

HEARING OF THE NEW YORK CITY COUNCIL CONCERNING
FUNDING FOR DIVERSITY INITIATIVES OF THE CITY
UNIVERSITY OF NEW YORK

June 7, 2007

Thank you, Chairman Barron, and all of the members of the New York City Council Higher Education Committee, for the opportunity to share with you the accomplishments of several initiatives of the City University of New York, made possible through City funding. I am Cheryl Williams, University Assistant Dean of Special Programs, the CUNY Higher Education Opportunity Programs, SEEK and College Discovery. Executive Vice Chancellor and University Provost, Selma Botman, extends her apologies for not being able to be here with you today, but I can assure you that my testimony reflects her deep concerns with continued funding for these initiatives.

First, I would like to introduce my colleagues: Elliott Dawes, Director of CUNY's Black Male Initiative, begun in 2005; Dr. Anthony De Jesús, Interim Director of Centro de Estudios Puertorriqueños, established in 1973; and Dr. Ramona Hernández, Director of the CUNY Dominican Studies Institute, established in 1994. We are here today to tell you, once more, of our profound gratitude for the support that the City Council has

given CUNY in the past and particularly for the three programs which are the focus of today's remarks.

As you know the Mayor's Executive Budget has recommended elimination of funding for each of these initiatives:

- \$1.5 million for the Black Male Initiative
- \$470,000 for the Centro de Estudios Puertorriqueños, and
- \$469,000 for the Dominican Studies Institute

CUNY's Chancellor, Matthew Goldstein, recently testified that CUNY's programs and centers serve quite literally thousands of students, faculty, and residents of New York City. He also pointed out that they provide "much-needed opportunities, often for those from underserved populations, to gain access to advanced study and career development." As a beneficiary of the SUNY EOP Program, as a developmental English instructor, as a former SEEK Director, and now as the University Dean responsible for SEEK and CD, I have extensive and intimate knowledge of the positive impact these kinds of programs have on the lives of New York City's poor who aspire to transform their lives through education. I feel privileged to represent the University here today, to argue respectfully for restoration of this invaluable funding, funding that supports three programs which are central to the mission of our great University.

This afternoon you will be hearing specifically from three programs which depend upon City funding for their important work:

The Black Male Initiative - Continued funding will allow the University to enhance and expand this cutting edge initiative which began with 15 projects at 11 CUNY sites during the 2005-2006 academic year and which grew to 21 projects on 17 campuses during the 2006-2007 academic year just concluded. Most of the projects focus on two goals for underrepresented students --first providing direct services designed to increase the success of those who are currently enrolled, second strengthening the academic pipeline into CUNY for the thousands who aspire to a college education.

Centro de Estudios Puertorriqueños - Housed at Hunter College, Centro has used the City's funding to advance its mission as the nation's largest research institute devoted to the study of the Puerto Rican experience. This funding has supported Centro's library, utilized by over 3,000 individuals annually; its website, with close to 4,000 unique visitors each month; and its programming, which makes CUNY accessible to the Puerto Rican and Latino communities of New York as well as enriching both the University and the City with high-impact cultural and educational events.

Dominican Studies Institute - Situated on the campus of City College, this institute is the first and only university-based research institution in the United States devoted to the study of Dominican life in the diaspora. It averages 60 conferences and symposia each year from a wide variety of disciplines, attended by audiences composed not only of faculty and students, but also of large numbers of the community members.

All of these programs enrich both the University and our city, increasing the visibility of their respective communities through their programming and research as well as providing educational and cultural services that promote a more profound understanding of the ways in which New York City's cultural diversity serves as an engine of change and opportunity.

I know that you, Chairman Barron, one of our most outstanding CD/SEEK alumni, have made the University's request for restoration of funding a personal issue. Through our combined efforts CUNY and the City of New York will remain national leaders in urban higher education. We at CUNY thank you and your colleagues on the City Council most deeply for your wisdom and courage in supporting our very important mission.

**Testimony by Dr. Anthony De Jesús, Interim Director Centro de Estudios Puertorriqueños,
Hunter College**

**City Council Higher Education Committee
CUNY Diversity Initiatives**

June 7, 2007

Good afternoon Councilman Barron and members of the New York City Council higher education committee.

I want to begin by thanking the New York City Council for granting the Centro de Estudios Puertorriqueños (Hunter College, CUNY) – a budgetary allocation of \$469,000 last year. These funds were used to advance our mission of preserving, researching, and disseminating the Puerto Rican and Latino legacy in New York City. Centro, founded in 1973, is the largest and most prominent research institute in the United States dedicated to the study of the Puerto Rican experience and is one of the oldest Latino studies research centers in the nation. We are committed to making these resources available and useful to those in community organizations, public policy, and academia. **Work accomplished includes: the processing of the records of ASPIRA, Inc. and the papers of Dra. Antonia Pantoja, Poet Pedro Pietri, Judge Felipe Torres, senior citizen advocate Petra Allende, and the initial processing of the papers of former Young Lord and activist Richie Perez.**

Over 3,000 individuals utilize Centro's library annually, reflecting visitors from all five boroughs and beyond. Over 1,200 researchers annually utilize Centro's archival collections and consult with archival staff. Centro receives researchers, educators, and students from throughout the country, Puerto Rico and from countries including the Dominican Republic, Cuba, Mexico, France, Italy, Japan, Germany, and Brazil. A large number of Centro's patrons come from the five boroughs particularly districts 2 and 10 in Manhattan; 14, 15, 17 and 18 in the Bronx; 34, 37, and 38 in Brooklyn; and 21 in Queens.

Every month close to 4,000 unique visitors access Centro's materials through our website, which includes digitized documents and photographs from our collections, digitized finding aids and databases related to our archival collections and our video library. In addition, our website features the FBI Cointelpro files on Puerto Ricans active in the independence movement and an educational website on Puerto Rican authors. Our website also features free access to out-of-print editions of Centro Journal and a collection of policy reports produced by Centro researchers and CUNY faculty on issues such as Health, Housing, and Education.

Over 700 individuals attend Centro's events annually, which in the past year included art openings, academic panels, film screenings and tributes to beloved poet Pedro Pietri and activist Richie Perez whose papers are now in our archives. Centro, with Comite Noviembre and CUNY, co-sponsored the first annual Festival de Artesania Puertorriqueña at Hunter College in November and hosted the Latino College Expo at Hunter College in April of this year. Over 1,000 people attended each of these high impact cultural and educational events. **Centro helps make CUNY accessible to the Puerto Rican and Latino community and enriches CUNY and the city with the resources and heritage of Latinos. Centro is also active in the effort to increase the number of faculty from underrepresented Latino/a communities throughout CUNY and we are proud to be one of the City Council's CUNY diversity initiatives.** Currently, we are featuring the exhibit: Puerto Rican Fiestas, a salute to the Puerto

Rican Day Parade 2007 recognizing the 50th anniversary of the Puerto Rican Parade in New York City and planning, with the Dominican Studies Institute and CUNY's Black Male Initiative, an event focusing on strategies for increasing the enrollment of Black and Latino males in the coming year.

As Centro continues its work in the coming year the New York City Council's support is critical if we are to continue this vital work as we look into the future. **I appear on behalf of Centro to request continued budgetary support** in the FY 2007-2008 budget. These funds are essential if we are to continue to make Puerto Rican and Latino resources accessible in a timely way. The funds will make it possible to organize and digitize for wider access the papers and materials of several outstanding Puerto Rican and Latino organizations and individuals, and to strengthen our general operations. To this end, these funds will support a number of initiatives including:

- The *organization of new collections and completion of collections in progress*, among them are: The continued processing of the Robert Garcia Papers a large and complex collection documenting the life and work of the first Puerto Rican elected to the New York State Senate, and to the U.S. House of Representatives, where he served for thirteen years [1978-1990; 21st Congressional District --Bronx]. In addition the processing of a number of important labor collections including the papers of labor leaders Kathy Andrade who was Director of Education for the International Ladies Garment Workers Union (ILGWU) and Julia Jorge who with Andrade was active in the Hispanic Labor Committee and the Labor Council for Latin American Advancement. Other important labor collections to be processed include the papers of Dennis Rivera, Edwin Lopez, Jose Lopez, Efrain Diaz, Jose La Luz, Edgar de Jesus, and the Santiago Iglesias Educational Society.
- *Digitization* of selected materials from the collections as they are organized including the continued digitization and inventorying of the Centro's Art Collection consisting of over 2,000 images (prints, posters, paintings) representing New York Puerto Rican/Latino artists in order to more effectively disseminate our resources and make them accessible to broader audiences via an online image bank. Additionally, Centro plans to expand its outreach to educators by developing online curriculum guides to Centro's collections and by adding new writers, including Pedro Pietri, Diana Ramirez, and Graciany Miranda Archilla, to this growing website.
- *The Puerto Rican Music Roots and Beyond Project* – In collaboration with Hostos Community College, celebrated composer and musician William Cepeda will present four concerts focusing on the traditional genres of Puerto Rican music. Centro will produce educational materials and an academic volume to disseminate our musical heritage to PK through Ph.D. students.

These are costly endeavors which require sustained funding from the City Council. Without this support the work of preserving and making these resources available will be drawn out over a much longer period of time depriving students, researchers and the general public of information regarding the significant contributions of Puerto Ricans and other Latinos to New York City. Thank you again for your time and support.

Dr. Anthony De Jesús
Interim Director

Testimony for the New York City Council: June 7, 2007. 2:30pm
Prepared by Ramona Hernandez, Ph.D. Director, CUNY Dominican Studies Institute

Buenas tardes. Let me begin by thanking the Higher Education Committee for the opportunity to testify today about the use of the resources allocated to CUNY DSI last year by the New York City Council. I have only a few minutes to explain myself and I have chosen to speak about a few of the activities and services NYC Council founding supports and which I think may serve to illustrate my explanation.

General Description, Who We Are and What We Do

The Dominican Studies Institute is a research unit of the City University of New York. Our mandate is to produce and disseminate academic research about the Dominican people in this country. We are the only research center in the United States dedicated to the study of the Dominican people. Dominicans continue to be the largest immigrant group in New York City and their presence is felt in every part of this city, and their experience and way of life impact every institution and every New Yorker. We are the only Dominican research center in the country and because of the kind of work we do and its quality, the Institute has become a prominent voice in the city whose opinion is sought by the local, national, as well as the international community on matters that have to do with the Dominican people. The research produced by CUNY DSI is used both by academics as well as the public at large, including elected officials, community based organizations, the media, and the business sectors. Many decisions undertaken by some of these sectors concerning Dominicans have been informed by our research. Such a privileged position in the academia and society at large make us if not the busiest, certainly one of the busiest research centers out there.

Use of Funding from the NYC Council

In fiscal year 2006 The New York City Council generously allocated funding for “Construction” (capital) and for “Program activities” to CUNY DSI. I will briefly provide you an overview on how these resources have been spent.

Show visual Aids: “New Facility Under Construction,” “From Foundier’s Collection,” “Juan Paulino,”

The Capital funding has been used in the following two projects: (1) to complete the construction of the new facility which will house both the Dominican Library and the Dominican Archives; and (2) to buy additional equipment indispensable for the functioning of the Archives and the Library once we open. We acquired a powerful scanner, an audiovisual system, microphones, and a podium. Capital funding was also used to pay for an air system to control the temperature, including humidity, in the areas of the archives where documents will be stored. Without this system, valuable historical documents donated to the Dominican Archives by the Dominican people run the risk of getting damaged with sudden changes in the temperature, typical of large buildings with a central air system. God willing, in January 2008, all of you will be invited to a ribbon-cutting ceremony that will be followed by an entire week of activities celebrating the **Opening** of a magnificent, modern facility housing **the only Dominican Library and the only Dominican Archives outside the Dominican Republic**. This is a celebration that even unborn Dominican children will hear about!!!

I would like to ask you to please take a look a few visual aids I have brought with me while I continue to talk. The idea is to illustrate some of the activities I am going to mention and for which I have used the funding allocated to “Programs and Activities”. I am showing **three visual**

aids: one shows the new facility under construction at the City College of New York; another one shows a photo of a videotape from a collection recently donated by renowned community activist and professional journalist, Ms. Zunilda Founder. Ms. Founder produces and hosts the oldest Dominican cable television program in NYC called *Realidades*. The copy of the videotape you see on this photograph contains interviews conducted in 1996 with current President of the Dominican Republic Dr. Leonel Fernandez and also renowned baseball player Juan Marichal, today a member of the Baseball Hall of Fame.

The other **visual aid** reflects a photograph of Mr. Juan Paulino, taken in 1971. Mr. Paulino is a prominent community activist now in his senior years and one of the people responsible for erecting a statue of Juan Pablo Duarte in Canal Street. Juan Pablo Duarte is the Founding Father of the Dominican Republic. Mr. Paulino is also the first Dominican in the US to be honored by the Government of the Dominican Republic with the medal, "Orden de Caballero," which is the highest award granted by the Government to a Dominican citizen. He donated the medal along with all his papers to the Dominican Archives. Today Mr. Paulino is ill, bed-ridden, and can no longer walk around the Dominican community. But just a few months ago he used to visit the Institute frequently. He came to work on the classifying and the preservation of his papers. Don Juan Paulino will leave us, no doubt; but he will leave with the knowledge that the history of the Dominican people here is been properly preserved and that his life-long contribution is part of that preserved history. The story that I just described, the collection and preservation of Juan Paulino's papers along with the papers of many other Dominicans whose activism and contributions have marked this city and this country forever, is possible because of the resources the City Council of ~~New York~~ ^{to} the City Council of New York provided us last year.

Show visual Aids:

**“Population Served by the library,” “Women’s Writers Book Fair,” “Mask Making,”
“Workshop on Dominican-Haitian Relations,” & “Teachers’ Professional Development
Seminar”**

I want to ask you please to look at the next set of posters as I speak: I am pleased to report to you that the Dominican Library has taken a life of its own. The Library services a large, diverse clientele that increases every year, and that brings people from ~~all over~~ ^{five} walks. The Library has developed a strong presence in the Dominican community and in the city: **How** is this presence felt? Through the Library’s collaboration with community based organizations in putting together annual events that have become a tradition and a gathering of thousands of people. A concrete example is the “Annual Book Fair of Dominican Women Writers” held at the City College of New York, organized by the Dominican Women’s Development Center. Also the Librarian holds workshops relating to Dominican culture and history for young school children all around New York City. Additionally, the Library hosts professional development workshops around the issue of identity formation among Dominicans for high school teachers particularly working with at risk Dominican/Latino student populations. Part of the allocation from NYC Council last year covered the cost of organizing the activities just described.

The Staff

The staff of CUNY DSI is made up of 10 people, 5 full-timers, including myself, and 5 part-timers. Each one of us is the head of a given area; each one is vital for the functioning of the entire Institute. Students make up half of the Staff at the Dominican Studies Institute. Why do I employ students? For many reasons, among them is the belief that the Institute should serve as a place where young and seasoned minds converge. But there is also a more mundane reason for

hiring them: by employing Dominican students we are contributing to ensure that these students remain in college in the hope of completing their college education. How so? I am now going to show you a graph from a research we did about Dominican students in higher education. This research, "Against all Odds: Dominican Students in Higher Education," is a pioneering study that highlights among other things the socioeconomic conditions of Dominican college students and when the study was first published, it received the attention of the *New York Times*. The graph indicates that Dominicans are the poorest students attending the City University of New York and that they come from families whose annual income is below \$10,000. Our research also found that Dominican students work while attending college and that in many instances the need to find and keep a job competes with Students' desire to remain and complete their college education.

There are also three new projects sponsored by CUNY DSI and that are going to help us produce productive collaborations and get access to new sources of funding to support the programs and activities currently in place and partially supported by your allocation. I am happy to report that the Dominican Studies Institute has managed to convince a very selective, small group of Dominicans involved in the business world to create the first Endowment for providing scholarships to Dominican students attending public colleges. Mr. Luis Canela, the CEO of BPD Bank, an investment bank in New York City, rightly heads the group. In addition, the CUNY DSI is organizing the first celebration ever of students of Dominican descent who have graduated from CUNY. Our research indicates that we have over 35,000 graduates out there. This group deserves to be acknowledged for their help in moving the Dominican people forward; the group also needs to be provided with an opportunity to reconnect both with their university and their

community. And finally, the Director of Centro de Estudios Puertorriquenos and the Director of the Black Male Initiative and I have been talking about the idea of approaching funding sources together seeking financial support to sponsor a pioneering research project focusing on the Black Puerto Rican and Black Dominican males as well as the non-Hispanic Black males and their current outcomes both in education and in the labor market. I feel that this study will render fundamental information for policy makers since these three groups make up more than one third of the population of New York City. Please allow me to conclude by urging you to support the restoration package submitted by CUNY for your consideration; I know you have many requests from thousands of people and institutions that count on you and need your support. But restoring funding to the CUNY DSI is a secure investment in the future of a people who are a fundamental component of this great city.

**HEARING OF THE NEW YORK CITY COUNCIL, HIGHER EDUCATION COMMITTEE,
THE HONORABLE CHARLES BARRON, CHAIRPERSON**

**FUNDING FOR THE CITY UNIVERSITY OF NEW YORK BLACK MALE INITIATIVE FOR THE
2007-2008 ACADEMIC YEAR (FY2008)
June 7, 2007**

Thank you, Council Member Barron and other members of the New York City Council Higher Education Committee, for this opportunity to participate in this hearing on New York City Council funded diversity initiatives that: (1) support students from populations that are severely underrepresented in higher education, (2) sponsor research on the history, culture and politics of diverse communities that continue to make significant contributions to our city and nation, and (3) coordinate academic programming that contributes to the free exchange of ideas and information at the University.

It is my great pleasure to participate in this hearing with my CUNY colleagues Dr. Ramona Hernandez, Director of the Dominican Studies Institute at The City College of New York, and Dr. Anthony De Jesus, Director of the Center for Puerto Rican Studies at Hunter College. From our testimony, I think that you will be able to discern our shared commitment to promoting diversity and opportunity at The City University of New York and making certain that the University remains a place where New Yorkers from diverse backgrounds can find realistic access to higher education. Our programs have common interests and objectives and we plan to cosponsor academic programs in the near future.

I am also pleased that I am able to introduce myself to you today as the new University Director of the City University of New York Black Male Initiative. I began working in the CUNY Central Office as the CUNY BMI Director on December 11, 2006. In the next few weeks, my office will move to

the campus of The City College of New York where we will establish a research institute that will explore issues related to social and educational equity for underrepresented students, particularly black males. Over the course of the last six months, at our monthly BMI funded projects meetings in the Central Office and during numerous campus visits, I have had the pleasure of meeting and working with all of the CUNY BMI campus project directors who are implementing programs throughout the University that are having a positive impact on the educational experience of CUNY students. After five years of teaching in the African American Studies Department at the John Jay College of Criminal Justice from 1998 to 2003, a short time as a public high school social studies teacher and two years working on diversity issues as an Assistant Dean of Multicultural Affairs at the Hofstra University School of Law, I am grateful to return to CUNY to work as the central administrator of this important University-wide program that we expect will raise the enrollment, retention and graduation rates of students from groups that are severely underrepresented in higher education, particularly African American, Caribbean and Latino males.

In this statement, I intend to give a brief status report and share with you some of the work that has been done by the talented administrators, faculty members and students throughout the CUNY system whose dedication and commitment has resulted in the creation of programs that we believe will provide additional levels of guidance, direction and support to students from underrepresented populations who are often the first in their families to go to college.

Based on promising models developed at Medgar Evers College under the leadership of President Edison O. Jackson, and upon the recommendation of a University-wide CUNY BMI Task Force convened in 2004, the University created the BMI program in 2005 that funds projects throughout the CUNY system that are designed to increase the enrollment and retention of students from

groups that are severely underrepresented in higher education, particularly black males. During the 2005-06 (FY 2006) and 2006-07 (FY 2007) academic years, through the generous support of the New York City Council, the University distributed funds to various CUNY campuses to develop demonstration projects designed to improve the enrollment and graduation rates of underrepresented students, particularly African American, Caribbean and Latino males.

The initial grant in the amount of two million dollars (\$2,000,000) from the New York City Council was used to initiate fifteen (15) projects at eleven (11) CUNY sites during the 2005-2006 academic year. A second consecutive grant in the amount of one and a half million dollars (\$1,500,000) allowed the University to expand the program during the 2006-2007 academic year to twenty-one (21) projects on seventeen campuses as well as at the Graduate School and University Center.

Despite a decrease in funding from the New York City Council from FY2006 to FY2007, the University has made every effort to expand and enhance CUNY BMI during the program's second year of operation.

At present, CUNY BMI is one of the programs on the New York City Council's list for possible restoration of the one and a half million dollar (\$1,500,000) grant that was awarded last year. We sincerely hope that last year's grant of \$1.5 million dollars (\$1,500,000) for the University's Black Male Initiative will be restored for FY2008 as well as the proposed one million dollar (\$1,000,000) enhancement. CUNY BMI respectfully requests an enhancement in the amount of one million dollars (\$1,000,000) from the New York City Council to provide additional funds to support the general operating budget of The City University of New York Black Male Initiative (CUNY BMI) for the 2007-2008 academic year (FY 2008). With these funds, the University will be able to enhance

and expand this important CUNY program that provides direct services to underrepresented students.

Increased funding from the New York City Council will allow CUNY BMI to award larger grants to the campuses to support and expand the campus-based BMI enrollment, diversity recruitment, mentorship and student development projects. We will also continue to enhance and expand our efforts to develop the potential of prospective students without a high school diploma who want to enroll in General Educational Development (GED) courses and apply to college. This includes formerly incarcerated individuals as well as the unemployed and underemployed who want access to trade and construction industry jobs that require them to go through a union application process.

Ultimately, additional funds from the New York City Council would allow CUNY BMI to support projects at CUNY sites that would greatly benefit potential students from underrepresented groups who come to the University from the traditional education pipeline as well as those individuals within the targeted populations who would not be reached by our more traditional diversity recruitment efforts and academic support measures.

With this in mind, as I provide a brief overview of CUNY BMI's program activity over the course of the last two years, FY 2006 and FY 2007, I would like to separate CUNY BMI's significant program activity into two general areas. The first general area involves CUNY BMI campus-based projects that are designed to increase enrollment and raise academic achievement levels, retention and graduation rates. The second general area involves CUNY BMI campus-based projects that identify and serve potential students who are not reached through traditional recruitment efforts and academic support measures. Both areas are important. However, given our review of current

high school non-completion rates, particularly the high school non-completion rates for black male students, CUNY BMI recognizes the importance of providing support for potential college students who have fallen out of the traditional K-12 pipeline to higher education.

Nevertheless, I would like to begin by describing our program activity that is designed to promote underrepresented students', particularly African American male students', access to higher education by strengthening the K-12 education pipeline to college and providing support for new students once they enroll at a CUNY college. Throughout the CUNY system, BMI administrators, faculty supporters and student participants understand that mentorship is essential to promoting academic success and excellence at CUNY, particularly for first generational students. In creating structured mentorship programs at CUNY that are geared towards underrepresented students, particularly black males, CUNY BMI administrators demonstrate that they understand the social science research and best practices models that support the position that the development of strong academic learning communities are essential in giving students the support, guidance and direction that they deserve in order to succeed in higher education.

Most of the initial BMI funded campus-based projects focused on providing direct services to underrepresented students and creating academic learning communities that promote higher academic achievement levels, higher retention rates and increased student success. Several of the mentorship and student development programs implemented during the initial grant period also have partnerships with area middle schools and high schools that are designed to strengthen the education pipeline to college, particularly for students coming from populations that are severely underrepresented in higher education. Projects have been implemented on all CUNY campuses that collectively serve students from every borough of New York City.

Some of the mentorship, student development and attendant pipeline programs that were implemented during the first year of the program in FY 2006 and continued during FY 2007 include: (1) the *Empowering, Recruiting, Investing and Supporting* (ERIS) Scholars program at Brooklyn College; (2) the *Black Male Leadership and Mentoring Project* (BMLMP) at the City College of New York; (3) the *College Success Initiative: Learning by Teaching* at the College of Staten Island; (4) *Brothers on a New Direction* at Hostos Community College; (5) the *Innovative Strategies to Increase Black Male Enrollment and Success* projects at Hunter College; (6) the *Bridging the Gap* diversity recruitment and *Connections for Success* mentorship projects at the John Jay College of Criminal Justice; (7) the *Increasing the Enrollment and Success in Science, Technology, Engineering, and Mathematics of African American Males* program at the New York City College of Technology; (8) the *Men Achieving and Leading in Excellence and Success* project at the Queensborough Community College and (9) the *Male Initiative* program at the York College Men's Center.

Additionally, brand new BMI-funded mentorship, student development and attendant pipeline projects were developed during the past year such as: (1) the *Urban Male Leadership Academy* at the Borough of Manhattan Community College; (2) the *Men 2 Men Committee – a Proposal to Increase African American Male Enrollment* at the Bronx Community College; (3) the *Student Leadership Initiative* at Kingsborough Community College ; (4) the *Empowerment and Success Program for Underrepresented Students* at the LaGuardia Community College; (5) the *Urban Male Leadership Collective* at Lehman College; and (6) the *Excellence Based on Equity and Inclusion Black Male Initiative* program at Queens College. These new projects began program activity during the current semester and we expect to report demonstrable results next year.

In particular, the Urban Male Leadership Academy run by Vice President for Student Affairs Michael Haynes and BMI Project Director Professor Kenneth Anderson has already enrolled thirty (30) student participants. Additionally, Professor Anderson has partnered with the BMCC Student Government Association that implemented its own Black Male Initiative program with the cooperation of the BMCC Honor Society of Black Student Scholars. In this innovative student-run part of the CUNY BMI program, high achieving members of the BMCC Honor Society of Black Student Scholars demonstrate leadership by providing individualized tutoring and mentorship to incoming students as well as first year students on academic probation. I would like to acknowledge BMCC recent graduate Michelle Pierre and the current BMCC Student Government Association President Curtis Browne for their hard work in creating a student-run BMI program through the BMCC Student Government Association and the BMCC Honor Society of Black Student Scholars. Additionally, Professors James Blake and Audrey Bynoe, who are dedicated faculty advisors to the BMCC Honor Society of Black Student Scholars, should also be commended for the guidance and direction that they provide to this group of socially responsible students.

All of these mentorship and student development programs are fully described in the supporting materials as well as in the chart summaries of program activity during the 2005-06 and 2006-07 academic years that I am submitting with this testimony, as well as in our *Final Report to the New York City Council on the Initial Grant to the City University of New York for the Black Male Initiative*.

Although our mentorship, student development and attendant pipeline programs implemented during the inaugural year of the program are only two years old, they have begun to produce

demonstrable results already. For the purposes of this hearing and in the interest of time, I will provide some highlights of only four programs that are designed to strengthen the traditional K-12 pipeline to higher education at Brooklyn College, the College of Staten Island, Hostos Community College and Hunter College.

At Brooklyn College, the BMI-funded ERIS mentorship program achieved a 94% retention rate as sixteen (16) of seventeen (17) of the ERIS college scholars who formally participated in the project's activities during the spring 2006 semester registered for classes and enrolled in Brooklyn College for the fall 2006 semester. Additionally, to support Brooklyn College's diversity recruitment efforts, the ERIS program established relationships and partnerships with administrators and teachers in high schools throughout East New York, Brooklyn and hosted East New York High School Summits for prospective students for the last two years during the spring 2006 and spring 2007 semesters.

At the College of Staten Island, the BMI-funded *College Success Initiative: Learning By Teaching* mentorship project, led by BMI Project Director Debra Evans-Greene, provided an opportunity for college students, particularly eight (8) black male Teaching Scholar college students to demonstrate leadership and service to the community by providing academic tutoring, in preparation for the New York State Mathematics A Regents examination, to cohorts of high school students, particularly black males, at Curtis and Port Richmond High Schools. The high school students who were tutored by the College of Staten Island Teaching Scholars program passed the NYS Math A Regents in much higher rates than the rest of the Curtis and Port Richmond student populations.

At Hostos Community College, all thirteen (13) of the first year college student participants (mentees) in the original cohort of the BMI –funded mentorship program *Brothers on a New Direction* (BOND) who entered the program in spring 2006 were academically successful. The average grade point average (GPA) for participants rose from 2.97 in fall 2005 to 3.04 in spring 2006. Every student met with an academic advisor at least once. HCC administrators report that the average GPA for all African American and Latino male students at HCC is 2.64. Every student in the structured mentorship program successfully completed the spring semester. One participant graduated from HCC and the remaining twelve (12) participated in the program's summer activities and registered for the fall 2006 semester. With a program name that was selected by the student participants, Hostos' *Brothers on a New Direction* or BOND program is a comprehensive male mentoring that brings together college, high school and junior high school students to discuss issues that are relevant to them. Under the guidance of BMI Project Director Daniel Voloch and BOND coordinator, Alejandro Carrion, BOND has sponsored discussions on gender construction, stereotypes, the influence of the media, and setting goals. During this past semester, Hostos Community College started a comparable mentorship program called FOND or *Females on a New Direction*.

Although the Hostos Community College program involves cohorts of students at the middle school, high school and college levels, this BMI-funded project has also provided an opportunity for CUNY graduate students to serve as positive role models. For example, Alejandro Carrion, a third year doctoral student in the Urban Education program at the CUNY Graduate Center, serves as a project coordinator of the BMI-funded BOND program at Hostos. A graduate of New York City public schools, and a long-time resident of the Bronx, Mr. Carrion earned his Master's in Urban Affairs at Hunter College before entering the Urban Education doctoral program at the CUNY

Graduate Center. His guidance has impacted several Hostos Community College BOND participants who recently graduated and will be attending CUNY senior colleges. Further, he has assisted a number of recent graduates in BOND's high school cohort who will be attending higher education institutions such as the The City College of New York (CCNY), the University of Pennsylvania, Syracuse University, Fordham University, and the Rensselaer Polytechnic Institute.

At Hunter College, BMI administrators on that campus with the cooperation of the central CUNY BMI program cosponsored the second lecture in the CUNY BMI Distinguished Speaker Series featuring the noted Urban Education Analyst Dr. Pedro Noguera, a professor at the Steinhardt School of Culture, Education and human Development at New York University. The event was well-attended and sparked increased interest in the Hunter College Black Male Initiative program that is coordinated by the Chairperson of the Hunter College BMI Steering Committee Associate Dean Marcia Cantarella and BMI Project Director Joseph Nelson. Like Alejandro Carrion, Joseph Nelson is also a doctoral student in the Urban Education program at the CUNY Graduate Center and teaches graduate level classes in the Sociology Department at Hunter College. Since assuming his position as the Hunter College BMI Project Director, Mr. Nelson has organized events and provided guidance and direction to over thirty (30) BMI participants. Additionally, he works closely with Hunter College students, particularly black male students who serve as official Hunter College BMI mentors and recruiters.

Several students who participated in the Hunter College BMI program from its inception have experienced great success. In particular, we are proud of the participation of Hunter College rising senior Israel Burns and Hunter College senior James Dickens. Before coming to Hunter College, Israel Burns describes himself as "a troubled youth who later became a ward of the state." After

graduating from South Shore High School and attending several colleges, he came to Hunter College and, after a few semesters, became involved with Hunter College BMI from the program's inception. Through Hunter College BMI, Israel Burns received pre-law counseling and with the assistance of the Hunter College Pre-Law Adviser secured an internship with a major New York City law firm. He is now preparing to take the Law School Admissions Test (LSAT) and plans to apply to law schools early in his senior year.

Harlem resident, James Dickson, has also been part of the Hunter College BMI program from the beginning. As an older student, he demonstrates leadership by recruiting his fellow students to participate in the Hunter College BMI program. As an official recruiter for the Hunter College BMI program, Mr. Dickson discovered that he enjoyed helping students succeed and now wants to pursue a career in social services. Mr. Dickson's work experience until now has been administrative and clerical. However, he will soon graduate from Hunter College with a high grade point average and an undergraduate degree in English and History. At present, he is applying to social work graduate programs and hopes to dedicate his career to working with youth.

Finally, Hunter College graduate student Christopher Blackwood has made great contributions to CUNY BMI as the Recruitment Coordinator for the Hunter College BMI program. He has also participated in the Hunter College BMI program since its inception. A graduate of Clark Atlanta University who recently received his Masters degree in Biochemistry from Hunter College, Mr. Blackwood will be entering the Ph.D. program in Pharmacology at Cornell University in the fall.

As for the second general area of program activity, several of our campus-based CUNY BMI projects are designed to identify and serve potential students who are not reached through

traditional recruitment efforts or academic support measures. These important CUNY BMI-funded projects are so essential because they reach potential students who have fallen out of the traditional educational pipeline to college. Because so many capable young African American men are not making it through the traditional educational pipeline to college, the University, through its BMI program, remains committed to ensuring that those who have fallen out of the traditional educational pipeline can find their way back to the path towards higher education and stable employment through their participation in one of the following BMI-sponsored programs.

Some of the projects that CUNY BMI has sponsored that provide services and support to prospective students who are not within the traditional high school to college education pipeline include several GED programs such as the CUNY Prep @ Night program, the *African American Male Educational Ladders Initiative* GED program at Medgar Evers College and the CUNY Adult Literacy/GED Mentoring Project.

Implemented for the first time during the initial grant period (2005-2006), CUNY Prep @ Night is a new CUNY GED initiative that enrolls young adult students (19-25) in an intensive evening GED/College Prep program. This instructional program was based on the University's other adult literacy programs, particularly the CUNY Prep day program which serves 16 to 18 year olds. While preparing for the GED examination, students are assisted in submitting college and financial aid applications. Moreover, through existing relationships at CUNY colleges, appropriate assistance and advisement are available to CUNY Prep @ Night participants during their first semester of college. CUNY Prep is led by its dynamic principal, Derrick Griffith, and the BMI-funded CUNY Prep @ Night program is coordinated by a dedicated and talented teacher and administrator, Jamal Mantin.

At Medgar Evers College, another BMI funded project implemented during the initial grant period, the *African American Male Educational Ladders Initiative*, was designed to develop an educational pathway for underrepresented students, particularly African, African American, Caribbean and Latino males. Because a number of these students arrive with academic deficits, significant classroom time and sustained individualized attention are required to prepare them to pass the GED and enroll in higher education. A second project at Medgar Evers College, The Black Male Construction Workforce Development Initiative, was created to develop a comprehensive programmatic model for addressing the issue of unemployment and underemployment that impacts the social and systemic problems confronting black males in New York City. CUNY BMI funds were used to fund large cycles of the *Educational Ladders Initiative* to develop a pool of qualified students interested in securing employment in the construction industry through the targeted support that they would receive through the Medgar Evers College workforce development program. Under the leadership of BMI project coordinator Andre Lake, CUNY BMI has supported the work of dedicated and talented GED program administrators and instructors including Ella Rusell and Larry Martin, who is also an administrator of the Medgar Evers Male Development and Empowerment Center.

The CUNY Adult Literacy/GED Mentoring Project was added as another BMI funded program during the current academic year. In its BMI-funded component, the CUNY Adult Literacy/GED project involves three campus-based adult literacy programs, at Brooklyn College, Bronx Community College and Lehman College, that will employ structures and processes designed to recruit and support students with college potential who are at risk of dropping out of CUNY GED programs. In order to increase the number of students from underrepresented groups, particularly

African American, Caribbean and Latino males, who complete the course of study in these programs, receive their GED diplomas, and continue their education at CUNY, the project has begun to implement targeted mentorship groups in each of the three (3) GED programs that are designed to increase retention and completion. Additional funds from the New York City Council will be used to strengthen mentoring projects for GED students, particularly African American and Latino males, at Lehman, Brooklyn, and Bronx Community Colleges.

CUNY BMI has also supported efforts to serve prospective and enrolled students within the targeted populations who are arguably the most difficult to reach including individuals who have been incarcerated, persons on probation and youthful offenders. The Prisoner Reentry Institute at the John Jay College of Criminal Justice and its institutional partner, the College Initiative, developed concrete strategies that are designed to facilitate the transition of formerly incarcerated persons to higher education. Additionally, the College Initiative, through its *Bridge to College* and *College Prep* programs, encourages formerly incarcerated persons to continue their education and develops strategies to increase access to CUNY for students with criminal records. Celebrating its fifth year of program activity, the College Initiative was developed under the auspices of Episcopal Social Services and became a part of John Jay College's Prisoner Reentry Institute last year. As this new program develops under the leadership of College Initiative Director Benay Rubenstein, and with support from CUNY BMI, the College Initiative's program services will also target first-time offenders and youthful offenders who have not yet served prison time.

Finally, CUNY BMI supports academic programming and outreach programs that are designed to raise awareness of the challenges that African American males and other underrepresented students face as they attempt to make their way through K-12 systems and into higher education.

Recently, under the leadership of John Jay College Assistant Vice President Rubie Malone, BMI Project Director Inez Brown and the members of the John Jay College BMI Steering Committee, the BMI-funded project at John Jay College sponsored its second annual day-long Youth Education Summit – Say YES to Education program. This year, approximately two hundred and twenty five (225) high school students attended the program including many African American and Latino male students. BMI Project Director Inez Brown also coordinates the John Jay College BMI mentorship program that serves forty-nine (49) mostly African American and Latino male students and twelve (12) female students.

The BMI program at the Bronx Community College also raised awareness of the enormous challenges facing young people today in its second annual BMI conference that was held two weeks ago on Friday, May 25, 2007. Organized by Bronx Community College President Dr. Carolyn G. Williams and BCC BMI Project Directors Dean Bernard Gantt and Clifford Marshall, the theme of this year's BCC BMI conference was *RECLAIMING OUR LEGACY: Understanding The Roles of Men And Women in the Building of Successful Black & Latino Men*. Like the John Jay College event, many high school students attended the BMI BCC conference which featured a keynote address by the noted economist and professor at the Columbia University School of Social Work, Dr. Ronald Mincy, editor of the recent book *Black Males Left Behind*. The central administration of the CUNY BMI program has also contributed to this academic and consciousness-raising programming by sponsoring the CUNY BMI Distinguished Lecture Series, the annual CUNY BMI conference which will take place this year on Friday, October 5, 2007 at The City College and CUNY BMI panel discussions such as our recent program *Science, Technology, Engineering and Mathematics at CUNY: An Open Discussion with African American and Latino*

Faculty featuring Dr. Reginald Blake, Dr. Chantale Damas, Dr. Godfrey Gumbs, Dr. Maribel Vazquez and Dr. Ardie Walser.

In closing, I would like to once again thank the New York City Council, particularly the Higher Education Committee, for your interest in and commitment to The City University of New York Black Male Initiative. As our program grows, and we diversify our funding sources, we hope that we will continue to receive support from the New York City Council. Thank you for your time and attention.

Respectfully submitted,

Elliott Dawes

University Director

The City University of New York Black Male Initiative

CUNY Black Male Initiative History and Purpose

In May 2004, the Board of Trustees of The City University of New York (CUNY) unanimously approved its Master Plan for 2004-2008. This comprehensive planning document included for the first time in the University's history a Chancellor's Initiative on the Black Male in Education which stated, in part:

It is a well-established fact that institutions of higher education in the U.S. do not successfully recruit, retain and graduate young African-American and Caribbean men. Myriad statistics discuss the disproportionately low percentages and numbers of young black men within higher education, public higher education and even at CUNY. Over the next four years, Chancellor Matthew Goldstein will oversee the development and implementation of a new University-wide program aimed at implementing some of the most effective practices in this area.

In the fall 2004, Chancellor Goldstein established a University Task Force on the Black Male Initiative. He asked Executive Vice Chancellor for Academic Affairs and University Provost Selma Botman to identify faculty members and administrators with relevant knowledge and expertise to serve on the Task Force. Among other objectives, the Task Force was charged with developing recommendations that would include a series of action-oriented projects to help black males overcome the inequalities that lead to poor academic performance in the K-12 system; weak higher education enrollment, retention, and graduation rates; and disproportionately high unemployment and incarceration.

During its six months of deliberations, the Task Force was presented with convincing evidence that black males in New York City and beyond face patterns of ongoing and distinctive discrimination in many aspects of their lives, most evidently in education, in treatment by the criminal justice system, and in employment. The discrimination they face has profound consequences for their well-being and security, and is manifested in unacceptably high rates of leaving school before high school graduation and imprisonment and unacceptably low rates of postsecondary degree completion and stable participation in the work force. These grim realities have adverse impacts on family members and communities.

In its final report to the Chancellor, the Task Force proposed nine major recommendations listed as follows:

1. Provide strong University leadership on the challenges facing black youth and men;
2. Strengthen the school-to-college pipeline to enable many more black male students to move into higher education;
3. Increase admission and graduation rates at CUNY colleges;
4. Improve teacher education to prepare professionals for urban education;
5. Improve employment prospects for black males;
6. Contribute to the reduction of incarceration rates for black men;
7. Establish an Institute for the Achievement of Educational and Social Equity for Black Males;
8. Involve experts in the implementation of the recommendations; and
9. Establish benchmarks and hold the various CUNY colleges accountable for implementing these recommendations.

With the support of two grants awarded consecutively during the last two years from the New York City Council, the University has begun to implement some of these recommendations. Through the initial grant, fifteen (15) projects on eleven (11) CUNY sites were funded to provide programs designed to improve the enrollment and/or graduation rates of students from underrepresented groups, particularly black males. Funding

was also allocated to increase opportunities for individuals without a high school diploma to enroll in General Equivalency Diploma (GED) and college preparation courses; to provide support for formerly incarcerated individuals to enroll in college; and to survey workforce development opportunities in New York City's construction industry. The second grant was used to support the continuation of most of the initial projects; to extend the initiative to seventeen (17) colleges and to the Graduate Center; to expand a research project begun at John Jay College of Criminal Justice to other CUNY colleges; and to implement a community health survey at the Hunter College School of Social Work. Though targeted towards black males, these projects do not discriminate on the basis of race or gender and will serve as models for improving educational outcomes for all students. All programs and activities of the CUNY Black Male Initiative are open to all academically eligible students, faculty and staff, without regard to race, gender, national origin or other characteristics.

Funding was also allocated to support the following programs: (1) a major conference entitled *Black Male Youth: Creating a Culture for Educational Success* held in April 2006 and featuring the renowned Duke University historian Dr. John Hope Franklin as keynote speaker; (2) a Distinguished Speakers Series that in October 2006 featured Pennsylvania State University higher education researcher Dr. Shaun R. Harper, who shared his research on black male collegians and academic success; (3) the creation of an on-line survey for the purpose of identifying black male initiatives at other colleges and universities around the country. Finally, funds from the New York City Council will be used to establish a research institute that will ensure that the University's intellectual and organizational resources are marshaled to address the issues raised by the Task Force and will position the University as a clearinghouse for information and research on diversity and opportunity in higher education.

For information about the Black Male Initiative, please contact Elliott Dawes, Director of the CUNY Black Male Initiative, at 212 794-5651, or Elliott.Dawes@mail.cuny.edu.

1/25/07

The City University of New York Black Male Initiative

Summary of Funded Projects, 2005-06

With funding from the New York City Council, projects were established in all five boroughs of New York City, at a mix of senior and community colleges. While these projects target black males, they do not exclude participation by women or other ethnic groups in staffing or program services. It is expected that the entire University will benefit from what is learned from efforts with this target population. Through all efforts, approximately 1,000 students will be served through December 31, 2006. For general information about the Black Male Initiative, please contact Deborah Douglass at 212 794-5459. To find out about specific projects funded under the BMI, please contact the campus representative.

College/Contact	Program Description
<p>Baruch College Penelope Terry, Director of Admissions, 646 312-1375</p>	<p>This project is designed to increase the number of applications, the conversion rate of inquiries to applications, the number of enrollments, and the retention rate of black males at the college. The market base will be expanded city-wide, and a variety of activities, including: orientation days for high school guidance counselors and principals, strong recruitment publications, family college nights in African-American communities, connections with local two-year colleges, campus visits, special events, and mass media advertising, will be undertaken to increase the visibility and reputation of Baruch as a welcoming institution for black males.</p>
<p>Brooklyn College Yusuf Ransome Project Coordinator 718 951-4505</p>	<p>Through this project, "Empowering, Recruiting, Investing and Supporting (ERIS)," a campus-wide group of faculty, staff, administrators and students is working to develop a comprehensive campus community enrollment and retention initiative for black male students, with a focus on peer, faculty and staff mentoring. The project will recruit a cohort of ERIS Scholars from Brooklyn high schools and currently enrolled students. In addition to mentoring, participants will have access to seminars, a tutorial program, and scholarship information during the school year.</p>
<p>City College E. Maudette Brownlee SEEK Director 212 650-7955</p>	<p>This leadership and mentoring project focuses on strategies that help students to develop a stronger sense of community; expose them to successful role models; provide extensive support through mentoring relationships; improve social competency and leadership skills; increase awareness of varied career opportunities; and increase appreciation of the value of a college degree. The project has both a summer component and an extended component that will operate during the full academic year.</p>
<p>College of Staten Island Debra Evans-Green Director of C-Step 718 982-2638</p>	<p>"College Success Initiative: Learning by Teaching" will incorporate a number of pre-existing programs into a strategy that will provide intervention in the educational experience of the target population. In particular, the CSI Discovery Institute Teaching Scholars, who are high-performing college students working as assistants to classroom teachers, will assist high school students in passing critical courses and mentor them in college awareness activities. A Saturday program will be offered to 9th-grade students. In addition currently enrolled college students will be provided with monthly career seminars tutoring and other assistance.</p>
<p>Hostos Community College Daniel Voloch College Now Coordinator/BMI Project Manager 718 518-6750</p>	<p>Based on a Youth Leadership Model, this project will create an intensive mentoring community for a pilot cohort of 15 first- or second-year college students that is intended to promote retention and improve academic performance. The college cohort will work with faculty advisors/mentors who will monitor participant's academic progress and will arrange appropriate academic and personal interventions. The college cohort will also provide mentoring to a cohort of 11th-grade young men of color from Hostos Lincoln Academy (HLA), as well as male middle school students from HLA. In addition, a College Now leadership workshop will be launched in collaboration with an outside organization that will serve 15 high school freshmen and sophomores from participating South Bronx and Harlem high schools.</p>
<p>Hunter College Marcia Cantarella Associate Dean of Student Opportunities 212 772-4825</p>	<p>The goal of this educational enrichment program is to successfully recruit, retain and graduate an increased number of high-achieving black male students. Public, private and parochial schools, community organizations, and college preparatory organizations will be targeted, and students will be helped to identify and apply for scholarships to finance their education. Other features include academic counseling, tutoring, an on-campus Big Brother program, Hunter College faculty mentors, leadership development, a parent event, and a special orientation for students and their families. In addition, internships, leadership development, and career preparation will be offered for upper division students. A special program will target and provide a continuum of services to a cohort of 9th-grade students through their graduation from Hunter College.</p>

<p>John Jay College Rubie Malone Assistant Vice President for Strategic Planning 212 237-8810</p>	<p>"Bridging the GAP: Outreach for College Enrollment" is intended to enhance enrollment by establishing dialogue with high school principals, counselors and students, in order to target outreach to young black males. Efforts will be designed to gain an increased understanding of the perspectives of prospective students, create a web of support, integrate college concepts into the high school environment, create special high school instructional programs for the target population, and develop programs that address concepts of self and society. A second project, "Connections for Success," will enhance pre-existing college support programs to meet the needs of the target population. A network of "first responders" from faculty, staff and counselors will identify and work with students who are experiencing difficulty in college in order to help them to succeed. A career development component designed to encourage and support students will be incorporated. The goal is to increase the number of black male students who successfully complete a degree at the College.</p>
<p>Prisoner Reentry Institute at John Jay College Debbie Mukamal Director 212 484-1327</p>	<p>This multi-pronged project is intended to support the reentry of formerly incarcerated black males through educational opportunities. Planned activities include: assessing higher educational opportunities currently available to New York State prisoners; scanning model practices and literature to identify promising policies, programs and practices around the county; developing a Bridge to College Program to facilitate transition for those leaving prison to continue their education; and increasing the level of access to CUNY institutions for students with criminal records. Services will also be targeted to first-time offenders and youthful offenders who have not yet served prison time.</p>
<p>Medgar Evers College Andre Lake Acting VP, Comm. & Prof. Development Programs 718 270-6414</p>	<p>"The African American Male Educational Ladders Initiative" will develop an educational pathway for black males with academic deficits to prepare them to pass the GED and enroll in higher education. A second project, "The Black Male Construction Workforce Development Initiative", is a planning grant to create a comprehensive programmatic model for addressing the issue of unemployment that impacts the social and systemic problems confronting African American males in New York City. Planned activities include a national scan to identify similar initiatives, outreach to employers involved in the construction and trade industry, analysis of employment barriers, development of strategic partnerships and creation of a plan for implementation.</p>
<p>NYC College of Technology Sonja Jackson Dean, of Curriculum & Instruction 718 260-5560</p>	<p>To increase enrollment and success of black males students in science, technology, engineering and mathematics (STEM) disciplines, this project will: expand outreach and cultivate access to parents of prospective students; reduce African-American male student attrition and failure by 10%; create a college-wide faculty development program to highlight issues that impact students' success in college; develop an innovative first-year curriculum; establish a mentoring consortium that will draw on academic and research scientists, upper division and graduate students, as well as cultivate mentoring skills in promising first-year students; establish internships and expand opportunities for students in the sciences and technologies; and establish closer ties with historically black colleges and universities that have strong records of success in STEM disciplines.</p>
<p>Queensborough Community College Winston Yarde, Director Admissions/Recruitment 718 281-5212</p>	<p>This project, "African American MALES (Men Achieving & Learning in Excellence & Success)," will offer a variety of activities, including: parent/guardian workshops, Saturday workshops, a six-week summer orientation program, and a peer-to-peer, faculty and staff supported mentoring program, to increase enrollment, promote peer-to-peer support and cooperation, and foster an engaging campus climate. To ensure success of students once enrolled, the program will continue to promote engagement and peer support, facilitate faculty interaction, offer bi-weekly retention workshops, and ensure that every student completes and commits to a MAP (My Academic Plan).</p>
<p>York College Janis Jones Acting VP of Student Development 718 262-2981</p>	<p>This project is intended to increase the enrollment of African-American male students and to create an environment that will assist them to develop and achieve the academic, personal and professional skills needed to succeed in college and beyond. Recruitment will be expanded to more high schools, and faculty development will be emphasized. Students will be recruited for the College's flagship programs and, once enrolled, will be provided with enhanced academic support, counseling and advisement, and part-time job opportunities. The project will also work to establish a Center that will focus on self-empowerment so students can enhance their social interaction.</p>
<p>CUNY Prep Derrick Griffith Director and Principal 718 839-8862</p>	<p>CUNY Prep @ Night is a new CUNY GED initiative that will enroll students in an intensive GED/College Prep program. The instructional program will be based on the best current work in the University's adult literacy programs and at CUNY Prep. Students will be assisted in submitting college and financial aid applications; moreover, through existing relationships at CUNY colleges, they will be provided appropriate assistance and advisement during their initial semester.</p>

The City University of New York Black Male Initiative

Summary of Funded Projects, 2006-2007

With a second round of funding from the New York City Council, CUNY has established projects to support the enrollment and retention of students from underrepresented groups in all five boroughs of New York City, at all senior and community colleges and at the Graduate Center. While these projects target black males they do not exclude participation by women or other ethnic groups in staffing or program services. It is expected that the entire University will benefit from what is learned from efforts with this target population. Through all efforts, approximately 1,250 students will be served through December 31, 2007. For general information about CUNY BMI, please contact Elliott Dawes at 212 794-5651. To find out about specific projects funded by CUNY BMI, please contact the campus representative.

College/Contact	Project Description
<p>Baruch College Penelope Terry, Director of Admissions 646 312 1375</p>	<p>The College will continue its work in developing a stronger connection to diverse communities to increase awareness of the institution among Black, Hispanic and Asian communities in NYC. Market penetration efforts begun with the first round of funding are being gradually institutionalized and will be more focused in the coming year on initiatives that realized high impact. A mix of media, campus visits, direct mailings, and connections with high schools and community college personnel will enable the college to build further momentum and results.</p>
<p>Borough of Manhattan Community College Michael Haynes, VP of Student Life 212 220-8130</p>	<p>Funds will be used to establish a Leadership Academy, which will provide a broad array of services aimed at empowering participants to achieve academic success. The Academy will establish high benchmarks aimed at identifying talented students and provide expanded and individualized academic support services as well as a wide range of activities (including cultural activities, mentoring and leadership training) aimed at preparing them to serve as future leaders, contributing to their communities and serving as role models for others.</p>
<p>Bronx Community George Sanchez, VP of Academic Affairs 718 289-5141</p>	<p>The program will identify, train and employ a cadre of high-performing college students to mentor, advise and tutor high school students with the goal of increasing their enrollment at BCC, and "at-risk" BCC college students to increase their retention. Focus groups will be used to identify and synthesize most common problems and possible solutions, and select administrators, faculty and staff will be brought together with prospective students to discuss risks, barriers, and motivating success stories.</p>
<p>Brooklyn College George Cunningham, Professor 718 951-5350</p>	<p>The College will continue to work to foster retention through academic success and to implement new and more aggressive strategies to recruit underrepresented populations in the coming year. Proposed activities include recruiting 30 high school students, providing a week-long summer institute during which cohort groups will be formed, expanding on themes during semester seminars, and offering a tutorial program.</p>
<p>The City College of New York E. Maudette Brownlee, SEEK Director 212 650-7955</p>	<p>This project will continue to offer college students different types of learning experiences within the context of supportive relations in order to strengthen students' commitment to college and motivation to succeed. A new component will target pre-college students to develop an applicant pool for admission to the College.</p>
<p>The College of Staten Island Debra Evans-Green, Director of C-STEP 718 982-2638</p>	<p>This project will increase the number of students from underrepresented groups who enter college by providing tutors, mentors and teachers who are themselves members of underrepresented groups and will function as role models. Intervention begins in high school, continues through college, and is enhanced by a number of existing related projects.</p>

<p>CUNY Adult Literacy Mentoring Program Leslee Oppenheim, Director of Language and Literacy Programs 212 794-5437</p>	<p>Three campus-based adult literacy programs, at Brooklyn College, Bronx Community College and Lehman College, will develop new structures and processes designed to reach out to, and support students, with college potential who are at risk of dropping out of CUNY GED programs, in order to increase the number of students from under-represented groups, in particular Black males, who complete their course of study at these programs, receive their GED diplomas, and continue their education at CUNY. The project, built around a mentoring structure at each of the three programs, will serve as a pilot that can be extended to other CUNY literacy/GED programs in the future.</p>
<p>CUNY Prep @ Night Derrick Griffith, Director and Principal 718 839-8862</p>	<p>This continuing project aims to increase the number of college students from underrepresented groups by preparing adults for success on the GED with the goal of college matriculation. The program will meet evenings Monday through Thursday, and schedule tutoring/college planning Saturday workshops through the year.</p>
<p>Graduate School & University Center Julia Wrigley, Acting Associate Provost and Dean for Academic Affairs 212 817-7282</p>	<p>This new project is designed to address the severe under representation of the target population in graduate programs at CUNY. Recruitment visits by promising applicants traveling from other regions will be sponsored, and two events will be hosted to bring promising undergraduates attending local colleges to the Graduate Center.</p>
<p>Hostos Community College Daniel Voloch, College Now Coordinator 718 518-6750</p>	<p>This continuation project includes a faculty-student mentoring program, open to all HCC students; a male mentoring group which pairs college students with faculty mentors and in which the students serve as mentors to high school and middle school male students; a new component to provide similar services to female students; and a Young Men's Leadership Institute for 9th and 10th grade students in schools partnering with College Now at Hostos.</p>
<p>Hunter College Marcia Cantarella, Associate Dean of Student Opportunities 212 772-4825</p>	<p>Last year's effort was a collaboration by several departments to develop a framework to successfully recruit, retain and graduate high achieving Black male students. This continuation project focuses on recruitment efforts and on nurturing and developing students from underrepresented groups in their freshman and sophomore years. Recruitment activities will include a scholarship program, small media campaign, community outreach. Retention and success activities will include access to weekly meetings with peers, faculty or staff; academic counseling; a buddy program; a mentor; leadership development; tutoring; parent and special events.</p>
<p>Hunter College School of Social Work Darrell Wheeler, Associate Professor 212 772-4825</p>	<p>This academic-community partnership and learning community will engage Hunter students in an active learning experience that focuses on issues of health disparities within male populations. This new project builds on Hunter's faculty and research strengths and collaborations among basic sciences, social sciences and professional schools.</p>
<p>John Jay College of Criminal Justice Rubie Malone, AVP Strategic Planning 212 237-8810</p>	<p>This continuing project will further develop partnerships with high school administrators, counselors and students to target outreach to underrepresented groups and encourage them to use college support programs. Goals include understanding student perspectives, research, creating a web of support, development of special instructional programs, and developing a mentoring program. A second continuing project will enhance existing college support programs to specifically target and meet the needs of underrepresented groups. A network of "first responders" from faculty, staff and counselors will work with at risk students, and a career development component will be incorporated. The goal is to increase the number of students from underrepresented groups who successfully complete a degree program at the college.</p>
<p>John Jay College of Criminal Justice Douglas Thompkins, Professor 212 484-1118</p>	<p>This new project will expand a research project begun as part of the College's initial BMI program to include other CUNY colleges and populations of CUNY students. Focus groups will be conducted among current John Jay students, NYC high school students, and students in three other CUNY colleges. Two additional groups who will be surveyed or interviewed are Black males who are not in school or employed, who are involved in the criminal justice system, and/or who are attending Princeton University and other institutions of higher education. The research team includes a diverse group of more than 20 undergraduate and graduate students who are actively involved in carrying out parts of the research design and gaining skills that will allow them to compete for funded positions in graduate programs and research positions in the labor market.</p>

<p>Kingsborough Community College Stuart Suss, Provost 718 368-5661</p>	<p>This new program is designed to enroll and retain students from under-represented groups through a series of targeted interventions, including a focused recruitment effort, pre-enrollment counseling and support, involvement in a pre-freshman academic program and registration into a learning community appropriate to their program of study in their first semester. The program will also continue to expand activities of a pilot group.</p>
<p>LaGuardia Community College Renee Butler, Senior Administrator for Student Affairs 718 482-5292</p>	<p>This new project will expand a program that addresses under-represented student populations in terms of participation, satisfaction, and critical outcomes (e.g., retention and GPA). Tutoring and counseling services will be provided to students from under-represented groups who are identified as "at-risk" for not passing their courses and persisting in their programs of study. The goal of the project is to both identify those barriers which may impede the students' success and to enhance those experiences that involve, engage and connect students to the College.</p>
<p>Lehman College John Holloway, Associate Dean 718 960-8242</p>	<p>This new project is a collaboration between Student Affairs and Academic Affairs to assist full-time first-time freshmen in transitioning from high school to college. Activities include a mentoring program that assigns each participant both a faculty/staff mentor and an academically successful upper-division student mentor, a modified freshman seminar, a service learning project, a speaker series, formation of a club, support from an affinity group composed of alumni and friends of the college and sophomore assistance.</p>
<p>New York City College of Technology Sonja Jackson, Dean of Curriculum and Instruction 718 260-5560</p>	<p>This continuing project is a coordinated initiative to attract, retain and graduate students in STEM disciplines. In addition to student success, campus climate issues will be a focus of the program and will be addressed through a series of faculty development seminars. Activities will take place at various levels: institutional, departmental, and student, and outreach and recruitment to high schools will be enhanced.</p>
<p>Queens College June Bobb, Acting Assistant Provost 718 997-5780</p>	<p>Working with academic departments, programs and support services dedicated to promoting excellence in undergraduate education and student success, this new project is designed to address issues of equity and inclusion and to mobilize the College community to put in place strategies and practices to address problems of enrollment and retention, and to create a climate of access.</p>
<p>Queensborough Community College Christina Johnson, Director of Sponsored Programs 718 281-5385</p>	<p>This continuing project will provide support services for its initial cohort as well as recruit, enroll and support the success of a new cohort of students through a variety of activities, including personalized outreach, parent involvement, a summer immersion/enrichment program, formal and informal faculty contact, a mentoring program, and e-portfolios.</p>
<p>York College Jonathan Quash, Men's Center Director 718 262-2248</p>	<p>This continuing project is designed to increase enrollment and assist students to develop and achieve the academic, personal and professional skills that are needed to succeed in college and beyond. Activities include focused recruitment of freshmen into the college's flagship programs of study, recruitment of transfer students from CUNY community colleges, various retention activities, tutoring opportunities, offering of a credit-bearing Student Development course, and creation of a Men's Center that will provide services including counseling, mentoring, internships and job placements, career and personal development seminars. Partnerships will be promoted with alumni and public and private organizations.</p>