

# PERKINS V CONSOLIDATED ANNUAL REPORT (CAR)

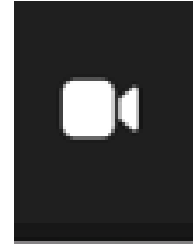
User Training for Program Year 2020-2021



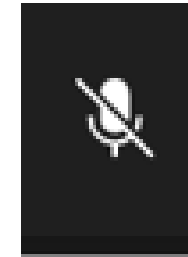
# Participation Guidelines & Tips

- 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.

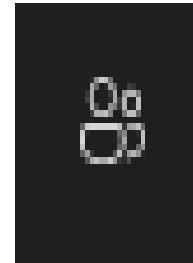
## MS Teams Tools



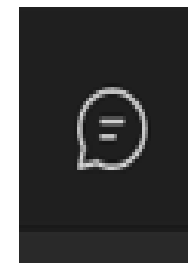
Turn  
camera  
on/off



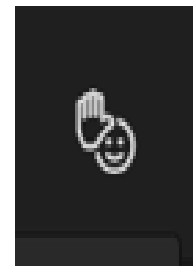
Turn  
microphone  
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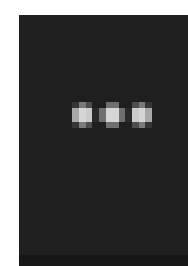
View  
participant  
list




View and  
use the  
chat



Use the  
hand-raise  
feature



Click on  
Three dots  
to turn live  
captions

 Turn on live captions



# Agenda

- Perkins Regional Coordinators (PRCs)
- Important Dates
- New Requirements & Updated Sections
- System Login & General Information
- CAR Required Steps
- Questions & Answers
- Contact Information



# Perkins Regional Coordinators (PRCs)

PRC	State Responsibility
José 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



# Important Dates

- CAR Opens: December 2021
- CAR Submission Deadline: January 31, 2022
- The user guide will be available on the Portal – User Help Center.
- The user guide & training video will be posted soon on PCRN: <https://cte.ed.gov/resources/perkins-accountability>



# New Requirements & Updated Sections

- 1. Cover Page
- 2. Narrative Performance Report
  - 2.a - Implementation of State Leadership Activities **(Updated!)**
  - 2.b - Fiscal Responsibility **(Updated!)**
  - 2.c - Disparities or Gaps in Performance **(New!)**
  - 2.d - Implementation of State Program Improvement Plans **(New!)**
- 3. Fiscal Responsibility
  - 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 **(New!)**



# System Login & General Information



# System Login

- To access the Perkins Web Portal, go to:  
<https://perkins.ed.gov>
- Click **I Agree** after reviewing the warning message.
- System will display the login page.

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



## PERKINS WEB PORTAL

Welcome to the Perkins Web Portal

**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**

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






# System Login (cont'd)

- Enter your email and password and click **Login**.
- Click **Forgot Password** if you need to reset your password.

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




## 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**

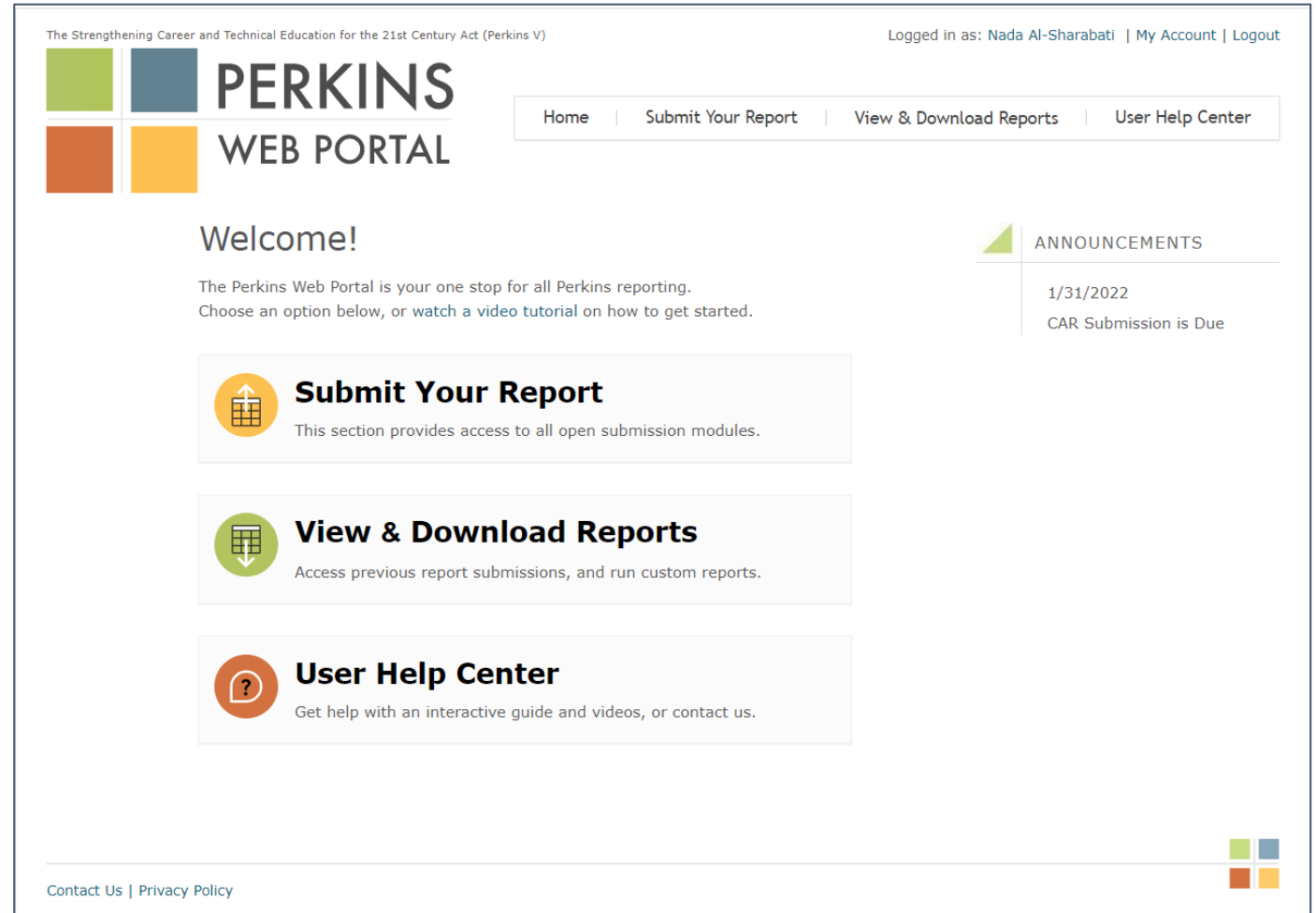
**ANNOUNCEMENTS**

1/31/2022  
CAR Submission is Due



# 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 displays the Perkins Web Portal Home Page. At the top, it features the Perkins logo (four colored squares: green, blue, orange, yellow) and the text "PERKINS WEB PORTAL". Above the logo is the text "The Strengthening Career and Technical Education for the 21st Century Act (Perkins V)". To the right of the logo, it says "Logged in as: Nada Al-Sharabati | My Account | Logout". Below the logo, there is a navigation bar with links: "Home", "Submit Your Report", "View & Download Reports", and "User Help Center". The main content area starts with a "Welcome!" message, followed by a paragraph: "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." Below this, there are three large, light gray buttons with icons and text: "Submit Your Report" (with a calendar icon), "View & Download Reports" (with a document icon), and "User Help Center" (with a question mark icon). To the right of these buttons, there is an "ANNOUNCEMENTS" section with a date "1/31/2022" and the text "CAR Submission is Due". At the bottom of the page, there is a footer with links "Contact Us | Privacy Policy" and a small Perkins logo.

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

Logged in as: Nada Al-Sharabati | My Account | Logout

**PERKINS**  
**WEB PORTAL**

Home | Submit Your Report | View & Download Reports | User Help Center

Welcome!

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.

**Submit Your Report**  
This section provides access to all open submission modules.

**View & Download Reports**  
Access previous report submissions, and run custom reports.

**User Help Center**  
Get help with an interactive guide and videos, or contact us.

ANNOUNCEMENTS

1/31/2022  
CAR Submission is Due

Contact Us | Privacy Policy



# 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 displays the Perkins Web Portal interface. At the top, it identifies the portal as 'The Strengthening Career and Technical Education for the 21st Century Act (Perkins V)' and shows the user is logged in as 'Nada Al-Sharabati' with links to 'My Account' and 'Logout'. The main header features the 'PERKINS WEB PORTAL' logo and a navigation menu with 'Home', 'Submit Your Report', 'View & Download Reports', and 'User Help Center'. The primary content area is titled 'Submit Your Report' and includes a note: 'Your options for data submission appear below. Only open items are accessible. If you need access to a closed system, click on Request Access.' Below this, three submission options are listed: 'CAR 2.0' (Consolidated Annual Report Submission, Status: Open until 01/31/2022), 'State Plan' (State Plan Submission, Status: Closed), and 'Request Access' (If you need access to a submission system, please submit an access request). A right-hand sidebar contains an 'ANNOUNCEMENTS' section with a date '1/31/2022' and the text 'CAR Submission is Due'. The footer includes 'Contact Us | Privacy Policy' and a small Perkins logo.



# General Information

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

REQUIRED STEPS	REPORT WORKSPACE <span>★ HELP ON THIS PAGE</span>
<ul style="list-style-type: none"><li>1. Cover Page</li><li>2. Narrative Performance Report</li><li>3. Financial Status Reports</li><li>4. Performance Data Reports</li><li>5. Review &amp; Certification</li></ul>	<p><b>1. Cover Page</b></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 <a href="https://cte.ed.gov">https://cte.ed.gov</a>.</p> <p><b>A. State: Oklahoma</b></p> <p><b>B. PR/Award Numbers:</b></p> <p>Title I Basic Grant to States: <input type="text"/></p> <p><b>C. Period Covered By This Report:</b></p> <p>Start Date: 07/01/2020</p> <p>End Date: 06/30/2021</p> <p><b>D. Individual Serving as the State Director for Career and Technical Education</b></p> <p>Name <input type="text"/></p> <p>Official Position Title <input type="text"/></p> <p>Agency <input type="text"/></p>

SAVE DRAFT

SAVE & CONTINUE



# 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
1. Cover Page	<b>5. Review &amp; Certification</b> <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>
2. Narrative Performance Report	
3. Financial Status Reports	
4. Performance Data Reports	
5. Review & Certification	
	<b>Required Steps:</b>
	1. Cover Page <input checked="" type="checkbox"/> Completed
	2a. Implementation of State Leadership Activities <input type="checkbox"/> Not Completed <a href="#">Go to step</a>
	2b. Fiscal Responsibility <input type="checkbox"/> Not Completed <a href="#">Go to step</a>
	2c. Disparities or Gaps in Performance <input type="checkbox"/> Not Completed <a href="#">Go to step</a>
	2d. Implementation of State Program Improvement Plans <input type="checkbox"/> Not Completed <a href="#">Go to step</a>
	3a. Interim Financial Status Report <input type="checkbox"/> Not Completed <a href="#">Go to step</a>
	3b. Final Financial Status Report <input type="checkbox"/> Not Completed <a href="#">Go to step</a>
	4a. Secondary CTE Participant Enrollment <input type="checkbox"/> Not Completed <a href="#">Go to step</a>
	4b. Postsecondary CTE Participant Enrollment <input type="checkbox"/> Not Completed <a href="#">Go to step</a>
	4c. Secondary CTE Concentrator Enrollment <input type="checkbox"/> Not Completed <a href="#">Go to step</a>
	4d. Postsecondary CTE Concentrator Enrollment <input type="checkbox"/> Not Completed <a href="#">Go to step</a>
	4e. 1S1: Four-Year Graduation Rate <input type="checkbox"/> Not Completed <a href="#">Go to step</a>
	4g. 2S1: Academic Proficiency in Reading Language Arts <input type="checkbox"/> Not Completed <a href="#">Go to step</a>
	4h. 2S2: Academic Proficiency in Mathematics <input type="checkbox"/> Not Completed <a href="#">Go to step</a>
	4i. 2S3: Academic Proficiency in Science <input type="checkbox"/> Not Completed <a href="#">Go to step</a>
	4j. 3S1: Post-Program Placement <input type="checkbox"/> Not Completed <a href="#">Go to step</a>
	4k. 4S1: Non-Traditional Program Concentration <input type="checkbox"/> Not Completed <a href="#">Go to step</a>
	4l. 5S1: Program Quality – Attained Recognized Postsecondary Credential <input type="checkbox"/> Not Completed <a href="#">Go to step</a>
	4q. 1P1: Postsecondary Placement <input type="checkbox"/> Not Completed <a href="#">Go to step</a>
	4r. 2P1: Earned Recognized Postsecondary Credential <input type="checkbox"/> Not Completed <a href="#">Go to step</a>
	4s. 3P1: Nontraditional Program Concentration <input type="checkbox"/> Not Completed <a href="#">Go to step</a>



# System Login & General Information

## Live Demo!



# CAR Required Steps



# 1. Cover Page

- All fields are required:
  - State name is auto-populated.
  - Enter the PR/Award Number.
  - 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
<ul style="list-style-type: none"><li>1. Cover Page</li><li>2. Narrative Performance Report</li><li>3. Financial Status Reports</li><li>4. Performance Data Reports</li><li>5. Review &amp; Certification</li></ul>	<div><div>★ HELP ON THIS PAGE</div><h3>1. Cover Page</h3><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 200.327, 2 CFR 200.328, 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 <a href="https://cte.ed.gov">https://cte.ed.gov</a>.</p><p><b>A. State:</b> Rhode Island</p><p><b>B. PR/Award Numbers:</b> Title I Basic Grant to States: <input type="text"/></p><p><b>C. Period Covered By This Report:</b> Start Date: 07/01/2020 End Date: 06/30/2021</p><p><b>D. Individual Serving as the State Director for Career and Technical Education</b> Name: <input type="text"/> Official Position Title: <input type="text"/> Agency: <input type="text"/> Telephone: <input type="text"/> Email: <input type="text"/></p><p><b>E. Lead Individuals Completing This Report:</b> 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.</p><p>1. Select the individual completing the <b>Narrative Performance Report</b>: <input type="text" value="-- select user --"/></p><p>2. Select the individual completing the <b>Financial Status Reports</b>: <input type="text" value="-- select user --"/></p><p>3. Select the individual completing the <b>Performance Reports</b>: <input type="text" value="-- select user --"/></p><div><input type="button" value="SAVE DRAFT"/> <input type="button" value="SAVE &amp; CONTINUE"/></div></div>





# 2.a - Implementation of State Leadership Activities *(Updated!)*

- Provide text responses for the narrative questions. Text fields use rich text editors to allow formatting.
- Beginning this year, item D “Report on the effectiveness of the use of State leadership funds” is required.
- Upload Methods of Administration (MOA) Biennial Report, if applicable.

REQUIRED STEPS	REPORT WORKSPACE
1. Cover Page	2a. Implementation of State Leadership Activities
2. Narrative Performance Report <ul style="list-style-type: none"><li>a. Implementation of State Leadership Activities</li><li>b. Fiscal Responsibility</li><li>c. Disparities or Gaps in Performance</li><li>d. Implementation of State Program Improvement Plans</li></ul>	<p>A. Describe your process and priorities in making funds available to serve individuals in State institutions, such as State correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities. (Section 112(a)(2)(A) of Perkins V)</p> <p><b>B I U S I</b></p> <p>B. Describe your major accomplishments as a result of using State leadership funds for required activities in the following four key areas to improve career and technical education (CTE)–</p> <ol style="list-style-type: none"><li>Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations.</li><li>Support for individuals in State institutions, such as State correctional institutions, including Juvenile Justice facilities, and educational institutions that serve individuals with disabilities.</li><li>Recruiting, preparing, or retraining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs.</li><li>Providing technical assistance for eligible recipients.</li></ol> <p>(Sections 112(a)(2)(B) and 124(a)(1) of Perkins V)</p> <p><b>B I U S I</b></p> <p>C. Describe your process and priorities in making funds available for the recruitment of special populations to enroll in career and technical education programs. Indicate the major accomplishments as a result of using these funds. (Section 112(a)(2)(A) of Perkins V)</p> <p><b>B I U S I</b></p> <p>D. Report on the effectiveness of the use of State leadership funds in–</p> <ol style="list-style-type: none"><li>Achieving the goals described in section 122(d)(2) of Perkins V and the State-determined levels of performance described in section 113(b)(2)(3)(A) of Perkins V.</li><li>Reducing disparities or performance gaps as described in section 113(b)(3)(C)(i)(II) of Perkins V.</li></ol> <p>(Section 124(a)(2) of Perkins V)</p> <p><b>B I U S I</b></p> <p>E. If applicable, provide the Methods of Administration (MOA) Biennial Report.</p> <p>Upload File: <a href="#">Choose File</a> No file chosen</p>



## 2.a - MOA Submission

- MOA coordinators should email their MOA report to [maria.litsakis@ed.gov](mailto:maria.litsakis@ed.gov) by December 31, 2021.
- State Directors should coordinate with MOA Coordinators to upload the MOA report to question E, by January 31, 2022.
- 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

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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	<a href="#">[Delete]</a>

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F. Supporting Documentation (Optional)

Upload File:  No file chosen

Enter File Description:



## 2.b - Fiscal Responsibility (*Updated!*)

- New templates 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 <span>★ HELP ON THIS PAGE</span>
1. Cover Page	
2. Narrative Performance Report <ul style="list-style-type: none"><li>a. Implementation of State Leadership Activities</li><li>b. <b>Fiscal Responsibility</b></li><li>c. Disparities or Gaps in Performance</li><li>d. Implementation of State Program Improvement Plans</li></ul>	<b>2b. Fiscal Responsibility</b> <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: <a href="#">Secondary Subawards (Section 131) Form.xlsx</a></p> <p>Upload completed template: <input type="button" value="Choose File"/> No file chosen</p> <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: <a href="#">Postsecondary Subawards (Section 132) Form.xlsx</a></p> <p>Upload completed template: <input type="button" value="Choose File"/> No file chosen</p> <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><div>ABC</div><div>B I U S I<sub>x</sub></div><div></div></div>
3. Financial Status Reports	
4. Performance Data Reports	
5. Review & Certification	



## 2.c - Disparities or Gaps in Performance *(New!)*

- First complete & 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 <span>★ HELP ON THIS PAGE</span>
1. Cover Page	
2. Narrative Performance Report <ul style="list-style-type: none"><li>a. Implementation of State Leadership Activities</li><li>b. Fiscal Responsibility</li><li>c. <b>Disparities or Gaps in Performance</b></li><li>d. Implementation of State Program Improvement Plans</li></ul>	<b>2c. Disparities or Gaps in Performance</b>  <b>NOTE: First complete the performance indicator tables in Section 4. Then return to complete this question.</b>  <i>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.</i>  (Section 113(b)(3)(C)(ii)(II) of Perkins V)  <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.  <b>Additional Information</b> <div><div>ABC</div><div>B I U S I<sub>x</sub></div><div></div></div>
3. Financial Status Reports	
4. Performance Data Reports	
5. Review & Certification	

SAVE DRAFT SAVE & CONTINUE



## 2.d - Implementation of State Program Improvement Plans *(New!)*

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

REQUIRED STEPS	REPORT WORKSPACE <span>★ HELP ON THIS PAGE</span>
1. Cover Page	<b>2d. Implementation of State Program Improvement Plans</b>  <b>NOTE: First complete the performance indicator tables in Section 4 below. Then return to complete this question.</b>  <i>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:</i> <ul style="list-style-type: none"><li>i. The core indicator(s) that your State failed to meet at the 90 percent threshold.</li><li>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.</li><li>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.</li><li>iv. The staff member(s) in the State who are responsible for each action step.</li><li>v. The timeline for completing each action step. (Section 123(a)(1) of Perkins V)</li></ul>
2. Narrative Performance Report <ul style="list-style-type: none"><li>a. Implementation of State Leadership Activities</li><li>b. Fiscal Responsibility</li><li>c. Disparities or Gaps in Performance</li><li>d. <b>Implementation of State Program Improvement Plans</b></li></ul>	
3. Financial Status Reports	
4. Performance Data Reports	
5. Review & Certification	
<b>Indicator:</b> 151: Four-Year Graduation Rate <b>Disaggregated Categories:</b> Male; Female; American Indian or Alaskan Native <b>Action Steps:</b> <div><div>⌵</div> B I U S T</div> <div></div>	
<b>Staff Member(s):</b> <div><div>⌵</div> B I U S T</div> <div></div>	
<b>Timeline:</b> <div><div>⌵</div> B I U S T</div> <div></div>	
<div>SAVE DRAFT SAVE &amp; CONTINUE</div>	



# 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 & format.
  - You must review your data in the web forms.

1. Cover Page	<h3>3. Financial Status Reports</h3> <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><a href="#">Download Template</a></p> <p>Upload template with your data: <input type="button" value="Choose File"/> No file chosen</p> <p><input type="button" value="CONTINUE"/></p>
2. Narrative Performance Report	
3. <b>Financial Status Reports</b> <ul style="list-style-type: none"><li>a. Interim Report</li><li>b. Final Report</li></ul>	
4. Performance Data Reports	
5. Review & Certification	



# 3.a & 3.b - Interim and Final Status Reports

- Enter and verify data on the web forms.
- System auto-calculates some fields on the form.
- Click **Save Draft** to save your data on the FSR sections.

REQUIRED STEPS	REPORT WORKSPACE
1. Cover Page	<div><b>3a. Interim Financial Status Report</b> <i>Directions: Complete the Interim Financial Status Report below. Report must be certified by the State's Financial Auditor.</i></div> <div><div><div>1. State Name:</div><div>Florida</div></div><div><div>2. Federal Funding Period:</div><div>Start Date: <input type="text"/></div><div>End Date: <input type="text"/></div></div><div><div>3. Reporting Period:</div><div>Start Date: <input type="text"/></div><div>End Date: <input type="text"/></div></div><div><div>5. Grant Award Number:</div><div>Perkins V Grant: <input type="text"/></div></div><div><div>6. Grant Award Amount:</div><div>Perkins V Grant: <input type="text" value="0.00"/></div></div><div><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></div></div>
2. Narrative Performance Report	
3. Financial Status Reports a. Interim Report b. Final Report	
4. Performance Data Reports	
5. Review & Certification	

REQUIRED STEPS	REPORT WORKSPACE
1. Cover Page	<div><b>3b. Final Financial Status Report</b> <i>Directions: Complete the Final Financial Status Report below. Report must be certified by the State's Financial Auditor.</i></div> <div><div><div>1. State Name:</div><div>Florida</div></div><div><div>2. Federal Funding Period:</div><div>Start Date: <input type="text"/></div><div>End Date: <input type="text"/></div></div><div><div>3. Reporting Period:</div><div>Start Date: <input type="text"/></div><div>End Date: <input type="text"/></div></div><div><div>4. Accounting Basis:</div><div><input type="radio"/> Cash</div><div><input checked="" type="radio"/> Accrual</div></div><div><div>5. Grant Award Number:</div><div>Perkins V Grant: <input type="text"/></div></div><div><div>6. Grant Award Amount:</div><div>Perkins V Grant: <input type="text"/></div></div><div><div>7. Amended Final FSR:</div><div><input type="checkbox"/> Yes</div></div><div><div>Date of Amended FSR:</div><div><input type="text"/></div></div><div><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></div></div>
2. Narrative Performance Report	
3. Financial Status Reports a. Interim Report b. Final Report	
4. Performance Data Reports	
5. Review & Certification	



# Certifying the State's FSRs

- **Save & Continue** button & **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](#)





# Cover Page, Narrative Performance & Financial Status Report Live Demo!



## CAR Required Steps (cont'd)



# 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 & 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	
2. Narrative Performance Report	
3. Financial Status Reports	
4. Performance Data Reports	<div>★ HELP ON THIS PAGE</div> <p>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.</p> <p><b>Secondary CTE Participant Enrollment</b></p> <p>Download template: <a href="#">Secondary_Participants_Template.xlsx</a></p> <p>Upload completed template: <input type="button" value="Choose File"/> No file chosen</p> <p><b>PROCESS FILE</b></p> <p><b>Postsecondary CTE Participant Enrollment</b></p> <p>Download template: <a href="#">Postsecondary_Participants_Template.xlsx</a></p> <p>Upload completed template: <input type="button" value="Choose File"/> No file chosen</p> <p><b>PROCESS FILE</b></p> <p><b>Secondary CTE Concentrator Enrollment</b></p> <p>Download template: <a href="#">Secondary_Concentrators_Template.xlsx</a></p> <p>Upload completed template: <input type="button" value="Choose File"/> No file chosen</p> <p><b>PROCESS FILE</b></p> <p><b>Postsecondary CTE Concentrator Enrollment</b></p> <p>Download template: <a href="#">Postsecondary_Concentrators_Template.xlsx</a></p> <p>Upload completed template: <input type="button" value="Choose File"/> No file chosen</p> <p><b>PROCESS FILE</b></p> <p><b>1S1: Four-Year Graduation Rate</b></p> <p>Download template: <a href="#">1S1_Four_Year_Graduation_Rate.xlsx</a></p> <p>Upload completed template: <input type="button" value="Choose File"/> No file chosen</p> <p><b>PROCESS FILE</b></p> <p><b>1S2: Extended-Year Graduation Rate</b></p> <p>Download template: <a href="#">1S2_Extended_Year_Graduation_Rate.xlsx</a></p> <p>Upload completed template: <input type="button" value="Choose File"/> No file chosen</p> <p><b>PROCESS FILE</b></p> <p><b>2S1: Academic Proficiency in Reading Language Arts</b></p> <p>Download template: <a href="#">2S1_Academic_Proficiency_in_Reading_Language_Arts.xlsx</a></p> <p>Upload completed template: <input type="button" value="Choose File"/> No file chosen</p> <p><b>PROCESS FILE</b></p>
5. Review & Certification	



## 4. Performance Data Reports – Templates (cont'd)

- 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								
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								
		Go back to Templates						
Numerator Definition:		Numerator definition text						
Denominator Definition:		Denominator definition text						
		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)	
Line	Population							
1	Grand Total - UNDUPLICATED	10000	12000	88.00%	83.33%	-4.67	✓ Y	
GENDER								



- | Row  | Population   | Number of Secondary Students | Agril. Food & Nat. Res. | Arch. & Const. | Arts, AV, Tech & Comm. | Business Hgmt. & Admin. | Education & Training | Finance | Govt. & Public Admin. | Health Science |
|--|--|------------------------------|-------------------------|----------------|------------------------|-------------------------|----------------------|---------|-----------------------|----------------|
| 1  | Grand Total  |                              |                         |                |                        |                         |                      |         |                       |                |
| <b>GENDER</b>  |  |                              |                         |                |                        |                         |                      |         |                       |                |
| 2  | Male   |                              |                         |                |                        |                         |                      |         |                       |                |
| 3  | Female   |                              |                         |                |                        |                         |                      |         |                       |                |
| <b>RACE/ETHNICITY (1997 Revised Standards)</b>                   |  |                              |                         |                |                        |                         |                      |         |                       |                |
| 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                                    |                              |                         |                |                        |                         |                      |         |                       |                |
| <b>SPECIAL POPULATIONS (Section 3(4B) of Perkins V and ESEA)</b> |  |                              |                         |                |                        |                         |                      |         |                       |                |
| 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                                     |                              |                         |                |                        |                         |                      |         |                       |                |
| Additional Information:  |  |                              |                         |                |                        |                         |                      |         |                       |                |
| <div> </div>   |  |                              |                         |                |                        |                         |                      |         |                       |                |

# 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 ESFA)										
11	Individuals with Disabilities (CSA/IDLA)									
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									
Additional Information:										
<div><div>🔍</div><div>B I U S   I<sub>x</sub></div><div></div></div>										
<div>SAVE DRAFT</div> <div>SAVE &amp; CONTINUE</div>										



# 4.e through 4.s - CTE Performance Forms (*New!*)

- Enter data in the numerator/denominator definitions, columns A & B, and additional information.
- System populates column C - SDLP from the State Plan.
- System auto-calculates columns D, E, & 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		<b>1S1: Four-Year Graduation Rate</b>						
2. Narrative Performance Report		<a href="#">Go back to Templates</a>						
3. Financial Status Reports		Numerator Definition: <input type="text" value="Numerator definition text"/>						
4. Performance Data Reports		Denominator Definition: <input type="text" value="Denominator definition text"/>						
a. Secondary CTE Participant Enrollment								
b. Postsecondary CTE Participant Enrollment								
c. Secondary CTE Concentrator Enrollment								
d. Postsecondary CTE Concentrator Enrollment								
e. <b>1S1: Four-Year Graduation Rate</b>								
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								
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	10000	12000	88.00%	83.33%	-4.67	✓ Y	
<b>GENDER</b>								
2	Male	5000	6500	88.00%	76.92%	-11.08	✗ N	
3	Female	4500	5000	88.00%	90.00%	2.00	✓ E	
<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>								
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 (cont'd)

- Upon clicking **Save & Continue** button, system validates the data.
- System displays an error message for any data issues.
- In sections 4.e 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.

REQUIRED STEPS		REPORT WORKSPACE						★ HELP ON THIS PAGE
1. Cover Page								
2. Narrative Performance Report		Numerator Definition: Definition text						
3. Financial Status Reports		Denominator Definition: Definition text						
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								
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	100000	20000	95.20%	500.00%	404.80	✓ E	
GENDER		Row 1: Grand Total - UNDUPLICATED Number of Students in the Numerator						
2	Male	4000				-15.20	✗ N	
		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	<b>1S2: Extended-Year Graduation Rate</b>	
2. Narrative Performance Report	<i>This measure has been identified as not being applicable to your State</i>	
3. Financial Status Reports	<a href="#">Go back to Templates</a>	
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. <b>1S2: Extended-Year Graduation Rate</b>		
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 complete 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.

**REPORT WORKSPACE**

**5. Review & Certification**  
*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.*

**Required Steps:**

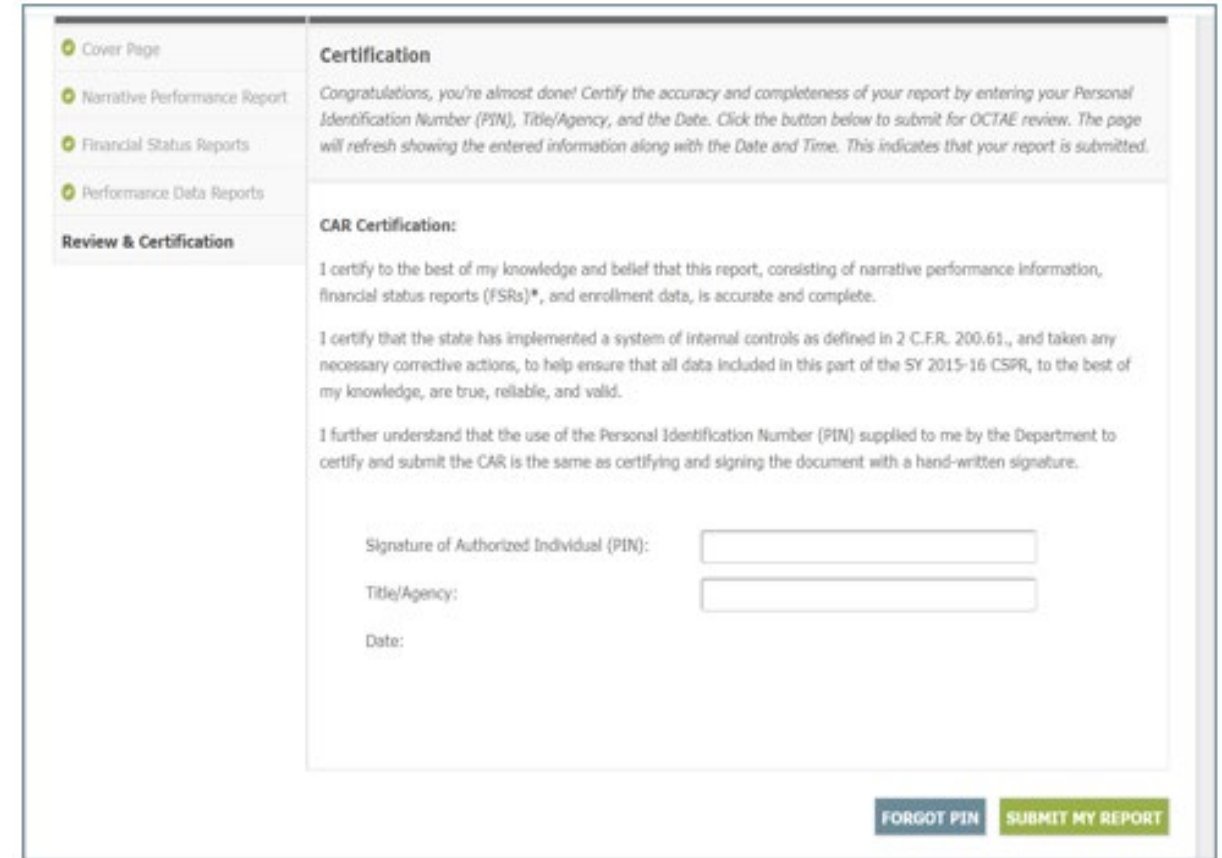
1.	Cover Page	<input checked="" type="checkbox"/>	Completed	
2a.	Implementation of State Leadership Activities	<input checked="" type="checkbox"/>	Completed	
2b.	Fiscal Responsibility	<input checked="" type="checkbox"/>	Completed	
2c.	Disparities or Gaps in Performance	<input checked="" type="checkbox"/>	Completed	
2d.	Implementation of State Program Improvement Plans	<input type="checkbox"/>	Not Completed	<a href="#">Go to step</a>
3a.	Interim Financial Status Report	<input type="checkbox"/>	Not Completed	<a href="#">Go to step</a>
3b.	Final Financial Status Report	<input type="checkbox"/>	Not Completed	<a href="#">Go to step</a>
4a.	Secondary CTE Participant Enrollment	<input type="checkbox"/>	Not Completed	<a href="#">Go to step</a>
4b.	Postsecondary CTE Participant Enrollment	<input type="checkbox"/>	Not Completed	<a href="#">Go to step</a>
4d.	Postsecondary CTE Concentrator Enrollment	<input type="checkbox"/>	Not Completed	<a href="#">Go to step</a>
4e.	1S1: Four-Year Graduation Rate	<input type="checkbox"/>	Not Completed	<a href="#">Go to step</a>
4f.	1S2: Extended-Year Graduation Rate	<input type="checkbox"/>	Not Completed	<a href="#">Go to step</a>
4g.	2S1: Academic Proficiency in Reading Language Arts	<input type="checkbox"/>	Not Completed	<a href="#">Go to step</a>
4h.	2S2: Academic Proficiency in Mathematics	<input type="checkbox"/>	Not Completed	<a href="#">Go to step</a>
4i.	2S3: Academic Proficiency in Science	<input type="checkbox"/>	Not Completed	<a href="#">Go to step</a>
4j.	3S1: Post-Program Placement	<input type="checkbox"/>	Not Completed	<a href="#">Go to step</a>
4k.	4S1: Non-Traditional Program Concentration	<input type="checkbox"/>	Not Completed	<a href="#">Go to step</a>
4m.	5S2: Program Quality – Attained Postsecondary Credits	<input type="checkbox"/>	Not Completed	<a href="#">Go to step</a>
4n.	5S3: Program Quality – Participated in Work-Based Learning	<input type="checkbox"/>	Not Completed	<a href="#">Go to step</a>
4q.	1P1: Postsecondary Placement	<input type="checkbox"/>	Not Completed	<a href="#">Go to step</a>
4r.	2P1: Earned Recognized Postsecondary Credential	<input type="checkbox"/>	Not Completed	<a href="#">Go to step</a>
4s.	3P1: Nontraditional Program Concentration	<input checked="" type="checkbox"/>	Completed	

**Start Review**



# Review & Certification (cont'd)

- Once all sections are reviewed & 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.



The screenshot shows a web interface for the 'Review & Certification' step. On the left is a sidebar with a list of steps: 'Cover Page', 'Narrative Performance Report', 'Financial Status Reports', 'Performance Data Reports', and 'Review & Certification' (which is highlighted). The main content area is titled 'Certification' and contains the following text:

**Certification**

*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.*

**CAR Certification:**

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 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 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.

Signature of Authorized Individual (PIN):

Title/Agency:

Date:

At the bottom right, there are two buttons: 'FORGOT PIN' (blue) and 'SUBMIT MY REPORT' (green).



# 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 <span>★ HELP ON THIS PAGE</span>
1. Cover Page	
2. Narrative Performance Report	
3. Financial Status Reports	
<b>4. Performance Data Reports</b>	<b>4. Performance Data Reports</b>
<b>1</b> a. Secondary CTE Participant Enrollment	<p>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.</p>
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 <b>1</b>	

**Secondary CTE Participant Enrollment**  
Download template: [Secondary\\_Participants\\_Template.xlsx](#)  
Upload completed template:  No file chosen

**Postsecondary CTE Participant Enrollment**  
Download template: [Postsecondary\\_Participants\\_Template.xlsx](#)  
Upload completed template:  No file chosen

**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

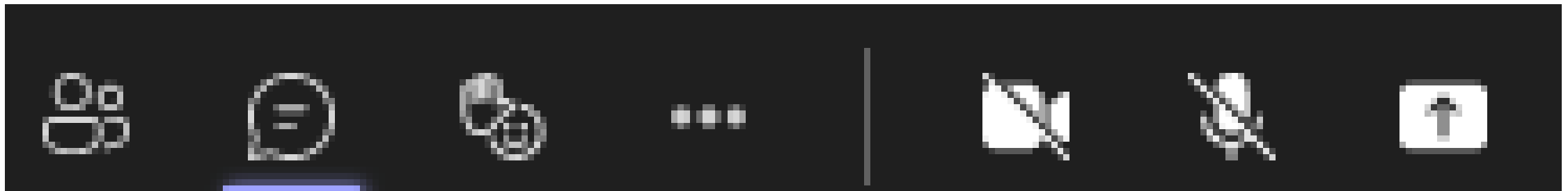


# Performance Data Reports, Review & Certification Live Demo!



# Questions & Answers

- Please use the chat feature to enter your questions.



View & use the chat



# Contact Information

- For questions during the reporting period, contact your Perkins Regional Coordinator or the Perkins Help Desk at:  
[perkins-help@aemcorp.com](mailto: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. Sherene Donaldson served 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.*

