

FY2023 Secondary Perkins V Local PIP Guidance



Ohio Perkins V Local Program Improvement Plan (PIP)
April 2024



**Department of
Education &
Workforce**

Table of Contents

TABLE OF CONTENTS	1
SECONDARY PERKINS V ELIGIBLE RECIPIENTS LOCAL PROGRAM IMPROVEMENT PLAN (PIP)	2
<i>Local Program Improvement Plan Requirements</i>	2
<i>Local PIP Timeline</i>	2
LOCAL PIP FILLABLE PDF FORM	3
<i>Local PIP Fields</i>	3
<i>Definitions</i>	4

Secondary Perkins V Eligible Recipients

Local Program Improvement Plan (PIP)

According to the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), the Ohio Department of Education and Workforce, Office of Career-Technical Education (CTE) uses the state-determined levels of performance targets for each of the nine federal indicators to annually evaluate all eligible recipients. If an eligible recipient has failed to meet at least 90% of the state-determined levels of performance target for any federal indicator, the eligible recipient must develop and implement a local program improvement plan [Section 123 (b)(1)].

Local Program Improvement Plan Requirements

The Local Program Improvement Plan (PIP) must:

- be implemented during the first program year succeeding the program year for which the CTPD failed to meet 90% of the state-determined levels of performance target for any indicator,
- include an analysis of the performance disparities in special populations and subgroups for each indicator not meeting the 90% threshold,
- describe the actions that will be taken to address these gaps,
- consult stakeholders in the development of the plan, and,
- be signed by the Superintendent for implementation.

Local PIP Timeline

Any career-technical planning district (CTPD) that did not meet the 90% benchmark of the state-identified levels of performance for any indicator must complete and submit a Local PIP to be approved by the Office of CTE.

The following is a timeline of the Local PIP process.

1. A Local PIP notification email is sent to CTPD Superintendents on **April 1, 2024**. The communication indicates which federal performance indicator(s) did not meet the 90% threshold for fiscal year 2023 and the previous consecutive years that the indicator has not met the 90% threshold.
2. A Local PIP must be completed for each federal indicator that did not meet the 90% threshold. [Local PIP PDF fillable forms are available on the Department website for each indicator.](#)
3. All Local PIP forms **must be signed by the Responsible Lead** for the Local PIP and the **Superintendent** and submitted by email to the assigned Administrative Field Services (AFS) consultant by **April 30, 2024**.

4. The AFS consultant will communicate approval of the Local PIP to the Responsible Lead and the Superintendent by **May 30, 2024**.

Local PIP Fillable PDF Form

The Office of CTE website will house the Local PIP PDF fillable templates for each federal indicator. Included here are explanations of expectations for fillable fields found on the Local PIP template and definitions.

Local PIP Fields

Responsible Lead: This person should be designated as the lead of this plan by the Superintendent. All correspondence from the Office of Career-Technical Education about the Local PIP will be sent to the Responsible Lead at the email address provided.

FY23 CTPD Current Percentage: This is found on the grid in the “**FY23 Actual**” column in the Local PIP notification email.

Identification of Performance Gaps: This information will be located in the Secure Data Center reports for all federal indicators other than Academic Proficiency indicators. The Academic Proficiency indicator performance percentages for all special populations and subgroups are located in the Equity Lab Report for each district. Only the special population and subgroups found in the data set that do not meet the 90% threshold should be listed in this section. For example, for indicator **2S1: Academic Proficiency in Reading Language Arts**, the FY23 90% of state-determined level of performance is **63%**. **The only special populations or subgroups that should be listed are those who performance was less than 63%.**

Analysis of Performance Gaps: From the listed special populations and subgroups not meeting the 90% state-determined levels of performance for FY23, provide a narrative examining the elements of the gap(s) in performance. A gap must be a comparison of the special population and subgroups not meeting the 90% threshold and another data point. This could be another special population or subgroup that met the state-determined target for performance, or the target itself. The analysis may provide information on the gap as described by student count versus percentage.

SMART Goal: Provide a SMART Goal describing the proposed substantial improvement over a 3-year period. **S- Specific, M- Measurable, A - Attainable, R- Reasonable, T- Timely.**

Implementation Date: The implementation date of all Local PIPs is **May 1, 2024**. According to Perkins V, Section 123, the PIP must be implemented in school year 2024 because the data is from school year 2023.

District Action Plan for Substantial Improvement: Provide the district plan for improving the special populations and subgroups proficiency performance over 3 years.

State Provided Technical Assistance: From the drop-down list select the technical assistance that the CTPD will participate in to support the Perkins indicator. The Office of Career-Technical Education facilitates Equity Labs annually, Quality Program Review Workshops and offers monthly professional development for a district Equity Ambassador.

Substantial Improvement Measures: Complete the table providing the FY24, FY25, & FY26 proficiency percentages that the district will meet to substantially improve the performance of the indicator on the Local PIP.

If this is the 3rd consecutive year for the district for a specific indicator, complete the narrative describing the actions, strategies and support the CTPD has implemented to substantially improve this measure over the 3 years. This is found on the grid in the “Year(s) on PIP” column in the Local PIP notification email.

Responsible Lead & Superintendent Signature: The signatures certify that stakeholders were consulted for the development of the Action Plan. Consultation is required by a group of stakeholders as described in Perkins, Section 134 (d)(1), at a minimum:

“Representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals.”

Definitions

Special populations:

- Economically disadvantaged students
- Students with disabilities
- Nontraditional Concentrators
- English learners
- Homeless Students
- Foster Students
- Military Students
- Single parents, including single pregnant women

Subgroups:

- Race
- Gender
- Migrant status