

SCHOOL ALLOCATION MEMORANDUM NO. 55, FY 12

DATE: Bcj Ya VYf` & , ž2011

TO: Community Superintendents
High School Superintendents
Children First Networks
School Principals

FROM: Veronica Conforme, Chief Financial Officer

SUBJECT: Career and Technical Education Improvement Act IV (Vocational and Technical Education Allocation, VTEA)

The Career and Technical Education (CTE) Unit, Office of Postsecondary Readiness (OPSR), Division of Academics, Performance, and Support (DAPS) is allocating VTEA funds to provide supplemental funding to strengthen CTE programs, increase opportunities available for secondary education students in New York City and improve the quality of these programs. High quality CTE programs integrate a rigorous academic curriculum with career and technical education to ensure that students have the knowledge and competencies to succeed in college and/or careers.

Perkins IV VTEA allocations are a result of schools' supplemental integrated application based on the 2011-2012 application guidelines. Table #1 outlines individual schools **2012 Perkins** allocations that were generated based on the schools' application and the 2011-2012 allocation plan developed by the CTE Unit.

Schools and CFN's will receive their school-specific budget applications in a separate document sent by the OPSR-CTE Unit. These are to guide the scheduling of items in Galaxy and the use of the funds. If modifications are required, they must be requested through the CFN budget team and will be monitored by CFN in conjunction with OPSR-CTE Unit.

For auditing purposes, schools are required to keep accurate records of their expenditures. Schools must maintain an inventory of all items purchased with VTEA funds that exceed a cost of \$1,000, prepare an inventory sheet that includes the manufacturer, model, serial number, funding source, and purpose. All items must have an inventory tag located on the item that includes school and funding source.

School Allocations

The VTEA allocation is based on school/program eligibility as outlined in the VTEA Application Guidelines, ongoing accountability for expected student and program outcomes, and mandated requirements of the Perkins IV Act. Eligible programs must have the following elements:

- ❖ Rigorous and Regents-approved standards for graduation, reflecting the common core state standards
- ❖ A cohesive sequence of academic courses paired with CTE courses and integrated content as appropriate, building to both basic and enhanced competencies.
- ❖ Specific mechanisms that connect the entire high school program to a related industry and postsecondary pathway.
- ❖ Provide students with valid Work Based Learning opportunities throughout the CTE program of study.
- ❖ Designed to culminate with a recognized credential or certificate and explicit postsecondary opportunities.

The distribution of VTEA funds to schools is guided by a formula that is based on the number of students enrolled in an eligible Program of Study with additional weight given as follows:

- ❖ The program's tier, a designation that accounts for the level of operating expense of a program
- ❖ Whether a program is State approved or has been submitted to the DOE/SED and is pending State approval
- ❖ Whether a school is designated as a CTE high school.

For more information about VTEA allocation and guidelines, use the link below:
<http://schools.nyc.gov/NR/rdonlyres/E36FE707-5697-4617-8054-732EF20598B3/0/VTEAApplicationGuidelines201112.pdf>

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

ACTION	DEADLINE TO OMPG-CTE UNIT
OTPS Scheduling in Galaxy	September 19, 2011
Budget Modifications	January 20, 2012
Purchase Orders deadline for expenditures	February 15, 2012
FAMIS Orders Deadline for Equipment Purchases	February 15, 2012
SIPP (IMPREST) Expenditure	May 31, 2012
Per Session Expenditures Deadline	June 22, 2012

Note: Deadlines above will be strictly adhered to in order to ensure appropriate planning and spending of this supplemental funding resource. Funds are subject to retrieval and re-allocation as appropriate and in accordance with guidelines and deadlines.

Note: All scheduling and spending of the allocation must be aligned with the program application and budget submitted for the 2011-2012 school year. All modifications must be requested through the appropriate CFN budget team and will be monitored in coordination with the OPSR-CTE Unit. Specific steps and procedures for budget modification requests will be forwarded separately.

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

Allowable Programs and Services

Proposals for funding must improve career and technical education and be targeted to and focused on at least some of the nine mandated activities described below such as: program improvement; technology expansion; professional development; and relationship building with business, industry and postsecondary institutions.

Mandated Activities

(NYSED <http://www.p12.nysed.gov/cte/perkins4/docs/NYPerkinsIVGuide0508.htm>)

- i. Strengthen the academic and career and technical skills of students participating in CTE programs by strengthening the academic and CTE components of these programs through the integration of academics with CTE programs through a coherent sequence of courses to ensure learning in the core academic and career and technical education subjects.
- ii. Link CTE at the secondary and postsecondary level, including by offering the relevant elements of not less than one program of study
- iii. Provide students with strong experience in and understanding of all aspects of an industry, which should include work-based learning experiences.
- iv. Develop, improve or expand the use of technology in CTE, which may include:
 - a) training of CTE personnel to use technology, which may include distance learning;
 - b) providing CTE students with the skills needed to enter technology and telecommunications fields; or
 - c) encouraging schools to collaborate with high technology industries to offer internships and mentoring programs.

- v. Provide in-service and pre-service professional development programs to teachers, faculty, administrators, and career guidance and academic CTE counselors on topics including:
 - a) effective integration of academics and CTE
 - b) effective teaching skills based on research
 - c) effective practices to improve parental and community development
 - d) effective use of scientifically-based research and data to improve instruction
 - e) provision of programs that ensure that teachers and CTE personnel stay current with all aspects of the industry
 - f) involvement of internship programs that provide relevant business experience to teachers; and
 - g) programs designed to train teachers specifically in the use and application of technology
- vi. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
- vii. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
- viii. Provide services and activities that are of sufficient size, scope and quality to be effective.
- ix. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high skill, high wage, and high demand occupations that will lead to self-sufficiency.

Allowable Expenditures

VTEA funds may only be used for activities allowable as indicated in the guidelines outlined above. VTEA funding is meant to supplement, not supplant. Item identification and codes for Personnel Services (PS), Other than Personnel Services (OTPS) and Equipment are provided in the application. You will need to select relevant item(s), amounts and provide a brief purpose.

All expenditures must further student achievement by supporting program objectives, including related activities and outcomes.

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 \$5,000 and above) acquisition, installation, repair and maintenance. **Equipment expenditures (code 315, and 3 32) are limited to no more**

than 25% of the entire VTEA budget allocation, please contact the CTE Office if you need to make adjustments.

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

Performance Goals for 2011-12

In your proposal you were required to identify up to 8 expected outcomes relevant to your Program of Study and identify the type of assessment tool that would be used. Below are possible objectives that may have been identified along with the performance levels required by the New York State Education Department.

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.
- ❖ 85 % 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. 70% of completers will take and pass their skills technical assessment.

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

- ❖ 29 % of completers will be members of the non-traditional gender for the selected program.

Others

- ❖ We recommend including additional measurable outcomes on a relevant industry assessment, percent completing the sequence, other post secondary articulation goals, attendance goals, etc. See below for examples.

Other Sample Performance Indicators:

- ❖ 87% of students will demonstrate proficiency in the NOCTI Workplace Readiness exam as compared to 84% last year.
- ❖ 97% of all students enrolled and complete the course will receive a passing class grade of 65% or higher as compared to 95 % the previous year.
- ❖ 92% of students will improve their literacy skills as measured by the improvement on their English Regents Examination, an increase of 2% from 90% to 92%.
- ❖ 88% of graduating students will attend post secondary institutions as compared to 85% last year.
- ❖ Student attendance will increase to 91% as opposed to 88% last year.

- ❖ 84% of graduating seniors will pass all of their Regents exams as compared to 81% last year.

Federal Civil Rights Compliance

Please refer to the below link for information on the Federal Civil Rights Compliance and the 2011-2012 Performance Goals as provided by New York State Education Department:
<http://www.emsc.nysed.gov/cte/perkins4/home.html>

Allocations must be scheduled in the allocation category **VATEA**.

[Click here to download a copy of the School Allocation Memorandum.](#)

Attachment(s):

Table 1 – VTEA Spending Plan ([click here for a downloadable Excel file](#))

Table 2 – School Allocations ([click here for a downloadable Excel file](#))

VC: dz

C: Shael Suransky	John Duval	Debra Lesser
Josh Thomases	Steve Higgins	Regina Flannery
Veronica Conforme	Florence Jackson	Noel De La Rosa
Vanda Belusic-Vollor	John Becker	David Fischer
Melissa Silberman	Iris Blanc	

TABLE 1

FY12 VTEA SPENDING PLAN

VTEA GRANT AWARD			\$16,984,692
D.40 Central		\$	2,528,331.00
	3.40% Indirect Cost	\$	84,310.00
D.40 Central Total Allocation			\$2,612,641
D.50 Special Education Initiatives, Central			
	Placement & Referral	\$	745,832.00
	3.40% Indirect Cost	\$	25,358.00
D.50 Special Education Initiatives, Central Total Allocation			\$771,190
D.75 Special Education School Programs, Citywide			
	Special Education Programs	\$	536,767.00
	3.40% Indirect Cost	\$	18,250.00
D.75 Special Education School Programs, Citywide Total Allocation			\$555,017
D.79 School Programs, Citywide			
	Dist 79 Programs	\$	298,400.00
	STEP Program	\$	70,754.00
	3.40% Indirect Cost	\$	6,214.00
D.79 CTE School Programs, Citywide Total Allocation			\$375,368
Schools, Citywide			
	Schools' Program Requests		10,402,317
	95HOLD Schools Reserve - Additional funds to be allocated		105,453
Schools Allocation (no indirect cost)			\$10,507,770
	3.40% Indirect Cost - not allocated to schools	\$	351,480.00
	95HOLD Central Reserve for Schools to cover Internal Services	\$	811,807.00
Schools, Citywide Total Allocation			\$11,319,577
Success via Apprenticeship			
(SVA) SAM	CTE Intern Teacher Salaries - Assigned to CTE Schools	\$	966,786.00
	3.40% Indirect Cost	\$	32,667.00
Success via Apprenticeship (SVA) SAM			\$999,453
Available Balance			\$0
ADULT EDUCATION*			\$670,512

*Note: This is a preliminary number based on the Adult Education Applications from SED for FY12.

**School Allocation Memorandum No. 55, FY 12
Vocational and Technical Education Allocation
(VTEA)**

Table 2: School Allocations

Cluster	Network	Location	Amount*
94CL01	94N108	01M515	17,096
94CL04	94N405	02M288	100,053
94CL01	94N105	02M316	8,550
94CL04	94N404	02M392	23,321
94CL05	94N561	02M393	37,785
94CL01	94N108	02M420	42,816
94CL05	94N561	02M422	29,105
94CL04	94N406	02M460	42,684
94CL06	94N611	02M489	25,549
94CL01	94N105	02M507	24,201
94CL01	94N106	02M519	40,011
94CL01	94N112	02M520	139,465
94CL04	94N406	02M529	41,197
94CL05	94N561	02M542	45,436
94CL01	94N105	02M551	70,341
94CL02	94N206	02M600	314,641
94CL01	94N107	02M615	104,535
94CL06	94N610	02M620	129,097
94CL02	94N206	02M625	254,903
94CL02	94N202	02M630	240,716
94CL05	94N511	03M299	11,700
94CL01	94N105	03M402	31,470
94CL01	94N107	03M479	46,833
94CL04	94N405	03M485	92,046
94CL04	94N405	03M494	4,529
94CL02	94N201	05M692	66,895
94CL01	94N107	06M467	35,605
94CL01	94N106	07X522	24,228
94CL02	94N206	07X600	214,695
94CL02	94N206	07X655	196,331
94CL06	94N603	08X405	134,779
94CL06	94N603	08X519	35,962
94CL05	94N532	08X650	169,998
94CL04	94N406	09X365	59,015
94CL05	94N534	09X412	20,610

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Cluster	Network	Location	Amount*
94CL05	94N534	09X525	29,578
94CL05	94N562	10X213	45,976
94CL05	94N562	10X284	45,053
94CL01	94N104	10X368	44,277
94CL04	94N406	10X433	3,124
94CL06	94N603	10X437	34,975
94CL02	94N202	10X440	4,554
94CL06	94N610	10X475	43,600
94CL01	94N106	10X524	24,199
94CL06	94N603	10X660	180,931
94CL06	94N603	11X270	40,064
94CL06	94N603	11X275	163,619
94CL06	94N610	11X415	30,200
94CL06	94N603	11X418	17,162
94CL05	94N532	11X455	81,863
94CL06	94N610	12X690	9,642
94CL04	94N408	13K336	4,370
94CL01	94N103	13K419	29,115
94CL02	94N201	13K430	269,212
94CL01	94N112	13K605	149,421
94CL05	94N511	13K674	38,063
94CL05	94N551	14K477	29,058
94CL06	94N611	14K478	141,816
94CL04	94N404	14K558	86,707
94CL05	94N561	14K586	11,500
94CL05	94N563	14K610	250,458
94CL01	94N112	15K497	14,700
94CL01	94N112	15K519	15,359
94CL01	94N110	16K455	67,342
94CL01	94N103	16K498	5,790
94CL05	94N563	16K688	14,700
94CL05	94N511	17K122	24,264
94CL05	94N511	17K408	67,047
94CL05	94N563	17K539	4,683
94CL05	94N563	17K544	13,974

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Table 2: School Allocations

Cluster	Network	Location	Amount*
94CL05	94N563	17K548	14,537
94CL02	94N202	17K600	200,192
94CL06	94N610	17K625	90,503
94CL05	94N563	17K751	34,590
94CL06	94N605	18K563	35,420
94CL04	94N403	18K567	50,465
94CL05	94N563	18K617	42,743
94CL02	94N206	18K629	11,299
94CL04	94N404	18K642	10,002
94CL05	94N563	19K502	14,586
94CL06	94N611	19K615	288,170
94CL05	94N563	19K618	24,287
94CL06	94N611	19K660	149,429
94CL04	94N405	20K445	91,631
94CL04	94N405	20K490	66,192
94CL04	94N408	21K348	6,062
94CL01	94N112	21K410	74,712
94CL04	94N405	21K525	51,932
94CL06	94N611	21K540	35,107
94CL04	94N404	21K559	7,986
94CL04	94N405	21K620	88,156
94CL06	94N611	21K690	21,722
94CL04	94N405	22K405	85,188
94CL04	94N405	22K425	113,165
94CL06	94N605	22K495	121,764
94CL02	94N202	24Q264	57,377
94CL02	94N201	24Q455	173,481
94CL02	94N202	24Q485	53,574
94CL02	94N202	24Q550	29,045
94CL02	94N202	24Q600	291,871
94CL02	94N201	24Q610	300,322
94CL04	94N406	25Q285	14,565
94CL02	94N201	25Q425	148,065
94CL02	94N202	25Q460	49,964
94CL02	94N201	25Q525	50,983

**School Allocation Memorandum No. 55, FY 12
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Table 2: School Allocations

Cluster	Network	Location	Amount*
94CL05	94N511	26Q430	118,902
94CL02	94N201	26Q495	87,166
94CL04	94N404	26Q566	29,128
94CL01	94N108	27Q324	29,186
94CL06	94N611	27Q400	122,530
94CL02	94N201	27Q475	16,610
94CL06	94N611	27Q480	66,017
94CL04	94N403	27Q650	181,455
94CL02	94N201	28Q440	60,831
94CL06	94N610	28Q470	4,697
94CL05	94N561	28Q505	138,917
94CL02	94N201	28Q620	447,243
94CL02	94N201	29Q272	26,851
94CL02	94N201	29Q496	6,039
94CL05	94N535	30Q227	11,802
94CL05	94N561	30Q301	54,968
94CL02	94N201	30Q445	79,119
94CL02	94N202	30Q450	64,272
94CL02	94N201	30Q501	30,198
94CL04	94N403	30Q502	43,069
94CL02	94N202	30Q555	6,540
94CL05	94N563	31R440	73,315
94CL05	94N563	31R445	113,335
94CL06	94N611	31R450	232,729
94CL04	94N405	31R455	180,488
94CL04	94N405	31R460	46,050
94CL04	94N405	31R600	212,431
94CL02	94N201	31R605	106,748
	Schools Reserve	95HOLD	105,453
TOTAL			10,507,770

*Note: This does not reflect funds for Internal Services.