ANNUAL REPORT
JULY 1, 2018 & JUNE 30, 2019
Guttman Community College is grateful to its individual, corporate, and foundation donors for their generosity and commitment. Their gifts provide the College with additional resources to support students and faculty and to strengthen the College’s innovative approach to community college education. The following lists represent gifts received by the Foundation between July 1, 2018 and June 30, 2019.

**Corporate Donors 2018-2019:**
- National Center for Higher Education
- Skadden, Arps, Slate, Meagher & Flom, LLC
- Proskauer Rose LLP

**In-Kind Donors 2018-2019:**
- Tara S. Cook
- Elaine Merians
- Marc Perlmutter
- Lynette Phillips
- Susan Butler Plum
- Ruth Rich
- Ernest Rubenstein
- Judith Stoll

**Foundation Grants 2018-2019:**
- Congregation Emanu-El
- Joseph H. Flom Foundation
- Malcolm Gibbs Foundation
- Here to Here Foundation/James and Judith Dimon Foundation
- Samuel and Anna Jacobs Foundation
- Carroll and Milton Petrie Foundation
- Robin Hood Foundation
- Solon E. Summerfield Foundation

**Donors 2018-2019:**
- Marcus Allen
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- Stuart Cochran
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- James Golinkoff
- Abel Habtegeoris
- Lynton Foundation
- Bruce Lyons
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- Carl Marks Foundation
- Nancy A. Marks
- Linda Merians
- Carey Meyers
- Lisette Nieves and Greg Gunn (Impact Assets)
- Michelle Nunez-Leonardo
- Ayechia Perez
- Marc Perlmutter
- Susan Butler Plum
- Jessica Portilla
- Naveen Seth
- Howard Wach
- Rebecca Walker
- Cynthia Rivera Weissblum
- Joanna Wisniewski
- Elie Yoesoeo

**Donations and Grant Funds Received 2018-2019:**
- Corporations: $6,350.00
- Foundations: $726,870.50
- Individual Donations: $24,964.24
- Individuals through Fundraising Consortia: $4,806.32
- Religious Organizations: $6,000.00
- Federal and Other Grants: $495,897.61
  (Held by the CUNY Research Foundation)

**TOTAL:** $1,536,606.26
Dear Friends,

This marks the first time I am writing to you as the Chair of the Stella and Charles Guttman Community College Foundation. I was pleased to assume this position last spring because my admiration for the College and its students has only grown since my service on the Board of Directors of the Foundation began in 2017. In my interactions with Guttman students, I see young people eager to succeed and make a difference in our city and nation. They arrive at the College knowing they have not been well served by the education system. As one student wrote in her profile for the 2019 Commencement program book, “my high school said I couldn’t, Guttman said I could.” By the time they complete the Summer Bridge program, the incoming Guttman students understand they belong in college, and they are supported by faculty and staff who are dedicated to seeing them succeed.

Guttman’s culture of success is palpable. The high rankings already achieved by the College are remarkable for an institution that is only in its eighth year. Earlier this fall, Guttman was named the best community college in the nation by Niche.com; in August 2018, Guttman was ranked the top community college in New York State by BestColleges.com.; and in August 2016, Guttman received the best in New York State designation from EdSmart.org. Guttman also was recently selected by the Aspen Institute from a nationwide pool of nearly 1,000 community colleges as being among the top 15% of the nation’s community colleges, making it eligible to compete for the prestigious 2021 Aspen Prize for Community College Excellence $1 million award.

I have taken up my position as Chair to try to help move the College forward in two principal ways. First and foremost, I want to support our students. When I walk through the doors at 50 West 40th Street, I feel inspired to do what I can to help our students find appropriate pathways to realizing their own dreams for themselves and their families. I also want to spread the good word about CUNY’s most innovative community college, in order to help identify new partners and supporters who can help our students succeed.

It is my pleasure, therefore, to thank those who have shown their support for Guttman over the last year. I hope you will continue to champion the worthy students of this young but special college.

Sincerely,

Marc Perlmutter, Ed.D.
President, Stella and Charles Guttman Community College Foundation
Dear Friends,

Thank you for the support you have given to the students of Stella and Charles Community College. Over the past few years, we have seen how essential individual donations and foundation grants are for our students. In last year’s annual report, we featured the Carroll and Milton Petrie Foundation as a way to express our gratitude for its support of the Student Emergency Grant fund and a Food Insecurity fund. For this year’s report, we turn our focus to the Malcolm Gibbs Foundation, which has funded the Cornelis and Angela Klein Scholarship fund since 2017. This fund provides fifty percent tuition support for students with citizenship issues who have been denied federal scholarship aid. You’ll see the incredible impact it has had.

We also rely on private money to support innovative teaching. Thanks to Professor Tashana Samuel who has taught at Guttman since 2015, more students are saying “I Can Math!” Her innovative use of mindfulness techniques and growth mindset-based interventions are reducing student anxiety and increasing pass rates. Her classes begin with deep breathing exercises and positive affirmations. As one of her students wrote: “Once you’re calmed down, your brain is in the right place . . . rather than thinking about stress, why not just do the work?” Her approach has now been adopted by other Guttman professors; this fall more than 300 students are enrolled in classes that use such growth mindset techniques.

Thank you again for your support. Guttman prides itself on being a student-centered institution, and that is why our two- and three-year graduation rates are more than double the national average for urban community colleges. In September 2019, we admitted our eighth incoming class, our biggest one ever. We have high expectations of and for these students. With your continued help, they are sure to succeed.

Sincerely,

Scott E. Evenbeck, Ph.D.
President, Stella and Charles Guttman Community College
Thanks to an innovative approach designed by Guttman professor Dr. Tashana Samuel, students discover that “I Can Math.” Why is this epiphany so important? A high percentage of Guttman students come to the college lacking proficiency in math, and often their lack of confidence in their math skills gets in their way. In Fall 2018, 46 percent of first-year students arrived not proficient in math, and in Fall 2017, 61 percent were not proficient. Yet every Guttman student is required to pass a Statistics course, which is included in the first-year curriculum. For students who arrive at Guttman not proficient in math, their Stats course is spread over both the fall and spring semesters. For those who arrive with “math proficiency,” their Stats course is one-semester long.

No matter its duration, Guttman’s Statistics class is designed to give students the basics of statistics and probability in theory and practice. During the course, students

- learn quantitative reasoning skills that will be important in subsequent courses and help them become an informed and involved citizen;

- interpret the data in all sorts of complicated graphs and charts, including political polls and census reports;

- do a semester-long project involving data collection, description and analysis related to a pressing modern-day issue in New York City.

Guttman offers students other math courses, and depending on their program of study, many students are required to take one or more of them: College Algebra & Trigonometry; The Real Basics of Mathematics; Pre-calculus; and Calculus. Also, once students graduate and transfer to senior colleges, there is often another math course in their immediate future.
How Class Begins

At the start of the class, Professor Samuel rings a chime and then leads the class through a one-minute deep breathing exercise (10 breaths). Students are told to focus on the present moment, on their breathing, and they should block out any anticipatory or retrospective thinking. When the breathing exercise is over, Professor Samuel and the students recite together the following five affirmations (on non-exam days):

“Professor Samuel believes I can understand today’s lesson.”
“I am capable of understanding math.”
“Today’s lesson might be challenging, but I’m up for the challenge.”
“I expect to make mistakes today, and then learn from those mistakes.”
“Math is beautiful when I see how it all fits together.”

On exam days, they recite:
“I know I am capable of doing well on this exam!”
“I’ve got this!”

The results from the pilot data are very positive. Students themselves are reporting they have less test anxiety and more confidence in themselves. Here are two student testimonials:

“Math is not a problem to me, but when it comes to . . . tests, I’m not good with tests. So that’s when anxiety comes in, and it’s just like my brain goes, ‘Whoo’ . . . so it’s just like I only do the deep breathing when it’s time to take tests.”

“I feel like it improved my confidence in math. I still like the positive sayings to help me get through the class. . . . I really love Stats. I don’t know and it’s surprising to me because I used to hate math . . . and like now . . . I like something to challenge my brain, and I like Stats because it challenges me.”

This past summer, Dr. Samuel taught a faculty professional development seminar to other Guttman professors who teach STEM courses. This fall, more than 300 students in several Guttman classes are using the same kind of calming and centering start to class.
The Cornelis and Angela Klein Scholarship at Guttman Community College

“It is the golden ticket that can launch my journey”

This is how one Klein scholar describes what the scholarship means. Thanks to the Malcolm Gibbs Foundation, the Guttman Community College Foundation is able to offer fifty percent tuition scholarships to students whose immigration status prevents them from applying for federal aid. This year, there are 32 Klein scholars.

Scholarship Details

- Open to full- and part-time first-year and continuing students
- Pays fifty percent of tuition expenses, with top award set at $1,200
- Students must remain in good academic standing
- Students must maintain a minimum “C” average
- As long as students maintain eligibility, they may be Klein scholars for a maximum of 5 semesters at Guttman (2.5 academic years)

Numbers and Results So Far

“I don't only want to make my family proud, but I also want to make you proud. I want to show you that you granting me this scholarship was worth it. You helped me stay motivated in college.”

(another excerpt from a thank-you note)

Year One

The Klein Scholarship program began in the 2017-18 academic year. Fourteen students were given the first scholarships, and they did not disappoint. As a group, they had a higher overall grade point average than other Guttman students. Four of them graduated and went on to CUNY senior colleges (one graduated in Fall 2017 and three graduated in Spring 2018). The remaining ten students returned for Fall 2018.

Year Two

The number of students awarded the Klein scholarship increased to twenty-three during the 2018-19 academic year, and included ten continuing and thirteen first-year students. By the end of the spring semester, three more students of the inaugural cohort graduated.

Year Three

An increasing number of applicants for Klein support for the 2019-2020 academic year suggests the College’s communication plan is working. Thirty-two students have been awarded the scholarship, representing twenty new first-year students, and twelve returning Klein scholars. Six awardees from the previous year did not return to school.
Presenting One of Our Klein Scholars

Students who apply are required to include one short essay that addresses

- Why they want to attend Guttman Community College
- Their academic interests and possible career goals
- How the scholarship will help them complete their studies at Guttman

“I selected Guttman Community College because it has a lot of support for students and for those people that do not have documents. It is the best community college in New York City, with a high graduation rate. It is small and that can help me to know everybody there, to have open communication with the students, administrators and teachers. I am so happy that Guttman gave me an opportunity to study there.

My career goals are that I want to get my degree in social work after I finish with my two years in Guttman College as a Human Services major. I want to transfer to another college to complete my bachelor's degree. My personal experience living in Honduras motivated me to be a social worker because I want to help those who went through violence and were forced to leave their home countries. I faced the constant fear of being killed by the gangs in my community, and unfortunately, my school did not have anyone to support me. I also did not have my father to defend me. I was forced to flee my country as if I were a criminal.

After going through this, I want to help people who have experienced any form of violence in their lives. I will show them that despite everything, life goes on and we can overcome what we have lived through and get ahead to meet our goals. Although I was forced to migrate to the United States, my dream to go to college is more attainable because I have better opportunities than in my home country. I do not take my educational opportunities for granted because I want to be the first in my family to graduate from college and become a social worker. While in college, I am committed to being an advocate and peer mentor to students on my campus who have experienced violence, and those similar to me who had to leave their home countries. I will create safe spaces and join existing student programs on my college campus with the purpose of helping students heal from the invisible and visible wounds left behind from any act of violence.

The scholarship will help me a lot with my tuition. Sometimes I think college will be hard for me because I do not know how to pay for college and it is difficult to be an immigrant and not have enough money to pay for college. Even when your desire to excel is very high, when you think about the money, it can make your goal stop shining in your mind, but I think deeply and I say to myself, 'Don't stop dreaming. You have a big future and you know you can do it.'

I have decided to work to achieve my goals because there are many immigrants and many teenagers that want a little bit of light to keep their hopes alive, and they are still shining. There are many teenagers that need help or have been part of violence and do not have anybody that could help them. I want to contribute to the United States and its immigrant communities when I get my college degree. I aspire to work in a school community guiding young students towards eliminating barriers, inspiring them with hope, and providing them with the support needed to thrive, push through, and achieve their goals.”
An Application Process Designed to Protect a Student’s Identity

“I would be lying if I said that I’m not scared most days or that thoughts of being deported don’t cross my mind. From this fear, a passion for social justice has emerged; advocating for myself, aligning with others standing up for the rights of all immigrants. Unlike the girl who once hid behind her immigration status, I no longer let fear hold me back.”

When the Klein scholarship program began at Guttman, the College and Foundation were sensitive to creating a process that would encourage students to apply, but at the same time protect their identities. A staff member of the Financial Aid team receives the applications, codes them, and then expurgates any details that might identify a specific student.

The Scholarship Committee of the Foundation’s Board of Directors read and rate all applications, and decide on which to award. Once the College receives the coded applications, the tuition support is placed directly into the student’s CUNY account. The students’ identities are not revealed in the thank-you notes and reports are sent bi-annually to the donor.

Countries of Origin for Awardees of the Klein Scholarship

- Barbados
- Bolivia
- Columbia
- Congo
- Dominican Republic
- Egypt
- El Salvador
- Guinea
- Honduras
- Ivory Coast
- Jamaica
- Mexico
- Nigeria
- Pakistan
- Philippines
- Russia
- Senegal
- Spain
- Trinidad and Tobago

Focus on the Malcolm Gibbs Foundation

Annual Report 2018-2019
### Total Enrollment

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Founded in 2015, the Stella and Charles Guttman Community College Foundation is a not-for-profit 501 (c) 3 educational foundation dedicated to finding friends and supporters for the College. The foundation is governed by an independent group of trustees who have a wide range of expertise and interests, as well as a shared passion for public higher education and Guttman’s innovative model.

**Chair of the Board**

Marc Perlmutter has been practicing law at Paul, Weiss, Rifkind, Wharton & Garrison for nearly 40 years and is currently Of Counsel in the Corporate Department after retiring as a partner of the firm in August 2016. Since January 2016, Marc has acted as a supervising attorney for law students in the Business Law Transactions Clinic at the New York University School of Law.

**Board Members**

Jim Cochran played a central role in the creation of the Guttman-Chase Part-Time Teller Pathway program. He has a special interest in ensuring that young talent, once acquired, can grow and develop within the ranks of JP Morgan Chase.

Wendy Hattler Dessy is the Manager of Corporate Social Responsibility for Proskauer. She oversees all aspects of employee engagement, board service and corporate social responsibility for the Firm. Prior to joining Proskauer, Wendy served as Executive Director for NYC Cool Roofs and Manager of Public/Private Partnerships for the Mayor’s Office of Service and Volunteerism from 2010 to 2014.

Dall W. Forsythe has taught at several schools of public policy, including the Kennedy School at Harvard and the Wagner School at NYU. He has extensive financial management experience in the governmental, nonprofit and private sectors.

Lili Lynton is the co-founder and operating partner of The Dinex Group, which manages 17 Daniel Boulud branded restaurants. She is also the General Partner of Lezen Acquisition Group, which owns and operates several non-fiction US based publishing companies. She previously co-founded Telebank, an Internet bank sold to E*Trade in 1999.

Susan Butler Plum is the founding director of the Skadden Fellowship Foundation, which awards two-year grants to 28 public interest attorneys per year. She serves as the President of the Stella and Charles Guttman Foundation.

Alejandra Soto is a skilled media and communications professional with over 15 years of experience in front of and behind the camera. She has extensive experience as a journalist, and currently works for Univision 41. Fluent in both English and Spanish, Alejandra has covered breaking stories, anchored live newscasts, and presented and produced debate and analysis shows.

Marc La Vorgna served as the press secretary to former New York City Mayor Mike Bloomberg, and he subsequently was named the Communications Director of Bloomberg Media Group. He now operates his own media communications company.

Cynthia Rivera Weissblum is President and CEO of the Edwin Gould Foundation, where she leads the Foundation’s initiatives – a unique combination of supports that include incubation services, grant making and advocacy focused on improving educational outcomes for low-income youth.
“Growing up in the Bronx, I had to prove to everyone that education is important to giving me a better life. I want to thank everyone who believes in me, such as my high school teachers and my mother. Achieving always begins with believing.”

Marcus Salas, Class of 2019

“Dear future me:
What’s up, it’s been a minute. Remember when you said college was a waste of time? Look at you now. You’ve made it this far, so when you’re feeling down, remember these accomplishments and that you never gave up. Keep your head up, kid.”

Justin Marte, Class of 2019