

Collegiate Science and Technology Entry Program – (CSTEP) Field Manual



CSTEP Program Field Guide

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GUIDELINES FOR CSTEP PROGRAMS

INTRODUCTION

In June 1986, the New York State Legislature passed an amendment to Education Law Chapter 31, Article 130, and Section 6455, authorize the use of funds under the Collegiate Science and Technology Entry Program (CSTEP).

● INCREASING MINORITY ACCESS TO THE LICENSED PROFESSIONS A REGENTS ACTION PAPER, February 1984

Purpose: To serve as a foundation for subsequent legislative, budgetary and policy initiatives that will form the framework for an assault on the problem of underrepresentation of minorities in the professions.

Excerpt: The Regents are committed to the elimination of barriers which impede the educational development of any person. While the Regents have made this commitment known in a number of statements and legislative proposals, and have witnessed some progress toward achieving greater access for minorities and disadvantaged populations, there still exists a severe underrepresentation of minorities in the licensed professions.

The Regents strongly endorse the premise that equal educational opportunity in programs that lead to licensure is a right of all New York State residents. Also, the Regents recognize that minorities and other disadvantaged groups have been historically - and continue to be - denied equal education access and subsequently equal opportunity to participate in the mainstream of American life.

The Regents recognize that New York State and the nation have a practical as well as a moral stake in achieving the goal of equal opportunity for minorities in professional education programs and ultimately professional practice. In the interest of all New Yorkers, we commit ourselves to this goal. We have studied and talked about the problem too long; the time for action is now.

1. PURPOSE

The purpose of the CSTEP Program is to increase the number of historically underrepresented and economically disadvantaged undergraduate and graduate students who complete pre-professional or professional education programs of study that lead to professional licensure and to careers in mathematics, science, technology, and health-related fields (hereafter referred to as CSTEP-targeted professions).

2. INSTITUTIONAL ELIGIBILITY

New York State public, independent, and proprietary degree-granting colleges and universities or consortia of such institutions with registered science, technical, or health-related professional or pre-professional programs that lead to a CSTEP-targeted profession may submit proposals for program support.

3. STUDENT ELIGIBILITY

The CSTEP Program is designed for New York State residents who belong to groups historically underrepresented in scientific, technical, health-related, or licensed professions or who are economically disadvantaged, and who demonstrate interest in, and potential for, a CSTEP-targeted profession. CSTEP students must be enrolled full-time and be in good academic standing in an approved scientific, technical, health-related, pre-professional, or professional undergraduate or graduate program of study.

A. Definitions

1. For the purpose of CSTEP, a student is considered a New York State resident if he or she resides in New York State and has lived in New York State for the last two terms of high school prior to graduation; or resided in New York State for at least 12 months immediately preceding the first term for which the applicant is seeking acceptance into CSTEP and has established permanent residence in New York State; or was a resident when the applicant entered military service, VISTA, or the Peace Corps and re-established New York State residency within six months after release from service.
2. For the purpose of CSTEP, individuals historically underrepresented in the scientific, technical, health-related, and licensed professions are African-American, Hispanic/Latino, American Indian or Alaskan Native.
3. For the purpose of CSTEP, a student is economically disadvantaged if he or she meets the eligibility requirements described in **Appendix I: Income Eligibility Criteria**
4. Students enrolled in the State-funded opportunity programs (HEOP, EOP, SEEK, or College Discovery) are eligible to participate in CSTEP; however, institutions must assure that no more than 20 percent of all CSTEP participants are concurrently enrolled in an opportunity program. Exceptions to this rule can be considered if a written justification is submitted to the Collegiate Development Programs Unit (CDPU).

B. Documentation

1. Institutions approved for funding are required to develop an application for CSTEP participants. The application must include all of the data elements described in **Section 8: Required CSTEP Student Data** and students must complete an application prior to participation in the program. Funds may not be expended on behalf of students for whom an application and required documentation are not available. The project is responsible for having each student's previous and current transcripts on file for the duration of his or her participation in the program.
2. Documentation confirming economically disadvantaged status is required only for students who are not African-American, Hispanic/Latino, or American Indian or Alaskan Native. The racial/ethnic identification

indicated by students on the CSTEP application is acceptable documentation.

3. The application and all required documentation must be kept on file for each student at the CSTEP project site and must be readily available for review by State Education Department (SED) staff.

C. ECONOMICALLY DISADVANTAGED ELIGIBILITY REQUIREMENTS

1. The economic eligibility standards set forth in this section apply only at the time of application to CSTEP. Once admitted, a participant may continue to receive supportive services, as needed, even if the family income rises above the current eligibility standards. In the case of student financial assistance, however, limitations caused by financial need shall apply.

- a) The student's family is the recipient of: 1) Family Assistance Program Aid; or 2) Safety Net Assistance through the New York State Office of Temporary and Disability assistance, or a county department of social services; or 3) family day-care payments through the New York State Office of Children and Family Services or a county department of social services. **See Appendix I: Income Eligibility Criteria**

For the purpose of this subdivision, the number of members in household shall be determined by ascertaining the number of individuals living in the student's residence who are economically dependent on the income supporting the student.

Note: Income refers to all taxable and nontaxable funds received for support of the household in the calendar year prior to the academic year for which participation is sought. Household members include all individuals living therein who are dependent upon that income.

- b). An Independent student is defined as -

Is 24 years of age or older by December 31st of the program year; or is an orphan or ward of the court (A student is considered independent if he or she is a ward of the court or was a ward of the court until the individual reached the age of eighteen); or is a veteran of the Armed Forces of the United States who has engaged in the active duty in the United States Army, Navy, Air Force, Marines, or Coast Guard and was released under a condition other than dishonorable; or is a married individual; or has legal dependents other than a spouse; or is a student for whom an opportunity program and financial aid administrator has made a satisfactory documented determination of independence by reason of other extraordinary circumstances.

2. Exceptions

Reference to the family income scale need not be made if the student falls into one of the following categories, and documentation is available:

- a. The student's family is the recipient of: (1) Family Assistance Program Aid; or (2) Safety Net Assistance through the New York State Office of Temporary and Disability Assistance, or a county department of social services; or (3) family day care payments through New York State Office of Children and Family Services Assistance, or a county department of social services; or
- b. The student is living with foster parents who do not provide support for college, and no monies are provided from the natural parents; or
- c. The student is a ward of the State or a county; or
- d. The student is enrolled or was enrolled in a State Sponsored Opportunity Program (i.e., EOP, HEOP, SEEK, College Discovery).

3. Documentation

- A. The following shall be acceptable documentation of economic eligibility
 1. Documentation of all income, earned dividends and interest: a signed copy of appropriate year's tax returns (IRS forms 1040, 1040A, or 1040EZ; or 4506).
 2. Documentation of a sole worker's income from two or more employers: W2s for the appropriate year or similar documentation acceptable to the Commissioner.
 3. Documentation of no income: a copy of IRS form 4506 which has been filed by the student or family with the Internal Revenue Service or a copy of IRS Letter 1722 indicating that the student (if independent) or parent did not file a return.
 4. Documentation of pension, annuity, or unemployment benefits: letter from the applicable agency showing appropriate year's total award (if not reported on IRS forms 1040, 1040A or 1040EZ or 1099).
 5. Documentation of Social Security, Supplemental Security Income, or Veterans Administration non-educational benefits: a letter from the applicable agency showing applicable year's total award for **each** member of the household including medicare premiums or IRS form 1099 for each member of the household.
 6. Documentation of social services payments: verification from a branch of the State Office of Temporary and Disability Assistance, Office of Children and Family Services Assistance, or a county department of social services showing year that benefits were received and names of recipients including the applicant.

7. Documentation of child support and/or alimony: a court order, affidavit, or student's Free Application for Federal Student Aid form (FAFSA).
8. Documentation of additional members in household: birth certificates, marriage certificates, third-party verification, or similar documentation acceptable to the Commissioner, along with proof of income or lack of income for each such member.
9. Documentation of zero household contribution: the needs analysis output form from one of the United States Department of Education's approved needs analysis systems.

B. Responsibility for Documentation

1. It is the joint responsibility of the program director and a financial aid officer to verify that all first-time program students are economically eligible and that all of the appropriate documentation to verify this eligibility is on hand.

4. FUNDING PRIORITIES

In approving proposals for the CSTEP Program, priority shall be given to institutions that propose to provide one or more of the following:

- A. A focus on services to increase recruitment, retention, and placement of eligible students in severe shortage areas such as nursing, other allied health fields, engineering, and math/science teacher education. Projects addressing this priority should present a plan, which shows how existing institutional and/or program resources can be supplemented/complemented to address the identified need. Programs providing services targeted to increase and retain African-American and Hispanic/Latino males and Native American or Alaskan Native students in CSTEP-targeted fields and the licensed professions.
- B. A pre-freshman/transfer summer program providing a continuum of services and activities aimed at improving the skills and performance of students in college level courses leading to CSTEP-targeted professions. (Projects addressing this priority should provide a clear rationale supporting the proposal of specific career fields.)
- C. Formal collaborations with other two-/four-year institutions, graduate or professional schools, and/or with the Science and Technology Entry Program (STEP) at other higher education institutions.

5. REQUIREMENTS FOR FUNDING

Institutions that receive a CSTEP award will be required to:

- A. Provide services and activities to enhance and increase students' entry into, and performance in, CSTEP-targeted professions;
- B. Provide a research/internship experience for each student prior to graduation (coursework that includes a clinical experience may satisfy this requirement);
- C. Provide academic advisement to students to ensure that they are aware of the opportunities and prerequisites for careers in CSTEP-targeted professions;
- D. Collaborate with appropriate faculty, department chairs, or deans in the planning, implementation, and evaluation of the project;
- E. Provide experiential activities aimed at developing the skills needed for CSTEP-targeted careers;
- F. Collaborate with the STEP program on its campus if present;
- G. Provide an evaluation plan to measure the results of all program activities and the utilization of all resources (project success will be measured using the performance measures delineated in Section 11: Performance Measures for CSTEP);
- H. Contribute at least 25 percent matching funds from institutional and/or other sources.

Note: Funded projects should be conducted at a facility, which will, to the greatest extent possible, meet the accessibility needs of individuals with disabilities who will participate in project activities. The institutions conducting the programs are responsible for special accommodations, such as interpreters, assistive listening devices, large print or Braille materials.

6. BUDGET

A Use of Funds

- 1. Activities funded by a CSTEP grant contract will be administered pursuant to a written agreement between the State Education Department and the participating institution.
- 2. CSTEP funds may not be used for purposes that have not been described in the proposal. Amendments to the budget during the course of the year that involve changes in the manner in which CSTEP funds are expended must have prior written approval from the CDPU.

B Allowable Expenses

Allowable direct costs include the following:

- 1. Program administration, including professional and non-professional salaries, fringe benefits, staff travel, etc;

2. Stipends for students participating in approved CSTEP-supervised practical training (the maximum stipend must be consistent with the average for similar activities at the institution);
3. Program activities, such as field trips, student conference-related expenses, program/achievement awards, related fees and/or charges including those for recreational facilities and activities, standardized test instruction fees, etc. (with priority given to CSTEP student development activities;)
4. When equipment is purchased with CSTEP funds, it is the responsibility of the institution to ensure that the Equipment Inventory Form is completed and that a copy is submitted to the SEDCDPU. If a program closes, any equipment purchased with CSTEP-SED funds must be released for transfer to another CSTEP program so that the equipment continues to support CSTEP students. CSTEP-SED staff will assist in arranging the transfer of such equipment;

Note: Equipment items with a unit value of \$5,000 or more and having a useful life of more than one year must be reported in the equipment category.

5. Evaluation materials and activities;
6. Staff professional development/training (with priority given to expenses related to C/STEP Professional Development activities); and
7. Program brochures/materials and promotional activities.
8. Subcontracts for program services can be made. However allowed maximum for a sub-contract is 30% of the award.

C Indirect Expenses

1. Funds for indirect expenses provided by the CSTEP award may not exceed eight percent of the total CSTEP grant contract expenditures. Indirect costs cannot be charged on the following items:
 - i. Equipment purchases
 - ii. Stipends/honoraria
 - iii. Tuition
 - iv. The amount exceeding \$25,000 of an individual contract
2. Funds for indirect expenses provided by the institution may not exceed 20 percent of the matching funds contributed by the institution and other sources.

D. Fringe Benefits

The rate for fringe benefits cannot exceed the **actual rate** paid by the institution. The maximum rate that will be considered is the rate allowed by the New York State Comptroller's Office.

E. Transfer of Funds

1. Prior written approval from the CDPU is required for all budget transfers of more than \$1,000 or 10 percent, whichever is greater. Form FS-10-A: Proposed Amendment for a Federal or State Project must be used to request budget amendments and must be submitted to the Unit for approval. All FS-10-As must be submitted by May 31st of the program year.
2. Funds up to \$1,000 or 10 percent, whichever is greater, may be transferred between approved line categories without prior written approval. However, the Unit must be informed in writing of all amendments made to an approved budget within 30 days of each occurrence, but no later than May 31st of the program year.

Note: Failure to follow these procedures may result in the disallowance of all expenditures not previously approved by SED/CDPU.

F. Institutional Funds

1. Matching Funds

A minimum 25 percent match of the CSTEP grant contract is required. The matching requirement may be met through the institution's own resources, private sources, certain other governmental sources, and in-kind services. All matching contributions must be used for activities related exclusively to the CSTEP project, and institutional accounts must be structured to reflect this contribution by appropriate line item.

2. Program Support

The institution must provide sufficient space and resources for the effective operation of the program.

3. Institutional Obligation

Institutions approved for funding will have an obligation to honor the institutional amount committed as shown in the proposed budget. This obligation will be reflected in the approved budget agreed to by SED/CDPU and the institution and may be amended only upon the written agreement of both parties.

G. CSTEP Payment Schedule

1. Funds will be distributed using the SED grant contract process. The first payment of 25% will be generated upon the final approval of the *FS-10: Proposed Budget for a Federal or State Project*. Thereafter, additional payments (up to 90 percent of the grant amount) are generated only by the submission of an *FS-25: Request for Funds for a Federal or State Project* form. An *FS-25* should be filed quarterly by institutions awarded less than \$100,000 and monthly by institutions awarded \$100,000 or more as the need for additional funds arises. All *FS-25s* must be submitted **directly** to the State Education Department's **Grants Finance Unit** at the address listed on the form for payment.
2. For-Profit Institutions - Funds will be distributed using the SED grant contract process. However, "for profit" institutions will not be advanced any payment until some work or service has been performed. Thereafter, the applicant can receive interim payments, but only actual expenditures will be reimbursed.
3. All Institutions -
A final payment for the balance of the grant contract will be made after an *FS-10-F: Final Expenditure Report for a State or Federal Project* is submitted to the Grants Finance Unit and approved. **The FS-10-F short form is due in the Grants Finance Unit by July 30th.**

H. Records Retention:

The following general rule for record retention satisfies requirements in most instances: Supporting documentation must be retained for the current year plus six prior years unless otherwise required by specific program requirements. Audit or litigation will "freeze the clock" for records retention purposes. Supporting documentation related to an issue under audit or litigation must be retained until resolved.

7. **PROJECT SCHEDULE**

A. Operation Dates

Projects may begin as early as July 1, but must be completed by June 30. Expenses incurred prior to July 1, or after June 30, will not be reimbursed. The July 1st through June 30th dates also apply for subsequent years in this proposal funding cycle.

B. Day of Service Guidelines

Mission: The Statewide Day of Service is intended to provide education and career information to students (not currently served by STEP and CSTEP) in grades 6-12 regarding the fields of science, technology, engineering, and

mathematics (STEM) and the licensed professions. All STEP and CSTEP regions and each project will participate in Day of Service activities. A consistent message statewide promoting access for historically underrepresented and economically disadvantaged students to STEM fields and the licensed professions will be used in presentations conducted for students, parents and school guidance personnel.

This list is designed to be a guideline for Day of Service activity planning and is not intended to be all-inclusive.

- All the fields mentioned above do not need to be covered during a particular Day of Service.
- Each STEP and CSTEP project can recruit volunteers to assist in their planned activities including current students, alumni, project staff, instructors, tutors, mentors. Feel free to collaborate with other campus-based groups that share similar goals and objectives to STEP and CSTEP such as the National Society of Black Engineers, the Society for Hispanic Professionals in Engineering, the Ronald E. McNair program, the Louis Stokes Alliance for Minority Participation, the Higher/Education Opportunity Program and your campus Black/Latino/Native American and professional student organizations.
- Activities are encouraged to be classroom-based. Classroom-based activities are activities that take place within a classroom setting. This will ensure that the greatest number of students are exposed to the fields of study promoted by STEP and CSTEP. In addition, STEP and CSTEP projects may sponsor activities that take place outside of the school setting.
- Based on the list of possible participants from each campus-based STEP or CSTEP project, **we are suggesting that each project utilize a minimum of at least six volunteers who will visit at least four classes each.** If we assume a class size of approximately twenty five students per class, we can potentially reach over 65,000 students.
- A general outline is attached which should be used during the DOS presentations. The presentations can be custom-tailored by the STEP and CSTEP project representatives, but they need to include a standardized message and conclude with a referral to the resource website currently under development. The resource website will include information on all of the licensed professions, links to after school and summer educational enrichment programs, scholarship sites and research/internship opportunities.
- All activities should occur between October 1st and May 31st.
- Documentation of the number of students impacted by each Day of Service activity and the number of schools/classrooms visited should be collected. Documentation should also be kept regarding the number of

volunteers who participate in DOS activities. This information should be made available upon request to the New York State Education Department.

Outline for Day of Service

October 1st - May 31st

- Introduction of individual presenters and institutional affiliation (5 minutes)
- Purpose: To introduce students to careers in Science, Technology, Engineering, Mathematics (STEM) and the Licensed Professions (5 minutes)
- Interactive activity (15 minutes)
- Overview of Shortage areas- Optional (5 minutes)
 - Local
 - State
 - National
 - Global
- Handouts/Wrap Up (10 minutes)
 - Education/Income chart
 - Website
 - Office of the Professions handout

C. Required Reports

- Each institution receiving a CSTEP grant contract will be required to submit a mid-year assessment and a final report to the NYSED. The mid-year assessment will be due in February and the final report on all project operations, expenditures, and project accomplishments will be due in **August**. Failure to meet these deadlines could jeopardize future funding. The format for the mid-year assessment and the final report will be provided.

D. Annual Statewide CSTEP Conference: Early April

8. To be kept on file, subject to review by SED

REQUIRED CSTEP STUDENT DATA

Date: _____

Student name: _____

Address: _____

Local phone number: _____
(area code)

NYS resident? Yes No

Country of birth, if other than USA: _____

Social Security Number: _____ Date of birth: _____

Parent/guardian name(s): _____

Parent/guardian address (es): _____

Daytime telephone number: _____
(area code)

Gender: Male Female

Ethnicity: African-American* Hispanic/Latino

 Native American or Alaskan Native White

 Asian/Pacific Islander Other

*(Includes all individuals of African descent)

Indicate Other Opportunity Program enrollment: EOP College Discovery SEEK HEOP

I, _____, agree to fully participate in the Collegiate Science and Technology Entry Program (CSTEP) at _____
(Name of institution)

Signature Date

9. List of Professions Licensed, Registered, or Certified by the Board of Regents

[Acupuncture](#)

[Architecture](#)

[Athletic Training](#)

[Audiology](#)

[Certified Shorthand Reporting](#)

[Chiropractic](#)

[Clinical Laboratory Practitioners](#)

[Dentistry](#)

- Dentists
- Dental Anesthesia/Sedation
- Dental Hygienists
- Certified Dental Assistants

[Dietetics-Nutrition](#)

[Engineering](#)

[Interior Design](#)

[Land Surveying](#)

[Landscape Architecture](#)

[Massage Therapy](#)

[Medical Physics](#)

[Medicine](#)

- Physicians
- Physicians, 3-year limited license
- Physician Assistants
- Specialist Assistants

[Mental Health Practitioners](#)

- Creative Arts Therapy
- Marriage and Family Therapy
- Mental Health Counseling
- Psychoanalysis

[Midwifery](#)

[Nursing](#)

- Registered Professional Nurses
- Nurse Practitioners
- Licensed Practical Nurses

[Occupational Therapy](#)

- Occupational Therapists
- Occupational Therapy Assistants

[Ophthalmic Dispensing](#)

[Optometry](#)

[Pharmacy](#)

- Pharmacists
- Pharmacy Establishments

[Physical Therapy](#)

- Physical Therapists
- Physical Therapist Assistants

[Podiatry](#)

[Psychology](#)

[Public Accountancy](#)

- Certified Public Accountants
- Public Accountants

[Respiratory Therapy](#)

- Respiratory Therapists
- Respiratory Therapy Technicians

[Social Work](#)

[Speech-Language Pathology](#)

[Veterinary Medicine](#)

- Veterinarian
- Veterinary Technician

Note: Law and math/science teaching are also considered professions for the purposes of CSTEP.

For updates, go to <http://www.op.nysed.gov/proflist.htm>

10. Site Visit Process

New York State Education Department
Office of K-16 Initiatives and Access Programs
Collegiate Development Programs Unit
Collegiate Science and Technology Entry Program
Site Visit Review and Assessment
2006-2010

Date of Visit: _____ Project #: 0537_-----

Institution: _____

Name of Project Director: _____

SED Liaison: _____

CSTEP Project Staff

| Name | Title |
|------|-------|
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This document is designed to identify the strengths and improvement opportunities for institutions funded to operate a Collegiate Science and Technology Entry Program (CSTEP). There is no pass/fail rating for this review and assessment. The institution should use the responses and comments to guide and provide direction for program development. The findings reported will be used as part of the institution’s annual performance summary. The review and assessment covers the following areas:

1. Funding Priorities
2. Requirements
3. Student Data
4. Project Staffing and Management
5. Summary of Findings and Recommendations

Each item will receive one of the following responses: Not Applicable (NA), Satisfactory (S) or Improvement Needed (IN). Space for comments to each item is provided for the reviewer to record observations that were especially significant. The last page is for the Summary of Findings and Recommendations.

| FUNDING PRIORITIES | Ratings (4) | | | COMMENTS |
|---|-------------|-----|------|----------|
| | (NA) | (S) | (IN) | |
| Services designed to recruit, retain and place eligible students in severe shortage areas such as nursing, other allied health fields, engineering, and math/science teacher education. | | | | |
| Services designed to increase African-American and Hispanic/Latino <u>males</u> and Native American or Alaskan Native students in CSTEP-targeted fields and the licensed professions. | | | | |
| Pre-freshman/transfer summer program providing a continuum of services and activities aimed at improving the skills and performance of students in college level courses leading to CSTEP-targeted professions. | | | | |
| Formal collaboration with other two-/four year institutions, graduate or professional schools, and/or with the Science and Technology Entry Program (STEP) | | | | |

| | Ratings (4) | | | |
|---|-------------|-----|------|-----------------|
| REQUIREMENTS | (NA) | (S) | (IN) | <u>COMMENTS</u> |
| Services designed to increase the number of students entering CSTEP-targeted professions. | | | | |
| Research/internship experience for each student prior to graduation. Coursework that includes a clinical experience is acceptable. | | | | |
| Academic advisement to insure that students are aware of opportunities and prerequisites for careers in CSTEP-targeted professions. | | | | |
| Collaboration with appropriate faculty, department chairs, or deans in the planning, implementation, and evaluation of the project. | | | | |
| Experiential activities aimed at developing the skills needed for CSTEP-targeted careers. | | | | |
| Evaluation plan that measures the results of all program activities. | | | | |

| Ratings (4) | | | | |
|--|-------------|------------|-------------|------------------------|
| RECRUITMENT/ STUDENT DATA | (NA) | (S) | (IN) | <u>COMMENTS</u> |
| The institution has reached its contract enrollment number. | | | | |
| The institution has all of the required student information on file. | | | | |
| PROJECT STAFF & MANAGEMENT | (NA) | (S) | (IN) | <u>COMMENTS</u> |
| Institution meets its proposed staffing level. | | | | |
| Program conducts regular staff meetings. | | | | |
| Staff participates in professional development activities. | | | | |
| Staff receives performance evaluations. | | | | |

Summary of Findings:

Recommendations:

SED Reviewer's Signature: _____

Date: _____

11. Income Eligibility Criteria

STEP/CSTEP Income Eligibility Criteria 2008-09 through 2010-11

| Number of Members in Household | 2008-09 | 2009-10 | 2010-11 |
|---|--|--|--|
| 1 | \$15,140 | \$15,590 | \$16,060 |
| 2 | \$20,390 | \$21,000 | \$21,630 |
| 3 | \$25,650 | \$26,420 | \$27,210 |
| 4 | \$30,900 | \$31,830 | \$32,790 |
| 5 | \$36,150 | \$37,240 | \$38,360 |
| 6 | \$41,410 | \$42,650 | \$43,960 |
| 7 | \$46,660 ¹ | \$48,060 ² | \$49,500 ³ |
| This add-on allowance cannot be combined with the add-on amount shown below | Add \$5,250 for two workers or for one worker as sole support of a one-parent family* | Add \$5,410 for two workers or for one worker as sole support of a one-parent family* | Add \$5,570 for two workers or for one worker as sole support of a one-parent family* |
| This add-on allowance cannot be combined with the add-on amount shown above | Add \$2,630 for a household supported by one member working two or more jobs at the same time. | Add \$2,710 for a household supported by one member working two or more jobs at the same time. | Add \$2,790 for a household supported by one member working two or more jobs at the same time. |

¹ Add \$5,250 for each family member in excess of 7.

² Add \$5,410 for each family member in excess of 7.

³ Add \$5,570 for each family member in excess of 7.

* The amount shown for this add-on allowance includes a circumstance where one parent is working one or more jobs.

12. STEP and CSTEP Network Committees

- Regional Representative
- Regional Representative Alternate
- Regional Liaison to STEP Conference
- Regional Liaison to STEP Conference Subcommittees
- Regional Liaison to CSTEP Conference
- Regional Liaison to CSTEP Conference Subcommittees
- Regional Liaison to Best Practices Conference
- Regional Liaison to Best Practices Conference Subcommittee
- Statewide Website Committee
- Statewide DVD Committee
- Statewide Recruitment and Marketing Subcommittee
- Regional APACS Liaison
- Statewide Professional Development Subcommittee
- Strengthening STEP and CSTEP Collaboration Subcommittee
- Member of Regional Internal Subcommittees