Section I – Existing Centers/Institutes

Rosa A. Hagin School Consultation and Early Childhood Centers

Director/Co-Directors: Zsuzsanna Kiraly

1. Is this center/institute active? Yes

2. Has this center/institute submitted an annual report? Yes

3. Is this center/institute incorporated outside of the University? No

4. Please note the major accomplishments of this center/institute for the past academic year:

The Centers serve primarily as a training facility for the graduate students in the School, Educational, and Counseling Psychology Programs in the Graduate School of Education at Fordham University, and provide a variety of psychoeducational services to children, adolescents, young adults, and their families in the community. These services include: comprehensive psychoeducational assessment, consultation, training, practicum, academic interventions, and outreach activities to New York City public and private schools.

The Centers primary objectives during the academic year of 2014-15 included:

I. Practicum Programs

Assessment Practicum (a) / Advanced Assessment Training (b)

The Centers provided training in assessment and related clinical skills as well as group and individual supervision to eight integration practicum students and to one Advanced Training Program student, during the academic year. A total of eighteen psychoeducational evaluations were completed through the
Practicum Program. Total revenue from evaluation: $27,000. The number of requests for evaluations was approximately 80.

Externship (c) and Internship (d) Programs
The Centers have expended their services to provide externship and internship positions to Fordham as well as to non-Fordham and international students. In the fall of 2014, one international student from the University of Pauda, Italy, completed a 150-hrs (1-semester) internship. In addition, two school psychology PhD students completed a one-year (fall 2014 – spring 2015) part-time internship, under Center supervision. Externs and interns engage in a variety of assessment, supervision, and related clinical activities, as well as develop and conduct workshops.

For the academic year of 2015-2016, the Centers have three applicants: two students from the school psychology PhD program (part-time internship); and one (1) Master’s level student from University of Pauda, Italy, (full-time internship) and had an additional applicant from St. John’s University (part-time internship); however, due to administrative delays, this internship did not materialize.

Research Program
- Collected Service Evaluation data for assessment clients.
- Collected workshop and conference evaluation data for:
  - Special Topic Workshops
  - New York State mandated workshops: Child Abuse Identification Reporting; Schools Against Violence Education

Special Topic Workshops / New York State Mandated Workshops
The Centers continued to provide in-services and special topic workshops; these were open to students in the Graduate School of Education as well as professionals in the community.

- Special Topic Workshops:
  Drama Therapy Workshop Part I – Jason Frydman (11/11/14) – 12 attendees
  Report Writing Workshop – Zsuzsa Kiraly and Amelio D’Onofrio (01/16/15)
  – 8 attendees
  Executive Functions: Assessment and Interventions / Part I and Part II – Zsuzsa Kiraly and Angela Trapani (03/02 & 03/04/15) – 15 attendees
  Woodcock-Johnson IV: Administration, Scoring, and Interpretation / Part I and Part II – Zsuzsa Kiraly and Angela Trapani (03/09 & 03/11/15) – 18 attendees
  Drama Therapy Workshop Part II – Jason Frydman (03/10/15) – 7 attendees

- New York State Mandated Workshops:
  Child Abuse Identification and Reporting (CAW)
  Schools Against Violence Education (SAVE)
  10/20/14 & 10/24/14 at Lincoln Center – 69 attendees (CAW) & 52 attendees (SAVE)
  03/09/15 & 03/13/15 at Lincoln Center – 47 (CAW) & 36 (SAVE)

Total Revenue for 2014-2015 academic year: $13,525 ($11,570 from Fordham students and $1,955 from non-Fordham attendees)
IV. The 12th Annual Young Child Expo & Conference (April 22-24, 2015)
The Annual Young Child Expo & Conference is a three-day conference presented by Los Ninos Services and the Graduate School of Education. The Centers recruited, coordinated, and provided volunteer support (12 GSE students) for the event. In addition, 2 GAs provided support to promote the event.

V. Collaborations with Other Programs / Agencies
New York City Department of Education


5. Does the center/institute have a five-year financial plan? Yes

6. Please comment on the alignment of financial resources of the center/institute to its major accomplishments for the past academic year.

The Centers serve as a training facility for students in the School Psychology programs and are expected to generate revenue from fees for service to cover the other-than-personnel costs of operating the Centers. The fees collected in 2014-2015 were sufficient to cover the expenses in its operating budget.

7. Please comment on any operation budget support provided to the center/institute vis-à-vis the school’s and University’s budget.

The Centers operating costs and fee for services revenue are detailed in a formal Bannerbudget (38003)
Center for Catholic School Leadership  
*Director/Co-Directors:* Gerald Cattaro  
*Patricia Kelly-Stiles*

1. Is this center/institute active?  
   Yes

2. Has this center/institute submitted an annual report?  
   Yes

3. Is this center/institute incorporated outside of the University?  
   No

4. Please note the major accomplishments of this center/institute for the past academic year:

   To realize its mission The Center for Catholic School Leadership and Faith Based Education, called a "national exemplar of service and partnership" by the National Council for Accreditation of Teacher Education, is a center of the Fordham University Graduate School of Education outreach, academic and service programs for Catholic and faith based school educators, administrators, and students. Its mission is propelled by the strategic plan of the University and mission of the University to foster the intellectual, moral and religious development of its students and prepare them for leadership in an urban and global society.

   The Center accomplished this goal during the 2014-2015 academic years as follows:

   1. Collaboration with the divisions of the Graduate School of Education

      The Center offered degree opportunities in teaching, educational psychology and school leadership. Specific opportunities for faith based school educators include a Ph.D. in Church Leadership, Master's Degree in Catholic School Leadership, Catholic School Leadership Institutes, and certificate programs. The Center processed scholarships (see attached) generating Graduate of School of Education credits. Student advisement sessions were offered at LC and Westchester Cente at off site programs in Brooklyn, Queens, and West Islip in the fall and spring semesters.

      In collaboration with the Division of Educational Leadership Administration and Policy the Center assisted in the development of new key assessment and rubrics for the current Leadership program. In addition the Center collaborated with ELAP and wrote the response to assigned SPA section The Center also participated in the admissions yield task force. The Center recommended 24 students for Masters Degrees in Administration and Supervision and 5 Ph. D. students for graduation 2015.

      The Center continues its collaboration with the Graduate School of Religion and Religious Education, which sponsors collateral courses of studies for the Ph. D. Degree.

   2. Credits

      The center enrolled 109 students in fall of 2014 taking 585 credits and in the Spring of 2015, 118 students taking 594 credits. The summer of 2015 the Center has 46 students enrolled for 246 credits at the Masters Level. At the Ph. D. Level the Center had 11 students taking 66 credits and 14 students taking 192 credits.

      In addition, the Center processed 158 scholarships allowing faith-based educators to complete their professional degrees in all Divisions of the Graduate School of Education.
3. Funding

In collaboration with the Graduate School of Education Center for Educational Partnerships, the Center worked with the New York City Department of Education sustaining a Title II funding program in the fall 2014 semester that generated 168 credits taken by 25 students; in Spring 2015, the 25 students took another 168 credits students. The grant continues through the summer sessions providing additional revenue. The two Centers collaborated in developing and submitting a proposal to renew the contract for involvement in Title IIA funded SBL program for 5 years (2015-2020), which was approved by the DOE of NYC.

The Diocese of Rockville Center provides a scholarship of 50% tuition reduction for Students in the Catholic School Leadership program. While on-going for the past 19 years this year generated about $20,000. This scholarship is now named the Sr. Joann Callahan, OSU scholarship.

The Multicultural Educational Teacher Leadership Academy METLA program is fully funded by the Diocese of Brooklyn and supported 10 students to completion of a masters degrees.

Collaboration with Regional (Arch) Diocese Faith Based Schools
The Center continued its annual seminars in sponsoring the fifth Annual Entrepreneurial Leadership Seminars. This year’s academic topic was school law; five (Arch) Dioceses within the region were represented with over 60 Catholic school leaders (principals) in attendance.

The Cabrini Program, a professional development program established by the Center for beginning principals, was held again with a 3-year focus on Catholic Identity and researched based Educational Leadership Constituent Council Standards.

Offsite centers were established again at Xaverian High School Brooklyn, Molloy High School Queens, and St John’s High School, East Islip to meet the needs of the Diocese of Brooklyn and Rockville Center.

Curran Program: re-established the Curren program for Catholic School Leadership with Arch-Diocese of NY.

Participation in the Early Childhood Extravaganza of Diocese of Brooklyn and Professional Development day for all teachers for diocese of Rockville Center.

4. Community Outreach

The Center sponsored the 21th annual Catholic School leadership dinner hosting over 140 participants including, President of the University, Bishops, Officials form the United States Bishops Conference, The National Catholic Educational Association, Superintendents of the New York State Catholic Conference and New York State Catholic School Superintendents and presidents and principal of Catholic Schools. Fully funded by Pearson Publications.

Catholic Schools: Vibrant Educational Communities in the 21st Century – April 2015 - Panel and Networking event was jointly planned and executed with Career Services and held at Tognino Hall on Rose Hill Campus. Panelists were drawn from Catholic Schools Offices and School Administrators from both the NY Archdiocese and the Diocese of Brooklyn. Approximately 25 people in attendance.
The Center is represented on the following Diocesan Boards and commissions. The Diocese of Brooklyn Preserving the Vision, Diocese of Rockville Center Education Commission. It is also represented on numerous school boards.

The Center continues to serve as a clearinghouse for Diocese’s seeking school leaders.

5. Presentations

The Executive Director presented at the following Regional, National and International conferences. Regional: Diocese of Rockville Center, Diocese of Brooklyn, and Diocese of Albany and Archdiocese of New York, Archdiocese of New York, Diocese of Bridgeport, and Florida Catholic Schools.


International: Catholic European Education Council, Paris, France, European Bishops Conference / Catholic European Education Council, Oporto Portugal, Marist University, Morella Mexico, Profesionalización de la Escuela de Líderes. Catolice Schools of Sweden, Stockholm, Católica Schools of Lituanian, Vilnus, Lituanian

6. Regional Initiatives

Collaboration with the Diocese of Brooklyn in the establishment of the Catholic School Accreditation Association to meet the needs of the Diocese of Brooklyn and other Catholic Dioceses in the accreditation of their schools to insure academic excellence Catholic Identity and provide professional development where needed.

7. International Initiatives

The Emerging Leaders Program for Christian Schools in collaboration with Kirchlichen Pädagogischen Hochschule Wien/Krems provided a seminar in Vienna where the Executive Director presented a week of lectures for emerging Catholic school leaders from the following countries: Norway, Albania, The Czech Republic, Ukraine, Romania, Austria, Scotland, Poland, Germany, Sweden,

The center has been in dialogue with officials of the University of Glasgow and the Dean of the Graduate School of Education on the development of a digital platform program in Catholic School Leadership that will be marketed worldwide.

8. Membership  and Representation

The Center represents the University and Graduate School of Education in the following Professional Organizations:

- National Catholic Educational Association
- Chief Administrators of Catholic Education
- Catholic European Education Council
- Catholic Higher Education Council
- New York State Catholic Schools Administrators
- Catholic Journal of Inquiry and Practice
• Catholic School Accreditation Association
• Research Committee, Catholic Higher Education Council
• Catholic Higher Education Council, Standards School governance committee
• Catholic European Educational Council

9. Research

Third National Study of the Catholic School Superintendency in collaboration with National Catholic Education, DEALS publication
Fourth study of Regional Leadership Catholic School Principalship Metropolitan area.

10. Singular initiatives

Pope Francis Scholarship Initiative : Scholarship program inviting Catholic Schools to participate in solidarity with Pope Francis’ concern for poor.

Preparation for Vatican Conference World Congress on Catholic Education – November 2015

Hosted Norwegian/ Swedish Catholic School Educators for seminar on Catholic education and visitations for various Diocese.

UNESCO presentation at the request of The Holy See, Paris France.

Collaboration with the University of Glasgow , Scotland on a global initiative to provide an online program in Catholic School Leadership for over 210,000 Catholic Schools


Sustain existing programs in collaboration with Graduate School of Education scholarships and sustain funded programs such as Title II, METLA, and Diocese of Rockville Center.

Expand relationship with GES Center for Educational Partnerships in search of appropriate funding. Maintain regional national and international interchange, presentations and presence.

Develop relationship with Archdiocese of New York, Initiate Curran Program funding Westchester Catholic Schools program.

Research project with National Catholic Educational Association on the Superintendency.

National Conference on the 50th anniversary of Gravissimum educationis.

Review Centers website and its appropriateness in being a face for the Center

Academic Review of the PH. D. Program.

Develop, design and implement a new International initiative with St. Andrews College, University of Scotland and the Vatican Congregation for Doctrine of faith.

Establish a working relationship with Fordham Library, The Leadership of women religious on the initiation of an archival collection on Religious and Catholic Schools in the United States.

Does the center/institute have a five-year financial plan? Yes
Please comment on the alignment of financial resources of the center/institute to its major accomplishments for the past academic year.

The Center continues to operate within the parameters set during the BPREP process.

Please comment on any operation budget support provided to the center/institute vis-à-vis the school’s and University’s budget.

The Center has its own operating budget that is fully supported by revenue generated by GSE. The Center manages tuition-funded programs and the financial aid for students who qualify for the faith-based school employee scholarships.
Center for Evaluation
Director/Co-Directors: James Hennessy

1. Is this center/institute active? No____
2. Has this center/institute submitted an annual report? No____
3. Is this center/institute incorporated outside of the University? No____
4. Please note the major accomplishments of this center/institute for the past academic year:

   The Evaluation Center has been inactive. Activities are expected to resume in 2015-2016

5. Does the center/institute have a five-year financial plan? No____
Center for Educational Partnerships
Director/Co-Directors: Anita Vazquez Batisti
Marie Taddeo

1. Is this center/institute active? Yes
2. Has this center/institute submitted an annual report? Yes
3. Is this center/institute incorporated outside of the University? No
4. Please note the major accomplishments of this center/institute for the past academic year:

Annual Report
The Center for Educational Partnerships 2014-15

Overview:
Founded in 2006, the Center for Educational Partnerships’ mission is “to engage our partner schools, districts and governmental agencies in the process of helping teachers teach more effectively and have all students, regardless of background, learn at higher levels.” CEP conducts its work by drawing on the best scholarship and applying that cutting-edge knowledge to the challenges of the classroom. Its work is research based and outcome oriented.

The Center for Educational Partnerships at Fordham University Graduate School of Education serves over 150 schools, 2200 k-12 teachers, 150 administrators, and 50,000 K-12 students throughout New York City, Westchester County, and Long Island. Located at the Lincoln Center Campus, Manhattan, the Center has two other program office locations at the Rose Hill Campus, Bronx and a program office at the Westchester Campus that house contract and grant funded programs.

This has been a highly successful year for the Center for Educational Partnerships both in securing new revenue, in implementing six major Center programs; in developing and in securing funding for a major new initiative of Mayor de Blasio and Chancellor Farina – The Community Partnerships Program for Renewal Schools. At present CEP has received grant awards for three renewal schools and have been asked to submit a fourth school proposal for funding. This academic year the Center employed 24 full time staff; 34 per diem consultants; 12 graduate students and 12 undergraduate students (Fordham College at Rose Hill) – for tutoring services; 4 GSE graduate students from PES to assist with Astor Foundation Early Childhood Literacy Initiative pilot program; and 10 GSE faculty members.

Goals 2014-2015
1. To maintain the quality and academic rigor of all current programs. All programs met their specific program objectives and maintained academic rigor when implementing professional development, technical assistance, on site instruction, tutoring, mentoring and/or course learning activities (METLA, ELPEP, last cohort leadership BETLA, TRIP program).

2. To expand our tutoring initiative and continue to provide for compensation and community involvement for GSE graduate students and partner undergraduate students. This year CEP continued its tutoring services at the UFT Charter HS employing 12 tutors from the Fordham College at Rose Hill. Tutoring at the UFT Charter Elementary School was phased out. CEP did receive a new tutoring contract from public school MS 324 in the Bronx where our 12 GSE graduate students worked on Saturdays.
3. To expand CEP presence and work with the Yonkers Public Schools (YPS). This year CEP did not expand its work in Yonkers, although GSE continued with the Professional Development Schools there. The Yonkers Public Schools were not eligible for a leadership federal grant CEP wanted to apply for in partnership with the district. In addition the YPS is still experiencing a severe fiscal crisis and cannot purchase vendor services from CEP.

4. To continue to expand our professional development (coaching) initiative. CEP has a robust roster of schools for which it provides coaching services. In addition this year through the Astor Pilot project grant – Early Childhood Literacy CEP provided 114 coaching days to pre-K teachers in three elementary schools. Through a School Improvement Grant CEP provided 80 coaching days to MS 71X in the Bronx. CEP also began development of an on-line Professional Development program for the extended day time all schools have once a week, but did not get beyond the pilot of one segment due to a very high volume of proposals and related activity in the Spring semester with no additional Center staff.

5. To continue to further faculty involvement. CEP far exceeded this goal with 10 GSE faculty involved and compensated for in-Center Programs/Initiatives as follows during 2014-15:
   Dr. Diane Rodriguez= RBERN- C&T
   Dr. John Craven – Coaching – C&T
   Dr. Jerry Cattaro – METLA Partnership –ELAP
   Dr. Arlene Moliterno – Astor Pilot- C&T
   Dr. Lynn Huber – Astor Pilot – C&T
   Dr. Chun Zhang- Astor Pilot – C&T
   Dr. Fran Blumberg- Astor Pilot- C&T
   Dr. John Lee-ELPEP- ELAP
   Dr. Amelio D’Onofrio- Mental Health Grant- PES
   Dr. Jane Bolgatz- TRIP-C&T

Goals: 2015-16
1. To further CEP presence in the area of Early Childhood (Pre-K) professional development. Currently CEP has sought additional resources (funding) to implement the following:
   - Summer Pre-K NYCDOE- Bilingual Pre-K training for teachers, assistant teachers and administrators in public, private, and charter Pre K classrooms in Brooklyn and Queens. Negotiations with NYCDOE are in process for a $400,000 Summer Institute Contract to be implement during the summer, 2015.
   - The Astor Fund Early Childhood Literacy Initiative- CEP has submitted a proposal for expansion and implementation of the funded pilot project from three schools to six schools. Currently pending ($500,000)
   - Stranahan Foundation- Early Childhood Literacy- preliminary application submitted.

2. To continue on-site direct involvement with NYC public schools through the Community Schools Partnerships Program for designated Renewal Schools.
• CEP received funding as of May 15, 2015 to partner with three schools for a three year period to assist the schools in raising pupil performance by coordinating a full array of community-based services for these low performing schools.

• Two additional schools have asked to partner with CEP; Fordham will be one of only two universities involved in the Community School initiative.

3. To continue as the NYC Regional Bilingual/ESL Resource Network
   In early June CEP received notification from the State Education Department that it had been awarded a new five year contract to operate the network.

4. To continue tutoring initiative involving GSE & Fordham College students

5. To expand activities into the area of Mental Health and related health services. CEP is required to do this as a Community School Partner and currently is developing linkages with a network of Bronx health care providers (Montefiore, St. Barnabus, and Bronx Lebanon Hospitals).

5. Does the center/institute have a five-year financial plan? Yes

6. Please comment on the alignment of financial resources of the center/institute to its major accomplishments for the past academic year.

   The Center is the largest generator of external grants and contracts in the University. In the last six weeks of FY 2015, the Center was awarded competitive grants and contracts valued at approximately $3.5 million in FY 2016, and over $14 million over the life of the awards.

Proposals Submitted and External Funding Received

Eight Community School Program applications were submitted to the New York City Division of Youth and NYCDOE. Partnership agreements have been approved and funded with three schools for a three year period:

MS 331X  1,327,653;
MS 324X  1,606,045
438 X   1,680,731

Contracts are pending for two schools:
PS 85 X   2,064,000
PS 112 X  1,179,009

The three approved contracts will yield $4,614,429 over three years ($1,538,143 annually). If the remaining two are approved the yield over three years will be $7,857,438 ($2,619,146 annually).

A proposal for a new five-year contract to operate the Regional Bilingual /ESL Resource Network was submitted to SED and the grant was approved. The award was $7,050,000 for the five year period ($1,410,000 annually).
A new contract was approved by the city DOE to continue to fund the Title IIA Non Public Schools Vendor Contract that provides tuition and fees for employees of faith-based schools seeking certification as school building leaders. DOE approved the contract $500,000 yearly for five years

Proposal Pending

Educational Leadership Preparation Enhancement Project ELPEP – (Administration Supervision) Leadership Masters underwriting – NYSED- Pending - $709,500 (3 years).

Multi Ethnic Teacher Leadership Academy- Brooklyn Diocese- pending ($350,000 over 2 years).

7. Please comment on any operation budget support provided to the center/institute vis-à-vis the school’s and University’s budget.

The Center has its own operating budget and manages the operating budget of the Partnership Support Organization and the multi-year RBERN budget. The Center is fully self supported and its end of year positive revenue variances contribute to the bottom line of GSE operations.

Selected Center Activities 2014-2015 are listed below:

<table>
<thead>
<tr>
<th>Month</th>
<th>Type of Event/Presentation (e.g. webinar, panel, workshop, conference)</th>
<th>Topic</th>
<th>Target Audience</th>
<th>Location</th>
<th>Date &amp; Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>Workshop</td>
<td>GSE Summer Institute Parents Rights in Bilingual Special Education</td>
<td>Teachers of Bilingual Special Education</td>
<td>Fordham University LC</td>
<td>July 3, 2015 Parents 10:00-12:00</td>
</tr>
<tr>
<td>July</td>
<td>Workgroup</td>
<td>ELLs with Disabilities</td>
<td>OBE/FLS</td>
<td>Phone Conference</td>
<td>July 9, 2015</td>
</tr>
<tr>
<td>July</td>
<td>Workshop</td>
<td>CSA ELI Summer Institute SUPPORTING</td>
<td>Administrators</td>
<td>Fordham University</td>
<td>July 15, 2015 Leadership</td>
</tr>
<tr>
<td>Month</td>
<td>Event Type</td>
<td>Location</td>
<td>Instructor/Coordinator</td>
<td>Description</td>
<td>Date/Time</td>
</tr>
<tr>
<td>--------</td>
<td>------------------</td>
<td>-----------------------------</td>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>July</td>
<td>Workshop</td>
<td>CSA ELI Summer Institute</td>
<td>Eva Garcia</td>
<td>Common Core Learning Standards : Integrating Content and Language Through the BCCI</td>
<td>July 15, 2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Administrators</td>
<td>9:00-12:00</td>
</tr>
<tr>
<td>July</td>
<td>NYC RBERN Staff:</td>
<td>LCECE Meeting and Conference</td>
<td>Dr. Bernice Moro</td>
<td>Early Childhood Educators</td>
<td>July 29, 2015</td>
</tr>
<tr>
<td></td>
<td>Dr. Bernice Moro</td>
<td></td>
<td></td>
<td>Conference Call</td>
<td>Early Childhood</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>150 Williams Street Administration for Children’s Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Early Childhood Educators</td>
<td>July 24, 2015</td>
</tr>
<tr>
<td>August</td>
<td>NYC RBERN Staff:</td>
<td>Latino Coalition Early Care</td>
<td>Dr. Bernice Moro</td>
<td>Early Childhood Educators</td>
<td>August 18, 2015</td>
</tr>
<tr>
<td></td>
<td>Dr. Bernice Moro</td>
<td>and Education</td>
<td></td>
<td>Conference Call</td>
<td>Early Childhood</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>LCECE Meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16 Court Street</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Workshop</td>
<td>Writing Content and Language Objectives to meet the learning needs of ELLs</td>
<td>Elsie Berardinelli</td>
<td>Mainstream Teachers</td>
<td>September 2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PS 199 teaching staff</td>
<td>Literacy</td>
</tr>
<tr>
<td>Month</td>
<td>Event Type</td>
<td>Consultant/Staff</td>
<td>Description</td>
<td>Participants</td>
<td>Location/Details</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>------------------</td>
<td>-------------</td>
<td>--------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>September</td>
<td>Workshop</td>
<td>American Reading Company</td>
<td>Native Language: Using a Formative Assessment Framework for Teaching and Learning</td>
<td>TBD and DL teachers and coordinators</td>
<td>Fordham University Rose Hill Campus</td>
</tr>
<tr>
<td>October</td>
<td>Workshop</td>
<td>NYC RBERN Staff: Dr. Bernice Moro, Aileen Colon</td>
<td>Parent Academy for Spanish Speaking Parents</td>
<td>Parents of ELLs</td>
<td>Teacher's College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NYC RBERN Staff: Sara Martinez, Elsie Berardinelli</td>
<td>Parent Academy for Spanish Speaking Parents</td>
<td>Padres de escuelas primaria, y escuelas secundarias</td>
<td>Teacher's College</td>
</tr>
<tr>
<td>October</td>
<td>Workgroup</td>
<td>NYC RBERN Staff: Dr. Bernice Moro</td>
<td>LCECE Meeting Early Childhood</td>
<td>Educators/Advocates</td>
<td>Conference Call</td>
</tr>
<tr>
<td>October</td>
<td>Workgroup</td>
<td>NYC RBERN Staff: Dr. Bernice Moro</td>
<td>ELLs with Disabilities</td>
<td>OBE/FLS</td>
<td>Conference Call</td>
</tr>
<tr>
<td>October</td>
<td>Workshop</td>
<td>Developing Literacy Programs for ELL Students: Supporting Teachers of ELLs in all Program Models</td>
<td>Assistant Principals</td>
<td>La Guardia Marriott</td>
<td>October 18, 2014</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>-----------------------------------------------------------------</td>
<td>----------------------</td>
<td>---------------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using NYSESLAT &amp; ELA Data to Strengthen Writing Instruction</td>
<td>Bilingual/ESL and mainstream teachers</td>
<td>PS 6 BK</td>
<td>October 20, 2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Working with Complex Text: Close Reading for ELLs-Grades 6-12</td>
<td>Bilingual, ESL or Content Area teachers</td>
<td>Fordham University LC</td>
<td>October 22, 2014</td>
</tr>
<tr>
<td>Facilitating 2 Panels Celebratory Symposium Collaboration with NYSABE</td>
<td>NYSABE</td>
<td>Bilingual Educators Bilingual Special Education</td>
<td>St John’s University</td>
<td>October 25, 2014</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lau Vs. Nichols 40th Anniversary Embracing the Victories to Shape a Better Future for ELLs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>Workshop</td>
<td>Incorporating Academic Language into student Rubrics Across Content Areas</td>
<td>High School of World Cultures</td>
<td>08X 550</td>
<td>October 27, 2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First Workshop Close Reading Lessons for ELLs Letting The Text Take</td>
<td>High School Teachers HS of World Cultures</td>
<td>Fordham University Rose Hill</td>
<td>November 2014</td>
</tr>
<tr>
<td>Month</td>
<td>Event Type</td>
<td>Location</td>
<td>Audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------------</td>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>Workshop</td>
<td>High School of World Cultures</td>
<td>Bilingual and Dual Language teachers Grades k-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frames Hidden in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the Texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>Workshop Consultant: Dr.</td>
<td>Bilingual and Dual Language teachers Grades k-5</td>
<td>New York Historical Society</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NY Historical Society</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>Workshop Consultant:</td>
<td>Graded k-5 teachers of ELLs</td>
<td>New York Historical Society</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr. Lucia Buttaro</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>Workshop Consultant:</td>
<td>Using Picture Books to Engage ELL Students in History Lessons Teachers attending will receive two class sessions at their respective schools with their classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NY Historical Society</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Workshop Follow Up</td>
<td>Grades 6-12 Selected group of teachers – mainstream, ESL who attended October 22nd session</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session of Close Reading Cohort 1 Middle and High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Workshop Consultant:</td>
<td>Using Language Descriptors to Plan Close Reading Lessons for ELLs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr. Bernice Moro</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Workshop Consultant:</td>
<td>NY Historical Society Immigration: America Begins in New York Teachers attending will receive two class sessions at their</td>
<td>New York Historical Society</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NY Historical Society</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Workshop Consultant: NY Historical Society</td>
<td>Bilingual/ESL or mainstream teachers working with ELLs</td>
<td>New York Historical Society</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Completed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>Event Description</td>
<td>Location/Instructor</td>
<td>Participants</td>
<td>Date/Time</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------</td>
<td>---------------------</td>
<td>--------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Institute</td>
<td>Long Term ELL Institute –Dr. Nancy Cloud</td>
<td>Grade 5-12 teachers BIL/ESL</td>
<td>December 12, 2014 8:30-3:00</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>NYC RBERN Staff: Dr. Bernice Moro</td>
<td>LCECE Meeting Early Childhood</td>
<td>Educators/Advocates</td>
<td>January 22, 2015</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>Workshop</td>
<td>Spanish Literacy Instruction Session 2</td>
<td>TBE and DL teachers</td>
<td>January 2015 Native Language 8:30-3:00</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>Institute Clinic</td>
<td>Working with Complex Text: Close Reading for ELLs</td>
<td>TBE, DL and mainstream teachers of ELLs Grades K-5</td>
<td>January 12, 2015 Literacy</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>Institute</td>
<td>SIFE Institute-Nancy Cloud Designing Effective Literacy Instruction for SIFE Students</td>
<td>TBE, DL and mainstream teachers of ELLs</td>
<td>January 16, 2015 Literacy</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>NYC LOTE Conference</td>
<td>Using the Close Reading approach in the LOTE classroom</td>
<td>LOTE Teachers</td>
<td>February 2, 2015 LOTE</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Topic</td>
<td>Audience</td>
<td>Location</td>
<td>Date/Time</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>-------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>February</td>
<td>Workshop NYCESPA Conference Elementary NYC RBERN Staff: Eva Garcia Completed</td>
<td>Supervising Bilingual Program Models: What to Look for in the Delivery of an Effective Lesson for ELLs?</td>
<td>Administrators</td>
<td>Brooklyn Marriott</td>
<td>February 7, 2015, Regulation 11:00-12:00</td>
</tr>
<tr>
<td>February</td>
<td>Institute Secondary Strand Collaboration with Language RBERN Completed</td>
<td>NYS/NYC Teacher Institute Secondary Strand Planning Lessons Consultant: Dr. Diane August</td>
<td>Bilingual, ESL and mainstream teachers Grades 6-12</td>
<td>Fordham University LC Mc Mahon Hall Room 205</td>
<td>February 2, 2015, Literacy 8:30-2:00</td>
</tr>
<tr>
<td>February</td>
<td>Institute Elementary Strand Rebecca Freeman Field Collaboration with Language RBERN Completed</td>
<td>NYS/NYC Teacher Institute Elementary Strand Differentiating Instruction for Bilingual Learners</td>
<td>Bilingual, ESL and mainstream teachers Grades k-5</td>
<td>Fordham University LC 12th Floor Lounge</td>
<td>February 2, 2015, Literacy 8:30-3:00</td>
</tr>
<tr>
<td>March</td>
<td>Training sessions Assisting DELL Office/Metritech NYC RBERN Staff: Roser Salavert, Abby Baruch Completed</td>
<td>NYSESLAT Turnkey Training Sessions</td>
<td>Cluster and network staff</td>
<td>UFT 52 Broadway</td>
<td>March 9, 2015, Assessment</td>
</tr>
<tr>
<td>March</td>
<td>Training sessions Assisting DELL Office/Metritech NYC RBERN Staff: Sara Martinez, Elsie Berardinelli Completed</td>
<td>NYSESLAT Turnkey Training Sessions</td>
<td>Cluster and network staff</td>
<td>Sheraton La Guardia East</td>
<td>March 11, 2015, Assessment</td>
</tr>
<tr>
<td>March</td>
<td>Training sessions Assisting DELL Office/Metritech NYC RBERN Staff: Elsie Berardinelli, Diane Howitt</td>
<td><strong>NYSESLAT Turnkey Training Sessions</strong></td>
<td>Cluster and network staff</td>
<td>Eastwood Manor</td>
<td>March 12, 2015 Assessment</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>---------------------------</td>
<td>-----------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>March</td>
<td>Workshop NYSABE Conference NYC RBERN Staff: Sara Martinez, Aileen Colon</td>
<td><strong>NYSABE Conference Parent Session</strong></td>
<td>Parents of ELLs Session will be conducted in Spanish and English</td>
<td>Westchester Marriott</td>
<td>March 12, 2015 CCLS</td>
</tr>
<tr>
<td>March</td>
<td>Meeting/Conference NYC RBERN Staff: Eva Garcia</td>
<td><strong>NYSABE Spanish Delegate Session</strong> Bilingualism and Spanish Literacy Instruction in Current Bilingual Programs: Concerns and Next Steps</td>
<td>Bilingual teachers attending conference</td>
<td>Westchester Marriott</td>
<td>March 14, 2015 3:00-4:00 Native Language</td>
</tr>
<tr>
<td>March</td>
<td>Training sessions Assisting DELL Office/Metritech NYC RBERN Staff: Aileen Colon, Bernice Moro, Eva Garcia, Sara Martinez</td>
<td><strong>NYSESLAT Turnkey Training Sessions</strong></td>
<td>Cluster and network staff</td>
<td>Eastwood Manor</td>
<td>March 17, 2015 Assessment</td>
</tr>
<tr>
<td>March</td>
<td>1 workshop NYC RBERN Staff: Abby Baruch &amp; Sara Martinez</td>
<td>Administration and Scoring of NYSITELL ESL Teachers Contact: Anne Marie</td>
<td>Immaculate Conception Center 7200 Douglaston Parkway, Douglaston, NY11364.</td>
<td></td>
<td>March 23, 2015</td>
</tr>
<tr>
<td>Month</td>
<td>Event Details</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| March | 1 workshop  
NYC RBERN Staff: Diane Howitt, Abby Baruch  
Completed | Administration and Scoring of NYSESLAT  
ESL Teachers  
Non-public schools  
The Jewish Education Project  
520 Eighth Avenue, 15th Floor, New York, NY 10018  
March 26, 2015 |
| April | CSA Latino Caucus  
Professional Day  
Collaboration with Language RBERN  
Completed | Professional Day  
Dr. Nancy Cloud  
Keynote Session: Planning Programs for English Language Learners  
Administrators and ELL Educators  
Non-public schools  
High School of Science and Mathematics  
April 25, 2015 |
| April | Workshop  
NYC RBERN Staff: Eva Garcia, Dr. Roser Salavert, Diane Howitt  
Completed | CSA Latino Caucus  
Professional Day  
Overview of the NEW Changes to Part 154  
1 Breakout session  
Administrators and ELL Educators  
High School of Science and Mathematics  
April 25, 2015 |
| April | Workshop  
Completed | CSA Latino Caucus  
Professional Day  
Dr. Nancy Cloud  
Clinic – Assisting Administrators with Planning  
Administrators and ELL Educators  
High School of Science and Mathematics  
April 25, 2015 |
| April | Institute  
Consultant: Rebecca Field  
Completed | Bilingual Common Core: Differentiating Instruction  
Middle/High School ESL/Bilingual teachers, coordinators  
Fordham University  
April 30, 2015 |
| May | Workshops  
NYC RBERN Staff: Abby Baruch, Sara Martinez  
Completed | NYSESLAT Training  
Administrators and ELL Educators  
Fordham University LC South Lounge  
May 13, 2015 |
<table>
<thead>
<tr>
<th>Month</th>
<th>Event Description</th>
<th>Location Details</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>Presentation NYC RBERN Staff: Eva Garcia</td>
<td>Don Coqui City Island</td>
<td>May 13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Completed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Institute NYC RBERN Staff: Dr. Chun Zhang, Lynn Huber</td>
<td>Fordham University Rose Hill Walsh Library Flom Auditorium</td>
<td>May 8, 2015</td>
<td>8:30-3:00 Early Childhood</td>
</tr>
<tr>
<td></td>
<td>Completed</td>
<td></td>
<td></td>
<td>8:00-3:00</td>
</tr>
<tr>
<td>May</td>
<td>LCECE Meeting NYC RBERN Staff: Dr. Bernice Moro</td>
<td>Conference Call</td>
<td>Call May 2 2015</td>
<td>4:00-5:00</td>
</tr>
<tr>
<td></td>
<td>Early Childhood Advocates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Institute Collaboration with American Reading Company</td>
<td>Teachers, coordinators of Bilingual/ESL Programs</td>
<td>May 22, 2015</td>
<td>8:30-1:30</td>
</tr>
<tr>
<td></td>
<td>Creative Reading: Creative Dialogue Methodology: Using Literature to Develop Creative Dialogue Presenter: Alma Flor Ada, Isabel F. Campos</td>
<td>Fordham University 12th floor Lounge</td>
<td>May 22, 2015</td>
<td>8:30-1:30</td>
</tr>
<tr>
<td>May</td>
<td>National Board Certification for Teachers of ELLs</td>
<td>Administrators and ELL Educators</td>
<td>May 29, 2015</td>
<td>5:30-7:00</td>
</tr>
<tr>
<td></td>
<td>Confirmed</td>
<td>Fordham University Mc Mahon 109</td>
<td>May 29, 2015</td>
<td>5:30-7:00</td>
</tr>
<tr>
<td>May</td>
<td>Workshops Collaboration with Language RBERN</td>
<td>Educators of Spanish Literacy and LOTE Programs</td>
<td>May 29, 2015</td>
<td>8:30-1:30</td>
</tr>
<tr>
<td>June</td>
<td>Institute Consultant: Socorro Herrera Confirmed</td>
<td><strong>Dual Language Institute/Symposium</strong></td>
<td>Dual Language Programs</td>
<td>Fordham University LC Campus 12th Floor Lounge</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------</td>
<td>-----------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>June</td>
<td>Collaboration with IHE, NYSABE, Confirmed</td>
<td><strong>Early Childhood Roundtable Discussions for Bilingual Learners</strong> Not Confirmed</td>
<td>Selected group by invitation only to engage in conversations</td>
<td>Fordham University</td>
</tr>
</tbody>
</table>
1. Is this center/institute active? Yes
2. Has this center/institute submitted an annual report? Yes
3. Is this center/institute incorporated outside of the University? No
4. Please note the major accomplishments of this center/institute for the past academic year:

The Psychological Service Institute (PSI) is pleased that the two primary goals that were established for 2014-2015 have been successfully met. Specifically, PSI’s primary goal was to administer the HRSA grant (D40HP26911) received in June 2014: Structured Interventions Program for Inner City (NYC) Students and Parents Exposed to Chronic Stress. The second goal was to convene a regional conference to disseminate the findings of the training grant and educate mental health professionals on the treatment of trauma in children and adolescents.

Goal 1: Administration of PSI HRSA grant

The HRSA grant was received in June 2013 with very short notice as the application had been submitted in February 2013 and, though recommended for the award at that time, funds were no longer available. The initial award in June 2014 was $98,239, an amount that constituted only 43% of funds requested in the initial proposal. This reduction in funding prevented the hiring of an Associate Project Director, which reduced the scope of the project and which placed the responsibility for the execution of the grant entirely with the project director. In October 2014, the project received an additional $35,872 which was used to purchase supplies (e.g., testing instruments and computer scoring software, trainee travel expenses, consultant fees). The total grant award amounted to $134,111.

Four advanced doctoral students participated in this project and were funded at a rate of $18,500 each for their work beginning 1 September 2014 and ending 30 June 2015.

The grant consisted of training doctoral level psychology students in the treatment of trauma targeting middle school students in the inner-city. In partnership with the Center for Educational Partnerships PSI selected two middle schools from the PSO Network: MS 117 and MS 391—both in the poorest areas on NYC, both serving highly diverse ethnic, minority, and immigrant children, and both in highly underserved areas for mental health and primary care services.

Over the course of the year, nine 10-week treatment groups were conducted at MS 117 serving 66 students and six treatment groups were conducted at MS 391 serving 23 students. The Project Director also provided training to teachers and administrators within the target schools on dealing with traumatic enactments in their students in the classroom. Preliminary indications suggest that the treatment interventions have had a beneficial short-term effect on participating middle school students and have also made positive contributions to the school culture.

Goal 2: Convene regional conference to educate mental health practitioners on the treatment of trauma in Children and Adolescents
The director of PSI in partnership with the Archdiocese of New York Drug Abuse Prevention Program (ADAPP) convened a regional conference on March 20, 2015: Treating Trauma in Children and Adolescents. Speakers at this conference were of national prominence and addressed topics including: Treating Trauma Across the Service System, Treating Attachment Trauma, Helping Parents Better Parent their Children, and Treating Trauma in Schools.

The conference drew 177 mental health professionals from the tri-state area as well as from Massachusetts, New Hampshire, and Maine. The conference generated revenue for both PSI and ADAPP. A follow-up conference is being planned for Spring 2016.

Goals for 2015-2016

The goals of PSI for FY2015-2016 remain the same as those of FY 2014-2015. PSI will administer year two of the grant. Funding for year two is expected to be $178,000. If the expected funding amount for year two is awarded, then PSI will be able to hire an associate project director, and increase student trainees from 4 to 6, and increase the number of target schools from two to three.

The second goal is to convene another conference in the Spring 2016 to continue to disseminate the outcomes of the work and educated other mental health professionals on the treatment of trauma.

5. Does the center/institute have a five-year financial plan? Yes

6. Please comment on the alignment of financial resources of the center/institute to its major accomplishments for the past academic year.

   PSI primary activities are funded by a training grant awarded by the Department of Health and Human Services. It also generates revenue through its conference activities.

7. Please comment on any operation budget support provided to the center/institute vis-à-vis the school’s and University’s budget.

   The Banner operating budget for PSI is inactive; its activities are funded by a grant, and the director is a full time member of the instructional staff.
1. Is this center/institute active?        Yes

2. Has this center/institute submitted an annual report?  Yes

3. Is this center/institute incorporated outside of the University?   No

4. Please note the major accomplishments of this center/institute for the past academic year:

HRI at Fordham continues to expand its veteran support efforts nationally, including into MA and Florida on the foundation for the program in NYC.

MA: the institute has created a consortium of ten Life Sciences companies in Massachusetts which provide funding to HRI to use the Edge4Vets program as a vehicle to prepare veterans for the Life Sciences industry in MA, the state’s fastest growing industry. HRI has created a collaboration with UMASS Lowell, which has 1400 veterans, to source vets into the workshops. HRI offered a workshop series in the summer of 2014 (covered by the Boston Globe and giving credit to Fordham for leadership through HRI,) in the fall of 2014 and again in the spring of 2015. Recently, the MA Hi Tech Council, the state’s formal agency for promoting hi tech in the state, reached out to HRI to invite HRI to collaborate with the council to expand Edge4Vets into a state-wide program in MA.

FL: Tom Murphy, director of HRI, reached out to business colleagues at Carnival Corp to lead an effort to bring the Edge4Vets program to Florida. The COO of Carnival wrote a letter to CCL’s business partners on behalf of Edge4Vets asking them to join a consortium to fund that expansion to Florida. Six major hospitality companies have offered to join and in the fall of 2014, HRI expanded the workshop series to Ft Lauderdale airport, under the sponsoring leadership of CCL. In May, 2015, HRI – again with CCL’s leadership – expanded the program to Miami airport. In each of these program’s Fordham is promoted as a leader through HRI.

NY: HRI has created a collaboration with Airports Council Int’l, the association that represents airports in the country, to use Edge4Vets to prep vets for airport jobs throughout the US. The “base” for the program is NY, and in the spring of 2015, HRI – working with the endorsement of KAAMCO (the airline managers council at JFK) -offered Edge4Vets at JFK to prep vets for jobs at 15 JFK companies. In addition, Edge4Vets continues to expand its workshop series for veterans who wish to use their military skills in banking, pharma, media and other industries in NYC. In the fall of 2014, Edge4Vets enlisted sponsorship support from Pfizer, Deutsche Bank and Everyday Health and invited them to send HR reps to Edge4Vets workshops in the city to serve as mentors. Many veterans studying at Fordham, as well as veterans from other schools, have been connected to these and other companies through that workshop series and now have jobs and internships. CUNY has been impressed with the fact that veterans from its schools have been getting jobs after taking Edge4Vets that the vice chancellor at CUNY who oversees veterans affairs is working with HRI at Fordham to form a collaboration beginning in the fall of 2015 that would source 3000 veterans from 24 schools into the Edge4Vets workshop series on an ongoing basis. Tom Murphy and the vice chancellor are working jointly on a proposal to Robin Hood Foundation to fund that expansion.
5. Does the center/institute have a five-year financial plan?  No

6. Please comment on the alignment of financial resources of the center/institute to its major accomplishments for the past academic year.
   HRI raised almost $150,000 to support its activities in 2014-2015

7. Please comment on any operation budget support provided to the center/institute vis-à-vis the school’s and University’s budget.

   HRI is fully self-supporting; no University funds are provided to it.
Bernard L. Schwartz Center for Media, Public Policy & Education

Director/Co-Directors: William F. Baker
Eric Hurtig

1. Is this center/institute active? Yes
2. Has this center/institute submitted an annual report? Yes
3. Is this center/institute incorporated outside of the University? No
4. Please note the major accomplishments of this center/institute for the past academic year:

- Center director Bill Baker and Slifka Fellow Evan Leatherwood completed *The World's Your Stage*, a textbook and popular business book, to be published in the fall of 2015 by The American Management Association, and based on Dr. Baker's Juilliard and Fordham class on the business of The Performing Arts.
- Slifka Fellow Eric Hurtig continued production of the documentary film SACRED, a WNET and Schwartz Center co-production, executive produced by Center director William F. Baker.
- Through a generous grant from The Robert & Mercedes Eichholz Foundation, The Schwartz Center has initiated the first annual Arts Entrepreneurship Prize, awarded to the student in Dr. Baker's class with the most promising final project, a business plan for a new non-profit arts organization.
- The Center has partnered with The Center for Open Data Enterprise, to promote public interest use of big data resources.
- Supported by a grant from Carnegie Corporation of New York and spurred by Dr. Baker's piece on the subject in *The New York Times*, the Center convened a panel on net neutrality, featuring experts from Fordham, Harvard, Columbia, and other top institutions. The panel as well as the Times piece helped shape public debate on the topic in advance of the FCC's landmark decision to make net neutrality law.
- Dr. Baker has delivered lectures on integrity in management and the art of leadership to The United Nations, top Eurovision Management, the New York Foundation for the Arts, and The National Art Education Association leadership. A lecture by Baker is planned in Bahrain in 2015, at the joint invitation of the US State Department and the government of Bahrain.
- Slifka Fellow Evan Leatherwood has been tapped by CCTV America as a regular commentator on media regulation and public interest issues in technology.
- Slifka Fellow Eric Hurtig has conducted a series of interviews in Silicon Valley with tech leaders, continuing the Center's mission to understand how cutting edge changes in media and technology affect public policy and education.
- The Center has partnered with Dr. Robert Epstein, founding director of The American Institute for Behavioral Research and Technology, to develop research about the effects of technology on voting habits and engagement with politics.
- In partnership with the American Academy of Arts and Sciences, the Center is developing a popular radio series, aimed at the NPR audience and designed to highlight the work of Academy fellows.
• The Center continues to develop research furthering the central thesis of *Leading with Kindness*, co-authored by Dr. Baker, which states that the most effective leaders in education and business are those who cultivate the six major traits associated with kindness: compassion, integrity, authenticity, gratitude, humility, and humor.

5. Does the center/institute have a five-year financial plan? Yes

6. Please comment on the alignment of financial resources of the center/institute to its major accomplishments for the past academic year.

   All financial resources have gone directly into the support of The Center's major accomplishments.

7. Please comment on any operation budget support provided to the center/institute vis-à-vis the school’s and University’s budget.

   We are happy to report that The Center is self-funding through grants to the University especially secured for that purpose.

8. Does the center/institute have a five-year financial plan? Yes

9. Please comment on the alignment of financial resources of the center/institute to its major accomplishments for the past academic year.

   The Center is self-supporting

10. Please comment on any operation budget support provided to the center/institute vis-à-vis the school’s and University’s budget.