

SUMMARY OF SCHOOL ALLOCATION MEMORANDUM NO. 61, FY08

VOCATIONAL AND TECHNICAL EDUCATION ACT ALLOCATION (VATEA)

Summary

This allocation disperses funds from the Vocational and Technical Education Act grant awarded to the Department of Education. The funds support career and technical education (CTE) program improvement; technology expansion; professional development; and relationship building with business, industry and postsecondary institutions. They also support the career and technical liaison in each region.

Purpose

Because today's workplaces require workers to have higher levels of skill than ever before, CTE (also known as vocational education) courses are increasingly in demand. High-quality CTE programs integrate a rigorous core academic curriculum with career and technical training to ensure that students have the knowledge and skills they need to succeed in college, careers and citizenship. They also involve partnerships with business and postsecondary education to provide expertise and hands-on learning opportunities for students and benefit from the active involvement of parents. Emphasis is given to preparing students for high-skill, high-wage occupations.

Restrictions on Funds

Mandated activities include:

- Integrate academics with CTE programs.
- Provide students with strong experience in and understanding of all aspects of an industry.
- Develop, improve or expand the use of technology in CTE.
- Provide professional development programs to teachers, counselors and administrators.
- Evaluate CTE programs, including an assessment of how the needs of special populations are being met.
- Initiate, improve, expand and modernize quality CTE programs.
- Link secondary CTE and postsecondary vocational and technical education, including Tech Prep programs.

The following expenditures are not allowable:

- Equipment for administrative or personal use.
- 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.
- Prevocational 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.

- Any expenditure for students not enrolled in CTE programs, including career exploration.

Allocation Formula

School allocations are based on whether the CTE program:

- demonstrates evidence of academic and technical rigor and complies with the federal No Child Left Behind act requirement that all teachers be highly qualified.
- prepares students for a relevant career pathway.
- has a course sequence that builds upon previous coursework and includes competency-based applied learning contributing to academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills.
- has relationships with industry and postsecondary institutions.
- includes a three- to five-year plan that contains measurable objectives, specific program activities, standardized program outcomes and a plan for sustainability beyond the funding period.



THE NEW YORK CITY DEPARTMENT OF EDUCATION

JOEL I. KLEIN, *Chancellor*

OFFICE OF THE CHIEF FINANCIAL OFFICER
52 Chambers Street, New York, NY 10007

SCHOOL ALLOCATION MEMORANDUM NO. 61, FY08

DATE: September 27, 2007

TO: **COMMUNITY SUPERINTENDENTS, INTEGRATED SERVICE CENTERS
AND SCHOOL PRINCIPALS**

FROM: Susan Olds, Executive Budget Director

SUBJECT: **Vocational and Technical Training Act (VATEA) Allocation**

The Office of Portfolio Development is allocating VTEA funds to improve the quality of Career and Technical Education (CTE) programs that support meaningful postsecondary education, technical training and entry into highly-skilled and high demand workplaces.

These funds supplement the Department of Education's tax levy instructional funding as outlined in School Allocation Memorandum #1:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy07_08/FY08_PDF/AM_FY08_SAM1.html

Perkins IV VATEA allocations are a result of schools' VATEA Proposal and jointly developed with last year's Regional CTE Liaisons. Table #1 outlines individual schools 2008 Perkins allocations.

Schools will receive revised Perkins proposals in a separate attachment sent by the Office of Portfolio Development. The revised proposals are to be used as a frame of reference when scheduling items in Galaxy.

For auditing purposes, schools are required to keep accurate records of their expenditures.

School Allocations

School allocations are based on several factors:

- The 3-5 year proposal contains measurable objectives, specific program activities; standardize program outcomes, and a plan for sustainability beyond the funding period.
- The CTE program demonstrates evidence of academic and technical rigor and complies with the federal NCLB law in that the program contains highly qualified CTE teachers.
- Prepares students for a *relevant* career pathway.
- The CTE course sequence builds upon previous coursework and includes competency-based applied learning contributing to academic knowledge, higher-order reasoning and problem-solving skills.
- The CTE program has meaningful *relationships* with industry and postsecondary institutions.

For effective implementation of funding it is important to adhere to the following time line:

ACTION	DEADLINE TO CENTRAL
OTPS Scheduling in Galaxy	October 13, 2007
Budget Modifications	November 9 th , 2007
Purchase Orders deadline for expenditures	January 31, 2008
Fast Track Orders Deadline for Equipment Purchases	January 31, 2008
Impress Expenditure	May 31, 2008
Per Session Expenditures Deadline	June 22, 2008

Perkins IV funding is based on the following allowable programs, mandated activities and multiple activities.

Allowable Programs and Services:

The following are examples of allowable programs and services. Please see below link to SED website which provides additional information on allowable activities.

1. Accommodation and support services for CTE students with disabilities;
2. Assessment, advisement, guidance, job development, and placement services for members of special populations;
3. Contextualized learning, supplemental instruction, and collaborative learning and study groups to augment CTE classroom instruction and increase the probability of continued success for at-risk students;
4. Expanded cooperative education programs, internships, and other work-experience arrangements;
5. Institutional collaboration with organized labor and business and industrial organizations;
6. Instruction in English for speakers of other languages and bilingual instruction for English Language Learners (ELL), when incorporated into a student's CTE program;
7. Training in nontraditional, high-wage, high-skill occupations for single parents, displaced homemakers, and others in high school.

In all, there are nine mandated activities and multiple allowable activities:

Mandated Activities

1. Strengthen the academic and career and technical skills of students participating in CTE programs by strengthening the academic and career and technical education components of such programs through the integration of academics with CTE programs through a coherent sequence of courses to ensure learning in the core academic subjects and career and technical education subjects;
2. Link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than one career and technical program of study;
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

4. Develop, improve or expand the use of technology in career and technical education, which may include:
5. Training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
6. Providing career and technical education students with the academic and career and technical skills, including the mathematics and science knowledge that provides a strong basis for such skills, that lead to entry into the technology fields; or
7. Encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
8. Provide professional development programs to teachers, faculty, administrators and career guidance and academic counselors who are involved in integrated career and technical education programs, including:
 - 1) In-service and pre-service training on:
 - a) Effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - b) Effective teaching skills based on research that includes promising practices;
 - c) Effective practices to improve parental and community involvement; and
 - d) Effective use of scientifically-based research and data to improve instruction;

Allowable Activities

The following are examples of allowable activities, please see the below link to SED which provides additional information on allowable activities.

1. The design, implementation and evaluation of CTE programs that involve parents, businesses and labor organizations as appropriate;
2. Career guidance and academic counseling for students participating in CTE programs;
3. Work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship and job shadowing that are related to CTE programs;
4. Programs for special populations enrolled in CTE;
5. Development of local education and business partnerships that support work-based activities;
6. Purchasing, upgrading or adapting equipment, including instructional aides;
7. Teacher preparation programs that assist individuals who are interested in becoming CTE instructors, including individuals with experience in business and industry;
8. Improving or developing new CTE courses;
9. Support of nontraditional training and employment activities.

Allowable Expenditures

The general guide is that the outlay contributes to student achievement in CTE programs. Major Effort descriptions must delineate how the activities and expenditures will improve CTE student achievement. Allowable expenditures include the following:

1. Computer equipment and software;
2. Equipment acquisition, installation, repair, and maintenance; Equipment items (Code 20 on the FS-10) are those items with a unit value of \$5,000 or more and

having a useful life of more than one year. Equipment expenditures are limited to no more than 25% of the total budget.

3. Instructional supplies and materials;
4. Other supplemental services to improve access to CTE programs and services, including curriculum modification, equipment modification, classroom modification, and instructional aids and devices;
5. CTE related testing materials;
6. Travel in the United States specifically related to the NYCDOE's mission and program objectives in career and technical education.

Precautions

The following expenditures are not allowable:

- Acquisition of equipment for administrative or personal use;
- 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;
- Prevocational educational activities;
- Purchase of promotional favors, such as bumper stickers, pencils, pens, or T-shirts;
- Subscriptions to journals or magazines;
- Travel outside the United States; and
- Any expenditure for students not enrolled in CTE programs, including career exploration.

The State of New York has outlined new performance levels with the United States Department of Education starting in the school year 2007-2008. The assessment goals under Perkins IV are based on the following four Performance Indicators for all secondary completers of CTE programs:

Performance Goals for 2007-08

Performance Indicator 1:

Academic Attainment – 83% completers will pass all applicable Regents examinations. Completers with Individual Education Plan will pass the Regents Competency Tests.

Technical Attainment – 82 % completers will achieving a course grade average of 80 percent for all courses in CTE sequence.

Performance Indicator 2:

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

Performance Indicator 3:

Post – Secondary Education or Advanced Training, Employment or the military – 95% completers will be placed in postsecondary education or advance training, employment or the military.

Performance Indicator 4:

Non-traditional Gender Occupations – 28.09% completers will be members of the non-traditional gender for the selected program.

Federal Civil Rights Compliance

Please refer to the below link for information on the Federal Civil Rights Compliance and the 2007-2008 Performance Goals as provided by New York State Education Department:

<http://www.emsc.nysed.gov>

Allocations must be scheduled in the allocation category **VATEA, VATEA ADULT ED, or VATEA CW**. District 75 will be allocated a total of \$571,595. This amount excludes indirect costs.

Attachment

SO:sdr

c: Marcia Lyles
Eric Nadelstern
Ellen Lynch
Garth Harries
Jean Claude Brizard
Doug Jaffe
Cynthia Fowlkes
Iris Blanc
Debra Lesser
Regina Flannery
John Becker
Theresa De Stefano
Marilyn Scher

TABLE 1

FY08 VTEA SPENDING PLAN

VTEA GRANT AWARD		17,989,250.00
D.84 CENTRAL		2,116,864.06
	2.70% Indirect Cost	58,741.34
D.84 Central Total Allocation		2,175,605.40
D.50 Special Education Initiatives, Central		
	Placement & Referral	843,388.55
	3.46% Set Aside CB	27,783.00
	2.70% Indirect Cost	23,523.00
D.50 Special Education Initiatives, Central Total Allocation		894,694.55
D.75 Special Education School Programs, Citywide		
	Special Education Programs	563,079.75
	3.46% Set Aside CB	8,511.00
	2.70% Indirect Cost	15,432.00
D.75 Special Education School Programs, Citywide Total Allocation		587,022.75
Schools, Citywide		
	Schools' Program Requests	12,733,072.80
	3.46% Set Aside CB	26,489.50
	2.70% Indirect Cost	289,404.00
<i>Schools, Citywide Subtotal Allocation</i>		13,048,966.30
Success via Apprenticeship (SVA) SAM #45		
	CTE Intern Teacher Salaries - Assigned to CTE Schools	1,282,961.00
	2.70% Indirect Cost	52,334
Schools, Citywide Total Allocation		14,331,927.30
Available Balance		0.00

**FY' 2008 Vocational and Technical Education Act (VATEA) Allocation
School Allocation**

DISTRICT	LOCATION CODE	SITE NAME	SUB TOTAL
01	01M515	Lower East Side Prep	\$24,357
02	02M288	Food and Finance	\$124,984
02	02M420	Health Professions	\$28,083
02	02M440	Bayard Rusin Educational Complex	\$86,452
02	02M460	Washington Irving	\$51,502
02	02M489	Economics and Finance	\$10,025
02	02M519	Talent Unlimited	\$55,222
02	02M520	Murry Bergtraum	\$45,325
02	02M529	Jacqueline Kennedy Onassis	\$6,644
02	02M560	City as School HS	\$8,551
02	02M570	Satellite Academy	\$3,210
02	02M600	Fashion Industries	\$171,500
02	02M615	Chelsea High School	\$253,202
02	02M620	Norman Thomas	\$154,251
02	02M625	Graphic Communication and Arts	\$333,119
02	02M630	Art & Design High School	\$256,866
02	02M655	Life Sciences	\$17,367
03	03M299	High School For Arts, Imagination and Inquiry	\$74,546
03	03M470	Louis D. Brandeis High School	\$44,079
03	03M479	The Beacon School	\$63,418
03	03M485	Fiorello H. LaGuardia High School	\$127,177
03	03M494	Arts & Technology	\$52,610
06	06M462	High School of International Business and Finance	\$34,001
06	06M540	A. Philip Randolph Campus High School	\$65,850
06	06M692	High School, Math Science & Engineering @ CCNY	\$77,506
07	07X600	Alfred E. Smith CTE High School	\$329,225
07	07X655	Samuel Gompers	\$257,715
08	08X405	Herbert H. Lehman	\$134,365
08	08X450	Adlai E. Stevenson	\$12,820
08	08X530	Banana Kelly High School	\$33,420
08	08X650	Jane Adams	\$323,818
10	10x284	Bronx School of Law & Finance	\$56,520
10	10x368	In Tech Academy	\$115,675
10	10x412	Bronx HS of Business	\$17,016
10	10x414	Jonathan Levin	\$47,785
10	10x433	HS for Teaching & Professions	\$36,336
10	10x437	Fordham HS for the Arts	\$62,747
10	10x438	Fordham Leadership	\$39,084
10	10x440	DeWitt Clinton	\$16,036
10	10x475	John F. Kennedy	\$51,565
10	10x660	Grace Dodge	\$307,066
11	11X275	HS of Computers and Technology	\$253,108
11	11X415	Christopher Columbus	\$53,120
11	11X455	Harry S. Truman High School	\$69,397
13	13K430	Brooklyn Tech HS	\$75,867
13	13K499	ACORN Community High School	\$54,400
13	13K575	Bedford Stuyvesant Preparatory HS	\$9,184

**FY' 2008 Vocational and Technical Education Act (VATEA) Allocation
School Allocation**

DISTRICT	LOCATION CODE	SITE NAME	SUB TOTAL
13	13K605	Westinghouse High School	\$257,694
13	13K670	Benjamin Banneker High School	\$43,050
14	14K477	High School for Legal Studies	\$19,317
14	14K478	HS for Enterprise, Business & Technology	\$184,678
14	14K558	Williamsburg High School of Architecture and Design	\$122,523
14	14K610	Automotive High School	\$407,067
15	15K519	Cobble Hill High School	\$87,871
16	16K455	Boys & Girls	\$57,268
17	17K382	Academy for College Preparation & Career Exploration	\$3,420
17	17K408	Academy of Hospitality and Tourism at Erasmus Camput	\$104,496
17	17K543	Science, Research & Technology Early College H.S. at Erasmus	\$39,477
17	17K600	Clara Barton High School	\$218,786
17	17K625	P. Robeson High School	\$110,971
18	18K415	Samuel Tilden High School	\$56,108
18	18K500	Canarsie High School	\$120,864
19	19K420	Franklin K Lane	\$217,247
19	19K615	ENY Transit Tech	\$498,554
19	19K660	William H. Maxwell	\$122,127
20	20K445	New Utrecht HS	\$217,962
20	20K485	H.S. of Telecommunication Arts & Technology	\$21,314
20	20K490	Fort Hamilton H.S.	\$86,314
20	20K505	Franklin D. Roosevelt HS	\$6,000
21	21K400	Lafayette H.S.	\$39,582
21	21K410	Abraham Lincoln H.S.	\$64,764
21	21K525	E.R. Murrow H.S.	\$38,056
21	21K540	John Dewey H.S.	\$140,283
21	21K559	Life Academy HS for Film & Music	\$38,710
21	21K620	William T. Grady HS	\$461,304
21	21K690	Brooklyn Studio School	\$27,251
22	22K405	Midwood High School	\$53,109
22	22K495	Sheepshead Bay High School	\$80,193
22	22K535	L.M. Goldstein High School	\$9,452
23	23K645	EBC/ENY HS for Public Safety	\$16,991
24	24Q264	Aca of Fin & Enterprise	\$49,791
24	24Q455	Newtown	\$116,697
24	24Q485	G. Cleveland	\$46,514
24	24Q550	Arts & Business	\$17,856
24	24Q560	RF Wagner	\$30,779
24	24Q600	Queens Vocational High School	\$447,173
24	24Q610	Aviation	\$271,709
25	25Q425	John Bowne	\$77,676
25	25Q460	Flushing	\$44,885
25	25Q525	Townsend Harris	\$44,821
27	27Q400	August Martin	\$92,191
27	27Q410	Beach Channel	\$51,558

**FY' 2008 Vocational and Technical Education Act (VATEA) Allocation
School Allocation**

DISTRICT	LOCATION CODE	SITE NAME	SUB TOTAL
27	27Q465	Far Rockaway	\$52,902
27	27Q475	Richmond Hill	\$14,070
27	27Q480	John Adams	\$87,931
27	27Q650	HS Construction Trades. Eng. & Arch	\$254,981
28	28Q440	Forest Hills	\$106,864
28	28Q505	Hillcrest	\$286,573
28	28Q620	Thomas A. Edison	\$434,720
29	29Q272	George W Carver	\$32,421
29	29Q496	Businesss & Computer Applications	\$51,695
30	30Q227	Louis Armstrong	\$13,620
30	30Q445	Bryant	\$54,842
30	30Q450	Long Island City	\$27,170
30	30Q501	Frank Sinatra	\$18,340
30	30Q502	Information Technology	\$45,747
30	30Q555	Newcomers	\$19,336
31	31R440	New Dorp High School	\$71,369
31	31R445	Port Richmond High School	\$84,571
31	31R450	Curtis High School	\$202,560
31	31R455	Tottenville High School	\$277,831
31	31R460	Susan Wagner High School	\$24,164
31	31R470	Concord HS	\$6,367
31	31R600	Ralph R. McKee High School	\$345,483
31	31R605	Staten Island Tech High School	\$56,860
32	32K551	Harbor School	\$53,026
79	79Q950	GED Plus	\$20,844
79	79M645	Cooperative Technical Ed	\$246,138
79	79Q535	Austin H. MacCormick, Island Academy	\$73,558
Grand Total			\$12,754,552