



THE EDUCATION DEPARTMENT/THE UNIVERSITY OF THE STATE OF NEW YORK /ALBANY, 12234

STUDENT SUPPORT SERVICES  
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June 2019

**TO:** District Superintendents of Schools  
Superintendents of Schools  
Alternative Transition Program Administrators  
P-12 Alternative High School Equivalency Preparation Program Administrators

**FROM:** Office of Student Support Services

**SUBJECT:** The 2019-2020 application for the P-12 Alternative High School Programs listed below:

- **Alternative Transition Program (ATP)**
- **Alternative High School Equivalency Preparation Program (AHSEP)**

School districts, Boards of Cooperative Educational Services (BOCES) and the Office of Children and Family Services (OCFS) are eligible to apply and obtain approval to operate these programs per Part 100.7(h) and Section 3205(1)(c) of the Education Law.

Please refer to the attachments for program requirements, program guidelines related to instruction, testing, program administration, the application, frequently requested information and statewide accountability as appropriate.

## ATP & AHSEP Programs

School districts, BOCES, and OCFS facilities may operate one or more programs identified in the table, as appropriate. These programs provide educational services to individuals under twenty-one (21) years of age who are at risk of dropping out of school or have dropped out of school and have not received a high school diploma or its equivalent.

	<b>Eligible Participants</b>
<p><b><u>Alternative Transition Program (ATP)</u></b></p> <ul style="list-style-type: none"> <li>This program offers at least 27.5 program hours per week to meet the full-time attendance requirement.</li> </ul>	<ul style="list-style-type: none"> <li>Students who have not completed the school year in which they turn 16, or 17, where applicable, and are at risk of dropping out of school may be enrolled in this program. Students are still on the day register and have not reached the <b>maximum compulsory school attendance age</b>.</li> </ul>
<p><b><u>Alternative High School Equivalency Preparation (AHSEP)</u></b></p> <ul style="list-style-type: none"> <li>This program offers each student at least <b>15 program hours weekly</b>.</li> <li>Students shall not begin instruction that is specifically designed for the alternative testing preparation unless they can perform math and reading at a 9.0 grade level as determined by a standardized achievement test; students who are not performing at the 9<sup>th</sup> grade level should be referred to an intensive remedial instructional program.</li> </ul>	<ul style="list-style-type: none"> <li>Students who have completed the school year in which they turned 16, or such older maximum compulsory age as the board of education of the school district may require for school attendance pursuant to Education Law Section 3205(3); students who are admitted into the AHSEP program are considered “transfers” after a <b>5654 enrollment is opened</b>.</li> <li>Students between the age of 18 and under 21 who have met program eligibility requirements <b>may be</b> admitted into the AHSEP program and are considered “transfers” after a <b>5654 enrollment is opened</b>.</li> </ul>

School districts, BOCES, or OCFS facilities that are interested in operating ATP or AHSEP programs for the 2019-20 school year should complete and return an application by **July 15th, 2019**. Approval for the ATP and the AHSEP programs described in this application covers the time period from **July 1, 2019 through June 30, 2020**.

## Guidelines for the Alternative High School Equivalency Preparation Program (AHSEP)

The following guidelines provided by the New York State Education Department are intended to provide instructional and administrative guidance to maintain the highest program quality for the Alternative High School Equivalency Preparation (AHSEP) program.

*Instructional Guideline 1. Student selection procedures should ensure that program participants are appropriate.*

The AHSEP program is not meant to be a preferred means of completing high school or to provide a faster route for high school completion. *For students who are still on the day register, entry and exit policies for the AHSEP program must conform to State compulsory attendance law. Students with an IEP (Individualized Education Program) must receive services and accommodations specified in their individualized education program plan during their participation in the AHSEP program.*

Preferably, students will enter the AHSEP program during the last year in which their cohort attends high school and exit at or near the same time of the cohort's graduation. The AHSEP program should be geared towards students who will not graduate with their class because of credit deficiency, but who are otherwise capable of completing graduation requirements.

A student's capacity to benefit from instruction in an AHSEP program is indicated by their ability to attain an assessed reading and math level at a grade 9.0 or higher on tests approved by the Commissioner.

Before students are referred for testing, they should earn enough points on each TASC™ Readiness Assessment subtest so that the likelihood of passing the TASC™ is 50% or higher. The signature of the Preparation Program Official is required on the T-TAF (Test Authorization Form \*see page 14) as verification that the applicant being referred has demonstrated test readiness as required under Commissioner's Regulations 100.7(h)(4)(xviii).

The selection process for the AHSEP should be communicated and implemented according to the following standards:

- Age of the student-The student must be **beyond the maximum compulsory** school attendance age pursuant to Section 3205(3) of Education Law.
- Degree of credit deficiency-The student has fewer credits than the formula allows (see page 13 of this application) or has an approved variance (**a variance is required only for students who are still on the day register and who yield a positive number after calculating earned credits using the formula on p. 13**)
- Evidence of academic ability for test referral-Students may be referred to the TASC test if they have received a minimum score on each of the TASC™ readiness subtests which indicates a greater than 50% chance of passage.
- Screening and selection process-**For students who are still on the day register**, screening and selection should involve teachers, administrators and counselors. Students who have **formally dropped out will need approval from school administrators of the local educational agency in order to participate in the program.**
- Explanation of the program-**For students who are still on the day register**, an explanation of the program should be provided to the student, parents, and/or persons with parental relationship.
- Program Participation Agreement-Students, parents, and/or persons with parental relationship must sign a written program participation agreement; only for students who are still on the day register.

***Instructional Guideline 2. Students on the day register shall receive counseling and support services related to the instructional program during program participation.***

Academic counseling is required before students enter the program and should continue during participation in the program. The decision to participate in the AHSEP program is a serious one. Therefore, counseling and frequent evaluations and the appropriate referrals to services should be provided to both students and parents or persons with parental relationships. The decision to enroll in the AHSEP program should not be automatic or solely based on records or written criteria. **Student motivation and needs are critical factors to consider.**

- Students should have access to counselors dedicated to the program or have ready access to the counseling staff of the high school.
- Pre-entry counseling should involve an administrator, teacher and an advisor or school counselor as well as the student and parent or person with parental responsibilities.
- Pre-entry counseling should include discussions of the available alternative education options to the student and detailed written explanation of the requirements and expectations of the AHSEP program.
- Academic, personal, and career guidance counseling should be provided, as needed, during the program.
- Counseling sessions with individual students should be scheduled on a regular basis during the program.
- Counselors should maintain counseling records comparable to those maintained in the general high school counseling setting.

***Instructional Guideline 3. Instruction must be substantive.***

The instructional components of the AHSEP program must include academic instruction at the **high school level**. It should include contextualized workforce development activities that are designed to reinforce or develop job related skills, test taking strategies, study skills and blended learning including communication skills, technology competency, and career/college readiness that will prepare students to be successful on the TASC™ test. Instruction below this level will generally be inadequate to enable students to earn a NYS High School Equivalency diploma.

- Substantive instruction should offer a full range of courses that are aligned to the NYS Standards measured by the TASC™ content in mathematics, writing, social studies, reading and science.
- Content material is designed, prepared and supplemented by the teacher and is aligned to the tailored needs of the students; standardized instructional materials from publishers including TASC™ test preparation instructional materials from publishers, and other secondary instructional materials from school publishers and developers, or by some combination of the above materials should be utilized.
- Workforce development activities are provided to build on the knowledge, skills and abilities in preparation to obtain and retain employability. Examples include instruction in job-related skills such as job search skills, completing an employment application form, writing a cover letter, and job interview opportunities; life skills education such as check writing, bank statement reconciliation conducting job searches through variety of medium such as print and web-based; reading a bus/train schedule are also suggested.
- Instruction that is limited only to routine timed practice test items is not considered substantive and is a disservice to the students.

***Instructional Guideline 4. Sufficient instructional resources must be allocated to ensure effective instructional/blended learning delivery.***

Instructional contents of the AHSEP must be sufficiently comprehensive in scope, intensity and duration to ensure that participating students have a fair opportunity to raise their academic skills to the level necessary to earn a diploma in a reasonable period of time. **Secondary teacher certification for core content subjects** is required and, if all students in the class are classified students with disabilities, a special education certification is needed. Appropriate curriculum materials must be provided in adequate quantities and made available to students as needed. Given the particular needs and experiences of the at-risk population, instructional strategies that focus on individual student pacing should be used. These include small teacher to student ratios, multi-media (text, computer, and/or video) and teaching methods that optimize student interaction.

- To provide instruction in an AHSEP Program, the classroom teacher must possess a secondary teacher certification for the core content subjects being taught as governed by Part 80. If the class contains special education students, the content teacher should have access to a special education teacher. Special education certification is only required if all students in the class are classified students with disabilities.
- Students should participate in academic instruction and/or vocational training for **15 hours each week**. A minimum of 1-hour vocational training per week should be included. Instructional delivery should use a variety of approaches. These include, but are not limited to, small-group, one-on-one and self-paced instruction, computer-based, instructor-led, peer grouping and different combinations are often appropriate. Use of different instructional media (computer, videotape, print, practical exercises) that enhances student interactions, “hands-on” experience and frequent feedback should be utilized.
- A lower student/teacher ratio than a regular high school educational program is appropriate. A student/teacher ratio of **15:1** or smaller is encouraged.

*Instructional resources and facilities should be comparable to those used in regular high school programs. Classroom(s) space should be sufficient for the number of students participating in the AHSEP program and should permit different kinds of instructional activities without causing undue disturbances to others. Classroom amenities (lighting, heating, furniture) should be comparable to regular school classrooms. Adequate supplies of textbooks, practice materials, computers, shop/craft equipment, educational software and media should be available for students' use as needed.*

***Instructional Guideline 5. Successful students of an AHSEP Program.***

Students who successfully pass the TASC™ test will be awarded a New York State High School Equivalency Diploma.

***Instructional Guideline 6. Program graduates should receive official recognition.***

Students who satisfy all program requirements should be given official school recognition of their achievement. Their successful attainment should be celebrated by participating in the regular high school graduation ceremony, a ceremony for AHSEP program participants, or some other fitting ceremony. When possible, graduation ceremonies for AHSEP program graduates should be at or near the same time as the regular high school graduation ceremony.

## **TASC™ Testing**

*Access to the TASC™ test is limited to NYSED-trained TASC™ Coordinators. At no time should teachers or students have access to the tests. A test that is lost or compromised can destroy the validity of the TASC™ test throughout the jurisdiction and nation.*

TASC™ testing procedures **must always** conform to the policies described in detail in the *TASC™ Test Administration Guide for New York State*, available at:

<http://www.acces.nysed.gov/common/acces/files/hse/nys-guide-jkl.pdf>

Failure to follow these policies will result in cancellation of the program provider's permission to test enrolled students/youth.

- Only authorized NYSED-trained TASC™ Coordinators can administer these tests.
- Evidence must be provided that the official TASC™ testing centers are sufficiently large and are adequately staffed to absorb the additional number of test takers resulting from the AHSEP program.

Procedures must be in place to identify test takers who are enrolled students. Students may not take the TASC™ test until July 1st of the year in which they turned 16 or such older maximum compulsory school attendance age or such older maximum compulsory age as the board of education of the school district may require for school attendance pursuant to Section 3205(3) of the Education Law.

Documentation must be presented when registering a student to take the test; additional information can be found at: <http://www.acces.nysed.gov/hse/taking-hsetasc-tests>

A T-TAF form and an Attachment A must be submitted to the test center to indicate that testing is sanctioned by the local school administration.

These forms can be found on the NYSED website:

<http://www.acces.nysed.gov/hse/high-school-equivalency-hse-forms>

## ***Guidelines for Program Administration***

*The AHSEP program is integrated into the structure of the New York State Education Department to ensure effective management planning and oversight. Collaboration with NYSED staff ensures that instructional concerns and TASC™ testing requirements are addressed in an efficient manner. NYSED staff coordinate the annual requirement to collect information and data about the implementation of the program from local school systems.*

### **Administration Guideline 1. Planning and oversight of the implementation of the AHSEP program is the responsibility of the New York State Education Department.**

The AHSEP program consists of an instructional and testing component. The testing component is the responsibility of the Office of Adult Career and Continuing Education Services (ACCES), and the instructional component is the responsibility of the Office of Student Support Services (SSS).

The ACCES High School Equivalency (HSE) Office has primary responsibility for the testing component of the TASC™ tests that are administered to all qualified candidates, including AHSEP students. Specific responsibilities include:

- TASC™ testing in the State;
- monitoring testing procedures at TASC™ testing centers;
- coordinating with DRC/CTB (Data Recognition Corporation/CTB)
- planning and coordinating with the Office of Student Support Services (SSS);

SSS has responsibility for ensuring that the AHSEP programs academic/or vocational instruction is consistent with New York State Education Department regulations, policies and program guidelines. This responsibility includes being the interface between the New York State Education Department and local school systems. The SSS role includes distribution of relevant program materials, explanation of the program to local school systems, providing application assistance for AHSEP programs, and assisting the local school districts, BOCES, or OCFS facilities in implementing programs. SSS will:

- distribute materials explaining the AHSEP program, guidelines and application procedures to local school systems;
- communicate with local school system staff about program expectations and requirements;
- receive, review and approve applications from local entities to implement AHSEP programs and clarify requirements and offer technical assistance as needed;
- provide guidance and support to staff within local entities pertaining to instructional practices, curriculum materials, and State education requirements;
- monitor local program implementation via written or oral communication and site visits;
- help staff within local entities plan and complete their data collection for the program;
- develop Department criteria, application procedures and related materials for local entities to request permission to implement AHSEP programs; and
- develop State AHSEP program monitoring and data collection plans.

ACCES and SSS will collaborate on the following activities:

- developing procedures for TASC™ testing of AHSEP students at TASC™ test centers;

### ***Administrative Guideline 2. The New York State Education Department will annually collect data and information from all AHSEP programs and TASC™ test centers.***

The New York State Education Department collects and publishes TASC™ testing information and data, as it deems appropriate. In addition, all approved high school equivalency diploma programs for eligible students under the age of 21 will provide information required by the System of Accountability for Student Success (SASS). Based on this information, the performance of programs will be rated as "meeting state standards," "below state standards," or "far-below state standards" in reference to provided state reference points.

**Please refer to the appropriate application regarding student eligibility and instructions to operate the ATP or AHSEP on the following pages.**

***Application to Operate an  
Alternative Transition Program (ATP)  
and/or  
Alternative High School Equivalency Preparation Program (AHSEP)***

***Please submit this completed application by July 15, 2019***

***Mail to:  
New York State Education Department  
89 Washington Avenue  
Room 318-M EB  
Albany, New York 12234***

***For assistance, contact  
Joseph Leffler or Raffaele Iorio  
in the Office of Student Support Services at  
[Joseph.Leffler@nysed.gov](mailto:Joseph.Leffler@nysed.gov) or [AltEd@nysed.gov](mailto:AltEd@nysed.gov)  
or via phone at (518)486-6090.***

# Instructions for Completing the Alternative Transition Program (ATP) and Alternative High School Equivalency Preparation Program (AHSEP) 2019-2020 Application

## *General Information*

Agencies must apply each year for approval to operate an ATP and/or AHSEP. This application packet contains the following forms:

- Application Form (Sections I, II and III) - to be completed by all agencies
- Form A – should include **ALL locations where the agency operates an alternative high school equivalency preparation program**
- Form B - to be completed when seeking a variance to admit a student who does not meet the *eligibility* criteria to an AHSEP program
- SASS data that includes the table on page 22 is to be submitted the *first week of October*

## *Eligibility*

### *Eligible Agencies*

- School Districts
- Boards of Cooperative Educational Services (BOCES)
- Office of Children and Family Services facilities (OCFS)

### *Alternative Transition Program (ATP) Participant Eligibility*

- Student is 16 years of age and has not reached maximum compulsory school attendance age and is on the day register
- Student is at substantial risk of not completing graduation requirements for a high school diploma

### *Alternative High School Equivalency Preparation Program (AHSEP) Participant Eligibility*

- Student has reached maximum compulsory school attendance age and
- Student is at substantial risk of not completing graduation requirements for a high school diploma
- Students who are between 18 and under 21 may participate in the program with approval from school administrator of the local educational agency
- Student is transferred to the program and has opened a 5654 enrollment
- Student between age 18 and under 21 is considered a transfer to the program once a 5654 enrollment is opened
- Students shall not begin instruction that is specifically designed for the alternative testing preparation unless they can perform math and reading at a 9.0 grade level as determined by a standardized achievement test; students who are not performing at the 9<sup>th</sup> grade level should be referred to an intensive remedial instructional program

## ***Instructions for Application Form***

*Section I:* Please provide all the information requested in Section I of the application. If you are a new agency applying for approval for the first time in 2019-2020, your program preparation code will be assigned at the time your program is approved. Notification of approved programs and codes are posted on the Office of Student Support Services web site at <http://www.p12.nysed.gov/sss/ssae/AltEd>. Agencies applying to continue an existing program should include their program code.

*Section II:* Complete this section if your agency operated one or more program(s) during school year 2018-2019.

1. Enter the combined total of students enrolled in the AHSEP program between July 1, 2018 and June 30, 2019.
2. Enter the number of students enrolled with disabilities.
3. Enter the number of students who returned to secondary programs.
4. Enter the number of students in the AHSEP program who passed the TASC™ the first time, resulting in the awarding of an HSE diploma. ATP students are not eligible to sit for the TASC™ until 7/1/19.
5. Enter the number of students in the AHSEP program who failed the TASC™ the first time they tested, HSE diploma not awarded.
6. Enter the number of students who passed the TASC™ after failing it the first time they tested.
7. Enter the number of students in the AHSEP program awaiting results of the TASC™ test
8. Enter the number of students who are returning to AHSEP in the 2019-2020 school year.
9. Enter the number of students who dropped out of the program before completing the school year.
10. Enter the number of students who were removed from the group during the year, i.e., students who died, were incarcerated or transferred to another high school diploma or equivalency program.
11. For programs operating sites in county jails, identify the number of students who were attending programs at the time of **release**. Students in jails and/or OCFS run sites who stopped attending programs for reasons other than being released should be counted as dropouts.

*Section III:* The Statement of General Assurances requires an original signature from the Superintendent or Chief Administrative Officer. By signing, the Superintendent or Chief Administrative Office provides assurance that the program(s) comply with 8 NYCRR§100.7.

*Form A:* This form should include **ALL** sites where the agency will operate the program. Go to page 15 for *AHSEP Form A*.

New York State Education Department  
 89 Washington Avenue  
 Room 318-M EB  
 Albany, NY 12234

Application to Operate an *Alternative Transition Program (ATP)*   
 and/or an *Alternative High School Equivalency Preparation Program (AHSEP)*   
 2019-2020 School Year

(Check the program (s) for which the agency is applying)

SECTION I: School District/BOCES/OCFS Information		
Name of Agency:		
Name of Superintendent/District Superintendent/ Chief Administrative Officer:		
Agency Address		
ATP/AHSEP Administrator:		E-mail address:
Administrator Address: (if different from above)		
Telephone Number:	Fax Number:	Program Code:
Number of sites program will operate _____. List on <b>Form A</b> each site(s) that will operate and attach to this application.		
SECTION II: Student Data (related to previous year's program) *Values below must be calculated manually		
A. Total Number of Students 2018-2019	ATP	AHSEP
1. Enrolled in program		
2. Number of enrolled students identified as having a disability		
3. Returned to secondary program		
4. Passed the TASC™ <b>on the first attempt</b> , resulting in the awarding of an HSE diploma.	N/A	
5. Failed the TASC™ <b>on the first attempt</b> , HSE diploma not awarded.	N/A	
6. Passed the TASC™ after failing. <b>Do NOT</b> duplicate those counted in number 4, only those who eventually passed ALL parts of the TASC	N/A	
7. Awaiting results of TASC™	N/A	
8. Returning to AHSEP program in 2019-2020	N/A	
9. Dropped out of the program prior to completion	N/A	
10. Removed from group during the year, i.e. students who died, were incarcerated, or transferred to another high school diploma or high school equivalency program.		
11. Jail programs only should identify students who were attending programs up to their release date.	N/A	

## STATEMENT OF GENERAL ASSURANCES

### Alternative High School Equivalency Preparation Program and Alternative Transition 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 Alternative Transition Program (ATP), the following program approval requirements will be met:

1. Students in ATP are either 16 or 17-years old and are still on the day register and have not reached maximum compulsory school attendance age.
2. ATP offers at least 27.5 program hours per week to meet the full-time attendance requirement.

For the Alternative High School Equivalency Preparation Program (AHSEP), the following program approval requirements will be met:

1. Students in an AHSEP program are at least 16 years of age and have completed the school year in which they turned 16 or 17, the maximum compulsory age established by the local board of education.
2. The AHSEP program offers each student **15 program** hours per week.
3. To be eligible for the AHSEP program, students on the day register will have less than 12½ percent of the required units of credit set by the school district for a local diploma multiplied by the number of years the student has been in grades 9 through 12, or an Application for Variance (**Form B, p.16**) requesting a waiver of the academic eligibility requirements will be submitted and approved prior to the 16 or 17 year old student entering the AHSEP program. Students who are not on the day register who are at least age 18 and under 21, meet program eligibility and have opened a 5654 enrollment are considered transfers into the program. An application for a variance is not required for these students.
4. The AHSEP program operates for at least 150 hours during the school year.
5. Students are given entrance tests in reading and mathematics to determine their approximate skill level.
6. Students are given standardized achievement tests, approved by the Commissioner of Education, that report scores in grade equivalents and that have forms for retesting at specific intervals to determine status and progress.
7. Students shall not begin instruction *specifically designed to prepare for the TASC™* test unless students' reading and math levels are at least grade 9.0 as determined on a standardized achievement test.
8. Students with reading or mathematics levels below grade 9.0 on a standardized reading or mathematics test receive at least 12 hours of the minimum 15 hours per week of instruction in reading, mathematics, oral and written communication, and life skills.
9. Students with reading and mathematics levels at grade 9.0 or above on the standardized test shall receive at least nine hours of the minimum 15 hours per week of instruction in preparation for the TASC™.
10. Students with limited English proficiency are given placement tests before being assigned to an appropriate level of instructional programming.
11. Students with disabilities who are enrolled in ATP or who have transferred into AHSEP programs receive special education programs and services, including supplementary aids as specified on their individualized education programs (IEPs) during instructional preparation. Authorized TASC™ testing accommodations for students should be sought directly from the TASC™ Testing Office.

12. The class register does not exceed 20 students. 15:1 ratio is recommended.
13. Documentation is maintained in the Student Record Folders including: parental consent, approval from student's school district, record of courses taken, including grades and examination results; examination papers and answer sheets.
14. The program includes a workforce preparation component (e.g., occupational education, career exploration, internships, integrated curricular materials, work experience, school-to-work activities).
15. Professional staff assigned to the program receive appropriate staff development.
16. The T-TAF is required for all students who are referred by an AHSEP program administrator to take the TASC™. Students may be referred to the TASC™ test if they have received a minimum score on each of the TASC™ readiness subtests which indicate a greater than 50% chance of passage.
17. All students entering an AHSEP program must be informed of the recently adopted additional pathway to earn a New York State high school equivalency diploma (HSE) by allowing eligible TASC™ examinees to use passing scores on certain Regents Examinations in place of corresponding TASC™ subtests. Upon enrollment in an AHSEP Program, the Attachment R, which is the application for the Regents-HSE Examination Pathway, will be completed by each school where the student took a Regents Examination(s) and passed. The Attachment R can be found at the following link:  
<http://www.acces.nysed.gov/hse/attachment-r>.

The facilities used to provide instruction for AHSEP 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.

**Administrator and teacher qualifications will be governed by Part 80 of the Codes, Rules and Regulations of the State of New York.**

I have completed this application accurately to the best of my knowledge and have read and understood the entire Statement of General Assurances.	
Signature of Superintendent or Chief Administrative Officer (original):	Date:
Print or Type Name:	
Agency Address:	
Telephone Number:	Email address:

**FORM A**

Alternative High School Equivalency Preparation Program (AHSEP) 2019-2020 school year

Name of Agency:

Program Code:

Operational Site Information: List below each site where your program will operate.

Site/Agency	Address, Phone Number, and Email Address	Site Administrator
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## Form B

New York State Education Department  
 Student Support Services  
 Room 318M Education Building  
 Albany, NY 12234

### Application For Variance Of Admission Requirements Alternative High School Equivalency Preparation Program (AHSEP)

SECTION I: Agency Information			
Name of School/District Currently Enrolled:		On day register?:	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Address:	City	State	Zip Code:
Contact Person's Name and email address:		Telephone Number:	
Student Name (please print):	Date of Birth:	Age:	Current Grade Designation:
Name of District/BOCES/Agency Operating AHSEP Program:		Home District Compulsory Age	
		<input type="checkbox"/> 16	or <input type="checkbox"/> 17

*\* Student must complete the school year in which they reach the compulsory age of education to be eligible for the AHSEP. A variance is not needed for students 18 or older. School year is from July 1, 2019 – June 30, 2020.*

**SECTION II:** Please complete for student who has been enrolled in grades 9-12 for one year or more.

- A. Enter number of credits required for graduation
- B. The number in "A" is automatically multiplied by .125
- C. Enter the number of complete years student has been in 9-12
- D. B x C results are calculated here
- E. Enter the total number of credits earned by the student
- F. D subtracted from E -calculated automatically (+, - or 0)

*If the number on line II F is negative or zero, the student meets AHSEP admission requirements and no variance is required. If the number is positive, complete the rest of this form and submit it for approval.*

**SECTION III:**

Does the student possess reading skills of at least a 9<sup>th</sup> grade level?

A.  Yes  No

Does the student possess math skills of at least a 9<sup>th</sup> grade level?

B.  Yes  No

If no is selected for either A and/or B, students shall not begin instruction that is specifically designed for the alternative testing preparation unless they can perform math and reading at a 9.0 grade level as determined by a standardized achievement test; students who are not performing at the 9.0 grade level should be referred to an intensive remedial instructional program.

C.  Yes  No Have academic intervention services been provided? If yes, please describe.

D.  Yes  No Have options for programs leading to a local high school diploma been explained to the student and the person in parental relation?

E. Indicate below why the variance is requested. Include any extenuating circumstances that have contributed to the student's lack of academic progress and explain why this is the best educational option for the student.

F.  Yes  No Has the student taken any Regents Examinations and passed?

If yes, you must submit a copy of the Attachment R in order for the variance to be approved. The attachment and instructions can be found at: <http://www.acces.nysed.gov/hse/attachment-r>.

I hereby request a variance to the eligibility requirements for this student for admission into the AHSEP program for the reasons indicated above.

\_\_\_\_\_  
Original Signature of Superintendent or Chief Administrative Officer

\_\_\_\_\_  
Date

Although I agree with this request, I understand that my son or daughter may return to school at any time before he or she becomes 21 years of age to pursue a local school diploma.

\_\_\_\_\_  
Original Signature of Parental Relation

\_\_\_\_\_  
Date

I wish to enroll in the AHSEP to prepare for completion of the Test Assessing Secondary Completion (TASC); I understand that if I am not performing math and reading at the 9.0 grade level, I will not receive instruction specifically designed for alternative testing preparation but will rather be referred to an intensive remedial instructional program.

\_\_\_\_\_  
Original Signature of Student

\_\_\_\_\_  
Date

Approved by:	Date:
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## Frequently Requested Information (FRI)

### Student Information Repository System (SIRS)

The information regarding students in the AHSEP program has been provided by the Information and Reporting Services (IRS) team via the Student Information Repository System. Please visit <http://www.p12.nysed.gov/irs/sirs> for questions that the field has most frequently asked of Department staff regarding the reporting of students who have transferred into the AHSEP program:

- For the AHSEP cohort and annual reporting, students who have transferred into an AHSEP program are considered dropouts **unless the school district opens a 5654 enrollment for the student**. Such students are also considered dropouts if, after a 5654 enrollment has been established, students subsequently drop out or fail the TASC™ test. Students who remain enrolled in the program (with an open 5654 enrollment) or have obtained a New York State High School Equivalency diploma are not considered dropouts.
- Students who are enrolled in “**Other**” TASC™ test preparation programs that are not approved by the Department or are enrolled in an Adult Education Programs and Policy Office preparation program are considered dropouts **and must not be included in this application**.
- For annual reporting, non-completers are a combination of dropouts and students who have transferred into an approved P-12 Alternative TASC™ preparation program (whether or not they receive a New York State High School Equivalency diploma).
- **For graduation-rate cohort reporting according to the Every Student Succeeds Act (ESSA), students who have transferred into an AHSEP program are not excluded from this cohort.**

For English Language Arts (ELA) and math accountability cohort reporting, students who have appropriately transferred into an AHSEP program and remained enrolled or have received a New York State High School Equivalency diploma are removed from the cohort.

### Instructional Hour & Post-testing intervals 150 program hours

For the purpose of computing the actual instructional time dedicated to teaching in alternative education programs, an instructional hour must meet the following criteria.

- Sixty minutes of instruction in a content area that prepares students for the TASC™, offered by a certified teacher. This is governed by Part 80, requirements for teachers, certificates and teaching practice in a P-12 setting.
- Contextualized workforce development activities that are designed to reinforce or develop skills, strategies and blended learning that includes communication skills, technology competency and career/college readiness skills that will prepare students to be successful on the TASC™ should be included.
- Instructional time begins when a student enters an AHSEP program. Instructional time in this program is cumulative and should include **all the instructional time** received by a student in a program, even if they left active enrollment and returned to the same program during the same year. This calculation applies only for students who remain within the same program.
- For students who have received fewer than 150 hours of instruction during the program year but continue their enrollment in the **same** program for another year, the credited instructional hours should be added to the current instructional hours.
- Students are counted as a new student if they have received at least 150 hours of instruction and have been post-tested during their first program year.
- An AHSEP program administrator is responsible for calculating the instructional hours provided to the student. Cumulative program hours are not transferred from one AHSEP program to another.

### Enrollment

- Students will be regarded as enrolled unless they provide notice that they are no longer attending the program.
- Students who have accumulated unexcused absences for 20 consecutive program days (holidays, weekend days, and other non-program days are not counted) will be regarded as no longer enrolled in the program retroactive to the first day of the 20 unexcused absences.
- When students have three or more of consecutive unexcused absences on the last day of the school year (i.e. June 30th), those absences will be counted toward the 20 consecutive days (see above) when the next program year (i.e. semester, summer session, etc.) begins. If students do not attend the program at the beginning of the next session and their continued unexcused absences bring them to the 20 consecutive days of absence, they will no longer be enrolled in the program.
- Students whose attendance is extremely inconsistent and have not accumulated 20 consecutive program days (holidays, weekend days, and other non-school days are not counted) of unexcused absences, will be regarded as enrolled and part of the program year group.

### Program Reporting

Districts that operate programs at multiple sites will submit separate SASS reports for each site. In sites where there are **fewer than 20 students** enrolled in either Group 1, Group 2, or Group 3, results will be evaluated over two program years. The district should report the information and NYSED will report the results as "Pending Data" for the site or group.

### Test Referral/Test Readiness

Age eligibility requirements for testing must comply with the mandatory age requirements established by your local board of education. AHSEP programs require that students meet the compulsory age to enroll in the program for those between age 16 and 18 who are on the day register and data tracking via SIRS.

Program administrators are required to submit the following document for participants who have been referred for testing:

- ***T-TAF: Referral Form for New York State TASC Test Applicants Enrolled in an Approved Alternative High School Equivalency Preparation (AHSEP) Program, Adult Preparation Program or a Non-Funded NYSED-Coded Program.***

The *T-TAF* is required for **all students who are referred** by an AHSEP program administrator to take the TASC™. Please remember to include the 5-digit program code that has been assigned to your agency on the *T-TAF*, as this code grants AHSEP students age eligibility to test.

The *T-TAF* is available at: <http://www.acces.nysed.gov/common/acces/files/hse/attachmentt.pdf>

It is important that the TASC™ preparation program codes are provided on the *T-TAF* even for those students who are **19 years of age or older and do not have to prove age eligibility**. The preparation program code is used for data tracking purposes and must be entered on the *T-TAF*. Additional information on completing the *T-TAF* can be found on pp. 39-42 of the *TASC™ Test Administration Guide for New York State*, available at:

<http://www.acces.nysed.gov/common/acces/files/hse/nys-guide-jkl.pdf>

### TASC™ Readiness Assessment

The Department strongly recommends that candidates who are referred to take the TASC™ should have earned enough points on each TASC™ Readiness Assessment subtest so that the likelihood of passing the TASC™ is 50% or higher. TASC™ Readiness Assessment scores will be used to assist the Department in identifying best practices for testing referrals and standards to ensure that candidates maximize the best chance of passing the TASC™ test.

**Accountability and data reporting is based on program information during the prior school.**

System of Accountability for Student Success (SASS) for Alternative High School Equivalency Preparation (AHSEP): The performance of the AHSEP program for students under 21 years of age is included in the System of Accountability for Student Success (SASS). The Department will aggregate site enrollment and calculate the performance results for each group.

Program operators are reminded that Commissioner's Regulations Section 100.2(p)(17)(iv) indicates that, "The Commissioner may also place under high school equivalency review any program for which a district or Board of Cooperative Educational Services (BOCES) fails to provide in a timely manner the student performance data required by the Commissioner to conduct the annual assessment of the State high school equivalency program." Any program identified as under high school equivalency review status is required to submit a corrective action plan in order to continue its operation of that program.

In May 2000, the New York State Board of Regents adopted amendments to Part 100.2(p) of the Commissioner's Regulations that implement a new accountability system for public schools. The System of Accountability for Student Success (SASS) requires agencies that operate AHSEP programs to report data regarding the performance of the program. To help you report all required information, please refer to the bulleted information and related topics as follows:

- Information related to the grouping system, including students who should be excluded
- Definitions of both instructional hour and enrollment
- Program reporting requirements for districts with multiple sites
- Statewide Performance Measurement Standards
- **SASS Table** is used for reporting accountability data

**Group 1**-All students who have been enrolled in the program during the program year, July 1-June 30, have tested at reading and math levels 9.0 or higher on tests approved by the Commissioner and have received at least 150 hours of instruction.

**Group 2**-All students who have been enrolled in the program during the program year, July 1-June 30, have tested at reading or math levels 8.9 or lower on tests approved by the Commissioner and have received at least 150 hours of instruction.

**Group 3**-All students who have been enrolled in the program during the program year, July 1-June 30, have tested at reading or math levels at any level on tests approved by the Commissioner and have received at least 12 hours, but fewer than 150 hours of instruction

**Students should no longer be counted in any group if they:**

- transfer to a Regents or local high school diploma or a different approved high school equivalency program;
- are placed in a juvenile or adult correctional facility, institutionalized; and/or
- are deceased.

## Statewide Accountability Data

### Statewide Performance Measurement Standards

- Meet State Standards - Schools will be determined to meet State standards if they meet or exceed all statewide reference points established for each group of students.
- Below State Standards - Schools will be determined to be below State standards if they do not meet statewide reference points for any of the groupings of students.
- Far Below State Standards - Schools that are furthest removed from meeting statewide reference points for the groupings of students that they are measuring. The cutoff point for furthest removed from meeting State standards will be determined by the Commissioner based on a review of data.

**Schools that are designated as "Far Below State Standards" will be given two years to improve their performance.**

### Measure of Success Statewide Reference Points (SRP)

The following reference point has been established for each of the performance measures. The ultimate goal of the program is to continue to increase student performance in each of the performance measure.

*Group 1 - Measure 1 -TASC™ Test Success Rate – 56 percent*

*Group 2 - Measure 2 - Student Success Rate – 64 percent*

*Group 3 - Measure 3 - Dropout Rate – 31 percent*

NOTE: Dropout rates are better if they are lower. Therefore, for this measure, schools with a **higher dropout rate** are not meeting the statewide reference point and **have not met** the State standard.

*\*Statewide Performance Measurement Standards are based on the SASS data. This criteria for accountability may be revised. As information becomes available, you will be informed via email or posting on the SSS website.*

The Table for SASS Reporting and instructions are on the following pages.

SASS Reporting

Agency Name	
Site Name	
NYSED Program Code (5 digit)	
Agency Contact Name	
Agency Contact Phone Number	
Agency Contact E-mail	

**TABLE for Reporting SASS Data**

The table below has been provided for reporting SASS data. Make additional copies of the table when reporting for multiple sites. Tables should be *submitted during the first week of October subsequent to the conclusion of the program year*. Please note that the data must be reported separately for students with a disability using the right-hand column under each group.

The table should be completed for each site in the district or BOCES that has a program regardless of the number of students.

**Commissioner’s Regulations Section 100.2(p)(17)(iv) indicates that, “The Commissioner may also place under high school equivalency review any program for which a district or Board of Cooperative Educational Services fails to provide in a timely manner the student performance data required by the Commissioner to conduct the annual assessment of the high school equivalency program.” Programs identified as under high school equivalency review status are required to submit a corrective action plan.**

**The data below is for the AHSEP program operated in the 2018-2019 school year.**

**Program Enrollment by Group  
July 1, 2018-June 30, 2019**

**Refer to page 23 for the instructions before completing the SASS Table to avoid inaccurate results.**

Literacy Level	Group 1		Group 2		Group 3	
	Student without Disability	Student with Disability	Student without Disability	Student with Disability	Student without Disability	Student with Disability
0.0-1.9						
2.0-3.9						
4.0-5.9						
6.0-8.9						
9.0-10.9						
11 plus						
Passed TASC™ (HSE diploma awarded)						
Advanced Literacy Level						
Remained in Program						
Dropout						

**NYSED will calculate TASC™ Success, Student Success and Dropout Rates based on the data submitted. The following statement applies only to jail and/or OCFS programs: Students who were actively engaged in the educational program at their discharge date should not be counted as dropouts.**

## Instructions for Completing SASS Table

### Instructions applicable to Group 1 Students ONLY.

**Group 1** - Report by literacy level, at point of entry to the program, all students who tested at 9.0 level or higher in reading and mathematics and received at least 150 hours of instruction during the year. Use the lower level of mathematics or reading literacy if students test at different levels. Report the number of students without disabilities separate from students with disabilities.

Record the number of students in **Group 1** with disabilities and without disabilities who passed the TASC™ during the school year.

### Instructions applicable to Group 2 Students ONLY.

**Group 2** - Report by literacy level, at point of entry to the program, all students who tested at 8.9 level or lower in reading or mathematics and received at least 150 hours of instruction during the year.

Record the number of students in **Group 2** with disabilities and without disabilities who passed the TASC™ or advanced a literacy level during the school year.

*Advanced Literacy Level* - Record the number of students who advanced a literacy level or more during the year. Literacy levels are 0.0-1.9, 2.0-3.9, 4.0-5.9, 6.0-8.9, 9.0-10.9, 11 plus. If a student tested at different literacy levels in mathematics and reading, the lowest level score should be used as the base level to determine if the student advanced a literacy level. Students who passed the TASC™ as well as advanced a literacy level, they should only be reported as passing the TASC™.

### Instructions applicable to Group 3 Students ONLY.

**Group 3** - Report by literacy level, at point of entry to the program, all students who received 12 or more hours and less than 150 hours of instruction during the year.

*Passed TASC™* - Record the number of students in the total enrollment who passed the TASC™ during the school year.

**Pertains to Group 3 students ONLY!**

*Remained in Program* - Record the number of students who continue to be enrolled for the next school year.

**Pertains to Group 3 students ONLY!**

*Dropout* - Record the number of students who did not pass the TASC™ and did not remain in the program. For example, students who left the program are considered dropouts. For jail and/or OCFS programs only, students who were enrolled in the educational program but were not actively engaged on their discharge date should be counted as dropouts.

**Pertains to Group 3 students ONLY!**

### Program Performance

*TASC™ Success Rate* – The Group 1 performance measure is obtained by dividing the number of students who passed the TASC™ and are eligible for a NYS high school equivalency diploma by the total enrollment in the group. **This will be computed by NYSED.**

*Student Success Rate* – The Group 2 performance measure is obtained by dividing the number of students in the group passing the TASC™ and are eligible for a NYS high school equivalency diploma or advancing a literacy level by the total enrollment in the group. Students who pass the test and advance a literacy level should only be reported as passing the TASC™. **This will be computed by NYSED.**

*Dropout Rate* – **The Group 3 performance measure is obtained by dividing the number of students recorded in the dropout column by the total enrollment in the group.** This will be computed by NYSED.