

Appendix 6

FAST TRACK Math GRASP Packets

Student Record of Mastery of Packet Skills

School District or BOCES: _____

Student Name: _____

Packet was assigned: _____ Electronic Paper

Packet Name:

Density	<input type="checkbox"/> Part I	<input type="checkbox"/> Part II
Transformations: Shapes on a Plane	<input type="checkbox"/> Part I	<input type="checkbox"/> Part II
The Power of Exponents	<input type="checkbox"/> Part I	<input type="checkbox"/> Part II
Lines, Angles, & Shapes: Measuring Our World	<input type="checkbox"/> Part I	<input type="checkbox"/> Part II
Evaluate Algebraic Expressions & Solve Simple Equations	<input type="checkbox"/> Part I	<input type="checkbox"/> Part II
Linear Functions	<input type="checkbox"/> Part I	<input type="checkbox"/> Part II
Non-Linear Functions	<input type="checkbox"/> Part I	<input type="checkbox"/> Part II
Statistics & Probability	<input type="checkbox"/> Part I	<input type="checkbox"/> Part II

Student should list the dates and approximate amount of time spent on the material in the packet:

Date	Time (hours) Worked	Date	Time (hours) Worked
------	---------------------	------	---------------------

_____	_____Hours	_____	_____Hours
-------	------------	-------	------------

Date	Time (hours) Worked	Date	Time (hours) Worked
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_____	_____Hours	_____	_____Hours
-------	------------	-------	------------

Approximate Total time spent on the packet: _____ hours

STUDENT COMMENTS/CONCERNS ON THIS PACKET:

Teacher Signature: _____ Date _____

By signing this document, the teacher is confirming the student has mastered the skills in the packet noted on this document. This means that students may not need to complete the entire packet of work.

Appendix 7

Fast Track Math GRASP Programming

- Fast Track Math GRASP Packets conforms to a two-week packet model.
- Documentation of student work must be kept for work completed in each packet. Refer to Appendix 6.
- The instructor is responsible for reviewing the student’s work and assessing mastery.
- Only ESL students preparing to take the TASC Math subtest may receive Fast Track GRASP Math Packets.
- All teachers providing Fast Track GRASP Math packets must be adult education certified or P-12 certified.
- All students receiving Fast Track GRASP Packets may have a modified intake process. The intake must include the 5 demographic data elements: Name, Birth Date, Gender, Ethnicity, and Employment Status. This data must be entered into ASISTS.
- A student roster must be maintained containing the names of all enrollees who are receiving Fast Track Math packets.
- Each teacher providing Fast Track Math GRASP packets must have a separate class code in ASISTS where Appendix 6 results are recorded.

Contrast of Traditional GRASP versus Fast Track Math GRASP

NYSED Distance Education GRASP or SMART	NYSED Fast Track Math GRASP
The program must have approval to provide GRASP or SMART Distance Education	The program must have approval under EPE application to utilize the Fast Track Math GRASP packets
The teacher must be certified in GRASP (completed 6-hour training through the RAEN)	All teachers certified in adult education or P-12 may employ the use of Fast Track Math GRASP packets providing the program has received NYSED approval to do so
NRS Levels 4, 5, & 6	No minimum grade level required
Teacher customizes each GRASP packet per the needs of the student	Fast Track Math GRASP packets cannot be altered, they are complete at issue and cannot be manipulated
Student must be pre and post tested	Fast Track students do not need a pre or post test; students must have a TRA prior to being referred to the TASC Math subtest
A “2” is entered into ASISTS for each completed GRASP packet	A “4” is entered into ASISTS for each completed Fast Track Math GRASP packet
Student may attend 3 hours of in person, face to face tutoring each week	Student may attend 6 hours of in person, face to face tutoring each week*
Student cannot be co-enrolled in Distance Education and Traditional Education concurrently	Student is free to attend Traditional Educational classes while receiving Fast Track Math GRASP packets. Classroom instruction cannot include the same materials included in the Fast Track Math GRASP packets assigned
*Students receiving Fast Track Math GRASP packets may also be enrolled in Distance Education GRASP or SMART concurrently. If they are concurrently enrolled in both then the maximum tutoring contact hours is six (6) per week per student. This tutoring time must be face to face, in person.	

Appendix 8

Intake Pilot application:

NYSED is interested in programs offering a robust intake and orientation process to new students as they enter the program in FY2020/2021. The following application must be completed; NYSD will consider and approve those meeting desired expectations.

Program Name:	Student population targeted for this pilot (ABE, ASE, ESL, Distance Education students, Fast Track Students)	Approximate Number of students included in the pilot:

In addition to the required Individual Student Record Form being completed and the mandated assessments being provided, the programs in this pilot will be asked to include more support resources to students included in the pilot. In the table below, the program completing this application will select the Intake Strategies they intend to implement:

Intake Strategies	“X” the strategies proposed
Barriers to Employment	
Assessments - purpose and post testing necessity	
Funding - how are programs fiscally supported (not free - no cost to student) first learning experience for students	
Four Pathways to HSE (include HSE website and CollectED website) TASC, Attachment R, NEDP, college credit.	
Fast Track Opportunities, share state data that shows how adults need support to pass the 5 subtests	
Provide one of the Fast Track Math GRASP packets	
Why HSE? What does that lead to?	
Student Contract/Attendance Agreement (what to do if you cannot make it to class)	
Resources available through case management (community referrals)	
Programming available in addition to classes (CTE, Literacy Zones, IEL/CE, Citizenship, etc)	
Training available (BOCES, School Districts, community colleges) vocational training, possible credentials)	
Complete pre-test assessment (usually split between two dates)	
Learning disability awareness and resources	
Meet the staff - done with still pictures but a brief bio for each teacher and case manager	
Menu of classes available (where and when)	
Offer the possibility of Distance Education (GRASP, SMART, Crossroad's Cafe)	
Include student ambassadors to meet and greet with new students while they are waiting for their assessment to be completed	
Other (program describes other strategy to be used in text box below)	

The **maximum** number of contact hours attributed to this robust intake process is twelve (12). Programs must have detailed records of the time spent and the activities offered to students. Clear documentation of the suggested list of intake strategies must be included in the plan laid out by the program interested in piloting this new intake process.

New York State Education Department
Office of Adult Career & Continuing Education Services
Adult Education Programs and Policy Team
89 Washington Avenue, 460 EBA
Albany, NY 12234

**EMPLOYMENT PREPARATION EDUCATION (EPE)
STATE AID PROGRAM
APPLICATION 2020-21
(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)

Email Address _____

(If different from above)

Please submit an original and one copy of this application by June 15, 2020 to the address listed at the top of this page to the attention of your NYSED regional.

**WAIVER WORKSHEET FOR
ADULT EDUCATION CLASSES for FY2020-2021**

Waiver	Criteria	Request by Program
Class Size	Indicate the maximum number of students expected to be enrolled in the class. Indicate projected Average Daily Attendance (ADA). (Request for classes with registers exceeding 20 students but not larger than 35)	Max # of students per class = _____ Projected ADA per class = _____
	Explanation for need of increase in class size:	
	Does your program assure that class quality and expected educational outcomes will not be adversely affected:	
	_____ Yes _____ No	
Class Hours	Indicate the minimum or maximum # of hours the class will operate. (waivers will not be granted for classes meeting for more than 40 hours per week)	Min # of hours per class = _____ Max # of hours per class = _____
	Waivers for classes meeting less than six hours per week must be requested.	
	Justification Narrative for Min # of hours:	
	Justification Narrative for Max # of hours:	
TASC Testing	Waiver to generate EPE contact hours on eligible HSE preparation students referred from their own preparation program, or public testing students, or HSE preparation students referred from other preparation programs in their local proximity.	Amount of waiver request = _____ (limit is .6 of 1.0 percent of the EPE providers' prior years' EPE accrual)
	Waiver to allow the EPE provider to claim EPE expenses for HSE test administration.	Amount of waiver for expense request = _____ (limit is .6 of 1.0 percent of the EPE providers' prior years' EPE accrual)
	Justification for waiver request:	

**PROGRAM COMPONENT WORKSHEET
for
ADULT EDUCATION INSTRUCTION**

Please indicate in the following tables the programs offered, the projected number of students to be served and projected number of contact hours. Total amounts from each of the following seven tables will then be entered into the Program Component Worksheet. Each of the tables, 1 through 7, represent subsets of the total number of students projected to be served and the total number of contact hours projected for EPE accruable, reimbursable contact hours.

Table 1

Traditional Academic Instructional Programming	NUMBER OF STUDENTS PROJECTED FOR 2020-21	NUMBER OF CONTACT HOURS PROJECTED FOR 2020-21
Academic Programs		
Adult Basic Education (ABE) NRS Levels 2 - 4		
Adult Secondary Education (ASE) HSE Test Preparation NRS Levels 5 & 6		
English as a Second Language (ESL) NRS Levels 1 – 6		
TOTAL (Place on Line 1 of Program Component Worksheet)		

Table 2*

ABE NRS Level 1 Students	NUMBER OF STUDENTS PROJECTED FOR 2020-21	NUMBER OF CONTACT HOURS PROJECTED FOR 2020-21
Academic Programs		
ABE NRS Level 1 Students		
TOTAL (Place on Line 2 of Program Component Worksheet)		

Table 3

Distance Education Programming	NUMBER OF STUDENTS PROJECTED FOR 2020-21	NUMBER OF CONTACT HOURS PROJECTED FOR 2020-21
Adult Basic Education		
SMART NRS Levels 2, 3, and 4		
GRASP NRS Levels 4, 5, and 6		
English as a Second Language (ESL)		
Crossroads Café NRS Levels 3, 4, 5, and 6		
TOTAL (Place on Line 3 of Program Component Worksheet)		

Fast Track HSE Preparation Initiative

Programs applying for a portion of their EPE allocation to be in support of the Fast Track HSE preparation must consider the following sections:

Outreach to TASC testing centers to recruit adults (age 21 or older) who do not succeed on one or more of the TASC subtests:	Program’s proposed activities
Using customized flyers to recruit examinees unsuccessful on the TASC test	
Network with NYS TASC Test centers to offer services to examinees	
Other custom strategies	

Options for HSE Fast Track Programming (data should be recorded in Table 4 below)

- Fast Track Math GRASP packets (paper or electronic) utilizing NYSED/CUNY eight (8) HSE math modules (distance education model)
- Six (6) hour intense instruction sessions made available evenings and Saturdays in math, science, social studies, reading, or writing
- Two x Two sessions where two different subjects are offered
- Test taking skills and strategies, including reduction of test anxiety
- Computer based testing skills and strategies as an option
- Other customized Fast Track strategies designed by program staff (with NYSED approval)

Table 4*

Fast Track Programming	NUMBER OF STUDENTS PROJECTED FOR 2020-21	NUMBER OF CONTACT HOURS PROJECTED FOR 2020-21
Academic Programs		
Fast Track Math GRASP Packets		
Six (6) Hour Intense Instruction		
Two x Two Sessions		
Test Taking Skills and Strategies		
Computer Based Testing Skills and Strategies		
Community Outreach Campaigns		
Other Customized Fast Track Strategies (need NYSED approval)		
TOTAL (Place on Line 4 of Program Component Worksheet)		

Table 5

Work Experience Programming	Projected # Students	Approximate Number of Hours per Student	Total Projected Number of Work Experience Hours Expected	EPE Eligible Contact Hours (1/2 of total work experience hours)
Work Experience Program				
TOTAL (Place on Line 5 of Program Component Worksheet)				

Table 6*

National External Diploma Programming (NEDP)	NUMBER OF STUDENTS PROJECTED FOR 2020-21	NUMBER OF CONTACT HOURS PROJECTED FOR 2020-21
Academic Programs		
NEDP Students		
TOTAL (Place on Line 6 of Program Component Worksheet)		

Table 7: Career and Technical Education (CTE) Classes

Please complete the table below indicating all career and technical education classes that will be offered in 2020-21. Include the CIP code, projected number of students to be served, and projected contact hours. Eligible courses for career and technical education courses must be at least 100 hours in length, with approved secondary curricula that prepares adults for employment or skills enhancement in specific occupational areas, and taught by teachers meeting New York State Education Department certification requirements for the courses. Students enrolled in approved CTE classes may also be dual enrolled in literacy classes to generate EPE. For CIP code and occupational area, see the list at NYSED:

<http://www.p12.nysed.gov/cte/Data/CIPcodes.html>

If a CIP code does not exist on the NYSED website, then it should not be included in this request.

New CTE Course Proposals

For programs that are including new CTE course(s) the following information must be submitted with the EPE application:

- All CTE courses must be at least 100 hours in length;
- All CTE courses must have a pre-existing CIP code, districts and BOCES must identify programs by Classification of Instructional Program (CIP) code;
- Adult education programs must follow required curricula and requisite number of contact hours dictated by NYSED P-12 CTE specifications;
- A letter from the Superintendent or District Superintendent documenting local Board of Education or BOCES Board approval of the proposed CTE course to be offered to adult students aged 21 or older.

Table 7

CTE COURSES Course Title	CIP Code	New in 2020/2021	Career and Technical Education Area by CIP Code	Projected # Students	Required Course Hours	Projected # Contact Hours
TOTAL (Place on Line 7 of Program Component Worksheet)						

**2020-21 EPE PROGRAM COMPONENT
SUMMARY SHEET**

	Program Components	Totals Each Table Listed Above	
		Projected Number of Students	Projected Number of Contact Hours
1.	Traditional Adult Education Instruction	Total from Table 1.	
2.	ABE NRS Level 1 Students*	Total from Table 2.	
3.	Distance Education Adult Education Instruction	Total from Table 3.	
4.	Fast Track Programs*	Total from Table 4.	
5.	Work Experience	Total from Table 5.	
6.	NEDP*	Total from Table 6	
7.	Career and Technical Education	Total from Table 7.	
8.	Total		

* Program managers should note that while these specific initiatives are supported by EPE State Aid, students enrolled in any one of these programs are exempt from National Reporting System (NRS) guidelines and will not be included on the New York State Report Card. It is also the responsibility of program managers to monitor the accrual of these hours to ensure they are not generating contact hours over the approved allocation for Fast Track Programming, as NYSED will not be able to reimburse for those hours.

<p>Contact Hours x 2019-2020 (last year's) EPE rate = <u>estimated EPE aid</u> to be generated</p> <p>Line 8 _____ x _____ = \$ _____</p>

Total projected EPE expenditures for 2020-21 \$ _____ (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.

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, electronic records).
- Adherence to NYSED's half-hour rounding policy.
- Verification procedures and other policies on enrollment and absenteeism
- Programs have the option of recording weekly attendance data electronically in ASISTS. If the program chooses to record and maintain student attendance records electronically, they need to request approval from their AEPP Regional Coordinator. Approval requests can be made on this page.



Programs Operating in a BOCES

BOCES –Please list below all component school districts in which EPE programs are located. For Distance Education programs, list all BOCES and school districts in which students reside.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

If a BOCES and/or School District operates programs located in another BOCES district and/or School District, please complete Appendix 4 and include your signed MOU for any Geographic Arrangements.

FTE Arrangements with Community Colleges

Requirement: Non-Credit Full Time Equivalency (FTE) Arrangements must be entered in the ASISTS data base. 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 in which the applicant has made arrangements to jointly operate a program using a combination of EPE State aid and Non-Credit FTEs. To generate EPE State aid, the instructor must be employed by the school district or BOCES and on the school district or BOCES payroll.

The program applying for these arrangements must include a copy of any contractual agreement between the EPE funded program and the community college.

Please describe the following:

- Type of program
- Roles and responsibilities of the two agencies
- Students being served and generating FTEs and EPE State aid
- Revenues expected to be generated by the respective funding sources
- Expected expenditures from each source, administrative costs and any other details of the contractual arrangement.

Name of Community College: _____

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

Several community colleges, BOCES and school districts have coordinated programs combining EPE State Aid and Non-credit Remedial FTE funding. It may be possible for EPE funds to be generated if the teacher is employed by the school district and the arrangement has been approved by NYSED. These arrangements are reviewed and approved on a case by case basis by NYSED management. Please refer back to section 420 of the EPE Manual.

BUDGET
FY2020 - 2021

Projected EPE state aid (from page 3 of the application) _____

Administrative salaries listed in code 15 and data entry salaries listed in code 16 must conform to the requirements on page 3 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; however, would need to be explicitly identified.

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.

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. **A full-time program director equals 1.0 FTE, program director is a required position and should be reflected below.**

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

SALARIES FOR SUPPORT STAFF: Code 16

Include salaries for data management/ data entry staff, 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. **A full-time data staff person equals 1.0 FTE, data staff is a required position and required FTE should be reflected below.**

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 and equipment, textbooks, assessment materials and equipment items under \$5,000 per unit.

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

TRAVEL EXPENSES: Code 46

Include student transportation, conference costs and travel of staff between instructional sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Subtotal - Code 46			

EMPLOYEE BENEFITS: Code 80

Rates used for project personnel must be the same as those used for other agency personnel.

Benefit		Proposed Expenditure
Social Security		
Retirement	New York State Teachers	
	New York State Employees	
	Other	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Other (Identify)		
Subtotal – Code 80		

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)
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B. Approved Restricted Indirect Cost Rate

		%	(B)
--	--	---	-----

C. (A) x (B) = Total Indirect CostSubtotal – Code 90

	\$		(C)
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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 approved by NYSED will be used.
- Instruction will be individually prescribed and paced in each class.
- Education and Employment Preparation plans will be developed for individual adult students.
- Individual student folders will be kept in a central location in a cabinet locked for security. The folders must include information concerning:
 - Attendance
 - Individual Student Record Form (ISRF) issued annually by NYSED
 - Assessment score sheets (for all pre and post-tests)
 - BEST 2.0 score sheet or electronic report (individual by student)
 - BEST Literacy scoring booklet
 - TABE 11 & 12 test score sheet
 - TASC Readiness Assessment score sheet (if applicable)
 - For students participating in Distance Education programming, sample evidence of work completed at home
 - Americans with Disabilities Act declaration
 - Original signature from student
 - Education and Employment Plan (EEP)
 - Customized to student's entry literacy levels and goal selection
 - Updated at least quarterly
- Class registers may not exceed 20 students unless a written waiver is granted by NYSED.
- Classes will operate at least six and not more than 20 hours per week, unless a written waiver is granted by NYSED. 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.
- Each professional staff member serving in the Employment Preparation Education programs will attend a minimum of fourteen (14) hours of professional development annually exclusively through the Regional Adult Education Network.
- English-speaking students will be given NYSED assessments 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, verbal and written communication.
- English-speaking students will be given NYSED approved assessments which do have forms for post-testing as per NYSED assessment policy.
- Students with limited English proficiency will be given NYSED approved assessment before being placed in appropriate level instructional programs.
- Students with limited English proficiency will be provided instruction in listening, reading, verbal and written communication.
- Students with limited English proficiency will be given NYSED approved assessments for post-testing as per NYSED assessment policy.
- Each ABE and ASE student must be pre and post tested in person on the NYSED approved assessment in both Math and Reading.
- Students preparing for the High School Equivalency test will be referred to the test when they demonstrate readiness, as indicated by the readiness assessment or other NYSED approved instrument.
- Programs will submit required data to NYSED via the electronic data system ASISTS on a monthly basis.
- Attendance must be recorded in ASISTS on a minimum of a monthly basis. Attendance data will be entered by the end of the month following the month where attendance accrued.
- Scores from the TASC Readiness assessment must be recorded in ASISTS and on the T-TAF when referring students to the High School Equivalency test.

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

EPE Dollars	Staff FTE-Administrator	Staff FTE-Data Staff
\$100,000 or less	at least .25 FTE	at least .25 FTE
\$100,001 - \$160,000	at least .3 FTE	at least .3 FTE
\$160,001 - \$220,000	at least .4 FTE	at least .4 FTE
\$220,001 - \$300,000	at least .5 FTE	at least .5 FTE
\$300,001 – \$380,000	at least .6 FTE	at least .6 FTE
\$380,001 - \$460,000	at least .7 FTE	at least .7 FTE
\$460,001 - \$540,000	at least .8 FTE	at least .8 FTE
\$540,001 - \$620,000	at least .9 FTE	at least .9 FTE
\$620,001 and over	at least 1 FTE	at least 1 FTE

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 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:	
Email Address:	
Agency Address:	
Telephone No:	