

**2020-2021
EMPLOYMENT PREPARATION EDUCATION (EPE)
STATE AID PROGRAM APPLICATION**

Due to the COVID-19 statewide pause, the 2020-2021 EPE application due date has been extended to June 15, 2020.

**New York State Education Department
Adult Education Programs and Policy Team**

**EPE APPLICATION 2020-2021
Attn: Marisa Boomhower**

**89 Washington Avenue
Room 460 EBA
Albany, NY 12234**

Overview of the Employment Preparation Education (EPE) Program

School districts and BOCES may operate an Employment Preparation Education (EPE) State Aid program to provide services for persons aged 21 and older who have not received a high school diploma or its equivalent (see section below regarding serving individuals with a high school diploma or high school equivalency diploma). Agencies requesting approval to operate an EPE State Aid program in 2020-21 must submit a completed application by **May 15, 2020**. Agencies may request an extension of the filing date to **June 15, 2020** by emailing the Adult Education Programs and Policy Team at epe@nysed.gov. **Under COVID-19 Temporary Guidance, the EPE Application for FY2020-2021 is due June 15, 2020 for all applicants.**

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

The New York State legislature has enacted legislation authorizing the Commissioner of Education to set aside up to \$2.5 million to serve individuals 21 years and older who have a United States high school diploma or a high school equivalency diploma but "fail to demonstrate basic educational competencies." Commissioner's Regulations define failure to "demonstrate basic educational competencies" as scoring below National Reporting System (NRS) level 5 in Reading, Mathematics, or English as a Second Language. Students who have earned an HSE diploma within the previous fiscal year are also eligible to generate contact hours providing they meet the score criteria.

- If the EPE set aside for serving individuals 21 years and older as described above is included in the New York State budget for the program year 2020-21, an agency's allocation of State Aid available to be claimed for these students is capped at 3 percent of total EPE funds accrued by each individual agency. **This will not affect the total amount of EPE aid allocated to your agency.** Contact hours must be tracked separately for those with and those without a diploma or equivalency. This is accomplished automatically through the Adult Student Information System and Technical Support (ASISTS). Agencies choosing to serve these individuals will submit separate claims for those with and without a diploma or equivalency. These claim forms are auto-populated through ASISTS.
- It's the program manager's responsibility to adhere to the 3% limit. Any contact hours accrued beyond the 3% will not be reimbursed.

Repurposing of EPE State Aid:

\$20 million in EPE State Aid that has been removed from the match for federal Workforce Innovation Opportunities Act (WIOA) funds and will be used to focus on three (3) distinct initiatives:

- Fast Track High School Equivalency (HSE) preparation;
- National External Diploma Program (NEDP) High School Equivalency programming;
- NRS Level 1 ABE students as determined on the TABE 11 & 12 assessment.

Proportionate distribution of these monies for these initiatives will be determined by NYSED.

Program managers should note that while these three specific initiatives are supported by EPE State Aid, students enrolled in any one of these programs are exempt from National Reporting System (NRS) guidelines. More specific accountability measures have been customized for each of these areas and will be described in greater detail in a field memo from Robert Purga, NY State Director of Adult Education.

Program managers must also be reminded that should students in any one of these three areas be additionally enrolled in any portion of traditional programming that falls under the NRS guidelines, those students will then be included in all NRS reports. This situation can occur when a WIOA or EPE funded student is co-enrolled in either Fast Track, NEDP, or is an NRS Level 1 student enrolled in some other NYSED funded activity.

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

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

NYSED has negotiated core performance targets with the United States Department of Education. All EPE program participants must have the goal of advancing with a measurable skill gain, or obtaining a high school equivalency diploma. Those students who achieve the NYS High School Equivalency Diploma in FY2020/2021 are no longer eligible for EPE contact hour reimbursement.

Appendix 2 contains New York State's targets for 2020-21 and 2021-22.

Accountability portal on NYSED for all approved EPE programs, new in FY2020/2021:

All school districts, and BOCES approved for EPE State Aid will be required to submit a quarterly report through the online SED Monitoring tool housed on NYSED's Business Portal. The SED Monitoring System captures the status and performance objectives of the EPE program. Each report must demonstrate substantial progress has been made toward meeting the project goals, measureable outcomes, contact hour allocation, and deliverables as indicated in the program's EPE application. The performance report will provide an overview of what was proposed for the fiscal year and what has actually accrued in each time frame. SA160 forms will also be uploaded to this portal. Further direction when the portal is ready for launch will be shared via a field memo from the NYS Adult Education Director, Robert Purga.

Data on Distance Education Programs

In order to evaluate the effectiveness of distance education programs, agencies approved by NYSED to offer these programs must identify the programs in ASISTS. Please contact your designated ASISTS support person, or call (212) 803-3300, if you need technical assistance on how to enter this information. In addition, all of the information that is reported for traditional programs, such as demographic information, enrollment information, contact hours, measurable skill gains and follow up outcomes, must also be included for distance education students.

Data on Career and Technical Education

Agencies offering Career and Technical Education (CTE) courses must include data to assist NYSED in evaluating the effectiveness of these programs. Scores on pre testing, which is done to determine whether the student possesses sufficient basic skills to succeed in the course, must be entered. Post testing is not mandated for students enrolled exclusively in CTE courses. Student demographics and

contact hours for attendance must also be entered. Follow-up for employment for all CTE students must be done after the student exits the program according to current NRS guidelines.

Requirement for Program Administration and Data Entry Staff

Many difficulties with program accountability are caused by insufficient staff dedicated to administration and data entry. As a result requirements are set to ensure program accountability. The FTEs listed below are for administrators and data staff dedicated to the EPE Program. This distribution of FTEs must allow for the individual staff to be 100% committed to this portion of their job.

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

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

Attendance Policy

EPE State Aid reimburses the school or BOCES for contact hours of service provided, so it is imperative that agencies document student attendance accurately. Attendance must be documented so that every hour of attendance claimed for every student can be verified. Attendance rosters must be certified by the classroom teachers. Documentation must be kept on file for audit purposes for a period of seven (7) years.

Standardized Half-Hour Rounding Policy

All programs must follow NYSED rounding protocol. All rounding for EPE contact hours must be done on a half-hour schedule. This rounding can be up or down depending upon whether the student arrives late or leaves early or both.

The following chart demonstrates examples of the opportunity to round up or down as contact hours are entered into attendance documents and then entered into ASISTS. All programs must round their student contact hours based on NYSED’s policy and enter the hours manually in ASISTS.

In addition, programs are required to maintain documentation of this rounding. The following chart is a sample of how the half hour rounding should be maintained:

Time Class Scheduled	Time Student Arrives to Class	Round Up or Down	# of contact hours to record for attendance roster providing the student remains in class until 12:00 pm
9:00 am – 12:00 pm	9:01 am – 9:14 am	9:00 am	3 hours
	9:15 am – 9:30 am	9:30 am	2.5 hours
	9:31 am – 9:44 am	9:30 am	2.5 hours
	9:45 am – 10:00 am	10:00 am	2 hours
Time Class Scheduled	Time Student Leaves Class	Round Up or Down	# of contact hours to record for attendance roster providing the student entered the class on time at 9:00 am
9:00 am – 12:00 pm	11:00 am 11:14 am	11:00 am	2 hours
	11:15 am – 11:30 am	11:30 am	2.5 hours
	11:31 am – 11:44 am	11:30 am	2.5 hours
	11:45 am – 12:00 pm	12:00 pm	3 hours

Policies must also be in place regarding enrollment and absenteeism. Describe your agency’s attendance policy and method for keeping records in the EPE application.

Electronic Weekly Attendance

Programs have the option of recording weekly attendance data electronically in ASISTS. If the program chooses to record and maintain student attendance records electronically, the following protocol must be followed:

- Program provides an Excel electronic attendance spreadsheet to each teacher per class.
- Teacher records daily attendance on the Excel spreadsheet.
- On a weekly basis, the spreadsheet is submitted by the teacher to the data team for entry into ASISTS.
- Teacher certifies the spreadsheet at the conclusion of each week with their electronic signature.
- When data has been verified by the program administrator and entered into ASISTS, the electronic Excel spreadsheet is locked with password protection and stored on a server maintained solely by the Adult Education program.
- Electronic spreadsheets must be saved for a minimum of seven (7) years.

Contact Hour/Attendance Data in ASISTS

Contact hours must be entered into ASISTS by the end of the month following the month where the attendance occurred. Example: September contact hours must be entered no later than October 31st.

Geographic Range of EPE Programs

For information regarding geographic range please go to the EPE Manual, section 416, Programs Operated in Other School Districts. The policy has been modified to include a Memorandum of Understanding (MOU) requirement. The signed MOU must accompany the program’s EPE application. The MOU can be found in Appendix 4 of this application. Any prior arrangements made for geographic arrangements are null and void.

Non-Credit Full Time Equivalency (FTE) Arrangements

Several community colleges and BOCES and school districts have coordinated programs combining EPE State Aid and non-credit remedial FTE funding. EPE funds may be generated if the teacher is employed by the school district and the arrangement for EPE reimbursement has been approved by NYSED. These arrangements are reviewed and approved on a case by case basis by NYSED management.

EPE Manual

The EPE Manual is available online at <http://www.adult-education-accountability.org/> EPE programs are governed in accordance with the EPE Manual; this includes Fast Track programming. The EPE manual will be revised to reflect FY2020-2021 information. The field will be notified via the RAENs as to when the updated version is published. Until then, the current manual is completely relevant.

Program Information Form

All funded agencies are required to submit a Program Information Form (PIF) prior to September 30th every fiscal year. 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 is generated directly from ASISTS under the Data Management menu. The PIF must be updated in ASISTS if there are any changes in class offerings or locations and the revised copy must be sent to the appropriate NYSED regional for approval.

Use of ASISTS to Generate EPE Claims

All agencies must use ASISTS to generate the SA160.1 and SA160.2 claim forms. An agency can claim less than indicated by the ASISTS-generated claims if, for example, there are not enough expenditures to meet the revenues generated in a given year. The State Aid office will reimburse EPE funded agencies for the amount of the allocated contact hours **or** the amount of expenses incurred by the agency, whichever is less. An agency which decides to submit for less hours than indicated by the ASISTS-generated claim should notify their AEPP Team regional liaison in writing. Every hour that is to be claimed for EPE must be entered into ASISTS. This includes all CTE contact hours.

Policy on Testing and Contact Hours

NYSED policy states that ASISTS will not allow the claiming of contact hours for students enrolled in the program for more than 35 hours who have not been pretested (pretest scores must be within valid ranges). Hours recorded beyond 35 will not be counted on the claim forms until the student is pretested. Furthermore, ASISTS does not allow the claiming of contact hours for students who are enrolled in the program for more than 300 hours after the pretest without being post tested. Post test scores must be within valid ranges. After the student is post tested, subsequent hours claimed for the student will be allowed. Please refer to NYSED assessment policy for further direction: <http://www.acces.nysed.gov/aepp/mandated-tests>

Fees and tuition

Combining funding sources to cover the actual expenses of operating a program is acceptable. It is acceptable to charge tuition to generate additional revenue. If the combined total of the tuition plus the EPE aid plus all other sources of revenue for the program exceeds the actual cost for the year, then the excess EPE must be returned to NYSED. NYSED does not encourage charging tuition for any program supported by EPE, with the exception of CTE programs, which tend to be more expensive to operate than the amount reimbursed by EPE.

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

Agency Eligibility

Local school districts or Boards of Cooperative Educational Services (BOCES) that have been approved previously by NYSED to operate an EPE State Aid program are eligible to apply. Local school districts and BOCES that have not been previously approved to operate an EPE State Aid program should refer to Section 403 of the EPE Manual.

Participant Eligibility

Participants who are 21 years of age or older who do not have a high school diploma or the equivalent 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 (as described earlier in this application) can also generate EPE aid. Participants who are 21 years of age or older and who possess a high school diploma from Puerto Rico or any other US territory is not eligible for these services.

Instructions

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

- **Cover Sheet:** This fillable form must be completed and submitted as a pdf document.
- **Program Component Worksheet:** Complete the individual worksheets for each program component for which the agency is requesting approval in 2020-2021. The seven (7) component worksheets can be found in the EPE application. The seven component worksheets are: Traditional Adult Education Instruction, Distance Education Adult Education Instruction, Career and Technical Education, NRS Level 1, NEDP, Work Experience, and Fast Track.
- **EPE Program Components Summary Sheet:** Please provide the total number of projected contact hours and students for each program component that the agency is requesting approval in 2020-21. This information must be taken from the individual program component worksheets.
- **Waivers:** Agencies seeking to waive requirements of the Commissioner's Regulations concerning class size and length of program must request a formal waiver annually. See Appendix I – Waiver Process and the EPE application. Agencies must request annually a waiver pertaining to the TASC testing contact hours.
- **Attendance Policy:** Please include a description of the agency's attendance policy by completing this section of the application. Be sure your program's attendance policy adheres to the NYSED guidance as stated above.
- **Programs Operating in BOCES component school districts:** Applicants will list all the component schools districts served.
- **Fast Track Initiative** an optional section necessary if the program intends to provide Fast Track services.
- **Non-Credit FTEs:** If applicable, complete this section of the application. Include the name of the community college in which the agency has entered into an agreement.
- **Budget Summary:** Complete the non-binding budget section of the application. Include estimates of all anticipated EPE expenditures for 2020-21
This is not a binding document (i.e., it does not prevent the agency from spending more or less in any budget category). It provides information on fiscal planning for the upcoming year. The total should equal the EPE funding requested. Include information on program administration and data entry staff.
- **Statement of General Assurances:** This form requires an original signature of the Superintendent or Chief Administrative Officer.

Financial Process

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

- **EPE Claim Form SA 160.1 and Interim Report.** This form must be submitted (emailed or faxed) to the AEPP Team on **February 3, 2021**. An original signature copy is due 10 business days (**February 17, 2021**) after the electronic submission. The form determines the EPE hours through December 31, 2020 that a program can claim for EPE aid **and the projected total (FULL YEAR) EPE hours through June 30, 2021**. This form is only available through the ASISTS database. As of February 2, 2021, this form will be frozen in the ASISTS database, such that any amendments to the period from July 1, 2020 to December 31, 2020 must be documented in the EPE amendment log also found in ASISTS. Programs must include **FULL YEAR PROJECTIONS** in their submitted SA 160.1 in February 2021.
- **EPE Claim Form SA 160.2.** This form must be submitted (emailed or faxed) to the AEPP Team by **August 17, 2021**, to claim EPE hours through June 30, 2021. This form is only available through the ASISTS database. An original signature copy is due 10 business days (**August 31, 2021**) after the electronic submission.
- If a due date falls on a Saturday, Sunday, or legal holiday, the date moves to the next business day.

Description of Program Components

With the exception of some approved CTE programs, students must be co-enrolled in an academic literacy program designed to result in measurable skill gain or a diploma for at least 50 percent of the time. This means that no student should be enrolled in a stand-alone non-academic program.

Assessment Requirement – The regulations require that all students enrolled in EPE programs be assessed (with special directions for Fast Track students). Students enrolled in traditional and Distance Education programs must be pretested and post tested in person. All testing must be provided in person by NYSED adult education certified teachers or K-12 certified teachers. Assessments cannot be mailed to students or provided remotely online, neither are acceptable. Test administrators must be trained and certified through NYSED’s Regional Adult Education Network (RAEN) network to administer each of the required assessments: TABE 11/12, BEST Plus 2.0, and BEST Literacy 1.0.

All instruction in EPE classes must be delivered by an adult education certified teacher (or K-12 certified teacher) employed by the school district or BOCES.

For the 2020-21 school year, the seven (7) EPE program components are

1. **Traditional Adult Education Instruction** includes the following programs:
Academic programs
 - Adult Basic Education (ABE)
 - High School Equivalency (HSE) preparation,
 - English Language Learner (ELL)
2. **Adult Distance Education:** Programs approved by NYSED in which students are not present in a classroom but where instruction is supervised by a teacher. All Distance Education programs must conform to the two-week packet model whether a program is comprised of physical packets or delivered electronically.
Academic programs:
 - National External Diploma Program (NEDP) Fast Track
 - Giving Ready Adults a Study Program (GRASP)

- Fast Track Math GRASP packets
- Crossroads Café
- Skills to Make Adults Ready to Succeed (SMART) (Math and Writing only)

Agencies offering Distance Education programs must meet or exceed the same Measurable Skill Gain and New York State high school equivalency test pass rates as traditional classroom programs.

All Distance Education classes must be coded appropriately in ASISTS. Each Instructional Offering must have the name of the approved Distance Education program in the identification name of the class.

Agencies requesting approval for any Distance Education programs for which they were not approved in the 2019-20 school year must provide the following information:

- Justification of the need for the program in the geographic area served by the school district;
- A detailed plan of operation for the program during the 2020-21 school year; and
- Under COVID-19, the NYSED webinar training was acceptable; only those teachers are currently able to support distance education. Once the COVID-19 Temporary Guidance is lifted, those same teachers or any newly hired teachers will need to attend the RAEN 6-hour training for GRASP, SMART, and Crossroad’s Café in order to continue to generate EPE for your program.

Agencies seeking approval for Distance Education programs that were previously approved must meet the guidelines for operating the program as stated in the Statement of General Assurances. The AEPP Team must approve any changes in hours of service or program design. The formula for claiming contact hours for Distance Education adult education programs can be found in section 303 of the EPE Manual. A separate traditional class must be established for each tutoring class. Each weekly tutoring class must be face to face in person. These Instructional Offerings must also have the name of the Distance Education program plus the word “tutoring.” It should be noted that NYSED has no expectation for tutoring classes to be one on one, classroom settings with multiple students meeting together are acceptable and encouraged.

Students in Distance Education programs may attend up to three hours of in person face-to-face tutoring each week. National External Diploma Program (NEDP) may generate up to six hours of in-person tutoring in a week. If interested in NEDP, please contact your AEPP Regional for more guidance. All tutoring hours must be recorded in ASISTS as traditional hours in a traditional class code that is labeled as “tutoring”.

For school districts or BOCES that are existing NEDP providers or are interested in becoming an NEDP provider:

There is no requirement to TABE test students before entering an NEDP program. These students are not subject to NRS performance measures. However, if a program chooses to adhere to NRS guidelines for NEDP students, they may do so and these students would then be included in the program’s NRS reporting.

3. **Fast Track HSE Preparation Initiative:** For the 2020-21 application, programs must project the number of contact hours and students they intend to serve under this newly designed section. The four objectives of this new initiative are to:
 1. Connect more walk-in examinees who were unsuccessful on the TASC test with HSE preparation programs

2. Build short-term, intense (“Fast Track”) instructional opportunities for test takers or students who score between 300-500 on the TASC test or do not show probable success on the TASC Readiness assessment
3. Significantly raise TASC math sub-test pass rates across the State, and
4. Significantly increase the effectiveness of HSE preparation throughout the State.

For FY2020/2021, a portion of the repurposed \$20 million has been reserved to support this effort again. National Reporting System (NRS) guidelines will not be applied to this portion of EPE funding and new performance metrics will be used to better assess the effectiveness of this initiative. These metrics will be included as part of NYSED’s EPE Manual. The EPE Manual will be updated for FY2020-2021. The following will be included in that guidance:

1. No NRS requirement that students must attend 12 hours before they count;
2. No valid pre or post-test requirement;
3. No Measurable Skill Gain calculated;
4. No TABE testing requirement.
5. All participants must be tested with the TASC readiness assessment forms 8 and 9 (only exception are those students who have already taken a TASC subtest and were not successful)
6. No employment follow-up for students/test takers; and
7. No requirement for HSE diploma recipients to have employment or postsecondary training within the first year after ext.

Fast Track Math GRASP Packet curricula focused on those TASC Test items that are well represented in the test and relatively easy to remediate.

NYSED invested in this project with CUNY to create eight modules which are divided into Part I and Part II sections for a total of sixteen (16) sections. The modules can be found at: www.Collectedy.org. These modules may be utilized in traditional classroom settings or in a specific Fast Track GRASP Math Distance Education model utilizing these especially designed packets. The Fast Track GRASP math modules are downloadable or can be printed for the program’s use.

To further incentivize the adoption and use of the modules, programs will signal that the student has mastered the skills within the packet by teacher’s signature on Appendix 6. When Appendix 6 is signed and submitted to the program manager, the program will claim 24 contact hours; a “4” will be recorded in ASISTS for the Distance Education formula. Students will also be allowed to attend tutoring sessions in traditional settings for up to 6 hours per week, face to face and in person. New in FY2020-2021 is the ability for students in the GRASP Math Fast Track to be concurrently enrolled in traditional instruction or in either of the NYSED distance education programs, GRASP or SMART. More information on the tracking of these data will be found in the 2020-2021 EPE Manual when available. The students recruited to participate in this initiative will be coded and tracked separately in ASISTS.

Criteria for implementing the Fast Track Math packet programming can be found in Appendix 7 and will be added to the EPE manual upon revision.

Additional Fast Track strategies

NYSED, has identified promising Fast track strategies that can be supported under the \$20 million EPE HSE initiative. The following list of strategies are intended to identify and support instruction focused on HSE preparation, especially math, in FY2020/2021:

- Outreach to TASC testing centers to recruit adults (age 21 or older) who do not succeed on the TASC Math subtest to focus on math

- Customized flyers disseminated to test examinees at TASC testing centers;
- Network with NYS TASC Test centers to offer services to examinees that are not successful on any TASC subset;
- Short-term instruction options
 - Fast Track Math GRASP Distance Education packets (paper or electronic) utilizing the NYSED/CUNY eight (8) HSE math modules for students choosing to learn from a distance education model. The eight modules are divided into Part I and Part II sections for a total of sixteen (16) sections.
 - Six (6) hour intense instruction sessions made available evenings and Saturdays in math, writing, reading, science, or social studies;
 - Two x Two sessions where two subtest areas of instruction will be offered;
 - Test taking skills and strategies, including reduction of test anxiety;
 - Computer based testing skills and strategies;
 - Community outreach campaigns;
 - Other customized Fast Track strategies designed by program staff (with prior NYSED approval)

Programs must demonstrate the ability to provide intense case management services to adults included in any of these initiatives.

This is not an exclusive list. The intent is to pilot innovative and promising practices and fully evaluate their success for continued support in 2021-22 and beyond. Programs are encouraged to propose additional innovative strategies that can be piloted in 2020-21 in both Fast Track and longer HSE preparation programs.

The performance reporting for this cohort of students will no longer follow the National Reporting System guidelines, instead, performance will be measured by criteria set by NYSED.

The following customized performance metrics will be used to report student outcomes and to render an addendum NYS Report Card focused on this Fast Track programming.

Customized performance metrics include:

- the number of adults recruited from walk-in TASC testing
- the number of instructional hours offered to students
- the number of contact hours accrued per student
- the number of case management hours dedicated to supporting students
- the demographic data collected on each participant
- the number of TASC Readiness scores for each participant recorded in ASISTS
- the number of TASC-Test Application Forms (T-TAF) submitted to NYSED
- the number of participants passing the TASC math sub test
- the number of participants passing any TASC sub test
- the number of participants achieving the NYS HSE diploma

NRS Level 1 students:

The next initiative NYSED has excluded from NRS guidelines under the repurposed \$20 million in EPE funding is the special attention given to NRS ABE Level 1 students. All programs that are supporting NRS Level 1 under EPE funding in FY2020/2021 will be exempt from Measurable Skill Gain benchmarks. Note: These students will no longer show under contracted enrollments for funding under Workforce Innovation Opportunities Act (WIOA) as they will be in a separate cohort established to insulate them from NRS guidelines and will be included under NYRS reporting.

4. **Career and Technical Education Courses: For the 2020-21 application, all current SED approved CTE courses need to be listed in the application section “Career and Technical Education Courses”.**
 - This section has been revised to capture current CTE offerings and new CTE courses being proposed.

5. **Case Management Requirement for EPE funded students:**

Programs must fund case management according to the following minimum Full Time Equivalent (FTE) calculation: one full time Case Manager for every 600 EPE funded active students that meet NRS threshold criteria of 12 contact hours and a valid pretest. This metric also includes all active Fast Track students. More comprehensive direction regarding the work of case management and when/if the contact hours are reimbursable, can be found in the EPE manual. Case managers should provide referrals to address participants’ specific needs including, but not limited to, literacy instruction, employment, training and apprenticeship programming, access to benefits, physical and mental health, legal services, financial services, and housing.

6. **Work Experience Programs:** Unpaid, structured, and supervised appropriate work activities/tasks for a specified period of time in a public or private, profit or not-for-profit setting that enhance and support a written educational and employment plan for the adult student. Agencies wishing to offer a work experience program, regardless of any previous approvals, must submit a detailed program description and curriculum. The guidelines for work experience programs are described below.

Basic Requirements for an EPE funded Work Experience Program

- There is a lifetime limit of 50 weeks of EPE-funded Work Experience per student. Regardless whether students are in attendance, if they are scheduled for Work Experience, the scheduled time will be measured against the 50 week lifetime maximum.
- Work Experience attendance must be entered into ASISTS and the class ID must reflect Work Experience
- Total program hours are defined as the total hours of classroom instruction, plus the total hours of work for each individual in this component. Programs offering between 20-40 hours of classroom instruction per week, plus work, must request written permission from the AEPP Team. Total program hours may not exceed 40 hours per week.
- Supervision: All Work Experience components must be coordinated, supervised, and 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:
 - For public school programs other than in New York City and Buffalo, the individual must have a valid New York State teaching certificate (Initial or Professional) or a New York State adult education teaching certificate.
 - For programs operating within New York City or Buffalo, the individual must have a New York City or Buffalo teacher’s license.
- Work Site Visitation: Each student must be visited by a Work Experience coordinator, supervisor or director on a regular basis (no less than once per week) 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.

- Employer agreements: Each Work Experience employer must demonstrate their willingness to participate in this program with a Memorandum of Understanding (MOU). The employer must also express their interest in providing employment to those students who complete the program.

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

- All participants meet the criteria 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;
 - All contact hours are documented in ASISTS.
- Generation of EPE Aid for Work Experience Programs: Instructional hours and Work Experience hours completed in Work Experience components that are offered as a part of Traditional Adult Education programs may generate EPE State Aid as follows:

Classroom instruction must be provided comprising at least 30 percent of total program hours (total program hours are defined as the total number of Work Experience hours, plus hours of classroom instruction per week). Classroom instruction may be any traditional (AEPP approved) academic program. 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). All programs must submit the curricula or program design expected to be used in FY2020/2021.

Regional RAEN HSE networks

Each of the seven RAENs will convene all test centers and preparation programs in their RAEN regions to begin sharing referrals, creating regional outreach to potential test takers and walk-ins, creating divisions of labor between programs who are providing longer term HSE and those who specialize in Fast track approaches, to collectively evaluate and disseminate the success of pilot initiatives, effectively communicate new Data Recognition Corporation/NYSED initiatives such as the development of a new reporting system and adoption of level two student registration.

All approved EPE programs must commit to participating in their respective RAEN HSE networks.

Creation of Regional Apprenticeship networks beginning October 2020

Each of the seven RAENs will also convene a network of agencies associated with Apprenticeship opportunities. This effort will be an opportunity to create regional communication between programs and apprenticeship agencies and cultivate effective communication that will lead to more opportunity for students.

All approved EPE programs must commit to participating in their respective RAEN Apprenticeship networks when available.

Intake Pilot:

NYSED is interested in programs offering a robust intake and orientation process to new students as they enter the program in FY2020/2021. **See Appendix 8.**

In addition to the required Individual Student Record Form being completed and the mandated assessments, the programs in this pilot will be asked to include the following supports for students:

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

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

Appendix 1

2020-21 Annual Waiver Process for Employment Preparation Education (EPE) State Aid

The instructions in this appendix must be followed if your agency wishes to modify the limits set in Commissioner's Regulations. **The Waiver Worksheet (found in application section) must be completed annually and submitted for approval with your EPE application.**

Class Size

- For changes to the class size, indicate the **maximum** number of students who will be enrolled in the class and the anticipated Average Daily Attendance (ADA). Written waivers must be requested annually for classes with registers exceeding 20 students but not larger than 35. The waiver will only be granted if the projected ADA does not exceed 25 students.
- On the Waiver Worksheet, describe how instructional quality will be maintained in light of the increased number of students

Class Hours

- For changes to the number of hours the class will operate each week, indicate the minimum or maximum number of hours the class will operate. Waivers will not be granted for classes meeting for more than 40 hours per week. Waivers for classes meeting less than six hours per week must be requested and approved.

TASC Testing Waiver

- If NYSED determines that there is a severe shortage of public HSE testing in a region of the state, then NYSED may grant a waiver to an EPE provider who is both a) a public testing center, and b) operates an adult HSE preparation program. Such waiver will allow the EPE provider to generate EPE 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. **The limit for generation of EPE hours is .6 of 1.0 percent (.6 %) of the EPE providers' prior years' EPE accrual. Such waiver will also allow the EPE provider to claim EPE expenses for HSE test administration; the limit is .6 of 1.0 percent (.6%) of the EPE provider's contact hour accrual from the previous year. Both this policy and any approved waivers will be reviewed and approved by NYSED annually.**

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

Appendix 2

New York State's Performance Targets Measurable Skill Gain

Educational Functioning Level	2020-2021	2021-2022
Beginning Literacy ABE	68%	69%
Beginning ABE	68%	69%
Low Intermediate ABE	59%	60%
High Intermediate ABE	52%	53%
Low ASE	60%	62%
High ASE	50%	59%
Beginning Literacy ESL	66%	70%
Low Beginning ESL	71%	72%
High Beginning ESL	72%	74%
Low Intermediate ESL	70%	71%
High Intermediate ESL	61%	62%
Advanced ESL	60%	61%
Follow Up Outcomes	2020-2021	2021-2022
Employment (2 nd Quarter)	TBD	TBD
Employment (4 th Quarter)	TBD	TBD
HSE Attainment	TBD	TBD
Credential Attainment	TBD	TBD

Appendix 3

Adult Education Programs and Policy Team County Assignments

<u>Upstate Team</u> Marisa Boomhower/Gregory Kwaczala/Emily Ercolano	
Albany	Niagara
Allegany	Oneida
Broome	Onondaga
Cattaraugus	Ontario
Cayuga	Orleans
Chautauqua	Oswego
Chemung	Otsego
Chenango	Putnam
Clinton	Rensselaer
Columbia	Saratoga
Cortland	St. Lawrence
Delaware	Schenectady
Erie	Schoharie
Essex	Schuyler
Franklin	Seneca
Fulton	Steuben
Genesee	Suffolk
Greene	Sullivan
Hamilton	Tioga
Herkimer	Tompkins
Jefferson	Warren
Lewis	Washington
Livingston	Wayne
Madison	Wyoming
Monroe	Yates
Montgomery	

<u>Downstate Team</u> Dr. Patricia Mooney/Kimberly Malcolm/John Manion	
Dutchess	
Orange	
Nassau	
Rockland	
Ulster	
Westchester	
New York City	

Contact Information:

All Regional staff can be reached at (518) 474-8940

Email Addresses:

Boomhower, Marisa:

Marisa.Boomhower@nysed.gov

Ercolano, Emily:

Emily.Ercolano@nysed.gov

Kwaczala, Gregory:

Gregory.Kwaczala@nysed.gov

Malcolm, Kimberly:

Kimberly.Malcolm@nysed.gov

Manion, John:

John.Manion@nysed.gov

Mooney, Patricia:

Patricia.Mooney@nysed.gov

Appendix 4

Geographic Range Memorandum of Understanding

This MOU must be completed when a BOCES is proposing to operate an adult literacy program, including Distance Education, in a BOCES or in a school district outside their component school districts OR when a school district is proposing to operate an adult literacy program, including Distance Education, in another school district outside their BOCES component school districts. If the school district is within the proposed adult literacy program, including Distance Education, is part of a BOCES, then in addition to the school district superintendent's signature, the BOCES district superintendent must also agree and sign. NYSED must approve the MOU before any services are provided.

Date of Request: _____ Program Year: _____

There are four possible geographic agreement options, the program making the request must select ONE option:

- Option #1 BOCES to BOCES
- Option #2 BOCES to an independent School District (not part of another BOCES)
- Option #3 School District to a BOCES
- Option #4 School District to School District

In the table below, complete all the fields that apply to the desired option:

	Adult Education Manager/Director	BOCES District Superintendent requesting the waiver	Component School District Superintendent requesting the waiver	Independent School District Superintendent requesting the waiver
Full Name				
Full Street Address				
Phone #				
Email				
Services the BOCES or school district is proposing to provide:			<input type="checkbox"/> ABE <input type="checkbox"/> ASE <input type="checkbox"/> ESL	
Number of classes to be provided at the proposed site			<input type="checkbox"/> ABE <input type="checkbox"/> ASE <input type="checkbox"/> ESL	

SIGNATURES REQUIRED:

Option #1 Signatures Required

_____ BOCES agrees to provide adult literacy services to the School District,
 _____ from July 1, 2020 through June 30, 2021

 Signature BOCES District Superintendent _____
 Date

_____ BOCES District Superintendent agrees to have the
 _____ BOCES provide adult literacy services as prescribed above.

 Signature BOCES District Superintendent _____
 Date

Option #2 Signatures Required

_____ BOCES agrees to provide adult literacy services to the School District,
_____ from July 1, 2020 through June 30, 2021

Signature BOCES District Superintendent Date

_____ School Superintendent agrees to have the
_____ BOCES provide adult literacy services as prescribed above.

Signature School Superintendent Date

Option #3 Signatures Required

_____ School District agrees to provide adult literacy services to the
BOCES, _____ from July 1, 2020 through June 30, 2021

Signature School Superintendent Date

_____ BOCES District Superintendent agrees to have the
_____ School District provide adult literacy services as prescribed above.

Signature BOCES District Superintendent Date

Option #4 Signatures Required

_____ School District agrees to provide adult literacy services within the
School District, _____ from July 1, _____ through June 30, _____ (NYSESED will
approve up to a three year time frame).

Signature School Superintendent Date

_____ School Superintendent agrees to have the
_____ School District provide adult literacy services as prescribed above.

Signature School Superintendent Date

Any prior arrangements made for geographic arrangements are null and void.

Appendix 5

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

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

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

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

Submit as Appropriate

- list of teachers' names and dates training took place for Distance Education component models;
- list of names and dates ASISTS training took place; and,
- narrative description of your work experience component program that includes assessment, case management, student supervision, attendance procedures, and post-case management (job retention) activities.

If you have questions on any of the above, please contact your Adult Education Programs and Policy Team (see Appendix 3).

Appendix 6

FAST TRACK Math GRASP Packets

Student Record of Mastery of Packet Skills

School District or BOCES: _____

Student Name: _____

Packet was assigned: _____ Electronic Paper

Packet Name:

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

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

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

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

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

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

Approximate Total time spent on the packet: _____ hours

STUDENT COMMENTS/CONCERNS ON THIS PACKET:

Teacher Signature: _____ Date _____

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

Appendix 7

Fast Track Math GRASP Programming

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

Contrast of Traditional GRASP versus Fast Track Math GRASP

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

Appendix 8

Intake Pilot application:

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

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

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

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

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

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

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

Name of Agency _____

Agency Address _____

Program Manager _____

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

_____ Email Address _____ Telephone No.

Address _____
(If different from above)

Business Office Manager _____ Telephone No.

Address _____
(If different from above)

Person completing this application if different from above:

Name _____ Telephone No.

Address _____
(If different from above)

Email Address _____
(If different from above)

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

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

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

**PROGRAM COMPONENT WORKSHEET
for
ADULT EDUCATION INSTRUCTION**

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

Table 1

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

Table 2*

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

Table 3

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

Fast Track HSE Preparation Initiative

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

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

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

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

Table 4*

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

Table 5

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

Table 6*

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

Table 7: Career and Technical Education (CTE) Classes

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

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

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

New CTE Course Proposals

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

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

Table 7

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

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

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

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

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

Total projected EPE expenditures for 2020-21 \$ _____ (must be greater than or equal to **estimated EPE aid to be generated**).

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

Attendance Policy

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

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



Programs Operating in a BOCES

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

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

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

FTE Arrangements with Community Colleges

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

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

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

Please describe the following:

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

Name of Community College: _____

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

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

BUDGET
FY2020 - 2021

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

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

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

SALARIES FOR PROFESSIONAL STAFF: Code 15

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

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

SALARIES FOR SUPPORT STAFF: Code 16

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

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

PURCHASED SERVICES: Code 40

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

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

SUPPLIES AND MATERIALS: Code 45

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

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

TRAVEL EXPENSES: Code 46

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

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

EMPLOYEE BENEFITS: Code 80

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

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

INDIRECT COST: Code 90

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

\$		(A)
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B. Approved Restricted Indirect Cost Rate

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

\$		(C)
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PURCHASED SERVICES WITH BOCES: Code 49

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

MINOR REMODELING: Code 30

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

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

EQUIPMENT: Code 20

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

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

BUDGET SUMMARY

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

STATEMENT OF GENERAL ASSURANCES

Employment Preparation Education Program

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

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

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

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

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

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

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

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

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

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

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