

FY2024 Secondary Perkins V Local PIP Guidance



Ohio Perkins V Local Program
Improvement Plan (PIP)
April 2025



**Department of
Education &
Workforce**

Table of Contents

SECONDARY PERKINS V ELIGIBLE RECIPIENTS LOCAL PIP	2
<i>Local PIP Requirements</i>	<i>2</i>
<i>Local PIP Process and Timeline</i>	<i>2</i>
CTE FEDERAL INDICATOR REVIEW – TECHNICAL SUPPORT.....	3
<i>Accessing the Program.....</i>	<i>3</i>
Overview Tab.....	4
Report Card Dashboard Tab	4
Questions Tab	5
<i>Local PIP Survey Questions</i>	<i>7</i>
Responsible Lead	7
Identification and Analysis of Performance Gaps	7
Description of the Local PIP	7
State-Provided Technical Assistance	8
Substantial Improvement Measures	8
SMART Goal.....	8
Implementation Details.....	8
Signature	8
<i>Definitions</i>	<i>9</i>
APPENDIX	10
<i>Local PIP Survey Questions</i>	<i>10</i>
1S1: Four-Year Graduation Rate	10
1S2: Extended Graduation Rate	13
2S1: Academic Proficiency in Reading Language Arts.....	16
2S2: Academic Proficiency in Mathematics.....	19
2S2: Academic Proficiency in Science	22
3S1: Postsecondary Placement	25
4S1: Non-traditional Program Enrollment.....	28
5S3: Program Quality – Participated in Work-Based Learning	31
5S4: Program Quality – Technical Skill Attainment	34

Secondary Perkins V Eligible Recipients

Local 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 9 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 (PIP) [Section 123 (b)(1)].

Local PIP Requirements

The Local PIP must:

- be implemented during the first program year succeeding the program year for which the career-technical planning district (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 Process and Timeline

Each 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 survey in the **Data Collections** application in [MyOhio](#).

The following is an overview of the Local PIP process:

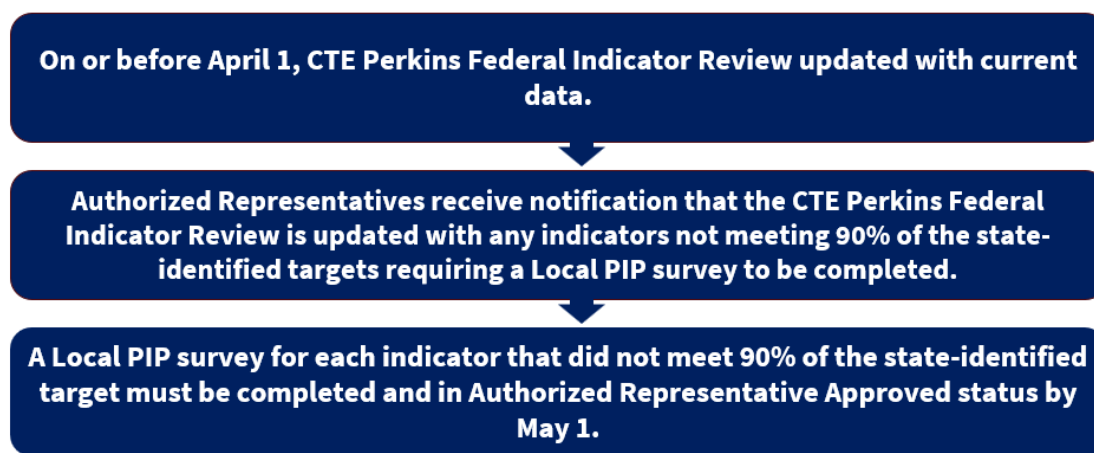


Figure 1: Overview of the Local PIP process.

CTE Federal Indicator Review – Technical Support

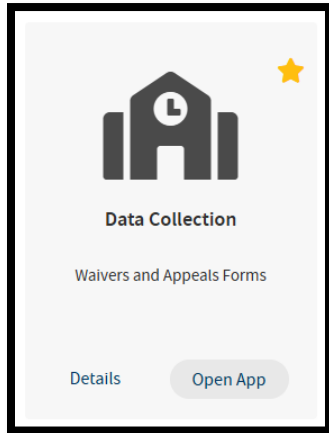


Figure 2: Data Collection application tile in MyOhio.

The **Data Collection** application in [MyOhio](#) will house the new **CTE Federal Indicator Review**.

Secondary lead districts of career-technical planning district (CTPD) users should access the **CTE Federal Indicator Review** with the CTPD IRN. Users must have these OEDs roles to complete and submit a Local PIP survey:

- Superintendent
- Superintendent Designee
- Data Entry Planning-CCIP
- Data Entry Funding-CCIP

The CTE Perkins Federal Indicator Review has two uses. One use is for all secondary lead districts the opportunity to view all their Perkins indicators in one dashboard. The second use is to complete a Local PIP survey for any indicator not meeting 90% of the annual performance target.

Accessing the Program

Upon opening the [Data Collection application](#), users should select **CTE Perkins Federal Indicator Review**. The selection of this program will bring users to the Monitoring home screen as seen here:

A screenshot of a web application interface. At the top is a navigation bar with 'Dashboard', 'Form', 'Admin', and 'Report' links. Below the navigation bar, the 'Monitoring' module is selected. The main content area contains several search filters: 'Program Period' (set to 'Perkins Federal Indicator Review 2025'), 'District IRN/Name' (empty), 'Results Count' (set to '20'), 'Overall Completion Status' (set to 'Any'), 'Surveys' (set to 'Any'), 'Survey Completion Status' (set to 'Any'), and 'Sort Order' (set to 'IRN'). There are 'Search' and 'Reset' buttons at the bottom of the filter section.

Figure 3: Screenshot of the Monitoring home screen.

Select [Perkins Federal Indicator Review 2025](#), from the Program Period drop-down list and click the maroon “search” button. The search results will be listed below the search button.

OVERVIEW TAB

The Overview tab will be the default tab of the program. On this screen, users will see sections indicating [Status](#), [Consultants](#), [Surveys](#), and [Utility Counts](#).

- [STATUS](#)

The status section will display the overall completion status of the surveys. This status should be, [Started](#), for any IRN that has met 90% of the state-identified target for each indicator. For any IRN that is required to complete at least one Local PIP survey, the status will be in each one of these stages of completion: [Started](#), [In Progress](#), [Submitted](#), [Authorized Representative Approved](#), and [Consultant Approved](#).

- [CONSULTANTS](#)

This section will list the assigned Administrative Field Services (AFS) consultant for the IRN. This is the contact person to contact if needing assistance.

- [SURVEYS: 1](#)

This section lists the name of the survey that is attached to this program: [FY 2025 Perkins Local PIP – CTPD](#).

- [UTILITY COUNTS](#)

This section will display any comments that may be added by the AFS consultant assigned to the IRN.

Monitoring Program Selected: CTE Perkins Federal Indicator Review

Search Prev Period: Perkins Federal Indicator Review 2025

Overview Report Card Dashboard Questions

Status

Overall Status Completion: **Started**

Consultants

Tawanna Fields-Mphande

Surveys: 1

Survey Name	Completion Status
-------------	-------------------

Figure 4: Screen shot of the Overview tab in CTE Perkins Federal Indicator Review

REPORT CARD DASHBOARD TAB

The Report Card Dashboard tab displays information for each indicator’s performance for the year 2024.

- The first column of the grid shows the list of the nine [Perkins Federal Indicators](#).

- The second column lists, for each indicator, the 2024 performance **Target**.
- The third column shows **90% Target** performance.
- The fourth column indicates the **Actual** performance of the career-technical planning district.
- The fifth column, labeled **Met/Not Met**, specifies if each indicator met or did not meet the 90% threshold for the performance target. Those indicators with a **red “X”** will need to complete a Local PIP.

If all indicators have green checkmarks, then a Local PIP is not required to be completed.

- The sixth column labeled **PIP Year** demonstrates how many consecutive years that this indicator has been on a Local PIP.
- The seventh column of the data table is labeled **Data**. If an indicator is required to complete a Local PIP, then a data icon will be linked to the Secure Data Center (SDC) report for this indicator. When the data icon is clicked, the SDC report for the indicator will open in another tab. This report will be needed to complete the Local PIP survey. For each of the academic indicators, the Equity Lab Report will be required to complete the Local PIP.

Be sure the SDC report shows the CTPD data for the correct reporting year. Use the drop-down selections at the top of the reports to change these options.


Report card - Organization IRNs						
Perkins Federal Indicator	Target	90% Target	Actual	Met/Not Met	PIP Year	Data
1S1 - Four-Year Graduation Rate	91%	81.9%	97.83%	✓		
1S2 - Extended Graduation Rate	90%	83.7%	99.2%	✓		
2S1 - Academic Proficiency in Reading Language Arts	71.7	64.53	71.4	✓		Data Provided in the Equity Lab Data Report
2S2 - Academic Proficiency in Mathematics	51.7	46.53	48.6	✓		Data Provided in the Equity Lab Data Report
2S3 - Academic Proficiency in Science	71.7	64.53	72.8	✓		Data Provided in the Equity Lab Data Report
3S1 - Postsecondary Placement	74%	66.6%	94.21%	✓		
4S1 - Non-traditional Program Enrollment	19%	17.1%	9.8%	✗	3	
5S3 - Program Quality- Participated in Work- Based Learning	15%	13.5%	44.18%	✓		
5S4 - Program Quality- Technical Skill Attainment	70%	63%	64.27%	✓		

Figure 5: Screen shot of the Report Card Dashboard tab in CTE Perkins Federal Indicator Review

QUESTIONS TAB

If a CTPD has a **green checkmark** for each indicator, there is no need to go to the **Questions** tab as there will be no surveys loaded.

If a CTPD has a **red “X”** for at least one indicator, they will need to complete a Local PIP survey. The Local PIP surveys will automatically be loaded in the **Questions** tab. If a CTPD needs to complete a Local PIP, they will have to click **Start Survey** for the Local PIP surveys to load. Each indicator that has not met the 90% threshold will be in the Sections list.

Each Local PIP survey has 17 questions that need to be answered, with the exception of the 4S1: Non-Traditional Program Enrollment survey, which has 18 questions. The questions for each survey are added to the appendix of this guidance document.

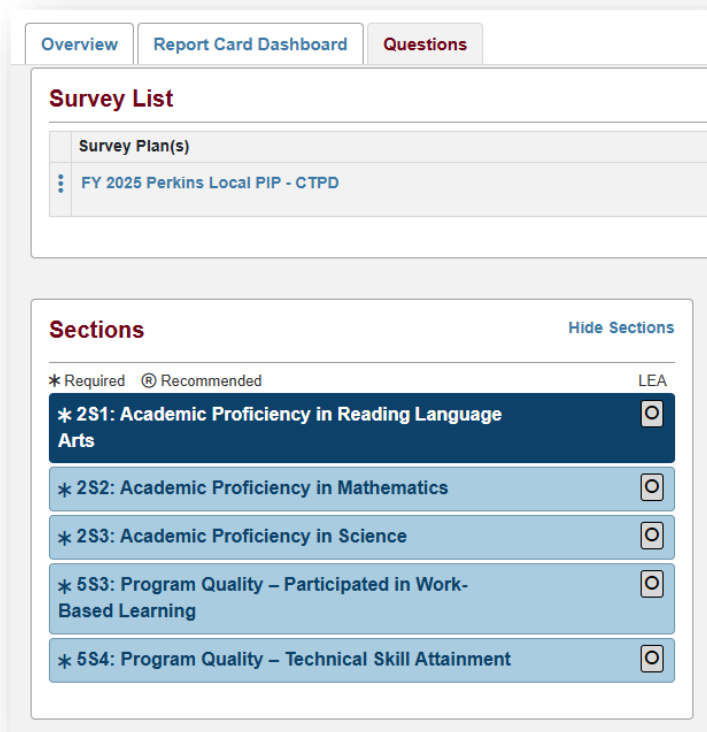


Figure 6: Screen shot of six Local PIP surveys in the Questions tab of the CTE Perkins Federal Indicator Review

of the drop-down list to submit the Local PIP surveys for Authorized Representative Approval. After the status has been changed to Authorized Representative Approved, the AFS Consultant will approve the Local PIP.

Each question in each survey must be green with a checkmark to submit all surveys.



Figure 7: Screen shot image of question number one being complete with a green checkmark.

After each of the listed Local PIP surveys are completed, the user must submit the surveys to be Authorized Representative Approved by navigating to the Survey List box at the top of the screen and changing the Completion Status drop-down to Submitted, as seen in the screen shot below. Be sure to click the save icon to the right



Figure 8: Screen shot of Completion Status drop-down.

Local PIP Survey Questions

The Local PIP surveys have 8 sections that ask questions aligned to Perkins law.

RESPONSIBLE LEAD

This person should be designated as the lead of the Local PIP by the Authorized Representative. All correspondence from the Office of Career-Technical Education about the Local PIP will be sent to the Responsible Lead at the email address or phone number provided.

IDENTIFICATION AND ANALYSIS OF PERFORMANCE GAPS

Each Local PIP must include an analysis of the performance disparities in special populations and subgroups for each indicator not meeting the 90% threshold. In this section, question 2 requires the use of data to complete a table of special populations and subgroups that did not meet the 90% target for the indicator. CTPDs will need to use either the [Secure Data Report](#) linked to the [data icon](#) or the [Equity Lab Report](#) for the academic indicators listed in the [Report Card Dashboard](#) tab in the [Data](#) column to complete this grid.

It is important to note that each percentage must be entered as decimals with two zeros after the decimal point. For any subgroup that met at least the 90% threshold or that has no count, enter “0.00.” For this question to be submitted and marked with a **green checkmark**, there must be numbers and decimals entered for **each line** in the grid.

A narrative analysis of the gaps or student group comparisons are required for a Local PIP. This analysis should assist in focusing support to the student groups not meeting the 90% target.

The Local PIP Survey for 4S1: Non-traditional Program Enrollment has an additional question in this section that requires recipients to identify the gender that is not meeting this overall measure and list the non-trad pathways where that gender is the non-trad concentrator. If both male and female are not meeting the 90% of the state-identified target for this year, then list all non-trad pathways.

DESCRIPTION OF THE LOCAL PIP

A narrative of the Local PIP should include focused support for the student groups not meeting the 90% performance target. This year, the plan must include 3 checkpoints, and evidence must be collected for each checkpoint. Beginning in fiscal year 2026, the recipient will be required to submit evidence from each checkpoint to the Ohio Department of Education & Workforce when selected for Perkins Monitoring. The first checkpoint must be in May of the current school year. This ensures that the Local PIP is implemented in the school year following the year the data is reported.

Checkpoint evidence could be a meeting summary, attendance log of a Local PIP meeting, a recording of the meeting, survey results from stakeholder engagement about the Local PIP, or any other type of evidence that aligns with the implementation of the Local PIP. If “other” is selected as the option, the explanation of the evidence collected should be described in the narrative.

A Local PIP survey will be returned by the AFS Consultant if a plan is not described in this section. A CTPD receiving Perkins funding agrees to put a plan into place upon not meeting the federal indicator targets each year. According to Perkins, section 123 (4)(A), Perkins funds may be withheld if a recipient fails to implement an improvement plan or if the recipient fails to improve 2 consecutive years upon implementing an improvement plan.

STATE-PROVIDED TECHNICAL ASSISTANCE

Perkins recipients that have not met at least 90% of the targeted performance measure are required to participate in at least one technical assistance opportunity offered by the Office of Career-Technical Education (CTE). One of those opportunities is to attend an Office of CTE Regional Data Lab. These labs are facilitated annually in the fall. Another option may be to seek other technical assistance from the Office for the specific federal indicator. For Local PIPs related to Program Quality (5S3, 5S4, or 3S1), an option is available to participate in the Office of CTE Quality Program Review workshops.

SUBSTANTIAL IMPROVEMENT MEASURES

This section requires a recipient to project improvement over the next 3 years. The improvement does not have to be to meet the compliance target if that is not reasonable. The projected improvement should be attainable with the plan implemented.

SMART GOAL

Summarize the Local PIP by providing a SMART goal that will guide the substantial improvement over a 3-year period. This goal must be specific, measurable, attainable, relevant, and timely. If the recipient has more than one indicator not meeting the 90% target and required to complete multiple Local PIPs, the SMART goal can be the same but must include all not met measures.

Example:

Crance CTPD will improve 2S3: Academic Proficiency in Science by 13% and 4S1: Non-traditional Program Enrollment by 3% over the next 3-years by providing professional development supports for science teachers in the partner districts and marketing nontrad programs to males for health science as detailed in the Local PIPs.

IMPLEMENTATION DETAILS

This section of the Local PIP survey asks for the implementation date. This date must be between May 1-15 of the current school year to comply with Perkins law.

This section requires any CTPD that has been on a Local PIP for 3 consecutive years to provide a narrative describing the actions, strategies, and supports that have been implemented to substantially approve this measure over the previous 3 years. The number of consecutive years that an indicator has been required to complete a Local PIP is provided in the [PIP Year](#) column on the [Report Card Dashboard](#) tab.

SIGNATURE

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.”

The signature and acknowledgement of this section certifies that stakeholders were consulted for the development of the Local PIP.

Definitions

Perkins Special Populations:

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

Ohio Subgroups:

- Race
- Gender
- Migrant status

Appendix

Local PIP Survey Questions

1S1: FOUR-YEAR GRADUATION RATE

Responsible Lead

Reference: Identify the Responsible Lead

1. The Responsible Lead should be designated by the CTPD Superintendent and lead the work of implementing the Local Program Improvement Plan (PIP).

Responsible lead name

Email address

Phone number

Identification of Performance Gaps

Reference: Performance gaps for special populations groups, race, gender, and migrant status

2. In the **Report Card Dashboard** tab, click the **data icon** in the data column next to the indicator aligned to this Local PIP. In the **Data Report**, identify each of the special populations and subgroups **not meeting the 90% target** for this federal indicator and record the performance percentages in the table below.

**The percentages must be entered as decimals with two zeros after the decimal point. Any subgroup that met at least the 90% threshold or that has no count, enter 0.00. For this question to be submitted, there must be numbers and decimals entered for each line in the grid. Click the "save" button to save the data before going on to the next question.*

Analysis of Performance Gaps

Reference: Narrative analysis

3. Provide a narrative analysis of the student special populations and subgroups that did not meet the 90% target threshold for this federal indicator.

The analysis may provide information on student group comparisons or student count versus percentages.

Description of the Local PIP Process

Reference: Description Narrative of the Local PIP Process

4. Provide a narrative of the CTPD plan for improving the student special populations and subgroups identified as not meeting 90% of the state-identified target of performance for this federal indicator for the next year.

Include what implementation and follow-through events will take place in 3 checkpoints: May, September, and December of the current and following school year.

Reference: Checkpoint #1 – May

5. From the plan described above, describe what event will take place at checkpoint #1 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
6. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

Reference: Checkpoint #2 – September

7. From the plan described above, describe what event will take place at checkpoint #2 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
8. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

Reference: Checkpoint #3 – December

9. From the plan described above, describe what event will take place at checkpoint #3 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
10. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

State-Provided Technical Assistance

11. Select at least one state-provided Technical Assistance opportunity to support implementation of the Local PIP.

Office of CTE Data Labs

Office of CTE Technical Assistance for this federal indicator

Substantial Improvement Measures

Reference: Projecting Improvement

12. From the Report Card Dashboard tab, provide the current performance rate percentage for the CTPD from the Actual column for this federal indicator. Project the proposed improvement over the next 3 years upon implementing this Local PIP.

SMART Goal

Reference: SMART Goal for Improving

13. Summarize the Local PIP by providing a SMART Goal for substantial improvement over a 3-year period.

Implementation Details

Reference: Implementation Date

14. Perkins V requires that all Local PIPs be implemented in the school year immediately following the school year where the non-compliant data is reported.

Date must be between May 1 - 15 of the current school year.

Reference: 3rd Consecutive Year of Local PIP

15. Is this the 3rd consecutive year that the recipient has been on a Local PIP for this federal indicator?

Yes No

16. (If yes) Provide a narrative describing the actions, strategies and support the CTPD has implemented to substantially improve this measure over the previous 3 years.

Signatures

Reference: Responsible Lead Signature

17. **This signature and acknowledgement certify that stakeholders were consulted for the development of the Local PIP.**

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.”

1S2: EXTENDED GRADUATION RATE

Responsible Lead

Reference: Identify the Responsible Lead

1. The Responsible Lead should be designated by the CTPD Superintendent and lead the work of implementing the Local Program Improvement Plan (PIP).

Responsible lead name

Email address

Phone number

Identification of Performance Gaps

Reference: Performance gaps for special populations groups, race, gender, and migrant status

2. In the **Report Card Dashboard** tab, click the **data icon** in the data column next to the indicator aligned to this Local PIP. In the **Data Report**, identify each of the special populations and subgroups **not meeting the 90% target** for this federal indicator and record the performance percentages in the table below.

**Each percentage must be entered as decimals with two zeros after the decimal point. For any subgroup that met at least the 90% threshold or that has no count, enter “0.00.” For this question to be submitted, there must be numbers and decimals entered for each line in the grid. Click the “save” button to save the data before continuing to the next question.*

Analysis of Performance Gaps

Reference: Narrative analysis

3. Provide a narrative analysis of the student special populations and subgroups that did not meet the 90% target threshold for this federal indicator.

The analysis may provide information on student group comparisons or student count versus percentages.

Description of the Local PIP Process

Reference: Description Narrative of the Local PIP Process

4. Provide a narrative of the CTPD plan for improving the student special populations and subgroups identified as not meeting 90% of the state-identified target of performance for this federal indicator for the next year.

Include what implementation and follow-through events will take place in 3 checkpoints: May, September, and December of the current and following school year.

Reference: Checkpoint #1 – May

5. From the plan described above, describe what event will take place at checkpoint #1 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
6. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

Reference: Checkpoint #2 – September

7. From the plan described above, describe what event will take place at checkpoint #2 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
8. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

Reference: Checkpoint #3 – December

9. From the plan described above, describe what event will take place at checkpoint #3 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
10. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

State-Provided Technical Assistance

11. Select at least one state-provided Technical Assistance opportunity to support implementation of the Local PIP.

Office of CTE Data Labs

Substantial Improvement Measures

Reference: Projecting Improvement

12. From the Report Card Dashboard tab, provide the current performance rate percentage for the CTPD from the Actual column for this federal indicator. Project the proposed improvement over the next 3 years upon implementing this Local PIP.

SMART Goal

Reference: SMART Goal for Improving

13. Summarize the Local PIP by providing a SMART Goal for substantial improvement over a 3-year period.

Implementation Details

Reference: Implementation Date

14. Perkins V requires that all Local PIPs be implemented in the school year immediately following the school year where the non-compliant data is reported.

Provide a date in the current school year when this Local PIP will be implemented.

Date must be between May 1 - 15 of the current school year.

Reference: 3rd Consecutive Year of Local PIP

15. Is this the 3rd consecutive year that the recipient has been on a Local PIP for this federal indicator?

*The information for this question is in the **Report Card Dashboard** tab in the **PIP Year** column.*

Yes No

16. Provide a narrative describing the actions, strategies and support the CTPD has implemented to substantially improve this measure over the previous 3 years.

Signatures

Reference: Responsible Lead Signature

17. 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.”

2S1: ACADEMIC PROFICIENCY IN READING LANGUAGE ARTS

Responsible Lead

Reference: Identify the Responsible Lead

1. The Responsible Lead should be designated by the CTPD Superintendent and lead the work of implementing the Local Program Improvement Plan (PIP).

Responsible lead name

Email address

Phone number

Identification of Performance Gaps

Reference: Performance gaps for special populations groups, race, gender and migrant status

2. In the **Equity Lab Data Report**, locate the report aligned to this **Academic Indicator**. From the report, identify each of the special populations and subgroups **not meeting the 90% Target** for this federal indicator and record the performance percentages for only those student groups in the table below.

**Each percentage must be entered as decimals with two zeros after the decimal point. For any subgroup that met at least the 90% threshold or that has no count, enter "0.00." For this question to be submitted, there must be numbers and decimals entered for each line in the grid. Click the "save" button to save the data before continuing to the next question.*

Analysis of Performance Gaps

Reference: Narrative analysis

3. Provide a narrative analysis of the student special populations and subgroups that did not meet the 90% target threshold for this federal indicator.

The analysis may provide information on student group comparisons or student count versus percentages.

Description of the Local PIP Process

Reference: Description Narrative of the Local PIP Process

4. Provide a narrative of the CTPD plan for improving the student special populations and subgroups identified as not meeting 90% of the state-identified target of performance for this federal indicator for the next year.

Include what implementation and follow-through events will take place in 3 checkpoints: May, September, and December of the current and following school year.

Reference: Checkpoint #1 – May

5. From the plan described above, describe what event will take place at checkpoint #1 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
6. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

Reference: Checkpoint #2 – September

7. From the plan described above, describe what event will take place at checkpoint #2 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
8. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

Reference: Checkpoint #3 – December

9. From the plan described above, describe what event will take place at checkpoint #3 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
10. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

State-Provided Technical Assistance

11. Select at least one state-provided Technical Assistance opportunity to support implementation of the Local PIP.

Office of CTE Data Labs
Office of CTE Technical Assistance for this federal indicator

Substantial Improvement Measures

Reference: Projecting Improvement

12. From the Report Card Dashboard tab, provide the current performance rate percentage for the CTPD from the Actual column for this federal indicator. Project the proposed improvement over the next 3 years upon implementing this Local PIP.

SMART Goal

Reference: SMART Goal for Improving

13. Summarize the Local PIP by providing a SMART Goal for substantial improvement over a 3-year period.

Implementation Details

Reference: Implementation Date

14. Perkins V requires that all Local PIPs be implemented in the school year immediately following the school year where the non-compliant data is reported.

Provide a date in the current school year when this Local PIP will be implemented.

Date must be between May 1 - 15 of the current school year.

Reference: 3rd Consecutive Year of Local PIP

15. Is this the 3rd consecutive year that the recipient has been on a Local PIP for this federal indicator?

The information for this question is in the **Report Card Dashboard** tab in the **PIP Year** column.

Yes No

16. (If yes) Provide a narrative describing the actions, strategies and support the CTPD has implemented to substantially improve this measure over the previous 3 years.

Signatures

Reference: Responsible Lead Signature

17. 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.”

2S2: ACADEMIC PROFICIENCY IN MATHEMATICS

Responsible Lead

Reference: Identify the Responsible Lead

1. The Responsible Lead should be designated by the CTPD Superintendent and lead the work of implementing the Local Program Improvement Plan (PIP).

Responsible lead name

Email address

Phone number

Identification of Performance Gaps

Reference: Performance gaps for special populations groups, race, gender and migrant status

2. In the **Equity Lab Data Report**, locate the report aligned to this **Academic Indicator**. From the report, identify each of the special populations and subgroups **not meeting the 90% Target** for this federal indicator and record the performance percentages for only those student groups in the table below.

**Each percentage must be entered as decimals with two zeros after the decimal point. For any subgroup that met at least the 90% threshold or that has no count, enter "0.00." For this question to be submitted, there must be numbers and decimals entered for each line in the grid. Click the "save" button to save the data before continuing to the next question.*

Analysis of Performance Gaps

Reference: Narrative analysis

3. Provide a narrative analysis of the student special populations and subgroups that did not meet the 90% target threshold for this federal indicator.

The analysis may provide information on student group comparisons or student count versus percentages.

Description of the Local PIP Process

Reference: Description Narrative of the Local PIP Process

4. Provide a narrative of the CTPD plan for improving the student special populations and subgroups identified as not meeting 90% of the state-identified target of performance for this federal indicator for the next year.

Include what implementation and follow-through events will take place in 3 checkpoints: May, September, and December of the current and following school year.

Reference: Checkpoint #1 – May

5. From the plan described above, describe what event will take place at checkpoint #1 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
6. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

Reference: Checkpoint #2 – September

7. From the plan described above, describe what event will take place at checkpoint #2 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
8. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

Reference: Checkpoint #3 – December

9. From the plan described above, describe what event will take place at checkpoint #3 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
10. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

State-Provided Technical Assistance

11. Select at least one state-provided Technical Assistance opportunity to support implementation of the Local PIP.

Office of CTE Data Labs

Substantial Improvement Measures

Reference: Projecting Improvement

12. From the Report Card Dashboard tab, provide the current performance rate percentage for the CTPD from the Actual column for this federal indicator. Project the proposed improvement over the next 3 years upon implementing this Local PIP.

SMART Goal

Reference: SMART Goal for Improving

13. Summarize the Local PIP by providing a SMART Goal for substantial improvement over a 3-year period.

Implementation Details

Reference: Implementation Date

14. Perkins V requires that all Local PIPs be implemented in the school year immediately following the school year where the non-compliant data is reported.

Provide a date in the current school year when this Local PIP will be implemented.

Date must be between May 1 - 15 of the current school year.

Reference: 3rd Consecutive Year of Local PIP

15. Is this the 3rd consecutive year that the recipient has been on a Local PIP for this federal indicator?

The information for this question is in the **Report Card Dashboard** tab in the **PIP Year** column.

Yes No

16. (If yes) Provide a narrative describing the actions, strategies and support the CTPD has implemented to substantially improve this measure over the previous 3 years.

Signatures

Reference: Responsible Lead Signature

17. The signature and acknowledgement 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.”

2S2: ACADEMIC PROFICIENCY IN SCIENCE

Responsible Lead

Reference: Identify the Responsible Lead

1. The Responsible Lead should be designated by the CTPD Superintendent and lead the work of implementing the Local Program Improvement Plan (PIP).

Responsible lead name

Email address

Phone number

Identification of Performance Gaps

Reference: Performance gaps for special populations groups, race, gender, and migrant status

2. In the **Equity Lab Data Report**, locate the report aligned to this **Academic Indicator**. From the report, identify each of the special populations and subgroups **not meeting the 90% Target** for this federal indicator and record the performance percentages for only those student groups in the table below.

**Each percentage must be entered as decimals with two zeros after the decimal point. For any subgroup that met at least the 90% threshold or that has no count, enter “0.00.” For this question to be submitted, there must be numbers and decimals entered for each line in the grid. Click the “save” button to save the data before continuing to the next question.*

Analysis of Performance Gaps

Reference: Narrative Analysis

3. Provide a narrative analysis of the student special populations and subgroups that did not meet the 90% target threshold for this federal indicator.

The analysis may provide information on student group comparisons or student count versus percentages.

Description of the Local PIP Process

Reference: Description Narrative of the Local PIP Process

4. Provide a narrative of the CTPD plan for improving the student special populations and subgroups identified as not meeting 90% of the state-identified target of performance for this federal indicator for the next year.

Include what implementation and follow-through events will take place in 3 checkpoints: May, September, and December of the current and following school year.

Reference: Checkpoint #1 – May

5. From the plan described above, describe what event will take place at checkpoint #1 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
6. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

Reference: Checkpoint #2 – September

7. From the plan described above, describe what event will take place at checkpoint #2 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
8. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

Reference: Checkpoint #3 – December

9. From the plan described above, describe what event will take place at checkpoint #3 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
10. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

State-Provided Technical Assistance

11. Select at least one state-provided Technical Assistance opportunity to support implementation of the Local PIP.

Substantial Improvement Measures

Reference: Projecting Improvement

12. From the Report Card Dashboard tab, provide the current performance rate percentage for the CTPD from the Actual column for this federal indicator. Project the proposed improvement over the next 3 years upon implementing this Local PIP.

SMART Goal

Reference: SMART Goal for Improving

13. Summarize the Local PIP by providing a SMART Goal for substantial improvement over a 3-year period.

Implementation Details

Reference: Implementation Date

14. Perkins V requires that all Local PIPs be implemented in the school year immediately following the school year where the non-compliant data is reported.

Provide a date in the current school year when this Local Performance Improvement Plan will be implemented.

(May 1 – 15)

Reference: 3rd Consecutive Year of Local PIP

15. Is this the 3rd consecutive year that the recipient has been on a Local PIP for this federal indicator?

The information for this question is in the **Report Card Dashboard** tab in the **PIP Year** column.

Yes No

16. Provide a narrative describing the actions, strategies and support the CTPD has implemented to substantially improve this measure over the previous 3 years.

Signatures

Reference: Responsible Lead Signature

17. The signatures certify that stakeholders were consulted for the development of the Local PIP. 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.”

3S1: POSTSECONDARY PLACEMENT

Responsible Lead

Reference: Identify the Responsible Lead

1. The Responsible Lead should be designated by the CTPD Superintendent and lead the work of implementing the Local Program Improvement Plan (PIP).

Responsible lead name

Email address

Phone number

Identification of Performance Gaps

Reference: Performance gaps for special populations groups, race, gender, and migrant status

2. In the **Report Card Dashboard** tab, click the **data icon** in the data column next to the indicator aligned to this Local PIP. In the **Data Report**, identify each of the special populations and subgroups **not meeting the 90% target** for this federal indicator and record the performance percentages in the table below.

**Each percentage must be entered as decimals with two zeros after the decimal point. For any subgroup that met at least the 90% threshold or that has no count, enter “0.00.” For this question to be submitted, there must be numbers and decimals entered for each line in the grid. Click the “save” button to save the data before continuing to the next question.*

Analysis of Performance Gaps

Reference: Narrative Analysis

3. Provide a narrative analysis of the student special populations and subgroups that did not meet the 90% target threshold for this federal indicator.

The analysis may provide information on student group comparisons or student count versus percentages.

Description of the Local PIP Process

Reference: Description Narrative of the Local PIP Process

4. Provide a narrative of the CTPD plan for improving the student special populations and subgroups identified as not meeting 90% of the state-identified target of performance for this federal indicator for the next year.

Include what implementation and follow-through events will take place in 3 checkpoints: May, September, and December of the current and following school year.

Reference: Checkpoint #1 – May

5. From the plan described above, describe what event will take place at checkpoint #1 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
6. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

Reference: Checkpoint #2 – September

7. From the plan described above, describe what event will take place at checkpoint #2 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
8. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

Reference: Checkpoint #3 – December

9. From the plan described above, describe what event will take place at checkpoint #3 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
10. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

State-Provided Technical Assistance

11. Select at least one state-provided Technical Assistance opportunity to support implementation of the Local PIP.

Office of CTE Data Labs
Office of CTE Quality Program Review Workshop

Substantial Improvement Measures

Reference: Projecting Improvement

12. From the Report Card Dashboard tab, provide the current performance rate percentage for the CTPD from the Actual column for this federal indicator. Project the proposed improvement over the next 3 years upon implementing this Local PIP.

SMART Goal

Reference: SMART Goal for Improving

13. Summarize the Local PIP by providing a SMART Goal for substantial improvement over a 3-year period.

Implementation Details

Reference: Implementation Date

14. Perkins V requires that all Local PIPs be implemented in the school year immediately following the school year where the non-compliant data is reported.

(May 1 – 15)

Reference: 3rd Consecutive Year of Local PIP

15. Is this the 3rd consecutive year that the recipient has been on a Local PIP for this federal indicator?

The information for this question is in the **Report Card Dashboard** tab in the **PIP Year** column.

Yes No

16. (If yes) Provide a narrative describing the actions, strategies and support the CTPD has implemented to substantially improve this measure over the previous 3 years.

Signatures

Reference: Responsible Lead Signature

17. 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.”

4S1: NON-TRADITIONAL PROGRAM ENROLLMENT

Responsible Lead

Reference: Identify the Responsible Lead

1. The Responsible Lead should be designated by the CTPD Superintendent and lead the work of implementing the Local Program Improvement Plan (PIP).

Responsible lead name

Email address

Phone number

Identification of Performance Gaps

Reference: Performance gaps for special populations groups, race, gender and migrant status

2. In the **Report Card Dashboard** tab, click the **data icon** in the data column next to the indicator aligned to this Local PIP. In the **Data Report**, identify each of the special populations and subgroups **not meeting the 90% target** for this federal indicator and record the performance percentages in the table below.

**Each percentage must be entered as decimals with two zeros after the decimal point. For any subgroup that met at least the 90% threshold or that has no count, enter “0.00.” For this question to be submitted, there must be numbers and decimals entered for each line in the grid. Click the “save” button to save the data before continuing to the next question.*

Reference: Identification of Nontraditional Pathways

3. In the CTPD Non-Traditional Program Enrollment report, list the Non-Traditional Pathways for the non-traditional gender(s) not meeting 90% of the state-identified Target.

List each Non-Traditional Pathway where non-traditional student enrollment is less than 90% of the state-identified target listed in the 90% Target column in the Report Card Dashboard tab.

Analysis of Performance Gaps

Reference: Narrative Analysis

4. Provide a narrative analysis of the student special populations and subgroups that did not meet the 90% target threshold for this federal indicator.

The analysis may provide information on student group comparisons or student count versus percentages.

Description of the Local PIP Process

Reference: Description Narrative of the Local PIP Process

5. Provide a narrative of the CTPD plan for improving the student special populations and subgroups identified as not meeting 90% of the state-identified target of performance for this federal indicator for the next year.

Include what implementation and follow-through events will take place in 3 checkpoints; May, September, and December of the current and following school year.

Reference: Checkpoint #1 – May

6. From the plan described above, describe what event will take place at checkpoint #1 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
7. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

Reference: Checkpoint #2 – September

8. From the plan described above, describe what event will take place at checkpoint #2 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
9. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

Reference: Checkpoint #3 – December

10. From the plan described above, describe what event will take place at checkpoint #3 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.

11. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

State-Provided Technical Assistance

12. Select at least one state-provided Technical Assistance opportunity to support implementation of the Local PIP.

Office of CTE Data Labs
Office of CTE Technical Assistance for this federal indicator

Substantial Improvement Measures

Reference: Projecting Improvement

13. From the Report Card Dashboard tab, provide the current performance rate percentage for the CTPD from the Actual column for this federal indicator. Project the proposed improvement over the next 3 years upon implementing this Local PIP.

SMART Goal

Reference: SMART Goal for Improving

14. Summarize the Local PIP by providing a SMART Goal for substantial improvement over a 3-year period.

Implementation Details

Reference: Implementation Date

15. Perkins V requires that all Local PIPs be implemented in the school year immediately following the school year where the non-compliant data is reported.

Provide a date in the current school year when this Local Performance Improvement Plan will be implemented.

(May 1 – 15)

Reference: 3rd Consecutive Year of Local PIP

16. Is this the 3rd consecutive year that the recipient has been on a Local PIP for this federal indicator?

The information for this question is in the **Report Card Dashboard** tab in the **PIP Year** column.

Yes No

17. (If yes) Provide a narrative describing the actions, strategies and support the CTPD has implemented to substantially improve this measure over the previous 3 years.

Signatures

Reference: Responsible Lead Signature

18. 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.”

5S3: PROGRAM QUALITY – PARTICIPATED IN WORK-BASED LEARNING

Responsible Lead

Reference: Identify the Responsible Lead

1. The Responsible Lead should be designated by the CTPD Superintendent and lead the work of implementing the Local Program Improvement Plan (PIP).

Responsible lead name

Email address

Phone number

Identification of Performance Gaps

Reference: Performance gaps for special populations groups, race, gender, and migrant status

2. In the **Report Card Dashboard** tab, click the **data icon** in the data column next to the indicator aligned to this Local PIP. In the **Data Report**, identify each of the special populations and subgroups **not meeting the 90% target** for this federal indicator and record the performance percentages in the table below.

**Each percentage must be entered as decimals with two zeros after the decimal point. For any subgroup that met at least the 90% threshold or that has no count, enter “0.00.” For this question to be submitted, there must be numbers and decimals entered for each line in the grid. Click the “save” button to save the data before continuing to the next question.*

Analysis of Performance Gaps

Reference: Narrative Analysis

3. Provide a narrative analysis of the student special populations and subgroups that did not meet the 90% target threshold for this federal indicator.

The analysis may provide information on student group comparisons or student count versus percentages.

Description of the Local PIP Process

Reference: Description Narrative of the Local PIP Process

4. Provide a narrative of the CTPD plan for improving the student special populations and subgroups identified as not meeting 90% of the state-identified target of performance for this federal indicator for the next year.

Include what implementation and follow-through events will take place in 3 checkpoints: May, September, and December of the current and following school year.

Reference: Checkpoint #1 – May

5. From the plan described above, describe what event will take place at checkpoint #1 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
6. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

Reference: Checkpoint #2 – September

7. From the plan described above, describe what event will take place at checkpoint #1 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
8. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

Reference: Checkpoint #3 – December

9. From the plan described above, describe what event will take place at checkpoint #3 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
10. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

State-Provided Technical Assistance

11. Select at least one state-provided Technical Assistance opportunity to support implementation of the Local PIP.

Office of CTE Data Labs
Office of CTE Quality Program Review Workshop

Substantial Improvement Measures

Reference: Projecting Improvement

12. From the Report Card Dashboard tab, provide the current performance rate percentage for the CTPD from the Actual column for this federal indicator. Project the proposed improvement over the next 3 years upon implementing this Local PIP.

SMART Goal

Reference: SMART Goal for Improving

13. Summarize the Local PIP by providing a SMART Goal for substantial improvement over a 3-year period.

Implementation Details

Reference: Implementation Date

14. Perkins V requires that all Local PIPs be implemented in the school year immediately following the school year that the non-compliant data is reported.

Provide a date in the current school year when this Local Performance Improvement Plan will be implemented.

(May 1 – 15)

Reference: 3rd Consecutive Year of Local PIP

15. Is this the 3rd consecutive year that the recipient has been on a Local PIP for this federal indicator?

The information for this question is in the **Report Card Dashboard tab** in the **PIP Year** column.

Yes No

16. (If yes) Provide a narrative describing the actions, strategies and support the CTPD has implemented to substantially improve this measure over the previous 3 years.

Signatures

Reference: Responsible Lead Signature

17. 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.”

5S4: PROGRAM QUALITY – TECHNICAL SKILL ATTAINMENT

Responsible Lead

Reference: Identify the Responsible Lead

1. The Responsible Lead should be designated by the CTPD Superintendent and lead the work of implementing the Local Program Improvement Plan (PIP).

Responsible lead name
Email address
Phone number

Identification of Performance Gaps

Reference: Performance gaps for special populations groups, race, gender, and migrant status

2. In the **Report Card Dashboard** tab, click the **data icon** in the data column next to the indicator aligned to this Local PIP. In the **Data Report**, identify each of the special populations and subgroups **not meeting the 90% target** for this federal indicator and record the performance percentages in the table below.

**Each percentage must be entered as decimals with two zeros after the decimal point. For any subgroup that met at least the 90% threshold or that has no count, enter “0.00.” For this question*

to be submitted, there must be numbers and decimals entered for each line in the grid. Click the "save" button to save the data before continuing to the next question.

Analysis of Performance Gaps

Reference: Narrative Analysis

3. Provide a narrative analysis of the student special populations and subgroups that did not meet the 90% target threshold for this federal indicator.

The analysis may provide information on student group comparisons or student count versus percentages.

Description of the Local PIP Process

Reference: Description Narrative of the Local PIP Process

4. Provide a narrative of the CTPD plan for improving the student special populations and subgroups identified as not meeting 90% of the state-identified target of performance for this federal indicator for the next year.

Include what implementation and follow-through events will take place in 3 checkpoints: May, September, and December of the current and following school year.

Reference: Checkpoint #1 – May

5. From the plan described above, describe what event will take place at checkpoint #1 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
6. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

Reference: Checkpoint #2 – September

7. From the plan described above, describe what event will take place at checkpoint #2 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
8. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey

Other

Reference: Checkpoint #3 – December

9. From the plan described above, describe what event will take place at checkpoint 3 and list what evidence will be created to document the implementation of the Local PIP in the event that the CTPD is selected for Perkins Monitoring.
10. Select the type of evidence collected at the event.

Attendance Log
Recording
Survey
Other

State-Provided Technical Assistance

11. Select at least one state-provided Technical Assistance opportunity to support implementation of the Local PIP.

Office of CTE Data Labs
Office of CTE Quality Program Review Workshop

Substantial Improvement Measures

Reference: Projecting Improvement

12. From the **Report Card Dashboard** tab, provide the current performance rate percentage for the CTPD from the **Actual** column for this federal indicator. Project the proposed improvement over the next 3 years upon implementing this Local PIP.

SMART Goal

Reference: SMART Goal for Improving

13. Summarize the Local PIP by providing a SMART Goal for substantial improvement over a 3-year period.

Implementation Details

Reference: Implementation Date

14. Perkins V requires that all Local PIPs be implemented in the school year immediately following the school year where the non-compliant data is reported.

Provide a date in the current school year when this Local Performance Improvement Plan will be implemented.

(May 1 – 15)

Reference: 3rd Consecutive Year of Local PIP

15. Is this the 3rd consecutive year that the recipient has been on a Local PIP for this federal indicator?

The information for this question is in the **Report Card Dashboard** tab in the **PIP Year** column.

Yes No

16. (If yes) Provide a narrative describing the actions, strategies and support the CTPD has implemented to substantially improve this measure over the previous 3 years.

Signatures

Reference: Responsible Lead Signature

17. The signature and acknowledgement 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.”