

**Manhattanville in West Harlem Implementation Plan Report
October 15, 2014 Submission**

Declaration Reference and Key Data

Obligation Section Number: **5.07(c)(xiv)**

Obligation Page Number: **55**

Obligation Trigger: **Agreement of TCCS as Demonstration PS**

Obligation Start Date: **November 1, 2011**

Obligation End Date:

Obligation Status: **In Compliance**

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.

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. Record of payments
4. Link to Teachers College Community School website
5. Copy of annual reports provided by TC, when available

Columbia University’s Implementation Plan and all supporting documentation are made available on the Community Services Webpage at www.columbia.edu/communityservices. For more information about communications and outreach efforts regarding the obligations, please refer to the Annual Community Outreach and Communications Report, which is also available on the Community Services Webpage.

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.

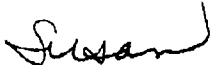
We are ready to begin the planning process as soon as the DOE and the College have agreed upon the conditions and commitments that will ensure the success of this demonstration university-assisted public school. Hopefully that can be accomplished very soon, at which point we are prepared to immediately 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

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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@whgainc.org

Sincerely,



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
Oct-13	\$ 19,895.83	Rent contribution
Nov-13	\$ 19,895.83	Rent contribution
Dec-13	\$ 19,895.83	Rent contribution
Jan-14	\$ 19,895.83	Rent contribution
Feb-14	\$ 19,895.83	Rent contribution
Mar-14	\$ 19,895.83	Rent contribution
Apr-14	\$ 19,895.83	Rent contribution
Apr-14	\$ 200,000.00	Science lab contribution
May-14	\$ 19,895.83	Rent contribution
Jun-14	\$ 19,895.83	Rent contribution
Jul-14	\$ 19,895.83	Rent contribution
Aug-14	\$ 19,895.83	Rent contribution
Sep-14	\$ 21,388.01	In Process - Rent Contribution
Oct-14	\$ 21,388.01	In Process - Rent Contribution
	\$ 1,378,921.73	

Teachers College Demonstration Public School

Link to Teachers College Community School website:

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

FEATURED VIDEO

teachers college community school

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 phase in one grade a year. When fully enrolled, the school will serve approximately 300 children in Grades Pre-K.

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 self-reflection and understand the value of interdependence. I have taught students to be responsible, compassionate, honest, competitive, understanding and aware. I have prepared students, staff and parents with the materials and tools that will extend learning beyond the walls of the classroom. I look forward to bringing that wealth of experience and knowledge to the Teachers College Community School," says Principal Breeden.

We hope you will navigate the site, explore our vision and learn more about our plans for the community school. Use the navigation at the top to find out more.

ANNOUNCEMENTS

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

FEATURED EDUCATOR

Jeanene Worrell-Breeden
Principal of Teachers College Community School
[Learn More...](#)

QUICK LINKS

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

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Report to Columbia University
on Teachers College Financial Contributions
to the Teachers College Community School for the period
July 1, 2013 – June 30, 2014

OVERVIEW

Teachers College contributed **\$2,024,274** toward school development, operations, program enhancement and facilities at the Teachers College Community School from July 1, 2013 to June 30, 2014. 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. A cumulative report of expenses from July 1, 2011 through June, 30, 2014 is presented in Appendix A.

2013-2014 EXPENSES

EXPERTISE	TOTAL	CASH	IN-KIND
School Development	\$250,423	\$0	\$250,423
Curriculum and Staff Development	\$197,714	\$68,129	\$129,585
Subtotal	\$448,137	\$68,129	\$380,008
SERVICES			
Instructional and Administrative Staff	\$603,453	\$187,053	\$416,400
Contracts	\$127,132	\$127,132	\$0
Subtotal	\$730,585	\$314,185	\$416,400
OTHER RESOURCES			
Instructional Supplies and Equipment	\$33,550	\$33,550	\$0
Other Expenses	\$21,332	\$21,332	\$0
Facilities	\$790,670	\$788,750	\$1,920
Subtotal	\$845,552	\$843,632	\$1,920
GRAND TOTAL	\$2,024,274	\$1,225,946	\$798,328

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; teaching of specialty subjects during the school day and in the after school program; 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, curriculum and staff development. Market value of effort donated by TC professional staff is calculated as a percentage of annual salary and includes the College’s fringe benefit rate of 35.6%. Market value of effort donated by TC faculty is based on an average consulting rate charged by education faculty.

School Development

TC's Associate Vice President for School and Community Partnerships devoted 35% effort to the development of the school, including: overseeing TC's contributions of human, intellectual and financial resources to TCCS; liaising with the Department of Education, elected officials and community organizations regarding long term planning for the school as well as addressing school needs and issues; arranging for TC faculty and staff to develop curriculum, provide professional development and place graduate students on-site; developing partnerships and other opportunities to expand TCCS programming and resources; advising and problem solving on operational issues with the principal and staff; cultivating donor opportunities and raising external funds for the school.

TC's Manager of Research & Development devoted 25% effort to seeking funding opportunities and writing grants for school initiatives; overseeing data collection and reporting on school development; and designing a research framework to evaluate school progress and success.

The TCCS Liaison devoted 100% effort to scheduling, orienting, managing and mentoring TC graduate students serving as lead instructors and classroom assistants during the school day and after school; scheduling, selecting staff and overseeing the portion of the after school program provided by TC and assisting in the management of the overall program; designing and implementing student showcases; providing regular communication and problem solving with school staff and parents about TC's involvement at TCCS; organizing student recruitment events and representing TCCS at community events; and providing daily support to school operations.

TC's Program Coordinator devoted 50% effort to administrative and budget management for the College's contributions to TCCS and other aspects of school development, including: personnel processes for specialty instructors and other staff provided by TC; management of the student fellowship and community work study programs through which TC students provide services at TCCS; negotiating and contracting with outside educational providers for services at TCCS; creation of marketing and promotional materials; management of the teacher selection process; participation in development of the after school program; preparation of reports on TCCS; and grant proposal writing and submission.

Curriculum and Staff Development

Thirteen TC faculty with expertise in math, science, instructional technology, art, music, special education, nutrition, early childhood education, counseling and child development donated a total of 699 hours toward the development of the school's curriculum, assessments, school day and after-school enrichment programs, and toward consultation with the principal in their areas of expertise; they also supervised pre-service teachers and other graduate students who

provided teaching, assessment and counseling services. The determination of market value for faculty expertise is derived from an average hourly rate of \$175.

The Teachers College Reading and Writing Project provided twenty days of on-site professional development for TCCS teachers, the value of which is based on the program's established rate of \$1,500/day, as well additional support services valued at \$4,500.

The Teachers College Inclusive Classrooms Project provided six days of on-site professional development for TCCS teachers, the value of which is based on the program's established rate of \$1,250/day.

Metamorphosis, TLC provided ten days of on-site professional development for TCCS teachers, the value of which is based on the program's established rate of \$1,750/day. Four TCCS teachers attended the Metamorphosis TLC summer institute in 2013.

Teachscape, Inc. provided online training in the use of the Danielson Framework for the TCCS principal and teachers.

SERVICES

TC provided TC staff and students, and also community-based providers, to teach the school's enhanced educational program during the school day and after school. Included in this category are specialty teachers, instructors and assistant instructors, a librarian and individuals who managed the daily operations of the after-school program. Extensive in-kind services were also provided by TC graduate students as student teachers, fieldwork interns, after-school assistants and volunteers. Lastly, administrative services were donated to accomplish pressing tasks required for the development of the school, especially related to student and staff recruitment and selection processes.

Market value of 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. Market value of donated effort by the TC administrative assistant is calculated as a percentage of annual salary and includes the College's fringe benefit rate of 35.6%. Tuition points awarded to graduate students serving as graduate assistants are reported at the TC tuition rate in 2013-2014 (\$1,344/credit).

Instructional and Administrative Staff

Specialty Teachers (5): Part-time music, art and physical education teachers devoted ten hours per subject per week to planning and instruction.

A Librarian facilitated the circulation of books, and led weekly library classes with students from each grade.

A Second Grade Lead Teacher was hired to coach teachers, organize and lead small group instruction, teach the Third Grade Academy, and assist with curriculum development.

Graduate Student Literacy and STEM Fellows (10): Four TC graduate students provided classroom assistance and individualized attention to students for ten hours a week. Three TC graduate students worked one on one or in small groups with students who needed further literacy support (ten hours a week). Two TC graduate students planned and delivered ten hours/week of in-school enrichment experiences for TCCS students in math. One TC graduate student worked ten hours a week on literacy intervention.

Enrichment Program Instructors (15): TC student instructors planned and led in-school and after school programming in nutrition, engineering, robotics, and Spanish for an average of three and a half hours a week from September through June.

Instructional and Classroom Assistants (16): TC students assisted specialty teachers and after-school Enrichment Program Instructors to prepare and deliver PE and music lessons during the school day, as well as all after school classes for an average of three and a half hours a week per student throughout the school year.

Library Curriculum Developer (1): A TC student wrote a pre-K through 2nd grade curriculum to be used by the librarian.

Pre-Service Teachers (6): Six Early Childhood Education student teachers spent an average of two and a half days a week assisting in TCCS classrooms.

Fieldwork Interns (20): Eighteen students from the Science Education program dedicated an average of 1.5 hours a week at the school. Two School Psychology interns provided an average of 16 hours per week of assessment and counseling services during the school year.

Communications Assistant: One student dedicated an average of five hours per week throughout the school year to managing the TCCS websites.

Four student volunteers donated time to the school as assistants to nutrition and robotics classes.

An Administrative & After-school Assistant was hired to provide office support for the principal and to help organize after-school activities.

A Program Assistant at TC devoted an average of 10 hours a week during the spring semester to the selection processes for TCCS staff including communications with applicants, mailings and

record keeping as well as making arrangements for parent and community events, purchase of materials provided to TCCS by the College, and other administrative support as needed for the school.

Contracts

Contracts were provided to the following community-based organizations for instruction at TCCS during the school day and after school: Big Apple Sports (PE), Harlem Yoga Studio (yoga), Young Audiences NY (music), Harlem Biospace (science), and the Sports & Arts in Schools Foundation (after school programming).

OTHER RESOURCES

TC paid for instructional materials, staff development meetings and general expenses associated with the school's growth as described below.

Instructional Supplies and Equipment

Instructional supplies for the classrooms (books and consumables, including full sets of Investigations math textbooks and all related materials), for the library (supplies), as well as for school-day enrichment activities and after-school programs in nutrition, science, music, visual arts and Spanish (foods, art materials, musical instruments, etc.).

Classroom and library furnishings, including bookcases, easels and rugs to supplement the basic furniture packages provided by DOE.

Other Expenses

Staff Retreat: Travel, facility rental and accommodation for the annual two-day planning retreat for the Principal and staff to prepare for the 2013-2014 school year.

Fingerprinting and SACC medical expenses: TC paid for thirty instructors, classroom assistants, fieldwork students and volunteers to be fingerprinted by the Department of Education at the standard rate of \$115 each. It also reimbursed medical expenses for after school student staff required to undergo medical examinations for the School Age Child Care license.

TC renewed the annual license for the software used at the TCCS library.

The two pianos at TCCS were tuned twice during the school year.

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

Photocopying, advertising and mailings: Printed materials for parent and community meetings, student recruitment and registration and parent orientations. Also includes posters and flyers, for the 2014 admissions cycle.

Refreshments: Light refreshments for parent events, recruitment events for the 2014 admissions cycle, TC/TCCS Partnership Conversations, school visits 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 several events including the school's annual HIV/AIDS workshops for students and the Kindergarten moving-up ceremony in June 2014. The market value of these services is based on the College's standard fees charged to outside organizations for co-sponsored events.

Appendix A: Teachers College Cumulative Financial Contributions to the Teachers College Community School for the Period July 1, 2011 to June 30, 2014

EXPERTISE	CUMULATIVE TOTAL	CASH	IN-KIND
School Development	\$573,596	\$0	\$573,596
Curriculum and Staff Development	\$483,511	\$98,639	\$384,872
Subtotal	\$1,057,107	\$98,639	\$958,468
SERVICES			
Instructional and Administrative Staff	\$1,178,695	\$278,416	\$900,279
Contracts	\$287,831	\$287,831	\$0
Subtotal	\$1,466,526	\$566,247	\$900,279
OTHER RESOURCES			
Instructional Supplies and Equipment	\$139,864	\$139,864	\$0
Other Expenses	\$43,209	\$43,209	\$0
Facilities	\$2,324,021	\$2,317,656	\$6,365
Subtotal	\$2,507,094	\$2,500,729	\$6,365
GRAND TOTAL	\$5,030,727	3,165,615	1,865,112

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Report to Columbia University
on Teachers College Financial Contributions
to the Teachers College Community School for the period
July 1, 2012 – June 30, 2013

OVERVIEW

Teachers College contributed **\$1,693,952** toward operations and program enhancement at the Teachers College Community School from July 1, 2012 to June 30, 2013. 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. A cumulative report of expenses from July 1, 2011 through June, 30, 2013 is presented in Appendix A.

2012-2013 EXPENSES

EXPERTISE	TOTAL	CASH	IN-KIND
School Development	\$151,398	\$0	\$151,398
Curriculum and Staff Development	\$196,487	\$20,000	\$176,487
Subtotal	\$347,885	\$20,000	\$327,885
SERVICES			
Instructional and Administrative Staff	\$359,524	\$60,823	\$298,701
Contracts	\$89,924	\$89,924	\$0
Subtotal	\$449,448	\$150,747	\$298,701
OTHER RESOURCES			
Instructional Supplies and Equipment	\$91,404	\$91,404	\$0
Other Expenses	\$14,385	\$14,385	\$0
Facilities	\$790,830	\$788,750	\$2,080
Subtotal	\$896,619	\$894,539	\$2,080
GRAND TOTAL	\$1,693,952	\$1,065,286	\$628,666

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, curriculum and staff development. Market value of effort donated by TC professional staff is calculated as a percentage of annual salary and includes the College’s fringe benefit rate of 34.7%. Market value of effort donated by TC faculty is based on an average consulting rate charged by education faculty.

School Development

TC's Associate Vice President for School and Community Partnerships devoted 40% effort to the development of the school, including: liaising with the Department of Education, SCA and Principal to secure full day pre-Kindergarten, and complete building renovations; advising the principal on operational issues; organizing TC faculty and staff expertise to develop curriculum, provide professional development and supervise graduate students who provided direct services; participating in recruitment of students and staff; collaborating with community stakeholders; and raising funds for the school.

TC's Associate Director of School Partnerships devoted 50% 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, supervision of graduate students, and raising funds for the school.

Curriculum and Staff Development

Eleven TC faculty with expertise in math, science, instructional technology, art, music, special education, nutrition, early childhood education, counseling and child development donated a total of 940 hours toward the development of the school's curriculum, assessments, school day and after-school enrichment programs, and toward 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 they conducted professional development for TCCS teachers as well as workshops for parents. The determination of market value for faculty expertise is derived from an average hourly rate of \$175.

The Teachers College Reading and Writing Project provided fifteen days of on-site professional development for TCCS teachers, the value of which is based on the program's established rate of \$1,200/day. Ten days were charged in cash and five days were donated.

The Teachers College Inclusive Classrooms Project donated two days of on-site professional development, as well as a half-day workshop for TCCS staff.

An educational consultant was contracted for six days to guide teachers in implementation of the International Baccalaureate primary years curriculum.

SERVICES

TC provided for a number of its staff and students, and also community-based providers, to teach the school's enhanced educational program during the school day and after school.

Included in this category are specialty teachers, a librarian and individuals who managed the daily operations of the after-school program. Extensive in-kind services were also provided by TC graduate students as counselors, student teachers, fieldwork interns, after-school assistants and volunteers. Lastly, administrative services were donated to accomplish many pressing tasks required for the development of the school.

Market value of 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. Market value of donated effort by the TC administrative assistant is calculated as a percentage of annual salary and includes the College's fringe benefit rate of 34.7%.

Instructional and Administrative Staff

Specialty teachers (3): Part-time music, art and physical education teachers devoted seven hours each per week to instruction.

Graduate Student Literacy and STEM Fellows (5): Three TC graduate students provided classroom assistance and individualized attention to students for ten hours a week. Two TC graduate students planned and delivered ten hours/week of in-school and after school enrichment experiences for TCCS students in math.

Enrichment Program Instructors (6): TC student instructors planned and led in-school and after school programming in nutrition, health, engineering, robotics, and Spanish for an average of three hours a week from October through May.

Instructional Assistants (10): TC students assisted specialty teachers and after-school Enrichment Program Instructors to prepare and deliver the after school programming in art, nutrition, robotics and physical education for an average of two hours a week throughout the school year.

Classroom Assistants (10): Ten TC work-study students assisted specialty teachers and after-school Enrichment Program Instructors for an average of four hours per week throughout the school year.

Pre-Service Teachers (8): Eight Early Childhood Education student teachers devoted an average of three hours a week in TCCS classrooms.

Fieldwork Interns (17): Eleven students from the Science Education program and two students from the Music Education program dedicated an average of 1.5 hours a week at the school. Four School Psychology interns provided an average of 16 hours per week of assessment and counseling services during the school year.

Communications assistant: One work-study student dedicated an average of five and a half hours per week throughout the school year to managing the TCCS websites and supporting student recruitment events.

Eight student volunteers donated time to the school for special events and as assistants to nutrition and robotics classes. One student volunteered media and communications support for an average of four hours a week for thirty weeks.

An Administrative & After-school Assistant was hired to provide office support for the principal and to help organize after-school activities.

Two community-based para-professionals assisted with the delivery of after-school activities.

A librarian was hired to organize the collection provided through a gift from a TC donor.

An Administrative Coordinator devoted an average of 15 hours a week to the student recruitment, lottery and registration processes and selection processes for TCCS staff including communications with applicants, mailings and record keeping as well as arrangements for parent and community events, purchase of materials provided to TCCS by the College, and other administrative support as needed for the school.

Contracts

Contracts were provided to the following community-based organizations for instruction at TCCS during the school day and after school: Harlem School of the Arts (dance), Harlem S.E.A.L.S. (karate), Harlem Yoga Studio (yoga), The Acting Company (theater), The Piano School of NYC (piano lessons). A one-time performance by a community storyteller is also included.

OTHER RESOURCES

TC paid for instructional materials, staff development meetings and general expenses associated with the school's growth as described below.

Instructional Supplies and Equipment

Instructional supplies for the classrooms (books, white boards, consumables, digital cameras), for the library (books, software, supplies), as well as for school-day enrichment activities and after-school programs in nutrition, health, robotics, science, music, visual arts and Spanish (foods, Lego robotics kits, art materials, musical instruments, textbooks, etc.).

Teachers' guides and instructional aids to implement curriculum, including life size puppets for the Incredible Years social emotional development curriculum.

Classroom and library furnishings, including shelving, bookcases, fans and rugs to supplement the basic furniture packages provided by DOE.

Other Expenses

Staff Retreat: Travel, facility rental and accommodation for a two-day planning retreat for the Principal and staff to prepare for the school's second year.

Fingerprinting: TC paid for seventeen instructors and assistant instructors and two faculty members to be fingerprinted by the Department of Education at the standard rate of \$115 for students and \$91.50 for faculty.

Relocation of technology assets (copier and smart board) from the temporary school site.

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

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 2013 admissions cycle.

Refreshments: Light refreshments for parent orientations, parent outreach events, 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 several events including school information sessions for prospective parents, a professional development workshop for teachers, and the Kindergarten moving-up ceremony in June 2013. The market value of these services is based on the College's standard fees charged to outside organizations for co-sponsored events.

Appendix A: Teachers College Cumulative Financial Contributions to the Teachers College Community School for the Period July 1, 2011 to June 30, 2013

EXPERTISE	CUMULATIVE TOTAL	CASH	IN-KIND
School Development	\$323,173	\$0	\$323,173
Curriculum and Staff Development	\$285,797	\$30,510	\$255,287
Subtotal	\$608,970	\$30,510	\$578,460
SERVICES			
Instructional and Administrative Staff	\$575,242	\$91,363	\$483,879
Contracts	\$160,699	\$160,699	\$0
Subtotal	\$735,941	\$252,062	\$483,879
OTHER RESOURCES			
Instructional Supplies and Equipment	\$106,314	\$106,314	\$0
Other Expenses	\$21,877	\$21,877	\$0
Facilities	\$1,533,351	\$1,528,906	\$4,445
Subtotal	\$1,661,542	\$1,657,097	\$4,445
GRAND TOTAL	\$3,006,453	\$1,939,669	\$1,066,784

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.

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