

DOCUMENT RESUME

ED 050 658

HE 002 103

TITLE Guidelines for the Organization, Development, Coordination, and Operation of the Educational Opportunity Programs of State University of New York. State Univ. of New York, Albany.

INSTITUTION State Univ. of New York, Albany.

PUB DATE 1 Sep 70

NOTE 54p.; Prepared by Office of the Chancellor

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTORS *Admission Criteria, *Disadvantaged Youth, Economically Disadvantaged, Financial Support, *Guidelines, *Higher Education, Recruitment, *Special Programs

IDENTIFIERS *New York Educational Opportunity Program

ABSTRACT

The educational opportunity programs of the State University of New York (SUNY) were initiated (1) to seek out disadvantaged but talented youngsters and present them with an opportunity to enter a program of higher education; (2) to help each of these students complete satisfactorily the educational program in which he has enrolled; and (3) to foster and support the search for effective techniques and materials by which instructing and advising atypical learners can be successful. To attain these goals these guidelines were developed for the following categories: (1) eligibility for admission; (2) recruiting students; (3) selecting students; (4) admitting students; (5) assisting the student financially; (6) academic expectations and regulations; (7) students' rights and responsibilities; (8) staffing; (9) faculty involvement; (10) advisory committee; (11) financial management; and (12) evaluation. The enabling legislation and offices where information about these programs can be obtained are included in the appendix. Attached to these guidelines is a separate section on admissions information and student eligibility. (AF)

ED050658

G U I D E L I N E S
for the Organization, Development,
Coordination, and Operation of
The Educational Opportunity Programs
of
State University of New York

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Office of the Chancellor
State University of New York
8 Thurlow Terrace
September 1, 1970

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Objectives

The educational opportunity programs of State University of New York represent a continuation of progress towards realization of a policy that has been enunciated by the Trustees. In the 1964 Master Plan, they declared that "...every student capable of completing a program of higher education shall have the opportunity to do so." Programs were initiated soon thereafter to "seek out disadvantaged but talented youngsters not only in the cities, but in the suburbs and rural areas" (ibid.)

This long range commitment and objective was confirmed in the 1966 Interim Revision, in which the Trustees set forth an "...expanded goal of giving each applicant what he needs to the limit of his capabilities, requiring only that he be adult and willing to be tested and advised." The Trustees then recommended "that the unwritten policy of open door admission to State University be confirmed as the obligation of State University to find a place in the right program, on one or more campuses, for every qualified applicant of post-high school age."

Progress towards attainment of this objective has been furthered by the educational opportunity programs initiated prior to 1970. Two short term objectives are considered primary: to help each enrolled opportunity student complete satisfactorily the educational program in which he has been enrolled, and to

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foster and support the search for effective techniques and materials by which instructing and advising atypical learners can be successful. These short term objectives deserve brief comment.

The University regards its enrollment of an opportunity student as a contract with special implications. Knowing that such a student is undertaking an educational journey for which he has been inadequately prepared educationally, and knowing that he faces, in addition, extraordinary psychological hurdles, each participating campus is expected to exert special effort to help this student. For example, waivers of ordinarily-applied deadlines for attainment of specific academic averages will be encouraged, as will be the development of special supporting services such as tutoring and personal counseling.

The University acknowledges the probability that its campuses are unlikely to have dealt successfully in the past with students whose academic backgrounds are weak, particularly in the areas of verbal and abstract reasoning which receive emphasis in higher education. The University also acknowledges that its campuses lack ample faculty whose training and experience has equipped them for capitalizing upon atypical learning styles as a means of overcoming deficiencies in the usual study skills. But the University believes that every campus committing its resources to the attainment of success in the opportunity program will develop the staff, techniques,

Objectives 3

and materials essential for successful opportunity programs.

These guidelines have been developed to help attain this goal.

Eligibility for Admission

To be eligible for admission to the educational opportunity programs of State University of New York, and, thereby, to be eligible to receive the benefits of provisions under Section 6452 of the Education Law, an applicant must meet all of the following criteria:

1. He must be a resident of New York State.
2. He must be a graduate of an approved high school, or have obtained a New York State high school equivalency diploma or its equivalent, such as an Armed Forces Equivalency Diploma. (In exceptional cases--for example, when a qualified evaluator has attested to a student's potential for successful completion of a degree program, but the applicant lacks a high school diploma or equivalency--a campus may determine equivalency by its own testing procedures and materials. A description of such procedures and materials shall be filed with the Chancellor, the Office of Special Programs, and the Office of the Vice Chancellor working directly with that campus.)
3. He must be economically disadvantaged, as determined by the criteria established for the Higher Education Opportunity Program administered by the New York State Education Department, as set forth in the 1970-71 Guidelines for Submission of Grant Proposals.

Eligibility for Admission 2

A student eligible for participation in an HEOP program is one who comes from a household with the following income, according to the number in that household and the environment in which they live. These guidelines are effective for fiscal year 1970-71 and may be revised annually to meet changing economic conditions.

Number of Dependents	Gross Family Income ¹
1	\$4,400
2	5,650
3	6,750
4	7,600
5	8,000
6	8,400
7	8,800
8	9,150
9	9,500
10	9,850

¹Income levels are based on data obtained from the United States Bureau of Labor Statistics, the College Scholarship Service and the Community Council of Greater New York.

Dependent means all relatives living with and supported by the head of the household, including the spouse. For example, the maximum gross family income for a two parent family with one child would be \$5,650. The income guideline may be raised by \$500 if household is supported by two workers.

For the purpose of the New York State Education Department, fifteen percent of the students admitted to an HEOP program may come from families whose income exceeds the guidelines if they fall into one of the following categories (this would be beyond the two-worker extension):

A. He lives in low-income public housing.

B. There is serious mismanagement of the family's income and little accrues to the interest of the student. Written corroboration is required from a disinterested, reliable outside party, such as a social worker, lawyer, judge, etc.

C. The student's family is the recipient of state or locally administered welfare.

Eligibility for Admission 3.

Inclusion of a student in the opportunity program on the basis of points A through C should be a matter of record at the college and at the Office of Special Programs.

4. He must be educationally disadvantaged. The basic test of educational disadvantage is non-admissibility, by the college's normal admission standards, to the college at a matriculated status in a certificate or degree program. In the case of a community college operating an approved "open door" program, the basic test of educational disadvantage is non-admissibility to any program currently operated by the college. A student deemed qualified for the community college's developmental program, however, is eligible for the opportunity program of State University.

5. He must have demonstrated to a reasonable degree, and in some academically relevant way, that he has the potential for satisfactory completion of a degree program at a campus which accepts him for enrollment in its educational opportunity program. Testimony of qualified observers of an applicant's academic and academic-related activity may be used in determining his academic potential, along with evidence of academic performance such as his high school record.

Eligibility for admission to a campus opportunity program does not necessarily mean selection and admission to it. Because

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the pool of eligible students is likely to include more than the number who can be enrolled, guidelines on selection and admission of students have been prepared.

Recruiting Students

Recruitment of students for the campus opportunity program shall be planned and conducted in accordance with applicable legislation (See Appendix A) and the following guidelines.

1. Eligibility for the program must be kept in mind:
 - a. Possession of a high school diploma or equivalency, as defined in the Commissioner's Regulations, is compulsory.
 - b. New York State residence requirements must be met.
 - c. Economic and educational eligibility requirements must be met.

2. The college shall take necessary action to see that recruitment policy and procedures are carefully designed to assure fair treatment of potential students, and are clearly understood by all concerned about and involved in recruitment activities.

- a. The college shall develop its recruitment plans in cooperation with: other colleges in its area, the Admissions Processing Center, the urban centers, and the cooperative college centers. (The urban and college centers,

Recruiting Students 2

which provide college preparatory "bridge" courses for students with college potential but below-admissions level academic achievement and test scores, should be a chief source of applicants for the college opportunity programs.)

b. The college shall delineate the geographic areas in which it will conduct its major recruitment of opportunity students.

1. It should give high priority to meeting the educational needs of eligible youth and adults in its primary service area.

2. It should file its recruitment plans with the appropriate Vice Chancellor, the Office of Special Programs, and the Admissions Processing Center in advance of implementation, so that coordination with other recruitment activities can be furthered.

c. In its primary service area, the college should establish favorable relationships and liaison with agencies and schools which can refer students about whom they have, or can obtain, germane information.

d. Requirements for satisfactory progress toward and successful completion of an academic program at the college must be set forth clearly to potential students.

e. Neither guarantees of admission nor guarantees of specific amounts of financial assistance should be

Recruiting Students 3

expressed or implied during recruitment activities.

3. Students enrolled in the opportunity program should be given active roles on recruiting and advising teams.

Selecting Students

In the likely event that the pool of eligible students includes more than the number who can be enrolled, the following process shall be followed.

1. Each participating campus will be expected to select students who seem likely, with the supporting services available at the campus, to be able to complete a certificate or degree program at that campus in no more than one-fourth more academic tenure than is customary: for example, five semesters for an associate degree and ten semesters for a bachelors degree.

2. The Office of Special Programs, the offices of the Vice Chancellors who deal directly with the campuses, and the University's Admissions Processing Center will assist a student in selecting the campus which seems most likely to have the programs and services which will enable him to fulfill his academic potential.

3. Educational opportunity program students shall be actively involved in recruitment activities as a means of improving student selection of a campus program as well as campus selection of a student.

4. Although each campus will want to minimize the academic risk that an opportunity student will face thereat, this

Selecting Students 2

does not mean that the campus must select "from the top down" among eligible applicants. Each campus is encouraged to select some students who show outstanding creative talents and positive leadership abilities--even when such students are not among the top academic performers in the pool of eligibles. In such instances, the campus will commit its resources to exert special efforts to provide supporting services which will enhance academic success.

Admitting Students

In planning formal admission to the opportunity program, the college shall be guided by (a) the General Plan of the University's Educational Opportunity Program, (b) the total program of the college, (c) the resources which the college can provide for the program, and (d) the specific purposes of its opportunity program. In addition, these guidelines shall be followed.

1. To the extent feasible and before his formal admission to the program, each prospective opportunity student should be interviewed by a person (student or staff member) who is knowledgeable about the college and its opportunity program.

2. All students offered admission to the program should be given an opportunity to visit the campus and meet with students already enrolled in the program.

3. Determination of the number of students to be admitted to the opportunity program at any time shall be made by the President after consultations with appropriate staff (financial aids officer, academic dean, etc.), the opportunity program advisory committee, and key members of the program staff.

4. The college shall establish a special committee to make recommendations on individual admissions to the opportunity program; its members should include, among others, staff and

Admitting Students 2

students from the opportunity program.

5. Admission to the program shall not be restricted by age, sex, race, religion, marital status, or national origin.

6. Applicants who are currently enrolled in an accredited college in New York State and meet the eligibility requirements of the University's educational opportunity program, are eligible to apply for admission to an opportunity program at a campus of the University as a transfer opportunity student.

7. The college's admission arrangements should include a referral service to help students learn about and apply for admission not only to opportunity programs at other colleges but also to alternative educational programs such as the urban centers and cooperative college centers.

8. The college's admissions offices, with the assistance of the appropriate Vice Chancellor and the Office of Special Programs, should develop admissions procedures in cooperation with the University's Admissions Processing Center.

Assisting the Student Financially

The key word in granting supplemental financial assistance is need. To attempt to make this determination on a university-wide basis would require the ignoring of realities such as variations in the cost of college enrollment, campus by campus, and variations in the degree of financial need, student by student. Imposition of a university-wide, prescribed, and automatic grant-in-aid program would represent a dole philosophy which must be avoided.

At the same time, however, the limited funds for the opportunity program, viewed from the perspective of a rising demand from many students for financial assistance to meet college costs, mandates establishment of guidelines on financial aid.

The basic aim of financial assistance is to enable the student's participation in the opportunity program and to facilitate his academic achievement therein. In short, its purpose is to eliminate financial barriers to successful completion of a program of study. These barriers may be as impeding in psychological ways (concern about adequate "spending money," for example) as in physical ways (a growing loan indebtedness, for example). It is essential, therefore, that the college financial aid office work with opportunity

program personnel to make a determination on the financial assistance needed by each opportunity student.

1. In order to have a clear understanding between the student and the college, determination of his financial need and of the assistance available to him should be made prior to his formal admission to the opportunity program. A standard need analysis shall be made and certified by a college officer responsible for student financial aid decision-making. He shall use college cost criteria applicable to his campus, and shall follow procedures applicable to all students at the college in making a determination of need. Any modification must be in accordance with the applicable legislation and must have the approval of the President.

2. Financial aid to an opportunity student shall be provided to the extent needed to bridge the gap between the total amount that he can supply from any and all resources, and the amount needed to meet his expenses of college enrollment. Reassessment of his financial needs, and the aid available to him, should occur at least every semester of enrollment.

3. Because the opportunity student must surmount special academic hurdles for which his secondary education has inadequately prepared him, during his first year of college work the chances of academic failure are likely to be higher for him than for the students who meet regular admissions criteria.

Assisting the Student Financially 2

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Assisting the Student Financially 3

Worry about possible financial need is likely to interfere with his concentration upon study. For this reason:

a. The college should avoid inclusion of loans in the financial aid package of the opportunity student until he has demonstrated a likelihood of successful completion of an academic program--i.e., when the chances of his academic failure are low enough to predict reliably that he will graduate and obtain the employment which would enable repayment of loans. At that point the opportunity student's participation in work-study programs and borrowing of funds to help meet the cost of his education should be encouraged. It is expected that some opportunity students will have demonstrated ability to complete a degree or certificate program after one semester of study; others will require a year of academic work to do so. Evidence of probable successful completion should be firmly established by the end of three semesters in the campus program.

b. Although inclusion of a work-study arrangement in the financial aid package should be avoided when ill effects on academic achievement are likely, this is not intended to rule out work altogether during even an initial semester. A job could have positive effects: academic work could be aided by employment as a department assistant, for example, or as a tutor of inner

Assisting the Student Financially 4

city school children.

c. The point at which the opportunity student should be expected to help meet his college expenses by taking a loan or accepting a job should be determined jointly by the program counselors, academic advisers, and the college financial aids officer.

d. The above statements notwithstanding, the college should bear in mind the possibility that opportunity students may want to show self-reliance by undertaking loans and jobs, even during the initial semester's enrollment. In such instances, positive psychological values such as development of self-reliance may outweigh any negative impact on study.

e. Opportunity funds may be used, to the extent necessary, for the following purposes:

1. To purchase books and course-related supplies.
2. To pay room and board for opportunity students residing in college housing.

3. To provide lunch and transportation for opportunity students who commute to the campus. [Note: Students within commuting distance may be housed in college housing at program expense if the college has determined that such students have no family home or their home conditions would adversely affect their academic achievement.]

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4. To pay fees required by the college.

5. To provide a living allowance from which students can meet costs of such necessary, but non-academic-related, items as clothing, laundry, and toilet articles. [Note: The cost of items 1, 2, 3, and 4 can be computed rather accurately when designing a financial assistance "package", but item 5 cannot. Based upon its study of student expenditures, in this University and others, the University will support the inclusion in the college EOP budget request of a living allowance fund. This fund shall be based upon an average grant of \$5-\$7 per week, per student, while he is enrolled full-time in the program. A part-time student would be entitled to a pro rata living allowance based upon the degree of his full-time enrollment.

The University recognizes the possibility that unanticipated expenses may require that this fund be enlarged beyond the total derived from a base amount of \$5-\$7 per student, per week. In such an event, upon receipt of a documented request from the President, the University will take any feasible action to enlarge the program's living allowance fund.]

4. To the extent feasible, the college shall supplement State Opportunity allocations by using federal funds (EOG, Work-Study, etc.), funds available through public agencies such as the Department of Social Services, and other resources

such as State University scholarships and incentive awards to provide financial aid for opportunity students. No tuition waiver should be granted to a student who is eligible for tuition support from the Scholar Incentive Program and State University Scholarship funds. Students should be helped to apply for these funds, because the process is complex; agreement to apply for the funds should be part of the arrangements made with each student who is to be admitted to the opportunity program.

5. Because the availability of financial assistance impinges seriously on enrollment planning, the college financial aid office must be a full participant in planning the enrollment of students in the opportunity program. This office shall supply for the program personnel information about special provisions governing use of financial assistance resources, factors affecting the amount and timing of financial assistance, and procedures for obtaining financial aid.

Academic Expectations and Regulations

To assure that the primary goal of the opportunity program-- successful completion of a certificate or degree program--is attained, the college shall establish and maintain clearly stated academic expectations and regulations.

1. Students in the educational opportunity program are expected not only to meet the college's requirements for graduation but also to show, as in the case of all students, at intervals established by the faculty, satisfactory academic progress towards a degree or certificate.

2. The college shall establish and make known to all concerned the academic achievement levels which the opportunity students must meet at clearly identified points in the accumulation of credits as evidence of satisfactory progress towards completion of a degree or certificate program. Procedures for notifying all concerned, in cases of unsatisfactory progress, must be established and followed.

3. Establishment of standards for academic performance shall be the responsibility of the college faculty.

4. The college should take such measures as providing a reasonable number of pass/fail or pass/no-credit options for opportunity students--as well as others--particularly in their first two years of matriculation status.

Academic Expectations and Regulations 2

5. The program staff shall maintain full and accurate records on each student's progress towards each academic level set for him.

6. The program staff shall maintain regular liaison with the college faculty (See Faculty Involvement) in order to have full and accurate information about the academic performance of opportunity students.

7. The academic record of an opportunity student facing dismissal for academic reasons shall be evaluated thoroughly by a committee consisting of representatives of the program staff, including the program director, and at least one member of the college committee which acts on such matters. This committee's recommendation shall be presented to the college academic standing committee, which shall have such responsibility for academic dismissals as is applicable to all students at the college. Any appeal processes open to other students at the college shall be open and made known to the opportunity student.

8. Any student who is being dropped from the program for academic reasons, or who is withdrawing from it, shall be assisted in finding alternatives--educational or otherwise--appropriate to his interests, needs, and capabilities.

Student's Rights and Responsibilities

A student enrolled in the college's educational opportunity program is a bona fide student of that college. As such, he shall be accorded the rights and privileges available to other students, among which shall be a clearly delineated grievance procedure and a mechanism assuring due process in such instances as alleged misconduct or pending dismissal for non-academic reasons.

Processes to which he is subject shall be the same as are used for all students in similar circumstances, or the equivalent thereof, and they shall be no more nor less stringent than they are for all students.

Similarly, the opportunity student is expected to meet any responsibilities placed on all students at the college.

The only exceptions to these statements should be those mandated by the special conditions of the program. In such an event, the President shall see that all members of the community know why the exceptions were necessary.

Staffing

Opportunity program students have cultural and learning strengths which may not be known to the usual college staff. It is imperative, therefore, that a staff with special competence be provided by the college in accordance with the following guidelines.

1. This staff should consist of the following:

a. A director whose responsibilities, to the extent warranted by program enrollment, consist primarily of responsibility for the direction of the opportunity program;

b. an associate or assistant director, as enrollment warrants, who may serve also as coordinator of counseling, or in another staff assignment;

c. ample full-time counselors, based upon norms approved for similar programs, to provide personal counseling on individual and group bases. The college may elect to use the equivalent in tutor-counselors, or a combination of counselors and tutor-counselors.

d. A financial aids officer, with assistance to the extent warranted, who shall work with opportunity program counselors to (1) determine the students' needs for financial assistance, (2) identify the resources from which financial

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assistance packages will be drawn, and (3) guide the processing that is necessary to assure that the student applies for and receives assistance for which he is eligible.

e. Tutors and specialists such as reading teachers who will provide course-related and developmental instruction, as need dictates.

f. An admissions/recruiting coordinator who will work with the college admissions office, the opportunity program staff and students, and appropriate offices of central administration to assure dissemination of information to prospective students and to assist them with application procedures.

2. All opportunity program staff shall be hired by the college and shall serve in accordance with regulations and procedures governing personnel in similar categories and at similar professional and nonprofessional levels in other departments and offices at the college.

3. Benefits and services for the program staff shall be provided to the same degree as provided for similar programs, departments, and offices at the college, unless the President finds that the special needs of the opportunity program dictate otherwise.

4. Opportunity program staff may serve the college in other capacities, but pro rata sharing of costs must occur in all such instances. Since the programs are budgeted from funds separate from the regular college budget, assignment of a definable part of a staff member's time to other duties must be accompanied by pro rata assignment of costs.

Faculty Involvement

To assure that its particular opportunity program will be of the college as well as at the college, each college shall arrange for faculty involvement from the outset. This involvement shall be examined regularly to assess its effect upon the program and to change it in ways deemed likely to increase its positive effects. To attain this desirable involvement:

1. Each department in the college should have a faculty member who serves as the liaison to the program on academic matters affecting opportunity students enrolled in department courses.
2. The college should convene the departmental liaison representatives at regular intervals for informal information-sharing about courses, curriculums, and other academic concerns arising, or anticipated, in the program.
3. The college should offer inducements which encourage faculty to develop new courses which meet the special interests and needs of the opportunity students and innovative ways of teaching which capitalize upon the learning styles of the opportunity students.
4. Non-program faculty members should participate not only in planning the program's student and staff orientation activities but also in implementing them.

Faculty Involvement 2

5. The college should arrange for informal meetings which bring together members of the faculty and the EOP students to discuss topics of mutual interest.

Advisory Committee

The full resources available to the college--including those in the community--should be drawn upon to increase the chances of developing a successful program. The diversity of backgrounds, interests, skills, and knowledge represented in this town-gown population should enhance planning and implementing activities.

Because campus and community cannot be divorced, and because the program can benefit from their cooperative action, the establishment of a campus/community advisory committee is recommended. This committee should disseminate program information to the constituencies that it represents, advise the President and others whom he may designate on program affairs, and file with him an annual report which he can use in preparing his report to the Chancellor.

1. The advisory committee should be composed of the following members:

- a. The campus director of the opportunity program.
- b. The director of the program's counselors.
- c. Students.

1. Representatives elected by the opportunity program students.

2. Representatives appointed by student government or elected by the student body.

Advisory Committee 2

d. College administrative staff.

1. A member of the President's staff.
2. The chief officer of the Office of Student Affairs (or equivalent office), or his designee.
3. The chief officer of the Office of Academic Affairs, or his designee.
4. The chief officer of the Office of Financial Aids, or his designee.

e. Instructional faculty.

1. Representatives elected by and from the opportunity program instructional staff.
2. Representatives elected by and from the faculty at large.

f. Community residents including, to the extent feasible:

1. Representatives of such interest groups as minority organizations, business and professional groups, and social clubs.
 2. Alumni.
 3. College council or trustees or sponsors.
 4. Local and state agencies such as Social Services.
2. The President shall establish the selection process and the number of members of each group represented on the advisory committee.
3. Membership on the advisory committee should be rotated at intervals.

Financial Management

To assure sound financial management of the specially funded opportunity program, the college and central administration shall take the following steps.

1. The budget for the campus opportunity program must be clearly identifiable, although it may be incorporated into the total campus budget.

a. Pro rata sharing of costs must occur where personnel have assigned college duties other than in the opportunity program.

b. Temporary supportive services for students in the opportunity program--such as tutoring and counseling--shall be clearly identified in the program budget.

c. Necessary remedial and orientation programs outside the regular academic year may be financed from the educational opportunity appropriation, to the extent allowably by and in accordance with the legislation.

d. To assist the campuses in the budgetary process, the Office of Special Programs shall:

1. Provide guidance for budget preparation to each campus that requests educational opportunity program funding;

2. Provide the necessary forms and information for filing a budget request;

3. Act expeditiously to (a) review each preliminary request; (b) help the campuses modify those requests, where necessary; and (c) collate final requests for incorporation into the University's operating budget request.

2. The budget request for the campus educational opportunity program shall be submitted at such time as required by central administration. The normal process at the campus level shall be as follows:

a. The program director, or other person designated by the President to do so, with the assistance of the opportunity program advisory committee, shall prepare a budget request for submission to the President or his designee.

b. This budget request shall be subject to such review and comment as the President requires, in accordance with prevailing policy and procedures applicable to the college's departments and offices.

3. The college shall follow the vouchering procedures which have been developed by the Office of Special Programs in cooperation with the Department of Audit and Control and the Offices of Finance and Management and Business Affairs of central administration.

a. The Office of Special Programs shall see that each campus receives detailed descriptions of the approved procedures.

Financial Management 3

b. The college shall voucher for financial aid at times prescribed by the Office of Special Programs.

4. Disbursement of all funds allocated to the campus for its educational opportunity program shall be the responsibility of the college business officer in accordance with:

a. Campus policies and procedures established for the program; and

b. policies and procedures established by central administration; and

c. provisions set forth in the applicable educational opportunity legislation, which shall prevail in the event of conflict with policies and procedures noted in (a) and (b).

5. Supplementary funding may be brought into support of students enrolled in the opportunity program, but such funds shall be clearly identified apart from the State-appropriated opportunity monies.

6. All expenditures of the appropriated opportunity funds shall be in accordance with the legislation currently applicable. (See Appendix for a copy of the statute.)

Evaluation

The college opportunity program must include arrangements for gathering information on which reliable evaluation of the program's effectiveness can be based.

1. The college shall obtain and maintain necessary records to show not only achievement in the program but also attrition, including reasons for failure to complete the program and steps taken to find other opportunities for students who leave it.

2. In order to evaluate program effectiveness, each student's file should contain reliable evidence of academic achievement before enrollment in the program.

3. Continuous evaluative activities shall be carried on in order to promote such program improvements as more effective teaching and counseling. Participants in this on-going evaluation shall include:

a. The students in the program, using criteria they themselves establish;

b. the educational opportunity program staff, using data gathered from the faculty as well as from staff observations;

Evaluation 2

c. the Advisory Committee, according to the designated aims of the program; and

d. the appropriate committee(s) designated by the President, which may be a combination of those listed above, so long as faculty involvement is assured.

e. The Chancellor will designate the central administration officer having chief responsibility for evaluation of university-wide educational opportunity programs, in accordance with requirements set forth in the legislation.

APPENDICES

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STATE OF NEW YORK

Cal. No. 1660

8665—B

IN SENATE

February 17, 1970

Introduced by Mr. BRYDGES—read twice and ordered printed, and when printed to be committed to the Committee on Education—reported favorably from said committee with amendments and ordered reprinted as amended and when reprinted to be committed to Committee of the Whole—committee of the whole discharged, bill amended, ordered reprinted and recommitted to said committee of the whole.

AN ACT

To amend the education law, in relation to establishing a co-ordinated educational policy of providing opportunity for higher education for the economically and educationally disadvantaged

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

- 1 Section 1. In nineteen hundred sixty-six a state program was
- 2 instituted to advance the cause of equality of educational oppor-
- 3 tunity at the city university of New York. The program is now
- 4 known as search for education, elevation and knowledge (SEEK).
- 5 In increasing amounts state funds were channeled to the city
- 6 university for the SEEK program to provide additional educational
- 7 opportunity for the disadvantaged. Later a similar program was
- 8 established at the state university of New York followed last year

EXPLANATION—Matter in italics is new; matter in brackets () is old law to be omitted.

1 by an extension to the private colleges and universities of this state
2 under higher education opportunity program (HEOP). The effect
3 was to make these benefits available to the economically and educa-
4 tionally disadvantaged throughout the state. These programs in
5 their three separate manifestations are of such a magnitude to
6 require in the public interest the establishment of a co-ordinated
7 educational policy for the entire state compatible with the state-
8 wide plan of the board of regents for the expansion and develop-
9 ment of higher education. It is the purpose of this act to provide
10 the statutory structure for the establishment and maintenance of
11 such a co-ordinated policy and for the continuance and expansion
12 of such programs.

13 § 2. Section sixty-four hundred fifty-one of the education law, as
14 added by chapter one thousand seventy-seven of the laws of nineteen
15 hundred sixty-nine, is hereby amended to read as follows:

16 § 6451. Opportunity for higher education; *non-public institu-*
17 *tions.* 1. To advance the cause of educational opportunity in higher
18 education, the commissioner may contract with [public and] non-
19 public institutions of higher education for the support of special
20 programs for the screening, testing, counseling, [and] tutoring of,
21 *and, assistance to, residents of the state who are, (1) graduates of*
22 *an approved high school or individuals who have attained a New*
23 *York state high school equivalency diploma or its equivalent, as*
24 *determined by the commissioner, (2) who have potential for the*
25 *successful completion of a post secondary program, and (3) are*
26 *economically and educationally disadvantaged, as defined by the*
27 *regents.*

1 2. To qualify for state assistance through such contracts, an
2 institution of higher education must be a college or university
3 incorporated by the regents or by the legislature and must maintain
4 one or more earned degree programs culminating in an associate or
5 higher degree.

6 3. Moneys made available to institutions through contracts shall
7 be spent only for the following purposes:

8 a. Special testing, counseling and guidance services in the course
9 of screening potential enrollees;

10 b. Remedial courses, *developmental or compensatory courses* and
11 summer classes for such students;

12 c. Special tutoring, counseling and guidance services for such
13 enrolled students;

14 d. Any necessary supplemental financial assistance, *which may*
15 *include the cost of books and necessary maintenance for such*
16 *enrolled students; provided, however, that such supplemental*
17 *financial assistance shall be furnished pursuant to criteria promul-*
18 *gated by the commissioner with the approval of the director of the*
19 *budget. [to include stipends and books.]*

20 No funds shall be made available to support the regular academic
21 programs of any institution participating in this program nor shall
22 funds be provided for programs which are incompatible with the
23 regents statewide plan for the expansion and development of higher
24 education.

25 4. The commissioner shall promulgate regulations requiring the
26 submission to him by any institution intending to contract with the
27 state for assistance pursuant to this section of reports in such form

1 and containing such information as he shall require, concerning,
2 but not limited to, such matters as a description of the proposed
3 program, estimated costs, objectives, the extent of the institution's
4 support of such program and similar programs and the progress
5 of students in such programs, and the commissioner shall take such
6 factors into account in determining whether to enter into a con-
7 tract with such institution and the terms and conditions thereof.

8 5. Contracts made pursuant to this section shall be subject to
9 the approval of the director of the budget.

10 6. The commissioner shall prepare an annual report of the
11 activities of the institutions which received state funds pursuant
12 to this section in the preceding fiscal year, concerning, but not
13 limited to, the effectiveness of each of the programs contracted for,
14 the costs of the programs and the future plans thereof and shall
15 transmit such report to the governor and the legislature on or
16 before the ~~September~~ *October* first next following the close of
17 such fiscal year.

18 § 3. Such law is hereby amended by adding thereto a new section,
19 to be section sixty-four hundred fifty-two, to read as follows:

20 § 6452. *Opportunity for higher education; state university of*
21 *New York and city university of New York. 1. To provide addi-*
22 *tional educational opportunity at the state university of New York*
23 *and the city university of New York, such institutions shall provide*
24 *special programs for the screening, testing, counseling, and tutor-*
25 *ing of, and assistance to, residents of the state who are, (1) grad-*
26 *uates of an approved high school or individuals who have attained*
27 *a New York state high school equivalency diploma or its equivalent,*

1 as determined by the commissioner, (2) who have potential for the
2 successful completion of a post secondary program, and (3) are
3 economically and educationally disadvantaged.

4 2. Such universities shall each formulate a general plan for the
5 organization, development, co-ordination and operation of such a
6 program within the amounts made available therefor by law. Such
7 a plan shall include:

8 a. Definition of eligibility,

9 b. Procedures for the selection of students from among the
10 eligibles,

11 c. Description of the contents of such proposed program includ-
12 ing counseling, tutoring and skill development,

13 d. Estimated costs,

14 e. Objectives including co-ordination with the university's long
15 range plan,

16 f. Extent of other funds and resources to be utilized in support
17 of the program,

18 g. Procedures for the evaluation of student progress, and

19 h. Periodic reports.

20 3. The general plan shall be transmitted to the board of regents
21 at such time as the regents shall by rule require. Such plan shall be
22 reviewed by the regents and shall guide and determine the operation
23 of such programs at such universities.

24 4. a. Moneys made available to such universities pursuant to this
25 section shall be spent only for the following purposes:

26 (i) Special testing, counseling and guidance services in the
27 course of screening potential students,

1 (ii) Remedial courses, developmental and compensatory
2 courses and summer classes for such students,

3 (iii) Special tutoring, counseling and guidance services for
4 enrolled students,

5 (iv) Central services including evaluation and administra-
6 tive costs,

7 (v) Any necessary supplemental financial assistance, which
8 may include the cost of books and necessary maintenance for
9 such students; provided, however, that such supplemental
10 financial assistance shall be furnished pursuant to criteria
11 promulgated by such universities and approved by the regents
12 and the director of the budget.

13 b. No funds pursuant to this section shall be made available to
14 support the regular academic programs of any institution partici-
15 pating in this program, nor shall funds be provided for programs
16 which are incompatible with the regents plan for the expansion
17 and development of higher education in the state.

18 5. a. The trustees of the state university and board of higher
19 education in the city of New York shall each furnish to the regents,
20 the director of the budget, the chairman of the senate finance
21 committee and the chairman of the assembly ways and means com-
22 mittee, at least annually, a report in such form, at such time and
23 containing such information as the regents and the director of the
24 budget may require, of the operations of such programs. The report
25 shall include:

26 (i) A statement of the objectives of the program at the
27 institution,

1 (ii) A description of the program,

2 (iii) The budgetary expenditures for such program, separ-
3 ately stating academic credit instructional costs, other instruc-
4 tional costs, tutoring costs, remediation, counseling, supple-
5 mental financial assistance and central services, including
6 evaluation and administrative costs,

7 (iv) The extent of other funds and resources used in sup-
8 port of such program and their sources,

9 (v) The progress of students,

10 (vi) The extent and nature of the responsibility exercised
11 over such program by such trustees and such board,

12 (vii) The extent and nature of supervision and control
13 exercised over such program by the administrative officials of
14 the constituent institutions in such universities,

15 (viii) A certification by such trustees and such board that
16 the academic committees of the constituent institutions of such
17 universities and their faculty committees have reviewed and
18 approved the academic content of the courses offered for aca-
19 demic credit in such program and the amount of academic
20 credit granted therefor and that the registration requirements
21 of the regents and the commissioner have been met where
22 applicable.

23 b. The regents shall review such report and forward the same,
24 together with their comments and recommendations to the governor
25 and the legislature, on or before October first next following the close
26 of the state's fiscal year.

1 § 4. On or before October first, nineteen hundred seventy, the
2 board of regents shall forward to the governor and the legislature a
3 report of the status of the programs conducted pursuant to sections
4 sixty-four hundred fifty-one and sixty-four hundred fifty-two of
5 the education law containing such information as shall then be
6 available to them. Thereafter reports in the form provided in such
7 sections shall be furnished annually.

8 § 5. In accordance with the provisions of this act, nineteen mil-
9 lion, seven hundred and two thousand dollars (\$19,702,000), or
10 so much thereof as shall be sufficient to accomplish the purposes
11 designated by this act is hereby appropriated out of any moneys
12 in the state treasury in the general fund to the credit of the state
13 purposes fund. Notwithstanding the provisions of the state finance
14 law, the amounts apportioned in the schedule below may not be
15 increased or decreased by interchange with any other program
16 within such schedule. The following apportionments are hereby
17 made:

18 a. For the state university of New York the sum of six million,
19 seven hundred and two thousand dollars (\$6,702,000), or so much
20 thereof as may be necessary, is hereby apportioned and made
21 available to the state university of New York or community col-
22 leges operating under the program of the state university of New
23 York in accordance with the provisions of this act.

24 b. The sum of two million dollars, or so much thereof as may
25 be necessary, is hereby apportioned and made available to the city
26 of New York as custodian of a special fund established in accord-

1 ance with section thirteen of chapter seven hundred eighty-two of
2 the laws of nineteen hundred sixty-six.

3 The sum of seven million dollars, or so much thereof as may be
4 necessary, shall be made available to the comptroller of the city
5 of New York to match, dollar for dollar, funds made available to
6 the city university of New York by the city of New York from
7 moneys in the city treasury raised by real estate taxes and general
8 fund revenues of the city of New York. Such sum of seven million
9 dollars apportioned pursuant to this subdivision b shall be made
10 available only for programs conducted on and after July first,
11 nineteen hundred seventy and administered in accordance with the
12 provisions of this act.

13 c. For the non-public institutions of higher education the sum
14 of four million dollars (\$4,000,000), or so much thereof as may
15 be necessary, is hereby apportioned and made available to the
16 department of education in accordance with the provisions of this
17 act.

18 § 6. This act shall take effect April first, nineteen hundred
19 seventy except that the provisions of sections one through four,
20 inclusive, shall apply to programs conducted on and after July
21 first, nineteen hundred seventy.

APPENDIX B

The following offices should be contacted for information about Educational Opportunity Programs:

1. Opportunity Programs in State University of New York
Mr. John Reavis, Coordinator
Office of Special Programs
30 Russell Road (Westgate)
Albany, New York 12206
518-GL7-4149
2. Opportunity Programs in private colleges
Mr. Donald Winkelman
Supervisor of Higher Education
State Education Department
Room 716
Albany, New York 12224
518-474-1369
3. Faculty Senate Committee on Expanded Educational Opportunity
Dr. Vera Farris, Chairman
State University of New York
at Stony Brook
Stony Brook, L. I., New York 11790
516-246-4042
4. University Policy and Plans for Opportunity Programs
Dr. James S. Smoot
Assistant Vice Chancellor
8 Thurlow Terrace
Albany, New York 12201
518-474-6056

ADMISSIONS INFORMATION ON (E.O.P.)
EDUCATIONAL OPPORTUNITY PROGRAMS

Offered by The
STATE UNIVERSITY OF NEW YORK

Prepared by The
OFFICE OF SPECIAL PROGRAMS
CENTRAL ADMINISTRATION
STATE UNIVERSITY OF NEW YORK
Albany, New York

For The
NEW YORK STATE
PERSONNEL AND GUIDANCE ASSOCIATION CONFERENCE
Hotel Concord, Kiamesha Lake, New York
October 25 - 28, 1970

John W. Reavis
Coordinator

The securing of higher education in the State of New York by culturally and economically disaffected and neglected students, particularly as represented by Black, rural white, Puerto Rican, and Indian, remains a problem of great magnitude. The Governor of the State of New York, the Chancellor of the State University of New York and the Board of Regents have clearly committed themselves, their power, and the resources of this state to this task.

The disaffected and neglected are students with enormous learning deficiencies, because of their color, their income level, their family background, or the neighborhood from which they come. The visibly disadvantaged are those concentrated in the inner city. Frequently, they meet teachers and counselors who have low expectations of them, and whose attitudes convey fear and distrust, rather than respect and confidence. Parental neglect and environmental conditions substantiate their worthlessness.

Therefore, the Educational Opportunity Programs are concerned with students whose parents have less education, less contact with schools and less influence upon the school. These are the students left behind, and their plight must be met by those who are concerned about a better Tomorrow for Our Society.

Relevant organizations, as well as high school guidance counselors, should augment and complement the efforts of College Admission officers for the purpose of fostering these goals of educational opportunity, and to stimulate continuous interest in the development of more effective means of achieving these goals.

To be eligible for admission to the Educational Opportunity

Programs of State University of New York, and, thereby, to be eligible to receive the benefits of provisions under Section 6452 of the Education Law, an applicant must meet all of the following criteria:

1. He must be a resident of New York State.
2. He must be a graduate of an approved high school, or have obtained a New York State High School Equivalency Diploma, or its equivalent such as an Armed Forces Equivalency Diploma.
3. He must be economically disadvantaged as determined by the criteria established for the Higher Education Opportunity Program administered by the New York State Education Department, as set forth in the "1970-71 Guidelines for Submission of Grant Proposals."
4. He must be educationally disadvantaged. The basic test of educational disadvantaged is nonadmissibility by the college's normal admission standards to the college at a matriculated status in a certificate or degree program. In the case of a community college operating an approved "open door" program, the basic test of educational disadvantage is nonadmissibility to any program currently operated by the college. A student deemed qualified for the community college's developmental program, however, is eligible for the opportunity program at State University.
5. He must have demonstrated to a reasonable degree, and in some academically relevant way, that he has the potential for satisfactory completion of a degree program, at a campus which accepts him for enrollment in its

Educational Opportunity Program written recommendations of qualified persons, including community resource people, can assist the campus in helping to select applicants.

Eligibility for Admission - see page 5

Eligibility for Admission

A student eligible for participation in an HEOP program is one who comes from a household with the following income, according to the number in that household and the environment in which they live. These guidelines are effective for fiscal year 1970-71 and may be revised annually to meet changing economic conditions.

Number of Dependents	Gross Family Income ¹
1	\$4,400
2	5,650
3	6,750
4	7,600
5	8,000
6	8,400
7	8,800
8	9,150
9	9,500
10	9,850

¹Income levels are based on data obtained from the United States Bureau of Labor Statistics, the College Scholarship Service and the Community Council of Greater New York.

Dependent means all relatives living with and supported by the head of the household, including the spouse. For example, the maximum gross family income for a two parent family with one child would be \$5,650. The income guideline may be raised by \$500 if household is supported by two workers.

For the purpose of the New York State Education Department, fifteen percent of the students admitted to an HEOP program may come from families whose income exceeds the guidelines if they fall into one of the following categories (this would be beyond the two-worker extension):

- A. He lives in low-income public housing.
- B. There is serious mismanagement of the family's income and little accrues to the interest of the student. Written corroboration is required from a disinterested, reliable outside party, such as a social worker, lawyer, judge, etc.
- C. The student's family is the recipient of state or locally administered welfare.

Eligibility for admission to a campus opportunity program does not necessarily mean selection and admission to it. Because the pool of eligible students is likely to include more than the number who can be enrolled, each campus establishes **basic** criteria for admission, (Abstracted from the "Guidelines for the Organization, Development, Coordination, and Operation of the Educational Opportunity Programs of the State University of New York, September 1, 1970").

Members of the Office of Special Programs, State University of New York, Albany, New York available to assist you are:

Marie Brown

William Ferrero

Charles Mays

Nathaniel Quattlebaum

through calling (518) 457-6774 or writing us in care of the State University of New York, Thurlow Terrace, Albany, New York 12201.

Attached: EOP Campus Directors
Cooperative College Center Directors
Urban Center Directors