

+Contracts for Excellence (C4E) Guidance and Best Practices

This guidance pertains to the follow School Allocations:

Contracts for Excellence FY 09
Contracts for Excellence FY 2024
Contracts for Excellence FY 2025

*It does **NOT** pertain to **Class Size Reduction C4E Phase In** which only funds classroom teachers.*

Background: The State has allocated C4E funding to NYC schools since 2009. The programmatic guidelines have remained more or less the same, but the scrutiny on how schools use funds has increased over time. See links in the [Addendum](#) for resources and more background.

This guide will help you use Contract for Excellence Funds (C4E) to support educational initiatives that

- *align with the purposes of the funding,*
- *minimize your risk of audit and disallowance and*
- *where possible, maximizes your funding, i.e., gives you the biggest bang for your buck.*

Just follow these steps!

1. [Read the SAM and the Appendix, especially the Appendix!](#) Keep it handy!
2. [Step 2: Serve the Neediest Students.](#) Use C4E funds to support the intended target population.
3. [Plan and budget your C4E funds in alignment with Appendix A and Table 1 that follows,](#) using the appropriate Program Names that best fit your programs.
4. [Step 4: Create and Maintain Important Administrative Controls](#) to ensure that staff are using the correct Bulk Jobs and Activity Codes, and that appropriate documentation is maintained.
5. [Step 5: Maximize Funding to the greatest extent possible as long as you are using C4E funds consistent with the SAM, Appendix A and the additional guidance provided here.](#) If you can ensure that criteria in Steps 2,3, and 4 are met, feel free to maximize your resources by funding as many full time staff as you can with Tax Levy funds, and use C4E to fund items that have less or no fringe costs.

Step 1: Read the [FY25 School Allocation Memo #5](#) and accompanying [Appendix A](#) (also on p.3 below).

The guidance and tips on the next pages are intended to clarify and augment that information but it is incumbent on you to read it thoroughly first. The SAM and Appendix will not answer all your questions, nor will Available Titles and Filter Rules in Galaxy. Hence, the additional guidance in Table 1.

Step 2: Serve the Neediest Students

It is the school's responsibility to use funds for services and programs that align with the intent of the funders (SED). Priority must be placed on:

- Lowest performing students, including students performing below State learning standards or students who are at risk of not graduating.
- English Language Learners
- Students with Disabilities
- Students in poverty
- Funds must supplement, not supplant. Funding is intended to provide additional educational resources.

Step 3: Plan and budget your C4E funds in alignment with Appendix A and Table 1 that follows.

The best way to read this chart is to focus on the Galaxy Description and the Strategy. When creating or editing a line item in Galaxy where you want to use C4E funds, select the Program Name listed under Galaxy Description that best matches how funds are being used as described in the Strategy column.

Go to the next 2 pages for Appendix A. Table 1 follows on page 5.

Appendix A: Contracts for Excellence Program Strategies

Select from DropDown Menu

If you are using this strategy

Program	Galaxy Description (Galaxy Program Name)	Strategy
Class Size Reduction	Reduce Class Size	New Classroom / Reduce Overall Class Size: Schools may hire an additional teacher relative to the student population, teaching independently, to achieve class size reduction at the aggregate school level over FY2023 class size calculations.
	Reduce PTR	Additional Teacher in Existing Classroom: Schools may add an additional Teacher relative to the student population, teaching collaboratively with another teacher, to achieve a reduction in student: teacher ratio at the aggregate school levels over FY2023 class size calculations. Please note: Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce pupil-teacher ratios using team teaching strategies. C4E funds may only be used for true co-teaching models and not for push-in teaching or paraprofessionals.
	Maintain Class Size	Maintain FY2023 class size reductions: Schools that successfully reduced class size at the aggregate school level in FY2022 may continue to fund a teacher(s) necessary to maintain a similar class size in FY2023. Note: This may not result in an additional class size reduction but should result in a similar class size as calculated in FY2022. This option is only applicable to schools that demonstrated a real class size reduction in FY2022.
	Maintain PTR	Maintain FY2023 Pupil Teacher Ratio reductions: Schools that successfully reduced PTR at the aggregate school level in FY2023 may continue to fund a teacher(s) necessary to maintain a similar PTR in FY2023. Note: This may not result in an additional PTR reduction but should result in a similar PTR as calculated in SY2021-2022. This option is only applicable to schools that demonstrated a real PTR reduction in FY2023.
	Minimize Class Size Growth	Minimize growth of class size in FY2024 – A school may fund a teacher to minimize the growth in class size that the school would have otherwise experienced due to budget cuts. Note: School must demonstrate that the position would have been cut in FY 2023. Teachers must be supplemental to the number required by contract
Student Time on Task	Before and After School	Supplementary Before- or After-School Programs: • Additional instruction emphasizing learning standards/subjects required for graduation. • New or expanded arts programs. • New or expanded CTE programs. • Student support services, including guidance, counseling, attendance, parent outreach, behavioral support and study skills
	Summer School	Lengthened School Year: Supplementary summer school, which may include: • Additional instruction emphasizing learning standards or subjects required for graduation • New or expanded arts programs.

Program	Galaxy Description (Galaxy Program Name)	Strategy
		- New or expanded CTE programs. - Student support services, including guidance, counseling, attendance, parent outreach, behavioral support and study skills
	Dedicated Instruction	Dedicated Instructional Time: Daily supplemental blocks of time during the regular school day to be used for research-based core instructional programs aligned with learning standards. May include: Response-to-intervention Individualized intensive intervention. "Micro-targeting" of groups of students to provide instruction at a reduced class size or PTR relative to the school or grade but that does not reduce class size or PTR at the grade or school level.
	Individualized Tutoring	Individualized Tutoring: - Targeted to students who are at risk of not meeting learning standards / not graduating. - Must be supplemental to regular curriculum. - To be provided by a certified teacher, paraprofessional, or qualified tutor
Teacher & Principal Quality Initiatives	Recruit & Retain HQT	Programs to recruit and retain Highly Qualified Teachers (HQT)
	Mentoring for New Staff	Professional mentoring for beginning teachers and principals
	Teacher Coaches	Instructional coaches for teachers
	Leadership Coaches	School leadership coaches for principals
Middle & High School Restructuring	MSHS Instruct Changes	Schools may allocate C4E funding to implement instructional changes that improve student achievement or instructional changes paired with structural changes to the school's organization. Instructional changes: - Designed to provide challenging academic and learning opportunities to students. - May include implementation of academic intervention programs
	MSHS Structural Changes	Structural changes: - Examples: Changes to grade offerings, creation of "academies", schools within schools, and/or different teams of teachers to deal with different needs of students. - Please consult with your DSL team if you are interested in pursuing this option
Full-Day Pre-Kindergarten	Full Day Pre-K	Providing opportunities for the integration of students with disabilities into existing full-day pre-kindergarten programs
Model Programs for Multilingual Language Learners (MLLs)	MLL Innovative Programs	Innovative Programs for Underserved MLL Populations
	MLL Teacher Recruitment	Teacher Development, Recruitment, and Retention
	MLL Parent Involvement	Parental Involvement and Instruction

Table 1: Additional Guidance for Specific Titles or Services that are Allowable

The table below provides *additional guidance* when looking to use C4E for specific titles or purposes. Appendix A is not set up this way but it is more consistent with the way schools plan for and manage their budgets.

Galaxy Title	Use Galaxy Program Name	Aligns to Appendix A Strategy
After School Programs: • Teacher Per Session • Supervisor Per Session • GC or SW Per Session • Family Worker Bulk • School Aide Bulk • Ed Para Bulk • Educational Consultants • Educational Software • Supplies • Non-contractual (for arts, CTE, or curriculum related trips, not 6 flags)	Before/After School DO NOT USE DEDICATED INSTRUCTION FOR PER SESSION !!!	• Additional instruction emphasizing learning standards/subjects required for graduation. • New or expanded arts programs, including trips to museums/theatre/art venues. • New or expanded CTE programs. • Student support services, including guidance, counseling, attendance, parent outreach, behavioral support and study skills
Summer School Programs: • Teacher Per Session • Supervisor Per Session • GC or SW Per Session • Family Worker Bulk • School Aide Bulk • Ed Para Bulk • Educational Consultants • Educational Software • Supplies • Non-contractual (for arts, CTE, or curriculum related	Summer School DO NOT USE DEDICATED INSTRUCTION FOR SUMMER !!!	• Additional instruction emphasizing learning standards or subjects required for graduation • New or expanded arts programs including trips to museums/theatre/art venues. • New or expanded CTE programs. • Student support services, including guidance, counseling, attendance, parent outreach, behavioral support and study skills

Galaxy Title	Use Galaxy Program Name	Aligns to Appendix A Strategy
trips, not 6 flags)		
Education Consultants	Dedicated Instruction (if during the day)	Academic supports and interventions including: - Response-to-intervention - Individualized intensive intervention. “Micro-targeting” of groups of students to provide instruction at a reduced class size or PTR relative to the school or grade but that does not reduce class size or PTR at the grade or school level.
Curriculum & Staff Development (Services to Staff)	- Recruit & Retain HQT - Mentoring for New Staff - Teacher Coaches - Leadership Coaches OR - MS/HS Instruct Changes	Professional Development that introduces new curriculum or strategies designed to support low performing/neediest students. OR If you are introducing Instructional changes: - Designed to provide challenging academic and learning opportunities to students. - May include implementation of academic intervention programs
Sixth Period Coverage	Dedicated Instruction	- If effect is to reduce or maintain pupil-teacher ratio Or - If effect is to provide intensive

Galaxy Title	Use Galaxy Program Name	Aligns to Appendix A Strategy
		instruction or additional instructional blocks of time

Step 4: Create and Maintain Administrative Controls

1. **Documentation:** All activities funded with C4E must be supported by documentation that shows that students in greatest need were served. Below are examples of the kind of documentation you should be able to provide for different types of services. This is not an exhaustive list. It is incumbent on the school to maintain records that demonstrate compliance. *Note these requirements are not unique to C4E.*
2. **Communicate with Purchasing and Payroll Staff to ensure correct Job IDs and Activity Codes are used. This is SUPER important.**
 - a. Per session and per diem jobs funded with C4E funds must specifically support allowable activities as described throughout this document. It is essential that payroll secretaries know exactly which job to enter into timekeeping for per session staff to avoid any 'misuse' of funds, no matter how unintentional.
 - i. Since you are using the Program field for a C4E program name that does not necessarily describe what you are doing, e.g., Regents Prep, use the Comment field to note that.
 - ii. In addition, you will have to create and maintain a way of communicating with the payroll secretary which jobs to use for which people and activities. As budget modification are done
 - b. Similarly, where OTPS lines are funded with C4E dollars consistent with program guidelines, Purchase Orders must be entered with the correct Activity Code to avoid any 'misuse' of funds, no matter how unintentional.

Below is some guidance about what kind of documentation needs to be maintained to ensure compliance with funding requirements.

Service	Documentation
Full Time or F status Teachers	Class sizes for funded teachers are smaller than other classes or funds are used to maintain lower class sizes. RACL or ROCLs may be used.
Professional Development (whether provided by school staff or outside vendor)	List of participating staff who serve neediest students.

	Content or strategies taught designed to support neediest students Dates of attendance Work products or materials used.
Per Session activities	Attendance sheets of participating students or classes, List of staff and Timesheets Some curriculum or work product demonstrating purpose of activities
Software, Instructional Supplies and Materials, Computer purchases	Evidence that items purchased support supplementary services and commodities that improve instructional outcomes for the neediest students Maintain copies of work products produced by vendors or staff (e.g., curriculum products, professional development documents)
Outside Vendors for Arts, SEL Activities, PD, Counseling	Work orders need to clearly describe the specific services provided, e.g., not just attendance support, but outreach to parents, running of reports, conversations with students, parents and staff to identify obstacles, create plan of action for each student, daily check-ins, etc. Maintain copies of work products produced by vendors or staff (e.g., curriculum products, professional development documents) Dates of service List of participants, whether students or staff. Students must be high need students.
Sixth Period Coverage	Evidence showing 6th period resulted in maintenance or lowering of class size, and/or for additional instructional time during the day.
Per Diem	List of classes covered demonstrating that subs hired allowed for class sizes to be

	maintained.
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Step 5: Maximize Funding to the greatest extent possible as long as you are using C4E funds consistent with the SAM, Appendix A and Table 1 above.

1. As always, use Tax Levy funds for full-time staff to the greatest extent possible to avoid having to pay fringe (42%) on top of salaries. But if you run out of Tax Levy, and you need to use C4E, be sure to put it behind teachers with the lowest class sizes, or those providing services to ELLs or students with disabilities. Use Appendix A to select the appropriate Program Name from the drop down list..
2. C4E can safely be used for per session, sixth period coverage, and certain OTPS allowable activities as long as guidelines are followed and administrative controls are in place. If you follow all the rules, there is no reason why you should expect an audit, and more importantly, a disallowance.
3. As a reminder, below are the FY25 fringe rates for different types of items on your TO.

Full Time Pedagogical Staff:	41.74%
Full Time Admin (H Bank):	44.62%
School Aides:	63.11%
Ed Paras:	68.63
Per Session:	18.99%
Per Diem, F Status & 6th Period:	8.15%
OTPS:	0.00%

4. For more on the mechanics of how to maximize your resources, see this [Document](#)

Addendum

Sources and Resources

1. More background on the history of C4E [here](#).
2. Information pertaining to NYC Public Hearings on C4E [here](#)
3. [Contracts for Excellence School Allocation Memo \(FY25 SAM #5\)](#)
4. [Appendix A](#) for SAM #5

This document was created by New Visions for Public Schools based on information from NYC Public Schools websites and conversations with NYC Public Schools staff.