**2019-2020**

**EMPLOYMENT PREPARATION EDUCATION (EPE)**

**STATE AID PROGRAM APPLICATION**

**Submit this completed application or request an extension by May 15, 2019. Extension may not be any date later than June 15, 2019:**

**Extension requests should be sent directly to: epe@nysed.gov**

**New York State Education Department**

**Adult Education Programs and Policy Team**

**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 2019-20 must submit a completed application by **May 15, 2019**. Agencies may request an extension of the filing date to **June 15, 2019** by emailing the Adult Education Programs and Policy Team at [epe@nysed.gov](mailto:epe@nysed.gov)

**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 2019-20, an agency’s allocation of State Aid available to be claimed for these students is capped at 3 percent of total EPE funds allocated and ultimately accrued by the 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.

**Repurposing of EPE State Aid:**

$17 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 four (4) distinct initiatives:

* + Fast Track High School Equivalency (HSE) preparation (page 10);
  + National External Diploma Program (NEDP)High School Equivalency programming (page 9);
  + Pre-NEDP limited pilot (page 9);
  + 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 four 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 four areas be additionally enrolled in any portion of traditional programming that is covered under NRS, 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, pre-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 FY2019/2020 are no longer eligible for EPE contact hour reimbursement.

Appendix 2 contains New York State’s targets for 2018-19 and 2019-20*.*

**Accountability portal on NYSED for all approved EPE programs, new in FY2019/2020:**

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 Monitroing System captures the staus 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 responsibilies. 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 on page 9 of the 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 weekwith 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 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 following month. 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 Undertaning (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 ia available online at <http://www.adult-education-accountability.org/> EPE programs are governedhould be managedt'm' include an Memorandum of Undertaning requirment in accordance with the EPE Manual; this includes Fast Track programming. The EPE manual will be revised to reflect FY2019-2020 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 posttested. Postest scores must be within valid ranges. After the student is posttested, 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 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.

**Instructions**

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

* **Cover Sheet:** This form must be completed.
* **Program Component Worksheet:** Complete the worksheet for each program component for which the agency is requesting approval in 2019-2020. The five (5) component worksheets can be found in the EPE application. The five component worksheets are: Traditional Adult Education Instruction, Distance Education Adult Education Instruction, Career and Technical Education, 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 2019-20. 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. (See section 415 of the EPE Manual.)
* **Attendance Policy:** Please include a description of the agency’s attendance policy by completing this section of the application.
* **Programs Operating in BOCES:** See Appendix 4
* **Fast Track Initiative**
* **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 2019-20

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 4, 2020**. An original signature copy is due 10 business days **(February 18, 2020)** after the electronic submission. The form determines the EPE hours through December 31, 2019 that a program can claim for EPE aid **and the projected total (FULL YEAR) EPE hours through June 30, 2020**. This form is only available through the ASISTS database. As of February 5,2020, this form will be frozen in the ASISTS database, such that any amendments to the period from July 1, 2019 to December 31, 2019 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 2020.
* **EPE Claim Form SA 160.2.** This form must be submitted (emailed or faxed) to the AEPP Team by **August 15, 2020**, to claim EPE hours through June 30, 2020. This form is only available through the ASISTS database. An original signature copy is due 10 business days (**August 25, 2020**) after the electronic submission.
* **If the due date falls on a Saturday, Sunday, or a 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 educational 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 posttested 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. Test administrators must be trained and certified through NYSED’s Regional Adult Education Netowrk (RAEN) network to administer each of the required assessments: TABE, BEST Plus 2.0, and BEST Literacy.

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

For the 2019-20 school year, the six (6) 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 as a Second Language (ESL)

1. **Distance Education Adult Education Instruction:** 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)
  + 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 educational 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 programsfor which they were not approved in the 2018-19 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 2019-20 school year; and
* Assurance that teachers for such program areas will have completed NYSED certification training before operating the program. Agencies must contact their RAEN director for information on the appropriate training.

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. These Instructional Offerings must also have the name of the Distance Education program plus the word “tutoring.”

Students in Distance Education programs may attend up to three hours of in-person tutoring in a 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”.

In 2019-20, AEPP will work with a few selected programs to pilot a pre-NEDP course for students reading at grade equivalents of 6-8. Elements will include reading, self-management, time management, digital literacy and online homework. These agencies have been notified of the pilot.

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

NYSED has implemented new guidelines regarding students enrolled in NEDP. There will no longer be a need to TABE test students once it has been determined they will be enrolled in NEDP. These students and the diplomas they achieve will no longer be subject to the National Reporting System guidelines. A field memo with explicit directions will be released by NYSED on or before May 15, 2019.

1. **Fast Track HSE Preparation Initiative:** For the 2019-20 application, programs must project the number of contact hours and students they intend to server 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 FY2019/202, a portion of the repurposed $17 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 assessment policy that will be available online, but will include such changes as follows:

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. All participants must be tested with the TASC readiness assessment forms 6 and 7 (only exception are those students who have already taken a TASC subtest and were not successful)
5. No requirement for diploma recipients to be from NRS Levels 5 or 6 for Follow Up Outcomes. Students may be served at lower levels than required by NRS;
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.

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

The math HSE curriculum specialist at NYSED has identified eight (8) distinct areas on the TASC math subtest where students/test takers are struggling. These areas are well represented on the TASC test and relatively easy to remediate in Fast Track approaches. This year NYSED has invested funding as part of the overall NYSED/CUNY Master Teacher training to create these eight (8) math modules and then provide targeted Master Teacher training. The modules can be found at: [www.Collectedny.org](http://www.Collectedny.org). These modules may be utilized in traditional classroom settings or in a specific Fast Track GRASP Math Distance Education model utilizing especially designed packets. The Fast Track GRASP math modules will be available in paper or electronic. Each of the GRASP Math packets is divided into two sections, Part I and Part II. These sixteen (16) math modules are available for this initiative.

To further incentivize the adoption and use of the modules, when each one of these GRASP Math packets is completed. Programs will signal that a packet is returned and completed by issuing completion documentation as described in Appendix 6. When complete, programs will claim 24 contact hours, a “4” will be recorded in ASISTS for the Distance Education formula. This represents a 50 percent increase over current Distance Education programs approved by NYSED. Students will also be allowed to attend tutoring in traditional settings for up to 6 hours per week; this is double the number of contact hours generated by other GRASP Distance Education models. Another major difference is the ability for students in the GRASP Math Fast Track to be concurrently enrolled in traditional instruction. More information on the tracking of these data will be found in the 2019-2020 EPE manual when available.

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.

The students recruited to participate in this initiative will be coded and tracked separately in ASISTS.

NYSED reserves the right to identify and roll out additional modules from the other TASC sub-tests for this enhanced GRASP funding.

**Additional Fast Track strategies**

NYSED, has identified promising Fast track strategies that can be supported under the $12 million EPE HSE initiative. The following list of strategies are intended to identify and support instruction focused on HSE preparation, especially math, in FY2019/2020:

* Outreach to TASC testing centers to recruit adults (age 21 or older) who do not succeed on the math TASC 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 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 math instruction sessions made available evenings and Saturdays;
    - Two x Two sessions where two sub test (one math and one other sub area) areas of instruction will be offered;
    - Test taking skills and strategies, including reduction of test anxiety;
    - Computer based testing skills and strategies as an option;
    - 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 this initiative

This is not an exclusive list. The intent is to pilot innovative and promising practices and fully evaluate their success for continued support in 2020-21 and beyond. Programs are encouraged to propose additional innovative strategies that can be piloted in 2019-20 in both Fast Track and longer HSE preparation programs.

The $17 million is distributed among the seven geographic regions based on the number of students served in FY2017/2018 in NRS Levels 3, 4, 5, and 6 ABE/ASE, the number of existing NEDP students, and the number of students in NRS Level 1:

|  |  |
| --- | --- |
| Finger Lakes Region | $ 1,153,314 |
| Long Island Region | $ 1,513,810 |
| Capital North Country Region | $ 1,482,732 |
| Hudson Valley Region | $ 2,084,943 |
| West Region | $ 2,228,590 |
| Central Southern Tier Region | $ 2,705,799 |
| New York City | $ 5,830,812 |
|  | $ 17,000,000 |

NYSED reserves the right to shift regional funding amounts based upon need and requests received.

**The performance reporting for this cohort of students will no longer follow the National Reporting System guidelines**.

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 Math priority.

**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 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 $17 million in EPE funding is the special attention given to NRS ABE Level 1 students. With the implementation of the TABE 11/12 forms, NYSED acknowledges the increased challenge faced by these students to show measurable skill gain within one fiscal year. All programs that are supporting NRS Level 1 under EPE funding in FY2019/2020 will be exempt from showing measurable skill gain within the first fiscal year the student is enrolled. Note: These students will no longer show under contracted enrollments for funding under WIOA as they will be in a separate cohort established to insulate them from NRS guidelines.

1. **Career and Technical Education Courses: For the 2019-20 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 course proposals.
2. **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 students that meet NRS threshold criteria of 12 contact hours and a valid pre test. 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.

1. **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, or directed by an individual who meets the following qualifications and who is employed by the local school district or BOCES claiming the EPE State Aid:

1. For public school programs other than in New York City and Buffalo, the individual must have a valid New York State teaching certificate (Initial or Professional) or a New York State adult education teaching certificate.

**OR**

1. 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 fall under the guidelines for generating EPE;
* Individual student folders are kept documenting Work Experience, attendance and related information such as work site visits and student progress;
* The agency has a system in place to track job placements or other outcomes that may result from Work Experience;
* 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 FY2019/2020.

Note: The contact hours entered on the “Program Component Worksheet for the 2018-19 Work Experience Program” table of the application should include only contact hours generated by the Work Experience component. Contact hours generated by the classroom component should be entered on the table entitled Program Component Worksheet for Traditional Adult Education Instruction.

**Creation of Regional RAEN HSE networks beginning July 2019**

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 2019**

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.

**Appendix 1**

**2019-20 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 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 annualy 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.
* Career and Technical Education Classes - Approval to provide Career and Technical Education programs of less than 100 hours will be granted only in those instances where the agency can provide written documentation that the program will lead to acceptable employment outcomes, or as part of a sequence that leads to employment, licensure, or certification. Programs should **annually** indicate which Career and Technical rograms under 100 hours that they plan to continue offering that have been previously 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 .3 of 1.0 percent (.3 percent) of the EPE providers’ prior years’ EPE allocation. Such waiver will also allow the EPE provider to claim EPE expenses for HSE test administration. Both this policy and any approved waivers will be reviewed 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**

|  |  |  |
| --- | --- | --- |
| **Educational Functioning Level** | **2018-2019** | **2019-2020** |
| Beginning Literacy ABE | 68% | 68% |
| Beginning ABE | 65% | 65% |
| Low Intermediate ABE | 59% | 59% |
| High Intermediate ABE | 52% | 52% |
| Low ASE | 60% | 63% |
| Beginning Literacy ESL | 62% | 50% |
| Low Beginning ESL | 76% | 62% |
| High Beginning ESL | 74% | 76% |
| Low Intermediate ESL | 69% | 74% |
| High Intermediate ESL | 63% | 70% |
| Advanced ESL | 60% | 63% |

**Appendix 3**

Adult Education Programs and Policy Team

**Regional Assignments**

| **Upstate Team**  **Marisa Boomhower/Emily Ercolano** | |  | **Downstate Team**  **Dr. Patricia Mooney/Kimberly Malcolm/John Manion** | |
| --- | --- | --- | --- | --- |
| Albany | Niagara | Dutchess | Kimberly is lead |
| Allegany | Oneida | Orange |  |
| Broome | Onondaga | Nassau |  |
| Cattaraugus | Ontario | Rockland |  |
| Cayuga | Orleans | Ulster |  |
| Chautauqua | Oswego | Westchester |  |
| Chemung | Otsego |  |  |
| Chenango | Putnam |  |  |
| Clinton | Rensselaer |  |  |
| Columbia | Saratoga |  |  |
| Cortland | St. Lawrence |  | |
| Delaware | Schenectady |
| Erie | Schoharie | New York City | Dr. Mooney is lead |
| 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 |  |  |  |

**Contact Information:**

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

**Email Addresses:**

**Boomhower, Marisa:** [**Marisa.Boomhower@nysed.gov**](mailto:Marisa.Boomhower@nysed.gov)

**Ercolano, Emily:** [**Emily.Ercolano@nysed.gov**](mailto:Emily.Ercolano@nysed.gov)

**Malcolm, Kimberly:** [**Kimberly.Malcolm@nysed.gov**](mailto:Kimberly.Malcolm@nysed.gov)

**Manion, John:** [**John.Manion@nysed.gov**](mailto:John.Manion@nysed.gov)

**Mooney, Patricia:** [**Patricia.Mooney@nysed.gov**](mailto: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 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: \_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **BOCES to BOCES MOU**  **Option #1 (see signature requirement below)** | **Name of BOCES proposing to operate an adult literacy program:**  **Name of BOCES:** | **Adult Education Manager:**  **Name:**  **Address:**  **Phone:**  **Email:** | **BOCES where services will be delivered:**  **Name of BOCES:**  **Component School District(s) (where services are planned):** | **BOCES District Superintendent:**  **Name:**  **Address:**  **Phone:**  **Email:** |
| **BOCES District Superintendent:**  **Name:**  **Address:**  **Phone:**  **Email:** | **School Superintendent**  **Name:**  **Address:**  **Phone**  **Email:** |
|  |  |  |  |  |
| **BOCES to School District (an independent school district not part of another BOCES)**  **Option #2 (see signature requirement below)** | **Name of BOCES proposing to operate an adult literacy program:**  **Name of BOCES:** | **Adult Education Manager:**  **Name:**  **Address:**  **Phone:**  **Email:** | **School district where services will be delivered:**  **Name of school:**  **Location of proposed adult education classes:** | **School Superintendent:**  **Name:**  **Address:**  **Phone:**  **Email:** |
| **BOCES District Superintendent:**  **Name:**  **Address:**  **Phone:**  **Email:** |
|  |  |  |  |  |
| **School District to a BOCES**  **Option #3 (see signature requirement below)** | **Name of School district proposing to operate an adult literacy program:** | **Adult Education Manager:**  **Name:**  **Address:**  **Phone:**  **Email:** | **Name of BOCES where services will be delivered:**  **Name Component School District (s) where services are planned:** | **BOCES District Superintendent:**  **Name:**  **Address:**  **Phone:**  **Email:** |
| **School Superintendent:**  **Name:**  **Address:**  **Phone:**  **Email:** |
|  |  |  |  |  |
| **School District to School District (independent school districts not part of any BOCES)**  **Option #4 (see signature requirement below)** | **School district proposing to operate an adult literacy program:**  **Name of district:** | **Adult Education Manager:**  **Name:**  **Address:**  **Phone:**  **Email:**  **School Superintendent:**  **Name:**  **Address:**  **Phone:**  **Email:** | **School district where services will be delivered:**  **Name of school:**  **Location of proposed adult education classes:** | **School Superintendent:**  **Name:**  **Address:**  **Phone:**  **Email:** |
|  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **In the spaces below, list the neighboring BOCES or school district where services are proposed (exact address).**  **Please note the intended BOCES or school district must be adjacent to the host school or BOCES boundaries.** | | | |
|  | | | **Does this school district provide any adult education literacy services?**  **□ Yes □ No** |
|  | | | **Does this school district provide any adult education literacy services?**  **□ Yes □ No** |
| **In the space below, list the location of the proposed BOCES or school district facility (exact address)** | | | |
|  | | | |
| **Services the BOCES or school district is proposing to provide:** | | | **□ ABE**  **□ ASE**  **□ ESL** |
| **Number of classes to be provided at the proposed site** | | | **\_\_\_\_ ABE**  **\_\_\_\_ ASE**  **\_\_\_\_ ESL** |
|  | | | |
| **Please list below the time range for each class and total number of potential contact hours planned** | | | |
| **Proposed Class Type** | **Start and End Time** | **Potential contact hour accrual per semester/year** | **Anticipated # of students** |
| **□ ABE**  **□ ASE**  **□ ESL** |  |  |  |
|  |  |  |  |
| **□ ABE**  **□ ASE**  **□ ESL** |  |  |  |
|  |  |  |  |
| **□ ABE**  **□ ASE**  **□ ESL** |  |  |  |
|  |  |  |  |
| **□ ABE**  **□ ASE**  **□ ESL** |  |  |  |

**SIGNATURES REQUIRED:**

**Option #1 Signatures Required**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_BOCES agrees to provide adult literacy services within the school**

**District, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from July 1, \_\_\_\_\_ through June 30, \_\_\_\_\_ (NYSED will approve up to a three year time frame).**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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 within the school**

**District, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from July 1, \_\_\_\_\_ through June 30, \_\_\_\_\_ (NYSED will approve up to a three year time frame).**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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 within a**

**BOCES, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from July 1, \_\_\_\_\_ through June 30, \_\_\_\_\_ (NYSED will approve up to a three year time frame).**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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, \_\_\_\_\_ (NYSED 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.**

THIS SECTION RESERVED FOR NYSED:

Approved:

**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;
* staff development plans including coordination with the Regional Adult Education Network (RAEN);
* agreement to use the ASISTS system for recording student contact hours, student progress, and student outcomes;
* 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**

* copies of locally developed curriculum for career and technical education courses;
* 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, 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 technical assistance representative (see Appendix 3 – page 15 of the Overview and Instructions).

**Appendix 6**

**FAST TRACK Math GRASP Packets**

Student Record for Completion

School District or BOCES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Packet was assigned: \_\_\_\_/\_\_\_\_/\_\_\_\_ \_\_\_ Electronically \_\_\_ Paper

***Packet Name:***

**Density \_\_\_ Part I \_\_\_ Part II**

**Transformations: Shapes on a Plane \_\_\_ Part I \_\_\_ Part II**

**The Power of Exponents \_\_\_ Part I \_\_\_ Part II**

**Lines, Angles, & Shapes: Measuring Our World \_\_\_ Part I \_\_\_ Part II**

**Evaluate Algebraic Expressions & Solve Simple Equations \_\_\_ Part I \_\_\_ Part II**

**Linear Functions \_\_\_ Part I \_\_\_ Part II**

**Non-Linear Functions \_\_\_ Part I \_\_\_ Part II**

**Statistics & Probability \_\_\_ Part I \_\_\_ Part II**

Date Packet was completed: \_\_\_\_/\_\_\_\_/\_\_\_\_

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

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

\_\_\_/\_\_/\_\_ \_\_\_\_ Hours \_\_\_/\_\_/\_\_ \_\_\_\_ Hours

Approximate Total time spent on the packet: \_\_\_\_ hours

STUDENT COMMENTS ON THIS PACKET:

Teacher Signature: ­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**Appendix 7**

* All NYSED Distance Learning programs, including Fast Track Math GRASP, conform to a two-week packet model is provided to the student.
* Documentation of student work must be kept for work completed in each packet. Refer to Appendix 6 for the documentation format requirements.
* The instructor receives, corrects and sends new packets on a two-week cycle.
* Students can never be considered active by virtue of a phone contact alone.
* Enrollment in Distance Learning is NOT allowed for students pre testing in the lowest two levels of either ABE or ESL. A waiver may be obtained for programs serving ESL students planning to take the TASC test in English.
* All teachers providing Fast Track GRASP packets must be adult education certified.
* All students receiving Fast Track GRASP packets only must be provided a modified intake process. The intake must include the 5 demographic data elements: Name, Birth Date, Gender, Ethnicity, and Employment Status.
* A student roster must be maintained containing the names of all enrollees who are receiving Fast Track Math packets.
* Student logs must be kept indicating the hours that students worked at home for each Fast Track Math GRASP packet. Each teacher providing Fast Track Math GRASP packets must have a separate class code in ASISTS where the returned packets are recorded.
* All testing must be done in person, this pertains to BOTH pre and post testing when requried. **No pre testing is required before a student may receive a Fast Track Math GRASP packet; however, the TASC Rreadiness Assessment (TRA) must be provided IF the student has not already taken a TASC Math subtest. TRA must be administered in person.**

**Contrast of Traditional GRASP versus Fast Track Math GRASP**

|  |  |
| --- | --- |
| **NYSED**  **Distance Education**  **GRASP** | **NYSED**  **Fast Track**  **Math GRASP** |
| The program must have approval to provide GRASP 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 training through the RAEN) | All teachers certified in adult education may employ the use of Fast Track Math GRASP packets providing the program has received NYSED approval |
| Students must meet minimum criteria – Grade Level Equivalent = 8th grade | No minimum grade level required, students must be provided the TASC Readiness Assessment. No NRS Levels 1 or 2 may receive packets. |
| 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 not 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 or have taken a TASC subtest in math and was unsuccessful. |
| A “2” is entered into ASISTS for each completed GRASP packet | A “4” is entered into ASISTS for each completed GRASP packet |
| Student may attend 3 hours of face to face tutoring each week | Student may attend 6 hours of face to face tutoring each week |
| Student cannot be co-enrolled in Distance Education and Traditional Education at the same time | Student is free to attend Traditional Educational classes while receiving Fast Track Math GRASP packets. Classroom instruction may not use the same materials included in the Fast Track Math GRASP packets assigned |

**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 2019-20**

**(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 May 15, 2019 to the address listed at the top of this page to the attention of your NYSED regional.** |

**WAIVER WORKSHEET FOR**

**ADULT EDUCATION CLASSES for FY2019-2020**

|  |  |  |
| --- | --- | --- |
| **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: | |
|  | |
| Assurances that class quality and expected educational outcomes will not be adversely affected: | |
|  | |
|  | | |
| 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. | Min # of hours per class = \_\_\_\_\_\_  (Justification narrative entered below)  Max # of hours per class = \_\_\_\_\_\_  (Justification narrative entered below) |
| Justification Narrative for Min # of hours: | |
|  | |
| Justification Narrative for Max # of hours: | |
|  | |
|  | | |
| Career & Technical Education Classes | Indicate the CTE classes less than 100 hours | # of CTE classes with < 100 hours = \_\_\_\_\_\_  (Identification and narrative description entered below) |
| Identification and narrative description | |
|  | |
|  | |
|  | |
|  | | |
| 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 for generation of EPE hours is .3 of 1.0 percent (.3 percent) of the EPE providers’ prior years’ EPE allocation) |
| Justification for waiver request: | |
|  |  |
| Waiver to allow the EPE provider to claim EPE expenses for HSE test administration. | Amount of waiver for expense request = \_\_\_\_\_  (limit for generation of EPE hours is .3 of 1.0 percent (.3 percent) of the EPE providers’ prior years’ EPE allocation) |
| Justification for waiver request: | |
|  | |
|  |  | |

**PROGRAM COMPONENT WORKSHEET**

**FOR**

**TRADITIONAL ADULT EDUCATION INSTRUCTION**

Please indicate in the following table the programs offered, the projected number of students to be served and contact hours. **Student numbers should not be entered for non-academic programs since all of these students will be included in the academic section**. Contact hours for non-academic programs should be entered since these are in addition to the academic hours.

|  |  |  |  |
| --- | --- | --- | --- |
| **PROGRAM TYPE** | **CHECK () IF OFFERED**  **2018-19** | **NUMBER OF STUDENTS PROJECTED FOR**  **2019-20** | **NUMBER OF CONTACT HOURS PROJECTED FOR 2019-20** |
| **Academic Programs** |  |  |  |
| ABE NRS Level 1 Students |  |  |  |
| Adult Basic Education (ABE) |  |  |  |
| Adult Secondary Education (ASE)/HSE Test Preparation |  |  |  |
| English as a Second Language (ESL) |  |  |  |
| Fast Track HSE Preparation |  |  |  |
| **Non-academic Programs** |  |  |  |
| Job Club (may include National Work Readiness Credential) |  |  |  |
| Workplace Essential Skills |  |  |  |
| Total |  |  | \* |

\*Enter this total on Line #1 of the EPE Component Summary Sheet (page 3 of the application)

**PROGRAM COMPONENT WORKSHEET FOR**

**DISTANCE EDUCATION ADULT EDUCATION INSTRUCTION**

Please indicate in the following table the program offered, the projected number of students to be served and contact hours. **Student numbers should not be entered for non-academic programs since all of these students will be included in the academic section**. Contact hours for non-academic programs should be entered since these are in addition to the academic hours.

|  |  |  |  |
| --- | --- | --- | --- |
| **PROGRAM TYPE** | **CHECK ()**  **IF OFFERED**  **IN 2018-19** | **NUMBER OF**  **STUDENTS**  **PROJECTED**  **FOR 2019-20** | **NUMBER OF**  **CONTACT**  **HOURS**  **PROJECTED**  **FOR 2019-20** |
| **Adult Basic Education (ABE)** |  |  |  |
| Skills to Make Adults Ready to Succeed (SMART) Academic component only. |  |  |  |
| **Adult Secondary Education (ASE)** |  |  |  |
| NEDP |  |  |  |
| GRASP |  |  |  |
| Fast Track Math GRASP |  |  |  |
| **English as a Second Language (ESL)** |  |  |  |
| Crossroads Café |  |  |  |
| **Non-academic Programs\*\*** |  |  |  |
| Job Club (may include National Work Readiness Credential) |  |  |  |
| Total |  |  | \* |

\*Enter this total on Line #2 of the EPE Program Component Summary Sheet

\*\*Specific curriculum must meet with NYSED approval

**PROGRAM COMPONENT WORKSHEET FOR CAREER AND TECHNICAL EDUCATION (CTE) COURSES**

1. **Please complete the table below indicating all career and technical education courses that will be offered in 2019-20** **that have previously been approved to generate EPE.** Please include the CIP code, projected number of students to be served and 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. The applicant agency annually must request a waiver for ALL CTE courses of less than 100 hours including name and hours in program. Students enrolled in approved CTE classes may also be dual enrolled in literacy classes to generate EPE.

On the bottom line enter the total projected number of students to be served and contact hours to be generated by both new and previously approved courses. For CIP code and occupational area, see the National Center for Education Statistics found at

<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55> If a CIP code does not exist for any proposed CTE course, it will not be included in this request.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CTE COURSES**  **Course Title**  **(Currently Offered)** | **CIP**  **Code** | **Career and Technical Education Area by CIP Code** | **Projected**  **Students** | **Projected**  **Contact Hours** |
|  |  |  |  |  |
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|  |  |  |  |  |
| **Total Previously Approved Courses:** | | |  |  |

\*Enter the totals on line #3 of the EPE Program Component Summary Sheet on page 10 of the application

**New CTE Course Proposals**

For programs that apply for 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;
* Description of the course including a curriculum outline and any accreditations;
* Resume(s) of the CTE instructor(s) for the proposed course;
* 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.

For new CTE course proposals, please complete the chart below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NEW CTE COURSES**  **Course Title** | **CIP**  **Code** | **Career and Technical Education Area by CIP Code** | **Projected**  **Students** | **Projected**  **Contact Hours** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **TOTAL – New Proposed Courses** | | |  |  |
| **TOTAL -Previously Approved Courses** | | |  |  |
| **TOTAL – NEW + PREVIOUSLY APPROVED** | | | \* | \* |

\*Enter these totals in line #3 of the EPE Program Component Summary Sheet of the application.

.

**PROGRAM COMPONENT WORKSHEET FOR**

**2019-20 WORK EXPERIENCE PROGRAM**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Check if**  **Approved in**  **2018-19** | **Projected Students** | **Projected Contact**  **Hours**  **1/2 x total work experience hours**  **(work experience component only)** | **Actual and Projected**  **Job Attainment** | |
|  |  |  | 2018-  2019  (Actual) | 2019-  2020  (Projected) |
|  |  | \* |  |  |

\*Contact hours entered in this column should be **after** the rate calculation, e.g., if 2000 hours of work experience is offered, 1000 hours should be entered (2000 X 50%). **Note: The contact hours entered on the table above should include only contact hours generated by the work experience component. Contact hours generated by the classroom component should be entered on the table entitled “Program Component Worksheet for Traditional Adult Education Instruction” on the application.** (The number of EPE contact hours that will be claimed for the work experience component should be entered on Line #4 of the EPE Program Component Summary Sheet of the application).

**2019-20 EPE PROGRAM COMPONENT SUMMARY SHEET**

|  |  |  |
| --- | --- | --- |
| **Program Components** | **Total from Program Component Worksheets** | |
| **Projected Students** | **Projected Contact Hours** |
| ABE NRS Level 1 Students | Line 1. |  |
| Traditional Adult Education Instruction | Line 2. |  |
| Distance Education Adult Education Instruction | Line 3. |  |
| Career and Technical Education | Line 4. |  |
| Fast Track Programs | Line 5. |  |
| NEDP | Line 6 |  |
| Work Experience | Line 7. |  |
| Total | Line 8. |  |

|  |
| --- |
| **Contact Hours x 2018-2019 (last year's) EPE rate = estimated EPE aid to be generated**  **Line 8 \_\_\_\_\_\_\_\_ x \_\_\_\_\_\_\_ = $\_\_\_\_\_\_\_\_\_** |

Total projected EPE expenditures for 2019-20 $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**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. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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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.**

**Fast Track HSE Preparation Initiative**

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

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

|  |  |
| --- | --- |
| **Outreach Strategies** | **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 |  |

**Short-term instruction options; complete only those sections that your program will support:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Options for HSE Fast Track Initiative** | **Projected Number of Students** | **Projected Number of Contact Hours** | **Proposed Design** |
| Fast Track Math GRASP packets (paper or electronic) utilizing NYSED/CUNY eight (8) HSE math modules for students choosing to learn from a Distance Education model |  |  | Must include documentation for student completion of Fast Track Math GRASP packets. |
| Six (6) hour intense math instruction sessions made available evenings and Saturdays |  |  |  |
| Two x Two sessions where two sub test (one math and one other sub area) areas of instruction will be offered |  |  |  |
| Test taking skills and strategies, including reduction of test anxiety |  |  |  |
| Computer based testing skills and strategies as an option |  |  |  |
| Community outreach campaigns |  |  | Must provide detailed plan for Community Outreach |
| Other customized Fast Track strategies designed by program staff (with NYSED approval) |  |  |  |
| Programs must demonstrate the ability to provide intense case management services to adults included in this initiative | **Projected Number of Students receiving intense case management** | **Projected Number of Contact Hours dedicated to case management** | **Brief description of the types of case management support for TASC test examinees** |
|  |  |  |
| **TOTAL** | **TOTAL Number of Students** | **TOTAL Number of contact hours** |  |
|  |  |

In the space provided, explain how your program will connect more walk-in examinees who were unsuccessful on the TASC test with HSE preparation programs:

**Performance projections:**

|  |  |
| --- | --- |
| **Metric** | **Number projected** |
| Successful TASC Readiness scores recorded in ASISTS |  |
| TASC-Test Application Forms (T-TAF) submitted to NYSED |  |
| Participants passing any TASC sub test |  |
| Participants passing the TASC math sub test |  |
| Participants achieving the NYS HSE diploma |  |

**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.

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.

**MOU BOCES JMT Partnership Pilot**

Under the authority of the New York State Education Department, Boards of Cooperative Educational Services (BOCES) were created to help school districts share services by providing opportunities to pool resources and share costs. Sharing is an economical way for districts to provide programs and services that they might not be able to afford otherwise. This is a more efficient and less costly way to operate one central service than it is to have separate programs in each school district. BOCES services are able to customize offerings to meet their component districts needs.

To further this concept, among the 37 BOCES in New York State, Joint Management Teams (JMT) were formed geographically to bring together BOCES with similar needs. Programs are shared among JMT members to allow for economical advances in educational programming. In this way, the cost of programming is shared and does not become burdensome for any one BOCES. Adult literacy services are among those programs that may be shared between JMT member BOCES.

There has been interest in providing adult literacy services through this JMT model. In 2018-19, NYSED supported and evaluated one JMT Partnership Pilot in the Mid-West JMT.

For each BOCES in the Mid-west JMT that intends to participate in this pilot, please describe throughly the agreed upon program details. JMT Partnership pilots must be approved annually by NYSED and updated throughout the year if changes are made.

In a brief narrative, in the space provided, please describe the following:

* Type of program (ABE, ASE, ESL)
* Roles and responsibilities of the each BOCES

**Lead BOCES (fiscal responsibility) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**BOCES District Superintendent:**

**Name:**

**Address:**

**Phone:**

**Email:**

*Participating BOCES* *(agreeing to participate in the 2019-20 JMT partnership pilot)­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Name:*

*Address:*

*Phone:*

*Email:*

*Participating BOCES (agreeing to participate in the 2019-20 JMT partnership pilot)*

*Name:*

*Address:*

*Phone:*

*Email:*

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of each participating BOCES** | **Address where the EPE generated for the JMT Partnership pilot will operate** | **Projected Number of Students (annual)** | **Projected Contact Hours (annual)** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**BUDGET**

**FY2019 - 2020**

**Program Administration and Data Entry**

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

Code 15- FTEs for program administration (a full-time program director equals 1.0 FTE)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This should be reflected in code 15.\*\*\*

Code 16 - FTEs for data management/ data entry staff (a full-time data staff person equals 1.0 FTE)\_\_\_\_\_\_\_\_\_\_\_\_\_. This should be reflected in code 16.\*\*\*

See guidelines for program administration and data entry staff 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.

\*\*\* If staff person is not fully funded by EPE indicate the other funding source/s here:

$\_\_\_\_\_\_\_\_\_\_\_\_\_ Name of source:

$\_\_\_\_\_\_\_\_\_\_\_\_\_ Name of source:

$\_\_\_\_\_\_\_\_\_\_\_\_\_ Name of source:

$\_\_\_\_\_\_\_\_\_\_\_\_\_ Name of source:

$\_\_\_\_\_\_\_\_\_\_\_\_\_ Name of source:

This budget is consistent with the FS10 budget used for categorical grants. 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. 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.

**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.**

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

**SALARIES FOR SUPPORT STAFF: Code 16**

Include salaries for 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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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, library books and equipment items under $5,000 per unit.

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

**TRAVEL EXPENSES: Code 46**

Include pupil 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) |
| B. Approved Restricted Indirect Cost Rate |  | | % | (B) |
| C. (A) x (B) = Total Indirect Cost Subtotal – Code 90 | $ |  | | (C) |

**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 in a central location such that students and teachers can access them. 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 test score sheet
  + TASC Readiness Assessment score sheet (if applicable)
* For students participating in Distance Education programming, 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 offered by 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 profieciency 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 quarterly basis.
* Attendance must be recorded in ASISTS on a minimum of a monthly basis.
* 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.

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