

SCHOOL ALLOCATION MEMORANDUM NO. 55, FY 13

DATE: August 20, 2012

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

FROM: Michael Tragale, 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.

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

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/sam01_1b.pdf

Perkins IV VTEA allocations are a result of schools' supplemental integrated application based on the 2012-2013 application guidelines. Table #1 outlines individual schools **2012 Perkins** allocations that were generated based on the schools' application and the 2012-2013 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.

Part of the schools allocation will be held back until October 22, 2012 so that the OPSR-CTE Unit can verify that each school has submitted the necessary data into the STARS Data reporting system, this would include CTE sequences, courses, and students. The amount indicated will then be released to the CFN who will then schedule based on the approved school budgets.

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/ChoicesEnrollment/CTE/Educators/Carl+C.+Perkins+IV+20009+%28VTEA+Funding+FY+09%29.htm>

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 21, 2012
Budget Modifications	January 31, 2013
Purchase Orders deadline for expenditures	February 29, 2013
FAMIS Orders Deadline for Equipment Purchases	February 29, 2013
SIPP (IMPREST) Expenditure	June 1, 2013
Per Session Expenditures Deadline	June 24, 2013

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 2012-2013 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:
 - training of CTE personnel to use technology, which may include distance learning;
 - providing CTE students with the skills needed to enter technology and telecommunications fields; or
 - 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:
 - effective integration of academics and CTE
 - effective teaching skills based on research,
 - effective practices to improve parental and community involvement;

- effective use of scientifically-based research and data to improve instruction
 - provision of programs that ensure that teachers and CTE personnel stay current with all aspects of the industry;
 - involvement of internship programs that provide relevant business experience to teachers; and
 - 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 332) 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 2012-13

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 2012-2013 Performance Goals as provided by New York State Education Department:

<http://www.p12.nysed.gov/cte/perkins4/civilrights/>

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 [\(click here for a downloadable Excel file\)](#)

MT: ydr

C:	Shael Suransky	Melissa Silberman	Iris Blanc
	Josh Thomases	John Duval	Debra Lesser
	Veronica Conforme	David Fischer	Regina Flannery
	Vanda Belusic-Vollor	John Becker	

TABLE 1

FY13 VTEA SPENDING PLAN

VTEA GRANT AWARD			\$13,658,405
D.40 CENTRAL		\$	2,113,159.00
	3.20% Indirect Cost	\$	67,621.00
D.40 Central Total Allocation			\$2,180,780
D.50 Special Education Initiatives, Central			
	Placement & Referral	\$	588,274.00
	3.20% Indirect Cost	\$	18,825.00
D.50 Special Education Initiatives, Central Total Allocation			\$607,099
D.75 Special Education School Programs, Citywide			
	Special Education Programs	\$	428,028.00
	3.20% Indirect Cost	\$	13,697.00
D.75 Special Education School Programs, Citywide Total Allocation			\$441,725
D.79 School Programs, Citywide			
	Dist 79 Programs	\$	236,630.00
	STEP Program	\$	56,254.00
	3.20% Indirect Cost	\$	7,572.00
D.79 CTE School Programs, Citywide Total Allocation			\$300,456
Schools, Citywide			
	Schools' Program Requests	\$	8,095,072.00
	Additional Funds to be allocated	\$	47,549.00
Schools Allocation (no indirect cost)			\$ 8,142,621.00
	3.20% Indirect Cost - not allocated to schools	\$	284,163.00
	95HOLD Central Reserve for Schools to cover Internal Services	\$	735,615.00
Schools, Citywide Total Allocation			\$9,162,399
Success via Apprenticeship (SVA) SAM			
	CTE Intern Teacher Salaries - Assigned to CTE Schools	\$	935,994.00
	3.20% Indirect Cost	\$	29,952.00
Success via Apprenticeship (SVA) SAM			\$965,946
Available Balance			\$0

ADULT EDUCATION*	\$445,488
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*Note: This is a preliminary number based on the Adult Education Application from SED for FY13

**School Allocation Memorandum No. 55, FY 13
Vocational and Technical Education Allocation
(VTEA)**

Table 2: Schools Allocations Summary

Cluster	Network	Location	Amount
94CL01	94N108	01M515	12,015
94CL04	94N405	02M288	87,598
94CL04	94N404	02M392	3,199
94CL05	94N561	02M393	27,568
94CL01	94N108	02M420	33,014
94CL05	94N561	02M422	14,540
94CL06	94N610	02M460	24,123
94CL06	94N611	02M489	17,890
94CL01	94N105	02M507	41,385
94CL01	94N106	02M519	30,976
94CL01	94N112	02M520	99,339
94CL04	94N402	02M529	19,905
94CL04	94N402	02M533	24,212
94CL05	94N561	02M542	32,322
94CL05	94N561	02M546	20,257
94CL01	94N105	02M551	66,219
94CL02	94N206	02M600	259,585
94CL01	94N107	02M615	90,725
94CL06	94N610	02M620	49,447
94CL02	94N202	02M630	208,234
94CL05	94N521	03M299	3,871
94CL01	94N105	03M402	16,174
94CL01	94N107	03M479	36,309
94CL04	94N405	03M485	74,260
94CL04	94N405	03M494	969
94CL06	94N603	05M367	14,531
94CL02	94N201	05M692	51,800
94CL01	94N107	06M467	22,624
94CL02	94N201	06M540	31,278
94CL01	94N106	07X522	32,944
94CL05	94N562	07X600	93,248
94CL06	94N610	07X655	84,404
94CL06	94N603	08X405	87,517
94CL06	94N603	08X519	22,502
94CL01	94N107	08X559	20,591
94CL06	94N610	08X650	68,787
94CL04	94N402	09X365	48,869
94CL01	94N106	09X403	7,650
94CL05	94N536	09X525	17,787
94CL05	94N562	10X213	35,039
94CL05	94N562	10X284	24,919
94CL01	94N104	10X368	27,731
94CL04	94N402	10X433	1,190
94CL06	94N603	10X437	29,052
94CL05	94N562	10X439	13,505

Table 2: Schools Allocations Summary

Cluster	Network	Location	Amount
94CL02	94N202	10X440	5,036
94CL06	94N610	10X475	26,354
94CL01	94N106	10X524	24,207
94CL01	94N106	10X565	24,225
94CL06	94N610	10X660	88,299
94CL06	94N603	11X270	22,622
94CL06	94N603	11X275	141,371
94CL06	94N603	11X418	14,520
94CL05	94N536	11X455	55,387
94CL01	94N103	13K419	28,214
94CL02	94N201	13K430	316,867
94CL01	94N112	13K499	7,853
94CL01	94N112	13K605	132,433
94CL05	94N521	13K674	25,520
94CL05	94N551	14K477	11,689
94CL06	94N611	14K478	114,445
94CL04	94N404	14K558	73,989
94CL05	94N561	14K586	8,912
94CL05	94N563	14K610	196,934
94CL01	94N112	15K497	14,600
94CL01	94N112	15K519	17,737
94CL04	94N402	16K455	45,647
94CL01	94N103	16K498	7,025
94CL05	94N521	17K122	29,070
94CL05	94N521	17K408	50,405
94CL05	94N563	17K539	4,409
94CL05	94N521	17K543	9,690
94CL05	94N563	17K548	8,000
94CL02	94N202	17K600	221,197
94CL06	94N610	17K625	23,590
94CL05	94N563	17K751	28,788
94CL06	94N605	18K563	28,426
94CL04	94N404	18K566	9,759
94CL04	94N403	18K567	45,443
94CL05	94N563	18K617	44,324
94CL02	94N201	18K629	9,535
94CL04	94N403	18K642	9,901
94CL05	94N563	19K502	15,812
94CL05	94N563	19K510	19,385
94CL06	94N611	19K615	242,770
94CL05	94N563	19K618	15,887
94CL06	94N611	19K660	125,650
94CL04	94N405	20K445	53,550
94CL04	94N405	20K490	53,631
94CL04	94N408	21K348	4,775
94CL01	94N112	21K410	48,684
94CL04	94N405	21K525	34,553
94CL06	94N611	21K540	22,214
94CL04	94N404	21K559	7,281

Table 2: Schools Allocations Summary

Cluster	Network	Location	Amount
94CL04	94N405	21K620	116,805
94CL06	94N611	21K690	17,805
94CL04	94N405	22K405	69,817
94CL04	94N405	22K425	71,041
94CL06	94N611	22K495	80,297
94CL02	94N202	24Q264	33,877
94CL02	94N201	24Q455	141,182
94CL02	94N202	24Q485	76,785
94CL02	94N202	24Q550	19,829
94CL02	94N202	24Q600	282,349
94CL02	94N201	24Q610	320,011
94CL04	94N402	25Q285	11,291
94CL02	94N201	25Q425	124,470
94CL02	94N202	25Q460	25,649
94CL02	94N201	25Q525	40,379
94CL05	94N521	26Q430	94,912
94CL05	94N561	26Q495	84,443
94CL04	94N404	26Q566	28,344
94CL04	94N404	27Q400	52,603
94CL02	94N201	27Q475	2,004
94CL05	94N563	27Q480	32,675
94CL04	94N403	27Q650	149,358
94CL02	94N201	28Q440	40,905
94CL06	94N610	28Q470	5,425
94CL05	94N561	28Q505	92,638
94CL02	94N201	28Q620	378,568
94CL02	94N201	29Q272	24,534
94CL02	94N201	29Q496	3,615
94CL05	94N535	30Q227	9,690
94CL05	94N561	30Q301	67,664
94CL02	94N201	30Q445	51,550
94CL02	94N202	30Q450	52,706
94CL02	94N201	30Q501	13,301
94CL04	94N403	30Q502	37,263
94CL02	94N202	30Q555	4,096
94CL05	94N563	31R440	70,961
94CL05	94N563	31R445	110,214
94CL06	94N611	31R450	228,138
94CL04	94N405	31R455	125,853
94CL04	94N405	31R460	21,888
94CL04	94N405	31R600	185,995
94CL02	94N201	31R605	93,423
TOTAL			8,095,072