

Career and Technical Education GUIDELINES for Perkins/VTEA Supplemental Funding

INTRODUCTION

Carl D. Perkins Career and Technical Education Improvement Act IV (VTEA)

Overview

The overarching purpose of the Carl D. Perkins Career and Technical Education Improvement Act IV (VTEA Supplemental Funding) is to help support the school's ongoing efforts to strengthen career and technical education (CTE) programs. A high-quality CTE program integrates a rigorous academic curriculum with career and technical training to ensure that students have the knowledge and competencies they need to succeed in college and careers. These supplemental funds are to be used for program improvement; technology expansion; professional development; and relationship-building with business, industry and postsecondary institutions.

Eligibility

Schools that have the following are eligible for funding:

1. Implementing a two, three or four-year CTE Program of Study that prepares students for a career pathway;
2. Have a State-approved CTE program of study, or have submitted a Self-Evaluation Form or Program Accountability Form
3. Completed applicable data entry in STARS, identifying the CTE Program(s) of Study on the CTE course sequence page and students enrolled in the program;
4. Submitted a Program Proposal Application that has been accepted for launch in the upcoming school year
5. Complete and submit the requisite Program Worksheet(s) included in the Narrative Application

CTE Program of Study Criteria

The following elements should be integrated in an effective CTE Program of Study:

- Sequential courses of study
- Curriculum aligned with Common Core Learning Standards, Career Development and Occupational Studies, and NYS Learning and industry skill standards that reflect 21st century competencies
- Industry partners' involvement in program development and review
- Work-based learning connecting classroom instruction & work site experiences
- Technical assessment relevant to industry or industry-recognized credential or certification that is based on national skills standards
- Post-secondary education articulation agreement providing advanced standing or credit
- Qualified Career and Technical Education teachers
- School capacity and accountability measures for ongoing program evaluation, enhancement and student achievement

These elements are consistent with the guiding principles of the NYSED/CTE Program Approval Process and the Quality Indicators for a CTE Program of Study.

Funding Criteria

The amount of money for which your school's program is eligible will be guided by a formula that considers the following weightings:

- Program student enrollment
- Applicable "fair student funding" tier
- Number of years that program has been in development or in operation
- Progress towards expected outcomes
- SED endorsement
- Compliance with applicable rules, regulations

Perkins/VTEA Application Process

There are **two phases** to the Perkins/VTEA application process:

Phase One is the *narrative* component of the application requires substantive information regarding your programs:

- School Information
 - School Contact Information
 - Mandated Activities
 - Operating Information for Eligible Programs
- Program Information (for each eligible CTE Program of Study requesting funding)
 - Program Objectives
 - Program Activities and Expected Outcomes
 - Allocation of Funds

Phase Two is the *budget* component of the application. Schools whose narrative applications meet eligibility requirements will receive the budget application and directions based on the NYSED award.

Guidelines for Supplemental Funding Expenditures

Allowable and Non-Allowable Expenditures

VTEA funds may only be used for activities toward the strengthening and improvement of your school's CTE Program of Study as indicated in the guidelines outlined above. VTEA funding is meant to supplement, not supplant, your school's operating funds. All expenditures must further student achievement by supporting the program objectives and related activities and outcomes as identified in the Narrative Application.

In the Budget Application, your school will be asked to build a budget proposal for all of its eligible CTE Programs of Study. The application will allow you to identify the budget item(s) (via a budget code), the quantity, and item cost for each corresponding expenditure in the CTE Program of Study. All relevant item identification and codes for Personnel Services (PS), Other than Personnel Services (OTPS) and Equipment are provided in the application.

Check below for examples of allowable and non-allowable expenditures with VTEA funds.

Note: Given the restrictions and limitations of Perkins/VTEA funds, it is not advisable to use funding towards annual salaries. If you have a specific situation please contact the CTE office for guidance.

Examples of allowable expenditures

- Computer equipment and software
- Equipment (including computers) acquisition, installation, repair and maintenance
- Instructional supplies and materials

- CTE related testing materials
- Other supplemental services to improve access to CTE programs and services, including curriculum modification, equipment modification, classroom modification and instructional aids and devices
- Travel in the US specifically related to the NYCDOE mission and program objectives in CTE
- Supplemental staff, including instructors, technicians, aides, tutors, signers, note takers, and interpreters for special population students

*Examples of **non-allowable** expenditures*

- Acquisition of equipment for administrative or personal use
- Acquisition of furniture (e.g., bookcases, chairs, desks, file cabinets, tables) unless it is an integral part of an equipment workstation or to provide reasonable accommodations to CTE students with disabilities
- Food services/refreshments/banquets/meals
- Remodeling not directly connected to accessibility to CTE instruction or services or to the use of project-purchased equipment
- Payment for memberships in professional organizations
- Pre-vocational educational activities
- Purchase of promotional favors, such as bumper stickers, pencils, pens, or T-shirts
- Subscriptions to journals or magazines that are not trade-related
- Travel outside the United States
- Travel costs and expenses to attend student leadership conferences or meetings to conduct vocational student organization (VSO) national and State association business and/or competitions

Other Allowable Use of Funds

Funds may be used:

1. To involve parents, businesses and labor organizations, as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs
2. To provide career guidance and academic counseling for students participating in CTE programs that:
 - a. improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs for secondary students, which activities may include the use of graduation and career plans, and
 - b. provides assistance for postsecondary students, including adult students who are changing careers or updating skills
3. For local education and business (including small business) partnerships, including for:
 - a. work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
 - b. adjunct faculty arrangements for qualified industry professionals; and
 - c. industry experience for teachers and faculty
4. To provide programs for special populations
5. To assist career and technical education student organizations
6. For mentoring and support services
7. For leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement
8. For teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry

9. To develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education
10. To develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including:
 - a. articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
 - b. postsecondary dual and concurrent-enrollment programs;
 - c. academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements
11. Other initiatives:
 - a. to encourage the pursuit of a baccalaureate degree; and
 - b. to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations
12. To provide activities to support entrepreneurship education and training
13. Improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree
14. To develop and support small, personalized career-themed learning communities
15. To provide support for family and consumer sciences programs
16. To provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and/or school dropouts
17. To provide assistance to individuals who have participated in services and activities under Perkins in continuing their education or training or finding an appropriate job
18. To support training and activities, such as mentoring and outreach, in non-traditional fields
19. To provide support for training programs in automotive technologies
20. To pool a portion of recipient funds with a portion of funds available to not less than one other eligible recipient for innovative initiatives, which may include
 - a. improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors
 - b. establishing, enhancing or supporting systems for:
 - i. accountability data collection under Perkins, or
 - ii. reporting data under Perkins;
 - iii. implementing career and technical programs of study;
 - iv. implementing technical assessments, and
 - v. to support other career and technical education activities that are consistent with the purpose of Perkins.
21. To cover the cost of student salaries for job assignments that is directly related to students' program of study and is external to the school setting.

Other Allowable Programs and Services

1. access to computer labs where students can practice the skills necessary for employment
2. accommodation and support services for CTE students with disabilities
3. assessment, advisement, guidance, job development, and placement services for members of special populations

4. contextualized learning, supplemental instruction, and collaborative learning and study groups to augment classroom instruction and increase the probability of continued success for at-risk students
5. counseling and intervention strategies and support services to provide greater assistance to economically disadvantaged students
6. educational resource centers for the remediation and development of the basic skills needed for success, when incorporated into a student's CTE program
7. emphasis on those curricula preparing students for high skill, high wage, high demand occupations in current or emerging professions
8. expanded cooperative education programs, internships, and other work-experience arrangements
9. institutional collaboration with organized labor and business and industrial organizations
10. instruction in English for speakers of other languages and bilingual instruction for limited-English-proficient youth and adults when incorporated into a student's CTE program
11. intensified curriculum and staff development activities to upgrade CTE programs and enhance instructional techniques in such programs
12. training in nontraditional, high wage, high skill, high demand occupations for single parents, displaced homemakers, and others
13. training programs integrating career and technical and academic instruction for unemployed and underemployed adults
14. up-to-date equipment to support high-tech programs in such areas as computer graphics, allied health, computer information systems, engineering technologies, telecommunications, and word processing and office skills
15. expenditures for students not enrolled in CTE programs, including career exploration

FEDERAL CIVIL RIGHTS COMPLIANCE

Schools accepting Perkins/VTEA funds **must agree** to comply with the following:

- Upon request, provide the SED with access to records and other sources of information that may be required to conduct Office of Civil Rights desk audits and on-site reviews to determine whether violations of the civil rights authorities have occurred; and
- If the SED issues a final letter of findings indicating the school has failed to comply with the civil rights authorities, the school, within 90 days of receiving the letter, must submit to SED an approvable compliance plan describing the steps to overcome the violation. The compliance plan will describe in detail:
 1. The steps to remedy the violation
 2. The proposed timetable for remediation of the violation
 3. The personnel responsible for implementing the plan

It is the policy of the New York City Department of Education to provide equal educational opportunities without regard to actual or perceived race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, disability, sexual orientation, gender (sex) or weight and to maintain an environment free of harassment on the basis of any of these grounds, including sexual harassment or retaliation.