

Science and Technology Entry Program – (STEP)

Operations Manual



STEP Program Operations Manual

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B) Regents Action Paper

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GUIDELINES FOR STEP PROGRAMS

INTRODUCTION

In April 1985, the New York State Legislature passed an amendment to Education Law Chapter 31, Article 130, Section 6454, to authorize the use of funds under the Science and Technology Entry Program (STEP).

● 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 under representation 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 under representation 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 Science and Technology Entry Program is to prepare minorities historically underrepresented or economically disadvantaged secondary school students for entry into postsecondary degree programs in scientific, technical, health-related fields, and the licensed professions.

2. INSTITUTIONAL ELIGIBILITY

New York State public, independent, and proprietary degree-granting colleges and universities or consortia of such institutions with registered scientific, technical, or health-related professional or pre-professional programs that lead to professional licensure or to employment in scientific, technical, and health-related fields may submit proposals for program support. A list of Professions Licensed, Registered, or Certified by the Board of Regents can be found at: <http://www.op.nysed.gov/prof/> . Both nonprofit and for-profit institutions are eligible to bid.

A consortium is defined as an association or grouping of eligible recipients set up for a common purpose that would be beyond the capabilities of a single member of the group.

The institution submitting the proposal, or at least half of the institutions in a consortium, must be located within a school district with an enrollment that is at least 20 percent Black or African-American, Hispanic/Latino, or American Indian, or Alaska Native, or located near such a district that is easily accessible by public transportation.

3. STUDENT ELIGIBILITY

The Science and Technology Entry Program is designed for New York State residents in grades 7 through 12 who are minorities historically underrepresented or economically disadvantaged in the scientific, technical, health-related, and licensed professions.

A. Definitions:

1. For the purpose of STEP, 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 school prior to entry into the STEP program or resided in New York State for at least 12 months immediately preceding the first term for which he or she is seeking participation in the STEP program.
2. For the purpose of STEP, minorities historically underrepresented in the scientific, technical, health-related, and licensed professions are Black or African-American, Hispanic/Latino, American Indian or Alaska Native.
3. For the purpose of STEP, a student is economically disadvantaged if he or she meets the eligibility requirements.

B. **Documentation:**

1. Institutions approved for funding are required to develop an application for STEP participants. In order to be accepted all required documentation must be complete. 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 report cards on file for the duration of their participation in the program.
2. Documentation confirming economically disadvantaged status is required only for students who are not Black or African-American, Hispanic/Latino, American Indian or Alaska Native. The racial/ethnic identification indicated by students on the STEP application is acceptable documentation. Economic eligibility requirements can be found in the Operations Manual located on our website: <http://www.highered.nysed.gov/kiap/step>.
3. The application and all required documentation must be kept on file for each student at the STEP project site and must be readily available for review by State Education Department (SED) staff. In the case of consortia, a copy of the application for each student must be available at each site as well as at the lead institution or project headquarters.

4. **PRIORITIES**

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

- A. Program services and activities designed to improve the recruitment and retention of historically underrepresented male participants.
- B. Program services and activities designed to improve the recruitment and retention of Hispanic/Latino and American Indian participants.
- C. Program services designed to improve eighth grade students' test scores on the New York State Mathematics and Science Assessment Examinations.

5. **PROGRAM REQUIREMENTS**

Institutions that receive a STEP award will be required to:

- A. Provide services to students enrolled in secondary education (grades 7 – 12). Program services must address students' academic and collegiate preparation in science, technology, health-related fields and licensed professions. **All programs**

must provide services to all grade levels by the end of the 2011-2015 grant/contract cycle.

- B. Provide program activities to assist students in acquiring the skills and aptitudes necessary to pursue postsecondary education leading to careers in scientific, technical, or health-related fields, or the licensed professions. The program must consist of instructional activities and services that emphasize the relationship between a course of study and careers in the targeted fields. Activities must also include academic advisement and career counseling to apprise students of the opportunities and prerequisites for the pursuit of careers in science, technology, and health-related fields, and the licensed professions.
- C. Provide services and activities to enhance and increase students' mathematical skills, and experiences in the sciences and laboratory science in accordance with the Advanced Regents Diploma. Program activities must enhance and support students' abilities to perform tasks in computing, statistics, algebra and geometry, and increase students' knowledge in at least one field of science such as biology, chemistry, or physics. All activities must be in compliance with NYS learning standards, which can be found at the following website: <http://www.emsc.nysed.gov/ciai/standards.html>.
- D. Emphasize the concrete aspects of the scientific, technical or health-related disciplines as it relates to a professional career, through service learning, advanced coursework (e.g. college level coursework, international baccalaureate, and advanced placement courses), and research/internship opportunities.
- E. Provide evidence of formal collaborations (i.e. MOA) between the proposing institution and local education agencies such as local schools or school districts. Describe how the project collaborates with the Collegiate Science and Technology Entry Program (CSTEP).
- F. Provide evidence of Statewide & Regional collaboration:
 - a. Must generate a list of high school juniors and share it with CSTEP projects by mid-March of each year.
 - b. Must demonstrate participation in Statewide & Regional Network Committees.
- G. Implement a parent component with clearly defined roles, responsibilities, and activities. Outline the relationship between the parents and the program. The parent group must meet at least twice a semester.
- H. Describe Day of Service planning, implementation, and assessment.

- I. Provide a minimum of 25 percent matching funds from institutional, governmental and other in kind sources. Of this amount, no more than 40 percent may be from the salaries of non project personnel who do not provide direct service to the program.

Note: Projects must be conducted at a facility that will provide reasonable accommodations to 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, etc.

6. BUDGET

A. Use of Funds

Activities funded under a STEP award will be administered pursuant to a written contract between the State Education Department and the participating institution.

Amendments to the proposal during the course of the year that involve changes in the manner in which STEP funds are expended must have prior written approval from SED/PCPPU.

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 STEP-supervised research opportunities and internships (the maximum stipend must be consistent with the average for similar activities at the institution or in the region);
3. Program activities, such as field trips, student conference-related expenses, (with priority given to the STEP student development activities), program achievement/awards, and related fees/charges, including charges for recreational facilities and activities, standardized tests/instruction fees, etc.;
4. Expenses related to program attendance such as participant transportation, including tokens or bus passes;
5. Student classroom supplies, including laboratory supplies, calculators, etc.
6. Administrative and instructional supplies, materials, and equipment. When equipment is purchased with STEP funds, it is the responsibility of

- **Note: Those 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.**

7. Evaluation materials and activities;
8. Staff development/training with priority given to C/STEP professional development activities
9. Program brochures/materials and promotional activities.
10. Subcontracts for program services can be made. However, the allowed maximum for all sub-contracts is 30% of the award.

Funding requests for the delivery of direct student services may include subcontracting by the participating institution(s) with not-for-profit, community-based, educational organizations. (See RFP: Requirements for Funding, VI. G) No STEP funds may not be used for purposes which have not been described in the proposal.

11. Travel (Note: Out of State travel requires prior written approval from SED)

C. Indirect Expenses

1. Funds for indirect expenses provided by the STEP award may not exceed eight percent (8%) of total STEP grant 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 each subcontract

2. Funds for indirect expenses provided by the institution may not exceed 20 percent of the matching funds contributed by the institution and/or other 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 Comptroller's Office (OSC).

E. Transfer of Funds

1. Budget transfers of more than 10 percent, must be submitted as a budget amendment. Form FS-10-A: Proposed Amendment for a Federal or State Project must be used to request a budget amendment and must be submitted to STEP liaison for approval. All FS-10-A forms must be submitted by May 31st of the program year and funds should not be expended until the budget amendment has been approved in writing. Variations in each budget line category which exceed ten percent (10%) of such category must receive the approval of the Commissioner of Education and the Office of the State Comptroller
2. Funds up 10 percent of line categories may be transferred between approved line categories without prior written approval. However, SED/PCPPU 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 the procedures outlined above may result in the disallowance of all expenditures not previously approved by SED/STEP liaison.

F. Institutional Funds

1. Matching Funds

A minimum 25 percent match of the STEP grant 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 STEP 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. Programs must have access to and use of space needed to conduct the following: group meetings/workshops, conferencing, confidential counseling, and tutoring services.

3. Institutional Obligation

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 SED/PCPPU and the institution. The budget may be amended only upon the written agreement of both parties, as stated in Section XI. Budget, E. Transfer of Funds.

G. STEP Payment Schedule

1. Non-Profit Institutions:

- a. The initial payment will be 25% of the grant
- b. Subsequent payments would be made following the submission and approval of an FS-25 form.
- c. The final payment of **10%** occurs upon the approval of the Final Program and Expenditure Report (**FS-10F**).

2. For-Profit Institutions:

- a. Funds will be distributed using the SED grant contract process. 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**).

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. Not-for-Profit Applicants:
 - a. The initial payment of **25% will be made** upon execution of the contract.
 - b. Subsequent payments would be made following the submission and approval of an FS-25 form.
 - c. The final payment of **10%** occurs upon the approval of the Final Program and Expenditure Report (**FS-10F**).
- B. For-Profit Applicants:
 - a. Funds will be distributed using the SED grant contract process. 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 Short Form**).

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

Each institution receiving a STEP award will be required to submit a mid-year assessment and a final report to the Pre-Collegiate Preparation Programs Unit. For the first six months of the multi-year cycle, there will not be a mid-term report required. For subsequent years, the mid-year assessment will be due February 1. The final report on all project operations and project accomplishments will be due September 30 of each year.

Note: Late submissions of budgetary forms and reports will result in the suspension of funds. Exceptions may be made to programs that have requested an extension in writing to their liaison and have received approval. Acceptable written notification may include email, regular mail, or fax. All communication must be copied to the president of the institution. The formats for the mid-year assessment and the final report will be provided by NYSED.

C. Day of Service Guidelines

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 is 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 Fall and Spring.
- 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 through May

- 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

D. Annual STEP Statewide Conference takes place in **March/April**.

-
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- Student report cards must also be kept on file for all terms that the student participates in STEP.
 - An interview along with a personal statement addressing their interest in pursuing STEP-related careers is required of all applicants.
 - Must include a waiver for the use of student name and likeness for the purpose of promoting STEP on the web or in print.

9. Sample Forms

Note: A permission form must be kept on file at the program office for every student whose name appears on the roster

SAMPLE PERMISSION FORM

I (we) _____ give permission for _____
 Name of parent(s)/guardian(s) Name of student

to participate in the Science and Technology Entry Program (STEP) _____
 (Name of institution)

This form grants permission for the following:

- Collect school reports e.g. transcripts, standardized test scores etc...
- Share student name and contact information with other CSTEP programs and college/university admissions offices.
- Field trips to conferences, college/universities, local exhibits etc...
- Photo release for program promotions.

Note: All information will be kept confidential.

 Parent/guardian signature

 Date

Sample Data to be collected

Middle level Language Arts assessment performance _____ Middle level Science _____

Middle level Mathematics assessment performance _____

SAT verbal _____ SAT math _____ PSAT verbal _____ PSAT math _____ ACT _____

Achievement Tests: 1. _____ 2. _____ 3. _____

1. Date of first entry into program: _____ Date of Reentry: _____

2. At time of entry into program: Math average _____ Science average _____ School average _____

3. At end of program year: Math average _____ Science average _____ School average _____

4. Class rank (12th grade/graduates): _____

5. Date of high school graduation: _____

Type of diploma - Advanced Regents: _____ Regents: _____ Local: _____

6. College admission offer(s): 1. _____ 2. _____ 3. _____

College enrolled in: CSTEP ___ yes ___ no

Fall 20 _____ at _____

Date of leaving STEP program: _____

7. Reason(s) for leaving: graduation other, explain below

SAMPLE ROSTER FORM

STEP Institution _____

SAMPLE ROSTER OF STEP JUNIORS

STEP Program	First Name	Last Name	Address 1	City	Zip	HS Name	Anticipated Grad. Date (Mo/YR)	Type of Diploma Expected	Current HS Ave	Career Interest
St. Johns	Joe	Sample	1223 Ave Q, Apt 2A	Queens	11345	PS 335	June 2010	Regents	87	teaching

Note: The completed roster should not be sent to SED. Individual permission forms should be kept on file at each program office.

Note: Individual permission forms should be kept on file at each program office.

10. 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

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

Note: Law is also considered an eligible profession for the purposes of STEP.

11. Site Visitation Process

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

Date of Visit: _____ Project #: 0516 _ _ _ _
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 Science and Technology Entry Program (STEP). 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.

STEP Site Review & Assessment Form

FUNDING PRIORITIES	Ratings (4)			COMMENTS
	(NA)	(S)	(IN)	
Services and Activities designed to improve recruitment and retention of historically underrepresented male participants.				
Services and Activities to improve the recruitment and retention of Hispanic/Latino participants.				
Services and Activities designed to serve students in Schools Under Registration Review (SURR) and/or schools in need of corrective action.				
Services and Activities designed to improve students' eighth grade assessment tests scores.				
Collaboration with Collegiate Science and Technology Entry Programs at other CSTEP institutions, professional organizations, and/or other agencies.				

STEP Site Review & Assessment Form

REQUIREMENTS	Ratings (4)			COMMENTS
	(NA)	(S)	(IN)	
Provides program activities to assist students in acquiring the skills and attitude necessary to pursue postsecondary education leading to careers in scientific, technical, health-related fields, or the licensed professions.				
Provides services to enhance and increase students' mathematical skills, experiences in laboratory sciences, and understanding of fundamental concepts mathematics and science.				
Provides evidence of formal collaborations with local education agencies such as local schools or school districts and CSTEP programs on its campus if present.				

STEP Site Review & Assessment Form

					Ratings (4)			
REQUIREMENTS	(NA)	(S)	(IN)	COMMENTS				
Evidence of a parent component with clearly defined roles, responsibilities, and activities.								
Evidence of an evaluation plan with quantitative and qualitative measures.								

					Ratings (4)			
RECRUITMENT/ 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?								

STEP Site Review & Assessment Form

PROJECT STAFFING AND MANAGEMENT	Ratings (4)			COMMENTS
	(NA)	(S)	(IN)	
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 #: 0516 _ _ _ _ _

SED Reviewer's Signature: _____

Date: _____

12. 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 job

13.

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