



UNITED STATES DEPARTMENT OF EDUCATION

Office of Career, Technical, and Adult Education (OCTAE)

Perkins Web Portal: Consolidated Annual Report User Guide

September 2020

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1 Introduction

Under the Perkins legislation and applicable Department regulations, eligible agencies are required to submit the following reports each year—

- Narrative performance report pursuant to 2 CFR 200.328 and 34 CFR 76.720;
- Financial reports pursuant to 2 CFR 200.327 and 34 CFR 76.720; and
- Performance data reports pursuant to section 113 of the Perkins Act.

To enable eligible agencies to efficiently and effectively meet their annual reporting requirements, the Department has combined these reports into a single reporting instrument, the Consolidated Annual Report (CAR). Eligible agencies provide CAR data to the Department through the online data collection system, the Perkins Web Portal, at <https://perkins.ed.gov>. The CAR is due by December 31 each year.

CAR data submitted online are made available to the public on the Office of Career, Technical, and Adult Education's (OCTAE's) public dissemination website, the Perkins Data Explorer, available at <https://perkins.ed.gov/pims/DataExplorer>.

This user guide provides step by step instructions for submitting CAR data through the Perkins Web Portal. It is intended for use by State Directors and state staff who are responsible for providing CAR data to the Department.

Complete submission requirements can be found in the OMB-approved Perkins V CAR Guide, available at https://s3.amazonaws.com/PCRN/docs/1830-0569-Perkins_V_CAR_Guide-Expires_06-30-2022.pdf.

1.1 Abbreviations

Abbreviation	Meaning
ED	Department of Education
OCTAE	Office of Career, Technical, and Adult Education
DATE	Division of Academic and Technical Education
Perkins	Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
CAR	Consolidated Annual Report
FSR	Financial Status Report

1.2 General Information

Your State's specific data entry screens are determined by your State's reporting requirements.

You can complete the report during one session, or complete it over multiple sessions. Remember to save your data as you complete each screen and to close your browser when you log out of the portal.

Browsers and Cookies

The Perkins Web Portal has been formatted to work in Chrome, Firefox, Safari, Edge, and Internet Explorer.

Once you have logged in to the Perkins Web Portal, a cookie is used to keep track of your session information while you are connected to the site. The cookie and the information about your session are destroyed immediately after you close your browser, and are not stored on your computer. We collect no personal information about you unless you choose to provide that information to us. We do not give, share, sell, or transfer any personal information to a third party. For more information, please click on the **Privacy Policy** link on the portal Log In screen.

Getting Help

After you log in to the Portal, a horizontal menu bar appears at the top of your screen. You can select **User Help Center** to access recorded training videos, this user guide, and **Help Desk** contact information.

Within the reporting module, you can click on the **Help on this Page** link to find specific instructions for completing that step.

Help desk: Assistance from the Help Desk is available by e-mail (perkins-help@rti.org). When contacting the Help Desk, please include the following information and Help Desk staff will respond as soon as possible:

- Your name, telephone and/or e-mail
- The name of your State
- A detailed description of the issue you have encountered
- Your preferred method of communication for follow-up (email or telephone)

Navigation

On each step of the reporting module you can move from one data field to the next using the tab key or you can move the cursor with your mouse to make a selection.

You can move from step to step in two ways:

- After you complete a step, click on the **Save & Continue** button at the bottom of the screen to move through the steps sequentially.
- Use the navigation menu on the left side of the screen to either move through the steps sequentially or to select a specific step.

Note: Do not use the browser's Back button to navigate through the screens as the system will be unable to save your changes.

Data Validation and Errors

If the system detects an error when you save data on a specific step, a message will appear on the screen explaining the problem. Corresponding data field(s) will be highlighted, if applicable to the issue. You must correct the error before saving and continuing your work.

Completion Status

To check the status for each step, navigate to **Review & Certification** within the reporting module. The status for each step will read "Not Completed" or "Completed." Once all of the steps have been "Completed" the State Director may submit the report for OCTAE review.

Report Downloads

View & Download Reports provides links to download data tables in Excel and PDF. Reports submitted in previous years may be accessed from this section.

2 Getting Started

The Web address for the Perkins Web Portal is <https://perkins.ed.gov>. Please read the Authorized Use Agreement and click on "I Agree" to proceed to the portal.

Prior to the start of the reporting period, staff at the Office of Career, Technical, and Adult Education, Division of Academic and Technical Education (DATE) will register accounts for new State Directors. State Directors can request accounts for additional members of their staff through the Request Access feature.

Your organizational email address provided to the Department will serve as your unique username to log in to the portal.

Figure 1. Perkins Web Portal Log In Form

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

PERKINS
WEB PORTAL

Welcome to the Perkins Web Portal

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

Email:

Password:

FORGOT PASSWORD **LOGIN**

ANNOUNCEMENTS

- 10/1/2020
CAR Reporting Starts
- 12/31/2020
CAR Reporting Ends

2.1 New Users

New users will receive an email from the system (accounts@pimsdev.com) containing a unique login token. Click on, or copy and paste the token into your Web browser to create a new password for your account.

Passwords must consist of 12 characters, made up of uppercase letters, lowercase letters, numbers, and symbols.

2.2 Forgot Password

Returning users can reset their password by clicking on **Forgot Password** from the log in page. The system will send a temporary login token to your email address that can be used to create a new password. For security reasons, passwords may be changed once every 24 hours.

If your account is locked, please contact the Help Desk (perkins-help@rti.org) for assistance.

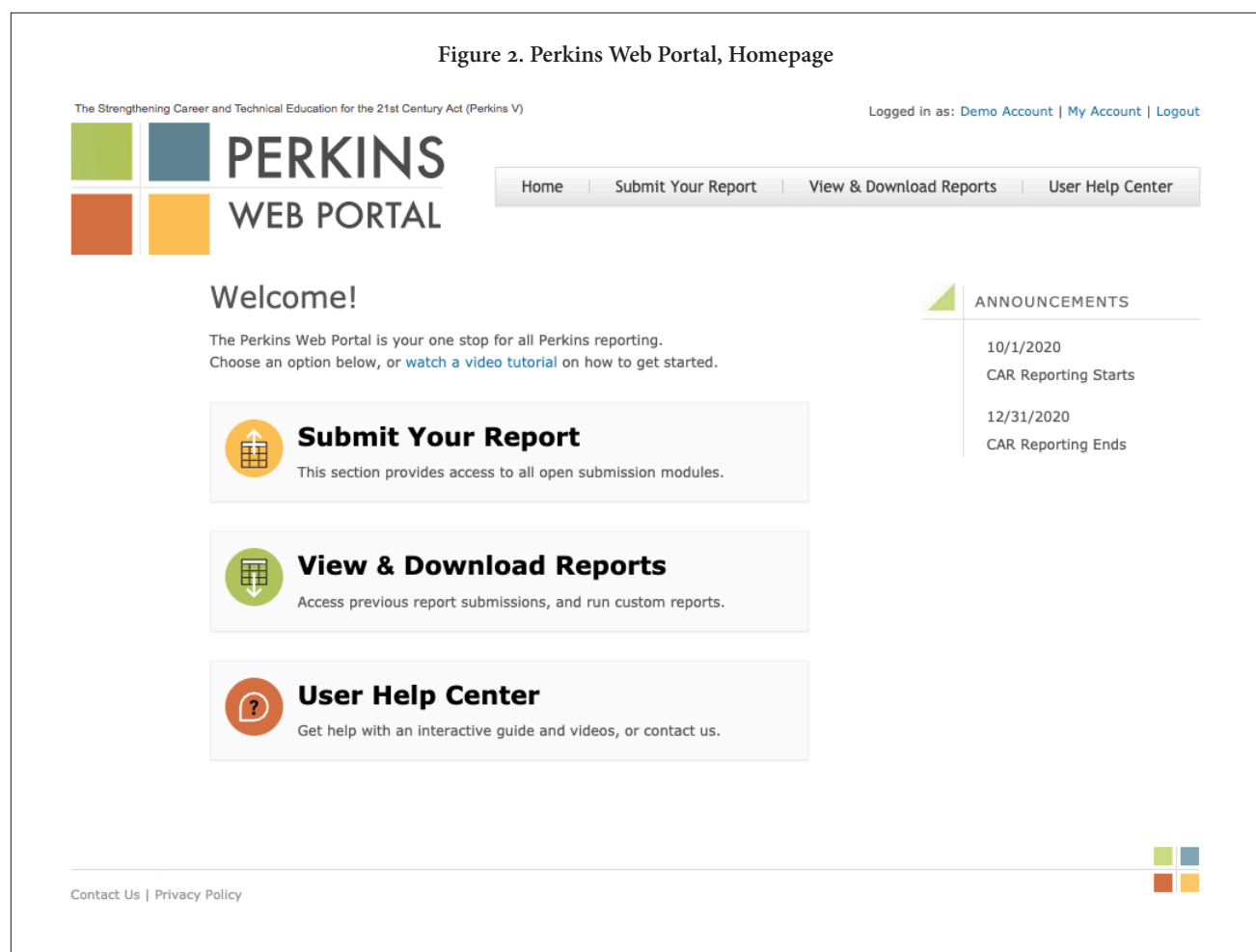
3 Homepage

After you log in to the Perkins Web Portal, the homepage will appear on your screen. From the homepage you can access the main sections of the Portal:

- **Submit Your Report** provides access to all reporting modules;
- **View & Download Reports** provides access to previous report submissions; and
- **User Help Center** where you can find recorded training videos, user guides, and Help Desk contact information.

A header bar, located at the top of the website, is available throughout the site and provides access to the main sections described above.

Figure 2. Perkins Web Portal, Homepage

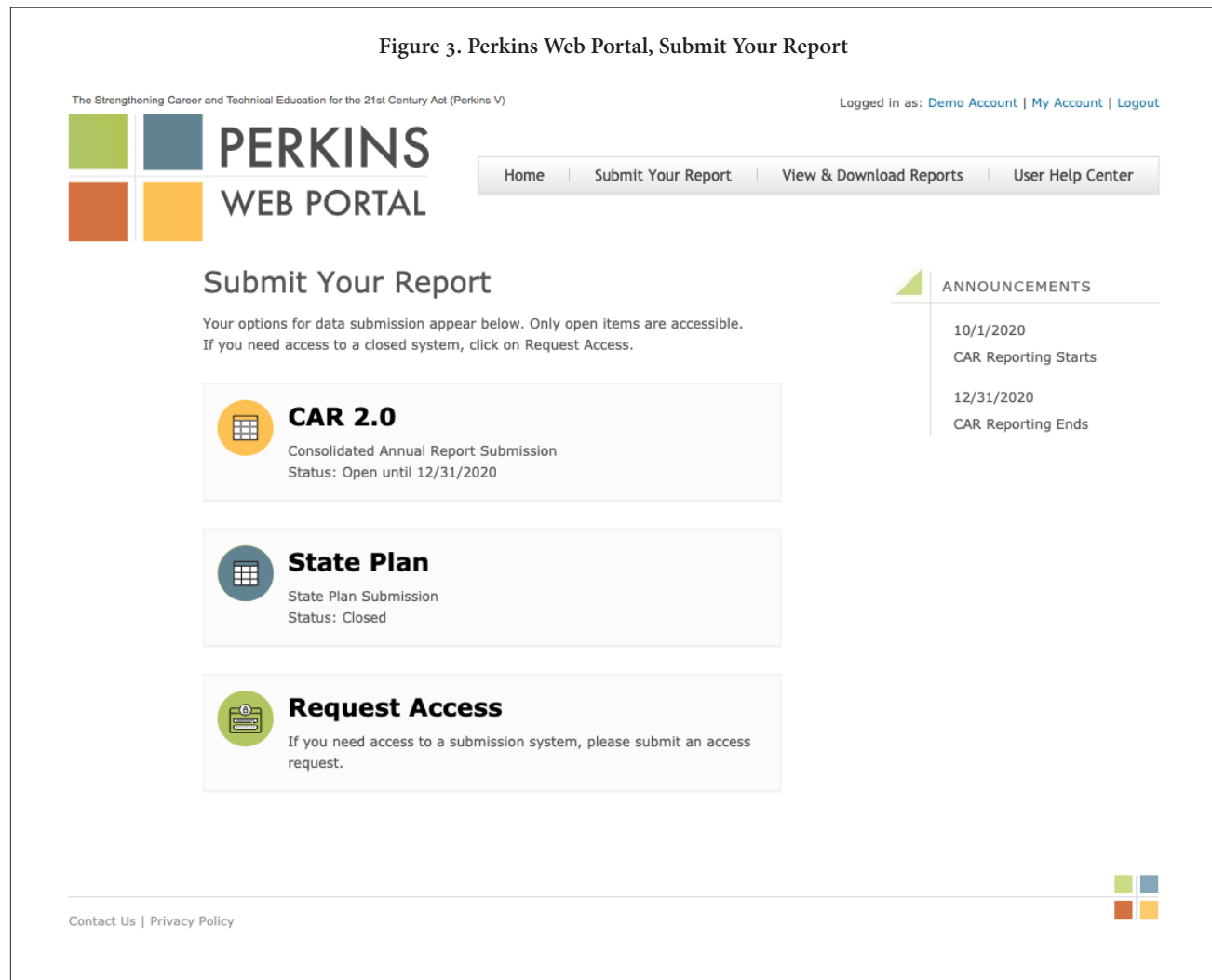


3.1 Submit Your Report

The Submit Your Report section provides access to all reporting modules. The status (open/closed) and reporting deadline are displayed for each reporting module.

Click on **CAR 2.0** to open the reporting module for the Consolidated Annual Report submission.

Figure 3. Perkins Web Portal, Submit Your Report



3.2 Request Access

If you need access to a reporting module that is closed or to request a new user account, click on **Request Access**. This action can only be performed by State Directors. All requests are reviewed by OCTAE within 1 business day.

4 Consolidated Annual Report Submission

Beginning on October 1 of each year, the Consolidated Annual Report (CAR) reporting module will open for CAR submissions. The CAR reporting module is organized into five required steps: Cover Page, Narrative Performance Report, Financial Status Report, Performance Data Report, and Review & Certification.

The Department will provide each eligible agency with electronic Personal Identification Numbers (PINs) for authorized State officials to sign and certify the Financial Status Reports and the entire CAR. It is important to note that the use of the PIN by any responsible eligible agency officials is the same as certifying and signing the document with a hand-written signature. Eligible agency officials are responsible for protecting the confidentiality of their PIN and for use of their PIN by another individual.

4.1 Required Items

Items	FY 2019 (Covering July 1, 2019 – June 30, 2020)		Subsequent Years
I. Cover Page	Required		Required
II. Narrative Performance Report			
Implementation of State Leadership Activities	Only items B.1.a-c		Required
Fiscal Responsibility	Required		Required
Disparities or Gaps in Performance	Not Required		Required
Implementation of Program Improvement Plans	Not Required		Required when an eligible agency misses 90 percent of a State determined performance level
III. Financial Status Report			
Interim FSR Form	Required		Required
Final FSR Form	Required		Required
IV. Performance Data Reports			
CTE Participant Enrollment Forms	Required		Required
CTE Concentrator Enrollment Forms	Required		Required
CTE Concentrator Performance Forms	Not Required		Required

Step 1. Cover Page

Figure 4. Cover Page

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 200.327, 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 https://cte.ed.gov.</i>	
2. Narrative Performance Report	A. State: South Carolina	
3. Financial Status Reports	B. PR/Award Numbers: Title I Basic Grant to States: <input type="text" value="V048A190000"/>	
4. Performance Data Reports	C. Period Covered By This Report: Start Date: <input type="text" value="07/01/2019"/> End Date: <input type="text" value="06/30/2020"/>	
5. Review & Certification	D. Individual Serving as the State Director for Career and Technical Education Name <input type="text"/> Official Position Title <input type="text"/> Agency <input type="text"/> Telephone <input type="text"/> Email <input type="text"/>	
	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: <input type="text" value="-- select user --"/>	
	2. Select the individual completing the Financial Status Reports: <input type="text" value="-- select user --"/>	
	3. Select the individual completing the Performance Reports: <input type="text" value="-- select user --"/>	

SAVE DRAFT

SAVE & CONTINUE

Instructions for Completing This Step:

- A. Confirm the State Name. If the information is incorrect, contact your Perkins Regional Coordinator as provided under Contacts on the Perkins Collaborative Resource Network at <https://cte.ed.gov/contact/staff-by-state-responsibility>.
- B. Confirm the PR/Award number as indicated in Block 5 of the Grant Award Notifications for the Basic Grant to States. If the information is incorrect, contact your Perkins Regional Coordinator.
- C. Confirm the program year covered in the report, e.g., July 1, 2019 through June 30, 2020. If the information is incorrect, contact your Perkins Regional Coordinator.
- D. Enter contact information for the individual serving as the State Director for Career and Technical Education.
- E. Select the lead individuals completing the report. If additional individuals without accounts will be completing the report, return to the **Submit Your Report** screen and click **Request Access** to submit a request for additional user accounts, or contact your Perkins Regional Coordinator.

Note: Requests for user accounts must be made by the State CTE Director.

Step 2a. Implementation of State Leadership Activities

Figure 5. Implementation of State Leadership Activities

REQUIRED STEPS

1. Cover Page

2. Narrative Performance Report

a. Implementation of State Leadership Activities

b. Fiscal Responsibility

3. Financial Status Reports

4. Performance Data Reports

5. Review & Certification

REPORT WORKSPACE

2a. Implementation of State Leadership Activities

★ HELP ON THIS PAGE

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)

🔍 B I U S I

B. Describe your major accomplishments as a result of using State leadership funds for required activities in four key areas to improve career and technical education (CTE)—

i. 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.

ii. Support for individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.

iii. Recruiting, preparing, or retraining career and education teachers, faculty, specialized instructional support personnel, or paraprofessional, such as preservice, professional development, or leadership development programs.

iv. Providing technical assistance for eligible recipients.

(Sections 112(a)(2)(B) and 124(a)(1) of Perkins V)

🔍 B I U S I

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)

🔍 B I U S I

D. Report on the effectiveness of the use of State leadership funds in—

i. 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.

ii. Reducing disparities or performance gaps as described in section 113(b)(2)(3)(C)(i)(II) of Perkins V.

(Section 124(a)(2) of Perkins V)

🔍 B I U S I

Item D. is not required.

E. Provide the Methods of Administration (MOA) Biennial Report.

Upload File:

Choose File

 No file chosen

F. Supporting Documentation (Optional)

Upload File:

Choose File

 No file chosen

Enter File Description:

SAVE DRAFT

SAVE & CONTINUE

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16 | PERKINS WEB PORTAL: USER GUIDE

Instructions for Completing This Step:

- 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)
- B. Describe your major accomplishments as a result of using State leadership funds for required activities in four key areas to improve career and technical education (CTE)—
 - i. 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.
 - ii. Support for individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.
 - iii. Recruiting, preparing, or retraining career and education teachers, faculty, specialized instructional support personnel, or paraprofessional, such as preservice, professional development, or leadership development programs.
 - iv. Providing technical assistance for eligible recipients.(Sections 122(a)(2)(B) and 124(a)(1) of Perkins V)
- 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 122(a)(2)(A) of Perkins V).
- D. Do not enter information in this field. Item D is not required for FY 2019.
- E. Upload your Methods of Administration (MOA) Biennial Report, if applicable. Leave this field empty if your State is not submitting the MOA Biennial Report for FY 2019.
- F. Upload supporting documentation to aid OCTAE in their review. This field is optional.

Step 2b. Fiscal Responsibility

Figure 6. Fiscal Responsibility

REQUIRED STEPS	REPORT WORKSPACE	★ HELP ON THIS PAGE
1. Cover Page	2b. Fiscal Responsibility	
2. Narrative Performance Report <ul style="list-style-type: none">a. Implementation of State Leadership Activitiesb. Fiscal Responsibility	<p>A. For each entity that received a formula allocation under section 131 (secondary education programs), please provide the name of the entity, the National Center for Education Statistics (NCES) identification number, and the amount allocated. Public School NCES ID numbers can be found at: https://nces.ed.gov/ccd/schoolsearch/</p> <p>Download template: Secondary_Programs_Template.xlsx</p> <p>Upload completed template: <input type="button" value="Choose File"/> No file chosen</p> <hr/> <p>B. For each entity that received a formula allocation under section 132 (postsecondary education programs), please provide the name of the entity, the NCES identification number if the entity is a public school district or the Integrated Postsecondary Education Data System (IPEDS) identification number if the entity is an institution of higher education, and the amount allocated. School District NCES ID numbers can be found at: https://nces.ed.gov/ccd/districtsearch/. Public and Private Colleges and University IPEDS numbers can be found at: https://nces.ed.gov/collegenavigator/.</p> <p>Download template: Postsecondary_Programs_Template.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><div>ABC ▾ B I U S I_x</div><div></div></div> <div><div>SAVE DRAFT</div><div>SAVE & CONTINUE</div></div>	

Instructions for Completing This Step:

- A. For each entity that received a formula allocation under section 131 (secondary education programs), please provide the name of the entity, the National Center for Education Statistics (NCES) identification number, and the amount allocated. Public School NCES ID numbers can be found at: <https://nces.ed.gov/ccd/schoolsearch>.

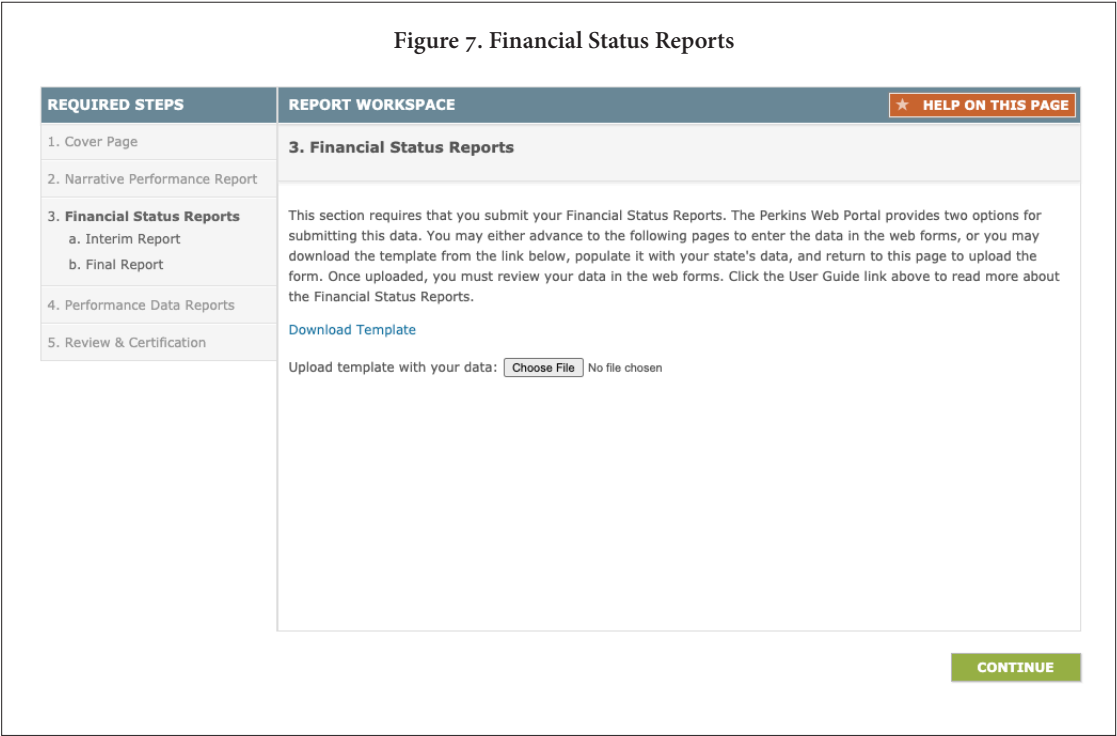
The Perkins Web Portal provides a template for uploading this information. Download the template, populate it with your State's data, and upload the completed template.

- B. For each entity that received a formula allocation under section 132 (postsecondary education programs), please provide the name of the entity, the NCES identification number if the entity is a public school district or the Integrated Postsecondary Education Data System (IPEDS) identification number if the entity is an institution of higher education, and the amount allocated. School District NCES ID numbers can be found at: <https://nces.ed.gov/ccd/districtsearch/>. Public and Private Colleges and University IPEDS numbers can be found at: <https://nces.ed.gov/collegenavigator>.

The Perkins Web Portal provides a template for uploading this information. Download the template, populate it with your State's data, and upload the completed template.

- 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)

Step 3. Financial Status Reports



Instructions for Completing This Step:

Each eligible recipient must comply with the requirements for submitting annual financial reports to the Department pursuant to 2 CFR 200.327. To meet these requirements, an eligible agency must complete two separate forms, an interim FSR and a final FSR, each containing the same items. The interim FSR covers the first 12 and/or 15 month period for which the grant was awarded, while the final FSR covers the entire 27-month period for which the grant was awarded. An eligible agency must liquidate all existing obligations by the time it files its final FSR.

The Perkins Web Portal provides two options for submitting the FSRs, you may either enter the data in the web forms, or download the data template, populate it with your State's data, and upload the completed template. Once uploaded, you must review your data in the web forms.

Special Notice

If your State received a waiver to extend the use of FY 2018 funds for twelve months until September 30, 2021 as a result of the pandemic please follow the guidelines below:

On **December 2020** States with a waiver will only have to submit:

- One Interim report for FY 19 = July 1, 2019 to June 30, 2020 or September 30, 2020.
- No final FY 2018 FSR for this December 2020 CAR.

Next year (**December 2021**), States should be reporting as follows:

- Two Final FSRs (FY 18 = July 1, 2018 – September 30, 2021; and FY 19 = July 1, 2019 – September 30, 2021); and
- One Interim FSR (FY 20= July 1, 2020 – June 30, 2021 or September 30, 2021).

Note: this is only applicable for the States 2019-2020 CAR submission due on December 31, 2020 and the 2020-2021 CAR submission due on December 31, 2021.

Step 3a. Interim Financial Status Report

Figure 8. Interim FSR, Top half

REQUIRED STEPS	REPORT WORKSPACE	★ HELP ON THIS PAGE
1. Cover Page	3a. Interim Financial Status Report	
2. Narrative Performance Report	<i>Directions: Complete the Interim Financial Status Report below. Report must be certified by the State's Financial Auditor.</i>	
3. Financial Status Reports a. Interim Report b. Final Report		
4. Performance Data Reports		
5. Review & Certification		

1. State Name:

Demo State

2. Federal Funding Period:

Start Date:

End Date:

3. Reporting Period:

Start Date:

End Date:

4. Accounting Basis:

☐ Cash

☒ Accrual

5. Grant Award Number:

Perkins V Grant:

6. Grant Award Amount:

Perkins V Grant:

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.

7. Amended Interim FSR:

☐ Yes

Date of Amended FSR:

Instructions for Completing This Step:

1. Confirm the name of the State submitting the Interim FSR. If the information is incorrect, contact your Perkins Regional Coordinator as provided under Contacts on the Perkins Collaborative Resource Network at <https://cte.ed.gov/contact/staff-by-state-responsibility>.
2. Confirm the start and end dates of the 15-month federal funding period for the Title I award (e.g., July 1, 2019 through September 30, 2020). If the information is incorrect, contact your Perkins Regional Coordinator.
3. Enter the start and end dates of the reporting period covered by the Interim FSR. The dates for the interim FSR may span up to a 15-month period (e.g., July 1, 2019 through September 30, 2020).
4. Select the accounting method used by the State to track program expenditures: cash or accrual.
5. Confirm the grant award number for the Perkins V grant.
6. Confirm the amount of the State's Perkins V grant award as indicated on the grant award notification (GAN).
7. Check the box if the State is filing an amended Interim FSR as of the date indicated in the adjacent box.

STEP 3A. INTERIM FINANCIAL STATUS REPORT

Figure 9. Interim FSR Form

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

Rows

Below are the row headings that appear on the Perkins V Interim FSR form. Headings are listed in the order in which they appear (top to bottom) on the FSR. A State must provide information pertaining to each of these rows on the columns of the FSR, with the exception of the header rows and the Net Outlays Previously Reported on the Interim FSR form. Total rows are calculated automatically.

Funds for Local Distribution

- **Row A – Reserve Funds for Secondary Recipients:** The amount of Perkins V funds that the eligible agency made available as a reserve for secondary eligible recipients under section 112(c) of Perkins V.
- **Row B – Reserve Funds for Postsecondary Recipients:** The amount of Perkins V funds that the eligible agency made available as a reserve for postsecondary eligible recipients under section 112(c) of Perkins V.
- **Row C – Subtotal – Reserve Funds:** The total amount of Perkins V funds that the eligible agency made available as a reserve for eligible recipients under section 112(c) of Perkins V. *This amount shall not be more than 15 percent of the funds made available for local distribution to eligible recipients on Row G.*
- **Row D – Local Formula Funds for Secondary Recipients:** The amount of Perkins V funds that the eligible agency available via formula to secondary recipients under section 131 of Perkins V.
- **Row E – Local Formula Funds for Postsecondary Recipients:** The amount of Perkins V funds that the eligible agency available via formula to postsecondary recipients under section 132 of Perkins V.
- **Row F – Subtotal – Local Formula Funds:** The total amount of Perkins V funds that the eligible agency made available via formula to eligible recipients under sections 131 and 132 of Perkins V. *This amount, when added to any reserve funds under Row C, shall not be less than 85 percent of the State's Perkins allocations amount on Block VI.*

- **Row G – Subtotal – Funds for Local Distribution:** The total amount of funds the eligible agency made available to eligible recipients via the reserve on Row C and local formula distribution on Row F. *This amount shall not be less than 85 percent of the State's Perkins allocation amount in Block VI.*

Funds for State Leadership

- **Row H – Funds for State Institutions:** The amount of funds the eligible agency made available to serve individuals in State institutions, such as State correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities. *This amount shall not be more than two percent of the State's Perkins allocation amount in Block VI.*
- **Row I – Funds for Nontraditional Preparation:** The amount of funds the eligible agency made available to prepare individuals for non-traditional fields. This amount shall not be less than \$60,000 and not be more than \$150,000.
- **Row J – Funds for Special Populations Recruitment:** The amount of funds the eligible agency made available for the recruitment of special populations students to enroll in career and technical programs. *This amount shall not be less than the lesser of an amount equal to 0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Row L, or \$50,000.*
- **Row K – Funds for Other Leadership Activities:** The amount of funds the eligible agency made available for other leadership activities under section 124 of Perkins V.
- **Row L – Subtotal – Funds for State Leadership:** The amount of funds the eligible agency made available for State leadership as noted on Rows H-K. *This amount shall not be more than 10 percent of the State's Perkins allocation amount on Block VI.*

Funds for State Administration

- **Row M – Subtotal – Funds for State Administration:** The total amount of Perkins V funds that the eligible agency made available for State administration activities described in section 112 of Perkins V. *This amount shall not be more than 5 percent, or \$250,000, whichever is greater, of the State's total Perkins allocation amount on Block VI.*

Total Funds

- **Row N – Total funds for all columns will be automatically generated.**

Columns

Below are the column headings that appear on the FSR matrix, listed in the order they appear from left to right on the interim FSR. The column headings on the interim FSR matrix are used to track expenditures for each of the rows.

- **Column 1 – Net Outlays Previously Reported:** This column will be blank for the interim report; for the final report, this column should reflect column 4 of the interim report.
- **Column 2 – Total Outlays This Report Period:** This column reports first-year expenditures for the interim report and carry-over year expenditures on the final report. It includes non-Federal outlays made during the reporting period.
- **Column 3 – Program Income Credits:** This column reports program income, which is discussed in detail at 2 CFR 200.307. *This column will be blank in most instances.*
- **Column 4 – Net Outlays This Report Period:** This column eliminates program income in Column 3 from total outlays in Column 2.
- **Column 5 – Net Outlays To Date:** This column reports net outlays to date. This column is the same as column 4 on the interim report; for the final report, this column is the sum of Column 1 and Column 4.
- **Column 6 – Non-Federal Share of Outlays:** This column reports non-Federal outlays, including the State expenditures to meet the maintenance of effort, State administration matching, and State administration hold-harmless requirements of sections 211(b), 112(b) and 223(a) of Perkins V, respectively.
- **Column 7 – Total Federal Share of Outlays:** This column establishes the total level of Federal outlays by eliminating non-Federal outlays and represents the amount of funds that will be used to determine whether the State has met its maintenance of effort requirement for the fiscal year pursuant to section 211(b) of Perkins V.

- **Column 8 – Federal Share of Unliquidated Obligations:** This column establishes the Federal level of unliquidated obligations.
- **Column 9 – Federal Share of Outlays and Unliquidated Obligations:** This column represents the total outlays made and the level of unliquidated obligations outstanding. *(Column 7 plus Column 8)*
- **Column 10 – Federal Funds Authorized:** This column should reflect the available resources from the total Perkins V grant funds (Block VI) earmarked for the specific row purpose.
- **Column 11 – Balance of Federal Funds:** This column should reflect only unobligated funds available for the carry-over year for the interim report; for the final report, this column must reflect the amount of lapsed funds that the State is returning to the Federal Treasury. *(Column 10 minus Column 9)*

Additional Information

A text field is available below the FSR form for any additional information that the State needs to provide regarding the FSR.

Figure 10. Additional Information

Additional Information:

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Certification

The report must be certified and signed by the State official authorized by State law to perform these functions on behalf of the State. This authorized individual may use the PIN supplied to the State by the Department. The use of the PIN to certify and submit the CAR is the same as certifying and signing the document. Authorized users may request a PIN by clicking on the **Forgot PIN** link below the FSR form.

Figure 11. FSR Certification

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:

Step 3b. Final Financial Status Report

Figure 12 Final FSR, Top half

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

Instructions for Completing This Step:

1. Confirm the name of the State submitting the Final FSR. If the information is incorrect, contact your Perkins Regional Coordinator as provided under Contacts on the Perkins Collaborative Resource Network at <https://cte.ed.gov/contact/staff-by-state-responsibility>.
2. Confirm the start and end dates of the 15-month federal funding period for the Title I award (e.g., July 1, 2019 through September 30, 2020). If the information is incorrect, contact your Perkins Regional Coordinator.
3. Enter the start and end dates of the reporting period covered by the Final FSR. The dates for the final FSR may span up to a 27-month period (e.g., July 1, 2019 through September 30, 2021).
4. Select the accounting method used by the State to track program expenditures: cash or accrual.
5. Confirm the grant award number for the Title I grant.
6. Confirm the amount of the State's Title I grant award as indicated on the grant award notification (GAN).
7. Check the box if the State is filing an amended Final FSR as of the date indicated in the adjacent box.

STEP 3B. FINAL FINANCIAL STATUS REPORT

Figure 13. Perkins IV Final FSR Form

Row		1	2	3	4	5	6	7	8	9	10	11
		Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	Net Outlays To Date (Column 1 + 4)	Non- Federal Share of Outlays	Total Federal Share of Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal Funds (Column 10 - 9)
A	*TOTAL TITLE I FUNDS*											
B	LOCAL USES OF FUNDS											
C	RESERVE											
D	Funds for Secondary Recipients	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
E	Funds for Postsecondary Recipients	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
F	Total (Row D + E)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
G	FORMULA DISTRIBUTION											
H	Funds for Secondary Recipients	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
I	Funds for Postsecondary Recipients	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
J	Total (Row H + I)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
L	STATE LEADERSHIP											
M	Non-traditional Training and Employment	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
N	State Institutions	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
O	Other Leadership Activities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
P	TOTAL STATE LEADERSHIP (Row M + N + O)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Q	STATE ADMINISTRATION											
R	Total State Administration	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
S	TOTAL TITLE I FUNDS (Row K + P + R)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Rows

Below are the row headings that appear on the Perkins IV Final FSR form. Headings are listed in the order in which they appear (top to bottom) on the FSR. A State must provide information pertaining to each of these rows on the columns of the FSR, with the exception of the header rows. Total rows are calculated automatically.

Funds for Local Distribution

- **Row A – Total Title I Funds:** No information needs to be entered in this row. The total amount of the grant award made to the eligible agency under Sec. 111 of Title I of Perkins IV for the funding period covered by the interim FSR.
- **Row B – Local Uses of Funds:** No information needs to be entered for this row. The total amount of funds under Title I of Perkins IV that the eligible agency distributes to eligible recipients. *This amount shall not be less than 85 percent of the total Title I allocation.*
- **Row C – Reserve:** No information needs to be entered for this row. The total amount of funds under Title I of Perkins IV that the eligible agency makes available as a reserve for eligible recipients under Sec. 112(c) of Perkins IV. *This amount shall not be more than ten percent of the funds made available for distribution to eligible recipients.*
- **Row D – Funds for Secondary Recipients:** Enter the amounts of reserve funds made available to secondary recipients. Do not enter information in Columns 4, 5, 7, 9, or 11.
- **Row E – Funds for Postsecondary Recipients:** Enter the amounts of reserve funds made available to postsecondary recipients. Do not enter information in Columns 4, 5, 7, 9, or 11.
- **Row F – Total:** Do not enter information in row F. The total amount of reserve funds made available to secondary and postsecondary recipients will be automatically calculated for each column by adding rows D and E.
- **Row G – Formula Distribution:** No information needs to be entered for this row. The total amount of funds under Title I of Perkins IV that the eligible agency distributes by formula under Sec. 131 and 132 of Perkins IV to eligible secondary and postsecondary recipients, respectively, after subtracting any funds to be distributed under a reserve.

- **Row H – Funds for Secondary Recipients:** Enter the amounts of funds distributed by formula to secondary recipients. *Do not enter information in Columns 4, 5, 7, 9, and 11.*
- **Row I – Funds for Postsecondary Recipients:** Enter the amounts of funds distributed by formula to postsecondary recipients. Do not enter information in Columns 4, 5, 7, 9, and 11.
- **Row J – Total:** Do not enter information in row J. The total amount of funds distributed by formula to eligible recipients will be automatically calculated for each column by adding rows H and I.
- **Row K – Total Local Uses of Funds:** Do not enter information in row K. The total amount of Title I funds that the eligible agency distributes under the reserve and by formula to eligible recipients will be automatically calculated for each column by adding rows F and J.
- **Row L – State Leadership:** No information needs to be entered for this row. The total amount of funds under Title I of Perkins IV that the eligible agency uses to carry out the State leadership activities described in Sec. 124 of Perkins IV. *This amount shall not be more than ten percent of the eligible agency's total Title I funds.*
- **Row M – Nontraditional Training and Employment:** Enter the amounts of State leadership funds made available for services that prepare individuals for non-traditional fields. This amount shall not be less than \$60,000 and not be more than \$150,000. Do not enter information in Columns 4, 5, 7, 9, and 11.
- **Row N – State Institutions:** Enter the amounts of State leadership funds made available to serve individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities. This amount shall not be more than one percent of the eligible agency's total Title I funds. Do not enter information in Columns 4, 5, 7, 9, and 11.
- **Row O – Other Leadership Activities:** Enter the amounts of other State leadership funds made available. Do not enter information in Columns 4, 5, 7, 9, and 11.

- **Row P – Total State Leadership:** Do not enter information in row P. The total amount of Title I funds for State leadership activities will be automatically calculated for each column by adding rows M, N, and O.
- **Row Q – State Administration:** No information needs to be entered for this row. The total amount of Title I funds that the eligible agency uses to carry out the State administration activities described in Sec. 121 of Perkins IV. This amount shall not be more than five percent, or \$250,000, whichever is greater of the eligible agency's total Title I funds.
- **Row R – Total State Administration:** Enter the amounts of Title I funds for State administration activities. Do not enter information in Columns 4, 5, 7, 9, and 11.
- **Row S – Total Title I Funds:** Do not enter information in row S. The total amount of funds that the eligible agency uses to carry out activities under Title I of Perkins IV will be automatically calculated for each column by adding rows K, P, and R. This amount includes funds for local uses, State leadership, and State administration.

Columns

Below are the column headings that appear on the Perkins IV Final FSR form, listed in the order they appear from left to right on the final FSR. The column headings on the final FSR matrix are used to track expenditures for each of the rows.

- **Column 1 – Net Outlays Previously Reported:** This column will be blank for the interim report; for the final report, this column should reflect column 4 of the interim report.
- **Column 2 – Total Outlays This Report Period:** This column reports first-year expenditures for the interim report and carry-over year expenditures on the final report. It includes non-Federal outlays made during the reporting period.
- **Column 3 – Program Income Credits:** This column reports program income, which is discussed in detail at 2 CFR 200.307. *This column will be blank in most instances.*
- **Column 4 – Net Outlays This Report Period:** This column eliminates program income in Column 3 from total outlays in Column 2.

- **Column 5 – Net Outlays To Date:** This column reports net outlays to date. This column is the sum of Column 1 and Column 4.
- **Column 6 – Non-Federal Share of Outlays:** This column reports non-Federal outlays, including the State expenditures to meet the maintenance of effort, State administration matching, and State administration hold-harmless requirements of sections 112(b) and 323(a) of Perkins IV.
- **Column 7 – Total Federal Share of Outlays:** This column establishes the total level of Federal outlays by eliminating non-Federal outlays and represents the amount of funds that will be used to determine whether the State has met its maintenance of effort requirement for the fiscal year pursuant to section 311(b) of Perkins IV.
- **Column 8 – Federal Share of Unliquidated Obligations:** This column establishes the Federal level of unliquidated obligations.
- **Column 9 – Federal Share of Outlays and Unliquidated Obligations:** This column represents the total outlays made and the level of unliquidated obligations outstanding. *(Column 7 plus Column 8)*
- **Column 10 – Federal Funds Authorized:** This column should reflect the available resources from the total Title I grant funds, under Perkins IV, (Block VI) earmarked for the specific row purpose.
- **Column 11 – Balance of Federal Funds:** This column should reflect only unobligated funds available for the carry-over year for the interim report; for the final report, this column must reflect the amount of lapsed funds that the State is returning to the Federal Treasury. *(Column 10 minus Column 9)*

Additional Information

A text field is available below the FSR form for any additional information that the State needs to provide regarding the FSR.

Figure 14. Additional Information

Additional Information:

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Certification

The report must be certified and signed by the State official authorized by State law to perform these functions on behalf of the State. This authorized individual may use the PIN supplied to the State by the Department. The use of the PIN to certify and submit the CAR is the same as certifying and signing the document. Authorized users may request a PIN by clicking on the **Forgot PIN** link below the FSR matrix.

Figure 15. Final FSR Certification

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:

Step 4. Performance Data Reports

Figure 16. Performance Data Reports

REQUIRED STEPS	REPORT WORKSPACE	★ HELP ON THIS PAGE
1. Cover Page	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. Secondary CTE Participant Enrollment Download template: Secondary_Participants_Template.xlsx Upload completed template: <input type="button" value="Choose File"/> No file chosen Postsecondary CTE Participant Enrollment Download template: Postsecondary_Participants_Template.xlsx Upload completed template: <input type="button" value="Choose File"/> No file chosen Secondary CTE Concentrator Enrollment Download template: Secondary_Concentrators_Template.xlsx Upload completed template: <input type="button" value="Choose File"/> No file chosen Postsecondary CTE Concentrator Enrollment Download template: Postsecondary_Concentrators_Template.xlsx Upload completed template: <input type="button" value="Choose File"/> No file chosen	
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		
5. Review & Certification		

CONTINUE

Instructions for Completing This Step:

Each eligible agency must provide student counts for CTE participants and concentrators at the secondary and postsecondary levels in the 16 career clusters recognized by OCTAE, by gender, race/ethnicity, and for each of the subgroups of students described in section 111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965 (ESEA), and for each of the special populations described in section 3(48) and as defined in Section 2.

In providing these counts—

- The Grand Total and Gender (Male & Female) counts must be unduplicated. The cluster data can be either unduplicated or duplicated.
- If the eligible agency has a different name for a cluster, they should select the closest applicable of the career clusters in which to place the student.
- If the eligible agency does not provide an additional cluster (State developed cluster), they must enter a -9 (program not offered) in the "Other" column.

The Perkins Web Portal provides two options for submitting enrollment data, you may either enter the data in the web forms, or download the data templates, populate it with your State's data, and upload the completed templates. Once uploaded, you must review your data in the web forms.

Step 4a. Secondary CTE Participant Enrollment

Figure 17. Secondary Participants Enrollment Form

Note: Not all columns are shown in this screenshot due to space constraints.

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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
GENDER										
2	Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
RACE/ETHNICITY (1997 Revised Standards)										
4	American Indian or Alaskan Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	Asian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	Black or African American	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	Native Hawaiian or Other Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	White	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10	Two or More Races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)										
11	Individuals With Disabilities (ESEA/IDEA)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12	Individuals from Economically Disadvantaged Families	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
13	Individuals Preparing for Non-traditional Fields	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
14	Single Parents	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
15	Out of Workforce Individuals	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
16	English Learners	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
17	Homeless Individuals	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
18	Youth In Foster Care	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
19	Youth with Parent in Active Military	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
20	Migrant Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Instructions for Completing This Step:

Each cell on the student enrollment form must contain a digit, a "0" (zero), "-1" (not provided), or "-9" (program not offered).

0 indicates that there are no students in the cell.

-1 means that the State attempted, but was unable, to obtain data from its eligible recipients. "-1" will be counted as a "0" in aggregated totals. All cells with "-1" must be explained in the Additional Information block at the bottom of the form.

-9 means the State does not offer the program.

Rows

Below are the row headings that appear on the enrollment forms, listed in the order they appear from top to bottom.

- **Row 1 – Grand Total:** Enter unduplicated counts of students enrolled in one or more State CTE approved courses for all secondary students and each career cluster.
- **Row 2 – Male:** Enter unduplicated counts of male students enrolled in one or more State CTE approved courses for each career cluster.
- **Row 3 – Female:** Enter unduplicated counts of female students enrolled in one or more State CTE approved courses for each career cluster.
- **Rows 4-10 – Race/ethnicity (1997 Revised Standards):** Enter ethnicity counts for students enrolled in one or more State CTE approved courses for each career cluster. May contain a duplicated student enrollment count.
- **Row 4 – American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.

- **Row 5 – Asian:** A person having origins in any of the original peoples of the Far East, East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Row 6 – Black or African American:** A person having origins in any of the Black racial groups of Africa.
- **Row 7 – Hispanic/Latino:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.
- **Row 8 – Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Row 9 – White:** A person having origins in any of the original peoples of Europe, the Middle East, or North America.
- **Row 10 – Two or More Races:** A person belonging to two or more racial groups.
- **Rows 11-20 – Special Population and Other Student Categories:** Enter special population counts for students enrolled in one or more State CTE approved courses. These rows may contain duplicated student enrollment counts; for example, a student may be both "limited English proficient" and "economically disadvantaged."
- **Row 11 – Individuals with Disabilities (ESEA/IDEA) (*Secondary Only*):** The term "disability status" as used in section 1111(h)(1)(C)(i) of the ESEA refers to a "child with a disability," which under section 9101 of the ESEA has the same meaning as the term in section 602 of the Individuals with Disabilities Education Act. Under section 602(3) of the IDEA, the term "child with a disability" means a child (a) with intellectual disabilities, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this chapter as "emotional disturbance"), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (b) who, by reason thereof, needs special education and related services.
- **Row 12 – Individuals from Economically Disadvantaged Families:** Individuals from economically disadvantaged families.

- **Row 13 – Individuals Preparing for Non-traditional fields:** Occupations or fields of work, such as careers in computer science, technology, or other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in such occupation or field of work.
- **Row 14 – Single Parents:** The term "single parents" includes single pregnant women.
- **Row 15 – Out of Workforce Individuals:** Individuals who (a) have worked primarily without remuneration to career for a home and family and for that reason has diminished marketable skills; (ii) have been dependent on the income of another family member but is no longer supported by that income; or (iii) are a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and (b) are unemployed or underemployed and are experiencing difficulty in obtaining or upgrading employment
- **Row 16 – English Learners:** Secondary school students, adults, or out-of-school youth who have limited ability in speaking, reading, writing, or understanding the English language, and (a) whose native language is a language other than English; or (b) who live in a family or community environment in which a language other than English is the dominant language.
- **Row 17 – Homeless Individuals:** Individuals who lack a fixed, regular, and adequate nighttime residence; and include (a) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; (b) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; (c) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (d) migratory children who qualify as homeless for the purpose of this subtitle because the children are living in circumstances described in the above clauses.

- **Row 18 – Youth in Foster Care:** Youth who are in, or have aged out of, the foster care system.
- **Row 19 – Youth With Parent in Active Military:** Youth with a parent who— (a) is a member of the Armed Forces; and (b) is on active duty.
- **Row 20 – Migrant Students:** Section 1309(3) of the ESEA defines the term 'migratory child' to mean a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work —(A) has moved from one school district to another; (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Columns

Below are the column headings that appear enrollment forms, listed in the order they appear from left to right.

- **Column 1 – Number of Students:** The unduplicated count of secondary CTE participants.
- **Columns 2-17 – Career Clusters:** Provide disaggregated data for the 16 career clusters recognized by OCTAE. The cluster data can be either unduplicated or duplicated. Enter in the "Additional Information" text field below the form whether you are reporting unduplicated or duplicated cluster counts.
- **Column 2 – Agriculture, Food, and Natural Resources**
- **Column 3 – Architecture & Construction**
- **Column 4 – Arts, A/V Technology & Communications**
- **Column 5 – Business Management & Administration**
- **Column 6 – Education & Training**


- Column 7 – Finance
- Column 8 – Government & Public Administration
- Column 9 – Health Science
- Column 10 – Hospitality & Tourism
- Column 11 – Human Services
- Column 12 – Information Technology
- Column 13 – Law, Public Safety, Corrections & Security
- Column 14 – Manufacturing
- Column 15 – Marketing
- Column 16 – Transportation, Distribution, & Logistics
- Column 17 – Other; please identify in the "Additional Information" text field located below the enrollment form.

Additional Information

A text field is available below the form for any additional information that the State needs to provide regarding the enrollment data.

Figure 18. Additional Information

Additional Information:



Step 4b. Postsecondary CTE Participant Enrollment

Figure 19. Postsecondary Participants Enrollment Form

Note: Not all columns are shown in this screenshot due to space constraints.

Row	Population	Number of Postsecondary 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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
GENDER										
2	Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
RACE/ETHNICITY (1997 Revised Standards)										
4	American Indian or Alaskan Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	Asian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	Black or African American	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	Native Hawaiian or Other Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	White	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10	Two or More Races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11	Unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)										
12	Individuals With Disabilities (ADA)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
13	Individuals from Economically Disadvantaged Families	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
14	Individuals Preparing for Non-traditional Fields	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
15	Single Parents	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
16	Out of Workforce Individuals	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
17	English Learners	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
18	Homeless Individuals	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
19	Youth In Foster Care	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
20	Youth with Parent in Active Military	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Instructions for Completing This Step:

Each cell on the student enrollment form must contain a digit, a "o" (zero), "-1" (not provided), or "-9" (program not offered).

o indicates that there are no students in the cell.

-1 means that the State attempted, but was unable, to obtain data from its eligible recipients. "-1" will be counted as a "o" in aggregated totals. All cells with "-1" must be explained in the Additional Information block at the bottom of the form.

-9 means the State does not offer the program.

Rows

Below are the row headings that appear on the enrollment forms, listed in the order they appear from top to bottom.

- **Row 1 – Grand Total:** Enter unduplicated counts of students enrolled in one or more State CTE approved courses for all postsecondary students and each career cluster.
- **Row 2 – Male:** Enter unduplicated counts of male students enrolled in one or more State CTE approved courses for each career cluster.
- **Row 3 – Female:** Enter unduplicated counts of female students enrolled in one or more State CTE approved courses for each career cluster.
- **Rows 4-11 – Race/ethnicity (1997 Revised Standards):** Enter ethnicity counts for students enrolled in one or more State CTE approved courses for each career cluster. May contain a duplicated student enrollment count.
- **Row 4 – American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.

- **Row 5 – Asian:** A person having origins in any of the original peoples of the Far East, East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Row 6 – Black or African American:** A person having origins in any of the Black racial groups of Africa.
- **Row 7 – Hispanic/Latino:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.
- **Row 8 – Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Row 9 – White:** A person having origins in any of the original peoples of Europe, the Middle East, or North America.
- **Row 10 – Two or More Races:** A person belonging to two or more racial groups.
- **Row 11 – Unknown (*Postsecondary Only*):** A postsecondary student who does not self-identify a race and/or ethnicity on a local information collection.
- **Rows 12-20 – Special Population and Other Student Categories:** Enter special population counts for students enrolled in one or more State CTE approved courses. These rows may contain duplicated student enrollment counts; for example, a student may be both "limited English proficient" and "economically disadvantaged."
- **Row 12 – Individuals with Disabilities (ADA) (*Postsecondary Only*):** Individuals with any disability as defined in section 3 of the Americans with Disabilities Act of 1990 (ADA). Under section 3(2) of the ADA, the term "disability" means, with respect to an individual (a) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; (b) a record of such impairment; or (c) being regarded as having such impairment. (as described in paragraph ((3))
- **Row 13 – Individuals from Economically Disadvantaged Families:** Individuals from economically disadvantaged families.

- **Row 14 – Individuals Preparing for Non-traditional fields:** Occupations or fields of work, such as careers in computer science, technology, or other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in such occupation or field of work.
- **Row 15 – Single Parents:** The term "single parents" includes single pregnant women.
- **Row 16 – Out of Workforce Individuals:** Individuals who (a) have worked primarily without remuneration to career for a home and family and for that reason has diminished marketable skills; (ii) have been dependent on the income of another family member but is no longer supported by that income; or (iii) are a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and (b) are unemployed or underemployed and are experiencing difficulty in obtaining or upgrading employment
- **Row 17 – English Learners:** Secondary school students, adults, or out-of-school youth who have limited ability in speaking, reading, writing, or understanding the English language, and (a) whose native language is a language other than English; or (b) who live in a family or community environment in which a language other than English is the dominant language.
- **Row 18 – Homeless Individuals:** Individuals who lack a fixed, regular, and adequate nighttime residence; and include (a) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; (b) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; (c) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (d) migratory children who qualify as homeless for the purpose of this subtitle because the children are living in circumstances described in the above clauses.

- **Row 19 – Youth in Foster Care:** Youth who are in, or have aged out of, the foster care system.
- **Row 20 – Youth With Parent in Active Military:** Youth with a parent who— (a) is a member of the Armed Forces; and (b) is on active duty.

Columns

Below are the column headings that appear enrollment forms, listed in the order they appear from left to right.

- **Column 1 – Number of Students:** The unduplicated count of postsecondary CTE participants.
- **Columns 2-17 – Career Clusters:** Provide disaggregated data for the 16 career clusters recognized by OCTAE. The cluster data can be either unduplicated or duplicated. Enter in the "Additional Information" text field below the form whether you are reporting unduplicated or duplicated cluster counts.
- **Column 2 – Agriculture, Food, and Natural Resources**
- **Column 3 – Architecture & Construction**
- **Column 4 – Arts, A/V Technology & Communications**
- **Column 5 – Business Management & Administration**
- **Column 6 – Education & Training**
- **Column 7 – Finance**
- **Column 8 – Government & Public Administration**
- **Column 9 – Health Science**
- **Column 10 – Hospitality & Tourism**
- **Column 11 – Human Services**


- **Column 12 – Information Technology**
- **Column 13 – Law, Public Safety, Corrections & Security**
- **Column 14 – Manufacturing**
- **Column 15 – Marketing**
- **Column 16 – Transportation, Distribution, & Logistics**
- **Column 17 – Other; please identify in the "Additional Information" text field located below the enrollment form.**

Additional Information

A text field is available below the form for any additional information that the State needs to provide regarding the enrollment data.

Figure 20. Additional Information

Additional Information:



Step 4c. Secondary CTE Concentrator Enrollment

Figure 21. Secondary Concentrator Enrollment Form

Note: Not all columns are shown in this screenshot due to space constraints.

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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
GENDER										
2	Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
RACE/ETHNICITY (1997 Revised Standards)										
4	American Indian or Alaskan Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	Asian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	Black or African American	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	Native Hawaiian or Other Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	White	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10	Two or More Races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)										
11	Individuals With Disabilities (ESEA/IDEA)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12	Individuals from Economically Disadvantaged Families	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
13	Individuals Preparing for Non-traditional Fields	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
14	Single Parents	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
15	Out of Workforce Individuals	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
16	English Learners	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
17	Homeless Individuals	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
18	Youth In Foster Care	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
19	Youth with Parent In Active Military	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
20	Migrant Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Instructions for Completing This Step:

Each cell on the student enrollment form must contain a digit, a "o" (zero), "-1" (not provided), or "-9" (program not offered).

o indicates that there are no students in the cell.

-1 means that the State attempted, but was unable, to obtain data from its eligible recipients. "-1" will be counted as a "o" in aggregated totals. All cells with "-1" must be explained in the Additional Information block at the bottom of the form.

-9 means the State does not offer the program.

Rows

Below are the row headings that appear on the enrollment forms, listed in the order they appear from top to bottom.

- **Row 1 – Grand Total:** Enter unduplicated counts of students enrolled in one or more State CTE approved courses for all secondary students and each career cluster.
- **Row 2 – Male:** Enter unduplicated counts of male students enrolled in one or more State CTE approved courses for each career cluster.
- **Row 3 – Female:** Enter unduplicated counts of female students enrolled in one or more State CTE approved courses for each career cluster.
- **Rows 4-10 – Race/ethnicity (1997 Revised Standards):** Enter ethnicity counts for students enrolled in one or more State CTE approved courses for each career cluster. May contain a duplicated student enrollment count.
- **Row 4 – American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.

- **Row 5 – Asian:** A person having origins in any of the original peoples of the Far East, East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Row 6 – Black or African American:** A person having origins in any of the Black racial groups of Africa.
- **Row 7 – Hispanic/Latino:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.
- **Row 8 – Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Row 9 – White:** A person having origins in any of the original peoples of Europe, the Middle East, or North America.
- **Row 10 – Two or More Races:** A person belonging to two or more racial groups.
- **Rows 11-20 – Special Population and Other Student Categories:** Enter special population counts for students enrolled in one or more State CTE approved courses. These rows may contain duplicated student enrollment counts; for example, a student may be both "limited English proficient" and "economically disadvantaged."
- **Row 11 – Individuals with Disabilities (ESEA/IDEA) (*Secondary Only*):** The term "disability status" as used in section 1111(h)(1)(C)(i) of the ESEA refers to a "child with a disability," which under section 9101 of the ESEA has the same meaning as the term in section 602 of the Individuals with Disabilities Education Act. Under section 602(3) of the IDEA, the term "child with a disability" means a child (a) with intellectual disabilities, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this chapter as "emotional disturbance"), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (b) who, by reason thereof, needs special education and related services.
- **Row 12 – Individuals from Economically Disadvantaged Families:** Individuals from economically disadvantaged families.

- **Row 13 – Individuals Preparing for Non-traditional fields:** Occupations or fields of work, such as careers in computer science, technology, or other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in such occupation or field of work.
- **Row 14 – Single Parents:** The term "single parents" includes single pregnant women.
- **Row 15 – Out of Workforce Individuals:** Individuals who (a) have worked primarily without remuneration to career for a home and family and for that reason has diminished marketable skills; (ii) have been dependent on the income of another family member but is no longer supported by that income; or (iii) are a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and (b) are unemployed or underemployed and are experiencing difficulty in obtaining or upgrading employment
- **Row 16 – English Learners:** Secondary school students, adults, or out-of-school youth who have limited ability in speaking, reading, writing, or understanding the English language, and (a) whose native language is a language other than English; or (b) who live in a family or community environment in which a language other than English is the dominant language.
- **Row 17 – Homeless Individuals:** Individuals who lack a fixed, regular, and adequate nighttime residence; and include (a) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; (b) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; (c) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (d) migratory children who qualify as homeless for the purpose of this subtitle because the children are living in circumstances described in the above clauses.

- **Row 18 – Youth in Foster Care:** Youth who are in, or have aged out of, the foster care system.
- **Row 19 – Youth With Parent in Active Military:** Youth with a parent who— (a) is a member of the Armed Forces; and (b) is on active duty.
- **Row 20 – Migrant Students:** Section 1309(3) of the ESEA defines the term 'migratory child' to mean a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work —(A) has moved from one school district to another; (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Columns

Below are the column headings that appear enrollment forms, listed in the order they appear from left to right.

- **Column 1 – Number of Students:** The unduplicated count of secondary CTE concentrators.
- **Columns 2-17 – Career Clusters:** Provide disaggregated data for the 16 career clusters recognized by OCTAE. The cluster data can be either unduplicated or duplicated. Enter in the "Additional Information" text field below the form whether you are reporting unduplicated or duplicated cluster counts.
- **Column 2 – Agriculture, Food, and Natural Resources**
- **Column 3 – Architecture & Construction**
- **Column 4 – Arts, A/V Technology & Communications**
- **Column 5 – Business Management & Administration**
- **Column 6 – Education & Training**


- Column 7 – Finance
- Column 8 – Government & Public Administration
- Column 9 – Health Science
- Column 10 – Hospitality & Tourism
- Column 11 – Human Services
- Column 12 – Information Technology
- Column 13 – Law, Public Safety, Corrections & Security
- Column 14 – Manufacturing
- Column 15 – Marketing
- Column 16 – Transportation, Distribution, & Logistics
- Column 17 – Other; please identify in the "Additional Information" text field located below the enrollment form.

Additional Information

A text field is available below the form for any additional information that the State needs to provide regarding the enrollment data.

Figure 22. Additional Information

Additional Information:



Step 4d. Postsecondary CTE Concentrator Enrollment

Figure 23. Postsecondary Concentrator Enrollment Form

Note: Not all columns are shown in this screenshot due to space constraints.

Row	Population	Number of Postsecondary 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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
GENDER										
2	Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
RACE/ETHNICITY (1997 Revised Standards)										
4	American Indian or Alaskan Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	Asian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	Black or African American	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	Native Hawaiian or Other Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	White	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10	Two or More Races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11	Unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)										
12	Individuals With Disabilities (ADA)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
13	Individuals from Economically Disadvantaged Families	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
14	Individuals Preparing for Non-traditional Fields	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
15	Single Parents	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
16	Out of Workforce Individuals	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
17	English Learners	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
18	Homeless Individuals	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
19	Youth In Foster Care	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
20	Youth with Parent in Active Military	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Instructions for Completing This Step:

Each cell on the student enrollment form must contain a digit, a "o" (zero), "-1" (not provided), or "-9" (program not offered).

o indicates that there are no students in the cell.

-1 means that the State attempted, but was unable, to obtain data from its eligible recipients. "-1" will be counted as a "o" in aggregated totals. All cells with "-1" must be explained in the Additional Information block at the bottom of the form.

-9 means the State does not offer the program.

Rows

Below are the row headings that appear on the enrollment forms, listed in the order they appear from top to bottom.

- **Row 1 – Grand Total:** Enter unduplicated counts of students enrolled in one or more State CTE approved courses for all postsecondary students and each career cluster.
- **Row 2 – Male:** Enter unduplicated counts of male students enrolled in one or more State CTE approved courses for each career cluster.
- **Row 3 – Female:** Enter unduplicated counts of female students enrolled in one or more State CTE approved courses for each career cluster.
- **Rows 4-11 – Race/ethnicity (1997 Revised Standards):** Enter ethnicity counts for students enrolled in one or more State CTE approved courses for each career cluster. May contain a duplicated student enrollment count.
- **Row 4 – American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.

- **Row 5 – Asian:** A person having origins in any of the original peoples of the Far East, East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Row 6 – Black or African American:** A person having origins in any of the Black racial groups of Africa.
- **Row 7 – Hispanic/Latino:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.
- **Row 8 – Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Row 9 – White:** A person having origins in any of the original peoples of Europe, the Middle East, or North America.
- **Row 10 – Two or More Races:** A person belonging to two or more racial groups.
- **Row 11 – Unknown (*Postsecondary Only*):** A postsecondary student who does not self-identify a race and/or ethnicity on a local information collection.
- **Rows 12-20 – Special Population and Other Student Categories:** Enter special population counts for students enrolled in one or more State CTE approved courses. These rows may contain duplicated student enrollment counts; for example, a student may be both "limited English proficient" and "economically disadvantaged."
- **Row 12 – Individuals with Disabilities (ADA) (*Postsecondary Only*):** Individuals with any disability as defined in section 3 of the Americans with Disabilities Act of 1990 (ADA). Under section 3(2) of the ADA, the term "disability" means, with respect to an individual (a) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; (b) a record of such impairment; or (c) being regarded as having such impairment. (as described in paragraph ((3))
- **Row 13 – Individuals from Economically Disadvantaged Families:** Individuals from economically disadvantaged families.

- **Row 14 – Individuals Preparing for Non-traditional fields:** Occupations or fields of work, such as careers in computer science, technology, or other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in such occupation or field of work.
- **Row 15 – Single Parents:** The term "single parents" includes single pregnant women.
- **Row 16 – Out of Workforce Individuals:** Individuals who (a) have worked primarily without remuneration to career for a home and family and for that reason has diminished marketable skills; (ii) have been dependent on the income of another family member but is no longer supported by that income; or (iii) are a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and (b) are unemployed or underemployed and are experiencing difficulty in obtaining or upgrading employment
- **Row 17 – English Learners:** Secondary school students, adults, or out-of-school youth who have limited ability in speaking, reading, writing, or understanding the English language, and (a) whose native language is a language other than English; or (b) who live in a family or community environment in which a language other than English is the dominant language.
- **Row 18 – Homeless Individuals:** Individuals who lack a fixed, regular, and adequate nighttime residence; and include (a) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; (b) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; (c) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (d) migratory children who qualify as homeless for the purpose of this subtitle because the children are living in circumstances described in the above clauses.

- **Row 19 – Youth in Foster Care:** Youth who are in, or have aged out of, the foster care system.
- **Row 20 – Youth With Parent in Active Military:** Youth with a parent who— (a) is a member of the Armed Forces; and (b) is on active duty.

Columns

Below are the column headings that appear enrollment forms, listed in the order they appear from left to right.

- **Column 1 – Number of Students:** The unduplicated count of postsecondary CTE concentrators.
- **Columns 2-17 – Career Clusters:** Provide disaggregated data for the 16 career clusters recognized by OCTAE. The cluster data can be either unduplicated or duplicated. Enter in the "Additional Information" text field below the form whether you are reporting unduplicated or duplicated cluster counts.
- **Column 2 – Agriculture, Food, and Natural Resources**
- **Column 3 – Architecture & Construction**
- **Column 4 – Arts, A/V Technology & Communications**
- **Column 5 – Business Management & Administration**
- **Column 6 – Education & Training**
- **Column 7 – Finance**
- **Column 8 – Government & Public Administration**
- **Column 9 – Health Science**
- **Column 10 – Hospitality & Tourism**
- **Column 11 – Human Services**


- **Column 12 – Information Technology**
- **Column 13 – Law, Public Safety, Corrections & Security**
- **Column 14 – Manufacturing**
- **Column 15 – Marketing**
- **Column 16 – Transportation, Distribution, & Logistics**
- **Column 17 – Other; please identify in the "Additional Information" text field located below the enrollment form.**

Additional Information

A text field is available below the form for any additional information that the State needs to provide regarding the enrollment data.




























Figure 24. Additional Information

Additional Information:



Step 5. Review & Certification

Figure 25. Review & Certification

REQUIRED STEPS	REPORT WORKSPACE																											
1. Cover Page	5. Review & Certification <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	<p>Required Steps:</p> <table><tr><td>1.</td><td>Cover Page</td><td> Completed</td></tr><tr><td>2a.</td><td>Implementation of State Leadership Activities</td><td> Completed</td></tr><tr><td>2b.</td><td>Fiscal Responsibility</td><td> Completed</td></tr><tr><td>3a.</td><td>Interim Financial Status Report</td><td> Completed</td></tr><tr><td>3b.</td><td>Final Financial Status Report</td><td> Completed</td></tr><tr><td>4a.</td><td>Secondary CTE Participant Enrollment</td><td> Completed</td></tr><tr><td>4b.</td><td>Postsecondary CTE Participant Enrollment</td><td> Completed</td></tr><tr><td>4c.</td><td>Secondary CTE Concentrator Enrollment</td><td> Completed</td></tr><tr><td>4d.</td><td>Postsecondary CTE Concentrator Enrollment</td><td> Completed</td></tr></table> <div>Start Review</div>	1.	Cover Page	 Completed	2a.	Implementation of State Leadership Activities	 Completed	2b.	Fiscal Responsibility	 Completed	3a.	Interim Financial Status Report	 Completed	3b.	Final Financial Status Report	 Completed	4a.	Secondary CTE Participant Enrollment	 Completed	4b.	Postsecondary CTE Participant Enrollment	 Completed	4c.	Secondary CTE Concentrator Enrollment	 Completed	4d.	Postsecondary CTE Concentrator Enrollment	 Completed
1.	Cover Page	 Completed																										
2a.	Implementation of State Leadership Activities	 Completed																										
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4c.	Secondary CTE Concentrator Enrollment	 Completed																										
4d.	Postsecondary CTE Concentrator Enrollment	 Completed																										

Instructions for Completing This Step:

In order to certify and submit your report for OCTAE review, the State Director must review and approve each step. Once all steps have been completed, click on **Start Review** to start your review.

You cannot make changes while reviewing the report. If during your review you identify errors or missing information, click on **Exit Review**. Once you have made and saved your changes you must restart the review process. If no changes are required, click on **Approve Section**.

Figure 26. Report Review

REVIEW STATUS	REPORT REVIEW		
<ul style="list-style-type: none"> Cover Page Narrative Performance Report Financial Status Reports <ul style="list-style-type: none"> Interim Report Final Report Enrollment Data Review & Certification 	<p>3a. Interim Financial Status Report</p> <p><i>Directions: Complete the Interim Financial Status Report below. Report must be certified by the State's Financial Auditor.</i></p> <div style="background-color: #e0e0e0; padding: 10px; border: 1px solid #ccc;"> <p>Note to Reviewer: You cannot make changes while reviewing the report. If during your review, you identify errors or missing information, click the EXIT REVIEW button below. Once you have made and saved your changes, you must restart the review process. If no changes are required, click the APPROVE SECTION button.</p> </div> <table border="0"> <tr> <td style="vertical-align: top;"> <p>1. State Name: Demo</p> <p>2. Federal Funding Period:</p> <p>Start Date: 06/01/2019</p> <p>End Date: 07/30/2020</p> <p>3. Reporting Period:</p> <p>Start Date: 06/01/2019</p> <p>End Date: 07/30/2020</p> <p>4. Accounting Basis:</p> <p> <input type="radio"/> Cash <input checked="" type="radio"/> Accrual </p> </td> <td style="vertical-align: top;"> <p>5. Grant Award Number:</p> <p>Perkins V Grant: 123456</p> <p>6. Grant Award Amount:</p> <p>Perkins V Grant: 1000000.00</p> <p><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></p> <p>7. Amended Interim FSR: <input type="checkbox"/> Yes</p> <p>Date of Amended FSR:</p> </td> </tr> </table>	<p>1. State Name: Demo</p> <p>2. Federal Funding Period:</p> <p>Start Date: 06/01/2019</p> <p>End Date: 07/30/2020</p> <p>3. Reporting Period:</p> <p>Start Date: 06/01/2019</p> <p>End Date: 07/30/2020</p> <p>4. Accounting Basis:</p> <p> <input type="radio"/> Cash <input checked="" type="radio"/> Accrual </p>	<p>5. Grant Award Number:</p> <p>Perkins V Grant: 123456</p> <p>6. Grant Award Amount:</p> <p>Perkins V Grant: 1000000.00</p> <p><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></p> <p>7. Amended Interim FSR: <input type="checkbox"/> Yes</p> <p>Date of Amended FSR:</p>
<p>1. State Name: Demo</p> <p>2. Federal Funding Period:</p> <p>Start Date: 06/01/2019</p> <p>End Date: 07/30/2020</p> <p>3. Reporting Period:</p> <p>Start Date: 06/01/2019</p> <p>End Date: 07/30/2020</p> <p>4. Accounting Basis:</p> <p> <input type="radio"/> Cash <input checked="" type="radio"/> Accrual </p>	<p>5. Grant Award Number:</p> <p>Perkins V Grant: 123456</p> <p>6. Grant Award Amount:</p> <p>Perkins V Grant: 1000000.00</p> <p><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></p> <p>7. Amended Interim FSR: <input type="checkbox"/> Yes</p> <p>Date of Amended FSR:</p>		

Certification

The report must be certified and signed by the State official authorized by State law to perform these functions on behalf of the State. This authorized individual may use the PIN supplied to the State by the Department. The use of the PIN to certify and submit the CAR is the same as certifying and signing the document.

Authorized users may request a PIN from this screen by clicking on **Forgot PIN** which will send a system generated email containing the PIN to the user's email address.

Click on **Submit My Report** to submit the CAR for OCTAE review. A success message will appear on the screen indicating that the report was successfully submitted for review.

Figure 27. State Director Certification

REQUIRED STEPS	REPORT WORKSPACE
1. Cover Page	<p>Certification</p> <p><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></p> <p>CAR Certification:</p> <p>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.</p> <p>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.</p> <p>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.</p> <div><div>Signature of Authorized Individual (PIN):</div><div></div></div> <div><div>Title/Agency:</div><div></div></div> <div><div>Date:</div><div></div></div>
2. Narrative Performance Report	
3. Financial Status Reports	
4. Performance Data Reports	
5. Review & Certification	

FORGOT PIN

SUBMIT MY REPORT