

Changes in the Employment Preparation Education (EPE) Application for Program Year 2007-08

Please note the following changes in the EPE application:

1. In the 2006-07 application, all agencies were asked to submit a comprehensive plan narrative. This was done to update the information in the prior comprehensive plan which was last requested in 1996. This year, SED will return to the practice of requesting the comprehensive plan narrative only from new applicants.
2. A new policy is being developed on the geographic range of EPE programs. This policy will be used to guide the provision of traditional and distance learning programs in other school districts and BOCES areas. On page 20, information is requested regarding school districts and BOCES districts in which these programs are offered. The new policy will be found at our website: <http://www.emsc.nysed.gov/workforce/offices/adult.html>
3. The distance learning policy has been revised and all distance learning programs have been informed regarding changes. The television model in which no physical material passes from teacher to student is no longer being funded. All distance learning programs must conform to the two-week packet model. (See page 9.)
4. As in the past, stand-alone non academic programs are not allowed. New guidance has been included stating that all students in traditional or distance learning programs must spend at least 50% of their time in academic programs. (See page 8.)
5. The following distance learning programs are no longer funded: Another Page, Math Basics.
6. The following distance learning programs have been added: Lifelines, Madison Heights, On Common Ground, Skills to Make Adults Ready to Succeed (SMART), TV 411, and Workplace Essential Skills. (See page 14.)
7. National Reporting System (NRS) targets from 2005-06, 2006-07, and 2007-08 have been included in Appendix 2 (page 26). The educational functioning levels for English as a Second Language (ESL) were changed in the 2006-07 program year.
8. A new web-based data system, the Adult Student Information System and Technical Support (ASISTS) system will be implemented in 2007-08. (See page 2.) All agencies receiving EPE funding must use the ASISTS system.
9. On page 5, applicants are informed that they should expect guidance by July 1, 2007 from SED regarding policies for serving individuals with learning disabilities.

INTRODUCTION

Overview

School districts and BOCES may operate an Employment Preparation Education (EPE) program to provide services for persons aged 21 and above who have not received a high school diploma or its equivalent. Agencies requesting approval to operate an EPE State Aid program in 2007-2008 should submit a completed application by **May 15, 2007**. Agencies may request an extension of the filing date to June 15, 2007 by calling the Adult Education and Workforce Development Team at (518) 474-8940. A written request must also be submitted.

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

Prior to the 2001-02 program year, school districts and BOCES participating in the EPE program could serve only individuals who were over 21 years of age who did not have a high school diploma or a high school equivalency diploma issued by a state or territory of the United States. In the 2000-01 session, the New York State legislature enacted legislation authorizing the Commissioner of Education to set aside up to \$2.5 million to serve individuals 21 and above who have a high school diploma or a high school equivalency diploma but "fail to demonstrate basic educational competencies". We anticipate that the EPE allocation for 2007-08 will be \$84.5 million. Because \$2.5 million is 2.96% of \$84.5 million, agencies may claim up to 2.96% of their allocation for this population. Claims in excess of this will only be paid if available. **This will not affect the amount of EPE aid allocated to your agency.** Contact hours should be tracked separately for those with and those without a diploma or equivalency. Agencies choosing to serve these individuals will be asked to submit separate claims for those with and without a diploma or equivalency. **In no instance will an agency be paid more than 10% of their total claim for individuals with a high school diploma.** Individuals participating in the EPE program must be 21 years of age or older regardless of diploma status:

- 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. This means scoring 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 7-8 test or the TABE 9-10); or
- a score of 472 or below on the BEST Plus test. **This change was implemented last year due to a revised federal policy making the top cut-off point for NRS level 4 for ESL of 472 on the BEST Plus test.**

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 will be required to submit corrective action plans in order to continue receiving EPE State aid and may lose funding entirely if performance does not improve. Beginning in the 2002-03 program year, all agencies receiving EPE State aid were required to gather and submit data using an automated individual student record system.

Beginning in June of 2007, a web-based data system called Adult Student Information System and Technical Support (ASISTS) will be implemented. All agencies receiving EPE state aid will be required to use this system. Contact the Literacy Assistance Center (LAC) at (212) 803-3300 for information on ASISTS. Information on ASISTS can also be found on the LAC web page at www.lacnyc.org.

SED has negotiated core performance targets with the United States Department of Education. All program participants must have the goal of advancing an educational functioning level or obtaining a General Education Development (GED) or high school diploma. The individual participant can identify up to two other goals as appropriate.

Appendix 2 (page 26) contains New York State's targets for 2005–06, 2006-07 and 2007-08.

SED has instituted an Individual Technical Assistance Plan (ITAP) that identifies agencies in need of improvement. Working in consort with the Regional Adult Education Network (RAEN) and staff from SED, these agencies will be required to develop and implement a program improvement plan. To guide this process, SED has developed agency report cards that are used to determine how well agencies are performing. Four factors are used:

- 50% of the score will be based on aggregate educational gain, i.e., the number of students making one or more NRS level gain divided by total enrollment.
- 25% of the score will be based on the four follow-up measures, i.e., total students with a follow-up goal who achieved the goal upon exiting, divided by the total exiters with one of the identified goals.
- 12.5% of the score will be based on goal setting:
 - Of all enrollees who are unemployed and in the labor market, 70% should have identified entering employment as a goal.
 - Of all enrollees with the goal of obtaining a high school or GED diploma, 50% should also have identified a goal of going on to postsecondary education.
- 12.5% of the score will be based on achieving a 50% response rate on the survey of all students with a follow-up goal who exited the program.

Corrective Action

Agencies with unacceptable performance may be placed under corrective action for a period of one to three years. Agencies under corrective action must improve performance to be removed from corrective action status. Agencies failing to adequately improve performance in three years will no longer receive EPE funding.

Data on Occupational and Distance Learning Programs

In the previous EPE application, all agencies were required to provide information that would allow SED to evaluate the effectiveness of distance learning and occupational educational classes offered by adult education programs in New York State. This requirement continues again this year. The ASISTS software allows the entry of distance learning and occupational education offerings for the purposes of program management and reporting.

To permit the above-mentioned analyses, all programs submitting data were required to ensure that the following information is entered into the ASISTS database:

- All distance learning and occupational education offerings. They must designate these offerings as distance or occupational education by entering the appropriate information. In addition, programs must designate the programs offered such as GRASP, GED on TV, etc. Please contact ASISTS support if you need technical assistance on how to enter this information.
- Enrollment information for above offerings.
- Demographic information for students enrolled in above offerings.
- Contact hours, test scores, goals and outcomes for students in above offerings.

When preparing data for NRS data submissions, funding sources that will include all distance learning and occupation education courses should be selected.

Agencies not submitting these data for the 2005-06 program year will have EPE funds withheld for these programs for the 2006-07 year and the programs will not be approved in the 2007-08 year.

Program Administration

In the 2005-06 program year **SED established minimum requirements for program administration.** These requirements continue:

- \$500,000 or 70,000 contact hours of EPE – Programs must have a full-time administrator (1.00 FTE)
- \$250,000 to \$499,999 or 50,000 to 69,999 contact hours – Programs must have a .75 FTE administrator
- \$100,000 to \$249,999 or 20,000 to 49,999 contact hours – Programs must have a .5 FTE administrator
- No program should have less than a .25 FTE administrator or an administrator working less than 10 hours per week.

This administrative time should be fully dedicated to program administration without instructional or other non-administrative duties. Please complete the section on page 22 indicating administrative staff dedicated to your EPE program. Note that administrative salaries may be paid by sources other than EPE.

Attendance Policy

Because EPE state aid reimburses the school for contact hours of service already provided, it is essential that agencies document student attendance appropriately. Attendance should be documented in such a way 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 should also be in place regarding enrollment and absenteeism. On page 19 please describe your agency's attendance policy and method for keeping records.

Geographic Range of EPE Programs

Because a number of issues have arisen regarding the geographic range of both traditional and distance learning programs SED is developing a new policy regarding where an agency can offer traditional and distance learning programs. Please go to the following website <http://www.emsc.nysed.gov/workforce/offices/adult.html> for this information.

- **BOCES** – Please enter on page 20 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 located. For distance learning programs indicate in which BOCES and in which school districts students reside.
- **School Districts** - On page 20, enter the names of all school districts with which your district operates traditional programs, or, in the case of distance learning programs, the districts in which students reside.

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

Non-Credit Full Time Equivalency (FTE) Arrangements

Agencies operating EPE programs frequently enter into 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. Non-credit FTE funding can support programs serving students who are under 21 with or without a high school diploma. If these remedial programs are operated by a school district or BOCES, students can be co-enrolled in both the EPE and college program. EPE “eligible” students are eligible to generate EPE State aid, and the community college can provide funding to support the non-EPE eligible students and other allowable costs. If your agency operates a program combining EPE aid and Non-Credit FTEs, please describe on page 21 the details of the arrangement. 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 employed by the school district or BOCES. EPE policy restricts the generation of excess revenues from FTE arrangements (see EPE manual section 414.02).

Final Decisions Contingent Upon State Budget

At the time of this application’s publication the 2007-08 New York State budget has not been passed. The total amount of funds that will be allocated to the EPE program is unknown at the time of this writing although SED anticipates that \$84.5 million will be available. Therefore, program approval for EPE State Aid will be tentative pending passage of the State budget. Any changes in EPE State Aid program requirements enacted in the State budget will be addressed through an amendment process upon enactment of the budget. Approvals for the EPE State Aid program are for the period July 1, 2007 through June 30, 2008. Any waivers received in the program year 2006-07 must be renewed as part of this application.

EPE Manual

The EPE Manual is available online at www.nysed.gov/workforce/ . 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) in August 2007. 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.emsc.nysed.gov/workforce/offices/adult.html> .

Services to Individuals with Learning Disabilities

The issue of how to best serve individuals with learning disabilities in adult education programs has been the subject of much national discussion. The New York State Education Department recognizes that more needs to be done to serve this population given the limited resources that are available for this purpose. By June of 2007, SED will have developed a policy requiring funded agencies to submit a plan detailing strategies they will employ to serve students with learning disabilities.

**2007-2008
EMPLOYMENT PREPARATION EDUCATION (EPE)
STATE AID PROGRAM APPLICATION**

Submit this completed application or request an extension by May 15, 2007 to:

**New York State Education Department
Adult Education and Workforce Development Team
Room 307 Education Building
Albany, NY 12234**

For technical assistance, see Appendix 3

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

Agency Eligibility

- Local school districts or Boards of Cooperative Educational Services that have been approved previously by the State Education Department to operate an EPE State Aid program are eligible to apply. Educational agencies that have not previously been 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 1).

Instructions

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

- **Cover Sheet:** This form must be completed with an original signature of the Superintendent or Chief Administrative Officer.
- **Program Component Worksheet:** Complete the worksheet for each program component for which the agency is requesting approval in 2007-2008. The five component worksheets found on pages 13-17 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 18 provide the total number of projected contact hours and students for each program component for which the agency is requesting approval in 2007-08. This information should be reentered from the individual program component worksheets.
- **Attendance Policy:** Include a description of your attendance policy by completing page 19. Include all of the information requested.
- **Programs Operated in Other Districts:** List all school districts in which your agency operates an EPE program by completing page 20.
- **Non-Credit FTEs:** If applicable, complete page 21. Include the name of any community college with which your 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 budget summary on page 22. Include estimates of all your anticipated EPE expenditures for 2007-08. This is not a binding document (i.e., it does not prevent you from spending more or less in any budget category). It is meant to provide general information on your fiscal planning for the upcoming year. The total should equal the EPE funding you are requesting. Include information on program administration. **Additional**

details regarding each budget category must be provided in sufficient detail to determine whether the costs are allowable EPE expenditures.

- **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.

- **EPE Claim Form SA 160.1 and Interim Report.** This form must be submitted to the Adult Education and Workforce Development Team by February 15, 2008. The form is used to determine the EPE hours through December 31, 2007 that will be claimed for EPE aid and to project total EPE hours through June 30, 2008. This form will be available online in the fall of 2007.
- **EPE Claim Form SA 160.2.** This form must be submitted to the Adult Education and Workforce Development Team by September 15, 2008 to claim EPE hours through June 30, 2008. This form will also be available on line in the fall of 2007.

Waivers

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 25).

Description of Program Components

With the exception of occupational programs, all students in programs supported by EPE aid must be enrolled in an academic program designed to result in academic gain or the attainment of a GED or high school diploma for at least 50% of the time. Students in non-academic programs must be co-enrolled in an academic program designed to result in academic gain or a diploma. **This means that no student should be enrolled in a stand-alone non-academic program such as Action for Personal Choice, CFLS (traditional and distance learning), Workplace Essential Skills, computer literacy, or Citizenship Home Study.**

Assessment Requirement – The regulations require that all students enrolled in EPE programs be assessed. Traditional and distance learning programs must pre and post-test students. **All testing must be done in person, with the teacher or test administrator present. Testing instruments can not be mailed.** Please see the New York State NRS Manual on line at <http://www.emsc.nysed.gov/workforce/offices/adult.html> for testing guidelines.

For the 2007-08 school year, the five EPE program components are:

1. Traditional Adult Education Instruction: Includes the following programs:

- Adult Basic Education (ABE)
- General Educational Development (GED) test preparation
- English as a Second Language (ESL)
- Basic Education in Native Language (BENL)

- Family Literacy (PAC) time
- Job Club
- Action for Personal Choice, and
- Career, Family and Life Skills (CFLS)

Only appropriately trained staff can offer Action for Personal Choice or Career, Family and Life Skills programs. Contact the Regional Adult Education Network (RAEN) Director in your region for information on appropriate training.

2. **Distance Learning Adult Education Instruction:** Programs approved by the New York State Education Department 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. The following resources are available:

- Learn to Read
- Pre GED Connection
- External High School Diploma Program (EDP)
- Giving Ready Adults a Study Program (GRASP)
- GED Connection
- Crossroads Cafe
- Career Family and Life Skills (Home Study)
- Citizenship Home Study
- Health Promotions Home Study
- Lifelines
- Madison Heights
- On Common Grounds
- Skills to Make Adults Ready to Succeed (SMART)
- TV411
- Workplace Essential Skills
- SED Approved Pilots

Agencies offering distance learning programs are expected to meet or exceed the same educational gain and GED pass rates as traditional classroom programs.

Agencies requesting approval for any distance learning programs for which they were not approved in the 2006-2007 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 2007-08 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 should 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 Adult Education and Workforce Development 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 using the packet model.**

3. **High School Credit Courses:** Credit bearing courses in which adults (21 years of age or over) can participate to pursue their high school diplomas. 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 30) and submit curricula for SED approval **only for programs that have not been approved in previous years.**
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 plan for the adult student. Agencies wishing to offer a work experience program for the first time in 2007-08 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.** The guidelines for work experience programs are described below.

Basic Requirements for an EPE-funded Work Experience Program

- **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 a waiver from the Adult Education and Workforce Development 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 (Provisional or Permanent) 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 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, and;
 - all contact hours must be 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 program or combination of traditional classroom programs approved in this application provided that at least 50% of the time is academic. 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 2007-08.

Note: The contact hours entered on the “Program Component Worksheet for the 2007-08 Work Experience Program” table on page 17 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 13.

New York State Education Department
Adult Education and Workforce Development Team
Room 307 Education Building
Albany, NY 12234

**EMPLOYMENT PREPARATION EDUCATION (EPE) STATE AID PROGRAM
APPLICATION 2007-08
(Cover Sheet)**

Name of Agency _____

Agency Address _____

Signature of Superintendent or _____
Chief Administrative Officer

Print Name of Superintendent _____

Program Manager _____
(please print) (Telephone No.)

(Fax No.)

(Email)

Address _____
(if different from above)

Business Office Manager _____
(Telephone No.)

Address _____
(if different from above)

Please submit an original and two copies of this application by May 15, 2007 to the address listed at the top of this page.

**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.

PROGRAM TYPE	CHECK (✓) IF OFFERED 2006-07	NUMBER OF STUDENTS PROJECTED FOR 2007-08	NUMBER OF CONTACT HOURS PROJECTED FOR 2007-08
Adult Basic Education (ABE)			
Adult Secondary Education (ASE)/GED Test Preparation			
English as a Second Language (ESL)			
Basic Education in the Native Language (BENL)			
Non-academic Programs			
Family Literacy (PAC time)			
Job Club			
Action for Personal Choice			
Career, Family and Life Skills			
Computer Literacy			
Other, please list			
Total			*

*Enter this total on Line #1 of the EPE Component Summary Sheet (page 18)

**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.

PROGRAM TYPE	CHECK (✓) IF OFFERED IN 2006-07	NUMBER OF STUDENTS PROJECTED FOR 2007-08	NUMBER OF CONTACT HOURS PROJECTED FOR 2007-08
Adult Basic Education (ABE)			
Learn to Read			
Pre GED Connection			
Skills to Make Adults Ready to Succeed (SMART)			
Adult Secondary Education (ASE)			
EDP			
GRASP			
GED Connection			
English as a Second Language (ESL)			
Crossroads Café			
Non-academic Programs			
Career Family and Life Skills (Home Study)			
Citizenship Home Study			
Health Promotions Home Study			
Lifelines			
Madison Heights			
On Common Grounds			
SMART			
TV411			
Workplace Essential Skills			
SED Approved Pilots			
Total			*

*Enter this total on Line #2 of the EPE Program Component Summary Sheet (page 18)

**PROGRAM COMPONENT WORKSHEET
FOR
HIGH SCHOOL CREDIT COURSES**

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 Education Department policy for awarding high school credit. For further information, please contact the New York State Education Department’s Office of Curriculum, Instruction and Instructional Technology at (518) 474-5922, or your representative from the Adult Education and Workforce Development Team (see Appendix 3 – page 28).

2007-08 Projections for High School Credit Courses

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

PROJECTED STUDENTS ENROLLED IN HIGH SCHOOL CREDIT COURSES 2007-08	TOTAL PROJECTED CONTACT HOURS 2007-08
	*

*Enter the total on line #3 of the EPE Program Component Summary Sheet (page 18)

**PROGRAM COMPONENT WORKSHEET FOR
2007-08 WORK EXPERIENCE PROGRAM**

Check if Approved in 2007-08	Projected Students	Projected Contact Hours (1/2 x total work experience hours)	Actual and Projected Job Attainment	
			2006- 2007 (Actual)	2007- 2008 (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 13.** 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 18).

2007-08 EPE PROGRAM COMPONENTS 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.	

<p>Contact Hours x 2006-2007 (last year's) EPE rate = estimated EPE aid to be generated</p> <p align="center">Line 6 _____ x _____ = \$ _____</p>

Total projected EPE expenditures for 2007-08 \$ _____ (must be greater than or equal to estimated EPE aid to be generated). If the agency's contact hour rate is increased, total EPE generation will be increased and expenditures must also be increased to the new amount.

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

Include below a description of how attendance is documented. Describe the format in which attendance is maintained, your rounding policy, 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.

Non-Credit Full Time Equivalency (FTE) Arrangements

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.

Budget Summary for EPE Program

Please complete the budget summary below. Include estimates of all your anticipated EPE expenditures for 2007-08. This is not a binding document i.e. it does not prevent you from spending more or less in any budget category. It is meant to provide general information on your fiscal planning for the upcoming year. The total should equal the EPE funding you are requesting. In the third column provide details regarding the projected costs.

SUBTOTAL	PROJECTED COSTS	DETAILS
Professional Salaries		
Support Staff Salaries		
Purchased Services		
Supplies and Materials		
Travel Expenses		
Employee Benefits		
Indirect Cost		
BOCES Services		
Minor Remodeling		
Equipment		
Grand Total		

Program Administration

Projected contact hours (from page 18 line 6) _____

FTEs for program administration (a full-time program director equals 1.0 FTE) _____

See new guidelines for program administration on page 3. 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.

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
- no class register will have more than 20 students unless a 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,
- 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 five and one-half hours of staff development annually related to the development and organization of such programs for adults,
- English-speaking students will be given entrance 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 an appropriate level of instructional programs,
- students with limited English proficiency will be provided instruction in listening, reading, mathematics, 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 8.0 grade level as measured by a standardized reading 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 General Educational Development tests will be referred to the tests when they demonstrate readiness, as indicated by an appropriate assessment,

- students with other needs will be provided appropriate instruction as determined by the Commissioner of Education,
- all students will be tested at intervals necessary to determine status and progress, and;
- programs will submit required data to the State Education Department.

Administrator and teacher qualifications will be governed by Part 157.1 of the Codes, Rules and Regulations of the State of New York.

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

The heating, lighting and ventilation of instructional facilities will be 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.	

Appendix 1

2007-08 Waiver Process for Employment Preparation Education (EPE) State Aid

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

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

- the **maximum** number of students who will be enrolled or the **maximum** number of hours the class will operate each week. Generally, waivers will not be granted for classes exceeding 35 students, or 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. Generally, waivers will not be granted for less than four hours of instruction per week,
- 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,
- submit a plan to develop other resources so that class size can be reduced, and;
- **all EDGE programs will be granted automatic waivers to exceed 20 hours per week.**

All waivers must be renewed annually. Waiver requests may be included in this application or faxed to (518) 486-1751.

Approval to provide 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. These approvals are not considered to be waivers and do not have to be renewed annually.

Appendix 2

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

Educational Functioning Level	2005-06 Targets	2006-07 Targets	2007-08 Targets
Beginning Literacy ABE	35%	37%	38%
Beginning ABE	35%	36%	40%
Low Intermediate ABE	35%	36%	40%
High Intermediate ABE	31%	31%	34%
Low ASE	35%	35%	38%
Beginning Literacy ESL	39%	39%	39%
Beginning ESL**	45%		
Low Beginning ESL*		45%	45%
High Beginning ESL*		45%	45%
Low Intermediate ESL	51%	45%	47%
High Intermediate ESL	52%	45%	47%
Advanced ESL*		45%	45%
Low Advanced ESL***	45%		
High Advanced ESL**	19%		
Enter Employment	45%	55%	75%
Retain Employment	51%	53%	69%
Entered Postsecondary	59%	60%	75%
High School Completion (GED)	70%	70%	75%

* New Educational Functioning Level Designation

** Level Eliminated

*** Now called Advanced ESL

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 and Workforce Development Team Regional Assignments

County	Adult Ed
Albany	Constance Carroll
Allegany	Kathleen Steinchen
Broome	Claudia Dean
Cattaraugus	Kathy Sheehy
Cayuga	Kathleen Steinchen
Chautauqua	Kathy Sheehy
Chemung	Claudia Dean
Chenango	
Clinton	Constance Carroll
Columbia	Constance Carroll
Cortland	Claudia Dean
Delaware	
Dutchess	
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	Claudia Dean
Lewis	Claudia Dean
Livingston	Kathy Sheehy
Madison	Claudia Dean
Monroe	Kathleen Steinchen
Montgomery	Constance Carroll
Nassau	Susan Lyons
New York City	Sandy Vazquez
Niagara	Kathy Sheehy
Oneida	Claudia Dean
Onondaga	Claudia Dean
Ontario	Kathleen Steinchen
Orange	
Orleans	Kathy Sheehy
Oswego	Claudia Dean
Otsego	
Putnam	
Rensselaer	Constance Carroll
Rockland	
Saratoga	Constance Carroll

County	Adult Ed
St. Lawrence	Constance Carroll
Schenectady	Constance Carroll
Schoharie	Constance Carroll
Schuyler	Kathleen Steinchen
Seneca	Kathleen Steinchen
Steuben	Kathleen Steinchen
Suffolk	Susan Lyons
Sullivan	
Tioga	Claudia Dean
Tompkins	Claudia Dean
Ulster	
Warren	Constance Carroll
Washington	Constance Carroll
Wayne	Kathleen Steinchen
Westchester	
Wyoming	Kathy Sheehy
Yates	Kathleen Steinchen

Regional Staff can be reached at (518) 474-8940

Revised 02/1/07

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 (since the 1995-96 program year)

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),
- 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 OCIS (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, 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 and Workforce Development Team technical assistance representative (see Appendix 4 – page 28).