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**Testimony to the New York State Assembly Ways and Means and
Senate Finance Committees**

Submitted By: Michael A. Molina, President

Tuesday February 10, 2015
Legislative Office Building
Hearing Room C
Albany, New York
10:00 A.M.

On behalf of CSTEP and STEP programs and students throughout New York State, I appear before you today to make three urgent requests:

- We request an additional \$4.17 million for CSTEP and STEP so that additional students may be served and programs may be more adequately funded. As you know, the Executive Budget has recommended a 3% or \$690,000 increase for 2016. A \$4.17 million increase will raise CSTEP/STEP funding to a total of \$25 million and allow us to serve an additional 3,000 to 4,000 students. This is a reasonable request in light of the current multi-billion budget surplus.
- We request a legislative mandate requiring NYSED to defer the CSTEP and STEP Request for Proposals (RFPs) for one year. The extraordinarily late release of the CSTEP RFP does not provide sufficient time for proposals to be reviewed and decisions rendered in a timely manner. The STEP RFP has yet to be released as of today. This timetable will disrupt CSTEP and STEP programs and the students and families they serve.
- The proposed RFP enrollment-based funding formula is biased against large and successful CSTEP and STEP programs. We request a legislative mandate prohibiting the use of an enrollment based funding formula. For example, a CSTEP or STEP program with 200 or more students will automatically have its funding cut based on the proposed enrollment-based formula. This particularly impacts highly successful CUNY, SUNY, and independent institutions that serve from 200 to 400 students. Large CSTEP and STEP programs enroll, graduate and send more students to undergraduate and professional and graduate degree programs in STEM, health and licensed fields. The enrollment-based funding formula proposed by NYSED is extremely short-sighted and ill-conceived and will devastate programs and deprive students of the services and resources that CSTEP provides. The answer to creating additional programs is increased funding, not simply further dividing the same pot of funds.

CSTEP and STEP continue to be among New York State's most successful education programs. Each year, the programs meet their mission to increase minority and disadvantaged student representation in STEM, health and licensed fields in New York State. CSTEP programs provide academic enrichment and support, mentoring, academic and career counseling, internships and research opportunities, standardized test preparation and career activities and services. Over 70% of CSTEP graduates pursue professional degree programs of study in STEM and CSTEP targeted fields.

CSTEP graduated 15,533 students from independent, SUNY, CUNY and two-year community colleges from 1986 to 2012. Most of these graduates live in New York State and work in high paying STEM, health and licensed fields that contribute to our tax base. As New York State continues to build its STEM centered industrial base, increased CSTEP/STEP funding will help to produce the STEM professionals that are vital to the economic vitality of our state.

Through 2010, CSTEP programs have served 95,985 students since its creation by the Legislature in 1986. There are currently forty-nine (49) programs throughout New York State with an approximate enrollment of 5,700 students.

STEP programs graduated 23,763 students from 1986 to 2012. The programs served 146,005 students during this period. There are currently 51 STEP programs serving approximately 9,000 students.

STEP programs provide academic enrichment in science and mathematics content areas. They also provide academic, career and financial aid counseling, standardized test preparation, college admissions counseling and research training and internships.

CSTEP and STEP are nationally recognized programs that have made New York State a leader in preparing talented students for careers in STEM, health and licensed fields. CSTEP and STEP are the 2004 recipient of the National Science Foundation Presidential Medal of Excellence for Science, Mathematics and Engineering Mentoring. We have developed a statewide internship program for CSTEP students with Brookhaven National Laboratory. Our students have received recognition for their scholarly research and presentations and among our graduates are Rhodes and Fulbright Scholars.

In light of the multi-billion dollar budget surplus, I appeal to you for your support in increasing CSTEP/STEP funding by \$4.17 to \$25 million in order to serve an additional 3,000 to 4,000 additional students. We also ask for a legislative mandate that will defer for a year an ill-timed CSTEP and yet to-be-released STEP RFP. The timetable proposed by NYSED is simply untenable and unrealistic, as is the proposed enrollment-based funding formula which devastates successful programs to achieve an ill-conceived goal.

CSTEP programs are among the most effective and efficient educational programs in New York State with a twenty-eight (28) year record of success and achievement. Your consideration and support in meeting our requests will be pivotal in our continued success and preventing a needless disruption of services to our students and their families.

Respectfully submitted,



Michael A. Molina
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Bronx, New York 10458

CSTEP Fact Sheet



2015

NEW YORK STATE

CSTEP

preparing science, technology & licensed professionals since 1986



Mission

The mission of CSTEP is to increase minority and disadvantaged student representation in STEM, Health and licensed fields in New York State.

What Does the CSTEP Program Do?

For twenty-five years, CSTEP programs have provided academic enrichment and support, mentoring, academic and career counseling, internships and research opportunities, standardized test preparation and career activities and services.

Importance of CSTEP in current economy

Most of these graduates live in New York State and work in high paying STEM and licensed fields that contribute to our tax base. STEM and licensed professionals will assist our state and nation in overcoming the economic crisis before us. STEM fields are vital to the economic recovery of our state and nation.

National Recognition of CSTEP

- CSTEP and STEP are nationally recognized programs that have made New York State a leader in preparing talented students for careers in STEM and licensed fields.
- CSTEP and STEP are the 2004 recipient of the National Science Foundation Presidential Medal of Excellence for Science, Mathematics and Engineering Mentoring.
- CSTEP and STEP programs have been replicated in several states including Texas and New Jersey.
- CSTEP students have received recognition for their scholarly research and presentations and among our graduates are Rhodes Scholars and recipients of many other prestigious awards.
- For the period 1986 to 2007, 700 CSTEP students participated in research internships in national research facilities such as Brookhaven National Laboratory.

Preparing for the Future

In the last two years, CSTEP and STEP have served an additional 89,000 non-STEP/CSTEP students in grades K-12 through our statewide CSTEP/STEP Day of Service. The annual Day of Service is a statewide CSTEP/STEP event whereby current CSTEP and STEP students and staff meet with non-STEP and CSTEP students to educate them regarding the benefits and challenges of pursuing careers in STEM and licensed fields.

For more information contact: Michael A. Molina, President, APACS, Inc. 441 East Fordham Road, Bronx, New York 10458; phone: (718) 817-3266; email: molina@fordham.edu

CSTEP at a Glance

Current Funding for CSTEP is \$8.68 million.

Over 70% of CSTEP graduates pursue professional degree programs of study in STEM and CSTEP targeted fields.

CSTEP graduated 15,533 students from independent, SUNY, CUNY and two-year community colleges from 1986 to 2010.

CSTEP programs have served 95,985 students since its creation by the Legislature in 1986.

There are currently forty-nine (49) programs throughout New York State.

There are approximately 5,700 students currently enrolled in CSTEP programs.

Along with the pre-college STEP programs, CSTEP and STEP serve about 14,400 students annually.

STEP Fact Sheet



2015

NEW YORK STATE

STEP

preparing science, technology & licensed professionals since 1986



Mission

To increase the number of historically underrepresented and economically disadvantaged students prepared to enter college, and improve their participation rate in mathematics, science, technology, health related fields and the licensed professions.

What Does the STEP Program Do?

STEP provides academic enrichment in science and mathematics content areas. Projects consist of academic year and summer components including:

- Core subject instruction / Regents preparation
- Supervised practical training
- Supervised research training
- College admissions counseling
- Standardized test preparation
- Career awareness / development activities

Importance of STEP in our Current Economy

Most of these graduates live in New York State and work in high paying STEM and licensed fields that contribute to our tax base. STEM and licensed professionals will assist our state and nation in overcoming the economic crisis before us. STEM fields are vital to the economic recovery of our state and nation.

National Recognition of STEP

- CSTEP and STEP are nationally recognized programs that have made New York State a leader in preparing talented students for careers in STEM and licensed fields.
- CSTEP and STEP were the 2004 recipients of the National Science Foundation Presidential Medal of Excellence for Science, Mathematics and Engineering Mentoring.
- CSTEP and STEP programs have been replicated in several states including Texas and New Jersey.
- STEP students have received recognition for scholarly research & presentations in science fairs.

Preparing for the future

In the last two years, CSTEP and STEP have served an additional 89,000 non-STEP/CSTEP students in grades K-12 through our statewide CSTEP/STEP Day of Service. The annual Day of Service is a statewide CSTEP/STEP event whereby current CSTEP and STEP students and staff meet with non-STEP and CSTEP students to educate them regarding the benefits and challenges of pursuing careers in STEM and licensed fields.

STEP at a Glance

Current funding for STEP is \$11.46 million.

Over 70% of STEP graduates pursue professional degree programs of study in STEM & STEP targeted fields.

STEP graduated 23,763 students from 1986 to 2012.

STEP programs have served 146,005 students since its creation by the Legislature in 1986.

There are currently fifty-one (51) programs and one consortium throughout New York State.

There are approximately 9,000 students currently enrolled in STEP programs.

Along with the pre-college STEP programs, CSTEP and STEP serve about 14,400 students annually.

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