



NEW YORK STATE LEGISLATURE

2011-2012 JOINT BUDGET HEARING

FEBRUARY 10, 2011– 9:30 AM

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**Joint Legislative Hearing
of the
Senate Finance and
Assembly Ways & Means Committees
on the 2011-12 Executive Budget**

**Testimony of Nancy L. Zimpher
Chancellor,
The State University of New York**

February 10, 2011 • Albany, NY

Introduction

Good morning and thank you for having us today. My name is Nancy Zimpher, and I am Chancellor of the State University of New York.

I want to thank Chairperson John DeFrancisco and Vice Chairperson Owen Johnson, Chairperson Denny Farrell, Chairperson Ken LaValle and Chairperson Deborah Glick, members of the Senate and Assembly, and legislative staff for this opportunity.

It is a privilege to come before you today on behalf of The State University of New York to comment on the 2011-2012 Executive Budget.

Who We Are

When I first arrived at SUNY in June 2009, I recognized SUNY's potential to meet the demands of a changing state and a changing world.

We are the largest system of public higher education in the nation. We have 64 campuses with 468,000 students; a current workforce of 88,000, over 20,000 committed retirees; nearly 8,000 programs of study; and 3 million alumni.

We are an unparalleled network of teachers, students, scholars, and entrepreneurs that extends into each of New York's 62 counties, within 30 miles of every New Yorker. We have 160,000 on-line enrollments and another 1.2 million students in continuing education; further, 18,000 students seek a SUNY degree from out-of-state, and another 19,000 students come to SUNY from around the globe.

The boost that SUNY provides New York in economic impact each year is remarkable. For every state dollar received, SUNY generates \$8 in total spending. With a statewide economic impact in the billions, SUNY's role stretches from a convener of the minds to one of the most significant economic engines of our time. We are not only the most comprehensive higher education system of its kind in the country; we are one of New York's largest employers.

Of the many conclusions that will be made throughout this budget process, one to me is unwaveringly clear: the past, present, and future of New York State is uniquely tied to its State University. And that's a partnership we stand willing and able to push to new heights.

What We Do

Any discussion of the budget and its potential effect on SUNY has to begin with what SUNY is doing now and what we've managed to achieve at a moment of such great fiscal challenge.

Without question, at the top of our list of accomplishments is our strategic plan.

After a 64-campus tour, 10 statewide town hall meetings, and input from more than 1,000 stakeholders from across the state, we've launched *The Power of SUNY*, our plan to revitalize the state's economy and enhance the quality of life for all New Yorkers. The plan harnesses our areas of expertise to maximize our potential, enabling our students and faculty to strengthen SUNY's impact on critical areas including

entrepreneurship, student success, health, energy, and the expansion of our knowledge-based enterprise, both locally and globally.

To assist in these efforts, we have created a network of regional tech transfer hubs in partnership with the SUNY Research Foundation. These hubs are helping us translate SUNY research into marketable products and services, finding new ways to make our investment in brainpower return tangible benefits to the people of New York State.

We're unlocking new treatments and vaccines for disease control, including the prevention of ear and lung infections; inventing geothermal technology under airport runways; developing a water purification system for communities around the world; and exploring technologies designed for New York to be a leader in clean energy.

We are also continuing our efforts to seal the leaking education pipeline. College and career success begins long before students arrive on our campuses. With support from the Gates Foundation, SUNY is creating eight Early College High Schools designed to increase college completion rates among disadvantaged students. We've also secured another \$800,000 from the Lumina Foundation to aid adult degree completion along with paid work experiences. At the same time, our Educational Opportunity Program – long supported by this body and recognized as among the nation's most successful paths to college graduation for low income, first generation students – is providing excellent opportunities for highly motivated students to succeed at SUNY.

Of course, it doesn't stop here. Our faculty – along with many partners – brought to New York over a billion dollars in grants for sponsored research this year. Thousands of faculty and students are participating in these grants and putting New York back on the map as the center of innovation.

And speaking of students – ours are truly the envy of higher education. Not only are they bright, inquisitive, creative, and determined in the classroom, but they constantly strive to bring that passion to what they do outside the classroom. Whether it is providing assistance in Haiti, tutoring local high school students, volunteering at non-profits, or interning at local businesses – the impact of SUNY students reaches far and wide. And perhaps most impressive today is their courage and maturity in taking a stance on tuition. Their demand for a rational tuition policy should make us all confident in their ability to provide the next generation of leadership for New York and the world. Leading that charge is Julie Gondar, of East Greenbush, President of the SUNY Student Assembly. She's one of our best and brightest and you'll have the opportunity to hear from her today as well.

And for two last pieces of good news, 11 SUNY campuses were listed in the "Top 100 Best Values in Public Colleges," as noted by Kiplinger's Personal Finance. This is the highest number of campuses named from any state in the nation, let alone other systems. And six of our 4-year campuses have been recognized by the Education Trust as among the very best in the nation for graduating minority students at the same or even higher rates than the average graduation rates. When it comes to access and affordability for students, our State University is #1 – and that's a title we have no intention of ever giving up.

Where We Stand

With all of the great things happening at SUNY, there are also back-breaking challenges we face daily. Just as Governor Andrew Cuomo characterized New York State, higher education also stands at a crossroads. Less public investment, greater public demand, and rapidly shifting economic sands require us to be increasingly agile.

The campuses in your districts and around the state continue to provide a top-notch education to thousands of students each year. Thanks to the leadership of our Board of Trustees and the keen expertise of all our campus presidents, we have managed more demands with significant decreases in funding through the implementation of creative solutions, hard work, and a true dedication to a greater cause. In the face of unprecedented fiscal hurdles, these efforts have kept SUNY strong.

SUNY is strong ... but it is not invincible. With a negative impact of \$1.1 billion over the past three years, and the potential for that figure to reach \$1.5 billion with the enactment of this executive budget, SUNY's ability to provide the breadth and quality of its programs and services is threatened. With a total percentage decrease in funding of nearly 35% over the past four years, we have already seen our capacity to deliver programs and services diminished on our campuses – including hiring freezes, increased reliance on adjunct faculty, reductions in course offerings, increases in class size, and already announced decisions to limit enrollments or otherwise restrict programs.

What We've Learned

Last year was not an easy one for the State University of New York. Not only did we bear an additional \$442 million in cuts and unfunded mandatory costs, we also were unable to convince public policy makers to take steps toward critical reforms that we fought so hard to achieve.

Our agenda was not only ambitious; it was the right thing to do for our state. And in the end, we learned some hard lessons about an uphill climb and heavy lifting.

First, we learned how important it is to SUNY's future that we develop comprehensive and thoughtful state policies to fuel our success.

Second, our success must be more effectively translated to our constituents and champions as a win for our students, parents and families, and the people of New York. We have to be much more forthright about our belief that as SUNY goes, so goes New York and vice versa.

Since we cannot carry this message alone, we need to work harder at building better advocacy among our faculty, students, staff, alumni and friends, and our elected officials.

We also learned that we are quite fortunate to have a new partner in Governor Andrew Cuomo, who we believe will be a staunch advocate for our great university system. We are excited about his leadership. He has recognized that SUNY plays a significant role in the revitalization of our economy, because we are the university for the State of New York.

SUNY produces the graduates who become employees and continued residents of New York. But we also help to create jobs for New Yorkers via business incubators and tech transfer. And in many communities, we are one of the largest employers. Recognizing us as an economic backbone and a driver of the knowledge economy validates everything we do and work to achieve.

And perhaps most importantly, we learned that SUNY must be far more vocal about what we know to be our unequivocal commitment to access and success. Specifically, we understand and embrace our role in delivering to the state a high quality education that is both accessible and affordable. And we just can't ever de-couple SUNY's commitment to access from our responsibility to graduate students in a timely fashion.

Access is perhaps the most important gateway to enhanced quality of life for our students and their families and the pathway to professional success.

Individuals who enter the workforce with a 2- or 4-year degree have more successful careers and earn higher salaries than those who lack them. This is a fact, and it is why protecting access is central to our mission at SUNY.

But there is something equally as important as access – and that is completion. Let me repeat what I just said a moment ago: individuals who enter the workforce with a 2- or 4-year degree have more successful careers and earn higher salaries. The key word here is "degree" – they have completed their course work and graduated. If we admit students that we aren't able to graduate in a timely manner – either because

budget cuts have resulted in fewer programs and course sections or even fewer student advisors – then we are not only hurting our students in the long term, we are denying the state a qualified work force. We must ensure access AND success. It is not only a matter of SUNY's responsibility to create opportunities for individual students, or even of its ability to drive the economic future of this state. The quality of our teaching, research, and service must remain paramount if we are to realize positive outcomes or results.

The principle that guides our every action at SUNY is excellence in education. Our obligation as a state university is to maintain the academic quality that best serves the needs of our students, faculty, and all New Yorkers at the lowest possible cost. Our welcome mat must extend from Niagara Falls to Montauk Point. To achieve this in the midst of our economic crisis is a daunting task.

In a speech calling for the U.S. to once again lead the world in higher education, President Obama said education is "the economic issue of our times." He added, "It's an economic issue when the unemployment rate for folks who've never gone to college is almost double what it is for those who have. It's an economic issue when nearly eight in 10 new jobs will require workforce training or a higher education by the end of this decade. It's an economic issue when we know beyond a shadow of a doubt that countries that out-educate us today will out-compete us tomorrow."

In summary of lessons learned, if I were to pick a theme for SUNY in this year's legislative season, it would be "partnership". We must work together to find ways in which the State University can thrive to its fullest potential. At the same time, we must protect the citizens of our state. I am certain we can achieve this goal if we can join together as partners this year and in years to come.

What We Need

I've told you about SUNY's most recent accomplishments and lessons learned in last year's budget process. Now I'd like to clearly articulate the going forward strategy for SUNY's budget needs; in short, what we need to keep this great State University of New York continuously improving, better serving the people of New York, and leading New York's economic revitalization.

We must cut the red tape that is strangling SUNY's procurement of essential goods. If our hospitals cannot quickly purchase the life-saving tools they need ... if our campuses cannot provide our students with the educational tools they need in a timely manner ... then we simply cannot do our jobs efficiently. The hurdles we face in the procurement of goods force us to spend more tax-payer dollars and to fall behind on our promise of excellence to New Yorkers.

We must allow SUNY to enter into public-private partnerships with more cost-efficient and growth-oriented regulatory relief. We know that these reforms will advance our core mission and values and that they can at the same time protect collective-bargaining rights. It's essential that we attract the interest of the private sector, while simultaneously protecting the interests of the public, allowing us to generate additional revenue and create the jobs our state so desperately needs. One only needs to look closely at the 100 acre Centennial Park at North Carolina State University to understand the power and impact that such a research park is having in that state; not unlike the extraordinary partnership that exists at UAlbany's College of Nanoscale Science and Engineering with the private sector.

We have already been working with Senator LaValle and our union partners to come to agreement on procurement reforms. We hope to do the same with public-private partnerships. Of course, we greatly appreciate the Governor's support for these badly needed and long-overdue regulatory reforms and look forward to working with Assemblymember Glick and her colleagues to make these a reality. SUNY has brought these **zero-cost solutions** to the table at a time when New York must be open to ideas for fiscal stability.

While these reforms are essential, we also remain deeply concerned about our mounting fiscal challenges and how they will impact our ability to provide a quality experience for our students.

We must reach a mutually acceptable agreement on “maintenance of effort.” We understand the seriousness of New York’s financial crisis and agree that everyone must do his or her part for the good of all New Yorkers. Governor Cuomo has laid out an ambitious plan to address the root cause of our state’s fiscal problems, and he deserves credit for his effort to make New York live within its means.

So while we certainly applaud the Governor for his courage to face our current budget crises, I have to say, for the record, that after years of significant cuts to SUNY’s operating budget, many are concerned, including students and faculty, about the University’s continuing ability to provide access to a quality education. Yet, the State’s economic reality cannot be ignored. So, in an effort to balance support for our critical mission against the economic realities of our time, we must, at the very least, begin a genuine and productive discussion regarding the State’s long term commitment to funding the State University of New York.

We must revisit support for the life-line in three of New York’s key communities through the public hospitals that serve our Academic Medical Centers and the patients of Syracuse, Brooklyn and Long Island. We are deeply troubled about the Governor’s proposal to eliminate state support for SUNY hospitals. This action will spell devastating consequences for these institutions and the communities they serve.

Our hospitals have already absorbed more than \$479 million in cuts and unsupported mandatory costs imposed by the state over the past three years.

This year’s budget proposal completely eliminates what was left of their state support – \$179 million. Factor in a \$25 million increase in their state retirement system bill, and a yet-to-be-determined level of Medicaid cuts – conservatively estimated to be over \$30 million – and we’re looking at an impact of approximately \$209 million in the coming year, bringing the four-year impact on **just three** hospital facilities to **over \$700 million**.

A cut of this magnitude will have a devastating impact on the hospitals’ ability to deliver critical care to over one million patients per year, educate New York’s future healthcare workforce, and continue to be major employers in their communities. I urge reconsideration of this approach to the SUNY hospital subsidy.

We must also take this opportunity to ask you to consider restoring at least some of the massive reduction of state aid to SUNY’s community colleges, and state operated institutions.

In the Governor’s budget, community colleges were cut by \$226 per full-time equivalent student – \$33 million in total – which is in addition to \$56 million in cuts over the past three years. The community colleges have been grateful for the infusion of the federal stimulus funds in the last two budget cycles. However, from the very beginning, presidents and business officers were acutely aware that this was one-time funding and they began to think about the time for hard decisions that would be required once those funds were gone. That time is now.

The state-operated institutions were cut \$150 million, added to \$619 million already cut over the past three years. I do not make this request lightly. I understand full well the constraints on New York’s finances in this economic environment. However, I feel strongly that we owe it to all of our constituents, especially our students, faculty, and staff to advocate for this reinvestment.

And finally, we must address the issue of tuition. To its credit, New York has done an outstanding job of limiting reliance on tuition to support SUNY’s operations. At \$4,970 per year at our state operated institutions, SUNY’s tuition is among the lowest in the nation. Thanks to the Tuition Assistance Program – TAP – any New York State resident who seeks a SUNY education will not be denied because of diminished financial means. However, the means by which we have achieved this tuition rate have been anything but fair.

Over the last 48 years SUNY has been allowed to raise tuition only 13 times. The smallest tuition increase was 7 percent (\$310) in 2009-2010. The highest increase was 43 percent (\$650) in 1991-1992. Seventeen times since 1963, a first-year student entered SUNY and during his or her college career never had to pay a tuition increase while others saw two or three increases.

SUNY needs a tuition policy that is fair, predictable, and responsible.

- Fair because it protects access and affordability.
- Predictable because it allows students and families to plan over a 5-year period.
- Responsible because all of it is invested in completion.

As Student Assembly President Julie Gondar said in her recent statement calling for a rational tuition plan, "We understand that the Governor is concerned about pricing students out by raising tuition but that won't even be an issue if their program can't be found in the SUNY system."

So I ask all of you today to partner with SUNY in establishing a five-year tuition plan, similar to the successful cycle you have so wisely provided for our capital planning.

Thank You

I know we've put a lot out on the table today. It is no small task to run the nation's largest State University, and it is no small responsibility for the state it serves. There will always be spirited discussion around the best way to move the university forward but in the end, everyone in this room wants the best possible system of public higher education for New York State. Everyone in this room wants to maintain access, keep SUNY affordable, and rejuvenate New York's workforce with new jobs and a newly skilled citizenry. I know we can make this a reality by harnessing our collective passion for progress.

Thank you for giving us this time to lay out the vision of what we believe public higher education can do for the State of New York – and what together we can do to make that vision a reality.

We are happy to take your questions.

The City University of New York



**Testimony of Chancellor Matthew Goldstein
The City University of New York
New York State Senate Finance Committee and
Assembly Ways and Means Committee
2011-12 New York State Executive Budget Proposal
February 10, 2011**

Good morning, Chairperson DeFrancisco, Chairman Farrell, members of the Finance and Ways and Means committees, staff, and guests. Thank you for the opportunity to testify before you today about The City University of New York and the 2011-12 State Executive Budget Proposal. I will ask the senior officers of the University accompanying me to introduce themselves, starting on my left.

We come to you today at what we all know is a difficult time for the State of New York—and, I would submit, a time when the presence of CUNY and SUNY, two of the three largest public university systems in the nation, has never been more important.

As Assemblymember Deborah Glick, chairwoman of the Assembly Committee on Higher Education, wrote recently in an opinion piece in the Albany Times-Union, "...SUNY and CUNY for decades have been the most effective economic development investments the state and city have made." Senator Kenneth P. LaValle, chairman of the Senate Higher Education Committee and chairman of the Senate Majority Conference, has also spoken of the importance of our public universities to the future of the state. One of the senator's New Year's resolutions, posted to his Senate site, pointedly resolves to "expand our economy through our higher education and health care institutions."

CUNY continues to advance its critical mission on behalf of the state. Our enrollment is at record levels: as of fall 2010 we are serving more than 262,000 degree-seeking students and an additional 257,000 adult and continuing education registrations. In fact, our surging enrollment prompted us to implement our first-ever wait list for applicants who filed late. Most recently, enrollment in our winter session—the short period in between the fall and spring semesters—set another record, with almost 14,000 students, an 11 percent increase over last year's enrollment.

At the same time, more and more high-achieving students continue to seek out CUNY. SAT scores for 2010 CUNY first-time freshmen have increased by 33 points on average at our top-tier senior colleges. We were also delighted with the recent news that CUNY student Zujaja [zoo-ZSA-zsa] Tauqeer, who is enrolled in the Macaulay Honors College

at Brooklyn College, was selected as one of only 32 Americans to be a 2011 Rhodes Scholar. CUNY students continue to win nationally competitive awards such as Truman, Goldwater, Marshall, Fulbright, National Science Foundation, and National Institute of Health fellowships and scholarships.

CUNY faculty continue to garner prestigious recognition, as well. For example, three CUNY professors were awarded 2010 Guggenheim Fellowships: Kimiko Hahn, distinguished professor of English at Queens College; Colum McCann, distinguished lecturer in the Hunter College MFA program; and Joshua Brown, executive director of the American Social History Project/Center for Media and Learning at the Graduate Center. In addition, Anthony Carpi, professor of environmental toxicology at John Jay College of Criminal Justice, was at the White House last month to receive the Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring.

Enabling our faculty to provide a world-class education for all of our students, one that truly prepares them to compete in a global marketplace, is the University's highest priority. We are committed to furthering the academic progress we have made over the last several years.

The University's 2011-12 Budget Request reflects this priority. It emphasizes investment in our academic core: full-time faculty, academic programs, research opportunities, academic support services, and information management and technology capacity.

This year's request represents the sixth year of the University's financing approach, the CUNY Compact, which has made possible so much of CUNY's academic renewal. The compact calls for shared partnership between government and the University—with government covering mandatory costs and the University addressing investment initiatives through philanthropy, efficiencies, and partnerships. In these lean times, the University has aggressively pursued initiatives to gain internal savings, increase fundraising, build public-private partnerships to develop facilities, and collaborate with

business and industry to create new revenue opportunities. As I have said before, our public universities must now be entrepreneurial universities.

The compact model also emphasizes a rational tuition policy, one that calls for modest, predictable increases and that protects our neediest students. CUNY has led the way in voicing the importance of a rational tuition policy. Going forward, the question is how such structural reform can be implemented in public higher education. One consideration may be a policy that positions tuition as part of the investment vehicle for the four-year Master Plans prepared by the University and approved by the state. Such a policy would recognize tuition as one of the revenue streams used to meet the approved plan's financial obligations. Tuition is then predictable and rationally tied to an institution's academic objectives—objectives developed specifically to benefit students.

All of us at CUNY appreciate that the State Executive Budget calls for full funding of the University's mandatory costs, consistent with the CUNY Compact, and also recognizes the five percent tuition increase for spring 2011 approved by our Board of Trustees. I thank the governor for his sensitivity in maintaining mandatory costs during a very difficult time and for his understanding of the need for a more rational way to deal with tuition. The executive budget also leaves whole the Tuition Assistance Program, which is an increasingly critical resource for struggling families.

For CUNY's senior colleges, the budget proposes a reduction in state aid of more than \$83 million. It also further reduces state aid by almost \$12 million to help cover a shortfall of \$300 million from last year. For our community colleges, the executive budget recommends a 10 percent base-aid reduction per FTE. After accounting for a small increase from enrollment growth, the resulting decrease to the community colleges is more than \$15 million.

With the proposals in this year's executive budget, reductions at our senior colleges since FY2009 now total \$300 million. At the community colleges, cuts total almost \$55

million. All told, CUNY's reductions since FY2009 total \$355 million—or almost 14 percent of our proposed FY2012 funding level of \$2.6 billion.

We clearly understand the state's difficult fiscal situation. At the same time, there is no question that cumulative cuts of this magnitude affect our operations. Hiring full-time faculty has been one of our highest priorities; they are the backbone of the University. We have worked diligently over the last several years to build back a severely depleted faculty corps, adding more than 1,200 full-time faculty over the last decade. But in the last year or two, those numbers have flattened as resources shrink and retirements grow. Enrollment, however, remains at record levels. The result is fewer full-time faculty for more students—a trend no university can sustain. We must prevent any loss of the gains we have worked so hard to achieve.

For our capital program, the executive budget recommends another \$284 million allocation to our senior colleges and almost \$32 million to our community colleges for critical maintenance projects. We are grateful for this attention to our urgent maintenance needs. Upkeep and upgrades are essential, especially now, when more students means more wear and tear.

We are also grateful for the appropriations allocated in previous budgets for major construction projects under way across the University, including the Lois V. and Samuel J. Silberman School of Social Work at Hunter College in East Harlem, the new Fiterman Hall at Borough of Manhattan Community College, the building expansion at John Jay College, and the North Instructional Building at Bronx Community College. We also recently purchased a new site for the CUNY School of Law in Long Island City, Queens, and are moving forward with construction for a 2012 opening.

I am proud that we are maximizing these state funds through public-private partnerships. Several facilities—whether the School of Social Work, the law school, or our residential halls at CCNY and Queens College—were made possible through innovative collaborations with private developers and other entities.

I do want to note a potential impediment to CUNY's future building program. The University agreed with the Division of Budget on a completion plan for many important projects at CUNY that were actively in construction in 2007—many of which were decades in the making—to be completed. Since that agreement, approval for new projects has slowed. We need the support of the executive and legislature to green-light these capital projects, which address vital campus needs. A long lull in capital work at a time when our campuses are at capacity would affect academic operations well into the future, from the number of sections offered to the availability of courses.

What's more, construction projects mean jobs in New York City. For every \$10 million spent in construction, it is estimated that 60 jobs are created at the job site and 30 additional jobs offsite in materials fabrication, on an annual basis. With your support, CUNY has created thousands of good jobs across the city through its capital program.

I should also note that one major project not funded in the executive budget is the new academic building at New York City College of Technology. This important shovel-ready project will add 350,000 square feet of essential instructional and lab space to the campus, and funding would enable construction to start this year.

All of us at the University are acutely aware of the challenges faced by New York State and, indeed, by states across the country. We also know that these challenges can only be met by an educated, innovative workforce and by the public universities that create the state's skilled professionals and entrepreneurs.

Better-educated people live longer, are healthier, earn more, have better job security, and are more civically engaged. Where but our universities can we develop a creative, inquisitive, enterprising citizenry? Let's not forget the fundamental purposes of our higher education institutions. Immersing ourselves in deep and sustained study enables us to better understand our world and our responsibilities as citizens. Advanced education builds greater perspective and empathy, broadens our notions of what's

possible, teaches us to ask questions and formulate answers, and heightens our forms of expression. It builds the whole person—it fires our imaginations, fuels our humanity, and instills a lifelong curiosity. Today, as our state and our country face unprecedented local and global challenges, we must protect the one institution created to serve the public good and improve our collective future: the university.

As President Obama emphasized in his State of the Union address last month, “We need to out-innovate, out-educate, and out-build the rest of the world.” This is particularly true today, when, as the president said, “[o]ver the next 10 years, nearly half of all new jobs will require education that goes beyond a high school education.” In New York, Governor Cuomo made clear in his presentation of the State Executive Budget the three things the state needs to grow out of its economic difficulties: “jobs, jobs, jobs.”

The City University of New York is preparing New Yorkers for those jobs. What’s more, we’re helping to create those jobs. In fact, CUNY is one of the single most important engines moving our city and state forward.

Every university will talk about its role in economic development. But at CUNY, “workforce development” and “job creation” are not platitudes. At the University, we recognized long ago that we needed to be active participants in shaping the labor market and preparing and credentialing New Yorkers—not only to improve the lives of our students, who are the current and future workers, but also to improve the quality of jobs and services provided to and by New Yorkers, whether high tech or entry level.

For example, over the last decade alone, research funding at the University has tripled. We are home to world-class researchers and to new entities like the CUNY Energy Institute at City College, created in 2008. The institute is developing advanced technologies to reduce oil imports and increase the efficiency and use of domestic energy resources. Over the last two years alone, the institute has raised nearly \$20 million in funding, supported 30 doctoral students, and created 20 knowledge-based jobs in New

York. Technology developed by the institute will lead to several commercial enterprises that will result in many more jobs. Two enterprises are already in the planning stages.

At the same time, the University has implemented a “green buildings” initiative to train workers for entry-level jobs and career advancement opportunities. For example, a “Green Maintenance for Buildings” program, with funding from the Robin Hood Foundation, provides training for positions in building operations with an emphasis on energy efficiency. Every one of the program’s first 39 graduates has received at least one job interview.

The University has taken this kind of comprehensive approach in other fields. In the health care sector, for example, which represents about 11 percent of all jobs in New York City, CUNY’s responsibility is to prepare a sufficient number of qualified personnel to meet the health-care needs of the city’s residents.

- To that end, the University has created a new School of Public Health to train practitioners and researchers in urban health issues like asthma and diabetes.
- We have developed a longstanding collaboration with the largest health care union in New York City, enabling more than 6,000 union members to enroll in CUNY programs every year.
- And we have graduated nearly 12,000 associate- and baccalaureate-level nurses over the last 12 years.

In other areas, such as small business development, the University is helping to create future jobs. We have awarded more than 73,000 business degrees over the last decade alone.

- At CUNY’s Baruch College, the Field Center for Entrepreneurship, which began as a lab to help city residents start businesses, has served 10,000 clients, secured more than \$83 million in debt and equity financing, saved more than 1,700 jobs, and created another 2,200 jobs.
- Small business entrepreneurs are also getting a boost from CUNY’s LaGuardia Community College, which was the first education partner selected for Goldman

Sachs' 10,000 Small Businesses Initiative. LaGuardia's program helps small business owners develop growth plans. Participating businesses in the first cohort have already hired an additional 63 people and garnered more than \$2 million in contracts.

- And CUNY's New York City College of Technology is part of a consortium that Verizon approached to develop talent for the technology jobs of the future. Working with the communication workers union, City Tech developed a cutting-edge program that positions participants for career advancement opportunities. Their gain is also Verizon's gain; the company stays competitive with skilled workers who grow as the industry grows. The program has already served about 550 participants.

Name any other sector important to New York, and CUNY is creating the jobs, workers, and innovative practices that sustain it: hospitality, the arts, media, finance, information technology, and many more. A three-decade sampling of CUNY baccalaureate recipients found 85 percent of them still living in New York State, repaying the investment in their higher education many times over.

CUNY is an unparalleled force in New York's labor market. But going forward, that essential role will surely be compromised by the continued decline of public support for the University.

New York's best economic policy is to have an educated citizenry: the entrepreneurs and change agents, the talented and innovative workforce, the public servants. States across the country are looking for an answer—some catalytic event, a game changer—in order to spark economic growth. But New York's economic stimulus is already here: it's our public universities. Supporting their work is the best investment in the future that New York can make.

Chairperson DeFrancisco, Chairman Farrell, and members of the committees, all of us at CUNY are grateful for your longtime support of CUNY and public higher education in

New York. These are undoubtedly challenging times, but we are confident that by working in partnership with you, CUNY can continue to be a powerful vehicle for New York's economic and social revitalization. Thank you.



**Statement by Elsa M. Magee, Acting President
New York State Higher Education Services Corporation**

**To the
New York State Senate Finance Committee and
The New York State Assembly Ways and Means
Committee**

February 10, 2011

**New York State Higher Education Services Corporation
99 Washington Avenue
Albany, NY 12255
www.hesc.org**

HESC President's February 10, 2011 Testimony

Chairman DeFrancisco, Chairman Farrell, Senator LaValle, Assemblymember Glick, and members of the Senate Finance and Assembly Ways and Means committees, thank you for the opportunity to speak with you today about the Governor's 2011-12 Executive Budget recommendations that address student financial aid administered by the New York State Higher Education Services Corporation (HESC).

I am Elsa Magee, Executive Vice President and Acting President of HESC.

Much has been said of the difficult choices that Governor Cuomo has referred to in his budget presentations. Today, I would like to speak to the reason why such choices must be made, our future. The students who avail themselves of our services are some of the most important reasons to embrace the changes that have been proposed. Making sure that they can afford to attend a college or university in New York State is just as high a priority to Governor Cuomo as making sure that there are jobs available to them when they graduate. An example of this commitment is the Tuition Assistance Program, or TAP.

TAP is the centerpiece of New York's higher education student financial aid programs, and continues to be among the largest and most generous need-based college grant programs in the nation. To put it simply, TAP enables our neediest students to attend college and pursue a brighter economic future.

The Governor's budget enhances that commitment to students by restoring the \$75 across the board reduction to TAP awards that were implemented last year. The Budget also ensures that students will continue to get the opportunity to meet standards for academic progress. It should also be noted that under the Governor's budget, overall funding for TAP would actually increase by \$19 million, or 2.3 percent. This is because the Budget reflects the increasing number of students who are qualifying for the program.

In addition, the Executive Budget recognizes the importance of continuing to support doctors, social workers and nurses who serve in shortage areas across the state by extending the Regents Physician Loan Forgiveness Program, the Regents Licensed Social Worker Loan Forgiveness Program, the Senator Patricia K. McGee Nursing Faculty Scholarship Program and the Nursing Faculty Loan Forgiveness Incentive Program.

Student Empowerment Grant

On December 15, 2010, HESC was conditionally awarded the Student Loan Center Student Empowerment Grant by then-New York State Attorney General Andrew M. Cuomo to create a national student loan call center and Website to help students and parents choose the best loan options and minimize loan debt. In the months ahead, agency staff will continue to work to implement this initiative to effectively and efficiently address an issue that is of equal concern to students and families nationwide.

Federal Family Education Loan Program (FFELP)

Effective July 1, 2010, all new federal student loans will be funded by the United States Treasury through the Federal Direct Loan Program (FDLP). With this change, HESC will only continue to guarantee prior loans remaining in its portfolio. As a result of this change, HESC has experienced a decrease in new loan volume.

The agency continues to advocate for a defined role in the FDLP to ensure the continued delivery of high quality student financial aid services to New York State students, families, and schools at no taxpayer cost.

Default Prevention Services

A critical component in the administration of our federal student loan portfolio continues to be helping students stay current with their loans and assisting colleges in helping their students stay current so that they do not default on the repayment of their loans.

In 2009-10, HESC helped more than 624,000 students avoid default on loans worth \$4.7 billion through its various default prevention programs.

The New York Higher Education Loan Program (NYHELPS)

NYHELPS was created to provide a cost effective alternative student loan option. Since December 2009, the New York Higher Education Loan Program (NYHELPS) has provided more than 600 New York State students who have exhausted all other low-cost federal and State financial aid with nearly \$6 million in fixed rate loans. Nearly 69 percent of students receiving these loans come from TAP-income eligible households. These students are assured that their payments

will remain fixed throughout the life of their loan, and they will be eligible for benefits such as forbearance and reduced payments should they struggle financially while in repayment.

The 2011-12 Budget reduces funding for NYHELPS administrative costs to reflect actual program needs. In 2011-12, students and families will be able to finance up to \$15 million in college costs using these fixed rate loans, at no additional cost to taxpayers.

Fulfilling Our Mission

At HESC, we continually strive to develop new ways to improve access to financial aid and streamline costs so that no student is left unable to afford a college education. From making it easier to learn about and apply for State-sponsored grant and scholarship programs on the Web, to providing students and families with hands on assistance in applying for that aid, our agency remains focused on its mission of helping New Yorkers pay for college.

Thank you.



University of the State of New York
State Education Department

2011-12 Budget Presentation

Higher Education and the Professions



David M. Steiner

President of the University of the State of
New York and Commissioner of Education

February 10, 2011

**TESTIMONY OF THE PROFESSIONAL STAFF CONGRESS/CUNY
JOINT HEARING OF SENATE FINANCE COMMITTEE AND
ASSEMBLY WAYS AND MEANS COMMITTEE**

February 10, 2011

Delivered by Dr. Barbara Bowen, President, Professional Staff Congress/CUNY

SUMMARY

Introduction—The Conversation Must Include Revenue

- On behalf of the 22,000 CUNY faculty and staff I represent, I begin by thanking Senator John A. DeFrancisco and Assmblymember Herman D. Farrell, Jr. for the opportunity to speak on the critical issue of the Executive Budget for the City University of New York. I am joined today by the union's First Vice President, Dr. Steve London.
- The Professional Staff Congress calls on you to oppose the Governor's proposed cuts to CUNY and reverse the long-established trend of underinvestment in our university system. More fundamentally, we urge you to show courage in your pursuit of revenue measures that would help to balance the state budget without punishing the most vulnerable New Yorkers. It's unrealistic and ultimately cruel to close a \$10 billion gap with cuts alone.
- With a budget deficit of that size, the conversation about the budget must include consideration of ways of increasing revenue. And we can't have an honest discussion about revenue without addressing the growing income inequality in New York State.
 - In New York State, the top 1% of income earners collect 35% of all income.
 - In New York City, the top 1% of income earners collect 44% of all income.
 - We haven't seen this level of income disparity since 1928.
- Budget-setting is about making choices, and the FY 2011-2012 Executive Budget, in the state with the highest income inequality in the country, represents a choice to protect the interests of the wealthiest New Yorkers at the expense of education, healthcare, and social services for the poor and middle class.
- With two trillion dollars sitting on the corporate balance sheets and record profits for the Wall Street firms responsible for the financial crisis that precipitated the state's budget shortfall, we should be talking about ways to ask those who benefit most from our system to pay their fair share—not about further enriching them while crushing the middle class.
- If New York State follows the wrong priorities embodied in the governor's budget, years of social progress will be undone. Rebuilding of the middle class will be impossible. Yet there is widespread agreement among economists that the economy will not recover without a healthy middle class.

CUNY: Engine of Equality and Economic Growth

- CUNY has always been the university for working-class students. We educate a student body that is disproportionately low-income, immigrant and largely Black, Hispanic, and Asian. We provide our students a path to opportunity—a way to overcome the huge economic inequalities that exist in our state.
 - 74% of current undergraduates are students of color and 60% are women.
 - 208 countries and 195 languages are represented at CUNY
 - 44% are the first generation to attend college
 - 38% come from households with annual incomes of \$20,000 or less; among community college students, the percentage is 46%
 - 59% depend on financial aid (Pell and/or other grants and scholarships)
 - 41% work more than half-time jobs (20 hours per week)
- Statewide income inequality is highly correlated to educational achievement gaps, faltering wages, and lack of investment in jobs, physical and human capital development and innovation.
- Public investment in CUNY generates job opportunities for individual students. It also promotes innovation, creativity, and social development, all of which are important for a more productive and prosperous future for all New Yorkers.
- CUNY graduates infuse every part of the city's economy with energy and revenue—from business to government to healthcare to fashion and the arts. Their contributions to the state's economy (and its tax base) are far-reaching and significant.
 - 70% of associate's degree recipients and 80% of bachelor's recipients from CUNY continue to make their home in New York City after graduation.
 - CUNY awards 5,300 baccalaureate and master's degrees in business and finance every year, about one third of all the business and finance graduates from all New York City institutions
 - one-third of New York City public school teachers are CUNY graduates
- If the Governor's budget is enacted, CUNY's ability to contribute fully to the economic and cultural vitality of our city and state may be lost.
- Not increasing investment in CUNY at this time just does not make economic sense.

Accelerating a Long-Term Trend of Underinvestment

- Under the Governor's budget, CUNY senior colleges would endure an \$11.9 million cut carried over from the state's current-year deficit reduction and a newly-proposed \$83.2 million cut, for a total decrease of \$95.1 million.

- This year's Executive Budget cuts to CUNY's senior (\$95.1 million) and community colleges (\$17.5 million) come after two years of reductions and a long history of disinvestment of state funds.
- Contrary to the impression created by Governor Cuomo, State law does not guarantee yearly increases in appropriations for CUNY. In fact, over the last two years (FY 2008/09 to FY 2010/11), CUNY funding has been reduced, when adjusted for inflation and FTE enrollment:
 - direct state aid to CUNY senior colleges declined by 14.3%
 - direct state aid to CUNY community colleges declined by 9.4%
- Over the last 20 years the state's disinvestment in CUNY is even more apparent. From FY 1990/1991 to FY 2010/11, when adjusted for inflation and FTE enrollment:
 - direct state aid to CUNY senior colleges declined by 35.4%
 - direct state aid to CUNY community colleges declined by 32.7%

Quality Education at CUNY Will be Endangered

- The Executive Budget, if enacted, would directly attack the quality of education at CUNY. Twenty years of cuts, amounting to nearly a third of CUNY's funding from the State, have already endangered educational quality. The current proposal would actively impede the efforts of the faculty and staff to offer working-class New Yorkers a quality college education.
- If the cuts are imposed, class size—already at unacceptable levels on many campuses—would increase further. Students crammed into overcrowded classes would have less of their professors' attention and time.
- Course offerings are likely to be reduced, forcing students to wait longer for graduation.
- Some departments have already closed their departmental office two days a week, lacking sufficient support personnel to staff them. Students seeking help will find a locked door.
- Some of the most productive faculty at CUNY are already seeking to leave, including many of the young faculty recruited in recent years with funding added by the Legislature. Despite their commitment to CUNY's mission, they find that they are sabotaging their careers to stay at a university that cannot support their scientific research or that imposes such a heavy teaching load that they can no longer be productive scholars.
- Many campuses have already reduced spending on supplies, laboratory equipment and library resources. Without those vital elements, students are at an immediate disadvantage; the education they receive is necessarily less rich than it should be.

- The PSC refuses to accept poverty conditions for our students. Many of them have come to CUNY to find a way out of poverty; they cannot do that if their university itself endures poverty conditions.

Forcing Students to Pay More

- Tuition increases are not the answer to underinvestment in CUNY. Public higher education's ability to raise revenue has been interpreted by New York State as permission to cut appropriations.
- Whenever the state withdraws funding from CUNY, it taxes students by increasing tuition, with little benefit to CUNY's bottom line.
 - In FY 1990/91, tuition and fees as a portion of CUNY's total budget were 21.4%.
 - In FY 2010/11, tuition and fees as a portion of CUNY's total budget are 41.9%.
- The result? Students are paying more and CUNY is getting less.

The Tuition Assistance Program (TAP) Will Not Reduce the Hardship of Tuition Hikes

- Students are shouldering a greater share of the burden of funding CUNY even when TAP is taken into account. Students' out-of-pocket cost (tuition minus TAP aid) as a proportion of the CUNY budget has increased from 16.5% to 33.5% since 1990-91.
- Some of the neediest students at CUNY attend the University part-time. Most low-income part-time students do not benefit from TAP. In 2009, CUNY enrolled 77,789 part-time students. HESC data estimated that only 142 part-time CUNY students received TAP that year.
- 20,000 low-income students whose financial aid is determined by TAP's Independent Awards Schedule—essentially New York City's working poor—are unduly harmed by tuition hikes because they are subject to an eligibility schedule for TAP that has not been adjusted since 1994.
- Students who have exhausted their financial aid are also particularly vulnerable to tuition hikes. For the 2009-10 academic year, HESC estimated that 8,145 CUNY students exhausted their TAP eligibility before they graduated.
- The Governor's continuation of most of last year's TAP cuts and changes will amplify the effect of the recent tuition hike. Elimination of graduate student TAP awards and the leveling-down of eligibility standards for independent married students without dependents will hurt CUNY students. The Governor's acceptance of more stringent Standards of Academic Progress for TAP should be of particular concern. Even under the previous standards—the standards that were in place before this year—10,543 students lost their financial aid.

Privatization and Public Private Partnerships are Not the Solution to Lack of Funding

- Public-Private Partnerships and other PHEEIA-type proposals are not the answer to CUNY's funding needs.
- Innovation, additional funds from patents, and creative arrangements with non-profits and the corporate sector will flow from increased public investment.
- If CUNY were fully funded, we would have four to five thousand more full-time faculty with a workload that would allow for more cutting-edge research and the consequent social and economic contributions to New York. Without the necessary public investment, we will continue to struggle and not be able to realize our full potential.

Revenue and Investment in CUNY is the Solution

- There are many revenue-generating proposals that would be appropriate at this time, for example:
 - Extending the Personal Income Tax surcharge (the "millionaires tax")
 - Closing corporate loopholes, including the treatment of hedge fund managers' income
 - Retaining a portion of the stock transfer tax

New York needs to rebuild, not destroy. Public investment in CUNY makes sense.



SOLUTIONS FOR NEW YORK'S FUTURE

2011-12 State Legislative Priorities for New York's Independent Sector of Higher Education

- **Fund Students First:**
 - Tuition Assistance Program (TAP) and Grad TAP
 - High Needs Nursing Program
 - Teacher Opportunity Corps
 - Direct Institutional ("Bundy") Aid
 - Arthur O. Eve Higher Education Opportunity Program (HEOP)
 - Collegiate Science and Technology Entry Program (C-STEP)
 - Liberty Partnerships Program
 - New York Higher Education Loan Program (NYHELPS)
- **Support New York's Anchor Tenants:**
 - Create a Community Solutions Grant Program
 - Establish a Greening Initiative for New York's Colleges and Universities



clcu

COMMISSION ON INDEPENDENT
COLLEGES AND UNIVERSITIES

STUDENT + AID = OPPORTUNITY



Independent (private, not-for-profit) colleges and universities are proud to partner with the State of New York in providing New Yorkers with a diverse array of higher education options and environments. State student aid programs such as the Tuition Assistance Program (TAP) enable students to choose the campus that is best for them. This partnership is good for students, and good for the state's taxpayers.

Each year, the Independent Sector educates nearly four in every ten students (38%) enrolled in higher education in the state, and we confer nearly two in every three bachelor's and graduate degrees (64%) awarded in the state. We are helping citizens find the academic environment and location that best suits them; this right "fit" is key to retention and degree completion. For example, students can choose between options that range from large, globally recognized research universities to one of 82 colleges that enroll fewer than 2,000 students.

Higher education is a significant part of New York's plan for economic recovery. To continue this important and productive partnership, we request that the state:

1. Fund students first.
2. Support colleges and universities in their role as anchor tenants and community partners.

Independent colleges and universities are home to creative, energetic people who create and transmit knowledge—and we also benefit New York as talent magnets, private employers, anchor tenants, innovation catalysts, and community partners.

Fund Students First

Tuition Assistance Program (TAP)

Restore \$46.7 million — cfcu seeks restorations for the funding cuts proposed in the Executive Budget, including:

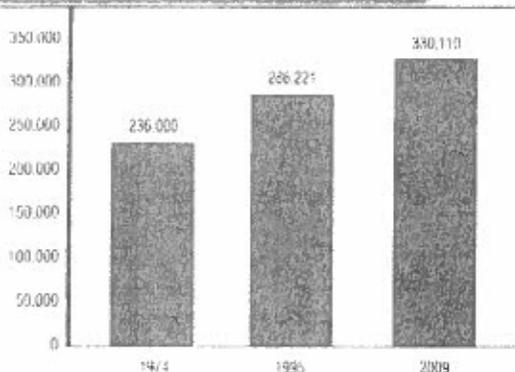
- Restore the maximum TAP award for 2-year degree seekers at 2-year colleges to \$5,000 from \$4,000.
- Restore Graduate TAP awards, approximately \$380 per student. More than 8,000 students count on Grad TAP to cover tuition expenses for master's and other advanced degrees such as education and nursing.

For more than 35 years, New York's Tuition Assistance Program (TAP) has fostered college aspirations in 4 million of its citizens by helping them to meet college expenses, keeping talent here in the Empire State. Half (49%) of all TAP recipients attending private, not-for-profit colleges and universities come from families earning less than \$40,000.

Educating Nurses and Teachers

- **The High Needs Nursing Program** encourages Independent Sector campuses to increase their enrollment of nursing students. Created in 2007, the program provides up to \$250 for each full-time student enrolled at an eligible two-year program and up to \$500 for each full-time student enrolled in a four-year program. **Restore \$940,000** for independent college and universities to join State and City University campuses in preparing more nurses and nurse educators.
- **Teacher Opportunity Corps** funds encourage eight independent and six public colleges and universities to increase enrollment of under-represented students in teacher education programs. It also prepares these future-teachers in how to best help students who are at risk of academic failure or of dropping out. **Restore \$640,000.**

Tuition Assistance Program (TAP): Serving Low- and Moderate-Income Students for More Than 35 Years



Note: Full-time equivalent undergraduate and graduate student recipients, all sectors
Source: Higher Education Services Corporation, Annual Reports, 10/10/2.3.11



Direct Institutional "Bundy" Aid

Restore \$3.9 million—Direct Institutional ("Bundy") Aid the most visible evidence of the New York State's public/private partnership in higher education. Most colleges and universities use Bundy Aid for student financial aid. Bundy Aid is a performance-based funding model that distributes state dollars based on the number of degrees awarded in the previous year.

"If you're a college graduate, unemployment is five percent. If you're a high school graduate, it's ten percent or more. It's a very big difference. It leads to an unequal society and a society which doesn't have the cohesion that we'd like to see." Federal Reserve Chairman Ben Bernanke, December 5, 2010

New York Higher Education Loan Program (NYHELPS)

Maintain support for NYHELPS, which offers students and families a lower-cost way to borrow after they make use of other forms of institutional student aid and state and federal assistance (excluding the PLUS loan).

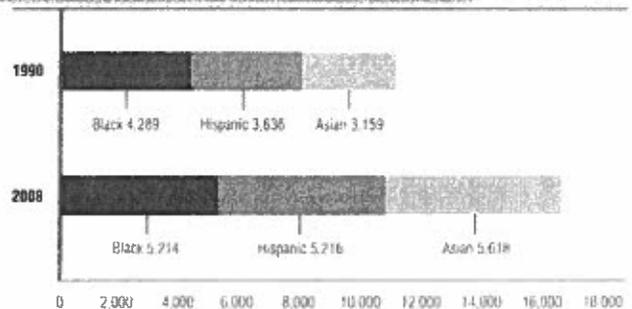
Talent magnets: New York State annually recruits more than 32,000 first-time freshmen from outside its borders, more than any other state. Student and visitor spending associated with private, not-for-profit campuses annually totals \$3.9 billion.

Opportunity Programs

The Executive Budget keeps New York State's commitment to opportunity programs, proposing consistent year-over-year funding levels for HEOP, C-STEP and Liberty Partnerships. These programs have a proven, measurable effect on the number of minority and low-income students who are prepared for and complete their college degrees.

- **Arthur O. Eve Higher Education Opportunity Program (HEOP)** has graduated 48,000 students over four decades. HEOP students, who do not meet the traditional criteria when they are admitted, typically earn their degrees at rates that equal or exceed other students. Three in four HEOP students are Black or Hispanic, and 80% of HEOP freshmen come from families earning less than \$21,150 annually.
- **Collegiate Science and Technology Entry Program (C-STEP)** focuses on increasing the enrollment and retention of under-represented and economically disadvantaged students in programs leading to scientific, technical and health-related careers. More than 5,700 underrepresented and disadvantaged students are served by fifty competitive grants awarded to colleges and universities through C-STEP annually.
- **The Liberty Partnerships Program** works to decrease New York's high school dropout rate with tutoring, mentoring, college awareness, academic counseling, and home visits. Each year, eight in ten participating students (82%), two-thirds of whom are Black or Hispanic, complete high school.

New York's Independent Sector Educates A Growing Number of Students of Color



Note: Full-time, first-time students.

Source: New York State Education Department, Office of Research and Information Systems, C-25 2-4-11



Support New York's Anchor Tenants and Community Partners

New York's private colleges and universities contribute \$54.3B to the State's economy annually and directly employ 174,000 individuals. Campuses have a stabilizing effect on our local economies especially in Upstate New York, where colleges and universities are anchor tenants for hundreds of cities, towns and villages. In nine of the state's counties, private education represents five percent or more of total employment. Further, changes in the state's top 10 employers illustrate an evolving economy. In 1964, top employers in New York were dominated by manufacturing firms. Today, Cornell University and University of Rochester are two of the state's top employers.

Community Solutions Grant Program

Colleges and universities are good neighbors, providing a number of outreach services and volunteers to assist local residents in a myriad of ways. Although their principal focus is teaching and research, colleges and universities enhance community life, promote economic opportunity, and improve health and safety. Volunteerism in college often leads to life-long civic engagement; college graduates volunteer more, vote more often, and participate more in their communities. Colleges and universities also offer numerous—often free—artistic, athletic, cultural, and musical events.



Taking inspiration from the U.S. Department of Housing and Urban Development's Community Outreach Partnership Center (COPC) program that fostered collaborations between institutions of higher education and their communities, a state-led "Community Solutions Grants" program could leverage the capacity of New York's colleges and universities in addressing the challenges facing Main Street and our urban centers.

Independent Higher Education Economic Impact by Region

Region	2007 (in millions)	2009 (in millions)	Dollar change (in millions)	Percent change
New York City	\$25,956	\$30,459	\$4,503	17%
Capital Region	\$2,679	\$2,932	\$253	9%
Central New York	\$7,001	\$7,944	\$943	14%
Hudson Valley	\$3,807	\$4,151	\$344	9%
Long Island	\$2,613	\$2,823	\$210	8%
Northern New York	\$521	\$563	\$42	8%
Rochester	\$3,711	\$4,110	\$399	11%
Western New York	\$1,216	\$1,314	\$98	8%
Statewide	\$47,504	\$54,297	\$6,793	14%

Source: Center for Governmental Research, economic impact reports, January 2009 and October 2010
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*"Higher education will be the key economic driver."
Governor Andrew Cuomo, January 5, 2011*

Greening New York's Colleges and Universities

Colleges and universities are natural partners in state efforts to improve energy efficiency and develop renewable resources. Spurred by student interest, a number of independent colleges and universities already are making use of innovative energy systems in their buildings; others are researching and developing new energy technologies for homes and businesses; and even more are reaching out to their communities to heighten awareness of energy use and sustainability. Further, many campuses regularly seek LEED (Leadership in Energy and Environmental Design) certification for their building and renovation projects.

Working through the New York State Energy Research and Development Authority (NYSERDA) or the New York Power Authority (NYPA), the state could enact a capital matching program to finance projects that promote energy conservation and energy efficiency at colleges and universities. Such a targeted investment will help reduce the state's carbon footprint, boost economic activity, and create thousands of jobs.

Innovation catalysts: New York ranks second among the states in R&D expenditures for colleges and universities (\$4B) according to the National Science Foundation, and third for grant dollars (\$1.9B) from the National Institutes of Health. Independent colleges and universities sponsor 400 research centers.



New York's 100+ Private Colleges and Universities

Adelphi University
 Albany College of Pharmacy
 and Health Sciences
 Albany Law School
 Albany Medical College
 Alfred University
 American Academy McAllister
 Institute
 Bank Street College of Education
 Bard College
 Barnard College
 Boricua College
 Bramson ORT College
 Brooklyn Law School
 Canisius College
 Cazenovia College
 Clarkson University
 Cochran School of Nursing
 Colgate University
 College of Mount Saint Vincent
 The College of New Rochelle
 The College of Saint Rose
 Columbia University
 Concordia College
 The Cooper Union
 Cornell University
 Crouse Hospital School
 of Nursing
 The Culinary Institute of America
 D'Youville College
 Daemen College
 Dominican College
 Dorothea Hopfer School
 of Nursing
 Dowling College
 Elmira College
 Excelsior College
 Finger Lakes Health College
 of Nursing
 Fordham University
 Hamilton College
 Hartwick College
 Helene Fuld College of Nursing
 Hilbert College
 Hobart and William Smith Colleges
 Hofstra University
 Houghton College
 Institute of Design and
 Construction
 Iona College
 Ithaca College
 Jewish Theological Seminary
 Keuka College
 The King's College
 Le Moyne College
 Long Island College Hospital
 School of Nursing
 Long Island University
 Manhattan College
 Manhattan School of Music
 Manhattanville College
 Maria College
 Marist College
 Marymount Manhattan College
 Medaille College
 Memorial Hospital School
 of Nursing
 Mercy College
 Metropolitan College of New York
 Molloy College
 Mount Saint Mary College
 Nazareth College
 The New School
 New York Chiropractic College
 New York College of Podiatric
 Medicine
 New York Institute of Technology
 New York Medical College
 New York School of Interior Design
 New York University
 Niagara University
 Nyack College
 Pace University
 Paul Smith's College
 Phillips Beth Israel School
 of Nursing
 Polytechnic Institute of NYU
 Pratt Institute
 Rensselaer Polytechnic Institute
 Richard Gilder Graduate
 School at the American
 Museum of Natural History
 Roberts Wesleyan College
 Rochester Institute of Technology
 The Rockefeller University
 The Sage Colleges
 Samaritan Hospital School
 of Nursing
 Sarah Lawrence College
 Siena College
 Skidmore College
 St. Bonaventure University
 St. Elizabeth College of Nursing
 St. Francis College
 St. John Fisher College
 St. John's University
 St. Joseph's College
 St. Joseph's College of
 Nursing at St. Joseph's
 Hospital Health Center
 St. Lawrence University
 St. Thomas Aquinas College
 Syracuse University
 Teachers College, Columbia
 University
 Touro College
 Trocaire College
 Union College
 Union Graduate College
 University of Rochester
 Utica College
 Vassar College
 Vaughn College of Aeronautics
 and Technology
 Villa Maria College of Buffalo
 Wagner College
 Watson School of Biological
 Sciences at Cold Spring
 Harbor Laboratory
 Webb Institute
 Wells College
 Yeshiva University

cicu

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STUDENT  **AID**  **OPPORTUNITY**

Join the New York Student Aid Alliance:
<http://nystudentaidalliance.org/>



Association of Proprietary Colleges
Educating New Yorkers for a lifetime of success.

**TESTIMONY OF THE
ASSOCIATION OF PROPRIETARY COLLEGES (APC)
ON THE
EXECUTIVE BUDGET PROPOSAL
FOR SFY 2011-2012
BEFORE THE
NEW YORK STATE SENATE FINANCE COMMITTEE
AND ASSEMBLY WAYS AND MEANS COMMITTEE**

FEBRUARY 10, 2011

Testimony Provided by the Association of Proprietary Colleges (APC)

Senator DeFrancisco, Assemblyman Farrell, members of the Legislature, thank you for giving the Association of Proprietary Colleges (APC) the opportunity to present testimony regarding this year's budget.

The Association of Proprietary Colleges (APC) represents 27 degree granting colleges operating on 41 college campuses in New York State and enrolling more than 50,000 students in associate, bachelor's, master's and doctoral programs. Our colleges are located across the state from Buffalo, to Long Island, Jamestown to Rochester, Syracuse, Utica, Albany and the entire metropolitan area.

APC colleges provide a quality education to New York residents. A majority of students attending APC colleges are from New York and over 90% of those students stay in New York after graduation to live and work. Our colleges are also large employers and economic drivers in their local communities. Based on a recent survey of the colleges, last year, 15 of our colleges paid \$144 million in payroll, over \$5 million in property taxes and employed over 5000 people. The colleges have invested over \$135 million in capital investments over the last five years. During academic years 2008 and 2009, our colleges have provided over \$100 million in grants and scholarships. This shows a commitment from our colleges to ensure access and make college affordable.

Each year, APC testifies on behalf of the entire membership. This year we thought it would be good to highlight a few of the member colleges and for you to hear directly from them. We thank you for allowing us this opportunity. Testifying on behalf of APC are: Karenann Carty, Dean of Academic Affairs, Monroe College- The Bronx and New Rochelle, Sue Cumoletti, Campus Director of Bryant and Stratton, North Syracuse, and Christopher Barto, Dean of Student Financial Services at LIM College, Manhattan.

APC

The mission of APC is simple: Proprietary colleges exist to provide students who need or desire a focused entry point into the work force a clear path to that goal. In a demand driven economy, where employers crave job applicants trained for specific employment functions, students choose colleges that can meet those needs. Our colleges exist to educate students for the jobs that are available today and will be tomorrow. In order to fulfill this mission we as college's are committed to providing students a quality education with the necessary support and assistance needed as they navigate their way towards obtaining a degree and finding a career.

The recent economic decline has had a profound impact on New York State as well as many of our students. We are seeing students enrolling in college who have lost their jobs and are seeking to gain new skills – this is true across all of our programs – associate, baccalaureate and master's. Students entering college directly from high school realize a diploma is no longer

enough and that they need a degree that will provide them with basic knowledge but also critical thinking and everyday skills. Many of these students enter college unprepared for its rigor and need remediation and enrichment to be successful. APC colleges provide the support necessary to ensure students returning to college for advance training or first-time entrants will be successful in obtaining a degree and a good job.

We applaud the Governor for recognizing Higher Education is a vehicle for economic recovery and an opportunity for New York to grow. We believe the Governor is correct and that New York has leading research universities that are conducting cutting edge research and have the potential to bring new industry and economic growth to the state. However, there has not been a lot of conversation regarding whether New York has a trained workforce ready and able for these new industries. According to recent data from the State Education Department, nearly 60% of high school graduates in 2009 were not college and career ready. APC believes now is the time to partner with the state to make an investment into New York's future by ensuring students have opportunities and access to higher education, receive the training and skills needed to guarantee we have a highly skilled, well trained workforce that can meet the demands of the 21st Century. APC is ready to help New York train our high school graduates to become successful college graduates and productive citizens.

We thank the Governor for continuing his commitment to provide aid to students. However, the policy behind some of the proposals is troubling in that they will impact the students who need the assistance the most – those attending two year degree programs and those who are the most financially needy – the exact students TAP was created to help.

We do not understand why the Governor would differentiate between students attending two and four year programs. Many students, especially low-income and minority students who may be the first in their family to attend college, see associate degree programs as an entry into higher education. These are the exact programs that offer students the skills needed to be well trained employees.

Member Colleges

APC member colleges are alike in many ways but very diverse. Most of the colleges are family owned - currently being operated by the third or fourth generation within a family. Many of the colleges have been in existence prior to the creation of SUNY. They educate the students in the area where they are located. The colleges are aware of the jobs and industries available and make sure the degrees offered lead to employment. Over the last decade our colleges have grown, not in the overall number of students enrolled but in the degree and programs offered. More than half of the colleges offer bachelor's degrees and a handful now offer master's and doctoral degrees.

Bryant & Stratton was founded in 1854. The College has seven campuses across Upstate New York (Buffalo, Rochester, Syracuse and Albany) and educates approximately 10,000 students a year. Bryant & Stratton offers 25 bachelors and associate degree programs primarily in the fields of business, health and medical, criminal justice, information technology and human resources. Programs are offered in traditional classroom settings, as well as flexible on-line courses.

Ask Sue for something B&S has done lately – new degree program or courses offered.

LIM College was founded in 1939, and is the only college in the U.S. exclusively devoted to the study of business and fashion. The college provides a well-rounded education through a combination of high quality instruction in the traditional classroom setting and hands on experience in the business of fashion via required internship programs in mid-town Manhattan. A strong liberal arts program provides students with a solid foundation in critical thinking and problem solving skills. This fall, LIM College was named one of the “Best Colleges in the Northeast” by the Princeton Review.

From the period of January 2007 through January 2010, 85% of LIM College graduates from New York State accepted permanent positions within New York State and 84% of graduates from outside NYS accepted positions in New York and become New York tax payers.

Add something about the LIM MBA program????

Monroe College has campuses in New Rochelle and the Bronx and was founded in 1933 with a single goal: to educate men and woman for success. Since its founding Monroe has emphasized real world education as a key element of a student’s academic journey. Over 40% of new students are referred by current or former Monroe College students. Most importantly, Monroe is a pioneer in educating minority and lower income urban students and take great pride in our student outcomes.

Evidence of Monroe’s success with minority and economically disadvantaged students:

- Monroe is ranked #3 in NYS for the number graduating African American and Latino students with Bachelor degrees.
- Monroe’s graduation rate is in the top 5% of all degree granting institutions in the United States whose student body is comprised of a majority of Pell grant recipients.
- A student attending Monroe is four times more likely to graduate than a student attending a CUNY community college.

Monroe’s student population is reflective of the communities we serve. The student body is older than traditional college students, disproportionately made up of economically disadvantaged women who are African American or Hispanic.

SFY 2011-2012 Budget Proposals

Thank you for restoring TAP last year. Your continued support is appreciated and provides opportunity to students across the state. Last July when Governor Paterson vetoed all restorations to the Education budget, students were negatively impacted and had no ability to plan for additional funding needed to cover the cost of tuition.

The impacts of the vetoes were especially felt by students attending our colleges. A majority of

APC colleges offer programs year round. Students can complete three full semesters of study in one academic year. Over 30,000 students were enrolled in June for the current academic year when the TAP cuts came through. The result was these students were enrolled and taking classes and half way through their semester they learned they were not going to receive the full TAP award they had been awarded for that semester and were going to encounter reductions in each of the following semesters. For many of the students attending an APC college they do not have family or others they could turn to for help. Students were faced with the reality of having to decide whether to drop out or take out additional loans (if they could qualify) to continue. Our colleges assisted these students and many of the colleges provided grants and scholarships so students could continue their studies or helped them navigate the financial aid process.

The most concerning proposal to our colleges is the reduction in maximum TAP awards for students attending two-year degree programs. We fully understand the realities of the state's fiscal situation. However, reducing TAP for the neediest of students entering college in a two year degree program is essentially cutting the exact students the program was established to help and closing off access and opportunity. We urge you to reject this proposal again this year. Low income students should be treated the same and it should not matter whether they attend a two or four year program.

Reduce Maximum TAP Awards for Two-Year Degree Programs

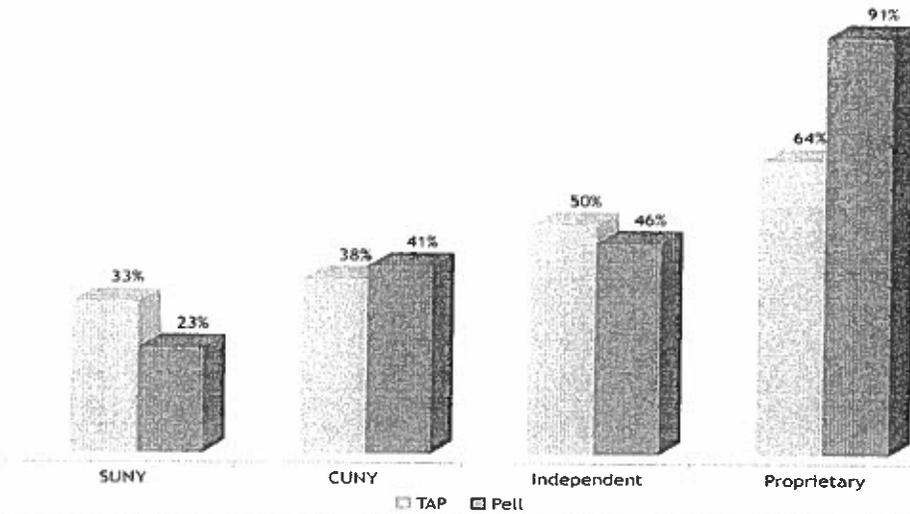
The Governor is proposing to reduce the maximum TAP award for students enrolled in a two-year degree granting programs from \$5000 to \$4000. This proposal is not limited only to maximum awards. The practical application being all awards are reduced by approximately 20%.

APC Position – Reject the Governor's proposal and continue to invest in the students who need the assistance the most!

Here is a snapshot of the demographics and success of APC students:

APC Colleges enroll more low income students than SUNY, CUNY and the Independent sectors in New York as evidenced by the percentage of students receiving TAP and Pell – both need based grant programs.

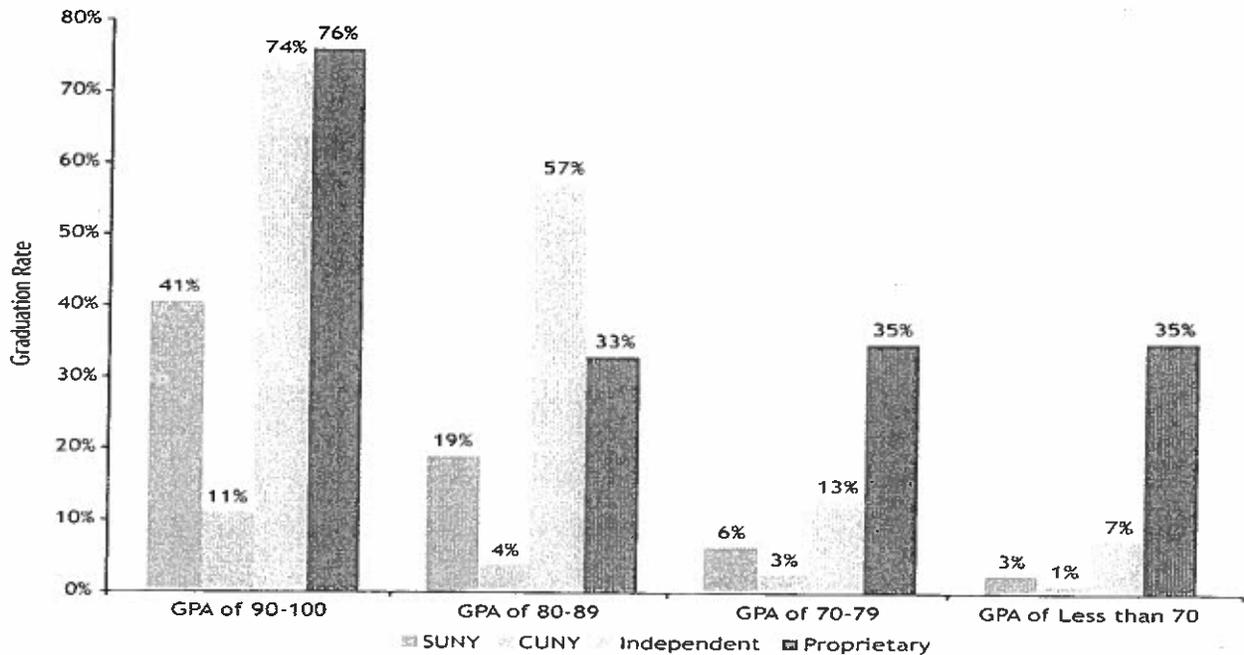
Percentage of Undergraduate Students Receiving Financial Aid Grants in 2004-05, 2-Year Institutions



Source: New York State Education Department using National Center for Educational Statistics (IPEDS) data

APC colleges graduate students in Associate degree programs at a higher percentage than the statewide average, SUNY and CUNY. Further, APC colleges do a better job than all other sectors in NY when it comes to graduating students who graduate High School with a GPA less than 80.

Graduation Rates for Associate Degree Programs Within Two Years, Grouped by High School GPA, 2008

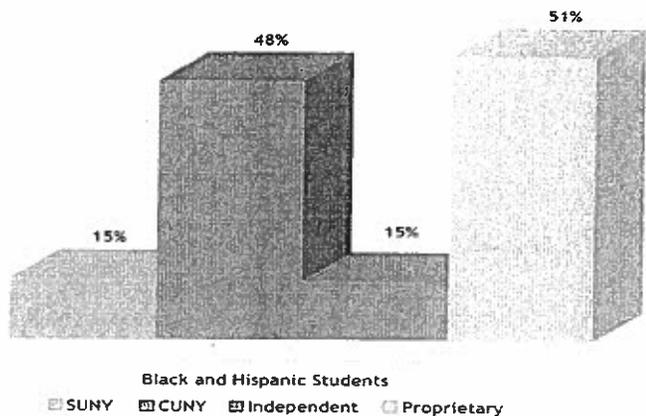


Source: New York State Education Department

APC member colleges enroll the highest percentage of Black and Hispanic students in New York, exceeding CUNY by 3% and SUNY and the independent sector by 35%. They graduate

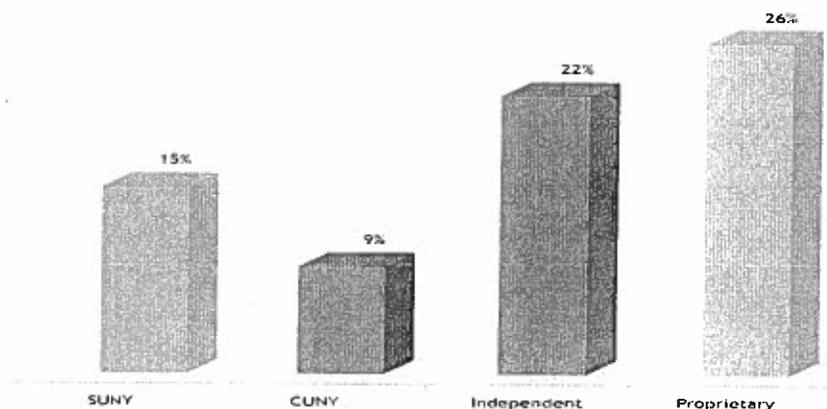
these students at a higher percentage than all other sectors (11% higher than SUNY, 17% higher than CUNY and 4% higher than the independent sector).

Percentage of Race/Ethnicity — Full-Time Enrollment, 2007, 2- and 4-Year Institutions Combined



Source: New York State Education Department using National Center for Educational Statistics (IPEDS) data

Graduation Rates for Black and Hispanic Students by Sector, Associate Degrees Earned Within Three Years of Enrollment, 2006



Source: New York State Education Department using National Center for Educational Statistics (IPEDS) data

As you can see based on the data, APC institutions are doing an excellent job educating the largest percent of minority and low income students. Our colleges are providing a quality education and graduating students, which, in turn provides New York with the highly skilled and well trained workforce needed to revitalize the economy. Rejecting the Governor’s proposal to reduce students attending two year degree programs will ensure low income and minority students will continue to have access to higher education and opportunity to improve their lives.

Increase Academic Standards for Non-Remedial Students

The Governor is proposing new standards of academic progress (SAP) for non-remedial students who first received aid in academic year 2010-2011.

APC Position – support the Governor’s proposal for increased standards of academic progress. The proposal put forward this year was developed by a taskforce put together by SED. All four sectors were part of the taskforce and the proposed standards are well balanced. The proposal increases accountability and will lead towards program completion while allowing students during the first two years to have flexibility which is critical for students as they enter college.

Alternative Proposal For Consideration

There are alternative means to reduce the cost of TAP. These include: Treating all students who lose TAP eligibility equally. Currently, a student who drops out during a semester or who loses TAP eligibility due to a low GPA or an insufficient number of credits earned cannot enroll at the same institution and be eligible for TAP the next semester. However, there is nothing in law or regulation that prohibits that same student from enrolling in another college and receiving TAP the following semester. We propose that all students who lose TAP eligibility due to poor performance should be prohibited from using TAP for a year.

The state should be concerned about its investment and whether students are working towards their goal of obtaining a degree. This is something our colleges take very seriously.

Final Consideration

Again, we thank you for your continued support of our students. Your investment in them has helped New York be world leader and your continued support will help New York emerge from these tough economic times. We know there will be many tough decisions to make and ask that you treat students fairly, help students who are trying to turn their lives around succeed and make a the same commitment to our future workforce as we are making to our students right now!

On behalf of our member colleges and our students, thank you for your consideration of our proposals.

Contact Information: Bartley J. Costello, III or Janet Silver, Hinman Straub Advisors, LLC
Phone (518) 436-0751



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**TESTIMONY
OF THE
NEW YORK PUBLIC INTEREST RESEARCH GROUP
BEFORE THE JOINT
SENATE FINANCE AND ASSEMBLY WAYS AND MEANS COMMITTEES
REGARDING HIGHER EDUCATION FUNDING
IN THE 2011-2012 EXECUTIVE BUDGET
FEBRUARY 10, 2011**

Hello. My name is Uruj Sheikh. I am a Legislative Associate with the New York Public Interest Research Group (NYPIRG) and a student at Brooklyn College.

The New York Public Interest Research Group (NYPIRG) is New York State's largest non-partisan research and advocacy organization, with a Board of Directors comprised of college and university students elected from campuses with NYPIRG chapters across the state. We teach organizing, research and communication skills, and provide students with opportunities to learn while working on issues, such as environmental protection, consumer rights, voter registration, government reform and higher education.

The proposed executive budget would cut funding for public higher education by \$361 million, a 10% decrease for 2011-2012.¹ These drastic cuts would be piled on top of years of state disinvestment in higher education. In fact, over the past 15 years funding has been cut by \$1 billion cumulatively, shifting the cuts to students and their families.² While we were pleased to see that the executive budget did not propose an increase in tuition, in light of the reduction in state support for public higher education over time and the additional strains placed on the system, we fear that there will not be sufficient resources to maintain access and the quality of public higher education in New York.

We urge you to invest in New York's future by protecting SUNY and CUNY, the Tuition Assistance Program (TAP), and the state's network of community colleges. We urge you to rekindle New York's tradition of investment in public higher education.

¹ Sum of Academic Year executive budget cuts to SUNY senior colleges (\$149.9 million), CUNY senior colleges (including \$11.9 million in cuts carried over from last year) (\$95.1 million), SUNY and CUNY community colleges (\$62 million), TAP (\$44 million), NYHELPS (\$6 million) and BUNDY (\$3.9 million). Sum of all cuts is \$360.9 million. See Assembly Ways and Means Committee, *Statistical Narrative and Summary of Executive Budget: Fiscal Year April 1, 2011 to March 31, 2012*, February 2011, Overview 21, 29-1, & 37-1.

² Sum of 1995-1996 state support for SUNY & CUNY: -\$309 million, 2003-2004 state support for SUNY & CUNY: -\$257 million, 2009-2010 state support for SUNY & CUNY: -\$363 million, and 2010-2011 state support for SUNY & CUNY: -\$355 million (Governor David Paterson, *2010-2011 Enacted Budget Financial Plan*, 20 August 2010, p. 90).

In our allotted time, I will outline the economic advantages of higher education as well as the recent levels of support, and will discuss our positions on opportunity programs, community college funding, and “rational” tuition.

Higher Education as an Economic Engine

While New York works through this punishing recession, policymakers must not lose sight of New York’s future and the central role that higher education must play in it. In his State of the Union address, the President said, “if we want to win the future – if we want innovation to produce jobs in America and not overseas – then we also have to win the race to educate our kids.” Yet policies to drastically cut support for colleges, or that make it harder for poorer students to attend college, will make it harder to “win the future.”

This budget crisis demands hard choices. It also demands smart choices, and the leadership to set clear priorities and stick with them as enrollment in the state’s public university systems is on a fast upward trend.³ If higher education is the gateway to economic prosperity, New York State is, unfortunately, failing to make it the priority that it needs to be.

A 2009 report by the Fiscal Policy Institute noted that government support of colleges and universities is one of the best methods to reverse an economic downturn.⁴ A workforce possessing advanced degrees is a strong motivator for job growth. Between 1990 and 2007, the percentage of New York’s labor market with at least associate’s or bachelor’s degrees increased from 38% to 47%. If the prevalence of these degrees is diminished by draconian cuts or students are priced out of the system by higher tuition, businesses will be less likely to locate here.⁵

The positive economic gains start well before students receive their degrees. A study by the State Comptroller found that employment in higher education had an almost *fivefold multiplier effect*, spinning \$13.2 billion in wages into \$62.2 billion for local economies in 2009.⁶ According to the Comptroller’s report, 12 upstate counties rely on colleges and universities for at least five percent of their employment.⁷

New York’s future lies with a knowledge-based economy where innovation produces jobs and prosperity. Investing in higher education is the way to realize that promise of a brighter future for New York.

Investments in Higher Education Have Not Matched State Spending

As Governor Cuomo has repeatedly pointed out, increases in state spending in recent years (a 5.7% average increase over a ten year period) have outpaced personal income (3.7%), tax receipts (3.8%), and inflation (2.4%).

³ College Board, *Trends in College Pricing 2010*, October 2010, p. 25. Available at: http://trends.collegeboard.org/downloads/College_Pricing_2010.pdf.

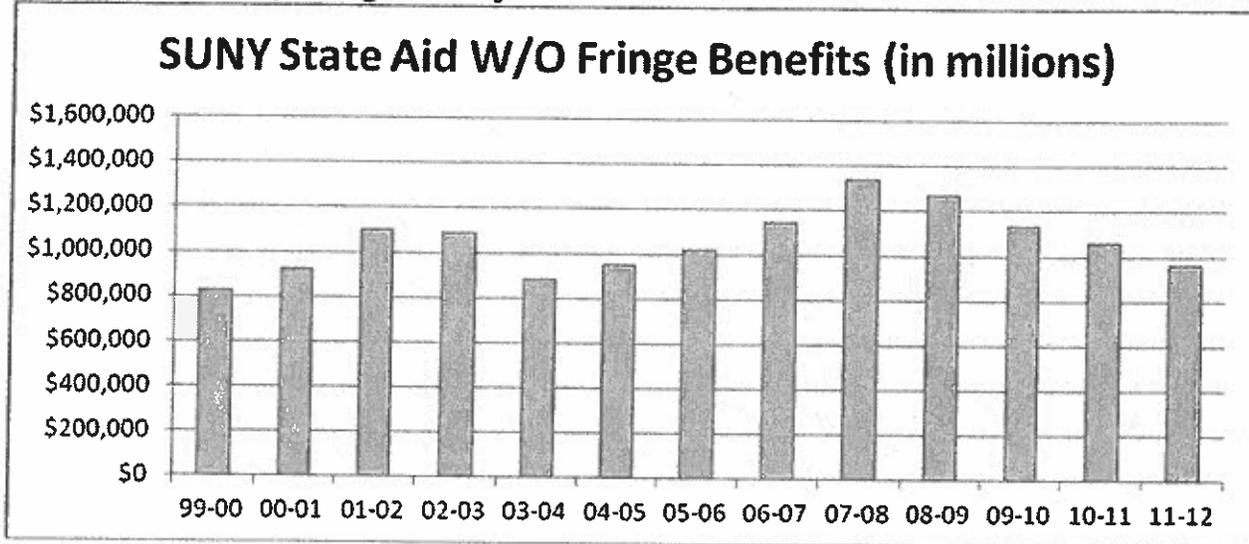
⁴ Fiscal Policy Institute, *New York State’s Underinvestment in Public Higher Education*, 15 January 2009.

⁵ *Id.*

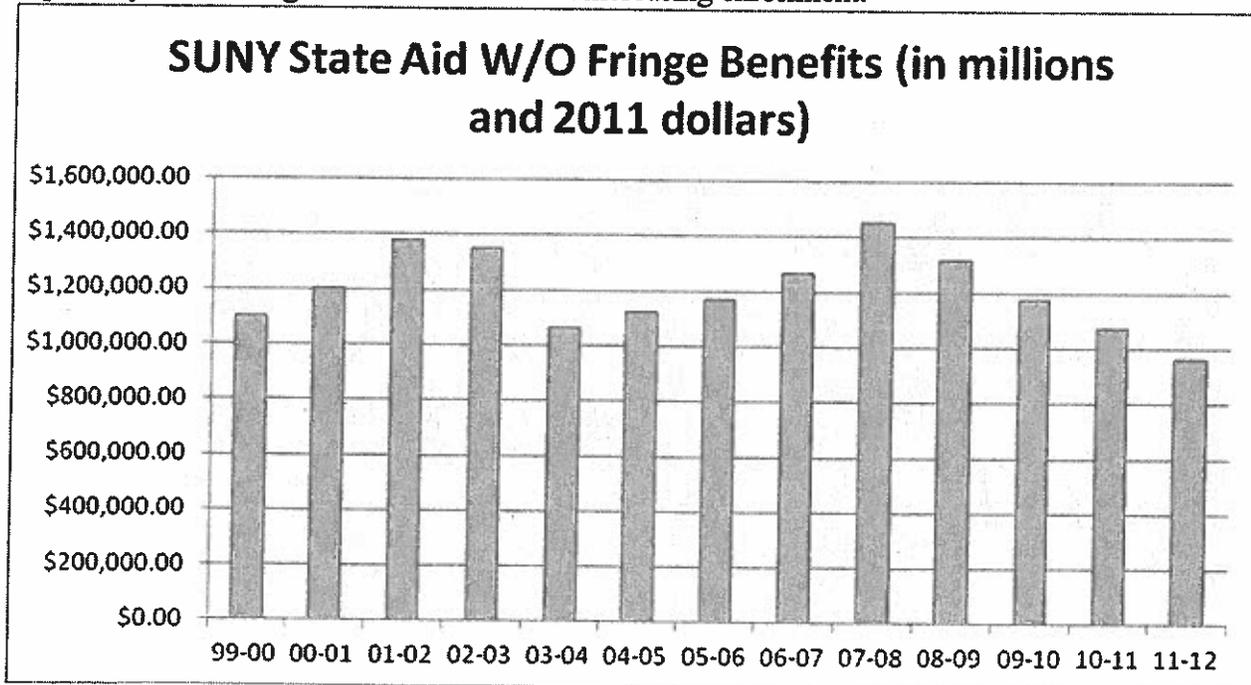
⁶ *The Economic Impact of Higher Education in New York State*, Office of State Comptroller, Report 70-2011, September 2010. Available at www.osc.state.ny.us/reports/highered/highered7-2011.pdf

⁷ *Id.*

Despite this dramatic growth, spending on higher education has been stagnant. State aid to SUNY, for example, has fluctuated. This year's proposed budget includes an amount *lower* than the budget from ten years ago in unadjusted dollars:



In fact, inflation-adjusted spending on higher education has decreased. When these numbers are adjusted for inflation, SUNY's total funding is at a low point. If the proposed budget is enacted, SUNY would actually receive less than at any point in the past quarter century. These cuts are especially devastating when combined with increasing enrollment.



“Rational” Tuition is Not the Answer

NYPIRG is pleased that the executive budget proposes a freeze on tuition and we see this as a sign of commitment to placing less financial burden on students and their families. However,

holding the line on tuition is not enough to maintain quality public higher education and access as colleges are asked to do more with less year after year.

Thankfully the executive budget does not propose to do away with the Legislature's control of tuition rates. Some have proposed giving SUNY and CUNY the power to set differing tuition rates by year, campus, major and uncoupling tuition from the budget allocation process.

And so-called "rational" tuition proposals would base annual tuition increases for each incoming class based on an inflationary index, setting a "floor," but no real ceiling on increases. On principle, NYPIRG believes that college should be affordable. Annual indexed tuition increases will make public college education less affordable.

Increasing tuition means students must make up the difference through limited public financial aid and private loans. Over 60% of all college graduates from SUNY and CUNY carry tens of thousands of dollars worth of student debt.⁸ Upon graduating, these students enter into an already unstable job market with scarce opportunities. Recent studies show that unemployment for recent college grads went up from 5.8% in 2008 to 8.7% in 2009.⁹ High student loan debt, and even low debt when paired with low earnings, can leave students with unmanageable payments that can jeopardize their basic needs and lead to delinquency and default. High student loan debt also may foreclose public service job opportunities for many students, who may find they cannot meet steep student loan payments and other necessary expenses on the pay from non-profit or public sector jobs.

Leaving college with burdensome debt also prevents or delays borrowers from taking important steps that have benefits not only individuals, but society and economy as a whole, such as home ownership. Putting additional stress on students and their families by increasing public college tuition during times of financial hardship will further weaken the capacity of people to handle the state's economic difficulties.

Advocates for the so-called rational tuition approach argue that it will ensure that tuition hike money would be used to benefit the university, and not to offset reductions in public funding, as happened with last year's tuition hike. While we are sympathetic to their goals, we do not agree.

Even if the law were changed so that new monies generated by local tuition hikes would be held exclusively for SUNY and CUNY, those new tuition dollars would still be mounted atop a base of state funding—a base that will erode quickly when state budgets get tight because tuition hikes will have become a first option rather than a last resort.

⁸ Project on Student Debt, "State by State View," *Student Debt and the Class of 2009*, 21 October 2010. Available at: http://projectonstudentdebt.org/state_by_state-view2010.php?area=NY.

⁹ Project on Student Debt, *Student Debt and the Class of 2009*, October 21, 2010, p. 1. Available at: <http://ticas.org/files/pub/classof2009.pdf>.

Analysis of tuition setting and tax allocations in other states gives us cause for concern.

Moreover, budgetary promises made today cannot bind future legislatures. A directly analogous example is the annual decision to add budget language that “notwithstanding” current law regarding the state’s community college funding obligation, the state will contribute less to this important part of the public college system.¹⁰ Simply stated, anything short of a state constitutional commitment would leave room for budget shortfalls.

Tuition Assistance Program

Unfortunately, the proposed budget keeps in place last year’s gutting of financial aid. Maintaining last year’s cuts to TAP during the middle of a recession, while cutting state funding after years of cuts and tuition hikes, would be shameful and damaging to the state’s best interests. A growing number of students are counting on the Legislature to protect TAP, and safeguard any other smaller financial aid programs that would also be cut under the Governor’s plan.

We oppose cuts to TAP and call for restoration of Governor Paterson’s cuts enacted last year.

Community Colleges

Funding for SUNY and CUNY community colleges will be cut by 10%,-\$226 less per Full Time Equivalent student (FTE), decreasing state funding from \$2,260 per FTE to \$2,034 per FTE.¹¹

Our community colleges were underfunded long before this recession began. For years, the state has failed to abide by state Education Law, requiring the state to shoulder up to 40% of community college operating costs. As a result, students have borne those costs. For both SUNY and CUNY, the state provides only about 27% of community college operating costs.¹² CUNY students pay about 36% and SUNY students pay about 37%.¹³ This is well above the national average of 20%¹⁴. Chronic under investment has made average community college costs in New York State some of the highest in the nation.¹⁵ As the recession continues, community colleges serve as a vital resource for New Yorkers looking to strengthen or retool their skills. They also provide flexibility for the nontraditional student juggling family, full-time work obligations and financial pressures. Reducing funding will leave community colleges

¹⁰ See Education Law section 6304.

¹¹ Assembly Ways and Means Committee *Statistical Narrative and Summary of Executive Budget: Fiscal Year April 1, 2011 to March 31, 2012*, February 2011, Overview 22.

¹² For CUNY, we subtracted December’s \$4.4 million cut to CUNY community college operating budgets (the rest of the \$5.3 million cut was a \$901,000 cut to rental aid) from both the total support and the state support figures from the Adopted FY 2010 budget, as reported by CUNY, then calculated the percentages. For CUNY’s report on community college operating budgets before the DRP see page 1, at <http://www.cuny.edu/about/administration/offices/bf/archive/2010CommunityCollegeAllocation.pdf>.

For SUNY, we subtracted December’s \$11.3 million cut to SUNY community college operating budgets (the rest of the \$12.1 million cut was a \$775,000 cut to rental aid) from both the total support and the state support figures from the Adopted FY 2010 budget, as reported by SUNY, then calculated the percentages. For SUNY’s figures re community college operating budgets before the DRP see slides 5 and 7 at <http://www.suny.edu/communications/releases/2010-11BudgetRequest.pdf>. Represents most recent data.

¹³ *Id.*

¹⁴ College Board, *Trends in College Pricing 2010*, October 2010 p.6, at: http://trends.collegeboard.org/downloads/College_Pricing_2010.pdf.

¹⁵ New York Education Law, §6304.

without enough money to serve the record numbers of low-income students and displaced workers who are already crowding their classrooms.¹⁶ A labor pool without the tools for personal and professional development is unsound for economic growth and furthers the problem.

Closing

We know that the state is facing unprecedented challenges, and that the Legislature will be forced to make difficult choices this year. We ask that you make those choices carefully and do everything in your power to lead us through this crisis without sacrificing affordable higher education.

We urge you to view the public higher education budget in the context of the state's disinvestment over time and that you keep access, affordability and quality uppermost in your thinking. And you must recognize that winning the race for New York's brighter future is inextricably linked to the race to provide undergraduate and graduate education.

An area that warrants closer examination is the state's tax expenditures. In recent years, tax breaks through entities such as the state's Industrial Development Agencies have increased. The amount the state spent on business tax expenditures went from \$4 million to \$5.3 million between 2000 and 2010.¹⁷ It is sobering to compare the economic impact these programs have to the proven benefits of investing in higher education. A 2006 audit found that only one third of the projects funded by IDAs met their job creation goals.¹⁸ We would thus recommend examining other programs to see if their potential for dragging New York out of its recession matches the gold mine that is higher education.

Rhetoric that state spending has increased too drastically in recent years does not hold up when one is only looking at support for higher education. The proven positive impact this area has on the economy – most likely greater than most economic development programs – means cuts in a recession damage the public's interest even more than in flush times.

We look forward to working with you all to ensure that New York's public colleges provide real access regardless of means and we maintain and build upon the high quality education available in New York.

Thank you for your time.

¹⁶ City University of New York, "CUNY Enrollment Skyrockets," CUNY Matters: Winter 2009 at: <http://www.cuny.edu/news/publications/cunymatters/winter09/CUNY-Enrollment-Skyrockets.html>.

¹⁷ Fiscal Policy Institute, *The Growing Burden of New York's Business Tax Expenditures*, 7 December 2010. Available at http://www.fiscalpolicy.org/FPI_GrowingBurdenOfBusinessTaxExpenditures.pdf

¹⁸ Alan G. Hevesi, *Industrial Development Agencies' Project Approval, Evaluation and Monitoring Effects, 2006-MS-2*. Available at <http://www.osc.state.ny.us/localgov/audits/swr/2006ms2.pdf>

Julie Gondar
Higher Education Hearing Statement
February 10th 2011

Good afternoon everyone, I would like to thank the members of the legislature and give special thanks to Assemblymember Glick for allowing me the opportunity to represent the voice and opinions of SUNY students. My name is Julie Gondar and I am the Student Trustee of SUNY and President of the SUNY Student Assembly.

We are here today to discuss Governor Cuomo's budget requests for the 2011 fiscal year. Specifically, his decision to reduce both Community College base aid and State Operated base aid by 10 percent. This 10 percent, standing alone, may not seem like much. However this seemingly small cut, when combined with all previous cuts, adds up to 1.1 billion dollars. In the short-run, these reductions may seem sustainable; over the long-run, these cuts will and already had detrimental effects to the education and quality of life that our students both enjoy and deserve. Not to mention the impact that these cuts will have on our communities that depend on our campuses and community colleges. As the largest employer in many of our towns, cities, and counties, SUNY is not just an institution of higher education, but a provider of jobs, a stimulus for investment, and provider of essential services. Furthermore, the 10% cuts in Community College base aid are an attack on what President Obama has declared our "Unsung Heroes of American Education." For every dollar that is taken away from our Community Colleges, it limits the opportunities for the new generation to grow and eventually enter the job market and inhibits thousands of older New Yorkers, some recently laid off as a result of economic recession, from learning new skills in order for them to return to the workforce or advance their careers.

Previous cuts in funding have already resulted in program reductions at Albany and Geneseo and I fear that these are the first of many to come. Beyond cutting classes, these cuts limit scholarships, faculty, and other services that are necessary for a campus to function and its students to succeed. These all in turn have an effect on graduation rates, as fewer courses leads to more students being "shut out" of required classes and having to wait longer to finish their requirements. Graduating late often adds to increased debt, which could be detrimental to someone's young career given the instability in the job market and the fact that financial aid ends after attending college for 4 years.

There is another reform which, unaddressed, will continue to hold back our students from their fullest potential. The obstacles our faculty and administrators face when purchasing goods are prehistoric and cannot keep pace in today's digital economy. Research, in many cases, is a race to the finish. If New York cannot move ahead, it will most certainly fall behind. In order for our campuses to provide their students with necessary learning resources and to save money for New York;

We are pleased that Governor Cuomo has spared funding cuts to the Tuition Assistance Program. For many SUNY students, TAP is the only way they can afford a higher education. We urge you to continue the practice of keeping TAP's awards within the range of SUNY tuition.

TAP must also be reinstated for graduate students. Often such students work tirelessly on their degrees while being paid low wages or receiving minimal stipends for their research. Graduate students have significant potential for a high return on investment for the state, and we are draining this valuable asset. So please, we ask you, to reinstate graduate TAP.

But of course, this distortion between tuition and financial aid cannot sustain SUNY and all its potential forever. If SUNY is to remain accessible and affordable, it must be allowed to enter public-private partnerships. These would provide SUNY with the potential for alternative revenue resources – rather than laying the responsibility on our students and their families.

Students would also retain value from these relationships by taking advantage of benefits such as new job and internship opportunities. It would put less strain on students and taxpayers; more partnerships for an enhanced education and a stronger research toolset. This is not the privatization of SUNY. This is the modernization of SUNY.

We understand that the Governor and Legislature are concerned about pricing students out of higher education by raising tuition, but given the dire fiscal situation of the state combined with the fact that by not raising tuition, campuses will be forced to reduce programs and services, a question of which is the lesser of two evils emerges. When weighing these together, a slight tuition increase would be more desirable than a year or two extra in college and far less detrimental than seeing programs and services get cut.

In all honesty, tuition at some point in the near future, will have to go up. Whether it is this year, or next year, or the year after, tuition will be raised. We are not calling for the irrational 20% or 30% tuition increases that we have recently seen in the past. What we ask, and we can only ask as this decision lays with the esteemed members of the legislature that I sit in front of today, is a rational tuition policy that is predictable, affordable, and is in line with both inflation and the necessities of both the state and SUNY.

This does lead us to another issue, the issue surrounding where our previous tuition raises went to. The last six tuition raises, averaging 20.5%, have not gone to SUNY or education, but to fixing budget shortfalls and used to support failing state agencies and programs. We, as students, had nothing to do with this deficit, nothing to do with the state of the economy, nor did we have any say in any decision regarding our tuition dollars. By implementing an irrational tuition system, with massive hikes, and using those dollars raised in anything other than higher education, New York is going against its pledge to provide access and affordability for its students.

So again, we are not asking for an irrational tuition increase, we are asking for tuition reform, starting this year. We are asking for rational tuition, smaller, more predictable increases that allows students and their families to plan ahead. We are asking for any and all dollars raised as a result of a rational policy to go to the campuses and the students that need them the most. We are an investment, SUNY is an investment. These investments are the foundation of an economically successful New York. It is time that our tuition stops being a political issue and becomes a moral one. The future of thousands of students and the quality of higher education in New York State depends on this and need your help. Thank you.

Greetings Members of the New York State Senate and Assembly,

My name is Cory Provost; I am a Trustee for the City University of New York and Chairperson of the University Student Senate--the official governance organization charged with representing the interests of the students of the City University of New York (CUNY).

Eight years ago I was a freshman in college, Brooklyn College to be exact, and I met the love of my life. I was wide-eyed and heads over heels in love, I know we all had that feeling before--that warmth and the comfort of knowing that you will grow in each other's company. Unfortunately, ever since I expressed my love--SHE has been playing hard to get. You would think that after eight years of chasing I would grow tired but, no, I cannot. Because I know if SHE is by my side then I can do no wrong, if SHE consumes my mind I will only succeed and if SHE is in my heart I can change the world around me. But, still eight years later SHE is playing hard to get--even more so now than ever. By now you must want to know who SHE is, who is SHE that has me so smitten: SHE is Support for Higher Education. For far too long the Support for Higher Education has been playing hard to get--embroiled in politics as usual, so much so that thousands of students are affected...and the effect they have is exponential when we consider the financial and emotional stresses placed on their families and friends when SHE decides to play hide-and-seek. This game must stop.

As we both sit here in similar capacities, speaking on behalf of thousands of people that we represent, I must ask that you reject the Governor's budget as it pertains to Higher Education in New York State. A budget, while taking into consideration the fiscal realities, should still reflect the values and priorities of the people of New York. This budget does not do that. Instead it hinders people from getting a job by taking away aid needed to finance education. What point is it to create jobs if no one is qualified to occupy them? How can we bring businesses to NYS if there is no educated workforce?

Now I've been a CUNY student for a good chunk of the past decade, so I will from onset admit my deep-rooted bias for this institution. As far as I am concerned, if the goal of this body is to invest in the economic stability of New York and intellectual development of its citizenry, then there is no better place to start than on the 19 campuses of the City University of New York.

When I run into CUNY grads from the 80s and 90s, they often speak of CUNY with nostalgia, expressing appreciation for the education they received, and, what today has become of utmost importance, expressing an appreciation for the affordability of a quality education. There are few college grads elsewhere who can make this claim. I find myself, today, with deep concerns about the prospects of the CUNY graduates of my generation sharing the sentiments of their alumni.

There seems to be a trend New York and a similar trend across this great nation of ours. And the trend simply is to divest in higher education, leaving our students with an increasing financial burden. Since 2009 State Fiscal support for Higher Education in New York has fallen 5.8 percent—from \$4.99 billion in 2009 to \$4.70 billion in 2011.

Currently Governor Cuomo is proposing:

- Continuing a \$11.9 and a \$20 million dollar cut from FY11 for the Senior and Community Colleges, respectively;
- Asking for \$83.2 and \$17.5 million dollar in new cuts to CUNY's Senior and Community Colleges, respectively;
- Seeking \$700,000 in cuts to CUNY's Child Care Centers;
- Eliminating CUNY LEADS which provides employment, academic and disability services to hundreds of students;
- Pushing to keep Gov. Paterson's corrosive TAP policies (e.g. eliminating aid for Graduate students and increasing the credit work load in order to qualify for aid)

I don't wish to consume you with numbers and statistics. Am sure that anyone sitting here for more than an hour will get a sense of which way the figures are headed. Instead, we should spend more time thinking of the tangible implications of the perilous trend our public academic institutions are currently in.

Last year I was privileged to testify before this body and I spoke proudly about two students: Kwame Amin and Christina Gonzalez. Both high school dropouts but, due to CUNY's ability to transform your life it propelled them to great success: Mr. Amin was a 1st Place winner in the Chemical Science Award broadcast around the world by BBC and Ms. Gonzalez received a full scholarship to John Jay after excelling at BMCC. There are hundreds of stories like these 2 superstars. Hundreds of voices that New York cannot afford to lose in the next series of budget cuts. The future of our State and our Nation depends on strong investments in Higher Education if we are to, as President Obama said: "win the future".



**TESTIMONY OF
STEVEN A. RODRIGUEZ**

USS VICE CHAIR FOR LEGISLATIVE AFFAIRS

Before the

**NEW YORK JOINT LEGISLATIVE PUBLIC HEARING ON
HIGHER EDUCATION**

February 10, 2011

Good afternoon, my name is Steven A. Rodriguez and I am the vice chair for legislative affairs for the CUNY University Student Senate (CUNY USS) and a rising sophomore at Kingsborough Community College.

We would like to thank Governor Andrew D. Cuomo and Speaker Sheldon Silver for their commitment NOT to raise tuition. Speaker Silver said it best, prior to Gov. Cuomo's Inaugural State of the State address in January that "Public Higher Education needs to remain affordable." This is because the return on investment compared to the initial cost is exorbitant.

Invest in the State of New York

President Barack Obama believes that to be successful in the 21st century, America's workforce must be more innovative and productive than our competitors, stressing the need to make higher education more affordable and accessible, and seeking to enhance higher education's role as a catalyst for American economic competitiveness. President Obama states:

"We need to put a college education within reach of every American. That's the best investment we can make in our future."

Will New York State choose to be successful and invest in its future? Yes. How will it continue to succeed in the 21st century without proper investment in Public Higher Education?

The City University of New York is the leading public urban university system in the nation. This affords New York State a unique opportunity to tap into a large pool of talent and resources unlike any other state.

Invest in the Education of New York State's Citizenry

The Tuition Assistance Program (TAP) is a vital component to maintain CUNY both affordable and accessible for low-income families. We want to thank Gov. Cuomo for the \$75 restoration included in his Executive Budget proposal. However, there is still cause for concern regarding TAP. One of the issues we would like to bring to your attention is the requirement for part-time students to receive TAP. To be eligible for part-time TAP, a student must have earned twelve credits or more in each of the two consecutive semesters as a freshman, for a minimum total of 24 credits earned. The reason for going part-time, more often than not, is because of the various other responsibilities (i.e. family, work, etc.) preventing the student from enrolling full-time. I know this because that was the case for me and a few of my peers. We feel it is a form of penalizing successful students who are pro-actively balancing school, work and other responsibilities.

Imagine having the door slammed in front of your child's future, simply because they can't afford a college education. Education is a basic human right. It is a key that unlocks the door to opportunities. Invest in the citizens of New York to ensure continued growth and success.

Invest in CUNY

CUNY is a vital economic engine because nearly eight of ten CUNY graduates continue to live or work – and contribute economically – in the city. What talent does New York State need? CUNY has it. You need teachers? CUNY has them. You need accountants? CUNY has them. Two of CUNY's senior colleges are nationally renowned for producing exceptional accounting graduates. You need physicists? CUNY has them. In fact, the NASA Science, Engineering, Mathematics and Aerospace Academy (NASA SEMAA) project site at York College is the only fully funded site in the Northeast.

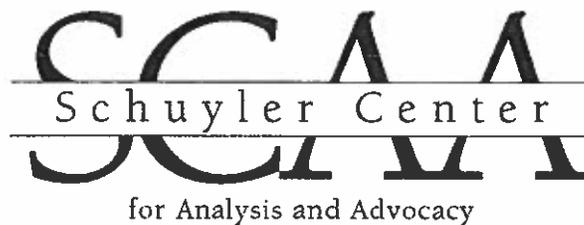
Part of CUNY's success is attributed to the unique student services that not only enrich the student's experience, but also delivers a quantifiable return on investment for New York State. The CUNY Linking Employment, Academics, and Disability Services (CUNY LEADS) program is one such resource for the development of programs that prepare students with disabilities for realistic and successful employment outcomes. CUNY LEADS has placed 72 percent of its graduates in jobs to date, saving New York State millions in disability benefits and Medicaid costs.

CUNY needs to remain a priority and funded adequately for the impact it has had, and continues to have, on New York State. People have started buying into the idea of economic improvement and developed a sense of “hope” when they have access to the opportunities that higher education can afford them. *Hope* begins and ends with Higher Education. Never forget this. Do not slam the door in the faces of hard-working New Yorkers who not only want to improve their lives but that of New York State. Invest in New York State by maintaining public higher education affordable. Invest in an educated citizenry by properly funding and executing fair policies related to TAP. Invest in CUNY by restoring vital student services like the CUNY LEADS program.

Thank you.

**Testimony before the Higher Education Committee
on the SFY 2011-12 *Executive Budget*
Higher Education Hearing
February 10, 2011**

**Presented by
Kate Breslin, President and CEO
Schuyler Center for Analysis and Advocacy**



*Shaping New York State public policy
for people in need since 1872*

**Testimony before the Higher Education Committee
on the SFY 2011-12 Executive Budget
Higher Education Hearing
February 10, 2011**

**Presented by
Kate Breslin, President and CEO
Schuyler Center for Analysis and Advocacy**

My name is Kate Breslin and I am President and CEO of the Schuyler Center for Analysis and Advocacy (SCAA). SCAA is a statewide, nonprofit, policy analysis and advocacy organization working to shape policies to improve health, welfare and human services for all New Yorkers, especially those who are poor or vulnerable. Since 1872, the Schuyler Center has served as a voice for social and economic justice and policies that work for children, people living in poverty, and persons who are chronically ill and disabled in New York State. Located in Albany, we work with partners including civic, business, religious, human service and government agencies to identify, research, and analyze problems and design compassionate and cost effective solutions.

SCAA works to strengthen policies that improve college access for low-income adults. While we applaud the Governor for not making new cuts to the Tuition Assistance Program (TAP) in the *Executive Budget*, the *Executive Budget* maintains certain cuts from last year and makes no concessions for the state's neediest students. I will address that issue today.

In this economy, a college education matters more than ever. According to the Bureau of Labor Statistics, more education results in a higher likelihood of employment and higher earnings: a college degree nearly doubles annual earnings, according to the U.S. Census Bureau. If New York State is to be successful in preparing its workforce and increasing its economic viability, then it must see more of its residents through college. This includes two groups in particular – those formerly associated with the foster care system and those with a GED.

These populations have a lot in common, and are often the same people. Consider these statistics:

- Nationally, only 30,000, or 20%, of college eligible foster youth obtain a postsecondary degree.ⁱ
- Of the 31,075 people who attained a GED in New York State in 2008, only 7,100 went on to college. And only 2,000 graduated college or remained in college after six years.ⁱⁱ

There are three things that policymakers should consider in order to improve upon low college completion rates that may be directly related to TAP restrictions on part-time students – like former foster youth and GED attainers.

- *Allow part-time students to receive TAP awards.* In order to qualify for TAP, a student must attend school full-time in the first year; for some, this may be impossible. They are often unable to attend full-time for a variety of reasons – primarily because they have work and family obligations – and need every bit of financial assistance available.

- *Restore the maximum TAP allowance to \$5,000 for students in two-year degree programs.* The Executive Budget maintains last year's reduction in the maximum TAP allowance for students in two-year degree programs from \$5,000 to \$4,000. This is a significant decrease for students who are often low-income.
- *Increase the maximum TAP award from \$3,025 to \$5,000 for orphans/wards of the court and other students under 22 years of age who meet certain criteria.* The Executive Budget also does not resurrect last year's proposal of a new TAP schedule for certain financially independent students. That proposal would have increased the maximum TAP award from \$3,025 to \$5,000 for orphans/wards of the court and other students under 22 years of age who meet certain criteria that establish their financial independence. These students would receive an award similar to that for students who are declared as dependents by their parents. This would have been a significant step forward for former foster youth. Last year, this proposal gained traction but did not become law.

TAP is arguably the nation's most generous tuition assistance program. However, reforms are necessary to close the college achievement gap. New York State will benefit from making it easier for foster youth, GED attainers, and other low-income students to attend and complete college. Eliminating certain TAP restrictions for particularly vulnerable populations will result in more productive working adults and will benefit the state's economic security at a time when that is imperative.

Thank you for your time.

ⁱ *A White Paper on: Educational Opportunities for Youth in Care*; OCFS; May 2009.

ⁱⁱ NYSED data.

Opening Doors to Higher Education for Youth in Foster Care

Reminisce about how great it was to turn 18 with your whole life ahead of you. Now imagine being 18, with no parent or guardian and trying to pay for college. This is how countless youth in care¹ feel. Nationally, only 20% or 30,000 college eligible youth in care obtain a postsecondary degree.² New York State's youth in care population reflects the national statistic.

We have failed to support *our* youth in care. Without the necessary assistance, entering college and obtaining a postsecondary degree is nearly impossible for these youth. This brief addresses the financial aid reforms necessary for them as they strive to attain a postsecondary education.

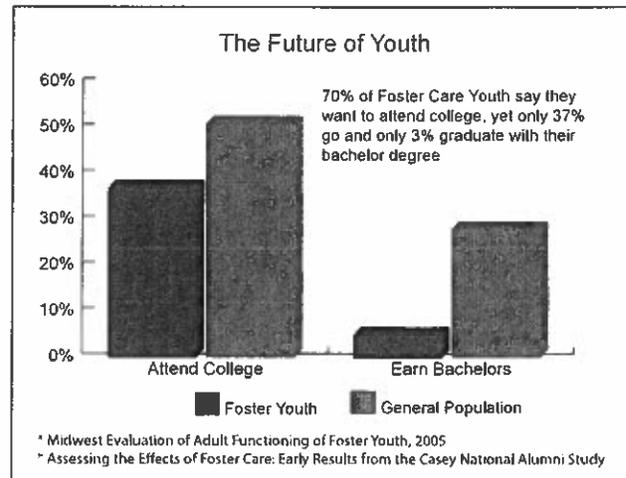
THE IMPORTANCE OF REFORMING FINANCIAL AID

SCAA is cognizant of the fact that financial support is not the only form of assistance needed for youth in care who are embarking on postsecondary education. Without academic, physical and social-emotional guidance it is very difficult to succeed in receiving a degree. However, financial support and awareness are crucial because the ability to pay for a degree is the only way to get one. Youth in care do not have the same access to educational funding as traditional students. To ignore this gap in access is to proclaim that only certain youth can obtain a postsecondary degree.

A recent U.S. survey of about 600 adults found that of the 22 to 30-year-olds surveyed, 81% of those who did not graduate from college felt that allowing part-time students to qualify for financial aid would have significantly helped someone in their circumstances get a college degree.³ Of those who graduated, 83% felt that the cost of attending college should be cut by 25%. Since financial assistance is important to college students, how can youth in care expect to succeed if traditional students, who often have the social-emotional support and resources to pay for college, face their own financial setbacks?

WHAT NEW YORK IS DOING

New York has gradually implemented services and programs to improve higher education for youth in care including: an Education and Career Planning Resource Directory and Geographic Information System that lists and helps locate educational and job training programs⁴;



Education and Training Vouchers (ETV); Education Forums⁵; and the 2010 Executive Budget proposal to eliminate the current independent schedule and create a new TAP (Tuition Assistance Program) schedule for certain financially independent people.⁶

HOW NEW YORK SHOULD IMPROVE

The actions listed above are insufficient to ensure the success of these youth in obtaining a postsecondary degree. There are still obstacles that require reform, including:

- **The proposed reduction of TAP awards for two-year degree programs, the cornerstone for higher education.** Reduction of TAP awards to these programs will hurt low-income and minority students.⁷
- **The restriction on part-time TAP awards. In order to be eligible for part-time TAP, a student must first attend school full-time.**⁸ This is a problem as most students who attend school part-time do so because full-time study is unrealistic due to work or family responsibilities.
- **The lack of ingenuity with regard to tuition assistance compared to other states.** Texas, California, Florida and Illinois waive tuition or provide scholarships for public universities, colleges, community colleges and technical schools.⁹

RECOMMENDATIONS

Establishing an effective financial plan is imperative to help youth in care acquire a postsecondary degree. SCAA recommends that the state:

- **Reform certain TAP requirements.** Tuition assistance is an important resource for youth in care attending college.
 1. Eliminate the independent schedule;
 2. Eliminate the part-time TAP eligibility requirements; and
 3. Do not reduce the maximum TAP award for two-year programs.
- **Make higher education more accessible for youth in care by waiving tuition to two-year state degree programs as well as state colleges and universities.** Many youth in care do not have credit cards or a parent or guardian. Without a credit history and/or co-signer, it can be difficult to secure loans, the primary means of paying for school.¹⁰ This obstacle would not exist if tuition were waived for in-state public degree programs. While SCAA is aware that implementing this proposal in this economic climate is difficult, it should be seriously examined and considered.
- **Increase awareness about programs that inform youth in care of their financial options for higher education.** Youth's knowledge and comprehension of what resources exist for them bears on their success in getting a postsecondary education. Student Financial Aid Awareness Month is an example of how the state is getting the word out about resources and assistance for this population.

We cannot afford to neglect those who need the public's aid the most – their failures are costly to the state. Homelessness, poverty and incarceration are what many youth face without the opportunity for higher education. If education is the great equalizer, then we must invest in methods that will get foster care youth into postsecondary degree programs that will positively impact the economy, their futures, and the future of the state.



ENDNOTES

- ¹ The term "youth in care" applies to any youth who is currently in foster care, or has been placed in a facility operated by the Office of Children and Family Services (OCFS). It also applies to older youth who have been adopted from the child welfare system after age 16. Taken from www.ocfs.state.ny.us
- ² *A White Paper on: Educational Opportunities for Youth in Care*, OCFS; May 2009.
- ³ DuPont, P., Ott, A.N., Johnson, J. & Rochkind, J.; *With Their Whole Lives Ahead of Them*; New York, NY: Public Agenda; 2009.
- ⁴ Carrión, G. (2010). *Improving Higher Education Outcomes for Youth in Care*. New York State Association of Counties News: Counties and Higher Education. Volume 31, Issue 1.
- ⁵ www.hesc.com. A training effort between OCFS and HESC.
- ⁶ www.budget.state.ny.us
- ⁷ *Higher Education Funding in the 2010-2011 Executive Budget*; Krug, Patrick; Testimony of the New York Public Interest Research Group before the Senate Finance and Assembly Ways and Means Committees; January 27, 2010. Youth in care are often low-income and minorities.
- ⁸ www.hesc.com
- ⁹ *A White Paper on: Educational Opportunities for Youth in Care*, OCFS; May 2009.
- ¹⁰ Anderson, G.; *Aging Out of the Foster Care System: Challenges and Opportunity for the State of Michigan*; Michigan State University's Applied Public Policy Research Program; September 2003.



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This *Policy Brief* is a publication of the Schuyler Center for Analysis and Advocacy (SCAA). SCAA is a statewide, nonprofit, policy analysis and advocacy organization working to shape policies that improve health, welfare and human services in New York State. Since 1872, SCAA has served as a voice for social and economic justice for children, the poor, the chronically ill and disabled in New York State. Priority emphasis is given to promoting wellness, mitigating disabilities, combating poverty and helping children become productive adults and citizens.

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