

# The City University of New York



**Testimony of  
Chancellor Matthew Goldstein  
The City University of New York  
New York City Council Finance and Higher Education Committees  
Fiscal Year 2014 Executive Budget Hearing  
May 10, 2013**

Good morning, Chairperson Recchia, Chairperson Rodriguez, and members of the Finance and Higher Education committees. Thank you for the opportunity to speak with you today about the Mayor's 2014 Executive Budget.

I'd like to begin with a note of thanks. For the past 14 years, it has been my pleasure to work with all of you on behalf of The City University of New York and its seven community colleges. As a result of your steadfast partnership, we have been able to make great strides during that time. I am very grateful for your support and would like to point out just some of the ways it has been essential to CUNY's resurgence.

With your support, we've strengthened our partnership with the New York City Department of Education in order to improve student readiness for college. Today, nearly 20,000 public-school students participate annually in the College Now program, the nation's largest dual enrollment program. We've worked with the DOE to create three specialized high schools at City, Lehman, and York colleges and 14 early college high schools, including the Pathways in Technology Early College High School (P-Tech), developed with IBM and CUNY's New York City College of Technology. And the Graduate NYC! initiative, another CUNY-DOE partnership, has been developed to increase student readiness, participation, and success in college. I know all of the City Council members here today are actively working to promote greater college readiness. We should be encouraged by the fact that more public-school students are choosing CUNY than ever before—in fact, seven of 10 of the University's first-time freshmen graduated from a city public high school.

Overall, we've experienced record numbers of students coming to the University. Today, we serve nearly 270,000 degree-seeking students and 220,000 individuals in adult and continuing education. That includes more than 96,000 degree-seeking students and 135,000 adult and continuing education students at our community colleges. Enrollment growth at our community colleges has been particularly robust, increasing by 55 percent since 1999, when I began as chancellor. With your help, we've been able to expand the class sections, library resources, and academic services these students need to succeed.

Your support has also enabled us to hire nearly 2,000 new full-time faculty across the University since I began, expanding our instructional capability and the quality of the classroom experience.

We're also seeing more and more high-achieving students coming to CUNY. Average SAT scores of admitted students have increased, as have the number of CUNY students winning nationally competitive student awards, such as Rhodes, Truman, and Marshall scholarships—including this year's record 24 graduating seniors and alumni who won National Science Foundation graduate fellowships.

The council has also been instrumental in helping us develop ways to enhance student progress. Early work with the ASAP initiative (Accelerated Study in Associate Programs) demonstrated its strong potential—a three-year graduation rate of 55 percent, compared to the national average of 16 percent for urban two-year colleges. That success led to an expansion of the program to all of our community colleges. We also developed a new community college, the first in New York City in more than 40 years. We were all very pleased that the CUNY Board of Trustees named the college Stella and Charles Guttman Community College, thanks to a transformative \$25 million gift from the Guttman Foundation—one of the largest gifts ever to a community college. A key point about the gift is that it includes not only \$15 million to the college but also a \$9 million scholarship endowment to encourage student transfer to our senior colleges, as well as \$1 million to the ASAP initiative. That's a very gratifying sign of confidence in all of our community colleges. The foundation's commitment to community college education—something all of you have long championed—is welcome news for the entire city.

Lastly, I want to thank you for being an outstanding partner in CUNY's extensive capital program. It's not an exaggeration to say that your support is transforming the city. As of last year, 20 percent of all construction in New York City is CUNY-related. Our \$2.3 billion in spending over the last six years on our construction program has generated an estimated 14,000 jobs as a result. Every borough has seen significant progress in the modernization of its facilities, and every campus has made capital improvements,

including critical maintenance work. The most recent additions—a new Fiterman Hall at Borough of Manhattan Community College and the new library and academic building at Bronx Community College—demonstrate what a marked difference modern facilities make both to the campuses and to the communities they serve. The same is true of the new modern facilities for the CUNY Law School and John Jay College of Criminal Justice, opened recently with support from the state. Of course, the job isn't complete—CUNY dates back to 1847, after all, and the average building is over 50 years old. But with your ongoing help, I know that our capital program will continue to transform our students' experiences and the vibrancy of the city itself.

I hope you take as much pride in this progress as I do. It is the result of your belief in the importance of higher education and the CUNY mission, and I'm pleased to have a chance today to thank you in person for your partnership. Chairperson Recchia and Chairperson Rodriguez, your support has been particularly gratifying, and I want to thank you both for your consistently strong advocacy of the University.

### **Operating Budget**

Turning to the year ahead, the 2014 Executive Budget adds \$22.7 million to the community college operating budget pursuant to the maintenance of effort provision, and includes \$23 million to reflect the 2014 tuition increase.

To put this in historical context, the recession led to a significant decline in public resources, at a time when enrollment reached record levels. Since fiscal year 2009, state base aid rate for community colleges decreased by 15 percent, which is over \$400 per full-time equivalent (FTE) student. So we were pleased that the FY2014 State Adopted Budget included a \$150 increase in per-FTE student base aid.

On the city side, total funding for the community colleges has remained relatively flat over the past three fiscal years, increasing by only \$1.7 million, which represents less than a 1 percent increase. Over this same time frame, community college enrollment has grown by over 7 percent. Mandatory costs, such as fringe benefits, energy, and

contractual salary increments, also continue to increase annually. The result has been a significant drain on the spending capacity of our community colleges.

Tuition revenue has provided some additional resources. The dollars generated by the \$300 tuition increase this past fall semester are being utilized by our campuses to ensure that students receive the direct impact of the funds. Investments have been made in full-time faculty positions, academic programs and support, academic technology, student services, libraries, workforce development, research, and financial aid. Plans on how to utilize the additional revenue were developed by the individual community colleges, in consultation with elected student and faculty leaders.

However, to address the increased financial impact on students, we must also consider appropriate financial aid resources, as we have had in the past with the Safety Net program and the Vallone Scholarships. In the current fiscal year, the University has dedicated \$5 million from the revenue generated by the fall 2012 tuition increase to assist students who are at risk of not being able to continue matriculation because of the tuition increase. This Student Financial Assistance Initiative includes support for the acquisition of textbooks, an enhancement to the federal work study program, and tuition waivers for those students who are at the greatest financial risk. For the 2013-14 academic year, we plan to double the commitment to this initiative, for a total of \$10 million.

### **Requested Restorations**

Unfortunately, funding was not provided in the executive budget for a few key programs that have demonstrated their importance to both the University and the city. Our Citizenship Now program provides assistance to New Yorkers on a wide range of immigration issues, through legal services, immigration fairs, and citizenship events. Its annual call-in week, which just completed its 11<sup>th</sup> year, has helped more than 100,000 people navigate the pathway to citizenship, including 13,000 people during this year's event alone. As calls for immigration reform grow, the program has become an increasingly important resource for thousands of people across the city. I've seen firsthand what a remarkable impact the program has had. For so many trying to manage

the confusing road to citizenship, the program's many volunteers and hard-working staff provide a lifeline to a better future.

In addition, the executive budget did not include funding for the Dominican Studies Institute and the Center for Puerto Rican Studies, each of which is a leading national center for historical and cultural research. The Creative Arts Team, which provides learning opportunities for at-risk students, and the Joseph S. Murphy Institute's campus-based worker education programs were also unfunded. Your assistance in restoring funding for these important programs is greatly appreciated.

We were also puzzled and concerned to learn that funding for the Black Male Initiative was not included in the executive budget. We understood that this City Council-funded initiative had been baselined in the FY2013 City Adopted Budget. However, the FY2014 Executive Budget does not reflect that. We ask for your assistance in revisiting the decision to baseline \$2.25 million for the Black Male Initiative. A permanent source of funding would enable continuity and long-term planning in our work to support the increased participation and success of under-represented groups in higher education, particularly black men. It would also send an important signal to external funding agencies that the initiative is being supported on an ongoing basis.

### **Requested Enhancements**

I'd also like to note a few key programs that would enable the University to expand services to students in some critical areas.

The University has been working effectively with Single Stop USA, which has developed an innovative program to help the working poor access available funds and services. Through a single outlet, low-income students can get financial counseling, free tax preparation, and legal assistance. Last year, Single Stop helped more than 31,000 students with services valued at over \$66 million. With an office on each community college campus, the program is able to reach students who might otherwise fall behind or drop out for financial reasons. A small amount of funding would enable us to expand the

program to include York College and Medgar Evers College, which also have large concentrations of low-income students.

In addition, the University is partnering with IBM on a STEM project supported by a National Science Foundation grant. The grant targets two programs: a summer bridge program for community college transfer students and a senior thesis project combined with an IBM internship at our senior colleges. The grant offers an outstanding opportunity to enrich the STEM pipeline and increase the number of students graduating with STEM degrees, which continues to be a high priority at CUNY. To take full advantage of that opportunity, the University is requesting matching funds from the city in order to double the number of participating students.

Two other new programs are included in the University's request. The first is a Haitian Studies Institute, focused on research, scholarship, and community engagement with the Haitian community, which has been growing throughout the city and the state. Planning funds would enable us to begin the work of establishing the institute. The second item is a scholarship program for the Joseph S. Murphy Institute, which focuses on educational programs in labor studies and public policy. In order to increase the diversity of labor's leadership ranks, the institute is developing a scholarship program to encourage students from underrepresented groups to pursue advanced study. The program recognizes the changing demographic of the workforce and the need to foster leadership that better reflects that workforce.

### **Capital Program**

Turning to our capital program, there is no change in the capital plan in the executive budget. However, the budget does include the four years of funding that the City Council negotiated with the mayor's office to match existing state funds available for community colleges. These funds will enable projects to be initiated over the next four years at all the community college campuses and will allow CUNY to complete several large, challenging critical maintenance projects.

For example, this summer we will be ready to bid the enormous façade for LaGuardia Community College's Center 3 Building. Because of a lack of funding, we had originally planned to phase this project. But thanks to the City Council and the city's commitment in the FY2013 budget, CUNY can now plan and bid the work all at once, saving money and expediting completion. Other major projects that will benefit from this funding are Bronx Community College's ongoing major utility upgrades, roof replacements at several colleges, including Kingsborough Community College, construction of a new dining facility and kitchen at Queensborough Community College, and renovation of the 500 Grand Concourse Building at Hostos Community College.

Our critical maintenance program continues to be a major capital priority. As I mentioned, the council's consistent support has been essential to our ability to address major health and safety issues and deferred maintenance on the community college campuses. That said, we are still in need of your support for this long-term effort. Our community college facilities comprise over 7 million square feet, and nearly three-quarters of it is at least 40 years old. This year, approximately \$360 million in identified projects need funding.

On the state side, the governor's executive budget provides a very restrained plan for CUNY. The community colleges received \$8 million for critical maintenance. Also in the budget is a \$55 million challenge grant for a new program called CUNY 2020, which supports large-scale capital projects based on their economic impact, advancement of academic goals, and degree of innovation and collaboration. All CUNY schools will have the opportunity to compete for funding. Projects will be submitted by CUNY and selected by CUNY and the state. Future years of the state budget call for CUNY 2020 to be funded at \$55 million a year and critical maintenance at the community colleges to continue to be funded at \$10 million a year.

One of our highest capital priorities this year is funding for a new Allied Health and Sciences Building at Hostos Community College. We are pleased to report that this project received initial financial support from the Bronx Borough President in the

executive budget. We would like to begin design of this 170,000-square-foot building, which will provide modern classrooms and science labs for the college's programs in dental hygiene, radiological technology, and nursing, as well as its growing engineering and natural science programs. The building will provide dental and wellness clinics, where students will gain practical experience and the public will receive dental hygiene and wellness education.

Let me also provide a few updates. The first regards the repair work required as a result of damage by Hurricane Sandy. Initial repairs at Kingsborough Community College and Borough of Manhattan Community College were quickly completed, and the colleges were immediately re-opened. But more work is needed to repair structures damaged both inside and out by the flood surge and high winds.

Hunter College's Brookdale campus was harder hit and its building systems suffered extensive damage. The dorms and nursing programs re-opened in December, and other programs have since opened this spring. Some programs have been moved to Hunter's main campus permanently.

We are working with the state, city, and Dormitory Authority to file necessary insurance claims and secure funding the colleges are eligible for under our policy and FEMA. Initial insurance funds have been received on CUNY's behalf by the Dormitory Authority. We estimate that the longer-term capital repairs required will take one and a half years to complete.

And let me offer two final updates. At Stella and Charles Guttman Community College, located in leased space on 40<sup>th</sup> Street, you will remember that the council gave funds for the conversion of two rooms to science labs. The conversion is underway, and the labs will be ready for use in fall 2013. And last summer, the CUNY in the Heights program moved into new leased space in Upper Manhattan, space that was secured and built out with the \$2 million the council generously provided, along with a state grant. CUNY in

the Heights is proving so popular that we are now hoping to open 3,800 additional square feet by year's end to accommodate demand.

Chairperson Recchia, Chairperson Rodriguez, and members, on behalf of all of us at CUNY, let me thank you again for your support of CUNY. Your partnership has enabled a transformation that few thought possible. We're very grateful for it and look forward to working closely with you on the budget in the weeks ahead. Thank you.

The City University of New York  
2013-2014 City Executive Budget Priorities



**FY 2014 EXPENSE RESTORATIONS**

<b>Black Male Initiative (BMI)</b>	<b>\$2.3 million</b>
An initiative to increase, encourage, and support the inclusion and educational success of under-represented groups in higher education, including African, African American, Caribbean and Latino males. This allocation supports projects on CUNY campuses, such as transition to college programs, academic enrichment, mentoring, leadership development, and Teachers as Leaders Project. This year over 10,000 students, administrators, faculty members and community partners were involved in CUNY BMI projects. The University is requesting a restoration and baselining of this initiative.	
<b>Council-Funded Immigration Services</b>	<b>\$600,000</b>
This initiative would continue citizenship and immigration legal services throughout the five boroughs. Through CUNY's Citizenship NOW, immigration attorneys will conduct legal services and immigration fairs in neighborhoods with large immigrant populations. Since September, with this funding, Citizenship NOW has completed over 3,000 consultations and cases and has conducted 24 citizenship events assisting over 1,300 individuals.	
<b>Council-Funded Program Initiatives</b>	<b>\$800,000</b>
Reductions include: The <b>Dominican Studies Institute</b> (\$250,000) and the <b>Center for Puerto Rican Studies</b> (\$250,000). These two institutes are the nation's leading university-based institutions devoted to research and dissemination of Dominican and Puerto Rican culture and history; (\$200,000) for the <b>Creative Arts Team</b> to continue its many programs and workshops that provide integrative learning experiences for at-risk students in the areas of literacy, critical thinking and social development; and (\$100,000) for The <b>Joseph S. Murphy Institute</b> for its LEAP-to-Teacher program and other campus-based worker education programs.	
<b>TOTAL FY 2014 RESTORATIONS</b>	<b>\$3.7 million</b>

**FY 2014 EXPENSE ENHANCEMENTS**

<b>Immigration Services</b>	<b>\$400,000</b>
This initiative would expand citizenship and immigration legal services throughout the five boroughs. Through CUNY's Citizenship NOW, immigration attorneys will conduct legal services and immigration fairs in neighborhoods with large immigrant populations.	
<b>Single Stop USA</b>	<b>\$215,000</b>
Single Stop USA connects the working poor in New York with government funds and services that they are entitled to, but are not receiving. The program provides a comprehensive suite of services, including benefits counseling, free tax preparation, legal assistance and financial counseling. In an effort to increase retention at CUNY's community colleges, the University has partnered with Single Stop USA to support an office on each community college campus. The expectation is that with added resources students' academic plans won't be derailed in the event they or their families are faced with a financial setback. Last year, the Single Stop program served more than 31,000 students, who accessed services valued at over \$66 million. With the success of this program, an additional allocation of \$215,000 would expand the Single Stop program to two senior colleges, York College and Medgar Evers College, with large concentrations of low-income students.	
<b>STEM Pipeline Initiative</b>	<b>\$100,000</b>
CUNY is committed to increasing both the pipeline of students who enroll in science, technology, engineering, and mathematics (STEM) disciplines, and the number who successfully graduate with STEM degrees. Through a National Science Foundation (NSF) grant, CUNY is engaging with IBM to implement two pilot programs: a summer bridge program for CUNY community college transfer students and a capstone/senior thesis project combined with IBM internships at CUNY senior colleges. Both these programs would introduce and give students the skills they will need to pursue career opportunities in STEM. CUNY is requesting matching funds of \$100,000 this year to double the number of students who receive stipends in the summer bridge program from 30 to 60 and the number of paid IBM interns from 10 to 20 IBM students.	
<b>Haitian Studies Institute</b>	<b>\$280,000</b>
Planning funds are needed to facilitate the establishment of a Haitian Studies Institute (HSI). The institute would be dedicated to fostering learning, informing educational policy and promoting scholarship and community engagement with the Haitian community. It will be the nation's first university-based research entity devoted to the study of people of Haitian descent in the United States and abroad. The University is requesting \$280,000 to start the work necessary to establish HSI.	
<b>Joseph S. Murphy Institute</b>	<b>\$100,000</b>
The Murphy Institute offers higher education programs for working adults, union members and more traditional-aged students. The Institute also provides scholarships to students in financial need from underrepresented constituencies wishing to pursue leadership opportunities in public service. Matching funds in the amount of \$100,000 are requested to assist in preparing a new generation of civic leaders responsive to the needs of New York City's increasingly diverse communities.	
<b>TOTAL FY 2014 ENHANCEMENTS</b>	<b>\$1.1 million</b>
<b>TOTAL FY 2014 RESTORATIONS AND ENHANCEMENTS</b>	<b>\$4.8 million</b>

**FY 2014 CAPITAL BUDGET REQUESTS (City Funding Request)**

**Hostos CC Allied Health & Sciences Building Complex** **\$5 million**  
Funding is needed to start design of this new, 170,000-square-foot building that will provide state-of-the-art classrooms and science labs and address the space deficit on campus. The new facility will support the college's allied health programs in dental hygiene, radiological technology, and nursing as well as its growing engineering and natural science programs. The building will provide dental and wellness clinics, where students will gain practical experience in delivering health and dental hygiene services and where the public will receive dental hygiene and wellness education and care.

**2<sup>nd</sup> Year Allocation of Multi-Year Critical Maintenance Program** **\$20 million**  
This is a request for the second year of funding of a multi-year program to address large, urgent critical maintenance issues on CUNY's community college campuses. As per the FY 2013 Adopted Budget the funding to be provided by the City Council will be matched with an additional \$10 million provided by the City.

**Bronx CC Utility Upgrades & Windows/Door Replacement** **\$17.5 million**  
The first two phases of a multi-phase utility upgrade project on campus are completed and the next phases are in planning; \$15M additional is needed to construct Phase 5. Without these critical upgrades to the central plant and cooling, heating and electrical distribution, the deteriorated building systems on campus will eventually fail and facilities will have to be taken off-line. Other critical maintenance needs include funding to replace the windows of three primary buildings on campus, which have deteriorated beyond repair, and install new, ADA-compliant doors on these buildings.

**Kingsborough CC Fire Alarm & Building Envelope Upgrades** **\$4 million**  
This funding will allow for continued upgrades to the campus-wide fire alarm system and the repair/replacement of three additional roofs and building façades on campus.

**LaGuardia CC Chillers Replacement & Fire Alarm Upgrades** **\$2.8 million**  
Requested funding will allow for upgrades to Shenker Hall, which needs two chillers replaced and installation of a new fire alarm system.

**BMCC Ventilation and Space Upgrades** **\$3 million**  
This funding will allow the college to begin replacement of its numerous ventilation units and as well as upgrade and modernize instructional and student study space.

**Queensborough CC Roof Replacements / Theater Upgrades** **\$1.8 million**  
This funding will allow the college to repair/replace three roofs on campus. It will also allow the college to continue renovation of the campus theater including elevator replacement, installation of ADA ramps, restroom reconfiguration and upgrades to the stage.

**TOTAL FY 2014 CAPITAL BUDGET REQUESTS** **\$54 million**



**CUNY BLACK MALE INITIATIVE**  
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The City University of New York Black Male Initiative (CUNY BMI) –  
Program Overview/Talking Points – spring 2013

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Based on promising models at Medgar Evers College, a CUNY college in central Brooklyn, the University created a BMI program during the 2005-2006 academic year that funds projects throughout the CUNY system that are designed to increase the enrollment and retention rates of students from groups that are severely underrepresented in higher education including African, African American/Black, Caribbean and Latino/Hispanic males.

Through its focus on one of the most severely underrepresented populations in higher education, CUNY BMI represents one expression of CUNY's commitment to access and diversity. Though targeted towards African, African American/Black, Caribbean and Latino/Hispanic males and other underrepresented groups, CUNY BMI projects do not discriminate based on race or gender and will serve as models for improving educational outcomes of 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 characteristic.

**CUNY BMI - Program Areas**

With the generous support of eight (8) consecutive grants from the New York City Council, CUNY BMI has funded projects throughout the CUNY system that focus on the following six (6) program areas:

1. Increasing enrollment of diverse populations through diversity recruitment;
2. Promoting academic success and improving retention and graduation rates through structured mentorship programs and the development of academic learning communities;
3. Facilitating access to higher education for students who have fallen out of the traditional K-12 education pipeline to college through support of targeted GED programs;
4. Exposing CUNY students to graduate and professional school opportunities;
5. Supporting reentry programs that assist formerly incarcerated individuals in making the transition to higher education, and
6. Encouraging CUNY students, particularly African, African American/Black, Caribbean and Latino/Hispanic males, to pursue careers as New York City public school teachers.

**CUNY BMI – Recommendations of the CUNY BMI Task Force  
– September 2005**

The aforementioned six (6) program areas represent the implementation of recommendations made by the CUNY BMI Task Force organized in 2004 by Chancellor Matthew Goldstein through the CUNY Office of Academic Affairs. In 2005, the CUNY BMI Task Force issued a comprehensive report that listed nine (9) recommendations that should guide CUNY BMI's work and the program's agenda. The nine (9) recommendations are:

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 the incarceration rate 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 CUNY colleges accountable for implementing these recommendations.

**CUNY BMI Central Administration**

- **Distribution of funds from the New York City Council to CUNY BMI funded projects throughout the University**

With the assistance of administrators in the CUNY Central Office and the University Budget Office, CUNY BMI central administrators coordinate the distribution of funds to BMI projects throughout the University. At the beginning of the fall 2012 semester, the bulk of the New York City Council funds were distributed to campuses throughout the CUNY system to implement, enhance and expand diversity recruitment, mentorship and student development projects that provide direct services to both current CUNY students as well as prospective students. Of the \$2.25 million grant from the New York City Council for 2012-2013, CUNY BMI awarded \$1,919,456 in grants ranging from \$23,000 to \$130,000, after a review process, to support twenty-nine (29) projects on every campus in each borough of New York City. The remaining \$330,544 has been used to support the CUNY BMI central administration including the salaries and fringe benefit costs for the CUNY BMI University Director, the CUNY BMI Associate Director, and the CUNY BMI Research Associate (part-time). For a quick review of the twenty-nine (29) student development projects funded by CUNY BMI during the current academic year, please review the chart summary of 2012-2013 CUNY BMI funded projects which can be found at:

<http://cuny.edu/academics/initiatives/bmi/campuses/2012-2013fundedprojects.html>

- **Program Administration**

Faculty members, administrators and staff working on CUNY BMI funded projects continue to meet regularly in the CUNY Central Office. These monthly meetings are organized by the CUNY BMI University Director, the CUNY BMI Associate Director, and CUNY BMI Research Associate (part-time). In addition to the monthly meetings, information is shared via a listserv that has grown to include over two hundred (200) administrators, faculty members and staff involved in the administration of the BMI program and CUNY BMI funded campus projects. CUNY BMI has also begun to use social network websites such as LinkedIn to promote the program throughout the University and beyond. At present, there are over six-hundred and twenty (620) members of the CUNY BMI discussion group on LinkedIn.

- **CUNY BMI/Let's Get Ready Partnership**

During the 2009-2010 grant period, CUNY BMI partnered with Let's Get Ready (LGR), a student-run college access program, to develop a LGR/BMI pilot project. LGR expands underrepresented students' access to higher education by mobilizing, equipping, and empowering a movement of college students helping high school students get into college. Through a network of campus and community-based chapters, LGR trains college student volunteers to provide underrepresented students with intensive SAT preparation, college advising, and the powerfully relevant role-models and mentors that high school students from underrepresented populations need to succeed. After determining that it was having difficulty reaching African American/Black and Latino/Hispanic male high school students, LGR partnered with CUNY BMI to create free SAT preparation pilot programs at Hostos Community College during summer 2008 and Hostos, New York City College of Technology (NYCCT or City Tech) and York College during summer 2009. High school students participating in the pilot projects raised their scores by 70 to 115 when comparing the results of diagnostic examinations administered at the beginning of the program and at the end. Students visited college campuses, wrote essays for their college applications, and attended financial aid and college counseling workshops.

As for the summer 2010 projects, large numbers of high school students, particularly males, from underserved areas of New York City were reached by our three (3) CUNY BMI/LGR free SAT prep projects. At York College, twenty-six (26) students were served including ten (10) males and sixteen (16) females (38% males). At City Tech, fifty-one (51) students were served including twenty-six (26) males and twenty-five (25) females (51% males). Finally, at Hostos Community College, fifty (50) students were served including twenty-nine (29) males and twenty-one (21) females (58% males).

During summer 2011, with the generous support of funding from the New York City Council, CUNY BMI and Let's Get Ready, with the cooperation of campus-based BMI funded projects at City Tech, Hostos and York College and Hostos College Now, continued the three (3) BMI/Let's Get Ready projects at City Tech, Hostos Community College and York College that provided six weeks of free SAT classes, college and financial aid counseling and mentorship to students from underserved areas with a focus on African, African American/Black and Latino/Hispanic males who are particularly underrepresented in higher education.

- **Streetwise Partners**

Over the course of the last year and a half, CUNY BMI central administrators have worked to develop a partnership with StreetWise Partners for the benefit of our BMI students, particularly our BMI students who are still in the first two years of their college experience. The mission of StreetWise Partners is to build mentoring relationships between low-income individuals and volunteer business professionals to develop workplace skills and employment networks as the bridge to a successful career. StreetWise Partners works with low-income individuals to help them overcome employment barriers, obtain better jobs and achieve economic self-sufficiency. These goals and objectives are accomplished by creating deep mentoring relationships between trainees and volunteer business professionals who provide job skills training, career coaching and job search assistance.

At the time of this writing, StreetWise Partners administrators reported that sixty (60) BMI students throughout the University applied to participate in the StreetWise Partners Career Ventures Mentoring Program. Twenty-eight (24) BMI students were accepted to the program. In addition to being paired with a professional mentor from the private sector, CUNY BMI students participating in the StreetWise Partners Career Ventures Mentorship Program will receive additional layers of support that will assist their persistence through CUNY towards a college degree.

During the 2012-2013 academic year, CUNY BMI central administrators will continue to work to strengthen our partnership with community-based organizations such as StreetWise Partners that are committed to providing additional layers of support for our CUNY BMI students, particularly BMI students of limited economic means.

- **Center for Alternative Sentencing and Employment Services (CASES)/CUNY BMI partnership**

CUNY BMI central developed a relationship with CASES to expose court-involved youth with high school diplomas and GEDs to postsecondary opportunities at CUNY. After a series of meetings over the course of the last three (3) years, CUNY BMI central facilitated the placement of CASES interns in CUNY BMI funded projects at Queensborough Community College and York College. Recently, with CUNY BMI's support and cooperation, CASES won a grant from the Bill and Melinda Gates Foundation that is managed by the National Youth Employment Coalition (NYEC). The purpose of the grant is to expose disconnected youth, particularly court-involved youth, to postsecondary opportunities. GED services are provided by CASES and CASES students are referred to CUNY BMI funded projects, particularly at CUNY community colleges. At least one CUNY BMI central administrator has attended NYEC training in Boston. CUNY BMI central is working with CASES to identify BMI project administrators, particularly at CUNY community colleges, to attend trainings during the 2011-2012 academic year. Funds from the Gates Foundation grant covered one CUNY BMI central administrator's participation in the first training session in Boston and will cover future sessions attended by BMI project administrators during the 2011-2012 academic year. CUNY BMI supported one of our community partners, CASES - The Center for Alternative Sentencing and Employment Services, an alternative to incarceration program for court-involved youth, in securing NYEC funding from the

Postsecondary Success Initiative to create the Next Steps Scholars program. Through the CASES Next Steps Scholars program, CASES students are exposed to CUNY. At present, about 20 CASES Next Steps Scholars are participating in CUNY BMI funded projects at CUNY community colleges or are enrolled in CUNY Start.

- **CUNY Reentry Task Force**

Based on Recommendation # 6 of the CUNY BMI Task Force which calls for the University to explore ways of reducing recidivism and incarceration rates for African American/Black males, CUNY BMI central administrators organized a group of interested CUNY administrators, faculty members and students to participate in discussions to build a wider constituency of support for higher education reentry programs at CUNY and beyond. The group has evolved into the CUNY Reentry Task Force which meets monthly and plans to issue a report shortly on strategies to build a wider constituency for higher education reentry programs at CUNY. During the reporting period, CUNY BMI administrators and CUNY Reentry Task Force members continued to meet throughout the spring 2011 semester and still plan to issue a comprehensive report on the challenges that formerly incarcerated people face as they attempt to access higher education opportunities. CUNY BMI maintains a CUNY Reentry Task Force listserv that reaches fifty-nine (59) CUNY administrators and faculty members as well as a select group of supporters.

1. **New York Reentry Education Network (NYREN)**

CUNY BMI has provided consistent annual funding to The College Initiative (CI), a CUNY-affiliated higher education reentry program, since 2005-2006 when CI was part of the Prisoner Reentry Institute (PRI) at John Jay College/CUNY. Since then, because of CUNY BMI's commitment to supporting individuals with criminal justice histories, CUNY BMI continued to support CI, over the course of the last eight (8) years, even after CI left PRI and partnered with other CUNY programs including the Adult and Continuing Education Divisions at Lehman College and later LaGuardia Community College. The College Initiative (CI) is a higher education reentry project for men and women returning to the New York City area who want to begin or continue higher education upon release from incarceration. Through its support of The College Initiative, CUNY BMI has become involved with the New York Reentry Education Network (NYREN). Recently, on Wednesday, February 27, 2013, the CUNY BMI University Director facilitated a panel discussion at the NYREN conference, *Pathways of Possibility: Transforming Education's Role in Reentry*. A number of BMI project administrators and affiliated faculty members attended this important conference that focused on reentry and education.

The New York Reentry Education Network is a growing coalition of individuals within community-based organizations, government agencies, and institutions of higher education who have made a collective commitment to changing the landscape of reentry education in New York and beyond. NYREN's mission is to 1) enable people with criminal justice involvement to receive quality education appropriate to their needs and aspirations so that they become engaged and productive members of their communities; 2) make education a core component of the reentry policy, strategy, and practice in New

York; and 3) shift public priorities and resources from incarceration to educational access and success for communities affected by mass incarceration.

During the 2013-2014 academic year, CUNY BMI plans to become an active participant in NYREN for the benefit of our students, particularly our students who have been impacted by the criminal justice system including our students participating in the CUNY BMI funded College Initiative program.

- **New York City Department of Education, District 79**

Since the beginning of the 2012-2013 academic year, CUNY BMI central administrators have been in discussions with educators and administrators representing District 79 which has city-wide jurisdiction over the Alternative Schools and Programs of the New York City Department of Education (NYC DOE). Many of the goals and objectives of CUNY BMI and District 79 are directly aligned. In particular, there are large numbers of African American/Black and Latino/Hispanic males in District 79 Alternative Schools and Programs. Because CUNY BMI's diversity commitment agenda involves encouraging students from underrepresented populations to enroll at CUNY, the large number of students from the targeted populations attending District 79 Alternative Schools and Programs presents an excellent opportunity for CUNY BMI to involve District 79 students in CUNY BMI college awareness programming and assist in putting District 79 students on pathways to postsecondary opportunities and higher education at CUNY.

With the cooperation of District 79's Director of Partnerships, CUNY BMI central administrators have encouraged BMI project administrators and affiliated faculty members to serve as supervisors for paid internship placements for District 79 students with BMI funded projects in our campus resource rooms or other campus spaces designated for BMI funded projects. The internships are paid by District 79. For CUNY BMI, the benefit of this partnership is exposing District 79 student interns to a CUNY campus as well as to opportunities at CUNY in an ongoing and consistent manner that will ultimately lead to many District 79 students becoming future CUNY students. Again, because many District 79 students are from underserved areas and from populations that are severely underrepresented in higher education, CUNY BMI central administrators believe that a partnership with District 79 presents an excellent opportunity to create a pathway to higher education for students from the targeted populations including large numbers of African American/Black and Latino/Hispanic males.

During the 2013-2014 academic year, CUNY BMI plans to strengthen the District 79/CUNY BMI partnership for the benefit of our current and future CUNY students.

## Funding

- CUNY BMI is supported by funding from the New York City Council, private foundations and corporate giving programs
- CUNY BMI does not receive funding from New York State
- Since the 2005-2006 academic year, CUNY BMI has received six (6) consecutive grants from the New York City Council
  - \$2.0M – 2005-2006
  - \$1.5M – 2006-2007
  - \$2.5M – 2007-2008
  - \$2.5M – 2008-2009
  - \$2.5M – 2009-2010
  - \$2.25M – 2010-2011
  - \$2.25M – 2011-2012
  - \$2.25M – 2012-2013
- Over the course of the last five (5) years, CUNY BMI central administrators have been able to leverage the support CUNY BMI receives from the New York City Council to secure funding from private foundations and corporate giving programs such as
  - the Deutsche Bank Americas Foundation and the Schott Foundation for Public Education (\$750,000 for 2007-2011)
  - the Goldman Sachs Foundation (\$35,000 for 2007-2008)

## Support for Increasing Student Participation through CUNY BMI Central Academic Programming

- CUNY BMI sponsors twenty-nine (29) student development and mentorship projects throughout the University including the CUNY BMI central administration and the Teachers as Leaders Project (TALP). TALP is supported mostly by private funds.
- Twenty (20) to one hundred (100) students are served through their participation in structured activities, such as mentorship programs, sponsored by each of the twenty-nine (29) projects.
- CUNY BMI Academic Programs, including the CUNY BMI Annual Conference and CUNY Distinguished Speakers Series, are free and open to the general public.
- CUNY BMI Conferences:
  - First Annual Conference, John Jay College of Criminal Justice, April 26, 2006 – 700 attendees – *Black Male Youth: Creating a Culture of Educational Success*
  - Second Annual Conference, City College of New York, October 2, 2007 – 480 attendees – *Focus on the State of Black Education: Investing in the Next Generation of African American Students*
  - Third Annual Conference, Medgar Evers College – October 3, 2008 – 510 attendees – *African American Males and the United States Legal System*

- Fourth Annual Conference, Lehman College – October 2, 2009 – 255 attendees – *Health Disparities in Male Populations: Focus on the Health of Urban Males*
- Fifth Annual Conference, LaGuardia Community College – October 1, 2010 – 402 registrants – *The Politics of Progress from Abolitionist Frederick Douglass to President Barack Obama*
- Sixth Annual Conference, Hunter College – October 7, 2011 – 1,037 registrants including 383 CUNY students – *From GED or High School to J.D., M.D., or Ph.D.: Exposing African American/Black and Latino/Hispanic Students to Graduate and Professional School Opportunities*
- Seventh Annual Conference, The College of Staten Island – October 5, 2012 - 647 registrants including 300 CUNY students – *Rock the Vote: The Presidential Election of 2012, the Struggle for Voting Rights and the Future of Urban America*
- Approximately eighty (80) people attend each of the regularly scheduled lectures sponsored by the CUNY BMI Distinguished Speaker Series.

In total, as reported at the end of the 2011-2012 academic year, the CUNY Black Male Initiative (BMI) reached at least 10,845 students, administrators, faculty members and community partners who were involved in CUNY BMI projects and programs during the 2011-2012 academic year. As for our CUNY BMI funded structured mentorship programs, during the 2011-2012 academic year, 1,692 CUNY students participated on a regular basis in CUNY BMI funded student development projects including many students from populations that are severely underrepresented in higher education who self-identified as follows: 619 African American/Black males, 326 Latino/Hispanic males, 261 African American/Black women, and 241 Latinas/Hispanic women.

For the 2012-2013 academic year, from August 2012 to March 2013, 5,948 students, administrators, faculty members and community have been involved in CUNY BMI projects and programs during the 2012-2013 academic year so far. As for CUNY BMI sponsored structured mentorship programs that provide direct services to CUNY students, 2,051 CUNY students participated on a regular basis in CUNY BMI structured mentorship programs during the 2012-2013 academic year so far including students who self-identified as follows: 744 African American/Black men, 351 Hispanic/Latino men, 331 African American/Black women and 246 Latina/Hispanic women.

For more information on CUNY BMI, please visit: [www.cuny.edu/bmi](http://www.cuny.edu/bmi)

A complete breakdown of the funding for the 2012-2013 academic year provided to CUNY BMI sponsored projects can be found in the chart below:

The City University of New York Black Male Initiative (CUNY BMI)	2009-10 Awards	2010-11 Awards	Amount Requested 2011-12	Amount Awarded 2011-2012	Amount Requested 2012-2013	Amount Awarded 2012-2013
CUNY BMI Projects						
Baruch- SEEK Program - Transfer Bridge Program	\$59,000.00	\$59,000.00	\$39,200	\$39,200	\$85,950.00	\$72,400.00
Borough of Manhattan Community College - Urban Male Leadership Academy (UMLA)	\$105,690.00	\$90,000.00	\$97,000	\$90,000	\$90,000.00	\$90,000.00
Bronx Community College - MEN2MEN - SLASE (Student Leadership Academy for Social Entrepreneurs)	\$81,000.00	\$67,000.00	\$70,000	\$50,000	\$70,000.00	\$49,000.00
Brooklyn College - ERIS - Brooklyn College - E.R.I.S. (Empowering, Recruiting, Investing and Supporting): A Campus Community Approach to Academic Access and Personal Success of Underrepresented Groups	\$99,050.00	\$98,837.41	\$116,820.00	\$98,838	\$90,880.00	\$23,000.00
City College - Black Male Leadership and Mentorship Program (BMLMP)	\$63,250.00	\$57,000.00	\$72,100	\$57,000	\$61,100.00	\$59,500.00
City College - Retention, Achievement, Professionalism Success Institute		\$44,500.00	\$68,060	\$56,500	\$78,968.00	\$67,968.00
City College Sophie Davis - Medical Career Success Program	\$50,000.00	\$50,109.00	\$86,218	\$50,000	\$82,000.00	\$50,000.00
College Initiative, A College Access and Reentry Program (Prisoner Reentry Institute, John Jay College)	\$79,995.00	\$70,000.00	\$90,000	\$80,802	\$80,000.00	\$80,000.00
College of Staten Island - College Success Initiative: Learning by Teaching	\$93,113.00	\$72,578.00	\$80,000	\$72,578	\$80,000.00	\$80,000.00
CUNY Adult Literacy/GED Program - Mentoring Project	\$117,117.00	\$108,742.50	\$108,307	\$108,148	\$106,435.00	\$106,435.00
CUNY BMI Central Office - Central Administration	\$340,971.00	\$332,731.54	\$400,000	\$303,377	\$303,377	\$330,544.00
CUNY Creative Arts Team (CAT)	\$117,182.00	\$82,178.50	\$82,179	\$82,179	\$82,179.00	\$82,179.00
CUNY Graduate Center - Office of Educational Opportunity and Diversity Programs (OEODP)	\$52,000.00	\$50,000.00	\$50,000	\$50,000	\$50,000.00	\$50,000.00
CUNY Middle Grades Initiative - GEAR UP	\$70,000.00	\$60,000.00	\$70,000	\$60,000	\$60,000.00	\$60,000.00
CUNY School of Law - Pipeline to Justice (combined with Campaign for Racial Justice in the Legal Profession)	\$63,851.00	\$57,811.00	\$83,691	\$68,622	\$91,691.00	\$68,441.00
CUNY School of Law- Campaign for Racial Equality in the Legal Profession	\$40,655.00	\$0.00			\$0.00	\$0.00
Hostos Community College - Youth Leadership Model	\$70,494.00	\$50,880.00	\$50,880	\$50,880	\$50,880.00	\$48,000.00
Hunter College - Brothers for Excellence: The Hunter College Black Male Initiative	\$75,030.00	\$86,739.01	\$79,969	\$75,102	\$79,409.44	\$70,409.00
John Jay College - Latin American and Latina/o Studies - Ron Brown Summer Pre-Law Program	\$83,010.00	\$64,467.00	\$80,000	\$64,467	\$108,116.00	\$65,000.00
John Jay College - Urban Male Initiative - Connections for Success	\$76,500.00	\$0.00	\$99,338	\$43,838	\$100,000.00	\$81,528.00
Kingsborough Community College - KBCC - Men's Resource Center - The Kingsborough Student Leadership Initiative	\$85,200.00	\$76,680.00	\$76,680	\$76,680	\$80,000.00	\$78,180.00
LaGuardia Community College - Empowerment and Success Program for Underrepresented Groups	\$94,480.00	\$88,113.24	\$130,000	\$88,113	\$98,733.52	\$66,678.00
Lehman College - Urban Male Leadership Program (UMLP)	\$109,000.00	\$97,067.00	\$97,067	\$97,067	\$97,067.00	\$97,067.00
Medgar Evers College - GED/Educational Ladders Initiative	\$124,800.00	\$124,490.00	\$129,161	\$124,490	\$130,000.00	\$122,368.00
Medgar Evers College - Male Development & Empowerment Center (MDEC)		\$50,000.00	\$35,000	\$35,000	\$35,000.00	\$35,000.00
NYCCT - Increasing African American Males and Other Underrepresented Students Success in STEM	\$112,273.00	\$109,672.80	\$151,119	\$111,619	\$129,300.00	\$120,800.00
Queens College - EXCEL	\$45,950.00	\$40,000.00	\$65,500	\$50,000	\$60,750.00	\$57,600.00
Queensborough Community College - MALES	\$83,389.00	\$75,050.00	\$77,000	\$77,000	\$77,000.00	\$47,843.00
York College - Men's Center	\$107,000.00	\$86,353.00	\$88,500	\$88,500	\$90,060.00	\$90,060.00
<b>Total</b>	<b>\$2,500,000.00</b>	<b>\$2,250,000.00</b>	<b>\$2,673,789</b>	<b>\$2,250,000</b>	<b>\$2,548,895.96</b>	<b>\$2,250,000.00</b>

I. CHART SUMMARY – CUNY STUDENT PARTICIPATION IN CUNY BMI FUNDED PROJECTS – 2012-2013

CUNY BMI Project Participation from August 2012 to March 2013	Student participants in CUNY BMI funded Structured Mentorship Programs	African American/Black Males in CUNY BMI funded Structured Mentorship Programs	Latino/Hispanic males in CUNY BMI funded Structured Mentorship Programs	African American/Black females in CUJNY BMI funded Structured Mentorship Programs	Latinas/Hispanic females in CUNY BMI funded Structured Mentorship Programs	Overall Number Participant in CUNY BMI sponsored programs Outreach and Structured Mentorship Programs
UNY BMI Projects						
Baruch- Transfer Bridge Program - Percy E. Sutton Urban Male Leadership Academy (UMLA)	47	11	36	0	0	100
Borough of Manhattan Community College - Urban Male Leadership Academy (UMLA)	176	80	51	28	13	199
Bronx Community College - Leadership Empowerment Network (LEN)	18	11	7	0	0	18
Brooklyn College - Black and Latino Male Initiative (BLMI)	22	0	0	0	0	22
City College - Black Male Leadership and Mentorship Program (BMLMP)	12	11	1	0	0	65
City College - Retention, Achievement, Professionalism Success Institute	131	33	26	13	8	131
City College Sophie Davis - Medical Career Success Program	60	40	5	5	10	60
College Initiative, A College Access and Reentry Program based at John Jay College of Criminal Justice Prisoner Reentry Institute	62	7	3	34	14	483
College of Staten Island - College Success Initiative: Learning by Teaching	62	41	10	9	2	84
CUNY Adult Literacy/GED Program	42	15	9	9	2	127
CUNY Creative Arts Team (CAT)	20	8	1	8	2	583
CUNY Graduate Center - Office of Educational Opportunity and Diversity Programs (OEODP)	10	3	4	2	1	10
CUNY Middle Grades Initiative - GEAR UP	20	2	3	5	10	20
CUNY School of Law - Pipeline to Justice	67	6	5	11	15	67
Hostos Community College- Youth Leadership Model						
Hunter College - Brothers for Excellence: The Hunter College Black Male Initiative	55	50	3	2	0	55
John Jay College - Latin American and Latina/o Studies - Ron Brown Summer Pre-Law Program	86	9	16	14	26	333
John Jay College - Urban Male Initiative	139	41	31	17	38	243
Kingsborough Community College - The Kingsborough Student Leadership Initiative	41	30	8	0	0	259
LaGuardia Community College - Empowerment and Success Program for Underrepresented Groups	379	64	43	65	59	379
Lehman College - Urban Male Leadership Program (UMLP)	125	38	35	16	19	1414
Medgar Evers College - GED/Educational Ladders Initiative	101	75	3	17	6	101
Medgar Evers College - Male Development & Empowerment Center	35	32	2	0	0	199
New York City College of Technology	161	84	29	20	8	463
Queens College - Project ExCEL	22	6	3	5	3	130
Queensborough Community College - MALES	59	12	10	11	2	59
York College - Men's Center	99	35	7	40	8	344
<b>Total</b>	<b>2051</b>	<b>744</b>	<b>351</b>	<b>331</b>	<b>246</b>	<b>5948</b>



CUNY BLACK MALE INITIATIVE  
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**CUNY BMI FUNDED PROJECTS –  
PROGRAM SUCCESS STORIES for the 2012-2013 academic year**

**Baruch College –  
Urban Male Leadership Academy (UMLA)  
and Transfer Bridge Program**

Framed within an anti-racist and anti-oppressive lens, the objective of the Percy E. Sutton SEEK Urban Male Leadership Academy (UMLA) program is to increase the enrollment, retention and graduation rates of African American/Black and Latino/Hispanic young men in the SEEK Program and Baruch College. Currently, Baruch College UMLA has a total of 47 young men in the UMLA program. It is expected that 20 more young men will be accepted into the 2013-2014 UMLA cohort. Once the young men are accepted into the UMLA program, the goal is to ensure their academic, personal and professional success and development. UMLA students participate in a male-centered learning community during their first year and attend specific student development programming throughout their four years at Baruch College. UMLA undergraduates are responsible for cultivating a strong community. Participation in this learning community offers UMLA undergraduates numerous leadership development opportunities that will enhance their college experience while enrolled at Baruch College. Next year, the first UMLA cohort of sixteen (16) UMLA undergraduates will be seniors and will graduate from Baruch College/CUNY. Going forward, it is expected that Baruch College UMLA will establish an alumni network of Baruch College UMLA recent graduates who will provide guidance and direction to future Baruch College UMLA Scholars.

**Borough of Manhattan Community College –  
Urban Male Leadership Academy (UMLA)**

Since its inception in 2006, with the generous support of The New York City Council, the CUNY BMI funded Urban Male Leadership Academy (UMLA) at the Borough of Manhattan Community College (BMCC) has produced an increasing number of graduates from underrepresented populations every year including many African American/Black and Latino/Hispanic males. UMLA has recent graduates currently pursuing Bachelor's degrees at all of the CUNY senior colleges as well as many prestigious institutions throughout the region including Columbia University, New York University, Syracuse University, Ohio State

University, and Cornell University. In 2011, UMLA produced the first community college student to ever serve in the Metropolitan Opera House Student Ambassador Program. Throughout the current academic year, at least fourteen (14) UMLA students participated in professional pipeline/mentoring programs such as New York Needs You (NYNY), the Goldman Sachs Leadership Program, and Streetwise Partners Career Ventures Program. During the fall 2012 semester, UMLA had an overall retention rate of approximately 90%. Finally, one UMLA student recently served as a speaker at BMCC's 50th anniversary that was held on the floor of the New York Stock Exchange in Lower Manhattan.

### **Bronx Community College**

#### **Black Male Initiative – Student Leadership Academy**

Since its inception in 2006, the Bronx Community College Black Male Initiative program has cultivated a learning community with the primary aim of equipping students with the skills, vision, and long-range plan for obtaining an Associate's Degree and beyond. To foster this objective, the Student Leadership Academy provides a host of programmatic activities that position students to successfully transfer to a four-year institution, improve employment prospects, and gain leadership skills. Students who have participated in the program continued their education at Lehman College, Hunter College and Mercy College. In addition to furthering their education, students are prepared for career opportunities. Graduates can be found in leadership roles throughout the private, public and non-profit sectors most notably Century 21, New York City Mission Society, The Doe Fund, the Police Athletic League and Bronx Community College. In terms of developing leadership skills, three (3) Student Leadership Academy students were selected to facilitate workshops around best practices at the Men Of Color Student Leadership Institute, Man-Up: Educating Minority Males for Leadership and Service and The 4th Annual QUEST Males of Color Higher Education Conference. Most recently, one Student Leadership Academy student was accepted to the Global Citizenship Program (GCP) in Salzburg, Austria.

### **The City College of New York**

#### **The Black Male Leadership and Mentoring Program (BMLMP)**

The Black Male Leadership and Mentoring Program (BMLMP) at The City College serves to strengthen a sense of community and connection to peers, faculty and staff at the college, who share common academic, career and personal goals. Participants are encouraged to envision, plan and execute/act on the aforementioned. To date, three (3) BMLMP participants have completed their doctoral degrees at CUNY in Mechanical Engineering, Biochemistry and Biology. BMLMP works closely with the NYC Alliance with an emphasis on the STEM disciplines. Notably, two (2) BMLMP students have won NSF Graduate Research Fellowships (UC Riverside and Princeton University). BMLMP Graduates

have gone on to conduct graduate work/professional studies at the City College, the University of Southern California, the CUNY Graduate Center and SUNY Downstate Medical Center.

**The City College of New York –  
Sophie Davis School of Biomedical Education  
The Medical Career Success Program**

Since 2007, the Medical Career Success Program (MCSP) at CCNY's Sophie Davis School of Biomedical Education has sought to increase the success of students from underrepresented populations as they prepare to become medical doctors. MCSP fosters mentorship and structured support for students matriculating at the Sophie Davis School of Biomedical Education located on the City College campus. African American/Black males, in particular, are the most severely underrepresented as physicians in the nations. The American Medical Association has recently reported in February 2013 that African American/Black men comprise less than three percent of all practicing physicians in the nation. But, during spring 2012, eight (8) African American/Black male members of the Medical Career Success Program graduated from the Sophie Davis Program which includes having successfully completed their first two years of medical school. These young men were active members, mentors, leaders and tutors in the Medical Career Success Program. They were all accepted into medical schools to finish their last two years and will earn their M.D. Degrees in 2014. Four (4) were admitted into Albany Medical College, three (3) to the SUNY Downstate School of Medicine and one (1) to New York Medical College.

**The City College of New York  
The Retention, Achievement, Professionalism, Success Institute  
(RAP-SI)**

The Retention, Achievement, Professionalism, Success Institute (RAP-SI) at CCNY provides tutoring and support for CCNY students, including many young men of color, who experience difficulty with academics and with other aspects of their lives. Recently, RAP-SI has aided at least one student with becoming a New York City Teaching Fellow. RAP-SI tends to work with students at every level from pre-college to graduate school. Two RAP-SI participants submitted applications to graduate school during the current academic year. At the same time, four recent RAP-SI participants are either earning a GED or were advised to enroll in CUNY Start. RAP-SI administrators also assisted eight (8) CCNY undergraduates with obtaining summer employment as well as study abroad opportunities. Moreover, the small RAP-SI office at CCNY located in close proximity to the CCNY Black Studies Program overflows with students, particularly CCNY undergraduates, who regularly bring in potential new members which is one indication that RAP-SI is having a

positive impact on students at CCNY, particularly students from populations that are severely underrepresented in higher education including African American/Black and Latino/Hispanic males.

**The College Initiative,**

**a CUNY-affiliated higher education reentry program**

Founded in 2002, the College Initiative is a CUNY-affiliated non-profit reentry education program that is open to all men and women in New York City who want to begin or continue their higher education upon release from incarceration, while on probation or parole or while participating in an alternative-to-incarceration program. The College Initiative offers a range of services (from college preparation to help with applications and financial aid to mentoring and tutoring) that support students from enrollment to the successful completion of their college degrees. Among the many services and supports that The College Initiative provides to formerly incarcerated individuals, the program sponsors a number of outreach efforts including correspondence with those planning for release, on-site presentation at correctional and pre-release facilities and coordination with the New York State Department of Correctional Services on pre-release planning. For more information on the College Initiative, including a number of informative videos, please visit: <http://www.collegeinitiative.org>

The College Initiative has received CUNY BMI funding (through its CUNY partners such as the Prisoner Reentry Institute at John Jay College/CUNY) since CUNY BMI's inception during the 2005-2006 academic year. CI is a community of successful, positive and supportive students, alumni and staff working to create and sustain college success for New Yorkers with a criminal justice background. CI's mission is to create pathways from criminal justice to college and beyond. Since its founding, CI has: (1) processed more than 2,900 intakes; (2) helped with more than 900 CUNY enrollments; and (3) supported more than 160 students through college graduation. CI students are 20 times less likely to return to prison than the national average. CI students graduate at 3 times the rate of CUNY students with a GED. Students with a CI mentor are over 5 times more likely to stay enrolled in college during their first year than other CUNY students with a GED. None of the more than 190 students with a CI mentor has returned to prison since joining the program.

**The College of Staten Island**

**College Success Initiative Learning by Teaching Program**

From 2005 to 2012, with the generous support of The New York City Council, CUNY BMI provided consistent annual funding to support the *College Success Initiative: Learning by Teaching* at the College of Staten Island. Five (5) male students from the *College Success Initiative Learning by Teaching* program (CSI) have successfully entered graduate programs at the College of Staten Island. Three (3) CSI male students have completed their graduate programs in Education/Teaching and are currently teaching in the New York City public school system on Staten Island and in Brooklyn. Two (2) CSI graduates are currently participating in the LSAMP pipeline program in pursuit of PhD's in Scientific Research. At present, one (1) CSI graduate is serving as a math adjunct lecturer at the college and has submitted an application to the Columbia University College of Physicians and Surgeons. Since 2009, the CSI learning community's retention rates for incoming freshmen has increased with each successive year. Student enrollment in the BMI funded project at the College of Staten Island has grown steadily from eight (8) CSI students in the third year of the program to fifteen (15) students in its penultimate year. Recently, in the most recent year of the program, twenty-one (21) male undergraduates are enrolled in the BMI sponsored CSI Learning Community.

**The CUNY Central Office of Academic Affairs**

**CUNY Adult Literacy Program,**

**a CUNY BMI funded targeted GED program**

**Central Office (CUNY Adult Literacy Program)**

Two annual conferences funded through the CUNY Black Male Initiative (CUNY BMI) provide hundreds of adult literacy students, teachers and administrators across New York City the opportunity to plan for a better future and transition to college. One hundred fifty High School Equivalency (HSE) prep students from a broad array of programs attended CUNY College and Career Night on April 17th at the New York State Office Building, where they learned of career and training opportunities in the areas of Allied Health, Early Childcare, Business and Law Enforcement. Career Planning, CUNY Admissions and Financial Aid workshops helped students plan for their next step after obtaining an HSE diploma. In addition, a special workshop on civil service exams was given for those interested in careers in civil service. The CUNY College Transition Conference, to be held May 10th at Hostos Community College, will be attended by over 85 students, teachers, counselors and administrators from a broad array of CUNY, Board of Education and Community Based Organizations that provide adult literacy and HSE prep. Professional Developers from CUNY Start, a college transition program that is highly effective in helping students avoid remediation classes, will conduct workshops in reading, writing, mathematics and

counseling. For students about to obtain a diploma, a panel discussion of students currently attending CUNY will provide a glimpse of the student experience at CUNY and tips for college success.

### **Brooklyn College (BCALP)**

With basic funding, BCALP is only able to offer GED® preparation classes, schedule students to take the test, and help graduates apply for college. The CUNY Black Male Initiative enables BCALP to work more intensely and effectively with students through peer mentoring, small group tutoring, and extra counseling. Teachers and counselors are able to spend the time to get to know our young male students and find new and effective ways to keep them in school and help them enter post-secondary education. CUNY BMI support can change lives. Students often come to the Adult Literacy Program with no future plans, unsure if they are going to finish the course and earn an equivalency diploma. Through the services provided by CUNY BMI, they are able to set goals and accomplish great things.

In the words of a young man who completed the BCALP CUNY BMI program and is now a Brooklyn College junior and BCALP peer mentor,

*Back when my goal in life was to just get a GED® ... I became the first person in my family to get a High School Equivalency diploma...I come from a long line of high school dropouts and [BCALP] helped me break that line. Just this past summer a cousin of mine took the same intense summer class I did ... and he got his HSE, too. He is currently saving up money for college. That long line of dropouts has been broken, blurred, and hopefully a new line will form. A line made up of College graduates.*

### **Lehman College (Lehman ALC)**

The Lehman College Adult Learning Center (ALC) BMI Project has benefited greatly from funds devoted to piloting a peer mentoring program for students working toward their high school equivalency credential. This school year, (2012-2013), close to 100 students at Lehman ALC have been able to receive one-on-one tutoring and/or peer counseling from two mentors who are GED recipients; one is a Latino alum of the ALC who received his high school equivalency diploma 2 years ago and the other is an African American male senior at Lehman College. Both have worked closely with students in Independent Study classes, who present with a range of academic and socioeconomic concerns. Some of these students have struggled in the traditional classroom structure due to learning or emotional issues, while others have work or family schedules that make it difficult for them to attend classes on a regular basis. The presence of the mentors has had a positive impact on students' academic success. So far 70 students have earned their GED and close to 30 students will be taking the test in June

2013. This success has been linked to the sensible, compassionate, flexible, humorous and engaging approach of the mentors, and their commitment to helping students, many with significant challenges, get on the pathway to college.

**The CUNY Central Office of Academic Affairs**

**Middle Grades Initiative/GEAR UP**

**Young Men's/Young Women's Leadership Institute**

The Young Men's/Young Women's Leadership Institute at South Bronx Preparatory High School has been very successful at exposing BMI middle school and high school students to career paths and college majors. The BMI sessions have addressed myths and misconceptions through guest speaker bureaus that provide middle school and high school students with real world accounts of challenges and rewards associated with certain careers. Middle school and high school students have also been presented with opportunities to network and obtain beneficial information regarding programs that may help catapult them from curiosity to the actual pursuit of experiences within fields of interest. Themed YMLI/YWLI sessions have allowed for focused and gradual discussions on self-development, professional development and academic preparedness. A great example of the students' focus was showcased during the Mid-Winter Recess workshops when students opened up concerning their personal achievements and how they strategically work towards realizing their goals and taking advantage of the resources provided by the BMI program. One student was accepted into a summer pre-college program at Princeton University and nine (9) high school students have successfully completed College Now courses with a grade of B or better in subjects ranging from political science to psychology.

### **CUNY Creative Arts Team (CUNY CAT)**

The CUNY Creative Arts Team provides students with opportunities to examine, through an active learning model, issues related to academic success and life skills development. BMI funds support two distinct CAT outreach projects:

#### **SUCCESS BY DEGREES:**

Students from 16 CUNY campuses participate in CAT's Success by Degrees interactive workshops to explore leadership, time management, communication skills, conflict resolution, work readiness, and violence prevention/bullying. Not long after CAT's workshop series at Hunter College this past fall, a large group of BMI students volunteered with Hurricane Sandy relief efforts in Far Rockaway. When asked how they accomplished this, students responded, "CAT's Success by Degrees workshop on Leadership inspired us to be more active in the community by doing service beyond our personal needs." CUNY-CAT's presentation, "What's at Stake in the Presidential Election of 2012?" at the 7th annual BMI conference received a standing ovation.

#### **PROJECT CHANGE:**

Project CHANGE, brings 20 students from CUNY's York and Medgar Evers Colleges together to use interactive drama as the starting point for a multifaceted campaign to generate broad-based community support for comprehensive sexual health education and health care services for young people. The CHANGE agents learned and implemented an HIV/AIDS evidence based curriculum -- infused with drama strategies-- at Clara Barton HS in Brooklyn. One young lady commented, "...the CAT workshops have empowered me as a female to take responsibility for my body and make decision[s] I feel good about." CHANGE Agents provided the kick-off workshop for AIDS Awareness Week at Medgar Evers College. One professor commented, "... my students need this exchange of information ...we don't talk about sex and we need to." A total of 13 students got tested for HIV/AIDS immediately after the workshop, demonstrating the immediate impact of the CHANGE agents' workshop. A participating college student commented, "I want to be a part of your Project CHANGE—having conversations about important things, like knowing how to protect yourself, is far better than reality TV..."

**The CUNY Graduate Center –  
Widening the Doors to Academia Project  
and the CUNY Pipeline Program**

As a result of consistent annual funding from the CUNY Black Male Initiative (CUNY BMI) and with the generous support of The New York City Council, the CUNY Pipeline program, managed by the Office of Educational Opportunity and Diversity Programs (OEODP) at the CUNY Graduate Center, has extended its diversity recruitment efforts to all CUNY colleges. At two CUNY senior colleges, namely Medgar Evers College and York College, “pipelines to Pipeline” programs were established. It is expected that these diversity recruitment efforts will be extended throughout the CUNY system as a means of encouraging more undergraduates from underrepresented groups to enter graduate school and ultimately the professoriate. Due to consistent investment from CUNY BMI, there has been a large increase in the applicant pool to 70 applicants in 2012. Out of the 2012-2013 class, more than a half of the OEODP Pipeline undergraduates have gained admission to graduate schools across the nation. At the same time, BMI funds at the GC have been used to support recruitment efforts to the GC by supporting recruitment visits to conferences and colleges and bringing in students from underrepresented groups for recruitment visits. All of these efforts would not have been possible without support from the BMI.

**Hunter College/CUNY  
Brothers for Excellence - The Black Male Initiative at Hunter  
College/CUNY**

Since the 2005-2006 academic year, at least seven (7) students from Brothers for Excellence, the Black Male Initiative at Hunter College/CUNY, have entered doctoral programs at Oregon State University, Rutgers, the Weill-Cornell Medical College, Harvard, Princeton and the University of California, San Francisco to name but a few. Two (2) Brothers for Excellence recent graduates attended Cardozo Law School and Rutgers-Newark School of Law, two top ranked law schools. Four (4) Brothers for Excellence recent graduates are enrolled in MA programs. One (1) Brothers for Excellence recent graduate is a teacher in a NYC charter school, and a current Brothers for Excellence student will spend summer 2013 as a Research Assistant in Economics at Princeton. At least nine (9) Brothers for Excellence students have participated in pipeline programs such as Mellon Mays, Minority Biomedical Research Support (MBRS), LSAMP, CUNY Pipeline, McNair as well as the Thomas Hunter Honors and Macaulay Honors Programs. Finally, Hunter College Brothers for Excellence recent graduates are employed in a variety of fields including a number who are giving back to CUNY.

**John Jay College/CUNY**

**Department of Latin American Studies and Latina/o Studies**

**Ronald H. Brown Law School Preparation Program**

Since the inception of the John Jay College of Criminal Justice (JJC) Ronald H. Brown (RHB) Law School Prep Program in 2005, thirty-four (34) JJC RHB students have entered law school. Over the last three years, the JJC RHB students who have been accepted to law school have earned over \$2.8 million in total scholarship awards, including four Dean Fellow awards. In the last three years, fourteen (14) RHB students have taken the LSAT. All JJC RHB students have interned in various capacities throughout the legal community. BMI project administrators have assisted JJCRHB graduates, who are currently in law school, with applying and securing summer internship positions. The JJC RHB Program also attains access for students to graduate school including the BA/MA Program and currently has 15 students in graduate school. In 2010, the RHB Program won the American Bar Association Raymond Pace and Sadie Tanner Mossell Alexander Award which recognizes “efforts to increase diversity in the legal profession, by focusing on educational programming in the pipeline to support the success of underrepresented students.”

**John Jay College/CUNY**

**Urban Male Initiative (UMI)**

The John Jay College Urban Male Initiative (UMI), which has received consistent annual funding from CUNY BMI with the generous support of The New York City Council, is an academic, social, and professional support system that is meant to provide assistance to students of color, particularly African American/Black and Latino/Hispanic males. JJC UMI’s primary goal is to have African American/Black and Hispanic/Latino/a students graduate from college with at least a Baccalaureate degree within 4 to 6 years. With the JJC UMI Malone Mentoring Center, JJC UMI project administrators manage the mentorship of a group of 139 students. In 2012, 7 students (4 men and 3 women) graduated with their Baccalaureate degrees and 6 of the students have been accepted to and/or were attending Graduate School and Professional schools. This year, 14 students (10 men and 4 women) will graduate with their Baccalaureate degrees and 9 students are intending on applying to Graduate and Professional schools.

**Kingsborough Community College (KBCC)/CUNY**  
**KBCC Men's Resource Center**

The KBCC Men's Resource Center, the Black Male Initiative at Kingsborough Community College/CUNY, has maintained a first year to second year retention rate above 80% for several years with KBCC Men's Center students maintaining an 80% course completion rate each semester. As a leadership program, four (4) KBCC Men's Resource Center students have served as the President of the Student Council at Kingsborough. Two (2) KBCC Men's Center members have served as Vice-Presidents of student councils. Two (2) members have served as club presidents and three (3) club vice presidents. Four (4) KBCC recent graduates have continued their education at Brooklyn College. There is one graduate of the KBCC Men's Center program currently at City College as well as one recent graduate of the program at York College. Recently, eleven (11) KBCC Men's Center students submitted applications to the StreetWise Partners Career Ventures Mentoring program and four (4) were accepted and received professional mentors.

**Lehman College**  
**Urban Male Leadership Program (UMLP)**

The Urban Male Leadership Program (UMLP) at Lehman College in its sixth full year of operation is designed to facilitate the successful transition of first-year and transfer students to Lehman College while also providing support to continuing students by strengthening academic skills, personal development, and character enrichment via three components - Academic Intervention and Success; Circle of Support Mentorship; and Diversity Outreach and Recruitment. While the program has engaged almost 2,000 since its inception, UMLP administrators have been able to track a cohort of approximately 250 students each year since 2009, developed mostly from the UMLP Freshman Seminar (LEH 100) course which specifically addresses identified needs of underrepresented African American/Black and Latino/Hispanic male students while assisting them with their transition into Lehman College as well as issues related to career vs. liberal education. Students who strengthen their Passport to Success by attending workshops, show dedication and commitment to their education and participating in various UMLP activities are inducted in the program and become UMLP Ambassadors. To date there have been a total of 38 males and 16 females inducted, plus an additional 19 males and 9 females making up the induction class of 2013. The program also graduated just fewer than 50 students in 2010, approximately 93 in 2011, 128 in 2012 and 121 in January and June of 2013 which includes 7 graduate level students. In 2012, 40 UMLP students attended pipeline programs and UMLP administrators continue to increase the number of students receiving assistance with graduate school applications (48 in 2011). The 2012/2013 academic year initiated a collaboration with the

Macaulay Honors program on the Lehman College Campus to attract underrepresented honor students, and a longtime staff member, Ms. Erica Matthews, introduced the UMLP Graham and Elizabeth Waller Scholarship Fund for Academic Excellence and Leadership in honor of her parents, rewarding a graduating senior (\$500), one freshman and one sophomore student (\$250 each) at the Annual Induction and Graduation Awards Ceremony held just this week. Lastly, the Circle of Support Mentorship Program continues to excel, especially since the Peer Mentoring option was added in 2011.

### **Medgar Evers College**

#### **Educational Ladders Initiative, a targeted GED program**

Since its inception in 2006, the Educational Ladders Initiative (ELI), a targeted GED program at Medgar Evers College, has produced four (4) BMI students who won the prestigious Peter Jennings Laurel Award GED Scholarship. Many former graduates of ELI have gone on to higher education in fields such as nursing, biology, education, accounting and psychology, and ELI students are presently enrolled in CUNY colleges such as Kingsborough, Baruch, Medgar Evers College, John Jay and Hunter College. Due to the success of the BMI program at Medgar Evers College, the ELI program is now a part of the NYC Young Men's Initiative, which trains BMI graduates currently in college to serve as peer mentors to GED students presently in the program and providing these students with support, guidance and leadership. The ELI program has also had the distinction of having many former GED ELI students serving as interns in the Mayor's Office of Adult Education Internship Program. ELI has become so popular in the community that there are often waiting lists for the program. In summary, the possibilities available to ELI students are endless because of the support received from the BMI program. Additional funding would allow Medgar Evers College ELI to serve the potential students on its waiting lists.

### **Medgar Evers College/CUNY**

#### **Male Development and Empowerment Center (MDEC)**

The CUNY BMI funded Male Development and Empowerment Center (MDEC) at Medgar Evers College in 2009 made the strategic decision to align itself more with the academic project of the college by establishing the Math Masters program. Math Masters is a collaboration of the Department of Education District 17, the MEC Math Department and MDEC that identifies college students, mostly young men, in the Pi Eta Kappa Honor Society and the Math Department to offer math enhancement to middle school students. This initiative has the three-fold purpose of: (1) strengthening MDEC's community ties; (2) reinforcing a portion of the school-to-college pipeline and (3) enhancing teacher awareness for college students at Medgar Evers College, particularly young men, interested in teaching math or science as a

career. The math program is now in its third year, engaging 65 middle school students, of whom 40% are male. A significant achievement for the program is MDEC's role in preparing middle school students, particularly African American/Black males, for the Specialized High School exam. For the October 2012 administration of examination, 60% of the middle school students working with this new MDEC initiative passed the exam and earned a place in one of New York City's specialized high schools, particularly Brooklyn Technical High School. Furthermore, MDEC strengthened its collaboration with the School of Professional and Community Development's GED programs in assisting graduates of the GED program in transitioning to Medgar Evers College as undergraduates. Pi Eta Kappa Honor Society was established through MDEC as a means of recognizing male students with outstanding academic records. Since 2007, ninety-three (93) male students were inducted into the Pi Eta Kappa Honor Society. Since its inception, nine (9) members of the honor society have enrolled in MA programs. The Pi Eta Kappa Honor Society has played a key role in organizing the following programs since 2007: (1) three educational tours to graduate schools in the Washington, D.C. area; and (2) a visit to Arlington National Cemetery in Virginia providing 162 Medgar Evers College students, young men and women, the opportunity to visit the gravesite of the slain civil rights leader, Medgar Wiley Evers.

**New York City College of Technology (City Tech)**  
**Black Male Initiative (BMI)**

City Tech's BMI program is the flagship Science, Technology, Engineering, Mathematics (STEM) BMI program of CUNY. The program began in 2005 with 14 students, and it has since served over 2,500 students. In 2007 – 2009, the City Tech BMI program was designated a Model Replication Institution program by the Institute for Higher Education Policy, the National Science Foundation and NASA. City Tech BMI has produced four City Tech Valedictorians, three City Tech Salutatorians, and two CUNY All-Stars (students who are recognized by CUNY for their academic performance and their research aptitude). City Tech BMI students have participated in STEM research internships at Stanford University, Johns Hopkins University, Rutgers University, Columbia University, the Brookhaven National Laboratory, NASA, and NOAA. Six (6) City Tech BMI students have even conducted international STEM research projects in Mexico, Canada, the Dominican Republic, and on a NOAA research vessel as it traveled across the Atlantic Ocean (the AEROSE project). Annually, many City Tech BMI students make both oral and poster presentations at national conferences and many are co-authors on peer-reviewed journals with their mentors. Our students have participated in pipeline programs such as the Weill Cornell Medical College-Access Summer Research Program, the Cornell University LSAMP Undergraduate Summer Research Program, the Research in

Science and Engineering (RISE) at Rutgers, the University of Pittsburgh Summer Undergraduate Research Fellowship Program, the Yale School of Management Pre-MBA Leadership Program, the NOAA NGI Diversity Internship program, and the National Science Foundation Research Experience for Undergraduates program. Three (3) City Tech students are now in Ph.D. programs, and one was accepted this very week to a Ph.D. program in Applied Mathematics at Montclair University. In his 2013 State of the Union address, President Barack Obama highlighted and praised the P-Tech high school which is a City Tech BMI partner high school in Brooklyn. City Tech BMI has played and continues to play an important role in the educational transformation that is taking place at P-Tech.

**Queens College –**

**Project EXCEL (Excellence through Community, Education, and Leadership), the Black Male Initiative at Queens College/CUNY**

Since the 2009 -2010 academic year, at least four (4) students from Project ExCEL, the Black Male Initiative at Queens College/CUNY, have entered graduate and/or professional studies at Columbia University, Hofstra University, the University of Illinois Medical College, and the Weill Cornell Medical College. Four (4) Project ExCEL graduates were granted prestigious awards or inducted into honorary societies including the 2011 CUNY Nobel Science Essay Challenge, Pi Mu Epsilon (PME), the Queens College Presidential Achievers Honor Roll, and the Superior Presentation Award at Sigma Xi's national research conference. Four (4) Project ExCEL / Queens College graduates have been recipients of institutional and national scholarships and/or fellowships including the Kupferberg Memorial Scholarship, the Queens College Linakis Leaders Scholarship, the Jeanette K Watson Fellowship, the MARC U STAR Fellowship, the 2009 Goldwater Scholarship, the University Of Illinois College School of Medicine Merit Scholarship, a Coro Fellow in Public Affairs, and most recently a National Science Foundation Graduate Research and a Fulbright Scholarship for 2013. At least six (6) Project ExCEL students have participated in pipeline programs such as the Alumni Research in Clinical Health Equities Studies (ARCHES) Summer Program at Albert Einstein College of Medicine, Yale University's Biomedical Science Training and Enrichment Program, Teach for America, INROADS, and the Global Medical Brigades (Central and South America).

**Queensborough Community College/CUNY**

**MALES - Men Achieving and Leading in Excellence and Success**

Since 2005, the Queensborough Community College MALES Initiative has focused on increasing the enrollment of and support services for African American/Black males and other underrepresented groups. During the last reporting period, 62% of the students served were male. Over 74% of the students served, were either African American/Black or Latino/Hispanic. 93% of the MALES students who graduated last year transferred to a four year college. Colleges included various CUNY colleges including Hunter, Lehman and Baruch. In addition, QCC graduates matriculated at other institutions outside CUNY including SUNY Cortland and SUNY Binghamton.

**York College Men's Center and the York College Male Initiative**

As one of the CUNY BMI sponsored projects that has received consistent annual funding from CUNY BMI since the 2005-2006 academic year, the York College Male Initiative Program has been fortunate in being able to assist many students from populations that are severely underrepresented in higher education, particularly African, African American, Black, Caribbean and Latino/Hispanic males. Three (3) recent graduates who received support from the CUNY BMI funded York College Men's Center Teacher Development Program realized their professional goals of becoming New York City public school teachers. Two of these new teachers are also currently graduate students at Brooklyn College. The York College Men's Center's re-entry program (Route to Success) has hosted interns from the Center for Alternative Sentencing and Employment Services which provides direct services to court-involved youth. One CASES intern completed an internship with the York College Men's Center and continued his education at LaGuardia Community College. Another CASES intern with the York College Men's Center was accepted to York College recently with the support of the SEEK Program. Finally, the York College Men's Center also hosts a chapter of the Pi Eta Kappa Honor Society, an academic fraternity and honor society founded by Dr. Edison O. Jackson, the former president of Medgar Evers College/CUNY. Over fifty (50) undergraduates and recent graduates affiliated with the York College Men's Center have been inducted into the Pi Eta Kappa Honor Society.

**Table 1**  
**Enrollment in the Black Male Initiative (BMI) Program, by College:**  
**Fall 2010**

<b>College</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>Total</b>
	N	N	N
Baruch	2	2	4
Brooklyn	4	3	7
City	65	4	69
Hunter	4	9	13
Lehman	146	3	149
Queens	47	2	49
York	23	---	23
Graduate School	---	7	7
Professional Studies	1	---	1
Law School	---	56	56
<b>Senior College Total</b>	<b>292</b>	<b>86</b>	<b>378</b>
John Jay	62	10	72
Medgar Evers	33	---	33
NYCCT	329	---	329
Staten Island	76	4	80
<b>Comprehensive College Total</b>	<b>500</b>	<b>14</b>	<b>514</b>
BMCC	168	---	168
Bronx	41	---	41
Hostos	16	---	16
Kingsborough	40	---	40
LaGuardia	145	---	145
Queensborough	38	---	38
<b>Community College Total</b>	<b>448</b>	<b>---</b>	<b>448</b>
<b>Total University</b>	<b>1,240</b>	<b>100</b>	<b>1,340</b>

Note: Enrollment reflects the match between SSNs provided by the colleges and student data in the Institutional Research Database (IRDB).

**Table 2**  
**Profile of Undergraduates, by BMI Program Participation: Fall 2010**

		Senior Colleges		Comprehensive Colleges		Community Colleges		Total University	
		BMI	Other Undergraduates	BMI	Other Undergraduates	BMI	Other Undergraduates	BMI	Other Undergraduates
Total Undergraduate Enrollment	N	292	88,535	500	47,893	448	90,816	1,240	227,244
First-time Freshmen	N	53	8,794	58	8,417	72	17,435	183	34,646
Full-time	%	86.3	70.1	78.4	68.9	78.3	60.5	80.2	66.0
Male	%	66.8	40.0	59.4	43.5	64.5	41.2	63.0	41.3
Race/Ethnicity									
American Indian/Native Alaskan	%	0.7	0.2	0.2	0.3	0.7	0.3	0.5	0.3
Asian	%	4.1	23.5	6.6	11.7	5.6	15.4	5.6	17.8
Black	%	55.8	20.8	67.0	34.2	58.5	28.8	61.3	26.8
Hispanic	%	31.8	23.6	18.0	24.8	27.2	36.6	24.6	29.0
White	%	7.5	31.9	8.2	29.0	8.0	18.8	8.0	26.1
Age	Mean	24	24	24	24	26	24	25	24
25 and Older	%	27.4	29.2	23.8	27.4	39.7	28.2	30.4	28.4
Born Outside US Mainland	%	27.8	46.0	38.1	37.1	26.2	43.8	31.2	43.3
Native Language Not English	%	27.2	46.1	25.2	34.2	29.0	46.3	27.0	43.7

Note: Enrollment reflects the match between SSNs provided by the colleges and student data in the Institutional Research Database (IRDB).

**Table 3**  
**Fall Semester Performance of Full-time Undergraduates, by BMI Participation:**  
**Fall 2010**

		Senior Colleges		Comprehensive Colleges		Community Colleges		Total University	
		BMI	Other Undergraduates	BMI	Other Undergraduates	BMI	Other Undergraduates	BMI	Other Undergraduates
<i><b>Undergraduates</b></i>									
Total Cohort	N	252	62,032	392	32,984	351	54,942	995	149,958
Semester Credits Earned	Mean	12.5	11.9	10.9	10.4	9.4	8.4	10.8	10.3
Semester GPA	Mean	3.02	2.91	2.59	2.54	2.60	2.43	2.70	2.66
<i><b>First-time Freshmen</b></i>									
Total Cohort	N	52	8,629	54	8,045	62	15,451	168	32,125
1-Year Retention Rate	%	94.2	87.5	75.9	74.2	74.2	67.4	81.0	74.5

Note: Enrollment reflects the match between SSNs provided by the colleges and student data in the Institutional Research Database (IRDB).

Table 4  
**Fall Semester Performance of Full-time, Under-represented Minority Undergraduates, by BMI Participation:  
 Fall 2010**

		Senior Colleges		Comprehensive Colleges		Community Colleges		Total University	
		BMI	Other Undergraduates	BMI	Other Undergraduates	BMI	Other Undergraduates	BMI	Other Undergraduates
<i>Undergraduates</i>									
Total Cohort	N	223	25,417	332	18,879	306	36,484	861	80,780
Semester Credits Earned	Mean	12.4	11.5	10.7	9.8	9.2	7.7	10.6	9.4
Semester GPA	Mean	3.02	2.76	2.53	2.40	2.57	2.28	2.67	2.46
<i>First-time Freshmen</i>									
Total Cohort	N	43	3,140	46	4,769	58	10,971	147	18,880
1-Year Retention Rate	%	93.0	85.9	78.3	70.6	72.4	63.8	80.3	69.2

Note: Enrollment reflects the match between SSNs provided by the colleges and student data in the Institutional Research Database (IRDB).



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE FOR CIVIL RIGHTS, REGION II

32 OLD SLIP, 26th FLOOR  
NEW YORK, NY 10005-2500

REGION II  
NEW JERSEY  
NEW YORK  
PUERTO RICO  
VIRGIN ISLANDS

November 23, 2012

Dr. Matthew Goldstein  
Chancellor  
City University of New York  
535 East 80<sup>th</sup> Street  
New York, New York 10021

Dear Chancellor Goldstein:

On May 23, 2006, the Office for Civil Rights (OCR), United States Department of Education, received a complaint against the City University of New York (CUNY), alleging that "its instituting, by policy and grants to its constituent colleges, a 'Black Male Initiative' [BMI]" violated Title VI of the 1964 Civil Rights Act and Title IX of the 1972 Education Amendments. On July 26, 2006, the complainant filed an amended complaint with OCR against CUNY, charging "CUNY itself and those colleges implementing its 'Black Male Initiative' with the improper use of race, color, ethnicity and/or sex in terms of assignments, choices, and preferences exercised with respect to *personnel* (faculty and staff) selected at the colleges for administering and carrying out 'Black Male Initiative Programming.'"

OCR undertook a comprehensive investigation of the allegations and, after determining that CUNY operated a BMI program on 16 of its campuses, OCR opened 18 separate cases. The first of these cases was opened to investigate the original complaint, the second of these cases was opened to investigate the amended complaint, and the remaining 16 cases were opened to investigate the BMI program on the 16 CUNY campuses that had BMI programs as of January 2008.

We regret the substantial delay in resolving these complaints. OCR has spent years collecting facts from CUNY regarding the BMI programs at the various campuses and analyzing that data. Before OCR could reach a finding, the U.S. Department of Justice (DOJ) and OCR issued joint guidance in December 2011 regarding efforts that institutions of higher education could legally take to promote diversity, including race-themed mentoring and support programs.<sup>1</sup> Based on the information already provided by CUNY, and an additional assessment of the current status of the BMI programs, OCR has determined that the allegations are not appropriate for further investigation and resolution. OCR is thus administratively closing these 18 cases as moot, consistent with OCR's case processing procedures.

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<sup>1</sup> "Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Postsecondary Education." available at: <http://www.ed.gov/ocr/docs/guidance-psc-201111.pdf>.

### Discussion

OCR enforces Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, as implemented by regulations at 34 C.F.R. Part 100, which bars institutions that receive federal financial assistance from discriminating on the basis of race, color, or national origin. OCR also enforces Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq., as implemented by regulations at 34 C.F.R. Part 106, which bars educational institutions from discriminating on the basis of sex. The complainant contended in his May 23, 2006 letter that “Title VI and Title IX do not sanction ‘Black Male Initiatives.’ Period.” It is not, however, a *per se* violation of Title VI or Title IX for a postsecondary institution to operate a race-themed and/or gender-themed mentoring and support program. In its 2011 joint guidance, OCR and DOJ explained: “Many institutions operate mentoring, tutoring, retention, and support programs for enrolled students who may need additional assistance in academic or other areas to succeed at the institution. The Departments recognize that a postsecondary institution seeking the educational benefits of diversity not only must enroll a diverse group of students, but also must retain those students.”

As an example of such a mentoring and support program, OCR and DOJ further stated: “An institution could sponsor retention or support programs open to all students that offer content that the institution believes might be of particular interest to a group targeted for retention. Such programs could, for example, hold motivational lectures (*e.g.*, highlighting the accomplishments of Latino business leaders or the artistic achievements of Pacific Islanders), and could include small group follow-up workshops with mentors.” A race-themed or gender-themed mentoring and support program would fall within this category of approaches if it does not exclude students on the basis of their race or sex and does not use race- or sex-exclusive recruiting. Because such a program would not make individual racial classifications, nor impose benefits or burdens on that basis, it would not be subject to strict scrutiny review and would not violate Title VI.

None of the BMI programs or activities excludes persons who are not black and/or male from participating. In the complainant’s May 23, 2006 letter, he asserted that “programs of the Black Male Initiative are advertised and devised and conveyed and geared for black male students only — for their insulation and isolation, for their ‘special’ — meaning *separate* — participation and involvement.” However, CUNY includes on its website a statement aimed at making it expressly clear that BMI programs are open to all, regardless of race, color, national origin, or sex. CUNY describes the BMI as a “new initiative intended to increase, encourage, and support the inclusion and educational success of under-represented groups in higher education, in particular black males. All programs and activities of the Black Male Initiative are open to all academically eligible students, faculty and staff, without regard to race, gender, national origin, or other characteristic.” Similar statements are included in other BMI promotional materials as well. Such statements were not widely included as part of the BMI when CUNY first launched the program, in 2005, but are now part of CUNY’s comprehensive effort to publicize BMI activities and welcome participants.<sup>2</sup> For example, CUNY also advertises BMI activities and programs through means such as email blasts sent to students campus-wide, BMI websites, a BMI listserv with hundreds of members, flyers distributed around campuses, a BMI page on the independent

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<sup>2</sup> Including such statements on all promotional materials is not a *per se* legal requirement, but can be helpful in clarifying that such programs are open to all.

LinkedIn website (which bills itself as the "World's Largest Professional Network"), tabling at campus events, and announcements made by professors to their classrooms.

Within the context of this type of broad-based recruitment, it is permissible for a college to conduct race-targeted recruiting. With race-targeted recruiting, a college may intentionally target for recruitment students of particular races, such as those underrepresented at a particular school or program, while also conducting broader recruitment efforts without regard to race. Race-targeted recruiting seeks to ensure that students from particular groups are aware of opportunities, but it does not exclude others from being recruited (or participating). Race-targeted recruiting that is part of a broader recruitment effort made without regard to race is also not subject to strict scrutiny review.

The complainant also stated in his May 23, 2006 letter that "At CUNY's Hunter College, for instance, the Office of Student Services invited only black males to a planning conference on its "Black Male Initiative," at least until we objected." If Hunter College conducted race-exclusive recruiting, it had, as the complainant suggested, corrected that before the complainant filed his complaint. OCR did not find evidence of race-exclusive recruiting in the BMI program at Hunter College.

The complainant also stated in his May 23, 2006 letter that "at CUNY's Queensborough Community College plans are underway to have separate counseling, tutoring and mentoring programs for Black males only." OCR found that although the Queensborough campus initially recruited only black males for participation in a BMI program, the campus substantially revised its practices, revamped its marketing materials, distributed information about the BMI program to all prospective students at recruitment fairs, and sent letters to all incoming freshmen, inviting them to participate in the BMI program.

With regard to discrimination in employment, the subject of the complainant's July 26, 2006 letter, OCR has limited jurisdiction over claims of employment discrimination under Title VI. 42 U.S.C. § 2000d-3; 34 C.F.R. § 100.3(c). Under OCR's regulation, OCR has jurisdiction over employment discrimination in two circumstances potentially at issue here. First, OCR may have Title VI jurisdiction if a "primary objective of the Federal financial assistance to a program to which this regulation applies is to provide employment." Second, OCR may have Title VI jurisdiction even if the primary objective of the Federal financial assistance is not to provide employment but there is discrimination (on the basis of race, color or national origin) that excludes students from participation in, denies students the benefits of, or otherwise subjects students to discrimination, on the basis of race, color or national origin. OCR has not found evidence to support either of these bases of possible Title VI jurisdiction. The primary objective of the Federal financial assistance here is not to provide employment. Further, as stated above, OCR did not find that students had been excluded from participation, denied the benefits of, or otherwise subjected to discrimination on the basis of race, color or national origin.

OCR's jurisdiction over claims of sex discrimination in employment is broader under the Title IX regulation, as codified at 34 C.F.R. Part 106. However, OCR has not found evidence here to support a claim of sex discrimination in employment. There are a range of women affiliated with the BMI program at CUNY, and, at times over the years, women have held the majority of

leadership positions with BMI programs at CUNY. There are now, in the 2012-2013 academic year, 38 women in leadership positions with the BMI programs across the CUNY campuses. These women hold significant positions with the BMI, including as the lead directors of the BMI programs on their respective campuses, associate or assistant directors of the BMI programs on their respective campuses, director or coordinator of specific sub-components of the BMI programs on their respective campuses, and consultants. At CUNY's Baruch College, for example, all three of the lead positions for BMI are currently held by women. Further, the number of women in leadership positions with BMI has grown steadily over the years, from eight women in leadership positions in the program's initial year, the 2005-2006 academic year, to 23 women in leadership positions with BMI by the 2008-2009 academic year and the 38 women who hold leadership positions with CUNY BMI today.

We note here that the BMI program at CUNY only has three full-time staff, and all three of these positions were widely advertised and broadly recruited. Other officials with the BMI program at CUNY are largely CUNY faculty and staff who volunteer their time, although some of them receive reduced workloads to offset the volunteering. CUNY also widely advertises and broadly recruits for these volunteer opportunities. There are, in addition, 14 part-time BMI staff at CUNY, and the availability of these positions is advertised on CUNY's website. In the past, BMI programs made less extensive use of the Internet in promoting opportunities with BMI, but the Internet is now one of many methods CUNY uses to publicize opportunities for anyone to participate in BMI.

### **Conclusion**

Thus, OCR is, as stated above, closing these complaints as moot. This letter sets forth OCR's determination in an individual OCR case. This letter is not a formal statement of OCR policy and should not be relied upon, cited, or construed as such. OCR's formal policy statements are approved by a duly authorized OCR official and made available to the public.

The complainant may have the right to file a private suit in federal court whether or not OCR finds a violation.

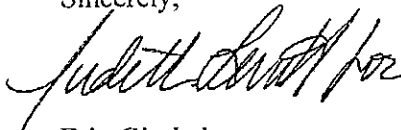
It is unlawful to harass or intimidate an individual who has filed a complaint or participated in actions to secure protected rights.

Under the Freedom of Information Act, 5 U.S.C. § 552, it may be necessary to release this letter and related correspondence and records upon request. In the event that OCR receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information that, if released, could constitute an unwarranted invasion of personal privacy.

Page 5 - Dr. Matthew Goldstein

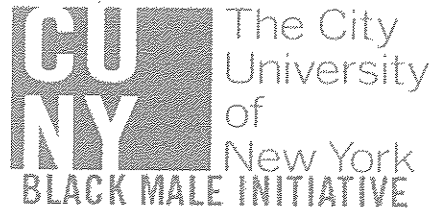
If you have questions regarding OCR's determination, please contact Emma Kim, Compliance Team Attorney, at (646) 428-3824 or [emma.kim@ed.gov](mailto:emma.kim@ed.gov).

Sincerely,

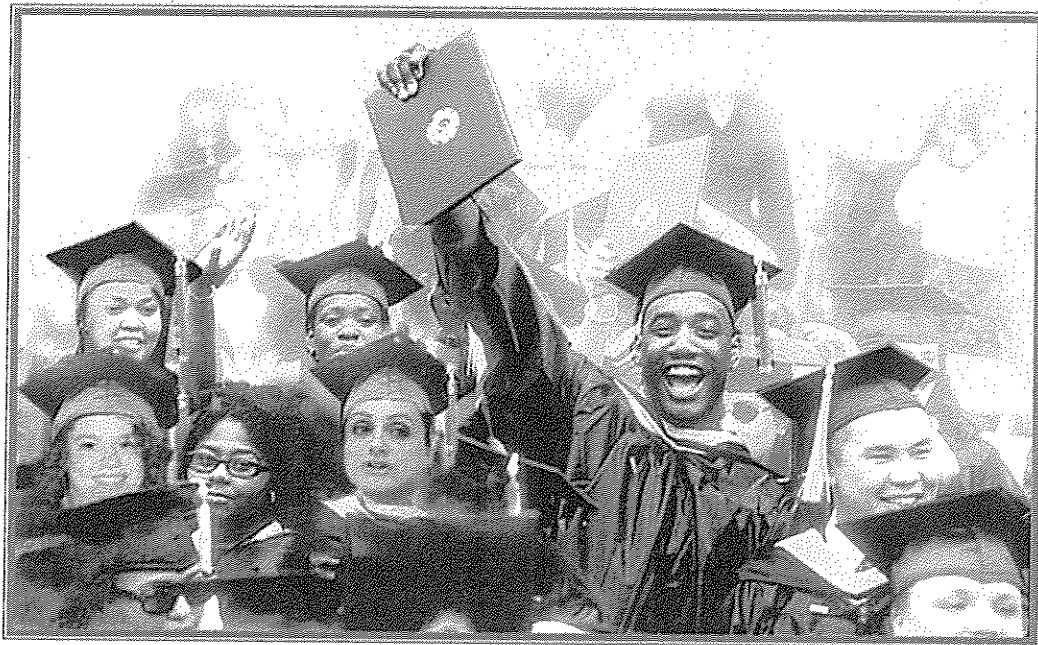
A handwritten signature in cursive script, appearing to read "Erin Gimbel".

Erin Gimbel  
Compliance Team Leader

cc: Jane Sovern, Esq.



# THE CITY UNIVERSITY OF NEW YORK BLACK MALE INITIATIVE



## OVERVIEW

Website: <http://www.cuny.edu/bmi>

*April 2013*

## **THE CITY UNIVERSITY OF NEW YORK BLACK MALE INITIATIVE**



**THE City University of New York  
CUNY Central Office of Student Affairs  
The City University of New York Black Male Initiative (CUNY BMI)**

The City University of New York is the nation's largest urban public university, serving more than 480,000 students at 23 colleges and institutions in New York City: 11 senior colleges, six community colleges, the William E. Macaulay Honors College at CUNY, the Graduate School and University Center, the City University School of Law at Queens College, the CUNY Graduate School of Journalism, the CUNY School of Professional Studies, and the CUNY School of Public Health. CUNY has also created the New Community College (NCC), the first new CUNY college in four decades, which opened its door to students in Fall 2012. The CUNY Central Office of Student Affairs is responsible for the development and implementation of CUNY BMI. One of a wide array of University-wide programs dedicated to academic achievement and student success, CUNY BMI supports the enrollment and retention of students from underrepresented groups, particularly African , African American/Black, Caribbean, and Latino/Hispanic males, at all of the University's senior, comprehensive and community colleges as well as the Graduate Center and the CUNY School of Law.

# THE CITY UNIVERSITY OF NEW YORK BLACK MALE INITIATIVE

## History and Purpose

In May of 2004, the Board of Trustees of The City University of New York unanimously approved its Master Plan 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."

In the fall of 2004, Chancellor Goldstein established a University Task Force on the Black Male Initiative. He asked Executive Vice Chancellor for Academic Affairs Selma Botman to identify faculty members and administrators with relevant knowledge and expertise to serve on the Task Force and charged it 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, the attendant weak enrollment, retention, and graduation from institutions of higher education, and high rates of joblessness 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 in 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, including:

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 the incarceration rate 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 Colleges accountable for implementing these recommendations.

After hearings before the Higher Education Committee of the New York City Council chaired by the Honorable Charles Barron, the University was awarded funding from the New York City Council and began to implement some of the aforementioned recommendations. Through the

initial grant, fifteen (15) demonstration projects were funded 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 GED courses oriented towards college preparation; 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 all 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 School of Social Work. Though targeted towards black males, these projects do not discriminate based on race or gender and will serve as models for improving educational outcomes of all students. All programs and activities of the Black Male Initiative are open to all academically eligible students, faculty and staff, without regard to race, gender, national origin or other characteristic. Now, in its seventh year, the CUNY BMI program continues to grow and build on the successes of the past six years.

In addition to supporting campus-based projects, funding from the New York City Council was also allocated to support four major conferences:

- The first, *Black Male Youth: Creating a Culture for Educational Success*, was held in April 2006 at John Jay College of Criminal Justice and featured the renowned historian Dr. John Hope Franklin as keynote speaker.
- The second annual conference, *Focus on the State of Black Education: Inverting in the Next Generation of African American Students*, was held in October 2007 at The City College of New York (CCNY) and featured three prominent keynote speakers: Dr. Gail Thompson, Associate Professor at Claremont Graduate University and author of *Through Ebony Eyes: What Teachers Need to Know but Are Afraid to Ask about African American Students*; Professor Charles Ogletree, Jesse Climenko Professor of Law at Harvard Law School and Executive Director of the Charles Hamilton Houston Institute for Race and Justice; and the Reverend Dr. Calvin Butts, III, President of the State University of New York College at Old Westbury and Pastor of the Abyssinian Baptist Church.
- The third annual conference, *African American Males and the Legal System*, at Medgar Evers College featured Professor Floyd Weatherspoon of the Capital University School of Law; Professor Anthony Thompson of the New York University School of Law; and the noted clergyman and civil rights advocate, the Reverend Dr. Herbert Daughtry.
- The fourth annual conference, *Health Disparities in Male Populations: Focus on the Health of Urban Males*, held at Lehman College/CUNY. The Fourth Annual CUNY BMI Conference featured the following three (3) keynote speakers: (1) Lynne Holden, MD, President, Mentoring in Medicine, Inc, Associate Clinical Professor, Emergency Medicine, Albert Einstein College of Medicine; and Attending Physician, Emergency Department, Montefiore Medical Center. (2) Kenneth Olden, Ph.D., Founding and Acting Dean of the Proposed School of Public Health, The City University of New York and Former Director of the National Institute of Environmental Health Sciences and the Nation Toxicology Program, U.S. Department of Health and Human Services. (3) John Rich, M.P.H., M.D., Professor and Chair, Department of Health, Management and Policy, Drexel University School of Public Health and MacArthur Fellow 2006.
- The fifth annual conference, *The Politics of Progress from Abolitionist Frederick Douglass to President Barack Obama.*, was held at LaGuardia Community

College/CUNY in October 2010 and featured the following keynote speakers:(1) Marc Morial, Esq., President and CEO, National Urban League (2) Peniel Joseph, Ph.D., Professor, African American Studies, Tufts University and author of *Dark Days, Bright Nights: From Black Power to Barack Obama* (3) Herb Boyd, Journalist, Civil Rights Activist and author of nineteen books including *Baldwin's Harlem*.

- The sixth annual conference, *From High School or GED to J.D., M.D. or Ph.D.: Exposing African American/Black and Latino/Hispanic Students to Graduate and Professional School Opportunities*, was held at Hunter College/CUNY in October 2011 and featured the following keynote speakers: (1) Dr. Marc Lamont Hill, Associate Professor of English Education, Teachers College, Columbia University and Host, *Our World with Black Enterprise*, the nationally syndicated television program (2) Dr. Julianne Malveaux, President, Bennett College, Economist, and Author of *Surviving and Thriving: 365 Facts in Black Economic History* (3) The Honorable Adolfo Carrión, Jr., Regional Administrator for New York and New Jersey, United States Department of Housing and Urban Development.
- The Seventh Annual CUNY BMI conference entitled, *Rock the Vote: The Presidential Election of 2012, the Struggle for Voting Rights and the Future for Urban America*, was held at the College of Staten Island/CUNY in October 2012 and featured the following keynote speakers: (1) Kevin Powell, Political and Social Commentator, Activist and Author "Barack Obama, Ronald Reagan and The Ghost of Dr. King: Blogs and Essays" (2) Derek Dingle, Senior Vice President and Editor-in-Chief, BLACK ENTERPRISE magazine.

A Distinguished Speaker Series was also launched in October 2006 with a lecture by Dr. Shaun Harper, a researcher at the Pennsylvania State University who shared his research on African American male collegians and academic success. Subsequent topics in this series included Dr. Pedro A. Noguera on *Black Masculinity and Educational Success*. A panel of five distinguished CUNY faculty on *Science, Technology, Engineering and Mathematics (STEM) at CUNY*. Damon T. Hewitt, Esq. on *The School to Prison Pipeline: The Role of Race and Gender in Denying Educational Opportunity*. David C. Banks, Esq. on *Setting a Standard for Excellence for African American and Latino Students - The Story of the Eagle Academy for Young Men*. Aaron Thomas, Senior Director of Health and Quality of Life at the National Urban League, on the *Black Male Initiative: An Empowerment Movement*. And a panel of four distinguished professionals on exploring challenges Black gay men in Higher Education entitled, *Nobody Knows My Name*. During the 2012-13 academic year CUNY BMI will host several events as part of the Distinguished speakers Series.

To supplement funding from the New York City Council, during the 2007-2008 academic year, CUNY BMI received a generous grant from the Goldman Sachs Foundation to enhance and expand three BMI projects including: (1) the Educational Ladders Initiative, a targeted GED program at Medgar Evers College,; (2) the College Success Initiative: Learning by Teaching project at The College of Staten Island and (3) The College Initiative based at LaGuardia Community College, a University-wide program that supports formerly incarcerated men and women who wish to begin or continue higher education at CUNY. Additionally, in an effort to diversify the teaching profession and expose CUNY students, particularly BMI participants, to careers as New York City public school teachers, CUNY BMI created a teacher awareness/development program, *Teachers as Leaders Project (TALP)*, with the generous support of the Deutsche Bank Americas Foundation and the Schott Foundation for Public Education. In its first semester, during spring 2008, TALP was implemented on five CUNY

campuses: (1) the Borough of Manhattan Community College (BMCC); (2) The College of Staten Island (CSI); (3) Hunter College; (4) the New York College of Technology (City Tech); and (5) York College during the first semester of the program. Since its initial implementation during the spring 2008 semester, TALP has grown to a program with students who are attending or have attended ten (10) CUNY institutions including: (1) BMCC; (2) CSI; (3) The City College of New York (CCNY); (4) Kingsborough Community College (KBCC); (5) Hostos Community College; (6) Hunter College; (7) the New York City College of Technology (City Tech); (8) Queens College; (9) Queensborough Community College (QCC); and (10) York College. Twenty-four (24) students, nineteen (19) men and five (5) women, were selected to participate in the first cohort of the *Teachers as Leaders Project* during the spring 2008 semester. Eleven students, six (6) men and five women, were selected to participate in the second cohort for fall 2008. In the Third Cohort for Spring 2009 CUNY BMI received fifty-seven (57) applications from a diverse group of students. Teachers as Leaders Scholars received scholarships, participated in program workshops and served in after-school programs. Prior to the end of the grant period in January 2011 there were forty-six (46) TALP Scholars, mostly African American and Latino males, making satisfactory progress towards graduation and passing the three (3) New York State Teacher Certification Examinations needed for preliminary certification.

For more information about the Black Male Initiative, please visit <http://www.cuny.edu/bmi>



Task Force on  
The City University of New York

## **Black Male Initiative**

Final Report to the Chancellor

September 12, 2005



Task Force on  
The City University of New York  
Black Male Initiative

Final Report to the Chancellor

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# **Final Report of The City University of New York Task Force on the Black Male Initiative**

## **Executive Summary**

In May of 2004, the Board of Trustees of The City University of New York unanimously approved its Master Plan 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 particular, "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."

The Plan cited various promising models at CUNY, including the Male Development and Empowerment Center at Medgar Evers College and initiatives at the University level, including the CUNY Prep Transitional High School. It concluded this section by calling for the creation of opportunities for young men and women to achieve and engage themselves in the world, giving them the skills and confidence needed to function effectively in a society in which too little is expected of them and too many opportunities denied them.

In the fall of 2004, Chancellor Goldstein established a University Task Force on the Black Male Initiative. He asked Executive Vice Chancellor for Academic Affairs Selma Botman to identify faculty members and administrators with relevant knowledge and expertise to serve on the Task Force. The Chancellor also invited President Gregory Williams of City College and Trustee Valerie Lancaster Beal to serve as co-chairs. Campus representatives were selected on the basis of their proven knowledge and expertise in matters related to the Task Force's charge. In addition to serving on the Task Force, they were asked to serve as Directors of Working Groups that would examine distinctive issues and present recommendations to the Task Force.

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, the attendant weak enrollment, retention, and graduation from institutions of higher education, and high rates of joblessness and incarceration.

The Task Force met throughout the spring 2005 semester. Working Group Directors also met independently with their group members to address their respective areas. The Task Force was presented with convincing evidence that black males in New York City 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.

The recommendations of the Task Force are summarized below. Additional recommendations developed by the Working Groups are included in their reports, which are appended:

**Recommendation #1: Establish Strong University Leadership**

The City University of New York has a public responsibility to provide critical leadership on the challenges facing black youth and men, and to raise its voice vigorously and unwaveringly to help mobilize efforts to achieve long overdue educational and social equity on their behalf.

**Recommendation #2: Improve Access to Higher Education**

CUNY must strengthen the school-to-college pipeline to enable many more black male students to move into higher education.

**Recommendation #3: Increase Admission and Graduation Rates at CUNY Colleges**

Each campus should develop and implement a comprehensive plan to improve the enrollment and graduation rates of black males. The University should implement an enrollment management plan. In order to envision themselves as being successful in college, prospective and matriculated black male students must see role models of successful black male faculty and staff in the college community. Campuses must be more deliberate in their recruitment of qualified black males for all professional positions—at all levels of the professorate, from assistant professors to Distinguished Professors and at all administrative levels. Likewise, each campus and the central administration must insure that qualified black males are represented and visible in positions of leadership and responsibility.

**Recommendation #4: Educate a New Generation of K-12 Teachers**

The University is creating a Teacher Academy that will be launched in September 2006 as a new model of teacher education that prepares professionals for urban education. The Academy should include an initiative that provides incentives to promising black males to attend CUNY, enroll in the Academy, and train as teachers. CUNY continues to be a main supplier of teachers to the New York City public schools, and efforts should be made to insure that the faculty and staff of all of the University's teacher preparation programs understand, respect, and utilize pedagogies that are responsive to the distinctive experiences of black males.

**Recommendation #5: Use the University's Resources to Improve Employment Prospects of Black Males**

The University should develop a set of intermediate employment strategies to increase the likelihood that black males obtain credentials and secure employment.

**Recommendation #6: Develop Ways to Contribute to the Reduction of the Incarceration Rate for Black Males**

The University should develop and implement a project that enrolls adolescents and young adults in specially designed alternatives to incarceration as well as post incarceration programs at the CUNY colleges.

**Recommendation #7: Establish an Institute for the Achievement of Educational and Social Equity for Black Males**

The University should establish an Institute for the Achievement of Educational and Social Equity for Black Males to insure that the University's intellectual and organizational resources are marshaled to address the issues that this Task Force has been investigating.

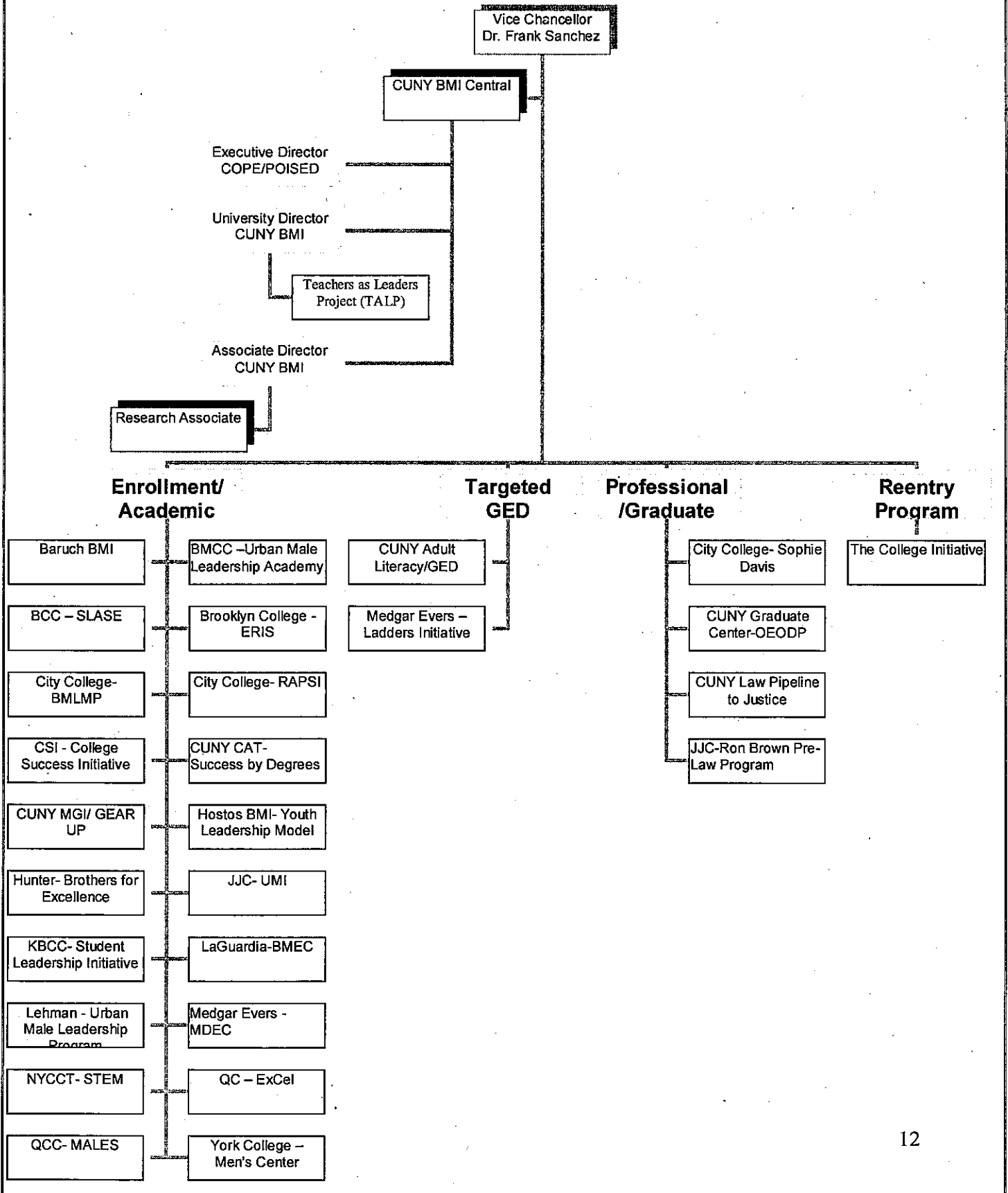
**Recommendation #8: Involve Experts in the Implementation of these Recommendations**

Small groups of experts should be identified for each of the proposed recommendations, and charged with developing individual implementation plans that are informed by research and demonstrated by successful practice. The groups should offer the plans to the Task Force members for review. In light of that recommendation, the University Task Force on the Black Male Initiative should remain active for at least one year beyond the issuance of this report.

**Recommendation #9: Establish Benchmarks**

The Executive Vice Chancellor for Academic Affairs should develop a set of specific benchmarks that can be used to evaluate the University's progress in implementing the Task Force's recommendations and, most important, in achieving the goals it believes are essential. Those benchmarks should be incorporated within the University's Performance Management Plan.

# CUNY BMI Organizational Chart – 2012 -2013



# CUNY BMI Flow Chart

## Enrollment/Success

Baruch, BMCC, BCC, Brooklyn College, CCNY BMLMP, CCNY RAPSI, CSI, CUNY CAT, CUNY Middle Grades, Hostos, Hunter, JJC, KBCC, LaGuardia, Lehman, MDEC, NYCCT, Queens College, QCC; York College

## Access to Graduate /Professional Schools

City College- Sophie Davis, CUNY Graduate Center, CUNY Law School, JJC- Ron Brown Pre-Law Program.

## Targeted GED

CUNY Adult Literacy/GED; Medgar Evers – Ladders Initiative

## Teacher Awareness

CUNY BMI Central – Teachers as Leaders Project

## Reentry Program

The College Initiative

## Diversity Recruitment

Diversity recruitment involves strategies that increase enrollment of underrepresented students in higher education, particularly African American males.

In light of the high dropout rates of African America/Black males in particular, CUNY BMI also invest in targeted GED programs.

## Structured Mentorship/Tutoring

Mentorship can include both a peer advisor and a faculty/ administrator component. High performing students are trained for peer advisor mentorship programs to assist their peers.

## Academic Programming

University-wide and campus based projects provide an additional lay of support in the form of: conferences, distinguished speaker series, workshops, rap sessions, and lending libraries.

## Outcomes

- Increase the enrollment and matriculation of underrepresented students.
- Increase retention of underrepresented students.
- Improve the overall grade point average of underrepresented students.
- Increase the graduation rate of underrepresented students.

**THE CITY UNIVERSITY OF NEW YORK  
BLACK MALE INITIATIVE  
Summary of Funded Projects  
2012-2013**

With an eighth consecutive grant from the New York City Council, The City University of New York (CUNY) has established projects to support the enrollment and retention of students from underrepresented groups in all five boroughs of New York City and at all the CUNY senior, comprehensive and community colleges including the CUNY Graduate Center and the CUNY Law School. Funds from the New York City Council also support two (2) targeted GED programs. 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 characteristic. Though CUNY BMI projects target African, African American/Black, Caribbean and Latino/Hispanic males and other underrepresented groups, it is expected that the entire University will benefit from what is learned from efforts with these targeted populations.

For general information about the CUNY Black Male Initiative (CUNY BMI), please visit:  
<http://web.cuny.edu/academics/aaa/initiatives/bmi.html>. To find out about specific projects funded under the BMI, please contact the CUNY campus representatives listed below. For the CUNY BMI central administrators, please visit:  
<http://web.cuny.edu/academics/aaa/initiatives/bmi/staff.html>

College/Contact	Project Description
<p><b>Baruch College Transfer Bridge Program - Urban Male Leadership Academy (UMLA); Coalition of Black Clubs</b></p> <p>Angela Anselmo Director of Baruch BMI 646 312-4628 <a href="mailto:Angela.Anselmo@baruch.cuny.edu">Angela.Anselmo@baruch.cuny.edu</a></p> <p>Kristy Perez Director of SEEK Urban Male Leadership Academy 646 312-4630 <a href="mailto:Kristy.Perez@baruch.cuny.edu">Kristy.Perez@baruch.cuny.edu</a></p> <p>Timothy London Assistant Director of Baruch BMI (646) 312-4622 <a href="mailto:Timothy.London@baruch.cuny.edu">Timothy.London@baruch.cuny.edu</a></p>	<p>The Baruch College BMI project supports two initiatives: a Transfer Bridge Program and the other an Urban Male Leadership Academy. The Transfer Bridge Program seeks to create a pipeline from community to senior college that would enable a smooth transition for underrepresented males who are currently enrolled at Borough of Manhattan community college and wish to pursue a BBA degree at Baruch. The other initiative, the UMLA is housed in the SEEK Program and is specifically designed to develop and promote the academic excellence, social consciousness and leadership skills of black and Latino male college students at Baruch College. The third focus is on supporting students from underrepresented groups at Baruch College such as Bridge students once they are accepted to Baruch. Students from both programs share multiple commonalities and benefit from an exchange of information and ideas. Furthermore, in addition to serving as a positive support system for each other, the UMLA students mentor BMI Transfer Bridge students and are a direct link to the Baruch College community.</p>

**Borough of Manhattan Community College (BMCC)  
Urban Male Leadership Academy (UMLA)**

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The overall project goals for the Urban Male Leadership Academy (UMLA) at Borough of Manhattan Community College (BMCC) for the academic year are a continuation of the program's emphases since its inception during the 2005-2006 academic year. They are 1) to increase retention and graduation rates of underserved students, particularly African American and Latino males at BMCC; 2) to ensure that underserved students graduate from BMCC with the academic and vocational skills to be successful in future schooling and the workplace; 3) to work collaboratively with identified high schools and community-based organizations to recruit and sustain the number of underserved students in the pipeline to higher education; 4) to increase the transfer rate to baccalaureate programs among underserved students; and 5) to increase the number of underserved students, particularly African American and Latino males, who major in elementary or mathematics and/or science education and pursue careers in teaching in New York City public schools. Women students are actively encouraged to participate in all programs and activities sponsored by the CUNY BMI funded UMLA. Several BMCC students have participated in the CUNY BMI Teachers as Leaders Project.

**Bronx Community College  
Leadership Empowerment Network (LEN) formerly  
The Student Leadership Academy for Social  
Entrepreneurs (SLASE)**

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The mission of BCC BMI Leadership Empowerment Network (LEN) formerly The Student Leadership Academy for Social Entrepreneurs (SLASE) program is to recruit, retain and graduate Black and Latino males. The program aims to equip students with the skills, vision, and long-range plan for obtaining an Associate's Degree and beyond. The focus is on the academic, professional and personal development of each student; to build leadership, to improve Bachelor's degree attainment, employment prospects, to address issues in the community, as well as build a network among the students, faculty and staff that will help members reach their academic and life goals.

**Brooklyn College  
Brooklyn College's Black & Latino Male Initiative (BLMI) formerly E.R.I.S. (Empowering, Recruiting, Investing and Supporting)**

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The CUNY BMI funded project at Brooklyn College entitled Brooklyn College's Black & Latino Male Initiative (BLMI) formerly E.R.I.S. (Empowering, Recruiting, Investing and Supporting) is a Campus Community Approach to Academic Access and Personal Success of Underrepresented Groups.

The goals for BLMI include:

**Goal 1:** BLMI seeks to create a community on campus where students feel academically and socially supported, especially for Black and Latino men

**Goal 2:** BLMI seeks to increase the retention, graduation rates and GPA for Black and Latino male students

**Goal 3:** BLMI seeks to increase their engagement in academic and leadership workshops/seminars and high impact learning practices.

**Goal 4:** BLMI seeks to increase campus awareness of and involvement in the initiative

**Goal 5:** BLMI seeks to implement a Learning Community with General Education courses focused on the Urban Experience.

The primary goals of the Black Male Leadership and Mentorship Project at The City College (BMLMP) are to: (1) strengthen underrepresented students' sense of community and connection to the institution by expanding their network of peers who share common academic goals, (2) expand this group of students' knowledge and awareness of the varied career opportunities that are available to them, (3) increase their exposure to successful, mainstream role models, (4) strengthen their positive sense of self by helping them to improve their social competency and leadership skills, (5) connect project participants to mentors who will encourage them to stay in college until they graduate. Further, 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. Several City College students have participated in the CUNY BMI Teachers as Leaders Project.

<p><b>City College of New York</b>  <b>Retention, Achievement, &amp; Professionalism Success Institute (RAP-SI)</b>  Gordon Thompson  Director of the Black Studies Program  (212) 650 6365  <a href="mailto:ethompson@ccny.cuny.edu">ethompson@ccny.cuny.edu</a></p> <p>Trevaughn Bynum  RAP-SI Program Coordinator  (212) 650-5100  <a href="mailto:tbynum@ccny.cuny.edu">tbynum@ccny.cuny.edu</a></p> <p>Chuck Frye  RAP-SI Student Activities Coordinator  (212) 650-7914  <a href="mailto:cfrve@ccny.cuny.edu">cfrve@ccny.cuny.edu</a></p> <p>Geraldo Ramirez  RAP-SI Program Assistant  (212) 650-5253  <a href="mailto:gramirez@ccny.cuny.edu">gramirez@ccny.cuny.edu</a></p>	<p>RAP-SI is committed to the improvement of retention and academic performance of students from underrepresented groups enrolled at CCNY/CUNY. RAP-SI will expand the social opportunities, academic resources, counseling, mentoring programs, support systems and learning communities throughout City College available to two groups of students: 1) Freshmen needing academic intervention, and 2) sophomores and juniors with GPA's between 2.3 and 2.5.</p> <p>RAP-SI is also committed to promoting strategies that will encourage and prepare BMI students for successful enrollment in graduate and/or professional school. RAP-SI is further committed to encouraging BMI students to enroll in service learning courses, particularly those developed by RAP-SI in conjunction with the Black Studies Program.</p>
<p><b>City College of New York</b>  <b>Sophie Davis School of Biomedical Education</b>  <b>Medical Career Success Program</b></p> <p>Maurizio Trevisan  Dean  (212) 650-5275  <a href="mailto:mtrevisan@med.cuny.edu">mtrevisan@med.cuny.edu</a></p> <p>Dani McBeth  Associate Dean for Student Affairs  (212) 650-7727 / 8485  <a href="mailto:dmcbeth@med.cuny.edu">dmcbeth@med.cuny.edu</a></p> <p>Jerrold Erves  Associate Director of Admissions/BMI Director  (212) 650-7706  <a href="mailto:jerves@med.cuny.edu">jerves@med.cuny.edu</a></p>	<p>The Medical Career Success Program proposes to enhance the academic performance and retention of students in the Sophie Davis School of Biomedical Education and also in the pre-med program of The City College. The program is divided into career enhancement efforts and support services programs. Career enhancement will include monthly Skills Development Workshops, facilitation of professional networking opportunities and exposure to medical professionals.</p>

**The College of Staten Island- College Success Initiative**

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The College Success Initiative: Learning by Teaching program have both high school and college students participate in this mathematics, science and English language arts tutorial program involving Curtis and Port Richmond high school students and CSI BMI college student mentors/tutors. The project has three (3) primary goals and two (2) secondary goals among the primary goals are: (1) promoting academic success; (2) diversity recruitment or increasing enrollment of students from underrepresented populations through pipeline to college programs; and diversifying the teaching profession by recruiting underrepresented students, particularly African American males, into the teaching profession. As for its secondary goals, the BMI funded project at CSI seeks to create a supportive academic learning community to support students from populations that are severely underrepresented in higher education and to strengthen CSI's Office of Minority Access Programs. Several students from the BMI Project at CSI have participated in the CUNY BMI Teachers as Leaders project.

**CUNY Black Male Initiative – Central Teachers as Leaders Project**

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With the generous support of the Deutsche Bank Americas Foundation and The Schott Foundation for Public Education, CUNY BMI created the Teachers as Leaders Project (TALP) which offered CUNY students: (1) full scholarships; (2) New York State Teacher Certification Examination (NYSTCE) workshops; (3) career development and public policy workshops; (4) clinical education experiences and (5) mentorship from current and former New York City public school teachers. The grant period for TALP ended in January 2011.

<p><b>CUNY Graduate School -Office of Educational Opportunity and Diversity Programs (OEODP) Widening the Doors to Academia Project</b></p> <p>Donald Robotham Executive Officer, Officer of Educational Opportunity and Diversity Programs, OEODP/BMI Project Director <a href="mailto:DRobotham@gc.cuny.edu">DRobotham@gc.cuny.edu</a></p> <p>Alida Rojas Assistant Program Officer 212-817-7540 <a href="mailto:arojas@gc.cuny.edu">arojas@gc.cuny.edu</a></p>	<p>The Widening the Doors to Academia Project is designed to enhance underrepresented student recruitment into doctoral programs and academic success of those who are already enrolled. The project ensures that the Graduate Center's goals of enrolling, retaining and graduating underrepresented groups in the doctoral program are accomplished. The Office of Educational Opportunity and Diversity Programs (OEODP), through BMI funds, support the Graduate Center's recruitment and retention goals which are to: 1) increase the number of groups traditionally underrepresented in higher education; and 2) increase their graduation rate and time to degree. The project services all graduate students enrolled at CUNY, in particular students from underrepresented groups and it also serves all 27 students in the CUNY Pipeline undergraduate program.</p>
<p><b>CUNY Law School - Pipeline to Justice Program</b></p> <p>Cheryl Howard Program Director (718) 340-4487 <a href="mailto:howard@mail.law.cuny.edu">howard@mail.law.cuny.edu</a></p>	<p>The CUNY School of Law Pipeline to Justice Program is designed to give a second chance at law school admission and preparation for academic success in law school to college graduates from groups traditionally underrepresented in the legal profession. The program is designed to: (1) raise their LSAT scores, (2) improve critical reading, analytic thinking, and professional-level writing skills, (3) provide general student counseling, and (4) provide consistent, individualized academic counseling, structured cohort support, and mentoring throughout the three years of law school.</p>
<p><b>CUNY Office of Academic Affairs Adult Literacy Mentoring Program</b></p> <p>Leslee Oppenheim Director of Language and Literacy Programs (212) 794-5427 <a href="mailto:leslee.oppenheim@mail.cuny.edu">leslee.oppenheim@mail.cuny.edu</a></p> <p>Kate Brandt, Professional Development Coordinator (212) 541-0399 <a href="mailto:kate.brandt@mail.cuny.edu">kate.brandt@mail.cuny.edu</a></p> <p>Frannie Rosenson Director, Brooklyn College Adult (718) 951-4117 <a href="mailto:FrannieR@brooklyn.cuny.edu">FrannieR@brooklyn.cuny.edu</a></p> <p>Jaye Jones, PhD ALC Director, Lehman College (718) 960-2460 <a href="mailto:jaye.jones@lehman.cuny.edu">jaye.jones@lehman.cuny.edu</a></p>	<p>Two campus-based adult literacy programs, at Brooklyn College and Lehman College, will develop new structures and processes designed to reach out to, and support students, with college potential in CUNY GED programs, in order to increase the number of students from underrepresented 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. Additionally, this year, the project is focusing on developing a curriculum and transitional courses designed to assist students who pass the GED with college entrance examinations.</p>

<p><b>CUNY Office of Academic Affairs Creative Arts Team (CUNY CAT) Success by Degrees</b></p> <p>Linda Zimmerman Executive Director (212) 652-2830 <a href="mailto:Lynda.zimmerman@mail.cuny.edu">Lynda.zimmerman@mail.cuny.edu</a></p> <p>Keith Johnston Program Director (212) 652-2835 <a href="mailto:Keith.johnston@mail.cuny.edu">Keith.johnston@mail.cuny.edu</a></p>	<p>Success by Degrees, the BMI funded project implemented by the CUNY Creative Arts Team (CUNY CAT), provides students with the opportunity to examine, through an active learning model, issues related to academic and workplace success. Under the guidance of CAT's professional actor/teachers, CUNY students, particularly BMI participants, will engage in a range of strategies and techniques – dramatic vignettes, role-play, tableaux, music, movement, rap, and drama games and exercises – as they explore and practice the habits and habits of mind they need for success in school and in life.</p>
<p><b>CUNY Office of Academic Affairs GEAR UP/Middle Grades Initiative</b></p> <p>Ciji Gardner Director, Middle Grades Initiative/GEAR UP (718)254-7179 <a href="mailto:ciji.gardner@mail.cuny.edu">ciji.gardner@mail.cuny.edu</a></p> <p>Sarah McConnell Assistant Director (718) 254-7198 <a href="mailto:Sarah.mcconnell@mail.cuny.edu">Sarah.mcconnell@mail.cuny.edu</a></p> <p>Julia Pujols Family Outreach Coordinator/BMI Program Coordinator (718)254-7179 <a href="mailto:Julia.Pujols@mail.cuny.edu">Julia.Pujols@mail.cuny.edu</a></p>	<p>In the Fall of 2007, CUNY Office of Academic Affairs received in funding from the CUNY Black Male Initiative to pilot the Young Men's Leadership Institute (YMLI) at South Bronx Preparatory, a CUNY Middle Grades Initiative/GEAR UP (MGI/GU) partner school. Based on the success of the pilot program, CUNY MGI/GEAR UP, a college/school consortium project housed in the University's Office of Academic Affairs Collaborative Programs unit, will expand YMLI to two additional partner colleges and two secondary schools. The structured mentoring program for 9th-grade Black, Latino, and under-represented male students would be implemented at South Bronx Preparatory (Lehman College), East Side Community High School (Hunter College), and Queens Gateway to the Health Sciences (Queens College). A comparable program, Young Women's Leadership Institute (YWLI), was piloted for female students last year and will be included in the expansion.</p> <p>The Young Men's and Women's Leadership Institutes will be comprised of three primary components: (1) a group mentoring program; (2) guest speakers' series; and (3) community service project.</p> <p>The goals of the YMLI and YWLI remain consistent with those of the pilot program. The five (5) goals of the Institutes are to: (1) develop students' academic and personal growth skills; (2) increase students' awareness of the opportunities offered through College Now; (3) increase the number of Black, Latino, and underrepresented students who enroll in and successfully complete College Now courses and workshops; (4) to maintain high retention rates of students enrolled in the program; and (5) to increase student awareness of careers and college programs in STEM and education</p>

<p><b>Eugenio Maria de Hostos Community College</b>  <b>Brothers on a New Direction (BOND)</b></p> <p>Christine Mangino  Associate Dean and BMI Director  (718) 518-6753  <a href="mailto:cmangino@hostos.cuny.edu">cmangino@hostos.cuny.edu</a></p> <p>David Johnson  Co-Director  <a href="mailto:djohnson@hostos.cuny.edu">djohnson@hostos.cuny.edu</a></p> <p>Sandy Figueroa  Professor  (718) 518-6512  <a href="mailto:SFIGUEROA@hostos.cuny.edu">SFIGUEROA@hostos.cuny.edu</a></p> <p>Cynthia Jones  Professor  (718) 518-6807  <a href="mailto:CJONES@hostos.cuny.edu">CJONES@hostos.cuny.edu</a></p>	<p>Brothers on a New Direction has four goals to: (1) improve retention of Hostos Community College students and increase their graduation rates (with a special attention paid to the graduation rates of male students of color); (2) strengthen academic skills of students at Hostos (with a special attention paid to the academic performance of male students of color); (3) increase the enrollment of males in College Now and provide early intervention for 9th and 10th grade males enrolled in participating high schools and (4) and maintain high retention rates for 6th, 7th and 8th grade students enrolled at the Hostos Lincoln Academy (the Hostos campus school) to ensure that they move into high school and graduate with college-bound aspirations. Several Hostos Community College students have participated in the CUNY BMI Teachers as Leaders Project.</p>
<p><b>Hunter College</b>  <b>Brothers for Excellence</b></p> <p>John Rose  Office of the President  (212) 650-3262  <a href="mailto:john.rose@hunter.cuny.edu">john.rose@hunter.cuny.edu</a></p> <p>Marcia Cantarella  Consultant  <a href="mailto:mycantarella@gmail.com">mycantarella@gmail.com</a></p> <p>Shawn Best  Coordinator, Black Male Initiative  (212) 650-3458  <a href="mailto:sbe0017@hunter.cuny.edu">sbe0017@hunter.cuny.edu</a></p>	<p>Brothers for Excellence, the Hunter College Black Male Initiative for Recruitment, Retention and Success, aims to offer historically underrepresented students and black males in particular, a personalized educational experience in which they receive varied forms of support, academic, financial and emotional. The project offers students academic advisement, mentorship, community-building service experiences, and workshops conducted by the CUNY Creative Arts Team. Additionally, the project sponsors a number of outreach and diversity recruitment activities. Several Hunter College students have participated in the CUNY BMI Teachers as Leaders Project.</p>

**John Jay College of Criminal Justice  
Prisoner Reentry Institute: The College Initiative  
A University-wide program based at John Jay College  
of Criminal Justice**

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College Initiative (CI) is a community of successful, positive and supportive students, alumni and staff dedicated to creating pathways from criminal justice involvement to college and beyond. CI is dedicated to creating life-changing college opportunities for men and women in New York City with criminal history and a high school diploma or GED. CI's mission is: To create pathways from criminal justice involvement to college and beyond and to establish and support communities invested in their own success. The work reflects a deep passion and strategic commitment to empowering men and women involved in the criminal justice system to become stabilizing forces in their communities, advocates for change, role models and engaged citizens working for a safer New York City.

Central to CI's model is a collaborative and evolutionary approach to program design that captures the collective intelligence and experience of CI's community. Using this approach, CI develops transportable strategies, tools, relationships and networks aimed at increasing students' resilience in navigating barriers and challenges on the pathway into and through higher education.

In the process, CI generates and elevates the work of transformative leaders, from formerly incarcerated students to peer mentors to program staff to faculty to university and community administrators – committed to building the pathway from criminal justice to college.

CI's strategies include: outreach and recruitment, including on-site presentations at correctional facilities and correspondence with those preparing for release; orientation and assessment, including an overview of the program and baseline testing of academic skills; academic and social preparation including tutoring, and a college preparation program; academic and financial aid counseling and referrals to other reentry services; scholarships; and a student-designed peer mentoring program that has been used as a national model.

<p><b>John Jay College of Criminal Justice The Ron H. Brown Pre-Law Program</b></p> <p>Luis Barrios Chair/Professor Latin American and Latina/o Studies <a href="mailto:lbarrios@jjay.cuny.edu">lbarrios@jjay.cuny.edu</a></p> <p>Jodie G. Roure, J.D., Ph.D. Assistant Professor, Latin American and Latina/o Studies Department and Project Director and Principal Investigator, John Jay College component Ron Brown Pre-Law Program Direct line: 212-237-8672 Main office, <a href="mailto:jroure@jjay.cuny.edu">jroure@jjay.cuny.edu</a></p> <p>Francois Restrepo, Assistant Director Brown Pre-Law Program 646-781-5349 <a href="mailto:frestreposerrano@jjay.cuny.edu">frestreposerrano@jjay.cuny.edu</a></p>	<p>The Ron H. Brown Pre-Law Program is a collaborative program of The Ronald H. Brown Center for Civil Rights and Economic Development of the St. John's University School of Law, John Jay College of Criminal Justice, Department of Latin American and Latina/o Studies/CUNY, Medgar Evers College/CUNY, the United Negro College Fund (UNCF) and York College/CUNY. It is designed to help increase the representation of underrepresented groups in legal education by providing eligible John Jay students with an intensive summer program in the study of law at St. John's University School of Law. CUNY BMI supports that John Jay College component of the Ron H. Brown program; however, students from Medgar Evers College and York College are also eligible to participate in this intensive pre-law program that features, among other benefits, LSAT preparation.</p>
<p><b>John Jay College of Criminal Justice Urban Male Initiative (UMI)</b></p> <p>Lynette Cook-Francis Vice President of Student Development <a href="mailto:lcook-francis@jjay.cuny.edu">lcook-francis@jjay.cuny.edu</a></p> <p>Maria E. Vidal Urban Male Initiative Coordinator 646-557-4557 <a href="mailto:mvidal@jjay.cuny.edu">mvidal@jjay.cuny.edu</a></p>	<p>Urban Male Initiative (UMI), the BMI funded project at John Jay College, 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><b>Kingsborough Community College Men's Resource Center - The Kingsborough Student Leadership Initiative</b></p> <p>Peter Cohen Office of the Dean of Student Affairs (718) 368-5563 pcohen@kbcc.cuny.edu</p> <p>Michael Rodriguez Black Male Initiative Director (718) 368-5339 michael.rodriguez@kingsborough.edu</p> <p>Brian Mitra Director of Career Development, Transfer/New Start, and Scholarship Opportunities (718) 368-5115 brian.mitra@kbcc.cuny.edu</p>	<p>The Kingsborough Student Leadership Initiative, the CUNY BMI funded project at KBCC, grew out of an inaugural project begun in the summer of 2006. The overall goal of the project has remained consistent since its inception to: (1) increase the enrollment of male students representing underserved and underrepresented groups utilizing various enrollment resources, including, but not limited to, local high schools, community based organizations, churches, GED programs, and the Kingsborough Office of Enrollment Management; (2) assist students enrolled in the initiative in accessing the support services offered at the college, including counseling, academic advisement, supplemental instruction, and mentoring. In addition to the aforementioned goals, the project offers to each student a mentoring component that provides a source of information, informal advisement and role modeling for students. The project has developed a network of mentors from among Kingsborough faculty and administration who have established supportive relationships with BMI students. Peer mentors, including BMI alumni, have provided an important source of additional assistance to project enrollees. During the academic year, emphasis will be placed on activities designed to promote a closer relationship between the project and academic departments and faculty members. The goal of this new initiative is to ultimately strengthen BMI student relationships with faculty members and promote their pursuit of shared academic and research interests.</p>
<p><b>Fiorello H. LaGuardia Community College Empowerment and Success Program for Under-Represented Students</b></p> <p>Renee Butler Assistant Dean, Student Affairs (718) 482-5292 rbutler@lagcc.cuny.edu</p> <p>Terik Tidwell Retention Coordinator Office of Student Development (718)482-5175 ttidwell@lagcc.cuny.edu</p>	<p>The Empowerment and Success Program for Under-Represented Students is modeled to support the retention of students from the perspective of persistence. The project will implement strategies for increasing the retention and course completion rate of underrepresented students by identifying student needs, providing peer-to-peer experiences, mentoring and tutorial/academic interventions. The project will continue to focus on the following objectives: (1) identifying students facing academic difficulty through a mid-semester review (Early Alert Program); (2) providing outreach and recommend appropriate intervention strategies and referrals; (3) focusing on supporting ethnic identification, socio-economic/financial issues and addressing educational/ cultural stereotypes; (4) cultivating peer to peer study groups; (5) increase student awareness of personal responsibility in their educational experience and college expectation and offering mentorship.</p>

<p><b>Lehman College</b>  <b>The Urban Male Leadership Program (UMLP)</b></p> <p>John Holloway  Associate Dean  718 960-8242  <a href="mailto:john.holloway@lehman.cuny.edu">john.holloway@lehman.cuny.edu</a></p> <p>Michael A. Deas, MSW  Director, The Urban Male Leadership Program  Division of Student Affairs  (718) 960-8151 - Office  <a href="mailto:michael.deas@lehman.cuny.edu">michael.deas@lehman.cuny.edu</a></p> <p>Mozelle Goodwin  Program Coordinator  The Urban Male Leadership Program  <a href="mailto:mgoodwincmp@nyc.rr.com">mgoodwincmp@nyc.rr.com</a></p> <p>Prof. Stacey Williams  <a href="mailto:stacey.williams@lehman.cuny.edu">stacey.williams@lehman.cuny.edu</a></p>	<p>The Urban Male Leadership Program (UMLP) is designed to facilitate the successful transition of first-year and transfer students to Lehman College. The program also provides support to continuing students by strengthening academic skills, personal development, and character enrichment. The program is committed to developing the whole student both in and outside the classroom. The Center seeks to increase the retention and graduation rates of all students while fostering a meaningful college experience with specific emphasis on the experiences of historically underrepresented students including African American and Latino males.</p> <p>The Urban Male Leadership Program is also committed to working closely with the Division of Enrollment Management to increase outreach and recruitment efforts of Black and Latino males graduating from high schools located in close proximity to Lehman College. Through school visits, on-campus programming, open houses, prospective student receptions and phone outreach/follow-up, the Center hopes to boost the number of applications from populations underrepresented in higher education including African American and Latino males.</p>
<p><b>Medgar Evers College</b>  <b>The Male Development and Empowerment Center (MDEC)</b></p> <p>Janice Borlandoe  VP Enrollment Management &amp; Student Support Service  (718) 270-6046  <a href="mailto:jbolandoe@mec.cuny.edu">jbolandoe@mec.cuny.edu</a></p> <p>Larry B. Martin  Project Director  (718) 270-6405  <a href="mailto:lmartin@mec.cuny.edu">lmartin@mec.cuny.edu</a></p> <p>Paul Washington  (718)270-5074  <a href="mailto:pwashington@mec.cuny.edu">pwashington@mec.cuny.edu</a></p>	<p>The Male Development and Empowerment Center (MDEC) at Medgar Evers College is an academic success initiative designed to counsel and mentor male students who have enrolled at the college. The Center intends to address the area of academic success both directly and indirectly. Directly by providing mentoring/coaching, training and academic support to students and indirectly by providing group settings for social development and information exchange, as well as cultural enrichment.</p> <p>The project goals for the academic year are as follows:</p> <ul style="list-style-type: none"> <li>• Provide coaching and academic support to a cohort of 75 students to realize their education goals.</li> <li>• Coordinate four (4) student services related activities aimed at providing academic support and information to students.</li> <li>• Coordinate two (2) community service related activities and two (2) cultural activities.</li> <li>• Provide leadership/mentoring training to all 75 students.</li> <li>• Work in partnership with the School of Science, Health and Technology to provide mentoring/coaching to 25 male STEM discipline students.</li> </ul>

<p><b>Medgar Evers College -Targeted GED Program Educational Ladders Initiative</b></p> <p>Jonathan Bissell Adult &amp; Continuing Education (718) 804-8848 <a href="mailto:jbissell@mec.cuny.edu">jbissell@mec.cuny.edu</a></p> <p>Ella Russell Adult &amp; Continuing Education (718) 804-8873 <a href="mailto:erussell@mec.cuny.edu">erussell@mec.cuny.edu</a></p>	<p>Educational Ladders Initiative will continue develop an educational pathway for students from underrepresented populations with academic deficits in order to prepare them to pass the GED and enroll in higher education.</p> <p>Project administrators will continue to empower students with the information needed to succeed through workshops, seminars and mentorship. A new goal for the academic year will be mentorship. Tutoring sessions will be transformed into group mentorship sessions. Students will be grouped based on their readiness to pass the GED exam and their aptitude to become college bound. Former students who have successfully completed the program will provide the mentorship through encouragement and assistance with participants' transition to college. This strategy should help the college increase retention of these students; as well as, foster a positive self image within these individuals.</p> <p>Additionally, project administrators and instructors will continue to prepare students for the CUNY ACT Tests.</p>
<p><b>New York City College of Technology Increasing African American Males and Other Underrepresented Students Success in STEM</b></p> <p>Dr. Bonne August Provost/Vice President for Academic Affairs (718) 260-5560 <a href="mailto:baugust@citytech.cuny.edu">baugust@citytech.cuny.edu</a></p> <p>Pamela Brown Associate Provost <a href="mailto:PBrown@citytech.cuny.edu">PBrown@citytech.cuny.edu</a></p> <p>Reginald Blake Associate Professor of Physics (718) 254 – 8582 <a href="mailto:rblake@citytech.cuny.edu">rblake@citytech.cuny.edu</a></p>	<p>This CUNY BMI funded project is designed to increase the enrollment and success of African American males and other underrepresented groups in STEM disciplines. The New York College of Technology, or City Tech as it is commonly called, has chosen this focus because these disciplines are the institution's signature programs and because African Americans are notably underrepresented among baccalaureate and advanced degree recipients in these disciplines. Through a coordinated program of enhancements and support, City Tech, high school, and elementary school students interested in STEM will receive the support, encouragement, and enrichment they need. City Tech's BMI is also quite aware of the acute shortage of African American Males who pursue careers in K-12 education. The project, therefore, develops focused and structured activities that will enhance and encourage City Tech student participation in K-12 and GED teacher/mentor education, especially for STEM courses. Special emphasis is also placed on undergraduate mentoring via STEM research activities. Several City Tech students have participated in the CUNY BMI Teachers as Leaders Project.</p>

<p><b>Queens College</b>  <b>Excellence through Community, Education, and Leadership (ExCEL)</b></p> <p>June Bobb  Assistant Provost  (718) 997-5780  <a href="mailto:June.Bobb@qc.cuny.edu">June.Bobb@qc.cuny.edu</a></p> <p>Irving Macario  Academic Advisor  (718) 997-5759  <a href="mailto:irving.macario@qc.cuny.edu">irving.macario@qc.cuny.edu</a></p> <p>Emmanuel Thelusma  Project ExCEL Program Coordinator  (718) 997-5924  <a href="mailto:emmanuel.thelusma@qc.cuny.edu">emmanuel.thelusma@qc.cuny.edu</a></p>	<p>Project ExCEL: Excellence through Community, Education, and Leadership: A Collaborative Approach to Ensuring Success for Black Males and Underrepresented Students works 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. Several Queens College students have participated in the CUNY BMI Teachers as Leaders Project.</p>
<p><b>Queensborough Community College</b>  <b>Men Achieving and Leading in Excellence and Success (MALES)</b></p> <p>Paul Jean-Pierre  Associate Dean Student Affairs  (718) 631-6314  <a href="mailto:Pjean-pierre@qcc.cuny.edu">Pjean-pierre@qcc.cuny.edu</a></p> <p>Gisela Rivera  Project Director  (718)6281-5749  <a href="mailto:GRivera@qcc.cuny.edu">GRivera@qcc.cuny.edu</a></p>	<p>Queensborough Community College (QCC) has received BMI funding since 2005 to increase the enrollment of and support services for African American Males and other underrepresented groups. This funding was used to create an initiative, QCC Men Achieving and Leading in Excellence and Success MALES, which has been extremely successful. Student participants have received mentoring from faculty, peers, and staff; attended workshops related to retention and academic success.</p> <p>Eight (8) main goals of the QCC MALES Initiative for the academic year are to: (1) expand counseling and mentoring by both staff, faculty and peer mentors to improve the retention of black males and other underrepresented students; (2) provide direct services, advising, counseling and additional social and academic support to prospective and currently enrolled at risk students; (3) offer career counseling and employment encouragement for black males and under-represented students; (4) increase by 5% the enrollment of underrepresented groups with a particular focus on African American males, Hispanic males and other at risk groups through targeted recruitment efforts; (5) increase the success rates of these newly enrolled students as measured by a 5% increase in the retention rates of first-time, full and part-time freshmen; (6) increase the institution's long-term awareness of the barriers to enrollment that many black males and other underrepresented groups face; (7) support CUNY's development of recommendations for colleges across the region and nation regarding the recruitment and enrollment of underrepresented students;(8) offer a new teacher education component, which is described in detail in this proposal. Several Queensborough Community College students have participated in the CUNY BMI Teachers as Leaders Project.</p>

**York College  
Men's Center**

Jonathan Quash  
Director - York College Male Initiative Program & Men's  
Center  
(718) 262-3772  
[jquash@york.cuny.edu](mailto:jquash@york.cuny.edu)

Thomas Gibson  
Assistant Dean  
Division of Student Development  
(718) 262-2415  
[tgibson@york.cuny.edu](mailto:tgibson@york.cuny.edu)

The goal of the Male Initiative at York College implemented through the York College Men's Center is to increase the enrollment of underrepresented groups, particularly African-American male students at York College, and to create an environment to assist these underrepresented students in developing and achieving the academic, personal and professional skills that are needed to succeed in college and beyond. The CUNY BMI funded project at York College features three (3) main programs: (1) a teacher development initiative, known as the "Back On Track Program," (2) a recruitment initiative through which York College students, particularly participants in Men's Center programs, will be conducting workshops at high schools in southeast Queens and (3) a V.I.T.A. Program through which accounting majors and high school students will provide free tax return preparation to low-income residents of southeast Queens. Several York College students have participated in the CUNY BMI Teachers as Leaders Project.



THE CITY UNIVERSITY OF NEW YORK  
OFFICE OF ACADEMIC AFFAIRS

IS PLEASED TO PRESENT

THE CUNY BLACK MALE INITIATIVE  
DISTINGUISHED SPEAKER SERIES  
INAUGURAL LECTURE

*State Universities, Social Justice and Black Male  
Collegians: Eradicating Educational Inequities and  
Increasing Access to the Public Good*



**Dr. Shaun R. Harper**

*Assistant Professor and Research Associate  
at the Center for the Study of Higher Education  
Pennsylvania State University at University Park*

October 25, 2006  
4 PM

CUNY Graduate Center  
English Department - Room 4406

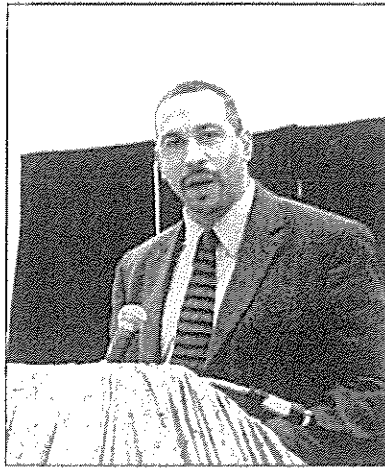
*RSVP Re: BMI Lecture Series to [bmi@mail.cuny.edu](mailto:bmi@mail.cuny.edu)  
Please include name, title and affiliation  
Or call 212 794-5687*

THE CITY UNIVERSITY OF NEW YORK  
BLACK MALE INITIATIVE  
AND  
THE HUNTER COLLEGE BLACK MALE INITIATIVE

ARE PLEASED TO PRESENT

THE CUNY BLACK MALE INITIATIVE  
DISTINGUISHED SPEAKER SERIES

*Black Masculinity and Educational Success*



**Dr. Pedro A. Noguera**

*Professor, Steinhardt School of Education at New York University  
Executive Director of the Metropolitan Center for Urban Education  
Co-Director of the Institute for the Study of Globalization and Education in  
Metropolitan Settings (IGEMS)*

March 7, 2007

4 PM

Hunter College

President's Conference Room

17th floor of the Hunter College East Building

Southeast corner of East 68th Street and Lexington Avenue

*Please RSVP to:*

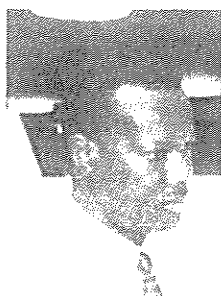
Elliott Dawes, Director, CUNY BMI at (212) 794-5651 ([Elliott.Dawes@mail.cuny.edu](mailto:Elliott.Dawes@mail.cuny.edu)) or  
Joseph Nelson, BMI Coordinator, Hunter College ([jdnelso@hunter.cuny.edu](mailto:jdnelso@hunter.cuny.edu)).

THE CITY UNIVERSITY OF NEW YORK  
OFFICE OF ACADEMIC AFFAIRS  
AND  
THE CUNY GRADUATE CENTER  
OFFICE OF EDUCATIONAL OPPORTUNITY AND  
DIVERSITY PROGRAMS (OEODP)

ARE PLEASED TO PRESENT

A CUNY BLACK MALE INITIATIVE  
PANEL DISCUSSION

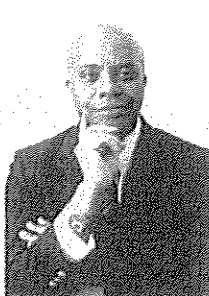
**SCIENCE, TECHNOLOGY, ENGINEERING and MATHEMATICS  
(STEM) at CUNY: AN OPEN DISCUSSION with AFRICAN AMERICAN  
and LATINO FACULTY**



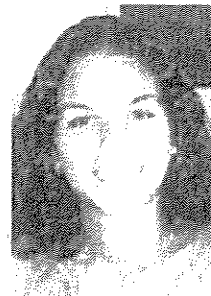
**Reginald Blake**  
*Engineering/Physics*  
New York City  
College of Technology



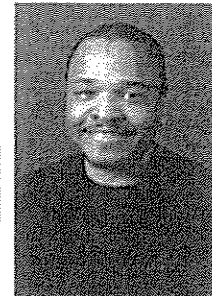
**Chantale Damas**  
*Physics*  
AGEP Program  
Graduate Center



**Godfrey Gumbs**  
*Physics*  
Distinguished Professor  
Hunter College



**Maribel Vazquez**  
*Biomedical*  
Engineering  
City College



**Ardie Walser**  
*Electrical*  
Engineering  
City College

with introductions by Dr. Selma Botman,  
CUNY Executive Vice Chancellor and University Provost,  
and Dr. Gail Smith, Acting Assistant Provost for Diversity Programs  
and CUNY Pipeline Program Director, CUNY Graduate Center

Monday, April 16, 2007  
4 PM to 6 PM  
The Graduate Center  
The City University of New York  
365 Fifth Avenue between 34th and 35th Streets  
Rooms 9204/9205

*Please RSVP to:*

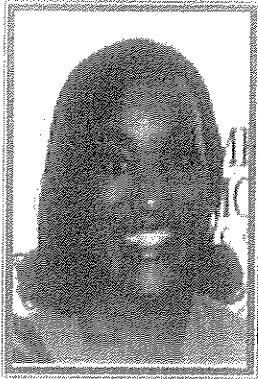
Elliott Dawes, Director, CUNY BMI at (212) 794-5651 ([Elliott.Dawes@mail.cuny.edu](mailto:Elliott.Dawes@mail.cuny.edu))

THE CITY UNIVERSITY OF NEW YORK  
BLACK MALE INITIATIVE  
SECOND ANNUAL CONFERENCE

*Focus on the State of Black Education:  
Investing in the Next Generation of African American Students*

**Keynote Speaker**

*Morning Lecture  
on K-12 Issues*



**Dr. Gail Thompson**  
Associate Professor  
Claremont Graduate University  
Author, *Through Ebony Eyes: What  
Teachers Need to Know but are  
Afraid to Ask About  
African American Students*

*Featuring*  
**Keynote Speaker**

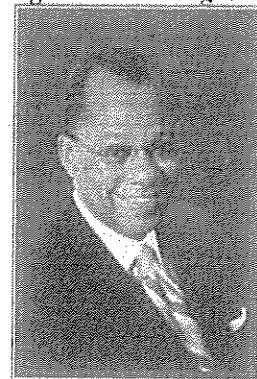
*Early Afternoon Lecture  
on Higher Education*



**Professor Charles Ogletree**  
Jesse Climenko  
Professor of Law  
Harvard Law School  
Executive Director  
Charles Hamilton Houston  
Institute for Race and Justice

**Keynote Speaker**

*Late Afternoon Lecture/  
Closing Remarks on Higher Education*



**Reverend Dr. Calvin Butts, III**  
President,  
State University of New York,  
The College at Old Westbury  
Pastor,  
Abyssinian Baptist Church

*The Second Annual CUNY BMI Conference will also feature the following panel discussions:*

*African American and Latino Male Initiative Programs from Kindergarten to High School  
Challenges Facing African American Male Students: Pre-Kindergarten to High School  
Increasing the Number of African American Male Teachers  
Community-based Models to Promote Academic Success  
Unemployment and Underemployment of Young Black Males  
Increasing Access to Higher Education for Formerly Incarcerated Persons  
Concrete Strategies to Promote the Academic Success of African American Collegians  
Promoting Academic Success in Science, Technology, Engineering, and Mathematics*

**The City College of New York**

**Registration and Keynote Lectures in The Great Hall in Shepard Hall  
Panel Discussions in the North Academic Center**

**Friday, October 5, 2007  
9 am to 6 pm**

*Please RSVP to:* Elliott Dawes, Director, CUNY BMI, at [Elliott.Dawes@mail.cuny.edu](mailto:Elliott.Dawes@mail.cuny.edu), or  
Michael Shaw, Interim Associate Director, CUNY BMI, at [Michael.Shaw@mail.cuny.edu](mailto:Michael.Shaw@mail.cuny.edu).

**Details and updates will be posted at our website:** <http://www.cuny.edu/bmi>

Please send an email confirming your attendance at your earliest convenience as space is limited.

THE CITY UNIVERSITY OF NEW YORK  
BLACK MALE INITIATIVE  
AND  
THE BROOKLYN COLLEGE E.R.I.S.  
(EMPOWERING, RECRUITING,  
INVESTING, and SUPPORTING) PROGRAM\*

ARE PLEASED TO PRESENT

THE CUNY BLACK MALE INITIATIVE  
DISTINGUISHED SPEAKER SERIES

*The School to Prison Pipeline: the Role of Race and Gender in  
Denying Educational Opportunity*



**Damon T. Hewitt, Esq.**

*Assistant Counsel, NAACP Legal Defense and Educational Fund, Inc.*  
[www.naacpldf.org](http://www.naacpldf.org)

**Thursday, February 28, 2008**

**5 PM – 6:30 PM**

**Brooklyn College**

**2900 Bedford Avenue, Brooklyn, NY 11210\*\***

**Woody Tanger Auditorium, Brooklyn College Library**

**Reception afterwards in the Brooklyn College Maroon Lounge (6:45 PM – 7:30 PM)**

Please RSVP to: Elliott Dawes, University Director, CUNY BMI at (212) 650-8294 ([Elliott.Dawes@mail.cuny.edu](mailto:Elliott.Dawes@mail.cuny.edu))  
or Natasha Williams at (212) 794-5687 ([Natasha.Williams@mail.cuny.edu](mailto:Natasha.Williams@mail.cuny.edu))

\* E.R.I.S. is one of twenty-six (26) projects supported by The City University of New York Black Male Initiative.

\*\* By subway, take the # 2 or # 5 to the Flatbush Avenue, Brooklyn College stop.

THE CITY UNIVERSITY OF NEW YORK  
BLACK MALE INITIATIVE,  
HOSTOS COMMUNITY COLLEGE B.O.N.D.  
(Brothers on a New Direction) and H.O.P.E.  
(Helping Other People Excel)\*

ARE PLEASED TO PRESENT

THE CUNY BLACK MALE INITIATIVE  
DISTINGUISHED SPEAKER SERIES

*Setting a Standard of Excellence for African American and Latino Students  
- The Story of the Eagle Academy for Young Men*



**David C. Banks, Esq.**  
*Founding Principal, The Eagle Academy for Young Men*

**Monday, March 31, 2008, 5 PM – 6:30 PM**

**Hostos Community College**

**120 East 149<sup>th</sup> Street (149<sup>th</sup> Street and Walton Avenue), Bronx, New York 10451\*\***

**Savoy Multipurpose Room**

**Reception afterwards (6:45 PM – 7:30 PM)**

Please RSVP to: Elliott Dawes, University Director, CUNY BMI at (212) 650-8294 ([Elliott.Dawes@mail.cuny.edu](mailto:Elliott.Dawes@mail.cuny.edu))  
or Natasha Williams at (212) 794-5687 ([Natasha.Williams@mail.cuny.edu](mailto:Natasha.Williams@mail.cuny.edu))

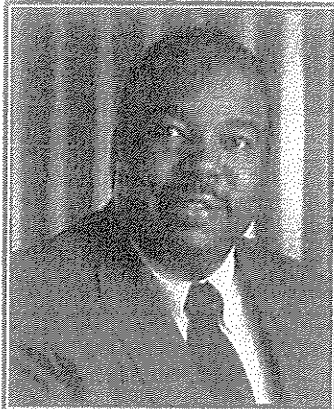
\* B.O.N.D./H.O.P.E. is one of twenty-six (26) projects supported by CUNY BMI. All programs and activities of The CUNY Black Male Initiative are open to all academically eligible students, faculty and staff without regard to race, gender, national origin or other characteristic.

\*\* By subway, take the #2, #4 or #5 trains to 149th Street - Grand Concourse and walk one block to the corner of 149<sup>th</sup> Street and Walton Avenue.

THE CITY UNIVERSITY OF NEW YORK  
BLACK MALE INITIATIVE  
THIRD ANNUAL CONFERENCE

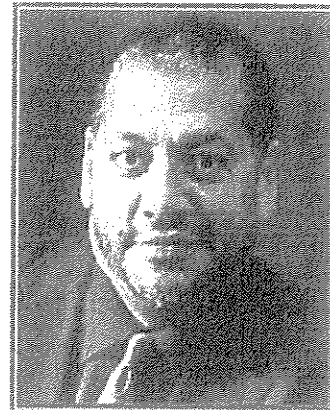
*African American Males and the Legal System*

*Keynote Speaker*  
**Morning Session**



**Professor Floyd Weatherspoon**  
Professor, Capital University School of Law  
Former Commissioner and Vice-Chairman,  
Ohio Commission on African-American Males  
Author, *African American Males and the Law: Cases and Materials*

*Keynote Speaker*  
**Afternoon Session**



**Professor Anthony Thompson**  
Professor of Clinical Law,  
New York University School of Law  
Author, *Releasing Prisoners, Redeeming Communities: Reentry, Race, and Politics*

*The Third Annual CUNY BMI Conference will feature the following panel discussions:*

*Avoiding Conflicts with Law Enforcement*  
*Becoming a Lawyer: Preparing for the LSAT and the Law School Admissions Process*  
*Current Enrollment Trends of African American and Latino Students in U.S. Law Schools*  
*Judges on Judging: A View from the Bench*  
*From Scottsboro to Jena: A History of Racial Inequalities in Criminal Justice Systems*  
*Disrupting the School to Prison Pipeline*  
*Pitfalls, Possibilities and Progress within the Legal System and Action for Social Justice*  
*The Social Costs of Mass Incarceration*

*A Law School Fair with representatives from New York area law schools  
will be held in the afternoon for CUNY pre-law students.*

**Medgar Evers College**

1650 Bedford Avenue, Brooklyn, New York 11225\*  
The Founders Auditorium, Bedford Avenue Building

**Friday, October 3, 2008**

**8:30 am to 6 pm**

*As space is limited, please RSVP as soon as possible at: <http://www.cuny.edu/bmi>*

\* By subway, take the # 2, 3, 4 or 5 trains to Franklin Avenue. Travel directions also are available by calling (718) 276-4900 and listening for the prompt to obtain directions.

*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 characteristic.*

THE CITY UNIVERSITY OF NEW YORK  
BLACK MALE INITIATIVE  
AND  
THE BLACK MALE INITIATIVE OF THE  
NEW YORK CITY COLLEGE OF TECHNOLOGY  
(CITY TECH BMI)

ARE PLEASED TO PRESENT

THE CUNY BLACK MALE INITIATIVE  
DISTINGUISHED SPEAKER SERIES

*The Black Male Initiative: An Empowerment Movement*



**Aaron Thomas**  
*Senior Director, Health and Quality of Life*  
*National Urban League*

**Monday, March 30, 2009, 5:00 PM - 7:00 PM**

**New York City College of Technology (City Tech)**  
**300 Jay Street, Brooklyn, N.Y. 11201\***  
**Atrium Amphitheatre**

As space is limited, please RSVP as soon as possible at: <http://www.cuny.edu/bmi>

\*By subway, take the # 2, #3, #4, or # 5 to Borough Hall and walk to Jay Street or take the "A", "C", or "F" train to Jay St. - Borough Hall. Travel directions are also available by calling (718) 260-5500 or visiting <http://www.citytech.cuny.edu/aboutus/directions/index.shtml>

*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 characteristic.*

Higher Education Committee  
New York City Council

Chairperson,  
Council Member  
Charles Barron



BLACK MALE INITIATIVE

The Center for the Study  
of History, Culture and  
Social Movements\*

President,  
Reverend Dr.  
Herbert Daughtry

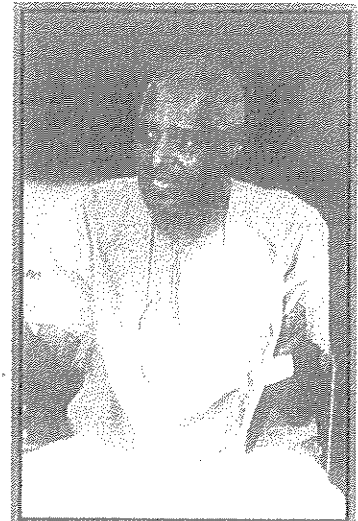
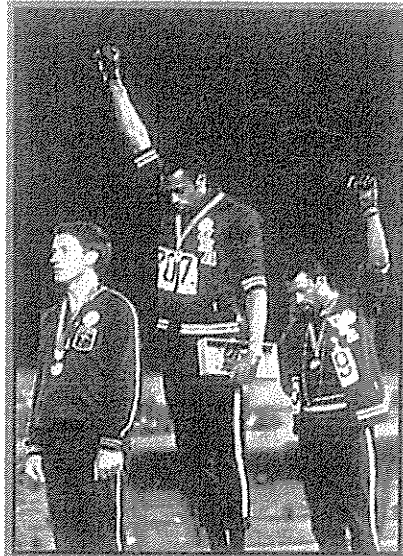
CO-SPONSOR

A PANEL DISCUSSION FEATURING  
DR. JOHN CARLOS, DR. TOMMIE SMITH, VINCE MATTHEWS and  
MRS. CYNTHIA JAMES, widow of LARRY JAMES  
THE 1968 OLYMPICS AS A SYMBOL  
OF THE BLACK POWER MOVEMENT

Opening Remarks, Dean Michael Gillespie, Academic Affairs, BMCC  
Moderated by Council Member Charles Barron and Reverend Dr. Herbert Daughtry



Council Member Charles Barron



Rev. Dr. Herbert Daughtry

Wednesday, April 22, 2009, 3:00 PM - 5:00 PM

Borough of Manhattan Community College (BMCC)  
199 Chambers Street, New York, New York 10007  
Theater # 2

\*By subway, take the 1, 2, or 3 to Chambers Street (Local)  
Walk 2 Blocks west on Chambers Street Travel directions are also available by calling (212) 220-8000  
or visiting: [http://www.bmcc.cuny.edu/about\\_bmcc/directions.htm](http://www.bmcc.cuny.edu/about_bmcc/directions.htm)

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 characteristic.

\* Continuing the work of the Timbuktu Learning Center

THE CITY UNIVERSITY OF NEW YORK  
BLACK MALE INITIATIVE  
FOURTH ANNUAL CONFERENCE

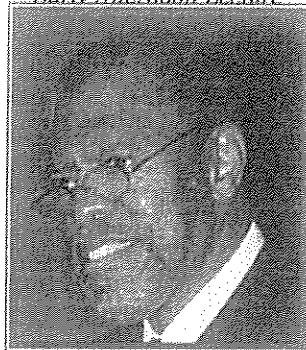
*Health Disparities in Male Populations: Focus on the Health of Urban Males*

Keynote Speaker  
*Morning Lecture*



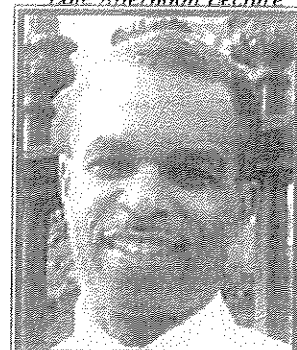
**Lynne Holden, MD**  
*President, Mentoring in Medicine, Inc.*  
*Associate Clinical Professor,*  
*Emergency Medicine*  
*Albert Einstein College of Medicine*  
*Attending Physician*  
*Emergency Department*  
*Montefiore Medical Center*

Keynote Speaker  
*Early Afternoon Lecture*



**Dr. Kenneth Olden**  
*Founding Dean of the*  
*Proposed School of Public Health,*  
*City University of New York*  
*Former Director of the National Institute*  
*of Environmental Health Sciences*  
*and the Nation Toxicology Program*  
*U.S. Department of Health and Human Services*

Keynote Speaker  
*Late Afternoon Lecture*



**Dr. John Rich**  
*Professor and Chair,*  
*Department of Health*  
*Management and Policy*  
*Drexel University*  
*School of Public Health*  
*MacArthur Fellow 2006*

*The Fourth Annual CUNY BMI Conference will also feature the following panel discussions:*

*Morning Panel Discussions*

- *Becoming a Doctor: Preparing for the MCAT and the Medical School Admissions Process*
- *Enrollment Trends of African American and Latino Students in United States Medical Schools*
- *So You Don't Want to be a Physician: Other Careers in the Health Professions*
- *Introduction to the Health Professions: A Forum for High School Students and GED Participants*

*Afternoon Panel Discussions*

- *Unequal Access to Health Care and Health Insurance*
- *Healthy Habits for Academic and Social Success:*  
*Managing your Physical and Mental well-being as a College Student*
- *Substance Abuse: Criminal Justice or Public Health Problem?*
- *Health Disparities in Male Populations*

*A Health Careers Fair with representatives from New York area medical schools will be held in the afternoon.*

**Lehman College\***

250 Bedford Park Boulevard West, Bronx, New York 10468

Panel Discussions and Keynote Lectures in The Monroe & Rose D. Lovinger Theatre and the Music Building

**Friday, October 2, 2009, 8:30 am to 6:00 pm**

As space is limited, please RSVP as soon as possible at: <http://www.cuny.edu/bmi>

\*By subway, take the # 4 train to Bedford Park – Lehman College. Travel directions can be found at <http://www.lehman.edu/about/maps-and-directions.php> or by calling (718) 960-8000

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THE CITY UNIVERSITY OF NEW YORK  
BLACK MALE INITIATIVE  
FIFTH ANNUAL CONFERENCE

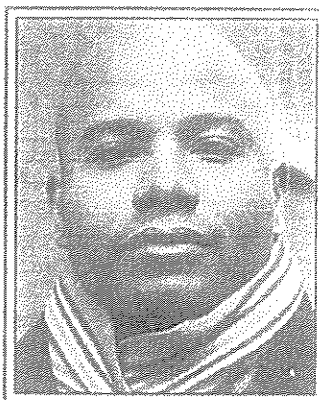
*THE POLITICS OF PROGRESS  
FROM ABOLITIONIST FREDERICK DOUGLASS  
TO PRESIDENT BARACK OBAMA*

Keynote Speaker  
Morning Lecture



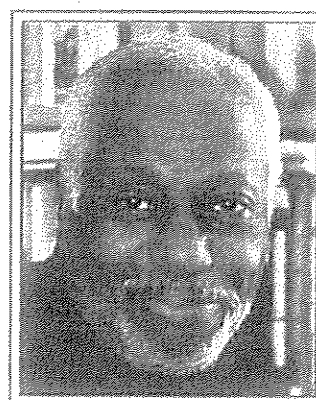
**Marc Morial, Esq.**  
President and CEO  
National Urban League

Keynote Speaker  
Early Afternoon Lecture



**Peniel Joseph**  
Professor, African American Studies  
Tufts University  
Author. *Dark Days. Bright Nights:  
From Black Power to Barack Obama*

Keynote Speaker  
Late Afternoon Lecture



**Herb Boyd**  
Journalist, Activist, Teacher,  
and Author of nineteen books  
including *Baldwin's Harlem*

The Fifth Annual CUNY BMI Conference will also feature the following panel discussions:

**Morning Panel Discussions**

- *Frederick Douglass' America - Race and Racism in the Nineteenth Century*
- *Before Brown: The Struggle for Equal Educational Opportunity before 1954*
- *Women of the Civil Rights Movement*
- *Mirror to America: The Life and Legacy of John Hope Franklin*

**Afternoon Panel Discussions**

- *The Barack Obama Model - From Community Organizer to Elected Official*
- *Politics and Entrepreneurship in Hip Hop Culture*
- *Changing the Black Male Image in News Media - How to Become a Broadcast or Print Journalist*
- *President Obama's Agenda: Strengthening Community Colleges*
- *How the Civil Rights and Black Power Movements set the stage for the Election of President Obama*
- *The High School Dropout Crisis - Why are so many Young Men dropping out of High School?*
- *Investing in Higher Education Reentry Programs - A Moral Imperative*

**LaGuardia Community College\***

31-10 Thomson Avenue, Long Island City, New York 11101 - Main Stage Theater, Building E

**Friday, October 1, 2010, 8:30 am to 6:00 pm**

As space is limited, please register online as soon as possible at: <http://www.cuny.edu/bmi>

\*By subway, take the # 7 train to 33<sup>rd</sup> Street. Directions to LaGuardia: <http://www.lagcc.cuny.edu/visi/> or call 718-482-7200

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TESTIMONY BEFORE  
THE COUNCIL OF THE CITY OF NEW YORK

COMMITTEES ON YOUTH SERVICES AND COMMUNITY DEVELOPMENT

FISCAL YEAR 2014 EXECUTIVE BUDGET

PRESENTED BY  
JEANNE B. MULLGRAV, COMMISSIONER

NEW YORK CITY  
DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT

FRIDAY, MAY 10, 2013

Good morning, Chairs Fidler, Recchia, and Vann, and members of the Youth Services, Finance, and Community Development Committees. I am Jeanne B. Mullgrav, Commissioner of the New York City Department of Youth and Community Development (DYCD). I thank you for the opportunity to discuss our budget outlook for Fiscal Year 2014.

As this is our last budget hearing, I want to express my appreciation for the support and partnership we have enjoyed over the past 12 years with the Council, with Speaker Quinn, and Chairs Fidler, Recchia, Vann, and the members of these committees in particular. Against all odds – the aftermath of September 11, the housing market meltdown, the worst economy since the Great Depression, and Superstorm Sandy-- DYCD has grown in ways we couldn't have thought possible in 2002.

Just looking at the numbers, DYCD's budget has grown from \$165 million to \$355 million today. This is in large part because of the Mayor and Council's commitment to our mission and recognition of the need to make investments in young people.

This is terrific news for young people and families across the City, but our accomplishments are much deeper than numbers on a spreadsheet.

- We fundamentally changed the way services and funding is allocated to communities across the City.
- We insisted on transparency and accountability in how tax dollars are spent.
- We provided organizations with the tools and support they need to succeed and develop, and;
- We implemented innovative program models now used by communities across the country.

### **Data Driven Approach**

Our decisions have been guided by a data-driven approach and we are committed to directing our funds to parts of the City that were historically underserved. For example, SYEP slot allocations reflect youth and poverty data in deciding how much funding to allocate to each borough. 70% of OST programs are located in areas with the highest rates of youth in poverty, and state-subsidized childcare. Immigrant services are located in communities where English-language learners live.

This demonstrates to elected officials, policy makers and taxpayers that funding is being invested in a meaningful way in areas where they are needed most, in neighborhoods such as Harlem, Washington Heights, Bedford-Stuyvesant, Brownsville, the Rockaways, South Jamaica, the South Bronx, and Staten Island's North Shore.

## **Strengthening Accountability and Oversight**

DYCD has invested in building the capacity of its own staff to strengthen site monitoring practices. In this regard, DYCD developed three web-based management systems called **DYCD Online, KiWee, and Capricorn.**

DYCD Online improved our ability to efficiently oversee programs and non-profits and provides data to ensure that our programs are effective. It tracks the number of youth who are served across all OST, Beacon, Teen ACTION, and Cornerstone programs. It helps us to immediately pinpoint difficulties and assist programs in meeting their goals. Since its inception, it has tracked 768,820 participants, which is larger than the population of Fort Worth Texas. Program participants attended a total of 263.5 million hours of programming, a total of more than 30,000 years of programming.

Capricorn allows us to manage Community Services Block Grant (CSBG)-funded and Runaway and Homeless Youth services. The system assists case managers to more effectively monitor contracts and help agencies centralize enrollment of participants, outcomes, case management notes and attendance record keeping.

DYCD also continues to invest in our staff to strengthen site monitoring and deliver ongoing support to our providers to improve program quality.

KiWee is the database used for our **Program Quality Monitoring Tool (PQMT)**, which allows staff and providers to identify program components that are exemplary and to highlight where there is room for improvement and need for capacity building assistance. The tool is aligned with best practices and administrative requirements. It enables staff to rate programs based on activity observation, conversations, and document review. This has helped increase the transparency of DYCD's expectations for programs and providers and promotes continual program improvement. We also provided staff with a "Program Manager's Toolkit" and training on conducting site visits and how to evaluate performance.

This has transformed the culture of the agency, placing a greater emphasis on building DYCD staff knowledge and skills to observe, assess, and communicate constructive feedback. It promotes continuous learning and improvement in programs.

These efforts are enhanced by audits and fiscal field reviews from in-house staff and from contracted Certified Public Accounting firms, to ensure DYCD that funds are properly spent and programs operate according to their contractual requirements.

## **Raising the Bar**

By the end of the year, DYCD expects to have released 60 Request for Proposals (RFPs) across a broad range of program areas since 2002. We use RFPs as an opportunity to improve our program models by learning from our experience, analyzing the evaluations of our programs, gathering input from stakeholder, and taking in findings from new research. Across the board, we can point to programs that were implemented and enhanced, such as Cornerstone programs in

public housing, workforce development programs such as the Young Adult Internship Program or the new Summer Youth Employment Program contracts, the Runaway and Homeless Youth Continuum, and Out-of-School Time.

As an example, this approach led us to mandate summer programming in all of our OST programs and to emphasize STEM, literacy, and parent engagement, and to require an educational specialist. We're confident that this intentional approach to academic skill-building will yield superior results.

### **Supporting Community-Based Organizations**

DYCD expects much from its providers, but understands that they can only be successful if they are given the right tools. By bringing together practitioners, researchers and other experts to strengthen organizations and programs, DYCD has also contributed to broader learning and field-building efforts.

DYCD leverages the expertise of technical assistance partners to offer community-based organizations support from leaders in the fields of youth development, workforce development, mentoring, mental health services, and organizational development.

Hundreds of organizations have benefitted from a range of services, such as organizational development support and trainings on key topics in youth and family services, including positive youth development, classroom management, creating inclusive programs and serving LGBTQ youth, implementing trauma-informed practices, and planning STEM, fitness, arts, and other activities.

Building on these efforts, on June 4 and 5, DYCD will be hosting our largest ever OST conference for providers at New York University. The event seeks to expand STEM learning opportunities and connect organizations to resources such as museums and universities.

DYCD also supports our organizations by providing information about funding opportunities both through DYCD and other public and private funders on our website and in monthly newsletters.

We streamlined our website to make all concept papers and solicitations easily accessible. We also include step-by-step instructions for organizations awarded discretionary funding along with a list of all necessary documents.

We developed a fiscal manual to assist organizations in their compliance with all City, State and Federal regulations in a range of areas. The manual includes information on how to complete and modify a budget, internal control and general accounting procedures, purchasing procedures, how to get reimbursed, and audit requirements.

We promptly pay our providers payment requests. A valued member of our team, Linda Pantages, was just awarded the prestigious Sloan Public Service award. She was honored for her efforts to ensure quick payments, a requirement for stability for community-based organizations.

She is one of DYCD's 387 talented staff members that we have retained and recruited who represent the great diversity of the City. They are strongly committed to efficiently and effectively supporting services and communities across the City.

### **Raising the National Profile of DYCD**

DYCD has become a national leader in youth services. We're pleased to share our experiences and knowledge with localities throughout the country, and in some cases, the world, that are looking to emulate our systems.

We are proud that New York City has for the fifth year been named one of the 100 Best Communities for Young People by America's Promise Alliance. In awarding the City, they cited DYCD afterschool services and our work with the New York Academy of Science's Afterschool STEM Mentoring Program.

In recognition of DYCD's work in STEM, we were invited to attend the White House Science Fair on April 22. The event provided an opportunity to network with national leaders in the STEM field and to promote New York City's important work in this area.

On April 8, I presented at the National Afterschool Association's 25<sup>th</sup> anniversary conference in Indianapolis. This annual convention gathers thousands of afterschool practitioners, researchers and funders and provides professional development opportunities and updates on best practices in the field.

In October, I delivered the keynote address at the National Summer Learning Association's (NSLA) annual conference in Pittsburgh. The annual conference is attended by more than 500 district leaders, researchers, and funders and offers an opportunity to stay abreast of summer learning policy and best practices

Last summer we hosted the annual National Community Action Partnership convention. 1,200 representatives of agencies that receive Community Services Block Grant funding attended. We presented workshops on our successful programs, highlighting our innovations to colleagues from across the country.

### **Budget Overview**

As we discussed in March, the budget climate for government agencies remains challenging. Like all City agencies, DYCD has implemented 13 rounds of gap-closing actions in recent years. Working with the Mayor, City Council, Chancellor Walcott, and our dedicated providers, we have been able to maintain core services for young people and families. We especially appreciate the Council's commitment to restore \$80 million in the current fiscal year, which allowed us to maintain, and in some cases even increase, our level of service.

DYCD's Fiscal Year 2014 Executive Budget is \$265 million. \$161 million of that total is City tax levy, \$61.5 million is federal funds, \$18.2 million is state funds, and \$24.3 million is intra-city funds.

### **State and Federal Funding**

Although the largest portion of our budget is funded through City tax levy dollars, state and federal support is still crucial to our programs. I would like to update you on the status of state and federal funds.

- **State Funding**

The enacted State budget included near level funding for DYCD's programs. We are pleased that it slightly increased funding for Runaway and Homeless Youth (RHY) programs. It also combined the Youth Development and Delinquency Funding (YDDP), which DYCD uses to fund our Out-of-School Time (OST) program, with the Special Delinquency Prevention Program (SDPP). Additionally, it includes \$25 million statewide for the Summer Youth Employment Program (SYEP). The enacted budget included an increase in the minimum wage, but it will not affect this summer's SYEP program. The initial wage increase will take effect on December 31, so we will consider the new wage in our planning for the summer 2014 program.

- **Federal Funding**

At the Federal level, DYCD is carefully monitoring budget actions. As you know, our main sources of federal funding include the Community Services Block Grant (CSBG), the Workforce Investment Act (WIA), and the Community Development Block Grant (CDBG). The sequestration process reduced discretionary federal funding by 5% at the national level. In order to minimize the hardship on our providers, we expect to implement the necessary cuts in City Fiscal Year 2014. I am disappointed that once again the President's budget proposal for next year cuts CSBG funding by about 50%. We will continue to emphasize the importance of this funding source for low-income communities and we appreciate your ongoing support and advocacy.

### **OST**

With the Council's support, this initiative has grown from \$46 million to over \$120 million and enrolled over 65,000 young people this year. Since the program's inception, almost 407,000 young people have participated in 214.5 million hours of services.

We are pleased that most of the Council-funded programs will continue this summer, funded by \$20 million allocated during last year's budget negotiations. In total, we anticipate continuing to serve a minimum of 56,498 young people this summer.

As discussed in March, we regret that OST is our one program area that was subject to a cut of \$10 million. We project that the currently available funding would support 21,491 slots during Fiscal Year 2014 and 26,807 slots in 2015 and beyond.

## **Runaway and Homeless Youth**

While the Council has been a strong partner in so many areas, I can think of no stronger champion of Runaway and Homeless Youth than Chair Fidler. Working together, we were able to increase bed capacity, provide drop-in centers in all five boroughs, and offer specialized services for LGBTQ, pregnant and parenting and sexually exploited youth.

RHY's budget of \$11.9 million includes \$7.1 million allocated by the Council, which supports a total of 253 shelter beds, two street outreach vehicles and eight drop-in centers.

As you know, in February we partnered with the Department of Homeless Services and the New York City Coalition on the Continuum of Care to conduct New York City's first ever homeless youth count. We integrated a youth count into the annual point-in-time survey of homelessness known as the HOPE count. We counted 1,420 homeless youth the night of the survey. The survey included youth in DYCD and DHS facilities, drop-in centers, and on the street. Fortunately, the vast majority of youth counted were provided shelter, while those who identified as homeless were offered shelter. We are looking forward to partnering in additional efforts to count and serve homeless youth in the future.

## **Employment Opportunities**

As we highlighted in March, DYCD recognizes how important jobs are as the City and its families continue to recover from Hurricane Sandy. We are pleased that our second application for a National Emergency Grant has been approved. In total, we received \$1.34 million, which will provide 104 jobs related to humanitarian relief efforts.

The Mayor's commitment to the Summer Youth Employment Program remains strong. The budget has baselined \$20.5 million, and for the fourth year in a row, the Mayor is continuing his efforts to raise private funds.

We currently anticipate a budget of \$43.8 million and enrolling 34,349 youth. This includes \$13.5 million from the State, \$8.2 million in Federal funds, and \$1.3 million in private donations to support projects and jobs in storm-affected areas. While this is welcome news, the need for youth employment is so much greater with 112,225 applications received to date. We extended the deadline to apply to Wednesday, May 22.

## **Summer Quest**

As you recall, last summer, NYC Summer Quest was piloted at 12 schools across three South Bronx school districts. The program aims to redefine how New York City looks at summer school. Last year, more than 1,200 students participated in this pilot initiative aimed at reducing summer learning loss developed jointly by DYCD, DOE, and the Fund for Public Schools. The program brings together academics and enrichment activities through partnerships between public schools and community-based organizations that plan and deliver a five-week, full-day curriculum intended to be fun, engaging, and rigorous.

Summer Quest will continue this summer with the addition of two new school partners. We expect to serve more than 1,700 students in seven Early Literacy Skills Camps and seven 21<sup>st</sup> Century Skills Camps. NYC Summer Quest is supported by private and philanthropic funding that totals \$2.44 million and leverages public support through DOE and DYCD in-kind contributions and school donations.

### **Making Moves**

Building on DYCD's ongoing efforts to increase readiness and access to postsecondary opportunities, on May 30, DYCD will hold a special postsecondary success forum for older disconnected youth. The fair will bring together career development, education, employment and support services in one youth-friendly event. This forum, Making Moves, will include more than 25 colleges, resource tables, job interview opportunities, workshops, and special networking opportunities to help youth continue planning for their futures and developing essential skills for career success. In addition, it will provide staff from community-based organizations with an opportunity to learn more about youth needs, employer interests, and resources for the youth they serve. The fair will be held at New York Law School, and we invite you to attend.

### **Fatherhood Programs**

On May 11, DYCD Cornerstone and Fatherhood programs will hold 12 "Mother's Day Recognition" events, each on the day before Mother's Day. Last year over 100 fathers and their children prepared Mother's Day cards or other gifts to present to their mothers or female caregivers.

On June 15, 2013, the DYCD Fatherhood program will hold its 6th Annual Father's Day event, "Dads on Board", at the MTA Transit Museum. We were pleased to be joined last year by Chair Recchia when we held the event at the New York Aquarium.

### **Conclusion**

In the time ahead, DYCD remains committed to providing high quality services to the youth and families of New York City. Thank you once again for the opportunity to discuss the budget outlook for next year and for your strong partnership during the past 12 years.

I am joined today by Denice Williams, Assistant Commissioner for OST and Justin Walter, Assistant Commissioner for Contract Agency Finance. We are pleased to answer your questions.

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: 5/10/13

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Name: Matthew Goldstein, Chancellor

Address: 205 E. 42nd St.

I represent: CUNY

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**THE COUNCIL  
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in favor  in opposition

Date: 5/10/13

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Name: Matthew Sapienza, Assoc. Vice Chancellor

Address: 205 E. 42nd St. for Budget & Finance

I represent: CUNY

Address: \_\_\_\_\_

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in favor  in opposition

Date: 5/10/13

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Name: Iris Weinsall, Vice Chancellors, facilities

Address: 205 E. 42nd St.

I represent: CUNY

Address: \_\_\_\_\_

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**THE COUNCIL  
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 in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Denise Williams

Address: DYCD

I represent: \_\_\_\_\_

Address: \_\_\_\_\_

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 in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Justin Walter

Address: DYCD

I represent: \_\_\_\_\_

Address: \_\_\_\_\_

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 in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Jeanne B. Mullgraw

Address: Commons, DYCD

I represent: \_\_\_\_\_

Address: \_\_\_\_\_

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**THE COUNCIL  
THE CITY OF NEW YORK**

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in favor  in opposition

Date: \_\_\_\_\_

**(PLEASE PRINT)**

Name: Deborah Harper

Address: DYCD

I represent: \_\_\_\_\_

Address: \_\_\_\_\_

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**THE COUNCIL  
THE CITY OF NEW YORK**

*Appearance Card*

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in favor  in opposition

Date: \_\_\_\_\_

**(PLEASE PRINT)**

Name: Michael Osh

Address: DYCD

I represent: \_\_\_\_\_

Address: \_\_\_\_\_

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