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 230 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit (section 113(b)(3)(C) of the Carl D. Perkins Career and Technical Education Act, 2 CFR 200.328, 2 CFR 200.329, and 34 CFR 76.720). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, please contact your State's Perkins Regional Coordinator who can be located under the "Contact Us" tab on the Office of Career, Technical, and Adult Education website: OCTAE.gov.

TABLE OF CONTENTS

INTRODUCTION AND SUBMISSION REQUIREMENTS....3

I. COVER PAGE....7

II. NARRATIVE PERFORMANCE REPORT....9

A. Instructions....9

B. Narrative Performance Report Form....9
1. Implementation of State Leadership Activities....9
2. Fiscal Responsibility....10
3. Disparities or Gaps in Performance....13
4. Implementation of State Program Improvement Plans....13

C. State Allocation Subaward Forms....13
1. Secondary Subawards (Section 131) Form....See Attached Excel Spreadsheet
2. Postsecondary Subawards (Section 132) Form....See Attached Excel Spreadsheet

III. FINANCIAL STATUS REPORTS (FSRs)....14

A. Instructions....14
1. Completing Blocks I-IX....14
2. Completing Rows A-N....15
3. Completing Columns 1-11....17

B. FSR Forms....18
1. Interim FSR Form....See Attached Excel Spreadsheet
2. Final FSR Form....See Attached Excel Spreadsheet

IV. PERFORMANCE DATA REPORTS....19

A. Instructions....19
1. Basic Reporting Instructions....19
2. Definition of Terms....23

B. Performance Data Forms....26
1. CTE Participant Enrollment Forms....See Attached Excel Spreadsheet
2. CTE Concentrator Enrollment Forms....See Attached Excel Spreadsheet
3. CTE Concentrator Performance Forms....See Attached Excel Spreadsheet

Table 1: Contents of CAR Reports....4
Table 2: Section 113(b)(2) Core Indicators of Performance....27
Table 3: Student Categories for Reporting Disaggregated Data on the Section 113(b)(2) Core Indicators....31

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 2023 and subsequent years.

This Guide has been updated to remove additional data requests and numerator and denominator specifications 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 2025	FY 2026	FY 2027	FY 2028
Perkins Implementation Year	Program Year 2025-26	Program Year 2026-27	Program Year 2026-26	Program Year 2027-28
Data Submission Deadline	January 31, 2027	January 31, 2028	January 31, 2029	January 31, 2030
I. Cover Page	Required	Required	Required	Required
II.B.1 Implementation of State Leadership Activities	Required	Required	Required	Required
II.B.2 Fiscal Responsibility	Required	Required	Required	Required
II.B.3 Disparities or Gaps in Performance	Required	Required	Required	Required
II.B.4 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
II.C.1 Secondary Subawards (Section 131) Form	Required	Required	Required	Required
II.C.2 Postsecondary Subawards (Section 132) Form	Required	Required	Required	Required
III.B.1 Interims FSR Form	Required	Required	Required	Required
III.B.2 Final FSR Form	Required	Required	Required	Required
IV.B.1 CTE Participant Enrollment Forms	Required	Required	Required	Required
IV.B.2 CTE Concentrator Enrollment Forms	Required	Required	Required	Required
IV.B.3 CTE Concentrator Performance Forms	Required	Required	Required	Required

Submission Portal and Protocol

Each eligible agency will submit is 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 Office of Career, Technical, and Adult Education website at: https://octae.ed.gov/cte/about-date/staff-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 Office of Career, Technical, and Adult Education website at: https://octae.ed.gov/cte/about-date/staff-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 Office of Career, Technical, and Adult Education website at: https://octae.ed.gov/cte/about-date/staff-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 Coordinator as provided under Contacts on the Office of Career, Technical, and Adult Education website at: https://octae.ed.gov/cte/about-date/staff-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:

Sections of Report		
II. Narrative Performance Report	**III. Financial Status Reports**	**IV. Performance Reports**
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.		
☐	☐	☐
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.		
Name:	**Name:**	**Name:**
Title:	**Title:**	**Title:**

Agency:	**Agency:**	**Agency:**
Telephone:	**Telephone:**	**Telephone:**
Email:	**Email:**	**Email:**

* ***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. **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)

4. **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 dates for the interim FSR may span up to a 15-month period:
        - 15 month funding period example: July 1, 2025 through June 30, 2026
- **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)
    - 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 – Notice of Award Number**: thenotice of award number 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 Notice of Award (NOA). There is no need to enter this information. This information will be automatically populated by the system.

- **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.* **There is no need to enter any data in this column. This column will be automatically calculated by the system.**
- **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.* **There is no need to enter any data in this column. This column will be automatically calculated by the system.**

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.* **There is no need to enter any data in this column. This column will be automatically calculated by the system.**

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.* **There is no need to enter any data in this column. This column will be automatically calculated by the system.**

d. Total Funds

- **Row N – Total funds for all columns will be automatically generated. There is no need to enter any data in this column.**

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** – **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 2** – **Non-Federal Share of** Outlays (actual expenditures) **–** 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 3** – **Total Federal Share of Outlays** (actual expenditures) **–** this column establishes the total level of Federal outlays by eliminating non-Federal outlays.

- **Column 4** – **Federal Share of Unliquidated Obligations –** this column establishes the Federal level of unliquidated obligations.

- **Column 5 – Federal Share of Outlays and Unliquidated Obligations –** this column represents the total outlays made and the level of unliquidated obligations outstanding. **(*Column 3 plus Column 4*). There is no need to enter any data in this column. This column will be automatically calculated by the system.**

- **Column 6 – 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 7** – **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 6 minus Column 5*). There is no need to enter any data in this column. This column will be automatically calculated by the system.**

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)[1] 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.

b. CTE Participant and Concentrator Enrollment Forms

[1] 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).

i. An eligible agency must report participant and concentrator data for the preceding program year. For example, for the January 31, 2027, CAR submission, an eligible agency must report data for the program year covering July 1, 2025, through June 30, 2026.

ii. An eligible agency must provide an unduplicated count of its CTE participants and concentrator enrollment data for the the:

1) Secondary, and
2) Postsecondary levels.

Reporting of significant increases or decreases in either participant or concentrator enrollment data:

- If your participant or concentrator enrollment data reflects an increase or decrease of 25% of more as compared to the previous reporting year, please use the "Additional Information" text box provided in the enrollment forms to explain why there is such an increase or decrease from one program year to the next.

iii. An eligible agency must provide disaggregated data for its CTE participants and CTE concentrators in the 14 career clusters[2] listed below by gender[3], 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. Advanced Manufacturing
2. Agriculture
3. Arts, Entertainment, & Design
4. Construction
5. Digital Technology
6. Education
7. Energy & Natural Resources
8. Financial Services
9. Healthcare & Human Services
10. Hospitality, Events, & Tourism
11. Management & Entrepreneurship

[2] 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.

[3] The Perkins V statute at section 3(33) provides that: "Non-traditional fields means occupations or fields of work, such as careers in computer science, technology, and other current and emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work." In implementing this statutory term, "non-traditional fields," throughout the Perkins State Plan Guide, the Department uses the term "gender", per the definition in section 3(33) of Perkins V. Consistent with section 3(c) of Executive Order 14168 "Defending Women from Gender Ideology Extremism and Restoring Biological Truth to the Federal Government," the Department applies the term "gender" as used in Perkins V to mean "sex," as defined in section 2(a) of Executive Order 14168 as "an individual's immutable biological classification as either male or female. "Sex" is not a synonym for and does not include the concept of gender identity.

12. Marketing & Sales
13. Public Service & Safety
14. Supply Chain & Transportation
15. 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 offer one or more of the 14 career clusters, please report all cells in that cluster as negative nines (-9).

  Please remember that negative nine (-9) is only used when a cluster is not offered.

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 its numerator and denominator definition 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 they have included in their approved Perkins V State Plan.

iii. 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.

iv. An eligible agency must provide disaggregated data on the performance of CTE concentrators by gender[4], 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."

[4] Ibid.

An eligible agency must provide disaggregated data on the performance of CTE concentrators by the 14 career clusters and any other career cluster recognized in their State as described in Item b.iii above.

- Cluster disaggregated data may contain duplicative counts. For example, a student may achieve concentrator status in more than one cluster area. In such an instance, the same student may be counted in two or more clusters; thus, leading to a duplicative count.

- If a State elects to report duplicative cluster counts, please use the "Additional Information" text box provided in that section to confirm the reporting of duplicative cluster counts.

v. 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.[5]

ii. Each cell on the student enrollment forms must contain a digit, a "0" (zero), or -1 (not provided).

- A "**0" indicates that there are no students in the cell (population)**.

- 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.

    - If a negative one (-1) is used for any student population, please make sure to provide an explanation as to why the State was unable to obtain data for that student population in the "Additional Information" text box.

[5] 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 Stat 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 8101of 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)

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
Secondary Level		
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).	1S1	Four-Year Graduation Rate
(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.	1S2	Extended-Year Graduation Rate
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).	2S1	Academic Proficiency in Reading/Language Arts
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).	2S2	Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging State academic standards adopted by the State under ESEA section1111(b)(1) , as measured by the academic assessments in science as described in ESEA section 1111(b)(2).	2S3	Academic Proficiency in Science
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.	3S1	Post-Program Placement
The percentage of CTE concentrators in career and technical education 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[6] comprise less than 25 percent of the individuals employed in the related	4S1	Non-traditional Program Concentration

occupation or field of work.		

[6] The Perkins V statute at section 3(33) provides that: "Non-traditional fields means occupations or fields of work, such as careers in computer science, technology, and other current and emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work." In implementing this statutory term, "non-traditional fields," throughout the Perkins State Plan Guide, the Department uses the term "gender", per the definition in section 3(33) of Perkins V. Consistent with section 3(c) of Executive Order 14168 "Defending Women from Gender Ideology Extremism and Restoring Biological Truth to the Federal Government," the Department applies the term "gender" as used in Perkins V to mean "sex," as defined in section 2(a) of Executive Order 14168 as "an individual's immutable biological classification as either male or female. "Sex" is not a synonym for and does not include the concept of gender identity.

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level (con't)		
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.		
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Program Quality – Attained Recognized Postsecondary Credential
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.	5S2	Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3	Program Quality – Participated in Work-Based Learning
Other(s) (*optional):* 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.	5S4, 5S5, 5S6, …	Program Quality – Other
Postsecondary Level		
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.	1P1	Postsecondary Placement
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion[±] ± 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	2P1	Earned Recognized Postsecondary Credential

the student would be counted if the student obtains the credential in the 1 year following that student's completion of the program."		
The percentage of CTE concentrators in career and technical education 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[7] comprise less than 25 percent of the individuals employed in the related occupation or field of work.	3P1	Non-traditional Program Concentration

[7] Ibid.

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.

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
Individuals with Disabilities (Secondary only)	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)). **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. 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. 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; *See* 29 U.S.C. 705(9)(b) and 705(20)(b).	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)):* *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.

Individuals with Disabilities (Postsecondary only)	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)). **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. 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. 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; *See* 29 U.S.C. 705(9)(b) and 705(20)(b).	The ESEA is not applicable to individuals with disabilities at the postsecondary level.

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
Individuals from Economically Disadvantaged Families	Perkins 3(48)(B) of Perkins V includes low-income youth and adults in the definition of "individuals from economically disadvantaged families." 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 .	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[8] 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.

[8] Ibid.

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	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. *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.	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
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	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)*. *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).	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.

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 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")	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)" 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). 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. [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.]

Migrant Students (Secondary only)	There is no definition in Perkins V.	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.

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 (https://nces.ed.gov/ccd/districtsearch/)	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 (https://nces.ed.gov/globallocator/)**	**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:	Amended Interim Report
VIII.	Date of Amended FSR:	

		COLUMNS						
		1	2	3	4	5	6	7
ROWS	ITEMS OF EXPENDITURE	Program Income Credits	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 Federl Funds
	FUNDS FOR LOCAL DISTRIBUTION	Header Row - No Information Entered Here						
	Reserve Funds	Header Row - No Information Entered Here						
A	Funds for Secondary Recipients					No Information Entered in this Column. Totals in Columns Are System Generated		No Information Entered in this Column. Totals in Columns Are System Generated
B	Funds for Postsecondary Recipients							
C	Subtotal - Reserve Funds	Subtotals Are System Generated - No Information Entered Here					No Information Entered Here	
	Local Formula Funds	Header Row - No Information Entered Here						
D	Funds for Secondary Recipients					No Information Entered Here		No Information Entered Here
E	Funds for Postsecondary Recipients							
F	Subtotal - Local Formula Funds	Subtotals Are System Generated - No Information Entered Here					No Information Entered Here	
G	Subtotal - Funds for Local Distribution	Subtotals Are System Generated - No Information Entered Here					No Information Entered Here	
	FUNDS FOR STATE LEADERSHIP	Header Row - No Information Entered Here						
H	Funds for State Institutions					No Information Entered Here		No Information Entered Here
I	Funds for Nontraditional Preparation							
J	Funds for Special Population Recruitment							
K	Funds for Other Leadership Activities							
L	Subtotal - Funds for State Leadership	Subtotals Are System Generated - No Information Entered Here					No Information Entered Here	
	STATE ADMINISTRATION	Header Row - No Information Entered Here						
M	Subtotal - Funds for State Administration	Subtotals Are System Generated - No Information Entered Here					No Information Entered Here	
N	TOTAL FUNDS	Totals in Columns Are System Generated - No Information Entered Here						

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:	Amended Final Report
VIII.	Date of Amended FSR:	

		COLUMNS						
		1	2	3	4	5	6	7
ROWS	ITEMS OF EXPENDITURE	Program Income Credits	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 Federl Funds
	FUNDS FOR LOCAL DISTRIBUTION	Header Row - No Information Entered Here						
	Reserve Funds	Header Row - No Information Entered Here						
A	Funds for Secondary Recipients					No Information Entered in this Column. Totals in Columns Are System Generated		No Information Entered in this Column. Totals in Columns Are System Generated
B	Funds for Postsecondary Recipients							
C	Subtotal - Reserve Funds	Subtotals Are System Generated - No Information Entered Here					No Information Entered Here	
	Local Formula Funds	Header Row - No Information Entered Here						
D	Funds for Secondary Recipients					No Information Entered Here		No Information Entered Here
E	Funds for Postsecondary Recipients							
F	Subtotal - Local Formula Funds	Subtotals Are System Generated - No Information Entered Here					No Information Entered Here	
G	Subtotal - Funds for Local Distribution	Subtotals Are System Generated - No Information Entered Here					No Information Entered Here	
	FUNDS FOR STATE LEADERSHIP	Header Row - No Information Entered Here						
H	Funds for State Institutions					No Information Entered Here		No Information Entered Here
I	Funds for Nontraditional Preparation							
J	Funds for Special Population Recruitment							
K	Funds for Other Leadership Activities							
L	Subtotal - Funds for State Leadership	Subtotals Are System Generated - No Information Entered Here					No Information Entered Here	
	STATE ADMINISTRATION	Header Row - No Information Entered Here						
M	Subtotal - Funds for State Administration	Subtotals Are System Generated - No Information Entered Here					No Information Entered Here	
N	TOTAL FUNDS	Totals in Columns Are System Generated - No Information Entered Here						

ADDITIONAL INFORMATION:

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

Line	Population	Number of Secondary Participants	CAREER CLUSTERS															
			Advanced Manufacturing	Agriculture	Arts, Entertainment, & Design	Construction	Digital Technology	Education	Energy & Natural Resources	Financial Services	Healthcare & Human Services	Hospitality, Events, & Tourism	Management & Entrepreneurship	Marketing & Sales	Public Service & Safety	Supply Chain & Transportation	Other: Please Specify	
1	**GRAND TOTAL**	*																
	GENDER[9]	Header Row - No Information Entered Here																
2	Male																	
3	Female																	
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)	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:																	
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)	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																	
	* State enters unduplicated count of secondary participants.																	

[9] Ibid.

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

Line	Population	Number of Postsecondary Participants	CAREER CLUSTERS															
			Advanced Manufacturing	Agriculture	Arts, Entertainment, & Design	Construction	Digital Technology	Education	Energy & Natural Resources	Financial Services	Healthcare & Human Services	Hospitality, Events, & Tourism	Management & Entrepreneurship	Marketing & Sales	Public Service & Safety	Supply Chain & Transportation	Other: Please Specify
1	**GRAND TOTAL**	*															
	GENDER[10]	**Header Row - No Information Entered Here**															
2	Male																
3	Female																
	RACE/ETHNICITY (1997 Revised Standards)	**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																
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)	**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)																
	* State enters unduplicated count of postsecondary participants.																

[10] Ibid.

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

Line	Population	Number of Secondary Concentrators	CAREER CLUSTERS															
			Advanced Manufacturing	Agriculture	Arts, Entertainment, & Design	Construction	Digital Technology	Education	Energy & Natural Resources	Financial Services	Healthcare & Human Services	Hospitality, Events, & Tourism	Management & Entrepreneurship	Marketing & Sales	Public Service & Safety	Supply Chain & Transportation	Other: Please Specify
1	**GRAND TOTAL**	*															
	GENDER[11]	**Header Row - No Information Entered Here**															
2	Male																
3	Female																
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)	**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:																
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)	**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																

[11] Ibid.

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

Line	Population	Number of Postsecondary Concentrators	CAREER CLUSTERS														
			Advanced Manufacturing	Agriculture	Arts, Entertainment, & Design	Construction	Digital Technology	Education	Energy & Natural Resources	Financial Services	Healthcare & Human Services	Hospitality, Events, & Tourism	Management & Entrepreneurship	Marketing & Sales	Public Service & Safety	Supply Chain & Transportation	Other: Please Specify
1	**GRAND TOTAL**	*															
	GENDER[12]	**Header Row - No Information Entered Here**															
2	Male																
3	Female																
	RACE/ETHNICITY (1997 Revised Standards)	**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																
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)	**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)																

[12] Ibid.

* 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:	
Denominator:	

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	**GRAND TOTAL - UNDUPLICATED**			System Generated	System Generated	System Generated	System Generated
	GENDER[13]	**Header Row - No Information Entered Here**					
2	Male						
3	Female						
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)	**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:						
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)	**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						
	CAREER CLUSTERS	**Header Row - No Information Entered Here**					
22	Advanced Manufacturing						
23	Agriculture						
24	Arts, Entertainment, & Design						
25	Construction						
26	Digital Technology						
27	Education						
28	Energy & Natural Resources						
29	Financial Services						
30	Healthcare & Human Services						
31	Hospitality, Events, & Tourism						
32	Management & Entrepreneurship						
33	Marketing & Sales						
34	Public Service & Safety						
35	Supply Chain & Transportation						
36	Other: Please identify:						

[13] Ibid.

Additional Information:

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

Numerator	
Denominator:	

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	**GRAND TOTAL - UNDUPLICATED**			System Generated	System Generated	System Generated	System Generated
	GENDER[14]	**Header Row - No Information Entered Here**					
2	Male						
3	Female						
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)	**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:						
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)	**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						
	CAREER CLUSTERS	**Header Row - No Information Entered Here**					
22	Advanced Manufacturing						
23	Agriculture						
24	Arts, Entertainment, & Design						
25	Construction						
26	Digital Technology						
27	Education						
28	Energy & Natural Resources						
29	Financial Services						
30	Healthcare & Human Services						
31	Hospitality, Events, & Tourism						
32	Management & Entrepreneurship						
33	Marketing & Sales						
34	Public Service & Safety						
35	Supply Chain & Transportation						
36	Other: Please identify:						

[14] Ibid.

Additional Information:

IV.B: PERFORMANCE DATA FORMS

3: CTE Concentrator Performance Form

Core Indicator 2S1: Academic Proficiency in Reading/Language Arts

Numerator :
Denominator:

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	**GRAND TOTAL - UNDUPLICATED**			System Generated	System Generated	System Generated	System Generated
	GENDER[15]	**Header Row - No Information Entered Here**					
2	Male						
3	Female						
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)	**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:						
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)	**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						
	CAREER CLUSTERS	**Header Row - No Information Entered Here**					
22	Advanced Manufacturing						
23	Agriculture						
24	Arts, Entertainment, & Design						
25	Construction						
26	Digital Technology						
27	Education						
28	Energy & Natural Resources						
29	Financial Services						
30	Healthcare & Human Services						
31	Hospitality, Events, & Tourism						
32	Management & Entrepreneurship						
33	Marketing & Sales						
34	Public Service & Safety						
35	Supply Chain & Transportation						

[15] Ibid.

36	Other: Please identify:						
Additional Information:							

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

Numerator:	
Denominator:	

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	**GRAND TOTAL - UNDUPLICATED**			System Generated	System Generated	System Generated	System Generated
	GENDER[16]	**Header Row - No Information Entered Here**					
2	Male						
3	Female						
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)	**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:						
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)	**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						
	CAREER CLUSTERS	**Header Row - No Information Entered Here**					
22	Advanced Manufacturing						
23	Agriculture						
24	Arts, Entertainment, & Design						
25	Construction						
26	Digital Technology						
27	Education						
28	Energy & Natural Resources						
29	Financial Services						
30	Healthcare & Human Services						
31	Hospitality, Events, & Tourism						
32	Management & Entrepreneurship						
33	Marketing & Sales						
34	Public Service & Safety						
35	Supply Chain & Transportation						
36	Other: Specify						

[16] Ibid.

Additional Information:

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

Numerator:
Denominator:

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	**GRAND TOTAL - UNDUPLICATED**			System Generated	System Generated	System Generated	System Generated
	GENDER[17]	**Header Row - No Information Entered Here**					
2	Male						
3	Female						
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)	**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:						
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)	**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*						
	CAREER CLUSTERS	**Header Row - No Information Entered Here**					
22	Advanced Manufacturing						
23	Agriculture						
24	Arts, Entertainment, & Design						
25	Construction						
26	Digital Technology						
27	Education						
28	Energy & Natural Resources						
29	Financial Services						
30	Healthcare & Human Services						
31	Hospitality, Events, & Tourism						
32	Management & Entrepreneurship						
33	Marketing & Sales						
34	Public Service & Safety						
35	Supply Chain & Transportation						

[17] Ibid.

36	Other: Please identify:						
Additional Information:							

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

Numerator:	
Denominator:	

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	**GRAND TOTAL - UNDUPLICATED**			System Generated	System Generated	System Generated	System Generated
	GENDER[18]	**Header Row - No Information Entered Here**					
2	Male						
3	Female						
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)	**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:						
	SPECIAL POPULATIONS (Defined in Section 3(48) and ESSA	**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						
	CAREER CLUSTERS	**Header Row - No Information Entered Here**					
22	Advanced Manufacturing						
23	Agriculture						
24	Arts, Entertainment, & Design						
25	Construction						
26	Digital Technology						
27	Education						
28	Energy & Natural Resources						
29	Financial Services						
30	Healthcare & Human Services						
31	Hospitality, Events, & Tourism						
32	Management & Entrepreneurship						
33	Marketing & Sales						
34	Public Service & Safety						
35	Supply Chain & Transportation						
36	Other: Please identify:						
	PLACEMENT	**Header Row - No Information Entered Here**					
37	Advanced Training						
38	Military Service						
39	National or Community Service, or Peace Corps						
40	Employment						
41	Postsecondary Education						
42	Certificate						
43	Associate Degree						
44	Baccalaureate Degree						

[18] Ibid.

Additional Information:

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

Numerator :	
Denominator:	

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	**GRAND TOTAL - UNDUPLICATED**			System Generated	System Generated	System Generated	System Generated
	GENDER[19]	Header Row - No Information Entered Here					
2	Male						
3	Female						
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)	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:						
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)	Header Row - No Information Entered Here					
11	Individuals with Disabilities						
12	Individuals from Economically Disadvantaged Families						
13							
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						
	CAREER CLUSTERS	Header Row - No Information Entered Here					
22	Advanced Manufacturing						
23	Agriculture						
24	Arts, Entertainment, & Design						
25	Construction						
26	Digital Technology						
27	Education						
28	Energy & Natural Resources						
29	Financial Services						
30	Healthcare & Human Services						
31	Hospitality, Events, & Tourism						
32	Management & Entrepreneurship						
33	Marketing & Sales						
34	Public Service & Safety						
35	Supply Chain & Transportation						
36	Other: Please identify:						

[19] Ibid.

Additional Information:

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

Numerator:
Denominator:

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	**GRAND TOTAL - UNDUPLICATED**			System Generated	System Generated	System Generated	System Generated
	GENDER[20]	**Header Row - No Information Entered Here**					
2	Male						
3	Female						
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)	**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:						
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)	**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*						
	CAREER CLUSTERS	**Header Row - No Information Entered Here**					
22	Advanced Manufacturing						
23	Agriculture						
24	Arts, Entertainment, & Design						
25	Construction						
26	Digital Technology						
27	Education						
28	Energy & Natural Resources						
29	Financial Services						
30	Healthcare & Human Services						
31	Hospitality, Events, & Tourism						
32	Management & Entrepreneurship						
33	Marketing & Sales						
34	Public Service & Safety						
35	Supply Chain & Transportation						
36	Other: Please identify:						

[20] Ibid.

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

Numerator:
Denominator:

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	**GRAND TOTAL - UNDUPLICATED**			System Generated	System Generated	System Generated	System Generated
	GENDER[21]	**Header Row - No Information Entered Here**					
2	Male						
3	Female						
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)	**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:						
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)	**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						
	CAREER CLUSTERS	**Header Row - No Information Entered Here**					
22	Advanced Manufacturing						
23	Agriculture						
24	Arts, Entertainment, & Design						
25	Construction						
26	Digital Technology						
27	Education						
28	Energy & Natural Resources						
29	Financial Services						
30	Healthcare & Human Services						
31	Hospitality, Events, & Tourism						
32	Management & Entrepreneurship						
33	Marketing & Sales						
34	Public Service & Safety						
35	Supply Chain & Transportation						
36	Other: Please identify:						

[21] Ibid.

Additional Information:

IV.B: PERFORMANCE DATA FORMS
3: CTE Concentrator Performance Form
Core Indicator 5S3: Program Quality - Participated in Work-Based Learning

Numerator:
Denominator:

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	**GRAND TOTAL - UNDUPLICATED**			System Generated	System Generated	System Generated	System Generated
	GENDER[22]	**Header Row - No Information Entered Here**					
2	Male						
3	Female						
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)	**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:						
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)	**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						
	CAREER CLUSTERS	**Header Row - No Information Entered Here**					
22	Advanced Manufacturing						
23	Agriculture						
24	Arts, Entertainment, & Design						
25	Construction						
26	Digital Technology						
27	Education						
28	Energy & Natural Resources						
29	Financial Services						
30	Healthcare & Human Services						
31	Hospitality, Events, & Tourism						
32	Management & Entrepreneurship						
33	Marketing & Sales						
34	Public Service & Safety						
35	Supply Chain & Transportation						
36	Other: Please identify:						

[22] Ibid.

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)

Numerator definition:	
Denominator definition:	

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	**GRAND TOTAL - UNDUPLICATED**			System Generated	System Generated	System Generated	System Generated
	GENDER[23]	**Header Row - No Information Entered Here**					
2	Male						
3	Female						
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)	**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:						
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)	**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						
	CAREER CLUSTERS	**Header Row - No Information Entered Here**					
22	Advanced Manufacturing						
23	Agriculture						
24	Arts, Entertainment, & Design						
25	Construction						
26	Digital Technology						
27	Education						
28	Energy & Natural Resources						
29	Financial Services						
30	Healthcare & Human Services						
31	Hospitality, Events, & Tourism						
32	Management & Entrepreneurship						
33	Marketing & Sales						
34	Public Service & Safety						
35	Supply Chain & Transportation						
36	Other: Please identify:						

[23] Ibid.

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

***Numerator*:**
Denominator:

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	**GRAND TOTAL - UNDUPLICATED**			System Generated	System Generated	System Generated	System Generated
	GENDER[24]	**Header Row - No Information Entered Here**					
2	Male						
3	Female						
	RACE/ETHNICITY (1997 Revised Standards)	**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						
11	Unknown						
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)	**Header Row - No Information Entered Here**					
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)						
	CAREER CLUSTERS	**Header Row - No Information Entered Here**					
22	Advanced Manufacturing						
23	Agriculture						
24	Arts, Entertainment, & Design						
25	Construction						
26	Digital Technology						
27	Education						
27	Energy & Natural Resources						
29	Financial Services						
30	Healthcare & Human Services						
31	Hospitality, Events, & Tourism						
32	Management & Entrepreneurship						
33	Marketing & Sales						
34	Public Service & Safety						
35	Supply Chain & Transportation						
36	Other: Please identify:						
	PLACEMENT	**Header Row - No Information Entered Here**					
37	Advanced Training						
38	Military Service						
39	National or Community Service, or Peace Corps						
40	Employment						
41	Postsecondary Education						
42	Certificate						
43	Associate Degree						
44	Baccalaureate Degree						

Additional Information:

[24] Ibid.

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

Numerator:	
Denominator:	

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	**GRAND TOTAL - UNDUPLICATED**			System Generated	System Generated	System Generated	System Generated
	GENDER[25]	**Header Row - No Information Entered Here**					
2	Male						
3	Female						
	RACE/ETHNICITY (1997 Revised Standards)	**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						
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)	**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)						
	CAREER CLUSTERS	**Header Row - No Information Entered Here**					
21	Advanced Manufacturing						
22	Agriculture						
23	Arts, Entertainment, & Design						
24	Construction						
25	Digital Technology						
26	Education						
27	Energy & Natural Resources						
28	Financial Services						
29	Healthcare & Human Services						
30	Hospitality, Events, & Tourism						
31	Management & Entrepreneurship						
32	Marketing & Sales						
33	Public Service & Safety						
34	Supply Chain & Transportation						

[25] Ibid.

35	Other: Please identify:						
Additional Information:							

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

Numerator:	
Denominator :	

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	**GRAND TOTAL - UNDUPLICATED**			System Generated	System Generated	System Generated	System Generated
	GENDER[26]	**Header Row - No Information Entered Here**					
2	Male						
3	Female						
	RACE/ETHNICITY (1997 Revised Standards)	**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						
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)	**Header Row - No Information Entered Here**					
11	Individuals with Disabilities						
12	Individuals from Economically Disadvantaged Families						
13							
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)						
	CAREER CLUSTERS	**Header Row - No Information Entered Here**					
21	Advanced Manufacturing						
22	Agriculture						
23	Arts, Entertainment, & Design						
24	Construction						
25	Digital Technology						
26	Education						
27	Energy & Natural Resources						
28	Financial Services						
29	Healthcare & Human Services						
30	Hospitality, Events, & Tourism						
31	Management & Entrepreneurship						
32	Marketing & Sales						
33	Public Service & Safety						
34	Supply Chain & Transportation						

[26] Ibid.

35	Other: Please identify:						
Additional Information:							