

SCHOOL ALLOCATION MEMORANDUM NO. 74, FY 14

DATE: September 17, 2013

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) allocates VTEA funds to provide supplemental funding to improve the quality and capacity of CTE programs and increase opportunities related to career-focused education available to secondary education students in New York City. 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 Department of Education tax levy instructional funding as outlined in School Allocation Memorandum:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/AM_FY14_CAT.html

Perkins IV VTEA allocations are a result of schools' supplemental integrated application based on the 2013-2014 application guidelines. Table #1 outlines individual schools **2013 Perkins** allocations that were generated based on the schools' application and the 2013-2014 allocation plan developed by the CTE Unit.

Schools and CFNs 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.

All schools are required to update and maintain their data in the STARS reporting system and spend their funds accordingly. The OPSR-CTE Unit will perform a mid-year review of all schools that are receiving an allocation award. This review will verify schools' data in STARS, including CTE sequences, courses, and student enrollment. They will also monitor the rate of spending. If it is determined that a school will not be able to spend their allocation in a timely manner, its funds will be subject to rescission.

All schools **MUST** keep accurate records of their expenditures. Schools are required to maintain an inventory of all equipment items purchased with their VTEA funds for equipment has a per unit cost of \$5,000 or greater. An inventory sheet that includes the manufacturer, model, serial number, funding source, and purpose must be maintained. In addition, all items **MUST** have an inventory tag located on the item that includes school and funding source. All purchases need to follow the procedures outlined in the Standard Operating Procedures manual; <http://schools.nyc.gov/NR/rdonlyres/14F2B49A-0238-4D65-8378-79BE8B5C4DBE/0/SOPcont.pdf> and all logs and documentation must be maintained at the school if needed. Good audit practices also include maintaining inventory records on items like computers, printers, smart boards, etc. that cost less than \$5,000 per unit.

Per session activities funded through VTEA must comply with all the relevant rules and regulations, <http://docs.nycenet.edu/docushare/dsweb/Get/Document-327/C-175%20%2012-3-08%20Final.pdf>, including full records of job postings, timesheets, and time cards. All documents must have the appropriate supervisory signatures for processing. Failure to comply with these regulations can result in funding loss.

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.
- Valid, scaffolded Work Based Learning opportunities throughout the CTE program of study which may include activities such as job fairs, resume workshops, job shadowing, etc.
- Culmination in 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 has earned or is in progress toward earning State approval; and
- 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/65B1D82B-7CFB-472E-8AF9-0287A1C497EB/0/VTEAApplicationGuidelines201314.pdf>

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

ACTION	DEADLINE TO OPSR-CTE UNIT
OTPS Scheduling in Galaxy	September 20, 2013
Budget Modifications	January 31, 2014
Purchase Orders deadline for expenditures	February 28, 2014
FAMIS Orders Deadline for Equipment Purchases	February 28, 2014
SIPP (IMPREST) Expenditure	June 6, 2014
Per Session Expenditures Deadline	June 25, 2014

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 rescission 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 2013-2014 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.

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 are meant to supplement, not supplant. As such, they may only be used for activities allowable as indicated in the guidelines outlined above. Item identification and codes for Personnel Services (PS), Other Than Personnel Services (OTPS) and Equipment are provided in the application. In reporting their expenditures, schools must 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. For guidance on specific cases, 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 to make necessary 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 within the United States 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 materials, 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 2013-14

Each school was required to identify in its proposal up to eight expected outcomes relevant to its 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 nontraditional 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 2013-2014 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 **VTEA**.

[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

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TABLE 1

FY14 VTEA SPENDING PLAN

VTEA GRANT AWARD			\$13,147,186
D.40 CENTRAL			\$2,031,810
	3.30% Indirect Cost	\$	67,050.00
D.40 Central Total Allocation			\$2,098,860
D.50 Special Education Initiatives, Central			
	Placement & Referral	\$	508,415.00
	3.30% Indirect Cost	\$	16,778.00
D.50 Special Education Initiatives, Central Total Allocation			\$525,193
D.75 Special Education School Programs, Citywide			
	Special Education Programs	\$	381,301.00
	3.30% Indirect Cost	\$	12,583.00
D.75 Special Education School Programs, Citywide Total Allocation			\$393,884
D.79 School Programs, Citywide			
	Dist 79 Programs	\$	219,800.00
	STEP Program	\$	52,265.00
	3.30% Indirect Cost	\$	8,978.00
D.79 CTE School Programs, Citywide Total Allocation			\$281,043
Schools, Citywide			
	Schools' Program Requests	\$	8,688,071.00
	Additional Funds to be allocated	\$	-
Schools Allocation (no indirect cost)			\$ 8,688,071.00
	3.30% Indirect Cost - not allocated to schools	\$	286,706.00
	95HOLD Central Reserve for Schools to cover Internal Services	MM: \$581,276	
Schools, Citywide Total Allocation			\$8,974,777
Success via Apprenticeship			
(SVA) SAM	CTE Intern Teacher Salaries - Assigned to CTE Schools	\$	845,527.00
	3.30% Indirect Cost	\$	27,902.00
Success via Apprenticeship (SVA) SAM			\$873,429
Available Balance			\$0
ADULT EDUCATION*			\$428,609

School Allocation Memorandum No. 74, FY 14

Vocational and Technical Education Allocation (VTEA)

Table 2: Schools Allocations Summary

Cluster	Network	Location	Amount
94CL01	94N108	01M515	12,550
94CL01	94N105	02M135	14,526
94CL05	94N511	02M139	19,330
94CL04	94N405	02M288	101,919
94CL04	94N404	02M392	11,583
94CL05	94N561	02M393	49,123
94CL01	94N108	02M420	29,914
94CL05	94N561	02M422	14,780
94CL06	94N610	02M460	24,191
94CL06	94N611	02M489	20,827
94CL01	94N105	02M507	43,056
94CL01	94N106	02M519	31,471
94CL04	94N402	02M529	20,531
94CL04	94N402	02M533	30,500
94CL05	94N561	02M542	29,685
94CL05	94N561	02M546	24,260
94CL01	94N105	02M551	64,276
94CL02	94N206	02M600	256,929
94CL01	94N107	02M615	86,570
94CL06	94N610	02M620	15,971
94CL02	94N202	02M630	215,790
94CL05	94N511	03M299	11,248
94CL01	94N105	03M402	22,877
94CL04	94N405	03M485	71,713
94CL01	94N105	05M157	19,361
94CL02	94N201	05M692	65,200
94CL01	94N107	06M467	25,335
94CL05	94N511	07X259	19,336
94CL01	94N106	07X522	70,285
94CL05	94N562	07X600	79,786
94CL06	94N610	07X655	38,699
94CL06	94N603	08X405	78,021
94CL06	94N603	08X519	22,082
94CL01	94N107	08X559	21,626
94CL06	94N610	08X650	38,729
94CL04	94N402	09X365	71,726
94CL01	94N106	09X403	13,824
94CL06	94N611	09X412	4,353
94CL05	94N536	09X525	19,967

Table 2: Schools Allocations Summary

Cluster	Network	Location	Amount
94CL05	94N562	10X213	39,438
94CL01	94N108	10X264	19,260
94CL05	94N562	10X284	29,411
94CL05	94N571	10X368	39,265
94CL04	94N402	10X433	3,700
94CL06	94N603	10X437	24,596
94CL05	94N562	10X439	14,232
94CL02	94N202	10X440	11,301
94CL01	94N106	10X524	25,413
94CL01	94N106	10X565	33,071
94CL06	94N610	10X660	44,411
94CL06	94N603	11X270	26,366
94CL06	94N603	11X275	138,613
94CL06	94N603	11X418	17,807
94CL05	94N536	11X455	75,819
94CL04	94N404	11X508	18,675
94CL01	94N103	13K419	20,616
94CL02	94N201	13K430	317,407
94CL01	94N112	13K605	127,523
94CL05	94N511	13K674	36,836
94CL05	94N551	14K477	39,307
94CL06	94N611	14K478	125,477
94CL04	94N404	14K558	93,652
94CL05	94N563	14K610	173,575
94CL01	94N112	15K497	15,200
94CL01	94N112	15K519	14,542
94CL04	94N402	16K455	47,614
94CL01	94N103	16K498	9,149
94CL05	94N511	17K122	29,439
94CL05	94N511	17K408	48,292
94CL05	94N511	17K543	9,550
94CL05	94N563	17K548	14,940
94CL02	94N202	17K600	196,847
94CL05	94N563	17K751	32,466
94CL06	94N605	18K563	28,398
94CL04	94N403	18K567	38,924
94CL05	94N563	18K617	52,528
94CL02	94N201	18K629	7,130
94CL04	94N403	18K642	4,714
94CL05	94N563	19K502	19,330
94CL05	94N563	19K510	16,042
94CL06	94N611	19K615	239,496
94CL05	94N563	19K618	34,471

Table 2: Schools Allocations Summary

Cluster	Network	Location	Amount
94CL06	94N611	19K660	115,403
94CL04	94N405	20K445	70,359
94CL05	94N563	20K490	46,873
94CL01	94N112	21K410	51,030
94CL04	94N405	21K525	31,418
94CL06	94N611	21K540	12,668
94CL04	94N404	21K559	18,447
94CL04	94N405	21K620	116,886
94CL06	94N611	21K690	22,835
94CL04	94N405	22K405	76,187
94CL04	94N405	22K425	67,941
94CL06	94N610	22K495	68,556
94CL02	94N202	24Q264	41,392
94CL05	94N536	24Q455	115,020
94CL02	94N202	24Q485	68,997
94CL02	94N202	24Q550	38,897
94CL02	94N202	24Q600	286,695
94CL05	94N536	24Q610	321,831
94CL02	94N201	25Q425	126,623
94CL02	94N202	25Q460	41,933
94CL02	94N201	25Q525	41,483
94CL05	94N536	26Q430	95,298
94CL05	94N561	26Q495	105,447
94CL04	94N404	26Q566	27,072
94CL05	94N561	27Q302	19,908
94CL04	94N404	27Q400	43,500
94CL02	94N201	27Q475	648
94CL05	94N563	27Q480	33,516
94CL04	94N403	27Q650	152,007
94CL05	94N536	28Q440	51,960
94CL06	94N610	28Q470	4,887
94CL05	94N561	28Q505	93,771
94CL02	94N201	28Q620	392,296
94CL04	94N404	29Q243	19,379
94CL02	94N201	29Q272	29,434
94CL06	94N610	29Q496	11,785
94CL05	94N571	30Q227	9,670
94CL05	94N511	30Q258	19,368
94CL05	94N561	30Q301	77,941
94CL02	94N201	30Q445	50,115
94CL02	94N202	30Q450	48,779
94CL02	94N201	30Q501	27,850
94CL04	94N403	30Q502	47,098

Table 2: Schools Allocations Summary

Cluster	Network	Location	Amount
94CL02	94N202	30Q555	5,181
94CL05	94N563	31R440	74,399
94CL05	94N563	31R445	90,378
94CL06	94N611	31R450	212,580
94CL04	94N405	31R455	123,863
94CL04	94N405	31R460	34,857
94CL04	94N405	31R600	179,853
94CL02	94N201	31R605	94,261
TOTAL			8,125,368