

SCHOOL ALLOCATION MEMORANDUM NO. 68, FY 2017

DATE: August 26, 2016

TO: Community Superintendents
High School Superintendents
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/fy16_17/FY17_PDF/sam01_1b.pdf

VTEA allocations are a result of schools' supplemental integrated applications based on the 2016-2017 application guidelines. Table #2 outlines individual schools **FY 2017 Perkins** allocations that were generated based on the schools' applications and the 2015-2016 allocation plan developed by the OPSR-CTE Unit.

Schools and Field Support Centers (FSCs) 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 FSC budget team and will be monitored by the FSC 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 \$1,000 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 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, including Chancellor’s Regulation C-175, 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 and placed in the 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:

ACTION	DEADLINE TO OPSR-CTE UNIT
OTPS Scheduling in Galaxy	September 21, 2016
Budget Modifications	February 28, 2017
Purchase Orders deadline for expenditures	March 9, 2017
FAMIS Orders Deadline for Equipment Purchases	March 9, 2017
SIPP (IMPREST) Expenditure	June 20, 2017
Per Session Expenditures Deadline	June 27, 2017

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.

All scheduling and spending of the allocation must be aligned with the program application and budget submitted for the 2016-2017 school year. All modifications must be requested through the appropriate FSC 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.

VTEA 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 2016- 2017

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**.

[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](#))

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School Allocation Memorandum No. 68, FY 2017
Vocational and Technical Education Allocation
Table 1: VTEA Spending Plan

VTEA GRANT AWARD	\$12,634,861
D.40 CENTRAL	\$2,013,719
2.90% Indirect Cost	\$58,398
D.40 Central Total Allocation	\$2,072,117
D.50 Special Education Initiatives, Central	
Placement & Referral	\$491,152
2.90% Indirect Cost	\$14,243
D.50 Special Education Initiatives, Central Total Allocation	\$505,395
D.75 Special Education School Programs, Citywide	
Special Education Programs	\$368,363
2.90% Indirect Cost	\$10,683
D.75 Special Education School Programs, Citywide Total Allocation	\$379,046
D.79 School Programs, Citywide	
Dist 79 Programs	\$221,038
STEP	\$50,956
2.90% Indirect Cost	\$5,973
D.79 CTE School Programs, Citywide Total Allocation	\$277,967
Schools, Citywide	
Schools' Program Requests	\$7,607,772
Additional Funds to be allocated	\$8,775
Schools Allocation (no indirect cost)	\$7,616,547
2.90% Indirect Cost - not allocated to schools	\$220,880
Central Reserve for Schools to cover Internal Services MM	\$531,296
Schools, Citywide Total Allocation	\$8,368,723
Success via Apprenticeship (SVA) SAM	
CTE Intern Teacher Salaries - Assigned to CTE Schools	\$1,002,539
2.90% Indirect Cost	\$29,074
Success via Apprenticeship (SVA) SAM	\$1,031,613
Available Balance	\$0
ADULT EDUCATION*	\$304,952

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Vocational and Technical Education Allocation
Table 2: Schools Allocation Summary

FSC	FSC Team	Location	Location Name	Total
94AFSA	94AR04	02M135	Urban Assembly School for Emergency Management	31,738
94AFSA	94AR01	02M139	Stephen Mather for Building Arts and Craftsmanship High School	32,590
94AFSA	94AR01	02M280	Manhattan Early College School for Advertising	18,544
94AFSA	94AR04	02M282	Urban Assembly Maker Academy	31,101
94MFSC	94MR01	02M288	Food and Finance High School	112,688
94MFSC	94MR01	02M392	Manhattan Business Academy	24,897
94AFSA	94AR03	02M393	Business of Sports School	65,565
94MFSC	94MR01	02M420	High School for Health Professions & Human Services	31,428
94MFSC	94MR01	02M489	High School of Economics and Finance	24,926
94AFSA	94AR04	02M507	Urban Assembly Gateway School for Technology	73,526
94MFSC	94MR02	02M519	Talent Unlimited High School	44,588
94MFSC	94MR01	02M520	Murry Bergtraum High School for Business Careers	6,294
94MFSC	94MR01	02M529	Jacqueline Kennedy Onassis High School	19,702
94AFSA	94AR03	02M542	Manhattan Bridges High School	38,893
94AFSA	94AR03	02M546	Academy for Software Engineering	47,443
94AFSA	94AR04	02M551	Urban Assembly New York Harbor School	82,689
94MFSC	94MR01	02M600	High School of Fashion Industries	297,616
94MFSC	94MR01	02M615	Chelsea Career and Technical Education High School	88,224
94MFSC	94MR01	02M630	Art and Design High School	234,495
94AFSA	94AR01	03M299	High School for Arts, Imagination & Inquiry	60,369
94AFSA	94AR04	03M402	Urban Assembly School for Green Careers	53,156
94MFSC	94MR02	03M485	Fiorello H. La Guardia High School for Music & Arts and Performing Arts	80,862
94AFSA	94AR04	05M157	Urban Assembly School for Global Commerce	25,193
94MFSC	94MR06	05M362	Columbia Secondary School	46,143
94AFSA	94AR01	06M211	Inwood Early College for Health Information Technologies	20,228
94MFSC	94MR02	06M467	High School for Law and Public Service	17,742
94AFSA	94AR01	07X259	Health Education and Research Occupations	36,510
94XFSC	94XR01	07X522	Bronx Design and Construction Academy	98,444
94AFSA	94AR02	07X600	Alfred E. Smith Career and Technical Education High School	70,504
94XFSC	94XR02	08X405	Herbert H Lehman High School	40,843
94XFSC	94XR01	08X519	Felisa Rincon De Gautier Institute for Law and Public Policy	13,495
94XFSC	94XR02	09X365	Academy for Language and Technology	26,615
94AFSA	94AR04	09X403	Bronx International High School	29,731
94XFSC	94XR02	09X412	Bronx High School for Business	10,111
94AFSA	94AR02	10X213	Bronx Engineering and Technology Academy	28,831
94XFSC	94XR01	10X264	Bronx Academy for Software Engineering	43,157
94AFSA	94AR02	10X284	Bronx School of Law and Finance	13,514
94XFSC	94XR04	10X368	In Tech Academy (M.S./ High School 368)	37,903
94XFSC	94XR04	10X437	Fordham High School for the Arts	15,048
94AFSA	94AR02	10X439	Bronx High School for Law and Community Service	14,853
94AFSA	94AR04	10X524	Crotona International High School	59,036
94XFSC	94XR01	10X565	High School for Energy and Technology	47,294
94XFSC	94XR02	11X270	Academy for Scholarship and Entrepreneurship: A College Board School	13,319
94XFSC	94XR02	11X275	High School of Computers and Technology	134,148
94XFSC	94XR02	11X418	Bronx High School for Visual Arts	29,295
94XFSC	94XR02	11X508	Bronxdale High School	22,638
94KFSN	94KR01	13K419	Science Skills Center High School for Science, Technology and the Creative Arts	16,929
94KFSN	94KR01	13K430	Brooklyn Technical High School	349,795
94KFSN	94KR01	13K605	George Westinghouse Career and Technical Education High School	107,072
94AFSA	94AR01	13K674	City Polytechnic High School of Engineering, Architecture and Technology	65,483
94KFSN	94KR01	14K477	The School for Legal Studies	22,030
94KFSN	94KR01	14K478	The High School for Enterprise Business and Technology	90,788
94KFSN	94KR01	14K558	Williamsburg High School for Architecture and Design	128,311
94KFSN	94KR01	14K610	Automotive High School	68,127
94KFSN	94KR01	15K497	School for International Studies	16,713

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FSC	FSC Team	Location	Location Name	Total
94KFSN	94KR01	15K519	Cobble Hill School of American Studies	16,569
94KFSN	94KR02	16K688	The Brooklyn Academy for Global Finance	11,346
94AFSA	94AR01	17K122	Pathways in Technology Early College High School (P-Tech)	35,882
94AFSA	94AR01	17K408	Academy of Hospitality and Tourism	16,297
94AFSA	94AR03	17K548	Brooklyn School for Music & Theatre	28,031
94KFSS	94KU01	17K600	Clara Barton High School	147,230
94AFSA	94AR03	17K751	Academy for Health Careers	61,536
94KFSS	94KU01	18K567	Brooklyn Theatre Arts High School	26,553
94AFSA	94AR03	18K617	High School for Innovation In Advertising and Media	53,848
94KFSN	94KR02	19K502	FDNY High School	19,669
94AFSA	94AR03	19K510	World Academy for Total Community Health High School (WATCH)	18,158
94KFSN	94KR02	19K615	Transit Tech Career and Technical Education High School	204,359
94AFSA	94AR03	19K618	Academy of Innovative Technology	60,732
94KFSN	94KR02	19K660	W.H. Maxwell Career and Technical Education High School	100,806
94AFSA	94AR04	19K764	Urban Assembly School for Collaborative Healthcare	25,855
94KFSS	94KU01	20K445	New Utrecht High School	62,029
94AFSA	94AR03	20K490	Fort Hamilton High School	48,944
94KFSS	94KU01	21K410	Abraham Lincoln High School	34,403
94KFSS	94KU01	21K525	Edward R. Murrow High School	41,323
94KFSS	94KU01	21K559	Life Academy HS for Film & Music	22,817
94KFSS	94KU01	21K620	William E. Grady Career and Technical Education High School	102,441
94KFSS	94KU01	22K405	Midwood High School	81,542
94KFSS	94KU01	22K425	James Madison High School	62,078
94QFSN	94QR01	24Q264	Academy of Finance & Enterprise	34,971
94QFSN	94QR01	24Q455	Newtown High School	82,956
94QFSN	94QR01	24Q485	Grover Cleveland High School	36,956
94QFSN	94QR01	24Q550	High School for Arts and Business	11,105
94QFSN	94QR01	24Q600	Queens Vocational & Technical High School	313,537
94QFSN	94QR01	24Q610	Aviation Career & Technical Education High School	275,000
94QFSN	94QR01	25Q425	John Bowne High School	119,273
94QFSN	94QR01	25Q460	Flushing High School	38,732
94QFSN	94QR01	25Q525	Townsend Harris High School	49,834
94AFSA	94AR01	26Q315	Business Technology Early College High School	22,423
94QFSN	94QR01	26Q430	Francis Lewis High School	53,983
94AFSA	94AR02	26Q495	Bayside High School	192,181
94AFSA	94AR02	27Q302	Queens High School for Information, Research & Technology (QIRT)	28,221
94QFSS	94QU01	27Q475	Richmond Hill High School	11,680
94QFSS	94QU01	27Q480	John Adams High School	11,174
94QFSS	94QU01	27Q650	High School for Construction Trades, Eng. & Arch	181,745
94QFSS	94QU01	28Q440	Forest Hills High School	53,507
94AFSA	94AR02	28Q505	Hillcrest High School	43,646
94QFSS	94QU01	28Q620	Thomas Edison Career and Technical Education High School	377,264
94AFSA	94AR05	29Q243	Institute for Health Professions at Cambria Heights	24,869
94QFSS	94QU01	29Q272	George Washington Carver HS for the Sciences	20,900
94QFSS	94QU01	29Q313	Benjamin Franklin High School of Finance and Information Technology	28,680
94AFSA	94AR02	29Q326	Cambria Heights Academy	19,389
94QFSN	94QR05	30Q227	Louis Armstrong	10,552
94AFSA	94AR01	30Q258	Energy Tech High School	30,902
94AFSA	94AR02	30Q301	Academy for Careers in Television & Film	99,008
94QFSN	94QR01	30Q445	William Cullen Bryant High School	42,256
94QFSN	94QR01	30Q450	Long Island City High School	60,342
94QFSN	94QR01	30Q501	Frank Sinatra School of the Arts	23,538
94QFSN	94QR01	30Q502	Information Technology High School	38,873
94AFSA	94AR03	31R440	New Dorp High School	99,753
94RFSC	94RR01	31R445	Port Richmond High School	51,661
94RFSC	94RR01	31R450	Curtis High School	155,906
94RFSC	94RR01	31R455	Tottenville High School	136,493

Table 2: Schools Allocation Summary

FSC	FSC Team	Location	Location Name	Total
94RFSC	94RR01	31R460	Susan Wagner High School	39,611
94RFSC	94RR01	31R600	Ralph McKee Career and Technical Education High School	146,165
94RFSC	94RR01	31R605	Staten Island Technical High School	97,061
			Total	7,607,772