

**2018-2019
EMPLOYMENT PREPARATION EDUCATION (EPE)
STATE AID PROGRAM APPLICATION**

Submit this completed application or request an extension by May 15, 2018, to:

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 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 20 18-19 must submit a completed application by **May 15, 2018**. Agencies may request an extension of the filing date to **May 31, 2018** by emailing the Adult Education Programs and Policy Team at epe@mail.nysed.gov

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

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 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. On the TABE, the score is at or below the following reference points: a grade level score of 8.9 or below in Reading or Mathematics TABE 9 – 10 and TABE 11-12 beginning July 1, 2019 series, OR for ESL participants, a score of 484 or below on the BEST Plus 2.0 test. 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 20 18-19, an agency's allocation of State Aid available to be claimed for these students is capped at 3 percent of total EPE funds allocated to 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 accomplished automatically through 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.

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, Adult Student Information System and Technical Support (ASISTS). Contact the Literacy Assistance Center (LAC) at (212) 803-3300 for information on ASISTS or at <https://www.asists.com/Login.aspx>

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 with the exception of those students entering at NRS Level 6 in both Math and Reading. Those students who achieve the NYS High School Equivalency Diploma by passing all five content areas of the TASC are no longer eligible for EPE contact hour reimbursement.

Appendix 2 contains New York State’s targets for 20 17-18 and 20 18-19.

Data on Distance Learning Programs

In order to evaluate the effectiveness of distance learning 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, goals, gains and outcomes, must also be included for distance learning 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, contact hours, and job attainment must also be entered. Follow-up for employment for all CTE students must be done after the student exits the program.

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.

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

Attendance Policy

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

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. Beginning July 1, 2016, 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 week with their electronic signature. When data has been verified by the program administrator and entered into ASISTS, the electronic Excel spreadsheet is locked with password protection and stored on a server maintained 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. Starting with program year 2017-2018, the policy was 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 will be available online at <http://www.adult-education-accountability.org/> EPE programs are governed in accordance with the EPE Manual. When the 2018-2019 EPE Manual is available, all EPE program coordinators should download this document and provide copies to appropriate staff.

Program Information Form

All funded agencies will be required to submit a Program Information Form (PIF) 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.

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. Posttest 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 equivalency issued by any state or territory of the United States can generate EPE aid. Participants who have a high school diploma or a high school equivalency diploma but fail to demonstrate basic educational competencies can also generate EPE aid.

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 2018-2019. The five component worksheets can be found in the EPE application. The five component worksheets are: Traditional Adult Education Instruction, Distance Learning Adult Education Instruction, Career and Technical Education, and Work Experience.

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 2018-19. 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.

JMT Partnership . If applicable

Budget Summary: Complete the **non-binding budget** section of the application. Include estimates of all anticipated EPE expenditures for 20 18-19

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 2, 2019**. An original signature copy is due 10 business days (**February 20, 2019**) after the electronic submission. The form determines the EPE hours through December 31, 2018 that a program can claim for EPE aid **and the projected total (FULL YEAR) EPE hours through June 30, 2019**. This form is only available through the ASISTS database. As of February 3, 2019, this form will be frozen in the ASISTS database, such that any amendments to the period from July 1, 2018 to December 31, 2018 must be documented in the EPE amendment log also found in ASISTS. Programs should include **FULL YEAR PROJECTIONS** in their submitted SA 160.1 in February 2019.

EPE Claim Form SA 160.2. This form must be submitted (emailed or faxed) to the AEPP Team by **August 15, 2018**, to claim EPE hours through June 30, 2018. This form is only available through the ASISTS database. An original signature copy is due 10 business days (**August 25, 2018**) 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 such as Workplace Essential Skills, Madison Heights, TV41 1, LifeLines, and On Common Ground without also being enrolled in an academic literacy program.

Assessment Requirement – The regulations require that all students enrolled in EPE programs be assessed. Students enrolled in traditional and distance learning programs must be pretested and posttested. 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 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 a certified teacher employed by the school district or BOCES.

For the 20 18-19 school year, the five EPE program components are

1. Traditional Adult Education Instruction includes the following programs:

Academic programs

- Adult Basic Education (ABE)
- High School Equivalency (HSE) preparation,
- Fast Track Initiative,
- English as a Second Language (ESL)

Non-Academic programs

Job Club/National Work Readiness Credential(NWRC)

2. Distance Learning 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 learning 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)
- GRASP Fast Track Math
- Crossroads Café
- Skills to Make Adults Ready to Succeed (SMART) (Math and Writing only)

Agencies offering distance learning 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 learning classes must be coded appropriately in ASISTS. Each Instructional Offering must have the name of the approved distance learning program in the name of the class.

Agencies requesting approval for any distance learning programs for which they were not approved in the 20 17-18 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 20 18-19 school 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 learning 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 learning 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 learning program plus the word “tutoring.”

Students in distance learning 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”

- 3. Fast Track HSE Preparation Initiative:** For the 20 18-19 application, programs must the number of contact hours and students they intend to server under this newly designed section.

Restructuring \$13 million of the \$83 million appropriated for EPE State Aid to focus on more effective High School Equivalency (HSE) preparation, including Fast Track capacity

In FY2018/2019, \$13 million of the \$83 million Employment Preparation Education (EPE) State Aid appropriation has been reserved to support a new initiative. Deputy Commissioner Kevin Smith has charged ACCES-AEPP with comprehensively raising HSE preparation results. A review of high school equivalency data revealed that the pass rate on the TASC math sub test was significantly below that of all other sub tests in New York. 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 400-500 on the TASC test or are unsuccessful 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.

\$13 million has been reserved to support this effort. 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 Educational Gain calculated;
4. No TABE testing requirement. All participants must be tested with the TASC readiness assessment forms 6 and 7 (Forms 4 and 5 are no longer valid.) Students who score between 400 and 500 should be recorded in ASISTS as FAST Track students with subtest scores entered;
5. No requirement for diploma recipients to be from NRS Levels 5 or 6. 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

Development of new GRASP math 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. These modules may be utilized in traditional classroom settings or in a specific GRASP Math distance learning model utilizing especially designed packets. The GRASP math modules will be available in paper or electronic. These eight (8) math modules will be available for this initiative after July 1, 2018.

To further incentivize the adoption and use of the modules, when each one of these GRASP Math packets is completed, programs will claim 18 contact hours, a 3 will be recorded in ASISTS for the distance learning formula. This represents a 50 percent increase over current distance learning 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 learning models. Another major difference is the ability for students in the Fast Track math GRASP to be concurrently co-enrolled in traditional instruction. More information on the tracking of these data will be found in the 2018-2019 EPE manual when available.

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

Programs are encouraged to adopt this instructional model for classroom and EPE-funded GRASP distance learning as part of Appendix 5.

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

Creation of Regional RAEN HSE networks beginning July 2018

Each of the seven RAENS will convene all test centers and preparation programs in their RAEN regions to begin sharing referrals, create regional outreach to potential test takers and walk-ins, to create 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/NY SED initiatives such as the development of a new reporting system and adoption of level two student registration.

Additional Fast Track strategies

NYSED, in partnership with SUNY, is beginning to identify promising Fast track strategies that can be supported under the \$13 million EPE HSE initiative. The following list of strategies are intended to identify and support instruction focused on HSE preparation, especially math, in FY20 18/2019:

- 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

Short-term instruction options

- GRASP (math specific) distance learning packets (paper or electronic) utilizing

from a distance learning model

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 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 2019-20 and beyond. Programs are encouraged to propose additional innovative strategies that can be piloted in 2018-19 in both Fast Track and longer HSE preparation programs.

The \$13 million is distributed among the seven geographic regions based on the number of students served in FY2016/2017 in NRS Levels 3 4 5 and 6:

...

Finger Lakes Region	\$ 881,047
Long Island Region	\$ 1,122,856
Capital North Country Region	\$ 1,157,621
Hudson Valley Region	\$ 1,504,370
West Region	\$ 1,704,217
Central Southern Tier Region	\$ 2,060,142
New York City	\$ 4,459,848
	\$ 13,000,000

NYSED reserves the right to shift regional funding amounts based upon 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 Deputy 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 number demographic data collected on each participant
- the number TASC Readiness scores for each participant recorded in ASISTS

- the number successful TASC Readiness scores 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

4. Career and Technical Education Courses: For the 2018-19 application, all current SED approved CTE courses

This section has been revised to capture current CTE offerings and new CTE course proposals.

5. Work Experience Programs: Unpaid, structured and supervised appropriate work activities/tasks for a specified period of time in a public or private, profit or not-for-profit setting that enhance and support a written educational and employment plan for the adult student. Agencies wishing to offer a work experience program for the first time in 2018-19 must submit a detailed program description and curriculum. **Agencies that have previously submitted approved curricula for the work experience program do not need to resubmit these curricula but should identify the programs.** 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.

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

2. For programs operating within New York City or Buffalo, the individual must have a New York City or Buffalo teachers license.

Work Site Visitation: Each student must be visited by a Work Experience coordinator, supervisor or director on a regular basis throughout the entire Work Experience component. These visits should be documented in the student folder. Each student should be visited at least once a week at the work site. In addition, each student must be supervised on the job by an appropriate individual (employee, supervisor, manager, owner, etc.) at the work site who will

monitor the student's progress towards specific skills and goals, and will be responsible for recording the student's daily attendance.

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

- All participants fall under the guidelines for generating EPE;
 - Individual student folders are kept documenting Work Experience, attendance and related information such as work site visits and student progress;
 - The agency has a system in place to track job placements or other outcomes that may result from Work Experience;
 - All contact hours are documented.
- **Generation of EPE Aid for Work Experience Programs:** Instructional hours and Work Experience hours completed in Work Experience components that are offered as a part of Traditional Adult Education programs may generate EPE State Aid as follows:

Classroom instruction must be provided comprising at least 30 percent of total program hours (total program hours are defined as the total number of Work Experience hours, plus hours of classroom instruction per week). Classroom instruction may be any traditional (AEPP approved) academic program. The exception is that up to 50 percent of classroom instruction can be Job Club. Classroom instruction generates EPE at the full contact hour rate. Work Experience generates EPE at a 50 percent contact hour rate (i.e., for every hour of Work Experience, one-half contact hour of EPE aid is generated). Previously approved programs using this model do not have to resubmit curricula or a program design unless there are proposed for 2018-19.

Note: The contact hours entered on the "Program Component Worksheet for the 20 18-19 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.

Appendix 1

2018-19 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 annually for classes with registers exceeding 20 students but not larger than 35. The waiver will only be granted if the projected ADA does not exceed 25 students.

On the Waiver Worksheet, describe how instructional quality will be maintained in light of the increased number of students

Class Hours

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

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 programs 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 3 (SUMMITIA) (3 (XFI ZIVILIZI) 3 (SMIGI) 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

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Educational Functioning Level	2017-2018	2018-2019*
Beginning Literacy ABE	68%	68%
Beginning ABE	65%	65%
Low Intermediate ABE	59%	59%
High Intermediate ABE	52%	52%
Low ASE	60%	60%
Beginning Literacy ESL	62%	62%
Low Beginning ESL	76%	76%
High Beginning ESL	74%	74%
Low Intermediate ESL	69%	69%
High Intermediate ESL	63%	63%
Advanced ESL	60%	60%

* pending final approval from OCTAE

Appendix 3

Adult Education Programs and Policy Team Regional Assignments

County	Regional Staff
Albany	Constance Carroll
Allegany	Kathy Sheehy
Broome	Valerie Cosgrove
Cattaraugus	Kathy Sheehy
Cayuga	Valerie Cosgrove
Chautauqua	Kathy Sheehy
Chemung	Valerie Cosgrove
Chenango	Valerie Cosgrove
Clinton	Constance Carroll
Columbia	Constance Carroll
Cortland	Valerie Cosgrove
Delaware	Valerie Cosgrove
Dutchess	Constance Carroll & Valerie Cosgrove
Erie	Kathy Sheehy
Essex	Constance Carroll
Franklin	Constance Carroll
Fulton	Constance Carroll
Genesee	Kathy Sheehy
Greene	Constance Carroll
Hamilton	Constance Carroll
Herkimer	Valerie Cosgrove
Jefferson	Constance Carroll
Lewis	Constance Carroll
Livingston	Kathy Sheehy
Madison	Valerie Cosgrove
Monroe	Kathy Sheehy
Montgomery	Constance Carroll
Nassau	Kimberly Malcolm
New York City	Patricia Mooney
Niagara	Kathy Sheehy
Oneida	Valerie Cosgrove
Onondaga	Valerie Cosgrove

County	Regional Staff
Ontario	Kathy Sheehy
Orange	Constance Carroll & Valerie Cosgrove
Orleans	Kathy Sheehy
Oswego	Valerie Cosgrove
Otsego	Valerie Cosgrove
Putnam	Constance Carroll & Valerie Cosgrove
Rensselaer	Constance Carroll
Rockland	Constance Carroll & Valerie Cosgrove
Saratoga	Constance Carroll
St. Lawrence	Constance Carroll
Schenectady	Constance Carroll
Schoharie	Constance Carroll
Schuyler	Valerie Cosgrove
Seneca	Kathy Sheehy
Steuben	Valerie Cosgrove
Suffolk	Kimberly Malcolm
Sullivan	Constance Carroll & Valerie Cosgrove
Tioga	Valerie Cosgrove
Tompkins	Valerie Cosgrove
Ulster	Constance Carroll & Valerie Cosgrove
Warren	Constance Carroll
Washington	Constance Carroll
Wayne	Kathy Sheehy
Westchester	Constance Carroll & Valerie Cosgrove
Wyoming	Kathy Sheehy
Yates	Kathy Sheehy

**Regional staff can be reached at (518) 474-8940
Assignments are subject to change.**

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 learning, 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 learning, in another school district outside their BOCES component school districts. If the school district is within the proposed adult literacy program, including distance learning, 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:	Adult Education Manager: Name: Address: Phone: Email:	BOCES where services will be delivered: Name of BOCES:	BOCES District Superintendent: Name: Address: Phone: Email:
	Name of BOCES:	BOCES District Superintendent: Name: Address: Phone: Email:	Component School District(s) (where services are planned):	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 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:	BOCES District 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:
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 where services will be delivered: Name of school:	
School District to School District (independent	School district proposing to operate an adult literacy program:	Adult Education Manager: Name: Address: Phone: Email:	School district where services will be delivered: Name of school:	School Superintendent: Name: Address: Phone:

<p>school districts not part of any BOCES)</p> <p>Option #4 (see signature requirement below)</p>	<p>Name of district:</p>	<p>School Superintendent: Name: Address: Phone: Email:</p>	<p>Location of proposed adult education classes:</p>	<p>Email:</p>
---	--------------------------	--	--	---------------

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.

	<p>Does this school district provide any adult education literacy services? Yes No</p>
	<p>Does this school district provide any adult education literacy services? Yes No</p>

In the space below, list the location of the proposed BOCES or school district facility (exact address)

<p>Services the BOCES or school district is proposing to provide:</p>	<p>ABE ASE ESL</p>
---	----------------------------

<p>Number of classes to be provided at the proposed site</p>	<p>___ ABE ___ ASE ___ ESL</p>
--	--

<p>Please list below the time range for each class and total number of potential contact hours planned</p>
--

Proposed Class Type	Start and End Time	Potential contact hour accrual per semester/year	Anticipated # of students
<p>ABE ASE ESL</p>			

SIGNATURES REQUIRED:

Option #1 Signatures Required

_____ BOCES agrees to provide adult literacy services within the school

District, _____ from July 1, _____ through June 30, _____ (NYSESED will approve up to a three year time frame).

Signature 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, _____ (NYSESED 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, _____ (NYSESED 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

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 learning 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

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 2018-19
(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, 2018 to the address listed at the top of this page.

**WAIVER WORKSHEET FOR
ADULT EDUCATION CLASSES for FY2018-2019**

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)	Min # of hours per class = _____ (Justification narrative entered below)
	Waivers for classes meeting less than six hours per week must be requested.	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 2017-18	NUMBER OF STUDENTS PROJECTED FOR 2018-19	NUMBER OF CONTACT HOURS PROJECTED FOR 2018-19
Academic Programs			
Adult Basic Education (ABE)			
Adult Secondary Education (ASE)/HSE Test Preparation			
English as a Second Language (ESL)			
Fast Track HSE PTE 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 LEARNING 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 2017-18	NUMBER OF STUDENTS PROJECTED FOR 2018-19	NUMBER OF CONTACT HOURS PROJECTED FOR 2018-19
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)			
Workplace Essential Skills			
Madison Heights			
TV4 11			
On Common Ground			
LifeLines			
Total			*

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

**Specific curriculum must meet with NYSED approval

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.
- Districts and BOCES must identify programs by Classification of Instructional (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.

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
2018-19 WORK EXPERIENCE PROGRAM**

Check if Approved in 2017-18	Projected Students	Projected Contact Hours 1/2 x total work experience hours (work experience component only)	Actual and Projected Job Attainment	
			2018- 2019 (Actual)	2018- 2019 (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 Program Component Worksheet for T Adult Education Instruction - **he 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).**

2018-19 EPE PROGRAM COMPONENT SUMMARY SHEET

Program Components	Total from Program Component Worksheets	
	Projected Students	Projected Contact Hours
Traditional Adult Education Instruction	Line 1.	
Distance Learning Adult Education Instruction	Line 2.	
Career and Technical Education	Line 3.	
Work Experience	Line 5.	
Total	Line 6.	

<p>Contact Hours x 2017-2018 (last year's) EPE rate = <u>estimated EPE aid</u> to be generated</p> <p>Line 5 _____ x _____ \$ _____</p>

Total projected EPE expenditures for 2018-19 \$ _____ (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 3 602.24(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 SA1 11.

Attendance Policy

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

The agency's attendance policy.

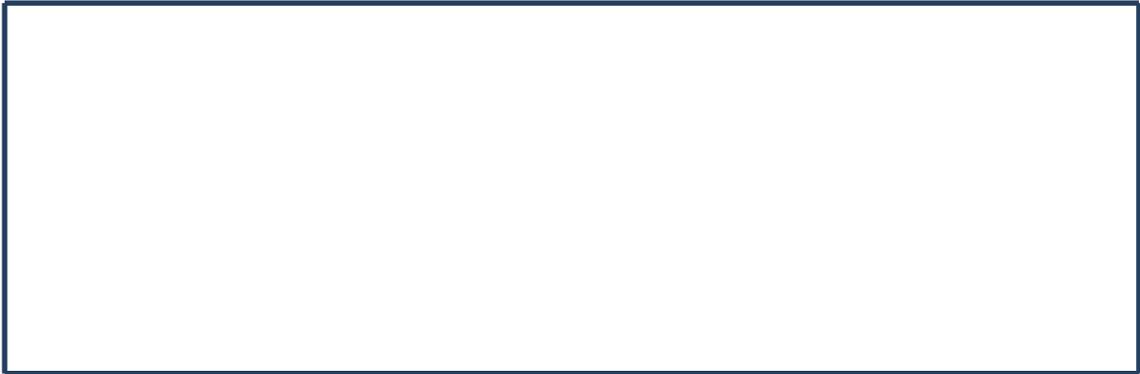
The format in which attendance is maintained (e.g. physical registers, electronic records).

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 learning programs, list all BOCES and school districts in which students reside.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

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

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 <u>prop</u>
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
GRASP (math specific) distance learning packets (paper or electronic) utilizing NYSED/CUNY eight (8) HSE math modules for students choosing to learn from a distance learning model			
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 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
TASC Readiness scores recorded in ASISTS	
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 will support and evaluate one JMT Partnership Pilot in the Mid-West JMT. If found to be effective and efficient, NYSED may support additional pilots moving forward.

For each BOCES in the Mid-west JMT that intends to participate in this pilot, please describe thoroughly 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 2018-19 JMT partnership)

Name:
Address:
Phone:

Email:

Participating BOCES (agreeing to participate in the 2018-19 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

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: _____

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			

INDIRECT COST: Code 90

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

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

B. Approved Restricted Indirect Cost Rate

C. (A) x (B) = Total Indirect Cost

Subtotal Code 90

PURCHASED SERVICES WITH BOCES: Code 49

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	<u>90</u>	
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)

Americans with Disabilities Act declaration

- Original signature from student

Education and Employment Plan (EEP)

- Customized to student's entry literacy levels and goal
- 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 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 proficiency will be given NYSED approved assessments for post-testing as per NYSED assessment policy.

Each ABE and ASE student must be pre and post tested in person on the NYSED approved assessment in both Math and Reading.

Students preparing for the High School Equivalency test will be referred to the test when they demonstrate readiness, as indicated by the readiness assessment or other NYSED approved instrument.

Programs will submit required data to NYSED via the electronic data system ASISTS on a 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.

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.	