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**TO:** EPE Funded Programs

**FROM:** Fiormelissa Johnson, NYS Director – Adult Education Programs & Policy (AEPP)

**SUBJECT:** FY26 Hybrid & Remote Instruction (EPE) Policies and Guidelines

**FY2025/26 EPE Remote and Hybrid Instruction Application and Procedures:**

FY26 fiscal year begins July 1, 2025, through June 30, 2026

Hybrid Instruction was available beginning July 1, 2024, for EPE-funded programs. EPE Distance Education programs must apply using the most-up-to date Hybrid and Remote Instruction Application (Updated March 2025). If approved, per the program's EPE allocation letter, the program must be administered as directed in the current EPE Manual and adhere to any policy updates issued by AEPP. Updates have been made in the support of students; adult education programs must carefully review guidelines. If a program is deemed not to have sufficient experience with remote instruction, the program will be required to attend digital literacy training provided by the RAENs. The **Hybrid and Remote Screening Tool** must be completed as well and filed. Additional information will be described below regarding the EPE 3-hour tutoring classes required for Distance Education, SMART, GRASP, and/or ESL. The information and procedure outlined are for the extension of remote instruction and updated policies.

**A. EPE Traditional funded programs eligible for AEPP Hybrid and Remote Instruction are as follows:**

1. **Adult Basic Education (ABE)** - NRS Levels 1-4
2. **Adult Secondary Education (ASE)** - HSE Test Preparation NRS Levels 5 & 6
3. **English as a Second Language (ESL)** - NRS Levels 1 – 6
4. **Family Literacy** - Incorporate activities that include interactive literacy activities between parents and their children. Parents must be EPE eligible and attend teacher-lead instruction

**B. Distance Education for Adults Programming:**

1. **Fast Track GRASP** Packets (Giving Ready Adults a Study Program) – NRS Levels 4, 5 & 6 – HSE Readiness Assessment is required
2. **SMART** (Skills to Make Adults Ready to Succeed) – NRS Levels 1, 2, 3, and 4
3. **English as a Second Language (ESL)** - NRS Levels 1 – 6
4. **Family Literacy** - Incorporate activities that include interactive literacy activities between parents and their children. Parents must be EPE eligible and attend teacher- lead instruction
5. **Career & Technical Education (CTE)** – NYSED/K-12 Accredited Course in (Microsoft Office/Computer-based/Non-Allied Health or required in-person instruction by the supervising agency). All programs must always seek distance education approval

**C. In-Person Tutoring Education for Adults Programming:**

1. In-person tutoring is strictly for students enrolled in Distance Education programs. Students may receive up to three (3) hours of in-person tutoring per week (maximum 12 hours per month). Tutoring may be offered one on one or in classroom settings. These hours are claimed at the traditional rate and must be documented

in ASISTS. Students may not be co-enrolled in traditional and Distance Education programs concurrently (at the same time). The exception to this is the three hours per week of tutoring. The purpose of the in-person requirement is that students are already enrolled in distance education and if a student is not progressing remotely, the student must be offered traditional instruction in-person

2. **Career & Technical Education (CTE)** – (NYSED/K-12 Accredited Courses) In-person instruction is the required modality permitted for most EPE CTE or locally approved training programming that requires hands-on experience and/or as required by the supervising agency, as in the case of Allied Health programs

#### **D. Terms and Conditions for EPE Hybrid and Remote Approval:**

Like all participants, participants receiving hybrid or remote services must have at least 12 hours of contact with the program before achieving student status for Federal and State reporting. The initial 12 contact hours for remote instruction learners can be any combination of in-person contact and contact through electronic modalities that can support video or any other **synchronous** online platform, where the participant and program staff can interact and through which participant identity is verifiable and documented and attendance recorded. Programs must provide in-person instruction at a minimum of 50% of the total scheduled class time, with 50% remote instruction. Programs are permitted one 100% fully remote course. If the need arises and the program requires more than the approved 100% remote instruction course and the need can be demonstrated, the program may request an additional 100% remote course for approval. Demonstrated effectiveness and report card standing will be taken into consideration. Students enrolled in the hybrid model, or 100% remote class must also be pre- and posted. In order to provide remote instruction, a program must be approved by AEPP. If upon reviewing student records a program provided remote instruction without being approved to provide remote instruction, the program will face corrective action. All programs approved to provide remote instruction must correctly code each class in ASISTS.

#### **E. AEPP EPE Remote and Hybrid Instruction Student \*Eligibility:**

1. Students must be 21 years of age or older without a U.S. high school diploma or
2. Have a high school diploma or a New York State High School Equivalency diploma but "*fail to demonstrate basic educational competencies*". These students with a high school diploma or NYS High School Equivalency diploma must score below Level 5 of the National Reporting System (NRS)
3. The approved NYSED assessments in either reading or math

#### **F. Remote Instruction Requirements (50/50% Hybrid):**

1. In-person instruction 50% of each scheduled class time along with 50% remote synchronous instruction where the teacher is engaged with students on scheduled days and times selected by the program within the same week
2. NRS Level 1 students should be grouped together, have smaller classes, and continuously monitored for progress or one-on-one support
3. Class roster for hybrid classes may have up to 20 students in attendance at any given time. If the program is approved for a class size waiver, the class roster may have up to 35 students listed, with a maximum average daily attendance of 25 students
4. Each class must be a minimum of six (6) hours per week and a maximum of 20 hours per week. If the program is approved for a class hour waiver, the class can be for a minimum of four (4) hours per week and a maximum of 40 hours per week
5. Each class must be published on the Program Information Form (PIF) generated from ASISTS
6. Students must actively attend both the remote and in-person classes. If students miss 3 consecutive classes of either modality, they should be transferred to traditional classroom programming
7. All students included in Remote Instruction must have a signed Hybrid Screening Tool in their student folders

8. All synchronous remote instruction requires that students and instructors use a computer, audio and have cameras on during remote classroom instruction
9. All performance benchmarks for Post Testing, Measurable Skill Gain, and Follow Up Outcomes must be met. Continuous poor performance that does not demonstrate student gain and progress, may lead a program to Corrective Action, which may result in the termination of the program's remote option

**G. Remote Instruction Requirements (100% Remote):**

1. ONE (1) 100% completely remote class for eligible\* students, if additional remote courses are needed the program must demonstrate student need and apply
2. The class roster for the remote class may have up to 20 students in attendance at any given time. If the program is approved for a class size waiver, the class roster may have up to 35 students listed, with a maximum average daily attendance of 25 students
3. Each class must be a minimum of six (6) hours per week and a maximum of 20 hours per week. If the program is approved for a class hour waiver, the class can be for a minimum of four (4) hours per week and a maximum of 40 hours per week
4. This fully remote class must be synchronous online instruction where the teacher is engaged with students on scheduled days and times selected by the program and published on the PIF generated from ASISTS
5. NRS Level 1 students should be grouped together, have smaller classes, and continuously monitored for progress or one-on-one support
6. All performance benchmarks for Post-Testing, Measurable Skill Gain, Follow Up Outcomes, and Enrollment must be met. Continuous poor performance that does not demonstrate student gain and progress, may lead a program to Corrective Action, which may result in the termination of the program's remote option

The AEPP Team, along with the RAEN Directors and STAC Directors, will continue to monitor all hybrid and remote classes regularly. Web links for these classes must be published and submitted to the respective RAEN Office by the **20<sup>th</sup> of each month** within the fiscal year.

**H. Program Responsibilities and Guidelines:**

1. Conduct outreach, recruitment, intake, and enrollment for all students, regardless of their modality of instruction
2. Conduct pre- and post-testing for all participants, regardless of the modality of educational services being provided, in accordance with NYSED's Assessment Policy
3. Adult Education Programs must use an electronic signature program such as DocuSign for the completion of the ISRF. The ISRF must indicate if the intake was conducted remotely by selecting the box on the right
4. Must have a signed (electronically acceptable and signed) Individual Student Record Form (ISRF). The ISRF becomes part of the student folder and is retained by the program for a period of six years in addition to the current year of service. ISRF can be signed electronically by using any of the following approved electronic signature software such as: Adobe Sign, DocuSign, HelloSign, SignNow, PandaDoc, eversign, SignEasy, OneSpan Sign, Zoho Sign, SignRequest
5. Must include a copy of the **Hybrid Education Screening Tool** administered to identify potential students and their capacity to participate in any remote or hybrid instruction. The AEPP Hybrid Education Screening Tool becomes part of the student folder and is retained by the program for a period of six years in addition to the current year of service
6. Fully in-person educational services must be provided to those participants who have little or no access to technology
7. Attendance policies must be adhered to as indicated on the [WIOA, ALE, EPE, WEP Attendance Records Requirements](#) MEMO issued on January 10, 2024

6. In-person instruction is the required modality permitted for most EPE CTE or locally approved training programs that require hands-on experience and/or as required by the supervising agency, as in the case of Allied Health programs. AEPP will allow Microsoft Office/Computer-based/Non-Allied Health to be offered remotely. All programs must always seek approval from AEPP before initiating remote training. Demonstrated student success in hybrid/remote instruction is required before approval is considered
8. Student files MUST contain all required documentation per modality of educational services enrolled in. It is the program's responsibility to ensure that they are familiar with the required documentation per the modality of service being provided as determined by the respective funding source

#### **I. Remote Assessment Program Responsibilities and Guidelines:**

AEPP funded programs are allowed to assess students remotely using the approved assessments TABE (11/12 or 13/14) (DRC) and Best Plus 3.0 and Best Literacy 2.0 (CAL). It is the programs responsibility to ensure that students have a computer, a working camera, reliable internet and digital literacy skills necessary to achieve academic success. Programs must review the Remote Assessment Tutorial PowerPoint before assessing students remotely.

1. Test Administrators must be certified on the assessment being provided to the student with the most up-to-date training
2. The program must ensure that the program or software required by the assessment vendor is available and ready for use
3. The assessment administrator must use a computer, computer audio, a camera to assess students, students must have a computer, computer audio, and camera to be assessed
4. The assessment administrator must verify the ability, availability, location, and identity of the student
5. Assessments must be safely guarded within the student's file and located within the adult education program. Records must be kept for the balance of the calendar year in which they were made and for six (6) additional years thereafter. The State Comptroller, the Attorney General and any other person or entity authorized to conduct an examination, as well as the agency or agencies involved in the monitoring of programs, shall have access to the Records during normal business hours at the adult education program. Patterns of record violations and evidence of fraud may result in the discontinuing of services and program funds

#### **J. Remote Intake & Case Management Program Responsibilities and Guidelines:**

Robust intake is required for all programs approved for remote instruction. Remote Intake and Case Management will be permitted with conditions as of the date of this memorandum. To be deemed a student, the student must complete 12 contact hours. Data demonstrates that students who were provided 12 or more contact hours are more likely to complete the adult education program and achieve academic gains. Adult Education programs that do not provide consistent and robust intake will not be permitted to offer remote instruction adult education services. All AEPP-funded adult education programs must adhere to the following Remote Guidelines listed below:

1. Be approved to offer remote instruction by applying for remote instruction
2. Identify the student's technology needs and its appropriateness by assessing the student with the Hybrid Remote Screening Tool
3. Ensure that the student has a computer with a camera and reliable internet
4. Complete the AEPP Intake Checklist and maintain it in the student's file
5. Intake must be conducted via a video conference platform
6. Adult Education Programs must use an electronic signature program such as DocuSign for the completion of the ISRF. The ISRF must indicate if the intake was conducted remotely by selecting the box on the right

7. Attendance policies must be adhered to as indicated on the [WIOA, ALE, EPE, WEP Attendance Records Requirements](#) MEMO issued on January 10, 2024
8. Conduct outreach, recruitment, intake, and enrollment for all students
9. Conduct pre- and post-testing for all participants, regardless of the modality of educational services being provided, in accordance with NYSED's Assessment Policy
10. Must have a signed (electronically acceptable and signed) Individual Student Record Form (ISRF). The ISRF becomes part of the student folder and is retained by the program for a period of six years in addition to the current year of service. ISRF can be signed electronically by using any of the following approved electronic signature software such as: Adobe Sign, DocuSign, HelloSign, SignNow, PandaDoc, eversign, SignEasy, OneSpan Sign, Zoho Sign, SignRequest
11. Must include a copy of the **Hybrid Education Screening Tool** administered to identify potential students and their capacity to participate in any remote or hybrid instruction. The AEPP Hybrid Education Screening Tool becomes part of the student folder and is retained by the program for a period of six years in addition to the current year of service. Please note the following required components:
  - a) Fully in-person educational services must be provided to those participants who have little or no access to technology
  - b) Student attendance, regardless of the modality of educational services being provided, must be adhered to in accordance with NYSED's data entry policy and must be recorded in ASISTS, backed by written documentation signed by the teacher
  - c) In-person instruction is the required modality permitted for most of the training components of WIOA IET/IELCE or locally approved training programming that require hands-on experience and/or as required by the supervising agency, as in the case of Allied Health programs. Computer-based training such as Microsoft Office may be provided remotely upon approval by AEPP. Demonstrated student success in hybrid/remote instruction is required before approval is considered
  - d) Student files MUST contain all required documentation per modality of educational services enrolled in. It is the program's responsibility to ensure that they are familiar with the required documentation per the modality of service being provided as determined by the respective funding source

**K. Remote Instruction Program Performance:**

1. Regardless of the instructional modality a program uses, in-person, hybrid, or one completely remote class, the program will be held to the AEPP state performance benchmarks in the areas of Measurable Skill Gain, Post Test Rates, Follow Up Outcomes, and Enrollment
2. AEPP funded Adult Education Programs that do not adhere to the Hybrid Policies and do not demonstrate effectiveness for student performance and attainment will not be permitted to offer remote instruction. Continuous poor performance that does not demonstrate student gain and progress may lead a program to Corrective Action, which may result in the termination of the program's remote option
3. Programs should refer to their funding grants/contracts for compliance with enrollment expectations

**L. Program Performance:**

1. Regardless of the instructional modality a program uses, in-person, hybrid, or one completely remote class, the program will be held to the AEPP state performance benchmarks in the areas of Measurable Skill Gain, Post Test Rates, Follow Up Outcomes, and Enrollment

2. AEPP funded Adult Education Programs that do not adhere to the Hybrid Policies and do not demonstrate effectiveness, for student performance and attainment, will not be permitted to offer Hybrid Instruction. Continuous poor performance that does not demonstrate student gain and progress, may lead a program to Corrective Action, which may result in the termination of the program's remote option.
3. Programs should refer to their individual funding grants/contracts for compliance with enrollment expectations

**M. Hybrid and Remote Instruction Documents:**

1. Hybrid Remote Education Screening Tool
2. HSE Readiness Assessment
3. EPE Hybrid & Remote Application
4. Remote Assessment PowerPoint Tutorial (will be released soon)
5. Remote Intake Checklist

Any questions or concerns should be directed to the AEPP Regional, RAEN Director, or STAC Director:

<b>Region</b>	<b>Regional Associate Manager</b>
Capital North	Lisa Pearson
Central Southern Tier	Guillermina Martino
Finger Lakes	Miranda Prime
Hudson Valley	Kimberly Malcolm
Long Island	Kimberly Malcolm – Marcello Bianco
New York City - WIOA	Diane Schrader
New York City – NYC ALE	Guillermina Martino – Marcello Bianco
West	Deborah Parrow