

**CONSOLIDATED ANNUAL PERFORMANCE,
ACCOUNTABILITY, AND FINANCIAL STATUS REPORT
FOR THE
STATE BASIC GRANT AND TECH-PREP GRANT PROGRAMS
Under the
CARL D. PERKINS VOCATIONAL
AND
TECHNICAL EDUCATION ACT OF 1998**

1999-2000 and 2000-2001

U.S. Department of Education
Office of Vocational and Adult Education
Carl D. Perkins Vocational and Technical Education Act 1998, Public Law 105-332
Basic Grant to States, CFDA 084.048A and Tech-Prep Education CFDA 084.243A

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Background of the Report

This document contains the U.S. Department of Education's Consolidated Annual Performance, Accountability, and Financial Status Reporting instrument for the State Basic grant and Tech-Prep grant programs authorized by the Carl D. Perkins Vocational and Technical Education Act of 1998, P.L. 105-332 (Perkins III). Prepared in consultation with State officials, it includes all program reporting as well as Annual Performance Reporting requirements, for both program years 1999-2000 and 2000-2001, addressing the progress States are making in implementing the State plans.

Under Perkins III, the U. S. Department of Education distributes approximately \$1 billion to States and, through them, to local educational agencies (LEAs) and other subgrantees for purposes of improving vocational educational achievement of the nation's students. In implementing these programs, Perkins III emphasizes the importance of accountability for performance and fiscal management in contributing to States and school districts' achieving their education goals for all vocational students.

However, until now, reporting activities that the Department has required of all States on program performance, use of funds, and program beneficiaries has been implemented through independent reporting mechanisms. This independent reporting has seemed to many—at the State and Federal levels—to be inconsistent with the focus on consolidation and coordination. After receiving input from officials in a number of States, assessing relevant focus group comments, and consultations through workshops, the Department has developed this single reporting instrument which (1) incorporates the accountability reporting requirements under Section 113 of Perkins III, and (2) the reporting requirements under the Education Department General Administrative Regulations (34 CFR Part 80.40 (Annual Performance Report) and 80.41 (Financial Status Report)).

Responding to the consolidation/coordination efforts and recommendations, the Department has prepared this initial consolidated report instrument. Sustained public discussion is needed on how the reporting document can be further improved for future years. Yet, this consolidated reporting instrument is an important first step in promoting a number of important objectives. Rather than retain the longstanding use of independent program reporting, it—

1. Promotes coordinated data collection by including, in a single instrument, all of the annual information that the Department needs for this program; and
2. Reduces burden on eligible agencies by consolidating formerly separate reporting instruments into a single document; streamlining reporting requests for more efficient program administration; and eliminating duplication and unnecessary requests for information.

State and eligible recipients' experience with this instrument during 1999-2001 will help determine the extent to which these data elements need to be revised for subsequent years.

In identifying information sought through this instrument, the Department has been mindful of its own requirement to present performance information to Congress, including under the Government Performance and Result Act of 1993 (GPRA) and congressional mandates for the

report on Tech Prep required by Sec. 206, and the report on a State's progress in achieving its adjusted performance levels required by Sec. 113(c).

Determining the most effective and least burdensome ways to receive the information the Department needs for this reporting is not easy. By necessity, it is an iterative process that will require more consultation with the public. Hence, this reporting instrument is an initial step toward an optimal design to track indicators of program performance. It is expected that reporting will change as the Department and the States develop their capacities to elicit and use accurate and reliable information for purposes of monitoring, reporting, and improving vocational programs and services. The Department is eager to work with individual States and with multi-State organizations to support efforts to improve the quality, timeliness, and efficiency of information collection and use. Concerns with respondent burden and usefulness will continue to be a paramount concern as we work to provide the best possible performance to our ultimate customers—students, parents and taxpayers across the country.

NOTE: Understanding that the current instrument is an interim measure for program years 2000 and 2001 only, and that substantial discussion is needed on the content of a reporting instrument for subsequent years, many State program officers urged the Department to maintain information requests that, to date, are a part of individual program reporting. These officials stressed the importance of retaining continuity in existing State and local data collection systems while ultimate program reporting elements were still in flux. Except as needed to respond to the Department's own reporting requirements (see below), this instrument seeks to accommodate this recommendation.

This instrument for use for program years 1999-2000 and 2000-2001 incorporates many recommendations offered by officials of 32 eligible agencies, a focus group conducted in February 1998 by the Department, and meetings with State program staff both regionally and nationally. The Department will continue collaborating with eligible agencies and others on ways to improve a consolidated reporting instrument that would be used for reporting on activities conducted during the 2001-2002 program year and beyond.

In addition, the Department has contracted for the development of web-based reporting and will have it available for use for the December 31, 2000 submission of this report. The Department is committed to working with the contractor and eligible agencies so that all States that choose to do so could electronically submit the reports.

General Instructions

This report may be submitted electronically. However, a signed cover sheet must be submitted in hard copy by mail. The forms and instructions are available on our web site:

www.ed.gov/offices/OVAE/CTE/index.html

Reporting for the 1999-2000 Program Year:

The report is due December 31 of each year. Department of Education regulations require that annual performance and financial status reports be submitted by the 90th day following the grant year (34 CFR §80.40(b)(1), §80.41(b)(4)). However, we recognize some States may need additional time in order to complete follow-up surveys or other activities related to compiling and verifying the accuracy of the information you report. The Department of Education has the authority to extend the due date for financial status and performance reports upon receiving a “justified request.” If you cannot meet the December 31 deadline, please contact the Division of Vocational-Technical Education to request an extension.

The following pages summarize in detail the reporting requirements for the 1999-2000 program year. As indicated, eligible agencies should use program year 1999-2000 data. If 1999-2000 data is not available, eligible agencies may use data for the most recent program year for which satisfactory data is available (See Sec. 4 of Perkins III).

One Interim FSR will be provided for Perkins III for the program year 1999-2000.

Reporting for the 2000-2001 Program Year:

On or before December 31, 2001, all eligible agencies must respond to the entire reporting instrument. In responding, eligible agencies must furnish information that reflects data for the 1999-2000 program year.

Report submission for December 2000 will have one interim FSR for Perkins III for program year 1999-2000. Report submission for December 2001 will have one final FSR (1999-2000) and an interim FSR (2000-2001).

Definitions

State Performance Measures: Section 113, (b)(1)

Indicators of Performance: Section 113, (b)(2)(A)

Additional Indicators of Performance: Section 113, (b)(2)(B)

Levels of Performance: Section 113, (b)(3)

State Adjusted Levels of Performance for Core Indicators of Performance: Section 113, (b)(3)(A)

Race and Ethnicity: The following categories and definitions are based on the “Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity” promulgated by the Office of Management and Budget on October 30, 1997 (*Federal Register*, 62 FR 58781-8790). These categories are the minimum set for data on race and ethnicity for statistics reporting by all Federal agencies.

American Indian/Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, 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 in Africa. Terms such as “Haitian” or “Negro” can be used in addition to Black or African American.”

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, “Spanish origin,” can be used in addition to “Hispanic or Latino.”

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 East.

Displaced homemaker: The term “displaced homemaker” means an individual who –

(A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;

(ii) has been dependent on the income of another family member but is no longer supported by that income; or

(iii) 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 this title; and

(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. [sec. 3(7)]

Economically disadvantaged: The term "economically disadvantaged" means individuals from economically disadvantaged families, including foster children. [sec. (3)(23)].

Individual with limited English proficiency: The term "individual with limited English proficiency" means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and—

(A) whose native language is a language other than English; or

(B) who lives in a family or community environment in which a language other than English is the dominant language. [sec. 3(13)]

Individual with a disability: The term "individual with a disability" means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)). [sec. 3(14)]

Individuals with other barriers to educational achievement: The term "individuals with other barriers to educational achievement" is defined by each State as part of your Perkins III State plan. Include those categories or groups of students identified in your State plan as "individuals with other barriers to educational achievement." [sec. 3(23)]

Non-traditional training and employment: The term "nontraditional training and employment" means occupations or fields of work, including careers in computer science, technology, and other 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. [sec. 3(17)]. Because our nation’s labor force is increasingly mobile and the labor market internationally competitive, the Department encourages States to use national employment statistics to identify non-traditional occupations. However, States may use State data on employment to identify nontraditional occupations if it improves targeting of educational improvement activities for nontraditional employment and service to students enrolled in those programs. You may get additional information on employment statistics and non-traditional occupations from the National Occupational Information Coordinating Committee, State Occupational Information

Coordinating Committees, or the Bureau of Labor Statistics of the U.S. Department of Labor (BLS). [OVAE Program Memorandum #2003]

Single parents: The term "single parents" includes single pregnant women. [sec. (3)(23)]

Threshold Level of Vocational Education: A threshold level of vocational education is defined as a program/sequence of courses or instructional units that provides an individual with the academic and technical knowledge/skills/proficiencies to prepare the individual for employment and/or further/advanced education (Section 3 (29) Definitions).

Vocational Participant: Student who enrolled in at least one vocational-technical education course.

Vocational Concentrator: Student who enrolled in a threshold level of vocational education.

Vocational Completer: Student who attained the academic and technical knowledge/skills/proficiencies within a program/sequence of courses or instructional units that provides an individual with the academic and technical knowledge/skills/proficiencies to prepare the individual for employment and/or further/advanced education.

SECTION A

INSTRUCTIONS FOR COMPLETING THE COVER SHEET (Form I) FOR THE CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND FINANCIAL STATUS REPORT

Instructions for completing the Cover sheet Form I:

<u>Block</u>	<u>Instructions</u>
1.	Grant recipient submitting the report.
2.	PR/Award numbers as indicated in Block 5 of the Grant Award Notifications for the Basic Grant to States and Tech-Prep.
3.	For optional use by those agencies needing cross reference identification.
4.	Specify the program year covered in the report, <u>e.g.</u> July1, 1999 through June 30, 2000.
5.	Include any remarks that are necessary to explain any specifics in the report. Attach additional information if needed.
6.	The report must be certified by the Executive Officer, or designee, of the Grant recipient, as appropriate.

SECTION B

INSTRUCTIONS FOR COMPLETING THE NARRATIVE REPORT FOR THE CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND FINANCIAL STATUS REPORT

Instructions for Completing Narrative Instruction:

Section 114(a)(1) of Perkins III requires the Secretary to “collect performance information about, and report on, the condition of vocational and technical education and on the effectiveness of State and local programs, services, and activities carried out under” Perkins III. Eligible agencies are required by section 114(b)(2) to “cooperate with the Secretary in implementing the information systems developed pursuant to” Perkins III.

This report, not to exceed 20 pages, describes the implementation and success of the States’ improvement strategies and the estimated impact of those improvement strategies on the core indicators. The document contains a description of the progress States have made in achieving the goals and objectives outlined in their State Plans and represents the States’ analysis of established performance levels and any subsequent changes or modifications States might need to make to their State Plans. The annual program and accountability sections of this report must contain narrative text and include other pertinent information and data that describes the condition and effectiveness of vocational and technical education activities assisted by the Act during the 12 month program year as defined by the state reporting period for the following:

Executive Summary

A brief one or two sentence description of each of the following sections including the responses to the accountability questions listed on the accountability data collection forms.

Narrative

- I. Program Administration [Section 122 (c)]
 - a. **Report on State Administration (roles/responsibility summary)**
 - b. **Report on State Leadership. [Section 124]**
 1. Required Activities
 2. Permissive Activities
 3. Core Indicator Related Activity
Activity
Outcome
Budget (or reference section C: “Instructions for Completing Financial Status Report”)
 - c. **Implications for next fiscal year/State Plan**
- II. Program Performance
Performance Accountability - Core Indicators [Section 113]
Special Populations [Section 122(c) (7), (8), (13), (17), (18)]
Tech Prep [Sections 204(c) and 205]
Fiscal Requirements [Sections 122(c)(10) and (11); and 122(c) (4) (A) and (B)]
 - a. **State Performance Summary**
Describe the states’s performance results compared to negotiated performance levels and comparable performance results including special populations and Tech Prep. Describe reasons for not meeting levels for each core subindicator

where the state did not meet the negotiated levels. Also, describe major challenges or reasons for special populations not reaching performance levels of all vocational concentrators for all applicable core subindicators.

b. Definition of Vocational Concentrator and Tech Prep students

Provide a brief definition of vocational concentrator and Tech Prep student. Indicate whether this definition has changed from the previous program year.

c. Measurement Approaches and Data Quality Improvement

Indicate the measurement approach(s) used for each of the subindicators. Indicate your state's assessment of the quality of the data using the indicated approaches and list the state activities to improve data quality.

Briefly describe these state efforts to improve data quality, especially for subindicators with low quality ratings.

d. Effectiveness of Improvement Strategies in Previous Program Year

Summarize the planned improvement strategies for each subindicator. Provide a brief narrative on these strategies. The brief narrative should address the following major questions as they relate to the approved state plan activities.

- What activities were completed?
- To what extent did the planned expenditures impact and support these activities?
- What results were achieved from these activities for all students or targeted populations?
- What were the impacts (or are the expected impacts) on the core subindicator for all students or targeted populations?
- What are the implications for planning or revising improvement strategies for next program year?

e. Improvement Strategies for Next Program Year

Provide a brief narrative for each subindicator on the proposed improvement strategies for the next program year. The narrative should be based on the State Performance Summary (II a) and the Effectiveness of Improvement Strategies (II d) in the previous program years.

SECTION C

INSTRUCTIONS FOR COMPLETING THE FINANCIAL STATUS REPORT (Form II) FOR THE CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND FINANCIAL STATUS REPORT

Instructions for completing the Financial Status Report Form II, page 1:

A separate Form II must be used for each fiscal year's grant that has not been closed out. The Basic Grant and the Tech-Prep Grant from the same fiscal year are reported on the same Form II.

<u>Block</u>	<u>Instructions</u>
---------------------	----------------------------

- | | |
|----|---|
| 1. | Check <u>YES</u> if this is the <u>final</u> Financial Status report for a grant award and there are no amounts reported in column <u>h</u> on Form II (unliquidated obligations). The report is final when there are no additional outlays or obligations against the grant award and all existing obligations have been liquidated. FSRs that are not final are considered interim reports. Check <u>NO</u> if this is an interim report. |
| 2. | Identify the accounting basis used by the Grantee. If the modified accrual basis is used, it should be so indicated by adding the word "modified" in this block. |
| 3. | Enter Federal Funding Period based on information obtained in Block 6 of the Grant Award Notification. |
| 4. | If this is an interim report, specify the Federal Funding Period as requested in Block 4. If this is a final report, specify the 27 months (Federal Funding Period plus 12 months of Carryover) during which obligations can be made from funds under this award i.e., July 1, 1999 through September 30, 2001. This block refers to the period of obligations only. DO NOT include periods where liquidations or other adjustments were made. Compliance determinations will be made on final reports. |
| 5. | Include any remarks that are necessary to explain any specifics in the report. Attach additional information if needed. In completing the data collection forms, if a cell is determined by the state to be inapplicable N/A can be recorded. An explanation of the determination must be included in the appropriate narrative section of the report. It is suggested a reference to the narrative be included with the data collection instrument. |

NOTE: The signed FORM I Cover Sheet serves as the certification for all elements of this consolidated report including FORMS I; II; III; and IV.

Instructions for Completing the Financial Status Report-Form II, page 2:

Financial data recorded on each line item of this form is to be reflective of the time period specified in Block 3 of Form II, page 1.

<u>Column</u>	<u>Instructions</u>
A	Enter the total amount of outlays, both federal and non-federal. An outlay is recorded when cash has been paid for an existing obligation.
B	Enter the amount of program income credits earned from activities funded by this award.
C	Enter the result of Column A minus Column B.
D	Enter the total amount of non-federal vocational-technical education outlays for the reporting period specified.
E	Enter the result of Column C minus Column D.
F	Enter the amount of all unliquidated obligations as of the end of the reporting period. On a final report, this column must equal zero.
G	Enter the result of Column E plus Column F.
H	<p>On Line 1, enter the amount of funds (if any) that the grantee budgeted in its State Plan for secondary eligible recipients for the purpose of the Reserve, as described in Section 112(c).</p> <p>On Line 2, enter the amount of funds (if any) that the grantee budgeted in its State Plan for postsecondary eligible recipients for the purpose of the Reserve, as described in Section 112(c).</p> <p>On Line 3, enter the sum of Lines 1 and 2.</p> <p>For Line 4, enter the remaining amount of funds budgeted for secondary eligible recipients from its set-aside as described in Section 112(a)(1).</p> <p>For Line 5, enter the remaining amount of funds budgeted for postsecondary eligible recipients from its set-aside as described in Section 112(a)(1).</p> <p>On Line 6, enter the sum of Lines 4 and 5.</p> <p>On Line 7, enter the sum of Lines 3, and 6.</p>

For Line 8, enter the amount the grantee budgeted in its State Plan for State Leadership program activities for non-traditional training and employment, as described in Section 112(a)(2)(B).

For Line 9, enter the amount (if any) the grantee budgeted in its State Plan for State Leadership program activities for state institutions, as described in Section 112(a)(2)(A).

For Line 11, enter the remaining amount of funds budgeted in its State Plan for State Leadership activities, as described in Section 112(a)(2).

For Line 12, enter the total amount the grantee budgeted in its State Plan for State Administration activities, as described in Section 112(a)(3).

For Line 13, enter the amount the grantee budgeted in its State Plan for the total Basic Grant, authorized on the Basic Grant to States award as indicated in Block 7 of Grant Award Notification (EDGAPS-001)

For Line 14, enter the amount the grantee budgeted in its State Plan for State Administration activities, described in Section 3(1), for administering the programs described in Title II, Tech-Prep Education.

For Line 15, enter the amount the grantee budgeted in its State Plan for Local Consortia, described in Title II, Tech-Prep Education.

On Line 16, enter the sum of Lines 14 and 15.

I Enter the result of Column H minus Column G.

Line

Instructions

- 1 Enter outlays, program income credits, or unliquidated obligations, as appropriate, that were incurred by Secondary Eligible Recipients for the purposes of the Reserve as described in Section 112(c).
- 2 Enter outlays, program income credits, or unliquidated obligations, as appropriate, that were incurred by Postsecondary Eligible Recipients for the purposes of the Reserve as described in Section 112(c).
- 3 Enter the sum of Lines 1 and 2. For compliance purposes on the final report, the amount in cell G3 must not exceed 10% of the amount in G10.
- 4 Enter outlays, program income credits, or unliquidated obligations, as appropriate, that were incurred by Secondary Eligible Recipients for all other local activities not reported above, from funds made available under Section 112(a)(1).

- 5 Enter outlays, program income credits, or unliquidated obligations, as appropriate, that were incurred by Postsecondary Eligible Recipients for all other local activities not reported above, from funds made available under Section 112(a)(1).
- 6 Enter the sum of Lines 4 and 5.
- 7 Enter the sum of Lines 3, and 6. For compliance purposes on the final report, the amount in cell G7 should not be less than 85% of cell G13, unless G13 equals less than \$5,000,000. If G13 is less than \$5,000,000, see the State Plan budget for minimum value.
- 8 Enter outlays, program income credits, or unliquidated obligations, as appropriate, that were incurred by the Eligible Agency from activities described in Section 124(b)(5) from funds set-aside in Section 112(a)(2)(B). NOTE: For compliance purposes the amount in cell G8 should not be less than \$60,000 and not greater than \$150,000.
- 9 Enter outlays, program income credits, or unliquidated obligations, as appropriate, that were incurred by the Eligible Agency from activities described in Section 124 (b) (7) from funds set-aside in Section 112(a)(2)(A). For compliance purposes on the final report, the amount in cell G9 should not be greater than 1% of G13.
- 10 Enter the outlays, program income credits, or unliquidated obligations, as appropriate, that were incurred by the Eligible Agency from activities described in Section 124 from funds set-aside in Section 112(a)(2).
- 11 Enter the sum of Lines 8, 9 and 10. For compliance purposes on the final report, the amount in cell G11 should not be greater than 10% of G13.
- 12 Enter all outlays, program income credits, or unliquidated obligations, as appropriate, that were incurred by the Eligible Agency from activities described in Section 121 from funds set-aside in Section 112(a)(3). For compliance purposes on the final report, the amount in cell G12 should not be greater than 5% of G13, unless cell G13 equals less than \$5,000,000. In that case, the approved State Plan budget amount is the maximum value allowed. Regardless, of cell G13 value, cell G12 must not be less than \$250,000. The value of cell F12 must not be less than cell G12.
- 13 Enter the sum of Lines 7, 11 and 12. For compliance purposes on the final report, the amount in cell H13 must equal amount of Basic Grant to States

award as indicated in Block 7 of Grant Award Notification (EDGAPS-001). Cell G13 must not exceed value of Cell H13.

- 14 Enter all outlays, program income credits, or unliquidated obligations, as appropriate, that were incurred by the Eligible Agency to administer, as described in Section 3(1), the programs described in Title II.
- 15 Enter all outlays, program income credits, or unliquidated obligations, as appropriate, that were incurred by the consortia for activities described in Title II.
- 16 Enter the sum of Lines 14 and 15. For compliance purposes on the final report, the amount in cell H16 must equal amount of the Tech-Prep Education award as indicated in Block 7 of Grant Award Notification (EDGAPS-001). Cell G16 must not exceed value of Cell H16.

SECTION D

**INSTRUCTIONS FOR COMPLETING
THE BASIC GRANT AND TECH PREP
STUDENT ENROLLMENT REPORT (FORM III)
FOR THE CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY,
AND FINANCIAL STATUS REPORT**

Instructions For Completing The Basic Grant And Tech Prep Student Enrollment Report Form III pages 1 and 2:

NOTE: The following notations are offered in response to input gathered from the results of consultation with the states.

The enrollment data is now to be reported by 16 broad career cluster areas. The definitions of these areas are provided to offer the states broad flexibility in identifying student enrollment. During this transition from the previous classification reporting system to this new career cluster reporting system, the decision to place state specific courses and programs in a career cluster rests with the state. This is consistent with the previous reporting practice of the state/local determining course/program aggregation in a particular code number. The following is offered as a suggested procedure:

Step 1--Assign programs/sequences of courses to the most appropriate career cluster area.

Note: If a program/sequence of courses is broader than one of the sixteen career cluster areas or cuts across more than one career cluster area, then do one of the following: (1) identify the most appropriate career cluster area for the program/sequence of courses, or (2) divide the program/sequence of courses into different program subareas and assign each program subarea to its most appropriate career cluster area.

Step 2---Report total student enrollment for each career cluster area based on the assignment of programs/sequences of courses in Step 1.

Note: States should not report students in more than one career cluster area. If students take courses in or enroll in programs/sequences of courses in more than one career cluster area and states have no information on student intent, then states should report these students within the career cluster area where that student has accumulated the most course enrollments. Students who cannot be assigned to any career cluster area should be reported in the “Grand Total”, but should not be reported under any of the sixteen career cluster areas.

- In completing the Student Enrollment data collection forms for the Basic Grant and the Tech Prep Grant, Racial/Ethnic categories for “American Indian or Alaska Native; Asian; Black or African American; Hispanic or Latino; Native Hawaiian or Other Pacific Islander.” White; Unknown/Other; and Total Race/Ethnic are optional data breakdowns for Program Years 1999-2000 only.
- In completing the data collection forms in an Excel or web-based data collection format, the “total rows” will be calculated by the computer program.

- In completing the data collection forms, the shaded cluster columns for the individual racial/ethnic and special population categories do not have to be completed. Column A “Grand Total” and the secondary and postsecondary male and female rows must be completed. It is suggested a reference to the narrative be included with the data collection instrument.

Instructions	
Column A	Enter the total number of vocational program participants for each population identified in column B.
B	Enter the total number of vocational program students enrolled in the <u>Agriculture and Natural Resources Career Area</u> , which is comprised of courses and/or programs relating to planning and managing agriculture, food, fiber, and natural resources systems. Production of agricultural commodities, including food, fiber, wood products, horticultural crops, and other plant and animal products. Financing, processing, and marketing and distribution of agricultural products; farm production and supply and service industries; horticulture and landscaping services, and the use and conservation of land and water resources; development and maintenance of recreational resources. It also includes mining and extraction operations and related environmental management services.
C	Enter the total number of vocational program students enrolled in a the <u>Construction Career Area</u> , which is comprised of courses and/or programs relating to designing, planning, managing, building, and maintaining physical structures and the larger built environment including roadways and bridges and industrial, commercial and residential facilities and buildings.
D	Enter the total number of vocational program students enrolled in the <u>Manufacturing Career Area</u> , which is comprised of courses and/or programs relating to planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
E	Enter the total number of vocational program students enrolled in the <u>Logistics, Transportation and Distribution Services Career Area</u> , which is comprised of courses and/or programs relating to planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.
F	Enter the total number of vocational program students enrolled in <u>Information Technology Services Career Areas</u> comprised of courses and/or programs relating to designing, developing, managing and operating communication and information technology networks and related hardware and software for the recording, storage, transformation, transmission and distribution of voice, video, images, and data including both telecommunications and computing services.

Column	Instructions
G	Enter the total number of vocational program students enrolled in the <u>Wholesale/Retail Sales and Services Career Area</u> , which is comprised of courses and/or programs relating to planning, managing and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion.
H	Enter the total number of vocational program students enrolled in the <u>Financial Services Career Area</u> , which is comprised of courses and/or programs relating to planning, managing and providing banking, investment, financial planning, and insurance services.
I	Enter the total number of vocational program students enrolled in the <u>Hospitality And Tourism Career Area</u> , which is comprised of courses and/or programs relating to hospitality and tourism to planning, managing and providing lodging, food, recreation, convention and tourism, and related planning and support services such as travel-related services.
J	Enter the total number of vocational program students enrolled in the <u>Business and Services Career Area</u> , which is comprised of courses and/or programs relating to planning, managing, and providing administrative support, information processing, accounting, and human resource management services and related management support services.
K	Enter the total number of vocational program students enrolled in the <u>Health Services Career Area</u> , which is comprised of courses and/or programs relating to planning, managing, and providing diagnostic, therapeutic, and information and environmental services in health care.
L	Enter the total number of vocational program students enrolled in the <u>Human Services Career Area</u> , which is comprised of courses and/or programs relating to planning, managing, and providing human services including social and related community services.
M	Enter the total number of vocational program students enrolled in the <u>Arts and Communications Services Career Area</u> , which is comprised of courses and/or programs relating to designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
N	Enter the total number of vocational program students enrolled in the <u>Legal and Protective Services Career Areas</u> comprised of courses and/or programs relating to planning, managing and providing judicial, legal, and protective services including professional and technical support services in the fire protection and criminal justice systems.

Column	Instructions
O	Enter the total number of vocational program students enrolled in the <u>Scientific Research, Engineering and Technical Services Career Area</u> , which is comprised of courses and/or programs relating to planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
P	Enter the total number of vocational program students enrolled in the <u>Education and Training Services Career Area</u> , which is comprised of courses and/or programs relating to planning, managing and providing education and training services, and related learning support services including assessment and library and information services.
Q	Enter the total number of vocational program students enrolled in the <u>Public Administration/Government Services Career Area</u> , which is comprised of courses and/or programs relating to planning, managing and providing govern., legislative, administrative and regulatory services and related general purpose government services at the federal, state and local levels.

SECTION E

INSTRUCTION FOR COMPLETING THE ACCOUNTABILITY REPORT (Form IV) FOR THE CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND FINANCIAL STATUS REPORT

Instructions for Completing the Accountability – FORM IV:

From the data entered on the following tables the following general questions must be addressed in the both the narrative and executive summary sections of this Annual Performance Report.

- What is the state definition of threshold level of vocational education for the minimal threshold level for the Core Indicators (vocational concentrators)?
- What is/are the baselines, by years, for each of your subindicators?
- How does the state define a Tech Prep student?

NOTE: The following notations are offered in response to input gathered from the results of consultation with the states.

- In completing the Accountability Data Collection forms, column G “Actual vs. Adjusted level of Performance” is shaded and is **not** to be completed for Program Year 1999-2000.
- In completing the Accountability forms for the Basic Grant and Tech Prep Grant, Racial/Ethnic categories for "American Indian or Alaska Native; Asian; Black or African American; Hispanic or Latino; Native Hawaiian or Other Pacific Islander White; Unknown / Other; and Total Race/Ethnic” are optional data breakdowns for Program Years 1999-2000 only. It is anticipated that this breakdown will be required in subsequent reporting years.
- For those states using additional measures, Form IV, page 11 is provided. The states should identify the measure(s) and complete the form in the same manner as for the required Indicators of Performance.
- In completing the data collection forms in an Excel or web-based data collection format, the “total rows” will be calculated by the computer program.

For additional guidance the Division of Vocational Technical Education has prepared in consultation with the states a CORE INDICATOR FRAMEWORK that may be found on the Internet at <http://www.ed.gov/offices/OVAE/CTE/tahome.html>

**Core Indicator 1
Attainment Of Academic Skills**

is defined by the state as the academic knowledge and skills needed to meet the challenging state academic standards.

Column	Instructions
C	Enter the total number of vocational program students to be included in the universe of students defined in your state plan as the denominator of the fraction to be used to determine the actual level of program performance for each population and level identified in columns A and B.
D; lines 1 through 18	Enter the total number of vocational program students identified as the numerator of the fraction to be used to determine the actual level of program performance for students who reached the state-defined threshold level of vocational education, who have met the state academic standards, and who have left secondary education in the reporting year.
D; lines 19 through 36	Enter the total number of vocational program students identified as the numerator of the fraction to be used to determine the actual level of program performance for students who reach a state-defined threshold level of vocational education, who have completed a postsecondary program, who have mastered the knowledge and skills that meet program-defined academic standards, and who stopped program participation in the reporting year.
E	Enter the total number or percent that identifies the adjusted levels of performance for this program year as agreed to in the state plan for each population and level identified in columns A and B.
F	Enter the total number or percent that identifies the actual levels of performance for this program year as agreed to in the state plan for each population and level identified in columns A and B.
G	Place an E in the column if the actual Level of Performance has exceeded the adjusted Level of Performance. Place an M if the level is met. Place a D if the level is not met.

**Core Indicator 1
Attainment Of Vocational Skills**

is defined by the state as the threshold level of vocational education knowledge and skills needed to meet the state-established, industry-validated career and technical skill standards.

Column	Instructions
C	Enter the total number of vocational program students to be included in the universe of students defined in your state plan as the denominator of the fraction to be used to determine the actual level of program performance for each population and level identified in columns A and B.
D; Lines 1 through 18	Enter the total number of vocational program students identified as the numerator of the fraction to be used to determine the actual level of program performance for students who reached the state-defined threshold level of vocational education, who have mastered the knowledge and skills that meet the state established, industry-validated career and technical skill standards, and who have left secondary education in the reporting year.
D; Lines 19 through 36	Enter the total number of vocational program students identified as the numerator of the fraction to be used to determine the actual level of program performance for students who reach a state-defined threshold level of vocational education, who have completed a postsecondary program, who have attained the knowledge and skills that meet state-established, program-defined, and industry-validated career and technical skill standards, and who stopped program participation in the reporting year.
E	Enter the total number or percent that identifies the adjusted levels of performance for this program year as agreed to in the state plan for each population and level identified in columns A and B.
F	Enter the total number or percent that identifies the actual levels of performance for this program year as agreed to in the state plan for each population and level identified in columns A and B.
G	Place an E in the column if the actual Level of Performance has exceeded the adjusted Level of Performance. Place an M if the level is met. Place a D if the level is not met.

**Core Indicator 2: Diploma/Credential
Completion of Diploma/Credential**

is defined by the state as the threshold level of vocational education needed to attain a proficiency credential in conjunction with a secondary diploma or its recognized equivalent.

Column	Instructions
C	Enter the total number of vocational program students to be included in the universe of students defined in your state plan as the denominator of the fraction to be used to determine the actual level of program performance for each population and level identified in columns A and B.
D; Lines 1 through 18	Enter the total number of vocational program students identified as the numerator of the fraction to be used to determine the actual level of program performance for students who reached the state-defined threshold level of vocational education, who have attained a high school diploma or its recognized state equivalent, and who have left secondary education in the reporting year
D; lines 19 through 36	Enter the total number of vocational program students identified as the numerator of the fraction to be used to determine the actual level of program performance for students who reach a state-defined threshold level of vocational education, who have completed a postsecondary program, who have attained the knowledge and skills that meet state-established, program-defined, and industry-validated career and technical skill standards.
E	Enter the total number or percent that identifies the adjusted levels of performance for this program year as reported in the state plan for each population and level identified in columns A and B.
F	Enter the total number or percent that identifies the actual levels of performance for this program year as reported in the state plan for each population and level identified in columns A and B.
G	Place an E in the column if the actual Level of Performance has exceeded the adjusted Level of Performance. Place an M if the level is met. Place a D if the level is not met.

Core Indicator 3: Placement and Retention
Total Placement

is defined by the state as the evidence resulting from reaching the threshold level of vocational education needed during secondary or postsecondary education to transition to postsecondary education, further postsecondary education or advanced training, employment, and/or military service.

Column	Instructions
C	Enter the total number of vocational program students to be included in the universe of students defined in your state plan as the denominator of the fraction to be used to determine the actual level of program performance for each population and level identified in columns A and B.
D; Lines 1 through 18	Enter the total number of vocational program students identified as the numerator of the fraction to be used to determine the actual level of program performance for students who reached the state-defined threshold level of vocational education, who completed secondary vocational education programs in the reporting year, who were placed in postsecondary education, advanced training, employment, and/or military service within a designated time period as expressed in months and/or UI wage record quarters.
D; lines 19 through 36	Enter the total number of vocational program students identified as the numerator of the fraction to be used to determine the actual level of program performance for students who reach a state-defined threshold level of vocational education to complete a postsecondary program, who completed the postsecondary program in the reporting year, who were placed in further postsecondary education, advanced training, employment, and/or military service within a designated time period as expressed in months and/or UI wage record quarters after stopping participation in the postsecondary program.
E	Enter the total number or percent that identifies the adjusted levels of performance for this program year as agreed to in the state plan for each population and level identified in columns A and B.
F	Enter the total number or percent that identifies the actual levels of performance for this program year as agreed to in the state plan for each population and level identified in columns A and B.
G	Place an E in the column if the actual Level of Performance has exceeded the adjusted Level of Performance. Place an M if the level is met. Place a D if the level is not met.

Core Indicator 3: Placement and Retention**Placement: Postsecondary/Advanced Training**

is defined by the state as the evidence resulting from reaching the threshold level of vocational education needed during secondary or postsecondary education to transition to postsecondary education, further postsecondary education or advanced training, employment, and/or military service.

Column	Instructions
C	Enter the total number of vocational program students to be included in the universe of students defined in your state plan as the denominator of the fraction to be used to determine the actual level of program performance for each population and level identified in columns A and B.
D; Lines 1 through 18	Enter the total number of vocational program students identified as the numerator of the fraction to be used to determine the actual level of program performance for students who reached the state-defined threshold level of vocational education, and who completed secondary vocational education programs in the reporting year, and who were placed in postsecondary education, advanced training, employment, and/or military service within a designated time period as expressed in months and/or UI wage record quarters.
D; lines 19 through 36	Enter the total number of vocational program students identified as the numerator of the fraction to be used to determine the actual level of program performance for students who reach a state-defined threshold level of vocational education to complete a postsecondary program, who completed the postsecondary program in the reporting year, and who were placed in further postsecondary education, advanced training, employment, and/or military service within a designated time period as expressed in months and/or UI wage record quarters after stopping participation in the postsecondary program.
E	Enter the total number or percent that identifies the adjusted levels of performance for this program year as agreed to in the state plan for each population and level identified in columns A and B.
F	Enter the total number or percent that identifies the actual levels of performance for this program year as agreed to in the state plan for each population and level identified in columns A and B.
G	Place an E in the column if the actual Level of Performance has exceeded the adjusted Level of Performance. Place an M if the level is met. Place a D if the level is not met.

Core Indicator 3: Placement and Retention

Placement: Military

is defined by the state as the evidence resulting from reaching the threshold level of vocational education needed during secondary or postsecondary education to transition to postsecondary education, further postsecondary education or advanced training, employment, and/or military service.

Column	Instructions
C	Enter the total number of vocational program students to be included in the universe of students defined in your state plan as the denominator of the fraction to be used to determine the actual level of program performance for each population and level identified in columns A and B.
D; Lines 1 through 18	Enter the total number of vocational program students identified as the numerator of the fraction to be used to determine the actual level of program performance for students who reached the state-defined threshold level of vocational education, who completed secondary vocational education programs in the reporting year, and who were placed in postsecondary education, advanced training, employment, and/or military service within a designated time period as expressed in months and/of UI wage record quarters.
D; lines 19 through 36	Enter the total number of vocational program students identified as the numerator of the fraction to be used to determine the actual level of program performance for students who reached a state-defined threshold level of vocational education to complete a postsecondary program, who completed the postsecondary program in the reporting year, and who were placed in further postsecondary education, advanced training, employment, and/or military service within a designated time period as expressed in months and/of UI wage record quarters after stopping participation in the postsecondary program.
E	Enter the total number or percent that identifies the adjusted levels of performance for this program year as agreed to in the state plan for each population and level identified in columns A and B.
F	Enter the total number or percent that identifies the actual levels of performance for this program year as agreed to in the state plan for each population and level identified in columns A and B.
G	Place an E in the column if the actual Level of Performance has exceeded the adjusted Level of Performance. Place an M if the level is met. Place a D if the level is not met.

Core Indicator 3: Placement and Retention

Placement: Employment

is defined by the state as the evidence resulting from reaching the threshold level of vocational education needed during secondary or postsecondary education to transition to postsecondary education, further postsecondary education or advanced training, employment, and/or military service.

Column	Instructions
C	Enter the total number of vocational program students to be included in the universe of students defined in your state plan as the denominator of the fraction to be used to determine the actual level of program performance for each population and level identified in columns A and B.
D; Lines 1 through 18	Enter the total number of vocational program students identified as the numerator of the fraction to be used to determine the actual level of program performance for students who reached the state-defined threshold level of vocational education, who completed secondary vocational education programs in the reporting year, and who were placed in postsecondary education, advanced training, employment, and/or military service within a designated time period as expressed in months and/of UI wage record quarters.
D; lines 19 through 36	Enter the total number of vocational program students identified as the numerator of the fraction to be used to determine the actual level of program performance for students who reach a state-defined threshold level of vocational education to complete a postsecondary program, who completed the postsecondary program in the reporting year, and who were placed in further postsecondary education, advanced training, employment, and/or military service within a designated time period as expressed in months and/of UI wage record quarters after stopping participation in the postsecondary program.
E	Enter the total number or percent that identifies the adjusted levels of performance for this program year as agreed to in the state plan for each population and level identified in columns A and B.
F	Enter the total number or percent that identifies the actual levels of performance for this program year as agreed to in the state plan for each population and level identified in columns A and B.
G	Place an E in the column if the actual Level of Performance has exceeded the adjusted Level of Performance. Place an M if the level is met. Place a D if the level is not met.

Core Indicator 3: Placement and Retention Retention

is defined by the state as the evidence resulting from those individuals reaching the threshold level of vocational education who leave secondary schooling and are placed in further postsecondary education, advanced training, employment, and/or military service and will be retained in these activities.

Column	Instructions
C	Enter the total number of vocational program students to be included in the universe of students defined in your state plan as the denominator of the fraction to be used to determine the actual level of program performance for each population and level identified in columns A and B.
D; Lines 1 through 18	N/A
D; Lines 19 Through 36	Enter the total number of vocational program students identified as the numerator of the fraction to be used to determine the actual level of program performance for students who reach a state-defined threshold level of vocational education to complete a postsecondary program, who completed the postsecondary program, who were placed in further postsecondary education, advanced training, employment, and/or military service in the reporting period, and were retained in one or more of these types of placement after a designated time period as expressed in months and/or UI wage record quarters.
E	Enter the total number or percent that identifies the adjusted levels of performance for this program year as agreed to in the state plan for each population and level identified in columns A and B.
F	Enter the total number or percent that identifies the actual levels of performance for this program year as agreed to in the state plan for each population and level identified in columns A and B.
G	Place an E in the column if the actual Level of Performance has exceeded the adjusted Level of Performance. Place an M if the level is met. Place a D if the level is not met.

**Core Indicator 4: Participation in Non-Traditional Occupations
Participation in Nontraditional Occupational Programs**

is defined in section 3, paragraph 17, of Perkins III to mean “occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation on field.”

Column	Instructions
C	Enter the total number of vocational program students to be included in the universe of students who participated in a non-traditional program in the reporting year, as defined in your state plan as the denominator of the fraction to be used to determine the actual level of program performance for each population and level identified in columns A and B.
D	Enter the total number of vocational program students in underrepresented gender groups identified as the numerator of the fraction to be used to determine the actual level of program performance for students who participated in non-traditional programs in the reporting year.
E	Enter the total number or percent that identifies the adjusted levels of performance for this program year as agreed to in the state plan for each population and level identified in columns A and B.
F	Enter the total number or percent that identifies the actual levels of performance for this program year as agreed to in the state plan for each population and level identified in columns A and B.
G	Place an E in the column if the actual Level of Performance has exceeded the adjusted Level of Performance. Place an M if the level is met. Place a D if the level is not met.

**Core Indicator 4 : Participation in NonTraditional Occupations
Completion of Nontraditional Occupational Programs**

is defined in section 3, paragraph 17, of Perkins III to mean “occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation on field.”

Column	Instructions
C	Enter the total number of vocational program students to be included in the universe of students who completed a non-traditional program in the reporting year, as defined in your state plan as the denominator of the fraction to be used to determine the actual level of program performance for each population and level identified in columns A and B.
D	Enter the total number of vocational program students in underrepresented gender groups identified as the numerator of the fraction to be used to determine the actual level of program performance for students who participated in non-traditional programs in the reporting year.
E	Enter the total number or percent that identifies the adjusted levels of performance for this program year as agreed to in the state plan for each population and level identified in columns A and B.
F	Enter the total number or percent that identifies the actual levels of performance for this program year as agreed to in the state plan for each population and level identified in columns A and B.
G	Place an E in the column if the actual Level of Performance has exceeded the adjusted Level of Performance. Place an M if the level is met. Place a D if the level is not met.

SECTION F

FORMS

**FOR THE CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY,
AND FINANCIAL STATUS REPORT**

The following is a compilation of all Forms used throughout the report:

Form I: Cover Sheet for Consolidated Performance Report



"COVER SHEET.doc"

Form II: Financial Status Report



"Cover Sheet
FSR.doc"



"Financial Status
Report Form B"

Form III: Student Enrollment Report



"FINALIZED CAR
ENROLLMENT .xls"

Form IV: Accountability Report



"FINALIZED
ACCOUNTABILITY FC

Upon opening these icons use the inner arrows in the lower left of the spreadsheet to advance from specific form to form. Control p will print the entire set of forms. The forms are contained in an MS EXCEL spreadsheet (version 95/97).