



**U. S. Department of Education  
Office of Career, Technical, and Adult Education**

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***The Carl D. Perkins Career and Technical  
Education Act of 2006  
(Perkins V)***

**GUIDE FOR THE SUBMISSION OF  
CONSOLIDATED ANNUAL REPORTS**

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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 be 238 hours per response for the first three years of the collection and 255 hours per response for the fourth year of the collection. These estimates average 243 hours over the duration of the collection and include time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit (section 113(b)(3)(C) of the Carl D. Perkins Career and Technical Education Act, 2 CFR 200.328, 2 CFR 200.329, and 34 CFR 76.720). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, please contact your State's Perkins Regional Coordinator who can be located under the "Contact Us" tab on the Perkins Collaborative Resource Network (PCRN) at <https://cte.ed.gov> directly.

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## **INTRODUCTION AND SUBMISSION REQUIREMENTS**

On July 31, 2018, the President signed into law the *Strengthening Career and Technical Education for the 21st Century Act* (Public Law 115-224) (Perkins V, the Act, or statute), which reauthorized and amended the *Carl D. Perkins Career and Technical Education Act of 2006*. The U.S. Department of Education's (Department) Office of Career, Technical, and Adult Education (OCTAE) developed this guide to assist each eligible agency in preparing and submitting annual reports to the Department under the reauthorized Perkins Act (20 U.S.C. 2301 et seq.) and applicable Federal regulations.

### **Contents of Annual Reports**

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

- Narrative performance report pursuant to 2 CFR 200.329 and 34 CFR 76.720;
- Financial reports pursuant to 2 CFR 200.328 and 34 CFR 76.720; and
- Performance data reports pursuant to section 113(b)(3)(C) of Perkins V.

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). Each eligible agency will be required to submit the same content in its CAR. Table 1 provides the contents for reports for FY 2019 and subsequent years.

This Guide has been updated to:

- Gather additional narrative information regarding implementation of Perkins V;
- Collect enrollment data on CTE participants in middle grades, to the extent such data are available;
- Request additional data on the placement of CTE concentrators in education, training, and employment, if available; and
- Specify the numerators and denominators for the core indicators of performance.

### **Timeline for Submission of Consolidated Annual Reports**

Each eligible agency must submit its annual CAR for the most recently completed program year on January 31 of the following year, no later than close of business (5:00 pm EST). This deadline corresponds with Department regulations requiring the annual submission of financial status reports by the 120th day following the grant period or expiration of the grant pursuant to 2 CFR 200.344(a), and provides sufficient time for the eligible agency to compile and submit its narrative performance report and performance data reports.

**Table 1: Timeline and Contents of CAR Reports**

Items	FY 2023	FY 2024	FY 2025	FY 2026
Perkins Implementation Year	Program Year 2023-24	Program Year 2024-25	Program Year 2025-26	Program Year 2026-27
Data Submission Deadline	January 31, 2025	January 31, 2026	January 31, 2027	January 31, 2028
I. Cover Page	Required	Required	Required	Required
B.1 Implementation of State Leadership Activities	Required	Required	Required	Required
B.2 Fiscal Responsibility	Required	Required	Required	Required
B.3 UPDATED Identification of CTE Concentrators	Not applicable	Not applicable	Optional	Required
B.4 UPDATED Use of Perkins V Funds in the Middle Grades	Not applicable	Not applicable	Optional	Required
B.5 UPDATED Accountability for Results	Not applicable	Not applicable	Optional	Required
B.6 UPDATED Size, Scope, and Quality	Not applicable	Not applicable	Optional	Required
B.7 UPDATED High-Skill and High-Wage Industries and Occupations	Not applicable	Not applicable	Optional	Required
B.8 Disparities or Gaps in Performance	Required	Required	Required	Required
B.9 Implementation of Program Improvement Plans	Required when an eligible agency misses 90 percent of a State determined performance level	Required when an eligible agency misses 90 percent of a State determined performance level	Required when an eligible agency misses 90 percent of a State determined performance level	Required when an eligible agency misses 90 percent of a State determined performance level
C.1 Secondary Subawards (Section 131) Form	Required	Required	Required	Required
C.2 Postsecondary Subawards	Required	Required	Required	Required

(Section 132) Form				
B.1 Interims FSR Form	Required	Required	Required	Required
B.1 Final FSR Form	Required	Required	Required	Required
B.1 UPDATED CTE Participant Enrollment Forms	Required: Secondary and postsecondary participant data  Not applicable: Middle grades participant data	Required: Secondary and postsecondary participant data  Not applicable: Middle grades participant data	Required: Secondary and postsecondary participant data  UPDATED: Optional: Middle grades participant data, to the extent such data are available	UPDATED: Required: Middle grades, to the extent such data are available, and secondary and postsecondary participant data
B.2 CTE Concentrator Enrollment Forms	Required	Required	Required	Required
B.3 UPDATED CTE Concentrator Performance Forms	Required: Using current State specifications for numerators and denominators for the core indicators of performance	Required: Using current State specifications for numerators and denominators for the core indicators of performance	UPDATED: Optional to use new specifications for numerators and denominators for core indicators of performance.	UPDATED: Required: Using new specifications for numerators and denominators for core indicators of performance.

## **Submission Portal and Protocol**

Each eligible agency will submit its narrative performance report, financial status reports (FSRs), and performance data forms for the secondary and postsecondary core indicators to the Perkins CAR Portal at <https://Perkins.ed.gov>. Hard copy submissions will not be accepted as the Department met the requirement of 34 CFR 76.720(b)(3) for the transition from hard copy to electronic submission of CARs during the implementation of the *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV).

Beginning on November 1 of each year, the submission portal will open for CAR submissions. The Department will provide virtual and on-line training for State CTE directors and staff who they authorize to complete one or more sections of the CAR. The Department also will provide each eligible agency with electronic Personal Identification Numbers (PINs) for authorized State officials to sign and certify the entire CAR. It is important to note that the use of PINs by any responsible eligible agency officials is the same as certifying and signing the documents with a hand-written signature. Eligible agency officials are responsible for protecting the confidentiality of their PIN and for any use of their PIN by another individual.

## **Requests for Extensions**

Pursuant to 2 CFR 200.344(a), the Department may grant to an eligible agency a brief extension to the submission deadline for one or more sections of the CAR upon receipt of a justified request. The request must indicate the specific factors necessitating the extension and the reasons the State did not become aware of these factors to ensure that its submission was timely. An extension must be requested via email to the State's respective Perkins Regional Coordinator as provided under Contacts on the Perkins Collaborative Resource Network at: <https://cte.ed.gov/contact/staff-by-state-responsibility>.

## **Requests for Amended Final FSR Submissions**

The Department may permit an eligible agency to file an amended final Financial Status Report (FSR) upon receipt of a justified request, indicating the specific factors necessitating the revision of its FSR and the reasons the eligible agency did not become aware of these factors in time to ensure its original submission was complete, accurate, and timely. An amendment must be requested via email to the State's respective Perkins Regional Coordinator as provided under Contacts on the Perkins Collaborative Resource Network at: <https://cte.ed.gov/contact/staff-by-state-responsibility>.

Once the eligible agency has received Department approval to submit an amended final FSR, OCTAE will reopen the CAR portal for the eligible agency to submit its amended FSR electronically via the Department's Perkins CAR Portal. The eligible agency must place a check in Block XI of the final FSR form and enter the date of filing the amended FSR. The authorized State official must use their PIN to certify and sign the amended FSR.

## **Requests for Amended Performance Data Report Submissions**

The Department may permit an eligible agency to submit amended performance data upon receipt of a justified request, indicating the specific factors necessitating the revision of its performance data and

the reason the eligible agency did not become aware of these factors in time to ensure its original data submission was complete, accurate, and timely. An amendment must be requested via email to the State's respective Perkins Regional Coordinator as provided under Contacts on the Perkins Collaborative Resource Network at: <https://cte.ed.gov/contact/staff-by-state-responsibility>.

It is important to note that, although an eligible agency may be permitted to submit amended performance data, the Department must use *only* the performance data for the most recently completed program year that it receives by the January 31 submission deadline of the following calendar year to determine whether an eligible agency has met at least 90 percent of its State-determined performance levels (SDPLs) for each of the core indicators of performance under section 113(b)(2) of Perkins V, or whether the eligible agency must submit a program improvement plan as required in section 123(a)(1) of Perkins V.

Once an eligible agency has received Department approval to submit amended performance data, the eligible agency must submit its amended performance data electronically via the Perkins CAR Portal. The authorized State official must use their PIN to certify and sign the amended performance data submission.

### **Notification of Approval of CAR Submission**

The Department will review each eligible agency's CAR from February to April following each annual submission. CARs will be reviewed according to the following criteria:

- Timeliness of the report submission (i.e., whether the eligible agency submitted all sections of the report [narrative, fiscal, and performance data reports] by the January 31 deadline following the reporting year);
- Compliance with the Perkins V legislation (i.e., whether the activities undertaken were consistent with the provisions of Perkins V, and applicable Federal and Department regulations); and,
- Accuracy of enrollment and performance data (i.e., whether the eligible agency's submission passed all system-generated data checks in the CAR portal); and
- Compliance with the maintenance of effort (MOE) provisions in Perkins V (i.e., whether the eligible agency met the MOE requirement in section 211(b) of Perkins V).

Should any issues be noted during the review, the Department will immediately contact the eligible agency for resolution. By mid-April, barring any lingering issues, the Department will send a CAR outcome letter via email to each agency notifying them of the outcome of their CAR submission.

### **For Further Information**

For questions regarding the CAR submission, an eligible agency may contact its Perkins Regional Coordinator as provided under Contacts on the Perkins Collaborative Resource Network at: <https://cte.ed.gov/contact/staff-by-state-responsibility>.



**U. S. Department of Education  
Office of Career, Technical, and Adult Education**

**Strengthening Career and Technical Education for the 21st Century Act  
(Perkins V) Consolidated Annual Report**

**I. COVER PAGE**

- A. State Name: \_\_\_\_\_
- B. PR/Award Number: \_\_\_\_\_
- C. Program Year Covered by this Report: From \_\_\_\_\_ To \_\_\_\_\_  
(MM/DD/YY) (MM/DD/YY)
- D. Individual Serving as State Director for Career and Technical Education:
- A. Name: \_\_\_\_\_
- B. Official Position Title: \_\_\_\_\_
- C. Agency: \_\_\_\_\_
- D. Telephone: (\_\_\_\_) \_\_\_\_\_ 5. Email: \_\_\_\_\_
- E. Lead Individuals Completing This Report:

<b>Sections of Report</b>		
<b>II. Narrative Performance Report</b>	<b>III. Financial Status Reports</b>	<b>IV. Performance Reports</b>
<i>Place a check (✓) in the box for any section where the lead individual is the same as the State CTE director listed in Item D above.</i>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Where the lead individual for any section is different than the State CTE director listed in Item D above, provide their name, title, and agency below. If this individual (rather than the State CTE director) can be contacted directly by the Department for further information on the section of the report, also provide a telephone number and/or email address.</i>		
<b>Name:</b>	<b>Name:</b>	<b>Name:</b>
<b>Title:</b>	<b>Title:</b>	<b>Title:</b>

<b>Agency:</b>	<b>Agency:</b>	<b>Agency:</b>
<b>Telephone:</b>	<b>Telephone:</b>	<b>Telephone:</b>
<b>Email:</b>	<b>Email:</b>	<b>Email:</b>

\* *Note:* The FSRs contained in this report must be separately certified and signed by the State official authorized by State law to perform these functions on behalf of the State, using the PIN supplied to the State by the Department.

F. **CERTIFICATION OF REPORT:** I certify to the best of my knowledge and belief that this report, consisting of narrative performance report, financial status reports (FSRs), and performance data report, is accurate and complete. I understand that the U.S. Department of Education will use only the performance data that it receives for the most recently completed program year by the January 31 submission deadline of the following calendar year to determine whether my State has met at least 90 percent of its State determined performance levels for each of the core indicators of performance under section 113(b)(2) of Perkins V, or whether my State must submit a program improvement plan as required in section 123(a)(1) of Perkins V. I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit the CAR is the same as certifying and signing the document with a hand-written signature.

\_\_\_\_\_  
 Signature of State CTE Director  
 using PIN supplied by the Department

\_\_\_\_\_  
 Date

## II: NARRATIVE PERFORMANCE REPORT

### A. Instructions

Each eligible recipient of Federal funds must comply with the requirements for submitting annual performance reports to the Department pursuant to 2 CFR 200.329. These requirements include providing a comparison of actual accomplishments to the objectives of the Federal award and, if applicable, the reasons why established goals were not met. In meeting this requirement, the eligible agency must provide narrative information as described below.

### B. Narrative Performance Report Form

#### 1. Implementation of State Leadership Activities

- 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 the following 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 technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, 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)
- 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)

- 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)(ii)(II) of Perkins V.
- (Section 124(a)(2) of Perkins V)

## 2. Fiscal Responsibility

- a. For each recipient or entity that is eligible to receive a subaward under section 131 (secondary education programs) of Perkins V, please provide the information indicated in the Secondary Subawards (Section 131) Form.

In completing the form, each State must follow the instructions provided below. Data contained in each row in the form should correspond to a single eligible recipient or entity, such as a local educational agency.

- i. Completing Columns A through G
  - Column A – Identify the name of the recipient or entity eligible to receive a subaward under section 131 of Perkins V.
  - Column B – Identify the recipient’s or entity’s 7-digit National Center for Education Statistics (NCES) district identification number, which can be found at <https://nces.ed.gov/ccd/districtsearch>.
  - Column C – Identify the amount of the subgrant funds for which the recipient or entity was eligible under the Perkins V section 131 formula used by your State in your initial formula run, before minimum allocation requirements were applied or before a recipient or entity joined a consortium.

In special cases where an educational service agency or area career and technical education school was designated as a consortium fiscal agent or recipient of subgrant funds, and was not calculated in the initial formula run, enter “0” (zero).

- Column D – Identify the amount of section 131 subgrant funds the recipient or entity was actually awarded by the State.

If the recipient or entity is part of a consortium and is not the fiscal agent for the consortium, enter “0” (zero). If the recipient or entity is part of a consortium and is the fiscal agent for the consortium, enter the full amount

received by the consortium.

- Column E –
    - Enter a “0” if the recipient or entity is not a member of a consortium.
    - Enter a “1” if the recipient or entity is a member of a consortium for purposes of meeting the minimum allocation requirement per section 131(c) of Perkins V.
    - Enter a “2” if the recipient or entity is a member of a consortium by distributing a portion of funds made available under section 112(a)(1) to the appropriate area career and technical education school or educational service agency per section 131(e) of Perkins V.
    - Enter a “3” if the recipient or entity is a member of a consortium for other purposes not described above.
  - Column F – If the recipient or entity is a member of a consortium, identify the State-assigned identification or award number of the consortium subgrant.
  - Column G – If the recipient or entity is a member of a consortium, indicate whether the recipient or entity is the fiscal agent for the consortium (Y/N).
- b. For each institution or entity that is eligible to receive a subaward under section 132 (postsecondary education programs), please provide the information indicated in the Postsecondary Subawards (Section 132) Form.

In completing the form, each State must follow the instructions provided below. Data contained in each row in the form should correspond to a single eligible institution or entity, such as a community college.

i. Completing Columns A through G

- Column A – Identify the name of the institution or entity eligible to receive a subaward under section 132 of Perkins V.
- Column B – Identify the institution’s or entity’s 6-digit Integrated Postsecondary Education Data System (IPEDS) identification number, which can be found at <https://nces.ed.gov/globallocator>.
- Column C – Identify the amount of the subgrant funds for which the institution or entity was eligible under the Perkins V section 132 formula used by your State in your initial formula run, before minimum allocation requirements were applied or before an institution or entity joined a consortium.

- Column D – Identify the amount of section 132 subgrant funds the institution or entity was actually awarded by the State.

If the institution or entity is part of a consortium and is not the fiscal agent for the consortium, enter “0” (zero). If the institution or entity is part of a consortium and is the fiscal agent for the consortium, enter the full amount received by the consortium.

- Column E –
  - Enter a “0” if the institution or entity is not a member of a consortium.
  - Enter a “1” if the institution or entity is a member of a consortium for purposes of meeting the minimum allocation requirement per section 132(a)(3) of Perkins V.
  - Enter a “2” if the institution or entity is a member of a consortium for other purposes not described above.
- Column F – If the institution or entity is a member of a consortium, identify the State-assigned identification or award number of the consortium subgrant.
- Column G – If the institution or entity is a member of a consortium, indicate whether the institution or entity is the fiscal agent for the consortium (Y/N).

- 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)

### **3. Identification of CTE Concentrators**

- a. Briefly describe the policies and procedures your State uses to identify CTE concentrators at the secondary and postsecondary levels and the strategies your State uses to validate the identification of CTE concentrators to ensure that all CTE concentrators are included in performance reporting at the secondary and postsecondary levels.

### **4. Use of Perkins V Funds in the Middle Grades**

- a. Briefly describe the eligible agency’s policies on the use of Perkins V funds to serve students in the middle grades consistent with Section 135(b)(1) of Perkins V, including the grade levels for which funds may be used in the State.

## **5. Accountability for Results**

- a. If the eligible agency counts CTE concentrators who received “industry-recognized certificates and certifications” in the numerator of the secondary program quality indicator that measures the attainment of a recognized postsecondary credential (5S1), please describe how the eligible agency determines that these credentials are recognized by industry, and what methods, if any, are used to disseminate this information to eligible recipients.
- b. For CTE concentrators who received “industry-recognized certificates and certifications” and were counted in the numerator of the postsecondary performance indicator that measures the attainment of a recognized postsecondary credential (2P1), please describe how the eligible agency determines that these credentials are recognized by industry, and what methods, if any, are used to disseminate this information to eligible recipients.
- c. If the eligible agency counts CTE concentrators who attained postsecondary credits in the relevant career and technical education program or program of study through a dual or concurrent enrollment or another transfer agreement in the numerator of the secondary program quality indicator that measures attainment of postsecondary credits (5S2), please provide the number of postsecondary credits that a student must complete in order to be counted in the numerator for 5S2.
- d. If the eligible agency counts CTE concentrators who participated in work-based learning in the numerator of the secondary program quality indicator that measures participation in work-based learning (5S3), please provide the number of work-based learning hours (or other unit of measurement used by the State) that a student must complete in order to be counted in the numerator for 5S3.

## **6. Size, Scope, and Quality**

- a. Pursuant to section 135(b) of Perkins V, provide the eligible agency’s definition for “size”, “scope”, and “quality” that will be used to evaluate the uses of funds for eligible recipients that receive funds under section 131 (secondary CTE programs) or provide a description of the eligible agency’s implementation of these terms with respect to programs funded under section 131.
- b. Pursuant to section 135(b) of Perkins V, provide the eligible agency’s definition for “size”, “scope”, and “quality” that will be used to evaluate the uses of funds for eligible recipients that receive funds under section 132 (postsecondary CTE programs) or provide a description of the eligible agency’s implementation of these terms with respect to programs funded under section 132.

## **7. High-Skill and High-Wage Occupations or Industries**

- a. Describe how the eligible agency defines “high-skill” and “high-wage” occupations or industries, or provide a description of the eligible agency’s implementation of these terms

to meet the requirement in section 122(d)(9)(C) of Perkins V and to meet the assurance in section 122(d)(13) of Perkins V.

- b. Describe how the eligible agency provides information on high-skill, high-wage, or in-demand industry sectors or occupations to eligible recipients to enable eligible recipients to meet the requirements for the contents of local applications in section 134(b) of Perkins V and comprehensive local needs assessments in section 134(c) of Perkins V.

## 8. **Disparities or Gaps in Performance**

- a. Review your State's performance data in section IV.B.3 of this report. Identify and quantify any disparities or gaps in performance on the State determined levels of performance between any disaggregated category of students and all CTE concentrators served by the eligible agency under the Act. Include a quantifiable description of the progress each disaggregated category of students has made in meeting the State determined levels of performance.

(Section 113(b)(2)(2)(C)(ii)(II) of Perkins V)

## 9. **Implementation of State Program Improvement Plans**

- a. Review your State's performance data in section IV.B.3 of this report. If your State failed to meet at least 90 percent of a State-determined level of performance for any of the core indicators under section 113(b)(2)(2) of Perkins V for all CTE concentrators, provide a State program improvement plan. The plan should address, at a minimum, the following items:
  - i. The core indicator(s) that your State failed to meet at the 90 percent threshold.
  - ii. The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students.
  - iii. The action steps which will be implemented, beginning in the current program year, to improve the State's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified.
  - iv. The staff member(s) in the State who are responsible for each action step.
  - v. The timeline for completing each action step.
  - vi. The targeted completion date.

(Section 123(a)(1) of Perkins V)



**C. State Allocation Subaward Forms**

See attached Excel spreadsheets containing --

1. Secondary Subawards (Section 131) Form
2. Postsecondary Subawards (Section 132) Form

### III. FINANCIAL STATUS REPORTS (FSRs)

#### A. Instructions

As a recipient of Federal funds, each eligible recipient must comply with the requirements for submitting annual financial reports to the Department pursuant to 2 CFR 200.328. 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.

In completing the FSRs, it is important to note that Federal funds under Perkins V, similar to most State-administered programs, are available for obligation in the State for a 15-month period from July in the fiscal year for which the funds were appropriated through September 30 of the following fiscal year (referred to as the “funding period”). Any unobligated Perkins V funds (referred to as “carryover funds”) are then covered by the so-called “Tydings Amendment,” which gives eligible agencies an additional 12 months to obligate those funds. As a result, an eligible agency has up to 27 months to obligate funds awarded in any fiscal year. An eligible agency cannot make additional obligations against the grant award after the end of the Tydings period. Pursuant to 2 CFR 200.344(b), an eligible agency has four months or 120 days following the 27- month period in which to liquidate its obligations.

In completing the forms, each State must follow the instructions provided below.

#### 1. Completing Blocks I-IX

Above the FSR matrix are the following items, which must be completed:

- **Block I – State Name:** the name of the State submitting the FSR.
- **Block II – Federal Funding Period:** the 15-month funding period for the Perkins V grant award (i.e., July 1, 2024 through September 30, 2025).
- **Block III – FSR Report Period:** the dates covered by the FSR. The dates for the interim FSR report may span up to a 15-month period (i.e., July 1, 2024 through September 30, 2025) and the final report may span up to a 27-month period (i.e., July 1, 2024 through September 30, 2026).
- **Block IV – Accounting Basis:** the accounting method used by the State to track program expenditures (e.g., cash or accrual).
- **Block V – Grant Award Number:** the grant award numbers for the State’s Perkins V grant.

- **Block VI – Perkins V Grant Award Amount:** the amount of the Perkins V grant award as indicated on the State’s grant award notification (GAN).
- **Block VII and VIII – Amended Interim/Final FSR:** a check (✓) in the box indicates that the State is filing an amended interim or final FSR, respectively, as of the date indicated on the accompanying line. See Introduction and Submission Requirements for further instructions on submitting an amended interim or final FSR.
- **Block IX (below the FSR matrix) – 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 per the instructions listed in Introduction and Submission Requirements. The use of the PIN to certify and submit the CAR is the same as certifying and signing the document.

## 2. Completing Row Items A-N

Below are row headings that appear on the FSR matrix. 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 shaded header rows and the Net Outlays Previously Reported on the Interim FSR Form. Total rows are automatically calculated on the online CAR portal system.

### a. 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 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 made 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 made 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 allocation 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.*

**b. 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, educational institutions that serve individuals with disabilities, and other State institutions. *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.*

**c. 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(a)(3) 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.*

**d. Total Funds**

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

**3. Completing Columns 1-11**

The column headings on the FSR matrix are used to track expenditures for each of the rows noted above and are generally self-explanatory. Notes are provided below to further assist eligible agencies in completing the FSR.

- **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 ((State expenditures) made during the State fiscal year (12-month period that covers July 1 – June 30 for most States) 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.
- **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*)

## **B. FSR Forms**

See attached Excel spreadsheets containing—

1. Interim FSR Form; and
2. Final FSR Form.

## IV. PERFORMANCE DATA REPORTS

### A. Instructions

Section 113(b)(3)(C) of Perkins V requires each eligible agency that receives an allotment under section 111 to annually prepare and submit to the Secretary a report regarding—

- the progress of the State in achieving the State determined levels of performance on the core indicators of performance described in section 113(b)(2)(A) of the Act.
- the actual levels of performance for all career and technical education (CTE) concentrators, and for each of the subgroups of students, as described in section 1111(h)(1)(C)(ii)<sup>1</sup> of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48) of Perkins V.

Each eligible agency also must disaggregate data for each of the core indicators for the subgroups of students, as described in section 1111(h)(1)(C)(ii) of the ESEA, and special populations, as described in section 3(48), that are served under this Act; and (bb) by the career and technical education programs or programs of study of the CTE concentrators, except that in a case in which reporting by such program or program of study is impractical, the data may be disaggregated by the career clusters of the CTE concentrators, if appropriate.

To meet the requirement for the submission of annual performance data to the Department, the eligible agency must complete the following forms: CTE participant enrollment form, CTE concentrator enrollment form, and CTE concentrator performance forms. In completing the forms, each State must use the basic reporting instructions and definitions as described below.

#### 1. Basic Reporting Instructions

##### a. All Forms

- i. An eligible agency must report on all students participating in all CTE programs of Perkins funded eligible recipients.
- ii. An eligible agency must use the definitions for a “CTE participant” and “CTE concentrator” in section 3(13) and 3(12), respectively, of Perkins V and as provided in Item 2 below.

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<sup>1</sup> The subgroups identified in 1111(h)(1)(C)(ii) of the ESEA are: 1) each major racial and ethnic group; 2) economically disadvantaged students as compared to students who are not economically disadvantaged; 3) children with disabilities as compared to children without disabilities; 4) English proficiency status; 5) gender; and 6) migrant status], 7) homeless status, 8) status as a child in foster care, and 9) status as a student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of title 10, United States Code) on active duty (as defined in section 101(d)(5) of such title).

**b. CTE Participant and Concentrator Enrollment Forms**

- i. An eligible agency must report participant and concentrator data for the preceding program year. For example, in its January 31, 2022, CAR submission, an eligible agency must report data for program year covering July 1, 2020, through June 30, 2021.
- ii. An eligible agency must provide an unduplicated count of its CTE participants in the:
  - 1) Middle grades (beginning in FY 2026, to the extent such data are available),
  - 2) High school, and
  - 3) Postsecondary levels.

As well as CTE concentrators at the secondary and postsecondary levels.

- iii. An eligible agency must provide disaggregated data for its CTE participants and CTE concentrators in the 16 career clusters<sup>2</sup> listed below by gender, race/ethnicity, and for each of the subgroups of students described in section 1111(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 below.
  - 1) Agriculture, Food, and Natural Resources
  - 2) Architecture & Construction
  - 3) Arts, A/V Technology & Communications
  - 4) Business Management & Administration
  - 5) Education & Training
  - 6) Finance
  - 7) Government & Public Administration
  - 8) Health Science
  - 9) Hospitality & Tourism
  - 10) Human Services
  - 11) Information Technology
  - 12) Law, Public Safety, Corrections & Security
  - 13) Manufacturing
  - 14) Marketing

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<sup>2</sup> The Department has determined that it is appropriate for reporting at the career cluster level. See Section 113(b)(3)(C)(ii)(I)(bb) of Perkins V. States may also provide additional disaggregation by State-specific programs of study, if they wish.



- 15) Science, Technology, Engineering & Mathematics
- 16) Transportation, Distribution & Logistics
- 17) Other; please identify:

In providing this count—

- Disaggregated data may be duplicative counts.
- 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 one or more of the 16 career clusters, they must indicate a -9 (program not offered) in that column.

**c. CTE Concentrator Performance Forms**

- i. The Department will pre-populate the State-determined performance levels (SDPLs) on each performance form using the SDPL Form submitted by the eligible agency in its Perkins V State Plan and revisions, if any.
- ii. An eligible agency must provide aggregate data (an unduplicated total) for the specified numerator and denominator for each of the section 113(b)(2) core indicators of performance as presented on Table 2, including one or more of the program quality indicators(s) it has included in its approved Perkins V State Plan.
- iii. An eligible agency must provide disaggregated data on the performance of CTE concentrators by gender, race/ethnicity, and for each of the subgroups of students described in section 1111(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 below. Special population disaggregated data may be duplicative counts; for example, a student may be both an “English Learner” and “economically disadvantaged.”
- iv. An eligible agency must provide disaggregated data on the performance of CTE concentrators by the 16 career clusters and any other career cluster recognized in their State as described in Item b.iii above. Cluster disaggregated data may be duplicative counts; for example, a student may be counted in both “Health Science” and “STEM” career clusters.
- v. To the extent these data are available, eligible agencies are requested to disaggregate certain education and employment outcomes (described below) of secondary CTE concentrators who have exited secondary education (3S1) and postsecondary CTE concentrators who have completed a program (1P1) by

placement type.

- 1) To the extent these data are available, eligible agencies are required to disaggregate data on secondary exiters and postsecondary completers who enrolled in postsecondary education or “advanced training” by the type of postsecondary education program in which they enrolled (e.g., certificate, associate degree, or baccalaureate degree programs) and the type of advanced training in which they enrolled (e.g., Registered Apprenticeship, pre-apprenticeship programs, certification and licensure programs offered at an adult technical center, or other type of advanced training identified by the State).
  - 2) To the extent these data are available, eligible agencies are also required to disaggregate employment placement data to identify the number of secondary exiters and postsecondary completers who are employed in “high-skill sectors and occupations” and “high-wage sectors and occupations,” as those terms are defined by eligible agencies in their response to the CAR.
- vi. The disaggregation of data is not required when the number of students in a category is insufficient to yield statistically reliable information or when the results would reveal personally identifiable information about an individual student.<sup>3</sup>
- vii. Each cell on the student enrollment forms must contain a digit, a “0” (zero), -9 (program not offered), or -1 (not provided). A “0” indicates that there are no students in the cell. A -1 means that the eligible agency attempted, but was unable, to obtain data from its eligible recipients. Please note that a -1 will be counted as a “0” in aggregated totals.

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<sup>3</sup> An eligible agency is not required to submit data to the Department for any category for which the number of students is insufficient to yield statistically reliable information or when the results would reveal personally identifiable information about an individual student.

## 2. Definitions of Terms

### a. Definitions for Programs and Students

- i. CAREER AND TECHNICAL EDUCATION.—The term “career and technical education” means organized educational activities that—
  - (A) offer a sequence of courses that—
    - (i) provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
    - (ii) provides technical skill proficiency or a recognized postsecondary credential which may include an industry-recognized credential, a certificate, or an associate degree ; and
    - (iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph;
  - (B) include competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual;
  - (C) to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and
  - (D) may include career exploration at the high school level or as early as the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965).

(Section 3(5) of Perkins V)

- ii. PROGRAM OF STUDY.—The term “program of study” means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—
  - (A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
  - (B) addresses both academic and technical knowledge and skills, including employability skills;

- (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognizes postsecondary credential.

(Section 3(41) of Perkins V)

- iii. CTE PARTICIPANT.—The term ‘CTE participant’ means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.

(Section 3(13) of Perkins V)

- iv. CTE CONCENTRATOR.—The term “CTE concentrator” means—
  - (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses\* in a single career and technical education program or program of study; and
  - (B) at the postsecondary level, a student enrolled in an eligible recipient who has—
    - (i) earned at least 12 credits within a career and technical education program or program of study; or
    - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

(Section 3(12) of Perkins V)

\* This means that once a student completes 2 courses in a single CTE program or program of study, the student is counted as a CTE concentrator.

**b. Definitions for Reporting Disaggregated Data**

- i. Race/Ethnicity - Secondary Level

(A) Major Racial and Ethnic Groups

As mentioned above, Perkins V requires eligible agencies to report and disaggregate data on levels of performance for CTE concentrators by the subgroups described in section 1111(h)(1)(C)(ii) of the ESEA, including major racial and ethnic groups. A State must use the major racial and ethnic groups in its State as established in its approved Consolidated State Plan under section 8302 of the ESEA (please note that this need not include all of the categories established in the Classification of Federal Data on Race and Ethnicity established by OMB and the Department <https://www.gpo.gov/fdsys/pkg/FR-2007-10-19/pdf/E7-20613.pdf>).

(B) Additional Subgroups Included in Consolidated Plans under the Elementary and Secondary Education Act

An eligible agency also may report disaggregated data using any additional or combined subgroups included in its approved consolidated ESEA State plan. In such a case, the eligible agency should report these categories in the “additional information” section on each form.

ii. Race/Ethnicity - Postsecondary Level

(A) The following categories and definitions are based on the Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity that was issued by OMB in 1997:

- American Indian or Alaskan 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.
- 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.
- Black or African American – A person having origins in any of the Black racial groups of Africa.
- Hispanic or Latino – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.
- Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- Two or More Races – A person belonging to two or more racial groups.
- Race and/or Ethnicity Unknown – A postsecondary student only who does not self-identify a race and/or ethnicity on a local information collection.

iii. Student Categories Described in Perkins V and the ESEA

- (A) Table 3 at the end of this section provides the statutory definitions under Perkins V and ESEA for the student categories to be used in reporting disaggregated data for the secondary and postsecondary indicators of performance on the CAR data forms.
- (B) Where a student category has a different definition under Perkins V and ESEA, data for those students should be reported together for that category on the CAR data forms. For example, within the category “Individual with a Disability,” an eligible agency would report data for individuals with a disability under section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102) and children with a disability as defined in section 602(3) of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 401(3)).

**B. Performance Data Forms**

See attached Excel spreadsheets containing—

- 1. CTE Participant Enrollment Forms;
- 2. CTE Concentrator Enrollment Forms; and
- 3. CTE Concentrator Performance Forms

**Table 2: Section 113(b)(2) Core Indicators of Performance**

Numerator and Denominator Specifications	Indicator Codes	Indicator Names
<b>Secondary Level</b>		
<p>The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate defined in section 8101 of the Elementary and Secondary Education Act of 1965 (ESEA).</p> <p>Numerator: The number of CTE concentrators at the secondary level who, in the reporting year, are included in the numerator for the four-year adjusted cohort graduation rate under ESEA section 8101(25)(A)(ii) (i.e., the number of CTE concentrators at the secondary level who graduated from high school with a regular high school diploma as defined in ESEA section 8101(43)* before, during, or at the conclusion of the fourth year of high school or the summer session immediately following the fourth year of high school; plus, if the State has adopted an alternate diploma, all CTE concentrators with the most significant cognitive disabilities who were assessed using an alternate assessment aligned with alternate academic achievement standards under ESEA section 1111(b)(2)(D) and who graduated with a State-defined alternate diploma that is standards-based, aligned with the State requirements for the regular high school diploma, and obtained within the time period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act, in the reporting year).</p> <p>Denominator: The number of CTE concentrators at the secondary level who, in the reporting year, were included in the four-year adjusted cohort (i.e., denominator) used to calculate the four-year adjusted cohort graduation rate (as defined in ESEA section 8101(25)).</p> <p>* Consistent with sections 8101(25)(A)(ii)(II) and 8101(43)(B) of the ESEA, this shall not include any student awarded a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.</p>	<p>1S1</p>	<p>Four-Year Graduation Rate</p>

<p>(At the State’s discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in ESEA section 8101.</p> <p>Numerator: The number of CTE concentrators at the secondary level who, in the reporting year, are included in the numerator for the extended-year adjusted cohort graduation rate under ESEA section 8101(23)(A)(ii) (i.e., the number of CTE concentrators at the secondary level who earned a regular high school diploma as defined in ESEA section 8101(43)* before, during, or at the conclusion of one or more additional years beyond the fourth year of high school, or a summer session immediately following the additional year of high school; and all students with the most significant cognitive disabilities in the cohort assessed using the alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma that is standards-based; aligned with the State requirements for the regular high school diploma; and obtained within the time period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (20 U.S.C. 1412(a)(1) in the reporting year).</p> <p>Denominator: The number of CTE concentrators at the secondary level who, in the reporting year, were included in the adjusted cohort (i.e., denominator) used to calculate the extended-year adjusted cohort graduation rate (as defined in ESEA section 8101(23)).</p> <p>* Consistent with sections 8101(23)(A)(ii)(II) and 8101(43)(B) of the ESEA, this shall not include any student awarded a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.</p>	<p>1S2</p>	<p>Extended-Year Graduation Rate</p>
<p>CTE concentrator proficiency in the challenging State academic standards adopted by the State under ESEA section 1111(b)(1), as measured by the academic assessments in reading/language arts as described in ESEA section 1111(b)(2).</p> <p>Numerator: The number of CTE concentrators who achieved proficiency or higher in reading/language arts in the challenging State academic standards adopted by the State under ESEA section 1111(b)(1), as measured by the academic assessments described in ESEA section 1111(b)(2) of such Act, whose scores were reported by the</p>	<p>2S1</p>	<p>Academic Proficiency in Reading/Language Arts</p>



<p>State in accordance with ESEA section 1111(h)(1)(C)(ii) for any year in which the student was enrolled in the school, and who, in the reporting year, exited secondary education.</p> <p>Denominator: The number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were reported by the State in accordance with ESEA section 1111(h)(1)(C)(ii) for any year in which the student was enrolled in school, and who, in the reporting year, exited secondary education.</p>		
<p>CTE concentrator proficiency in the challenging State academic standards adopted by the State under ESEA section 1111(b)(1), as measured by the academic assessments in mathematics as described in ESEA section 1111(b)(2).</p> <p>Numerator: The number of CTE concentrators who achieved proficiency or higher in mathematics in the challenging State academic standards adopted by the State under ESEA section 1111(b)(1), as measured by the academic assessments described in ESEA section 1111(b)(2) of such Act , whose scores were reported by the State in accordance with section ESEA 1111(h)(1)(C)(ii) for any year in which the student was enrolled in the school, and who, in the reporting year, exited secondary education.</p> <p>Denominator: The number of CTE concentrators who took the ESEA assessment in mathematics whose scores were reported by the State in accordance with ESEA section 1111(h)(1)(C)(ii) for any year in which the student was enrolled in school, and who, in the reporting year, exited secondary education.</p>	2S2	Academic Proficiency in Mathematics
<p>CTE concentrator proficiency in the challenging State academic standards adopted by the State under ESEA section 1111(b)(1) , as measured by the academic assessments in science as described in ESEA section 1111(b)(2).</p> <p>Numerator: The number of CTE concentrators who achieved proficiency or higher in science in the challenging State academic standards adopted by the State under ESEA section 1111(b)(1), as measured by the academic assessments described in ESEA section 1111(b)(2), whose scores were reported by the State in accordance with ESEA section 1111(h)(1)(C)(ii) for any year in which the student was enrolled in the school, and who, in the reporting year, exited secondary education.</p> <p>Denominator: The number of CTE concentrators who took the ESEA assessment in science whose scores were reported by the State in accordance with ESEA section 1111(h)(1)(C)(ii) for any year in which the student was enrolled in school,</p>	2S3	Academic Proficiency in Science

<p>and who, in the reporting year, exited secondary education.</p>		
<p>The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.</p> <p>Numerator: The number of students who were CTE concentrators and exited secondary education during the preceding reporting year, who, in the second quarter after exiting from secondary education, were enrolled in postsecondary education, advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C 12511 et seq.), or were volunteers as described in section 5(a) of Peace Corps Act (22 U.S.C. 2504(a)), or were employed.</p> <p>Denominator: The number of CTE concentrators who exited secondary education in the preceding reporting year.</p>	<p>3S1</p>	<p>Post-Program Placement</p>
<p>The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields*</p> <p>Numerator: The number of CTE concentrators in secondary CTE programs and programs of study that lead to non-traditional fields who are a gender that comprises less than 25 percent of the individuals employed in the occupation or field of work for which the CTE program prepares students.</p> <p>Denominator: The number of CTE concentrators in secondary CTE programs and programs of study that lead to non-traditional fields.</p> <p>* This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.</p>	<p>4S1</p>	<p>Non-traditional Program Concentration</p>

Indicator Descriptions	Indicator Codes	Indicator Names
<b>Secondary Level (con't)</b>		
<i>The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure that is statewide, valid, reliable, and comparable across the State, 5S4.</i>		
<p>The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.</p> <p>Numerator: The number of CTE concentrators who graduated from high school in the reporting year who have attained a recognized postsecondary credential.</p> <p>Denominator: The number of CTE concentrators who graduated from high school in the reporting year.</p>	5S1	Program Quality – Attained Recognized Postsecondary Credential
<p>The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.</p> <p>Numerator: The number of CTE concentrators who graduated from high school in the reporting year having attained through dual or concurrent enrollment or another credit transfer agreement postsecondary credits in the relevant career and technical education program or program of study in which each student concentrated their studies.</p> <p>Denominator: The number of CTE concentrators who graduated from high school in the reporting year.</p>	5S2	Program Quality – Attained Postsecondary Credits
<p>The percentage of CTE concentrators graduating from high school having participated in work-based learning.</p> <p>Numerator: The number of CTE concentrators graduating from high school in the reporting year having participated in work-based learning.</p> <p>Denominator: The number of CTE concentrators who graduated from high</p>	5S3	Program Quality – Participated in Work-Based Learning

school in the reporting year.		
<p>Other(s) (<i>optional</i>): The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. Please identify.</p> <p>Numerator: Specified by the eligible agency.</p> <p>Denominator: Specified by the eligible agency.</p>	5S4, 5S5, 5S6, ...	Program Quality – Other
<b>Postsecondary Level</b>		
<p>The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.</p> <p>Numerator: The number of students who were CTE concentrators at the postsecondary level who completed a CTE program or program of study during the preceding reporting year and who, during the second quarter after program completion, remained enrolled in postsecondary education, were in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), were volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or were placed or retained in employment.</p> <p>Denominator: The number of students who were CTE concentrators at the postsecondary level who completed a CTE program or program of study during the preceding reporting year.</p>	1P1	Postsecondary Placement
<p>The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion<sup>‡</sup></p> <p>Numerator: The number of students who were CTE concentrators at the postsecondary level who received a recognized postsecondary credential in the preceding reporting year or those who completed their program in the preceding</p>	2P1	Earned Recognized Postsecondary Credential

<p>reporting year and earned their credential in the reporting year.</p> <p>Denominator: The number of students who were CTE concentrators at the postsecondary level who completed a CTE program or program of study during the preceding reporting year.</p> <p>± This means that a student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets “within 1 year of completion” to have the plain meaning of those words: “that the student would be counted if the student obtains the credential in the 1 year following that student’s completion of the program.”</p>		
<p>The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.*</p> <p>Numerator: The number of CTE concentrators in postsecondary CTE programs and programs of study that lead to non-traditional fields who are a gender that comprises less than 25 percent of the individuals employed in the occupation or field of work for which the CTE program prepares students.</p> <p>Denominator: The number of CTE concentrators in postsecondary CTE programs and programs of study that lead to non-traditional fields.</p> <p>* This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.</p>	3P1	Non-traditional Program Concentration

**Table 3: Student Categories for Reporting Disaggregated Data  
on the Section 113(b)(2) Core Indicators**

Note: Where the definitions for a special population category under Perkins V and a comparable subgroup under the Elementary and Secondary Education Act (ESEA) are different, the eligible agency will report enrollment and performance data for those students together in the single corresponding reporting category. For example, the eligible agency would report data for individuals with disabilities under the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA) in the “Individuals with Disabilities (Secondary only) Category” on the CAR Data Forms.

<b>Reporting Category on CAR Data Forms</b>	<b>Definitions for Special Populations in Section 3(48) of Perkins V</b>	<b>Definitions of Subgroups of Students in Section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act (ESEA) of 1965, as amended</b>
Individuals with Disabilities (Secondary only)	<p>Section 3(28) Perkins V defines the term “individual with a disability” to mean an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).</p> <p>**Section 3 of the Americans with Disabilities Act of 1990 defines the term “disability” to mean, 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 an impairment; or (C) being regarded as having such an impairment.</p> <p>For purposes of paragraph (1)(C):</p> <p>(A) An individual meets the requirement of “being regarded as having such an impairment” if the individual establishes that he or she has been subjected to an action prohibited under this chapter because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.</p> <p>(B) Paragraph (1)(C) shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.</p> <p>This section 3 definition also covers individuals with disabilities under Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. 794; <i>See</i> 29 U.S.C. 705(9)(b) and 705(20)(b).</p>	<p>The ESEA provides that a “child with a disability” is defined in section 602 of the Individuals with Disabilities Education Act (20 U.S.C. §1401(3)):<sup>*</sup></p> <p><sup>*</sup>Section 602 of the Individuals with Disabilities Education Act defines the term “child with a disability” to mean a child “(i) with intellectual disabilities, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as ‘emotional disturbance’), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) who, by reason thereof, needs special education and related services.</p>

<p>Individuals with Disabilities (Postsecondary only)</p>	<p>Section 3(28) Perkins V defines the term “individual with a disability” to mean an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).</p> <p>**Section 3 of the Americans with Disabilities Act of 1990 defines the term “disability” to mean, 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 an impairment; or (C) being regarded as having such an impairment.</p> <p>For purposes of paragraph (1)(C):  (A) An individual meets the requirement of “being regarded as having such an impairment” if the individual establishes that he or she has been subjected to an action prohibited under this chapter because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.  (B) Paragraph (1)(C) shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.</p> <p>This section 3 definition also covers individuals with disabilities under Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. 794; <i>See</i> 29 U.S.C. 705(9)(b) and 705(20)(b).</p>	<p>The ESEA is not applicable to individuals with disabilities at the postsecondary level.</p>
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<b>Reporting Category on CAR Data Forms</b>	<b>Definitions for Special Populations in Section 3(48) of Perkins V</b>	<b>Definitions of Subgroups of Students in Section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act (ESEA) of 1965, as amended</b>
Individuals from Economically Disadvantaged Families	<p>Perkins 3(48)(B) of Perkins V includes low-income youth and adults in the definition of “individuals from economically disadvantaged families.”</p> <p>Under Perkins V, States have the discretion to decide how to define this term. At the secondary level, the Department recommends that a State consider using the same definition of economically disadvantaged that the State uses in the accountability system under ESEA Title I, Part A .</p>	Under the ESEA, States have the discretion to define this term.
Individuals Preparing for Non-traditional Fields	Section 3(33) of Perkins V defines the term “non-traditional fields” to mean 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.	There is no comparable category in the ESEA.
Single Parents	Section 3(48)(D) of Perkins includes single pregnant women in the definition of “single parent.”	There is no comparable category in the ESEA.



Reporting Category on CAR Data Forms	Definitions for Special Populations in Section 3(48) of Perkins V	Definitions of Subgroups of Students in Section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act (ESEA) of 1965, as amended
Out of Workforce Individuals	<p>Section 3(36) of Perkins V defines the term “out-of-workforce individual” to mean—(A) an individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (WIOA) (29 U.S.C.3102)*; or (B) an individual who—(i)(1) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or (II) is 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 such title; and (ii) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.</p> <p>*Section 3(16) of WIOA defines the term “displaced homemaker” as an individual who has been providing unpaid services to family members in the home and who—(A)(i) has been dependent on the income of another family member but is no longer supported by that income; or (ii) is the dependent spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, U.S.C.) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, U.S.C. or pursuant to paragraph (4) of such section), a call or order to active duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, U.S.C., a permanent change of station, or the service-connected (as defined in section 101(16) of title 38, U.S.C.) death or disability of the member; and (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.</p>	There is no comparable category in the ESEA.

<b>Reporting Category on CAR Data Forms</b>	<b>Definitions for Special Populations in Section 3(48) of Perkins V</b>	<b>Definitions of Subgroups of Students in Section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act (ESEA) of 1965, as amended</b>
English Learners	Section 3(22) of Perkins V defines the term “English Learner” to mean—(A) a secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965; or (B) an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and—(i) whose native language is a language other than English; or (ii) who lives in a family environment in which a language other than English is the dominant language.	ESEA section 8101(20) defines the term “English learner,” when used with respect to an individual, to mean an individual— (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—(i) the ability to meet challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

Reporting Category on CAR Data Forms	Definitions for Special Populations in Section 3(48) of Perkins V	Definitions of Subgroups of Students in Section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act (ESEA) of 1965, as amended
Homeless Individuals	<p>Section 3(48)(G) of Perkins V provides that “homeless individuals” are defined in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)*.</p> <p>*Section 725 of the McKinney-Vento Homeless Assistance Act defines the term ‘homeless children and youths’ to—(A) mean individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and (B) include—(i) 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; (ii) 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 (within the meaning of section 103(a)(2)(C)); (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).</p>	<p>ESEA regulations at 34 C.F.R. § 200.2(b)(11)(i)(G) provide that the status as a “homeless child or youth” means the same as defined in section 725(2) of title VII, subtitle B of the McKinney-Vento Homeless Assistance Act, as amended.</p>

<b>Reporting Category on CAR Data Forms</b>	<b>Definitions for Special Populations in Section 3(48) of Perkins V</b>	<b>Definitions of Subgroups of Students in Section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act (ESEA) of 1965, as amended</b>
Youth in Foster Care	Section 3(48)(H) of Perkins V includes youth who are in, or have aged out of, the foster care system.	ESEA regulations at 34 C.F.R. § 200.2(b)(11)(i)(H) provide that “foster care” means 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and preadoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made.

Reporting Category on CAR Data Forms	Definitions for Special Populations in Section 3(48) of Perkins V	Definitions of Subgroups of Students in Section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act (ESEA) of 1965, as amended
Youth with a Parent in Active Military	Section 3(48)(I) of Perkins V includes youth with a parent who— (i) is a member of the Armed Forces (as defined in section 101(a)(4) of title 10, United States Code); and (2) is on active duty (as defined in section 101(d)(1) of such title.	n/a (See separate “youth with a parent in the Armed Forces” group identified below, which, as defined in the ESEA, is broader.)
Youth with a Parent in the Armed Forces	n/a (See above regarding the group “youth with a parent in active military”)	<p>ESEA section 1111(h)(1)(C)(ii) provides certain data must be disaggregated by “status as a student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of title 10, United States Code)”</p> <p>Under 10 U.S.C. 101(a)(4), “Armed Forces” is defined to include the Army, Navy, Air Force, Marine Corps, Space Force, and Coast Guard, which would also incorporate their reserve components (i.e., Army National Guard and Air National Guard, and Army, Navy, Air Force, Marine Corps, and Coast Guard Reserves).</p> <p>At a minimum, this student group must include students with parents on “active service.” Under 10 U.S.C. 101(d)(3), this would include individuals on active duty, full-time or part-time National Guard duty, and full-time or part-time Reserve status. It would not include students with a parent who is a retiree, a veteran, or in the Retired Reserves or students with a family member (e.g., sibling or grandparent) other than a parent or guardian who meets the definition of being a member of the Armed Forces.</p> <p>[Note: The National Defense Authorization Act of 2020 amended section 1111(h)(1)(C)(ii) of the ESEA to modify the definition of “military connected” by removing the term “active duty.” There was no similar change to Perkins V.]</p>

<p>Migrant Students (Secondary only)</p>	<p>There is no definition in Perkins V.</p>	<p>ESEA section 1309(3) 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.</p>
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**II.C: STATE ALLOCATION SUBAWARD FORMS**

**II.C.1: Secondary Subawards (Section 131) Form**

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

II.C.2: Postsecondary Subawards (Section 132) Form

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



**III.B: FSR FORMS**  
**III.B.1: Interim Financial Status Report (FSR) Form**

BLOCKS	INFORMATION	
I.	State Name:	
II.	Federal Funding Period:	
III.	FSR Report Period:	
IV.	Accounting Basis	
V.	Grant Award Number:	
VI.	Perkins Allocation Amount:	
VII.	Amended FSR - Check One:	<input type="checkbox"/> Amended Interim Report <input type="checkbox"/> Amended Final Report
VIII.	Date of Amended FSR:	

		COLUMNS										
		1	2	3	4	5	6	7	8	9	10	11
ROWS	ITEMS OF EXPENDITURE	Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	Net Outlays This Report Period	Net Outlays To Date	Non-Federal Share of Outlays	Total Federal Share of Outlays	Federal Share of Unliquidated Obligations	Federal Share of Outlays & Unliquidated Obligations	Federal Funds Authorized	Balance of Unobligated Federal Funds
	<b>FUNDS FOR LOCAL DISTRIBUTION</b>	Header Row - No Information Entered Here										
	Reserve Funds	Header Row - No Information Entered Here										
A	Funds for Secondary Recipients											
B	Funds for Postsecondary Recipients											
C	Subtotal - Reserve Funds											
	Local Formula Funds	Header Row - No Information Entered Here										
D	Funds for Secondary Recipients											
E	Funds for Postsecondary Recipients											
F	Subtotal - Local Formula Funds											
G	Subtotal - Funds for Local Distribution											
	<b>FUNDS FOR STATE LEADERSHIP</b>	Header Row - No Information Entered Here										
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											
	<b>STATE ADMINISTRATION</b>	Header Row - No Information Entered Here										
M	Subtotal - Funds for State Administration											
N	<b>TOTAL FUNDS</b>	Totals in Cols Are System Generated - No Information Entered Here										
<b>ADDITIONAL INFORMATION:</b>												

**III.B: FSR FORMS**

**III.B.2: Final Financial Status Report (FSR) Form**

BLOCKS	INFORMATION	
I.	State Name:	
II.	Federal Funding Period:	
III.	FSR Report Period:	
IV.	Accounting Basis	
V.	Grant Award Number:	
VI.	Perkins Allocation Amount:	
VII.	Amended FSR - Check One:	<input type="checkbox"/> Amended Interim Report <input type="checkbox"/> Amended Final Report
VIII.	Date of Amended FSR:	

ROWS	ITEMS OF EXPENDITURE	COLUMNS										
		1 Net Outlays Previously Reported	2 Total Outlays This Report Period	3 Program Income Credits	4 Net Outlays This Report Period	5 Net Outlays To Date	6 Non-Federal Share of Outlays	7 Total Federal Share of Outlays	8 Federal Share of Unliquidated Obligations	9 Federal Share of Outlays & Unliquidated Obligations	10 Federal Funds Authorized	11 Balance of Unobligated Federal Funds
	<b>FUNDS FOR LOCAL DISTRIBUTION</b>	Header Row - No Information Entered Here										
	Reserve Funds	Header Row - No Information Entered Here										
A	Funds for Secondary Recipients											
B	Funds for Postsecondary Recipients											
C	Subtotal - Reserve Funds											
	Local Formula Funds	Header Row - No Information Entered Here										
D	Funds for Secondary Recipients											
E	Funds for Postsecondary Recipients											
F	Subtotal - Local Formula Funds											
G	Subtotal - Funds for Local Distribution											
	<b>FUNDS FOR STATE LEADERSHIP</b>	Header Row - No Information Entered Here										
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											
	<b>STATE ADMINISTRATION</b>	Header Row - No Information Entered Here										
M	Subtotal - Funds for State Administration											
N	<b>TOTAL FUNDS</b>	Totals in Columns Are System Generated - No Information Entered Here										

**ADDITIONAL INFORMATION:**

**IV.B: PERFORMANCE DATA FORMS**  
**1a: Middle Grade CTE Participant Data**  
**Enrollment Form**

Line	Population	Number of Middle School Participants
1	<b>GRAND TOTAL</b>	*
	<b>GENDER</b>	Header Row - No Information Entered Here
2	Male	
3	Female	
	<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>	Header Row - No Information Entered Here
4	Group 1:	
5	Group 2:	
6	Group 3:	
7	Group 4:	
8	Group 5:	
9	Group 6:	
10	Group 7:	
	<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>	Header Row - No Information Entered Here
11	Individuals with Disabilities	
12	Individuals from Economically Disadvantaged Families	
13	Individuals Preparing for Non-traditional Fields	
16	English Learners	
17	Homeless Individuals	
18	Youth In Foster Care	
19	Youth with Parent in Active Military (Perkins V)	
20	Youth with Parent in the Armed Forces (ESEA)	
20	Migrant Students	
	* State enters unduplicated count of middle grades participants.	

**IV.B: PERFORMANCE DATA FORMS**  
**1b: Secondary CTE Participant Enrollment Form**

Line	Population	Number of Secondary Participants	CAREER CLUSTERS																	
			Agr. Food & Nat. Res.	Arch. & Const.	Arts, AV, Tech & Comm.	Business Mgmt. & Admin.	Education & Training	Finance	Govt. & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Information Technology	Law, Public Safety, Cor. & Sec.	Manufacturing	Marketing	STEM	Transp. Distr. & Logis.	Other (specify)	
1	<b>GRAND TOTAL</b>	*																		
	<b>GENDER</b>	Header Row - No Information Entered Here																		
2	Male																			
3	Female																			
	<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>	Header Row - No Information Entered Here																		
4	Group 1:																			
5	Group 2:																			
6	Group 3:																			
7	Group 4:																			
8	Group 5:																			
9	Group 6:																			
10	Group 7:																			
	<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>	Header Row - No Information Entered Here																		
11	Individuals with Disabilities																			
12	Individuals from Economically Disadvantaged Families																			
13	Individuals Preparing for Non-traditional Fields																			
14	Single Parents																			
15	Out of Workforce Individuals																			
16	English Learners																			
17	Homeless Individuals																			
18	Youth In Foster Care																			
19	Youth with Parent in Active Military ( <i>Perkins V</i> )																			
20	Youth with Parent in the Armed Forces ( <i>ESEA</i> )																			
21	Migrant Students																			
	* State enters unduplicated count of secondary participants.																			

**IV.B: PERFORMANCE DATA FORMS**  
**1c: Postsecondary CTE Participant Enrollment Form**

Line	Population	Number of Postsecondary Participants	CAREER CLUSTERS																	
			Agr. Food & Nat. Res.	Arch. & Const.	Arts, AV, Tech & Comm.	Business Mgmt. & Admin.	Education & Training	Finance	Govt. & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Information Technology	Law, Public Safety, Cor. & Sec.	Manufacturing	Marketing	STEM	Transp. Distr. & Logis.	Other (specify)	
1	<b>GRAND TOTAL</b>	*																		
	<b>GENDER</b>	Header Row - No Information Entered Here																		
2	Male																			
3	Female																			
	<b>RACE/ETHNICITY (1997 Revised Standards)</b>	Header Row - No Information Entered Here																		
4	American Indian or Alaskan Native																			
5	Asian																			
6	Black or African American																			
7	Hispanic or Latino																			
8	Native Hawaiian or Pacific Islander																			
9	White																			
10	Two or More Races																			
	Unknown																			
	<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>	Header Row - No Information Entered Here																		
11	Individuals with Disabilities																			
12	Individuals from Economically Disadvantaged Families																			
13	Individuals Preparing for Non-traditional Fields																			
14	Single Parents																			
15	Out of Workforce Individuals																			
16	English Learners																			
17	Homeless Individuals																			
18	Youth In Foster Care																			
19	<i>Youth with Parent in Active Military (Perkins V)</i>																			
20	<i>Youth with Parent in the Armed Forces (ESEA)</i>																			
	* State enters unduplicated count of postsecondary participants.																			

**IV.B: PERFORMANCE DATA FORMS**  
**2a: Secondary CTE Concentrator Enrollment Form**

Line	Population	Number of Secondary Concentrators	CAREER CLUSTERS																
			Agr. Food & Nat. Res.	Arch. & Const.	Arts, AV, Tech & Comm.	Business Mgmt. & Admin.	Education & Training	Finance	Govt. & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Information Technology	Law, Public Safety, Cor. & Sec.	Manufacturing	Marketing	STEM	Transp. Distr. & Logis.	Other (specify)
1	<b>GRAND TOTAL</b>	*																	
	<b>GENDER</b>	Header Row - No Information Entered Here																	
2	Male																		
3	Female																		
	<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>	Header Row - No Information Entered Here																	
4	Group 1:																		
5	Group 2:																		
6	Group 3:																		
7	Group 4:																		
8	Group 5:																		
9	Group 6:																		
10	Group 7:																		
	<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>	Header Row - No Information Entered Here																	
11	Individuals with Disabilities																		
12	Individuals from Economically Disadvantaged Families																		
13	Individuals Preparing for Non-traditional Fields																		
14	Single Parents																		
15	Out of Workforce Individuals																		
16	English Learners																		
17	Homeless Individuals																		
18	Youth In Foster Care																		
19	<i>Youth with Parent in Active Military (Perkins V)</i>																		
20	<i>Youth with Parent in the Armed Forces (ESEA)</i>																		
21	Migrant Students																		

**IV.B: PERFORMANCE DATA FORMS**  
**2b: Postsecondary CTE Concentrator Enrollment Form**

Line	Population	Number of Postsecondary Concentrators	CAREER CLUSTERS																	
			Agr. Food & Nat. Res.	Arch. & Const.	Arts, AV, Tech & Comm.	Business Mgmt. & Admin.	Education & Training	Finance	Govt. & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Information Technology	Law, Public Safety, Cor. & Sec.	Manufacturing	Marketing	STEM	Transp. Distr. & Logis.	Other (specify)	
1	<b>GRAND TOTAL</b>	*																		
	<b>GENDER</b>		Header Row - No Information Entered Here																	
2	Male																			
3	Female																			
	<b>RACE/ETHNICITY (1997 Revised Standards)</b>		Header Row - No Information Entered Here																	
4	American Indian or Alaskan Native																			
5	Asian																			
6	Black or African American																			
7	Hispanic or Latino																			
8	Native Hawaiian or Pacific Islander																			
9	White																			
10	Two or More Races																			
	Unknown																			
	<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>		Header Row - No Information Entered Here																	
11	Individuals with Disabilities																			
12	Individuals from Economically Disadvantaged Families																			
13	Individuals Preparing for Non-traditional Fields																			
14	Single Parents																			
15	Out of Workforce Individuals																			
16	English Learners																			
17	Homeless Individuals																			
18	Youth In Foster Care																			
19	<i>Youth with Parent in Active Military (Perkins V)</i>																			
20	<i>Youth with Parent in the Armed Forces (ESEA)</i>																			

\* State enters unduplicated count of postsecondary concentrators.

**IV.B: PERFORMANCE DATA FORMS**  
**3: CTE Concentrator Performance Form**  
**Core Indicator 1S1: Four-Year Graduation Rate**

**Numerator:** The number of CTE concentrators at the secondary level who, in the reporting year, are included in the numerator for the four-year adjusted cohort graduation rate under ESEA section 8101(25)(A)(ii) (i.e., the number of CTE concentrators at the secondary level who graduated from high school with a regular high school diploma as defined in ESEA section 8101(43)\* before, during, or at the conclusion of the fourth year of high school or the summer session immediately following the fourth year of high school; plus, if the State has adopted an alternate diploma, all CTE concentrators with the most significant cognitive disabilities who were assessed using an alternate assessment aligned with alternate academic achievement standards under ESEA section 1111(b)(2)(D) of and who graduated with a State-defined alternate diploma that is standards-based, aligned with the State requirements for the regular high school diploma, and obtained within the time period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act, in the reporting year).

**Denominator:** The number of CTE concentrators at the secondary level who, in the reporting year, were included in the four-year adjusted cohort (i.e., denominator) used to calculate the four-year adjusted cohort graduation rate (as defined in ESEA section 8101(25)).

\* Consistent with sections 8101(25)(A)(ii)(II) and 8101(43)(B) of the ESEA, this shall not include any student awarded a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL - UNDUPLICATED</b>			System Generated	System Generated	System Generated	System Generated
	<b>GENDER</b>	Header Row - No Information Entered Here					
2	Male						
3	Female						
	<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>	Header Row - No Information Entered Here					
4	Group 1:						
5	Group 2:						
6	Group 3:						
7	Group 4:						
8	Group 5:						
9	Group 6:						
10	Group 7:						
	<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>	Header Row - No Information Entered Here					
11	Individuals with Disabilities						
12	Individuals from Economically Disadvantaged Families						
13	Individuals Preparing for Non-traditional Fields						
14	Single Parents						
15	Out of Workforce Individuals						
16	English Learners						
17	Homeless Individuals						
18	Youth In Foster Care						
19	Youth with Parent in Active Military (Perkins V)						
20	Youth with Parent in the Armed Forces (ESEA)						
21	Migrant Students						
	<b>CAREER CLUSTERS</b>	Header Row - No Information Entered Here					
22	Agriculture, Food & Natural Resources						
23	Architecture & Construction						
24	Arts, A/V Technology & Communications						



<b>25</b>	Business Management & Administration						
<b>26</b>	Education & Training						
<b>27</b>	Finance						
<b>28</b>	Government & Public Administration						
<b>29</b>	Health Science						
<b>30</b>	Hospitality & Tourism						
<b>31</b>	Human Services						
<b>32</b>	Information Technology						
<b>33</b>	Law, Public Safety, Corrections & Security						
<b>34</b>	Manufacturing						
<b>35</b>	Marketing						
<b>36</b>	Science, Technology, Engineering & Mathematics						
<b>37</b>	Transportation, Distribution & Logistics						
<b>38</b>	Other: Please identify:						

Additional Information:

**IV.B: PERFORMANCE DATA FORMS**  
**3: CTE Concentrator Performance Form**  
**Core Indicator 1S2: Extended-Year Graduation Rate**

**Numerator:** The number of CTE concentrators at the secondary level who, in the reporting year, are included in the numerator for the extended-year adjusted cohort graduation rate under ESEA section 8101(23)(A)(ii) (i.e., the number of CTE concentrators at the secondary level who earned a regular high school diploma as defined in ESEA section 8101(43)\* before, during, or at the conclusion of one or more additional years beyond the fourth year of high school, or a summer session immediately following the additional year of high school; and all students with the most significant cognitive disabilities in the cohort assessed using the alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma that is standards-based; aligned with the State requirements for the regular high school diploma; and obtained within the time period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (20 U.S.C. 1412(a)(1) in the reporting year).

**Denominator:** The number of CTE concentrators at the secondary level who, in the reporting year, were included in the adjusted cohort (i.e., denominator) used to calculate the extended-year adjusted cohort graduation rate (as defined in ESEA section 8101(23)).

\* Consistent with sections 8101(23)(A)(ii)(II) and 8101(43)(B) of the ESEA, this shall not include any student awarded a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL - UNDUPLICATED</b>			System Generated	System Generated	System Generated	System Generated
	<b>GENDER</b>	Header Row - No Information Entered Here					
2	Male						
3	Female						
	<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>	Header Row - No Information Entered Here					
4	Group 1:						
5	Group 2:						
6	Group 3:						
7	Group 4:						
8	Group 5:						
9	Group 6:						
10	Group 7:						
	<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>	Header Row - No Information Entered Here					
11	Individuals with Disabilities						
12	Individuals from Economically Disadvantaged Families						
13	Individuals Preparing for Non-traditional Fields						
14	Single Parents						
15	Out of Workforce Individuals						
16	English Learners						
17	Homeless Individuals						
18	Youth In Foster Care						
19	Youth with Parent in Active Military (Perkins V)						
20	Youth with Parent in the Armed Forces (ESEA)						
21	Migrant Students						
	<b>CAREER CLUSTERS</b>	Header Row - No Information Entered Here					
22	Agriculture, Food & Natural Resources						
23	Architecture & Construction						

<b>24</b>	Arts, A/V Technology & Communications						
<b>25</b>	Business Management & Administration						
<b>26</b>	Education & Training						
<b>27</b>	Finance						
<b>28</b>	Government & Public Administration						
<b>29</b>	Health Science						
<b>30</b>	Hospitality & Tourism						
<b>31</b>	Human Services						
<b>32</b>	Information Technology						
<b>33</b>	Law, Public Safety, Corrections & Security						
<b>34</b>	Manufacturing						
<b>35</b>	Marketing						
<b>36</b>	Science, Technology, Engineering & Mathematics						
<b>37</b>	Transportation, Distribution & Logistics						
<b>38</b>	Other: Please identify:						
Additional Information:							

**IV.B: PERFORMANCE DATA FORMS**  
**3: CTE Concentrator Performance Form**  
**Core Indicator 2S1: Academic Proficiency in Reading/Language Arts**

**Numerator :** The number of CTE concentrators who achieved proficiency or higher in reading/language arts in the challenging State academic standards adopted by the State under ESEA section 1111(b)(1), as measured by the academic assessments described in ESEA section 1111(b)(2), whose scores were reported by the State in accordance with ESEA section 1111(h)(1)(C)(ii) for any year in which the student was enrolled in the school, and who, in the reporting year, exited secondary education.

**Denominator:** The number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were reported by the State in accordance with ESEA section 1111(h)(1)(C)(ii) of ESEA for any year in which the student was enrolled in school, and who, in the reporting year, exited secondary education.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL - UNDUPLICATED</b>			System Generated	System Generated	System Generated	System Generated
	<b>GENDER</b>	Header Row - No Information Entered Here					
2	Male						
3	Female						
	<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>	Header Row - No Information Entered Here					
4	Group 1:						
5	Group 2:						
6	Group 3:						
7	Group 4:						
8	Group 5:						
9	Group 6:						
10	Group 7:						
	<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>	Header Row - No Information Entered Here					
11	Individuals with Disabilities						
12	Individuals from Economically Disadvantaged Families						
13	Individuals Preparing for Non-traditional Fields						
14	Single Parents						
15	Out of Workforce Individuals						
16	English Learners						
17	Homeless Individuals						
18	Youth In Foster Care						
19	Youth with Parent in Active Military (Perkins V)						
20	Youth with Parent in the Armed Forces (ESEA)						
21	Migrant Students						
	<b>CAREER CLUSTERS</b>	Header Row - No Information Entered Here					
22	Agriculture, Food & Natural Resources						
23	Architecture & Construction						
24	Arts, A/V Technology & Communications						
25	Business Management & Administration						
26	Education & Training						
27	Finance						
28	Government & Public Administration						
29	Health Science						
30	Hospitality & Tourism						
31	Human Services						
32	Information Technology						
33	Law, Public Safety, Corrections & Security						

<b>34</b>	Manufacturing						
<b>35</b>	Marketing						
<b>36</b>	Science, Technology, Engineering & Mathematics						
<b>37</b>	Transportation, Distribution & Logistics						
<b>38</b>	Other: Please identify:						

Additional Information:

**IV.B: PERFORMANCE DATA FORMS**  
**3: CTE Concentrator Performance Form**  
**Core Indicator 2S2: Academic Proficiency in Mathematics**

**Numerator:** The number of CTE concentrators who achieved proficiency or higher in mathematics in the challenging State academic standards adopted by the State under ESEA section 1111(b)(1), as measured by the academic assessments described in ESEA section 1111(b)(2), whose scores were reported by the State in accordance with ESEA section 1111(h)(1)(C)(ii) for any year in which the student was enrolled in the school, and who, in the reporting year, exited secondary education.

**Denominator:** The number of CTE concentrators who took the ESEA assessment in mathematics whose scores were reported by the State in accordance with ESEA section 1111(h)(1)(C)(ii) for any year in which the student was enrolled in school, and who, in the reporting year, exited secondary education.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL - UNDUPLICATED</b>			System Generated	System Generated	System Generated	System Generated
	<b>GENDER</b>	Header Row - No Information Entered Here					
2	Male						
3	Female						
	<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>	Header Row - No Information Entered Here					
4	Group 1:						
5	Group 2:						
6	Group 3:						
7	Group 4:						
8	Group 5:						
9	Group 6:						
10	Group 7:						
	<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>	Header Row - No Information Entered Here					
11	Individuals with Disabilities						
12	Individuals from Economically Disadvantaged Families						
13	Individuals Preparing for Non-traditional Fields						
14	Single Parents						
15	Out of Workforce Individuals						
16	English Learners						
17	Homeless Individuals						
18	Youth In Foster Care						
19	Youth with Parent in Active Military (Perkins V)						
20	Youth with Parent in the Armed Forces (ESEA)						
21	Migrant Students						
	<b>CAREER CLUSTERS</b>	Header Row - No Information Entered Here					
22	Agriculture, Food & Natural Resources						
23	Architecture & Construction						
24	Arts, A/V Technology & Communications						
25	Business Management & Administration						
26	Education & Training						
27	Finance						
28	Government & Public Administration						
29	Health Science						
30	Hospitality & Tourism						
31	Human Services						
32	Information Technology						
33	Law, Public Safety, Corrections & Security						
34	Manufacturing						
35	Marketing						

<b>36</b>	Science, Technology, Engineering & Mathematics						
<b>37</b>	Transportation, Distribution & Logistics						
<b>38</b>	Other: Please identify:						
Additional Information:							

**IV.B: PERFORMANCE DATA FORMS**  
**3: CTE Concentrator Performance Form**  
**Core Indicator 2S3: Academic Proficiency in Science**

**Numerator :** *The number of CTE concentrators who achieved proficiency or higher in science in the challenging State academic standards adopted by the State under ESEA section 1111(b)(1), as measured by the academic assessments described in ESEA section 1111(b)(2), whose scores were reported by the State in accordance with ESEA section 1111(h)(1)(C)(ii) for any year in which the student was enrolled in the school, and who, in the reporting year, exited secondary education.*

**Denominator :** *The number of CTE concentrators who took the ESEA assessment in science whose scores were reported by the State in accordance with ESEA section 1111(h)(1)(C)(ii) for any year in which the student was enrolled in school, and who, in the reporting year, exited secondary education.*

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL - UNDUPLICATED</b>			System Generated	System Generated	System Generated	System Generated
	<b>GENDER</b>	Header Row - No Information Entered Here					
2	Male						
3	Female						
	<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>	Header Row - No Information Entered Here					
4	Group 1:						
5	Group 2:						
6	Group 3:						
7	Group 4:						
8	Group 5:						
9	Group 6:						
10	Group 7:						
	<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>	Header Row - No Information Entered Here					
11	Individuals with Disabilities						
12	Individuals from Economically Disadvantaged Families						
13	Individuals Preparing for Non-traditional Fields						
14	Single Parents						
15	Out of Workforce Individuals						
16	English Learners						
17	Homeless Individuals						
18	Youth In Foster Care						
19	Youth with Parent in Active Military (Perkins V)						
20	Youth with Parent in the Armed Forces (ESEA)						
21	Migrant Students						
	<b>CAREER CLUSTERS</b>	Header Row - No Information Entered Here					
22	Agriculture, Food & Natural Resources						
23	Architecture & Construction						
24	Arts, A/V Technology & Communications						
25	Business Management & Administration						
26	Education & Training						
27	Finance						
28	Government & Public Administration						
29	Health Science						
30	Hospitality & Tourism						
31	Human Services						
32	Information Technology						
33	Law, Public Safety, Corrections & Security						



<b>34</b>	Manufacturing						
<b>35</b>	Marketing						
<b>36</b>	Science, Technology, Engineering & Mathematics						
<b>37</b>	Transportation, Distribution & Logistics						
<b>38</b>	Other: Please identify:						
Additional Information:							

**IV.B: PERFORMANCE DATA FORMS**  
**3: CTE Concentrator Performance Form**  
**Core Indicator 3S1: Post-Program Placement**

**Numerator :** The number of students who were CTE concentrators and exited secondary education during the preceding reporting year, who, in the second quarter after exiting from secondary education, were enrolled in postsecondary education, advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C 12511 et seq.), or were volunteers as described in section 5(a) of Peace Corps Act (22 U.S.C. 2504(a)), or were employed.

**Denominator:** The number of CTE concentrators who exited secondary education in the preceding reporting year.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL - UNDUPLICATED</b>			System Generated	System Generated	System Generated	System Generated
	<b>GENDER</b>	Header Row - No Information Entered Here					
2	Male						
3	Female						
	<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>	Header Row - No Information Entered Here					
4	Group 1:						
5	Group 2:						
6	Group 3:						
7	Group 4:						
8	Group 5:						
9	Group 6:						
10	Group 7:						
	<b>SPECIAL POPULATIONS (Defined in Section 3(48) and ESSA)</b>	Header Row - No Information Entered Here					
11	Individuals with Disabilities						
12	Individuals from Economically Disadvantaged Families						
13	Individuals Preparing for Non-traditional Fields						
14	Single Parents						
15	Out of Workforce Individuals						
16	English Learners						
17	Homeless Individuals						
18	Youth In Foster Care						
19	Youth with Parent in Active Military (Perkins V)						
20	Youth with Parent in the Armed Forces (ESEA)						
21	Migrant Students						
	<b>CAREER CLUSTERS</b>	Header Row - No Information Entered Here					
22	Agriculture, Food & Natural Resources						
23	Architecture & Construction						
24	Arts, A/V Technology & Communications						
25	Business Management & Administration						
26	Education & Training						
27	Finance						
28	Government & Public Administration						
29	Health Science						
30	Hospitality & Tourism						
31	Human Services						
32	Information Technology						
33	Law, Public Safety, Corrections & Security						
34	Manufacturing						
35	Marketing						
36	Science, Technology, Engineering & Mathematics						
37	Transportation, Distribution & Logistics						
38	Other: Please identify:						
	<b>PLACEMENT</b>	Header Row - No Information Entered Here					
38	Advanced Training						
39	Military Service						
40	National or Community Service, or Peace Corps						
41	Employment						
42	Postsecondary Education						
43	Certificate						
44	Associate Degree						
45	Baccalaureate Degree						

Additional Information:

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**IV.B: PERFORMANCE DATA FORMS**  
**3: CTE Concentrator Performance Form**  
**Core Indicator 4S1: Non-Traditional Program Concentration**

**Numerator :** The number of CTE concentrators in secondary CTE programs and programs of study that lead to non-traditional fields who are a gender that comprises less than 25 percent of the individuals employed in the occupation or field of work for which the CTE program prepares students.

**Denominator:** The number of CTE concentrators in secondary CTE programs and programs of study that lead to non-traditional fields.  
 \* \* This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
<b>1</b>	<b>GRAND TOTAL - UNDUPLICATED</b>			System Generated	System Generated	System Generated	System Generated
	<b>GENDER</b>	Header Row - No Information Entered Here					
<b>2</b>	Male						
<b>3</b>	Female						
	<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>	Header Row - No Information Entered Here					
<b>4</b>	Group 1:						
<b>5</b>	Group 2:						
<b>6</b>	Group 3:						
<b>7</b>	Group 4:						
<b>8</b>	Group 5:						
<b>9</b>	Group 6:						
<b>10</b>	Group 7:						
	<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>	Header Row - No Information Entered Here					
<b>11</b>	Individuals with Disabilities						
<b>12</b>	Individuals from Economically Disadvantaged Families						
<b>13</b>	Individuals Preparing for Non-traditional Fields						
<b>14</b>	Single Parents						
<b>15</b>	Out of Workforce Individuals						
<b>16</b>	English Learners						
<b>17</b>	Homeless Individuals						
<b>18</b>	Youth In Foster Care						
<b>19</b>	Youth with Parent in Active Military (Perkins V)						
<b>20</b>	Youth with Parent in the Armed Forces (ESEA)						
<b>21</b>	Migrant Students						
	<b>CAREER CLUSTERS</b>	Header Row - No Information Entered Here					
<b>22</b>	Agriculture, Food & Natural Resources						
<b>23</b>	Architecture & Construction						
<b>24</b>	Arts, A/V Technology & Communications						
<b>25</b>	Business Management & Administration						
<b>26</b>	Education & Training						
<b>27</b>	Finance						
<b>28</b>	Government & Public Administration						
<b>29</b>	Health Science						
<b>30</b>	Hospitality & Tourism						
<b>31</b>	Human Services						
<b>32</b>	Information Technology						
<b>33</b>	Law, Public Safety, Corrections & Security						
<b>34</b>	Manufacturing						
<b>35</b>	Marketing						
<b>36</b>	Science, Technology, Engineering & Mathematics						
<b>37</b>	Transportation, Distribution & Logistics						

38	Other: Please identify:						
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Additional Information:

**IV.B: PERFORMANCE DATA FORMS**  
**3: CTE Concentrator Performance Form**  
**Core Indicator 5S1: Program Quality - Attained Recognized Postsecondary Credential**

**Numerator:** The number of CTE concentrators who graduated from high school in the reporting year who have attained a recognized postsecondary credential.

**Denominator :** The number of CTE concentrators who graduated from high school in the reporting year.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL - UNDUPLICATED</b>			System Generated	System Generated	System Generated	System Generated
	<b>GENDER</b>	Header Row - No Information Entered Here					
2	Male						
3	Female						
	<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>	Header Row - No Information Entered Here					
4	Group 1:						
5	Group 2:						
6	Group 3:						
7	Group 4:						
8	Group 5:						
9	Group 6:						
10	Group 7:						
	<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>	Header Row - No Information Entered Here					
11	Individuals with Disabilities						
12	Individuals from Economically Disadvantaged Families						
13	Individuals Preparing for Non-traditional Fields						
14	Single Parents						
15	Out of Workforce Individuals						
16	English Learners						
17	Homeless Individuals						
18	Youth In Foster Care						
19	Youth with Parent in Active Military (Perkins V)						
20	Youth with Parent in the Armed Forces (ESEA)						
21	Migrant Students						
	<b>CAREER CLUSTERS</b>	Header Row - No Information Entered Here					
22	Agriculture, Food & Natural Resources						
23	Architecture & Construction						
24	Arts, A/V Technology & Communications						
25	Business Management & Administration						
26	Education & Training						
27	Finance						
28	Government & Public Administration						
29	Health Science						
30	Hospitality & Tourism						
31	Human Services						
32	Information Technology						
33	Law, Public Safety, Corrections & Security						
34	Manufacturing						
35	Marketing						
36	Science, Technology, Engineering & Mathematics						
37	Transportation, Distribution & Logistics						
38	Other: Please identify:						

Additional Information:

**IV.B: PERFORMANCE DATA FORMS**  
**3: CTE Concentrator Performance Form**  
**Core Indicator 5S2: Program Quality - Attained Postsecondary Credits**

**Numerator:** The number of CTE concentrators who graduated from high school in the reporting year having attained through dual or concurrent enrollment or another credit transfer agreement postsecondary credits in the relevant career and technical education program or program of study in which each student concentrated their studies.

**Denominator:** The number of CTE concentrators who graduated from high school in the reporting year.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL - UNDUPLICATED</b>			System Generated	System Generated	System Generated	System Generated
	<b>GENDER</b>	Header Row - No Information Entered Here					
2	Male						
3	Female						
	<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>	Header Row - No Information Entered Here					
4	Group 1:						
5	Group 2:						
6	Group 3:						
7	Group 4:						
8	Group 5:						
9	Group 6:						
10	Group 7:						
	<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>	Header Row - No Information Entered Here					
11	Individuals with Disabilities						
12	Individuals from Economically Disadvantaged Families						
13	Individuals Preparing for Non-traditional Fields						
14	Single Parents						
15	Out of Workforce Individuals						
16	English Learners						
17	Homeless Individuals						
18	Youth In Foster Care						
19	Youth with Parent in Active Military (Perkins V)						
20	Youth with Parent in the Armed Forces (ESEA)						
21	Migrant Students						
	<b>CAREER CLUSTERS</b>	Header Row - No Information Entered Here					
22	Agriculture, Food & Natural Resources						
23	Architecture & Construction						
24	Arts, A/V Technology & Communications						
25	Business Management & Administration						
26	Education & Training						
27	Finance						
28	Government & Public Administration						
29	Health Science						
30	Hospitality & Tourism						
31	Human Services						
32	Information Technology						
33	Law, Public Safety, Corrections & Security						
34	Manufacturing						



<b>35</b>	Marketing						
<b>36</b>	Science, Technology, Engineering & Mathematics						
<b>37</b>	Transportation, Distribution & Logistics						
<b>38</b>	Other: Please identify:						

Additional Information:

**IV.B: PERFORMANCE DATA FORMS**  
**3: CTE Concentrator Performance Form**  
**Core Indicator 553: Program Quality - Participated in Work-Based Learning**

<i><b>Numerator:</b> The number of CTE concentrators graduating from high school in the reporting year having participated in work-based learning.</i>
<i><b>Denominator:</b> The number of CTE concentrators who graduated from high school in the reporting year.</i>

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
<b>1</b>	<b>GRAND TOTAL - UNDUPLICATED</b>			System Generated	System Generated	System Generated	System Generated
	<b>GENDER</b>	Header Row - No Information Entered Here					
<b>2</b>	Male						
<b>3</b>	Female						
	<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>	Header Row - No Information Entered Here					
<b>4</b>	Group 1:						
<b>5</b>	Group 2:						
<b>6</b>	Group 3:						
<b>7</b>	Group 4:						
<b>8</b>	Group 5:						
<b>9</b>	Group 6:						
<b>10</b>	Group 7:						
	<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>	Header Row - No Information Entered Here					
<b>11</b>	Individuals with Disabilities						
<b>12</b>	Individuals from Economically Disadvantaged Families						
<b>13</b>	Individuals Preparing for Non-traditional Fields						
<b>14</b>	Single Parents						
<b>15</b>	Out of Workforce Individuals						
<b>16</b>	English Learners						
<b>17</b>	Homeless Individuals						
<b>18</b>	Youth In Foster Care						
<b>19</b>	<i>Youth with Parent in Active Military (Perkins V)</i>						
<b>20</b>	<i>Youth with Parent in the Armed Forces (ESEA)</i>						
<b>21</b>	<i>Migrant Students</i>						
	<b>CAREER CLUSTERS</b>	Header Row - No Information Entered Here					
<b>22</b>	Agriculture, Food & Natural Resources						
<b>23</b>	Architecture & Construction						
<b>24</b>	Arts, A/V Technology & Communications						
<b>25</b>	Business Management & Administration						
<b>26</b>	Education & Training						
<b>27</b>	Finance						
<b>28</b>	Government & Public Administration						
<b>29</b>	Health Science						
<b>30</b>	Hospitality & Tourism						
<b>31</b>	Human Services						
<b>32</b>	Information Technology						
<b>33</b>	Law, Public Safety, Corrections & Security						
<b>34</b>	Manufacturing						
<b>35</b>	Marketing						
<b>36</b>	Science, Technology, Engineering & Mathematics						
<b>37</b>	Transportation, Distribution & Logistics						

38	Other: Please identify:						
Additional Information:							

**IV.B: PERFORMANCE DATA FORMS**  
**3: CTE Concentrator Performance Form**  
**Core Indicator 5S4: Program Quality - Other (Optional; as approved in Perkins V State Plan)**

<b>Numerator definition:</b>
<b>Denominator definition:</b>

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL - UNDUPLICATED</b>			System Generated	System Generated	System Generated	System Generated
	<b>GENDER</b>	Header Row - No Information Entered Here					
2	Male						
3	Female						
	<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>	Header Row - No Information Entered Here					
4	Group 1:						
5	Group 2:						
6	Group 3:						
7	Group 4:						
8	Group 5:						
9	Group 6:						
10	Group 7:						
	<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>	Header Row - No Information Entered Here					
11	Individuals with Disabilities						
12	Individuals from Economically Disadvantaged Families						
13	Individuals Preparing for Non-traditional Fields						
14	Single Parents						
15	Out of Workforce Individuals						
16	English Learners						
17	Homeless Individuals						
18	Youth In Foster Care						
19	<i>Youth with Parent in Active Military (Perkins V)</i>						
20	<i>Youth with Parent in the Armed Forces (ESEA)</i>						
21	<i>Migrant Students</i>						
	<b>CAREER CLUSTERS</b>	Header Row - No Information Entered Here					
22	Agriculture, Food & Natural Resources						
23	Architecture & Construction						
24	Arts, A/V Technology & Communications						
25	Business Management & Administration						
26	Education & Training						
27	Finance						
28	Government & Public Administration						
29	Health Science						
30	Hospitality & Tourism						
31	Human Services						
32	Information Technology						
33	Law, Public Safety, Corrections & Security						
34	Manufacturing						
35	Marketing						
36	Science, Technology, Engineering & Mathematics						
37	Transportation, Distribution & Logistics						
38	Other: Please identify:						

Additional Information:

**IV.B: PERFORMANCE DATA FORMS**  
**3: CTE Concentrator Performance Form**  
**Core Indicator 1P1: Postsecondary Placement**

**Numerator:** The number of students who were CTE concentrators at the postsecondary level who completed a CTE program or program of study during the preceding reporting year and who, during the second quarter after program completion, remained enrolled in postsecondary education, were in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), were volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or were placed or retained in employment.

**Denominator:** The number of students who were CTE concentrators at the postsecondary level who completed a CTE program or program of study during the preceding reporting year.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL - UNDUPLICATED</b>			System Generated	System Generated	System Generated	System Generated
	<b>GENDER</b>	<b>Header Row - No Information Entered Here</b>					
2	Male						
3	Female						
	<b>RACE/ETHNICITY (1997 Revised Standards)</b>	<b>Header Row - No Information Entered Here</b>					
4	American Indian or Alaskan Native						
5	Asian						
6	Black or African American						
7	Hispanic or Latino						
8	Native Hawaiian or Other Pacific Islander						
9	White						
10	Two or More Races						
11	Unknown						
	<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>	<b>Header Row - No Information Entered Here</b>					
12	Individuals with Disabilities						
13	Individuals from Economically Disadvantaged Families						
14	Individuals Preparing for Non-traditional Fields						
15	Single Parents						
16	Out of Workforce Individuals						
17	English Learners						
18	Homeless Individuals						
19	Youth In Foster Care						
20	Youth with Parent in Active Military (Perkins V)						
21	Youth with Parent in the Armed Forces (ESEA)						
	<b>CAREER CLUSTERS</b>	<b>Header Row - No Information Entered Here</b>					
21	Agriculture, Food & Natural Resources						
22	Architecture & Construction						
23	Arts, A/V Technology & Communications						
23	Business Management & Administration						
24	Education & Training						
25	Finance						
26	Government & Public Administration						
27	Health Science						
28	Hospitality & Tourism						
29	Human Services						
30	Information Technology						
31	Law, Public Safety, Corrections & Security						
32	Manufacturing						
33	Marketing						
34	Science, Technology, Engineering & Mathematics						
35	Transportation, Distribution & Logistics						
36	Other: Please identify:						
	<b>PLACEMENT</b>	<b>Header Row - No Information Entered Here</b>					
37	Advanced Training						
38	Registered Apprenticeship Programs						
39	Pre-Apprenticeship Programs						

40	Certification or Licensure Programs Offered at an Adult Technical Center						
41	Other Advanced Training						
40	Military Service						
41	National or Community Service, or Peace Corps						
42	Employment						
43	High-skill industry sectors and occupations						
44	High-wage industry sectors and occupations						
45	Postsecondary Education						
46	Certificate						
47	Associate Degree						
48	Baccalaureate Degree						
Additional Information:							

**IV.B: PERFORMANCE DATA FORMS**  
**3: CTE Concentrator Performance Form**  
**Core Indicator 2P1: Earned Recognized Postsecondary Credential**

**Numerator:** The number of students who were CTE concentrators at the postsecondary level who received a recognized postsecondary credential in the preceding reporting year or those who completed their program in the preceding reporting year and earned their credential in the reporting year.

**Denominator:** The number of students who were CTE concentrators at the postsecondary level who completed a CTE program or program of study during the preceding reporting year.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL - UNDUPLICATED</b>			System Generated	System Generated	System Generated	System Generated
	<b>GENDER</b>	Header Row - No Information Entered Here					
2	Male						
3	Female						
	<b>RACE/ETHNICITY (1997 Revised Standards)</b>	Header Row - No Information Entered Here					
4	American Indian or Alaskan Native						
5	Asian						
6	Black or African American						
7	Hispanic or Latino						
8	Native Hawaiian or Other Pacific Islander						
9	White						
10	Two or More Races						
	Unknown						
	<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>	Header Row - No Information Entered Here					
11	Individuals with Disabilities						
12	Individuals from Economically Disadvantaged Families						
13	Individuals Preparing for Non-traditional Fields						
14	Single Parents						
15	Out of Workforce Individuals						
16	English Learners						
17	Homeless Individuals						
18	Youth In Foster Care						
19	Youth with Parent in Active Military (Perkins V)						
20	Youth with Parent in the Armed Forces (ESEA)						
	<b>CAREER CLUSTERS</b>	Header Row - No Information Entered Here					
21	Agriculture, Food & Natural Resources						
22	Architecture & Construction						
23	Arts, A/V Technology & Communications						
24	Business Management & Administration						
25	Education & Training						
26	Finance						
27	Government & Public Administration						
28	Health Science						
29	Hospitality & Tourism						
30	Human Services						
31	Information Technology						
32	Law, Public Safety, Corrections & Security						
33	Manufacturing						
34	Marketing						



<b>35</b>	Science, Technology, Engineering & Mathematics						
<b>36</b>	Transportation, Distribution & Logistics						
<b>37</b>	Other: Please identify:						
Additional Information:							

**IV.B: PERFORMANCE DATA FORMS**  
**3: CTE Concentrator Performance Form**  
**Core Indicator 3P1: Nontraditional Program Concentration**

**Numerator:** The number of CTE concentrators in postsecondary CTE programs and programs of study that lead to non-traditional fields who are a gender that comprises less than 25 percent of the individuals employed in the occupation or field of work for which the CTE program prepares students.

**Denominator :** The number of CTE concentrators in postsecondary CTE programs and programs of study that lead to non-traditional fields.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
<b>1</b>	<b>GRAND TOTAL - UNDUPLICATED</b>			System Generated	System Generated	System Generated	System Generated
	<b>GENDER</b>	Header Row - No Information Entered Here					
<b>2</b>	Male						
<b>3</b>	Female						
	<b>RACE/ETHNICITY (1997 Revised Standards)</b>	Header Row - No Information Entered Here					
<b>4</b>	American Indian or Alaskan Native						
<b>5</b>	Asian						
<b>6</b>	Black or African American						
<b>7</b>	Hispanic or Latino						
<b>8</b>	Native Hawaiian or Other Pacific Islander						
<b>9</b>	White						
<b>10</b>	Two or More Races						
	Unknown						
	<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>	Header Row - No Information Entered Here					
<b>11</b>	Individuals with Disabilities						
<b>12</b>	Individuals from Economically Disadvantaged Families						
<b>13</b>	Individuals Preparing for Non-traditional Fields						
<b>14</b>	Single Parents						
<b>15</b>	Out of Workforce Individuals						
<b>16</b>	English Learners						
<b>17</b>	Homeless Individuals						
<b>18</b>	Youth In Foster Care						
<b>19</b>	Youth with Parent in Active Military (Perkins V)						
<b>20</b>	Youth with Parent in the Armed Forces (ESEA)						
	<b>CAREER CLUSTERS</b>	Header Row - No Information Entered Here					
<b>21</b>	Agriculture, Food & Natural Resources						
<b>22</b>	Architecture & Construction						
<b>23</b>	Arts, A/V Technology & Communications						
<b>24</b>	Business Management & Administration						
<b>25</b>	Education & Training						
<b>26</b>	Finance						
<b>27</b>	Government & Public Administration						
<b>28</b>	Health Science						
<b>29</b>	Hospitality & Tourism						
<b>30</b>	Human Services						
<b>31</b>	Information Technology						
<b>32</b>	Law, Public Safety, Corrections & Security						
<b>33</b>	Manufacturing						
<b>34</b>	Marketing						

<b>35</b>	Science, Technology, Engineering & Mathematics						
<b>36</b>	Transportation, Distribution & Logistics						
<b>37</b>	Other: Please identify:						
Additional Information:							