

CSTEP Final Report Questions and Answers

1. Under the ethnicity column, there are two options for Hispanic/Latino. If we select Hispanic/Latino under that column, there is no Hispanic/Latino option under the Race column. Do we leave that blank for the Race column for our Hispanic/Latino students?

Answer: The column for Hispanic/Latino is a dropdown and can be answered via the two drop down options: Yes: Hispanic or Latino **OR** No: Not Hispanic or Latino.

Hispanic/Latino is an ethnicity not a race. A person can be Hispanic and be of any race; therefore, the two items are independent of each other. Here are a few examples:

- A person from the Philippines can be Asian and Hispanic
- A person from Mexico can be American Indian and Hispanic
- A person from Spain can be White and Hispanic
- A person from the Caribbean can be Black and Hispanic
- A person from anywhere in the world could be two or more races and Hispanic

This is the way the U.S. Census has collected this data for the past 2 census cycles, so we are trying to align our practices with that data.

The definition for Hispanic/Latino is:

- A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

The definitions of the racial categories are as follows:

- American Indian or Alaska Native - A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
- Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African American - A person having origins in any of the black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

- Two or More Races - A person having origins in more than one of the five race categories, or the multiple-race.

2. Under the section listing "reasons for separation" there is no option for dismissal (academic or otherwise).

Answer: The current Final Report includes the option for "Withdrew from College". For students dismissed either academically or for other non-voluntary reasons, the "Withdrew from College" selection should suffice to show that they are no longer a part of the academic community of the college. In the future, we may add an Academic Dismissal option.

3. Under the terms of participation column, there is no option for "Summer and Fall" or "Summer and Spring".

Answer: Correct. The current listing does not include specific sub-category options for those participating just in the Summer/Fall or Summer/Spring. CSTEP program staff in SED will determine whether these additional options need to be added for the report next year. For this year, if either of the occurrences identified above occur, record participation in the correct major term (Fall or Spring) and let your liaison know of the situation. If sufficient need is found, these choices may be added next year.

4. Under the economic verification section, we previously had a column on our report to indicate that the economic verification was covered by the student being enrolled in another opportunity program (EOP, HEOP, etc). That no longer exists. Does the EOP column supersede the need for the column under the economic section?

Answer: In Section IV - Student Eligibility, the RFP specifically indicates that the CSTEP program is for students who are historically underrepresented in science, technical, health-related or licensed professions, or economically disadvantaged. Section IV A 2 of the RFP indicates that a student is considered economically disadvantaged if s/he meets certain eligibility criteria. Finally, under Section IV B 2, the RFP requires that documentation be maintained confirming the economic disadvantaged status.

There is no provision in the RFP or the contract that allows for the substitution of acceptance into any other opportunity program as superseding the RFP requirement under Section IV.

5. The other issue under the economic section is that the table seeks economic verification for 2011 income information only. In the past, we could check a box to indicate that a student had been verified under a previous final report. That no longer exists. Because we only verify income at the time the

student applies, we may not have 2011 income information for students who entered prior to this year. What do we do with those students?

Answer: *PLEASE NOTE THE ECONOMIC ELIGIBILITY STANDARDS; THIS IS A REVISION TO OUR PREVIOUS RESPONSE REGARDING THIS MATTER.**

Answer: Under the CSTEP RFP guidelines, students who are qualifying for the program based upon economic disadvantage must meet the economic eligibility requirements as identified in the program guidelines. Documentation confirming economically disadvantaged status is required only for students who are not African-American, Hispanic/Latino, or American Indian or Alaskan Native. You do not have the flexibility to not ask for income verification for these admissions. The list of income sources is included in the CSTEP guidelines.

The economic eligibility standards set forth **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. 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. 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. 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.

This is an area which will require a change to the report form for the 2013-2014 report.

6. We are not able to get ADA information from our campus due to confidentiality issues. Can we leave that column blank this year and add a section to our CSTEP application for next year?

Answer: While it is critical to ensure that our opportunity programs do not discriminate against disabled students, and indeed seek to foster inclusion of disabled students in science, technology, health-related careers, and the licensed professions, it is understandable that for this reporting year this data may not be available. It should be included in subsequent final reports.

7. There is no a table request for GPAs?

Answer: Correct. The analysis of GPA would only be relevant on a statewide basis if partner data was available for the average GPA of all students or a subset of similar students in the same institution. It is not valid to compare GPA

data from students in one institution or program without a reliable baseline; therefore, GPA data is not being collected on a statewide basis. It might still be beneficial at the program level to collect and analyze GPA data on your CSTEP students as you may have access to the institutional data needed for comparison.

8. On the AE field “If not graduating, is student continuing in College?”, it is not clear why students are not graduating- is it because they owe money or they are attending somewhere else – how would we know this?

Answer: There are two important fields for this question: Column AE “If not graduating, is student continuing in College?” and Column AM “Reason for Separation”. Basically, the question is whether the student is graduating or not. This is a yes or no question answerable in Column AE through a dropdown option. If the student is graduating, then it is important to determine what the student is doing after graduating. If the student is not graduating, then the student is either continuing in college (Column AE) or is separating from the CSTEP program (Column AM). While the list of options is not inexhaustible, it should provide a sufficient reason to indicate that the student is no longer affiliated with the academic community of your institution.

9. Please define an “Independent Student”.

Answer: If a student is a bachelor's degree level college graduate, then s/he is an independent student. The definition below is most often applied to undergraduates because they are not college graduates:

“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.”

10. Please clarify: Must a program determine economic eligibility every year for students who entered CSTEP based on economic eligibility?

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not ask for income verification for these admissions. The list of income sources is included in the CSTEP guidelines.

The economic eligibility standards set forth **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.