

## SCHOOL ALLOCATION MEMORANDUM NO. 62, FY 2016

**DATE:** September 15, 2015

**TO:** Community Superintendents  
High School Superintendents  
Borough Field Support Center Teams  
School Principals

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

**SUBJECT:** Vocational and Technical Education Allocation (VTEA)

---

This memorandum allocates VTEA funds to provide supplemental funding to improve the quality and capacity of Career and Technical Education (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 #1:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy15\\_16/FY16\\_PDF/sam01\\_1b.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/FY16_PDF/sam01_1b.pdf)

VTEA allocations are a result of schools' supplemental integrated applications based on the 2015-2016 application guidelines. Table #2 outlines individual schools **FY 2016 Perkins** allocations that were generated based on the schools' applications and the 2015-2016 allocation plan developed by the OPSR-CTE Unit.

Schools and BFSCs 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 BFSC budget team and will be monitored by the BFSC 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/Offices/EnterpriseOperations/ChiefFinancialOfficer/DFO/SOP/Default.htm> 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://schools.nyc.gov/NR/rdonlyres/E8909975-8316-4223-B157-FF103705F9FC/0/C175\\_61115.pdf](http://schools.nyc.gov/NR/rdonlyres/E8909975-8316-4223-B157-FF103705F9FC/0/C175_61115.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 jobs; keep all job postings, applications and timesheets. Time cards must be stamped when available or signed off by the supervisor if unavailable, place a copy in your 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 law. 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://schools.nyc.gov/ChoicesEnrollment/SpecialPrograms/CTE/Educators/cte-funding.htm>

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 18, 2015
Budget Modifications	February 12, 2016
Purchase Orders deadline for expenditures	February 26, 2016
FAMIS Orders Deadline for Equipment Purchases	February 26, 2015
SIPP (IMPREST) Expenditure	June 10, 2016
Per Session Expenditures Deadline	June 27, 2016

**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. <http://www.p12.nysed.gov/cte/perkins4/docs/NYPerkinsIVGuide0508.htm>

### **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**

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 preservice 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.*

### **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 2015- 2016

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 Plan 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 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 **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)

RJO: df

C: Vanda Belusic-Vollor

John Widlund

Lauren Perkins

Dalila Pena

John Becker

**TABLE 1**  
**FY16 VTEA SPENDING PLAN**

<b>VTEA GRANT AWARD</b>			<b>\$12,549,729</b>
D.40 CENTRAL			\$2,053,394
	3.00% Indirect Cost	\$	61,602.00
<b>D.40 Central Total Allocation</b>			<b>\$2,114,996</b>
<b>D.50 Special Education Initiatives, Central</b>			
	Placement & Referral	\$	480,745.00
	3.00% Indirect Cost	\$	14,422.00
<b>D.50 Special Education Initiatives, Central Total Allocation</b>			<b>\$495,167</b>
<b>D.75 Special Education School Programs, Citywide</b>			
	Special Education Programs	\$	354,301.00
	3.00% Indirect Cost	\$	10,629.00
<b>D.75 Special Education School Programs, Citywide Total Allocation</b>			<b>\$364,930</b>
<b>D.79 School Programs, Citywide</b>			
	Dist 79 Programs	\$	202,189.77
	STEP Program	\$	47,427.23
	3.00% Indirect Cost	\$	7,489.00
<b>D.79 CTE School Programs, Citywide Total Allocation</b>			<b>\$257,106</b>
<b>Schools, Citywide</b>			
	Schools' Program Requests	\$	7,717,245.00
	Additional Funds to be allocated	\$	-
<b>Schools Allocation (no indirect cost)</b>			<b>\$ 7,717,245.00</b>
	3.00% Indirect Cost - not allocated to schools	\$	218,826.00
	95HOLD Central Reserve for Schools to cover Internal Services MM	\$	462,105.00
<b>Schools, Citywide Total Allocation</b>			<b>\$ 8,398,176.00</b>
<b>Success via Apprenticeship</b>			
(SVA) SAM	CTE Intern Teacher Salaries - Assigned to CTE Schools	\$	892,577.00
	3.00% Indirect Cost	\$	26,777.00
<b>Success via Apprenticeship (SVA) SAM</b>			<b>\$919,354</b>
<b>Available Balance</b>			<b>\$0</b>

<b>ADULT EDUCATION*</b>	<b>\$314,500</b>
-------------------------	------------------

# School Allocation Memorandum No. 62, FY 2016

## Vocational and Technical Education Allocation (VTEA)

### Table 2: Schools Allocation Summary

<b>BFSC</b>	<b>BFSC Team</b>	<b>Location</b>	<b>Amount</b>
94AFSA	94AR05	02M135	21,420
94AFSA	94AR01	02M139	23,049
94AFSA	94AR01	02M280	15,155
94AFSA	94AR05	02M282	17,723
94MFSC	94MR01	02M288	109,556
94MFSC	94MR01	02M392	22,318
94AFSA	94AR02	02M393	61,750
94MFSC	94MR01	02M420	28,743
94MFSC	94MR01	02M489	30,512
94AFSA	94AR05	02M507	67,750
94MFSC	94MR02	02M519	55,807
94MFSC	94MR01	02M520	8,378
94MFSC	94MR01	02M529	24,154
94MFSC	94MR01	02M533	38,339
94AFSA	94AR02	02M542	31,645
94AFSA	94AR02	02M546	23,634
94AFSA	94AR05	02M551	75,761
94MFSC	94MR01	02M600	299,020
94MFSC	94MR01	02M615	83,354
94MFSC	94MR01	02M630	211,444
94AFSA	94AR01	03M299	52,848
94AFSA	94AR05	03M402	43,366
94MFSC	94MR02	03M485	70,873
94AFSA	94AR05	05M157	19,954
94MFSC	94MR06	05M362	36,845
94AFSA	94AR01	06M211	15,335
94MFSC	94MR02	06M467	15,470
94AFSA	94AR01	07X259	26,906
94XFSC	94XR01	07X522	75,612
94AFSA	94AR03	07X600	55,042
94XFSC	94XR02	08X405	48,698
94XFSC	94XR01	08X519	15,420
94XFSC	94XR02	09X365	36,309
94AFSA	94AR04	09X403	31,207
94XFSC	94XR02	09X412	12,083
94AFSA	94AR03	10X213	48,981
94XFSC	94XR01	10X264	24,864
94AFSA	94AR03	10X284	19,758
94XFSC	94XR04	10X368	78,021
94XFSC	94XR01	10X437	17,239
94AFSA	94AR03	10X439	12,109

**Table 2: Schools Allocation Summary**

<b>BFSC</b>	<b>BFSC Team</b>	<b>Location</b>	<b>Amount</b>
94AFSA	94AR04	10X524	<b>34,017</b>
94XFSC	94XR01	10X565	<b>35,865</b>
94XFSC	94XR02	11X270	<b>13,869</b>
94XFSC	94XR02	11X275	<b>133,970</b>
94XFSC	94XR02	11X418	<b>24,161</b>
94XFSC	94XR02	11X508	<b>16,734</b>
94KFSN	94KR01	13K419	<b>19,020</b>
94KFSN	94KR01	13K430	<b>348,437</b>
94KFSN	94KR01	13K605	<b>112,556</b>
94AFSA	94AR05	13K674	<b>64,735</b>
94KFSN	94KR01	14K477	<b>25,542</b>
94KFSN	94KR01	14K478	<b>132,951</b>
94KFSN	94KR01	14K558	<b>99,989</b>
94KFSN	94KR01	14K610	<b>89,050</b>
94KFSN	94KR01	15K497	<b>16,223</b>
94KFSN	94KR01	15K519	<b>20,606</b>
94KFSN	94KR01	16K455	<b>12,676</b>
94KFSN	94KR02	16K688	<b>13,225</b>
94AFSA	94AR01	17K122	<b>31,768</b>
94AFSA	94AR01	17K408	<b>26,667</b>
94AFSA	94AR03	17K548	<b>28,074</b>
94KFSS	94KU01	17K600	<b>155,524</b>
94AFSA	94AR03	17K751	<b>45,291</b>
94KFSS	94KU01	18K567	<b>32,930</b>
94AFSA	94AR03	18K617	<b>54,015</b>
94KFSN	94KR02	19K502	<b>23,705</b>
94AFSA	94AR03	19K510	<b>14,150</b>
94KFSN	94KR02	19K615	<b>217,366</b>
94AFSA	94AR03	19K618	<b>83,454</b>
94KFSN	94KR02	19K660	<b>102,244</b>
94AFSA	94AR05	19K764	<b>14,819</b>
94KFSS	94KU01	20K445	<b>58,512</b>
94AFSA	94AR03	20K485	<b>15,600</b>
94AFSA	94AR03	20K490	<b>55,458</b>
94KFSS	94KU01	21K410	<b>42,166</b>
94KFSS	94KU01	21K525	<b>39,764</b>
94KFSS	94KU01	21K559	<b>22,372</b>
94KFSS	94KU01	21K620	<b>111,902</b>
94KFSS	94KU01	22K405	<b>84,190</b>
94KFSS	94KU01	22K425	<b>64,586</b>
94KFSS	94KU01	22K495	<b>4,355</b>
94QFSN	94QR01	24Q264	<b>34,283</b>
94QFSN	94QR01	24Q455	<b>87,656</b>
94QFSN	94QR01	24Q485	<b>34,006</b>

**Table 2: Schools Allocation Summary**

<b>BFSC</b>	<b>BFSC Team</b>	<b>Location</b>	<b>Amount</b>
94QFSN	94QR01	24Q550	<b>12,127</b>
94QFSN	94QR01	24Q600	<b>284,817</b>
94QFSN	94QR01	24Q610	<b>356,211</b>
94QFSN	94QR01	25Q425	<b>171,298</b>
94QFSN	94QR01	25Q460	<b>55,899</b>
94QFSN	94QR01	25Q525	<b>37,906</b>
94AFSA	94AR05	26Q315	<b>15,161</b>
94QFSN	94QR01	26Q430	<b>64,976</b>
94AFSA	94AR02	26Q495	<b>193,076</b>
94AFSA	94AR02	27Q302	<b>26,730</b>
94QFSS	94QU01	27Q475	<b>5,177</b>
94QFSS	94QU01	27Q480	<b>10,015</b>
94QFSS	94QU01	27Q650	<b>155,248</b>
94QFSS	94QU01	28Q440	<b>67,323</b>
94AFSA	94AR02	28Q505	<b>45,330</b>
94QFSS	94QU01	28Q620	<b>381,175</b>
94AFSA	94AR01	29Q243	<b>25,931</b>
94QFSS	94QU01	29Q272	<b>19,591</b>
94QFSS	94QU01	29Q313	<b>10,121</b>
94AFSA	94AR02	29Q326	<b>17,667</b>
94QFSN	94QR05	30Q227	<b>10,522</b>
94AFSA	94AR05	30Q258	<b>21,986</b>
94AFSA	94AR02	30Q301	<b>82,265</b>
94QFSN	94QR01	30Q445	<b>48,153</b>
94QFSN	94QR01	30Q450	<b>47,007</b>
94QFSN	94QR01	30Q501	<b>23,266</b>
94QFSN	94QR01	30Q502	<b>41,008</b>
94AFSA	94AR02	31R440	<b>110,026</b>
94RFSC	94RR01	31R445	<b>68,799</b>
94RFSC	94RR01	31R450	<b>176,306</b>
94RFSC	94RR01	31R455	<b>125,052</b>
94RFSC	94RR01	31R460	<b>32,164</b>
94RFSC	94RR01	31R600	<b>178,331</b>
94RFSC	94RR01	31R605	<b>91,646</b>
<b>Total</b>			<b>7,717,245</b>