

**WRITTEN TESTIMONY BY ANTHONY MANISCALCO  
ON CUNY CAREER DEVELOPMENT & INTERNSHIPS**

**JOINT HEARING**

**NYS SENATE COMMITTEES ON  
CIVIL SERVICE AND PENSIONS AND HIGHER EDUCATION**

Inventory of CUNY Internships and Experiential Learning Opportunities  
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Thank you for the opportunity to speak today about the intersection of educational and career readiness pipelines for CUNY students interested in public service. My name is Anthony Maniscalco and I am employed by the City University of New York's Office of Continuing Education and Workforce Programs, specifically, in Career Development and Internships, as Senior University Director.

As a matter of providing a 30,000 feet context for the work we do in Career Development and Internships at CUNY, I would like to provide a kind of annotated menu of the various experiential learning programs in our subunit. I oversee three core programs. Each program focuses on providing experiential learning and building job readiness skills among CUNY students interested in pursuing careers in public service. Based on the work we have done with our faculty and staff colleagues over twenty years of instruction and programming, the organizing principles of each of these programs are to: 1) ensure academic success by advancing students to their graduation; 2) build civic capacity, that is, facilitate political engagement and participation among students; 3) promote career readiness, helping participating students to earn stackable credentials and become prepared for employment in government at all levels.

One program I oversee, the Edward T. Rogowsky Internship Program in Government and Public Affairs, has served CUNY students for 50 years. At its core, ETR develops academically-guided internships for students who want to learn about the inner workings of the policy making process while earning college credit and participating in seminar courses alongside their service in legislative and local district offices, as well as within Assembly and Senate offices in Albany and Congressional offices on Capitol Hill in Washington, DC. ETR students also participate in internships in local and state agencies, as well as at advocacy organizations and other sites where policy is made and/or analyzed. The ETR Internship courses are housed at all CUNY colleges, mostly in political science and public administration departments, with vigorous efforts underway to expand the Program's footprint within other academic departments across CUNY.

In addition to a variety of non-competitive internship opportunities that comprise much of ETR's academic programming, there are approximately 150 competitive opportunities developed on behalf of CUNY students at its system colleges. These select programs require application submissions and provide modest monetary awards to help students defray the cost of doing

internships. The monetary awards offered to CUNY students enable them to participate in experiential learning programs such as the Caucus CUNY Scholars and CUNY Women's Public Service Internship. Without the support to help them defray their costs, we have found that CUNY students are largely unable to participate in these programs and are therefore stymied in competing for future employment in the public sector. Awarding course credit for internships has also proven to be a valuable practice for incentivizing student participation during the academic year. In addition, co-curricular projects like the CUNY Model Senate provide students with the opportunity to participate in public policy boot camps where they develop the skills to think critically, solve problems publically, and earn networking opportunities. That program celebrates its 24<sup>th</sup> anniversary in 2020, exposing 1,500 students to New York State's legislative process.

In addition to ETR, our subunit offers the CUNY Internship Program. This program has served CUNY undergraduate students for more than 15 years. It provides paid internships to CUNY students who serve and learn in New York City agencies, such as the Department of Education, the Human Resources Administration, the Department of Information, Technology, and Telecommunications, the Department of Corrections, and others. Students can participate in these internships for three years or up to six months after graduation. They may serve for up to 34 hours per week and they all participate in a professional development component, organized by our office—trainings we are keen on scaling and enhancing for future CUNY students at our colleges. The CUNY Internship Program is also the house of the Civil Service Pathways Fellowship. I believe that our panel's headliner, University Dean Angie Kamath, will describe those opportunities in her remarks this morning.

The Career Development and Internships subunit also includes the CUNY Service Corps, which provides paid experiential learning opportunities to CUNY students at five system colleges: Queens College, John Jay College, New York City College of Technology, LaGuardia Community College, and Hostos Community College. Students at these colleges apply to the program and participate in service learning experiences at nonprofit and community-based organizations, as well as within local government offices and others during the academic year. Among other platforms for professional growth, the Service Corps develops and stages multiple matching fairs, where students and employers meet and review qualifications and mutual employment fits. Participating students are given professional development and other networking opportunities, an often overlooked key to the success of experiential learning programs for students too often underrepresented in the policy making arena.

Combined, the programs above serve approximately 2,000 CUNY students each year, a number we hope to expand in the coming years. We therefore appreciate the opportunity to have this important conversation with the two Senate committees represented here today. ETR, the CUNY Internship, and the Service Corps not only enable City University students to build the technical skills needed to formulate, implement and evaluate public policy—by developing skills needed by future civil servants, such as data analysis and visualization. They also serve a critical role in advancing the soft employment skills required of professionals in all policy making spaces.

Once again, thank you for the opportunity to present on the programs and opportunities above.