CLAIMING PROSPERITY

A MEDGAR EVERS COLLEGE CAMPAIGN
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The purpose of this document is to describe Claiming Prosperity, President Rudy Crew’s vision for Medgar Evers College (MEC) and Central Brooklyn. It provides the reader with a view of the College in its full historic, physical, human, economic, and educational contexts. It spells out an important plan of action. Finally, it identifies which of the initiatives proposed are investment opportunities for interested partners and explains how MEC and CUNY will invest in the plan.

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STATEMENT FROM THE PRESIDENT

Education is the place where all that is precious lives. It is the home of curiosity, inquiry, experimentation, invention, beauty, wonder, wisdom, and love. It is the repository of the true wealth of human experience and the process that creates, preserves, refines, and shares cultural knowledge from one generation to the next. Education opens minds, feeds imaginations, fuels discoveries, builds civilizations, powers industries, and equalizes opportunity.

Traditional Tibetan wisdom holds that a child without education is like a bird without wings. And so it is: access to education is a precondition to the attainment of social justice. Nelson Mandela affirmed this view in asserting that, “Education is the most powerful tool you can use to change the world.”

Education drives social changes such as advancing human rights, and economic changes such as the current explosion of the technology sector. Economist Robert Solow, a Nobel laureate, noted that rising income depends largely on small improvements in technology – improvements in the way we live and our tools for living. Fellow economist Joseph Stiglitz extrapolated from Solow’s thought, writing, “…if that is the case, it makes sense to focus attention on how societies learn, and what can be done to promote learning – including learning how to learn.”

Today, as information expands at warp speed and technology underpins an increasingly complex, global lifestyle, the necessity for higher education becomes more urgent. If Brooklyn’s children are to prosper, they will require a college degree. We know that earning either a bachelor’s degree or an associate degree raises lifetime earnings. We know college attainment makes the chance that a person will rise out of poverty more than five times greater.

Those powerful realities make clear the moral necessity of creating a culture of College for All. It will not due for Brooklyn, or indeed for any community, to tolerate less. No group of students not children of color, not the poor, not the disabled, nor the foreign born, no one should accept less. Every child, every young adult, has the right to an effective education and the opportunity it provides.
Medgar Evers College was founded by visionary leaders who understood that all Brooklyn’s children, and especially those who had been short changed by ineffective public schools, need access to the worlds of opportunity college offers. They were not content to say, “Too bad kids who are attending failing schools just don’t make the cut.” Instead they said, “We must build a college that makes room for students who lost out on an effective early education and we must find a way to help them succeed along side their more fortunate peers.” Today, that is the work we are about at Medgar Evers College.

We are building the institution our founders foresaw: a college that locks arms with parents and the public schools to create a Pipeline reaching from kindergarten to college, and a promise to carry Brooklyn’s children ever forward toward prosperity. We are beginning that Pipeline by reaching into the community to serve Brooklyn’s aspirations, by working with parents and schools to create a college-going consciousness and preparedness in all students, and by expanding and enriching the number of hours our children spend learning. We will resurrect the College with the Promise of improved scholarship and more effective teaching, higher quality advisement, and expanded learning opportunities for students. And we will end that journey in an abundant garden of connections linking students to civic life and to the world of work. Brooklyn’s children will enter the Pipeline with tiny hands, loose teeth, and hungry minds and exit the College as whole, ethical, employable, and competent adults.

Our work, then, is Claiming Prosperity for all of Brooklyn’s children, whether fortunate or not. We have begun that journey. Our success will rest on the strength of our partnerships. Join us.

Sincerely,

Rudy Crew, President
The story of Medgar Evers College is both an adventure story and a fable. In this story, the people of Brooklyn are the champions, standing together in a time of great change to claim their community’s right to higher education. Brooklyn’s people win, only to learn that they must defend their victory again and again. The moral of this story is that strength, courage, and fortitude are always required, and that together they can lay claim to prosperity for Brooklyn’s people.

Like its namesake, Medgar Evers College’s history is proud, important, and filled with challenges from powerful forces. The College evolved in the early 1960s in the context of the civil rights movement. Residents of Central Brooklyn came together to advocate for a local public college. Motivated by the understanding that access to effective education is a central tool in achieving social justice, several activist community organizations joined together to form the Bedford-Stuyvesant Coalition on Educational Needs. These champions first achieved limited success, persuading the Board of Higher Education to create a Brooklyn-based community college (1967) but not the four-year college they desired. Tenacious and clear on their goal, they continued their advocacy. Finally, the real victory came when earlier decisions were modified to meet the full expressed desire of the community by creating “…an experimental four-year college of professional studies offering both career and transfer associate degrees and the baccalaureate degrees...” in “Mid-Brooklyn.” The Governor signed the legislation to establish the College in July of 1970.

For the first time in the history of the Board of Trustees of The City University of New York, then known as the Board of Higher Education, representatives from the local community participated in planning for a new college and in selecting its president. As a part of their participation, the people of Brooklyn recommended the college be named in honor of Medgar Wiley Evers, the courageous African-American civil rights leader whose many important accomplishments included participation in the desegregation of the University of Mississippi.

The College admitted its first class of approximately 1,000 students in 1971. Administrators, faculty, and staff worked passionately to forward the mission of the College. They produced a plan for shared governance, many degree programs, effective management structures and procedures, successful grant funding strategies, and plans for a permanent campus.

The College achieved full accreditation in 1976 but the tables turned just five months later. As a result of the fiscal crisis in New York City, the Board of Higher Education passed a resolution that reduced MEC to a community college once again.

Frustrated but undaunted, the College’s champions rose again. A coalition of faculty, administrators, students,
and residents demanded the College be allowed to retain its baccalaureate programs, even in the context of its diminished funding status.

Again, the community prevailed. Despite the loss of senior College funding, Medgar Evers College’s four-year degree programs were preserved. The College continued in that way, providing baccalaureate degrees, but without satisfactory public funding, until 1994 when still another round of advocacy finally caused the legislature to restore senior college level funding.

It had been almost 20 years since the University’s Board of Trustees passed a resolution to reduce Medgar Evers College (MEC) to a community college. Through all those years, and despite diminished resources, Brooklyn’s heroes preserved the College, maintaining its ability to grant baccalaureate degrees. Throughout its history, each time MEC faced a threat, its association with the community from which it was born proved to be its salvation.

In the years following the 2009 appointment of President William L. Pollard, the college – community relationship frayed. That difficult period, which included eroding academic capacity, student dissatisfaction, estrangement from elected officials, faculty votes of no confidence, declining enrollment, financial instability, and public distress, ended in 2013 with the arrival of the current President, Dr. Rudy Crew, who moved immediately to demonstrate his administration’s desire to be united in common purpose with the people of Brooklyn once again.

In its first year, the Crew Administration began to rebuild the College’s community connections welcoming elected officials and faith community leaders back on campus; meeting with community leaders from every sector, initiating on-campus summer programs serving 850 K-12 students and their families; engaging neighbors in a meaningful conversation around campus physical planning; and welcoming friends and neighbors to a growing range of special events. Today, the era of estrangement is healing as the College honors its deep debt to its champions and reaffirms as its fundamental purpose educating and serving the people of Brooklyn from whose parents and grandparents it was born.

Flowing from its history, the College’s mission is to develop and maintain high quality, professional, career-oriented undergraduate degree programs in the context of liberal education. To date, MEC has graduated more than 17,000 students who are productive and contributing members of their families, communities, and professions.
BROOKLYN: SOARING PROSPECTS

The Brooklyn Renaissance is real, and it influences MEC’s obligations and prospects. As key revitalizations like the Brooklyn Navy Yard and the Williamsburg Waterfront drive forward, creating increasing wealth, MEC must respond to its mission by insuring that Brooklyn’s neighborhoods and residents are positioned to capture their rightful share of that extraordinary opportunity.

The markers of the Brooklyn Renaissance are many. Economic and job growth outpace all other New York City boroughs. Highly visible, major infrastructure investments are creating places where both new and relocating commercial enterprises can take root. Brooklyn’s demographics tip strongly toward the international, an advantage in the era of globalization. Its cultural sector is riding high, expanding its international reputation as a place of explosive creativity. There is growing peace on the streets as, block by block, hope evicts despair.

Gentrification, the mixed blessing that stalks economic boom times, is at work in Brooklyn, as are the countervening forces of organized neighborhood action. Residents’ passion for their home turf can be seen in the vigorous debates that work to balance increased luxury and affordable housing development, to preserve balance between the growing club scene and residential concerns, and in the engagement of neighborhood associations in electoral debates. Creating harmony between Brooklyn’s soaring prospects and its traditional roots is an ongoing labor of love and justice. In this context, MEC’s ability to provide students with access to professional skills may well be synonymous with their ability to remain in Brooklyn, as economic expansion drives the cost of living upward.

Overall, there is a growing sense, both internally and externally, that Brooklyn is a place to be.

While Brooklyn’s economy grows stronger daily, the benefits of that growth have not reached all of Brooklyn’s residents. Many neighborhoods are not yet included in the rising arc of opportunity. People in Brownsville, Bushwick, Bedford-Stuyvesant, Crown Heights, Coney Island, East New York, and Prospect Lefferts Gardens are less likely to be employed than others in Brooklyn.

Photo Credit: Brooklyn Bridge: Dr. G. Schmitz; all other photos © Medgar Evers College 2014
The College is located in the heart of this pocket of reduced opportunity; in many nearby census tracts, unemployment is 50% higher than the borough average. Opportunity is by-passing the very population MEC serves – a population that is disproportionately impoverished, non-white, first-in-family college attenders, and foreign born.

Since MEC was founded by Brooklyn residents whose specific aim was to increase economic and civic opportunity for historically marginalized, principally Black, Brooklyn communities, the College’s obligation to connect its students to Brooklyn’s rapidly changing social issues and steeply ascending economic opportunities is absolute. MEC must take ownership of this challenge, improving the educational and economic life of Central Brooklyn, connecting its students to skills and employers that secure their future.

Just as Brooklyn’s diversity poses all the educational challenges and opportunities associated with multiple languages and multiple wisdom traditions, so, too, do they position the borough for superior connectivity to globalizing markets. Immigrants from over 130 nations account for 39% of Brooklyn’s population, making it one of the most international cities in the nation. MEC’s student body, not surprisingly, is also diverse by country of origin; though nearly all of its students are either American citizens or permanent residents, 43% of its students are foreign born.

If the College is to facilitate connections between the wide-ranging cultural identities of its student body and employers in need of their myriad cultural competencies, it must forward educational practices that value and study diverse ways of understanding human experience. This means not only employing such practices internally, but also sharing answers and alternatives with educators seeking effective instructional practices in both public schools and other higher education institutions.

**CLAIMING PROSPERITY**

The Crew Administration’s vision for MEC, called Claiming Prosperity, is designed to give all Brooklyn residents, especially those facing educational barriers, access to the economic, civic, and creative opportunities mushrooming around them. This vision is unlike those of most other colleges because it sees the college years as critical moments in a human educational process that begins in early childhood and reaches forward to adulthood. It engages the College as a responsible actor in that entire journey, increasing the supply of children prepared for college success, and creating a college experience that is more rich, coherent, nuanced, and current. Claiming Prosperity positions the College as an institution in service to community aspirations.

Claiming Prosperity begins by creating a Pipeline to provide Brooklyn’s parents, teachers, and school leaders with information that helps them understand college readiness and skills that let them promote confidence and reward effort, guiding children toward self-efficacy and college consciousness.
The Pipeline buttresses home and school by providing rich, ongoing learning experiences via out-of-school time programs. These programs will give children both theoretical and applied learning opportunities from kindergarten through high school graduation. They will strengthen creativity, basic learning, and critical thinking capacities.

Next, Claiming Prosperity strengthens the College’s own institutional Promise to propel achievement, ignite campus life, fortify scholarship, optimize academic options, and link learning to career. Finally, Claiming Prosperity evaluates its impact and enjoins the broader education reform conversation.

Taken together, these educational investments in children, parents, the community, and the College will allow MEC graduates to attain self-efficacy, ethical clarity, college achievement, career success, and civic participation. Through Claiming Prosperity’s coordinated efforts Brooklyn’s children can become not just better students, but better citizens, able and willing to contribute to their families, their community and the local economy throughout their lives, sustaining a thriving and welcoming city.

The Claiming Prosperity campaign, consists of two primary pillars, designed to drive changes in and around MEC and begin the process of rejuvenating educational opportunity in Brooklyn. The interlocking pillars of the vision are the Pipeline and the Promise. While each pillar has merit on its own, together the Claiming Prosperity pillars are designed to produce important outcomes for the community and the College over the next five years. These outcomes are called “the 25s”:

- 25% increase in Brooklyn high school graduation rates
- 25% increase in overall MEC enrollment
- 25% increase in first-time, full-time MEC freshmen
- 25% of increased freshmen cohort enrolling as baccalaureate students
- 25% increase in MEC student retention
- 25% increase in MEC graduation rates
- 25% increase in MEC internships

Now beginning its second year, the Crew Administration has assembled a new leadership team, worked with faculty to complete a comprehensive assessment of the College’s status and needs, engaged the community, and defined and initiated the Claiming Prosperity campaign.
MEC has a strong tradition of community service. Its faculty has contributed to Brooklyn in many ways over four decades. For example, they have helped residents understand and secure their legal rights, develop stronger businesses, and improve their job skills. The College’s work as a voter registration site has allowed tens of thousands of Central Brooklyn residents to vote, impacting critical local and national elections. For years, the College has offered its accounting professionals in service to community residents needing assistance with tax preparation. And MEC’s many outstanding academic centers and community-related research undertakings are recognized for their exceptional contributions to both individual residents’ lives and community issues.

The Pipeline builds on MEC’s community service efforts, increasing the College’s participation in community affairs. MEC will host high visibility community activities including lecture series, health fairs, and arts and cultural events and share facilities with outside community users, partnering to provide needed programs. The College will promote CUNY programs, so that residents are aware of all the university can provide.

As one component of a broader effort to establish meaningful and ongoing relationships with alumni, the College will initiate an alumni service corps engaged in volunteer projects of value to the community at large.

MEC has a strong tradition of accomplishment in civil rights and education issues. The College will provide students and faculty with opportunities to respond to community requests for contemporary issues research and service, particularly in areas related to social and economic justice. This work will include the creation of written research products, public lectures, technical assistance and on-campus community conferences.

Student internships will be expanded, allowing them to benefit from the community’s wisdom and strengthening bonds between Brooklyn employers and MEC graduates. To build and protect strong relationships, the College will welcome community stakeholders’ thoughts in facilities and program master planning processes.

Of course, the preeminent service the College performs for the community is the education of its residents. In order to reach more residents with educational opportunities, the College will ramp up its public visibility. Community members and area educators will become familiar with MEC’s offerings through a comprehensive, targeted communications campaign.
BUILDING A COLLEGE FOR ALL CULTURE

Because MEC has an obligation to be accessible to Central Brooklyn’s students, understanding who those students are is critical. Many struggle in school and only 50% graduate high school on time. Of the nearly 200,000 students in the Pipeline’s partner school districts, in 2013 only 20% of 8th graders met the New York State English Language test standards; only 17% of 8th graders met the Math standards.

Comprehensive data indicate that many students entering MEC are not prepared for college-level work. MEC’s entering freshmen, coming largely from Central Brooklyn schools, often need substantial developmental assistance in math, reading and writing. Indeed MEC’s founders charged the College to meet these students’ needs, providing access to college for students who had not been well-served in the public schools.

Of those MEC enrollees needing developmental support, one-third go on to successfully exit skills developmental courses but two-thirds do not. Students drop out in large numbers, often during or just after their first year. Clearly, when students come to MEC with profound skill gaps, the College is reaching them too late.

The Pipeline is designed to prevent academic deficits from occurring in the first place, when prospective students are young. It also provides opportunities for students to catch up if they do fall behind. It gives parents and families information that helps them create a college going culture in their homes all through the K-12 years and provides teachers and school leaders with professional development opportunities that improve their professional practices. It gives 200 hours per year of additional out-of-school time instruction and enrichment to each Pipeline student.

Out-of-school time student programming will increase skill-based and sequential knowledge in math, science and reading. It will strengthen cognitive skills as students learn by doing and introduce students to college life and the disciplines of study, concentration, and completion of assignments. It gives students opportunities to practice critical thinking using the arts. Overall, Pipeline programs work to build student confidence as tasks become increasingly complex.
Organizing an effort that links 50 schools in nine school districts together in common cause with a college requires serious commitments on the part of all parties. The Crew Administration has advanced the Pipeline by securing memoranda of agreement with the Department of Education; the Brooklyn Borough President’s Office; the Brooklyn Academy of Music; the National Training Network; Pearson, Inc.; and Houghton Mifflin Harcourt, Inc. The speed and sincerity with which these partners have committed to the College in general and the Pipeline in particular reflects the partners’ confidence in the Claiming Prosperity campaign. The College will create a Center for Cognitive Development to serve as the nexus for Pipeline activities and partnership efforts to ensure their confidence is well-placed.

In 2014 MEC implemented the first Pipeline programs – the Summer Immersion Program – enrolling 830 Brooklyn school children and their parents. MEC’s faculty enthusiastically and generously embraced the opportunity to work with participating children and young people. Because of the faculty’s remarkable contributions, the program was a stunning success, being exceptionally well rated by parents in their evaluations. Those parents as a group requested only one change — making the program last longer so their children could learn even more. Over time, the Pipeline will do just that, and add school year release time programs as well.
## Pipeline Programs for Parents, Students, Teachers, and Education Leaders by Grade

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<th>Parents</th>
<th>Students</th>
<th>Teachers</th>
<th>Education Leader</th>
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<td>K-3</td>
<td>Ready to Read</td>
<td>Grade Appropriate</td>
<td>Educational Series on Leadership</td>
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<td></td>
<td>Family Literacy</td>
<td>Common Core</td>
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<td></td>
<td>Arts &amp; Brain Development</td>
<td>Literacy</td>
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<td>Cognitive &amp; Affective Skill Development via the Arts and Applied Learning</td>
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<td>4-6</td>
<td>Starting College Talk</td>
<td>Grade Appropriate</td>
<td>Educational Series on Leadership</td>
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<td>Building a Confident Learner</td>
<td>Common Core</td>
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<td>Common Core &amp; the Home</td>
<td>Literacy</td>
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<td>Arts &amp; Culture</td>
<td>Cognitive &amp; Affective Skill Development via the Arts and Applied Learning</td>
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<td>Social Skills &amp; Family</td>
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<td>7-8</td>
<td>Home Study</td>
<td>Grade Appropriate</td>
<td>Educational Series on Leadership</td>
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<td></td>
<td>Common Core</td>
<td>Common Core</td>
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<td>PSAT &amp; SAT</td>
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<td>9-12</td>
<td>Globalism &amp; Education Internships &amp; Job</td>
<td>Grade Appropriate</td>
<td>Educational Series on Leadership</td>
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<td>Placement</td>
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<td>Cognitive &amp; Affective Skill Development via the Arts and Applied Learning</td>
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### Students

- Youth Theatre
- Intensive Writing
- Math
- Science

### Teachers

- Grade Appropriate
- Common Core
- Literacy
- Cognitive & Affective Skill Development via the Arts and Applied Learning

### Education Leader

- Educational Series on Leadership
PIPELINE PARTNER SCHOOLS

GOTHAM PROFESSIONAL ARTS ACADEMY • RESEARCH AND SERVICE HIGH SCHOOL • ACORN COMMUNITY HIGH SCHOOL • BROOKLYN INSTITUTE FOR LIBERAL ARTS • MS 246-WALT WHITMAN MIDDLE SCHOOL • BOYS AND GIRLS HIGH SCHOOL • BROOKLYN ACADEMY HIGH SCHOOL • WORLD ACADEMY FOR TOTAL COMMUNITY HEALTH HIGH SCHOOL • SCIENCE SKILLS CENTER HIGH SCHOOL AT WATER’S EDGE • THE BROOKLYN ACADEMY OF GLOBAL FINANCE • BEDFORD STUYVESANT PREPARATORY HIGH SCHOOL • BENJAMIN BANNEKER ACADEMY • ACADEMY FOR HEALTH CAREERS • FREDERICK DOUGLAS ACADEMY IV SECONDARY SCHOOL SCIENCE, TECHNOLOGY, AND RESEARCH EARLY COLLEGE HIGH SCHOOL-543 • PS 241 EMMA L. JOHNSON PS 308-CLARA CARDWELL • BROOKLYN HIGH SCHOOL FOR LEADERSHIP AND COMMUNITY • MS 584 • MARY MCLEOD BETHUNE ACADEMY • BROOKLYN COMMUNITY HIGH SCHOOL OF COMMUNICATION • BROWNSVILLE ACADEMY HIGH SCHOOL • SCIENCE TECHNOLOGY AND RESEARCH EARLY COLLEGE HIGH SCHOOL-764 • PS 138 BROOKLYN • HIGH SCHOOL FOR YOUTH AND COMMUNITY DEVELOPMENT • IT TAKES A VILLAGE ACADEMY PS 375 JACKIE ROBINSON SCHOOL • TRANSIT TECH CAREER AND TECHNICAL EDUCATION HIGH SCHOOL • PS 161 THE CROWN • BROOKLYN HIGH SCHOOL FOR LAW AND TECHNOLOGY • FORT HAMILTON HIGH SCHOOL • HIGH SCHOOL FOR CIVIL RIGHTS • MEDGAR EVERS COLLEGE PREPARATORY SCHOOL • THE HIGH SCHOOL FOR GLOBAL CITIZENSHIP FOUNDATIONS ACADEMY • PS 12 DR. JACQUELINE PEEK- DAVIS SCHOOL • BROOKLYN TECHNICAL HIGH SCHOOL PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL • CLARA BARTON HIGH SCHOOL • DR. GLADSTONE H. ATWELL MIDDLE SCHOOL • NELSON MANDELA HIGH SCHOOL • FREDERICK DOUGLAS ACADEMY VII HIGH SCHOOL GEORGE WESTINGHOUSE CAREER & TECHNICAL EDUCATION HIGH SCHOOL • PARKSIDE PREPARATORY ACADEMY HIGH SCHOOL FOR LEGAL SERVICES • BUSHWICK HIGH SCHOOL FOR SOCIAL JUSTICE • EBBETTS FIELD MIDDLE SCHOOL • 18K366-MS 366 • 17K340-IS 340 • GREEN SCHOOL: AN ACADEMY FOR ENVIRONMENTAL CAREERS
The work being undertaken through the Pipeline is among the nation’s most tangible examples of complex education reform that truly puts students first. The idea that effective education reform must address many critical dimensions of a child’s life is not new, but MEC’s comprehensive execution of such a plan will be among the first of its kind in American public education. It is critical that this work be researched, evaluated, and documented.

MEC’s investment in each student, their parents and families, the schools in which they are taught, and the community in which they live is long, deep, and wide. It rests on the belief that all students, given sequential opportunities to develop confidence and a growing capacity for effort, can learn, become self-sufficient adults, and bring joy to the communities in which they live. Once documented and researched, the Pipeline model will be shared and reflected upon within the national conversation around best practices in education.

The Pipeline is designed to make critical contributions to the lives of those it serves directly but also to the nation’s understanding of effective education practice. It creates a living laboratory based not on achieving the kinds of narrow outcomes that are the sad hallmark of countless failed reform efforts, but on building a community that fits educational opportunities to individuals and propels all students forward to college and the professional world. It reverses the 20th century approach of fitting students into schools and takes a 21st century approach that weaves responsive educational opportunities throughout each student’s life.

The scale of the Pipeline, the depth of its partnerships, and the rigor and complexity of evaluation required to understand its value require a nerve center. To fill that role, MEC will create a Center for Cognitive Development – giving the Pipeline an intellectual and administrative home. In MEC’s history, academic centers have proven to be effective, protean tools for connecting academic practice, students, and faculty to the broader world. The Center for Cognitive Development will coordinate activities with independent Pipeline evaluators, arrange and support faculty research and teaching activities, provide rapid responses to partner school needs, connect participating partners to professional development efforts, engage alumni and students as Pipeline volunteers, and engage scholars around the nation in discussion.
MEC is a community of people. Its culture is centered on its students and faculty.

STUDENTS

The student body at MEC reflects the population and educational experience of Brooklyn itself. One in five of MEC’s students are the first members of their families to attend college and about three quarters of them are female. The median age of students is 24 years. MEC has always been a principally Black college, and still today the overwhelming majority (87%) of its students are of African ancestry; another 9% are Hispanic.

Most of MEC’s students are of sharply limited means: 74% received some form of financial aid in Fall 2012. Over 60% received Pell Grants and about a quarter of all students received a New York State Tuition Assistance Program (TAP) award. One in five students was supported by a direct loan and one in ten by a Federal Supplemental Educational Opportunity Grant.
Nearly all of MEC’s students (96%) are either American citizens or permanent residents, but 43% are foreign born, meaning nearly half the student body is comprised of first generation immigrants. Many of the College’s students are Caribbean in origin with Latin America and Africa also contributing significant numbers. Present in the student body, but in lesser numbers, are people of Asian, European, and other origins. The roots of the student body reach around the globe.

Despite many challenges, MEC students often excel. Recently a MEC team took third place and the People’s Choice Award at the NYC Student Dream Pitch Competition. MEC’s Jasmine Barkley’s short film *When Life Hands You Lemons* was selected to appear on PBS. She will be a guest at the White House where she will screen her documentary and speak on a panel about the ordeals youth face when a parent is incarcerated. Then, she will be recognized as a Champion of Change. Lissette Ortiz, a Public Administration major, was chosen to introduce President Bill Clinton at Mayor Bill de Blasio’s inauguration. Another MEC student, Andre Braddy, was selected as a recipient of a Math for America Fellowship, a highly selective award that advances excellence in mathematics instruction in secondary schools.

**FACULTY**

Many of MEC’s faculty members came to the College specifically to support its mission. The College has 170 full-time and 331 adjunct faculty, of whom slightly more are men than women. Eighty-three percent of full-time faculty are tenured and an additional 44 are tenure track professionals. Among full-time faculty, 63% are Black; 19% are White; 11% are Asian; and 4% are Hispanic. Full-time faculty provide 42% of the College’s instruction. The *Claiming Prosperity* campaign establishes a goal of raising that figure to 50%.
Among these faculty members are many who create powerful forward motion in this period of renewal. Examples abound. Dr. Sheilah Marion Paul is passionate about special education practices and curriculum development for diverse learners in multicultural societies. Her efforts have attracted over $2 million in grant awards to support teacher preparation at MEC. Dr. Shermane Austin, directs a CUNY microsatellite program initiated with a Minority-Serving Partnership Award from the National Space Grant Program. Through this partnership, MEC faculty and students launched their work into low-earth orbit via a research nanosatellite propelled into space on a NASA rocket. Professor Tonya Hegamin’s extraordinary creativity benefits MEC students by example. Her book *Most Loved In All The World* won both the Ezra Jack Keats Award for Excellence in Children’s Literature and a Christopher Award for Young People. Because of the work of Dean Moshin Patwary and colleague
Dr. Alam Nur-e-Kamal, the School of Science, Health and Technology received a National Institutes of Health RISE Grant, bringing $2.2 million to the College to increase the number of students from underrepresented groups in biomedical and behavioral research completing Ph.Ds. Dr. Keming Liu’s powerful work exploring the impact of language on identity, politics, pedagogy and cognition exposes students to ideas about language that enrich their writing and deepen their understanding of self. Dr. Chinyere Emmanuel Egbe established a Community Outreach Partnership Center in Central Brooklyn to work with small business. Dr. Natasha Gordon-Chipembere, whose work is around Afro-Latino populations in the Diaspora, is the co-convener of the African Studies Association’s Women’s Caucus and a senior editor of the new AfroLatino Diasporas Book Series. She exemplifies MEC’s commitment to diverse voices, international scholarship, and global engagement. Dr. Christopher Blaszczak-Boxe is building STEM education initiatives to help steer students towards science and engineering studies, retain them in STEM programs and majors, and connect them with STEM careers.

The Promise includes initiatives to better support and acknowledge these scholars and create a climate that induces even more faculty to reach similar levels of productivity.
THE LEADERSHIP TEAM: ENERGY, COMMITMENT, AND CAPACITY

Dr. Rudolph Crew, President, brings vision and powerful leadership tools. He is a dynamic education reform advocate whose 30-year career reaches from the classroom to the chancellorship of the New York City Public Schools. His leadership team includes people of extraordinary commitment and capacity.

Dr. Augustine Okereke, Senior Vice President and Provost, brings institutional memory and deep connections to both students and faculty, having served MEC as Chair of the English Department and Dean of the School of Liberal Arts and Education.

Mr. Jerald Posman, Senior Vice President and COO, brings a comprehensive understanding of the CUNY’s culture and systems, having served in and around the highest levels of CUNY administration for over 30 years. His wide reaching accomplishments encompass the corporate, nonprofit, and educational sectors.

Dr. Evelyn Castro, Vice President for Student Affairs, Enrollment Management Services, and Educational Initiatives, brings a powerful combination of experiences in the K-12 and higher education arenas having served as a principal, an administrator in the NYC DOE, and as a professor, associate dean, and dean of various colleges.

Mr. Gary Johnson, Legal Counsel to the President, brings critical legal experience in employee relations, administration, and education. He is the former Director of the Governor’s Office of Employee Relations, and associate counsel at the New York State Office of Court Administration and New York State United Teachers.

Ms. Jamilah Fraser, Vice President of Communications and Public Relations, brings an applied understanding of the role of messaging in accomplishing mission. She is the former Director of Acquisition and Programming, Bridges TV and has led communications for FEMA and school districts in Fresno and Philadelphia.

Ms. Tanya Isaacs, Executive Director of Human Resources, brings a broad grasp of human resources in general and labor relations in particular. She is the former Regional HR Manager, Icahn School of Medicine at Mount Sinai’s Affiliates; Senior Labor Relations Specialist; Mount Sinai Medical Center; and Adjunct Lecturer at Baruch College.
SCHOOLS AND PROGRAMS

MEC has three degree-granting schools, Business; Liberal Arts and Education; and Science, Health, and Technology. These schools provide a range of two and four-year courses of study leading to a variety of certificates and associate and baccalaureate degrees. Additionally, the College has a fourth school, the School of Professional and Community Development, that provides community-based, lifelong learning opportunities to improve career skills, to build basic skills in preparation for higher education, and to explore cultural and artistic workshops to for personal enrichment.

MEDGAR EVERS COLLEGE DEGREE PROGRAMS

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<tr>
<th>Four-Year Programs</th>
<th>Business</th>
<th>Liberal Arts and Education</th>
<th>Science, Health, &amp; Technology</th>
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<td>Special Education &amp; Early Childhood Education</td>
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<td>Special Education &amp; Childhood Education</td>
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<td></td>
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ENROLLMENT

At any one time, MEC’s enrolls approximately 6000 students. Most degree program students enroll in Liberal Arts and Education (50%); many in Science, Health and Technology (34%); and a more modest portion in Business: (13%). Generally speaking, each graduating class of 1000 or so students is about evenly divided between associate and bachelor’s degree recipients. In recent years, enrollment has been in decline and much of the work of the Claiming Prosperity campaign is directed at reversing that trend.

ACADEMIC CENTERS

The College has four academic centers that enrich student experience by providing real world engagement in research and advocacy. Though these centers vary in stability and resources, they have been responsible for groundbreaking contributions to knowledge and policy in their respective fields. MEC’s centers are the Caribbean Research Center, the Center for Black Literature (home of the prestigious National Black Writers Conference), the DuBois Bunche Center for Public Policy, and the Center for Law and Justice. Each of them is grounded in the perspective of, and gives voice to, people of African descent and other under-served populations.

ACCREDITATION

MEC is accredited by the Middle States Commission on Higher Education, the Accreditation Council for Business Schools and Programs, the Council on Social Work Education, the National Council for Accreditation of Teacher Education, and the National League for Nursing Accrediting Commission. MEC’s academic programs are registered by the New York State Department of Education.

During the period of decline preceding Dr. Crew’s arrival, the Middle States Commission on Higher Education placed the College on warning status. Then, in October of 2014, following the Crew Administration’s first year, the Middle States Team revisited MEC and is recommending reaffirmation of full accreditation. This critical accomplishment reflects the combined efforts of faculty and administration, and marks the beginning of a dramatic turnaround for the College.
LOCATION AND FACILITIES

MEC is located in the Crown Heights neighborhood of Central Brooklyn in a busy urban streetscape. The College is close to the borough’s Botanical Gardens, the Brooklyn Museum, and Prospect Park. Three of the four buildings that comprise the core of the College are located at the intersection of Bedford Avenue and Crown Street. The fourth is about a block away, on Carroll Street. The College offers some decentralized programs and services at other sites.

One facility is state-of-the-art while others are in varying states of disrepair affecting student achievement; student, faculty and staff morale; student recruitment; and even health and safety. It is particularly important for MEC to be able to reflect the manner in which it values its students by providing a learning environment that is rich in aesthetic and functional amenities. The Claiming Prosperity campaign includes comprehensive, inclusive master planning to improve the physical campus.
While the Pipeline makes pre-college efforts to boost enrollment by better preparing students, parents, and families and by increasing the skills of teachers and education leaders, the Promise picks up where these efforts leave off, wrapping students in a cloak of information and support from their earliest encounters with MEC.

**PROPELLING ACHIEVEMENT**

The Promise will propel achievement by strengthening instruction, increasing scholarship support, boosting freshman readiness and retention, and enhancing academic supports.

Instruction will be strengthened via a faculty-driven, continuous assessment process.

New scholarships based on need and academic performance will keep college affordable. Other scholarships will create opportunities in the Baccalaureate Elite Scholars program, Study Abroad/Study USA, and special incentive programs.

Freshman readiness and retention will be boosted by a new focus on first year programs and instructional content, offering CUNY Start, and a program of continuous, coherent communication.

Coupling incoming students with mentors drawn from the MEC faculty, staff, and administration will give those students a person on whom to rely while increasing the College’s understanding of the first year experience. Building integrated first year programming that develops critical thinking and personal financial literacy across all first year courses positions students for success. A new Elite Scholars Program will target increased first year enrollment in baccalaureate programs.
Academic supports will be expanded and strengthened. Evening and weekend immersion programs, writing center services, and satellite campus programs will grow. A centralized CUNY First registration center will be created. By switching to a case management style system of student advisement, MEC will give each new student a personal advocate for the long haul. More timely and comprehensive information about financial aid and graduation requirements will lead to increased retention and more on-time graduations.

IGNITING CAMPUS LIFE

In order to increase enrollment and drive higher rates of student retention, MEC must also make its college experience more vivid and stickier, binding itself deeply to its students’ identities. The Promise will do that in part by tightening student/faculty relations. Hosting events such as poster sessions, leadership talks, dinner theatre evenings, and financial management discussions will give students and faculty an opportunity to develop collegial relationships with one another.

Adding a prominent Scholar in Residence will give students an opportunity to observe and learn from noted artists and scholars as they pursue their work, sharing their personal methods and observations through workshops, lectures, discussions, exhibitions, performances and open studio/lab opportunities. Student contact with scholars will be designed to spur ambition, creativity, and commitment to effort.

Additionally, MEC’s students need spaces to socialize, recreate, and relax. Sadly, these are in short supply. MEC will continue to explore creative options for the creation of student center-like spaces. Options could include large projects such as converting the outdoor Bedford amphitheater to an indoor Student Union or smaller initiatives like changing the look and feel of the Carroll Street Building or creating pocket lounges throughout all buildings.

Recently, MEC has initiated a shuttle service to link the discontinuous parts of the campus together, a first step in creating a more coherent campus. Over time, the shuttle program will need to grow to accommodate more students and to provide a more robust level of service.

The absence of an alumni relations program in recent years has diminished institutional stability and deprived both current students and alumni of the employment and social connections an active alumni community can provide. MEC must take
care to acquaint its alumni with the **Claiming Prosperity** campaign, reconnecting them to one another, the campus, and the student body through the development of a comprehensive program of alumni relations.

**FORTIFYING SCHOLARSHIP**

As MEC reaches for a higher star, elevating the quality and productivity of its faculty is of obvious importance. Great ideas and great teaching galvanize students, engendering significant contributions to individual and collective lives. The **Promise** fortifies scholarship by increasing the proportion of courses taught by full-time faculty, the creation of distinguished professorships and a lecturer in residence to raise the level of intellectual participation, and by bolstering the College’s capacity for excellence in teaching and research. After an unwarranted hiatus, the Crew administration has reinstated MEC’s Center for Teaching and Learning, where efforts to enhance campus pedagogy are centered. Together, these actions will create a more robust and energized faculty.

**OPTIMIZING ACADEMIC OPTIONS**

MEC’s classrooms are outdated. To support teaching and learning, MEC must create smart learning spaces. Classrooms must embrace 21st century learning tools, to enhance instructional activity and to insure technologically competent graduates. Technonolgically complete classrooms provide students and faculty with access to the mushrooming array of online educational resources; tools for student inquiry, writing, computation, data management, and research; and interactive instruction including instantaneous student response polling to gauge mastery of material moment by moment.

MEC’s academic centers have been critical tools in disseminating the work of College, its faculty, and its students in the broader world. However, the centers have enjoyed varying degrees of stability and support over time. The **Promise** will charge the centers with connecting the College’s students and faculty to issues, questions, and ideas in both the local and the global communities. It will strengthen and enhance the centers by increasing the intentionality with which they are deployed and evaluated and by assisting in the development of sustainable programs and financial plans.
To take full advantage of Brooklyn as an international hotspot of entrepreneurship, global trade and small business development, MEC will create a new Entrepreneurship Center. Together with the Center for Cognitive Development, this addition will position MEC to advance in the two areas most critical to Central Brooklyn: urban education and economic development.

While MEC’s current programs continue to be of value, the College must always keep its degree and non-degree programs current to prepare students for emerging social issues and changing employment trends. As a result, the Promise includes steps to provide continuous assessment of course and degree offerings and to create new areas of study in several specific, high-opportunity disciplines. In particular, circumstances seem ripe for the creation of a School of Education. This development would grow from the not inconsiderable achievements of the current Department of Education and compliment the Pipeline’s unique educational model. The creation of a School of Education will be coupled with the creation of the Center for Cognitive Development, the hub for MEC’s Pipeline work.

Brooklyn’s cultural explosion combined with MEC’s partnership with BAM seed the opportunity to build an unique Bachelor of Fine arts degree program focusing on music production, entertainment, and fine arts – a contemporary array based on new disciplines, methods, and markets in the arts and entertainment industry.

Similarly, rapid expansion and changes in the business and healthcare sectors are creating opportunities for the development of new, related degree programs in the Schools of Business and Science, Technology, and Healthcare. Degree program planning will be undertaken in close consultation with area employers. Immediate targets include mortuary sciences, allied health, dentistry, robotics and automation, software development and application, and e-commerce marketing. A pre-law program is in development as well.

**LINKING LEARNING TO CAREER**

Because MEC is deeply committed to linking College study with career, a four-year platform conveying work skills will undergird students’ programs of study. This platform will emphasize financial and economic literacy during the freshman year; career awareness and the introduction of a specific career trajectory in the sophomore year; internships, applied learning opportunities and soft job skills training including written and verbal communication in
the junior year; and employment networking, job fairs, and community service placements in the senior year. MEC will also offer students a STEM Competency Test Matrix to help them identify their talents and strengths. This cycle is intended to link students to a lifetime of prosperity and community engagement.

Key to these opportunities is the building of internship and externship placements that provide meaningful learning experiences closely articulated to each student’s career or graduate education intentions. Because MEC’s students as a group are people of very limited means, the provision of adequate compensation for intern and extern services is fundamental to their ability to participate. Additionally, providing employers with paid internship slots will help insure MEC’s students are considered for prime internship opportunities.
INVESTMENT OPPORTUNITIES

Claiming Prosperity is an aspirational plan to change the educational paradigm in Brooklyn. The first stage of implementation, five years in duration, will cost an estimated $50 million dollars. Full implementation will take a second five years to achieve. The plan requires financial and functional partners of many kinds to take hold.

Investment in Medgar Evers College’s Claiming Prosperity campaign is a three-way partnership shared by City University, the College, and philanthropic investors.

During the first five-year cycle, the University and the College will contribute as follows:

- CUNY Compact revenues for FY 15 and FY 16. These funds, which are a special, time limited 5% tuition increase based on an agreement between CUNY and New York State, will yield $1.4m annually – or $2.8m for MEC over two years. These funds will be used primarily to increase full-time faculty, as required by the Claiming Prosperity plan.

- A projected enrollment increase of 5% per year for five years beginning in the current year. The total annual average amount of tuition raised through this projected enrollment increase will be $1.76m per year. Given the forecasted 5% increases per year, the College’s budget at the end of five years (FY 19) will be $8.8m greater. Cumulatively, the sum of resources generated over this five-year time period is projected at $25.6m.

These additional resources will be directed at increasing full-time faculty so that they provide 50% of instruction, a key component of the plan’s efforts to fortify scholarship. These resources will also increase faculty size and strengthen advisement capacity to accommodate the 25% growth in enrollment.

- MEC will capture internal savings of $2m over the next two years by either eliminating or repurposing 5% of existing full-time positions to meet critical needs. Each of the current 540 full-time positions will be evaluated. As positions become vacant, informed decisions about eliminating, refilling, or reassigning staff to those vacancies will be taken.

Many other aspects of the Claiming Prosperity plan remain outside the scope of these operational investments. MEC is actively seeking philanthropic partners to build and sustain the Pipeline and the Promise. Help support our programs for public school and college students, their parents, teachers, and educational leaders. Join us in Claiming Prosperity for Brooklyn’s children.
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<tr>
<th>INVESTMENT OPPORTUNITIES</th>
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<th>10 YEAR TOTAL</th>
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CONTACT INFORMATION

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