

**Manhattanville in West Harlem
Implementation Plan Report
October 15, 2013 Submission**

Final Declaration Reference and Key Data

Section Number: <u>5.07 (c)(xiv)</u>	Obligation Trigger: <u>Agreement of TCCS as Demonstration PS</u>
Page Number: <u>55</u>	Obligation Start Date: <u>November 1, 2011</u>
	Obligation End Date: _____
	Status: <u>In Compliance</u>

Obligation

Teachers College Demonstration Public School. Teachers College has agreed to work with the New York City Department of Education (NYCDOE) to establish a pre-K–8 demonstration community public school in Manhattan Community District 9. The school shall serve approximately 500 students and shall provide supplementary educational services before and after school. Teachers College’s vision for the school also includes community educational programming and a professional development “hub” for pre-service and veteran educators. The value attributable to the support to be provided by Teachers College for the school shall be \$30 million.

Process

Based on information provided by Teachers College, CU understands that the Teachers College Community School (TCCS) opened at 168 Morningside Avenue (between W. 126th and W. 127th Streets), within the boundaries of Community District 9, beginning with the 2012-2013 school year.

On November 1, 2011 the West Harlem Development Corporation (WHDC) by resolution agreed that TCCS was the contemplated demonstration community public school, and that any services, expertise or other resources, including cash, provided by CU or Teachers College to TCCS would be counted towards the \$30 million support.

In support of Teachers College's commitment to the NYC DOE to operate a demonstration community public school (the "Teachers College Community School" or "TCCS"), Columbia has entered an agreement with Teachers College to contribute funds to support:

- (a) the construction of a middle school science lab (\$1 million over 5 years), and
- (b) approximately 30% of the TCCS annual rent for the next 15 years.

Under the same agreement, Teachers College has committed to contribute to TCCS \$1 million over 5 years toward renovation of the premises and approximately 20% of the TCCS annual rent for the next 15 years. (The remaining rent is to be paid by the NYC DOE.)

Teachers College is also committed to contribute additional services, expertise and other resources toward the operation and enrichment of TCCS under a separate agreement with the NYC DOE to which Columbia is not a party. Columbia University and Teachers College are separate legal corporations, and Columbia has no obligation to the NYC DOE with respect to the operation or support of TCCS.

External Communications

Please see Annual Community Outreach and Communications Plan for upcoming year.

Evidence of Compliance

1. Copy of letter of commitment from Teachers College to NYC Department of Education
2. Copy of letter of resolution from WHLDC with Teachers College
3. Annual report
4. Link to Teachers College Community School website
5. Copy of annual reports provided by TC, when available

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Monitor Notes

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

OFFICE OF THE PRESIDENT

December 17, 2007

Hon. Joel Klein
Chancellor
New York City Department of Education
50 Chambers Street
New York, NY 10007

Dear Joel:

As you and I have discussed, it is Teachers College's intention to develop a new neighborhood public school, pre-kindergarten through eighth grade, in Manhattan Community Board District 9. We would like to create a demonstration school that would serve approximately 500 students and that would provide supplementary educational services before and after school. In addition, our vision includes community educational programming and a professional development "hub" for pre-service and veteran educators.

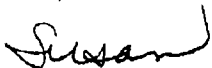
We are ready to begin the planning process as soon as the DOE and the College have agreed upon the conditions and commitments that will ensure the success of this demonstration university-assisted public school. Hopefully that can be accomplished very soon, at which point we are prepared to immediately undertake an inclusive community engagement process with DOE with the intention to inaugurate the new school in September 2009. The planning process will include planning committees that reflect the broad base of community stakeholders as well as liaisons with civic, business social service and cultural organizations. This process is intended to produce a framework for educational and community programs at the school. The process will assure that the design of the school is consistent with best educational practices and the educational vision we develop with DOE and the community.

If the plans go forward as we hope, Teachers College is prepared to have an ongoing affiliation with the school for a minimum of 10 years during which time we are prepared to do the following:

- Assist in the development and evaluation of the school curriculum
- Advise the principal regarding staffing and resource allocation
- Provide professional development for teachers at the school
- Connect the school to Teachers College and Columbia University resources
- Use the school as a site for educational research and teacher preparation
- Help develop community programming for use of facilities in non-school hours
- Strengthen pre-kindergarten in the community in order to prepare students for a strong school start

We are enthusiastic about working with DOE to create this affiliation with a new West Harlem public school. We look forward to working with you and the west Harlem Development Corporation or its successor, as well as Congressman Rangel, Mayor Bloomberg, Council Members Jackson and Dickens as well as other community leaders to make this vision a reality.

Very truly yours,



Susan Fuhrman
President

WEST HARLEM LOCAL DEVELOPMENT CORPORATION

500 WEST 134TH STREET

NEW YORK, NY 10031-9104

Board of Directors

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Shanifah Rieara

Jose Rosa

Ernestine Temple

Ms. Susan Fuhrman
President
Teachers College
525 West 120th Street
New York, NY 10027

Dear Ms. Fuhrman:

At its regularly scheduled meeting conducted on Tuesday, November 1, 2011, the West Harlem Development Local Development Corporation approved the following resolution by a unanimous vote of 10 in favor, 0 opposed, and 0 abstentions:

WHEREAS Teachers College Community School ("TCCS"), opened at 2121 Fifth Avenue for the 2011-2012 school year with fifty kindergarten students in two classes;

WHEREAS TCCS will be relocated at 168 Morningside Avenue within the boundaries of Community Board 9M beginning with the 2012 -2013 school year;

WHEREAS Teachers College understands that the 168 Morningside Avenue site is able to accommodate 300 students;

WHEREAS Teachers College agrees that the lease for the permanent school site is initially structured to serve grades K-5 and will be restructured to serve grades K-8 upon modification of the lease between the New York City Department of Education and the Landlord of the 168 Morningside Avenue site, which is anticipated before the end of the 2011-2012 school year;

WHEREAS Teachers College is working with the Department of Education to obtain funding for a pre-K program at TCCS; and

WHEREAS Teachers College and the West Harlem Local Development Corporation will use best efforts to secure a publicly funded space within Community Board 9M to accommodate an additional 200 students so that TCCS is able to serve a student population of approximately 500 students.

BE IT RESOLVED that TCCS is the demonstration community public school contemplated in Section II.H of the West Harlem Community Benefits Agreement dated May 18, 2009 between The West Harlem Local Development Corporation and The Trustees of Columbia University in the City of New York; and

BE IT RESOLVED that any support to the TCCS, whether in services, expertise or other resources including cash support by Columbia University or Teachers College shall be counted towards the \$30 million in cumulative market value of services, expertise and other resources described in section II.H.2 of the CBA.

Please feel free to contact me with further questions or concerns by phone 212-862-1399 or email at dnotice@whginc.org

Sincerely,

A handwritten signature in blue ink, appearing to read "Donald C. Notice", with a long horizontal flourish extending to the right.

Donald C. Notice
Executive Director

cc: Ms. Nancy Streim, Teachers College
Maxine Griffith, Columbia University

Annual Report: Teachers College Demonstration Public School

Columbia University Payments to Teachers College per Agreement between CU and TC dated March 7, 2012

In support of Teachers College's commitment to the NYC DOE to operate a demonstration community public school (the "Teachers College Community School" or "TCCS"), Columbia has entered an agreement with Teachers College to contribute funds to support:

- (a) the construction of a middle school science lab (\$1 million over 5 years), and
- (b) approximately 30% of the TCCS annual rent for the next 15 years.

Under the same agreement, Teachers College has committed to contribute to TCCS \$1 million over 5 years toward renovation of the premises and approximately 20% of the TCCS annual rent for the next 15 years. (The remaining rent is to be paid by the NYC DOE.)

Teachers College is also committed to contribute additional services, expertise and other resources toward the operation and enrichment of TCCS under a separate agreement with the NYC DOE to which Columbia is not a party. Columbia University and Teachers College are separate legal corporations, and Columbia has no obligation to the NYC DOE with respect to the operation or support of TCCS.

Set forth below is the schedule of Columbia contributions to Teachers for TCCS to date:

Invoice Date	Amount Paid	Notes
Aug-11 thru May-12	\$ 398,589.30	Rent contribution (10 payments) Science lab contribution (\$200,000)
Jun-12	\$ 19,985.93	Rent contribution
Jul-12	\$ 19,985.93	Rent contribution
Aug-12	\$ 19,895.93	Rent contribution
Sep-12	\$ 19,895.93	Rent contribution
Oct-12	\$ 19,895.93	Rent contribution
Nov-12	\$ 19,895.93	Rent contribution
Dec-12	\$ 19,895.93	Rent contribution
Jan-13	\$ 19,895.93	Rent contribution
Feb-13	\$ 19,895.93	Rent contribution
Mar-13	\$ 20,083.83	Rent contribution
Apr-13	\$ 19,895.93	Rent contribution
Apr-13	\$ 200,000.00	Science lab contribution
May-13	\$ 19,895.83	Rent contribution
Jun-13	\$ 19,895.83	Rent contribution
Jul-13	\$ 19,895.83	Rent contribution
Aug-13	\$ 19,895.83	Rent contribution
Sep-13	\$ 19,895.83	Rent contribution
	\$ 917,291.58	

Teachers College Demonstration Public School

Link to Teachers College Community School website:

<http://www.tc.columbia.edu/communityschool/>

TEACHERS COLLEGE COLUMBIA UNIVERSITY

Staff | Students | Quick Links | A-Z | myTC

tccs teachers college community school

Home Resources About Us Partnership & Vision Community Engagement F.A.Q. Press Gallery

FEATURED VIDEO

WELCOME TO TCCS

Teachers College and the New York City Department of Education opened Teachers College Community School in September 2011. It is a non-selective school that is intended to demonstrate how affiliation with a higher education institution can lead to effective implementation of comprehensive educational services in an urban, community public school. Opening with Kindergarten, the school is to phasing in one grade a year. When fully enrolled, the school will serve approximately 300 children in Grades PK-8.

ANNOUNCEMENTS

- The Chancellor Pays a Call
- They Have a Dream, Too
- TCCS Grand Opening
- TCCS Wins Blackboard Award!

QUICK LINKS

- TCCS Admissions
- Parent Login
- TCCS Academic Calendar
- Contact TCCS
- F.A.Q.
- Giving
- Office of School and Community Partnerships
- Teachers College
- Teachers College Community School on Facebook!

FEATURED EDUCATOR

Nancy Streim

Jeanene Worrell-Breeden, the founding principal, is a highly accomplished and innovative educator with 20 years of experience in the New York City public schools as a teacher and administrator. She is a graduate of Penn State, holds two master's degrees (from City College and Fordham), and is a certified reading specialist.

"Throughout my career as a classroom teacher, staff developer, assistant principal and principal, I have endeavored to enable students to engage in

Report to Columbia University on Teachers College Financial Contributions to the Teachers College Community School for the period July 1, 2011 – June 30, 2012

OVERVIEW

Teachers College contributed **\$1,312,501** toward start up, operations and program enhancement at the Teachers College Community School from July 1, 2011 to June 30, 2012. Expenses are described below in three categories: Expertise, Services and Other Resources. Contributions were made in cash and in-kind services. The basis for determining the market value of in-kind services is described below.

EXPENSES

	TOTAL	CASH	IN-KIND
EXPERTISE			
School Development	\$171,775	\$0	\$171,775
Curriculum Development	\$78,800	\$0	\$78,800
Subtotal	\$250,575	\$0	\$250,575
SERVICES			
Staff and Students	\$215,718	\$30,540	\$185,178
Contracts	\$70,775	\$70,775	\$0
Subtotal	\$286,493	\$101,315	\$185,178
OTHER RESOURCES			
Instructional Supplies & Equipment	\$14,910	\$14,910	\$0
Staff Development	\$10,510	\$10,510	\$0

Other Expenses	\$7,492	\$7,492	\$0
Facilities	\$742,521	\$740,156	\$2,365
Subtotal	\$775,433	\$773,068	\$2,365
GRAND TOTAL	\$1,312,501	\$874,383	\$438,118

DEFINITIONS

Expertise –Faculty, staff and graduate student time spent on planning the school’s educational program, developing the curriculum, providing professional development for school staff, participating in the selection of staff, advising the principal and staff on operational, strategic and instructional matters, and securing additional funds for the school. Expertise is provided through cash payments to experts and through in-kind services provided by experts employed by Teachers College.

Services – Direct instruction, and educational and psycho-educational assessments provided to TCCS students by TC faculty, staff and graduate students, and by outside vendors contracted by TC; classroom services provided by TC graduate students under the direction of TCCS staff, such as small group instruction, tutoring, and aiding teachers in carrying out lessons; and administrative functions undertaken by TC on behalf of the school including marketing, community outreach, purchasing, contracting and website.

Other resources-Instructional materials and supplies, school furniture and equipment, professional development meetings and conferences for school staff, promotional materials, office supplies, and facilities costs including payments toward lease and renovations to the St Joseph’s building.

Cash contributions-Funds provided by Teachers College to cover direct costs of expertise, services and other resources, such as payments to instructors, vendors and contractors, school supplies, furniture and equipment, costs for staff to attend professional conferences, office supplies and costs to lease and renovate school facilities

In-kind contributions-The market value of expertise, services and other resources provided by the College at no cost to TCCS, including TC faculty, staff and graduate student effort, donated supplies, and use of TC facilities. The basis for determining market value is described for each item.

NARRATIVE BY CATEGORIES OF EXPENSE

EXPERTISE

TC faculty and staff provided expertise in school development and curriculum development at no cost to the school. Market value of effort donated by professional staff is calculated as a percentage of annual salary and includes the College's fringe benefit rate of 34%. Market value of effort donated by TC faculty and teaching staff is based on an average consulting rate charged by education faculty.

School Development

Dr. Nancy Streim, Associate Vice President for School and Community Partnerships, devoted 50% effort to the development of the school, including liaising with the Department of Education, SCA and Principal to secure the permanent site and its renovation; lining up TC faculty and staff expertise to develop curriculum and supervise graduate students that provided services; consulting on the processes for recruitment of students, participating in recruitment events and staff selection committee; advising on operations and schedule; collaborating with community stakeholders; and raising funds for the school.

Dr. Emily Zemke, Associate Director of School Partnerships, devoted 33% effort to marketing and outreach, developing a program of in-school and after-school expanded learning opportunities for TCCS students, recruitment and management of TC instructors and outside contractors to teach the school's art, music, physical education, nutrition, drama, karate and robotics programs.

Curriculum Development

Ten TC faculty and staff members with expertise in math, science, art, music, physical education, special education, nutrition, early childhood education, counseling and child development donated a total of 416 hours toward the development of the school's curriculum, assessments, in-school and after school enrichment programs, and consultation with the principal in their areas of expertise; they also supervised pre-service teachers and graduate students who provided teaching, assessment and counseling services and conducted professional development for TCCS teachers. The determination of market value for faculty expertise is derived from an average hourly rate of \$175. Additionally, the Teachers College Reading and Writing Project donated five days of a staff member's time to provide on-site professional development for TCCS teachers, the value of which is based on the program's established rate of \$1,200/day.

SERVICES

TC made cash payments to TC staff and students and to community based organizations to teach the school's enhanced educational program during the school day and in the after school program. Extensive in-kind services were also provided by TC graduate students. Lastly, administrative services were donated to accomplish many pressing tasks required for start-up. Market value of donated effort by TC professional staff is calculated as a percentage of annual salary and includes the College's fringe benefit rate of 34%. Market value of donated effort by TC graduate student instructors and assistant instructors is based on the customary rates charged by community based organizations of \$60/hour for lead instructors and \$30/hour for assistant instructors.

TC Staff and Students

Literacy Fellows (2) and STEM Fellows (2): TC graduate students planned and delivered ten hours/week of in-school and after school curriculum enrichment experiences for TCCS students in literacy, art and math.

In-School and after school Program Instructors (5): TC student and alumni instructors planned and led in-school and after school programming in nutrition, robotics, music, art and physical education for an average of three hours a week from September through May.

After school program Instructional Assistants (7): Two TC work-study students and five graduate assistants helped after school Program Instructors to prepare and deliver the after school programming in art, nutrition and physical education for an average of three hours/week.

Pre-service teachers (6): Four Elementary Education student teachers and two School Psychology interns provided three days per week of teaching and assessment services in TCCS classrooms throughout the school year.

Eve Cardona, TC Administrative Assistant, devoted an average of ten hours a week to the recruitment, lottery and registration processes for TCCS students and selection processes for TCCS staff including communications with applicants, mailings and record keeping; she handled all arrangements for parent and community events; purchased all materials provided to TCCS by the College, and carried other administrative duties requested by the Principal that were related to the opening and operation of the school.

Contracts to Community Service Providers

Play Pattern: After school robotics program for two hours a week for 50 students. Contract covered costs of salaries for two lead and four assistant instructors, equipment, insurance and supplies.

Harlem Seals: In-school karate program for two hours a week for 50 students. Contract covered costs for one lead and two assistant instructors, equipment, insurance and supplies.

The Acting Company: After school Shakespeare dramatic arts program for two hours a week for 50 students. Contract covered costs for two lead and four assistant instructors, equipment, insurance and supplies.

OTHER RESOURCES

TC paid for instructional materials, staff development meetings and general expenses associated with school start up as described below.

Instructional Supplies and Equipment

Instructional supplies for the classroom (books, white boards, consumables, digital cameras) and for the after school nutrition, robotics, physical education and art programs (art materials, foods, Lego robotics kits, balls and hoops).

Teachers' guides and instructional aids (including life size puppets) to implement The Incredible Years social emotional development curriculum.

Classroom furnishings including shelving, bookcases, language and writing centers, easels and rugs to supplement the basic furniture packages provided by DOE for kindergarten classrooms.

Staff Development

Registration, travel and accommodations for the Principal and four teachers to attend a three-day professional development conference on the International Baccalaureate Primary Years Program which is a foundational element of the school's educational approach.

Travel, facility and accommodation for a two-day planning retreat with the Principal and all staff, along with TC faculty and staff advisors, to prepare for the school's inaugural year.

Other Expenses

Fingerprinting: TC paid for seven instructors and assistant instructors to be fingerprinted by the Department of Education at the standard rate of \$115 each

Local Travel: Subway and taxi costs for TC faculty, staff and students to attend meetings and events related to school programs and development

Logo design: Graphic design for the new TCCS logo for use on uniforms, publicity materials and all correspondence.

Photocopying, advertising and mailings: Printed materials for parent and community meetings, student recruitment and registration, parent orientations, staff retreat and professional development. Also includes posters, brochures and flyers, newspaper and online advertisements for the 2012 admissions cycle.

Refreshments: Light refreshments for two parent orientations, five parent outreach events, four school visits by donors and elected officials and various other meetings throughout the year related to school development.

Facilities

Lease: TC contributed to the lease for the St. Joseph's building in accordance with an agreement with the New York City Department of Education. Columbia University contributed a significant portion of these funds through Teachers College.

Renovations: TC contributed to the cost of renovating the St. Joseph's building in accordance with an agreement with the New York City Department of Education. Columbia University contributed a significant portion of these funds through Teachers College.

Use of TC facilities: TC donated space and covered associated costs for three events including two school information sessions for prospective parents and the Kindergarten moving-up ceremony in June 2012. The market value of these services is based on the College's standard fees charged to outside organizations for co-sponsored events.