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| LOCAL COMMISSIONERS MEMORANDUM |
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DSS-4037EL (Rev. 9/89)

Transmittal No: 95 LCM-109

Date: September 27, 1995

Division: Economic Security

TO: Local District Commissioners

SUBJECT: Education for Gainful Employment (EDGE) Transition Program.

ATTACHMENTS: A - EDGE Transition Allocations
B - Guidelines for Federal JOBS Reimbursement Rates
C - Planned Expenditure of EDGE transition Funds by
Provider
D - SSD EDGE Transition Summary
E - EDGE Provider Information Summary
F - Work Based Activities
G - Client-Program Accountability Requirements

All attachments available on-line.

I. Introduction

The New York State Department of Social Services (SDSS) and the New York State Education Department (SED) announce the availability of the next cycle of Education for Gainful Employment (EDGE) funding, to provide up to \$18 million to provide job placement, training and work related services and to begin to prepare for implementation of federal welfare reform. The EDGE transition will cover the period October 1, 1995 through June 30, 1996. Congressional proposals to reform the welfare system will significantly affect the design and operation of the JOBS and EDGE programs.

This EDGE program cycle will focus on the following principles:

1. Client job entry and job retention standards.
2. Meeting current and future participation requirements.
3. Use of work based activities.
4. Program and client accountability.

These principles will be described further in Section II. When selecting its EDGE providers, Local Departments of Social Services (LDSS') should carefully review the provider application package to ensure that they are suitable agencies for achieving the goals of the EDGE transition program. LDSS should identify program needs and begin dialogue with the provider community concerning these needs.

The EDGE application package has been developed to accommodate the likelihood of federal legislative changes which will alter local program design. LDSS' and providers must modify program activities during the initial 3 months of the EDGE transition period moving away from stand-alone classroom activities (e.g. basic education) toward work related activities and job placement. Job skills training may be included as a program activity provided it does not exceed 24 weeks. However, if federal legislation does not allow such training to be counted toward participation, LDSS' and providers will be required to phase out such services during the term of the program cycle. LDSS' and providers must view the EDGE transition program as a vehicle for modifying program activities and responding to greater levels of accountability.

The EDGE transition application package consists of Attachments C, D and E.

LDSS should submit two copies of the completed EDGE transition application no later than October 4, 1995 to:

Mr. Russ Oliver
EDGE Coordinator
NYS Department of Social Services
40 North Pearl Street, Section 10B
Albany, New York 12243-0001

LDSS representatives must ensure that funding levels for program activities and related budget details reflect their program needs and local requirements. Provider agencies will be required to submit FS-10 budget pages directly to SED's Office of Workforce Preparation and Continuing Education (address below) with copies to the LDSS. LDSS' should assure themselves that the budget details appropriately reflect their agreements with the EDGE provider. FS-10s will be submitted to:

State Education Department
Office of Workforce Preparation
and Continuing Education
EDGE Unit
Room 307-EB
Albany, New York 12234

SDSS and SED, EDGE staff are available to provide technical assistance to LDSS' and providers. If LDSS' have any questions about developing their EDGE transition application, they should contact Joseph Capobianco at 1-800-343-8859, extension 4-9299 or Russ Oliver at extension 6-7660. If EDGE or other providers have questions, they should contact Gary Krzeminski at (518)474-8700 or Darlene Egelston at (518) 474-5808.

II. Program Overview

The EDGE program will focus on the attainment of the four critical program goals listed below. Program plans must focus upon the transition from classroom activities to work activities. Program design must also recognize the need to coordinate job readiness activities, work experience and job placement. No education or job skills training activities may be offered as "stand-alone" without concomitant job readiness work activities or job placement elements. This improved program coordination will assist LDSS' in meeting participation rate requirements, while improving the client's opportunity to focus on work activities and employment.

EDGE Program Goals

1. Increased Focus On Job Entry - Each year LDSS' and programs such as EDGE continue to report increased numbers of job entries. While this success is recognized, the fact remains that many JOBS participants fail to see employment as an outcome of their participation in EDGE.

In order to increase the numbers of clients obtaining employment, each EDGE program must review client employability plans (EP) to ensure client employment goals are clearly specified. These goals and client progress towards them must be discussed with the client by LDSS and provider agency staff.

EDGE program managers must ensure that each teacher, case manager or work site coordinator impresses upon the client that employment is the focus of all EDGE activities. Program components which provide basic skills will only be funded if the clients are also engaged in a work activity. There must be a clear connection between the educational activity and job placement or job readiness service. Clients failing to successfully participate in programs because of attendance or satisfactory progress issues must be referred to the LDSS for appropriate action.

Job retention standards will be required in the transition period. Clients entering employment from direct job placement job clubs, job readiness activities will only be counted toward provider job entry targets if they remain employed for 30 days. Clients entering employment from job skills training must remain employed for 13 weeks. (Attachment G includes additional details concerning client and program accountability requirements.)

2. Assist LDSS' in Meeting ADC Participation Rates - In order for clients to be counted as JOBS participants, they must be scheduled for at least 20 hours of activity and be attending at least 75% of scheduled hours.

LDSS' and EDGE providers should coordinate programming to provide a combination of activities which will bring clients up to the 20 hour threshold. The EDGE application requests confirmation that EDGE clients will be scheduled to participate at least 20 hours per week.

Federal proposals under consideration limit those activities which can be counted towards participation to 1) unsubsidized employment; 2) subsidized employment; 3) OJT; and 4) community service programs (work experience). The ADCU population is currently limited to these activities. Since legislation being considered will include State participation rate requirements and fiscal penalties for failing to meet the rate effective October 1995, EDGE program services must be redesigned to reflect these changes. Services in the initial quarter of the EDGE transition period may reflect activities, such as basic education and job skills training. However, program design must change by the start of the 2nd quarter to reflect the new work orientation. The development of work based activities (see Attachment F) will result in LDSS' and providers transitioning clients from classroom settings to a work oriented setting.

Basic skills instruction may be offered only in conjunction with short term job readiness programs or work based activities.

3. Increased Use of Work Based Activities - To strengthen the clients' focus on employment and improve the coordination between classroom activities and work, LDSS' and EDGE providers should discuss the feasibility of linking classroom/job readiness activities with work based activities. These activities focus on

exposing clients to real work situations including activities such as job shadowing and internships.

A new EDGE program component entitled "Work Based Activities", will be included in the appropriate budget and planning document.

4. Improved Accountability - Field visits by SDSS and SED staff have identified "accountability" issues which require attention.

LDSS' and provider staff should review key steps in the employment program process (client referral assessment, participation tracking and job entry in order to identify gaps in the exchange of client information or failure to effectively use this information to make timely program decisions. LDSS' and provider agencies must develop local data exchange procedures and timely reporting of client progress. SED and SDSS will conduct an increased number of program audits to ensure data exchange procedures and reporting requirements are in place and utilized. Accountability is not merely a reporting exercise but rather an opportunity to use information to make sound decisions about client progress and program effectiveness.

EDGE provider reporting forms will be modified to track client participation. Providers will ensure that this information is available to LDSS'. Field visits and regional meetings will be held to discuss local data exchange and client tracking procedures. An outline of EDGE program accountability requirements has been included in Attachment G.

III. Overview - Key Features of EDGE Transition

- A. During the EDGE transition some features of EDGE IV are initially maintained, including:
 1. EDGE application development and submission by local districts.
 2. Funding Sources: Title IV-F (Federal); WEP - Welfare Education Preparation (State); EPE - Employment Preparation Education (State); and the funding mechanism from SED to local providers. This program is contingent on the continued availability of federal funds.
 3. Focus on entry to employment (EE) and retention as the goal and EE targets specified. Funding availability for future years will be based upon provider agency achievement of EE targets.
 4. AFDC target populations, goal of at least 20 hours participation per week, client tracking and reporting of attendance and satisfactory progress.

5. Development of worksite/classroom training combinations and the use of employment emphasis in order to make instruction more work related.
 6. All ADC employable (mandatory and volunteer) recipients are EDGE eligible. Although an individual who has a high school diploma or GED is not EPE eligible, this does not preclude them from being eligible for EDGE.
 7. All applications will be jointly approved by SDSS and SED.
- B. There are several new features of EDGE transition which distinguish it from prior cycles, including:
1. Adjustment of the level of the EDGE transition funds available to provider agencies based upon EDGE IV performance. Provider agencies failing to attain 70% of job entry targets will not be eligible for EDGE transition funding. Providers who achieve between 70% to 84% of job entry targets will only be eligible for 85% of their EDGE IV budget. District allocations may be reduced 10% for failure to achieve 85% of job entry targets county wide.
 2. Calculation of the EDGE transition EE target based on a per capita expense of \$3,500 per EE. This EE target should be viewed by LDSS and providers as the starting point for local planning discussions with a clear understanding that the LDSS establish a higher EE target than identified in Attachment A.
 3. Utilization of interagency case management services to coordinate services across EDGE and JOBS program components, in order to ensure a client focus on job entry and a staff focus on accountability.
 4. EDGE fiscal and program reporting by provider agencies to SED and LDSS'. Failure to submit timely program reports will result in interruption of payments of fiscal claims.
 5. Addition of EDGE Provider Information Summary (Attachment E) which require provider agencies to submit more detailed program information for SED via the EDGE transition application package.
 6. LDSS' and providers will be asked to confirm that JOBS clients involved in EDGE funded services will participate at least 20 hours per week.
 7. Addition of "Work Based Activities" component to strengthen the connection between classroom and work site (Attachment F).

8. Inclusion of additional EDGE program accountability requirement which details client and program requirements (Attachment G).
9. Elimination of basic education and job skills training as stand alone activities.

IV. EDGE transition Program Design

Participation - Work Activities, Job Entry - Accountability

The EDGE transition program design emphasizes moving clients to employment. Job readiness, job skills training and work based activities are provided to improve client's employability. LDSS and providers can provide follow-up services to clients who are employed part-time to assist them in staying employed.

It should be noted that even though specific entry to employment targets are identified in Attachment A, districts retain the discretion of assigning job entry targets based upon the nature of services offered by provider agencies. LDSS' may negotiate higher EE targets if the mix of services warrant it.

The EDGE transition allocation is predicated on EDGE IV performance. The EDGE transition EE targets will be calculated on a per capita basis of \$3,500 per EE, based on the total LDSS allocation. LDSS have discretion to determine if each EDGE provider agency will be assigned an EE target. The LDSS must assure that the county EE target is reached whether or not each provider has been assigned a target. LDSS' should work closely with provider agencies to maximize job entries and should periodically review provider performance in order to ensure job entry targets are met.

New job retention standards require EDGE provider agencies to track job placements and retentions and to report regularly to LDSS on the job placement roster. Individuals entering employment will not be counted towards job entry targets unless the job retention is verified. Job entry targets will be tracked separately for employment from direct job placement services (job clubs, job readiness) which has a retention standard of 30 days; job placements from job skills training has a retention standard of 13 weeks.

Staff and participants must be keenly aware of individual and program accountability issues. Clients must have a clear sense of their responsibilities regarding attendance, progress and participation in programs. Line workers, case managers and supervisors must reinforce positive client behavior and be prepared to work with the client to develop alternative program choices if they are not making satisfactory progress. LDSS' and provider managers must ensure data exchange procedures are in place and program data is promptly

reported. In particular, emphasis is placed upon the reporting of client job entries into the Employment Subsystem. Accountability is an ongoing use of information to make better decisions about client participation, program design, and interagency communications.

In order to assist LDSS' and EDGE providers, technical assistance activities will be undertaken to discuss accountability issues and related "good practices". These activities will help address specific information exchange and case management issues.

V. The EDGE Transition ALLOCATION

A. EDGE Transition Funding Sources:

Your LDSS EDGE transition allocation is provided in Attachment A. As in EDGE IV, the allocation is comprised of both federal and JOBS funds and State EPE (Employment Preparation Education) and WEP (Welfare Education Program) funds. The EDGE transition allocation is contingent upon the ability of the EDGE provider to generate sufficient EPE to act as a match for federal funds. Therefore, each LDSS will be assigned an EPE target. EDGE transition allocations are based on EDGE IV allocations with a reduction of 20%. However, allocation levels will be reduced by 10% in the event LDSS job entry counts fall below 85% of the EDGE IV target.

The EDGE transition allocations will only be available to the extent that Federal IV-F funds are available.

B. Flexibility in spending EDGE transition funds:

JOBS funds may comprise either 60% or 50% of an EDGE expenditure depending on the type of expenditure. A 60% federal reimbursement applies to costs of providing direct services to EDGE participants. A 50% federal reimbursement applies to costs other than direct services, but related to providing these services. (A description of 60% and 50% reimbursable expenditures is included as Attachment B). EDGE expenditures may not include payments made to EDGE participants.

In order to ensure adequate levels of direct program expenditure and to allow some flexibility as well, districts may allow as much as 8% of an agency's allocation to be spent on 50% reimbursable costs. LDSS' and provider agencies should be advised that use of activities which are reimbursable at a 50% matching rate will reduce the overall EDGE funding availability.

C. Continued EDGE Transition Funding

1. EDGE IV providers must meet a minimum of 70% of their EE target to be eligible for EDGE transition funding.

2. Providers who achieve between 71% to 84% of their EE target will be eligible for 85% of EDGE transition funding levels. Those achieving 85% or more of their EE targets are eligible for a full allocation.
3. LDSS allocations are based on the attainment of county wide EDGE IV EE targets which may include several providers. In order for a LDSS EDGE transition allocation to remain comparable to EDGE IV funding level, at least 85% of job entry targets must be met. Failure to achieve 85% of job entry targets will result in a 10% funding reduction for the county.

D. Flexibility in Operating EDGE Transition Activities

Local districts and provider agencies must recognize the EDGE Transition program has been instituted in order to enable local JOBS programs to respond to changes resulting from federal welfare reform and to improve accountability. EDGE program activities must involve strong local planning and on-going interagency coordination for a successful transition to block grant welfare reform approach.

VI. The EDGE Application

Each application must include the following items:

- _ LDSS EDGE Transition Summary (Attachment C); and,
- _ Planned Expenditure of EDGE Transition Funds by Provider (Attachment D);
- _ EDGE Provider Information Summary (Attachment E).

A. LDSS EDGE Transition Summary (Attachment C)

This summary should reflect information from all EDGE transition funded provider agencies.

B. Planned Expenditures of EDGE transition Funds by Provider (Attachment D)

This form is to be completed by each EDGE transition provider agency in order to specify how EDGE transition funds will be spent. The budget should project expenditures from October 1, 1995 through June 30, 1996.

Please note that the number of participants to be enrolled must be specified for each EDGE funded activity.

C. EDGE Provider Information Summary (Attachment E)

Each EDGE provider must complete this form. It must be included with the local district's EDGE transition application package. EDGE providers should direct any questions regarding this summary to Gary Krzeminski at (518) 474-8700. Samples to assist providers in completing this attachment have not been included in this package but will be made available by SED.

D. Coordination with EPE AID Application

Effective July 1995, agencies eligible to generate EPE State Aid during 1995-1996 will be required to complete a new EPE Aid application. The new application requires applicants to provide detailed program and budget information about each program or course that will be used to generate EPE.

It is critical that EDGE program administrators or coordinators meet with the individual from their agency who is responsible for completing the EPE Aid application to ensure that the EPE EDGE questions are completed. For planning purposes, each EDGE provider agency must plan to be assigned 75% of the SAME EPE target for EDGE transition that they had in EDGE IV. In addition, for EDGE EPE generating courses, EDGE providers will submit course outlines and budgets for these courses as part of their EDGE transition application -- not as part of the EPE application.

VII. ACCESS Agencies and Consortia

The EDGE Transition Program will continue to provide support for ACCESS Agencies and Consortia. EDGE funds are allocated to ACCESS Agencies and Consortia to ensure that they place a priority on serving ADC recipients. These funds are used primarily to support case management, career counseling and job development/placement services.

In some ACCESS sites, rather than a single agency providing comprehensive services, a lead education agency will network with other service providers to ensure that a full range of services is available to adult students. These initiatives are referred to as ACCESS Consortia.

Questions concerning this release may be directed to Joseph Capobianco at 1-800-343-8859 or (518) 474-9299 or Russell Oliver at (518) 486-7660.

Patricia A. Stevens
Deputy Commissioner
Division of Economic Security

EDGE TRANSITION PROGRAM
PRELIMINARY COUNTY ALLOCATIONS

Column (A) VARIABLE STATE SHARE (EPE TARGET)	Column (B) FIXED STATE SHARE (WEP)	Column (C) FEDERAL SHARE (MAX) (COL B + C)	Column (D) TOTAL GRANT PORTION (MAX) (COL A + D)	Column (E) TOTAL EDGE ALLOCATION TARGET (MAX)	JOB PLACEMENT
ALBANY	\$55,071		\$12,788	\$101,789	\$114,577
ALLEGANY	\$20,994		\$4,875	\$38,803	\$43,678
BROOME	\$51,366		\$11,928	\$94,941	\$106,869
CATTARAUGUS	\$18,043		\$4,190	\$33,349	\$37,539
CAYUGA	\$16,568		\$3,847	\$30,623	\$34,470
CHAUTAUQUA	\$39,106		\$9,081	\$72,281	\$81,362
CHEMUNG	\$25,249		\$5,863	\$46,669	\$52,532
CHENANGO	\$ 8,252		\$1,916	\$15,252	\$17,168
CLINTON	\$13,759		\$3,195	\$25,432	\$28,627
COLUMBIA	\$10,752		\$2,497	\$19,873	\$22,370
CORTLAND	\$ 8,252		\$1,916	\$15,252	\$17,168
DELAWARE	\$7,271		\$1,688	\$13,439	\$15,128
DUTCHESS	\$35,021		\$8,133	\$64,731	\$72,863
ERIE	\$338,735		\$78,659	\$626,092	\$704,751
ESSEX	\$ 8,681		\$2,016	\$16,046	\$18,062
FRANKLIN	\$12,937		\$3,004	\$23,911	\$26,915
FULTON	\$11,859		\$2,754	\$21,919	\$24,672
GENESEE	\$6,014		\$1,397	\$11,116	\$12,513
GREENE	\$6,972		\$1,619	\$12,886	\$14,505
HAMILTON	\$2,644		\$614	\$4,887	\$5,501
HERKIMER	\$ 9,886		\$2,296	\$18,272	\$20,567
JEFFERSON	\$29,711		\$6,899	\$54,916	\$61,815
LEWIS	\$5,702		\$1,324	\$10,540	\$11,864
LIVINGSTON	\$11,448		\$2,658	\$21,160	\$23,818
MADISON	\$6,909		\$1,604	\$12,770	\$14,374
MONROE	\$204,773		\$47,551	\$378,487	\$426,038
MONTGOMERY	\$7,263		\$1,687	\$13,424	\$15,110
NASSAU	\$81,972		\$19,035	\$151,511	\$170,546
NIAGARA	\$57,364		\$13,321	\$106,026	\$119,347
ONEIDA	\$60,655		\$14,085	\$112,109	\$126,194
ONONDAGA	\$127,777		\$29,672	\$236,172	\$265,844
ONTARIO	\$17,729		\$4,117	\$32,768	\$36,885
ORANGE	\$34,504		\$8,012	\$63,775	\$71,787
ORLEANS	\$6,298		\$1,463	\$11,641	\$13,103
OSWEGO	\$30,746		\$7,140	\$56,828	\$63,968
OTSEGO	\$7,209		\$1,674	\$13,325	\$14,999
PUTNAM	\$3,371		\$783	\$6,231	\$7,014
RENSSELAER	\$34,041		\$7,905	\$62,919	\$70,824
ROCKLAND	\$18,327		\$4,256	\$33,874	\$38,130
ST. LAWRENCE	\$34,554		\$8,024	\$63,868	\$71,892
SARATOGA	\$9,901		\$2,299	\$18,300	\$20,599
SCHENECTADY	\$24,665		\$5,728	\$45,589	\$51,317
SCHOHARIE	\$4,965		\$1,153	\$9,177	\$10,329
SCHUYLER	\$5,288		\$1,228	\$9,774	\$11,002
SENECA	\$3,966		\$921	\$7,331	\$8,252
STEUBEN	\$22,526		\$5,231	\$41,635	\$46,865
SUFFOLK	\$187,424		\$43,523	\$346,421	\$389,943
SULLIVAN	\$7,603		\$1,766	\$14,053	\$15,819

GUIDELINES FOR FEDERAL JOBS REIMBURSEMENT RATES

As in JOBS, federal reimbursement for EDGE Transition expenditures will be available at either a 60% or 50% rate depending on the type of expenditures.

60% Reimbursement: Expenditures reimbursed at the 60% rate would include the personnel costs (salaries and fringe) of all full-time staff (not full-time equivalents) working exclusively on the EDGE Program, including administrative functions. Personnel costs of individuals working less than full-time may also be matched at the higher rate if they are directly performing any EDGE activities such as assessment, employability planning, case management, and education instruction, for example. The cost of training slots for job skills training is also a 60% cost. Also included in this category are all expenditures made for non-personnel items such as space, utilities, telephone equipment, materials and supplies used for the direct performance of EDGE activities. Staff travel costs may be included in this category if their purpose is to provide direct client services.

50% Reimbursement: Expenditures reimbursed at the 50% rate would include non-direct costs such as indirect charges and costs related to the general administration and management of EDGE not conducted on a full-time basis. Personnel costs of payroll personnel and other general administrative functions are examples of these non-direct costs. Staff development costs are included in this category, including the travel expenses associated with staff development activities.

The amount of EDGE Transition funds which may be spent on 50% reimbursable costs may not exceed 8% of the maximum EDGE Transition allocation.

EDGE funds may not be spent on payments made to ADC JOBS participants.

Planned Expenditure
EDGE Transition Program Funds by Provider

Provider: _____ Agency Code: _____

Program: _____ Project Number: _____

Agency's Projected EPE: \$_____ Contact Person: _____ Ph: _____

SECTION I - PLANNED GRANT EXPENDITURES BY FS-10 CATEGORIES				PLANNED EPE
FS-10 BUDGET CODES/ITEMS	60%	50%		60%
1 15 Professional Salaries				
2 16 Non-Professional Salaries				
3 40 Purchased Services				
4 45 Supplies & Materials				
5 46 Employee Travel				
6 80 Employee Benefits				
7 90 Indirect Costs	XXXXXXXXXXXXXXXXXX			XXXXXXXXXXXX XXXXXXXXXXXX
8 49 BOCES Services				XXXXXXXXXXXX
9 30 Minor Remodeling				
10 20 Equipment				
11 TOTAL EXPENDITURES				

SECTION II - PLANNED GRANT EXPENDITURES AND ENROLLMENTS BY ACTIVITY CATEGORIES				PLANNED EXPENDITURE
SECTION II	60%	50%		60%
12 Assessment/EP #_____				
13 Education (Basic/HS/ESOL)				
14 Job Skills Training				
15 Job Readiness Training				
16 Job Development/Placement				
17 Community Work Experience (CWEP)				
18 Work Supplementation (TEAP)				
19 Case Management				

	**	***
SECTION III - WORK BASED PLANNED GRANT EXPENDITURES	PLANNED EXPENDITURE	PLANNED ENROLLMENTS
23* Work Based Activities		
a. Internship/Externship		
b. Job Skills Training		
c. Job Readiness Training		
d. Job Development/Placement		
e. Community Work Experience (CWEP)		
f. Work Supplementation (TEAP)		

*Beginning January 2, 1996, all Stand-Alone programs must be discontinued.

** Represents the portion of planned expenditures from Section II to be spent on

*** Represents the portion of planned enrollments from Section II to be served in

TOTAL PLANNED EXPENDITURES: 60% +50% + EPE + = _____
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TOTAL PLANNED INDIVIDUALS TO BE SERVED (UNDUPLICATED): _____	TARGET ENTRIES TO EMPLOYMENT: _____ BY DIRECT PLACEMENT: _____ BY JOB SKILLS TRAINING: _____
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Please check if applicable:

+++

+++ Agency has not met 85% of their EDGE IV EE target.

+++

+++ Agency has not met 70% of their EDGE IV EE target. (Please attach explanation f

* **Work based activities are not standalone activities. They must be done in conjunction with Education, Job Skills or Readiness Training. Numbers to be enrolled in work based activities will include enrollments in these activities.**

SECTION IV

In WITNESS whereof, the parties hereby agree to work together to implement the EDGE the purpose of providing a unique adult learning and training experience leading to of _____ ADC recipients in _____ County and have hereunto signed this agreement year opposite their respective signatures.

By: _____ Date: _____

Title: _____

_____ County Department of Social Services

By: _____ Date: _____

Title: _____

_____ (EDGE Provider Agency)

LDSS EDGE Transition Program Summary
 _____ County Department of Social Services

LDSS Contact Person: _____ Telephone: _____

1. List your EDGE Transition program provider agencies and the amount of your EDGE Transition program allocation awarded to each:

<u>Provider Agency</u>	<u>EDGE Transition Allocation</u>		
	<u>Non-EPE Portion</u>	<u>EPE Portion</u>	<u>Total</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Total	_____	_____	_____

2. Please summarize below projected enrollments and expenditures by activity.

<u>Activity</u>	<u>Projected Number to be Served by Activity</u>	<u>Projected Expenditure by Activity Including EPE</u>
Assessment/EP	_____	_____
Education	_____	_____
Job Skills Training	_____	_____
Job Readiness Training	_____	_____
Job Development/Placement	_____	_____
Community Work Experience (CWEP)	_____	_____
ADC Work Supplementation (ADC TEAP)	_____	_____
Case Management	_____	_____
**Work Based Activities	_____	_____

3. a. Please specify the total number of individuals you plan to serve in EDGE-funded activities (unduplicated). (_____)
- b. How many activities above do you plan to provide as EDGE funded activities which are 20 hours or more? _____
- c. How many activities above do you plan to provide as EDGE funded activities which are less than 20 hours? _____
4. Please specify the total EE target (sum of all providers). _____
 Direct Job Placement _____ Job Skills Training _____

**** Work based activities are not stand-alone activities. They must be done in conjunction with Education, Job Skills Training, or Job Readiness Training. Numbers to be enrolled in work based activities will include enrollments in these activities.**

5. Please identify on a separate page, provider agencies which will offer stand-alone components and the name of the components. All such stand-alone components must be integrated with work based activities or job readiness by the second quarter (January 2, 1996).

New York State Education Department
EDGE Provider Application

Agency Name: _____

Address: _____

As agency representative for this application, please PRINT your name and title below:

_____, _____
(Name - PRINT Last, First) (Title)

Please provide signature, date, and telephone/fax numbers below:

_____/____/____
(Signature) (Date)

(_____) _____ (_____) _____
(Telephone) (FAX)

1. Please place a checkmark next to any Job Readiness Components that you plan to offer as part of your EDGE initiative:

Job Club Life Skills Action for Personal Choice
 Career Counseling Other

2A. Please list below both the Occupational Skills Training (e.g., Automotive Maintenance, Data Entry Operator) and Educational Training (e.g., ABE, GED, ESL) Components THAT YOU PLAN TO OFFER AS PART OF YOUR EDGE INITIATIVE. Indicate whether each course will require a work experience (W.E.) component which must be either an Internship or Externship (Job Shadowing is not considered work experience). Please provide a breakout of the number of classroom instructional hours, work experience hours, and total program hours for each course listed:

<u>EDGE Components Offered:</u>	<u>Check if W.E. Required</u>	<u>Instructional Classroom Hours</u>	<u>+</u>	<u>W.E. Hours</u>	<u>=</u>	<u>Total Program Hours</u>
_____	_____	_____		_____		_____
_____	_____	_____		_____		_____
_____	_____	_____		_____		_____
_____	_____	_____		_____		_____

2B. For each course identified in Question 2A, please provide (attach) with this application:

* A Subject Matter Content Outline that contains all major topics of instruction.

2C. For each EDGE component listed in 2A that will require a work experience component, please attach a sample copy of each of the following required forms you will use:

- * Training Plans for each work experience component that includes evaluation and assessment criteria. Please note that each Training Plan should clearly show specific skills, attitudes, and behavior to be evaluated;
- * Standard Agreement(s) to be used with each worksite;
- * Student Work Experience Agreement to be used.

NOTE: If your agency currently does not have any one of the forms above, you must develop what you propose to use and attach with this application.

3. If you intend to subcontract any of your EDGE services to other individuals or agencies, please identify those services and the individuals/agencies below:

<u>SERVICE</u>	<u>Subcontractors INDIVIDUAL(S)/AGENCY</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

* A subcontractor is an individual/agency that you are paying to provide a service or program. This subcontractor must be listed on your FS10 (code 40). You have a financial obligation to pay the subcontractor for services rendered.

4. Please identify the individuals at your agency to be contacted regarding your EDGE program's fiscal, participant data, and other administrative reports. Include name, location, telephone/fax numbers and best time(s) to call:

<u>NAME</u>	<u>LOCATION</u>	<u>PHONE/FAX</u>	<u>TIME(S)</u>
Program Manager:			
Fiscal Data/Info:			
Participant Data/Info:			
LDSS Liaison:			
Other:			

5. As an EDGE provider, you will be required to provide your LDSS with the specific data elements listed Attachment G of this LCM. Please identify below any data elements in addition to those listed on Attachment G that you, by agreement with your LDSS, will be required to submit regularly during the EDGE Transition Program:

<u>DATA ELEMENTS</u>	<u>REQUIRED FORMAT (if any)</u>	<u>DATE DUE</u>
*Example: Summary of Monthly Attendance	*Example: LDSS Designed Form (ATTACHED)	*Example: 5 Days After Start of Month

*** Please sign below along with your LDSS representative. Both signatures indicate that you have collaboratively agreed upon necessary critical data elements along with any required format for regular reporting during the EDGE Transition Program:

(Signature of Education Provider) (Signature of LDSS Representative)

INVENTORY CHECKLIST FOR ATTACHMENT E
(To Review Before Mailing Attachment E)

WITH THIS EDGE APPLICATION, DID YOU REMEMBER TO ATTACH THE FOLLOWING? . . .

For each EDGE component listed in Question 2A, you need to attach
(please check off each required item):

- _____ one copy of the Subject Matter Content Outline for each course listed in 2A,
- _____ one copy of the Training Plan for each work experience component identified in 2A,
- _____ one sample copy of the Standard Agreement to be used at each worksite for each work experience component identified in 2A (may be the same generic agreement form for all sites),
- _____ one sample copy of the Student Work Experience Agreement to be used for each work experience component identified in 2A (may be the same generic agreement form for all clients).

FOR EXAMPLE

If you listed five EDGE course offerings in Question 2A, and three of those include a work experience requirement, you should include, along with this application, required sample copies of:

- * five separate Subject Matter Content Outlines,
- * three separate Training Plans (for work experience components),
- * one Standard Agreement or three copies if Agreements differ (for work experience components)
- * and one Student Work Experience Agreement or three if Agreements differ (for work experience components).

(You must develop and send proposed forms if you are not currently using any of the forms above.)

_____ Also, if you listed three data elements that will require a specific format in Question 5 as decided by your LDSS (to submit during the EDGE Transition Program), you need to attach sample copies of those three data element forms.

*** Please return your completed and signed application along with all required attachments to your LDSS representative who will submit Attachment E along with other Attachments to the New York State Department of Social Services.

WORK BASED ACTIVITIES

Work based learning activities provide individuals enrolled in various classroom activities (ESOL, Basic Education, Job Skills Training) with a planned program of world of work instruction. The goal of work based learning activities is to tie classroom and worksite together in order to provide the trainee with a stronger understanding of the occupational and interpersonal requirements of a work situation. In addition, basic education or occupational instruction can be contextualized or presented in the context of the worksite. Research and field experience have demonstrated when work and learning are linked, students benefit more from the experience than when either component is presented separately. Lastly, work based learning can provide the participant and program with an excellent foundation for conducting job placement or job search by providing the client; additional references from supervisors, work experience citations for their resume and greater confidence for participating in job interviews.

EDGE Skills Practicum - Non/CWEP Work Experience

Skills Practicum (Work experience) components are hands-on opportunities for learning outside the school program environment. The critical elements of skills practicum work experience components are:

- o Designed to meet the career goals of the student.
- o Connected to the school based education and training program.
- o Provide a realistic setting for the student to demonstrate acquired academic knowledge, job skills, appropriate job and social behaviors, attitudes (components also serve as an opportunity for students to continue to acquire higher levels of knowledge, attitudes, skills, and behaviors).
- o Structured, and supervised by the program provider in collaboration with each agency providing a work experience site.
- o Orientation and training of employers and mentors is required.
- o Standards are in place and are used for assessment and evaluation of student progress.

Listed below is a description of work based learning activities.

Job Shadowing

Usually involves one or more visits to a worksite during which time a student through observation, can explore different possibilities for jobs, and develop an interest in the work environment. Observation is the primary learning activity during the visits while students shadow an employee.

There is a direct one-to-one relationship between the student and employee which allows for discussion, and perhaps even some participation in some simple workplace tasks and events. Students are not paid for their time at the workplace. Job shadowing is considered to be a short term activity generally ranging from one to ten weeks.

Internship/Externship

An internship or externship integrates classroom learning with practical work experience in a field of the student's particular interest. Skills and mastery are specified or identified in a formal training plan developed at the beginning of the component by the employer, the teacher, work experience or job coordinator, and the student. Training plans are crucial for identifying goals, establishing criteria, guiding training and evaluation processes, and maintaining communication among all partners in the plan. At worksites students work directly with a supervisor over a period of time to observe, assist, and accomplish work tasks.

Such components are planned by the educational agency in collaboration with the agency serving as the worksite agency. Quality assurance requires visits to worksites and constant communication, in addition to evaluation of the student's work performance. Scheduled student attendance at the worksite is required. At the worksite, there is usually an employee or other individual (approved by the employer, owner, manager, director, etc.,) who guides the student or serves as a mentor. This employee or mentor works in consultation with classroom teachers, the workplace coordinator and the worksite agency. This employee or mentor possesses the skills and knowledge to be mastered by the student, and instructs and critiques the performance of the student at the worksite. Mentors are role models who can help instill, reinforce, and equate to successful employment the importance of behaviors such as positive attitudes, integrity and ethics, human relations, teamwork, promptness, timelines, and other good work related positive behaviors.

EDGE PROGRAM

TRANSITION - JOB ENTRY ACCOUNTABILITY REQUIREMENTS

Each agency that is selected by the LDSS to participate in the EDGE Transition Program will be required to submit reports on a client, provider, and job entry basis to the LDSS, as required, and to the State Education Department. Section E of this application requires joint sign-off between the LDSS and provider agency on data requirements. Please refer to Section E to ensure that the following data requirements are being met.

Client Specific Data

Each LDSS will be required to establish guidelines with providers for LDSS - Provider Data Exchange. These guidelines must establish a timeframe and method for providing client specific data. This data must include, but is not limited to:

1. Enrollment Data

- | Date of assessment, employability plan (if applicable)
- | Date of program enrollment
- | Component description
- | Scheduled completion date
- | Scheduled weekly hours of participation

2. Satisfactory Progress

- | Actual hours of attendance - may be provided on a monthly basis, organized with weekly hours of attendance.
- | Indication of client progress. This may include quantifiable or qualitative program standards.

3. Job Entry

- | Initial job entry information including: employer, address, wage level, start date, job title, hours employed.
- _ Information regarding job retention (see Job Entry Data).

Provider Data

Each provider agency selected by the LDSS will be required to submit the Monthly Participant Data Report. This report will include enrollment and outcome data by major activity for all EDGE Transition participants. For each major activity that the provider is approved to offer as part of the EDGE Transition Program, the provider agency must provide:

1. The number of new participants enrolled in the activity during the month.
2. The number of participants remaining in the activity from the previous month(s).
3. The positive outcomes of participants. This category includes participants who: completed the activity, completed the activity and obtained employment and did not complete the activity but obtained employment.

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4. The negative outcomes of participants. This category includes the number of participants who were terminated as a result of unsatisfactory progress or who dropped out of the program.

This report must be submitted to the State Education Department no later than 15 days after the end of each month. Provider agencies will be required to send a copy of this report to the LDSS.

Job Entry Data

This year, job retention standards will be introduced in order to focus on offering services and programs that enable participants to obtain and maintain employment for at least 30 days. This 30 day standard will apply to direct job placement, job clubs, supervised job search or work-related placements, or other non-job skill components. Participants obtaining employment as a result of job skills training will be expected to remain employed for at least 13 weeks.

The Job Placement Roster must be submitted for each verified job placement made during the EDGE Transition Program. The Roster will include: the participants name, social security number, client information number, employer name, employer address, supervisor's name and telephone number, employment start date, starting wage of salary, scheduled work hours, and verification of employment.

Information must be provided to the LDSS when the participant is initially placed into a job or obtains a job and when the appropriate retention standard is completed.

Verification of employment may include, but is not limited to, a confirmation letter from the employer and either the 30- or 90-day payroll stub. This verification will be maintained in the participant's file. Employment retention may be verified using the Welfare Management System (WMS), if available to the provider. WMS information used to verify public assistance case closure must also be included in the participant's file.

Providers that are reluctant to contact employers for follow-up purposes may contact the client to obtain pay stubs or verify employment information over the telephone. Specific follow-up procedures must be developed by provider and LDSS concerning employer or client contacts and/or use of WMS information for follow-up purposes.

Provider agencies that do not submit the job placement rosters or rosters that are not verified will not receive credit towards achievement of the job placement target. This report must be submitted with the Monthly participant Report to the State Education Department no later than 15 days after the end of each month.