



**Career and Technical Education  
FY 2013-14 Application for Supplemental Funding  
GUIDELINES**

*Carl D. Perkins Career and Technical Education Improvement Act IV (VTEA)  
Supplemental Internship Funding*

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## INTRODUCTION

### Overview

The overarching purpose of the Carl D. Perkins Career and Technical Education Improvement Act IV (VTEA Supplemental Funding) and Supplemental Internship Funds 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 Letter of Intent to Apply for Program Approval form, or have a CTE program of study that has been state-endorsed;
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 NYS Learning and industry skill standards that reflect 21<sup>st</sup> 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

## **FY 2013-2014 VTEA & SUPPLEMENTAL INTERNSHIP FUNDING APPLICATION PROCESS**

There are **two phases** to the VTEA and WBL application process:

**Phase One** is the *narrative* component of the application which contains the following worksheets for the school to complete:

- School Request for Funding Summary Page
- WBL Worksheet
- Program Information Worksheets (for each CTE Program of Study requesting funding)
- School Enrollment Projections Page

Only *one completed narrative application per school* will be accepted. Narrative applications for Phase One is due by **March 22, 2013 by email only to [CTEinfo@schools.nyc.gov](mailto:CTEinfo@schools.nyc.gov)**

**Phase Two** is the *budget* component of the application. Schools whose narrative applications meet eligibility requirements will receive the budget application and directions in April 2012.

Contact the appropriate staff for further application or budget content support:

- David Fischer [dfischer@schools.nyc.gov] – Senior Director CTE
- John Becker [jbecker8@schools.nyc.gov] - VTEA, Budget-related or STARS
- Chrisann Lucchetto [Clucche3@schools.nyc.gov] - Program Approval
- Scott Mendelsohn [smendelsohn@schools.nyc.gov] – Supplemental Internship Funding and WBL Sequences

*Note: The VTEA amount that will be available to the NYCDOE for FY 2013-2014 has not been released from the State Education Department. Preliminary signals from NYSED indicate that the allocation will be lower than last year.*

## GUIDELINES FOR NARRATIVE APPLICATION COMPLETION (PHASE ONE)

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The Narrative Application contains the following worksheets, accessible by clicking on the corresponding tab at the bottom of the spreadsheet:

- Application Overview
- School Summary Page
- WBL Worksheet
- School Enrollment Projections Page
- Program Worksheets (*for each CTE Program of Study eligible for funding*)

The Narrative Application should document how your school will use VTEA and supplemental WBL funding to improve each of its CTE Program of Study during the 2013-2014 school year. Articulated objectives and activities should be consistent with priorities identified as part of CTE planning and program review.

### *Application Overview*

Spreadsheet Tab: “*Application Overview*”

To complete the Narrative Application for each Program of Study, please be sure to have the following information available:

1. Current student enrollment
2. Projected number of students for FY 2013-14
3. Program description
4. Program objectives for FY 2013-14\*
5. Program activities for FY 2013-14\*
6. Measurable outcomes for FY 2013-14\*

*\*as described in your Program Updates submitted to the CTE Office during February 2013 and/or priorities identified for improvement as part of CTE planning and program review.*

### *School Summary Page*

Spreadsheet Tab: “*School Summary*”

This is the Summary Page for the School’s Request for Funding. To complete this sheet:

1. In the “School Information” box, click on the light blue cell and select your School’s DBN from the drop-down menu. The fields will automatically fill with your school information along with CTE programs eligible for supplemental funding.
2. **You will not be able to enter information in any of the sections blocked in grey on this application.**
3. Designate a primary VTEA contact person for the program and provide his or her contact information.
4. Review the CTE Program of Study, Classification of Instructional Program (CIP) Code and Projected Student Enrollment listed on this page. Only those CTE Programs listed will be considered for supplemental funding. Each program will have its own Program Worksheet that must be completed by your school.

5. The Projected Student Enrollment is based on the school's reported program enrollment in January 2013. For more information, see the tab "Enrollment Projections."
6. Designate a primary Applicant Contact, if he or she is different from the VTEA Contact, for our office to reach should there be any follow-up questions.

### *Supplemental Internship Funding (WBL)*

Spreadsheet Tab: "WBL Worksheet"

Work-Based Learning is one of five key areas required for New York State Education Department Approval of CTE program. Work-Based Learning includes a sequence of activities across all years of the Program, often culminating in a capstone experience such as an internship or service project with an employer in the relevant industry. These experiences, which can be credited or non-credit, paid or unpaid, must provide students with work experience in their CTE field of study.

Wages for paid internships can be paid by the host organization, by the school through their VTEA funding or other sources, or through other partnership / fundraising efforts conducted by the school.

The NYC DOE Office of Postsecondary Readiness maintains a Supplemental Internship Fund, administered by the Work-Based Learning Resource Center, to provide additional support to schools who demonstrate the capacity to run such a program. See eligibility requirements below.

These funds serve the following goals:

- 1) To provide schools with a source for paid internship wages during the summer. (VTEA funds to be distributed for FY 2013-14 will not be available for use toward Work-Based Learning during summer 2013. If your school requires support for student salaries related to summer 2013 Work-Based Learning, please denote that you will need Supplemental Internship Funding.)
- 2) To provide incentive for industry partners in the CTE field of study to host interns by serving as matching funds towards interns' wages. Private sector partners that host interns are eligible to have the hours for which they pay students matched on an hour-for-hour basis, up to the maximum number of hours allowed by law and DOE policy. Students employed through the Supplemental Internship Program are paid minimum wage.
- 3) To increase the number of students who have access to internships upon completion of the Program's Work-Based Learning sequence.

Supplemental Internship funds are available **ONLY** at schools who demonstrate the capacity to run this program (see eligibility criteria below), and are to be used solely for 11th and 12th grade students. Please check that your program is eligible for funding and you have the capacity to run an internship program:

#### Internship Funding Eligibility Criteria

To be considered for Internship Funding to cover the cost of student salaries, your school **MUST** meet the requirements listed below.

**Student Requirements:**

- Enrolled in a formal CTE Program of Study that is verifiable in STARS
- Work in an internship during the summer and/or school year
- At the 11<sup>th</sup> or 12<sup>th</sup> grade level at the time of their internships
- Able to commit to a minimum of six consecutive payrolls, for a maximum of 15 hours per week when classes are in session (30 hours per week when classes are not in session).

**School Requirements:**

- To be eligible for Supplemental Internship Funding, a school must have a certified Work-Based Learning Coordinator who oversees the development and monitoring of the appropriate placement for students (WBL Coordinator's allotted time, which CANNOT be VTEA funded, should be based upon the number of participating students: e.g., one period for every ten students)
- Schools must have an established partnership with a work-site(s) that will provide job assignment(s) that are directly related to the students' program of study. Schools must have in place a process for showing evidence that the WBL experience connects to school-based learning activities, such as learning goals and a training agreement, a term project specific to the WBL assignment and school experiences, weekly seminars, weekly one-on-one meetings with WBL Coordinator, or activities in the specific CTE classes.

For further information on Work-Based Learning please refer to:

<http://schools.nyc.gov/ChoicesEnrollment/SpecialPrograms/CTE/Educators/Work+Based+Learning+Information.htm>

**Internship Period:** Indicate when you plan to have students in internships and will need to use the WBL Funds to cover student salaries. Please select from the drop-down menu on the worksheet (click on cell and the arrow to toggle the selections):

- Summer Internship *during July-August 2013*
- School-year Internship *during September 2013-June 2014*

**Identify Work-based Learning Coordinator:** Provide information on the contact person at your school who manages Work-based Learning internships. If funding is approved, we will reach out to this person directly regarding WBL Funding logistics for the FY 2013-2014 period.

**Number of Student Interns:**

- 1) In the first two orange columns (Columns K and M), provide the TOTAL number of all internships provided to 11<sup>th</sup> and 12<sup>th</sup> grade students during the 2012-2013 school year.
- 2) In the blue columns (Columns L and N), project the TOTAL number of 11<sup>th</sup> and 12<sup>th</sup> grade placements for 2013-2014, from all funding sources.
- 3) In Columns O-R, indicated the source of funding for those 2012-2013 internships. The total of these four orange columns should equal the total of Columns K and M.

**Access to WBL:** Indicate the number of 11<sup>th</sup> and 12<sup>th</sup> graders who DID NOT receive an internship through your program. There are also dropdown boxes to indicate if you set a goal last year to increase the number of internships, and whether you succeeded.

**WBL Internship Sites:** Indicate the number of internship work-sites related to the CTE Program of Study that are available, by type – External Placements (Private or Public Sector), or In-School Placements. Your school is responsible for developing and identifying the work sites for the students in the CTE program.

*School Enrollment Projection Page*

Spreadsheet tab: “*Enrollment Projections*”

Enrollment projections are based on school-reported information as of January 2013. If there is significant inaccuracy in the projected number of students for FY 2013-2014, follow the instructions to amend the figures. Note that any program listed with “0” students must be updated in STARS to ensure funding eligibility.

Be sure to also update the enrollment information on STARS by assigning students to the appropriate CIP Code and identifying courses on the CTE Sequence Page.

**2013-14 Program Information Worksheet**

Spreadsheet tab: “Program Worksheet”

Each CTE Program of Study that is listed on the “School Summary Page” will have its own “Program Worksheet” to be completed. For each worksheet, you will be prompted to provide key information about how supplemental funding will be used toward improving your school’s CTE Program of Study. Please also refer to pages 10-12 in this guideline for a sample listing of Allowable and Non-Allowable Expenditures. If you are no longer offering this program, please indicate as such on the worksheet.

To help your school consider how to approach the Program Worksheet questions, here are some thoughts:

- Consider the long- and short-term plans that the school has for this CTE Program of Study. What needs to happen for effective program implementation? What are the desired outcomes for the program? What are the current outcomes of the program? What are the plans for the program’s improvement to bring the current outcomes closer to the desired ones?
  - In light of these considerations, what are the priorities that the school will focus on during the 2013-2014 school year?
  - How will supplemental funding be targeted to support these endeavors?

For each CTE Program of Study’s “Program Worksheet,” complete questions 1 through 4.

*Note:* A question where you will select an answer from a drop-down menu will have the response box shaded in blue. Response box for a question that requires you to write in a response is in white.

**1. Program Objective:** Select up to four (4) of the Objectives that align closest to the issues that your school seeks to prioritize in FY 2013-2014 to improve this CTE Program of Study. These objectives and the related activities (see next question) should be consistent with the areas of development as identified by your school’s team for its CTE improvement and implementation plans.

The objectives available for selection are as follows (*to select on the worksheet, click on the cell and then the arrow that appears to the right to toggle the drop-down menu*):

- Curriculum and Instruction
- Data – Collecting and Using
- External Partnerships
- Professional Development
- Technical Assessment
- Work-Based Learning
- Significant Equipment or Facility Upgrade

**2. Program Activities:** Select up to five (5) Mandated Activities listed below that your school will prioritize and engage in during FY 2013-14 to strengthen the CTE program of study. These activities have been drawn upon federal mandates for the VTEA grant toward improving career and technical education. These activities should be in alignment with the Program Objectives identified in Question 1 (*to select on the worksheet, click on the cell and then the arrow that appears to the right to toggle the drop-down menu*):

- Strengthen students' academic and CTE skills through curricular integration.

- Provide students with work-based learning experiences that expose students to all aspects of the industry.
- Develop, improve, or expand students' use of industry-current technology in CTE.
- Provide faculty and staff professional development on integration of academics and CTE.
- Provide CTE faculty and staff professional development on use of data and inquiry teams to improve instruction.
- Provide CTE faculty and staff professional development to stay current with industry standards.
- Gather and use program data to evaluate your program and assure that it's meeting the needs of special populations.
- Provide students with programs that are of sufficient, size, scope and quality to be effective.
- Make appropriate modifications to assure that the program meets the needs of students with special needs.
- Develop or improve a technical assessment that is validated by industry and/or postsecondary partners.

**3. Expected Outcomes:** Identify and write in up to five (5) measurable outcomes or deliverables consistent with the Program Objectives and Activities identified above for which your school will be accountable. You should customize and include only as appropriate and relevant to your CTE Program of Study and identify the type of assessment tool that will be used if relevant. See below for examples of performance indicators and expected outcomes:

*Performance Indicator 1: Academic and Technical Attainment*

- 85% of completers will pass all applicable Regents examinations. Completers with Individual Education Plan will pass the Regents Competency Tests.
- 84% of completers will achieve a course grade average of 80% for all courses in CTE sequence.

*Performance Indicator 2: Graduation*

- 95% of completers will attain a high school diploma in the year in which they are designated as program completers.

*Performance Indicator 3: Postsecondary Education*

- 95% of completers will be placed in postsecondary education or advance training, employment or the military.

*Performance Indicator 4: Student Engagement*

- 28% of completers will be members of the non-traditional gender for the selected program.

*Other Sample Performance Indicators*

We recommend including additional measurable outcomes on a relevant industry assessment, percent completing the sequence, other post secondary articulation goals, attendance goals, such as the following examples:

- 87% of students will demonstrate proficiency in the NOCTI Workplace Readiness exam as compared to 83% last year.
- 97% of all students enrolled and complete the course will receive a passing class grade of 70% or higher as compared to 95% the previous year.
- 93% of students will improve their literacy skills as measured by the improvement on their English Regents Examination, an increase of 3% from 90% to 93%.

- 88% of graduating students will attend post secondary institutions as compared to 84% last year
- Student attendance will increase to 92% as opposed to 87% last year
- 85% of graduating seniors will pass all of their Regents exams as compared to 81% last year

**4. Allocation of Funds:** This section is for your school to show an approximation of how the available VTEA funds for this CTE program of Study will be used in FY 2013-14.\* Provide an estimated allocation of funding across the major priorities identified in the Program Objectives and Activities of Questions #1-3.

Select an *Allocation Category* from the drop down menu (see options listed below):

- Curriculum/PD Professional Services
- Travel for Teachers
- Travel for Students
- Instructional supplies
- General office supplies
- Software
- Equipment and/or furniture (unit cost) >\$5000 (including computers and associated items)
- Equipment and/or furniture (unit cost) >\$5000 (including computers and associated items)
- Internal Services (VE, JRC, NAF)
- Teacher per session
- Supervisor per session
- Student stipends (internships)
- Other per session
- Other

Under *Percent of Allocation*, indicate an approximate percentage (as whole numbers) of the supplemental funds for this program that will be targeted toward that category. For each targeted category, please include a brief sentence under the *Intent* column describing the rationale for the allocation and/or the use of the funds.

Select an allocation category until the total percentage of funds allocated reaches 100%. You do *not* need to project percentages for all categories, only those applicable to your program improvement.

\* These numbers will only be used for planning purposes related to the particular CTE Program of Study. Bear in mind that if your school is invited to submit a Budget Application (Phase Two in April), these figures will have to be adjusted as you consider the overall funding available across all eligible programs.

## GUIDELINES FOR BUDGET APPLICATION COMPLETION (PHASE TWO)

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*If your school's narrative application is eligible for funding, a budget application will be provided in May 2013 to be completed. Please keep the information below as reference to guide you through the budget application process.*

### ***Allowable and Non-Allowable Expenditures***

VTEA and WBL 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 and WBL funds.

*Note: Given the restrictions and limitations of 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 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