

**Manhattanville in West Harlem Implementation Plan Report
October 15, 2026 Submission**

Declaration Reference and Key Data

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

Obligation Title: **Availability of Facilities**

Obligation Page Number: **54**

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

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

Obligation End Date: **March 12, 2038* (25 Years from Commencement)**

Obligation Status: **In Compliance**

Obligation: Innovation/Changed Conditions

In accordance with the Declaration of Covenants and Restrictions Section 5.08, Obligation 5.07 (c)(vi) is modified to clarify the obligation. In general, the scope of services to be provided has not been changed. Empire State Development and Columbia University agreed to this modification on November 28, 2018.

Modified Language:

Availability of Facilities. Commencing with the acquisition by ESD or CU of all Initial Stage 1 Condemnation Parcels, and continuing for a 25-year period from commencement, CU, in coordination with the School's guidelines, shall make its libraries, computing facilities and other academic support facilities and services available to upper level students from the School. Annual reports will provide details regarding the process.

* Facilities were made available in 2013, one year after the trigger date. Therefore, this obligation will be in effect until 2038, 25 years from the commencement of the obligation implementation.

Evidence of Compliance

1. Annual report

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

Manhattanville in West Harlem Implementation Plan Report

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

Please check to verify EOC items submitted for review.

- ☐
1. Annual report

Monitor's Notes / Comments:

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Status:

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

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

COLUMBIA SECONDARY SCHOOL

for Math, Science, & Engineering

425 West 123rd Street, New York, NY 10027



A Public School, Community, and University Partnership

Challenging Academics – A Passion for Reason and Knowledge – Strength in Diversity

Memorandum

To: Angela Olinto, Provost
From: Soonyoung Kwon, Interim Acting Principal
Re: Columbia University/Columbia Secondary School Staff and Student Interactions
Updated: September 5, 2026

Columbia Secondary School for Math, Science, and Engineering (CSSMSE) opened in 2007 and has been providing the community with an excellent public secondary school (grades 6–12) option for over a decade. Based on feedback about the school's needs and priorities from my staff and our leadership team, the University has continuously supported CSSMSE and its students through access to the expertise of Columbia's faculty and to campus facilities.

This report describes the projects and programs through which CSSMSE accessed Columbia's faculty and campus resources from September 1, 2025 through August 31, 2026. As is noted in the report, most are ongoing. While Columbia's obligations under the *Availability of Faculty* and *Availability of Facilities* sections of the Declaration began in 2012, CSSMSE's interactions with Columbia's faculty began as early as 2007.

In addition to the other projects and programs noted in this report, CSSMSE upper-level students access Columbia University's libraries, computing facilities, and other academic support facilities and services while taking both for-credit and pre-college courses at the University. These programs are administered by Columbia's School of Professional Studies and described in more detail in this report. CSSMSE students who are enrolled in classes at Columbia have the support and guidance of their instructors and classmates and have demonstrated the maturity and responsibility needed to successfully navigate a university campus. For the upcoming school year, we are excited to expand our partnership with Columbia University, giving our high school students access to their digital library resources.

In addition to the campus experience and access enjoyed by students who are taking courses, these and other students also visit the campus under the supervision of CSSMSE teachers in collaboration with Columbia's administrative staff and academic faculty for a variety of other projects and programs, as also described herein.

We extend our gratitude to all staff at both institutions whose dedication makes these collaborative efforts possible, and we look forward to another successful academic year ahead.

In partnership,

Soonyoung Kwon
Principal, I.A.

School, department, or unit:

School of Professional Studies (SPS)

University faculty, instructor, or staff member:

[REDACTED]

CSS-MSE students or staff member:

9 students for Fall 2025, 6 students for Spring 2026 - 9th and 10 graders; [REDACTED]

Project/purpose:

Through the School of Professional Studies's Pre-College Academic Year Weekend Program, CSS-MSE students take Columbia non-credit courses in the fall and spring terms and participate in extracurricular and co-curricular activities, including college preparedness programming, community outreach and awareness activities, and special lectures. At a course's conclusion, participants receive a Certification of Participation and an evaluation letter from the instructor. There is no fee/tuition for CSS-MSE students.

Outreach to students:

Identification of potential participants and outreach to students is conducted by CSS-MSE faculty and administration.

Process by which students access benefit:

CSS-MSE faculty members facilitate students' participation in the program as part of the ongoing collaboration with CU faculty. CSS-MSE students are guided through the application and registration process by both CSS-MSE administration and SPS Pre-College teams.

Time period:

Academic Year (Fall and Spring) - Ongoing

School, department, or unit:

Department of Astronomy: Student Training in Astronomy Research (STAR) Program

University faculty, instructor, or staff member:

Directors: [REDACTED] (graduated May 2025)

Faculty advisors: [REDACTED]

Mentors: Multiple graduate students and postdocs in the Columbia Astronomy Department

CSS-MSE students or staff member:

12 students; [REDACTED] (liaisons)

Project/purpose:

The Student Training in Astronomy Research (STAR) program aims to empower the next generation of scientists, making research accessible and inclusive while fostering mentorship skills among early career scientists. Open to students in grades 10-12 at CSS, STAR provides the opportunity to engage in real, cutting-edge astronomy research by working in teams of 3-4 under the mentorship of early career scientists in the Columbia University Astronomy Department. The program begins with Space School in September and October, during which students meet as a full cohort twice per week for 2h each time to learn the basics of astronomy, coding, and scientific research. Students are then divided into research groups, which meet for 4h/week from November through May, to work on astronomy research projects addressing real scientific questions in the field. The program concludes with a final symposium at

Columbia (May) and a poster session at the AMNH (June), in which students present their work to an audience of peers, mentors, and the broader NYC astronomy community. Students are paid a stipend for their participation in the program.

STAR is supported by the Pinkerton Foundation and the Columbia Astronomy Department. STAR is also a part of the New York Science Research Mentoring Consortium (NYCSRM). The program has been highlighted by Columbia Neighbors; the news article can be found [here](#).

Outreach to students:

STAR directors made several in-person visits to CSS-MSE in May 2025 to advertise the program. During the first visit, directors visited classrooms throughout the day to give a short presentation describing STAR and answer questions from students. Later in May, directors also held application workshops at CSS, where students could drop by and ask questions about the program or application process. These events were advertised to the CSS-MSE community through school-wide emails sent by the CSS-MSE liaisons.

The second year of the program concluded with a final symposium in May 2026, which all CSS-MSE students were invited to attend via a school-wide email. In May and June 2026, STAR directors also made in-person visits to CSS-MSE to advertise the third year of the program in the same manner as before.

Process by which students access benefit:

Students submit applications to join each STAR cohort. STAR directors then review applications and conduct short interviews with each applicant before selecting students to participate in the program.

Time period:

Academic Year 2025-2026. Continuing in Academic Year 2026-2027 in the same format.

School, department, or unit:

Department of History

University faculty, instructor, or staff member:

██████████ (2025-2026)

CSS-MSE students or staff member:

120+ CSS-MSE students; ██████████

Project/purpose:

During the Academic Year 2025-2026 the CSS-MSE project was led by the Department of History. The activities included graduate students visiting the 10th-grade international history class, introducing their own research and research methods, and offering guidance on the research papers that the school students conducted this year. It also included two on-campus events bringing over 120 students and chaperones from CSS-MSE. The 10th grade students visited the RBML Collection, engaging directly with rare primary sources. The 7th-grade students had an introductory visit to the Butler Library, including activities on basic library search, analysis of primary sources related to American history, and a tour of the campus.

Outreach to students:

To graduate students at Columbia as well as to CSS-MSE students through their teachers.

Process by which students access benefit:

CSS-MSE faculty members facilitated students' participation as part of the ongoing collaboration with CU faculty and graduate students. Collaboration between CU and CSS-MSE faculty has facilitated enhancements to the CSS-MSE curriculum, affecting all students at the school. The CU graduate students who worked at CSS-MSE benefited by gaining experience working with high school teachers and students, which expands their job opportunities.

Time period:

Academic Year 2025-2026

School, department, or unit:

Vagelos College of Physicians & Surgeons, Office of Student Diversity, Inclusion & Belonging

University faculty, instructor, or staff member:

Varies: Graduate students and university faculty support the program. In 2025-2026, 16 faculty members led workshops with CU graduate students.

CSS-MSE students or staff members:

- Summer 2025: N/A
- Fall 2025: N/A
- Spring 2026: 3 students
- Summer 2026: TBD

Note: There was no programming during the Summer and Fall of 2025 due to a delay in contract execution. Data is available only for Spring 2026.

Project/purpose:

The State Pre-College Enrichment Program (S-PREP) is a free academic and college preparation program for 7th–12th grade students in New York City. Its mission is to increase the number of students pursuing careers in healthcare and STEM. The program offers Saturday academic enrichment courses, career development workshops, college advisement, and college tours.

Outreach to students:

Potential participants are identified through outreach conducted by CSS-MSE faculty and administration.

Process by which students access benefit:

CSS-MSE faculty facilitates students' participation in the program as part of ongoing collaboration with Columbia faculty. Students submit applications individually.

Time period:

Summer 2025, Fall 2025, Spring 2026, Summer 2026

School, department, or unit:

Columbia University Irving Medical Center

University faculty, instructor, or staff member:

██████████ (organizer) and multiple staff members

CSS-MSE students or staff member:

217 CSS-MSE high school students and 2 CSS-MSE Alumni as interns; [REDACTED]

Project/purpose:

The CU-HERE (Columbia University Health Science Exploration and Research) Pre-College Program seeks to promote the discovery of careers in the Health Sciences to youth who may not have imagined themselves pursuing a career in healthcare. Offered to high school students living in communities around CUIMC, CU-HERE provides participating students with the opportunity to be mentored by Columbia University Irving Medical Center (CUIMC) professionals, medical students, and trainees as they explore various environments in health care in their community at CUIMC in Washington Heights, New York.

Throughout the academic year, CU-HERE held several offerings:

- CU-HERE Neuroscience Program: led by a CSS-MSE Alumnus and current Vagelos Medical Student from November 2025 to April 2026, with 9 CSS-MSE participants
- Career Day: Participants from CUIMC (scientists, clinicians, med students, fellows, etc) organized by [REDACTED] held a Career Day to encourage high school students to pursue careers in health care. This included 3 presentations to approximately 200 CSS-MSE students and was held on March 19, 2026.
- Summer Observership: with 8 CSS-MSE participants

For the observership, rising seniors shadow CUIMC professionals in different medical fields and at different stages of their careers and meet to explore medical careers on site. Students connect with healthcare professionals and immerse themselves in different hospital environments including the operating room and research labs, learn key skills required to work in the medical community, and become part of the Columbia University community.

Outreach to students:

Identification of potential participants and outreach to students is conducted by CSS-MSE faculty and administration.

Process by which students access benefit:

CSS-MSE faculty members facilitate students' participation in the program as part of the ongoing collaboration with CU faculty. Students submit applications individually.

Time period:

Fall 2025, Spring 2026, Summer 2026

School, department, or unit:

School of Professional Studies (SPS) - Pre-College Programs College Edge, Columbia College: Chemistry, Mathematics, Statistics, and Computer Science

University faculty, instructor, or staff member:

[REDACTED]
[REDACTED]

CSS-MSE students or staff member:

31 CSS-MSE students; [REDACTED]

Project/purpose:

In the Fall 2025 term, 31 CSS-MSE students took courses for college credit at Columbia University, including 8 CSS-MSE students who were newly enrolled at Columbia. Students enroll through the School of Professional Studies and are provided with a student orientation and access to discounted textbooks at the Columbia University bookstore. Students have full access to Columbia instructors, including use of office hours if needed. Courses this semester included Calculus I, Intro to Comp for Eng/App Sci, and Introduction to Statistical Reasoning. CSS-MSE students take the courses tuition-free.

Outreach to students:

CSS-MSE administration and faculty identify students prepared for college-level coursework and independence and work with them to choose classes that are of interest and support their learning. The program is well established at CSS-MSE and discussions about college preparedness are a standard part of all CSS-MSE students' experiences.

Process by which students access benefit:

CSS-MSE administration and SPS staff finalize the list of students each term, and after their accounts are set up in the SPS system, students who are participating for the term receive instructions from CSS-MSE administrators about how to enroll. An in-person orientation is conducted for participating CSS-MSE students by SPS staff, including familiarizing them with the Morningside campus, getting their CUIDs, and visiting the Columbia Bookstore to get their books (which have been set aside for CSS-MSE students based on their courses). Once enrolled and oriented, CSS-MSE students begin attending their classes alongside, and indistinguishable from, other students in the class.

Time period:

Fall 2025

School, department, or unit:

Undergraduate Admissions and Financial Aid

University faculty, instructor, or staff member:

██████████ Director of Multicultural Recruitment

CSS-MSE students or staff member:

12 juniors and seniors in fall 2025; 29 students in Spring 2026; ██████████

Project/purpose:

In-person and virtual sessions about academic programs, campus life, financial aid, admission process, and answers to any questions the students may have, are available for CSS-MSE families and students throughout the year. They may also participate in on-campus tours as well. This year, CU Undergraduate Admissions held a school visit at CSS-MSE in the fall and attended the CSS-MSE college fair in the Spring.

Outreach to students:

Students are invited to register for information sessions and on-campus tours through email notifications and print mailings from Undergraduate Admissions. Students and families are notified by CSS-MSE staff via email, class announcements and letters home regarding CU's school visits to CSS-MSE. CSS-MSE counselors are encouraged to connect families with Undergraduate Admissions representatives.

Reps visited in Fall 2025 and met with approximately 15 students, both juniors and seniors, and then participated in a college Fair that took place in Spring 2026, where the Admissions Officer was able to meet with about 40-50 students and families from across all grades.

Process by which students access benefit:

Students attend scheduled college-oriented events

Time period:

Fall 2025 and Spring 2026

School, department, or unit:

Fu Foundation School of Engineering and Applied Science (SEAS)

University faculty, instructor, or staff member:

[REDACTED]

CSS-MSE students or staff member:

2 high school students

Project/purpose:

Girls Who Code (GWC) is a non-profit that works with young women to teach them about coding and how to navigate working in the tech sector. The local chapter of GWC meets in a SEAS computer lab on Saturdays for 7-8 sessions per semester.

Outreach to students:

Identification of potential participants and outreach to students is conducted by CSS-MSE faculty and administration.

Process by which students access benefit:

CSS-MSE faculty members facilitate students' participation in the program as part of the ongoing collaboration with CU faculty.

Time period:

Fall 2025, Spring 2026

School, department, or unit:

Fu Foundation School of Engineering and Applied Science (SEAS): Industrial Engineering and Operations Research (IEOR) Department

University faculty, instructor, or staff member:

[REDACTED]

CSS-MSE students or staff member:

71 students

Project/purpose:

The IEOR course exposes CSS-MSE students to operations research, engineering, and its applications in a competitive college environment. These high school juniors will be introduced to college-level instruction with the goal of higher levels of confidence as they apply to more pre-college offerings and competitive colleges. Participating students will receive one college credit from Columbia University.

Outreach to students:

Identification of potential participants and outreach to students is conducted by CSS-MSE faculty and administration.

Process by which students access benefit:

CSS-MSE faculty members facilitate students' participation in the program as part of the ongoing collaboration with CU faculty.

Time period:

September 2025 to January 2026

School, department, or unit:

Fu Foundation School of Engineering and Applied Science (SEAS)

University faculty, instructor, or staff member:

██████████, and one Columbia Engineering student (██████████)

CSS-MSE students or staff member:

25 students in 9th through 12th grades; ██████████

Project/purpose:

FIRST Robotics: Throughout the year, CSS-MSE students prepare for and participate in the FIRST Robotics Competition, an annual national robotics competition for students in grades 9-12. The team opted to meet at CSS-MSE this year for their "build season". The primary mentor was an undergraduate student with experience as a FIRST student. When needed, the team reached out to have parts machined or made with 3D printers.

Outreach to students:

Identification of potential participants and outreach to students is conducted by CSS-MSE faculty and administration. Columbia Engineering Outreach Programs team also holds info sessions at CSS-MSE.

Process by which students access benefit:

CSS-MSE recruits the students to join the team. Those students then commit to attending sessions similar to a sports team with multiple days per week of practice leading up to regional tournaments.

Time period:

December 2025 to May 2026

School, department, or unit:

Columbia Zuckerman Institute

University faculty, instructor, or staff member:

██████████

CSS-MSE students or staff member:

2 CSS-MSE students in 11th grade (██████████)

CSS-MSE staff (██████████)

Project/purpose:

CSS-MSE worked with Columbia's Zuckerman Institute to include CSS-MSE students in BRAINYAC (Brain Research Internships in New York at Columbia). BRAINYAC is a program for students with an interest in biomedical - specifically neuroscience - research. Students learn basic neuroscience concepts and laboratory skills which prepare them for an eight-week mentored science research experience in Columbia University research laboratories. Students receive a stipend for their participation and produce a poster that they present to scientists and family members at the end of the summer.

BRAINYAC provides high-schoolers with an immersive, hands-on summer research experience in a Columbia laboratory. They emphasize opportunities to connect with real scientists, learn key skills required to work in a research environment, and become part of the Columbia University community.

Outreach to students:

Identification of potential participants and outreach to students is conducted by BRAINYAC program staff in collaboration with CSS-MSE faculty and administration.

Process by which students access benefit:

CSS-MSE faculty members facilitate students' participation in the program as part of the ongoing collaboration with CU faculty. BRAINYAC program staff facilitate an information session for interested CSS-MSE students to learn more about the program and its application process.

Time period:

January - August 2026

School, department, or unit:

School of International and Public Affairs (SIPA) Center for Global Energy

University faculty, instructor, or staff member:

██████████

CSS-MSE students or staff member:

38 students; CSS-MSE Faculty: ██████████

Project/Purpose:

SIPA scholars and researchers partnered with CSS-MSE to provide students with opportunities to learn about energy through targeted workshops. In April 2026, CGEP scholars delivered a one-hour workshop on energy finance to 21 CSS-MSE students. In May 2026, CGEP scholars delivered a one-hour workshop on Iran/LNG to 17 CSS-MSE students. The partnership was more limited during this period because ██████████ was on sabbatical for much of the school year.

Outreach to students:

Identification of potential participants and outreach to students is conducted by CSS-MSE faculty and administration.

Process by which students access benefit:

Students engaged directly with CGEP scholars through workshops that connected energy topics to their coursework and interests. These sessions gave students opportunities to learn from experts and explore energy-related topics beyond the classroom.

Activities:

Date	Audience	CSS-MSE Faculty	# Students	Duration	Format	Topic
4/28/26	CSS-MSE Students		21	1 hour	Workshop	Energy Finance
5/26/26	CSS-MSE Students		17	1 hour	Workshop	Iran/LNG

Time period:

April - May 2026

School, department, or unit:

Fu Foundation School of Engineering and Applied Science (SEAS)

University faculty, instructor, or staff member:

CSS-MSE students or staff member:

80 high school students;

Project/purpose:

SEAS hosted a 4-day series of lab visits for the junior class. Over the course of four Friday afternoons students came to visit the labs of faculty. These labs focused on Civil Engineering, Fusion Energy, Materials Research, and Mechanical Engineering. Students learned about each faculty member's expertise, saw demos of their work, and had the opportunity to ask questions.

Outreach to students:

Identification of potential participants and outreach to students is conducted by CSS-MSE faculty and administration.

Process by which students access benefit:

CSS-MSE faculty members facilitate students' participation in the program as part of a Friday afternoon time period.

Time period:

May - June 2026

School, department, or unit:

School of Professional Studies (SPS) - College Edge, Columbia College: Economics; Mathematics; Earth and Environmental Sciences, Biology, Psychology, Ecology/Evolution/Environment, Mathematics, Korean, Japanese

University faculty, instructor, or staff member:

CSS-MSE students or staff member:

29 CSS-MSE students in Spring 2026, 24 CSS-MSE students in Summer 2026

CSS-MSE Staff:

Project/purpose:

In the spring and summer 2026 terms, 53 CSS-MSE students took courses for college credit at Columbia university, including 21 CSS-MSE students who were newly enrolled at Columbia. Students enroll through the School of Professional Studies and are provided with a student orientation and access to discounted textbooks at the Columbia University bookstore. Students have full access to Columbia instructors, including use of office hours if needed. Courses these semesters included International Politics, Calculus II and The Science of Psychology. CSS-MSE students take the courses tuition-free.

Outreach to students:

CSS-MSE administration and faculty identify students prepared for college-level coursework and independence and work with them to choose classes that are of interest and support their learning. The program is well established at CSS-MSE and discussions about college preparedness are a standard part of all CSS-MSE students' experience.

Process by which students access benefit:

CSS-MSE administration and SPS staff finalize the list of students each term, and after their accounts are set up in the SPS system, students who are participating for the term receive instructions from CSS-MSE administrators about how to enroll. An in-person orientation is conducted for participating CSS-MSE students by SPS staff, including familiarizing them with the Morningside campus, getting their CUIDs, and visiting the Columbia Bookstore to get their books (which have been set aside for CSS-MSE students based on their courses). Once enrolled and oriented, CSS-MSE students begin attending their classes alongside, and indistinguishable from, other students in the class.

Time period:

Spring and Summer 2026

School, department, or unit:

Fu Foundation School of Engineering and Applied Science (SEAS)

University faculty, instructor, or staff member:

[REDACTED]

CSS-MSE students or staff member:

2 students; [REDACTED]

Project/purpose:

SHAPE, Columbia Engineering's Summer High School Academic Program for Engineers, is a pre-college program for rising sophomores, juniors, seniors, and recent high school graduates. SHAPE is geared toward students with a curiosity for STEM: science, technology, engineering, and mathematics. Each 3-week session offers college-level, project-based courses in engineering taught by a diverse group of faculty at Columbia University. Students engage with peers and Columbia University faculty, staff, students, alumni, and industry partners through interactive programming, site visits, and workshops.

SHAPE has a program fee of \$5,880. With the support of [REDACTED], SHAPE awards 30% of all students full financial aid based on family income. One CSS-MSE student received full financial aid for the program.

Outreach to students:

Identification of potential participants and outreach to students is conducted by CSS-MSE faculty and administration.

Process by which students access benefit:

CSS-MSE faculty members facilitate students' participation in the program as part of the ongoing collaboration with CU faculty.

Time period:

July and August 2026

School, department, or unit:

Fu Foundation School of Engineering and Applied Science (SEAS)

University faculty, instructor, or staff member:

[REDACTED]

CSS-MSE students or staff member:

2 12th-grade students; [REDACTED]

Project/purpose:

Engineering the Next Generation (ENG): Rising high school seniors match with engineering labs and research mentors and are supervised by faculty members. Program components include research, mentoring, college preparation, and presentation skills, as well as academic and professional workshops. Students are challenged with high-level academic expectations by both the researchers and undergraduate mentors. Participants must be at least 16 years of age in order to participate and are granted a stipend for their time in the program. ENG offers students an opportunity to learn about the ethics and best practices of research through examination of various case studies.

Outreach to students:

Identification of potential participants and outreach to students is conducted by CSS-MSE faculty and administration. Columbia Engineering Outreach Programs team also holds info sessions at CSS-MSE.

Process by which students access benefit:

CSS-MSE faculty members facilitate students' participation in the program as part of the ongoing collaboration with CU faculty. Students submit applications individually.

Time period:

July - August 2026

School, department, or unit:

Fu Foundation School of Engineering and Applied Science (SEAS)

University faculty, instructor, or staff member:

[REDACTED]

CSS-MSE students or staff member:

1 high-school teacher, [REDACTED]

Project/purpose:

Columbia Secondary School faculty applied to a Research Experience for Teachers (RET), funded as a part of an NSF-sponsored research project of Professor [REDACTED]. The teachers spent 20 hours over the course of 3 days in July receiving lecture instruction on critical materials that can be reclaimed from the waters leaching out of landfills

and building lab skills hands-on in the Yip lab. The remaining sixty hours of the paid RET program involve mapping the concepts to the various content standards, developing teachable materials, piloting those materials in an AP Chemistry classroom, and finally leading a train-the-trainer PDL experience in partnership with STEM Teachers NYC.

Outreach to teachers:

Identification of potential participants and outreach to teachers is conducted by CSS-MSE administration.

Process by which students access benefit:

CSS-MSE faculty members generate teaching materials based on the environmental engineering research being conducted in Professor [REDACTED]'s lab. These materials will be taught in the AP Chemistry course at CSS-MSE, directly benefiting those students.

Time period:

July - November 2026

School, department, or unit:

Columbia University, School of Professional Studies (SPS)

University faculty, instructor, or staff member:

[REDACTED]

CSS-MSE students or staff member:

29 rising 9th through 11th grade students for Summer 2026; [REDACTED]

Project/purpose:

The Summer Pre-College Program is a program through which high school students who are rising 9th through 11th graders can apply to take pre-college, non-credit bearing courses at Columbia during the summer.

Outreach to students:

9th through 11th grade students that have a grade point average above 85% receive an invitation from CSS-MSE faculty to apply to take a summer course. Students submit applications individually. CSS-MSE students take the courses tuition-free.

Process by which students access benefit:

Open to all rising 9th through 11th grade high school students with semester grades in every subject at 85% or higher. Submitted applications are reviewed by a CSS-SPS committee that includes CSS-MSE faculty. Attendance, punctuality, behavior in class, academic integrity, and maturity are all taken into account when reviewing a student's application.

Time period:

Summer 2026

School, department, or unit:

Office of the Provost

University faculty, instructor, or staff member:

[REDACTED]

CSS-MSE students or staff member:

CSS-MSE Staff: [REDACTED]

Project/purpose:

Provide outreach and introductions to University departments and promote CSS-MSE throughout the University based on needs raised by CSS-MSE.

Outreach to students:

n/a

Process by which students access benefit:

n/a

Time period:

Ongoing

School, department, or unit:

Various

University faculty, instructor, or staff member:

Various

CSS-MSE students or staff member:

Available to CSS-MSE classroom teachers and certain full-time CSS-MSE employees

Project/purpose:

Taking graduate courses in specific specializations through CSS-MSE/CU tuition scholarship program to further pedagogical work at CSS-MSE

Outreach to students:

n/a

Process by which students access benefit:

n/a

Time period:

Ongoing

School, department, or unit:

n/a

University faculty, instructor, or staff member:

[REDACTED]

CSS-MSE students or staff member:

All CSS-MSE students who are enrolled in CU courses through SPS; [REDACTED]

Project/purpose:

The Columbia University Bookstore, in conjunction with the School of Professional Studies, has developed a streamlined process to facilitate CSS-MSE's acquisition of textbooks for the CU courses for which they are registered. This partnership was developed specifically for CSS-MSE students and is evaluated and improved each semester to ensure students have easy access to appropriate course materials.

Outreach to students:

CSS-MSE administration and faculty identify students prepared for college-level coursework and independence and work with them to choose classes that are of interest and support their learning.

Process by which students access benefit:

Once CSS-MSE students are enrolled in their chosen courses for the term, a list of their names and courses is sent by CSS-MSE administration to the Columbia Bookstore. The Bookstore sets aside all materials needed for the courses (except in the infrequent instance of something not being available there), and at the time of their orientation, CSS-MSE students visit the Bookstore, where they are shown the window at which they receive their books and told what to do in the case of a change in course or the need to pick up additional course materials.

The Bookstore donates materials annually up to \$5,000, an amount that covers almost the entire cost of the students' books. Any expenses above \$5,000 are covered by the school. Students do not incur any expenses from the Bookstore for required course books. Students return all hardcover and non-consumable books after the completion of their CU semester.

Time period:

Ongoing
