

**Testimony Before the
Higher Education Committee
New York City Council
Tuesday, January 27, 2009**

**Continuing Education and Workforce Development
Russell K. Hotzler
President, New York City College of Technology**

Thank you for the opportunity to testify today before the Council on a very timely topic. I am here with three of my CUNY colleagues who are continuing education administrators:

- Dean Carlos Molina, Dean of Special Programs at Hostos Community College.
- Mr. Hugo Kijne, Executive Director of ACE at College of Staten Island, and
- Dean Sandy Watson, Dean of ACE at LaGuardia Community College,

Continuing education programs at CUNY are offered at each of our 23 institutions and provide a wide range of workforce development services to New Yorkers. Last year, these programs had 270,000 student registrations, 180,000 of which were in vocational and basic skills preparation programs. In this time of financial difficulty for so many individuals and employers, CUNY's workforce development services and programs are in increasing demand.

We offer a broad range of programs serving many industries, and individuals with all kinds of educational and socio-economic backgrounds. We are particularly focused on the fields in which we know there will be positions in the near term, such as healthcare, education, and manufacturing, and fields with the potential for "green" jobs, but we also offer programs in business and entrepreneurship, information technology, construction, retail and hospitality, emergency response, and human services.

Examples of the wide range of continuing education offerings include:

- Queensborough Community College's "re-tooling" and career evaluation seminars and counseling for individuals laid off from mid and even senior-level corporate positions who are trying to determine their best options for new careers after years and even decades in the workforce.
- New York City College of Technology (City Tech) has partnered with the Union of Carpenters and Joiners to work with diverse groups of disconnected youth ages 18 – 24 years for entry into apprenticeships or employment. The first cohort - under a contract with the NYC Department of Environmental Protection - involved Croton Reservoir Construction and related work in the north Bronx. All the participants were either Latino or African American, several were women - 25 started the program and 18 completed it. Those completing the program were placed in apprenticeships with several different unions, and hired by Con Ed or other companies. They completed the

program with OSHA certificates, CPR certificates and Asbestos Abatement certificates. The current training cycle is being funded by the Commission for Economic Opportunity and has been expanded to involve LaGuardia and Kingsborough Community College.

- Several CUNY colleges, including Borough of Manhattan Community College, Queens College, York College and Lehman College, offer computer technician certification programs that qualify graduates to work in computer helpdesk and computer network support positions.
- While the retail and hospitality sectors have experienced a severe downturn along with much of our economy, they continue to be a key source of employment in NYC, particularly at the entry level. For that reason, the “Project Welcome” retail and hospitality career pathway initiative at Kingsborough Community College, supported by the U.S. Department of Labor and the City Department of Small Business Services, continues to serve an important role for both those seeking employment and employers.

CUNY colleges are focused on building “career pathways” for all working individuals - pathways that allow them to take the next step in advancing their careers while also laying the groundwork for continued education and long-term career advancement. Career pathway programs in healthcare, covering nursing and other allied health programs, are in place at LaGuardia Community College, City Tech, and Lehman College and some of the programs involve collaborations with HHC and 1199 United Health Care Workers. Some of these programs also serve individuals with foreign credentials as doctors or nurses who seek to become licensed nurses in the U.S.

Should, as expected, the federal economic stimulus package support the introduction of greatly enhanced technology systems into our healthcare institutions, our colleges are in a position to train current healthcare workers to use computerized patient record systems – as we currently instruct our nursing and healthcare professionals in the use of this technology.

One of the projected areas of growth in the local and national economy is related to “green” jobs, which will provide long-term employment opportunities while reducing our dependence on non-renewable energy and make a positive contribution to our environment. CUNY has and continues to develop a wide range of offerings related to green technology. Our Green Energy Training at CUNY (“GET @ CUNY”) program model is providing successful and in-demand training programs to a number of CUNY colleges. Led by the Center for Sustainable Energy at Bronx Community College, this growing consortium now includes Borough of Manhattan Community College, LaGuardia Community College, City Tech, Kingsborough Community College, Medgar Evers College, the CUNY Building Performance Lab, and the CUNY School of Professional Studies.

Currently we are training a wide range of interested individuals including: union workers, small business owners seeking a competitive edge in a difficult market for construction and renovations, entrepreneurs looking to start green contracting companies, and people from jobs in finance who are looking to get a fresh start in a growing industry. The programs we offer include photovoltaic (solar) panel design and installation, design programs for solar thermal and geothermal heating systems, programs training individuals to evaluate energy efficiency in existing buildings, and the operations and maintenance of new energy efficient building heating and ventilation systems.

We are preparing these programs for a major expansion that we expect will be driven by regulatory, tax and funding incentives. At the same time as we build these new program offerings, we will be expanding our capacity to prepare people from disadvantaged backgrounds, who need an extra boost in terms of academic skills and counseling support to enter and benefit from the new green economy.

Another area with significant potential is manufacturing - a NY Times article recently detailed the strength of small manufacturers in New York City and the rapid growth of manufacturing entities at the Brooklyn Navy Yard complex - despite past losses Brooklyn alone currently has over 25,000 manufacturing jobs. Technology has revolutionized high-end manufacturing of the type that has endured in New York City; however, workers entering this field must now be conversant with significant computer skills and leading-edge manufacturing technology. City Tech has been investing in these new manufacturing technologies so we can provide viable training programs that will allow manufacturers in the metropolitan area to compete and expand their business based on high quality production and high-end technology.

We also expect that a potential area of investment from the federal level will be early childhood education. Our Early Childhood Professional Development Institute is an important advocate for professionalizing and upgrading the early childhood teaching workforce. The Professional Development Institute, in conjunction with the CUNY School of Professional Studies, offers a credit-bearing certificate program that trains childcare workers to become administrators of early childhood development programs. These CUNY institutions, along with the CUNY colleges offering degrees in early childhood development, are preparing for the possibility of increased funding to support training and education in this crucial area.

For some New Yorkers, being laid off or encountering difficulty in finding a new job presents the necessity and the opportunity to invest in skills for the longer term. Thus people start college when they might otherwise have started working, they return to finish college degrees they had discontinued when jobs were plentiful, they enroll in graduate degree programs, or pursue new technical skills in up-and-coming areas. The University is focused on supporting these individuals in their efforts. In fact, our enrollments have increased this spring and applications to our degree programs for next fall are up almost 25%.

At the same time, there is a large population of individuals who have the same or greater needs, who also need support. Even before the downturn, our free English as a Second Language, literacy and GED programs had waiting lists. Now those programs are needed more than ever. We see many New Yorkers whose lack of sufficient English language skills or a GED keeps them stuck in entry-level, poorly paid, and unstable positions. Particularly at a time like this, lacking a high school degree or GED presents a serious obstacle to finding new jobs, even for those with long work histories.

We continue to work to support the successful transition of as many of those ESL and GED students as possible into college degree programs, knowing that a degree is unquestionably the best long-term investment in a worker's career. Over the past few years, our grant-funded GED programs have focused on building a model of long-term support that transitions GED program graduates into college. CUNY Prep, the nationally-recognized model transitional high school and GED program that we run in the Bronx, is working closely with Hostos Community College to make certain that the young people who have worked so hard to get their GEDs are able to succeed in college.

Thus, even at this difficult economic time, it is important that policymakers at the City, State and federal levels see the current economic downturn as a critical time to make significant investments in the development of our workforce by improving employability and our ability to be competitive. We thank the Council for its past support of our efforts and look forward to working with you to ensure that all available resources accrue to the benefit of those in need of our services. Thank you.

**New York City Council
Higher Education Committee
Workforce Development and Continuing Education programs in New York
City's Institutions of Higher Learning
January 27, 2009**

Presenter: **Dr. Carlos Molina**, Dean for Special Programs, Office of Academic Affairs, Hostos Community College

The Hostos Community College **Continuing Education & Professional Studies Unit**, which has grown by 500% over the last seven years, services more than **6500** adults and children, who account for more than **9000** student registrations annually. These students enroll in our 700 class offerings and 27 certificate programs. In February of 2005, the college established a satellite center in Washington Heights – CUNY in the Heights (CITH) - which offers comparable programs as our main campus.

Some of our work force development certificate programs include **Non-Profit Management, Certified Nursing Assistant, Phlebotomy, EKG, Advanced Medical Billing & Coding, Teacher Assistant, Food Protection Certificate** that satisfies the NY Health Code requirement, **Basic Construction Management, Security Officer, Paralegal Studies**, and the only New York State approved bilingual (Spanish/English) **CASAC** program. That is the Certified Alcohol and Substance Abuse Counselor Certificate.

In partnership with the **32 BJ Union** we offer their members classes that will make them eligible for upgrades. Programs such as **GED, ESL, Computers, Locksmith, Plumbing, Carpentry, Electricity, and Refrigeration**. With the **1199 union**, we have offered Bridge to Nursing Programs, and last summer graduated our first 1199 **cohort** of LPNs.

We just launched the **CUNY Healthcare Interpreter** program. Hostos Community College as the lead institution in collaboration with some of our sister units - **La Guardia Community College, Queens College, York College, Medger Evers, and the College of Staten Island, City College** - and in partnership with the **Health and Hospitals Corporation**, developed the curriculum and is offering this program for the first time.

In addition, we offer a hands-on **automotive transmission certificate** program for physically challenged men and women. The program is approved by VESID (Vocational and Educational Services for Individuals with Disabilities) using the NYS Education curriculum. Many of the graduates of this program have moved on to full employment in this field.

We also provide ESL and GED programs at the Bronx Workforce 1 Center.

At our satellite facility, we established, and oversee, an Advanced Technology Training and Information Networking (**ATTAIN**) Lab: The ATTAIN labs are a network of technology labs located across New York State. Each lab provides expanded workforce development programs, academic programs as well as technology access. The ATTAIN lab offers technology training at no cost to the community, and in particular to the community's Temporary Assistance to Needy Families (**TANF**) population. Our program services about 500 visitors a semester who complete computer-based trainings in childcare, digital literacy, GED, English Language, College remedial, and Customer Service..

In collaboration with **U.S. Census Bureau** CITH is a Testing Site for them and has already had over 300 individuals tested to be eligible for job opportunities with the Census Bureau.

Hostos also offers ongoing workshops targeted at **CBOs** meant to help them in their work – e.g., grant writing for non-profits and health and safety issues. The next forum will be in March on Navigating the Fiscal Crisis in the Bronx. We offer these workshops in partnership with the **Jewish Community Relations Council**.

Overall 2008 Enrollments:

- Grant & Contract Funded: 1,928

Spring 07- Fall 08- Non-Fee Based Enrollments

Funding Sources Include:

NYC Works, Workforce One ITG Vouchers, EDGE, VESID, Jobs To Build On, Robin Hood & NYCHA

- CNA
 - Individuals Served: 158
 - Individuals Completed: 135
- Phlebotomy
 - Individuals Served: 38
 - Individuals Completed: 32
- Medical Billing & Coding
 - Individuals Served: 26
 - Individuals Completed: 26
- CASAC- Credentialed Alcohol and Substance Abuse Counselor
 - Individuals Served: 13
 - Individuals Completed: 4 (7 to complete in 2009)
- Accounting & Bookkeeping w/ QuickBooks and Peachtree
 - Individuals Served: 17
 - Individuals Completed: 9 (5 to complete in 2009)
- Paralegal/Legal Assistant
 - Individuals Served: 25
 - Individuals Completed: 14
- Microsoft Office
 - Individuals Served: 10
 - Individuals Completed: 10
- Teacher Assistant/Childcare Provider
 - Individuals Served: 16
 - Individuals Completed: 14
- Hospitality
 - Individuals Served: 12
 - Individuals Completed: 7

The Office of Continuing Education and Professional Development ('the Office') at the College of Staten Island ('CSI') manages the largest and only comprehensive workforce development program on Staten Island, with services that range from Intake, Testing and Career Counseling, through Literacy, English as a Second Language (ESL) and Workplace Readiness instruction, to Vocational Training, Job Placement and Job Retention. The Office considers literacy the key to successful completion of vocational training programs, a successful career, and economic independency. Therefore, all potential students are tested on their literacy levels, either via the TABE or via the Best Plus test, before they are admitted to a vocational training program. If warranted by the test results, students may be placed in a literacy or ESL class until they have reached the required level to successfully complete a training program. All students receive Workplace Readiness instruction. Subsequent EDGE XI and EDGE XII contracts with the State of New York allowed the Office to achieve this high level of integration of services, from which current students benefit. Since the termination of the EDGE programs, funding sources have been the NYCWorks program, ITG Vouchers from the Workforce One Career Center, NYCHA, Jobs to Build On, VESID and the Robin Hood Foundation.

The Office's vocational training programs reflect Staten Island's economy and mostly serve the economically disadvantaged on the island. The largest sector of Staten Island's economy is Health Care and Education, the second largest Business Services. Training programs offered by the office are: Certified Nursing Assistant, Phlebotomy, Medical Billing and Coding, Credentialed Alcoholism and Substance Abuse Counselor, Accounting and Bookkeeping, Paralegal, Office Assistant, Teacher Assistant and Hospitality. I have attached a list of non-fee based enrollments in these programs from the spring of 2007 through the fall of 2008 for your perusal. Overall (duplicated) enrollments in the Office's programs in Fiscal Year 08 were 1,928 in grant- and contract funded programs, 3,403 in fee- and voucher funded programs, and 869 in for-credit programs.

The Office welcomed the New York City Council's entry in the workforce development field, with the funding of the NYCWorks program in January 2006. The Office was the only recipient of a NYCWorks contract on Staten Island, and overall was allotted \$658K through September 2007. Unfortunately, the Office is still waiting to get its final bills paid by the United Way of New York City, the agency that administered the NYCWorks program. In spite of very poor program administration by the United Way, the Office recruited 264 students during the NYCWorks program, of whom 190 completed a job training program. Many of the other participants completed an educational program. An important component of the Office's NYCWorks program was a GED class for out-of-school youth, 20 of whom earned their GED during the extension of the NYCWorks period. This program has been successfully continued, funded by an Adult Literacy Education grant from the New York State Education Department. Unfortunately the Office was only marginally, and only after an intervention by then Councilman McMahon, allowed to participate in the Jobs to Build On program, administered by the Consortium for Worker Education (CWE). Of the six phlebotomists trained in the context of Jobs to Build On, four have already been placed in jobs. Unfortunately, CWE has not yet paid our bill either.

NEW YORK CITY COUNCIL TESTIMONY

Sandra M. Watson

LaGuardia Community College

Workforce Development Programs and Initiatives

Tuesday, January 27, 2009

More than half a century ago my mother, Shirley Ann White, saved aluminum foil, string, rubber bands, and cooking grease. She recycled milk bottles, card board boxes and brown paper bags. She admonished her children to turn out the lights when they left a room, close doors to conserve heat and to eat all of the food put on their plates because of the starving children in China, India and Africa. My mother, had she lived to see this day would have nodded her head in the affirmative and said she knew how to deal with these difficult economic times when neighbor upon neighbor lost their job, could not pay their rent or mortgage, buy warm clothing for the harsh winters, or pay for prescriptive medicine when illness befell a family member. Having spent her childhood during the Great Depression and given birth to her two children during and shortly after World War 11, my mother understood how one saved and sacrificed to make ends meet and how necessary it was to instill in her children the value of education for success.

A third generation New Yorker raised in Harlem and transplanted to Bedford Stuyvesant Brooklyn, my mother knew how to survive just as native New Yorkers and immigrants who are today served by the Division of Adult and Continuing Education at LaGuardia Community College within the City University of New York know how to ensure their economic survival. Just as my mother saw education as the key to economic survival and prosperity so do many of our students, some of whom I will discuss later. They all see LaGuardia Community College as providing keys to their ascent out of poverty and to the attainment of economic empowerment.

The Division of Adult and Continuing Education is the largest continuing education program at a public college in New York City. A major workforce development presence and major employer in Queens since its founding in 1971, ACE has grown over its more than 35+-year history to an organization with 170 full-time employees, more than 400 part-time employees, and an annual budget of \$20 million. Offering a wide variety of programs that reflect the diversity of adult, family, community, and business needs in the Borough of Queens, ACE provides quality instruction and services for approximately 35,000 continuing education students and clients a year. Funded through more than 40 public and private grants, contracts with local employers, student tuition, and tax levy

income, services are targeted to incumbent workers, new job entrants, new immigrants, low-income residents, out-of-school youth, incarcerated youth, existing businesses, and new start-up enterprises.

Workforce Development Overview:

The College is a major partner in New York City's workforce development system and is poised to have a greater impact on the system in the coming years. The underlining philosophy of the New York City workforce development system is the idea that there should be a close partnerships between all stakeholders including businesses, educational institutions, training providers, the Workforce Investment Board (WIB), Community Based Organizations and other job development and placement entities.

Each year in both the credit and non-credit areas of the college over 20,000 new and incumbent workers are provided the educational, vocational, language and life skills that adequately prepare them for high demand positions in a changing economy. They receive services through many LaGuardia educational and workforce development programs, six of which will to be highlighted today. To provide these services the college has partnered with city, state and federal offices, agencies and programs such as this NYC City Council, the NYC Department of Small Business Service, the NYC Department of Youth and Community Development, the US and State Departments of Labor, the NYC Center for Economic Opportunity and other agencies within the workforce development system.

1. LaGuardia's Small Business Development program – small businesses such as the one owned by Marie L. and Dominique N. are major employers in today's NYC economy.

Students' success story: In November 2008, Marie L. and Dominique's dream of opening The Little Children's Garden Inc. daycare came true as they were approved for \$120,000 loan with the assistance of the LaGuardia SBDC. While the owners had strong qualifications, getting start-up financing was a challenge as the financial crisis rapidly unfolded. One bank had already turned them down. However, collaborating with a LaGuardia Business Advisor, Marie and Dominique reworked their business plan, identified a new lender and diligently followed through a new application process to a positive outcome. The Little Children's Garden Inc. daycare is expected to bloom in Flushing, Queens in the early Spring 2009 after construction in the space is completed

Since its inception the Small Business Development program has provided a range of services to small businesses including:

- Providing assistance to over 1,000 entrepreneurs in the development of business and financial plans.
- Helping them to secure over \$ 8 million dollars in loans to strengthen and expand their operations.
- Helping them to employ over 10,000 people within the community.

2. Workforce1 Career Center – LaGuardia operates one of Seven (7) Workforce1 Career Centers within the metropolitan area.

Student success story:

Keith O first came to the LaGuardia Center in September 2008 on referral from Henkles & McCoy, one of our community partners who focuses on troubled and at-risk youth. The center worked with Keith to improve his job skills by arranging for him an internship in the Resource Room and monitoring his progress. By the conclusion of his internship, Keith's customer service and professional skills had improved dramatically and he was offered the first job for which he interviewed at the City Ice Pavilion. He is ecstatic about his job and has done well there. As of today Keith is successfully working at City Ice and they are very happy with his work.

Major accomplishments within its first 3 years of operation of the LaGuardia's Workforce1 Career Center include:

- provision of job readiness and counseling services to over 20,000 community residents.
- job placement of over 5,000 new and incumbent workers.
- Dispersal of over \$ 2 million dollars in training grants to new and incumbent workers.
- Development of partnerships with 40 community based organization in order to reach out to growing numbers of the unemployed.

3. Targeted industry training – Nursing field:

Through the Career Ladders in Allied Health program ACE has developed a strong partnership with LaGuardia's Nursing department, health care providers, unions, healthcare facilities and non-credit training providers.

Student success story: Valarie C is a 55 year old African-American female who had been a Certified Nurse Aide for 16 years but had a desire to become a nurse. In early 2006 Valarie became a part of the LPN program offered by the college and funded by local 1199 Training and Upgrade Fund. She received a certificate in Practical nursing with a grade point average of 3.197. she is currently employed as a Practical nurse and enrolled in the LPN to RN transition course on her way to Registered Nurse candidacy.

Over the past 3 years Career Ladders in Allied Health and the Nursing Department at the college have been responsible for several major accomplishments including:

- a 100 percent increase in the number of Licensed Nurses trained and placed within the healthcare industry
- a 50% increase in the number of Registered Nurses trained and placed within health care facilities.
- Upgrading the healthcare skills of over 30 incumbent workers in three major NYC hospitals.

4. Contextualized Vocational English As A Second Language Program – The Center For Immigrant Education and Training - assists immigrant English Language Learners to develop language skills within specific vocational areas.

Student success story: Margoth D. is single mother formally on public assistance who had worked as a store manager in her native Ecuador. Margoth took CIET's intensive English classes for public assistance recipients in 2004 and became an intern in the program's main office where she learned how to use the computer and obtained help preparing her resume and researching jobs. After 2 years of study with CIET, she obtained a job as a Stockroom Supervisor in a supermarket. Now she has been accepted into CUNY and is planning on studying for a degree in accounting.

Since it began 5 years ago CIET has:

- Provided integrated training in English language skills and job training in the sectors of hospitality, health care and retail to approximately 500 immigrants.
 - Graduated 1,000 program participants with an average 80% gain in English Language skills.
 - Provided integrated skills training to entry level hospitality workers that enabled 25% to move into management positions.
 - Maintained an annual waiting list of over 2,500 immigrants seeking their services
5. **Adult Learning Center** – the Adult Learning Center offers classes for adults that range from beginning reading and basic education through High School Equivalency (GED) preparation. The center also offers free GED programs that prepare students to enter college or a specific career track.

Student success story: Lea M was born in the born in the Philippines. She migrated to America as a young adult. She attended the Adult Learning Center's GED program and received her GED. She enrolled in the RN program at LaGuardia and was awarded a Peter Jennings GED Laurel Award. She graduated from LaGuardia Community last year as Registered Nurse and is working as a full time nurse in a Queens hospital.

Accomplishments of the Adult Learning Center:

- Over the past 5 years the Adult Learning Center has served an average of 1,000 adult learners a year.
- Three of the 25 classes offered by the Adult Learning Center are at a GED preparation level and they yield 70 – 80 GED diplomas a year.
- Student academic gain averages 70% a year for those students who are pre and post tested
- On January 14, 2009 three graduates of the Adult Learning Center's GED program testified before the City Council's Youth Services and Education

committees in support of changes to the GED testing system in New York City. Their testimony was an example of our efforts as a program to encourage adult learners to be independent and to advocate for changes in educational services that advance learning and improve the lives of people in the community.

Workforce Education Center – the Workforce Education Center is the primary vocational skills training arm of ACE. The center partners with city and state agencies such as the New York City Housing Authority, the NYC Department of Youth and Community Development, the New York City Parks Department, the NYC Department of Transportation, The Health and Hospital Corporation and the New York State Department of Labor to train youth and adults in high demand, industry driven fields.

Student success story:

Manuel R. is a resident of Frederick Douglass Houses in Manhattan. Manuel was working two part-time jobs when he began training in August 2007 at LaGuardia in the Emergency Medical technician (EMT) program funded by NYCHA. Manuel is a former United States Marine and a single father of 2 daughters. Due to family dynamics, was forced to relocate to the Borden Avenue Homeless Veterans shelter. Despite facing many personal hardships Manual completed the training program course and passed the skills and written components of the test and received his State Certification. He is currently employed as an EMT with Transcare within the Special Operations unit.

Accomplishments of the Workforce Education Center include:

- Providing vocational training skills and job readiness services to over 20,000 unemployed and underemployed disconnected youth and adults over it 20 year history.
- Providing summer employment opportunities for an average of 1,000 in school and out-of-school each summer.
- Proving vocational skills training to special populations including, displaced homemakers, homeless youth and adults, dislocated workers and pregnant and parenting teens.

In preparation for the economic stimulus package that is currently undergoing review at the federal level, LaGuardia Community College is conducting extensive research on potential training areas in the energy, green and scientific fields that will position workers to contribute to the new economy. The College is looking at new methods of delivering education that will facilitate learning among the various generations of workers including Generations X, Y, and O and Baby Boomers and Traditionalists who will enter and/or remain in the employment field. The College, through its President, Gail O. Mellow and other senior administrators and faculty is advocating at the local, regional, national and international levels for the increased role of the community college system to address the future educational and training needs of workers.

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK
SCHOOL OF CONTINUING EDUCATION

COLUMBIA UNIVERSITY, SCHOOL OF CONTINUING EDUCATION

**Testimony to the New York City Council Committee on Higher Education,
January 27, 2009, from George Calderaro, Director of Communications**

Thank you for the opportunity to address the Committee. Established in 2002, the School of Continuing Education is the youngest of Columbia's sixteen schools. The mission of the School is to mount innovative instructional programs unavailable elsewhere at the University that meet Columbia's standard of excellence, take good advantage of its resources, and produce positive educational outcomes for our diverse student body.

Our part-time and full-time graduate degree programs are designed for working professionals to excel in their current field or change careers. Our mission with regard to these Master's degrees is to provide practical professional education in fields offering substantial opportunity in the metropolitan area, and not available elsewhere at other schools at Columbia. We currently offer ten part-time Master of Science programs for working professionals in the following fields:

- Actuarial Science
- Construction Administration
- Fundraising Management
- Information and Archive Management
- Landscape Design
- Narrative Medicine
- Negotiation and Conflict Resolution
- Sports Management
- Strategic Communications
and Technology Management

New programs under development include graduate programs in sustainability, bioethics and emergency preparedness among others

The School of Continuing Education also administers a Postbaccalaureate Studies program for non-matriculating students who want to take courses at Columbia, often in preparation for graduate school. We offer access to Columbia courses in more than fifty subject areas as well as structured certificate programs in business and psychology.

COLUMBIA UNIVERSITY, SCHOOL OF CONTINUING EDUCATION/p.2

In the invitation to testify today, it was noted that the committee is interested in ensuring that potential students are aware of our programs. This is a keen interest to us because, as noted, the six-year-old School of Continuing Education is the youngest of Columbia school, and prospective students often think of Columbia College or the Business and Law Schools, not continuing education, when they think of New York's only Ivy League school. An online directory of continuing education programs might be an important step in this area.

We also understand that you are interested in how schools can work with corporate entities to help with job placement. At The School of Continuing education, we work with corporations to help develop curricula that reflects industry needs in addition to securing internships and eventually jobs for our students. We are interested in working to expand our reach in industries where we offer programming as well as with outplacement and career counselors.

**New York City Council Hearing – Workforce Development
And Continuing Education**
January 27, 2009

**Manhattan College
Adult Degree Completion Program**

Jeff Katz, Director

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I am Jeff Katz, Director of the Adult Degree Completion Program at Manhattan College in the Bronx.

It is my pleasure to be here today to give testimony about a jewel of a program, located in the north Bronx, and dedicated to working adults who are returning to school to bolster their skills or even to find a new profession.

How timely it is that I am here today to talk about an accelerated degree completion program when only yesterday I read about the city's intent on building another Community College in this time of economic uncertainty. The building of a community college may take years, but we at Manhattan College have excess capacity and are ready immediately to meet the needs of working adult New Yorkers seeking to position themselves as more competitive once they earn an undergraduate degree and once this time of economic stress turns around.

I would be happy to meet with other city agencies and the borough presidents to discuss Manhattan College's Adult Degree Completion Program. I would appreciate it if after his meeting you can direct me to the right people.

About the Program

Founded in 1997, the Adult Degree Completion Program at Manhattan College is a unique alternative to the traditional method of pursuing a college degree. The program is designed to provide adult students who have started and stopped their college careers a non-traditional opportunity to complete a baccalaureate degree to advance their professional careers and for personal achievement.

In this time of economic uncertainty, adults are sheltering themselves in to our program in greater numbers with the goal of completing a degree and augmenting their resume.

Located in the Riverdale section of the Bronx, one block from Broadway at 238th Street, our accelerated, 24-month undergraduate degree program has been the school of choice for thousands of employees from corporations such as Con Edison, UPS, the MTA and NYPD. These workers have turned to Manhattan College's Adult Degree Completion Program to prepare themselves for managerial and supervisory positions in emerging global, corporate and industrial environments.

The program is offered in a highly structured, modular format. Each group proceeds as a cohort through a structured series of twenty courses or sixty college credits leading to a common completion within an accelerated period of 24 months. All students are required to transfer a total of 60 transfer credits from previously attended institutions. Our elective program permits students with fewer than 60 transfer credits to make up credits while they are in the program. Our curriculum focuses on courses in Management, Business, Communications, Behavioral Psychology as it applies to corporations and organizations and the Ethics of Business. It concludes with a capstone project in Organizational

Management that includes a research thesis. Students earn a 120-credit Bachelor of Science degree with a concentration in Organizational Management.

The Adult Degree Completion Program helps adults blend undergraduate study into their busy lives with a once-a-week class schedule. Courses run for 5 weeks and are conducted in seminar format. We are proud of our dedicated faculty of industry professionals, our excellent libraries, state-of-the-art computer facilities, and drop in counseling services. Our courses are held at our conveniently located campus easily accessible by car and subway or at corporate-client sites throughout the metropolitan New York City area.

Manhattan College is a first-tier college yet it is one of the most affordable private colleges in New York City. The College recognizes its commitment to adult learning and has generously discounted the program to make it affordable for working adults. General tuition for the two-year program is more than competitive and stands at \$19,200 and is further slashed to \$14,600 for uniformed officers of NYPD, FDNY and NYC Corrections.

Utilizing a collaborative format, each learning cohort persists together throughout the program of courses in a mutually supportive learning community supported by faculty and interactive communications. Students who successfully complete the program are granted a 120-credit Bachelor of Science degree with a concentration in Organizational Management from Manhattan College.

Manhattan College is chartered and empowered to confer academic degrees by the University of the State of New York. It is accredited by the Middle States Association of Colleges and Schools.

Prospective students are invited to our upcoming Orientation Session, next Monday evening, February 2 at 5:00 PM. The orientation is an opportunity for students to evaluate our program and to see what we can do for them. It is a time for them to meet faculty, staff and fellow students. Spring classes begin on February 23.

I have included an Orientation flyer in the promotional folders to be handed out to all committee members and to Council staff. My business card is in each folder. Please contact me at any time with your questions.

Thank you for this opportunity.

Remarks before the Committee on Higher Education of the New York City Council
David Greenstein, Director, Continuing Education
The Cooper Union for the Advancement of Science and Art

January 27, 2009

Good Afternoon, Ladies and Gentlemen. My name is David Greenstein and I am Director of Continuing Education and Public Programs at The Cooper Union for the Advancement of Science and Art. The Cooper Union is one of the original partners of the Mayor's PlaNYC2030 challenge for colleges and universities and, with the opening of our new academic building in March, we will have already met the goal of reducing our greenhouse gas emissions by at least 30%.

Cooper Union's Department of Continuing Education and Public Programs serves approximately 2,500 adult learners per year with about 70 courses in each of three terms, ranging from knitting and crochet to steel construction design. We have courses in studio arts and photography, foreign languages, business and fiction writing, art history and contemporary art issues, and New York City history.

However, today I want to talk principally about our professional development courses for architects, engineers, developers, and allied professionals. Since fall 2007, we have offered a Certificate in Green Building Design. The Certificate program began with 30 students enrolled. We now have 80. The Certificate requires 110 hours of course work chosen from such electives as:

- Sustainable Design Principles for Buildings and Masterplans
- The Ecological City
- Indoor Environmental Quality
- Daylighting
- Sustainable Construction Methods
- Building Electric Power Distribution and Lighting
- Green Buildings and New York City: Design, Policy Technologies and Programs
- Measuring Green
- Bioclimatic Design
- Distributed Generation and Renewable Energy
- Whole Building Performance Analysis

This spring, we're introducing a LEED Examination prep course.

We also have professional development courses in:
Acoustics for Architects and Engineers

Structural Steel Design using AISC Construction Manual Architectural Photography Workshop

These courses are taught by members of the Cooper Union architectural and engineering faculty, working architects and engineers, and professionals from New York State and New York City Agencies. All the courses are taught in real time and in real classrooms. We are a registered provider of continuing education with the American Institute of Architects. I have a number of brochures describing the Green Building Design Certificate program, which you are welcome to have. These courses meet state requirements for license recertification in the architectural and engineering professions, and most of them meet the AIA requirements in the areas of Health, Safety and Welfare and Sustainable Design.

It is hardly possible to overstate the importance of green building practices to the built environment and, by extension, to the professional qualifications of all who work at building it. We have students in the Green Building Design program from architecture, engineering, construction management, real estate development, and planning. Most of our students are from the New York metropolitan area, but a significant number are from other countries.

The Cooper Union would also like to thank the Council for its support in past years for the Immigrant Engineer Retraining Program. The Council's support has been invaluable to a program through which since 1991 The Cooper Union and its partner, the B'nai Zion organization, have benefited 3,200 immigrant engineers. More than 1,800 of these engineers have found improved professional and economic employment.

In 2007-08, 169 students were enrolled in the program, 51 percent of whom were unemployed or on public assistance. That same year the program made 373 job referrals. Nearly 70 percent of students who graduated in 2006 are now employed.

Until recently, the program was made up of approximately 80 percent of Eastern European students. At present, 50 percent represent more diverse populations, with students from Africa, Asia and South America. A record 95 immigrant engineers enrolled in the spring 2008 semester.

Testimony to the Committee on Higher Education of the New York City Council
January 27, 2009

David Podell
Vice President for Academic Affairs and Dean of the Faculty
Marymount Manhattan College

Good afternoon, and thank you for this opportunity to address the Committee. My name is David Podell and I am the Vice President for Academic Affairs at Marymount Manhattan College, a non-sectarian co-educational private college on the Upper East Side. Marymount Manhattan provides its graduates a rich liberal arts education to develop their awareness of social, political, cultural, and ethical issues and leads them to participation in and improvement of society. In addition, we graduate students in select pre-professional areas, including Business Management, Accounting, Education, and Speech and Language Pathology. Students in our largest program, Communication Arts, move on to careers in New York City's media industry, in production, public relations, advertising, broadcasting and communication technology. Our graduates in the arts join New York's thriving arts community as performers, artists, designers, technicians, photographers, and arts educators. Our graduates in Education and Speech and Language Pathology work primarily in the public schools, and our most recent Business Management and Accounting graduates are working in companies such as Google, JP Morgan, and the Royal Bank of Scotland.

At Marymount Manhattan, we place great value on experiential learning. We seek to augment students' classroom learning with the richness of the many professional opportunities available in New York City. Our Communications students have interned with top media outlets and agencies, including ABC, CBS, NBC, Columbia-SONY Pictures, PBS, MTV, Sirius Radio, and the Mayor's Office of Film, Theatre, and Broadcasting. Our Business Management and Accounting students have interned at major companies, including the Bank of New York, Condé Nast, Deloitte and Touche, Disney, NBC, Children's Television Workshop, HBO, Ernst and Young, Versace, Bill Blass, and Fox News.

Another form of experiential education is service learning, in which students help others while developing their own abilities. For example, our Accounting students participate in the Volunteer Income Tax Association program, helping to prepare income tax forms for low income individuals in East Harlem. Other service learning partners include the Positive Health Project, Central Park Conservancy, Eviction Intervention Services, Hospice of New York, and Harlem Center for Education.

Where do we see our challenges in the upcoming years? First, there are talented students who wish to become speech and language pathologists, teachers or accountants, or study the liberal arts, who, even with existing financial aid, cannot afford tuition. Greater financial support for such students would enhance our ability to prepare them for their

lives and careers. Second, to prepare our students to enter the workforce, they need to learn using the latest technology, a constant challenge all schools face. Third, to keep experiential learning vibrant, we seek resources to help establish more relationships with corporations, non-for-profits, government agencies, and NGOs. Creating worthwhile internships and service learning opportunities requires resources, but it is well worth the investment. Finally, our hardworking career placement office seeks opportunities to build even greater networks with potential employers to ensure that Marymount Manhattan's graduates become the contributors and, indeed, leaders in the workforce of New York.

I appreciate the Committee's concern to strengthen this area within higher education and I thank you for providing this opportunity to address the Committee.