

## SCHOOL ALLOCATION MEMORANDUM NO. 71, FY 2015

**DATE:** September 24, 2014

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

**FROM:** Raymond J. Orlando, Chief Financial Officer

**SUBJECT:** Carl D. Perkins Career and Technical Education Improvement Act IV  
(Vocational and Technical Education Allocation, VTEA)

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The Career and Technical Education (CTE) Unit, Office of Postsecondary Readiness (OPSR), Division of Teaching and Learning (DTL) 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/fy14\\_15/FY15\\_PDF/sam01\\_1b.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam01_1b.pdf)

Perkins IV VTEA allocations are a result of schools' supplemental integrated application based on the 2014-2015 application guidelines. Table #2 outlines individual schools **FY15 Perkins** allocations that were generated based on the schools' application and the 2014-2015 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 the 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 items purchased with their VTEA funds that exceed a cost of \$5,000 within 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. 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.

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. Schools **MUST** maintain a log of all per session activities with associated bulk job and keep all job postings, applications and timesheets. Time cards must be stamped when available or signed off by the supervisor if unavailable and a copy must be placed in the appropriate log.

### **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
- 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 NY 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://authoring.nycboe.net/NR/rdonlyres/1B7C1CA3-47DD-474B-8F33-43B043E48E6B/161662/VTEAApplicationGuidelines201415v2.docx>

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

<b>ACTION</b>	<b>DEADLINE TO OPSR-CTE UNIT</b>
OTPS Scheduling in Galaxy	September 26, 2014
Budget Modifications	January 30, 2015
Purchase Orders deadline for expenditures	February 26, 2015
FAMIS Orders Deadline for Equipment Purchases	February 26, 2015
SIPP (IMPREST) Expenditure	June 11, 2015
Per Session Expenditures Deadline	June 26, 2015

**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 2014-2015 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.

1. Strengthen the academic and career and technical skills of CTE students participating in career and technical education 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, such as career and technical programs of study;
2. Link secondary level CTE with postsecondary level CTE programs by offering the relevant elements of at least one career and technical program that has been approved under the New York State Regents Policy on CTE (in the Perkins IV, these programs are referred to as "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 CTE, which may include:
  - a. Training of career and technical education teachers, faculty, and administrators to use technology;
  - b. Providing CTE 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
  - c. 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;
5. Provide professional development programs to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including:
  - a. In-service and pre-service training on: effective integration and use of challenging academic and career and technical education provided jointly with academic teachers; effective teaching skills based on research that includes promising practices; effective practices to improve parental and community involvement; and, effective use of scientifically based research and data to improve instruction
  - b. Support of CTE teacher education programs that allows them to stay current with all aspects of an industry;
  - c. Internship programs that provide relevant business experience; and
  - d. Programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
6. Develop and implement evaluations of the career and technical education programs funded under this title, including an assessment of how the needs of special populations are being met;
7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
8. Provide services and activities that are of sufficient size, scope, and quality to be effective; and
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or 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 2014-15**

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**

- 87% of completers will pass all applicable Regents examinations. Completers with Individual Education Plans will pass the Regents Competency Tests.
- 87% 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**

- 31% 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 completing the course will receive a passing class grade of 65% or higher, as compared to 95% of all students 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 **VATEA**.

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

Attachment(s):

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

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

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C: Vanda Belusic-Vollor

Tom Pendleton

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TABLE 1

## FY15 VTEA SPENDING PLAN

<b>VTEA GRANT AWARD</b>			<b>\$12,888,474</b>
D.40 CENTRAL			\$2,077,018
	3.20% Indirect Cost	\$	66,465.00
<b>D.40 Central Total Allocation</b>			<b>\$2,143,483</b>
D.50 Special Education Initiatives, Central			
	Placement & Referral	\$	500,920.00
	3.20% Indirect Cost	\$	16,029.00
<b>D.50 Special Education Initiatives, Central Total Allocation</b>			<b>\$516,949</b>
D.75 Special Education School Programs, Citywide			
	Special Education Programs	\$	369,006.00
	3.20% Indirect Cost	\$	11,808.00
<b>D.75 Special Education School Programs, Citywide Total Allocation</b>			<b>\$380,814</b>
D.79 School Programs, Citywide			
	Dist 79 Programs	\$	210,282.00
	STEP Program	\$	48,130.00
	3.20% Indirect Cost	\$	8,269.00
<b>D.79 CTE School Programs, Citywide Total Allocation</b>			<b>\$266,681</b>
Schools, Citywide			
	Schools' Program Requests	\$	7,894,718.00
	Additional Funds to be allocated	\$	-
<b>Schools Allocation (no indirect cost)</b>			<b>\$ 7,894,718.00</b>
	3.20% Indirect Cost - not allocated to schools	\$	269,862.00
	95HOLD Central Reserve for Schools to cover Internal Services MM	\$	538,466.00
<b>Schools, Citywide Total Allocation</b>			<b>\$ 8,703,046.00</b>
Success via Apprenticeship (SVA) SAM			
	CTE Intern Teacher Salaries - Assigned to CTE Schools	\$	850,292.00
	3.20% Indirect Cost	\$	27,209.00
<b>Success via Apprenticeship (SVA) SAM</b>			<b>\$877,501</b>
<b>Available Balance</b>			<b>\$0</b>
<b>ADULT EDUCATION*</b>			<b>\$326,191</b>

**School Allocation Memorandum No. 71, FY 2015  
Vocational and Technical Education Allocation  
(VTEA)**

**Table 2: Schools Allocation Summary**

<b>Cluster</b>	<b>Network</b>	<b>Location</b>	<b>Amount</b>
94CL01	94N105	02M135	18,783
94CL05	94N521	02M139	22,302
94CL05	94N521	02M280	18,472
94CL01	94N105	02M282	18,473
94CL04	94N405	02M288	107,997
94CL04	94N404	02M392	13,333
94CL05	94N561	02M393	53,905
94CL01	94N108	02M420	27,029
94CL06	94N611	02M489	13,336
94CL01	94N105	02M507	51,416
94CL01	94N106	02M519	39,340
94CL04	94N405	02M529	23,751
94CL04	94N402	02M533	31,700
94CL05	94N561	02M542	31,229
94CL05	94N561	02M546	28,850
94CL01	94N105	02M551	69,569
94CL02	94N206	02M600	220,144
94CL01	94N107	02M615	82,950
94CL02	94N202	02M630	239,353
94CL05	94N521	03M299	15,871
94CL01	94N105	03M402	21,663
94CL04	94N411	03M485	87,031
94CL01	94N105	05M157	20,549
94CL05	94N536	05M362	38,691
94CL02	94N201	05M692	60,258
94CL05	94N521	06M211	18,476
94CL01	94N107	06M467	21,822
94CL05	94N521	07X259	31,747
94CL01	94N106	07X522	72,268
94CL05	94N562	07X600	63,286
94CL06	94N603	07X655	10,000
94CL06	94N603	08X405	38,862
94CL06	94N603	08X519	27,739
94CL05	94N536	08X650	16,092
94CL04	94N402	09X365	52,493
94CL01	94N106	09X403	21,531
94CL06	94N611	09X412	12,277
94CL05	94N562	10X213	36,656
94CL01	94N108	10X264	27,706
94CL05	94N562	10X284	28,217
94CL05	94N571	10X368	76,371
94CL04	94N402	10X433	3,313

**Table 2: Schools Allocation Summary**

<b>Cluster</b>	<b>Network</b>	<b>Location</b>	<b>Amount</b>
94CL06	94N603	10X437	23,788
94CL05	94N562	10X439	18,277
94CL01	94N106	10X524	46,310
94CL01	94N106	10X565	29,711
94CL06	94N603	10X660	12,141
94CL06	94N603	11X270	9,353
94CL06	94N603	11X275	140,144
94CL06	94N603	11X418	23,587
94CL05	94N536	11X455	71,080
94CL04	94N404	11X508	14,354
94CL01	94N103	13K419	19,239
94CL02	94N201	13K430	294,402
94CL01	94N112	13K605	91,158
94CL05	94N521	13K674	41,585
94CL05	94N551	14K477	38,708
94CL06	94N611	14K478	117,458
94CL04	94N404	14K558	103,259
94CL05	94N563	14K610	89,558
94CL01	94N112	15K497	16,283
94CL01	94N112	15K519	11,902
94CL04	94N402	16K455	11,195
94CL05	94N563	16K688	9,158
94CL05	94N521	17K122	35,221
94CL05	94N521	17K408	28,279
94CL05	94N521	17K543	12,813
94CL05	94N563	17K548	18,575
94CL02	94N202	17K600	211,967
94CL05	94N563	17K751	34,003
94CL04	94N403	18K567	29,626
94CL05	94N563	18K617	58,747
94CL06	94N611	18K642	4,323
94CL05	94N563	19K502	15,029
94CL05	94N563	19K510	14,409
94CL06	94N611	19K615	192,067
94CL05	94N563	19K618	40,860
94CL06	94N611	19K660	93,065
94CL01	94N105	19K764	18,090
94CL04	94N405	20K445	61,965
94CL05	94N563	20K485	10,000
94CL05	94N563	20K490	42,398
94CL01	94N112	21K410	56,903
94CL04	94N405	21K525	34,142
94CL06	94N611	21K540	9,271
94CL04	94N404	21K559	14,307
94CL05	94N536	21K620	118,695
94CL04	94N405	22K405	70,099
94CL04	94N405	22K425	49,462

**Table 2: Schools Allocation Summary**

<b>Cluster</b>	<b>Network</b>	<b>Location</b>	<b>Amount</b>
94CL05	94N531	22K495	5,760
94CL02	94N202	24Q264	43,330
94CL05	94N536	24Q455	94,450
94CL02	94N202	24Q485	60,320
94CL02	94N202	24Q550	23,207
94CL02	94N202	24Q600	399,733
94CL05	94N536	24Q610	337,746
94CL02	94N201	25Q425	164,874
94CL02	94N202	25Q460	51,738
94CL02	94N201	25Q525	58,398
94CL05	94N521	26Q315	18,470
94CL05	94N536	26Q430	83,050
94CL05	94N561	26Q495	147,796
94CL05	94N561	27Q302	16,135
94CL04	94N404	27Q400	8,817
94CL02	94N201	27Q475	3,516
94CL05	94N536	27Q480	20,727
94CL04	94N403	27Q650	162,594
94CL05	94N536	28Q440	62,346
94CL05	94N561	28Q505	72,693
94CL02	94N201	28Q620	424,558
94CL04	94N404	29Q243	23,902
94CL02	94N201	29Q272	28,960
94CL02	94N201	29Q313	18,421
94CL05	94N561	29Q326	10,038
94CL05	94N536	29Q496	10,486
94CL05	94N571	30Q227	9,670
94CL05	94N521	30Q258	25,177
94CL05	94N561	30Q301	87,820
94CL02	94N201	30Q445	51,219
94CL02	94N202	30Q450	53,326
94CL02	94N201	30Q501	30,274
94CL04	94N403	30Q502	58,749
94CL05	94N563	31R440	73,060
94CL05	94N563	31R445	87,245
94CL06	94N611	31R450	189,758
94CL04	94N403	31R455	148,314
94CL04	94N405	31R460	34,425
94CL04	94N405	31R600	165,795
94CL02	94N201	31R605	106,004
<b>TOTAL</b>			<b>7,894,718</b>