

Collegiate Science and Technology Entry Program (CSTEP) Field Guide 2015-2020



CSTEP Program Field Guide

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Guidelines for the Collegiate Science & Technology Entry Program

(I) Program Origin:

- a. NYS Legislation: 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).
- b. Regents Action Paper, February 1984: Increasing Minority Access to the Licensed Professions

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.

(II) Mission Statement:

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

(III) Student Eligibility:

To be eligible for undergraduate Collegiate Science and Technology Entry Program support, a student must be a resident of New York who is either economically disadvantaged or from a minority group historically underrepresented in the scientific, technical, health and health-related professions, and who demonstrates interest in and a potential for a professional career if provided special services.

Eligible students must be in good academic standing and enrolled full-time in an approved program of study, as defined by the Regents.

a. **For the purpose of CSTEP:**

- i. A student is considered a New York State resident if he or she now resides in New York State and will be an undergraduate and has lived in New York State for the last year of high school; or was a resident when the student entered military service, VISTA, or the Peace Corps and re-established New York State residency within six months after release from service; or has resided in New York State for at least 12 months immediately preceding the first term for which the applicant is enrolled as an undergraduate or graduate student in CSTEP and has established domicile (permanent residence) in New York State.
- ii. Minorities historically underrepresented in the scientific, technical, health and health-related professions means residents of New York State or permanent resident aliens residing in New York State who are Black, Hispanic, American Indian or Alaskan native.
- iii. Economically Disadvantaged: For the purpose of CSTEP, a student who is economically disadvantaged means a student who meets the criteria set forth in section 27-1.1 of the Rules of the Board of Regents. The Income eligibility criteria will be published annually by CSTEP-SED for the 2015-2020 funding cycle. The eligibility standards set forth apply only at the time of admission as a first-time student to a CSTEP program. Once admitted, a student may continue to receive supportive services as needed, even if the family income rises above the current eligibility standards.

b. **Required Documentation:**

- i. Institutions are required to develop an application for CSTEP participants. Students must complete this 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 program is responsible for having each student's previous and current transcripts on file for the duration of his or her participation in the program
- ii. Documentation confirming economically disadvantaged status is required only for students who are not Black or African-American, Hispanic, American Indian or Alaskan native. Said economic disadvantage documentation would be a copy of the student's FAFSA and/or a signed copy of all applicable and most recent year's tax returns (IRS form 1040, 1040A, 1040EZ or 4506). The economic eligibility standards set forth apply only at the time of admission as a first-time student to a CSTEP program. Once admitted, a student may continue to receive supportive services as needed, even if the family income rises above the current eligibility standards.
- iii. Documentation of Black, Hispanic, American Indian or Alaskan native identity may be in the form of a completed CSTEP application signed by the student, and/or the official college application indicating race/ethnicity
- iv. The application and all required documentation must be kept on file for each student at the CSTEP institution and must be readily available for review by State Education Department (CSTEP-SED) staff. In the case of consortia, a copy of the CSTEP application for each student must be available at the home campus as well as at the lead institution.

- c. Additional documentation of household income need not be collected if the student falls into one of the following categories, and documentation is available to demonstrate:
 - i. The student's family is the recipient of Family Assistance Program Aid or Safety Net Assistance through the New York State Office of Temporary and Disability Assistance or a county department of social services; or is the recipient of family day care payments through New York State Office of Children and Family Services Assistance, or a county department of social services;
 - ii. The student is living with foster parents who do not provide support for college, and no monies are provided from the natural parents;
 - iii. The student is a ward of the State or a county;

- d. For purposes of economic eligibility for CSTEP, an independent student means a student who:
 - i. is 24 years of age or older by December 31st of the program year; or
 - ii. 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 18); or
 - iii. 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
 - iv. is a married individual; or
 - v. has legal dependents other than a spouse; or
 - vi. 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.

(IV) Program Requirements:

- a. Ensure that CSTEP is an academic opportunity program and must be closely coordinated with the academic affairs at the institution and provide suitable institutional support.
- b. Professional Staffing – (the following is a suggested guide to program staffing qualifications)
 - i. Project Director – The CSTEP director is responsible for providing leadership to CSTEP and for the management of the contract and all related CSTEP activities. The project director or Associate Director should have a minimum of a bachelor's degree with 3-5 years of program administration & management experience. The director should also have experience in fiscal management and budgetary oversight. In addition, he or she should have experience working with students from historically underrepresented or economically disadvantaged groups.
 - ii. Assistant Director/Coordinator – The Assistant Director or Coordinator should have a minimum of a bachelor's degree with 1-3 years of program administration & management experience. In addition, he or she should have experience working with students from historically underrepresented or economically disadvantaged groups.

- c. Collaborate with appropriate faculty, department chairs or deans in the planning, implementation, and evaluation of the CSTEP project.
- d. Plan and implement a program evaluation with quantitative and qualitative measures outlining the impact of academic services and interventions and the identified recruitment, retention and shortage field priorities.
- e. Contribute at least 25 percent matching funds from institutional, governmental (other than New York State) and other in-kind sources.
- f. Provide evidence of Statewide & Regional collaboration:
- g. Demonstrate participation in Statewide & Regional collaborations related to education in the licensed professions, scientific, and technical fields, including the determination and remediation of regional and statewide scientific and technical career shortages.
- h. Demonstrate upper-division undergraduate and/or graduate student participation in professional organization meetings and/or conferences in their field.
- i. Ensure audit accountability, as each institution must adhere to the Generally Accepted Accounting Principles and reflect CSTEP and institutional monies by line item, separate from all other institutional accounts. State, institutional, Federal, and other grant funds must be clearly delineated.
- j. Provide instructional support in “gateway courses” (i.e., small group tutorials or supplemental instruction in biology, chemistry, physics, calculus, and pre-professional pre-requisite courses) at the freshman and sophomore levels, and tutoring for higher level courses at the junior and senior levels.
- k. Provide services to enhance and increase students’ involvement in research and/or internship opportunities, including, but not limited to, a CSTEP coordinated research/internship experience for each student prior to graduation (coursework that includes a clinical experience may satisfy this requirement) culminating in either a research project or written summary of internship.
- l. Provide **student** professional development opportunities: workshops, poster presentations, publications in professional/research that promote access to careers in math, science, technology, health-related fields, and the licensed professions
- m. Provide program services and activities that include: tutoring, academic counseling, remedial and special summer courses, supplemental financial assistance, recruitment, academic enrichment, career planning, and review for licensing examinations for students pursuing careers in scientific and technical fields and the licensed professions
- n. Plan, implement, and assess Day of Service participation by CSTEP students in their local community or the local community of the institution. These events are meant to both bring a highlight to the experience of CSTEP students in education for the licensed professions, scientific, and technical fields, and to provide an opportunity to showcase community collaboration in utilizing the skills learned in their academic college experience.

(V) BUDGET

a. Use of Funds

- i. Activities funded by a CSTEP grant contract will be administered pursuant to a written agreement between the State Education Department and the participating institution.
- ii. CSTEP funds may not be used for purposes that have not been described in the authorizing statute, the Regulations of the Commissioner of Education or this RFP. Amendments to the proposal 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 CSTEP-SED. See E. Transfer of Funds below for additional information.
- iii. Students enrolled in the State-funded opportunity programs (HEOP, EOP, SEEK, or College Discovery) are eligible to participate in CSTEP; however, institutions must ensure that no more than 20 percent of all CSTEP participants are concurrently enrolled in an opportunity program, that services are not duplicated between programs, and institutions must be able to demonstrate non-duplication of services in the activity section of the annual report. "Double-counting" of students to generate funds from more than one outside source will not be permitted.

b. Allowable Expenses:

Under §6455 of the NYS Education Law, Collegiate Science and Technology Entry Program monies as part of a program may be used for tutoring, academic counseling, remedial and special summer courses, supplemental financial assistance, recruitment, academic enrichment, career planning, review for licensing examinations, and program administration.

Allowable costs include the following:

- i. Program administration, including professional and non-professional salaries, benefits, staff travel for required program administration as approved by NYSED;*Note: Out of state travel requires prior approval by NYSED liaison.
- ii. Supplemental Financial Assistance (to include stipend, nominal travel assistance, and CSTEP student conference-related expenses) for students participating in CSTEP-coordinated research opportunities and internships;
- iii. Program activities and services directly related to pre-professional or professional education programs of study that lead to professional licensure and to careers in scientific and technical fields and the licensed professions, such as: tutoring, academic counseling, remedial, standardized test instruction fees; recruitment of students, academic enrichment, career planning, and review for licensing examinations;
- iv. Student classroom supplies, including student laboratory supplies;
- v. Administrative and instructional supplies and materials (including instructional or administrative computer software and computers, lab equipment, etc.).
 - a. When equipment (items with a unit value of \$5,000 or more) 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 CSTEP-SED.

- b. If a program closes, any equipment purchased with CSTEP-State funds must be released for transfer to another CSTEP program so that the equipment continues to support CSTEP students.
- c. CSTEP-SED staff will assist College staff in arranging the transfer of such equipment;
- vi. Indirect costs at no more than 8% are allowed.

Adjustments to an award amount will occur if items within the proposed budget are deemed to be non-allowable or inappropriate.

c. Non-Allowable Costs

- i. Funds are not available for rental of office or meeting space, storage facilities, fixtures or communication cost (phone and/or electronic communication cost), and other items which fall outside of the allowable expenses identified in the legislation, regulations or this RFP.
- ii. State CSTEP funds cannot be used for organizational dues or items not specifically allowed under the categories identified above.
- iii. Funds cannot be used to pay for the salary or stipend of the CSTEP Director's Supervisor or someone designated as a Principal Investigator for the grant contract (in their role as supervisor or PI).
- iv. Funds may not be used for purposes other than those described in the approved grant contract.
- v. Funds may not be used for cultural enrichment or other social activities.
- vi. Funds must supplement, not supplant, existing funding sources.

d. Fringe Benefits

The rate for fringe benefits cannot exceed the actual rate paid by the institution. For SUNY institutions, the maximum rate that will be considered is the rate allowed by the New York State Office of the State Comptroller (OSC).

- e. Transfer of Funds: Failure to follow these procedures may result in the disallowance of all expenditures not previously approved by CSTEP-SED.
 - i. Consistent with the Fiscal Guidelines for Federal and State Grants, budget transfers must be requested using Form FS-10-A: Proposed Amendment for a Federal or State Project.
 - ii. All FS-10-A forms must be submitted anytime between the start date of any funding year and May 15th.
 - iii. An amendment that would result in a transfer of funds among program activities or budget cost categories that does not affect the amount, consideration, scope or other terms of such contract may still be subject to the approval of the Attorney General and the Office of the State Comptroller where the amount of such modification is, as a portion of the total value of the contract, equal to or greater than ten percent for contracts of less than five million dollars, or five percent for contracts of more than five million dollars; and, in addition, such amendment may be subject to prior approval by the applicable State Agency as detailed in the contract.
 - iv. Funds must not be expended until the budget/contract amendment has been approved in writing.

f. Institutional Funds

i. Matching Funds

- a. 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, other non-New York State 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.
- b. Matching funds for indirect expenses provided by the institution may not exceed 20 percent of the matching funds contributed by the institution and/or other non-NYS sources.

ii. Program Support

- a. The institution must provide sufficient space and resources consistent with other academic support programs on the campus for the effective operation of the program.
- b. Programs must have access to and use of space needed to conduct the following: group meetings/workshops, conferencing, confidential academic counseling, program administration, and tutoring services.
- c. Projects must 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.
- d. The institutions conducting the programs are responsible for reasonable accommodations, such as interpreters, assistive listening devices, large print or Braille materials, etc.

iii. Institutional Obligation

- a. Institutions approved for funding will have an obligation to honor the institutional amount committed in support of the program in each budget category. This obligation will be reflected in the approved budget agreed to by CSTEP-SED and the institution. The budget indicating matching funds may be amended only upon the written agreement of both parties.

g. CSTEP Payment Schedule and Financial Reporting

- i. Activities funded under a CSTEP award will be administered pursuant to a written contract between NYSED and the funded applicant institution or applicant lead institution of a consortium. An institution awarded a contract and accepting CSTEP funds must submit an annual budget and budget narrative, for the first year and each succeeding year in a form and manner prescribed by CSTEP-SED.

ii. Budgets (FS-10)

- a. The application must include an FS-10 Budget Form for the first year of the program.
- b. Each institution receiving a CSTEP award will be required to submit a FS-10 and Budget Narrative prior to the beginning of each subsequent program year. This is due to CSTEP-SED no later than April 1 for the program year beginning July 1. The FS-10 and Budget Narrative must be approved by SED prior to the requesting of any funds by the institution.
- c. General descriptions of expenditures, applicable cost principles and administrative regulations are available in the Fiscal Guidelines for Federal and State Grants <http://www.oms.nysed.gov/cafe/guidance/guidelines.html>.

iii. Not-for-Profit Applicants

- a. The initial payment of 25% of the annual budget will be made upon execution of the contract.
 - b. Subsequent payments will be made following the project submission of a **FS-25** form.
 - c. The final payment of **10%** occurs upon the approval of the Final Program and Expenditure Reports (**FS-10F Long Form**).
- iv. For-Profit Applicants
- a. For-profit institutions will receive payment for work or service that has been performed. The applicant may receive interim payments (up to 90 percent of the grant contract), but only actual expenditures will be reimbursed.
 - b. The final reimbursement payment of 10% occurs upon the approval of the Final Program and Expenditure Reports (FS-10F Long Form).

Note: The Grant Contract is fully executed when it has been signed by the institution's Chief Executive Officer or their designee, the New York State Education Department, the Office of the New York State Attorney General, and the New York State Office of the State Comptroller.

h. Records Retention

- i. All CSTEP related institutional records, including student and fiscal records, are subject to audit by the State Education Department and the Office of the State Comptroller, or an agency designated by one of the above.
- ii. Fiscal records, including those identifying an expense of CSTEP funds, must be maintained for seven full years, or longer if required by institutional policy or practice.
- iii. Student records must be maintained for six years after the student graduates.
- iv. If a student withdraws from the institution prior to graduation, the student CSTEP record must be maintained for six years from the end of the academic term in which the student withdrew, or longer if required by institutional policy or practice.
- v. 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 or the above general rule for record retention, whichever is longer.

(VI) **PROJECT SCHEDULE**

a. Operation Dates

- i. For the initial program funding year, projects may begin as early as July 1, 2015, but must be completed by June 30, 2016. The operational dates for subsequent years covered by this proposal will be July 1st through June 30th.

b. Required Program Reports

- i. Late or inaccurate submissions of any budgetary forms and/or Programmatic reports may result in the suspension of funds.
- ii. Exceptions to due dates may be made to programs that have requested an extension in writing to their liaison and have received approval. Acceptable written request may be sent via email, regular mail, or fax. All communication requesting an extension must be copied to the President, Provost of the institution, or appropriate supervisor and indicate the reason why the institution is unable to submit its report on time.
- iii. Each institution receiving a CSTEP award will be required to submit two program reports annually; a mid-year report and a final report to the CSTEP-SED.

- a. The mid-year report is to be received by SED not later than March 15 every year. This report specifies the enrolled CSTEP students as well as the initial expenditures and activities in operating the CSTEP in a form and manner prescribed by CSTEP-SED. The CSTEP student FTE reported on the report will be used to ensure that the institution has met their budgeted CSTEP student FTE. The mid-year report shall cover the period from July 1 through December 31.
- b. The final program report is due on September 15th of each program year. The final report shall cover the period from July 1 through June 30 (the entire program year). This report, in a form and manner prescribed by CSTEP-SED, outlines the institution's expenditures and activities in CSTEP for the program year and provides:
 - i. An analysis of program operation in terms of the stated priorities and the extent to which the priorities were achieved.
 - ii. An itemization of the institution's support of such program during the contract period including the use of outside (Federal, State and local) funds.
 - iii. Plans for program change, expansion and development.
 - iv. The extent and nature of faculty, staff, student, and community involvement and participation in program planning and development.
- iv. As indicated, the institution's program reports will be reviewed upon receipt by CSTEP-SED for accuracy and completeness. The institution will be notified by SED if their submission is incomplete and/or requires additional information.

(VII) Day of Service Guidelines

Mission: 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 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.

- a. All the fields mentioned above do not need to be covered during a particular Day of Service.
- b. 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.
- c. 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 numbers 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.

- d. 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.
- e. A general outline is attached which should be used during the DOS presentations. Presentations can be custom-tailored by the STEP and CSTEP project representatives, but they should include a standardized message and could conclude with a referral to the website (www.stepforleaders.org)
- f. All activities should occur between October 1st and May 31st.
- g. 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

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

<http://www.op.nysed.gov/prof/>

[Acupuncture](#)

[Applied Behavior Analysis](#)

- . Licensed Behavior Analysts
- . Certified Behavior Analyst Assistants

[Architecture](#)

[Athletic Training](#)

[Audiology](#)

[Certified Shorthand Reporting](#)

[Chiropractic](#)

[Clinical Laboratory Technology](#)

- . Clinical Laboratory Technologists
- . Cytotechnologists
- . Clinical Laboratory Technicians
- . Certified Histological Technicians

[Dentistry](#)

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

[Dietetics-Nutrition](#)

[Engineering](#)

[Geology](#)

[Interior Design](#)

[Land Surveying](#)

[Landscape Architecture](#)

[Massage Therapy](#)

[Medical Physics](#)

[Medicine](#)

- . Physicians
- . Physician Assistants
- . Specialist Assistants

[Mental Health Practitioners](#)

- . Creative Arts Therapists
- . Marriage and Family Therapists
- . Mental Health Counselors
- . Psychoanalysts

[Midwifery](#)

[Nursing](#)

- . Registered Professional Nurses
- . Nurse Practitioners
- . Clinical Nurse Specialists
- . Licensed Practical Nurses

[Occupational Therapy](#)

- . Occupational Therapists
- . Occupational Therapy Assistants

[Ophthalmic Dispensing](#)

[Optometry](#)

[Perfusion](#)

[Pharmacy](#)

- . Pharmacists
- . Pharmacy Establishments

[Physical Therapy](#)

- . Physical Therapists
- . Physical Therapist Assistants

[Podiatry](#)

[Polysomnographic Technology](#)

[Psychology](#)

[Public Accountancy](#)

- . Certified Public Accountants
- . Public Accountants

[Respiratory Therapy](#)

- . Respiratory Therapists
- . Respiratory Therapy Technicians

[Social Work](#)

- . Licensed Master Social Worker (LMSW)
- . Licensed Clinical Social Worker (LCSW)

[Speech-Language Pathology](#)

[Veterinary Medicine](#)

- . Veterinarian
- . Veterinary Technician

c. **Income Eligibility Criteria**

<http://www.highered.nysed.gov/kiap/colldev/CollegiateScienceandTechnologyEntryProgram.htm>

STEP/CSTEP
Income Eligibility Criteria
2015-2016

Number of Members in Household	2015-2016
1	\$21,755
2	\$29,471
3	\$37,167
4	\$44,863
5	\$52,559
6	\$60,255
7	\$67,951 ¹

¹ Add \$7,696 for each family member in excess of 7.

d. CSTEP and STEP Statewide Committees

SED Regional Representative

SED Regional Representative Alternate

CSTEP Conference Committee

Sub-Committees:

- Entertainment
- Oral Presentations
- Poster Presentation
- Workshops
- Transfer, Graduate & Professional Opportunities fair
- Student Ambassadors
- Conference Journal

STEP Conference Committee

Sub-Committees:

- Entertainment
- Poster Presentation
- Workshops
- Staff Professional Development
- College Fair
- Student Ambassadors
- Robotics Exhibition

APACS Committees

- Executive Committee
- Regional Liaison
- Best Practices Conference
 - Sub-Committees
- Website/Communications Committee
- Advocacy Committee
- Membership
- Other Initiatives
 - Data Committee

e. SAMPLE: Site Review and Assessment

New York State Education Department
Office of Postsecondary Access, Support and Success
Collegiate Science and Technology Entry Program
Site Visit Review and Assessment

Date of Visit: _____ Project #: 0537_____

Institution: _____ Grant Contract #: _____

Address: _____

Name of Project Director: _____

Project Staff and Title: _____

Contracted Number of Students: _____

Number of Students Registered: _____

Program Operation Period Summer_____ Academic Year _____

SED Reviewer: _____

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. 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.

PRIORITIES	(NA)	(S)	(IN)	A. <u>COMMENTS</u>
Increase the recruitment, enrollment and retention of eligible students at your institution pursuing registered academic programs in severe regional or statewide scientific and technical career shortage areas.				
Increase the recruitment, enrollment and retention of eligible students that are most in need at your institution.				

REQUIREMENTS	(NA)	(S)	(IN)	COMMENTS
<p>Requirement 1: Provide instructional support in “gateway courses” (i.e., small group tutorials or supplemental instruction in biology, chemistry, physics, calculus, and pre-professional pre-requisite courses) at the freshman and sophomore levels, and tutoring for higher level courses at the junior and senior levels.</p>				
<p>Requirement 2: Provide services to enhance and increase students’ involvement in research and/or internship opportunities, including, but not limited to, a CSTEP coordinated research/internship experience for each student prior to graduation culminating in either a research project or written summary of internship.</p>				
<p>Requirement 3: Provide student professional development opportunities: workshops, poster presentations, publications in professional/research that promote access to careers in math, science, technology, health-related fields, and the licensed professions.</p>				
<p>Requirement 4: Provide program services and activities that include: tutoring, academic counseling, remedial and special summer courses, supplemental financial assistance, recruitment, academic enrichment, career planning, and review for licensing examinations for students pursuing careers in scientific and technical fields and the licensed professions.</p>				
<p>Requirement 5: Describe Day of Service planning, implementation, and assessment for participation by CSTEP students in their local community or the local community of the institution. These events are meant to both bring a highlight to the experience of CSTEP students in education for the licensed professions, scientific, and technical fields, and to provide an opportunity to showcase community collaboration in utilizing the skills learned in the classroom.</p>				

STUDENT DATA	(NA)	(S)	(IN)	COMMENTS
The institution has reached contract enrollment number.				
The institution has all of the required information for students in the program?				

PROJECT STAFFING AND MANAGEMENT	(NA)	(S)	(IN)	COMMENTS
Institution meets its proposed staffing level				
Program conducts staff meetings				
Staff participates in professional development activities				
Staff receive performance evaluations				

Summary of Findings:

Recommendations:

Name of Institution: _____

Grant Contract #: _____

Grant Project #: 0537 _____

SED Reviewer's Signature: _____

Date: _____