

**2015-2016
EMPLOYMENT PREPARATION EDUCATION (EPE)
STATE AID PROGRAM APPLICATION**

Submit this completed application or request an extension by May 15, 2015 to:

**New York State Education Department
Adult Education Programs and Policy Team
89 Washington Avenue
Room 460 EBA
Albany, NY 12234**

For technical assistance, see Appendix 3

Any requests for an extension should be sent directly to: EPE@nysed.gov

**Recent Changes and Frequently Asked Questions in the Employment Preparation Education (EPE)
Application for Program Year 2015-16**

PLEASE NOTE EACH YEAR THE EPE APPLICATION HAS MODIFICATIONS. PLEASE DO NOT USE LAST YEAR'S SUBMISSION FOR THIS YEAR.

- Students may only officially be referred to the High School Equivalency (HSE) test if they have received a minimum score on each of the TASC™ Readiness subtests using the tables listed in the TASC Readiness Administrator's Manual which indicate a greater than 50% chance of passage. For 2015-16, the results reported on the TASC™ Readiness assessment will have no impact on a program's report card performance or corrective action status.
- In FY15/16, the process for reconciling the HSE Candidate Report will change. The reports will be integrated into the ASISTS data system so reconciliation will be expedited. More information will follow. This may impact the time during which EPE eligible students may count in ASISTS. Programs should plan accordingly.
- Students enrolled in NEDP may continue to be enrolled until the completed portfolio has been fully approved per NEDP guidelines. No hours may be claimed following the second and final review, though the agency may continue to serve the student with other funding sources.
- Students enrolled in National External Diploma Program (NEDP) may receive up to 3 hours tutoring per week. (These hours must be recorded in ASISTS and coded as a traditional class.)
- Agencies must request a waiver if class registers exceed 20 students, meet less than 6 hours per week or more than 20 hours per week.
- Average Daily Attendance will be capped at 25 students (see page 13 of the overview of the Employment Preparation Education application for details).
- Programs may not claim EPE for their students who have passed the HSE test within the last twelve months but plan to continue in an Adult Occupational Education program, regardless of whether their TABE scores place them at NRS Level 4 or not.
- There is a life-time limit of 50 weeks per student in work experience programs.
- Enrollment in distance learning is not allowed for students' pre testing in the lowest two levels of either ABE or ESL.
- Each ABE student must be pre and post tested on the TABE series 9-10.
- Staff members are required to receive a minimum of 12 hours of staff development per year.
- Computer Literacy is no longer approved as a stand-alone program; it must either be contextualized with the academic program or agencies should seek approval for an Adult Occupational program operating for less than 100 hours. Submissions for approval for new or modified adult occupational programs should follow the directions in Section 407.01.
- Applicants who offer adult occupational education courses supported by EPE which are under 100 hours in length must request a waiver each year the program is to be offered. Curricula should only be provided when there are significant changes to the previously approved course.
- If for the program year 2015-16, the legislature provides funding for the EPE set aside for serving individuals 21 years and older who have a high school diploma but lack the literacy skills for employment, an agency's allocation of State Aid available to be claimed for these students is capped at 3% of total EPE funds allocated to the agency.

Overview of the Employment Preparation Education (EPE) Program

School districts and BOCES may operate an Employment Preparation Education (EPE) State Aid program to provide services for persons aged 21 and older who have not received a high school diploma or its equivalent (see below regarding serving individuals with a high school diploma or high school equivalency diploma). Agencies requesting approval to operate an EPE State Aid program in 2015-16 should submit a completed application by **May 15, 2015**. Agencies may request an extension of the filing date to June 16, 2015 by emailing the Adult Education Programs and Policy Team at epe@mail.nysed.gov

Services to Individuals with a High School Diploma or High School Equivalency Diploma

In the past the New York State legislature has enacted legislation authorizing the Commissioner of Education to set aside up to \$2.5 million to serve individuals 21 years and older who have a high school diploma or a high school equivalency diploma but "fail to demonstrate basic educational competencies." Commissioner's Regulations define failure to "demonstrate basic educational competencies" as scoring below National Reporting System (NRS) level 5 in reading, mathematics or English as a Second Language. The score is at or below the following reference points: a grade level score of 8.9 or below in reading or mathematics (a scale score of 566 in reading or 565 in mathematics on the TABE 9-10) or 472 or below on the BEST Plus test.

- If the EPE set aside for serving individuals 21 years and older as described above, is included in the New York State budget for the program year 2015-16, an agency's allocation of State Aid available to be claimed for these students is capped at 3% of total EPE funds allocated to the agency. **This will not affect the total amount of EPE aid allocated to your agency.** Contact hours must be tracked separately for those with and those without a diploma or equivalency. Agencies choosing to serve these individuals will submit separate claims for those with and without a diploma or equivalency.

Accountability and the National Reporting System (NRS) for Adult Education

The law and regulations governing the EPE program require that the State Education Department (SED) evaluate the effectiveness of all programs receiving EPE State Aid. Agencies failing to perform at an adequate level are required to submit corrective action plans in order to continue receiving EPE State aid and may lose funding entirely if performance does not improve. All agencies receiving EPE State aid are required to record and report data using the NYSED web-based data system, Adult Student Information System and Technical Support (ASISTS). Contact the Literacy Assistance Center (LAC) at (212) 803-3300 for information on ASISTS or at <https://www.asists.com/Login.aspx>.

SED has negotiated core performance targets with the United States Department of Education. All EPE program participants must have the goal of advancing an educational functioning level or obtaining a high school equivalency diploma. Students who enter with a High School Diploma (or equivalent) from the U.S. or from any other country are automatically given the goal of Entering Postsecondary Education or Training. Those students who achieve the NYS High School Equivalency Diploma by passing all 5 content areas of the TASC are no longer eligible for EPE contact hour reimbursement.

Appendix 2 contains New York State's targets for 2013-14 and 2014-15. Programs will be notified as soon as the 2015-16 targets have been determined.

Individual Technical Assistance Plans (ITAP) and Corrective Action

Since 2005 SED has instituted an Individual Technical Assistance Plan (ITAP) that identifies agencies in need of improvement. An agency working in concert with the contracted NRS Accountability Specialist, the Regional Adult Education Network (RAEN) and the Adult Career and Continuing Education Services Adult Education Programs and Policy (ACCES-AEPP) staff from SED, will be required to develop and implement steps to raise performance.

Agencies that fail to meet set proficiency levels will fall into corrective action. Corrective action is a process that requires agencies to raise performance to the minimum proficiency level established as a result of the comprehensive review of adult education report cards, NRS targets and benchmarks. Benchmarks and targets, as well as steps for ITAP agencies and agencies under corrective action will be posted by May 1, 2015 on the web at http://www.acces.nysed.gov/aepp/accountability_reporting.html . Agencies in ITAP or corrective action status will be directly notified by ACCES-Adult Education Programs and Policy.

Corrective Action

Agencies with unacceptable performance may be placed under corrective action for a period of one to three years. To be removed from corrective action status, agencies must submit an action plan aimed at program improvement and must demonstrate incremental improvement over the three year period. Failure to show incremental improvement in any of the three years could result in the agency no longer receiving EPE aid.

Data on Distance Learning Programs

In order to evaluate the effectiveness of distance learning programs, agencies offering these programs must identify the programs in ASISTS. Please contact your designated ASISTS support person via email at asistssupport@lacnyc.org or call (212) 803-3357 if you need technical assistance on how to enter this information. In addition, all of the information that is reported for traditional programs, such as demographic information, enrollment information, contact hours, goals, gains and outcomes, must also be included for distance learning students.

Agencies not segregating these data will have EPE funds withheld for these programs and the programs will not be approved in the following year.

Data on Adult Occupational Education

Although adult occupational education courses supported by EPE funds are not included in the agency's NRS report, agencies offering adult occupational education courses must include data to assist the State Education Department in evaluating the effectiveness of these programs. Scores on initial testing, which is done to determine whether the student possesses sufficient basic skills to succeed in the course, must be entered. Post testing is not necessary for students enrolled exclusively in occupational courses. Student demographics, contact hours, and job attainment must also be entered. Follow-up for Entered Employment for all occupational students must be done after the student exits the program.

Requirement for Program Administration and Data Entry Staff

Many difficulties with program accountability have been found to be caused by insufficient staff dedicated to administration and data entry. As a result requirements are set to ensure program accountability. The FTEs listed below are for administrators and data staff dedicated to the EPE Program.

- \$100,000 or less - programs must have at least a .25 FTE administrator and .25 data staff
- \$100,001 - \$160,000 – programs must have at least a .3 FTE administrator and .3 data staff
- \$160,001 - \$220,000 – programs must have at least a .4 FTE administrator and .4 data staff
- \$220,000 - \$300,000 – programs must have at least a .5 FTE administrator and .5 data staff
- \$300,001 – \$380,000 – programs must have at least a .6 FTE administrator and .6 data staff
- \$380,001 - \$460,000 – programs must have at least a .7 FTE administrator and .7 data staff
- \$460,001 - \$540,000 – programs must have at least a .8 FTE administrator and .8 data staff
- \$540,001 - \$620,000 – programs must have at least a .9 FTE administrator and .9 data staff
- \$620,001 and over – programs must have at least a 1 FTE administrator and 1 FTE data staff

The minimum staff that an EPE program would have is .25 FTE for administration and .25 FTE for data entry. Agencies with an allocation of over \$620,000 must have a full-time administrator dedicated to the Adult Education program as well as a full time data entry person dedicated to the EPE program. This time should be fully dedicated to the program without other duties. Note that administrative and data entry salaries may be paid by sources other than EPE. The administrator salaries must be entered in code 15 of the budget and the data entry salaries in code 16.

Attendance Policy

Because EPE State Aid reimburses the school or BOCES for contact hours of service already provided, it is essential that agencies document student attendance accurately. Attendance must be documented so that every hour of attendance claimed for every student can be verified. Attendance rosters must be certified by the classroom teachers. Documentation must be kept on file for audit purposes. Computerized attendance records will not suffice unless they have the same level of detail and same certification as the original classroom roster. Rounding to the nearest hour or portion of an hour is acceptable as long as rounding is done both up and down in a consistent way. Policies must also be in place regarding enrollment and absenteeism. Describe your agency's attendance policy and method for keeping records on page 8 of the application.

Geographic Range of EPE Programs

For information regarding geographic range please go to the following website:
<http://www.acces.nysed.gov/aapp/manuals.html>; see the EPE Manual, section 411, Programs Operated in Other School Districts.

- **BOCES** – On page 9 of the application enter the names of all school districts in which the BOCES operates programs, or, for distance learning programs, districts in which the students reside. If a BOCES operates in another BOCES supervisory district, indicate in which BOCES district and in which school districts within that BOCES area, traditional programs are operated. For distance learning programs, indicate in which BOCES and in which school districts students reside.

- **School Districts** - On page 9 of the application, enter the names of all school districts in which your district operates traditional programs, or, in the case of distance learning programs, the districts in which students reside.

The Geographic Range policy requires that there be signed agreements between districts. Copies of the signed agreements need not be submitted, but should be kept on file and produced on request.

Non-Credit Full Time Equivalency (FTE) Arrangements

Agencies operating EPE programs may have agreements with community colleges to provide remedial programs for students seeking to improve their basic skills before enrolling in credit-bearing programs. Community colleges are eligible to receive non-credit FTE funding through SUNY to support these programs. If the remedial program is operated by a school district or BOCES, students can be co-enrolled in both the EPE and college program. EPE “eligible” students can generate EPE State Aid, and the community college can provide funding to support costs associated with the non-EPE eligible students who may be in the remedial program. If your agency operates a program combining EPE aid and Non-Credit FTEs, in the section entitled Non-Credit Full Time Equivalency (FTE) Arrangements, on page 10, describe the details of the arrangements. Include the name of the college, the roles and responsibilities of the two agencies, the number of students being served by FTEs and by EPE, the programs offered, the revenues expected to be generated by each source, the expected expenditures from each source, and any other details of the contractual arrangement, including administrative costs. Teachers of these programs must be employees of the school district or BOCES. EPE policy restricts the generation of excess revenues from FTE arrangements (see EPE manual section 414.02).

State Budget Allocation

In recent years the New York State budget has allocated to the EPE program \$83 million of which \$2.5 million may be used to serve individuals 21 years and older who have a high school diploma or a high school equivalency diploma but "fail to demonstrate basic educational competencies." Commissioner's Regulations define failure to "demonstrate basic educational competencies" as scoring below National Reporting System (NRS) level 5 in reading, mathematics or English as a Second Language. The score is at or below the following reference points: a grade level score of 8.9 or below in reading or mathematics (a scale score of 566 in reading or 565 in mathematics on the TABE 9-10) or 472 or below on the BEST Plus test.

EPE Manual

The EPE Manual is available online at <http://www.acces.nysed.gov/aepp/manuals.html>. EPE programs should be managed in accordance with the Manual. All agency program coordinators should download this document and provide copies to appropriate staff.

Program Information Form

All funded agencies will be required to submit a Program Information Form (PIF) prior to September 1, 2015. This form reports information regarding class location, teacher’s name, course title, number of students, as well as days, dates and times the class is offered. The PIF can be found at <http://www.acces.nysed.gov/aepp/forms.html>.

Services to Individuals with Learning Disabilities

Agencies must follow the policy outlined in Appendix D of the EPE Manual. Upon review of programs across the state, EPE funded agencies have continued to serve developmentally disabled populations in EPE programs. While this population tends to be avid attendees, consistent with federal requirements, every student must be able to demonstrate educational gain. These populations may be better served by social service providers outside of adult education or by ACCES' Vocational Rehabilitation (VR) program for individuals with disabilities.

In-Person Tutoring for Distance Learning Students

Students in distance learning programs, including National External Diploma Program (NEDP) students, may also be given up to three hours of in-person tutoring in a week. If the tutoring is done by the distance learning teacher, it must be done outside of the time being claimed as instructional hours for distance learning purposes. All tutoring hours must be recorded in ASISTS as traditional hours in a traditional class code that is labeled as "tutoring" (see page 11 regarding Distance Learning and tutoring).

Use of ASISTS to Generate EPE Claims

All agencies must use ASISTS to generate the SA160.1 and SA160.2 claims. An agency can claim less than indicated by the ASISTS-generated claims if, for example, there are not enough expenditures to meet the revenues generated in a given year. An agency which decides to submit for less hours than indicated by the ASISTS-generated claim, should notify their AEPP Team regional liaison in writing. Every hour that is to be claimed for EPE must be entered into ASISTS.

Policy on Testing and Contact Hours

SED policy states that students should be pre-tested within 12 contact hours of intake and that subsequent post-tests are administered after no more than 200 contact hours after the pretest. In reviewing data from a number of agencies, it was noted that some agencies greatly exceeded these guidelines; often going hundreds of hours before pre-testing and much more than 200 contact hours before post testing. This clearly affects agency performance as well as State-level performance. As a result, the report card now incorporates factors related to post-test frequency. To further ensure that testing takes place at the desired intervals, ASISTS does not allow the claiming of contact hours for students enrolled in the program for more than 35 hours who have not been pre tested (pre test scores must be within valid ranges) and will not allow any contact hours to be claimed until the student is pre tested. These lost hours cannot be claimed until the student is pre tested. Furthermore, ASISTS does not allow the claiming of contact hours for students who are enrolled in the program for more than 300 hours after the pretest without being post-tested (these must be valid post-test scores). These lost hours cannot be claimed until the student is post-tested. After the student is post-tested, subsequent hours claimed for the student will be allowed.

Fees

A number of agencies, primarily those with low EPE rates and high costs, have asked whether fees can be charged to the student. Usually, these fees are labeled "registration fees" or "material fees." It is permissible to charge a nominal fee to support the high cost of intake or to replenish supplies. Agencies should be mindful that the eligible population is largely low-income, receiving public assistance, unemployed, or underemployed. SED does not encourage charging tuition for any program

supported by EPE, *with the exception of occupational programs*, which tend to be more expensive to operate than the amount reimbursed by EPE. The use of fees to help support the cost of programs should never prevent a potential student from receiving needed services.

Instructions for Completing the Application For Employment Preparation Education (EPE) State Aid Programs

Agency Eligibility

- Local school districts or Boards of Cooperative Educational Services (BOCES) that have been approved previously by the State Education Department to operate an EPE State Aid program are eligible to apply. Local school districts and BOCES that have not been previously approved to operate an EPE state aid program should refer to Appendix 5 for additional requirements.

Participant Eligibility

- Participants who are 21 years or older who do not have a high school diploma or the equivalency issued by any state or territory of the United States can generate EPE aid.
- Participants who have a high school diploma or a high school equivalency diploma but fail to demonstrate basic educational competencies can also generate EPE aid (see page 3).

Instructions

All agencies must complete and submit the sections of the application described below:

- **Cover Sheet:** This form must be completed.
- **Program Component Worksheet:** Complete the worksheet for each program component for which the agency is requesting approval in 2015-2016. The five component worksheets found on pages 3-7 of the application are: traditional adult education instruction, distance learning adult education instruction, high school credit courses, adult occupational education courses, and work experience.
- **EPE Program Components Summary Sheet:** On page 2 of the application, provide the total number of projected contact hours and students for each program component that the agency is requesting approval in 2015-16. This information must be reentered from the individual program component worksheets.
- **Attendance Policy:** Include a description of the agency's attendance policy by completing page 8 of the application. Include all of the information requested.
- **Programs Operated in Other Districts:** List all school districts in which the agency operates an EPE program by completing page 9 of the application.
- **Non-Credit FTEs:** If applicable, complete page 10 of the application. Include the name of any community college with which the agency has entered into an agreement to operate a program jointly funded by EPE state aid and Non-Credit FTEs. Include all of the information requested.

- **Budget Summary:** Complete the **non-binding budget** on pages 11-19 of the application. Include estimates of all anticipated EPE expenditures for 2015-16
- . This is not a binding document (i.e., it does not prevent the agency from spending more or less in any budget category). It provides information on fiscal planning for the upcoming year. The total should equal the EPE funding requested. Include information on program administration and data entry staff.
- **Statement of General Assurances:** This form requires an original signature of the Superintendent or Chief Administrative Officer.

Financial Process

Agencies will submit an EPE Interim Report and Claim Form and a Final Claim Form using the forms generated from the ASISTS database.

- **EPE Claim Form SA 160.1 and Interim Report.** This form must be submitted (emailed or faxed) to the AEPP Team on **February 3, 2016**. An original signature copy is due 10 business days (**February 18, 2016**) after the electronic submission. The form determines the EPE hours through December 31, 2015 that will be claimed for EPE aid **and projects total (FULL YEAR) EPE hours through June 30, 2016**. This form is only available through the ASISTS database. As of February 3, 2016, this form will be frozen in the ASISTS database, such that any amendments to the period from July 1, 2015 to December 31, 2015 must be documented in the EPE amendment log also found in ASISTS. Programs should include **FULL YEAR PROJECTIONS** in their submitted SA 160.1.
- **EPE Claim Form SA 160.2.** This form must be submitted (emailed or faxed) to the AEPP Team on September 1, 2016 to claim EPE hours through June 30, 2016. This form is only available through the ASISTS database. An original signature copy is due 10 business days (September 16, 2016) after the electronic submission.

Agencies seeking to waive requirements of the Commissioner's Regulations concerning class size and length of program must request a formal waiver as part of the application process. Refer to Appendix 1 (page 13 of the Overview and Instructions).

Description of Program Components

With the exception of occupational programs, students must be co-enrolled in an academic program designed to result in academic gain or a diploma for at least 50% of the time if they are to be enrolled in non-academic programs. **This means that no student should be enrolled in a stand-alone non-academic program such as Workplace Essential Skills, SMART, computer literacy or Citizenship Home Study without also being enrolled in an academic program.**

Assessment Requirement – The regulations require that all students enrolled in EPE programs be assessed. Students enrolled in traditional and distance learning programs must be pre and post tested. **All testing must be provided in person by certified teachers. Testing instruments cannot be mailed to students. Test administrators must be certified through SED to administer each of the required assessments: TABE, BEST Plus, and BEST Literacy.** Please see the New York State NRS Manual online at <http://www.adult-education-accountability.org> under the section marked "Resources".

For the 2015-16 school year, the five EPE program components are:

1. Traditional Adult Education Instruction includes the following programs:

Academic programs

- Adult Basic Education (ABE)
- High School Equivalency (HSE) preparation
- English as a Second Language (ESL)

Non-Academic programs

- Family Literacy (PAC) time
- Job Club
- Computer Literacy

2. Distance Learning Adult Education Instruction: Programs approved by SED in which students are not present in a classroom but where instruction is supervised by a teacher. All distance learning programs must now conform to the two-week packet model whether a program is comprised of physical packets or delivered electronically.

Academic resources:

- Online Pre-HSE Prep (previously Pre-GED Connection)
- National External High School Diploma Program (NEDP)
- Giving Ready Adults a Study Program (GRASP)
- Online HSE Prep (previously GED Connections)
- Crossroads Café
- Skills to Make Adults Ready to Succeed (SMART) academic component
- Skills Tutor

Non-academic Resources:

- Citizenship Home Study
- Lifelines
- Madison Heights
- On Common Ground
- Skills to Make Adults Ready to Succeed (SMART) non-academic component
- TV411
- Workplace Essential Skills

Agencies offering distance learning programs must meet or exceed the same educational gain and New York State high school equivalency exam pass rates, as traditional classroom programs.

All distance learning classes must be coded appropriately in ASISTS. Each Instructional Offering must have the name of the approved distance learning program in the name of the class. Each Instructional code is allotted 20 characters, the first of which must be the name of the distance learning program.

Agencies requesting approval for any distance learning programs for which they were not approved in the 2014-15 school year must provide the following information:

- Justification of the need for the program in the geographic area served by the school district;
- A plan of operation for the program during the 2015-16 school year, including as many details as possible; and
- Assurance that teachers for such program areas will receive specific and appropriate training before operating the program. Agencies must contact their RAEN director for information on the appropriate training.

Agencies seeking approval for distance learning programs that were previously approved must continue to meet the guidelines for operating the program as stated in the Statement of General Assurances. The AEPP Team must approve any changes in hours of service or program design. The formula for claiming contact hours for distance learning adult education programs can be found in section 300 of the EPE Manual. **The EPE Manual should be used as a guide regarding identifying active students.**

Up to three hours a week of in-person tutoring can be provided in addition to the distance learning packets. A separate traditional class must be established for each tutoring class. These Instructional Offerings must also have the name of the distance learning program plus the word “tutoring.” An example follows: GRASP tutoring (See In-Person Tutoring page 7.)

3. **High School Credit Courses:** Credit bearing courses in which adults (21 years of age or over) can participate to pursue coursework to qualify for training in certain occupational programs, e.g. LPN or electrician or in support of other literacy goals. A certified teacher in a classroom setting provides this instruction.
4. **Adult Occupational Education Courses:** Secondary level occupational education courses for adults of at least 100 hours in length. Districts and BOCES must identify programs by Classification of Instructional Program (CIP) code (Appendix 4 - page 18) and submit curricula for SED approval **only for programs that have not been approved previously. The applicant agency annually must request a waiver for ALL occupational courses of less than 100 hours including name and hours in program.**
5. **Work Experience Programs:** Unpaid, structured and supervised appropriate work activities/tasks for a specified period of time in a public or private, profit or not-for-profit setting that enhance and support a written educational and employment plan for the adult student. Agencies wishing to offer a work experience program for the first time in 2015-16 must submit a detailed program description and curriculum. **Agencies that have previously submitted approved curricula for the work experience program do not need to resubmit these curricula but should identify the programs.** The guidelines for work experience programs are described below.

Basic Requirements for an EPE-funded Work Experience Program

- **There is a lifetime limit of 50 weeks of EPE-funded Work Experience per student.** Regardless whether students are in attendance, if they are scheduled for Work Experience, the scheduled time will be measured against the 50 week lifetime maximum.

- **Total program hours** are defined as the total hours of classroom instruction, plus the total hours of work for each individual in this component. Programs offering between 20-40 hours of classroom instruction per week, plus work, must request written permission from the AEPP Team. Total program hours may not exceed 40 hours per week.
- **Supervision:** All work experience components must be coordinated, supervised, or directed by an individual who meets the following qualifications and who is employed by the local school district or BOCES claiming the EPE State Aid:
 1. For public school programs other than in New York City and Buffalo, the individual must have a valid New York State teaching certificate (Initial or Professional) or a New York State adult education teaching certificate.
 - OR**
 2. For programs operating within New York City or Buffalo, the individual must have a New York City or Buffalo teacher's license.
- **Work Site Visitation:** Each student must be visited by a work experience coordinator, supervisor or director on a regular basis throughout the entire work experience component. These visits should be documented in the student folder. Each student should be visited at least once a week at the work site. In addition, each student must be supervised on the job by an appropriate individual (employee, supervisor, manager, owner, etc.) at the work site who will monitor the student's progress towards specific skills and goals, and will be responsible for recording the student's daily attendance.

In addition to the above criteria, agencies must ensure that:

- All participants fall under the guidelines for generating EPE;
 - Individual student folders are kept documenting work experience, attendance and related information such as work site visits and student progress;
 - The agency has a system in place to track job placements or other outcomes that may result from work experience;
 - Students in a work experience component must have the goal of "Obtain employment"; and
 - All contact hours are documented.
- **Generation of EPE Aid for Work Experience Programs:** Instructional hours and work experience hours completed in work experience components that are offered as a part of traditional adult education programs may generate EPE State Aid as follows:

Classroom instruction must be provided comprising at least 30 percent of total program hours (total program hours are defined as the total number of work experience hours, plus hours of classroom instruction per week). Classroom instruction may be any traditional (AEPP approved) academic program. The exception is that up to 50% of classroom instruction can be Job Club. Classroom instruction generates EPE at the full contact hour rate. **Work experience generates EPE at a 50 percent contact hour rate (i.e., for every hour of work experience, one-half contact hour of EPE aid is generated).** Previously approved programs using this model do not have to resubmit curricula or a program design unless there are changes proposed for 2015-16.

Note: The contact hours entered on the "Program Component Worksheet for the 2015-16 Work Experience Program" table on page 7 of the application should include only contact hours generated by the work experience component. Contact hours generated by the

classroom component should be entered on the table entitled Program Component Worksheet for Traditional Adult Education Instruction on page 3.

Appendix 1

2015-16 Waiver Process for Employment Preparation Education (EPE) State Aid

The instructions in this appendix must be followed if your agency wishes to modify the limits set in Commissioner's Regulations.

To apply for a written waiver, please provide the following information:

Class Size-

- For changes to the class size, indicate the **maximum** number of students who will be enrolled in the class and the anticipated Average Daily Attendance (ADA). Written waivers must be requested for classes with registers exceeding 20 students. Class registers may exceed 20 students but cannot exceed 35. The waiver will only be granted if the ADA does not exceed 25 students. Waivers will not be approved for classes to exceed ADA of 25.
- Indicate how a high level of quality will be maintained in light of the increased number of students. Indicate how innovative approaches to ensuring student success are encouraged.
- Provide assurances that student outcomes will not be adversely affected. Describe strategies for assuring the successful attainment of positive student outcomes.

Class Hours-

- For changes to the number of hours the class will operate each week, indicate the minimum or maximum number of hours the class will operate.

Waivers will not be granted for classes meeting for more than 40 hours per week. Requests to provide instruction for less than six hours per week must identify the **minimum** number of hours. Written waivers will not be granted for less than four hours of instruction per week.

- Provide assurances that student outcomes will not be adversely affected. Describe strategies for assuring the successful attainment of positive student outcomes.
- Submit a plan to develop other resources so that class size can be reduced.

All written waivers must be renewed annually. Written waiver requests must be included in this application.

Approval to provide adult occupational education programs of less than 100 hours will be granted only in those instances where the agency can provide written documentation that the program will lead to acceptable employment outcomes, or as part of a sequence that leads to employment, licensure, or

certification. Programs should annually indicate which adult occupational programs under 100 hours that they plan to continue offering that have previously been approved.

Appendix 2

New York State's Performance Targets Adult Basic Education and Literacy Services and Family Literacy Programs

Educational Functioning Level	2013-2014	2014-2015
Beginning Literacy ABE	62%	64%
Beginning ABE	60%	61%
Low Intermediate ABE	56%	56%
High Intermediate ABE	51%	51%
Low ASE	63%	63%
Beginning Literacy ESL	54%	57%
Low Beginning ESL	70%	73%
High Beginning ESL	68%	71%
Low Intermediate ESL	65%	67%
High Intermediate ESL	57%	57%
Advanced ESL	55%	56%
High School Equivalency Diploma	60%	74%
Entered Postsecondary	88%	91%
Enter Employment	88%	89%
Retain Employment	88%	88%

In addition to the core outcome measures, the NRS establishes the following secondary outcome measures that SED is requiring of all funded agencies:

Required Secondary Outcome Measures	
NRS Outcome Measure	Description
Reduction in Public Assistance	Participant's Temporary Assistance for Needy Families (TANF) grant, or equivalent public assistance grant, is reduced or eliminated.
Achieved Citizenship Skills	Participant attains the skills needed to pass the U.S. citizenship exam.
Voting Behavior	Participant registers to vote or votes for the first time.
General Involvement in Community Activities	Participant increases involvement in any of the following: <ul style="list-style-type: none"> • Attending or organizing meetings of neighborhood, community or political organizations; • volunteering to work for such organizations; • contributing to the support of such organizations; and • volunteering to work on community improvement activities.

The following table identifies the additional NRS outcome measures required for **Family Literacy programs**. Several examples of related behavioral outcomes are also included.

Additional Outcome Measures Required for Family Literacy Programs		
NRS Outcome Measure	Description	Examples of Behavioral Outcomes
Increased involvement in children's education	<ul style="list-style-type: none"> • Helping children more frequently with their schoolwork. • Increased contact with children's teachers to discuss children's education. • More involved in children's school, such as attending school activities and parent meetings and volunteering to work on school projects. 	The parent takes an interest in what and how their child is learning. There is an ongoing exchange of information between the parent and child's teacher.
Increased involvement in children's literacy-related activities	<ul style="list-style-type: none"> • Reading to children. • Visiting a library. • Purchasing books or magazines for children. 	The parent helps the child select books based on the child's interests and skill level. The parent connects stories to the child's experiences. The parent finds ways of extending child's learning beyond what is required in the educational setting.

Appendix 3

Adult Education Programs and Policy Team Regional Assignments

County	Regional Staff
Albany	Constance Carroll
Allegany	Kathy Sheehy
Broome	Claudia Dean
Cattaraugus	Kathy Sheehy
Cayuga	Claudia Dean
Chautauqua	Kathy Sheehy
Chemung	Claudia Dean
Chenango	Claudia Dean
Clinton	Constance Carroll
Columbia	Constance Carroll
Cortland	Claudia Dean
Delaware	Claudia Dean
Dutchess	Anne Frank
Erie	Kathy Sheehy
Essex	Constance Carroll
Franklin	Constance Carroll
Fulton	Constance Carroll
Genesee	Kathy Sheehy
Greene	Constance Carroll
Hamilton	Constance Carroll
Herkimer	Claudia Dean
Jefferson	Constance Carroll
Lewis	Constance Carroll
Livingston	Kathy Sheehy
Madison	Claudia Dean
Monroe	Kathy Sheehy
Montgomery	Constance Carroll
Nassau	Patricia Mooney
New York City	Robert Purga
Niagara	Kathy Sheehy
Oneida	Claudia Dean
Onondaga	Claudia Dean
Ontario	Kathy Sheehy
Orange	Anne Frank
Orleans	Kathy Sheehy
Oswego	Claudia Dean
Otsego	Claudia Dean
Putnam	Anne Frank
Rensselaer	Constance Carroll
Rockland	Anne Frank
Saratoga	Constance Carroll
St. Lawrence	Constance Carroll
Schenectady	Constance Carroll

County	Regional Staff
Schoharie	Constance Carroll
Schuyler	Claudia Dean
Seneca	Kathy Sheehy
Steuben	Claudia Dean
Suffolk	Patricia Mooney
Sullivan	Anne Frank
Tioga	Claudia Dean
Tompkins	Claudia Dean
Ulster	Anne Frank
Warren	Constance Carroll
Washington	Constance Carroll
Wayne	Kathy Sheehy
Westchester	Anne Frank
Wyoming	Kathy Sheehy
Yates	Kathy Sheehy

**Regional Staff can be reached at (518) 474-8940
Assignments are subject to change.**

Revised 04/07/14

Appendix 4
Classification of Instructional Program (CIP) Code and
Occupational Area

- 01. Agriculture and Business Production
- 02. Agricultural Sciences
- 03. Conservation and Renewable Natural Resources
- 08. Marketing Operations/Distribution
- 09. Communications
- 10. Communications Technologies
- 11. Computer and Information Sciences
- 12. Personal and Miscellaneous Services
- 13. Education
- 15. Engineering-Related Technologies
- 20. Vocational Home Economics
- 43. Protective Services
- 46. Construction Trades
- 47. Mechanics and Repairers
- 48. Precision Production Trades
- 49. Transportation and Materials Moving Workers
- 50. Visual and Performing Arts
- 51. Health Professions and Related Sciences
- 52. Business Management/Administrative Services

Appendix 5

School Districts or BOCES applying for Employment Preparation Education (EPE) Aid for the first time

In addition to the current year application component information, please submit the following:

Comprehensive Plan of Service (narrative form), which must include the following:

- summary of your agency's overall adult education EPE program within your district (not community education);
- an evaluation plan for determining the effectiveness of all program components;
- staff development plans including coordination with the Regional Adult Education Network (RAEN);
- agreement to use the ASISTS system for recording student contact hours, student progress, and student outcomes;
- a description of student intake, assessment and evaluation procedures;
- a description of the plan to coordinate programming regionally to assure maximum effectiveness and avoid duplication of services;
- support for initiatives identified annually by AEPP (see current application); and,
- signed Statement of General Assurances demonstrating compliance with required program and fiscal reporting.

Submit as Appropriate

- copies of locally developed curriculum for adult occupational education courses;
- list of teachers' names and dates training took place for distance learning component models;
- list of names and dates ASISTS training took place; and,
- narrative description of your work experience component program that includes assessment, case management, attendance procedures, and post-case management (job retention) activities.

If you have questions on any of the above, please contact your Adult Education Programs and Policy Team technical assistance representative (see Appendix 3 – page 16 of the Overview and Instructions).

**EMPLOYMENT PREPARATION EDUCATION (EPE)
STATE AID PROGRAM
APPLICATION 2015-16
(Cover Sheet)**

Name of Agency _____

Agency Address _____

Program Manager _____
(please print – this should be the person to whom email announcements should be sent)

Email Address

Telephone No.

Address _____
(if different from above)

Business Office Manager _____
Telephone No.

Address _____
(if different from above)

Person completing this application if different from above:

Name _____
Telephone No.

Address _____
(if different from above)

Please submit an original and one copy of this application by May 15, 2015 to the address listed at the top of this page.

2015-16 EPE PROGRAM COMPONENT SUMMARY SHEET

(agency name)

Program Components	Total from Program Component Worksheets	
	Projected Students	Projected Contact Hours
Traditional Adult Education Instruction	Line 1.	
Distance Learning Adult Education Instruction	Line 2.	
High School Credit Courses	Line 3.	
Adult Occupational Education	Line 4.	
Work Experience	Line 5.	
Total	Line 6.	

Contact Hours x 2014-2015 (last year's) EPE rate = estimated EPE aid to be generated

Line 6 _____ x _____ = \$ _____

Total projected EPE expenditures for 2015-16 \$ _____ (must be greater than or equal to estimated EPE aid to be generated).

Each year, all school districts and BOCES are contacted by SED's State Aid Unit regarding expenditures made on the EPE program in the prior year. This requirement is mandated by Section 3602.24(g) of Education Law, which requires the Education Department to reduce the following year's EPE aid when the total revenues from all sources from the EPE program exceed the total expenditures for the program. Expenditure figures submitted to the State Aid Unit should be consistent with figures submitted on your annual financial report: ST3 or SA111.

**PROGRAM COMPONENT WORKSHEET
FOR
TRADITIONAL ADULT EDUCATION INSTRUCTION**

Please indicate in the following table the programs offered, the projected number of students to be served and contact hours. **Student numbers should not be entered for non-academic programs since all of these students will be included in the academic section.** Contact hours for non-academic programs should be entered since these are in addition to the academic hours.

PROGRAM TYPE	CHECK (✓) IF OFFERED 2014-15	NUMBER OF STUDENTS PROJECTED FOR 2015-16	NUMBER OF CONTACT HOURS PROJECTED FOR 2015-16
Academic Programs			
Adult Basic Education (ABE)			
Adult Secondary Education (ASE)/HSE Test Preparation			
English as a Second Language (ESL)			
Non-academic Programs			
Family Literacy (PAC time)		NA	
Job Club (may include National Work Readiness Credential)		NA	
Total			*

*Enter this total on Line #1 of the EPE Component Summary Sheet (page 2 of the application)

**PROGRAM COMPONENT WORKSHEET FOR
DISTANCE LEARNING ADULT EDUCATION INSTRUCTION**

Please indicate in the following table the program offered, the projected number of students to be served and contact hours. **Student numbers should not be entered for non-academic programs since all of these students will be included in the academic section.** Contact hours for non-academic programs should be entered since these are in addition to the academic hours.

PROGRAM TYPE	CHECK (✓) IF OFFERED IN 2014-15	NUMBER OF STUDENTS PROJECTED FOR 2015-16	NUMBER OF CONTACT HOURS PROJECTED FOR 2015-16
Adult Basic Education (ABE)			
Online Pre-HSE Prep (previously pre-GED Connections)			
Skills to Make Adults Ready to Succeed (SMART)			
Skills Tutor			
Adult Secondary Education (ASE)			
NEDP			
GRASP			
Online HSE Prep (previously GED Connection)			
Skills Tutor			
English as a Second Language (ESL)			
Crossroads Café			
Non-academic Programs			
Citizenship Home Study		NA	
Lifelines		NA	
Madison Heights		NA	
On Common Ground		NA	
SMART (non-academic component)		NA	
TV411		NA	
Workplace Essential Skills		NA	
Total			*

*Enter this total on Line #2 of the EPE Program Component Summary Sheet (page 2 of the application)

**PROGRAM COMPONENT WORKSHEET
FOR
HIGH SCHOOL CREDIT COURSES AND ADULT OCCUPATIONAL PROGRAMS**

High school credit courses are credit-bearing courses in which adults can participate in pursuit of a high school diploma. A certified teacher in a classroom setting provides this instruction.

It is the responsibility of each school district or BOCES to comply with Commissioner’s Regulations and SED policy for awarding high school credit. For further information, please contact the New York State Education Department’s Office of Curriculum and Instruction (518) 474-5922, or your representative from the Adult Education and Programs and Policy Team (see Appendix 3 – page 16 of the Overview and Instructions) .

2015-16 Projections for High School Credit Courses

Please indicate in the following table the projected number of students to be served and contact hours.

2015-16 PROJECTED STUDENTS ENROLLED IN HIGH SCHOOL CREDIT COURSES	2015-16 TOTAL PROJECTED CONTACT HOURS
	*

*Enter the total on line #3 of the EPE Program Component Summary Sheet (page 2 of the application)

Career and Technical Education Courses that are Eligible for High School Credit

As with all high school credit courses, curricula for occupational programs that comply with the Commissioner's Regulations regarding the awarding of academic credit need not be submitted for approval. Contact hours to be generated by, and students projected for credit-eligible occupational courses, should be included on the above table rather than the Program Component Worksheet for Adult Occupational Education Courses on the following page.

**PROGRAM COMPONENT WORKSHEET FOR
2015-16 WORK EXPERIENCE PROGRAM**

Check if Approved in 2014-15	Projected Students	Projected Contact Hours 1/2 x total work experience hours (work experience component only)	Actual and Projected Job Attainment	
			2014- 2015 (Actual)	2015- 2016 (Projected)
		*		

*Contact hours entered in this column should be **after** the rate calculation, e.g., if 2000 hours of work experience is offered, 1000 hours should be entered (2000 X 50%). **Note: The contact hours entered on the table above should include only contact hours generated by the work experience component. Contact hours generated by the classroom component should be entered on the table entitled “Program Component Worksheet for Traditional Adult Education Instruction” on page 3 of the application.** The number of EPE contact hours that will be claimed for the work experience component should be entered on Line #5 of the EPE Program Component Summary Sheet (page 2 of the application).

Attendance Policy

Provide a description of how attendance is documented below. Specifically describe:

- the agency's attendance policy;
- the format in which attendance is maintained (e.g. physical registers, computerized records);
- the agency's rounding policy (see THE EPE MANUAL);
- verification procedures; and,
- other policies on enrollment and absenteeism.

Programs Operated in Other School Districts

BOCES –List below all school districts in which traditional EPE programs are located. If a BOCES operates programs located in another BOCES district, list the programs and the school districts in that BOCES area in which programs are located. For distance learning programs, list all BOCES and school districts in which students reside.

Public schools - List below all districts in which traditional programs are located. For distance learning programs, list all school districts in which students reside.

FTE Arrangements with Community Colleges

Non-Credit Full Time Equivalency (FTE) Arrangements in ASISTS - All classes and students funded with FTE arrangements must be coded as such in ASISTS. Both classes and students must have the FTE funding code attached to each file.

List below any community colleges with which the applicant has made arrangements to jointly operate a program using a combination of EPE aid and Non-Credit FTEs. Describe the type of program, the roles and responsibilities of the two agencies, the students being served and generating FTEs and EPE aid, the revenues expected to be generated by the respective funding sources, the expected expenditures from each source, administrative costs and any other details of the contractual arrangement. To generate EPE aid, the instructor must be employed by the school district or BOCES.

Name of Community College: _____

	EPE	Non-Credit FTE
No. of Students Served		
Revenues		
Expenses (including administrative costs)		
Administrative Costs		

BUDGET

Program Administration and Data Entry

Projected EPE aid (from page 2 of the application) _____

Code 15- FTEs for program administration (a full-time program director equals 1.0 FTE) _____. This should be reflected in code 15.***

Code 16 - FTEs for data management/ data entry staff (a full-time data staff person equals 1.0 FTE) _____. This should be reflected in code 16.***

See guidelines for program administration and data entry staff on page 4 of the Overview and Instructions. The application will not be approved unless the minimum administrative staffing requirement is met. Funds to support program administration can be from sources other than EPE aid.

*** If staff person is not fully funded by EPE indicate the other funding source/s here:

\$ _____ Name of source: _____

This budget is consistent with the FS10 budget used for categorical grants. While an FS10 is not required for State aid programs, SED is requiring this information to enable staff to review the appropriateness of expenditures. This is a non-binding budget, i.e., funds that are allocated to one cost category can be moved to other categories and the total amount allocated may be greater or less due to a lower allocation than requested, a reallocation, or higher or lower EPE generation than anticipated. Administrative salaries listed in code 15 and data entry salaries listed in code 16 must conform to the requirements on page 4 of the Overview and Instructions.

SALARIES FOR PROFESSIONAL STAFF: Code 15

Include only staff members that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff members that are considered to be indirect costs, e.g., business office staff. One full-time equivalent (FTE) equals one person working an entire week each week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equals .2 FTE. It is necessary to include the FTE in order for staff to determine that minimum requirements for program administration and data staff have been met. **Hourly staff may be listed using hourly calculations as long as there is evidence in the previous section entitled Program Administration and Data Entry that confirms that the minimum requirements for staffing are being met.**

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Subtotal - Code 15			

SALARIES FOR SUPPORT STAFF: Code 16

Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operation and maintenance. Do not include central administrative staff members that are considered to be indirect costs, e.g., account clerks.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Subtotal - Code 16			

PURCHASED SERVICES: Code 40

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Subtotal - Code 40			

SUPPLIES AND MATERIALS: Code 45

Include computer software, library books and equipment items under \$5,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Subtotal - Code 45			

INDIRECT COST: Code 90

A. Modified Direct Cost Base – Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds)	\$	(A)
B. Approved Restricted Indirect Cost Rate	%	(B)
C. (A) x (B) = Total Indirect Cost	\$	(C)
Subtotal – Code 90		

PURCHASED SERVICES WITH BOCES: Code 49

Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
Subtotal – Code 49			

MINOR REMODELING: Code 30

Allowable costs include salaries, associated employee benefits, purchased services, and supplies and materials related to alterations to existing sites.

Description of Work To be Performed	Calculation of Cost	Proposed Expenditure
Subtotal – Code 30		

EQUIPMENT: Code 20

All equipment to be purchased in support of this project with a unit cost of \$5,000 or more should be itemized in this category. Equipment items under \$5,000 should be budgeted under Supplies and Materials, Code 45. Repairs of equipment should be budgeted under Purchased Services, Code 40.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
		Subtotal – Code 20	

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	
Support Staff Salaries	16	
Purchased Services	40	
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		

STATEMENT OF GENERAL ASSURANCES

Employment Preparation Education Program

The Superintendent or Chief Administrative Officer of the applying agency certifies that:

- The officer signing the application is officially empowered to act on behalf of the agency.

For the Employment Preparation Education (EPE) programs, other than credit-bearing high school courses, the following program approval requirements will be met:

- A curriculum developed or approved by the State Education Department will be used.
- Instruction will be individually prescribed and paced in each class.
- Individual student folders will be easily accessible to students and teachers, and will include information concerning attendance, testing and program needs as required for the Individual Student Record Form. Copies of original score sheets for pre and post testing will be in every student's folder.
- Class registers may not exceed 20 students unless a written waiver is received.
- Classes will operate at least 6 and not more than 20 hours per week, unless otherwise approved by the Commissioner of Education. Written waivers will not be granted for more than 40 hours per week.
- A total of at least 150 hours of instruction will be made available to individual students.
- Education and employment preparation plans will be developed for individual adult students.
- Each professional staff member serving in the Employment Preparation Education programs will take at least twelve hours of staff development annually related to the development and organization of such programs for adults.
- English-speaking students will be given tests in reading and mathematics to determine their approximate skill level.
- English-speaking students in need of basic skills will be provided instruction in reading, mathematics, oral and written communication and life skills.
- English-speaking students will be given standardized achievement tests which report scores in grade equivalents and which have forms for retesting at required intervals, or will be given other such instruments approved by the Commissioner of Education.
- Students with limited English proficiency will be given placement tests before being placed in appropriate level instructional programs.

- Students with limited English proficiency will be provided instruction in listening, reading, oral and written communication, and life skills.
- Students with limited English proficiency will be given achievement tests specifically designed for such students, or will be given other such instruments approved by the Commissioner of Education.
- Students will not begin instruction specifically designed to prepare them for the General Educational Development tests unless they read at an 9.0 grade level as measured by a TABE test.
- Students preparing for the General Educational Development tests will be given diagnostic tests to determine the specific instruction needed to attain the minimum score to qualify for a New York State High School Equivalency Diploma, and will be provided such instruction.
- Students preparing for the High School Equivalency test will be referred to the test when they demonstrate readiness, as indicated by the TASC Readiness Test or other State Education Department approved instrument. These test scores must be recorded in ASISTS.
- All students will be tested at intervals necessary to determine status and progress.
- Programs will submit required data to the State Education Department via the electronic data system ASISTS.

Agencies will apply minimum requirements for program administration and data staff per the requirements below:

- \$100,000 or less - programs must have at least a .25 FTE administrator and data staff
- \$100,001 - \$160,000 – programs must have at least a .3 FTE administrator and data staff
- \$160,001 - \$220,000 – programs must have at least a .4 FTE administrator and data staff
- \$220,000 - \$300,000 – programs must have at least a .5 FTE administrator and data staff
- \$300,001 – \$380,000 – programs must have at least a .6 FTE administrator and data staff
- \$380,001 - \$460,000 – programs must have at least a .7 FTE administrator and data staff
- \$460,001 - \$540,000 – programs must have at least a .8 FTE administrator and data staff
- \$540,001 - \$620,000 – programs must have at least a .9 FTE administrator and data staff
- \$620,001 and over – programs must have at least a 1.0 FTE administrator and data staff

Administrator and teacher qualifications will be governed by Part 157.1 of the Regulations of the Commissioner of Education.

The facilities used to provide instruction for EPE programs are covered by fire and liability insurance and meet all applicable State or local fire and safety standards.

The heating, lighting and ventilation of instructional facilities are conducive to learning.

The agency will comply with Title IX, Education Amendments of 1972; Title VI of the Civil Rights Act of 1964; the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1991.

I have completed this application accurately to the best of my knowledge and have read and understood the entire Statement of General Assurances. I understand that Employment Preparation Education aid generated by these programs must be expended only on EPE programs.	
Signature of Superintendent or Chief Administrative Officer (original)	Date
Print or type name	
Agency Address	
Telephone No.	