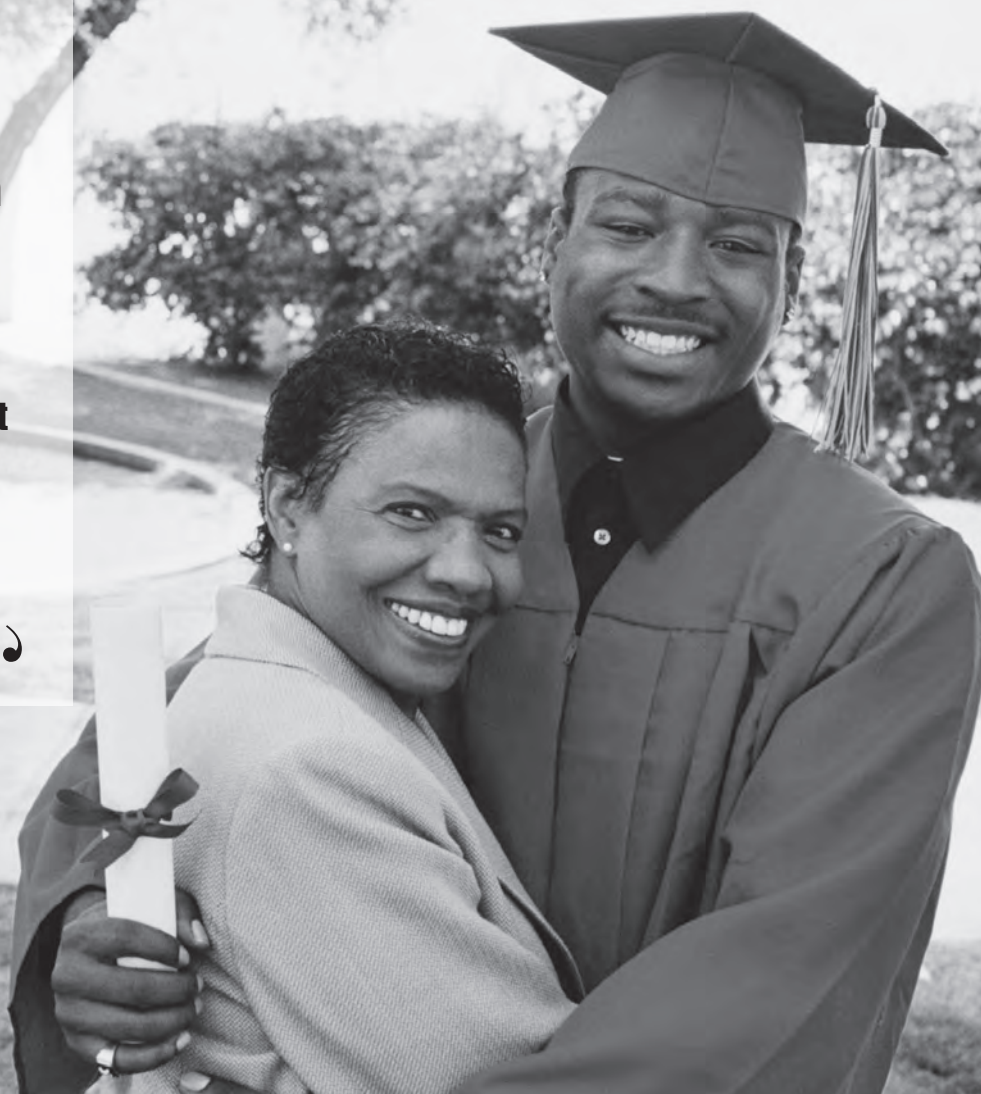


“ **The battle for racial and economic justice is not yet won.** Indeed, it has barely begun. The legal system can force open doors and sometimes knock down walls, but it cannot build bridges. That job belongs to me, to you, to all of us. Take a chance, won't you. Knock down the fences which divide, tear apart the walls that imprison, reach out, for **freedom lies just on the other side.** ”

-Justice Thurgood Marshall



THURGOOD MARSHALL COLLEGE FUND FY2011 FEDERAL PARTNERSHIP AGENDA





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**Thurgood Marshall College Fund
FY2011 Federal Partnership Agenda**

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Introduction

The Thurgood Marshall College Fund (TMCF) was established in 1987 to carry on Justice Thurgood Marshall's legacy of equal access to higher education by supporting exceptional high achieving scholars attending America's public Historically Black Colleges and Universities (HBCUs). Today, 47 institutions of higher education located in 22 states including the District of Columbia and the Virgin Islands are members of TMCF and include many of the nation's largest and most prestigious institutions of higher education.



To date, TMCF has awarded more than \$100 million in capacity building, programmatic support, and student scholarships to member colleges and universities. More than 6,000 Thurgood Marshall Scholars have graduated and are making valuable contributions to science, technology, military, civil service, business, and education communities thanks to the support they receive from TMCF.

TMCF seeks support to continue this nation's mission to produce more minority students in the areas of math and science, more leaders to advocate for economic development, and more educators for our nation's future workforce with state-of-the-art instruction, facilities and curriculum. From a federal investment perspective, this national 47 institution consortium gives federal partners a superior critical mass of capacity to effectively target dollars for benefit maximization.

Did you know:

- More than 235,000 students currently attend a public HBCU, which accounts for 80% of all African-American students who attend HBCUs;
- More than 2 million students have graduated from TMCF member institutions;
- More than 30,000 students graduate from TMCF institutions each year, which is nearly five times the number that graduate from all other HBCUs combined;
- 58% of the nation's African-American public school teachers graduate from TMCF member institutions; and
- The majority of African-American engineers graduate from TMCF member institutions.

TMCF's 47 member institutions provide excellent academic environments that are culturally unique and rich with history and tradition. The men and women who attend TMCF member institutions are transformed from students to future leaders through in-depth leadership training, research opportunities and a high-quality education.

Executive Summary

The Thurgood Marshall College Fund (TMCf) FY2011 Federal Partnership Agenda makes a contribution to the national need to increased diversity through producing an equal quality education and better-prepared domestic workforce to fill the dwindling federal workforce pipeline. It is a well-known reality that nearly 30% (U.S. Office of Personal Management, Retirement Projections, 2009) of the federal government workforce will begin to retire within the next 10 years. The TMCf FY2011 Agenda focuses on and seeks to address this alarming statistic by presenting the federal government with five (5) unique and successful programs to (1) meet the diversity goals of each federal agency and (2) ensure that the federal government has a well-prepared, highly motivated and educated pipeline of future employees who are eager to embark on a career in government service. Moreover, these programs seek to build capacity of students of HBCUs to compete in an economically challenged economy, locally and globally.

Additionally, TMCf recognizes that the workforce pipeline must begin in our school systems at the K-12 level. To that end, TMCf has developed an innovative program to ensure that future school teachers are given the leadership skills, support and professional development they need to reduce turnover rates, increase teacher retention and ultimately ensure that future generations are prepared and well-educated.

The HBCU Challenge and TMCf Objectives

The Fund has outlined three inter-related initiatives, consistent with Federal objectives:

1. DIVERSITY

Helping to Produce the Next, Diverse Generation of American Leaders, especially in Science and Technology. TMCf has a long-established, highly successful and effective Leadership Training Institute which provides professional leadership training, mentoring, technical assistance and innovative academic experiences to more than 600 students a year. At least one-third of all TMCf leadership participants are committed to a career in science. TMCf responds with the provision of well-designed support systems to help each participant realize their goals – from training to mentoring and the provision of innovative academic experiences to help them achieve their goals. TMCf supports thousands of especially promising TMCf Scholars, who in addition have GPAs of 3.5 and above.

2. HBCU Technology Challenge

HBCU's face major obstacles in meeting the technology, infrastructure, and training requirements necessary to provide quality education for its students, and to remain competitive with mainstream institutions of higher learning. Forty percent of public HBCU's lack an adequate IT infrastructure and network to give students, staff, and faculty full access to the information resources and interactivity of modern educational organizations.

3. HBCU RESEARCH EXPANSION

To utilize the unique membership, programs and resources of the Thurgood Marshall College Fund to help the national research initiatives reach a broader range of institutions and students. TMCF has initiated a very effective partnership with a relatively select number of public and private HBCUs. One of the original goals of the initiative was to involve a select number of multi-institutional, regional and national entities that could further expand the base and participation in the broader goals for the nation in energy sciences.

TMCF's FY2011 FEDERAL REQUEST and RATIONALE

TMCF's FY2011 Agenda provides insight into dynamic programs serving the American community. TMCF's programs address current HBCU challenges with programmatic solution. Federal sponsorship of these programs will enhance the Quality of Education and Life of the American community.

Research and Development Initiative:

Capacity Building for Stronger National Defense with Greater Diversity

Request: \$6,000,000
Agency: Department of Defense
Subcommittee: Defense
Accounts: Defense-wide account for Research Development, Test and Evaluation (Account 97-0400-0-1-051.00.03)

Minority Science Initiative – Department of Energy

Request: \$5,000,000
Agency: Department of Energy
Subcommittee: Energy and Water Appropriations
Account: Congressionally Directed Projects (Account 89-0313-0-1-053.00.10)

Teacher Quality and Retention Program

Request: \$ 2,000,000
Agencies: Department of Education
Subcommittees: Labor, Health and Human Services and Education Appropriations
Account: Department of Education, Teacher Quality, FIE and FIPSIE

Mentorship and Education: Rebuilding Communities Initiative

Request: \$2,500,000
Agency: Departments of Justice
Account: Office of Justice Programs, Juvenile Justice Programs, (Account 15-0405-0-1-754.00.02), Departmental Management HUD, EDI

Global Science Leaders Program

Request: \$ 2,000,000
Agencies: Department of Education
Subcommittees: Labor, Health and Human Services and Education Appropriations
Account: US Department of Education, FIPSE and Department of State

Research and Development Initiative: Capacity Building for Stronger National Defense with Greater Diversity



The Thurgood Marshall College Fund's Research and Development Capacity Building Initiative will greatly expand technical assistance and training opportunities for Public Historically Black Colleges & Universities nationwide. This DOD Research and Development Capacity Building Initiative will significantly boost the ability of MIs to deliver quality education programs, enhance supplemental learning opportunities and

increase services to Public Historically Black Colleges & Universities and students across the nation. TMCF Member Institution Research and Development Capacity Building Initiative will:

- Provide direct support to public HBCUs to increase the pipeline of applied research and defense-related contracting opportunities at these institutions
- Provide HBCU undergraduate and graduate students with the technology, infrastructure, and leadership skills necessary to participate in defense-related research and development opportunities
- Establish partnerships with local school districts to engage and inspire students to pursue STEM Careers:
 - Undergraduate and graduate students working directly with K-12 students - Especially those that are pursuing careers in teaching (TQRP)
 - Department of Defense scientists working directly with K-12 students

Fund Resources and Commitments:

From well before the heroism in our nation's historic era of the Tuskegee Airmen to today's modern highly diverse military, African Americans have served the nation with pride and distinction. All of our TMCF campuses have given their best and brightest to national service, and we wish to continue giving the nation our best potential research and development talent in scientific areas as well. TMCF has raised over \$60 million in foundation and private support for all national program priorities, including the Research and Development Capacity Building Program. As all branches of the United States military are supported and represented throughout our network of 47 campuses, we propose federal public investment to come from each of the following accounts: \$6 million total from the Defense-wide account for Research Development, Test and Evaluation (Account 97-0400-0-1-051.00.03).

Minority Science Initiative-Department of Energy

The Federal Mandate, Mission and Objective:



Thurgood Marshall College Fund wishes to continue its partnership with the Department of Energy to produce the next generation of scientific leaders by expanding efforts to attract and retain talented minority students who will pursue future research, development, teaching and training careers consistent with the manpower needs of the Energy.

- Provide technology support to member institutions to ensure that they have the IT and technical capacity they need to adequately provide state-of-the-art scientific instruction and provide students with technology support they need to participate in scientific study and research.

- Provide Energy with increased access to the public HBCU community through the TMCF network of 47 member institutions in support of Energy's outreach efforts.
- Utilize the resources of the TQRP to ensure that public school teachers have the skills and tools they need to inspire and prepare the next generation of STEM professionals starting at the K-12 level.

Fund Resources and Commitments:

The Thurgood Marshall College Fund will match the federal investment as we have raised for the entirety of our national program priorities the sum of \$60 million in foundation and private sector funds to support our Minority Science Initiative at the Department of Energy Program. Expansion of this program is essential given our role in advancing national educational diversity and science and technology future workforce needs, research and training preparation of minority scientists. The Department of Energy has provided tremendous new potential opportunity to TMCF as a consortium of colleges to build science and brain power among US minorities. To continue the successful partnership we have underway with the Department of Energy National Nuclear Security Administration and to expand its Congressionally Directed Projects Account (89-0313-0-1-053.00.10), we propose adding the sum of \$5,000,000, to provide such sums necessary to this account to extend our TMCF-DOE partnership for another year.

Teacher Quality and Retention Program (TQRP)



This program is designed to work with public HBCUs to recruit, train and retain quality teachers to work in high need rural and urban schools. The program emphasizes producing science and mathematics teachers, and teachers of color.

A main objective of TQRP is to increase the number of African American National Board Certified Teachers (NBCTs), and to increase the number of STEM majors embarking on teaching careers in underserved schools.

The TQRP approach is unique in that it provides pre-service and ongoing training to education and STEM majors as well as mentors to new teachers through their first three years in the classroom.

Goals

- To supplement TCMF member colleges of education in preparing a new cohort of 50 teachers per year for National Board Certification, so they have the skills to be successful high need urban and rural schools.
- To address the shortage of qualified mathematics and science teachers by working with our TCMF member universities to recruit and train STEM majors to teach in high need urban and rural schools.

Teacher Training

Students from among TCMFs member universities are recruited to participate in institutes held in the summer and fall. These institutes provide training for both education majors and STEM majors. Training continues to participants each summer and fall through their first three years in the classroom. The training consists of a STEM institute, regional institutes and a mentorship component.

STEM Institute

The STEM institute, designed to develop a career interest in mathematics and science education among STEM majors, is supported by TCMF's partnership with UTeach and the Bay Area Coalition of Equitable Schools (BayCES). UTeach is a National Math and Science Initiative (NMSI) program recognized by President Obama for its successful preparation of highly skilled mathematics and science teachers. BayCES' work includes improving educational experiences and outcomes for under-served youth. From research and external evaluations, reform efforts supported by BayCES have led to significant increases in student achievement, retention and graduation rates, as well as student, parent, teacher, and administrator effectiveness and satisfaction. As a TCMF partner, BayCES provides training in cultural competence and

classroom practice opportunities for institute participants. UTeach provides curriculum, training, and faculty for STEM institute participants and faculty. In addition to the STEM institute, BayCES provides training in cultural competence for all program participants.

Regional Institutes

The regional institute curriculum, developed by National Board Certified Teachers and TMC School Reform staff, is based on the National Board for Professional Teaching Standards (NBPTS) Core Propositions. NBPTS standards have been developed and reviewed by master teachers and other education experts. The curriculum provides practical experience from field experts, trains teachers on strategies for at-risk students, allows aspiring teachers to network with their peers, and helps new teachers prepare for National Board Certification.

For three years, follow-up training occurs for program participants at the TMC Leadership Institute in New York each fall, and again at the regional and STEM institutes each summer. Providing on-going training over the course of the year increases the fellows' participation in the program and gives program faculty and staff sustained contact with them.

Mentorship

Institute participants who are in their first year teaching are assigned a National Board Certified Teacher to mentor them for three years. The mentors work with participants to ensure that they have three years of quality teaching, which then qualifies the participants for the National Board Certification process.

The mentorship process includes:

- One hour per week of online discussions
- Classroom observations and feedback
- Convening of mentors and participants during the fall and spring institutes

The TMC Objective and Benefits Proposed under the Teacher Quality and Retention Program

- TMC Believes Justice Thurgood Marshall's Legacy of Access to Higher Education requires a national commitment to teacher quality and retention of good teachers in the African American community
- From the Delta to the Appalachians, from the Western to Eastern Shores of America, TMC is serving the under served, and reaching the unreached.
- Advancing technology and new methodologies are opportunities to strengthen teacher skills, and a national commitment to do so is essential.
- Minority populations are rising while minority teachers are declining. Every teacher who remains in the profession is one less we have to create to keep good teachers in service to children, especially in underserved districts.
- TMC has a proven track record in delivering diverse teachers to the national educational talent grid through both its TMC Scholars and TMC Leadership Training Institute (STEM).
- The TQR goal in this is to deliver and prepare pre-service public school teachers to underserved schools, and TMC currently has partnerships with school districts in Louisiana, Maryland, Mississippi, North Carolina and Texas.

Our FY2011 objectives focus on the TMCF role in helping the nation and the Department of Education maintain its competitive, scientific and technological edge; preparing the nation's future workforce of teaching professionals in many critical arenas of national importance. Since 2008, TMCF has trained and continues to support over 150 students through its Teacher Quality and Retention Program. Through our long-established TMCF Scholars program and our Leadership Training Institute we can play a clear and documented role in advancing education-related mission needs.

Fund Resources and Commitments:

Again, we will match the federal government's investment. The Thurgood Marshall College Fund has raised over \$60 million from private foundation and corporate sources to help underwrite the entirety of our national priority programs. Specifically, \$2million are requested to be appropriated from the US Department of Education under the Teacher Quality, FIE and/or FIPSIE accounts. The Thurgood Marshall College fund can use its critical mass among our 47 members to target these funds effectively for maximum benefit in those communities when retention of teachers is most crucial. Therefore, we propose funding of this line sufficient to commit and add the federal match to our TMCF teacher improvement and retention program for the maximum potential investment of federal dollars targeted to benefit minority teachers and the minority students who may benefit from their higher training and certification.

Mentorship and Education: Rebuilding Communities Initiative

The Thurgood Marshall College Fund's Member Institution Mentorship and Education: Rebuilding Communities Initiative will provide development and training opportunities for at-risk youth and incoming students to Historically Black Colleges & Universities nationwide. This initiative will deliver quality education programs, enhance supplemental learning opportunities and increase services to Public Historically Black Colleges & Universities, their communities and students. It will significantly equip and partner African-American mentors with at-risk middle and



high school students of color, particularly African American, certifying advocates and role models for the youth within local communities. As a start-up federal investment, with our match included, the request would enable us to staff the program nationally and coordinate with 47 on-campus guidance and career services resources at a level of approximately \$100,000 per targeted community in the states where we have campuses.

TMCF Member Institution Mentorship and Education: Rebuilding Communities Initiative will:

- Recruit over 1,100 at-risk students of color to serve as participants in this mentoring program.
- Match each mentor with five at-risk middle and high school student mentees (n=5625)
- Promote positive self identity, personal vision, life skills, social and emotional skills, moral character, work ethic, and lifelong learning leading to college education.
- Establish partnerships with local school districts to engage and inspire students to pursue higher education.

Fund Resources and Commitments:

The Thurgood Marshall College Fund has raised over \$60 million in foundation and private sector funds to support its Leadership Training, Scholars, Professional Development and Support, and Technology Capacity building Programs, and their role in advancing science and technology future workforce needs, research training and participation. \$12 million of this total has been raised in just the past 24 months dedicated to these activities. TMCF, therefore, is

requesting a total of \$2.5 million in federal funds and is prepared to match any Department of Justice or HUD investment. Our \$2.5 million request will be matched on at least a 1:1 basis. The request of is made for funding from the Office of Justice Programs, Juvenile, Justice Programs (Account 15-0405-0-1-754.00.02) and/or the US Department of Housing and Urban Development Economic Development Initiative

Global Science Leaders Program



The Thurgood Marshall College Fund is committed to preparing global leadership to manage integrated enterprises across borders where they may encounter different cultural, legal, regulatory and economic systems. Students will master how to operate in multiple environments, economies, legal systems and cultures.

Growing multinationals, whether they are based in the United States, India or elsewhere, all face a common problem: developing LEADERS who can

manage global enterprises and take advantage of strategic opportunities. The main benefit to be created by this public investment is greater diversity among the leaders of the scientific community. Presently, African Americans are significantly under-represented in many major areas of science, and this investment addresses the need to expand scientific leadership to include more African Americans.

Recognizing a compelling need for high-quality diverse scientific leadership, the TMCF Global Science Leaders Program will support professional and academic career development for HBCU students in the Science Technology Engineering and Mathematics (STEM) fields of study. The program will identify and recruit students who demonstrate academic excellence, leadership potential and understanding of security compliance to engage in this unique leadership development opportunity. The Program identifies exceptional HBCU junior, seniors, graduate and law schools students and provides them with training that will enhance their leadership, skills and competencies in scientific disciplines. The program provides young leaders with a unique in-country network through which they can share ideas, learn from established leaders, work collaboratively and address global challenges. By exposing participants to the complex issues and opportunities arising from an increasingly interdependent global economy, the program aims to expand perspectives and enhance skills critical for leadership in a changing world.

- TCMF Believes Justice Thurgood Marshall’s Legacy of Access to Higher Education should extend to leadership in all scientific disciplines.
- Developing Science Diversity Leadership – More African American Scientists are needed in industrial and government science centers (insert current major under-representation by discipline data/graphic)
- TCMF is an HBCU consortium and could prove a valuable conduit to NSF, DOD, DOEn, NIH, CDC, USDA Science and DOEd Innovation and other scientific consortia.
- TCMF Leadership Initiative in Science with more than 5000 scientists since its inception in 1999 Expands Diversity base for discovery platforms in all areas of Science

The TCMF Objective and the Global Leadership Program

Our FY2011 objectives focus on the TCMF role in helping the nation maintain its competitive, scientific and technological edge; preparing the nation’s future workforce in the STEM professions; and preparing a new generation of professional leaders in many critical arenas of national importance. Since 1999, TCMF has trained more than 500 students a year through its Leadership Training Institute, and more than 800 executive faculty and staff. Through our long-established TCMF Scholars program and our Leadership Training Institute we can play a clear and documented role in advancing global-related mission needs.

Fund Resources and Commitments:

We match the investment! The Thurgood Marshall College Fund has raised over \$60 million from private foundation and corporate sources to help underwrite the entirety of our national priority programs. Specifically, we request \$2 million from appropriations under the US Department of Education, FIPSE and/or Department of State. If our request is funded, we will match the federal investment, and we will deliver our 47 college platforms as a means to invest in a critical mass of institutions to target these benefits

The Thurgood Marshall College Fund FY2011 Appropriations Priorities

Research and Development Initiative:

Capacity Building for Stronger National Defense with Greater Diversity

Request*: \$6,000,000
Agency: Department of Defense
Subcommittee: Defense
Accounts: Defense-wide account for Research Development, Test and
Evaluation (Account 97-0400-0-1-051.00.03)

Minority Science Initiative:

Department of Energy

Request*: \$5,000,000
Agency: Department of Energy
Subcommittee: Energy and Water Appropriations
Account: Congressionally Directed Projects (Account 89-0313-0-1-053.00.10)

Teacher Quality and Retention Program

Request*: \$ 2,000,000
Agency: Department of Education
Subcommittees: Labor, Health and Human Services and Education Appropriations
Account: Department of Education, Teacher Quality, FIE and FIPSIE

Mentorship and Education:

Rebuilding Communities Initiative

Request*: \$2,500,000
Agency: Department of Justice
Account: Office of Justice Programs, Juvenile Justice Programs, (Account 15-0405-0-1-754.00.02), Departmental Management, HUD, EDI

Global Science Leaders Program

Request*: \$ 2,000,000
Agency: Department of Education
Subcommittees: Labor, Health and Human Services and Education Appropriations
Account: US Department of Education, FIPSE and Department of State



Mission Statement

To be the premier organization in Black Higher Education that develops and prepares a new generation of leaders by providing resources, opportunities and advocacy to Public Historically Black Colleges & Universities, students and alumni.



PREPARING THE BEST OF THE BEST



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