

**Manhattanville in West Harlem Implementation Plan Report
October 15, 2020 Submission**

Declaration Reference and Key Data

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

Obligation Title: **Workforce Training Program**

Obligation Page Number: **57**

Obligation Trigger: **Acquisition by ESD or CU of all Initial Stage 1 Condemnation Parcel(s)**

Obligation Start Date: **March 12, 2012**

Obligation End Date:

Obligation Status: **In Compliance**

Obligation

Workforce Training Program. Commencing with the acquisition by ESD or CU of all Initial Stage 1 Condemnation Parcels, CU shall provide up to \$750,000 to fund and support the design, development and implementation of industry response (skills-based) education and workforce development training. Materials to be developed shall include competency based curriculum, assessment strategies, recommendations for textbooks, instructional aides, delivery strategies and include implementation training for service providers.

Evidence of Compliance

1. Annual report
2. Copy of contract with selected provider

Columbia University's Implementation Plan and all supporting documentation are made available on the Columbia Neighbors Webpage at <https://neighbors.columbia.edu/content/community-commitments>.

Manhattanville in West Harlem Implementation Plan Report

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EOC Checklist for Obligation 5.07(c)(xxi):

Please check to verify EOC items submitted for review.

- ☐ 1. Annual report
- ☐ 2. Copy of contract with selected provider

Monitor's Notes / Comments:

[illegible]

Status:

Please check to indicate the status of Obligation 5.07(c)(xxi):

- ☐ In Compliance
- ☐ In Progress
- ☐ Not In Compliance
- ☐ Not Triggered

Annual Report: Workforce Training Program

State Submission Annual Reporting Period: October 2019 - September 2020

Executive Summary

Columbia University, via the Office of Government and Community Affairs (GCA), issued a Request for Proposals (RFP) on September 14, 2017 to eligible not-for-profit organizations to support and maintain impact driven education and workforce development training programs for disconnected and at-risk youth in Northern Manhattan.

A grant in the amount of \$75,000 was awarded to Friends of Island Academy (FOIA) in April 2018. This grant, approved by the proposal review committee for a period of one year, was awarded to support capacity building of Friends of Island Academy's youth-centered career readiness programming of the Youth Reentry Network. In April 2019, the decision was made to renew the grant to Friends of Island Academy for one additional year and another payment of \$75,000 was awarded in June 2019. The decision to renew the grant was based on the FOIA's success with meeting the objectives set forth in the initial RFP response. In July 2020, GCA made the decision to renew the grant for a third year of funding in the amount of \$75,000.

Due to COVID-19, Friends of Island Academy was forced to close its offices on March 17, 2020 and shift their entire operation to virtual/remote service delivery. This had impacts on their ability to facilitate group program activities throughout their career center and staff have been working to maintain individual contact and support for program participants through telecommunication and, in some cases, delivering food and supplies to those identified as most in need.

New Workforce Programs + COVID Challenges:

In Spring 2020, GCA partnered with campus and community entities to run cohorts of two different programs aimed and providing workforce training opportunities for community members:

a) *Entrepreneurial Design Thinking:* a free 6-week course teaching participants how to do basic market research and design a business venture that solves a community problem. At the end of the 6-weeks, teams have the opportunity to make pitches for cash awards that go towards the startup of their business ventures. This program was awarded a grant of \$25,000 and facilitated in collaboration with the Columbia Business School and the Department of Probation. Outreach efforts were made to allow for participation from GCA's workforce grantee Friends of Island Academy. The application was managed online through the Department of Probation website. The program was shifted to remote instruction after its second week as the campus and city shut down due to the pandemic. The program was able to run its course and be completed in the planned timeframe. Planning for a fall cohort is currently underway.

b) *User Research Lab Fellowship (UxR):* a free 8-week fellowship for justice involved young adults that trained participants in design, development, and project management and coding skills. UxR was awarded a grant of \$30,000 and was a collaboration between GCA and the School of Social Work with direct outreach/recruitment from workforce grantee Friends of Island Academy's career center. The program shifted to remote instruction due to the pandemic and was successfully completed in the planned timeframe. The campus shutdown due to COVID put a halt on plans to integrate the participants more deeply into campus life and culture and the prospects of connecting them to job and internship opportunities at the university were diminished. The plans to run another cohort during the summer were put on hold due to uncertainties around campus access and staffing the program. Planning for a fall cohort is currently underway.

Workforce Training Program Payments To Date		
Organization	Payment Date	Amount Awarded
Friends of Island Academy	Apr-18	\$75,000
Friends of Island Academy	Jun-19	\$75,000
Friends of Island Academy	Jul-20	\$75,000
Entrepreneurial Design Thinking	Feb-20	\$25,000
User Research Lab Fellowship (UxR)	Feb-20	\$30,000
TOTAL TO DATE:		\$280,000

Friends of Island Academy Report (October 2019 - September 2020)			
Outcome Indicators	All participants	Local participants	Local %
Youth engaged	63	21	33%
Enrolled in job readiness workshop	56	18	32%
Completed job readiness workshop	53	18	34%
Received professional attire	12	5	42%
Participated in weekly job club	25	12	48%
Placed in employment (total)	51	21	41%
Placed in subsidized, transitional employment (aka internships)	35	15	43%
Placed in unsubsidized employment	21	10	48%

Entrepreneurial Design Thinking Report	
Cohort dates	2/20/2020 - 3/26/2020
Number of participants	23
Number of local participants	4

User Research Lab Fellowship (UxR) Report	
Cohort dates	3/9/2020 - 4/30/2020
Number of participants	6
Number of local participants	3

Additional Supporting Documentation

- Friends of Island Academy Grantee Report submitted June 30, 2020
- Entrepreneurial Design Thinking Overview and Program Introduction
- User Research Lab Fellowship (UxR) Flyer, Overview and Example Program Schedules/Curriculum



Office of Government and Community Affairs

Friends Of Island Academy

Amount Funded: \$75,000

Purpose: Capacity building for youth-centered career readiness programming of the Youth Re-entry Network

Have there been any changes to your organization's IRS 501©(3) not-for-profit status since your request for this grant?

No, there has not been any change.

Grantee Report: *(Please provide information as requested below in the respective categories)*

Date of submission: June 30, 2020

Grant Reporting Period: June 1, 2019-May 31, 2020

Program Description

Friends of Island Academy's (Friends) partnership with Columbia University has increased our capacity to support the career goals of justice involved young people, ages 16 - 24, who live in northern Manhattan. Our career readiness programming builds upon Friends' innovative, youth centered model which is catalyzed by or connected to a young person's involvement in the criminal justice system. Our Career Center participants include young people recently released from Rikers Island, young people on Probation or Parole, and others whose lives have intersected with the justice system even if they are no longer under justice supervision.

Specifically, we planned the following activities:

- Individual and group sessions for youth participants focused on building the soft skills needed to obtain and sustain employment opportunities.
- Career coaching and job readiness preparation, including resume development.
- Career and job readiness workshops for justice-involved youth.
- Provision of business attire and interview preparation through a partnership with Career Gear.
- Cultivation of internship and employment opportunities for justice-involved youth.
- Matching of program participants with potential internship and employment opportunities.
- Conducting targeted outreach in Grant and Manhattanville houses;
- Developing a Credible Messenger curriculum for work with young people in our Career Center
- Training staff in conducting the training
- Conducting the training for ten young people.

Program Participation and Duration

We meet the majority of our participants while they are still incarcerated on Rikers Island. When they are released, we connect with them in their neighborhood or they come to our program space in search of support. Other participants have heard about us from friends, Probation Officers, or community based organizations. Program participation typically begins with a first visit to our offices on W. 127th Street in Harlem. On that first visit, participants meet with a Youth Mentor who welcomes them to Friends, explains the program, and takes some basic demographic information. That same day or shortly afterwards, participants meet with a Career Specialist who does a deeper exploration of the young person's situation and assesses career readiness. The Career Specialist schedules the young person for the next available *one-week* job readiness workshop, usually the following week or the week after. Once participants have completed the workshop, we schedule them for a visit to Career Gear (for men) or Dress for Success (for women) where they receive professional attire. We also schedule a one-on-one session with their Job Developer. We place some participants in transitional employment, i.e., paid internships, which last eight weeks. We begin to work at placing other participants immediately into permanent employment. We will continue to work with youth for as long as they stay engaged with us.

Program Location(s)

Friends of Island Academy's Career Center is located in our central office at 127 West 127th Street, New York, NY 10027

We hold our job readiness workshops at Friends' Bronx Office, 424 East 147th Street, Bronx, NY 10455

Friends also has boro hubs in Brooklyn (25 Chapel Street) and Queens (161-10 Jamaica Ave).

Goals and Outcomes

Career Readiness Program Updates (June 1,2019-May 31,2020):

Activity	Outcome
Engagement	# of individuals engaged through Career Center 128
5-Day Job Readiness Workshops	# of cohorts - 17
Placement in Subsidized and Unsubsidized Employment	# of individuals placed in subsidized Total – 63 ; in identified zip codes - 20 # of individuals placed in un-subsidized Total – 42; in identified zip codes - 17
Mentoring	# of individuals assigned a mentor - 128

Identified Zip Codes: 10025, 10026, 10027, 10029, 10030, 10031, 10032, 10033, 10034, 10035, 10037, 10039, 10040, 10451, 10454, 10455, 10474

Objectives Updates (June 1,2019-May 31,2020):

Objective	Objective
Serve 50 individuals in the identified local zip-codes	45
Offer 4 week-long job readiness trainings in Community Board 9	1
Train staff on the Credible Messenger approach	Partially completed
Develop Credible Messenger Curriculum	Partially completed
Train 10 young people using the Credible Messenger curriculum	Not yet completed

Entrepreneurial Design Thinking

Our Entrepreneurial Design Thinking program provides participants with an intensive, "hands-on" course focusing on the contemporary design thinking concepts and tools applied to generating innovative solutions to important social and community problems. During the program, participants identify and define a major problem to be solved, work with real customers to better understand the problem from their perspective, generate multiple solutions, then choose a solution and test with real customers. Participants create an action plan based on customer feedback transition the solution towards real application.

Program Benefits

At the highest level, you will come away with clear answers to the following questions:

- What are common challenges do social change makers experience as they attempt to solve major social problems?
- How to identify and articulate social problems in an accurate way, reflecting how individuals truly experience the problem and its challenges?
- How to create an effective interview protocols and surveys to help validate your assumptions on customer problems (pain points), solutions, and benefits (expected gain)?
- How do you assess current solutions provided in the ecosystem in order to build best practices as well identify gap areas?
- How to develop a minimal viable product in order to gain additional feedback on specific solution features?
- What metrics are critical to measure and validate social impact assumptions?
- How to develop a solution model to test your assumptions about customer interests, acceptance, and use?

VFA/DOP Collaboration

Columbia Business School's Venture for All® and the Department of Probation (DOP) is working together to provide a free six-week design thinking training program for NYC community members. Each program is taught by two VFA trained instructors, using proprietary curriculum developed by Columbia Business Schools' VFA program. As part of the program, participants have a chance to apply for DOP provides funding for Workforce Development Grants to support selected teams to continue their work on community solutions.



Program Content

The program uses a proprietary sequence of modules and tools to support the identification and solution of major social problems. Specific skill development and issues covered include:

- **Problem Identification:** Articulating the major social problem to be solved and the potential benefit to the customer and beneficiaries
- **Solution Providers & Domain Experts:** Understanding the current ecosystem developed around solving the social problem in order to identify best practices and common challenges
- **Customer/Beneficiary Discovery:** Testing your assumptions about the social problem through interviews and surveys with real customers & beneficiaries
- **Solution Prioritization:** Generating multiple solutions based on customer feedback and understanding of current solutions
- **Early Solution Development:** Building minimal viable products to test customer acceptance of proposed solution
- **Social Impact Metrics:** Identifying critical indicators for benchmarking, measurement, & monitoring potential impact of selected solution
- **Solution Model Development:** Turning your tested solution into an organizational model designed to test and validate assumptions about what it takes to build repeatable and scalable solution

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To be notified when enrollment opens, sign up for the
Columbia University Neighbors E-News at
www.neighbors.columbia.edu

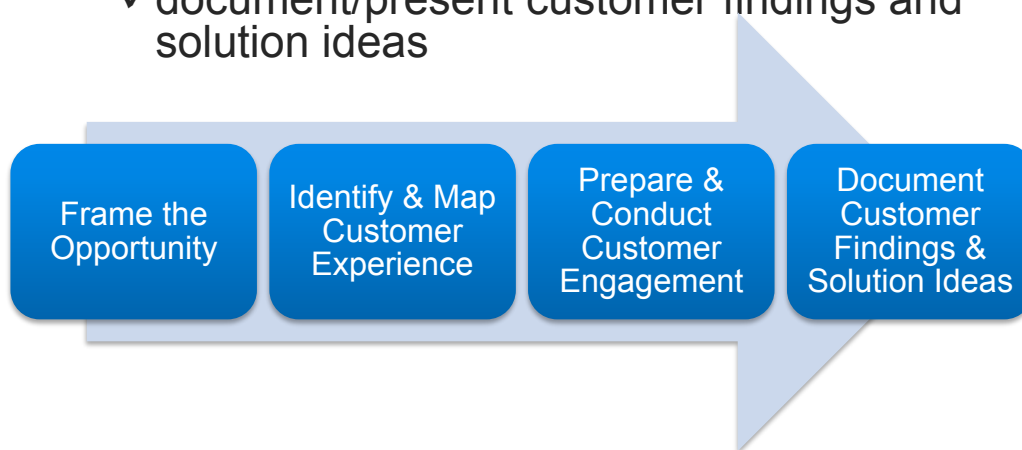
Entrepreneurial Design Thinking

Program Introduction

Program Objectives

During this program, you will learn to:

- ✓ frame the opportunity
- ✓ identify and map target customer experience
- ✓ prepare and conduct customer discovery interviews
- ✓ document/present customer findings and solution ideas



Introduction to
Entrepreneurial
Design
Thinking

5 Sessions

So, who are we?



Beverly Leon

 **Columbia Business School**
AT THE VERY CENTER OF BUSINESS™



Morgan Stanley



Stef Alicia McCalmon

 **Columbia Business School**
AT THE VERY CENTER OF BUSINESS™

Time Warner
Duke
UNIVERSITY

 **Columbia Business School**
AT THE VERY CENTER OF BUSINESS™



SAFE
LAB

UXR Lab Fellowship

APPLICATION spring 2020

ABOUT THE FELLOWSHIP

The User Research Lab is an eight-week fellowship with SAFE Lab at Columbia University that prepares returning citizens for careers in the fields of computer science, data science, emerging technology, and other disciplines. Fellows will gain new skills in design, research, coding, and project management.

ELIGIBILITY

- Anyone ages 18- 24 years old who has been formerly incarcerated
- High school level English proficiency
- Passionate about learning tools for a career in technology

INTERESTED?

If you are interested in joining this fellowship, please text or email Henry Danner (646.584.2465; hd2401@columbia.edu). No previous experience necessary! 10 slots are available.

Program dates: March 9-April 30

For further questions, please contact Dr. Desmond Patton at dp2787@columbia.edu

The User Research Lab (UXR) is an eight-week immersive fellowship that aims to 1) prepare returning citizens for careers in the fields at the intersections of Computer Science, Data Science, Social Work, Emerging Technology and other disciplines shaped by Artificial Intelligence while; 2) disrupting the tech industry's challenges with diversity, ethics, and inclusion by infusing a new pipeline of tech workers with critical expertise and diverse lived experiences.

Fellows will gain new skills in design, development, and project management. This project is a collaboration at Columbia University in the City of New York with the SAFElab in the School of Social Work, the Data Science Institute and the Office of Government and Community Affairs. We have partnered with established companies and nonprofit organizations in the AI and tech sector to engage Fellows in immersive research, policy and design projects. Our partners include: Spotify, The Rainey Center, and A.I. For the People. Fellows will also participate in coding sessions led by [The Code Cooperative](#), learning to create and build technology that'll positively impact their communities.

Throughout the UXR Lab, Fellows will leverage their expertise to identify and study bias in AI and emerging technologies, and identify where AI solutions can be applied with a critical sociocultural lens. Our Fellows will incorporate their lived experiences within their communities and across various systems to shape the development, integration, and deployment of ethical emerging technologies for all.

**UXR Lab Orientation
March 10, 2020- March 12, 2020**

Columbia School of Social Work: 1255 Amsterdam Ave New York, New York 10027

Tuesday, March 10th: Columbia School of Social Work: Room 1101

Time	Event	Staff
9:30am	Breakfast/Introductions	[REDACTED]
10:00-11:30am	Community Building/Intention Setting	[REDACTED]
11:30 - 12:00pm	Logistics---laptops, schedules, set communal expectations	[REDACTED]
12:00 - 12:45pm	Lunch	[REDACTED]
12:45-1:00pm	Intro to projects + coding sessions	[REDACTED]
1:00 - 2:10pm	Code Cooperative	[REDACTED]
2:15 - 3:00pm	Henriette	[REDACTED]
3:00 - 3:45pm	Meghan	[REDACTED]
3:45-4:00pm	Wrap-up/thoughts	[REDACTED]

Wednesday, March 11th: Columbia School of Social Work: Room 1101

Time	Event	Staff
9:30 - 11:30am	Breakfast/Coding	[REDACTED]
11:30 - 12:00pm	Lunch	[REDACTED]
12:00 - 2:00pm	Coding	[REDACTED]

Thursday, March 12th: Columbia School of Social Work: Room 702

<u>Time</u>	<u>Event</u>	<u>Location</u>
9:30am	Breakfast	
10:00am	Setting day's agenda	
9:45am	Communal/Individual goal-setting exercise	
11:00 - 12:30pm	Recap of projects and intro/discussion of methods and practice	
12:30 - 1:00pm	Tech literacy (if necessary)	
1:00 - 2:00pm	Lunch	
2:00 - 2:30pm	Tour	
2:30 - 3:00pm	Tour	
3:00 - 3:30pm	Wrap-up	

March 16th – March 20th UXR Programming

Monday: Design Thinking

We began by discussing the five steps to design thinking: empathize, define, ideate, prototype and test. We then watched this design thinking video provided by [REDACTED]:
<https://www.youtube.com/watch?v=M66ZU2PCicM>

After reviewing the video and discussing how they can apply this process to their Spotify project the fellows were challenged to use this same process while creating a new toothbrush. The fellows were given 10 minutes to design a new toothbrush and report out what they came up with. The individual fellows did a great job during this process creating toothbrushes with: extended bristles, removable pods for toothpaste and mouthwash as well as a toothbrush with a handle.

Thursday: Qualitative Interviewing

Spotify is looking for the fellows to leverage their own experiences and interests as well as those of their communities to identify what podcasts minority residents would be interested in listening to. To get a better understanding of what the community interests are, the fellows could conduct qualitative interviews which is what we discussed during this session. The fellows were provided with a greater understanding of what qualitative interviews are, their purpose, and how to create questions that will provide the fellows with fruitful data. After learning more about this research process they fellows were given 15 minutes to individually come up with 3-5 qualitative interview questions and report back to the group for feedback. The fellows did a good job in coming up with general qualitative questions – The next step in to create questions that get to the interests and needs of their community.

General update:

At the beginning of the week we were emailing the fellows google hangout links which quickly became confusion. So we now use Slack to post google hangout links as that is the same platform the code-cooperative team uses. This it has cut down on communication issues immensely. Furthermore, the weekly schedule is on Slack so facilitators and fellows are on the same page. We also utilize a group text chat to give fellows a reminder that coding/UXR will begin in 5 minutes and to check the Slack for google hangout link.

Podcasts and Interviews

What are Podcasts?

- A podcast is an audio program, just like Talk Radio, but you subscribe to it on your smartphone and listen to it whenever you like.
- You can also listen to podcasts through platforms such as Youtube or Spotify.

Podcasts are Far More than Repurposed Radio

- **They can be any length**, from a 1 minute news snippet, to a 3 hour in-depth interview.
- **They can be any frequency**, from daily to monthly
- **They can be any format**, from simple solo shows up to mammoth, multi-person audio dramas
- **They can cover ANY topic**, many of which would *never* make it onto radio

Study: Minority Listeners Need More Diverse Podcasts

- The 2017 audioBoom study, conducted with YouGov, revealed that 76% of minority Americans listen to podcasts less than once a week, with 60% not listening at all. **Only 1% of African-Americans report listening to a podcast daily.**
- Among the reasons for lower listenership amongst minorities—the listeners don't know where to find podcasts, and they are unaware of podcasts with diverse topics that might appeal to them.

To find out more we need to talk to people

- Qualitative Research VS Quantitative Research

To Move Forward We Will Be Conducting Qualitative Semi- Structured Interviews

- Semi - Structured Interviews – Allow researchers to develop in-depth accounts of experiences and perceptions with individuals.

Good For:

- Learning about who what where when and why people do things
- Allows for interviewees to follow-up or ask for clarification

Tasks:

- **Come up with a research question regarding podcasts and your community:**
- What topics/subjects would you want to listen to/learn about via podcasts.
- Follow-up questions should be centered around this topic

Tips for follow-up questions:

- Ask why. Even when you think you know the answer, ask people why they do or say things. The answers will sometimes surprise you. A conversation started from one question should go on as long as it needs to
-
- Never say “usually” when asking a question. Instead, ask about a specific instance or occurrence, such as “tell me about the last time you _____”
-
- Encourage stories. Whether or not the stories people tell are true, they reveal how they think about the world. Ask questions that get people telling stories.
-
- Ask questions neutrally. “What do you think about buying gifts for your spouse?” is a better question than “Don’t you think shopping is great?” because the first question doesn’t imply that there is a right answer.

Tips for follow-up questions (continued):

- Don't ask binary questions. Binary questions can be answered in a word; you want to host a conversation built upon stories.

Task:

- come up with 5 questions you will ask friends/family to learn more about: What topics/subjects would you want to listen to/learn about via podcasts. What else would help you increase podcast use?
- Think about asking questions regarding things that would increase or decrease their podcast use.
- Let me know who you are thinking about interviewing and why?

Order of fellows report back: 3 minutes each

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

OFFICE OF GOVERNMENT AND COMMUNITY AFFAIRS

August 19, 2020

Attn: [REDACTED]
Associate Executive Director of Programs
Friends of Island Academy
[REDACTED]
New York, NY 10027

Dear [REDACTED],

May this letter serve as record that Friends of Island Academy has been awarded another year of grant funding from Columbia University's Office of Government and Community Affairs. The award amount for this round of funding remains at \$75,000 and was remitted via check [REDACTED] on 7/24/20. We congratulate your organization on this award and look forward to the ways in which it will enable Friends of Island Academy to continue to provide workforce development services via its career center.

Please see below for a schedule of important dates as related to the current grant cycle:

- Grant Cycle: 6/1/20-6/1/21
- 1st Progress Report Due Date: 10/30/20
- 2nd Progress Report Due Date: 2/28/21
- Final Report Due Date: 6/30/21

Additionally, due to our office's obligations to report to a NY state monitor, additional request may be made for program data in August or September 2021. There may also be requests to view program activity. Please read and review this update and return a signed copy at your earliest convenience.

Sincerely,

[REDACTED]
Director of Youth Initiative
Office of Government and Community Affairs

Read and Agreed:

Signature [REDACTED]

8/21/2020

Date

Subject: RE: ITF for Workforce Development Projects
Importance: High

Hi [REDACTED]

The second transfer to School of Social Work, in the amount of \$30,000 was processed, and is awaiting approval from your end.

The Journal ID is [REDACTED]

Let me know when it's done, and I'll notify the other department.

[REDACTED] thanks,

[REDACTED]
Director – Community Outreach
Office of Government and Community Affairs
Columbia University in [the City of New York](#)



"When you can do the common things in life in an uncommon way, you will command the attention of the world" – George Washington Carver.

From: [REDACTED]
Sent: Wednesday, February 19, 2020 12:42 PM
To: [REDACTED]
Subject: ITF for workforce Development Projects
Importance: High

Hi [REDACTED]

I'm about to process two ITFs to transfer \$30,000 to the School of Social Work for the STEAM project, and \$12,500 to the Business School for the Entrepreneurial Design Thinking program (see attached), both part of the Workforce Development platform that form part of the Manhattanville commitments.

[REDACTED] advised that I copy you both when I process these transactions, using the Manhattanville planning chart string that you provided.

Please let me know if you have any questions before I complete the transactions.

[REDACTED]
[REDACTED]
Director – Community Outreach
Office of Government and Community Affairs
Columbia University in [the City of New York](#)

[REDACTED]
[Website](#) | [Facebook](#) | [Twitter](#) | [Instagram](#)



"When you can do the common things in life in an uncommon way, you will command the attention of the world" – George Washington Carver.

From: [REDACTED]
Sent: Friday, February 28, 2020 11:37 AM
To: [REDACTED]
Subject: RE: ITF for Workforce Development Projects

Hello [REDACTED] the ITF has been approved for our department and still requires SSW approval.

Have a good weekend,

From: [REDACTED]
Sent: Friday, February 28, 2020 11:33 AM
To: [REDACTED]
Subject: RE: ITF for Workforce Development Projects
Importance: High

Good morning [REDACTED]

The School of Social Work has reached out re this transfer, as they need funds to procure supplies and pay for other expenses re the STEAM Workforce Project.

Unfortunately, the Journal has not been approved from your end, so they're not able to access the monies.

Please let me know if you need more information our end to complete this transaction?

[REDACTED]

[REDACTED]
Director – Community Outreach
Office of Government and Community Affairs
Columbia University in the City of New York



"When you can do the common things in life in an uncommon way, you will command the attention of the world" – George Washington Carver.

From: [REDACTED]
Sent: Thursday, February 20, 2020 4:58 PM
To: [REDACTED]

Acknowledged and thank you!

[REDACTED]
Director, Community and Global Entrepreneurship
Founder, Venture For All
Office of the Dean
Columbia Business School
Uris Hall 325A
[3022 Broadway](#)
New York, New York 10027
Email: [REDACTED]
Website: <http://www8.gsb.columbia.edu/ventureforall/>

On Thu, Feb 20, 2020 at 3:37 PM [REDACTED] wrote:

[REDACTED],

Please be advised that this ITF is complete, and awaiting approval from your end.

The Journal ID is [REDACTED]

Jack, please note that I've actually processed the entire \$25,000, so we won't have to do another transaction in May.

Best,

[REDACTED]

[REDACTED], Notary Public
Director – Community Outreach
Office of Government and Community Affairs
Columbia University in the City of New York
535 West 116 Street, 302 Low Library, New York, NY 10027
[REDACTED]



"When you can do the common things in life in an uncommon way, you will command the attention of the world"
– George Washington Carver.

From: [REDACTED]
Sent: Wednesday, February 19, 2020 11:29 AM
To: [REDACTED]
Cc: [REDACTED]
Subject: Re: EDT Chart String?

Hi. [REDACTED]

It is the same. Copied [REDACTED] for her attention. Best [REDACTED]

[REDACTED]
Director, Community and Global Entrepreneurship
Founder, Venture For All
Office of the Dean