

Core Indicator of Performance Improvement Plans

Improvement Plans Due March 17, 2017

The Core Indicator of Performance (CIP) Improvement Plan is due each year by an LEA that has missed Safe Harbor on one or more Core Indicators. Core Indicators are 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1, 6S2 and 2015-16 school year results are found on the 2017 “CTE FAUPL Target Negotiations” page in ePlan.

For each indicator that did not meet Safe Harbor (not within 90% of the negotiated performance target), an improvement plan must be made. The template is found on the FY17 Perkins Basic application in ePlan under the “Related Documents” page. LEAs should upload the CIP Improvement Plan and submit by March 17.

Note: *There were several districts that uploaded their FY16 CIP Improvement Plan into the FY17 Perkins Basic Application. Those CIP Improvement Plans have been copied to the LEA Document Library. Under the 2016 root folder, these CIP Improvement Plans can be found in a folder labeled Perkins Core Indicator of Performance Improvement Plan*

Determining if a Core Indicator Missed Safe Harbor

The *CTE FAUPL Negotiations* page in ePlan can show you exactly which indicators, if any, missed Safe Harbor. To access this, log into ePlan and search Plans. After selecting the *FY17 CTE FAUPL Negotiations* page, review the column labeled “2015-16 LEA Actual Local Performance Meets/Exceeds LEA Local Performance Target by Safe Harbor”. Any indicator with “N” means a CIP Improvement Plan needs to be written.

Accessing and Uploading the CIP Improvement Plan in ePlan

To find the CIP Improvement Plan, log onto ePlan and open the *FY17 Perkins Basic* funding application. From the *Sections* page, find the *Related Documents* links. Once on the *Related Documents* page, scroll to the *Optional Documents* section and look for the “CTE CORE Indicator of Performance Plan” template. Click this link to download the template.

Once you have filled out the template (see sections below for guidance on the content in the CIP Improvement Plan), make sure you start a revision for your FY17 Perkins Basic plan. If you are not in a revision, you will be unable to upload the document. Now that a revision is started, go back to the *Related Documents* page and scroll down to *Optional Documents* to the “CIP Improvement Plan” template. In the box to the right of the template, you should see an option to upload. Click the link and upload your document. Once ready, move the application into the “Revision Complete” stage.

Note: *There were several districts that uploaded their FY16 CIP Improvement Plan into the FY17 Perkins Basic Application. If you already have a CIP Improvement Plan in this box, please delete it. It has already been moved to the LEA Document Library.*

Addressing Performance Gaps in Special Populations

CIP Improvement Plans require a sub recipient to specifically address performance gaps in special population areas. The Carl D. Perkins Act defines these areas as:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including foster children
- Individuals preparing for nontraditional training and employment
- Single parents, including single pregnant women
- Displaced homemakers (Note: this is postsecondary only)
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency (Note: also known as English Learners)

To aid you in creating strong strategies for these special populations groups, we have provided a data analysis in your [CCR SharePoint](#) called the "Perkins Indicator Report". This report provides performance levels for all special populations groups in each core indicator. We also provided data based on race and gender. Use this report to completely fill out your CIP Improvement Plan section on special populations. Please also make use of this data for next year's Perkins local plan.

Potential Strategies to Implement for 6S1 and 6S2

Many districts did not meet Safe Harbor for indicators 6S1 and 6S2 and as a result, the state of Tennessee missed Safe Harbor as well. To be able to address this issue and improve, the department is providing strategies that you can use locally to help improve on these two indicators.

The following are some strategies that you can use to complete your improvement plan for the nontraditional indicators 6S1 and 6S2:

- Create a focused marketing effort for your programs of study so that all students, including nontraditional students, parents, and community members know about your programs. Review and use the marketing materials and templates that have been created by the career cluster consultants. Marketing materials can be found on each of the [career cluster pages](#).
- Have students log on and use their [CollegeforTN.org](#) account which has resources for both educators and students around career pathways and TN regional workforce data.
- Make non-traditional students an integral part of your career fair, POS fair, college and industry night, 8th grade career events, etc. Have non-traditional students meet with prospective students, parents, and community members to share their experience.
- Work with school counselors in your district to establish a plan to help increase the participation and enrollment of students for targeted sub populations, such as nontraditional, ELL, special needs, and low income. This could include reviewing all the available CTE courses and programs of study that will be offered and sharing additional resources (such as the aforementioned marketing materials) with them.
- In the Perkins required evaluation of the CTE program, ensure that the assessment of special populations includes a specific look at nontraditional students and makes recommendations to strengthen this area.
- Work with your career cluster advisory councils to bring in industry and business representations that can present and inform CTE students and teachers on the impact of nontraditional workers in their field.

Please reach out to your [CTE Core Consultant](#) if you have any questions.