

CITY COUNCIL
CITY OF NEW YORK

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TRANSCRIPT OF THE MINUTES

of the

COMMITTEE ON HIGHER EDUCATION

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HELD AT: Committee Room
City Hall

B E F O R E: CHARLES BARRON
Chairperson

COUNCIL MEMBERS:
Charles Barron
Tony Avella
Gale A. Brewer
Miguel Martinez
Larry B. Seabrook

A P P E A R A N C E S

Russell K. Hotzler
President
NYC College of Technology

Carlos Molina
Dean for Special Programs
Hostos Community College

Hugo Kijne
Executive Director for Continuing Education
And Professional Development
College of Staten Island

Sandra Watson
Dean of Workforce Development
LaGuardia Community College

George Calderaro
Dean of Communications
Columbia University

Jeffrey Katz
Director of Adult Degree Completion Program
Manhattan College

David Greenstein
Dir. of Continuing Education and Public Programs
The Cooper Union for the Advancement
Of Science and Art

David Podell
VP for Academic Affairs
Marymount Manhattan College

Rebecca M. B. Pearson
Research Associate
NY University School of Continuing and Professional
Studies

Joyce Brown
Taxpayer
State of New York

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CHAIRPERSON BARRON: Good

afternoon. My name is Councilman Charles Barron, the Chair of Higher Education. I want to welcome all of you. As I let everybody know in all of my hearings that while some others would like for you to be quiet and silent, but for us, give us a big handclap, it's good to see everybody. We measure the volume of the handclaps. Because you know sincere handclaps from let me just do this to get through the moment. So we look at genuine handclapping and we look at that just try to appease. We are measuring that. I want to thank one of the loyalist and strong fighters for CUNY, Mr. Tony Avella, from Queens. I'm going to do something that we don't normally in these hearings. I'm going to let each one of our assistants up here introduce themselves and tell you who they are and what their function is. They really keep this whole thing going. We'll start to my right.

TONYA CYRUS: Tony Cyrus, policy analyst.

TRACY UDELL: I'm Tracy Udell. I'm the counsel to the committee.

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2 CHAIRPERSON BARRON: Thank you very
3 much. On a very serious note, we're in a very
4 difficult, difficult economic climate. We have a
5 new president that's been sworn in, President
6 Barack Obama. He has a major challenge ahead of
7 him. Not just two wars and the Middle East on
8 fire, Mexico is brewing and he has a stimulus
9 package. There's a lot of debates on that now.
10 But in this state, we are going to feel the
11 effects of that for certain with the city budget.
12 What impact will this all have on not only CUNY,
13 but on higher education in general, and some of
14 the private colleges that we wanted to get
15 involved in this as well? How does that impact
16 workforce development on the campuses and
17 continuing education on the campuses? What does
18 it mean for us? So we wanted to have this hearing
19 to see what kind of programs we have out there.
20 Evaluating some of the programs, or what kinds of
21 directions should we go in. Who has programs on
22 workforce development that's working and
23 continuing education programs that are actually
24 working? What kind of new development do we have
25 to come up with? How do we prepare our students

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2 with the skills and the education and intellect to
3 deal with this changing world and this economic
4 crisis? What kinds of jobs will they get when
5 they leave? What are the jobs that are opening up
6 for them? What kind of employment can they gain
7 while they're in school? Because unfortunately
8 for us, most of our students have to work and go
9 to school. So we're looking at all of these
10 issues on workforce development. I'll read my
11 statement in for the record. The unemployment
12 rate in New York City went was 6.3 or 6.4 and it
13 jumped to 7.3 and nationally it jumped a little
14 bit. But for communities of color, particularly
15 the black and Latino communities, that is not a
16 real picture of unemployment in our communities.
17 If you just look at statistics based upon who is
18 applying for unemployment benefits, you will not
19 get the real picture of what's happening in Harlem
20 and East New York and Bedford Stuyvesant and the
21 South Bronx and parts of Queens. You will not get
22 the real picture. In some communities, they study
23 it this way. They may look at the amount of
24 people eligible to be in the workforce, which is
25 those 18 and over. That might be 60,000 people in

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2 that particular community. Then they look at how
3 many people are actually employed in that
4 community. It might 23,000 or 24,000. So you
5 might have as much as 30,000 to 40,000 people in
6 black and Latino communities not in the workforce.
7 That will not be reflected in 7.3% for those who
8 are seeking unemployment benefits. So when we say
9 there's 40% and 50% unemployment with black males
10 and 30% and 40% unemployment with Latino males,
11 this is how we get to those figures. That is a
12 true reflection of what's happening in our
13 neighborhoods. I want to thank Council Member
14 Larry Seabrook, from the Bronx. I appreciate you
15 coming Larry in strong support of CUNY. Let me
16 read my statement for the record and then we can
17 proceed with the hearing and call our first
18 witnesses. Good afternoon and welcome to today's
19 hearing for the Committee on Higher Education.
20 The committee will examine workforce development
21 and continuing education programs in the city's
22 institutions of higher learning. We are fortunate
23 to be joined by representatives from the public
24 and private universities. The New York State
25 Labor Department recently reported that

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2 unemployment in New York State rose in December at
3 the fastest pace on record, as some companies laid
4 off workers while others refrained from their
5 usual hiring around the holidays policy. The
6 state's jobless rate was 7% in December, up from
7 6% in November. This increase is the largest in
8 any month in 32 years of state record keeping.

9 New York City's unemployment rate rose even more,
10 jumping to 7.4% from 6.3%. The city's
11 unemployment rate is now at its highest level
12 since July 2004 and equal to the national rate of
13 unemployment. The city ended the year with 3.2
14 million jobs, which is almost 50,000 fewer than it
15 had at the end of 2007. There were about 282,000
16 unemployed people in the city in December.

17 Historically, demand for higher education
18 increases during the times of economic distress as
19 job losses and a weak job market drive people back
20 to college to retrain and gain new skills. Many
21 unemployed or under-employed individuals head back
22 to college to learn new skills that might give
23 them a competitive edge in a tough job market.

24 Continuing education enables adult learners to
25 stay current in the workplace or transition to a

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2 new career, thus contributing to the economic
3 health of their families and our communities.
4 Adult learners take advantage of numerous
5 continuing education options beyond onsite college
6 classes, which include online courses,
7 apprenticeship programs, as well as work-related
8 courses and community based learning. Their
9 learning covers an array of programs from English
10 as a second language and GED preparation classes
11 to post baccalaureate certificates and master's
12 and doctoral degrees. New York City spent more
13 than \$925 million in FY 2008 in city, state and
14 federal funds for occupation training and related
15 employment preparation and replacement services.
16 This encompasses training that is available to
17 adults, youth, the disabled and other special
18 populations through literally dozens of different
19 programs overseen by the agencies. Today the
20 committee is going to look into these things. I
21 want to say, I just read recently that a lot of
22 private institutions are suffering tremendously as
23 well, especially those private institutions that
24 are counting on endowments. Cornell University
25 lost \$1.4 billion from their endowment because of

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2 how they invested the endowment money in the
3 market. That's a huge loss. Now they have to
4 raise their tuition from \$36,000 to about \$37,000
5 and change. So this economy is affecting private
6 and public institutions. In today's hearing,
7 we'll hear from witnesses that not only talk about
8 the problem, but talk about some of the
9 programmatic approaches to solutions. Thank you
10 very much and we'll call our first witnesses.

11 TRACY UDELL: Russ Hotzler, Carlos
12 Molina, Hugo Kijne and Sandra Watson. This will
13 be our panel representing CUNY. Can everyone
14 please raise their right hands? Do you swear or
15 affirm that the testimony you're about to give is
16 to the best of your knowledge truthful and
17 accurate? Please state your names for the record
18 before you begin your testimony.

19 RUSSELL K. HOTZLER: Russell K.
20 Hotzler.

21 CARLOS MOLINA: Carlos Molina.

22 SANDRA WATSON: Sandra Watson.

23 HUGO KIJNE: Hugo Kijne.

24 RUSSELL HOTZLER: Good afternoon,
25 Chairman Barron. I'm pleased to be here today. I

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2 thank you very much for the invitation to be here
3 and talk with you and explain to you some of the
4 efforts underway at the City University of New
5 York. I am joined by a number of my colleagues.
6 They will introduce themselves as we go along
7 here. We are very pleased for this opportunity.
8 Continuing education programs at CUNY are offered
9 at each of our 23 institutions and provide a wide
10 range of workforce development services to New
11 Yorkers. Last year, these programs had 270,000
12 student registrations; 180,000 of which were in
13 vocational and basic skills preparation programs.
14 In this time of financial difficulty for so many
15 individuals and employers, CUNY's workforce
16 development services and programs are in
17 increasing demand. We offer a broad range of
18 programs serving many industries and individuals
19 with all kinds of education and socioeconomic
20 backgrounds. We are particularly focused on the
21 field in which we know there will be positions in
22 the near term, such as health care, education and
23 manufacturing, and field with the potential for
24 green jobs. But we also offer programs in
25 business and entrepreneurship, information

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2 technology, construction, retail and hospitality,
3 emergency response and human services. Examples
4 of the wide range of continuing education
5 offerings include Queensborough Community
6 College's retooling and career evaluation seminars
7 and counseling for individuals laid off from mid
8 and even senior level corporate positions who are
9 trying to determine their best options for new
10 careers after years and even decades in the
11 workforce. New York City College of Technology,
12 City Tech, has partnered with the Union of
13 Carpenters and Joiners to work with diverse groups
14 of disconnect youth, ages 18 to 24 years, for
15 entry into apprenticeships or employment. The
16 first cohort, under a contract with the New York
17 City Department of Environmental Protection
18 involved the Croton Reservoir Construction and
19 related work in the North Bronx. All the
20 participants were either Latino or African
21 American and several were women. Twenty-five
22 started the program and 18 completed it. Those
23 completing the program were placed in
24 apprenticeships with several different unions and
25 hired by Con Ed or other companies. They

1 completed the program with OSHA certificates, CPR
2 certificates and asbestos abatement certificates.
3 The current training cycle is being funded by the
4 Commission for Economic Opportunity and has been
5 expanded to involve LaGuardia and Kingsborough
6 Community College. Several CUNY colleges,
7 including Borough of Manhattan Community College,
8 Queens College, York College and Lehman College,
9 offer computer technician certification programs
10 that qualify graduates to work in computer
11 helpdesk and computer network support positions.
12 While the retail and hospitality sectors have
13 experienced a severe downturn, along with much of
14 our economy, they continue to be a key source of
15 employment in New York City, particularly at the
16 entry level. For this reason, the Project Welcome
17 retail and hospitality career pathway initiative
18 at Kingsborough Community College, which is
19 supported by the U.S. Department of Labor and the
20 City Department of Small Business Services,
21 continues to serve an important role for both
22 those seeking employment and employers.
23 Approximately one out of every nine jobs in the
24 City of New York is related to the hospitality
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1 industry. CUNY colleges are focused on building
2 career pathways for all working individuals.
3 Pathways that allow them to take the next step in
4 advancing their careers while also laying the
5 groundwork for continued education and long-term
6 career advancement. Career pathway programs in
7 health care covering nursing and other allied
8 health programs are in place at LaGuardia
9 Community College, City Tech, and Lehman College.
10 Some of the programs involve collaborations with
11 the Health and Hospitals Corporation and 1199
12 United Health Care Workers. Some of these
13 programs also serve individuals with foreign
14 credentials as doctors or nurses who are seeking
15 to become licensed nurses in the United States.
16 Should, as expected, the federal economic stimulus
17 package support the introduction of greatly
18 enhanced technology systems into our health care
19 institutions, our colleges are in a position to
20 train current health care workers to use
21 computerized patient record systems; as we
22 currently instruct our nursing and health care
23 professionals in the use of this technology. One
24 of the projected areas of growth in the local and
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1 national economy is related to green jobs, which
2 will provide long-term employment opportunities
3 while reducing our dependence on non-renewable
4 energy and make a positive contribution to our
5 environment. CUNY has and continues to develop a
6 wide range of offerings related to green
7 technology. Our green energy training at CUNY
8 program model is providing successful and in
9 demand training programs to a number of CUNY
10 colleges. Led by the Center for Sustainable
11 Energy at Bronx Community College, this growing
12 consortium now includes the Borough of Manhattan
13 Community College, LaGuardia Community College,
14 City Tech, Kingsborough Community College, Medgar
15 Evers College, the CUNY Building Performance Lab
16 and the CUNY School of Professional Studies.
17 Currently we are training a wide range of
18 interested individuals, including union workers,
19 small business owners seeking a competitive edge
20 in a difficult market for construction and
21 renovations, entrepreneurs looking to start green
22 contracting companies and people from jobs in
23 finance who are looking to get a fresh start in a
24 growing industry. The programs we offer include
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1 photovoltaic panel design and installation, design
2 programs for solar thermal and geothermal heating
3 systems, programs training individuals to evaluate
4 energy efficiency in existing buildings and the
5 operation and maintenance of new energy efficient
6 building heating and ventilation systems. We are
7 preparing these programs for a major expansion
8 that we expect will be driven by regulatory tax
9 and funding incentives. At the same time as we
10 build these new program offerings, we will be
11 expanding our capacity to prepare people from
12 disadvantaged backgrounds who need an extra boost
13 in terms of their academic skills and counseling
14 support in order to benefit from the new green
15 economy. Another area with significant potential
16 is manufacturing. A *New York Times* article
17 recently detailed the strength of small
18 manufacturers in New York City and the rapid
19 growth of manufacturing entities at the Brooklyn
20 Navy Yard complex. Despite past losses, Brooklyn
21 alone currently has over 25,000 manufacturing
22 jobs. Technology has revolutionized high end
23 manufacturing of the type that has endured in New
24 York City. However, workers entering this field
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1 must now be conversant with significant computer
2 skills and leading edge manufacturing technology.
3 City Tech has been investing in these new
4 manufacturing technologies so we can provide
5 viable training programs that will allow
6 manufacturers in the metropolitan area to compete
7 and expand their businesses based on high quality
8 production and high end technology. We also
9 expect that a potential area of investment from
10 the federal level will be in early childhood
11 education. Our Early Childhood Professional
12 Development Institute is an important advocate for
13 professionalizing and upgrading the early
14 childhood teaching workforce. The Professional
15 Development Institute, in conjunction with the
16 CUNY School of Professional Studies, offers a
17 credit-bearing certificate program that trains
18 child care workers to become administrators of
19 early childhood development programs. These CUNY
20 institutions, along with the CUNY colleges
21 offering degrees in early childhood development
22 are preparing for the possibility of increased
23 funding to support training and education in
24 critical area. For some New Yorkers, being laid
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1 off or encountering difficulty in finding a new
2 job presents the necessity and the opportunity to
3 invest in skills for the longer term. Thus,
4 people start college when they might otherwise
5 have started working. They return to finish
6 college degrees that they had discontinued when
7 jobs were plentiful. They enroll in graduate
8 degree programs or pursue new technical skills in
9 up and coming areas. The university is focused on
10 supporting these individuals in their efforts. In
11 fact, our enrollments have increased this spring
12 and applications to our degree programs for next
13 fall are up almost 25% at this point in time. At
14 the same time, there is a large population of
15 individuals who have the same or greater needs who
16 also need support. Even before the downturn, our
17 free English as a second language literacy and GED
18 programs had waiting lists. Now those programs
19 are needed more than ever. We see many New
20 Yorkers who lack of sufficient English language
21 skills or a GED keeps them stuck in entry level,
22 poorly paid and unstable positions. Particularly
23 at a time like this, lacking a high school degree
24 or a GED presents a serious obstacle to finding
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1 new jobs, even for those with long work histories.
2 We continue to work to support the successful
3 transition of as many of those ESL and GED
4 students as possible into our college degree
5 programs, knowing that a degree is unquestionably
6 the best long-term investment in a worker's
7 career. Over the past few years, our grant-funded
8 GED programs had focused on building a model of
9 long-term support that transitions GED program
10 graduates into college. CUNY Prep, the nationally
11 recognized model transitional high school and GED
12 program that we run in the Bronx is working
13 closely with Hostos Community College to make
14 certain that the young people who have worked so
15 hard to get their GEDs are able to succeed in
16 college. Thus, even at this difficult economic
17 time, it is important that policymakers at the
18 city, state and federal levels see the current
19 economic downturn as a critical time to make
20 significant investments in the development of our
21 workforce by improving employability and our
22 ability to be competitive. We thank the council
23 for its past support of our efforts and we look
24 forward to working with you to ensure that all the
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2 available resources accrue to the benefit of those
3 in need of our services. I thank you very much.

4 CHAIRPERSON BARRON: Thank you very
5 much for a most thorough report. This is what we
6 were looking for is to have more of this available
7 and out there so people know what CUNY is doing.
8 And when we go to the City Council asking for the
9 continued support of CUNY and to the state and the
10 federal government as the stimulus package comes
11 through, we can see the great opportunities,
12 especially during this economic crisis, that if we
13 got more funding that it would be a benefit in the
14 long run and even in the short run because of the
15 kinds of things you're doing. Thank you very much
16 for the report. I'm going to ask Council Member
17 Tony Avella to chair this for now. I've got to
18 run next door. I have a Women's Issue Committee
19 meeting and I'll be there shortly and I shall
20 return. Thank you.

21 CARLOS MOLINA: Good afternoon. My
22 name is Carlos Molina. I'm the Dean for Special
23 Programs in the Office of Academic Affairs at
24 Hostos Community College, which is located in the
25 poorest congressional district in the country and

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2 is the smallest unit of the City University of New
3 York. Nevertheless, our continuing education and
4 professional studies programs have grown over 500%
5 over the last seven years. We service more than
6 6,500 adults and children, who accounted or more
7 than 9,000 student registrations annually. These
8 students enroll in our more than 700 class
9 offerings and 27 certificate programs. In
10 February of 2005, the college established a
11 satellite center in Washington Heights, known as
12 CUNY in the Heights, which offers comparable
13 programs as our main campus. Some of the
14 workforce development certificate programs that we
15 offer include: Non-Profit Management, Certified
16 Nursing Assistant, Phlebotomy, EKG, Advanced
17 Medical Billing, Teacher Assistant, Food
18 Protection Certificate that satisfied the New York
19 Health Code requirement, Basic Construction
20 Management, Security Officer Program, paralegal
21 Studies, and the only New York State approved
22 bilingual Spanish and English CASAC program. That
23 is the Certified Alcohol and Substance Abuse
24 Counselor Certificate. In partnership with the 32
25 BJ Union, we offer their members classes that will

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2 make them eligible for upgrades. Programs such as
3 GED, ESL, computers, locksmith, plumbing,
4 carpentry, electricity, and refrigeration. With
5 the 1199 Union, we have offered bridge to nursing
6 programs and last summer graduated our first 1199
7 cohorts of LPNs. We just launched the first CUNY
8 health care interpreter program. Hostos Community
9 College as the lead institution in collaboration
10 with some of our sister institutions such as
11 LaGuardia Community College, Queens College, York
12 College, Medgar Evers, the College of Staten
13 Island and City College, and in partnership with
14 the Health and Hospitals Corporation developed the
15 curriculum and is now offering this program for
16 the first time. In addition, we offer a hands-on
17 automotive transmission certificate program for
18 physically challenged men and women. The program
19 is approved by VESID and uses the New York State
20 Education curriculum. Many of the graduates from
21 this program have moved on to full employment in
22 the field. We also offer ESL and GED programs at
23 the Bronx Workforce 1 Center. At our satellite
24 facility, CUNY of the Heights, we established and
25 oversee the ATTAIN Lab, which is Advanced

1 Technology Training and Information Networking.
2 The ATTAIN labs are a network of technology labs
3 located across New York State. Each lab provides
4 extended workforce development programs, academic
5 programs, as well as technology access. The
6 ATTAIN lab offers technology training at no cost
7 to the community, and in particular to the
8 communities TANF population. Our program services
9 about 500 visitors a semester who completed
10 computer based training in childcare, digital
11 literacy, GED, English as a second language,
12 college remedial programs and customer service.
13 In collaboration with the U.S. Census Bureau, CUNY
14 in the Heights is now a testing site for the
15 bureau and has already tested over 300
16 individuals, which make them eligible for job
17 opportunities with the Census. Hostos also offers
18 ongoing workshops targeted at COBs meant to help
19 them in their work with workshops such as grant
20 writing for nonprofits and health and safety
21 issues. Our next forum is scheduled for March and
22 it will be on navigating the fiscal crisis in the
23 Bronx. We offer these workshops in partnership
24 with the Jewish Community Relations Council.
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Thank you very much.

Council Member Avella: Thank you.

Ms. Watson, before we hear your testimony, I just want to recognize Council Member Miguel Martinez, who is a member of the committee. Since I'm sitting in for Charles, let's have a round of applause. Make sure I do it right. You can tell him I did his job the way he always does it.

SANDRA WATSON: Good afternoon.

I'm very pleased to be here today. I'm here to tell some stories. These will be true stories. Since Obama became the president, my ancestors have been coming to me. They're showing up in all kinds of ways. More than half a century ago my mother, Shirley Ann White, saved aluminum foil, string, rubber bands and cooking grease. She recycled milk bottles, cardboard boxes and brown paper bags. She admonished her children to turn out the lights when they left a room, close doors to conserve heat and eat all the food put on their plates because of the starving children in China, India and Africa. My mother, had she lived to see this day, would have nodded her head in the affirmative and said she knew how to deal with

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2 these difficult economic times when neighbor upon
3 neighbor lost their job and could not pay for
4 their rent or mortgage, buy warm clothing for the
5 harsh winters, or pay for prescriptive medicine
6 when illness befell a family member. Having spent
7 her childhood during the Great Depression and
8 given birth to her two children during and shortly
9 after World War II, my mother understood how one
10 saved and scarified to make ends meet and how
11 necessary it was to instill in her children the
12 values of education for success. A third
13 generation New Yorker, raised in Harlem, and
14 transplanted to Bedford Stuyvesant Brooklyn, my
15 mother knew how to survive just as native New
16 Yorkers and immigrants who are today served by the
17 Division of Adult and Continuing Education at
18 LaGuardia Community College within the City
19 University of New York know how to ensure their
20 economic survival. Just as my mother saw
21 education as the key to economic survival and
22 prosperity, so do many of our students, some of
23 whom I will discuss later in my stories. They all
24 see LaGuardia Community College as providing keys
25 to their ascent out of poverty and to the

1 attainment of economic empowerment. The Division
2 of Adult and Continuing Education is the largest
3 continuing education at a public college in New
4 York City. A major workforce development presence
5 and a major employer in Queens since its founding
6 in 1971, ACE has grown over its more than 35 plus
7 year history to an organization with 170 fulltime
8 employees, more than 400 part time employees and
9 an annual budget of \$20 million. Offering a wide
10 variety of programs that reflect the diversity of
11 adult, family, community and business needs in the
12 Borough of Queens, ACE provides quality
13 instruction and services for approximately 35,000
14 continuing education students and clients a year.
15 Funded through more than 40 public and private
16 grants, contracts with local employers' student
17 tuition, and tax levy income, services are
18 targeted to incumbent workers, new job entrants,
19 new immigrants, low-income residents, out of
20 school youth, incarcerated youth, existing
21 businesses and new startup enterprises. I'm going
22 to give you a little overview of the workforce
23 development program. I have no ego involvement
24 here. So if I'm going too long, you can tell me
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1
2 to skim it down. The college is a major partner
3 in New York City's workforce development system
4 and is poised to have a greater impact on that
5 system in the coming years. The underlying
6 philosophy of the New York City workforce
7 development system is the idea that there should
8 be a close partnership between all stakeholders,
9 including businesses, educational institutions,
10 training providers, the Workforce Investment
11 Board, community based organizations and other job
12 development and placement entities. Each year in
13 both the credit and non-credit areas of the
14 college, over 20,000 new and incumbent workers are
15 provided the educational, vocational, language and
16 life skills that adequately prepare them for the
17 high demand positions in a changing economy. They
18 receive services through many LaGuardia
19 educational and workforce development programs,
20 six of which will be highlighted today. We have
21 so many that I could only highlight six that have
22 been very exciting at the college. To provide
23 these services, the college has partnered with
24 city, state and federal offices, agencies and
25 programs, such as the New York City Council, the

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2 New York City Department of Small Business
3 Services, the New York City Department of Youth
4 and Community Development, the U.S. and State
5 Departments of Labor, the New York City Center for
6 Economic Opportunity and other agencies within the
7 workforce development system. We are an integral
8 part of New York City's workforce development
9 system and we like to be known as the go-to agency
10 when a new program is being thought of or
11 developed. I'm going to give you an overview of
12 some of our programs that I'm highlighting today.
13 It took us several years to understand the
14 relationship with business development, economic
15 development and workforce development. Many of
16 the originators of the Division of Adult and
17 Continuing Education saw ourselves as purist
18 educators and we didn't want to do all that work
19 with those businesses. But now we have seen the
20 light and we know that if you want to get somebody
21 a job, you have to work with the businesses that
22 are creating the jobs. The LaGuardia Community
23 Small Business Development program has small
24 businesses such as one owned by Marie L. And
25 Dominique N. Now, this is where I tell my

1 stories. I didn't know if I could use people's
2 names without having talked to them, so I just
3 used their first name. In November 2008, Marie L.
4 And Dominique dreamed of opening the Little
5 Children's Garden Daycare. Their dream came true
6 as they were approved for \$120,000 loan with the
7 assistance of the LaGuardia Small Business
8 Development Center. While the owners had strong
9 qualifications, getting startup financing was a
10 challenge as the financial crisis rapidly
11 unfolded. One bank had already turned them down.
12 However, collaborating with the LaGuardia Business
13 Advisor, Marie and Dominique reworked their
14 business plan, identified a new lender and
15 diligently followed through, through a new
16 application process to a positive outcome. The
17 Little Children's Garden Inc. daycare is expected
18 to bloom in Flushing, Queens in the early spring
19 of 2009 after construction in the space is
20 completed. Since its inception, the Small
21 Business Development Program has provided a range
22 of services to small businesses, including
23 providing assistance to over 1,000 entrepreneurs
24 in the development of business and financial
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2 plans, helping them to secure over \$8 million in
3 loans the strengthen and expand their businesses
4 and helping them to employ over 10,000 people
5 within the community. The Workforce Career Center
6 at LaGuardia Community College is one of seven
7 Workforce Career Centers in New York City.

8 They're one of the one-stops. I'd like to talk
9 about one student's success. Keith O. first came
10 to LaGuardia Community College in September 2008
11 on a referral from Henkles and McCoy, one of our
12 community partners who focuses on troubled and at-
13 risk youth. The center worked with Keith to
14 improve his job skills by arranging for him an
15 internship in the Resource Room and monitoring his
16 progress. By the conclusion of his internship,
17 Keith's customer service and professional skills
18 had improved dramatically and he was offered the
19 first job for which he interview at the City Ice
20 Palace. He is ecstatic about his job and has done
21 well there. As of today, Keith is successful
22 working at City Ice and they are very happy with
23 his work. This is a very serious marriage with
24 SBS, the Small Business Services. They work very
25 closely with us. They fund us well, but it is

1
2 very difficult. We have the goal of placing
3 between 1,500 and 1,700 workers, incumbent and new
4 entry workers every year. That's a large number.
5 Over the last three years some of our
6 accomplishments include: provision of job
7 readiness and counseling services to over 20,000
8 community residents, many of whom are working; job
9 placement for over 5,000 new and incumbent
10 workers, that includes retention services and
11 making sure that if they leave that position we
12 can help them get a new position; dispersal of
13 over \$2 million in training to new and incumbent
14 workers so that they can get the skills training
15 that they need to update their skills; and
16 development of partnerships with 40 community
17 based organizations in order to reach out to
18 growing numbers of the unemployed. We understand
19 the importance and the value of developing
20 partnerships among all of the stakeholders. It
21 takes a lot of work to nurture those partnerships.
22 We have done a lot of work in targeted industries,
23 particular in the nursing field when it was
24 identified that we had a shortage in that area.
25 As I said before, you have my testimony, if you'd

1
2 like me to cut short, I can do that. You have the
3 information on the various programs that we do.
4 We do ESL. We do nursing. We have very good
5 statistics. I'd like to say that we're looking
6 towards the future. Our president, Gail Mellow,
7 is a very powerful advocate for the community
8 college system. I'll just read my last paragraph.
9 In preparation for the economic stimulus package
10 that is currently undergoing review at the federal
11 level, LaGuardia Community College is conducting
12 extensive research on potential training areas in
13 the energy, green and scientific fields where new
14 positions will contribute to the new economy. The
15 college is looking at new methodology and ways of
16 delivering education using smart boards and the
17 internet, pod casting and a variety of those kinds
18 of tools that will facilitate learning among the
19 various generations of workers, including Gen X,
20 Gen Y, Gen O, baby boomers and traditionalists.
21 I'd like to say I just learned about Generation O
22 at the Obama inauguration because he talked about
23 them as the people that organize at a grassroots
24 level to get him jobs, these Generation O people.
25 The college, through its President Gail Mellow and

1
2 other senior administrators and faculty is
3 advocating at the local, regional, national and
4 international levels for the increased role of the
5 community college system to address the future
6 educational and training needs of workers. Thank
7 you very much.

8 CHAIRPERSON BARRON: Well thank you
9 very much for an excellent testimony. This will
10 be very helpful in what we're trying to achieve.
11 From what I'm hearing and I'm sure we'll hear
12 more. We want to put some little booklet or
13 something together so that people will know the
14 successes, the accomplishments, what the needs are
15 and where we're going in the future. I might add
16 that Ms. Watson is a graduate from LaGuardia.
17 They said that she was a student most likely to be
18 involved in government and here she is, so hats
19 off to LaGuardia. Yes sir?

20 HUGO KIJNE: Unlike Sandy, I have a
21 huge ego, so I'm going to brag a little. I'm
22 going to try to get through this whole thing, but
23 I kept it short. The Office of Continuing
24 Education and Professional Development at the
25 College of Staten Island manages the largest and

1
2 the only comprehensive workforce development
3 program on Staten Island with services that range
4 from intake testing and career counseling through
5 literacy, English as a second language and
6 workplace readiness instruction to vocational
7 training, job placement and job retention. We
8 consider literacy the key to successful completion
9 of vocational training programs and to a
10 successful career and economic independency.

11 Therefore, all potential students are tested on
12 their literacy levels, either via the TABE or via
13 the Best Plus test before they are admitted to a
14 vocational training program. If warranted by the
15 test results, students may be placed in a literacy
16 or an ESL class until they have reached the
17 required level to successful complete a training
18 program. All students receive workplace readiness
19 instruction. Subsequent EDGE XI and EDGE XII
20 contracts that we have with the State of New York
21 allow the office to achieve this high level of
22 integration of services from which our current
23 students benefit. Since the termination of the
24 EDGE programs, our funding sources have been the
25 New York City Works Program, ITG Vouchers from the

1
2 Workforce 1 Career Center, a contract with NYCHA,
3 the Jobs to Build On program, VESID and a grant
4 from the Robin Hood Foundation. These are funding
5 sources for workforce development programs. We
6 also have a large literacy program, which is
7 funded partly by the city and partly by the State
8 of New York. The office's vocational training
9 programs reflect Staten Island's economy and
10 mostly serve the economically disadvantaged on the
11 island. There's a rumor in other areas of the
12 city that there are no economically disadvantaged
13 on Staten Island. I can guarantee you that that's
14 not true and that the population is changing. The
15 largest sector of Staten Island's economy is
16 health care and education. The second largest is
17 business services. Training programs that we
18 offer are: Certified Nursing Assistant,
19 Phlebotomy, Medical Billing and Coding, Credential
20 Alcohol and Substance Abuse Counselor, Accounting
21 and Bookkeeping, Paralegal, Office Assistant,
22 Teacher Assistant and the hospitality training
23 program. I have attached a list of non-fee based
24 enrollments in these programs from the spring of
25 2007 through the fall of 2008 to this testimony.

1
2 Overall enrollments in our programs in fiscal year
3 '08 were 1,928 in grant and contract-funded
4 programs, 3,400 in fee and voucher-funded programs
5 and 869 in a for-credit program that we run for
6 the Local 119. My office welcomed the New York
7 City Council's entry in the workforce development
8 field with the funding of the New York City Works
9 Program in January of 2006. We were the only
10 recipients of a New York City Works contract on
11 Staten Island, and overall we were allotted
12 \$658,000 through September 2007. Unfortunately,
13 however, the office is still waiting to get its
14 final bills paid by the United Way of New York
15 City, the agency that administered the New York
16 City Works Program. In spite of very poor program
17 administration by the United Way, we recruited 264
18 students during the New York City Works Program
19 era of whom 190 completed a job training program
20 and many of the other participants completed an
21 educational program. One important component of
22 our New York City Works program was a GED class
23 for out of school youth, 20 of whom earned their
24 GED during the extension of the New York City
25 Works period. Fortunately we were able to

1
2 continue this program with an adult literacy
3 education grant from New York State Education
4 Department. As you know, out of school youth is
5 one of the largest group in need of education and
6 training in New York City, a growing group and
7 also one of the hardest populations to work with.
8 So a successful program in this area is very
9 important to us. Unfortunately, we were only
10 marginally, and only after an intervention by
11 former City Councilman McMahon, allowed to
12 participate in the Jobs to Build On program, which
13 is administered by the Consortium for Worker
14 Education. It was a small program. We trained
15 six phlebotomists and we found jobs for four of
16 them already. Unfortunately, I should mention,
17 the consortium has not yet paid our bill either.
18 I don't think you can do anything about that here
19 now, Chairman, but I thought I'd just mention it.

20 CHAIRPERSON BARRON: They should
21 pay the bill now. I agree with you on that. I
22 just want to thank all of you for the testimony.
23 The workforce development program in the City
24 Council that was administered by United Way, and
25 you're quite right, there were administrative

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2 challenges. We do want to say that even with all
3 of the administrative challenges that it employ
4 6,500 people citywide and in many of the areas in
5 the most needed zip code areas. But there were
6 administrative challenges that we definitely had
7 in the Jobs to Build On program, which is also
8 funded by the City Council that includes getting
9 the unions to get apprenticeship jobs in our
10 neighborhoods. We're hoping that that kicks off
11 and can really be a benefit. Let me just ask you
12 a couple of questions and then we'll go to our
13 next panel. What are the hot fields? What fields
14 would you tell students to get degrees and skills
15 in? What are some of those fields? Because
16 oftentimes our students are working on skills and
17 degrees that may be obsolete in the future, the
18 field may not exist, or it may be radically
19 different from what it is now. So what are those
20 areas that there are demands for and the areas
21 that our students should really look to get some
22 skills and/or degrees in?

23 RUSSELL HOTZLER: I'll start and my
24 colleagues can add. At the moment, in terms of
25 the current market, we still see potential growth

1
2 in education and in health care. Manufacturing is
3 really one that there's tremendous immediate
4 potential for. The green job market is evolving.
5 That's going to take a little longer to sort
6 itself out and we have to see just where some of
7 this incentive money comes and how it can best be
8 utilized. My colleagues may wish to add to that.

9 CARLOS MOLINA: He keeps turning
10 the mike off on me. Looking into the future, it
11 is somewhat difficult to say. Certainly health
12 care, as President Hotzler mentioned. There will
13 always be a need in that field. At the college
14 last year we did an environmental scan to sort of
15 anticipate precisely that as part of our strategic
16 planning process. What we found, looking some of
17 the Department of Labor statistics is computer
18 technology was number one, paralegal and business,
19 and of course nursing were the areas where someone
20 would receive the most opportunity. Now, will
21 that be the case in the next four or five years?
22 I don't know. I know that CUNY has been meeting
23 to try to anticipate and give that some shape and
24 see what the potential job training programs are
25 that will need training and there will be funding

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for.

SANDRA WATSON: Although we are not geared up for it yet at LaGuardia Community College and we're hoping to do that, we are finding that in the construction field retrofitting is something that is going to be very important in New York City. Anything that's connected to energy auditing and weatherization. Small business development in areas around green. We're talking now with Green Depot. They are selling environment friendly materials. Another area that's very interesting is waste management at the construction level. I had a conversation with a friend who has been struggling for many years in Philadelphia with his deconstruction business. Now he is seeing that there is a tremendous market for being able to find ways of getting rid of waste but not putting it into the earth. Things like art. Whoever thought of using waste materials to develop art. We have a design incubator program at LaGuardia Community College and we're going to be looking at whether we can help small businesses develop artwork out of some of the materials that are coming out of some of

1
2 theses buildings. So the retrofitting,
3 weatherization, a lot of things connected to
4 energy, and we cannot forget small business
5 development. That has been the backbone for a lot
6 of the growth in our industry. We have a large
7 immigrant population in Queens. Immigrants from
8 the Caribbean and other areas of the world who are
9 hungry to start their own businesses. So when we
10 give them the kind of support that we can give
11 them, that will be an area. So I would say
12 business development in the green industry,
13 retrofitting, and all the things related to
14 energy. The jobs for energy have not identified
15 themselves yet, we need to be ready for it.
16 There's going to be the grid that we have to be
17 able to prepare people to be a part of. I could
18 just go on and on, but really in that area, and
19 naturally the health field and science.

20 HUGO KIJNE: I don't have a
21 particular area to add to that, but just a general
22 observation. One of the reasons why it's so hard
23 to identify those jobs is because they will be
24 new. In the 1970s jobs disappeared out of the
25 western industrialized countries to places where

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2 people with fewer skills were willing to do them
3 for much less pay. In the last ten years jobs
4 have disappeared to places where people with
5 better skills have been willing to do those jobs
6 for less pay, or at least equal skills. Those
7 jobs are not going to come back. So we have to
8 look at what is still here, such as health care.
9 We have to look at really new areas in which
10 America can develop itself economically and be a
11 leader in the world. Those things are very slowly
12 crystallizing right now. CUNY is following that
13 very closely. We have a task force that's looking
14 at what areas we need to develop programs for.
15 When the jobs are there, we'll have the programs
16 ready.

17 CHAIRPERSON BARRON: I want to
18 thank all of you very much. The question of waste
19 management, that's a very, very interesting field
20 in that USA Waste and Waste Management Inc,
21 combined and became one because that's a
22 multibillion dollar industry. Looking at that, in
23 addition to the waste management program of the
24 city and why we should get more to marine transfer
25 stations and get more to recycling. But

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2 unfortunately some politicians and I won't mention
3 names or what office that they're in across the
4 hall, but some politicians are more into contracts
5 for businesspeople than more efficiency programs
6 around waste that would create more employment and
7 create more energy efficiency. We want to do a
8 couple of things. Comptroller Billy Thompson has
9 suggested that there be a Mayor's Office on Skills
10 and Education. This would look at the
11 comprehensive planning of all of the stakeholders
12 around the question of workforce development.
13 That's one thing we'll be pushing for. The second
14 is that this committee and my office and CUNY, I'd
15 like to work closely with you to come up with a
16 summit in May perhaps on workforce development. I
17 would like to get some of my colleagues together
18 on a higher education summit on workforce
19 development. We are always dealing with
20 contractors, developers, and corporation in our
21 daily work. Whether they want to acquire land in
22 our districts and build different kinds of things.
23 So I really want to get a summit together where we
24 get the private sector and some of the
25 corporations and developers that are always

1
2 knocking on our doors for opportunities to get
3 contracts and build in our neighborhoods. They
4 leave with millions of dollars and we leave broke
5 and unemployed and a brand new something and
6 temporary construction jobs maybe that last for
7 the duration of the building of the project and
8 then disappear after the project is built. It
9 would be good for us to have a summit with
10 educators, developers, and elected officials and
11 get some of the business world in because I also
12 want to look at what happens to students after
13 they leave college. They have major health care
14 issues. They have employment issues. They have
15 housing issues. They have debt. So it would be
16 great if we could address those issues at a summit
17 where we try to do something about the debt that
18 students leave college and find themselves in and
19 find ways of providing living wage jobs and
20 affordable housing and quality affordable health
21 care for our students. I would like for you to
22 join me in that effort. Thank you very much. I
23 appreciate your testimony.

24 TRACY UDELL: Our next panel will
25 be George Calderaro from Columbia University,

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2 David Greenstein from the Cooper Union, and
3 Jeffrey Katz from Manhattan College. Please raise
4 your right hands. Do you swear or affirm that the
5 testimony you're about to give is to the best of
6 your knowledge truthful and accurate? Please
7 state your names for the record before beginning
8 your testimony.

9 GEORGE CALDERARO: I'm George
10 Calderaro, Director of Communications at the
11 School of Continuing Education at Columbia
12 University. Thank you for this opportunity to
13 speak to the committee. Established in 2002, the
14 School of Continuing Education is the youngest of
15 Columbia's 16 schools. The mission of the school
16 is to mount innovative instructional programs
17 unavailable elsewhere at the university that meet
18 Columbia's standard of excellence, take good
19 advantage of its resources and produce positive
20 educational outcomes for our diverse student body.
21 A primary focus of the School of Continuing
22 Education is our part time and full time graduate
23 degree programs for working professionals who are
24 seeking to excel in their current field or to
25 change careers. Our mission with regard to these

1
2 master's degrees is to provide practical,
3 professional education in fields offering
4 substantial opportunity in the metropolitan area
5 not available elsewhere at other schools at
6 Columbia. We currently offer ten part time and
7 full time Master of Science programs for working
8 professionals in the following fields: Actuarial
9 Science, Construction Administration, Fundraising
10 Management, Information and Archive Management,
11 Landscape Design, Narrative Medicine, Negotiation
12 and Conflict Resolution, Sports Management,
13 Strategic Communications and Technology
14 Management. New programs under development
15 include graduate programs in sustainability,
16 health care, emergency preparedness and bioethics,
17 reflecting some of the areas that other programs
18 are being developed in. Specifically,
19 sustainability and health care are areas we're
20 really keen in look at new programming. The
21 School of Continuing Education also administers a
22 post-Baccalaureate studies program for non-
23 matriculating students who want to take courses at
24 Columbia, often in preparation for graduate
25 school. We offer access to Columbia courses in

1
2 more than 50 subject areas, ranging from the
3 sciences to the arts, as well as structured
4 certificate programs in business and psychology.

5 In the invitation to testify today, it was noted
6 that the committee is interested in ensuring that
7 potential students are aware of our programs.

8 This is a key interest to us, because as noted,
9 the six-year old School of Continuing Education is
10 the youngest school at Columbia and perspective
11 students often think of Columbia College or the
12 business and law schools, not continuing ed when
13 they think of New York's only Ivy League School.

14 An online directory of continuing education
15 programs that we could work with you in developing
16 might be an area that the committee might want to
17 explore with us. We also understand that you're
18 interested in how schools can work with corporate
19 entities to help with job placement. At the
20 School of Continuing Education, we work closely
21 with corporations and businesses to help develop
22 the curriculum that reflects industry needs in
23 addition to securing internships and eventually
24 jobs for our students. We're interested in
25 working with you to expand our reach in industries

1 where we offer programming as well as with
2 outplacement and career counselors. In terms of
3 the effects of the economy that we are seeing,
4 it's most markedly among our students, who as
5 noted, many of whom are working professionals.
6 And reflecting national statistics about half of
7 our students receive some tuition reimbursement,
8 often more than half of the tuition reimbursement.
9 So that is the big area where we're seeing an
10 immediate impact. Students are having to drop out
11 because their jobs are gone, or their employers
12 are no longer offering tuition remission. We work
13 with them and with the Office of Student Financial
14 Services in making other plans whenever possible.
15 It should also be noted that an effect of the
16 economy is that loans for education and houses and
17 cars and everything else are increasingly
18 difficult to come by. That hasn't affected our
19 students as much as other schools in the region.
20 However, it's a real concern for us moving
21 forward. Finally, I would just note that we're
22 working with the university Facilities and
23 Construction Departments to develop a construction
24 certificate program specifically for women and
25

1
2 minorities in and around the Manhattanville
3 development area, among many other programs that
4 are being slated for the Manhattanville area.

5 DAVID GREENSTEIN: Good afternoon.
6 My name is David Greenstein. I'm the Director of
7 Continuing Education and Public Programs. I'm
8 very happy to have this opportunity to talk to you
9 for a few minutes about what we do at The Cooper
10 Union for the Advancement of Science and Art. We
11 are one of the original partners of the Mayor's
12 PlaNYC 2030 challenge for colleges and
13 universities, and with the opening of our new
14 academic building in March, we will have already
15 met the goal of reducing our greenhouse gas
16 emissions by at least 30%. Thought I would just
17 brag a little before the committee. The Cooper
18 Union Department of Continuing Education and
19 Public Programs serves approximately 2,500 adult
20 learners per year with about 70 courses in each of
21 three terms, ranging from knitting and crochet to
22 steel construction design. We have courses in
23 studio arts, foreign languages, business and
24 fiction writing, art history and contemporary art
25 issues, and New York City history. However, today

1
2 I want to talk particularly about our professional
3 development courses for architects, engineers, and
4 allied professionals. Since the fall of 2007, we
5 have offered a Certificate in Green Building
6 Design. The program began with 30 students in the
7 fall of 2007. We now have 80. The certificate
8 requires 110 hours of course work chosen from such
9 electives as: Sustainable Design Principle for
10 Buildings and Masterplans, which is our most
11 introductory course; The Ecological City; Indoor
12 Environmental Quality; Daylighting; Sustainable
13 Construction Methods; Building Electric Power
14 Distribution and Lighting; Green Buildings and New
15 York City; Measuring Green; Bioclimatic Design;
16 Whole Building Performance Analysis; Building
17 Commissioning and Renovating Green. This spring
18 we will start next week with an exam prep course
19 for the LEED examination of the U.S. Green
20 Building Council. LEED is the most widely
21 recognized certificate in the country for people
22 in these professions. We also have course in
23 things like Acoustics for Architects and
24 Engineers, Architectural Photography and
25 Structural Steel Design, as I mentioned earlier.

1
2 Some of these courses are also suitable for people
3 who are not professionals. Of course, for
4 example, in Building Commissioning, we'll serve
5 both mechanical engineers and technicians who will
6 actually measure the efficiency of energy
7 equipment, lighting equipment and so on in
8 buildings. They count as green collar jobs as
9 well as professional jobs. These courses are
10 taught by members of The Cooper Union
11 Architectural and Engineering faculty, by working
12 architects and engineers and professionals from
13 New York State and New York City agencies.
14 They're all taught in real time in real
15 classrooms. We are a registered provider of
16 continuing education with the American Institute
17 of Architects. The courses meet state
18 requirements for license recertification in the
19 architectural and engineering professions. Most
20 of them additionally meet the AIA, American
21 Institute of Architect, requirements in the areas
22 of health, safety and welfare and sustainable
23 design. It's hardly possible to overstate the
24 importance of green building practice to the built
25 environment and by extension to the professional

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2 qualifications of all who work at building it. We
3 have students from architecture, engineering,
4 construction management, real estate development
5 and planning. Most of our students are from the
6 New York metropolitan area, but we have a
7 significant number from other countries. In
8 addition, The Cooper Union would like to thank the
9 council for its continuous support in past years
10 for the immigrant engineer retraining program.
11 The council's support has been invaluable to this
12 program, which since 1991 has benefited more than
13 3,200 immigrant engineers. More than 1,800 of
14 these engineers have found improved professional
15 and economic employment. In 2007-2008, 169
16 students were enrolled in the program, 51% of whom
17 were unemployed or on public assistance. That
18 same year the program made 373 job referrals.
19 Nearly 70% of the students who graduated in 2006
20 are now employed. Until recently, the program was
21 made up of approximately 80% Eastern European
22 students. At present 50% represent a more diverse
23 population with students from Africa, Asia and
24 South America. A record 95 immigrant engineers
25 enrolled in the spring 2008 semester. Thank you.

1
2 JEFFREY KATZ: Good afternoon. I
3 am Jeff Katz, Director of the Adult Degree
4 Completion Program at Manhattan College in the
5 Bronx. I thank you for this opportunity to
6 address the committee. It is my pleasure to be
7 here today to give testimony about a jewel of a
8 program located in the North Bronx. Dedicated to
9 working adults who are returning to school to
10 bolster their skills or even to find a new
11 profession. How timely it is that I am here today
12 to talk about an accelerated degree completion
13 program when only yesterday I read about the
14 city's intent on building another community
15 college in this time of economic uncertainty. The
16 building of a community college may take years,
17 but we at Manhattan College have excess capacity
18 and are ready immediately to meet the needs of
19 working adult New Yorkers seeking to position
20 themselves as more competitive once they earn an
21 undergraduate degree and once this time of
22 economic stress turns around. I would be happy to
23 meet with other city agencies and the borough
24 presidents to discuss Manhattan College's Adult
25 Degree Completion Program. I would appreciate it

1
2 if after this meeting you can direct me to some of
3 those people. Founded in 1997, the Adult Degree
4 Completion Program at Manhattan College is a
5 unique alternative to the traditional method of
6 pursuing a college degree. The program is
7 designed to provide adult students who have
8 started and stopped their college careers a non-
9 traditional opportunity to complete a
10 baccalaureate degree to advance their professional
11 careers and for personal achievement. In this
12 time of economic uncertainty, adults are
13 sheltering themselves in our program in greater
14 numbers with a goal of completing a degree and
15 augmenting their resume. Located in the Riverdale
16 section of the Bronx, one block from Broadway at
17 238th Street, our accelerated, 24-month
18 undergraduate degree program has been the school
19 of choice for thousands of employees from
20 corporations such as Con Edison, UPS, the MTA and
21 NYPD. These workers have turned to Manhattan
22 College's Adult Degree Completion Program to
23 prepare themselves for managerial and supervisory
24 positions in emerging global corporate and
25 industrial environments. The program is offered

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2 in a highly structured modular format. Each group
3 proceeds as a cohort through a structured series
4 of 20 courses or 60 college credits, leading to a
5 common completion within an accelerated period of
6 two years. All students are required to transfer
7 a total of 60 credits from previously attended
8 institutions. Our elective program permits
9 students with fewer than 60 transfer credits to
10 make up credits while they are in the program.
11 Our curriculum focuses on courses in management,
12 business, communications, behavioral psychology as
13 it applies to corporations and organizations and
14 the ethics of business. It concludes with a
15 capstone project in organizational management that
16 includes a research thesis. Students earn a 120-
17 credit Bachelor of Science degree with a
18 concentration in Organization Management. The
19 Adult Degree Completion Program helps students
20 blend undergraduate study into their busy lives
21 with a once a week class schedule. Courses run
22 for five weeks and are conducted in seminar
23 format. We are proud of our dedicated faculty of
24 industry professionals, our excellent libraries,
25 state of the art computer facilities and drop in

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2 counseling services. Our courses are held at our
3 conveniently located campus, easily accessible by
4 car and subway, or at a corporate client site
5 throughout the metropolitan New York City area.
6 Manhattan College is a first-tier college, yet it
7 is one of the most affordable private colleges in
8 New York City. The college recognizes its
9 commitment to adult learning and has generously
10 discounted the program to make it more affordable
11 for working adults. General tuition for the two-
12 year program is more than competitive and stands
13 at \$19,200 and is further slashed to \$14,600 for
14 uniformed officers of NYPD, FDNY and New York City
15 Corrections. Using a collaborative format, each
16 learning cohort persists together throughout the
17 program of courses in a mutually supportive
18 learning community supported by faculty and
19 interactive communications. Students who
20 successfully complete the program are granted 120-
21 credit Bachelor of Science degree with a
22 concentration in Organizational Management.
23 Manhattan College is chartered and empowered to
24 confer academic degrees by the University of the
25 State of New York. It is accredited by the Middle

1 States Association of Colleges and Schools.

2 Prospective students are invited to our upcoming

3 orientation session next Monday evening, February

4 2nd at 5 p.m. the orientation is an opportunity

5 for students to evaluate our program and to see

6 what we can do for them. It is a time for them to

7 meet faculty, staff and fellow students. Spring

8 classes begin on February 23. I have included an

9 orientation flyer in the promotional folders to be

10 handed out to all committee members and to council

11 staff. My business card is in each folder.

12 Please contact me at any time with your questions.

13 I thank you for this opportunity.

14 CHAIRPERSON BARRON: Well thank all

15 of you very much. This is going to help us

16 tremendously as we develop a strategic plan for

17 dealing with the continuing education and dealing

18 with the workforce development issues. Just at

19 Columbia, how many students do you service?

20 GEORGE CALDERARO: There are 1,000

21 graduate students on average per year and about

22 1,500 taking post-bac study courses. These are

23 just in the graduate program. The post-bac

24 programs are the only ones that I talked about

25

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2 today. We also have ESL programming and high
3 schools programs, but I just focused on those two.
4 So combined about 2,500 per year.

5 CHAIRPERSON BARRON: We are looking
6 forward to a long lasting relationship. Anything
7 that you need, please contact my office and we'll
8 try to assist you with meeting with the borough
9 presidents or whatever you need to there. And in
10 return, we will also be contacting you to help
11 further develop our strategic on how we get
12 through this economic chaos and really get some
13 stability for our students and our institutions.
14 Thank you so much for your time and your
15 presentation.

16 TRACY UDELL: Our next panel will
17 be Rebecca Pearson from New York University, David
18 Podell from Marymount Manhattan College and Joyce
19 Brown. Please raise your right hands. Do you
20 swear or affirm that the testimony you're about to
21 give is to the best of your knowledge truthful and
22 accurate? Please state your names before
23 beginning your testimony.

24 REBECCA PEARSON: Good afternoon.
25 My name is Rebecca Pearson and I am here on behalf

1
2 of New York University School of Continuing and
3 Professional Studies. When NYU was first
4 established, it was a university that was to
5 provide higher education to the immigrants of New
6 York City. In the beginning, even Samuel F. B.
7 Morse provided the first adult evening courses to
8 the community. Back then it was on the technology
9 of photography. The School of Continuing and
10 Professional Studies was established in upholding
11 that vision. We are now 75 years old this year.
12 We were established in 1934. Our mission has
13 always been to diffuse that knowledge and render
14 it more accessible to the community at large.
15 Throughout the years we've seen the depression,
16 we've seen the Cold War, World War II, and the
17 tumultuous times of 60s. Throughout those
18 periods, we've always developed courses and
19 programs that addresses those needs. A good
20 example is during World War II the military
21 indicated that they were short of stenographers.
22 We came out with programs that met that particular
23 learning need. Through the 90s and much of the
24 new millennium, when technology became an
25 overriding critical need for learning, we provided

1
2 several courses, certificates and professionally
3 focused degreed programs to address that need as
4 well. Today we have about 2,000 non-credit
5 courses. That includes courses, lecture series,
6 workshops, summer institutes, and conferences. We
7 provide that each semester. We have about 150
8 professional certificates and intensive programs.
9 In our credit area we have 14 professionally,
10 industry-focused master's degree programs, 11
11 graduate certificates, 2 diploma programs and 26
12 undergraduate degrees for adult learners. Our
13 areas of study primarily capture the industries
14 that are predominate in New York, such as real
15 estate, construction management, hospitality,
16 tourism, sports management, philanthropy, design,
17 digital arts, film, video and broadcasting,
18 graphic communications, publishing, business
19 management and leadership, human capital, which is
20 HR, marketing, public relations, legal studies,
21 finance, taxation, accounting, technology and even
22 now global affairs. Our courses are conveniently
23 scheduled on weekdays. We offer them on weekdays,
24 we offer them in the evenings and we also have
25 programs that are offered just on weekends. We

1 also have them in intensive fast track formats.

2 We also offer them online. These classes are also

3 held, although primarily at our Washington Square

4 location, we have classrooms in Midtown on 42nd

5 Street across from the library. We have a

6 classroom at the Norman Thomas High School and we

7 have a large location facility just across the

8 street here at the Woolworth Building. So we make

9 ourselves accessible to the community at large.

10 We've done all these things in the past and now

11 the political and economic climates have changed.

12 What have we done then for this particular time

13 that are ambivalent? If you look in your packets,

14 there's a resource guide that we published earlier

15 this year. We've mailed this to more than 95,000

16 residents of the greater New York area, which

17 includes Connecticut and New Jersey. We also sent

18 out 600,000 postcards to people who are located

19 within our proximity and 200,000 emails to those

20 who are currently in our database. What you'll

21 see in the resource guide is we have several free

22 career nights and info sessions. We have free

23 workshops for those interested in career

24 transition or career exploration. We have back to

1
2 school preparation courses, workshops on job
3 search strategies and other low-cost courses
4 designed for the career seeker, or those who are
5 just seeking for a professional edge. All of
6 these workshops and courses will be held from now
7 through April. We also offer a free personal
8 career management tool and it's available to
9 anyone online. It provides self-assessment
10 strategies for identifying an individual's unique
11 skills and transferable competencies. It is a web
12 application that has several interactive tools,
13 such as career planning, professional career
14 counselors and it intends to try and help an
15 individual find the right career fit so that the
16 next time they find a job or make a job change,
17 they're in a job that they're high satisfied. As
18 far as registration, we offer registration online
19 for any of our non-credit courses and customer
20 service is done with a live education advisor,
21 either by telephone or email. They're available
22 by telephone and they're on staff. They are not
23 from an overseas call center. For those who are
24 looking to go back to school with a degree, we
25 also have telephone advisement. That way if it's

1
2 inconvenient to come to campus, they can just call
3 and they'll receive advisement by telephone. Our
4 advisors also are part of our staff. All of the
5 information that I have brought here today is
6 available also on our website. And certainly
7 there are phone numbers in there that you can call
8 to get additional information. Thank you.

9 DAVID PODELL: Good afternoon and
10 thank you for this opportunity. My name is David
11 Podell. I'm the Vice President for Academic
12 Affairs at Marymount Manhattan College, a
13 nonsectarian, co-educational private college on
14 the Upper East Side. Marymount Manhattan provides
15 its graduates a rich liberal arts education to
16 develop their awareness of social, political,
17 cultural and ethical issues and leads them to
18 participation in and improvement of society. In
19 addition, we graduate students in select pre-
20 professional areas, including business management,
21 accounting, education, and speech and language
22 pathology. Students in our largest program,
23 communication arts, move on to careers in New York
24 City's media industry, in production, public
25 relations, advertising, broadcasting and

1
2 communication technology. Our graduates in the
3 arts join New York's thriving arts community as
4 performers, artists, designers, technicians,
5 photographers, and arts educators. Our graduates
6 in education and speech and language pathology
7 work primarily in the public schools. Our most
8 recent business management and accounting
9 graduates are working in companies such as Google,
10 JP Morgan and the World Bank of Scotland. At
11 Marymount Manhattan, we place great value on
12 experiential learning. We seek to augment
13 students' classroom learning with the richness of
14 the many professional opportunities available in
15 New York City. Our communications students have
16 interned with top media outlets and agencies,
17 including ABC, CBS, NBC, Columbia Sony, PBS, MTV,
18 Sirius Radio and the Mayor's Office of Film,
19 Theater and Broadcasting. Our business management
20 and accounting students have interned at major
21 companies including the Bank of New York, Conde
22 Nast, Deloitte and Touche, Disney, NBC, Children's
23 Television Workshop, HBO, Ernest and Young,
24 Versace, Bill Blass and Fox News. Another form of
25 experiential education is service learning in

1
2 which students help others while developing their
3 own abilities. For example, our accounting
4 students participate in the Volunteer Income Tax
5 Association program, helping to prepare income tax
6 forms for low-income individuals in East Harlem.
7 Other service learning partners include The
8 Positive Health Project, Central Park Conservancy,
9 Eviction Intervention Services, Hospice of New
10 York and the Harlem Center for Education. Where
11 do we see our challenges in the upcoming years?
12 First, there are talented students who wish to
13 become speech and language pathologists, teachers
14 or accountants, or study the liberal arts, who
15 even with existing financial aid cannot afford
16 tuition. Greater financial support for such
17 students would enhance our ability to prepare them
18 for their lives and careers. Second, to prepare
19 our students to enter the workforce, the need to
20 learn using the latest technology, a constant
21 challenge all schools face. Third, to keep
22 experiential learning vibrant, we seek resources
23 to help establish more relationships with
24 corporations, not for profits, government agencies
25 and NGOs. Creating worthwhile internships and

1
2 service learning opportunities requires resources
3 but is well worth the investment. Finally, our
4 hard working career placement office seeks
5 opportunities to build even greater networks with
6 potential employers to ensure that Marymount
7 Manhattan's graduates become the contributors and
8 indeed leaders in the workforce of New York. I
9 appreciate the committee's concern and leadership
10 in this area. I thank you for the providing the
11 opportunity to address the committee.

12 JOYCE BROWN: Good afternoon. My
13 name is Joyce Brown. I represent the taxpayer.
14 This is hard times, as we all know. I'm here and
15 there should be other taxpayers here to see that
16 our money is being spent wisely. I'd like to go
17 to Marymount. That sounds like a good program.
18 I've met with you before councilman. This meeting
19 has to do with higher education and it has to do
20 with continuing education into post-high school
21 years. Is that correct?

22 CHAIRPERSON BARRON: Yes.

23 JOYCE BROWN: I attended an
24 educational program at the State Office Building
25 on 125th Street, which educated students. They

1 had a nice enrollment. But because of the
2 instruction that was given and the atmosphere of
3 the school, most of the students dropped out. I
4 have an excellent educational background. I
5 graduated from the second best nursing school in
6 the country, Kings County, Brooklyn. I did my
7 undergraduate at Columbia University and I got my
8 master's from Columbia University. So you see, my
9 background is good. One thing I learned at the
10 course I took, which was for computer education
11 for the A plus to get a certificate, is that the
12 instructor are the things that make it. The
13 atmosphere of the school is the things that make
14 the education. I have heard many of the people
15 say what they offer, but only a few of the people
16 here spoke about the experience education, how
17 many came in, how many graduated, and what they
18 did to help the student graduate. They said that
19 health care is necessary and as a nurse, of course
20 health care is important and the importance of
21 expanding the education of the student who is
22 trying to become a nurse becomes up to date rather
23 than a 50 year old model where the hospital is the
24 only thing that they are trained to. Today health
25

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2 is outside the hospital and hospitalizations are
3 only for a few days, as I'm sure most people know.
4 When I was in high school, my mother told me to go
5 to volunteer at a local child care facility
6 because she wanted to know where I was. Now that
7 could be done also in our educational system. The
8 person could get credit toward their college
9 education if they volunteer in various programs.
10 You might want to take that into consideration.
11 That's about it. Any questions?

12 CHAIRPERSON BARRON: We thank you
13 very much for your testimony. And as always, when
14 you come to us, we appreciate that you take out
15 time to deal with issues that we think are very,
16 very important. You mentioned health, which is
17 leading me to one of the questions for NYU. I may
18 have missed it. I listened to a lot of the things
19 you listed, but I didn't hear health. Do you do
20 anything around health?

21 JOYCE BROWN: Yes, they do.

22 CHAIRPERSON BARRON: Never mind, we
23 don't need you. Go ahead, do you want to explain?

24 JOYCE BROWN: No.

25 REBECCA PEARSON: Yes, we do. But

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2 I am here for the School of Continuing and
3 Professional Studies. The health care is within
4 our School of Education as well as the medical
5 school. I wanted to address a question you had
6 earlier about the fields that are up and coming.
7 I am the research associate for the School of
8 Continuing and Professional Studies. What I do is
9 look at the trends and do a lot of surveys. The
10 New York State Department of Labor actually has on
11 their website outlooks and projections of
12 occupations. They've got varying degrees that are
13 outlined as favorable, very favorable and not so
14 favorable.

15 CHAIRPERSON BARRON: That's good.

16 REBECCA PEARSON: You can even
17 drill that down to where it's specific to the
18 outlook for New York City. I've found interesting
19 that the occupations, and they describe this as
20 occupations that a person could reasonably obtain
21 a job within a reasonable period of time are
22 actually not that sophisticated. They're looking
23 for auditors. They're looking for tax preparers.
24 There are jobs in office administration.
25 Paralegals are another one. I suspect, and this

1
2 is something I'm gleaning from it, it's probably
3 because the small business is still thriving. By
4 small business, I'm thinking the small law
5 professional corporations, the small accounting
6 firms, not the guys who are making million dollar
7 revenues. The thing is with these small
8 businesses, they have the job openings because in
9 all likelihood, the salaries they can offer are
10 not going to be as much as what the big finance
11 companies are offering. Since we do a lot of
12 surveys in answer to maybe some of your questions,
13 at least in our programs, we did a recent survey
14 of our master's students and found that after
15 graduation, our alumni are actually making an
16 average of 30% more than when they first came into
17 the program. They are the most highly satisfied
18 in their careers than when they first came into
19 the program, at least against inquiries that we
20 have. Our philosophy there is that when you have
21 someone in a job that he or she is highly
22 satisfied in, they're highly motivated. When
23 they're highly motivated, they become valuable to
24 that company and therefore less susceptible to
25 being laid off. Thank you.

1
2 CHAIRPERSON BARRON: Thank you very
3 much. I want to thank all of you for your
4 testimony. Once again, we hope that you will be
5 available in the future as we develop our
6 comprehensive planning and strategy for dealing
7 with this issue, particularly in our emergency
8 summit that we are going to have in May. I just
9 hope that you're open to continuing to assist us
10 and assisting our students in your institutions.
11 Thank you very much. Seeing no more testimony,
12 this meeting is adjourned. Thank you very much.

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C E R T I F I C A T E

I, Donna Hintze certify that the foregoing transcript is a true and accurate record of the proceedings. I further certify that I am not related to any of the parties to this action by blood or marriage, and that I am in no way interested in the outcome of this matter.

Signature *Donna Hintze*

Date February 5, 2009