

**EMPLOYMENT PREPARATION EDUCATION (EPE)  
STATE AID PROGRAM  
APPLICATION 2022-23  
(Cover Sheet)**

Name of Agency \_\_\_\_\_

Agency Address \_\_\_\_\_

\_\_\_\_\_

Program Manager \_\_\_\_\_

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

\_\_\_\_\_

Email Address

\_\_\_\_\_

Telephone No.

Address \_\_\_\_\_

(if different from above)

Business Office Manager \_\_\_\_\_

Telephone No.

Address \_\_\_\_\_

(if different from above)

Person completing this application if different from above:

Name \_\_\_\_\_

\_\_\_\_\_

Telephone No.

Address \_\_\_\_\_

(if different from above)

Email Address \_\_\_\_\_

(if different from above)

**Please submit an original and one copy of this application by June 1, 2022 to the address listed at the top of this page to the attention of your NYSED regional.**

**WAIVER WORKSHEET FOR  
ADULT EDUCATION CLASSES for FY2022-2023**

Waiver	Criteria	Request by Program
Class Size	Indicate the <b>maximum</b> number of students expected to be enrolled in the class. Indicate projected Average Daily Attendance (ADA). (Request for classes with registers exceeding <b>20</b> students but not larger than <b>35</b> )	Max # of students per class = _____  Projected ADA per class = _____
	Explanation for need of increase in class size:	
	Does your program assure that class quality and expected educational outcomes will not be adversely affected: _____ Yes    _____ No	
Class Hours	Indicate the minimum or maximum # of hours the class will operate. (waivers will not be granted for classes meeting for more than 40 hours per week)  Waivers for classes meeting less than six hours per week must be requested (no approval for hours less than 4 per week).	Min # of hours per class = _____  Max # of hours per class = _____
	Justification Narrative for Min # of hours:	
	Justification Narrative for Max # of hours:	

HSE Testing	Waiver to generate EPE contact hours on eligible HSE preparation students referred from their own preparation program, or public testing students, or HSE preparation students referred from other preparation programs in their local proximity.	Amount of waiver request = _____  [limit is 1.0 percent (1%) of the EPE providers' prior years' EPE accrual]
	Waiver to allow the EPE provider to claim EPE expenses for HSE test administration.	Amount of waiver for expense request = _____  [limit is 1.0 percent (1%) of the EPE providers' prior years' EPE accrual]
	Justification for waiver request:	

**PROGRAM COMPONENT WORKSHEET  
for  
ADULT EDUCATION INSTRUCTION**

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

**Table 1**

<b>Traditional Academic Instructional Programming</b>	<b>NUMBER OF STUDENTS PROJECTED FOR 2022-23</b>	<b>NUMBER OF CONTACT HOURS PROJECTED FOR 2022-23</b>
<b>Academic Programs</b>		
<b>Adult Basic Education (ABE)</b> NRS Levels 2 - 4		
<b>Adult Secondary Education (ASE) HSE Test Preparation</b> NRS Levels 5 & 6		
<b>English as a Second Language (ESL)</b> NRS Levels 1 – 6		
<b>TOTAL (Place on Line 1 of Program Component Worksheet)</b>		

**Table 2\***

<b>ABE NRS Level 1 Students</b>	<b>NUMBER OF STUDENTS PROJECTED FOR 2022-23</b>	<b>NUMBER OF CONTACT HOURS PROJECTED FOR 2022-23</b>
<b>Academic Programs</b>		
ABE NRS Level 1 Students		
<b>TOTAL (Place on Line 2 of Program Component Worksheet)</b>		

**Table 3**

<b>Distance Education Programming</b>	<b>NUMBER OF STUDENTS PROJECTED FOR 2022-23</b>	<b>NUMBER OF CONTACT HOURS PROJECTED FOR 2022-23</b>
<b>Adult Basic Education</b>		
SMART NRS Levels 2, 3, and 4		
GRASP NRS Levels 4, 5, and 6		
<b>English as a Second Language (ESL)</b>		
ESL NRS Levels 2, 3, 4, 5, and 6		
<b>TOTAL (Place on Line 3 of Program Component Worksheet)</b>		

**Fast Track HSE Preparation Initiative**

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

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

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

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

**Table 4\***

<b>Fast Track Programming</b>	<b>NUMBER OF STUDENTS PROJECTED FOR 2022-23</b>	<b>NUMBER OF CONTACT HOURS PROJECTED FOR 2022-23</b>
<b>Academic Programs</b>		
Fast Track Math GRASP Packets		
Six (6) Hour Intense Instruction		
Two x Two Sessions		
Test Taking Skills and Strategies		
Computer Based Testing Skills and Strategies		
Community Outreach Campaigns		
Other Customized Fast Track Strategies (need NYSED approval)		
<b>TOTAL (Place on Line 4 of Program Component Worksheet)</b>		

**Table 5**

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

**Table 6\***

<b>National External Diploma Programming (NEDP)</b>	<b>NUMBER OF STUDENTS PROJECTED FOR 2022-23</b>	<b>NUMBER OF CONTACT HOURS PROJECTED FOR 2022-23</b>
<b>Academic Programs</b>		
NEDP Students		
<b>TOTAL (Place on Line 6 of Program Component Worksheet)</b>		

**Table 7: Career and Technical Education (CTE) Courses:**

Please complete the table below indicating all career and technical education classes that your program plans to offer in FY2022-23. **The classes listed below should be those that have already been approved by NYSED/K-12 CTE Office for your BOCES or School District. CTE courses that have current NYSED/K-12 CTE Office approval can be found on <http://www.nysed.gov/career-technical-education/cte-program-approval-faq>** Include the CIP code, projected number of students to be served, and projected contact hours. (CIP codes can be found on <http://www.p12.nysed.gov/cte/Data/CIPcodes.html>)

Students enrolled in approved CTE classes may also be dual enrolled in literacy classes to generate EPE. This dual enrollment is encouraged especially when students present with skills lower than NRS Level 5.

CTE courses may be proposed for EPE funding two times per fiscal year; the initial application completed annually in May or in the month of November for approval and implementation in the second half of the fiscal year. These are the only two opportunities for programs to add CTE courses for EPE funding.

It should also be noted that credentials achieved through approved CTE programming will not count toward Measurable Skill Gain unless/until those same credentials are approved under separate WIOA funding.

**Table 7 Career and Technical Education (CTE) Courses approved by NYSED/K-12 CTE Office:**

CTE COURSES Course Title	CIP Code	New in 2022/2023	Career and Technical Education Area by CIP Code	Projected # Students	Required Course Hours	Projected # Contact Hours	High School Diploma Required Yes/No
<b>TOTAL (Place on Line 7 of Program Component Worksheet)</b>							

**Locally Accredited CTE Course Requests**

For programs that are including CTE course(s) that have not been approved by NYSED/K-12 CTE Office:

Your BOCES or local school district has the statutory and regulatory authority to offer occupational/career programs to adult populations under the oversight and accreditation of the local boards of education (without the need for additional NYSED program-level approval or oversight). The AEPP office is prepared to provide EPE funding to support these courses.

Appendix 8 must be completed and signed by the Superintendent or District Superintendent as part of the application process.

CTE courses may be proposed for EPE funding two times per fiscal year; the initial application completed annually in May or in the month of November for approval and implementation in the second half of the fiscal year. These are the only two opportunities for programs to add CTE courses for EPE funding.

It should also be noted that credentials achieved through approved CTE programming will not count toward Measurable Skill Gain unless/until those same credentials are approved under separate WIOA funding.

**Table 7a: Locally Approved Career and Technical Education (CTE) Courses**

CTE COURSES Course Title	Career and Technical Education Area	Projected # Students	Required Course Hours	Projected # Contact Hours	Date of Board of Education Approval	High School Diploma Required Yes/No
<b>TOTAL (Place on Line 7a of Program Component Worksheet)</b>						



**2022-23 EPE PROGRAM COMPONENT  
SUMMARY SHEET**

	Program Components	Totals From Each Table Listed Above	
		Projected Number of Students	Projected Number of Contact Hours
1.	Traditional Adult Education Instruction	Total from Table 1.	
2.	ABE NRS Level 1 Students*	Total from Table 2.	
3.	Distance Education Adult Education Instruction	Total from Table 3.	
4.	Fast Track Programs*	Total from Table 4.	
5.	Work Experience	Total from Table 5.	
6.	NEDP*	Total from Table 6.	
7.	Career and Technical Education (those approved by NYSED/K-12 CTE Office)	Total from Table 7.	
7a.	Career and Technical Education (those accredited by local BOCES or school districts)	Total from Table 7a.	
8.	Total		

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

<p><b>Contact Hours x 2021-2022 (last year's) EPE rate = <u>estimated EPE aid</u> to be generated</b></p> <p><b>Line 8 _____ x _____ = \$ _____</b></p>
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Total projected EPE expenditures for 2022-23 \$ \_\_\_\_\_ (must be greater than or equal to **estimated EPE aid to be generated**).

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

## Attendance Policy

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

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



### Programs Operating in a BOCES

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

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

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

## FTE Arrangements with Community Colleges

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

List below any community colleges in which the applicant has made arrangements to jointly operate a program using a combination of EPE State aid and Non-Credit FTEs. To generate EPE State aid, the instructor must be employed by the school district or BOCES and on the school district or BOCES payroll.

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

Please describe the following:

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

Name of Community College: \_\_\_\_\_

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

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

**BUDGET**  
**FY2022 - 2023**

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

Administrative salaries listed in code 15 and data entry salaries listed in code 16 must conform to the requirements on page 3 of the Overview and Instructions. The application will not be approved unless the minimum administrative staffing requirement is met. Funds to support program administration can be from sources other than EPE aid; however, would need to be explicitly identified.

While an FS10 is not required for State aid programs, SED is requiring this information to enable staff to review the appropriateness of expenditures. This is a non-binding budget, i.e., funds that are allocated to one cost category can be moved to other categories and the total amount allocated may be greater or less due to a lower allocation than requested, a reallocation, or higher or lower EPE generation than anticipated.

**SALARIES FOR PROFESSIONAL STAFF: Code 15**

Include only staff members that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff members that are considered to be indirect costs, e.g., business office staff. One full-time equivalent (FTE) equals one person working an entire week each week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equals .2 FTE. It is necessary to include the FTE in order for staff to determine that minimum requirements for program administration and data staff have been met. Hourly staff may be listed using hourly calculations as long as there is evidence in the previous section entitled Program Administration and Data Entry that confirms that the minimum requirements for staffing are being met. **A full-time program director equals 1.0 FTE. Program director is a required position and should be reflected below.**

As applicable, the EPE budget narrative, submitted with this application, must explain how the position is funded through a WIOA Title II funded project and will provide full support to the extent of EPE funding required per the schedule listed above.

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

**SALARIES FOR SUPPORT STAFF: Code 16**

Include salaries for data management/ data entry staff, teacher aides, secretarial and clerical assistance, and building operation and maintenance. Do not include central administrative staff members that are considered to be indirect costs, e.g., account clerks. **A full-time data staff person equals 1.0 FTE, data staff is a required position and required FTE should be reflected below.**

As applicable, the EPE budget narrative, submitted with this application, must explain how the position is funded through a WIOA Title II funded project and will provide full support to the extent of EPE funding required per the schedule listed above.

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

**PURCHASED SERVICES: Code 40**

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

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



**SUPPLIES AND MATERIALS: Code 45**

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

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

**TRAVEL EXPENSES: Code 46**

May include conference costs and travel for staff between instructional sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.

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

**EMPLOYEE BENEFITS: Code 80**

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

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

**INDIRECT COST: Code 90**

A. Modified Direct Cost Base – Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds)

\$	(A)
%	(B)
\$	(C)

B. Approved Restricted Indirect Cost Rate

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

**PURCHASED SERVICES WITH BOCES: Code 49**

<b>Description of Services</b>	<b>Name of BOCES</b>	<b>Calculation of Cost</b>	<b>Proposed Expenditure</b>
Subtotal – Code 49			

**MINOR REMODELING: Code 30**

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

<b>Description of Work To be Performed</b>	<b>Calculation of Cost</b>	<b>Proposed Expenditure</b>
Subtotal – Code 30		

**EQUIPMENT: Code 20**

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

<b>Description of Item</b>	<b>Quantity</b>	<b>Unit Cost</b>	<b>Proposed Expenditure</b>
Subtotal – Code 20			

## BUDGET SUMMARY

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

## **STATEMENT OF GENERAL ASSURANCES**

### **Employment Preparation Education Program**

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

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

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

- A curriculum approved by NYSED will be used.
- Instruction will be individually prescribed and paced in each class.
- Education and Employment Preparation plans will be developed for individual adult students.
- Individual student folders will be kept in a central location in a cabinet locked for security. The folders must include information concerning:
  - Attendance
  - Individual Student Record Form (ISRF) issued annually by NYSED
  - Assessment score sheets (for all pre and post-tests)
    - BEST 2.0 score sheet or electronic report (individual by student)
    - BEST Literacy scoring booklet
    - TABE 11 & 12 test score sheet
  - For students participating in Distance Education programming, sample evidence of work completed at home
  - Americans with Disabilities Act declaration
    - Original signature from student
  - Education and Employment Plan (EEP)
    - Customized to student's entry literacy levels and goal selection
    - Updated at least quarterly
- Class registers may not exceed 20 students unless a written waiver is granted by NYSED.
- Classes will operate at least six and not more than 20 hours per week, unless a written waiver is granted by NYSED. Written waivers will not be granted for more than 40 hours per week.
- A total of at least 150 hours of instruction will be made available to individual students.
- Each professional staff member serving in the Employment Preparation Education programs will attend a minimum of fourteen (14) hours of professional development annually exclusively through the Regional Adult Education Network.
- English-speaking students will be given NYSED assessments in reading and mathematics to determine their approximate skill level.

- English-speaking students in need of basic skills will be provided instruction in reading, mathematics, verbal and written communication.
- English-speaking students will be given NYSED approved assessments which do have forms for post-testing as per NYSED assessment policy.
- Students with limited English proficiency will be given NYSED approved assessment before being placed in appropriate level instructional programs.
- Students with limited English proficiency will be provided instruction in listening, reading, verbal and written communication.
- Students with limited English proficiency will be given NYSED approved assessments for post-testing as per NYSED assessment policy.
- Each ABE and ASE student must be pre and post tested in person on the NYSED approved assessment in both Math and Reading.
- Students preparing for the High School Equivalency test will be referred to the test when they demonstrate readiness, as indicated by the readiness assessment or other NYSED approved instrument.
- Programs will submit required data to NYSED via the electronic data system ASISTS on a monthly basis.
- Attendance must be recorded in ASISTS on a minimum of a monthly basis. Attendance data will be entered by the end of the month following the month when attendance accrued.

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

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

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

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

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

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