Submitting the CAR

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

Division of Academic and Technical Education
November 10, 2021 2-3:30pm ET
Collaborative Norms

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

MS Teams Tools

- Turn camera on/off
- Turn microphone on/off
- View participant list
- View and use the chat
- Use the hand-raise feature
Consolidated Annual Report (CAR)

Cover Page

Narrative Performance Report
1. Implementation of State Leadership Activities
2. Fiscal Responsibility
3. Disparities/Gaps in Performance
4. State Improvement Plans

Financial Status Reports
1. Interim FSR
2. Final FSR

Performance Data Reports
1. CTE Participant Enrollment Forms
2. CTE Concentrator Enrollment Forms
3. CTE Concentrator Performance Forms
Submitting the CAR
Participants will learn about important information and resources that will assist with the efficient submission of the CAR for program year 2020-2021.

Welcome
Adam Flynn-Tabloff

Resources, Timeline, Access
Sharon Head

Cover Page
Marilyn Fountain

Narrative Performance Report
Allison Hill

Financial Status Report
Andrew Johnson

Performance Data Report
Jose Figueroa
Resources, Timeline, Access

Sharon Head
Perkins Regional Coordinator

**Learning Goals**

- What resources are available to support states with CAR submission?
- What is the timeline for submission of the 2020-2021 CAR?
- How do I access the CAR portal?
## Resources

### Perkins Regional Coordinators (PRCs)

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

Guide for the Submission of Consolidated Annual Reports

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

CAR Portal Training

- AEM will host two trainings for state-users regarding navigation of the CAR portal
- Training Opportunity #1 11/23/21 @ 11am-12pm ET
- Training Opportunity #2 11/30/21 @ 2pm-3pm ET

CAR User Guide

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

- November 23 or 30, 2021: CAR Portal Training
- December 2021: CAR Portal Opens
- January 31, 2022: Submission Deadline
- February through April: Review and Approval

Office of Career, Technical, & Adult Education
Accessing the CAR Portal

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

Welcome to the Perkins Web Portal

Warning

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

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

I AGREE
Accessing the CAR Portal

The Web address to access the Perkins Web Portal is https://perkins.ed.gov.
Accessing CAR Portal
Learning Goal

What key information must be included on the cover page?
Cover Page

A. State: Ohio

B. PR/Award Numbers:

Title I Basic Grant to States: 

C. Period Covered By This Report:

Start Date: 07/01/2020
End Date: 06/30/2021

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

Name
Official Position Title
Agency
Telephone
Email

E. Lead Individuals Completing This Report:

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

1. Select the individual completing the Narrative Performance Report:

   - select user --

2. Select the individual completing the Financial Status Reports:

   - select user --

3. Select the individual completing the Performance Reports:

   - select user --
Narrative Performance Report

Allison Hill
Perkins Regional Coordinator

Learning Goals

What are the narrative reporting requirements for 2020-21 CAR?

What changes have been made to the “Fiscal Responsibility” narrative items?

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

How will states report program improvement plans, when required?
## Narrative Performance Report

<table>
<thead>
<tr>
<th>Item</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.B.1 Implementation of State Leadership Activities</td>
<td>No changes from FY 2019.</td>
</tr>
<tr>
<td>II.B.2 Fiscal Responsibility</td>
<td>Updated reporting requirements and directions. New Excel templates for reporting.</td>
</tr>
<tr>
<td>II.B.3 Disparities or Gaps in Performance</td>
<td>New for FY 2020.</td>
</tr>
</tbody>
</table>
States must submit sub-award information for recipients or entities that are eligible to receive sub-awards under section 131 (secondary) and section 132 (postsecondary) of Perkins V.

The CAR portal now includes Excel templates and instructions detailing information required for each column of the forms.

- Ensure that columns are populated for each row to reduce the need for revision requests.
## Secondary Subawards (Section 131) Form

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

## Postsecondary Subawards (Section 132) Form

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

Office of Career, Technical, & Adult Education
Narrative Performance Report
B.3 Disparities or Gaps in Performance

• After completing the “Performance Data Reports” section of the CAR, States must identify and quantify any disparities or gaps in performance on the State determined levels of performance between any disaggregated category of students and all CTE concentrators served by the eligible agency.

• State must provide assurance that it has completed the following action:

  I hereby certify that the State has reviewed the quantifiable disparities or gaps in performance on the State determined levels of performance between any disaggregated category of students and all CTE concentrators, as shown in section 4 of this report.
After completing the “Performance Data Reports” section of the CAR, States must submit a program improvement plan if they fail to meet at least 90 percent of a State-determined level of performance for any of the core indicators of Perkins V for all CTE concentrators.

<table>
<thead>
<tr>
<th>Required Item</th>
<th>Entry Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>The core indicator(s) that your State failed to meet at the 90 percent threshold.</td>
<td>Auto-populated by the CAR system.</td>
</tr>
<tr>
<td>The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students.</td>
<td>Auto-populated by the CAR system.</td>
</tr>
<tr>
<td>The action steps to be implemented to improve the State’s performance on the respective core indicator(s) and for categories of students for which disparities or gaps in performance were identified.</td>
<td>Populated by the State</td>
</tr>
<tr>
<td>The staff member(s) responsible for each action step.</td>
<td>Populated by the State.</td>
</tr>
<tr>
<td>The timeline for completing each action step.</td>
<td>Populated by the State.</td>
</tr>
</tbody>
</table>
Financial Status Reports (FSRs)
Andrew Johnson
Perkins Regional Coordinator

Learning Goals

Submitting FY 2018 Final Financial Status Reports

Financial Status Report Cover Page: Useful tips to consider

Financial Status Report Expenditures: Reporting state level expenditure Perkins V reporting requirements
Financial Status Reports (FSRs) Submitting FY 2018 Final FSRs

• The final financial status report for Perkins IV
• Applicable to States that were granted a waiver of section 421(b) of the General Education Provisions Act (GEPA), often referred to as the “Tydings Amendment”
• Extended the period of availability to obligate Perkins funds from September 30, 2020 to September 30, 2021
• Perkins Regional Coordinators reached out to States on or around October 25th to request that these reports be submitted by November 19, 2021
• Perkins web-portal for the 2019-2020 CAR is open for States to submit changes
• Any questions regarding this submissions process and/or questions related to completing the report should be directed to your Perkins Regional Coordinator and Andrew Johnson
Financial Status Reports (FSRs)
Cover Page- FSR - Tips to Consider

<table>
<thead>
<tr>
<th></th>
<th>1. State Name</th>
<th>5. Grant Award Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2. Federal Funding Period</td>
<td>Perkins V Grant</td>
</tr>
<tr>
<td>3</td>
<td>Start Date</td>
<td>6. Grant Award Amount</td>
</tr>
<tr>
<td>4</td>
<td>End Date</td>
<td>Perkins V Grant</td>
</tr>
<tr>
<td>5</td>
<td>3. Reporting Period</td>
<td>7. Amended Final FSR</td>
</tr>
<tr>
<td>6</td>
<td>Start Date</td>
<td>Date of Ammended FSR</td>
</tr>
<tr>
<td>7</td>
<td>End Date</td>
<td><strong>Additional Information:</strong></td>
</tr>
</tbody>
</table>
Financial Status Reports (FSRs)  
Cover Page - FSR - Tips to Consider

• **Block 2-Federal Funding Period**
  • Interim and Final Financial Status Report-This should only cover the first 15 months of the Perkins grant (example July 1, 2021 to September 30, 2022)

• **Block 3-Reporting Period**
  • Interim Financial Status Report-This report should cover the first 12 or 15 months of the Perkins grant
  • Final Financial Status Report-This report should cover the entire 27 months of the Perkins grant.

• **Additional Information**
  • This is a section of the cover page where the State can input any information that is relevant to the report. For example:
    • explain why a State failed to meet a floor or ceiling for one of the section 112 set-asides;
    • Explain why Perkins funds grant funds lapsed.
    • Other miscellaneous issues
## Financial Status Reports (FSRs)

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

![Expenditure Report Column 6 - Non-Federal Share of Outlays](image)

- **Office of Career, Technical, & Adult Education**
Financial Status Reports (FSRs)

Expenditure Report Column 6 Non-Federal Share of Outlays

- Perkins IV-Only State administration match expenditures were required to be reported
- Perkins V-All State level expenditures (program and administration) for CTE are required to be reported to determine Maintenance of Effort (MOE)

Interim Financial Status Report

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

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

Jose Figueroa
Perkins Regional Coordinator

Learning Goals

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

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

When can “-1” and “-9” codes be used?

How are the new CTE Concentrator Performance Forms populated?
## Performance Data Reports

<table>
<thead>
<tr>
<th>Item</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV.B.1 CTE Participant Enrollment Forms</td>
<td>No changes from FY 2019</td>
</tr>
<tr>
<td>IV.B.2 CTE Concentrator Enrollment Forms</td>
<td>No changes from FY 2019</td>
</tr>
<tr>
<td>IV.B.3 CTE Concentrator Performance Forms</td>
<td>New for FY 2020</td>
</tr>
</tbody>
</table>

Office of Career, Technical, & Adult Education
## Performance Data Reports
Disaggregated Categories of Students

### Gender
- Female\(U\)
- Male\(U\)

### Race/Ethnicity
- American Indian/ Alaskan Native\(U\)
- Asian\(U\)
- Black/ African American
- Hispanic/ Latino\(U\)
- Native Hawaiian/ Other Pacific Islander\(U\)
- White\(U\)
- Two or More Races\(U\)
- Unknown\(U\)

### Special Populations
- Individuals with Disabilities\(D\)
- Individuals from Economically Disadvantaged Families\(D\)
- Individuals Preparing for Non-traditional Fields\(D\)
- Single Parents\(D\)
- Out of Workforce Individuals\(D\)
- English Learners\(D\)
- Homeless Individuals\(D\)
- Youth in Foster Care\(D\)
- Youth with Parent in Active Military\(D\)
- Migrant\(D\)

U= Unduplicated Counts
D= May be Duplicated Counts
Performance Data Reports
Disaggregated Categories of Students

Career Clusters

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

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

Note: States may elect to report cluster data as unduplicated or duplicated counts. Please identify in the CAR if the data is duplicated or unduplicated.
Using the “Other” career cluster category

Identify the “Other” category by using the “Additional Information” text box

Performance Data Reports
“Other” Career Cluster

Off. of Career, Technical, & Adult Education
DATE recognizes that many states collect gender data that extends beyond the binary categories of “Male” and “Female.”

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

If the “Grand Total” is greater than the sum of “Male” and “Female” gender categories, States must explain the difference by using the “Additional Information” text box in the CAR system.
Performance Data Reports
Validating Enrollment Changes

25% or greater change in enrollment

Validate discrepancy by using “Additional Information” text box
Performance Data Reports  
-1 and -9 Codes

-1  
(Not Provided)  
The eligible agency attempted, but was unable, to obtain data from eligible recipients.

-9  
(Program Not Offered)  
Only applicable to career cluster cells.
Performance Data Reports
CTE Concentrator Performance Forms

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

<table>
<thead>
<tr>
<th>Required Item</th>
<th>Entry Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numerator Definition</td>
<td>Populated by the State</td>
</tr>
<tr>
<td>Denominator Definition</td>
<td>Populated by the State</td>
</tr>
<tr>
<td>Number of Students in Numerator</td>
<td>Populated by the State for aggregate and disaggregated categories of students</td>
</tr>
<tr>
<td>Number of Students in the Denominator</td>
<td>Populated by the State for aggregate and disaggregated categories of students</td>
</tr>
<tr>
<td>State Determined Level of Performance</td>
<td>Auto-populated with FY 20 SDPLs</td>
</tr>
<tr>
<td>Actual Level of Performance</td>
<td>Auto-calculated and populated</td>
</tr>
<tr>
<td>State Determined vs. Actual Level of Performance</td>
<td>Auto-calculated and populated</td>
</tr>
<tr>
<td>Met 90% of SDPL?</td>
<td>Auto-calculated and populated</td>
</tr>
</tbody>
</table>

Results populate Improvement Plan tables in Narrative Performance Report section of CAR
<table>
<thead>
<tr>
<th>Line</th>
<th>Population</th>
<th>Number of Students in the Numerator</th>
<th>Number of Students in the Denominator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grand Total - UNDUPLICATED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>American Indian or Alaskan Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Black or African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Hispanic or Latino</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Native Hawaiian or Other Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Two or More Races</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MAJOR RACIAL AND ETHNIC GROUPS (ESEA)**

- Line 1: American Indian or Alaskan Native
- Line 2: Asian
- Line 3: Black or African American
- Line 4: Hispanic or Latino
- Line 5: Native Hawaiian or Other Pacific Islander
- Line 6: White
- Line 7: Two or More Races

**SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)**

- Line 10: Individuals with Disabilities
- Line 11: Individuals from Economically Disadvantaged Families
- Line 12: Individuals Preparing for Non-traditional Fields
- Line 13: Single Parents
- Line 14: Out of Workforce Individuals
- Line 15: English Learners
- Line 16: Homeless Individuals
- Line 17: Youth in Foster Care
- Line 18: Youth with Parent in Active Military
- Line 19: Migrant Students

**CAREER CLUSTERS:**

- Line 21: Agriculture, Food & Natural Resources
- Line 22: Architecture & Construction
- Line 23: Arts, A/V Technology & Communications
- Line 24: Business Management & Administration
- Line 25: Education & Training
- Line 26: Finance
- Line 27: Government & Public Administration
- Line 28: Health Science
- Line 29: Hospitality & Tourism
- Line 30: Human Services
- Line 31: Information Technology
- Line 32: Law, Public Safety, Corrections & Security
- Line 33: Manufacturing
- Line 34: Marketing
- Line 35: Science, Technology, Engineering & Mathematics
- Line 36: Transportation, Distribution & Logistics
- Line 37: Other: Please Identify:

**Additional Information**

**GENDER**

- Line 1: Male
- Line 2: Female

**151: Four-Year Graduation Rate**

**Numerator Definition**

**Denominator Definition**
Performance Data Reports
CTE Concentrator Performance Forms

Populated by the State
Auto-Populated/Calculated

### 151: Four-Year Graduation Rate

<table>
<thead>
<tr>
<th>Line</th>
<th>Population</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 (K,Y,N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grand Total - UNDuplicated</td>
<td></td>
<td></td>
<td>88.00%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>American Indian or Alaskan Native</td>
<td></td>
<td></td>
<td>88.00%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Asian</td>
<td></td>
<td></td>
<td>88.00%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Black or African American</td>
<td></td>
<td></td>
<td>88.00%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Hispanic or Latino</td>
<td></td>
<td></td>
<td>88.00%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Questions?

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

Register for Upcoming CAR Portal Training!
• November 23, 2021, 11am-12pm ET
• November 30, 2021, 2pm-3pm ET

Request Excel templates!
• Templates to get a head start on completing your report
• Contact your PRC