

Fifth Annual Report for the Legislative College Opportunity Program 1999-2000

The fifth annual report responds to Senate Bill 1505, Section 17.14 of the 1994 North Carolina General Assembly, which provides the following:

UNC/Legislative College Opportunity Act Pilot Program, Sec. 17.14: Of the funds appropriated to the Board of Governors of The University of North Carolina in this act, eight hundred thousand dollars (\$800,000) shall be allocated equally among the 16 constituent institutions. The funds shall not revert and shall be placed in trust fund accounts, with the investment earnings to be used for this program as well.

The funds shall be used to establish a pilot Legislative College Opportunity Program to recruit new students to enroll in college in future years who might not be able to attend college without incentives. The program shall be based on guidelines and rules established by the Board of Governors. The Board shall consider the needs of socially and economically disadvantaged youth in developing the pilot program with a primary goal of improving the academic performance, high school graduation rates, college going rates, and college graduation rates of youth currently underperforming in these measures. The Board shall develop the pilot program so that it provides incentives for and removes financial barriers to college attendance. The Board shall consider various academic standards and financial need in establishing the program, and the funds shall be used to pay for some portion of college attendance costs.

The Board shall establish the program guidelines and charge the campuses with implementing the pilot program by January 31, 1995. The Board shall report on the guidelines, program design and progress in implementation to the Joint Legislative Education Oversight Committee by May 15, 1995, with copies to members of the House and Senate Appropriations Subcommittees on Education. The Board shall monitor the success of the pilot program in attracting students who otherwise might not have enrolled in higher education, and shall monitor the progress of these students, with annual reports to the Joint Legislative Education Oversight Committee by May 15, 1996 and each succeeding year through 2001.

Part I. Institutional Programs

The 16 constituent institutions are at various stages in the implementation and development of the Legislative College Opportunity Pilot Program. Each institution has designated a coordinator for the program who has principal responsibility for its operation.

The coordinator is the campus liaison with middle and high school counselors in the region prescribed for the institution to recruit students. Students, parents, and counselors have been made aware by the coordinators of the commitment of the institution to provide funds to cover the freshman year expenses for tuition, fees and books; however, the students must satisfactorily meet the following qualifying, maintenance and completion requirements:.

1. Be North Carolina resident;
2. Be a middle grade student;
3. Have parental/guardian consent to participate in the Program;
4. Be a first-generation college student and/or come from a family with an annual income that qualifies the family as disadvantaged based on federal guidelines;
5. Agree to enroll in high school courses that meet the minimum admission requirements of the Board of Governors of the University of North Carolina;
6. Committed to the guidelines and activities of the Program by signing an agreement to do the following:
 - a. Maintain a "B" or better cumulative average in all schoolwork through high school graduation;
 - b. Maintain a public school attendance rate of 95% or better;
 - c. Take the Preliminary Scholastic Assessment Test (PSAT) in the 10th grade;
 - d. Take the Scholastic Assessment Test (SAT) or the ACT assessment test in the 11th and 12th grades;
 - e. Participate actively in school co-curricular activities;
 - f. Demonstrate high personal and scholastic standards;
 - g. Participate in activities that assist in achieving high academic and leadership standards;

- h. Give at least 15 hours of approved community service during each year of program participation;
- i. Remain drug free and alcohol free and obey the laws and regulations of the State of North Carolina;
- j. Apply for eligible financial assistance no later than the last term of the high school senior year.

A student makes application to the program by completing the institution's form that specifies certain expectations for both student and parents who commit to the program with their signatures.

Part II. Designated Students and Enrichment Activities

Highlighted below are some of the successes and items of interest for the LCOP for the 1999-2000 academic year:

Six freshman scholars have enrolled at Appalachian State University. Of those, one student has earned less than a 2.0 grade point average.

Two students from the combined FSP and LCOP programs are freshmen at NC A&T. Both are making satisfactory academic progress.

North Carolina Central University has enrolled a total of 119 freshmen in the combined LCOP and Freshmen Scholars Programs since their inception. While no new students enrolled in 1999-2000, it is anticipated that a number of new students will matriculate in the Fall of 2000. Of the 119 students who have enrolled in the two programs, 72 earned freshman year cumulative gpas of 3.0 or better and 38 others earned earned cumulative freshman year gpas of 2.0 – 2.99. Only 9 of these students failed to earn cumulative gpas of 2.0 or better.

North Carolina School of the Arts reports that they do not have any students enrolled in their program, and that, due to the special nature of their institution, they feel it is very possible they will not have any students in the LCOP program in the future.

While no program participants are currently enrolled at NC State University, two participants have been admitted to that institution for Fall 2000.

UNC-Asheville is hoping to offer funds for the 2000 – 2001 academic year to two students who will graduate from Asheville High School in May.

UNC Greensboro reports that one new freshman has enrolled through this program.

UNC Pembroke reports 13 new freshman in the LCOP and Freshman Scholars programs.

Winston-Salem State University reported separate numbers for LCOP and Freshmen Scholars Program participants. The other campuses offering both programs have essentially combined them. WSSU's LCOP includes 75 pre college students, and no LCOP participants who are freshmen or currently enrolled students at WSSU. 42 additional students are no longer participating in the program.

Constituent institutions have designated 1463 students and their parents and/or guardians as potential award recipients. These students represent 65 counties throughout North Carolina. 692 students have been discontinued from the programs.

Within this context, all of the constituent institutions have developed enrichment activities that assist the students to perform well in high school, to graduate from high school and to matriculate in college. These activities include the monitoring of academic progress in school, establishing mentoring relationships; assisting in goal setting and career planning; providing academic tutoring, and enhancing opportunities for social and leadership regiment through interaction with parents, public, school personnel, community leadership and university staff.

Part III. Designated Parents and/or Guardians and Requirements

Constituent institutions have involved parents and/or guardians to help create a supportive environment for the selected students. Coordinators and counselors have worked with the parents and/or guardians in helping the students gain the educational preparation necessary to perform well in college. Parents and/or guardians have monitored the academic progress of the students, ensured that students met school attendance requirements, met with program officials at least three times to ensure that the students meet all eligibility requirements in order to remain in the program and graduate. When students apply for admission to the university, parents will assist the students in completing all application forms for federal financial assistance during the senior year in high school.

Part IV. Institutional Perspectives

The Legislative College Opportunity Program is designed to attain the commendable goals of improving academic performance, high school graduation rates, college going rates, and college graduation rates of socially and economically disadvantaged students. To do so, the program seeks to recruit middle grades students who might not otherwise finish high school or continue on to college, and to provide them with financial and academic incentives that will help them to do well in middle grades and high school and increase their likelihood of enrolling in college following graduation. While the constituent institutions of The University of North Carolina support the program goals, some institutions have had difficulty in effectively implementing the program because of lack of funds to fully support the coordination with required recruitment efforts and programs the institutions must initiate for the involvement of parents and/or guardians.

The program requires that each year a cohort of students be identified in the middle grades and participate through the high school years to graduation. The selection of a cohort for any year is a difficult process because a financial commitment to an eighth grade student implies that the cost for tuition, required fees, and textbooks will undoubtedly increase four times. For example, if the cost at the time of the commitment in middle school is \$2,064.00, the award required at the time of matriculation in the university, in 2000, may increase by more than twenty-five percent.

The amount of funding supporting the program presents concerns in other areas as well. For example, it is crucial to point out that the cost for the required enrichment activities for students and parents must be contributed by the institutions. To this extent, each constituent institution must fund at least five years of enrichment activities for which no funds have been allocated. Furthermore, the program calls for continuity in personnel as well as staff appropriately trained in counseling and advising skills needed to make the effort successful. While various members of the constituent institutions trained to advise and counsel undergraduates, training was required to prepare staff members to work effectively with middle and high school students. The \$50,225.47 allocation and interest cannot be used to cover these personnel and related costs such as secretarial support, travel, and postage, and therefore funds will have to be diverted from existing programs, a less than favored option. Additional funding has been requested in the continuation budget to reinforce the support for the laudable goals of this program.

Since no additional funding is anticipated for this program in the future, and since most remaining fund balances will be required to support enrollment costs of current enrollees, a question has been raised regarding whether *new* students should be recruited for this program.

It has been suggested that the admissions offices and the financial aid offices at the participating institutions must be better informed of this program as more students near matriculation at the various campuses. Closer monitoring of student progress with high school counselors has also been recommended.

Finally, most of the campuses believe the program is effective and vital to the success of many students to reach their goals of attending college; however, there is some concern that more money is needed to assist these students beyond the first year of college, and several institutions have requested more funding to aid students beyond the freshman year and through graduation.

**Part V. Resource Availability for the Constituent Institutions of
The University of North Carolina**

The resource availabilities for the Legislative College Opportunity Program are:

	<u>Original Appropriation</u>	<u>Accrued Earnings</u>	<u>Scholarship Expen- ditures to Date</u>	<u>Resource Availability</u>	<u>7th-12th Gr. Students</u>	<u>New Fr. *</u>
ASU	\$50,225.47	\$19,706.53	\$ 8,945.00	\$60,987.00	142	6
ECU	\$50,225.47	\$16,435.84		\$66,661.31	9	0
ECSU	\$50,225.47	\$14,034.19		\$64,259.66	19	0
FSU	\$50,225.47	\$19,868.00		\$70,093.47	85	0
NC A&T	\$50,225.47	\$19,959.59	\$ 2,336.80*	\$67,848.26	30	2
NCCU	\$50,225.47	\$17,261.12	\$ 17,881.00	\$49,605.59	19	0
NCSA	\$50,225.47	\$19,364.51		\$69,589.98	0	0
NCSU	\$50,225.47	\$12,470.71		\$62,696.18	12	0
UNC-A	\$50,225.47	\$19,632.41		\$69,857.88	180	0
UNC-CH	\$50,225.47	\$16,324.18		\$66,549.65	57	0
UNC-C	\$50,225.47	\$18,960.38		\$69,185.85	183	0
UNC-G	\$50,225.47	\$17,437.29		\$67,662.76	6	1
UNC-P	\$50,225.47	\$18,766.44	\$ 16,237.40*	\$52,754.51	100	13
UNC-W	\$50,225.47	\$17,867.55		\$68,093.02	82	0
WCU	\$50,225.47	\$20,269.78		\$70,495.25	506	0
WSSU	\$50,225.47	\$12,531.92		\$62,757.39	33	0

* These *expenditure* numbers represent one fifth of the *expenditure* totals for students enrolled in the Freshman Scholars Program and the LCOP at two of the five campuses offering both programs (NC A&T, and UNC-P) for the 1999 - 2000 academic year. The numbers were reported separately in past years. At most campuses participating in both programs the funding has essentially been consolidated, with little distinction made between FSP and LCOP students. The appropriations and earnings have been kept separate and are reconciled in separate reports for the two programs. The total appropriation for both programs at the five campuses participating in both programs, excluding accrued earnings, is \$250,225.47 per campus. Roughly one fifth of that funding represents LCOP money. Thus, for example, one could assume that an expenditure of \$80,000 for both programs, where the money is combined, represents an expenditure of \$16,000 in LCOP funds and \$64,000 in FSP funds. The total spent for both programs at NC A&T was \$11,684; one fifth of that amount is \$2,336.80 (amount reported above); 1/5 of the \$81,187 expended for the two programs at UNC-P is \$16,237.40, as reported above.

It should be noted that disbursements for program commitments would be awarded when the students complete the program requirements and matriculate. In essence, the 1463 designated students must complete the program to receive the award.

Part VI. Institutional Coordination

The following individuals were designated institutional coordinators:

ASU	Harry L. Williams	828-262-2120
	Susan McCracken	828-262-2291
ECU	Tarrick C. Cox	252-328-6397
ECSU	Jeanetta Foust	252-335-3590
FSU	Patricia F. Heath	910-486-1814
NCA&T	Vallie Guthrie	336-334-7938
NCCU	Eugene Eaves	919-560-6230
NCSA	William Pruitt	336-770-3261
NCSU	Joanne Woodard	919-515-4559
UNC-A	Phil Weast	828-251-6490
UNC-CH	Joyce D. Clayton	919-962-1281
	Lacy Flintall	919-843-8151
UNC-C	Josephine Wallace	704-547-4838
UNC-G	Jim Black	336-334-5496
UNC-P	Sylvia Johnson	910-521-6493
UNC-W	Dr. Denis Carter	910-962-3540
WCU	Mark Ellison	828-227-3169
WSSU	Betty A. Alexander	336-750-2650