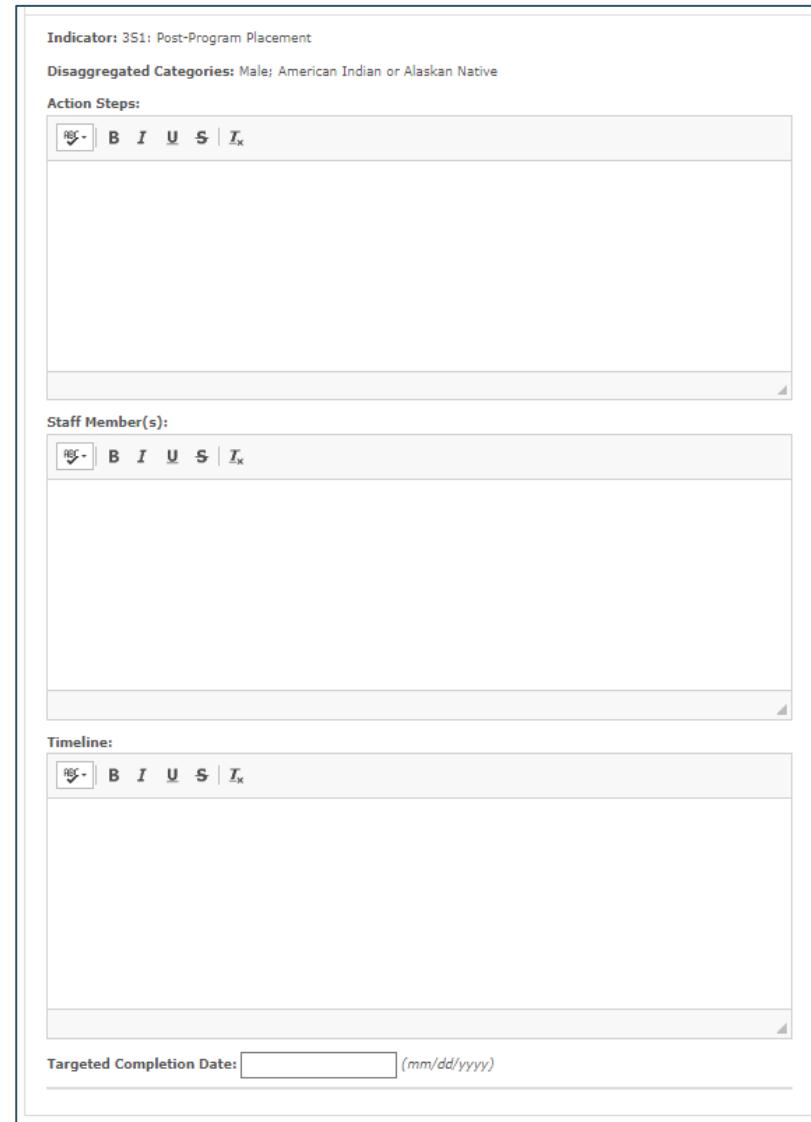
Indicator: 351: Post-Program Placement
Disaggregated Categories: Male; American Indian or Alaskan Native

Action Steps:

Staff Member(s):

Timeline:

Targeted Completion Date: (mm/dd/yyyy)



3. Financial Status Reports (FSRs)

Two Options for Submitting:

- Enter data directly in the web forms.
- Download a template to populate with the State's data.
 - *Important! Uploaded file must match the template name and format.*
 - *You must review your data in the web forms.*

REQUIRED STEPS	REPORT WORKSPACE
1. Cover Page	3. Financial Status Reports
2. Narrative Performance Report	
3. Financial Status Reports	<p>This section requires that you submit your Financial Status Reports. The Perkins Web Portal provides two options for submitting this data. You may either advance to the following pages to enter the data in the web forms, or you may download the template from the link below, populate it with your state's data, and return to this page to upload the form. Once uploaded, you must review your data in the web forms. Click the User Guide link above to read more about the Financial Status Reports.</p> <p>Download Template</p> <p>Upload template with your data: <input type="button" value="Choose File"/> No file chosen</p>
4. Performance Data Reports	
5. Review & Certification	

CONTINUE



3.a & 3.b - Interim and Final Financial Status Reports (FSRs)

- Enter and verify data on the web forms.
- Federal Funding Period Start/End Dates, Grant Award Number, and Grant Award Amount are auto populated.
- System auto-calculates some fields on the form.
- Click **Save Draft** to save your data on the FSR sections.

REQUIRED STEPS	REPORT WORKSPACE			★ HELP ON THIS PAGE
1. Cover Page	3a. Interim Financial Status Report <i>Directions: Complete the Interim Financial Status Report below. Report must be certified by the State's Financial Auditor.</i>			
2. Narrative Performance Report				
3. Financial Status Reports a. Interim Report b. Final Report	1. State Name:	Texas	5. Grant Award Number:	Perkins V Grant: V048A230043
4. Performance Data Reports	2. Federal Funding Period:		6. Grant Award Amount:	Perkins V Grant: \$127,681,305
5. Review & Certification	Start Date:	07/01/2023	<i>Note: Question 7 below is optional. It needs to be completed only if the state is amending/revising its financial status report after a final submission.</i>	
	End Date:	09/30/2024	7. Amended Interim FSR: <input type="checkbox"/> Yes	
REQUIRED STEPS	REPORT WORKSPACE			★ HELP ON THIS PAGE
1. Cover Page	3b. Final Financial Status Report <i>Directions: Complete the Final Financial Status Report below. Report must be certified by the State's Financial Auditor.</i>			
2. Narrative Performance Report				
3. Financial Status Reports a. Interim Report b. Final Report	1. State Name:	Texas	5. Grant Award Number:	Perkins V Grant: V048A220043
4. Performance Data Reports	2. Federal Funding Period:		6. Grant Award Amount:	Perkins V Grant: \$123,144,902
5. Review & Certification	Start Date:	07/01/2022	<i>Note: Question 7 below is optional. It needs to be completed only if the state is amending/revising its financial status report after a final submission.</i>	
	End Date:	09/30/2023	7. Amended Final FSR: <input type="checkbox"/> Yes	
	3. Reporting Period:		Date of Amended FSR: <input type="text"/>	
	Start Date:	07/01/2022		
	End Date:	09/30/2023		
	4. Accounting Basis:		<input type="radio"/> Cash <input checked="" type="radio"/> Accrual	



Certifying the State's FSRs

- **Save & Continue button** and **Certification** section will only be displayed for the Financial Auditor user role.
- FSRs must be certified and signed by the Financial Auditor.
- Financial Auditor must request a PIN by selecting **Forgot PIN**.

12. Certification:

I certify to the best of my knowledge and belief that this financial status report is accurate and complete. I understand that the use of my PIN to certify and submit the FSR is the same as certifying and signing this document.

Financial Auditor PIN:

Title/Agency:

[FORGOT PIN](#) [CLEAR FORM](#) [SAVE DRAFT](#) [SAVE & CONTINUE](#)



Performance Data



4. Performance Data Reports - Templates

Two Options for Submitting:

- Enter data directly in the web forms.
- Download a template to populate with the State's data.
 - *Important! Uploaded file must match the template name, format, and be uploaded below the matching title.*
 - *Click on Process File.*
 - *Review your data in the web forms. Click Save & Continue to validate the data and mark the section complete.*

REQUIRED STEPS	REPORT WORKSPACE
1. Cover Page	4. Performance Data Reports
2. Narrative Performance Report	
3. Financial Status Reports	
4. Performance Data Reports	This step requires that you submit your CTE participant enrollment data and CTE concentrator enrollment data. The Perkins Web Portal provides two options for submitting this data. You may either advance to the following pages to enter the data in the web forms, or you may download the templates from the links below, populate the templates with your state's data, and return to this page to upload the completed templates. Once uploaded, you must review your data in the web forms.
a. Secondary CTE Participant Enrollment	Secondary CTE Participant Enrollment
b. Postsecondary CTE Participant Enrollment	Download template: Secondary_Participants_Template.xlsx
c. Secondary CTE Concentrator Enrollment	Upload completed template: <input type="button" value="Choose File"/> No file chosen
d. Postsecondary CTE Concentrator Enrollment	PROCESS FILE
e. 1S1: Four-Year Graduation Rate	
f. 1S2: Extended-Year Graduation Rate	Postsecondary CTE Participant Enrollment
g. 2S1: Academic Proficiency in Reading Language Arts	Download template: Postsecondary_Participants_Template.xlsx
h. 2S2: Academic Proficiency in Mathematics	Upload completed template: <input type="button" value="Choose File"/> No file chosen
i. 2S3: Academic Proficiency in Science	PROCESS FILE
j. 3S1: Post-Program Placement	
k. 4S1: Non-Traditional Program Concentration	Secondary CTE Concentrator Enrollment
l. 5S1: Program Quality - Attained Recognized Postsecondary Credential	Download template: Secondary_Concentrators_Template.xlsx
m. 5S2: Program Quality - Attained Postsecondary Credits	Upload completed template: <input type="button" value="Choose File"/> No file chosen
n. 5S3: Program Quality - Participated in Work-Based Learning	PROCESS FILE
o. 5S4: Program Quality - Other (Optional; as approved	Postsecondary CTE Concentrator Enrollment
p. 5S5: Program Quality - Other (Optional; as approved in Perkins V State Plan)	Download template: Postsecondary_Concentrators_Template.xlsx
q. 1P1: Postsecondary Placement	Upload completed template: <input type="button" value="Choose File"/> No file chosen
r. 2P1: Earned Recognized Postsecondary Credential	PROCESS FILE
s. 3P1: Nontraditional Program Concentration	
5. Review & Certification	1S1: Four-Year Graduation Rate
	Download template: 1S1_Four_Year_Graduation_Rate.xlsx
	Upload completed template: <input type="button" value="Choose File"/> No file chosen
	PROCESS FILE
	1S2: Extended-Year Graduation Rate
	Download template: 1S2_Extended_Year_Graduation_Rate.xlsx
	Upload completed template: <input type="button" value="Choose File"/> No file chosen
	PROCESS FILE
	2S1: Academic Proficiency in Reading Language Arts
	Download template: 2S1_Academic_Proficiency_in_Reading_Language_Arts.xlsx
	Upload completed template: <input type="button" value="Choose File"/> No file chosen
	PROCESS FILE



4. Performance Data Reports - Templates (continued)

- Templates include text boxes for:
 - Additional Information Related to Gender Counts
 - Additional Information Related to Race/Ethnicity Counts
- Provide an explanation related to Gender or Race/Ethnicity counts if the sum is less than the Grand Total (the state can provide the same explanation on all forms as applicable).

Additional Information Related to Gender Counts:

B *I* U **S** *I_x*

Additional Information Related to Race/Ethnicity Counts:

B *I* U **S** *I_x*



4. Performance Data Reports - Templates

Navigation

- To navigate back to the Performance Data Reports templates page from any of the performance data entry web forms, click on **Go back to Templates**.
 - Important!** Make sure to click **Save Draft** or **Save & Continue** to save any data before navigating back to the templates.

REQUIRED STEPS		REPORT WORKSPACE							★ HELP ON THIS PAGE
1. Cover Page		1S1: Four-Year Graduation Rate							
2. Narrative Performance Report									
3. Financial Status Reports									
4. Performance Data Reports									
a. Secondary CTE Participant Enrollment		Numerator Definition: <input type="text" value="Numerator definition text"/>							
b. Postsecondary CTE Participant Enrollment		Denominator Definition: <input type="text" value="Denominator definition text"/>							
c. Secondary CTE Concentrator Enrollment									
d. Postsecondary CTE Concentrator Enrollment									
e. 1S1: Four-Year Graduation Rate									
f. 1S2: Extended-Year Graduation Rate									
Line	Population	A	B	C	D	E	F	Met 90% of Adjusted Level of Performance (E,Y,N)	
1	Grand Total - UNDUPPLICATED	<input type="text" value="10000"/>	<input type="text" value="12000"/>	<input type="text" value="88.00%"/>	<input type="text" value="83.33%"/>	<input type="text" value="-4.67"/>	<input checked="" type="checkbox"/>	Y	
GENDER									



4.a & 4.b - CTE Participant Enrollment Forms

- 4.a - Secondary CTE Participant Enrollment.
- 4.b - Postsecondary CTE Participant Enrollment.
- Enter and verify data on the web forms.
- Once you complete this form, click **Save & Continue** to validate the data and mark the section complete.

Row	Population	Number of Secondary Students	Agri. Food & Nat. Res.	Arch. & Const.	Arts, AV, Tech & Comm.	Business Mgmt. & Admin.	Education & Training	Finance	Govt. & Public Admin.	Health Science
1	Grand Total									
GENDER										
2	Male									
3	Female									
RACE/ETHNICITY (1997 Revised Standards)										
4	American Indian or Alaskan Native									
5	Asian									
6	Black or African American									
7	Hispanic/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 (ESEA/IDEA)									
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									



4.c & 4.d - CTE Concentrator Enrollment Forms

- 4.c - Secondary CTE Concentrator Enrollment.
- 4.d - Postsecondary CTE Concentrator Enrollment.
- Enter and verify data on the web forms.
- Once data is entered, click **Save & Continue** to validate the data and mark the section complete.

Row	Population	Number of Secondary Students	Agri. Food & Nat. Res.	Arch. & Const.	Arts, AV, Tech & Comm.	Business Mgmt. & Admin.	Education & Training	Finance	Govt. & Public Admin.	Health Science
1	Grand Total									
GENDER										
2	Male									
3	Female									
RACE/ETHNICITY (1997 Revised Standards)										
4	American Indian or Alaskan Native									
5	Asian									
6	Black or African American									
7	Hispanic/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 (ESEA/IDEA)									
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									



4.e through 4.s - CTE Performance Forms

- Enter data in the numerator/ denominator definitions, columns A and B, and additional information.
- System populates column C - SDPL from the State Plan.
- System auto-calculates columns D, E, and F as follows:
 - D: Numerator/Denominator
 - E: Actual - State Determined Level of Performance
 - F: Compares Actual to State Determined Level of Performance (N: < 90% , Y: >= 90% and <= 100% , E: >=100%)

REQUIRED STEPS		REPORT WORKSPACE							★ HELP ON THIS PAGE																																																																																															
1. Cover Page 2. Narrative Performance Report 3. Financial Status Reports 4. Performance Data Reports <ul style="list-style-type: none"> a. Secondary CTE Participant Enrollment b. Postsecondary CTE Participant Enrollment c. Secondary CTE Concentrator Enrollment d. Postsecondary CTE Concentrator Enrollment e. 1S1: Four-Year Graduation Rate f. 1S2: Extended-Year Graduation Rate g. 2S1: Academic Proficiency in Reading Language Arts h. 2S2: Academic Proficiency in Mathematics i. 2S3: Academic Proficiency in Science j. 3S1: Post-Program Placement k. 4S1: Non-Traditional Program Concentration l. 5S1: Program Quality – Attained Recognized Postsecondary Credential m. 5S2: Program Quality – Attained Postsecondary Credits n. 5S3: Program Quality – Participated in Work-Based 		1S1: Four-Year Graduation Rate Numerator Definition: <input type="text" value="Numerator definition text"/> Denominator Definition: <input type="text" value="Denominator definition text"/> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Line</th> <th style="width: 10%;">Population</th> <th style="width: 15%;">A</th> <th style="width: 15%;">B</th> <th style="width: 15%;">C</th> <th style="width: 15%;">D</th> <th style="width: 15%;">E</th> <th style="width: 15%;">F</th> </tr> <tr> <th></th> <th></th> <th>Number of Students in the Numerator</th> <th>Number of Students in the Denominator</th> <th>State Determined Level of Performance</th> <th>Actual Level of Performance</th> <th>State Determined vs. Actual Level of Performance</th> <th>Met 90% of Adjusted Level of Performance (E,Y,N)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Grand Total - UNDuplicated</td> <td style="text-align: center;">10000</td> <td style="text-align: center;">12000</td> <td style="text-align: center;">88.00%</td> <td style="text-align: center;">83.33%</td> <td style="text-align: center;">-4.67</td> <td style="text-align: center;">✓ Y</td> </tr> </tbody> </table> GENDER <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">2</td> <td style="width: 10%;">Male</td> <td style="width: 15%;">5000</td> <td style="width: 15%;">6500</td> <td style="width: 15%;">88.00%</td> <td style="width: 15%;">76.92%</td> <td style="width: 15%;">-11.08</td> <td style="width: 15%; text-align: center;">✗ N</td> </tr> <tr> <td>3</td> <td>Female</td> <td style="text-align: center;">4500</td> <td style="text-align: center;">5000</td> <td style="text-align: center;">88.00%</td> <td style="text-align: center;">90.00%</td> <td style="text-align: center;">2.00</td> <td style="text-align: center;">✓ E</td> </tr> </table> MAJOR RACIAL AND ETHNIC GROUPS (ESEA) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">4</td> <td style="width: 10%;">American Indian or Alaskan Native</td> <td style="width: 15%;">1400</td> <td style="width: 15%;">1500</td> <td style="width: 15%;">88.00%</td> <td style="width: 15%;">93.33%</td> <td style="width: 15%;">5.33</td> <td style="width: 15%; text-align: center;">✓ E</td> </tr> <tr> <td>5</td> <td>Asian</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">88.00%</td> <td style="text-align: center;">0.00%</td> <td style="text-align: center;">-88.00</td> <td style="text-align: center;">✗ N</td> </tr> <tr> <td>6</td> <td>Black or African American</td> <td style="text-align: center;">800</td> <td style="text-align: center;">1000</td> <td style="text-align: center;">88.00%</td> <td style="text-align: center;">80.00%</td> <td style="text-align: center;">-8.00</td> <td style="text-align: center;">✓ Y</td> </tr> <tr> <td>7</td> <td>Hispanic or Latino</td> <td style="text-align: center;">700</td> <td style="text-align: center;">1000</td> <td style="text-align: center;">88.00%</td> <td style="text-align: center;">70.00%</td> <td style="text-align: center;">-18.00</td> <td style="text-align: center;">✗ N</td> </tr> <tr> <td>8</td> <td>Native Hawaiian or Other Pacific Islander</td> <td style="text-align: center;">-1</td> <td style="text-align: center;">-1</td> <td style="text-align: center;">88.00%</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>9</td> <td>White</td> <td style="text-align: center;">1500</td> <td style="text-align: center;">1800</td> <td style="text-align: center;">88.00%</td> <td style="text-align: center;">83.33%</td> <td style="text-align: center;">-4.67</td> <td style="text-align: center;">✓ Y</td> </tr> <tr> <td>10</td> <td>Two or More Races</td> <td style="text-align: center;">500</td> <td style="text-align: center;">600</td> <td style="text-align: center;">88.00%</td> <td style="text-align: center;">83.33%</td> <td style="text-align: center;">-4.67</td> <td style="text-align: center;">✓ Y</td> </tr> </table>							Line	Population	A	B	C	D	E	F			Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (E,Y,N)	1	Grand Total - UNDuplicated	10000	12000	88.00%	83.33%	-4.67	✓ Y	2	Male	5000	6500	88.00%	76.92%	-11.08	✗ N	3	Female	4500	5000	88.00%	90.00%	2.00	✓ E	4	American Indian or Alaskan Native	1400	1500	88.00%	93.33%	5.33	✓ E	5	Asian	0	0	88.00%	0.00%	-88.00	✗ N	6	Black or African American	800	1000	88.00%	80.00%	-8.00	✓ Y	7	Hispanic or Latino	700	1000	88.00%	70.00%	-18.00	✗ N	8	Native Hawaiian or Other Pacific Islander	-1	-1	88.00%	N/A	N/A	N/A	9	White	1500	1800	88.00%	83.33%	-4.67	✓ Y	10	Two or More Races	500	600	88.00%	83.33%	-4.67	✓ Y
Line	Population	A	B	C	D	E	F																																																																																																	
		Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (E,Y,N)																																																																																																	
1	Grand Total - UNDuplicated	10000	12000	88.00%	83.33%	-4.67	✓ Y																																																																																																	
2	Male	5000	6500	88.00%	76.92%	-11.08	✗ N																																																																																																	
3	Female	4500	5000	88.00%	90.00%	2.00	✓ E																																																																																																	
4	American Indian or Alaskan Native	1400	1500	88.00%	93.33%	5.33	✓ E																																																																																																	
5	Asian	0	0	88.00%	0.00%	-88.00	✗ N																																																																																																	
6	Black or African American	800	1000	88.00%	80.00%	-8.00	✓ Y																																																																																																	
7	Hispanic or Latino	700	1000	88.00%	70.00%	-18.00	✗ N																																																																																																	
8	Native Hawaiian or Other Pacific Islander	-1	-1	88.00%	N/A	N/A	N/A																																																																																																	
9	White	1500	1800	88.00%	83.33%	-4.67	✓ Y																																																																																																	
10	Two or More Races	500	600	88.00%	83.33%	-4.67	✓ Y																																																																																																	



4.e through 4.s - CTE Performance Forms (continued)

- Upon clicking **Save & Continue** button, the system validates the data.
- System displays an error message for any data issue at the top of the form.
- In sections 4.a through 4.s, you can hover over the flagged field to display the error message.

There are unresolved errors on this page. Navigate to the field with an error to correct the issue. Please contact your Perkins Regional Coordinator if you need assistance rectifying an error.

Row	Column	Error
Male	Numerator	Numerator cannot be greater than the denominator

REQUIRED STEPS **REPORT WORKSPACE** [★ HELP ON THIS PAGE](#)

[Go back to Templates](#)

Line	Population	A	B	C	D	E	F
		Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total - UNDUPPLICATED	30000	32000	88.00%	93.75%	5.75	 E
GENDER							
2	Male	1000	100	88.00%	1000.00%	912.00	 E
3	Female	1	Row 2: Male Number of Students in the Numerator				 E
MAJOR RACIAL AND ETHNIC GROUPS ERROR: Numerator cannot be greater than the denominator							



Not Applicable Performance Indicators

- If an indicator is not applicable to your State, the indicator template and the data entry web form will not be available.
- The system displays a message: *“This measure has been identified as not being applicable to your State”*.
- Not applicable indicators will not be displayed on the Review & Certification page.

REQUIRED STEPS	REPORT WORKSPACE	★ HELP ON THIS PAGE
1. Cover Page	1S2: Extended-Year Graduation Rate	
2. Narrative Performance Report		
3. Financial Status Reports	<i>This measure has been identified as not being applicable to your State</i>	Go back to Templates
4. Performance Data Reports		
a. Secondary CTE Participant Enrollment		
b. Postsecondary CTE Participant Enrollment		
c. Secondary CTE Concentrator Enrollment		
d. Postsecondary CTE Concentrator Enrollment		
e. 1S1: Four-Year Graduation Rate		
f. 1S2: Extended-Year Graduation Rate		
g. 2S1: Academic Proficiency in Reading Language Arts		
h. 2S2: Academic Proficiency in Mathematics		
i. 2S3: Academic Proficiency in Science		



Review & Certification

- All sections must be marked completed before clicking on **Start Review**.
- **Start Review** button is only displayed for State Director user role.
- State Director must review and approve each section before being able to certify the State's CAR.

REQUIRED STEPS	REPORT WORKSPACE																																										
1. Cover Page	5. Review & Certification																																										
2. Narrative Performance Report	<i>Directions: In order to certify and submit your report, the State Director must review and approve each step. Once all steps have been completed, click the button below to start your review. If during your review you identify errors or missing information, please exit the review. Once you have made and saved your changes, you must restart the review process.</i>																																										
3. Financial Status Reports																																											
4. Performance Data Reports																																											
5. Review & Certification	Required Steps: <table><tbody><tr><td>1. Cover Page</td><td><input checked="" type="checkbox"/> Completed</td></tr><tr><td>2a. Implementation of State Leadership Activities</td><td><input checked="" type="checkbox"/> Completed</td></tr><tr><td>2b. Fiscal Responsibility</td><td><input checked="" type="checkbox"/> Completed</td></tr><tr><td>2c. Disparities or Gaps in Performance</td><td><input checked="" type="checkbox"/> Completed</td></tr><tr><td>2d. Implementation of State Program Improvement Plans</td><td><input checked="" type="checkbox"/> Completed</td></tr><tr><td>3a. Interim Financial Status Report</td><td><input checked="" type="checkbox"/> Completed</td></tr><tr><td>3b. Final Financial Status Report</td><td><input checked="" type="checkbox"/> Completed</td></tr><tr><td>4a. Secondary CTE Participant Enrollment</td><td><input checked="" type="checkbox"/> Completed</td></tr><tr><td>4b. Postsecondary CTE Participant Enrollment</td><td><input checked="" type="checkbox"/> Completed</td></tr><tr><td>4c. Secondary CTE Concentrator Enrollment</td><td><input checked="" type="checkbox"/> Completed</td></tr><tr><td>4d. Postsecondary CTE Concentrator Enrollment</td><td><input checked="" type="checkbox"/> Completed</td></tr><tr><td>4e. 1S1: Four-Year Graduation Rate</td><td><input checked="" type="checkbox"/> Completed</td></tr><tr><td>4g. 2S1: Academic Proficiency in Reading Language Arts</td><td><input checked="" type="checkbox"/> Completed</td></tr><tr><td>4h. 2S2: Academic Proficiency in Mathematics</td><td><input checked="" type="checkbox"/> Completed</td></tr><tr><td>4i. 2S3: Academic Proficiency in Science</td><td><input checked="" type="checkbox"/> Completed</td></tr><tr><td>4j. 3S1: Post-Program Placement</td><td><input checked="" type="checkbox"/> Completed</td></tr><tr><td>4k. 4S1: Non-Traditional Program Concentration</td><td><input checked="" type="checkbox"/> Completed</td></tr><tr><td>4l. 5S1: Program Quality – Attained Recognized Postsecondary Credential</td><td><input checked="" type="checkbox"/> Completed</td></tr><tr><td>4q. 1P1: Postsecondary Placement</td><td><input checked="" type="checkbox"/> Completed</td></tr><tr><td>4r. 2P1: Earned Recognized Postsecondary Credential</td><td><input checked="" type="checkbox"/> Completed</td></tr><tr><td>4s. 3P1: Nontraditional Program Concentration</td><td><input checked="" type="checkbox"/> Completed</td></tr></tbody></table>	1. Cover Page	<input checked="" type="checkbox"/> Completed	2a. Implementation of State Leadership Activities	<input checked="" type="checkbox"/> Completed	2b. Fiscal Responsibility	<input checked="" type="checkbox"/> Completed	2c. Disparities or Gaps in Performance	<input checked="" type="checkbox"/> Completed	2d. Implementation of State Program Improvement Plans	<input checked="" type="checkbox"/> Completed	3a. Interim Financial Status Report	<input checked="" type="checkbox"/> Completed	3b. Final Financial Status Report	<input checked="" type="checkbox"/> Completed	4a. Secondary CTE Participant Enrollment	<input checked="" type="checkbox"/> Completed	4b. Postsecondary CTE Participant Enrollment	<input checked="" type="checkbox"/> Completed	4c. Secondary CTE Concentrator Enrollment	<input checked="" type="checkbox"/> Completed	4d. Postsecondary CTE Concentrator Enrollment	<input checked="" type="checkbox"/> Completed	4e. 1S1: Four-Year Graduation Rate	<input checked="" type="checkbox"/> Completed	4g. 2S1: Academic Proficiency in Reading Language Arts	<input checked="" type="checkbox"/> Completed	4h. 2S2: Academic Proficiency in Mathematics	<input checked="" type="checkbox"/> Completed	4i. 2S3: Academic Proficiency in Science	<input checked="" type="checkbox"/> Completed	4j. 3S1: Post-Program Placement	<input checked="" type="checkbox"/> Completed	4k. 4S1: Non-Traditional Program Concentration	<input checked="" type="checkbox"/> Completed	4l. 5S1: Program Quality – Attained Recognized Postsecondary Credential	<input checked="" type="checkbox"/> Completed	4q. 1P1: Postsecondary Placement	<input checked="" type="checkbox"/> Completed	4r. 2P1: Earned Recognized Postsecondary Credential	<input checked="" type="checkbox"/> Completed	4s. 3P1: Nontraditional Program Concentration	<input checked="" type="checkbox"/> Completed
1. Cover Page	<input checked="" type="checkbox"/> Completed																																										
2a. Implementation of State Leadership Activities	<input checked="" type="checkbox"/> Completed																																										
2b. Fiscal Responsibility	<input checked="" type="checkbox"/> Completed																																										
2c. Disparities or Gaps in Performance	<input checked="" type="checkbox"/> Completed																																										
2d. Implementation of State Program Improvement Plans	<input checked="" type="checkbox"/> Completed																																										
3a. Interim Financial Status Report	<input checked="" type="checkbox"/> Completed																																										
3b. Final Financial Status Report	<input checked="" type="checkbox"/> Completed																																										
4a. Secondary CTE Participant Enrollment	<input checked="" type="checkbox"/> Completed																																										
4b. Postsecondary CTE Participant Enrollment	<input checked="" type="checkbox"/> Completed																																										
4c. Secondary CTE Concentrator Enrollment	<input checked="" type="checkbox"/> Completed																																										
4d. Postsecondary CTE Concentrator Enrollment	<input checked="" type="checkbox"/> Completed																																										
4e. 1S1: Four-Year Graduation Rate	<input checked="" type="checkbox"/> Completed																																										
4g. 2S1: Academic Proficiency in Reading Language Arts	<input checked="" type="checkbox"/> Completed																																										
4h. 2S2: Academic Proficiency in Mathematics	<input checked="" type="checkbox"/> Completed																																										
4i. 2S3: Academic Proficiency in Science	<input checked="" type="checkbox"/> Completed																																										
4j. 3S1: Post-Program Placement	<input checked="" type="checkbox"/> Completed																																										
4k. 4S1: Non-Traditional Program Concentration	<input checked="" type="checkbox"/> Completed																																										
4l. 5S1: Program Quality – Attained Recognized Postsecondary Credential	<input checked="" type="checkbox"/> Completed																																										
4q. 1P1: Postsecondary Placement	<input checked="" type="checkbox"/> Completed																																										
4r. 2P1: Earned Recognized Postsecondary Credential	<input checked="" type="checkbox"/> Completed																																										
4s. 3P1: Nontraditional Program Concentration	<input checked="" type="checkbox"/> Completed																																										

[Start Review](#)



Review & Certification (continued)

- Once all sections are reviewed and approved, the State Director must certify the State's CAR.
- Request State Director's PIN by clicking on **Forgot PIN**.
- Enter your PIN and Title/Agency name and click **Submit My Report**.
- System auto-populates Submission Date/timestamp.

REVIEW STATUS	REPORT REVIEW
<input checked="" type="checkbox"/> Cover Page	
<input checked="" type="checkbox"/> Narrative Performance Report	
<input checked="" type="checkbox"/> Financial Status Reports	
<input checked="" type="checkbox"/> Performance Data Reports	
Review & Certification	
	Certification <i>Congratulations, you're almost done! Certify the accuracy and completeness of your report by entering your Personal Identification Number (PIN), Title/Agency, and the Date. Click the button below to submit for OCTAE review. The page will refresh showing the entered information along with the Date and Time. This indicates that your report is submitted.</i>
	CAR Certification: <i>I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)*, and enrollment data, is accurate and complete.</i>
	<i>I certify that the state has implemented a system of internal controls as defined in 2 C.F.R. 200.61., and taken any necessary corrective actions, to help ensure that all data included in this part of the SY 2015-16 CSPR, to the best of my knowledge, are true, reliable, and valid.</i>
	<i>I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit the CAR is the same as certifying and signing the document with a hand-written signature.</i>
	Signature of Authorized Individual (PIN): <input type="text"/>
	Title/Agency: <input type="text"/>
	Date: <input type="text"/>

[FORGOT PIN](#) **[SUBMIT MY REPORT](#)**

[Contact Us](#) | [Privacy Policy](#)



DATE Revision Requests

- When DATE Staff sends a revision request to a section, the system reopens the State's CAR and sends an auto-generated email to the State Director.
- The system will display a number 1 next to the section name in the CAR Portal.
- Click on the number to read and acknowledge the revision request.
- Make the requested edits to the section, click **Save & Complete**, and resubmit the State's CAR.

REQUIRED STEPS	REPORT WORKSPACE
1. Cover Page	4. Performance Data Reports
2. Narrative Performance Report	
3. Financial Status Reports	
4. Performance Data Reports	
1. Secondary CTE Participant Enrollment	Secondary CTE Participant Enrollment
b. Postsecondary CTE Participant Enrollment	Download template: Secondary_Participants_Template.xlsx
c. Secondary CTE Concentrator Enrollment	Upload completed template: <input type="button" value="Choose File"/> No file chosen
d. Postsecondary CTE Concentrator Enrollment	PROCESS FILE
e. 1S1: Four-Year Graduation Rate	
f. 1S2: Extended-Year Graduation Rate	
g. 2S1: Academic Proficiency in Reading Language Arts	Postsecondary CTE Participant Enrollment
h. 2S2: Academic Proficiency in Mathematics	Download template: Postsecondary_Participants_Template.xlsx
i. 2S3: Academic Proficiency in Science	Upload completed template: <input type="button" value="Choose File"/> No file chosen
j. 3S1: Post-Program Placement	PROCESS FILE
k. 4S1: Non-Traditional Program Concentration	
l. 5S1: Program Quality – Attained Recognized Postsecondary Credential	Secondary CTE Concentrator Enrollment
	REVISION REQUESTS FOR 5S1: PROGRAM QUALITY – ATTAINED RECOGNIZED POSTSECONDARY CREDENTIAL
	Request: test
	Requested by: John Smith
	Requested on: 11/10/2021 01:18 PM EST
	ACKNOWLEDGE

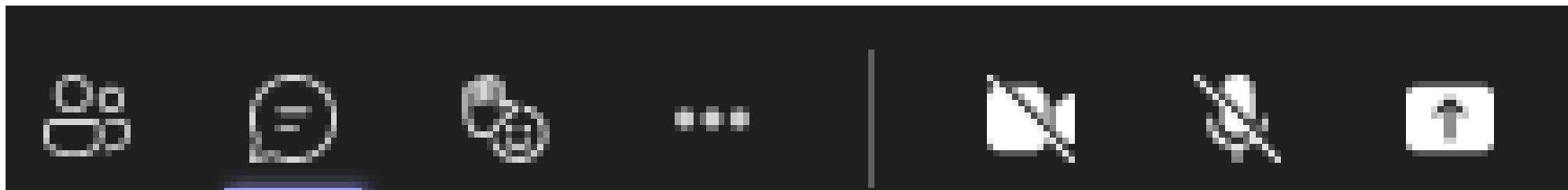


Questions and Answers



Questions & Answers

- Please use the chat feature to enter your questions.



View and use the
chat



Contact Information

- For questions during the reporting period, contact your Perkins Coordinator or the Perkins Help Desk at:
- José Figueroa
Jose.Figueroa@ed.gov
(202) 987-1397
- Andrew Johnson
Andrew.Johnson@ed.gov
(202) 987-1208
- **AEM - _perkins-help@aemcorp.com**



Thank You!

This webinar was produced and funded at least in part with federal funds from the U.S. Department of Education under Department of the Interior contract number 47QTCA18D00JV / 140D0421F0315 with Applied Engineering Management Corporation. Carolyn S. Lee serves as the contracting officer's representative. The content of this webinar does not necessarily reflect the views or policies of the U.S. Department of Education nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

