EPE Troubleshooting

This document is designed to help ASISTS users troubleshoot their EPE claim forms. It will not help those setting up their data for EPE reporting for the first time.

Please use this document to help determine where you might be able to fix existing ASISTS data to ensure that your agency receives credit for all valid EPE hours. An abbreviated version of this document is also available on the ASISTS Resources page titled “EPE Troubleshooting—Short Version”

Step 1—Check Claim Forms

The first step in EPE troubleshooting is to check the existing EPE claim forms. These are available in ASISTS on the Funding Reports Menu, under EPE Reports. Make sure that you check off “EPE” as the funding source, and then highlight the report that you wish to view.

Note: You can only run one report at a time, so you will have to repeat this process in order to run each part of the claim form.

If your claim forms show a total that does not reflect the hours you have entered into ASISTS, you can follow the next steps in order to determine if data has been entered incorrectly or incompletely.

NOTE: Only the EPE funding source is processed for EPE reports. If you have used other or conflicting funding sources on classes and/or student records, please address this issue using the “TUTORIAL: Non-Matching Funding Sources March 2008” which is available in the Resource Bank of ASISTS.
**Step 2 - Utilize Data Check Reports**

Utilize Data Check reports to determine what information in ASISTS can be corrected or added to make your EPE Claim forms reflect your agency’s data correctly.

<table>
<thead>
<tr>
<th>Report</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Included in EPE Reports</td>
<td>Alpha list of students included in the EPE report—includes the class(es) in which the student is enrolled and the number of hours that have been entered for that student.</td>
</tr>
<tr>
<td>Students Included in EPE Report by Class</td>
<td>Lists students included in the EPE report by class and indicates how many hours the student accumulated in that class.</td>
</tr>
<tr>
<td>EPE Data Check Distance Learning</td>
<td>Lists each Distance Learning class and the maximum contact hours possible depending upon the instructional hours entered.</td>
</tr>
<tr>
<td>Students Under 21</td>
<td>Shows which students in your program are enrolled in EPE classes but do not meet the 21 year age requirement and how many hours they have accumulated.</td>
</tr>
<tr>
<td>EPE Class Analysis by Age &amp; Hours</td>
<td>Shows all students enrolled in each EPE class, their age, number of hours they have accumulated in that class, and whether or not they are counting towards the EPE Claim Form Totals</td>
</tr>
</tbody>
</table>

If you find discrepancies between your paper records and the information presented on these data check reports, go to **Step 3**.
**STEP 3 - VALIDATE STUDENT RECORDS**

Use the following questions to make necessary fixes to your ASISTS data.

**QUALIFICATION: Is the student in question EPE Eligible?**

**QUESTION 1: Is the student 21 years of age or older?**

A. Lookup the student’s record by going to Student Information on the blue navigation bar at the top of the screen, then to Edit Student Information.
B. To find an individual student, either type in the first few letters of the student’s last name, or choose the letter that corresponds to the student’s last name.
C. Check the student’s date of birth. For FY2009, if the student was born after 7/1/1987, the student may be ineligible for EPE for all or part of this fiscal year.

If the student is 21 years of age or older, proceed to Question 2.

NOTE: You can use the “Students Under 21” EPE Data Check to pinpoint students whose birthdates indicate they have not yet turned 21.

NOTE: If Daily Contact Hours have been entered, the student’s hours will count from the day he/she turns 21, if Monthly contact hours have been entered, a students’ hours will begin to count the month after they turn 21. To fix this, You can go back and enter Daily Contact Hours for that student for just the birth month.
Step 3, (cont’d)

Qualification: Is the student in question EPE Eligible?

Question 2: Does the Student have a High School Diploma or Equivalent?

A. Lookup the student’s record by going to Student Information on the blue navigation bar at the top of the screen, then to Edit Student Information.
B. To find an individual student, either type in the first few letters of the student’s last name, or choose the letter that corresponds to the student’s last name.
C. Check the student’s Population categories. Is the student marked as being a “HS Grad or Equivalent”?

If this Population Category is NOT checked, the student is EPE Eligible. If this Population Category is checked off, go to Question 3.
Step 3, (cont’d)

Qualification: Is the student in question EPE Eligible?

Question 3: Does the Student have a TABE Score that places them in NRS Level 4 or below?

A. Go to the student’s “Goals/Outcomes & Assessments” tab.
B. Check the list of “Current Test Records”
C. Check for at least one current TABE score (Reading or Moth) that places the student in NRS Level 4 or lower (below G.E. 9.0)

If the student has a TABE score at NRS Level 4 or lower (G.E. 9.0 or below) then the student is eligible for EPE funding, but will appear on Part 3 of the Claim form.
**Step 3, (cont’d)**

**Qualification:** Is the student in question EPE Eligible?

Question 4: Did the student receive his/her GED during this Fiscal Year?

A. Go to the student’s “Goals/Outcomes & Assessments” tab.
B. Click on Goals/Outcomes, then on “NRS Outcomes”
C. If the student has the outcome of “Obtain GED”, his/her contact hours will STOP COUNTING on the date (if Daily Contact Hours have been entered) or in the month (if only Monthly Contact Hours have been entered) that the survey was recorded.

You may choose to enter Daily Contact Hours for that student for just the month when they were surveyed, there is no need to go back and change all months or all students to Daily Contact Hours Entry.

If the validity of the individual students has been established, but you are still missing EPE hours, the next Step is to Qualify the Classes.
Step 4 Validate Class Setup

Qualification: Is the Class set up following EPE guidelines?

Question 1: Does the class follow the guidelines in the EPE Guidelines Table?

A. Go to “Program Information” on the blue navigation bar, then to “Instructional Offerings”, then to “Edit Instructional Offerings”.
B. Look up the class in question by Instruction Type or by Teacher (Personnel)
C. Check that the Class Type, Class Format & any Special Programs selected are valid for the EPE Funding category you are working with.

If the Class is set up following the guidelines on the next two pages, please go to Question 2.
Step 4 Validate Class Setup

Qualification 1: Is the Class set up following EPE guidelines?

Question 1 (Continued)

Next Page: EPE Guidelines

Step 4 Validate Class Setup (Cont’d)

Qualification 1: Is the Class set up following EPE guidelines?

Question 2: Is the class labeled as being EPE funded?

On the same screen, check to make sure that the EPE funding source has been entered for the class in question. The class must have the EPE funding source in order to be processed for the EPE report. EPE II is NOT a valid funding source, and should not be used.
# EPE Class Guidelines

<table>
<thead>
<tr>
<th>Type of EPE Offering</th>
<th>Instruction Type (possible values)</th>
<th>Format (possible values)</th>
<th>Special Program (possible values)</th>
<th>Tabulation of hours</th>
</tr>
</thead>
</table>
| A. Traditional Adult Education | BE - Basic Education  
ES - English for Speakers of Other Languages  
GE - GED  
MA - Math | C - Class  
G - Small Group | P - Parenting/Family Literacy  
S - Corrections  
*The following codes are for CLS ONLY:  
A - Action for Personal Choice  
C - Job Club/Employability Skills  
O - CFLS Class Study* | 1 EPE hour for each hour entered |
| B. Distance Learning | BE - Basic Education  
CL - Computer Lab  
CLS - Career & Life Skills  
CTS - Citizenship Skills  
ES - English for Speakers of Other Languages  
GE - GED  
MA - Math  
O - Other | I - Distance Learning | Any ONE value can be selected with the exception of J, K and L, which describe other EPE-qualified instructional offerings. | See calculation logic below |
| C. High School Credit | BE - Basic Education  
ES - English for Speakers of Other Languages  
GE - GED  
MA - Math  
O - Other | C - Class  
G - Small Group | J - High School Credit | One EPE hour for each hour entered |
| D. Adult Occupation Education | BE - Basic Education  
ES - English for Speakers of Other Languages  
GE - GED  
MA - Math  
O - Other | C - Class  
G - Small Group | K - Adult Occupation Education | One EPE hour for each hour entered |
| E. Work Experience | BE - Basic Education  
ES - English for Speakers of Other Languages  
GE - GED  
MA - Math  
O - Other | C - Class  
G - Small Group | L - Work Experience | 0.5 EPE hour for each hour entered |
Step 5 Understanding Hours Calculation

Qualification: How does the Class Type affect hours calculation?

Question 1: Is the Class Traditional Adult Education?

If Yes, then 1 EPE hour is counted for each contact hour entered for a student who meets EPE eligibility.

Question 2: Is the Class a Distance Learning Class?

If Yes, then 6 EPE hours are counted for each week of participation. Each Distance Learning packet returned is considered 2 weeks of participation. Therefore each 2-week packet is worth 12 hours.

This information is entered on the Contact Hours Tab of the Instructional Activity screen, and should be entered as number of weeks. ASISTS will multiply the number of weeks entered by 6 to achieve the correct number of contact hours.

NOTE: For Distance Learning, each 2-week packet, 1 Instructional Hour must be provided by the teacher(s) of that Offering. These hours must be entered on the Instructional Hours tab of the Instructional Activity screen for that Offering. Utilize the “EPE Data Check Distance Learning” to determine if there is a need for additional Instructional Hours.
QUESTION 3: Is the Class a High School Credit Class?

If Yes, then 1 EPE hour is counted for each contact hour entered for a student who meets EPE eligibility.

QUESTION 4: Is the Class an Adult Occupation Education Class?

If Yes, then 1 EPE hour is counted for each contact hour entered for a student who meets EPE eligibility.

QUESTION 5: Is the Class a Work Experience Class?

If Yes, then ½ EPE hour is counted for each contact hour entered for a student who meets EPE eligibility.

We encourage you to use this guide, or the accompanying questionnaire to troubleshoot your EPE report.

If you require further assistance, please do not hesitate to contact your assigned ASISTS Support person.

If you are not sure who your ASISTS Support Person is, please email ASISTSSupport@lacnyc.org and your questions will be forwarded to the proper person.
<table>
<thead>
<tr>
<th>Stage</th>
<th>Step #</th>
<th>Question/Calculation</th>
<th>Next step</th>
<th>Places to check On screen</th>
<th>Report To Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Is the student 21 as of the day the report was run?</td>
<td>If yes, check step 2</td>
<td>Student information screen – contact information – Birth date</td>
<td>EPE data check - Students under 21</td>
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<td>2</td>
<td>2</td>
<td>Does the student have a High School Diploma?</td>
<td>If yes, check step 3, if no, the student is EPE eligible</td>
<td>Student information screen – contact information – Population category – HS Graduate or Equivalent</td>
<td>EPE data check - New report Gregory is creating n EPE eligible students</td>
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<td>3</td>
<td>3</td>
<td>Does the student have a TABE score that places her/him at grade level 9 or below?</td>
<td>If yes, the student is EPE eligible, if no, the student does not count</td>
<td>Student information screen – Goals, Outcomes and Assessment – TABE</td>
<td>EPE data check - Students included in EPE reports</td>
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<td>4</td>
<td>4</td>
<td>Are the classes set up in one of the configurations described in the EPE Guidelines table?</td>
<td>If Yes, go to Step 5</td>
<td>Program Information – Instructional Offering</td>
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<td>5</td>
<td>5</td>
<td>Is the EPE Funding Source applied to the class?</td>
<td>If yes, the student will count in the categories mentioned in the left-most column</td>
<td>Program Information – Instructional Offering</td>
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<td>6</td>
<td>6</td>
<td>Is the student enrolled in traditional adult ed (row A from the EPE Guidelines table)?</td>
<td>If yes, 1 EPE hour for each hour entered, if not, see step 7</td>
<td>Student Information – Enrollment</td>
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<td>7</td>
<td>7</td>
<td>Is the student enrolled in Distance Learning (row B)</td>
<td>If yes, go to step 10, if not go to step 8</td>
<td>Student Information – Enrollment</td>
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<td>8</td>
<td>8</td>
<td>Is the student enrolled in a high school credit class (row c)?</td>
<td>If yes, 1 EPE hour for each hour entered, if not, see step 9</td>
<td>Student Information – Enrollment</td>
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<tr>
<td>9</td>
<td>9</td>
<td>Is the student enrolled in adult occupational education class (row D)?</td>
<td>If yes, 1 EPE hour for each hour entered, if not, see step 10</td>
<td>Student Information – Enrollment</td>
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<td>10</td>
<td>10</td>
<td>Is the student enrolled in a work experience class (row E)</td>
<td>If yes, 0.5 EPE hour for each hour entered, if not no EPE hours are calculated for the student</td>
<td>Student Information – Enrollment</td>
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<tr>
<td>11</td>
<td>11</td>
<td>Is there a ‘2’ entered for the student for each packet returned</td>
<td>If yes, go to step 12 (these hours are multiplied by 6 for EPE hours)</td>
<td>Instructional Activity – Contact Hours</td>
<td>EPE data check - Distance learning</td>
</tr>
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<td>12</td>
<td>12</td>
<td>Is there a 1 entered under instructional hours for the primary instructor for each packet?</td>
<td>If yes, the hours will be compared to the product from step 10 (contact hours). The lesser number will be the EPE contact hours for that class</td>
<td>Instructional Activity – Instructional Hours</td>
<td>EPE data check - Distance learning</td>
</tr>
</tbody>
</table>