

**Manhattanville in West Harlem Implementation Plan Report
October 15, 2021 Submission**

Declaration Reference and Key Data

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

Obligation Title: **Teachers College Demonstration Public School**

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 Columbia Neighbors Webpage at <https://neighbors.columbia.edu/content/community-commitments>.

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.

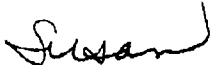
We are ready to begin the planning process as soon as the DOE and the College have agreed upon the conditions and commitments that will ensure the success of this demonstration university-assisted public school. Hopefully that can be accomplished very soon, at which point we are prepared to immediately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

Record of Payments: 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.) In the spring of 2016, Teachers College notified Columbia that it had renegotiated its agreement with NYC DOE with regard to rent payments for the TCCS such that rent payments would no longer be required. In an amendment dated January 12, 2017, Columbia agreed to provide an annual amount equal to the rent contribution described in (b) above that would have been paid by Columbia to Teachers College to be used by Teachers College toward the operation and enrichment of TCCS.

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 College 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	\$ 22,880.19	Rent contribution
Oct-14	\$ 21,388.01	Rent contribution
Nov-14	\$ 21,388.01	Rent contribution
Dec-14	\$ 21,388.01	Rent contribution
Jan-15	\$ 21,388.01	Rent contribution
Feb-15	\$ 21,388.01	Rent contribution
Mar-15	\$ 21,388.01	Rent contribution
Apr-15	\$ 21,388.01	Rent contribution
Apr-15	\$ 200,000.00	Science lab contribution
May-15	\$ 21,388.01	Rent contribution
Jun-15	\$ 21,388.01	Rent contribution
Jul-15	\$ 21,388.01	Rent contribution
Aug-15	\$ 21,388.01	Rent contribution
Sep-15	\$ 21,388.01	Rent contribution
Oct-15	\$ 21,388.01	Rent contribution
Nov-15	\$ 21,388.01	Rent contribution
Jul-16	\$ 200,000.00	Science lab contribution
Jan-17	\$ 472,140.00	Contribution for 2015-2017 school years, per agreement dated January 12, 2017
Dec-17	\$ 275,905.00	Contribution for 2017-2018 school years, per agreement dated January 12, 2017
Sep-18	\$ 275,905.00	Contribution for 2018-2019 school years, per agreement dated January 12, 2017
Sep-19	\$ 275,905.00	Contribution for 2019-2020 school years, per agreement dated January 12, 2017
Sep-20	\$ 296,598.00	Contribution for 2020-2021 school years, per agreement dated January 12, 2017
Sep-21	\$ 296,598.00	Contribution for 2021-2022 school years, per agreement dated January 12, 2017
TOTAL PAID TO DATE:	\$ 3,951,509.04	

Teachers College Demonstration Public School

Link to Teachers College Community School website:

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

First day of school is September 13th.
School closure on September 16th (Yom Kippur).



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Home

WELCOME BACK TCCS

FIRST DAY OF SCHOOL IS

MONDAY, SEPTEMBER 13TH

Early dismissal for Kindergarten students at 1:30 P.M. on 9/13.

Please note our designated school times for 2021-22:

Lower School (Pre-K-2) 8:35 am - 2:55pm

Upper School (3-8) 8:15 am- 2:35pm

Search

2021 - 2022 NYC DOE
CALENDAR

TCCS 2020-2021 CALENDAR

< September 2021 >

SU	MO	TU	WE	TH	FR	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Click Below For the 6th Grade Orientation!

TEACHERS COLLEGE

COLUMBIA UNIVERSITY

Report to Columbia University on Teachers College Financial Contributions to the Teachers College Community School for the period July 1, 2020 – June 30, 2021

OVERVIEW

Teachers College (TC) contributed **\$951,118** toward school development, operations, staff development, and program enhancement at the Teachers College Community School (TCCS) from July 1, 2020 to June 30, 2021. TCCS had a total enrollment of 387 students in grades PreK-8th grades in 2020-2021. School-based support was slightly less than usual because 69% of TCCS students learned from home this year due to the pandemic.

Expenses in this report are described 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, 2021 is presented in Appendix A.

2020-2021 EXPENSES

EXPERTISE	TOTAL	CASH	IN-KIND
School Development	\$149,746	\$0	\$149,746
Curriculum and Staff Development	\$97,670	\$47,220	\$50,450
Subtotal	\$247,416	\$47,220	\$200,196
SERVICES			
Instructional and Administrative Staff	\$389,279	\$65,097	\$324,183
Contracts	\$20,370	\$0	\$20,370
Subtotal	\$409,649	\$65,097	\$344,553
OTHER RESOURCES			
Instructional Supplies and Equipment	\$4,222	\$4,222	\$0
Principal's Discretionary Fund	\$285,000	\$285,000	\$0
Other Expenses	\$4,830	\$2,550	\$2,280
Facilities	\$0	\$0	\$0
Subtotal	\$294,052	\$291,772	\$2,280
GRAND TOTAL	\$951,118	\$404,089	\$547,029

DEFINITIONS

Expertise – Faculty and staff 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 TC.

Services – Direct instruction, and educational and psycho-educational services provided to TCCS students by TC faculty, staff, and graduate students; classroom services provided by TC graduate students, such as small group instruction, tutoring, and aiding teachers in carrying out lessons; teaching of specialty subjects during the school day and for the after-school program; and administrative functions undertaken by TC on behalf of the school including marketing, community outreach, purchasing, and contracting.

Other resources – Direct grants to the school; instructional materials and supplies (including musical instruments); promotional materials; and facilities at TC.

Cash contributions – Grants provided by TC to TCCS for operating expenses; funds to cover direct costs of expertise, services, and other resources, such as payments to TC employees and graduate students; payments to contractors and consultants for services; school supplies and furnishings; and costs for school staff to attend professional conferences.

In-kind contributions – The market value of expertise, services, and other resources provided by TC at no cost to TCCS, including TC faculty, staff, and graduate student effort 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 TC’s fringe benefit rate of 36% (July-August 2020) and 36.1% (from September 2020). 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 25% 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 and provide professional development; 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 Assistant Director of School and Community Partnerships/TCCS Liaison devoted 60% effort to recruiting, scheduling, orienting, managing, and mentoring TC graduate students who served as lead instructors and classroom assistants during the school day and in the after-school program; 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. In addition, the Assistant Director/TCCS Liaison oversaw the administrative and budget management for TC's contributions to TCCS and other aspects of school development, including: personnel processes for all 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; developing and managing systems for a variety of administrative processes related to TC's role at the school; participation in grant writing and other fundraising for TCCS; and preparation of reports and publicity about TCCS.

Curriculum and Staff Development

Teachers College contributed 305 hours of expertise to support curriculum and staff development. Four faculty members, representing the disciplines of music, art, speech pathology, and movement sciences devoted 55 hours to mentoring teachers, supervising the work of graduate students, and coordinating schedules and lesson with the Assistant Director/TCCS Liaison. One TC faculty member donated 250 hours in overseeing a program to meet the mental health needs of students. The determination of market value for faculty and staff is derived from an average hourly rate of \$175.

Contracts

Staff from the Teachers College Reading and Writing Project (TCRWP) provided 28 days of onsite coaching for TCCS teachers and planning meetings with the principal, the value of which is based on the program's established rates of \$1,350/day (junior facilitator), \$1,650/day (senior facilitator).

A counseling psychologist provided 194 hours of in-kind services (\$105/hour) to support a program that provided social-emotional learning to students in grades K-5.

SERVICES

TC hired graduate students to teach the school's enhanced educational program during the school day and after school. Extensive in-kind services were also provided by TC graduate students as daytime and after-school assistants, homework support tutors, IT support, and fieldwork interns. Lastly, a part-time after-school program assistant helped with the running of the TC after-school program. Rates for TC graduate student instructors and assistant instructors are based on typical rates of community-based organizations of \$60/hour for lead instructors and \$35/hour for assistant instructors; the rate for administrative support is based on \$20/hour or calculated as a percentage of annual salary; and the rate for an after-school program assistant is \$40/hour. The College's fringe benefit rate of 36% (July-August 2020) and 36.1% (from September 2020) is also included for those positions incurring fringe.

Instructional and Administrative Staff

Specialty Instructors (20): Twenty graduate student instructors planned and led school day and after-school programming in music, literacy, STEM, movement, yoga, homework support tutors, and advisement. Each devoted an average of six hours per week to planning and instruction.

Instructional, Classroom, and Other Assistants (11): Eleven TC students assisted specialty instructors to prepare and deliver enrichment classes during the school day and after school throughout the school year. Four of these students also provided IT support for TCCS students and parents due to the pandemic.

Fieldwork Interns (9): Five Speech Pathology student interns spent a combined average of 10 hours a week assisting with literacy intervention during the spring semester. Three psychology interns and post-doctoral student provided an average of 16 hours per week of assessment and counseling services during the school year.

A part-time after-school program assistant provided 9.5 hours per week in support of running the online after-school program from October 2020-April 2021.

A Program Assistant at TC devoted an average of three hours per week to purchasing and payments for materials and services provided by TC students; to supporting new TCCS student recruitment efforts; to making arrangements for teacher and community events; and to other administrative tasks as needed.

OTHER RESOURCES

TC paid for instructional materials, classroom sets of reading materials, and general expenses associated with the school's growth as described below.

Instructional Supplies and Equipment

Instructional and curriculum supplies: TC purchased instructional supplies and consumables for school-day and after-school enrichment classes and special equipment for STEM and art classes. In addition, music software and a subscription to an online graded reading library was purchased to support remote teaching and learning.

Operating Subsidy

TC augmented the school's operating budget by \$285,000 in a direct grant. The funds were used at the principal's discretion for instructional support staff, professional development services, and instructional materials.

Other Expenses

Due the pandemic, TC was not able to host events for TCCS staff and students, but there are plans for this to resume over the course of the 2021-2022 school year.

Fingerprinting: TC paid for specialty instructors and classroom assistants to be fingerprinted by the NYC Department of Education or at a state IdentoGO location due to the pandemic at the rate of \$102-\$135 each.

TCCS Job Recruitment for New Teachers: TC covered the cost for job postings for vacant teaching positions for a total of \$699.

Facilities

Due the pandemic, TC was not able to donate any facilities this year, but there are plans for this to resume over the course of the 2021-2022 school year.

Appendix A: Teachers College Cumulative Financial Contributions to the Teachers College Community School for the Period July 1, 2011 to June 30, 2021

EXPERTISE	CUMULATIVE TOTAL	CASH	IN-KIND
School Development	\$1,769,770	\$13,703	\$1,756,067
Curriculum and Staff Development	\$1,200,023	\$409,798	\$790,225
Subtotal	\$2,969,793	\$423,501	\$2,546,292
SERVICES			
Instructional and Administrative Staff	\$4,316,425	\$629,829	\$3,686,597
Contracts	\$508,444	\$434,074	\$74,370
Subtotal	\$4,824,869	\$1,063,903	\$3,760,967
OTHER RESOURCES			
Instructional Supplies and Equipment	\$252,913	\$252,913	\$0
Principal's Discretionary Fund	\$1,258,028	\$1,258,028	\$0
Other Expenses	\$150,056	\$138,866	\$11,190
Facilities	\$3,693,075	\$3,672,150	\$20,925
Subtotal	\$5,354,072	\$5,321,957	\$32,115
GRAND TOTAL	\$13,148,735	\$6,809,361	\$6,339,374

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Report to Columbia University
on Teachers College Financial Contributions
to the Teachers College Community School for the period
July 1, 2019 – June 30, 2020

OVERVIEW

Teachers College (TC) contributed **\$1,036,046** toward school development, operations, staff development, and program enhancement at the Teachers College Community School (TCCS) from July 1, 2019 to June 30, 2020. 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, 2020 is presented in Appendix A.

2019-2020 EXPENSES

EXPERTISE	TOTAL	CASH	IN-KIND
School Development	\$154,044	\$0	\$154,044
Curriculum and Staff Development	\$100,590	\$50,895	\$49,695
Subtotal	\$254,634	\$50,895	\$203,739
SERVICES			
Instructional and Administrative Staff	\$426,325	\$0	\$426,325
Contracts	\$76,210	\$22,210	\$54,000
Subtotal	\$502,535	\$22,210	\$480,325
OTHER RESOURCES			
Instructional Supplies and Equipment	\$5,394	\$5,394	\$0
Principal's Discretionary Fund	\$263,028	\$263,028	\$0
Other Expenses	\$10,215	\$8,190	\$2,025
Facilities	\$240	\$0	\$240
Subtotal	\$278,877	\$276,612	\$2,265
GRAND TOTAL	\$1,036,046	\$349,717	\$686,330

DEFINITIONS

Expertise – Faculty and staff 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 TC.

Services – Direct instruction, and educational and psycho-educational services provided to TCCS students by TC faculty, staff, and graduate students; classroom services provided by TC graduate students, such as small group instruction, tutoring, and aiding teachers in carrying out lessons; teaching of specialty subjects during the school day and for the after-school program; and administrative functions undertaken by TC on behalf of the school including marketing, community outreach, purchasing, and contracting.

Other resources – Direct grants to the school; instructional materials and supplies (including musical instruments); promotional materials; and facilities at TC.

Cash contributions – Grants provided by TC to TCCS for operating expenses; funds to cover direct costs of expertise, services, and other resources, such as payments to TC employees and graduate students; payments to contractors and consultants for services; school supplies and furnishings; and costs for school staff to attend professional conferences.

In-kind contributions – The market value of expertise, services, and other resources provided by TC at no cost to TCCS, including TC faculty, staff, and graduate student effort 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 TC’s fringe benefit rate of 35.4% (July-August 2019) and 36% (from September 2019). 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 25% 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.

The TCCS Liaison devoted 100% effort from July through October to scheduling, orienting, managing, and mentoring TC graduate students who served as lead instructors and classroom assistants during the school day and in the after-school program; scheduling, selecting staff, and overseeing the TC after-school clubs program; coordinating after-school activities; 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 Assistant Director of School and Community Partnerships devoted 25% effort to administrative and budget management for TC's contributions to TCCS and other aspects of school development, including: personnel processes for all 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; developing and managing systems for a variety of administrative processes related to TC's role at the school; participation in grant writing and other fundraising for TCCS; and preparation of reports and publicity about TCCS. In addition, the assistant director devoted 60% effort to the duties of the TCCS Liaison from November through June.

Curriculum and Staff Development

Teachers College contributed 300 hours of expertise to support curriculum and staff development. Four faculty members, representing the disciplines of music, technology, art, and movement sciences devoted 50 hours to mentoring teachers, supervising the work of graduate students, and providing parent workshops. One TC faculty member donated 250 hours in overseeing a program to meet the mental health needs of students. The determination of market value for faculty and staff is derived from an average hourly rate of \$175.

Contracts

Staff from the Teachers College Reading and Writing Project (TCRWP) provided 29 days of onsite coaching for TCCS teachers and planning meetings with the principal, the value of which is based on the program's established rates of \$1,350/day (junior facilitator), \$1,650/day (senior facilitator).

SERVICES

TC hired graduate students to teach the school's enhanced educational program during the school day and after school. Extensive in-kind services were also provided by TC graduate students as after-school assistants, student teachers, and fieldwork interns. Administrative services were provided by TC to assist in the everyday running of TCCS as well as with TC programming at TCCS. Lastly, a part-time after-school program assistant helped with the running of the TC after-school program. Rates for TC graduate student instructors and assistant instructors are based on typical rates of community-based organizations of \$60/hour for lead instructors and \$35/hour for assistant instructors; the rate for administrative support is based on \$20/hour or calculated as a percentage of annual salary; and the rate for an after-school program assistant is \$40/hour. The College's fringe benefit rate of 35.4% (July-August 2019) and 36% (from September 2019) is also included for those positions incurring fringe.

Instructional and Administrative Staff

Specialty Instructors (24): Twenty-four graduate student instructors planned and led school day and after-school programming in music, math, literacy, science, robotics, movement, yoga, and advisement. Each devoted an average of six hours per week to planning and instruction.

Instructional, Classroom, and Other Assistants (14): TC students assisted specialty instructors to prepare and deliver enrichment classes during the school day and after school throughout the school year. Eight assistants provided supervision during lunch and recess periods.

Preservice Teachers and Fieldwork Interns (5): One Early Childhood Education student teacher spent an average of 21 hours a week assisting in TCCS classrooms during the fall and spring semesters. Four psychology interns provided an average of 18 hours per week of assessment and counseling services during the school year.

A graduate student provided part-time administrative support at TCCS for an average of 20 hours per week from September 2019-January 2020.

A part-time after-school program assistant provided 20 hours per week in support of running the after-school program from December 2019-March 2020.

A Program Assistant at TC devoted an average of three hours per week to purchasing and payments for materials and services provided by TC students; to supporting new TCCS student recruitment efforts; to making arrangements for teacher and community events; and to other administrative tasks as needed.

Contracts

TC contracted with Roads to Success to provide assistance with program oversight for TC-led after-school clubs. In addition, TC contracted with one consulting psychologist who provided an

average of fourteen hours per week advising the work of four fieldwork interns and meeting with parents to make referrals for assessments and outside services.

OTHER RESOURCES

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

Instructional Supplies and Equipment

Instructional and curriculum supplies: TC purchased instructional supplies and consumables for school-day and after-school enrichment classes and special equipment for STEM classes. In addition, musical instruments, sheet music, and miscellaneous items (including instrument repairs) were purchased for the after-school orchestra program and school-day music classes.

Operating Subsidy

TC augmented the school's operating budget by \$263,028 in direct grants. The funds were used at the principal's discretion for instructional support staff, professional development services, and instructional materials.

Other Expenses

Events: TC hosted the annual TCCS staff retreat.

Fingerprinting: TC paid for specialty instructors, classroom assistants, fieldwork students, and volunteers to be fingerprinted by the Department of Education at the rate of \$135 each.

Local travel: This category includes taxi costs for TC staff and students to attend meetings and events related to school programs and development, or to deliver supplies to the school.

Duplicating, postage, advertisement charges: TC produced and mailed recruitment flyers for the 2020-2021 PreK, K, and middle school recruitment cycles, and covered the costs for materials at open houses. TC also covered the cost for job postings for vacant teaching positions.

Catering: Catering costs were incurred for special school events; the TCCS staff retreat; and professional development workshops for TC students who were music teachers at TCCS.

Facilities

TC donated space and covered associated costs for the 2019-2020 TCCS staff retreat. 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, 2020

EXPERTISE	CUMULATIVE TOTAL	CASH	IN-KIND
School Development	\$1,622,963	\$0	\$1,622,963
Curriculum and Staff Development	\$1,102,353	\$362,578	\$739,775
Subtotal	\$2,725,316	\$362,578	\$2,362,738
SERVICES			
Instructional and Administrative Staff	\$3,921,686	\$479,057	\$3,442,629
Contracts	\$488,074	\$434,074	\$54,000
Subtotal	\$4,409,760	\$913,131	\$3,496,629
OTHER RESOURCES			
Instructional Supplies and Equipment	\$248,691	\$248,691	\$0
Principal's Discretionary Fund	\$973,028	\$973,028	\$0
Other Expenses	\$145,226	\$136,316	\$8,910
Facilities	\$3,693,075	\$3,672,150	\$20,925
Subtotal	\$5,060,020	\$5,030,185	\$29,835
GRAND TOTAL	\$12,195,096	\$6,305,894	\$5,889,203

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Report to Columbia University
on Teachers College Financial Contributions
to the Teachers College Community School for the period
July 1, 2018 – June 30, 2019

OVERVIEW

Teachers College (TC) contributed **\$1,106,420** toward school development, operations, staff development, and program enhancement at the Teachers College Community School (TCCS) from July 1, 2018 to June 30, 2019. 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, 2019 is presented in Appendix A.

2018-2019 EXPENSES

EXPERTISE	TOTAL	CASH	IN-KIND
School Development	\$174,776	\$0	\$174,776
Curriculum and Staff Development	\$107,335	\$37,000	\$70,335
Subtotal	\$282,111	\$37,000	\$245,111
SERVICES			
Instructional and Administrative Staff	\$443,279	\$0	\$443,279
Contracts	\$125,625	\$125,625	\$0
Subtotal	\$568,904	\$125,625	\$443,279
OTHER RESOURCES			
Instructional Supplies and Equipment	\$9,900	\$9,900	\$0
Principal's Discretionary Fund	\$230,000	\$230,000	\$0
Other Expenses	\$12,784	\$5,899	\$6,885
Facilities	\$2,720	\$0	\$2,720
Subtotal	\$255,404	\$245,799	\$9,605
GRAND TOTAL	\$1,106,420	\$408,424	\$697,996

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 TC.

Services – Direct instruction, and educational and psycho-educational services 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, 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, and contracting.

Other resources – Direct grants to the school; instructional materials and supplies (including musical instruments); promotional materials; and facilities at TC.

Cash contributions – Grants provided by TC to TCCS for operating expenses; funds to cover direct costs of expertise, services, and other resources, such as payments to TC employees and graduate students; payments to contractors and consultants for services; school supplies and furnishings; and costs for school staff to attend professional conferences.

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

NARRATIVE BY CATEGORIES OF EXPENSE

EXPERTISE

TC faculty, advanced graduate students, 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 TC’s fringe benefit rate of 34 % (July-August, 2018) and 35.4% (from September 2018 on). Market value of effort donated by TC faculty and advanced graduate students is based on an average consulting rate charged by education faculty.

School Development

TC’s Associate Vice President for School and Community Partnerships devoted 25% 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.

The TCCS Liaison devoted 100% effort from January through June to scheduling, orienting, managing, and mentoring TC graduate students that serve as lead instructors and classroom assistants during the school day and in the after-school program; scheduling, selecting staff, and overseeing the TC after-school clubs program; coordinating after-school activities provided by community-based partner organizations; 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 Assistant Director of School and Community Partnerships devoted 25% effort to administrative and budget management for TC's contributions to TCCS and other aspects of school development, including: personnel processes for all 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; developing and managing systems for a variety of administrative processes related to TC's role at the school; participation in grant writing and other fundraising for TCCS; and preparation of reports and publicity about TCCS. In addition, the assistant director devoted 60% effort to many of the duties of the TCCS Liaison from July through December.

Curriculum and Staff Development

Teachers College contributed 560 hours of expertise to support curriculum and staff development. Five faculty members, representing the disciplines of music, technology, and social studies, devoted 38 hours to mentoring teachers, supervising the work of graduate students and providing parent workshops. One TC faculty member donated 216 hours in overseeing a program to meet the mental health needs of students. Additionally, an advanced doctoral student assisted teachers in developing the social studies curriculum. Finally, one consulting psychologist provided an average of eight hours per week advising the work of the two fieldwork interns and meeting with parents to make referrals for assessments and outside services. The determination of market value for faculty and staff, as well as advanced graduate student expertise, is derived from an average hourly rate of \$175.

Staff from the Teachers College Reading and Writing Project (TCRWP) provided 20 days of onsite coaching for TCCS teachers and planning meetings with the principal, the value of which is based on the program's established rates of \$1,350/day (junior facilitator), \$1,650/day (senior facilitator).

SERVICES

TC hired graduate students and community-based providers to teach the school's enhanced educational program during the school day and after school. In addition, a graduate student was hired to provide part-time administrative services for TCCS' office. Extensive in-kind services were also provided by TC graduate students as student teachers, fieldwork interns, and after-school assistants. Lastly, administrative services were donated to accomplish pressing tasks required for the development of the school. Rates for TC graduate student instructors and assistant instructors are based on typical rates of community-based organizations of \$60/hour for lead instructors and \$35/hour for assistant instructors while the rate for administrative support is based on \$20/hour. The College's fringe benefit rate of 34% (July-August, 2018) and 35.4% (from September 2018) is also included for those positions incurring fringe.

Instructional and Administrative Staff

Specialty Instructors (22): Twenty-two graduate student instructors planned and led in-school and after-school programming in music, art, science, robotics, movement, and wellness. Each devoted an average of 6 hours per week to planning and instruction.

Instructional, Classroom, and Other Assistants; (15): TC students assisted specialty instructors to prepare and deliver enrichment classes during the school day and after school throughout the school year. Five assistants provided supervision during lunch and recess periods.

Preservice Teachers and Fieldwork Interns (3): One Early Childhood Education student teacher spent an average of 21 hours a week assisting in TCCS classrooms during the spring semester. Two psychology interns provided an average of 18 hours per week of assessment and counseling services during the school year.

A Program Coordinator at TC devoted an average of two and a half hours a week to purchasing and payments for TCCS materials and services; support for new student recruitment efforts; making arrangements for teacher and community events; and other administrative tasks as needed. Market value of donated effort by the TC program coordinator is calculated as a percentage of annual salary and includes the College's fringe benefit rate of 34% (July-August, 2018) and 35.4% (from September 2018 on).

Contracts

TC contracted with Roads to Success to provide program oversight and several assistants for TC-led after-school clubs. In addition, TC contracted with two groups to provide after-school art 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 and curriculum supplies: TC purchased instructional supplies and consumables for school-day and after school enrichment classes and special equipment for STEM classes. In addition, musical instruments, sheet music, and miscellaneous items (including instrument repairs) were purchased for the after-school orchestra program and school-day music classes.

Operating Subsidy

TC augmented the school's operating budget by \$230,000 in direct grants. The funds were used at the principal's discretion for instructional support staff, professional development services, and instructional materials.

Other Expenses

Events: TC hosted the annual TCCS staff retreat and teacher appreciation event.

Fingerprinting: TC paid for specialty instructors, classroom assistants, fieldwork students, and volunteers to be fingerprinted by the Department of Education at the standard rate of \$135 each.

Local travel: This category includes taxi costs for TC staff and students to attend meetings and events related to school programs and development, or to deliver supplies to the school.

Duplicating, postage, telephone, advertisement charges: TC produced and mailed recruitment materials (posters and flyers) for the 2019-2020 admissions cycle, printed materials for parent and community meetings, student recruitment and registration, parent orientation, reports for donors, and covered the costs for other communications as needed.

Catering: Catering costs were incurred for special school events; school development and planning meetings; and professional development workshops for TCCS teachers and TC instructors.

Facilities

TC donated space and covered associated costs for the required HIV/AIDS workshops for students, seventh grade health classes, sixth grade orientation, and for the Kindergarten moving-up ceremony. 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, 2019

EXPERTISE	CUMULATIVE TOTAL	CASH	IN-KIND
School Development	\$1,468,919	\$0	\$1,468,919
Curriculum and Staff Development	\$1,038,763	\$348,683	\$690,080
Subtotal	\$2,507,682	\$348,683	\$2,158,999
SERVICES			
Instructional and Administrative Staff	\$3,495,361	\$479,057	\$3,016,304
Contracts	\$537,489	\$537,489	\$0
Subtotal	\$4,032,850	\$1,016,546	\$3,016,304
OTHER RESOURCES			
Instructional Supplies and Equipment	\$253,197	\$253,197	\$0
Principal's Discretionary Fund	\$940,000	\$940,000	\$0
Other Expenses	\$140,910	\$134,025	\$6,885
Facilities	\$3,692,835	\$3,672,150	\$20,685
Subtotal	\$5,026,942	\$4,999,372	\$27,570
GRAND TOTAL	\$11,567,475	\$6,364,601	\$5,202,874

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Report to Columbia University
on Teachers College Financial Contributions
to the Teachers College Community School for the period
July 1, 2017 – June 30, 2018

OVERVIEW

Teachers College (TC) contributed **\$1,038,550** toward school development, operations, staff development, and program enhancement at the Teachers College Community School (TCCS) from July 1, 2017 to June 30, 2018. 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, 2018 is presented in Appendix A.

2017-2018 EXPENSES

EXPERTISE	TOTAL	CASH	IN-KIND
School Development	\$183,817	\$0	\$183,817
Curriculum and Staff Development	\$91,872	\$39,565	\$52,307
Subtotal	\$275,689	\$39,565	\$236,124
SERVICES			
Instructional and Administrative Staff	\$454,641	\$0	\$454,641
Contracts	\$10,887	\$10,887	\$0
Subtotal	\$465,528	\$10,887	\$454,641
OTHER RESOURCES			
Instructional Supplies and Equipment	\$10,019	\$10,019	\$0
Principal's Discretionary Fund	\$275,000	\$275,000	\$0
Other Expenses	\$10,795	\$10,795	\$0
Facilities	\$1,520	\$0	\$1,520
Subtotal	\$297,333	\$295,813	\$1,520
GRAND TOTAL	\$1,038,550	\$346,265	\$692,285

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 TC.

Services – Direct instruction, and educational and psycho-educational services 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, 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, and contracting.

Other resources – Direct grants to the school; instructional materials and supplies (including musical instruments); promotional materials; and facilities at TC.

Cash contributions – Grants provided by TC to TCCS for operating expenses; funds to cover direct costs of expertise, services, and other resources, such as payments to TC employees and graduate students; payments to contractors and consultants for services; school supplies and furnishings; and costs for school staff to attend professional conferences.

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

NARRATIVE BY CATEGORIES OF EXPENSE

EXPERTISE

TC faculty, advanced graduate students, 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 TC’s fringe benefit rate of 35.1% (July-August, 2017) and 34% (from September 2017 on). Market value of effort donated by TC faculty and advanced graduate students is based on an average consulting rate charged by education faculty.

School Development

TC’s Associate Vice President for School and Community Partnerships devoted 25% 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.

The TCCS Liaison devoted 100% effort from July through January to scheduling, orienting, managing, and mentoring TC graduate students that serve as lead instructors and classroom assistants during the school day and in the after-school program; scheduling, selecting staff, and overseeing the TC after-school clubs program; coordinating after-school activities provided by community-based partner organizations; 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 Assistant Director of School and Community Partnerships devoted 10% effort to administrative and budget management for TC's contributions to TCCS and other aspects of school development, including: personnel processes for all 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; developing and managing systems for a variety of administrative processes related to TC's role at the school; participation in grant writing and other fundraising for TCCS; and preparation of reports and publicity about TCCS. In addition, the assistant director devoted 50% effort to many of the duties of the TCCS Liaison from February through June.

Curriculum and Staff Development

Teachers College contributed 570 hours of expertise to support curriculum and staff development. Six faculty members, representing the disciplines of music, science, health, technology, and social studies, devoted 164 hours to mentoring teachers, supervising the work of graduate students and providing parent workshops. One TC faculty member donated 72 hours in overseeing a program to meet the mental health needs of students. Additionally, two advanced doctoral students assisted teachers in developing the science and social studies curricula. Finally, one consulting psychologist provided an average of four hours per week advising the work of the two fieldwork interns and meeting with parents to make referrals for assessments and outside services. The determination of market value for faculty and staff, as well as advanced graduate student expertise, is derived from an average hourly rate of \$175.

Staff from the Teachers College Reading and Writing Project (TCRWP) provided 25 days of onsite coaching for TCCS teachers and planning meetings with the principal, the value of which is based on the program's established rates of \$1,350/day (junior facilitator), \$1,650/day (senior facilitator).

SERVICES

TC hired graduate students and community-based providers to teach the school's enhanced educational program during the school day and after school. Extensive in-kind services were also provided by TC graduate students as student teachers, fieldwork interns, and after-school assistants. Lastly, administrative services were donated to accomplish 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 \$35/hour for assistant instructors plus the College's fringe benefit rate of 35.1% (July-August 2017) and 34% (from September 2017).

Instructional and Administrative Staff

Specialty Instructors: Twenty-three graduate student instructors planned and led in-school and after-school programming in music, art, science, robotics, movement, and wellness. They devoted an average of 5.5 hours per week to planning and instruction.

Instructional, Classroom, and Other Assistants; (28): TC students assisted specialty instructors to prepare and deliver enrichment classes during the school day and after school throughout the school year. Five assistants provided supervision during lunch and recess periods. One student provided administrative support to the principal. Six graduate students provided classroom teaching assistance and math intervention to students (individually or in small groups) for ten hours a week. One student provided STEM classes for the after-school program. Finally, one graduate student taught a year-long digital literacy course for fifth and sixth grade students.

Preservice Teachers and Fieldwork Interns (5): Three Early Childhood Education student teachers spent an average of 21 hours a week each assisting in TCCS classrooms during the fall semester. Two psychology interns provided an average of 18 hours per week of assessment and counseling services during the school year.

A Program Coordinator at TC devoted an average of two and a half hours a week to onboarding of TC-hired staff, and interns/volunteers working at the school; purchasing and payments for TCCS materials and services; support for new student recruitment efforts; making arrangements for teacher and community events; and other administrative tasks as needed. Market value of donated effort by the TC program coordinator is calculated as a percentage of

annual salary and includes the College's fringe benefit rate of 35.1% (July-August, 2017) and 34% (from September 2017 on).

Contracts

TC contracted with Roads to Success to provide assistants for TC-led after-school clubs. In addition, TC contracted with a Department of Education teacher for two months to help with TC after-school program oversight.

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 and curriculum supplies: TC purchased instructional supplies and consumables for school-day and after school enrichment classes and special equipment for STEM classes. In addition, musical instruments, sheet music, and miscellaneous items (including instrument repairs) were purchased for the after-school orchestra program and school-day music classes.

Operating Subsidy

TC augmented the school's operating budget by \$275,000 in direct grants. The funds were used at the principal's discretion for instructional support staff, professional development services, and instructional materials.

Other Expenses

Events: TC hosted a staff retreat, a teacher appreciation event, and a family event with a student music showcase to honor President Susan Fuhrman's contributions to TCCS.

Fingerprinting: TC paid for specialty instructors, classroom assistants, fieldwork students, and volunteers to be fingerprinted by the Department of Education at the standard rate of \$135 each.

Orchestra competition: TC paid the entry fee for a May 2018 orchestra competition.

Local travel: This category includes taxi costs for TC staff and students to attend meetings and events related to school programs and development, or to deliver supplies to the school.

Duplicating, postage, telephone, advertisement charges: TC produced and mailed recruitment materials (posters and flyers) for the 2018 admissions cycle, printed materials for parent and community meetings, student recruitment and registration, parent orientation, reports for donors, and covered the costs for other communications as needed.

Catering: Catering costs were incurred for special school events; school development and planning meetings; and professional development workshops for TCCS teachers and TC instructors.

Facilities

TC donated space and covered associated costs for the required HIV/AIDS workshops for students and for the Kindergarten moving-up ceremony in June 2018. 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, 2018

EXPERTISE	CUMULATIVE TOTAL	CASH	IN-KIND
School Development	\$1,294,143	\$0	\$1,294,143
Curriculum and Staff Development	\$931,428	\$311,683	\$619,745
Subtotal	\$2,225,571	\$311,683	\$1,913,888
SERVICES			
Instructional and Administrative Staff	\$3,052,082	\$479,057	\$2,573,025
Contracts	\$411,864	\$411,864	\$0
Subtotal	\$3,463,946	\$890,921	\$2,573,025
OTHER RESOURCES			
Instructional Supplies and Equipment	\$243,297	\$243,297	\$0
Principal's Discretionary Fund	\$710,000	\$710,000	\$0
Other Expenses	\$128,126	\$128,126	\$0
Facilities	\$3,690,115	\$3,672,150	\$17,965
Subtotal	\$4,771,537	\$4,753,572	\$17,965
GRAND TOTAL	\$10,461,054	\$5,956,176	\$4,504,878

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Report to Columbia University
on Teachers College Financial Contributions
to the Teachers College Community School for the period
July 1, 2016 – June 30, 2017

OVERVIEW

Teachers College (TC) contributed **\$1,081,112** toward school development, operations, staff development and program enhancement the Teachers College Community School (TCCS) from July 1, 2016 to June 30, 2017. 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, 2017 is presented in Appendix A.

2016-2017 EXPENSES

EXPERTISE	TOTAL	CASH	IN-KIND
School Development	\$180,436	\$0	\$180,436
Curriculum and Staff Development	\$81,141	\$34,375	\$46,766
Subtotal	\$261,577	\$34,375	\$227,202
SERVICES			
Instructional and Administrative Staff	\$447,756	\$0	\$447,756
Contracts	\$13,732	\$13,732	\$0
Subtotal	\$461,488	\$13,732	\$447,756
OTHER RESOURCES			
Instructional Supplies and Equipment	\$10,766	\$10,766	\$0
Operating Subsidy	\$325,000	\$325,000	\$0
Other Expenses	\$19,881	\$19,881	\$0
Facilities	\$2,400	\$0	\$2,400
Subtotal	\$358,047	\$355,647	\$2,400
GRAND TOTAL	\$1,081,112	\$403,754	\$677,358

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 TC.

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 – Direct grants to the school; instructional materials and supplies (including musical instruments); other school supplies and furnishings; promotional materials; financial aid to defray parent fees for the Roads to Success after school program; and facilities costs.

Cash contributions – Grants provided by TC to TCCS for operating expenses; funds to cover direct costs of expertise, services, and other resources, such as payments to TC employees and graduate students; payments to contractors and consultants for services; financial aid for after school program fees; school supplies and furnishings; costs for school staff to attend professional conferences; and costs to lease and renovate school facilities.

In-kind contributions – The market value of expertise, services, and other resources provided by TC at no cost to TCCS, including TC faculty, staff, and graduate student effort 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 TC’s fringe benefit rate of 38.4% (July-August, 2016) and 35.1% (from September 2016 on). 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 25% 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; and cultivating donor opportunities and raising external funds for the school.

The TCCS Liaison devoted 100% effort to scheduling, orienting, managing, and mentoring TC graduate students that serve as lead instructors and classroom assistants during the school day and in the after-school program; scheduling, selecting staff, and overseeing the TC after-school clubs program; coordinating after-school activities provided by community-based partner organizations; 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 Assistant Director of School and Community Partnerships devoted 10% effort to administrative and budget management for TC'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; developing and managing systems for a variety of administrative processes related to TC's role at the school; participation in grant writing and other fundraising for TCCS; and preparation of reports and publicity about TCCS.

Curriculum and Staff Development

Teachers College contributed 98 hours of expertise to support curriculum and staff development. One TC faculty member with expertise in music donated a total of 15 hours toward the development of the music program. TC's Math, Science, and Technology faculty devoted 31 hours to advising on the science curriculum, pilot testing a digital literacy curriculum and advancing plans for the use of technology at the school. The determination of market value for faculty expertise is derived from an average hourly rate of \$175.

A paid consultant provided 52 hours of classroom support to new teachers in the school.

Staff from the Teachers College Reading and Writing Project (TCRWP) provided 10 days of onsite coaching for TCCS teachers, the value of which is based on the program's established rates of \$1,350/day (junior facilitator), \$1,650/day (senior facilitator), as well as off-site professional development for teachers and monthly workshops for the principal. Four teachers also participated in TCRWP 2016 summer institutes.

SERVICES

TC hired graduate students and community-based providers to teach the school's enhanced educational program during the school day and after school. Extensive in-kind services were also provided by TC graduate students as student teachers, fieldwork interns, and after-school assistants. Lastly, administrative services were donated to accomplish pressing tasks required for the development of the school. Details are provided below.

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 program assistant is calculated as a percentage of annual salary and includes the College's fringe benefit rate of 38.4% (July-August, 2016) and 35.1% (from September 2016 on).

Instructional and Administrative Staff

Specialty Instructors (12): Twelve part-time instructors planned and led in-school and after school programming in music, art, science, robotics, movement, and wellness. They devoted an average of 5.5 hours per week to planning and instruction.

Instructional, Classroom, and Other Assistants (8): TC students assisted specialty instructors to prepare and deliver enrichment classes during the school day and after school throughout the school year.

Graduate Student Literacy and STEM Fellows (10.25): Seven TC graduate students provided classroom assistance and math intervention to students (individually or in small groups) for ten hours a week. Two graduate students provided STEM education for the school day and after-school programs. One TC graduate student devoted ten hours a week to developing social studies lessons in collaboration with the classroom teachers. Finally, one graduate student started mid-spring and did a digital literacy project with fourth grade students.

Preservice Teachers (5): Two Early Childhood Education student teachers spent an average of fifteen hours a week each assisting in TCCS classrooms during the fall semester while another three Early Childhood Education student teachers spent an average of fifteen hours each a week assisting in TCCS classrooms during the spring semester.

Fieldwork Interns (2): Two School Psychology interns provided an average of 16 hours per week of assessment and counseling services during the school year.

School day assistants and administrative assistant (6): Five school day assistants provided supervision during lunch and recess periods. One student provided administrative support to the principal.

A Program Assistant at TC devoted an average of two and a half hours a week to onboarding of TC- hired staff, and interns/volunteers working at the school; purchasing and payments for TCCS materials and services; support for new student recruitment efforts; making arrangements for teacher and community events; and other administrative tasks as needed.

Contracts

TC contracted with Roads to Success to provide additional assistants for TC-led after school clubs. In addition, TC contracted with Manhattan School of Music for guitar lessons and an opera performance.

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 and curriculum supplies: TC purchased special equipment for digital music composition. Musical instruments, sheet music, and miscellaneous items (including instrument rentals and instrument repairs) were purchased for the after-school orchestra program and school-day music classes.

In addition, other instructional supplies and consumables for school-day and after school enrichment classes were purchased.

Operating Subsidy

TC augmented the school's operating budget by \$325,000 in direct grants. The funds were used at the principal's discretion for instructional support staff, professional development services, and instructional materials.

Other Expenses

After school financial aid fund: TC made available \$10,000 in financial aid for students enrolled in the Roads to Success paid after school program. The fund was expended in full.

Staff onboarding, retreat, and events: TC hosted a staff retreat during the summer of 2016 and two teacher social events.

Fingerprinting: TC paid for specialty instructors, classroom assistants, fieldwork students, and volunteers to be fingerprinted by the Department of Education at the standard rate of \$135 each.

Local travel and transportation: Taxi costs for TC staff and students to attend meetings and events related to school programs and development, or to deliver supplies to the school.

Duplicating, postage, telephone, advertisement charges: Printed materials for parent and community meetings, student recruitment and registration, parent orientation, communication with donors, and other events as needed. Also includes production and mailing of recruitment materials (posters and flyers) for the 2017 admissions cycle.

Office supplies and furnishings: TC purchased office consumables and music storage cabinets for use at TCCS. Whiteboards were also purchased for use in choir.

Catering: Catering costs were incurred for special school events; school development and planning meetings; professional development workshops for TCCS teachers and TC instructors; and for teacher selection meetings.

Facilities

TC donated space and covered associated costs for the required HIV/AIDS workshops for students and for the Kindergarten moving-up ceremony in June 2017. 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, 2017

EXPERTISE	CUMULATIVE TOTAL	CASH	IN-KIND
School Development	\$1,110,326	\$0	\$1,110,326
Curriculum and Staff Development	\$839,556	\$272,118	\$567,438
Subtotal	\$1,949,882	\$272,118	\$1,677,764
SERVICES			
Instructional and Administrative Staff	\$2,597,441	\$479,057	\$2,118,384
Contracts	\$400,977	\$400,977	\$0
Subtotal	\$2,998,418	\$880,034	\$2,118,384
OTHER RESOURCES			
Instructional Supplies and Equipment	\$233,278	\$233,278	\$0
Operating Subsidy	\$435,000	\$435,000	\$0
Other Expenses	\$117,331	\$117,331	\$0
Facilities	\$3,688,595	\$3,672,150	\$16,445
Subtotal	\$4,474,204	\$4,457,759	\$16,445
GRAND TOTAL	\$9,422,504	\$5,609,911	\$3,812,593

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Report to Columbia University
on Teachers College Financial Contributions
to the Teachers College Community School for the period
July 1, 2015 – June 30, 2016

OVERVIEW

Teachers College contributed **\$1,501,196** toward school development, operations, program enhancement and facilities at the Teachers College Community School from July 1, 2015 to June 30, 2016. 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, 2016 is presented in Appendix A.

2015-2016 EXPENSES

EXPERTISE	TOTAL	CASH	IN-KIND
School Development	\$179,124	\$0	\$179,124
Curriculum and Staff Development	\$112,324	\$75,224	\$37,100
Subtotal	\$291,448	\$75,224	\$216,224
SERVICES			
Instructional and Administrative Staff	\$463,279	\$43,620	\$419,659
Contracts	\$12,000	\$12,000	\$0
Subtotal	\$475,279	\$55,620	\$419,659
OTHER RESOURCES			
Instructional Supplies and Equipment	\$41,164	\$41,164	\$0
Other Expenses	\$147,313	\$147,313	\$0
Facilities	\$545,992	\$540,232	\$5,760
Subtotal	\$734,469	\$728,709	\$5,760
GRAND TOTAL	\$1,501,196	\$859,553	\$641,643

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 – Direct grants to the school, financial aid to defray parent fees for the Roads to Success after school program, instructional materials and supplies (including musical instruments), other school supplies and furnishings, promotional materials, and facilities costs including payments toward lease and renovations to the St. Joseph’s building.

Cash contributions – Grants provided by Teachers College to the school for operating expenses, funds to cover direct costs of expertise, services and other resources, such as payments to TC employees and graduate students, payments to contractors and consultants for services, financial aid for after school program fees, school supplies and furnishings, costs for school staff to attend professional conferences, 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 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 38.4%. 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 25% 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.

The TCCS Liaison devoted 100% effort to scheduling, orienting, managing and mentoring TC graduate students that serve as lead instructors and classroom assistants during the school day and in the after school program; scheduling, selecting staff and overseeing the TC after school clubs program; coordinating after school activities provided by community-based partner organizations; 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 Senior Program Manager in the Office of School and Community Partnerships devoted 10% 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; developing and managing systems for a variety of administrative processes related to TC's role at the school; participation in grant writing and other fundraising for TCCS; and preparation of reports and publicity about TCCS.

Curriculum and Staff Development

Two TC faculty members with expertise in music and counseling donated a total of 210 hours toward the development of the music program and to the supervision of graduate students who taught and provided counseling services to students. The determination of market value for faculty expertise is derived from an average hourly rate of \$175.

TC's Center for Technology and School Change and TC's Math, Science and Technology department were contracted to assess the science curriculum and develop a technology plan for the school. A post-doctoral fellow and two doctoral candidates in the Human Development

department were hired to assess and enhance the mathematics curriculum, pacing guides and assessment tools for all grades.

The Teachers College Reading and Writing Project (TCRWP) provided twenty five days of on-site coaching for TCCS teachers, the value of which is based on the program's established rates of \$1,350 (junior facilitator), \$1,650/day (senior facilitator), as well as twenty five days of off-site professional development for teachers and monthly workshops for the principal. Six teachers and the principal also participated in TCRWP 2015 summer institutes. The TCCS instructional coach participated in a math professional development institute organized by Metamorphosis, TLC.

A consultant was hired to develop student support systems in preparation for the 2016-2017 school year.

SERVICES

TC hired graduate students and 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. Extensive in-kind services were also provided by TC graduate students as student teachers, fieldwork interns and after-school assistants. 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 38.4%.

Instructional and Administrative Staff

Specialty Instructors (18): Sixteen part-time instructors planned and led in-school and after school programming in music, art, science, robotics, movement, and wellness. They devoted an average of 5.5 hours per week to planning and instruction. Two graduate assistants planned and delivered the science curriculum for the school day and after school programs.

Instructional, Classroom and Other Assistants (11): TC students assisted specialty instructors to prepare and deliver enrichment classes during the school day and after school throughout the school year. They also provided supervision during lunch and recess periods. One student provided administrative support to the principal.

Graduate Student Literacy and STEM Fellows (7): Six TC graduate students provided classroom assistance and math intervention to students (individually or in small groups) for ten hours a week. One TC graduate student devoted ten hours a week to developing social studies lessons in collaboration with the classroom teachers.

Pre-Service Teachers (3): Three Early Childhood Education student teachers spent an average of twenty hours a week assisting in TCCS classrooms during the fall semester.

Fieldwork Interns (4): Two School Psychology interns provided an average of 16 hours per week of assessment and counseling services during the school year. Two pre-service teachers from the Teacher Education program dedicated ten hours per week to assisting in the classroom for twelve weeks.

Volunteers (5): Three students assisted with robotics instruction in the after school program (2 hours per week for 30 weeks) and two other students assisted with music classes, as well as lunch and recess (a combined total of 45 hours).

A Program Assistant at TC devoted an average of two and a half hours a week to onboarding of staff and interns/volunteers, purchasing and payments, new student recruitment, making arrangements for teacher and community events, and other administrative support as needed.

Contracts

TC contracted with Roads to Success to provide additional assistants for TC-led after school clubs.

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 and curriculum supplies: TC purchased leveled libraries for upper grades, literacy units of study for all grades, as well as science, art, and other instructional supplies and consumables for school-day and after school enrichment classes.

Musical instruments, sheet music, and miscellaneous items (including piano tuning services) were purchased for the after school orchestra program and school-day music classes.

Classroom supplies were also purchased as needed.

Other Expenses

Direct grants to school: TC augmented the school's operating budget by \$115,000 in direct grants. The funds were used for instructional support staff, professional development services, and instructional materials.

After school financial aid fund: TC made available \$20,000 in financial aid for students enrolled in the Roads to Success paid after school program. The fund was expended in full.

Staff onboarding, retreat, and events: TC paid for specialty instructors, classroom assistants, fieldwork students and volunteers to be fingerprinted by the Department of Education at the standard rate of \$130 each. It also hosted a staff retreat during the summer of 2015 and two teacher social events.

Local travel and transportation: Taxi costs for TC staff and students to attend meetings and events related to school programs and development, or to deliver supplies to the school.

Duplicating, postage, telephone, advertisement charges: Printed materials for parent and community meetings, student recruitment and registration, parent orientation, communication with donors, and other events as needed. Also includes production and mailing of recruitment materials (posters and flyers) for the 2016 admissions cycle.

Office supplies and furnishings: TC purchased office consumables and a storage cabinet for use at TCCS and contributed to the purchase of a memorial plaque for the founding principal.

Catering for special school events, school development and planning meetings, professional development workshops for TCCS teachers and TC instructors, and for teacher selection meetings.

Facilities

Lease: TC contributed to the lease for the St. Joseph's building through October 2015, 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 parent orientation, HIV/AIDS workshops for students, the annual winter festival, and the Kindergarten moving-up ceremony in June 2016. 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, 2016

EXPERTISE	CUMULATIVE TOTAL	CASH	IN-KIND
School Development	\$929,890	\$0	\$929,890
Curriculum and Staff Development	\$758,415	\$237,743	\$520,672
Subtotal	\$1,688,305	\$237,743	\$1,450,562
SERVICES			
Instructional and Administrative Staff	\$2,149,685	\$479,057	\$1,670,628
Contracts	\$387,245	\$387,245	\$0
Subtotal	\$2,536,930	\$866,302	\$1,670,628
OTHER RESOURCES			
Instructional Supplies and Equipment	\$222,512	\$222,512	\$0
Other Expenses	\$207,450	\$207,450	\$0
Facilities	\$3,686,195	\$3,672,150	\$14,045
Subtotal	\$4,116,157	\$4,102,112	\$14,045
GRAND TOTAL	\$8,341,392	\$5,206,157	\$3,135,235

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Report to Columbia University
on Teachers College Financial Contributions
to the Teachers College Community School for the period
July 1, 2014 – June 30, 2015

OVERVIEW

Teachers College contributed **\$1,809,468** toward school development, operations, program enhancement and facilities at the Teachers College Community School from July 1, 2014 to June 30, 2015. 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, 2015 is presented in Appendix A.

2014-2015 EXPENSES

EXPERTISE	TOTAL	CASH	IN-KIND
School Development	\$177,170	\$0	\$177,170
Curriculum and Staff Development	\$162,580	\$63,880	\$98,700
Subtotal	\$339,750	\$63,880	\$275,870
SERVICES			
Instructional and Administrative Staff	\$507,711	\$157,021	\$350,690
Contracts	\$87,414	\$87,414	\$0
Subtotal	\$595,125	\$244,435	\$350,690
OTHER RESOURCES			
Instructional Supplies and Equipment	\$41,484	\$41,484	\$0
Other Expenses	\$16,928	\$16,928	\$0
Facilities	\$816,182	\$814,262	\$1,920
Subtotal	\$874,593	\$872,673	\$1,920
GRAND TOTAL	\$1,809,468	\$1,180,988	\$628,480

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 38.4%. 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 25% 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.

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 in the Office of School and Community Partnerships devoted 15% 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

Seven TC faculty with expertise in math, science, music, early childhood education, teacher education, counseling and child development donated a total of 564 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 four days of on-site professional development for TCCS teachers, the value of which is based on the program's established rates of \$1,200 (junior facilitator) and \$1,500/day (senior facilitator).

Metamorphosis, TLC provided fifteen days of on-site professional development for TCCS teachers, the value of which is based on the program's established rate of \$1,800/day. Four TCCS teachers attended the Metamorphosis TLC summer institute in 2014.

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 and after-school assistants. 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%.

Instructional and Administrative Staff

Specialty Instructors (14): Twelve part-time instructors planned and led in-school and after school programming in art, music, nutrition, physical education, Spanish and coding. They devoted an average of 4 hours per week to planning and instruction. Two graduate assistants planned and delivered the science curriculum for the school day and after school programs; they each received doctoral stipends of \$25,000.

Instructional and Classroom Assistants (19): TC students assisted specialty instructors to prepare and deliver enrichment classes during the school day and after school throughout the school year. They also provided support during lunch and recess periods.

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

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

An Administrative & After-school Assistant was hired to provide office support for the principal and to help organize after-school activities. Also, one TC student dedicated an average of five hours per week throughout the school year to managing the TCCS websites and student databases.

Graduate Student Literacy and STEM Fellows (11): Five 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 devoted ten hours a week to developing a social science curriculum in collaboration with the classroom teachers.

Pre-Service Teachers (2): Two Early Childhood Education student teachers spent an average of twelve hours a week assisting in TCCS classrooms.

Fieldwork Interns (13): Three School Psychology interns provided an average of 16 hours per week of assessment and counseling services during the school year. Ten students from the Science Education program dedicated an average of two hours a week at the school for ten weeks.

A Program Assistant at TC devoted an average of four hours a week 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: Veggiecation (nutrition), HYPOTHEkids (science and coding), 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 and curriculum supplies: TC purchased the school's math curriculum and related supplies, as well as benchmark assessments, and instructional supplies and consumables for school-day and after school enrichment classes.

Classroom supplies and furnishings: TC augmented the school's resources by purchasing instructional supplies, consumables, and classroom furnishings for the classroom teachers.

Musical instruments were purchased for the orchestra program.

Library supplies and furnishings were also purchased as needed.

Other Expenses

Accommodations and meals: Travel, facility rental and accommodation for the annual two-day planning retreat for the Principal and staff to prepare for the 2014-2015 school year.

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

Staff onboarding: TC paid for specialty 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.

Communications: Printed materials and media charges for parent and community meetings, student recruitment and registration and parent orientations. Also includes posters, flyers and newspaper advertising for the 2015 admissions cycle.

Catering for events and workshops: Light refreshments for parent events, recruitment events for the 2014 admissions cycle, TC/TCCS Partnership Conversations, school visits, graduate student professional development sessions, and various other meetings throughout the year related to school development.

Miscellaneous: Office supplies and furnishings for the TCCS Liaison, renewal fee for library license, and honorarium for author visit.

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 parent orientation, HIV/AIDS workshops for students and the Kindergarten moving-up ceremony in June 2015. 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, 2015

EXPERTISE	CUMULATIVE TOTAL	CASH	IN-KIND
School Development	\$750,766	\$0	\$750,766
Curriculum and Staff Development	\$646,091	\$162,519	\$483,572
Subtotal	\$1,396,857	\$162,519	\$1,234,338
SERVICES			
Instructional and Administrative Staff	\$1,686,406	\$435,437	\$1,250,969
Contracts	\$375,245	\$375,245	\$0
Subtotal	\$2,061,651	\$810,682	\$1,250,969
OTHER RESOURCES			
Instructional Supplies and Equipment	\$181,348	\$181,348	\$0
Other Expenses	\$60,137	\$60,137	\$0
Facilities	\$3,140,203	\$3,131,918	\$8,285
Subtotal	\$3,381,687	\$3,373,402	\$8,285
GRAND TOTAL	\$6,840,195	\$4,346,603	\$2,493,592

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.

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.