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STATE OF NEW HAMPSHIRE  
DEPARTMENT OF HEALTH AND HUMAN SERVICES  
OFFICE OF HUMAN SERVICES  
*DIVISION FOR CHILDREN, YOUTH & FAMILIES*

Nicholas A. Toumpas  
Commissioner

Mary Ann Cooney  
Associate Commissioner

129 PLEASANT STREET, CONCORD, NH 03301-3857  
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May 23, 2014

Her Excellency, Governor Margaret Wood Hassan  
and the Honorable Council  
State House  
Concord, New Hampshire 03301

**REQUESTED ACTION**

Authorize the Department of Health and Human Services, Office of Human Services, Division for Children, Youth and Families to enter into an agreement with Teachers College, Columbia University, (Vendor # To Be Determined), 525 West 120<sup>th</sup> Street, Box 151, New York, New York, 10027, for the provision of expert review and analysis of the draft New Hampshire Early Childhood Learning Standards, in an amount not to exceed \$99,999, effective July 1, 2014 or date of Governor and Executive Council approval, whichever is later through December 31, 2014.

*100% Federal Funds*

Funds are available for State Fiscal Year 2015 in the following account.

**05-095-042-421110-29780000-102-500731-42117708 HEALTH AND SOCIAL SERVICES, HEALTH AND HUMAN SVCS DEPT OF, HHS: HUMAN SERVICES, CHILD DEVELOPEMNT, CHILD CARE DVLP-QUALITY ASSURE**

SFY	Class/Object	Class Title	Activity Number	Budget
2015	102-500731	Contracts for Program Services	42117708	\$99,999
			<b>Total:</b>	<b>\$99,999</b>

**EXPLANATION**

The purpose of this request is to enter in to an agreement with the Teachers College, Columbia University for the provision of an expert review and analysis of the draft 2012 New Hampshire Early Childhood Learning Standards. The review and analysis will ensure the standards are appropriate for infants and toddlers up to age thirty (30) months and that the standards can be used by multiple types of early childhood professionals.

The New Hampshire Early Childhood Learning Standards is used by early childhood professionals for:

- understanding the early learning and development status of individual children;

- choosing and individualizing early childhood curricula and learning activities; and
- choosing tools for developmental screening and assessment of young children.

Additionally, the New Hampshire Early Learning Standards is a tool designed to enhance communication between early childhood professionals.

The learning standards for children ages 30 months through 5 years were reviewed by Teachers College, Columbia University in 2013. Review of the learning standards for infants and toddlers was delayed at that time because the Department was waiting for enough federal funds to be available to complete the project.

The Federal Office of Child Care expects that every State has early childhood learning guidelines, also known as early childhood learning standards. New Hampshire published its first edition, New Hampshire Early Learning Guidelines, in 2005 for children birth through kindergarten. Since then, much has changed in the field of early childhood education regarding evidence-based early childhood learning standards. The current New Hampshire Early Learning Guidelines are significantly outdated and no longer have utility in child care programs and other early childhood settings.

In 2012, the New Hampshire Division for Children, Youth and Families, Child Development Bureau convened a cross-sector committee consisting of Department of Health and Human Services, Department of Education and private early childhood agency staff to revise the early childhood learning guidelines. The committee generated the draft 2012 New Hampshire Early Learning Standards.

The draft 2012 New Hampshire Early Learning Standards need to be reviewed by experts regarding the balance, thoroughness and progression of difficulty for the standards. To assure that these draft standards are appropriate for multiple uses with the State's youngest children the vendor will conduct an analysis of the content of the draft 2012 Early Learning Standards for infants and toddlers.

The Teachers College, Columbia University was selected through a competitive bid process. The Department of Health and Human Services published RFP 15-DHHS-OHS-DCYF-09 on the Department's website on January 16, 2014 and republished as RFP 15-DHHS-OHS-DCYF-15 on March 14, 2014. Two (2) proposals were received and evaluated. Teachers College, Columbia University was selected as the vendor. The evaluation summary is attached.

The Teachers College, Columbia University was the only proposal received that outlined a specific scientific method used to determine standards for early childhood education. Additionally, the selected vendor has created the most complete and validated process for reviewing State early learning standards. Furthermore the vendor has completed the needed reviews of early learning standards for other states. The Federal Office of Child Care has contracted with this vendor for training State Child Care Administrators on:

- how to develop early learning standards; and
- how to conduct evaluations regarding aligning state early learning standards with the Common Core Standards.

New Hampshire needs to assure that the revised early learning standards are a tool that all early childhood professionals can use with confidence. The State needs to ensure the

standards are balanced, thorough and have accurate progressions of difficulty from each age group to the next.

Should Governor and Council not authorize this request, the State would not meet the Federal Office of Child Care expectations regarding differentiating learning and development expectations from ages birth through thirty (30) months and will be unable to have the New Early Learning Standards published because they have not been reviewed at the expert level to ensure accuracy and completeness.

Area Served: Statewide.

Source of Funds: 100% Federal Funds.

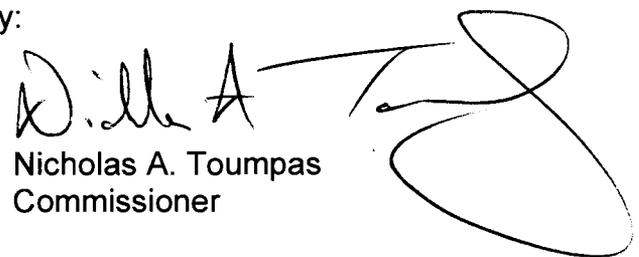
In the event that Federal Funds become no longer available, General Funds will not be requested to support this program.

Respectfully submitted,



Mary Ann Cooney  
Associate Commissioner

Approved by:



Nicholas A. Toumpas  
Commissioner



New Hampshire Department of Health and Human Services  
Office of Business Operations  
Contracts & Procurement Unit  
Summary Scoring Sheet

Early Childhood Learning Standards

15-DHHS-OHS-DCYF-15

RFP Name

RFP Number

Reviewer Names

Ellen Wheatley, Ph.D.,

1. Child Development Bureau  
Administrator

2. Jessica Locke,  
Program Specialist II

3. Dauge Clark,  
Administrator III

4.

Bidder Name

1. Columbia University

2. Public Consulting Group

Pass/Fail	Maximum Points	
Pass	200	
Pass	200	

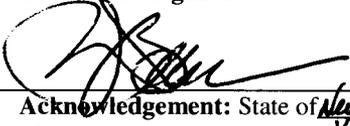
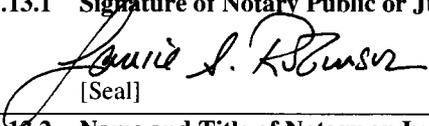
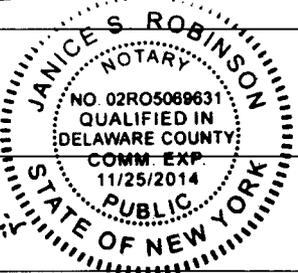
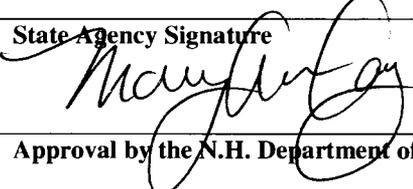
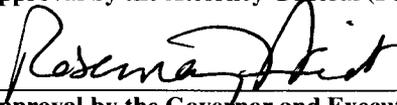
Subject: Early Childhood Learning Standards

**AGREEMENT**

The State of New Hampshire and the Contractor hereby mutually agree as follows:

**GENERAL PROVISIONS**

**1. IDENTIFICATION.**

<b>1.1 State Agency Name</b> Department of Health & Human Services Division for Children, Youth and Families		<b>1.2 State Agency Address</b> 129 Pleasant St. Concord, NH 03301	
<b>1.3 Contractor Name</b> Teachers College, Columbia University		<b>1.4 Contractor Address</b> 525 West 120 <sup>th</sup> Street, Box 151 New York, NY 10027	
<b>1.5 Contractor Phone Number</b> (212) 678-4106	<b>1.6 Account Number</b> 05-095-042-421110-29780000	<b>1.7 Completion Date</b> December 31, 2014	<b>1.8 Price Limitation</b> \$99,999
<b>1.9 Contracting Officer for State Agency</b> Eric D. Borrin`		<b>1.10 State Agency Telephone Number</b> (603) 271-9558	
<b>1.11 Contractor Signature</b> 		<b>1.12 Name and Title of Contractor Signatory</b> William J. Baldwin Vice Provost	
<b>1.13 Acknowledgement:</b> State of <u>New York</u> , County of <u>New York</u> On <u>5/2/2014</u> before the undersigned officer, personally appeared the person identified in block 1.12, or satisfactorily proven to be the person whose name is signed in block 1.11, and acknowledged that <u>he</u> executed this document in the capacity indicated in block 1.12.			
<b>1.13.1 Signature of Notary Public or Justice of the Peace</b>  [Seal]			
<b>1.13.2 Name and Title of Notary or Justice of the Peace</b> JANICE S. ROBINSON, ESQ. VICE PRESIDENT TEACHERS COLLEGE, COLUMBIA UNIV			
<b>1.14 State Agency Signature</b> 		<b>1.15 Name and Title of State Agency Signatory</b> MARY ANN CECY Associate Commissioner	
<b>1.16 Approval by the N.H. Department of Administration, Division of Personnel (if applicable)</b> By: _____ Director, On: _____			
<b>1.17 Approval by the Attorney General (Form, Substance and Execution)</b> By:  On: <u>6-3-14</u>			
<b>1.18 Approval by the Governor and Executive Council</b> By: _____ On: _____			

**2. EMPLOYMENT OF CONTRACTOR/SERVICES TO BE PERFORMED.** The State of New Hampshire, acting through the agency identified in block 1.1 ("State"), engages contractor identified in block 1.3 ("Contractor") to perform, and the Contractor shall perform, the work or sale of goods, or both, identified and more particularly described in the attached EXHIBIT A which is incorporated herein by reference ("Services").

**3. EFFECTIVE DATE/COMPLETION OF SERVICES.**  
3.1 Notwithstanding any provision of this Agreement to the contrary, and subject to the approval of the Governor and Executive Council of the State of New Hampshire, this Agreement, and all obligations of the parties hereunder, shall not become effective until the date the Governor and Executive Council approve this Agreement ("Effective Date").  
3.2 If the Contractor commences the Services prior to the Effective Date, all Services performed by the Contractor prior to the Effective Date shall be performed at the sole risk of the Contractor, and in the event that this Agreement does not become effective, the State shall have no liability to the Contractor, including without limitation, any obligation to pay the Contractor for any costs incurred or Services performed. Contractor must complete all Services by the Completion Date specified in block 1.7.

**4. CONDITIONAL NATURE OF AGREEMENT.**  
Notwithstanding any provision of this Agreement to the contrary, all obligations of the State hereunder, including, without limitation, the continuance of payments hereunder, are contingent upon the availability and continued appropriation of funds, and in no event shall the State be liable for any payments hereunder in excess of such available appropriated funds. In the event of a reduction or termination of appropriated funds, the State shall have the right to withhold payment until such funds become available, if ever, and shall have the right to terminate this Agreement immediately upon giving the Contractor notice of such termination. The State shall not be required to transfer funds from any other account to the Account identified in block 1.6 in the event funds in that Account are reduced or unavailable.

**5. CONTRACT PRICE/PRICE LIMITATION/PAYMENT.**  
5.1 The contract price, method of payment, and terms of payment are identified and more particularly described in EXHIBIT B which is incorporated herein by reference.  
5.2 The payment by the State of the contract price shall be the only and the complete reimbursement to the Contractor for all expenses, of whatever nature incurred by the Contractor in the performance hereof, and shall be the only and the complete compensation to the Contractor for the Services. The State shall have no liability to the Contractor other than the contract price.  
5.3 The State reserves the right to offset from any amounts otherwise payable to the Contractor under this Agreement those liquidated amounts required or permitted by N.H. RSA 80:7 through RSA 80:7-c or any other provision of law.

5.4 Notwithstanding any provision in this Agreement to the contrary, and notwithstanding unexpected circumstances, in no event shall the total of all payments authorized, or actually made hereunder, exceed the Price Limitation set forth in block 1.8.

**6. COMPLIANCE BY CONTRACTOR WITH LAWS AND REGULATIONS/ EQUAL EMPLOYMENT OPPORTUNITY.**  
6.1 In connection with the performance of the Services, the Contractor shall comply with all statutes, laws, regulations, and orders of federal, state, county or municipal authorities which impose any obligation or duty upon the Contractor, including, but not limited to, civil rights and equal opportunity laws. In addition, the Contractor shall comply with all applicable copyright laws.  
6.2 During the term of this Agreement, the Contractor shall not discriminate against employees or applicants for employment because of race, color, religion, creed, age, sex, handicap, sexual orientation, or national origin and will take affirmative action to prevent such discrimination.  
6.3 If this Agreement is funded in any part by monies of the United States, the Contractor shall comply with all the provisions of Executive Order No. 11246 ("Equal Employment Opportunity"), as supplemented by the regulations of the United States Department of Labor (41 C.F.R. Part 60), and with any rules, regulations and guidelines as the State of New Hampshire or the United States issue to implement these regulations. The Contractor further agrees to permit the State or United States access to any of the Contractor's books, records and accounts for the purpose of ascertaining compliance with all rules, regulations and orders, and the covenants, terms and conditions of this Agreement.

**7. PERSONNEL.**  
7.1 The Contractor shall at its own expense provide all personnel necessary to perform the Services. The Contractor warrants that all personnel engaged in the Services shall be qualified to perform the Services, and shall be properly licensed and otherwise authorized to do so under all applicable laws.  
7.2 Unless otherwise authorized in writing, during the term of this Agreement, and for a period of six (6) months after the Completion Date in block 1.7, the Contractor shall not hire, and shall not permit any subcontractor or other person, firm or corporation with whom it is engaged in a combined effort to perform the Services to hire, any person who is a State employee or official, who is materially involved in the procurement, administration or performance of this Agreement. This provision shall survive termination of this Agreement.  
7.3 The Contracting Officer specified in block 1.9, or his or her successor, shall be the State's representative. In the event of any dispute concerning the interpretation of this Agreement, the Contracting Officer's decision shall be final for the State.

Contractor Initials:   
Date: 5/21/14

**8. EVENT OF DEFAULT/REMEDIES.**

8.1 Any one or more of the following acts or omissions of the Contractor shall constitute an event of default hereunder ("Event of Default");

- 8.1.1 failure to perform the Services satisfactorily or on schedule;
- 8.1.2 failure to submit any report required hereunder; and/or
- 8.1.3 failure to perform any other covenant, term or condition of this Agreement.

8.2 Upon the occurrence of any Event of Default, the State may take any one, or more, or all, of the following actions:

- 8.2.1 give the Contractor a written notice specifying the Event of Default and requiring it to be remedied within, in the absence of a greater or lesser specification of time, thirty (30) days from the date of the notice; and if the Event of Default is not timely remedied, terminate this Agreement, effective two (2) days after giving the Contractor notice of termination;
- 8.2.2 give the Contractor a written notice specifying the Event of Default and suspending all payments to be made under this Agreement and ordering that the portion of the contract price which would otherwise accrue to the Contractor during the period from the date of such notice until such time as the State determines that the Contractor has cured the Event of Default shall never be paid to the Contractor;
- 8.2.3 set off against any other obligations the State may owe to the Contractor any damages the State suffers by reason of any Event of Default; and/or
- 8.2.4 treat the Agreement as breached and pursue any of its remedies at law or in equity, or both.

**9. DATA/ACCESS/CONFIDENTIALITY/PRESERVATION.**

9.1 As used in this Agreement, the word "data" shall mean all information and things developed or obtained during the performance of, or acquired or developed by reason of, this Agreement, including, but not limited to, all studies, reports, files, formulae, surveys, maps, charts, sound recordings, video recordings, pictorial reproductions, drawings, analyses, graphic representations, computer programs, computer printouts, notes, letters, memoranda, papers, and documents, all whether finished or unfinished.

9.2 All data and any property which has been received from the State or purchased with funds provided for that purpose under this Agreement, shall be the property of the State, and shall be returned to the State upon demand or upon termination of this Agreement for any reason.

9.3 Confidentiality of data shall be governed by N.H. RSA chapter 91-A or other existing law. Disclosure of data requires prior written approval of the State.

**10. TERMINATION.** In the event of an early termination of this Agreement for any reason other than the completion of the Services, the Contractor shall deliver to the Contracting Officer, not later than fifteen (15) days after the date of termination, a report ("Termination Report") describing in detail all Services performed, and the contract price earned, to and including the date of termination. The form, subject matter, content, and number of copies of the Termination

Report shall be identical to those of any Final Report described in the attached EXHIBIT A.

**11. CONTRACTOR'S RELATION TO THE STATE.** In the performance of this Agreement the Contractor is in all respects an independent contractor, and is neither an agent nor an employee of the State. Neither the Contractor nor any of its officers, employees, agents or members shall have authority to bind the State or receive any benefits, workers' compensation or other emoluments provided by the State to its employees.

**12. ASSIGNMENT/DELEGATION/SUBCONTRACTS.** The Contractor shall not assign, or otherwise transfer any interest in this Agreement without the prior written consent of the N.H. Department of Administrative Services. None of the Services shall be subcontracted by the Contractor without the prior written consent of the State.

**13. INDEMNIFICATION.** The Contractor shall defend, indemnify and hold harmless the State, its officers and employees, from and against any and all losses suffered by the State, its officers and employees, and any and all claims, liabilities or penalties asserted against the State, its officers and employees, by or on behalf of any person, on account of, based or resulting from, arising out of (or which may be claimed to arise out of) the acts or omissions of the Contractor. Notwithstanding the foregoing, nothing herein contained shall be deemed to constitute a waiver of the sovereign immunity of the State, which immunity is hereby reserved to the State. This covenant in paragraph 13 shall survive the termination of this Agreement.

**14. INSURANCE.**

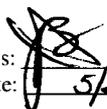
14.1 The Contractor shall, at its sole expense, obtain and maintain in force, and shall require any subcontractor or assignee to obtain and maintain in force, the following insurance:

14.1.1 comprehensive general liability insurance against all claims of bodily injury, death or property damage, in amounts of not less than \$250,000 per claim and \$2,000,000 per occurrence; and

14.1.2 fire and extended coverage insurance covering all property subject to subparagraph 9.2 herein, in an amount not less than 80% of the whole replacement value of the property.

14.2 The policies described in subparagraph 14.1 herein shall be on policy forms and endorsements approved for use in the State of New Hampshire by the N.H. Department of Insurance, and issued by insurers licensed in the State of New Hampshire.

14.3 The Contractor shall furnish to the Contracting Officer identified in block 1.9, or his or her successor, a certificate(s) of insurance for all insurance required under this Agreement. Contractor shall also furnish to the Contracting Officer identified in block 1.9, or his or her successor, certificate(s) of insurance for all renewal(s) of insurance required under this Agreement no later than fifteen (15) days prior to the expiration date of each of the insurance policies. The certificate(s) of insurance and any renewals thereof shall be attached and are incorporated herein by reference. Each

Contractor Initials:   
Date: 5/21/14

certificate(s) of insurance shall contain a clause requiring the insurer to endeavor to provide the Contracting Officer identified in block 1.9, or his or her successor, no less than ten (10) days prior written notice of cancellation or modification of the policy.

**15. WORKERS' COMPENSATION.**

15.1 By signing this agreement, the Contractor agrees, certifies and warrants that the Contractor is in compliance with or exempt from, the requirements of N.H. RSA chapter 281-A ("Workers' Compensation").

15.2 To the extent the Contractor is subject to the requirements of N.H. RSA chapter 281-A, Contractor shall maintain, and require any subcontractor or assignee to secure and maintain, payment of Workers' Compensation in connection with activities which the person proposes to undertake pursuant to this Agreement. Contractor shall furnish the Contracting Officer identified in block 1.9, or his or her successor, proof of Workers' Compensation in the manner described in N.H. RSA chapter 281-A and any applicable renewal(s) thereof, which shall be attached and are incorporated herein by reference. The State shall not be responsible for payment of any Workers' Compensation premiums or for any other claim or benefit for Contractor, or any subcontractor or employee of Contractor, which might arise under applicable State of New Hampshire Workers' Compensation laws in connection with the performance of the Services under this Agreement.

**16. WAIVER OF BREACH.** No failure by the State to enforce any provisions hereof after any Event of Default shall be deemed a waiver of its rights with regard to that Event of Default, or any subsequent Event of Default. No express failure to enforce any Event of Default shall be deemed a waiver of the right of the State to enforce each and all of the provisions hereof upon any further or other Event of Default on the part of the Contractor.

**17. NOTICE.** Any notice by a party hereto to the other party shall be deemed to have been duly delivered or given at the time of mailing by certified mail, postage prepaid, in a United States Post Office addressed to the parties at the addresses given in blocks 1.2 and 1.4, herein.

**18. AMENDMENT.** This Agreement may be amended, waived or discharged only by an instrument in writing signed by the parties hereto and only after approval of such amendment, waiver or discharge by the Governor and Executive Council of the State of New Hampshire.

**19. CONSTRUCTION OF AGREEMENT AND TERMS.** This Agreement shall be construed in accordance with the laws of the State of New Hampshire, and is binding upon and inures to the benefit of the parties and their respective successors and assigns. The wording used in this Agreement is the wording chosen by the parties to express their mutual intent, and no rule of construction shall be applied against or in favor of any party.

**20. THIRD PARTIES.** The parties hereto do not intend to benefit any third parties and this Agreement shall not be construed to confer any such benefit.

**21. HEADINGS.** The headings throughout the Agreement are for reference purposes only, and the words contained therein shall in no way be held to explain, modify, amplify or aid in the interpretation, construction or meaning of the provisions of this Agreement.

**22. SPECIAL PROVISIONS.** Additional provisions set forth in the attached EXHIBIT C are incorporated herein by reference.

**23. SEVERABILITY.** In the event any of the provisions of this Agreement are held by a court of competent jurisdiction to be contrary to any state or federal law, the remaining provisions of this Agreement will remain in full force and effect.

**24. ENTIRE AGREEMENT.** This Agreement, which may be executed in a number of counterparts, each of which shall be deemed an original, constitutes the entire Agreement and understanding between the parties, and supersedes all prior Agreements and understandings relating hereto.



## Scope of Services

### 1. Provisions Applicable to all Services

- 1.1. For the purpose of this Contract, early childhood professionals shall include, but not be limited to those who work in early learning and development programs, early elementary school classes, Head Start programs, preschools, family-centered early supports and services, home visiting family supports, children's library offices and medical offices.
- 1.2. For the purpose of this Contract, any reference to days shall mean calendar days.

### 2. Services to be Provided

- 2.1. The Contractor shall review the 2012 draft New Hampshire Early Learning Standards (hereby referenced as 'Standards') to ensure the Standards are appropriate for infants and toddlers. The Contractor shall:
  - 2.1.1. Assess whether the domains have been over- or under-emphasized based on the areas of children's learning and development by conducting a Balance Analysis of the five domains of learning, which include:
    - 2.1.1.1. Physical Development and motor skills.
    - 2.1.1.2. Social and emotional development.
    - 2.1.1.3. Approaches toward play and learning.
    - 2.1.1.4. Language and communication development.
    - 2.1.1.5. Cognitive development and general knowledge.
  - 2.1.2. Use the Construct Template to conduct a Coverage and Depth Analysis that evaluates the specific constructs that are addressed within each domain in Section 2.1.1 in order to determine the extent to which the constructs within the Standards address the domains of learning and development.
  - 2.1.3. Conduct a Difficulty Analysis by evaluating the appropriateness of the progression in indicators written for adjacent age groups to determine appropriate progression in the level of expectations in the indicators across age groups. The Contractor shall:
    - 2.1.3.1. Assemble indicators from each set of standards into pairs of indicators that contain the same essential content.
    - 2.1.3.2. Assess and code the relative difficulty of the paired indicators.
    - 2.1.3.3. Calculate the difficulty percentages for the analysis.
    - 2.1.3.4. Use the calculated results to evaluate the extent to which the progression of indicators for a younger age group is appropriate when compared with the indicators for an older age group.
  - 2.1.4. Conduct the Balance Analysis, Coverage and Depth Analysis and the Difficulty Analysis on the areas of children's learning and development for each of the age levels, which are:
    - 2.1.4.1. Birth to nine (9) months.



Exhibit A

- 2.1.4.2. Nine (9) to eighteen (18) months.
- 2.1.4.3. Eighteen (18) to twenty-four (24) months.
- 2.1.4.4. Twenty-four (24) to thirty (30) months.
- 2.1.4.5. Thirty (30) months to thirty-six (36) months.
- 2.1.5. Use the analysis tools in Section 2.1 to evaluate whether there are specific constructs deemed important for each age group in Section 2.1.4 that were omitted from the Standards and whether there are constructs that have been over- or under-emphasized.
- 2.1.6. Make recommendations to the Department on how to strengthen the Standards' coverage of areas of children's learning and development that may have received less than comprehensive attention during development of the Standards.
- 2.2. The Contractor shall complete the analysis of the Standards with six (6) months from the Contract effective date, in accordance with Section 4.XXXXX, Deliverables of Services Provided.
- 2.3. The Contractor shall assess the Standards to determine where and how cultural considerations are addressed. The Contractor shall:
  - 2.3.1. Provide examples and an evaluation of cultural dimensions and themes that are addressed in the Standards.
  - 2.3.2. Note what dimensions of culture are either under-addressed or not addressed in the Standards.
- 2.4. The Contractor shall ensure the Standards are useful to all early childhood professionals.

**3. Reporting Requirements**

- 3.1. The Contractor shall provide written results of all analysis conducted in this contract within the timeframes listed in Section 4, Deliverables of Services Provided. Results shall include written recommendations for the Department to strengthen the Standards.
- 3.2. The Contractor shall provide a written summary report, which integrates the findings and recommendations from across three sets of analyses and offers considerations for how the department could use the findings when revising the Standards. The three analyses shall include:
  - 3.2.1. An analysis of the early learning standards for thirty (30) months through four (4) to five (5) years.
  - 3.2.2. An analysis of the alignment between the four (4) to five (5) year standards with the Common Core State Standards for Kindergarten in English Language Arts and Mathematics.
  - 3.2.3. An analysis proposed for the birth through thirty (30) month standards.

**4. Deliverables of Services Provided**

- 4.1. The Contractor shall complete Balance and Coverage/Depth analysis for ages birth to eighteen months within thirty (30) days from the Contract effective date.
- 4.2. The Contractor shall complete Balance and Coverage/Depth analysis for ages eighteen (18) months to thirty (30) months within thirty (60) days from the Contract effective date

  
5/21/14



Exhibit A

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- 4.3. The Contractor shall conduct the Difficulty Analysis in Section 2.3.1 as follows:
- 4.3.1. For Birth to nine (9) months and nine (9) months to eighteen (18) months within ninety (90) days from the Contract effective date.
  - 4.3.2. For nine (9) months to eighteen (18) and eighteen (18) months to twenty-four (24) months within one hundred twenty (120) days from the Contract effective date.
  - 4.3.3. For twenty-four (24) months to thirty (30) months and thirty (30) months to thirty-six (36) months, within one hundred fifty (150) days from the Contract effective date.
- 4.4. The Contractor shall provide the written reports in Section 3, Reporting Requirements to the Department no later than six (6) months from the Contract effective date.

  
5/21/14



## Method and Conditions Precedent to Payment

1. This contract is funded with funds from the Catalog of Federal Domestic Assistance (CFDA) #93.575, U.S. Department of Health and Human Services, Federal Agency Health and Human Services, Child Care and Development Block Grant, Discretionary Funds in providing services pursuant to Exhibit A, Scope of Services. The Contractor agrees to provide the services in Exhibit A, Scope of Services in compliance with the funding requirements.
2. The State shall pay the Contractor an amount not to exceed the Price Limitation, block 1.8, for the services provided by the Contractor pursuant to Exhibit A, Scope of Services.
3. The Contractor shall be paid \$16,666.50 for each deliverable identified below:
  - 3.1. Exhibit A, Scope of Services, Section 4, Deliverables of Services Provided, Item 4.1.
  - 3.2. Exhibit A, Scope of Services, Section 4, Deliverables of Services Provided, Item 4.2.
  - 3.3. Exhibit A, Scope of Services, Section 4, Deliverables of Services Provided, Item 4.3.1.
  - 3.4. Exhibit A, Scope of Services, Section 4, Deliverables of Services Provided, Item 4.3.2.
  - 3.5. Exhibit A, Scope of Services, Section 4, Deliverables of Services Provided, Item 4.3.3.
  - 3.6. Exhibit A, Scope of Services, Section 4, Deliverables of Services Provided, Item 4.4.
4. Payment for said services shall be made as follows:
  - 4.1. The Contractor will submit an invoice by the tenth working day of each month identifying the deliverable in Exhibit A, Scope of Services, Section 4, Deliverables of Services Provided that has been completed. Each invoice must include:
    - 4.1.1. Certification that the identified deliverable has been completed.
    - 4.1.2. Completion date of the deliverable identified.
  - 4.2. The State shall make payment to the Contractor within thirty (30) days of receipt of each invoice for Contractor services provided pursuant to this Agreement.
  - 4.3. The invoice must be submitted to:

Dague Clark, Financial Manager  
Department of Health and Human Services  
129 Pleasant Street  
Concord, NH 03301  
dbclark@dhhs.state.nh.us
5. Payments may be withheld pending receipt of required reports or documentation as identified in Exhibit A, Scope of Services, Section 3 Reporting Requirements.
6. A final payment request shall be submitted no later than sixty (60) days after the Contract ends. Failure to submit the invoice, and accompanying documentation could result in nonpayment.
7. Notwithstanding anything to the contrary herein, the Contractor agrees that funding under this Contract may be withheld, in whole or in part, in the event of noncompliance with any State or Federal law, rule or regulation applicable to the services provided, or if the said services have not been completed in accordance with the terms and conditions of this Agreement.
8. When the contract price limitation is reached, the program shall continue to operate at full capacity at no charge to the State of New Hampshire for the duration of the contract period.
9. Notwithstanding paragraph 18 of the Form P-37, General Provisions, an amendment limited to transfer the funds within the budget and within the price limitation, can be made by written agreement of both parties and may be made without obtaining approval of the Governor and Executive Council.

  
5/21/14



**SPECIAL PROVISIONS**

Contractors Obligations: The Contractor covenants and agrees that all funds received by the Contractor under the Contract shall be used only as payment to the Contractor for services provided to eligible individuals and, in the furtherance of the aforesaid covenants, the Contractor hereby covenants and agrees as follows:

1. **Compliance with Federal and State Laws:** If the Contractor is permitted to determine the eligibility of individuals such eligibility determination shall be made in accordance with applicable federal and state laws, regulations, orders, guidelines, policies and procedures.
2. **Time and Manner of Determination:** Eligibility determinations shall be made on forms provided by the Department for that purpose and shall be made and remade at such times as are prescribed by the Department.
3. **Documentation:** In addition to the determination forms required by the Department, the Contractor shall maintain a data file on each recipient of services hereunder, which file shall include all information necessary to support an eligibility determination and such other information as the Department requests. The Contractor shall furnish the Department with all forms and documentation regarding eligibility determinations that the Department may request or require.
4. **Fair Hearings:** The Contractor understands that all applicants for services hereunder, as well as individuals declared ineligible have a right to a fair hearing regarding that determination. The Contractor hereby covenants and agrees that all applicants for services shall be permitted to fill out an application form and that each applicant or re-applicant shall be informed of his/her right to a fair hearing in accordance with Department regulations.
5. **Gratuities or Kickbacks:** The Contractor agrees that it is a breach of this Contract to accept or make a payment, gratuity or offer of employment on behalf of the Contractor, any Sub-Contractor or the State in order to influence the performance of the Scope of Work detailed in Exhibit A of this Contract. The State may terminate this Contract and any sub-contract or sub-agreement if it is determined that payments, gratuities or offers of employment of any kind were offered or received by any officials, officers, employees or agents of the Contractor or Sub-Contractor.
6. **Retroactive Payments:** Notwithstanding anything to the contrary contained in the Contract or in any other document, contract or understanding, it is expressly understood and agreed by the parties hereto, that no payments will be made hereunder to reimburse the Contractor for costs incurred for any purpose or for any services provided to any individual prior to the Effective Date of the Contract and no payments shall be made for expenses incurred by the Contractor for any services provided prior to the date on which the individual applies for services or (except as otherwise provided by the federal regulations) prior to a determination that the individual is eligible for such services.
7. **Conditions of Purchase:** Notwithstanding anything to the contrary contained in the Contract, nothing herein contained shall be deemed to obligate or require the Department to purchase services hereunder at a rate which reimburses the Contractor in excess of the Contractors costs, at a rate which exceeds the amounts reasonable and necessary to assure the quality of such service, or at a rate which exceeds the rate charged by the Contractor to ineligible individuals or other third party fundors for such service. If at any time during the term of this Contract or after receipt of the Final Expenditure Report hereunder, the Department shall determine that the Contractor has used payments hereunder to reimburse items of expense other than such costs, or has received payment in excess of such costs or in excess of such rates charged by the Contractor to ineligible individuals or other third party fundors, the Department may elect to:
  - 7.1. Renegotiate the rates for payment hereunder, in which event new rates shall be established;
  - 7.2. Deduct from any future payment to the Contractor the amount of any prior reimbursement in excess of costs;

*AS*  
Date 05/21/14



- 7.3. Demand repayment of the excess payment by the Contractor in which event failure to make such repayment shall constitute an Event of Default hereunder. When the Contractor is permitted to determine the eligibility of individuals for services, the Contractor agrees to reimburse the Department for all funds paid by the Department to the Contractor for services provided to any individual who is found by the Department to be ineligible for such services at any time during the period of retention of records established herein.

RECORDS: MAINTENANCE, RETENTION, AUDIT, DISCLOSURE AND CONFIDENTIALITY:

8. **Maintenance of Records:** In addition to the eligibility records specified above, the Contractor covenants and agrees to maintain the following records during the Contract Period:
- 8.1. **Fiscal Records:** books, records, documents and other data evidencing and reflecting all costs and other expenses incurred by the Contractor in the performance of the Contract, and all income received or collected by the Contractor during the Contract Period, said records to be maintained in accordance with accounting procedures and practices which sufficiently and properly reflect all such costs and expenses, and which are acceptable to the Department, and to include, without limitation, all ledgers, books, records, and original evidence of costs such as purchase requisitions and orders, vouchers, requisitions for materials, inventories, valuations of in-kind contributions, labor time cards, payrolls, and other records requested or required by the Department.
- 8.2. **Statistical Records:** Statistical, enrollment, attendance or visit records for each recipient of services during the Contract Period, which records shall include all records of application and eligibility (including all forms required to determine eligibility for each such recipient), records regarding the provision of services and all invoices submitted to the Department to obtain payment for such services.
- 8.3. **Medical Records:** Where appropriate and as prescribed by the Department regulations, the Contractor shall retain medical records on each patient/recipient of services.
9. **Audit:** Contractor shall submit an annual audit to the Department within 60 days after the close of the agency fiscal year. It is recommended that the report be prepared in accordance with the provision of Office of Management and Budget Circular A-133, "Audits of States, Local Governments, and Non Profit Organizations" and the provisions of Standards for Audit of Governmental Organizations, Programs, Activities and Functions, issued by the US General Accounting Office (GAO standards) as they pertain to financial compliance audits.
- 9.1. **Audit and Review:** During the term of this Contract and the period for retention hereunder, the Department, the United States Department of Health and Human Services, and any of their designated representatives shall have access to all reports and records maintained pursuant to the Contract for purposes of audit, examination, excerpts and transcripts.
- 9.2. **Audit Liabilities:** In addition to and not in any way in limitation of obligations of the Contract, it is understood and agreed by the Contractor that the Contractor shall be held liable for any state or federal audit exceptions and shall return to the Department, all payments made under the Contract to which exception has been taken or which have been disallowed because of such an exception.
10. **Confidentiality of Records:** All information, reports, and records maintained hereunder or collected in connection with the performance of the services and the Contract shall be confidential and shall not be disclosed by the Contractor, provided however, that pursuant to state laws and the regulations of the Department regarding the use and disclosure of such information, disclosure may be made to public officials requiring such information in connection with their official duties and for purposes directly connected to the administration of the services and the Contract; and provided further, that the use or disclosure by any party of any information concerning a recipient for any purpose not directly connected with the administration of the Department or the Contractor's responsibilities with respect to purchased services hereunder is prohibited except on written consent of the recipient, his attorney or guardian.



Notwithstanding anything to the contrary contained herein the covenants and conditions contained in the Paragraph shall survive the termination of the Contract for any reason whatsoever.

11. **Reports: Fiscal and Statistical:** The Contractor agrees to submit the following reports at the following times if requested by the Department.
  - 11.1. **Interim Financial Reports:** Written interim financial reports containing a detailed description of all costs and non-allowable expenses incurred by the Contractor to the date of the report and containing such other information as shall be deemed satisfactory by the Department to justify the rate of payment hereunder. Such Financial Reports shall be submitted on the form designated by the Department or deemed satisfactory by the Department.
  - 11.2. **Final Report:** A final report shall be submitted within thirty (30) days after the end of the term of this Contract. The Final Report shall be in a form satisfactory to the Department and shall contain a summary statement of progress toward goals and objectives stated in the Proposal and other information required by the Department.
  
12. **Completion of Services: Disallowance of Costs:** Upon the purchase by the Department of the maximum number of units provided for in the Contract and upon payment of the price limitation hereunder, the Contract and all the obligations of the parties hereunder (except such obligations as, by the terms of the Contract are to be performed after the end of the term of this Contract and/or survive the termination of the Contract) shall terminate, provided however, that if, upon review of the Final Expenditure Report the Department shall disallow any expenses claimed by the Contractor as costs hereunder the Department shall retain the right, at its discretion, to deduct the amount of such expenses as are disallowed or to recover such sums from the Contractor.
  
13. **Credits:** All documents, notices, press releases, research reports and other materials prepared during or resulting from the performance of the services of the Contract shall include the following statement:
  - 13.1. The preparation of this (report, document etc.) was financed under a Contract with the State of New Hampshire, Department of Health and Human Services, with funds provided in part by the State of New Hampshire and/or such other funding sources as were available or required, e.g., the United States Department of Health and Human Services.
  
14. **Prior Approval and Copyright Ownership:** All materials (written, video, audio) produced or purchased under the contract shall have prior approval from DHHS before printing, production, distribution or use. The DHHS will retain copyright ownership for any and all original materials produced, including, but not limited to, brochures, resource directories, protocols or guidelines, posters, or reports. Contractor shall not reproduce any materials produced under the contract without prior written approval from DHHS.
  
15. **Operation of Facilities: Compliance with Laws and Regulations:** In the operation of any facilities for providing services, the Contractor shall comply with all laws, orders and regulations of federal, state, county and municipal authorities and with any direction of any Public Officer or officers pursuant to laws which shall impose an order or duty upon the contractor with respect to the operation of the facility or the provision of the services at such facility. If any governmental license or permit shall be required for the operation of the said facility or the performance of the said services, the Contractor will procure said license or permit, and will at all times comply with the terms and conditions of each such license or permit. In connection with the foregoing requirements, the Contractor hereby covenants and agrees that, during the term of this Contract the facilities shall comply with all rules, orders, regulations, and requirements of the State Office of the Fire Marshal and the local fire protection agency, and shall be in conformance with local building and zoning codes, by-laws and regulations.
  
16. **Subcontractors:** DHHS recognizes that the Contractor may choose to use subcontractors with greater expertise to perform certain health care services or functions for efficiency or convenience, but the Contractor shall retain the responsibility and accountability for the function(s). Prior to

*[Handwritten Signature]*  
Date 5/1/14



subcontracting, the Contractor shall evaluate the subcontractor's ability to perform the delegated function(s). This is accomplished through a written agreement that specifies activities and reporting responsibilities of the subcontractor and provides for revoking the delegation or imposing sanctions if the subcontractor's performance is not adequate. Subcontractors are subject to the same contractual conditions as the Contractor and the Contractor is responsible to ensure subcontractor compliance with those conditions.

When the Contractor delegates a function to a subcontractor, the Contractor shall do the following:

- 16.1. Evaluate the prospective subcontractor's ability to perform the activities, before delegating the function
- 16.2. Have a written agreement with the subcontractor that specifies activities and reporting responsibilities and how sanctions/revocation will be managed if the subcontractor's performance is not adequate
- 16.3. Monitor the subcontractor's performance on an ongoing basis
- 16.4. Provide to DHHS an annual schedule identifying all subcontractors, delegated functions and responsibilities, and when the subcontractor's performance will be reviewed
- 16.5. DHHS shall, at its discretion, review and approve all subcontracts.

If the Contractor identifies deficiencies or areas for improvement are identified, the Contractor shall take corrective action.

#### DEFINITIONS

As used in the Contract, the following terms shall have the following meanings:

**COSTS:** Shall mean those direct and indirect items of expense determined by the Department to be allowable and reimbursable in accordance with cost and accounting principles established in accordance with state and federal laws, regulations, rules and orders.

**DEPARTMENT:** NH Department of Health and Human Services.

**FINANCIAL MANAGEMENT GUIDELINES:** Shall mean that section of the Contractor Manual which is entitled "Financial Management Guidelines" and which contains the regulations governing the financial activities of contractor agencies which have contracted with the State of NH to receive funds.

**PROPOSAL:** If applicable, shall mean the document submitted by the Contractor on a form or forms required by the Department and containing a description of the Services to be provided to eligible individuals by the Contractor in accordance with the terms and conditions of the Contract and setting forth the total cost and sources of revenue for each service to be provided under the Contract.

**UNIT:** For each service that the Contractor is to provide to eligible individuals hereunder, shall mean that period of time or that specified activity determined by the Department and specified in Exhibit B of the Contract.

**FEDERAL/STATE LAW:** Wherever federal or state laws, regulations, rules, orders, and policies, etc. are referred to in the Contract, the said reference shall be deemed to mean all such laws, regulations, etc. as they may be amended or revised from the time to time.

**CONTRACTOR MANUAL:** Shall mean that document prepared by the NH Department of Administrative Services containing a compilation of all regulations promulgated pursuant to the New Hampshire Administrative Procedures Act. NH RSA Ch 541-A, for the purpose of implementing State of NH and federal regulations promulgated thereunder.

**SUPPLANTING OTHER FEDERAL FUNDS:** The Contractor guarantees that funds provided under this Contract will not supplant any existing federal funds available for these services.



**REVISIONS TO GENERAL PROVISIONS**

1. Subparagraph 4 of the General Provisions of this contract, Conditional Nature of Agreement, is replaced as follows:
  4. **CONDITIONAL NATURE OF AGREEMENT.**  
Notwithstanding any provision of this Agreement to the contrary, all obligations of the State hereunder, including without limitation, the continuance of payments, in whole or in part, under this Agreement are contingent upon continued appropriation or availability of funds, including any subsequent changes to the appropriation or availability of funds affected by any state or federal legislative or executive action that reduces, eliminates, or otherwise modifies the appropriation or availability of funding for this Agreement and the Scope of Services provided in Exhibit A, Scope of Services, in whole or in part. In no event shall the State be liable for any payments hereunder in excess of appropriated or available funds. In the event of a reduction, termination or modification of appropriated or available funds, the State shall have the right to withhold payment until such funds become available, if ever. The State shall have the right to reduce, terminate or modify services under this Agreement immediately upon giving the Contractor notice of such reduction, termination or modification. The State shall not be required to transfer funds from any other source or account into the Account(s) identified in block 1.6 of the General Provisions, Account Number, or any other account, in the event funds are reduced or unavailable.
  
2. Subparagraph 10 of the General Provisions of this contract, Termination, is amended by adding the following language:
  - 10.1 The State may terminate the Agreement at any time for any reason, at the sole discretion of the State, 30 days after giving the Contractor written notice that the State is exercising its option to terminate the Agreement.
  - 10.2 In the event of early termination, the Contractor shall, within 15 days of notice of early termination, develop and submit to the State a Transition Plan for services under the Agreement, including but not limited to, identifying the present and future needs of clients receiving services under the Agreement and establishes a process to meet those needs.
  - 10.3 The Contractor shall fully cooperate with the State and shall promptly provide detailed information to support the Transition Plan including, but not limited to, any information or data requested by the State related to the termination of the Agreement and Transition Plan and shall provide ongoing communication and revisions of the Transition Plan to the State as requested.
  - 10.4 In the event that services under the Agreement, including but not limited to clients receiving services under the Agreement are transitioned to having services delivered by another entity including contracted providers or the State, the Contractor shall provide a process for uninterrupted delivery of services in the Transition Plan.
  - 10.5 The Contractor shall establish a method of notifying clients and other affected individuals about the transition. The Contractor shall include the proposed communications in its Transition Plan submitted to the State as described above.

*JS*  
Date 5/21/14



**CERTIFICATION REGARDING DRUG-FREE WORKPLACE REQUIREMENTS**

The Contractor identified in Section 1.3 of the General Provisions agrees to comply with the provisions of Sections 5151-5160 of the Drug-Free Workplace Act of 1988 (Pub. L. 100-690, Title V, Subtitle D; 41 U.S.C. 701 et seq.), and further agrees to have the Contractor's representative, as identified in Sections 1.11 and 1.12 of the General Provisions execute the following Certification:

**ALTERNATIVE I - FOR GRANTEES OTHER THAN INDIVIDUALS**

**US DEPARTMENT OF HEALTH AND HUMAN SERVICES - CONTRACTORS  
US DEPARTMENT OF EDUCATION - CONTRACTORS  
US DEPARTMENT OF AGRICULTURE - CONTRACTORS**

This certification is required by the regulations implementing Sections 5151-5160 of the Drug-Free Workplace Act of 1988 (Pub. L. 100-690, Title V, Subtitle D; 41 U.S.C. 701 et seq.). The January 31, 1989 regulations were amended and published as Part II of the May 25, 1990 Federal Register (pages 21681-21691), and require certification by grantees (and by inference, sub-grantees and sub-contractors), prior to award, that they will maintain a drug-free workplace. Section 3017.630(c) of the regulation provides that a grantee (and by inference, sub-grantees and sub-contractors) that is a State may elect to make one certification to the Department in each federal fiscal year in lieu of certificates for each grant during the federal fiscal year covered by the certification. The certificate set out below is a material representation of fact upon which reliance is placed when the agency awards the grant. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants, or government wide suspension or debarment. Contractors using this form should send it to:

Commissioner  
NH Department of Health and Human Services  
129 Pleasant Street,  
Concord, NH 03301-6505

1. The grantee certifies that it will or will continue to provide a drug-free workplace by:
  - 1.1. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
  - 1.2. Establishing an ongoing drug-free awareness program to inform employees about
    - 1.2.1. The dangers of drug abuse in the workplace;
    - 1.2.2. The grantee's policy of maintaining a drug-free workplace;
    - 1.2.3. Any available drug counseling, rehabilitation, and employee assistance programs; and
    - 1.2.4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
  - 1.3. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
  - 1.4. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will
    - 1.4.1. Abide by the terms of the statement; and
    - 1.4.2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
  - 1.5. Notifying the agency in writing, within ten calendar days after receiving notice under subparagraph 1.4.2 from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer on whose grant activity the convicted employee was working, unless the Federal agency

Contractor Initials                       
Date 5/2/10



- has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant;
- 1.6. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph 1.4.2, with respect to any employee who is so convicted
    - 1.6.1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
    - 1.6.2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
  - 1.7. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs 1.1, 1.2, 1.3, 1.4, 1.5, and 1.6.
2. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant.

Place of Performance (street address, city, county, state, zip code) (list each location)

Check  if there are workplaces on file that are not identified here.

5/21/14  
Date

Contractor Name:

  
Name: Paul A. Kran  
Title: Director of Sponsored Programs



**CERTIFICATION REGARDING LOBBYING**

The Contractor identified in Section 1.3 of the General Provisions agrees to comply with the provisions of Section 319 of Public Law 101-121, Government wide Guidance for New Restrictions on Lobbying, and 31 U.S.C. 1352, and further agrees to have the Contractor's representative, as identified in Sections 1.11 and 1.12 of the General Provisions execute the following Certification:

US DEPARTMENT OF HEALTH AND HUMAN SERVICES - CONTRACTORS  
US DEPARTMENT OF EDUCATION - CONTRACTORS  
US DEPARTMENT OF AGRICULTURE - CONTRACTORS

Programs (indicate applicable program covered):

- \*Temporary Assistance to Needy Families under Title IV-A
- \*Child Support Enforcement Program under Title IV-D
- \*Social Services Block Grant Program under Title XX
- \*Medicaid Program under Title XIX
- \*Community Services Block Grant under Title VI
- \*Child Care Development Block Grant under Title IV

The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement (and by specific mention sub-grantee or sub-contractor).
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement (and by specific mention sub-grantee or sub-contractor), the undersigned shall complete and submit Standard Form LLL, (Disclosure Form to Report Lobbying, in accordance with its instructions, attached and identified as Standard Exhibit E-1.)
3. The undersigned shall require that the language of this certification be included in the award document for sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Contractor Name:

5/21/14  
Date

[Signature]  
Name: Paul A. Kran  
Title: Director of Sponsored Programs

Contractor Initials [Signature]  
Date 5/21/14



**CERTIFICATION REGARDING DEBARMENT, SUSPENSION  
AND OTHER RESPONSIBILITY MATTERS**

The Contractor identified in Section 1.3 of the General Provisions agrees to comply with the provisions of Executive Office of the President, Executive Order 12549 and 45 CFR Part 76 regarding Debarment, Suspension, and Other Responsibility Matters, and further agrees to have the Contractor's representative, as identified in Sections 1.11 and 1.12 of the General Provisions execute the following Certification:

**INSTRUCTIONS FOR CERTIFICATION**

1. By signing and submitting this proposal (contract), the prospective primary participant is providing the certification set out below.
2. The inability of a person to provide the certification required below will not necessarily result in denial of participation in this covered transaction. If necessary, the prospective participant shall submit an explanation of why it cannot provide the certification. The certification or explanation will be considered in connection with the NH Department of Health and Human Services' (DHHS) determination whether to enter into this transaction. However, failure of the prospective primary participant to furnish a certification or an explanation shall disqualify such person from participation in this transaction.
3. The certification in this clause is a material representation of fact upon which reliance was placed when DHHS determined to enter into this transaction. If it is later determined that the prospective primary participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, DHHS may terminate this transaction for cause or default.
4. The prospective primary participant shall provide immediate written notice to the DHHS agency to whom this proposal (contract) is submitted if at any time the prospective primary participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
5. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549: 45 CFR Part 76. See the attached definitions.
6. The prospective primary participant agrees by submitting this proposal (contract) that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by DHHS.
7. The prospective primary participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," provided by DHHS, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
8. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or involuntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List (of excluded parties).
9. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and



information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

10. Except for transactions authorized under paragraph 6 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal government, DHHS may terminate this transaction for cause or default.

**PRIMARY COVERED TRANSACTIONS**

11. The prospective primary participant certifies to the best of its knowledge and belief, that it and its principals:
  - 11.1. are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
  - 11.2. have not within a three-year period preceding this proposal (contract) been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or a contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
  - 11.3. are not presently indicted for otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (l)(b) of this certification; and
  - 11.4. have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, State or local) terminated for cause or default.
12. Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal (contract).

**LOWER TIER COVERED TRANSACTIONS**

13. By signing and submitting this lower tier proposal (contract), the prospective lower tier participant, as defined in 45 CFR Part 76, certifies to the best of its knowledge and belief that it and its principals:
  - 13.1. are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
  - 13.2. where the prospective lower tier participant is unable to certify to any of the above, such prospective participant shall attach an explanation to this proposal (contract).
14. The prospective lower tier participant further agrees by submitting this proposal (contract) that it will include this clause entitled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion - Lower Tier Covered Transactions," without modification in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

Contractor Name:

5/21/14  
Date

[Signature]  
Name: Paul A. Kran  
Title: Director of Sponsored Programs

Contractor Initials [Signature]  
Date 5/21/14



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**CERTIFICATION REGARDING**  
**THE AMERICANS WITH DISABILITIES ACT COMPLIANCE**

The Contractor identified in Section 1.3 of the General Provisions agrees by signature of the Contractor's representative as identified in Sections 1.11 and 1.12 of the General Provisions, to execute the following certification:

1. By signing and submitting this proposal (contract) the Contractor agrees to make reasonable efforts to comply with all applicable provisions of the Americans with Disabilities Act of 1990.

Contractor Name:

5/2/14  
Date

  
Name: Paul A. Kran  
Title: Director of Sponsored Programs

Contractor Initials   
Date 5/2/14



**CERTIFICATION REGARDING ENVIRONMENTAL TOBACCO SMOKE**

Public Law 103-227, Part C - Environmental Tobacco Smoke, also known as the Pro-Children Act of 1994 (Act), requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by an entity and used routinely or regularly for the provision of health, day care, education, or library services to children under the age of 18, if the services are funded by Federal programs either directly or through State or local governments, by Federal grant, contract, loan, or loan guarantee. The law does not apply to children's services provided in private residences, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for inpatient drug or alcohol treatment. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to \$1000 per day and/or the imposition of an administrative compliance order on the responsible entity.

The Contractor identified in Section 1.3 of the General Provisions agrees, by signature of the Contractor's representative as identified in Section 1.11 and 1.12 of the General Provisions, to execute the following certification:

1. By signing and submitting this contract, the Contractor agrees to make reasonable efforts to comply with all applicable provisions of Public Law 103-227, Part C, known as the Pro-Children Act of 1994.

Contractor Name:

5/2/11

Date



Name: Paul A. Kran

Title: Director of Sponsored Programs



Exhibit I

**HEALTH INSURANCE PORTABILITY ACT**  
**BUSINESS ASSOCIATE AGREEMENT**

The Contractor identified in Section 1.3 of the General Provisions of the Agreement agrees to comply with the Health Insurance Portability and Accountability Act, Public Law 104-191 and with the Standards for Privacy and Security of Individually Identifiable Health Information, 45 CFR Parts 160 and 164 applicable to business associates. As defined herein, "Business Associate" shall mean the Contractor and subcontractors and agents of the Contractor that receive, use or have access to protected health information under this Agreement and "Covered Entity" shall mean the State of New Hampshire, Department of Health and Human Services.

**(1) Definitions.**

- a. "Breach" shall have the same meaning as the term "Breach" in section 164.402 of Title 45, Code of Federal Regulations.
- b. "Business Associate" has the meaning given such term in section 160.103 of Title 45, Code of Federal Regulations.
- c. "Covered Entity" has the meaning given such term in section 160.103 of Title 45, Code of Federal Regulations.
- d. "Designated Record Set" shall have the same meaning as the term "designated record set" in 45 CFR Section 164.501.
- e. "Data Aggregation" shall have the same meaning as the term "data aggregation" in 45 CFR Section 164.501.
- f. "Health Care Operations" shall have the same meaning as the term "health care operations" in 45 CFR Section 164.501.
- g. "HITECH Act" means the Health Information Technology for Economic and Clinical Health Act, Title XIII, Subtitle D, Part 1 & 2 of the American Recovery and Reinvestment Act of 2009.
- h. "HIPAA" means the Health Insurance Portability and Accountability Act of 1996, Public Law 104-191 and the Standards for Privacy and Security of Individually Identifiable Health Information, 45 CFR Parts 160, 162 and 164 and amendments thereto.
- i. "Individual" shall have the same meaning as the term "individual" in 45 CFR Section 160.103 and shall include a person who qualifies as a personal representative in accordance with 45 CFR Section 164.501(g).
- j. "Privacy Rule" shall mean the Standards for Privacy of Individually Identifiable Health Information at 45 CFR Parts 160 and 164, promulgated under HIPAA by the United States Department of Health and Human Services.
- k. "Protected Health Information" shall have the same meaning as the term "protected health information" in 45 CFR Section 160.103, limited to the information created or received by Business Associate from or on behalf of Covered Entity.



Exhibit I

- l. "Required by Law" shall have the same meaning as the term "required by law" in 45 CFR Section 164.103.
- m. "Secretary" shall mean the Secretary of the Department of Health and Human Services or his/her designee.
- n. "Security Rule" shall mean the Security Standards for the Protection of Electronic Protected Health Information at 45 CFR Part 164, Subpart C, and amendments thereto.
- o. "Unsecured Protected Health Information" means protected health information that is not secured by a technology standard that renders protected health information unusable, unreadable, or indecipherable to unauthorized individuals and is developed or endorsed by a standards developing organization that is accredited by the American National Standards Institute.
- p. Other Definitions - All terms not otherwise defined herein shall have the meaning established under 45 C.F.R. Parts 160, 162 and 164, as amended from time to time, and the HITECH Act.

**(3) Business Associate Use and Disclosure of Protected Health Information.**

- a. Business Associate shall not use, disclose, maintain or transmit Protected Health Information (PHI) except as reasonably necessary to provide the services outlined under Exhibit A of the Agreement. Further, Business Associate, including but not limited to all its directors, officers, employees and agents, shall not use, disclose, maintain or transmit PHI in any manner that would constitute a violation of the Privacy and Security Rule.
- b. Business Associate may use or disclose PHI:
  - I. For the proper management and administration of the Business Associate;
  - II. As required by law, pursuant to the terms set forth in paragraph d. below; or
  - III. For data aggregation purposes for the health care operations of Covered Entity.
- c. To the extent Business Associate is permitted under the Agreement to disclose PHI to a third party, Business Associate must obtain, prior to making any such disclosure, (i) reasonable assurances from the third party that such PHI will be held confidentially and used or further disclosed only as required by law or for the purpose for which it was disclosed to the third party; and (ii) an agreement from such third party to notify Business Associate, in accordance with the HIPAA Privacy, Security, and Breach Notification Rules of any breaches of the confidentiality of the PHI, to the extent it has obtained knowledge of such breach.
- d. The Business Associate shall not, unless such disclosure is reasonably necessary to provide services under Exhibit A of the Agreement, disclose any PHI in response to a request for disclosure on the basis that it is required by law, without first notifying Covered Entity so that Covered Entity has an opportunity to object to the disclosure and to seek appropriate relief. If Covered Entity objects to such disclosure, the Business

*PC*

*5/2/14*



Exhibit I

Associate shall refrain from disclosing the PHI until Covered Entity has exhausted all remedies.

- e. If the Covered Entity notifies the Business Associate that Covered Entity has agreed to be bound by additional restrictions over and above those uses or disclosures or security safeguards of PHI pursuant to the Privacy and Security Rule, the Business Associate shall be bound by such additional restrictions and shall not disclose PHI in violation of such additional restrictions and shall abide by any additional security safeguards.

**(3) Obligations and Activities of Business Associate.**

- a. The Business Associate shall notify the Covered Entity's Privacy Officer immediately after the Business Associate becomes aware of any use or disclosure of protected health information not provided for by the Agreement including breaches of unsecured protected health information and/or any security incident that may have an impact on the protected health information of the Covered Entity.
- b. The Business Associate shall immediately perform a risk assessment when it becomes aware of any of the above situations. The risk assessment shall include, but not be limited to:
  - o The nature and extent of the protected health information involved, including the types of identifiers and the likelihood of re-identification;
  - o The unauthorized person used the protected health information or to whom the disclosure was made;
  - o Whether the protected health information was actually acquired or viewed
  - o The extent to which the risk to the protected health information has been mitigated.

The Business Associate shall complete the risk assessment within 48 hours of the breach and immediately report the findings of the risk assessment in writing to the Covered Entity.

- c. The Business Associate shall comply with all sections of the Privacy, Security, and Breach Notification Rule.
- d. Business Associate shall make available all of its internal policies and procedures, books and records relating to the use and disclosure of PHI received from, or created or received by the Business Associate on behalf of Covered Entity to the Secretary for purposes of determining Covered Entity's compliance with HIPAA and the Privacy and Security Rule.
- e. Business Associate shall require all of its business associates that receive, use or have access to PHI under the Agreement, to agree in writing to adhere to the same restrictions and conditions on the use and disclosure of PHI contained herein, including the duty to return or destroy the PHI as provided under Section 3 (l). The Covered Entity shall be considered a direct third party beneficiary of the Contractor's business associate agreements with Contractor's intended business associates, who will be receiving PHI



Exhibit I

pursuant to this Agreement, with rights of enforcement and indemnification from such business associates who shall be governed by standard Paragraph #13 of the standard contract provisions (P-37) of this Agreement for the purpose of use and disclosure of protected health information.

- f. Within five (5) business days of receipt of a written request from Covered Entity, Business Associate shall make available during normal business hours at its offices all records, books, agreements, policies and procedures relating to the use and disclosure of PHI to the Covered Entity, for purposes of enabling Covered Entity to determine Business Associate's compliance with the terms of the Agreement.
- g. Within ten (10) business days of receiving a written request from Covered Entity, Business Associate shall provide access to PHI in a Designated Record Set to the Covered Entity, or as directed by Covered Entity, to an individual in order to meet the requirements under 45 CFR Section 164.524.
- h. Within ten (10) business days of receiving a written request from Covered Entity for an amendment of PHI or a record about an individual contained in a Designated Record Set, the Business Associate shall make such PHI available to Covered Entity for amendment and incorporate any such amendment to enable Covered Entity to fulfill its obligations under 45 CFR Section 164.526.
- i. Business Associate shall document such disclosures of PHI and information related to such disclosures as would be required for Covered Entity to respond to a request by an individual for an accounting of disclosures of PHI in accordance with 45 CFR Section 164.528.
- j. Within ten (10) business days of receiving a written request from Covered Entity for a request for an accounting of disclosures of PHI, Business Associate shall make available to Covered Entity such information as Covered Entity may require to fulfill its obligations to provide an accounting of disclosures with respect to PHI in accordance with 45 CFR Section 164.528.
- k. In the event any individual requests access to, amendment of, or accounting of PHI directly from the Business Associate, the Business Associate shall within two (2) business days forward such request to Covered Entity. Covered Entity shall have the responsibility of responding to forwarded requests. However, if forwarding the individual's request to Covered Entity would cause Covered Entity or the Business Associate to violate HIPAA and the Privacy and Security Rule, the Business Associate shall instead respond to the individual's request as required by such law and notify Covered Entity of such response as soon as practicable.
- l. Within ten (10) business days of termination of the Agreement, for any reason, the Business Associate shall return or destroy, as specified by Covered Entity, all PHI received from, or created or received by the Business Associate in connection with the Agreement, and shall not retain any copies or back-up tapes of such PHI. If return or destruction is not feasible, or the disposition of the PHI has been otherwise agreed to in the Agreement, Business Associate shall continue to extend the protections of the Agreement, to such PHI and limit further uses and disclosures of such PHI to those purposes that make the return or destruction infeasible, for so long as Business



Exhibit I

Associate maintains such PHI. If Covered Entity, in its sole discretion, requires that the Business Associate destroy any or all PHI, the Business Associate shall certify to Covered Entity that the PHI has been destroyed.

**(4) Obligations of Covered Entity**

- a. Covered Entity shall notify Business Associate of any changes or limitation(s) in its Notice of Privacy Practices provided to individuals in accordance with 45 CFR Section 164.520, to the extent that such change or limitation may affect Business Associate's use or disclosure of PHI.
- b. Covered Entity shall promptly notify Business Associate of any changes in, or revocation of permission provided to Covered Entity by individuals whose PHI may be used or disclosed by Business Associate under this Agreement, pursuant to 45 CFR Section 164.506 or 45 CFR Section 164.508.
- c. Covered entity shall promptly notify Business Associate of any restrictions on the use or disclosure of PHI that Covered Entity has agreed to in accordance with 45 CFR 164.522, to the extent that such restriction may affect Business Associate's use or disclosure of PHI.

**(5) Termination for Cause**

In addition to Paragraph 10 of the standard terms and conditions (P-37) of this Agreement the Covered Entity may immediately terminate the Agreement upon Covered Entity's knowledge of a breach by Business Associate of the Business Associate Agreement set forth herein as Exhibit I. The Covered Entity may either immediately terminate the Agreement or provide an opportunity for Business Associate to cure the alleged breach within a timeframe specified by Covered Entity. If Covered Entity determines that neither termination nor cure is feasible, Covered Entity shall report the violation to the Secretary.

**(6) Miscellaneous**

- a. Definitions and Regulatory References. All terms used, but not otherwise defined herein, shall have the same meaning as those terms in the Privacy and Security Rule, amended from time to time. A reference in the Agreement, as amended to include this Exhibit I, to a Section in the Privacy and Security Rule means the Section as in effect or as amended.
- b. Amendment. Covered Entity and Business Associate agree to take such action as is necessary to amend the Agreement, from time to time as is necessary for Covered Entity to comply with the changes in the requirements of HIPAA, the Privacy and Security Rule, and applicable federal and state law.
- c. Data Ownership. The Business Associate acknowledges that it has no ownership rights with respect to the PHI provided by or created on behalf of Covered Entity.
- d. Interpretation. The parties agree that any ambiguity in the Agreement shall be resolved to permit Covered Entity to comply with HIPAA, the Privacy and Security Rule.



Exhibit I

- e. Segregation. If any term or condition of this Exhibit I or the application thereof to any person(s) or circumstance is held invalid, such invalidity shall not affect other terms or conditions which can be given effect without the invalid term or condition; to this end the terms and conditions of this Exhibit I are declared severable.
- f. Survival. Provisions in this Exhibit I regarding the use and disclosure of PHI, return or destruction of PHI, extensions of the protections of the Agreement in section (3) I, the defense and indemnification provisions of section (3) e and Paragraph 13 of the standard terms and conditions (P-37), shall survive the termination of the Agreement.

IN WITNESS WHEREOF, the parties hereto have duly executed this Exhibit I.

NH DHHS  
The State

Mary Ann Conway  
Signature of Authorized Representative

MARY ANN CONWAY  
Name of Authorized Representative

Associate Commissioner  
Title of Authorized Representative

5/28/14  
Date

Teachers College, Columbia University  
Name of the Contractor

[Signature]  
Signature of Authorized Representative

Paul A. Kran  
Name of Authorized Representative

Director of Sponsored Programs  
Title of Authorized Representative

5/21/2014  
Date



**CERTIFICATION REGARDING THE FEDERAL FUNDING ACCOUNTABILITY AND TRANSPARENCY  
ACT (FFATA) COMPLIANCE**

The Federal Funding Accountability and Transparency Act (FFATA) requires prime awardees of individual Federal grants equal to or greater than \$25,000 and awarded on or after October 1, 2010, to report on data related to executive compensation and associated first-tier sub-grants of \$25,000 or more. If the initial award is below \$25,000 but subsequent grant modifications result in a total award equal to or over \$25,000, the award is subject to the FFATA reporting requirements, as of the date of the award.

In accordance with 2 CFR Part 170 (Reporting Subaward and Executive Compensation Information), the Department of Health and Human Services (DHHS) must report the following information for any subaward or contract award subject to the FFATA reporting requirements:

1. Name of entity
2. Amount of award
3. Funding agency
4. NAICS code for contracts / CFDA program number for grants
5. Program source
6. Award title descriptive of the purpose of the funding action
7. Location of the entity
8. Principle place of performance
9. Unique identifier of the entity (DUNS #)
10. Total compensation and names of the top five executives if:
  - 10.1. More than 80% of annual gross revenues are from the Federal government, and those revenues are greater than \$25M annually and
  - 10.2. Compensation information is not already available through reporting to the SEC.

Prime grant recipients must submit FFATA required data by the end of the month, plus 30 days, in which the award or award amendment is made.

The Contractor identified in Section 1.3 of the General Provisions agrees to comply with the provisions of The Federal Funding Accountability and Transparency Act, Public Law 109-282 and Public Law 110-252, and 2 CFR Part 170 (Reporting Subaward and Executive Compensation Information), and further agrees to have the Contractor's representative, as identified in Sections 1.11 and 1.12 of the General Provisions execute the following Certification:

The below named Contractor agrees to provide needed information as outlined above to the NH Department of Health and Human Services and to comply with all applicable provisions of the Federal Financial Accountability and Transparency Act.

Contractor Name:

5/21/14  
Date

  
Name: Paul A. Kran  
Title: Director of Sponsored Programs



FORM A

As the Contractor identified in Section 1.3 of the General Provisions, I certify that the responses to the below listed questions are true and accurate.

1. The DUNS number for your entity is: 071050983
2. In your business or organization's preceding completed fiscal year, did your business or organization receive (1) 80 percent or more of your annual gross revenue in U.S. federal contracts, subcontracts, loans, grants, sub-grants, and/or cooperative agreements; and (2) \$25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements?

NO                       YES

If the answer to #2 above is NO, stop here

If the answer to #2 above is YES, please answer the following:

3. Does the public have access to information about the compensation of the executives in your business or organization through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C.78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986?

NO                       YES

If the answer to #3 above is YES, stop here

If the answer to #3 above is NO, please answer the following:

4. The names and compensation of the five most highly compensated officers in your business or organization are as follows:

Name: _____	Amount: _____

State of New Hampshire  
Department of State

CERTIFICATE OF REGISTRATION OF  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY  
A FOREIGN NONPROFIT CORPORATION

The undersigned, as Secretary of State of the State of New Hampshire, hereby certifies that an Application of TEACHERS COLLEGE, COLUMBIA UNIVERSITY for a Certificate of Registration to transact business in this State, duly signed pursuant to the provisions of Voluntary Corporations and of the New Hampshire Business Corporation Act, has been received in this office.

ACCORDINGLY the undersigned, as such Secretary of State, and by virtue of the authority vested in him by law, hereby issues this Certificate of Registration to TEACHERS COLLEGE, COLUMBIA UNIVERSITY to transact business in this State under the name of TEACHERS COLLEGE, COLUMBIA UNIVERSITY and attaches hereto a copy of the Application for such Certificate.

Business ID#: 709459



IN TESTIMONY WHEREOF, I hereto  
set my hand and cause to be affixed  
the Seal of the State of New Hampshire,  
this 4th day of June, 2014 A.D.

William M. Gardner  
Secretary of State

Authorized Signatory  
Teachers College, Columbia University

I, **Henry Perkowski**, Associate Vice President and Controller of Teachers College, Columbia University, confirm that **William J. Baldwin**, Vice Provost, and **Paul Kran**, Director of the Office of Sponsored Programs are authorized signatories for grant & contract related proposals and contracts.

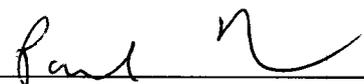
Signature: 

Date: 5/27/2014

Name: Henry Perkowski

Title: Associate Vice President

Institution: Teachers College, Columbia University

Signature: 

Date: 5/27/14

Name: Paul Kran

Title: Director of the Office of Sponsored Programs

Institution: Teachers College, Columbia University

Signature: 

Date: 5.27.2014

Name: William J. Baldwin

Title: Vice Provost

Institution: Teachers College, Columbia University

STATE OF NEW YORK ) SS.:

COUNTY OF NEW YORK )

On this 27<sup>TH</sup> day of May, 2014, before me personally came Henry Perkowski, Paul Kran, and William J. Baldwin to me known and known to me to be the persons described in and who executed the foregoing instrument and each person respectively acknowledged to me that he executed the same.



Notary Public

ALTHEA LORRAINE BROOMFIELD MICHEL  
NOTARY PUBLIC-STATE OF NEW YORK  
No. 02BR6239659  
Qualified in Queens County  
My Commission Expires April 18, 2015

# BYLAWS OF TEACHERS COLLEGE

Adopted April 28, 1942

Amended to December 3, 2009

## ARTICLE I

### THE TRUSTEES

Section 1. MEMBERS. The Trustees shall be composed of not less than fifteen nor more than forty persons, as shall be determined from time to time by the Trustees. The Trustees shall consist of incorporators of Teachers College (the "College"), their survivors and successors, and persons who shall be elected as provided in these Bylaws. Each Trustee shall serve without compensation.

Section 2. ELECTION. A Trustee shall be elected by vote of a majority of the Trustees at any regular meeting or at any special meeting called for that purpose. Each Trustee shall serve for a term of three years and shall serve without compensation. Upon the conclusion of a Trustee's term, the Trustee shall be eligible for re-election. The periods of service of the Trustees are to be fixed so that not more than fifteen terms will expire in any single year. Terms shall begin on May 1 of each year, but vacancies may be filled at other times as determined by the Trustees in accordance with Section 4 hereof. The President of the College (the "President") and the President of Columbia University, ex officio, shall be Trustees.

In addition, a Chair and one or more Vice Chairs of the Trustees shall be elected at the annual meeting of the Trustees each year by vote of a majority of the Trustees. Such election shall be a special order of business for such meeting. The Chair and the Vice Chair will hold their office for one year, and may be subsequently re-elected. If any vacancy shall occur during the term of such elected officer, the vacancy may be filled by the Trustees for the unexpired term at any regular meeting or at a special meeting called for that purpose. The Chair and Vice Chair shall serve without compensation.

Section 3. REMOVAL. Upon the filing and examination of a written complaint against a Trustee by a fellow Trustee for misconduct, incapacity or neglect of duty, a Trustee may be removed or suspended. Such removal or suspension requires the vote of a majority of the Trustees. However, all Trustees, including the Trustee accused of the misconduct, incapacity or neglect of duty, shall be given at least one week's notice prior to the vote. This section remains subject to any and all revisions, additions and amendments to the provisions of Article 5, Part I, Section 226 of the Education Law of New York.

Section 4. VACANCIES. A Trustee's position shall be considered vacant under the following circumstances: death, resignation, refusal to act, removal from office, expiration of term or in any other manner specified in Article 5, Part I, Subdivision 4 of Section 226 of the Education Law of New York. Furthermore, should any Trustee fail to attend three consecutive regular meetings without excuse accepted as satisfactory by a majority of the Trustees, such

Trustee shall be deemed to have resigned the position and the position shall be considered vacant.

In the event a Trustee is unable to serve his or her entire term for any reason, a new Trustee may be elected to serve the unexpired term.

In the event a Trustee position remains vacant for greater than one year or should a vacancy reduce the total number of Trustees to less than two-thirds of the required number of Trustees, the vacancies may be filled by The Regents of the University of the State of New York (the "Regents"). Furthermore, any Trustee shall be subject to removal by the Regents for misconduct, incapacity, neglect of duty or when the corporation fails to carry out its educational purposes. Prior to such Trustee(s)' removal, the Trustee(s) shall have a hearing before the Board of Regents or a committee thereof. The Trustee(s) shall be entitled to at least ten days notice of the time and place of the hearing.

This section remains subject to any and all revisions, additions and amendments to the provisions of Article 5, Part I, Subdivision 4 of Section 226 of the Education Law of New York.

**Section 5. AUTHORITY AND POWERS.** The Trustees shall constitute the members of the corporation. No person shall be admitted to membership therein except by election as a Trustee as herein provided, and membership shall terminate upon the termination of active service as a Trustee. The Trustees shall have and exercise all of the authority and power vested in or conferred on them or the Corporation of the Provisional Charter of 1889, the Permanent Charter of 1892, the Amendments of 1941, 1984, 1999 and 2008, and these Bylaws. Unless otherwise provided therein or by law or by the Agreement between Columbia University and the College dated January 20, 1966, they shall have and exercise all of the authority and powers conferred by Article 5, Part 1, Section 226 of the Education Law of New York upon trustees of every corporation created by the Regents, and any action taken by them as Trustees shall, when required, be deemed to have been taken by them as members of the Corporation. The authority and powers of the Trustees may be exercised by its members at meetings thereof, or by committees of its members as herein provided.

**Section 6. HONORIFIC TRUSTEE TITLES.**

Upon recommendation of the Committee on Trustees, a Trustee who has served with distinction for two or more terms may be elected by the Board as Trustee Emeritus. At the invitation of the Board, a Trustee Emeritus may attend meetings of the Board, but may not vote nor otherwise be considered a member of the Board.

Also, upon recommendation of the Committee on Trustees, a Trustee who may not have completed the length of service required to be eligible for election as an Emeritus Trustee, or a non-Trustee who has made significant contributions to the institution, may be elected by the Board as an Honorary Trustee.

## ARTICLE II

### MEETINGS AND QUORUM OF TRUSTEES

Section 1. **REGULAR MEETINGS.** Regular meetings of the Trustees may be held at any time pursuant to adjournment. Meetings shall be held at such time and place as may be designated by the Chair of the Trustees. The May meeting shall be designated as the annual meeting when annual Trustee elections shall occur.

Section 2. **SPECIAL MEETINGS.** Special meetings may be called at any time and place at the discretion of the Chair of the Trustees, the Vice Chair of the Trustees, or the President, and shall be called by the Chair of the Trustees upon the written request of three Trustees, which request shall be entered upon the minutes of the Trustees.

Section 3. **NOTICE OF MEETINGS.** A notice of the place, date, hour and person(s) calling the meeting shall be mailed by first class mail not less than ten nor more than twenty days before the day on which the meeting is to be held, to the usual address of each Trustee. A notice of a special meeting shall state the purpose thereof.

Section 4. **QUORUM.** Except as otherwise provided by law or by these Bylaws, fourteen (14) Trustees shall constitute a quorum for the transaction of business at any meeting of the Trustees, and a majority of such quorum shall decide any question that may come before the meeting unless otherwise provided in these Bylaws.

Section 5. If a quorum shall not appear at the place at which a meeting shall have been duly called, within half an hour from the time appointed for the meeting, the Trustees present may adjourn the meeting to a stated time and place, written notice of which shall be mailed to each member by the Secretary not later than two days after such adjournment. This notice after adjournment must comply with requirements of notice outlined in Section 3 of this Article.

Section 6. **ORDER OF BUSINESS.** The order of business at each meeting of the Trustees shall be determined by the Chair or by rules adopted therefore.

Section 7. **ACTION WITHOUT A MEETING.** Any action required or permitted to be taken by the Trustees or any Committee may be taken without a meeting if all the members of the Trustees or any Committee consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consents thereto by the members of the Trustees or any Committee shall be filed with the minutes of the proceedings of the Trustees or such Committee.

Section 8. **PARTICIPATION BY TELEPHONE.** Any one or more members of the Trustees or of a committee thereof may participate in a meeting of the Trustees or the committee by means of a conference telephone or similar communications equipment allowing all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at the meeting.

## ARTICLE III

### OFFICERS OF THE CORPORATION

Section 1. DESIGNATION AND APPOINTMENT. The officers of the Corporation shall include a Chair (or Co-Chairs) of the Trustees, one or more Vice Chairs of the Trustees, a President of Columbia University, a President, a Vice President for Academic Affairs, Provost and Dean of the College (who may be known as the "Vice President for Academic Affairs," "Provost" or "Dean of the College"), a Vice President for Finance and Administration, a Vice President for Development and External Affairs, and a Secretary of the College.

The President of Columbia University shall exercise such supervision and direction of the College as prescribed by these Bylaws and the Statutes of the College.

The President shall be appointed by the Trustees with the advice and consent of the President of Columbia University and shall serve for such term as the Trustees may determine.

For the purposes of the above paragraph, the Chair shall appoint a search committee. Such committee shall be composed of, but not limited to, Trustees, Faculty, students and alumni all of whom shall be voting members of the committee. Any Faculty members serving on the committee shall be elected by the Faculty. All committee members shall act independently.

The Vice President for Academic Affairs, Provost and Dean of the College, the Vice President for Finance and Administration, the Vice President for Development and External Affairs, and the Secretary of the College shall be appointed by the Trustees on nomination of the President, after consultation with the Faculty and the College community, to serve during the pleasure of the Trustees.

Any of these officers may also be removed by the Trustees.

Section 2. THE CHAIR OF THE TRUSTEES. The Chair of the Trustees shall preside at meetings of the Trustees and perform the usual duties of a presiding officer. The Chair shall nominate members of all Committees, subject to election by the Board, and shall perform such other duties from time to time as may be authorized and directed by the Trustees.

Section 3. THE VICE CHAIR OF THE TRUSTEES. In the absence of the Chair of the Trustees, one of the Vice Chairs (the senior in point of service as a Trustee) shall preside at the meetings of the Trustees and exercise all functions of the Chair of the Trustees. The Vice Chair shall have such other powers and duties as may be assigned by the Trustees.

Section 4. THE PRESIDENT OF COLUMBIA UNIVERSITY. The President of Columbia University shall have the following powers and duties:

A. Shall exercise such supervision and direction of the College as will promote its effectiveness and coordinate its activities with other activities of Columbia University.

B. May perform such acts as shall in his or her judgment promote the interests of the College and do not contravene the College's Charter, as amended, or the provisions of the Agreement between Columbia University and the College.

C. May present matters for the consideration of the Trustees or the Faculty of the College through the President.

D. May attend meetings of the Trustees or the Faculty of the College and shall receive minutes from all such meetings.

E. Maintain the power of approval or disapproval of all nominations for appointment or promotion to the rank of Assistant Professor, Associate Professor, Professor, or Provost and Dean of the College, prior to the submission of the nominations to the Trustees by the President.

F. Confer appropriate degrees upon recommendation of the Faculty of the College, provided the requirements of the Statutes of Columbia University and of the College have been fulfilled.

Section 5. THE PRESIDENT OF THE COLLEGE. The President shall:

A. Subject to the authority of the President of Columbia University, these Bylaws, the Statutes, the resolutions of the Trustees and the terms and provisions of the Agreement with Columbia University, have full charge of the administration of the College.

B. Have such other powers and duties as are enumerated in these Bylaws or as may be prescribed from time to time by the Trustees.

C. Be the executive officer of the Trustees of the College and act as the official medium of communication between the President of Columbia University, the Trustees, the officers, the Faculty, and the students of the College.

D. Direct and perform such acts as shall promote the interests of the College, provided they do not contravene the Charter, these Bylaws, the Statutes, the Agreement with Columbia University, or the resolutions of the Trustees.

E. Report to the Trustees at least annually, or when events require, on the condition of the College.

F. Maintain the buildings and grounds of the College.

G. Assume responsibility for public information with regard to print, television, radio and other forms of media.

H. Develop and present to the Trustees plans for educational programs, services, public information, personnel management, physical facilities and equipment, and financial receipts and expenditures.

I. Recommend nominees for appointment to Professor, Associate Professor or Assistant Professor to the Trustees after meeting with a committee of the Faculty on tenure and promotion, when required, and considering a recommendation from the Vice President for Academic Affairs, Provost and Dean of the College, however prior to being submitted to the Trustees, all nominees are subject to the approval of the President of Columbia University.

J. Appoint all employees, except for those subject to confirmation by the Trustees.

K. Further the institutional purposes of the College.

L. Exercise control and discharge responsibilities with respect to employees and students as provided in Sections VI and VII of the Statutes.

Section 6. THE VICE PRESIDENT FOR ACADEMIC AFFAIRS, PROVOST AND DEAN OF THE COLLEGE. The Vice President for Academic Affairs, Provost, and Dean of the College shall do the following:

A. Act as Dean of the Faculty of the College and chief executive officer of the Faculty, and act as Chair thereof.

B. Under the direction of the President, exercise general supervision over the educational program of the College, including all activities in the administrative area of Instruction, Research, Field Services, and Student Services and perform such other duties as may be assigned by the President.

C. In the absence or disability of the President, perform the duties and exercise the authority of the President.

D. Be assisted in the performance of these duties by a Vice Provost and such other subordinate officers as may be approved.

E. In cooperation with the Faculty executive committee, shall be responsible for the agenda of the Faculty meetings.

Section 7. THE VICE PRESIDENT FOR FINANCE AND ADMINISTRATION. The Vice President for Finance and Administration shall do the following:

A. Act as chief financial officer of the College.

B. Under the direction of the President, the Vice President for Finance and Administration shall exercise general supervision over the administrative activities of the College and shall supervise directly all activities relating to Business and Finance, including: (1) budgeting; (2) business and finance; (3) personnel policy and personnel management; (4) facilities planning and management; (5) space assignments; (6) collation and administration of all budgets; (7) collection of all monies due the College; (8) disbursement of funds for all authorized purposes; (9) accounting and financial reporting on all College funds; (10) services in relation to the investment of funds; (11) financial services, such as handling cash, providing change, and cashing checks for employees and students of the College; (12) construction of plant

and new buildings, unless otherwise arranged for by the Trustees; (13) plant operation and maintenance, including heating and cooling, light, power, and water supply; sewage disposal; police service and protection; and communication and transportation; (14) equipment and supply service to include purchasing, receiving, storing and distributing, reclaiming, and selling; (15) legal services; (16) insurance services; (17) services with respect to real properties; and (18) operation of auxiliary business activities, such as apartment houses and dormitories, dining halls and cafeterias, post office, and bookstore.

C. Perform such other duties as may be assigned by the President.

D. Be assisted in the performance of these duties by the Controller and such other officers as may be approved.

**Section 8. THE VICE PRESIDENT FOR DEVELOPMENT AND EXTERNAL AFFAIRS.** The Vice President for Development and External Affairs shall do the following:

A. Exercise general supervision over all activities in the administrative area of Institutional Development and External Affairs, including (1) institutional development, with emphasis on fundraising; (2) relationships with the public, including public information; (3) alumni affairs; and (4) relationships with government agencies, corporations, and foundations.

B. Represent the College in its relationships with external institutions, agencies, individuals, and the public at large.

C. Perform such other duties as may be assigned by the President.

D. Be assisted in the performance of these duties by such other officers as may be approved.

**Section 9. THE SECRETARY OF THE COLLEGE.** The Secretary of the College shall do the following:

A. Perform the usual duties of a recording officer.

B. Attend and keep a complete record of the votes and proceedings of all meetings of the Trustees and of the Executive Committee, which record shall be open at all reasonable times for inspection by any member of the Trustees.

C. Have and keep in safe custody the seal of the Corporation and, when required by the Trustees or the Executive Committee or the Committee on Investment, pursuant to authority conferred upon such Committee by the Trustees, or when any instrument shall have first been signed by a duly authorized officer, or when necessary to attest any proceedings, affix it by signature. The Secretary shall also make it available to any duly authorized officer who may affix it to authorized documents, which do not require the signature of the Secretary.

D. Have charge of such books, records, papers, and documents as properly belong to the office or as may be committed to the Secretary's care by the Trustees.

E. Perform such other duties as may be required by the President or the Trustees. In the absence of the Secretary from any meeting of the Trustees, the proceedings of such meeting shall be recorded by such other person as may be appointed for that purpose by the officer presiding at the meeting.

F. Enter upon the records of each meeting the names of the Trustees present thereat, the names of the Trustees whose absence is explained, and the name of any Trustee who shall have been absent from two successive regular meetings without excuse. The Secretary shall send to any Trustee who shall have been absent from two successive regular meetings without excuse a written notice that his or her seat may be vacated as provided in these Bylaws.

## ARTICLE IV

### AGENTS

Section 1. **FISCAL AGENT.** On the recommendation of the Committee on Investment, the Trustees may appoint one or more trust companies or banks, incorporated under the laws of the United States or of the State of New York and doing business within the State of New York, to act as Fiscal Agent or Fiscal Agents of the securities and records of the Corporation, and may prescribe its or their several powers and duties. All securities and valuable papers, including real estate bonds and mortgages, may be deposited with such Agent or Agents, subject always to the control of the Committee on Investment. All coupons and interest due to the Corporation may be collected by the Agent or Agents on behalf of the Corporation. The Committee on Investment may, in its discretion, provide that stocks be held by the Agent or Agents in the name of its nominee or their nominees.

Section 2. **AUDITORS.** The Trustees shall cause an audit to be made annually of the books of account of the Corporation by a firm of certified public accountants, duly licensed to practice in the State of New York, and the results of such annual audit shall be reported to the Trustees. The scope of audit and instructions to the auditors shall be determined by the Trustees upon recommendation of the Committee on Business and Finance.

Section 3. **LEGAL COUNSEL.** The Trustees may, through the President, employ a General Counsel to advise the Trustees and officers concerning College affairs and to represent it in legal actions taken or defended. The Trustees may also, from time to time, employ such other counsel as they may deem necessary or convenient.

Section 4. **OTHER AGENTS.** The Trustees may from time to time employ such other special agents as they may deem necessary or convenient.

## ARTICLE V

### COMMITTEES OF THE TRUSTEES

Section 1. The following Standing Committees are hereby created: an Executive Committee and Committees on Academic Affairs, Audit, Business and Finance, Compensation, Development and External Affairs, Investment, and Trustees. Each of these Standing Committees shall be composed of not fewer than five members.

The chairs and members of the Standing Committees shall be nominated by the Chair of the Trustees and approved by the Trustees at their annual meeting for a term of one year and thereafter until their successors are chosen and qualified. Any vacancy in any such committee may be filled for the unexpired term by the Trustees, upon the nomination of the Chair of the Trustees. The Chair of the Trustees and the President shall be members ex officio of each Standing Committee with voice and vote, provided however that the President shall not serve as a member of the Audit Committee but may be invited by the Chair to attend that committee's meetings.

The Trustees may from time to time create special committees and define their duties and powers. The members of such committees, unless otherwise ordered by the Trustees, shall be appointed by the Chair of the Trustees.

At the request of any committee other than the Executive Committee, the Chair of the Trustees may appoint non-trustees as non-voting members of that committee.

All committees shall keep regular records of their proceedings and shall submit them to the Trustees when required. They shall report in writing to the Trustees their action upon special matters, which have been referred to them by the Trustees, which reports shall be spread upon the minutes of the Trustees, unless otherwise ordered. If any action or expression of opinion by the Trustees is desired by any committee in connection with any such report, it shall be accompanied by a resolution of such committee, recommending that action be taken or opinion given accordingly.

A third of the members of any committee shall constitute a quorum thereof and a majority of such quorum shall decide any question that may come before the committee.

Section 2. THE EXECUTIVE COMMITTEE. This Committee shall advise with and aid the officers of the Corporation in all matters concerning its interests and the management of its business. It shall have and exercise all of the authority and powers of the Trustees while they are not in session, except the power to amend these Bylaws, fill vacancies in the board of directors or in any committee, grant degrees, make removals from office, or otherwise act in violation of Article 7, Section 712 of the Not-For-Profit Corporation Law of New York.

Section 3. THE COMMITTEE ON ACADEMIC AFFAIRS. This Committee shall counsel with the administrative officers of the College on the educational work of the College, and shall report to the Trustees as occasion may require.

Section 4. THE COMMITTEE ON AUDIT. This Committee shall produce periodic financial reports and oversee and review the audit of the books and accounts of the corporation that is to be done at the close of each fiscal year. This Committee shall meet with the public auditors at least once a year and shall make recommendations to the Trustees concerning the scope of the audit to be performed by the public auditors. The Committee shall make recommendations to the Trustees concerning instructions to be given to public auditors. The Committee shall also assist the Board of Trustees in fulfilling its responsibilities relating to management practices, internal control, accounting policies, and auditing and reporting practices and shall also oversee the Conflict of Interest policy and disclosures required by it.

Section 5. THE COMMITTEE ON BUSINESS AND FINANCE. As provided in Article VI, Section 2 of these Bylaws, this Committee shall counsel the administrative officers of the College in the preparation of the budget, and make recommendations for action by them. It shall determine the form in which the accounts of the Corporation are to be kept. This Committee shall counsel the administrative officers of the College concerning the business management of the College.

Section 6. THE COMMITTEE ON COMPENSATION. This Committee shall recommend to the Executive Committee (which will report to the full Board) the compensation of (1) the officers including the President, (2) such other employees of the College, if any, in a position to exercise substantial influence over the affairs of the College, and (3) such additional employees of the College who at any time during the five-year period prior to the compensation period in question served as President or in one of the capacities described in (1) and (2). In addition to the Chair of the Trustees and the President ex officio, the members of the Committee shall include the Vice Chairs of the Trustees, the Chairs of the Committees on Business and Finance, Academic Affairs and Development and External Affairs, and one other Trustee.

Section 7. THE COMMITTEE ON DEVELOPMENT AND EXTERNAL AFFAIRS. This Committee shall counsel the Trustees and the administrators of the College on fund raising goals and strategies. The Committee shall assist in identifying potential donors and in representing the College to them.

Section 8. THE COMMITTEE ON INVESTMENT. This Committee shall have the duty, subject to the supervision of the Trustees, to invest and keep invested the funds of the Corporation. It shall have authority to give receipts for and to acknowledge the satisfaction of any debt due to the Corporation. Under the supervision of the Trustees it shall have the power to sell, assign, transfer, or otherwise dispose of any securities or other personal property owned by the Corporation. Any contracts, or instruments under seal, or orders authorizing the sale of any such securities may be executed by any two of the following: the Chair of the Committee, any member of the Committee on Investment, and the Vice President for Finance and Administration. Any such transaction shall be reported at the next meeting of the Committee.

Actions of the Committee on Investment taken by resolution or otherwise, as certified in writing by any two members of the Committee or by one member of the Committee and the Vice President for Finance and Administration, shall be legal and binding, and such certificate shall be conclusive evidence that such actions were duly taken by the Committee.

Section 9. THE COMMITTEE ON TRUSTEES. This Committee shall propose candidates for membership as Trustees when vacancies among the Trustees occur. The Committee shall first determine the eligibility of such candidates and their willingness to serve if elected.

## ARTICLE VI

### FINANCIAL ADMINISTRATION

Section 1. FISCAL YEAR. The fiscal year of the Corporation shall begin on the first day of September in each year.

Section 2. PREPARATION OF THE BUDGET. It shall be the duty of the President to cause to be prepared under general classifications and in detail, estimates as to the income and as to the cost of maintaining and operating the College for the next succeeding fiscal year. From these estimates the President shall propose a budget which shall first be submitted to the Committee on Business and Finance. Thereafter, the President shall submit to the Trustees the proposed budget at the annual meeting, and such budget, and any amendments that may be made thereto by the Trustees, shall be considered and acted upon at such meeting.

Section 3. EXPENDITURES. All expenditures of the funds of the Corporation shall be made pursuant to authority of the Trustees, the Executive Committee, or the Committee on Investment. The President may authorize the alteration of individual appropriations within the approved budget, within the President's reasonable discretion. Such actions shall be reported at the next meeting of the Trustees or the Executive Committee.

Upon the receipt of unbudgeted gifts and grants of money for designated purposes, such as the purchase of books and equipment, the promotion of investigation and research, and furthering the welfare of students, the President is empowered to authorize expenditures for such designated purposes, thereby increasing the budget to the extent of the amount of such gifts and grants. Such actions shall be reported at the next meeting of the Trustees or the Executive Committee.

Funds in the "Teachers College" accounts may be withdrawn on checks signed by any two of the following persons: Chair of the Trustees, Vice Chair of the Trustees, Chair of the Committee on Investment, Chair of the Committee on Business and Finance, Secretary of the College, President, the Vice President for Academic Affairs, Provost and Dean of the College, Vice President for Finance and Administration, Vice President for Development and External Affairs, and Controller. Funds in the "Teachers College Controller's Accounts" may be withdrawn on checks signed manually by any two of the following persons: Chair of the Trustees, Vice Chair of the Trustees, Chair of the Committee on Investment, Chair of the Committee on Business and Finance, Secretary of the College, President, Vice President for Academic Affairs, Provost and Dean of the College, Vice President for Finance and Administration, Vice President for Development and External Affairs, Controller, Associate Controller, and other persons designated by the Trustees or on checks bearing a facsimile signature of one of the following: Vice President for Finance and Administration, Controller, Associate Controller, provided that each use of the facsimile has been approved by two of the persons authorized to sign manually.

## ARTICLE VII

### AMENDMENTS

**PROCEDURE.** These Bylaws may be amended by vote of a majority of the Trustees at any regular or special meeting of the Trustees, provided that notice of any proposed amendment shall have been mailed to each Trustee not less than ten days prior to the meeting of the Trustees at which such amendment is to be considered.

## ARTICLE VIII

### INTERPRETATION

**INTERPRETATION.** In the event of any conflict or inconsistency between these Bylaws and the Statutes of the College, the provisions of these Bylaws shall be deemed to control. The provisions of these Bylaws shall be subject to all valid and applicable laws, including, without limitation, the Education Law of the State of New York as now or hereafter amended, and in the event that any of the provisions of these Bylaws are found to be inconsistent with or contrary to any such valid laws, the latter shall be deemed to control and these Bylaws shall be deemed modified accordingly, and, as so modified, to continue in full force and effect.



## *Mission*

The original mission of TC in 1887 was to offer a new form of preparation for teachers of the poor, immigrant children who were flooding into New York City. This unique form of teacher preparation combined a humanitarian concern for helping others with a scientific approach to human development. The College retains a special interest in local schools and operates programs in more than 500 New York City public schools today, even as its mission has evolved. Today, TC engages in research, teaching, and service to carry out its current mission: preparing future education leaders; educating current leaders to meet the challenges they face; helping shape public debate and develop public policy in education; and improving practice in educational institutions.



**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Financial Statements

August 31, 2013 and 2012

(With Independent Auditors' Report Thereon)



KPMG LLP  
345 Park Avenue  
New York, NY 10154

## Independent Auditors' Report

The Trustees  
Teachers College, Columbia University:

We have audited the accompanying financial statements of Teachers College, Columbia University, which comprise the balance sheets as of August 31, 2013 and 2012, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Teachers College, Columbia University as of August 31, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with U.S. generally accepted accounting principles.

**KPMG LLP**

December 16, 2013

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Balance Sheets

August 31, 2013 and 2012

<b>Assets</b>	<b>2013</b>	<b>2012</b>
Cash and cash equivalents	\$ 31,385,283	29,984,478
Student accounts and other receivables, net (note 4)	4,858,956	3,625,935
Grants and contracts receivable	4,329,234	6,429,207
Inventories and other assets (note 7)	3,839,325	4,088,712
Contributions receivable, net (note 5)	11,110,507	8,964,583
Funds held by bond trustees (note 7)	32,287,435	34,894,388
Investments (note 3)	253,786,803	221,006,146
Student loans receivable, net (note 4)	3,302,560	3,324,804
Plant assets, net (note 6)	<u>123,252,443</u>	<u>119,713,253</u>
Total assets	<u>\$ 468,152,546</u>	<u>432,031,506</u>
<b>Liabilities and Net Assets</b>		
Liabilities:		
Accounts payable and accrued expenses	\$ 14,891,767	15,420,609
Deferred revenues (note 12)	20,378,668	20,180,522
Long-term debt (note 7)	118,389,638	119,880,950
Accrued pension and other benefit obligations (note 8)	35,577,612	46,850,583
Other liabilities	2,797,418	2,390,487
U.S. government grants refundable	<u>2,872,711</u>	<u>2,935,580</u>
Total liabilities	<u>194,907,814</u>	<u>207,658,731</u>
Commitments and contingencies (notes 3, 8, and 13)		
Net assets (note 9):		
Unrestricted:		
Endowment and other	131,439,778	113,001,735
Pension and postretirement obligations	<u>(35,577,612)</u>	<u>(46,850,583)</u>
Total unrestricted net assets	95,862,166	66,151,152
Temporarily restricted	92,429,821	77,597,234
Permanently restricted	<u>84,952,745</u>	<u>80,624,389</u>
Total net assets	<u>273,244,732</u>	<u>224,372,775</u>
Total liabilities and net assets	<u>\$ 468,152,546</u>	<u>432,031,506</u>

See accompanying notes to financial statements.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Statements of Activities

Years ended August 31, 2013 and 2012

	2013	2012
Changes in unrestricted net assets:		
Operating revenues:		
Student tuition and fees, net (note 10)	\$ 110,651,415	106,221,111
Grants and contracts	43,099,863	44,286,323
Contributions	3,041,727	1,826,485
Endowment return appropriated and other investment income (notes 3 and 9)	10,371,417	8,495,732
Sales and services of auxiliary enterprises	20,042,414	21,066,579
Other sources	3,884,793	2,485,041
Net assets released from restrictions	2,369,842	1,582,858
Total operating revenues	193,461,471	185,964,129
Operating expenses:		
Instruction	66,015,258	62,475,335
Research, training, and public service	36,493,359	38,771,687
Academic support	14,332,250	13,436,863
Student services	9,503,036	9,284,571
Institutional support (note 11)	32,963,703	30,448,494
Auxiliary enterprises	21,623,853	21,922,422
Total operating expenses	180,931,459	176,339,372
Increase in unrestricted net assets from operations, carried forward	\$ 12,530,012	9,624,757

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Statements of Activities

Years ended August 31, 2013 and 2012

	<b>2013</b>	<b>2012</b>
Increase in unrestricted net assets from operations, carried forward	\$ 12,530,012	9,624,757
Nonoperating activities:		
Investment return, net of amounts appropriated (note 3)	5,681,328	(542,352)
Pension and postretirement changes other than net periodic benefit cost (note 8)	10,459,053	(11,564,435)
Loss on refinancing of debt (note 7)	—	(853,802)
Net assets released from restrictions for capital	406,879	355,000
Other, net	633,742	21,417
Increase (decrease) in unrestricted net assets	29,711,014	(2,959,415)
Changes in temporarily restricted net assets:		
Contributions	7,119,167	3,266,089
Investment return, net of amounts appropriated (note 3)	10,607,944	(1,123,253)
Net assets released from restrictions	(2,776,721)	(1,937,858)
Other, net	(117,803)	(689,102)
Increase (decrease) in temporarily restricted net assets	14,832,587	(484,124)
Changes in permanently restricted net assets:		
Contributions	4,875,078	3,084,514
Other, net	(546,722)	655,741
Increase in permanently restricted net assets	4,328,356	3,740,255
Increase in net assets	48,871,957	296,716
Net assets at beginning of year	224,372,775	224,076,059
Net assets at end of year	\$ 273,244,732	224,372,775
Certain amounts disaggregated above are presented below in the aggregate:		
Contributions	\$ 15,035,972	8,177,088
Endowment and other investment return	26,660,689	6,830,127

See accompanying notes to financial statements.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Statements of Cash Flows

Years ended August 31, 2013 and 2012

	2013	2012
Cash flows from operating activities:		
Increase in net assets	\$ 48,871,957	296,716
Adjustments to reconcile increase in net assets to net cash provided by operating activities:		
Net appreciation in fair value of investments	(26,098,930)	(7,920,779)
Depreciation	9,163,917	8,903,135
Provision for uncollectible amounts	164,701	185,245
Amortization of bond issuance costs	88,045	103,546
Amortization of net bond premiums	(311,005)	(100,065)
Contributions restricted for permanent investment and plant assets	(8,390,283)	(3,663,398)
Change in value of split-interest agreements	540,496	100,528
Loss on debt refinancing	—	853,802
Pension and postretirement changes other than net periodic benefit cost	(10,459,053)	11,564,435
Changes in operating assets and liabilities:		
Student accounts and other receivables	(1,287,859)	303,716
Grants and contracts receivable	2,099,973	(1,589,861)
Inventories and other assets	161,342	(1,071,355)
Contributions receivable, except for amounts restricted for permanent investment and plant assets	(59,497)	(793,873)
Accounts payable and accrued expenses and other liabilities	(1,184,920)	(800,331)
Deferred revenues	198,146	2,440,785
Accrued pension and other benefit obligations	(813,918)	(3,695,265)
U.S. government grants refundable	(62,869)	(34,609)
Net cash provided by operating activities	12,620,243	5,082,372
Cash flows from investing activities:		
Loans made to students	(499,457)	(311,250)
Repayments received on student loans	411,838	453,127
Purchase of plant assets	(12,703,107)	(9,077,473)
Change in amounts related to plant assets included in accounts payable and accrued expenses	733,926	524,675
Purchases of investments	(45,375,741)	(43,140,795)
Proceeds from sales of investments	38,772,192	49,669,480
Net cash used in investing activities	(18,660,349)	(1,882,236)
Cash flows from financing activities:		
Contributions restricted for permanent investment and plant assets	8,390,283	3,663,398
Increase in contributions receivable restricted for permanent investment and plant assets	(2,234,593)	(1,903,743)
Proceeds from indebtedness	—	68,022,328
Repayment of indebtedness	(1,180,307)	(33,048,381)
Change in funds held by bond trustees	2,606,953	(31,347,507)
Investment income on split-interest agreements, net of payments to annuitants	(141,425)	(99,814)
Net cash provided by financing activities	7,440,911	5,286,281
Net increase in cash and cash equivalents	1,400,805	8,486,417
Cash and cash equivalents at beginning of year	29,984,478	21,498,061
Cash and cash equivalents at end of year	\$ 31,385,283	29,984,478
Supplemental disclosure of cash flow information:		
Cash paid for interest	\$ 6,025,940	4,337,483

See accompanying notes to financial statements.

## TEACHERS COLLEGE, COLUMBIA UNIVERSITY

### Notes to Financial Statements

August 31, 2013 and 2012

#### (1) Description of Business

##### (a) Discussion of Operations

Teachers College, Columbia University (the College) is a graduate and professional school of education. The College engages in five basic activities: (1) research on critical issues of education; (2) instruction of future leaders-practitioners, policymakers, and academicians; (3) education of current leaders-teachers, principals, superintendents, board members, legislators, presidents, members of the media, and representatives of foundations and corporations; (4) development of the public discourse and national agenda for education; and (5) improvement of the practice of educational institutions via laboratories, models, and demonstration projects. The College was founded in 1887 and became affiliated with Columbia University in 1898. Under an arrangement with Columbia University, the faculty of the College was designated as faculty of Columbia University, but retained its legal and financial independence. The College remains a separate corporation.

##### (b) Tax Status

The College is qualified as a not-for-profit organization under Section 501(c)(3) of the Internal Revenue Code, as amended. Accordingly, it is not subject to income taxes except to the extent it has taxable income from activities that are not related to its exempt purpose. The College recognizes the effect of income tax positions only if those positions are more likely than not of being sustained. No provision for income taxes was required for fiscal years 2013 or 2012.

#### (2) Summary of Significant Accounting Policies

##### (a) Basis of Presentation

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with U.S. generally accepted accounting principles (GAAP). Net assets of the College and changes therein are classified and reported as follows:

*Unrestricted Net Assets* – Net assets that are not subject to donor-imposed restrictions.

*Temporarily Restricted Net Assets* – Net assets subject to donor-imposed restrictions that will be met by either actions of the College or the passage of time.

*Permanently Restricted Net Assets* – Net assets subject to donor-imposed restrictions that stipulate that they be maintained permanently by the College, but permit the College to expend part or all of the income derived therefrom for general or donor-specified purposes.

Revenues and gains and losses on investments and other assets are reported as changes in unrestricted net assets unless limited by explicit donor-imposed restrictions or by law. Expirations of temporary restrictions on net assets, that is, the donor-imposed stipulated purpose has been accomplished and/or the stipulated time period has elapsed, are reported as increases in unrestricted net assets if the purpose or time restrictions are met in the same reporting period that such assets are received; otherwise, they are reported as net assets released from restrictions. Expenses are reported as decreases in unrestricted net assets.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Notes to Financial Statements

August 31, 2013 and 2012

**(b) Cash Equivalents**

All highly liquid debt instruments with a maturity of three months or less are considered to be cash equivalents, except for such assets that are part of the College's investment portfolio managed by external investment managers for long-term purposes.

**(c) Contributions**

Contributions, including unconditional promises to give, are reported as revenues in the period received or pledged. Contributions of assets other than cash are recorded at their estimated fair value. The College reports contributions of plant assets as increases in unrestricted net assets unless the donor places restrictions on their use. Contributions to be received after one year are discounted at a risk-adjusted rate. Amortization of the discount is recorded as additional contribution revenue in accordance with the donor-imposed restrictions, if any, on the contribution. An allowance is recorded for uncollectible contributions based on management's judgment, past collection experience, and other relevant factors.

Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

**(d) Grants and Contracts**

Grants and contracts, other than fee for service agreements, are reported as unrestricted revenues when expenses are incurred in accordance with the terms of the agreement. Amounts received in advance are recorded as deferred revenues. Fee for service agreements are reported as unrestricted revenue when earned.

**(e) Inventories**

Inventories, including books published by the Teachers College Press, are valued at the lower of average cost or market (net realizable value).

**(f) Plant Assets**

Plant assets, including land, buildings, building improvements, and furniture and equipment, as well as assets under capital lease with the Dormitory Authority of the State of New York (DASNY) are stated at cost or fair value at the date of gift for assets contributed. All plant assets, other than land, are depreciated over the following useful lives using the straight-line method:

Buildings	50 years
Building improvements	20 years
Furniture and equipment	5 years

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Notes to Financial Statements

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**(g) Fair Value Measurements**

Investments and funds held by bond trustees are reported at fair value in the College's financial statements. Fair value represents the price that would be received upon the sale of an asset or paid upon the transfer of a liability in an orderly transaction between market participants as of the measurement date. GAAP establishes a fair value hierarchy that prioritizes inputs used to measure fair value into three levels:

- Level 1 Inputs that reflect unadjusted quoted prices in active markets for identical assets or liabilities that the College has the ability to access at the measurement date.
- Level 2 Inputs other than quoted prices that are observable for the asset or liability either directly or indirectly, including inputs in markets that are not considered to be active or investments in investment companies that are redeemable on or near the balance sheet date.
- Level 3 Inputs that are unobservable and investments in investment companies that are not redeemable near the balance sheet date.

A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement.

At August 31, 2013 and 2012, the carrying amounts of the College's accounts receivable and accounts payable and accrued expenses approximate their fair values because of the terms and relatively short maturities of these financial instruments. The carrying amount of contributions receivable (net realizable value after an allowance for uncollectible amounts and a discount to present value) also approximates fair value. The estimated fair values of these financial instruments, however, involve unobservable inputs considered to be Level 3 in the fair value hierarchy.

**(h) Collections**

Collections at the College include works of art, literary works, historical treasures, and artifacts that are maintained in the College's library and buildings. These collections are protected and preserved for public exhibition, education, research, and the furtherance of public service and, therefore, are not recognized as assets on the balance sheets. Costs associated with purchasing additions to and maintaining these collections are recorded as operating expenses in the period in which the items are acquired.

**(i) U.S. Government Grants Refundable**

Funds provided by the U.S. government under the Federal Perkins and Nursing Student Loan programs are loaned to qualified students and may be reloaned after collection. These funds are ultimately refundable to the U.S. government and are presented in the accompanying balance sheets as a liability.

## TEACHERS COLLEGE, COLUMBIA UNIVERSITY

### Notes to Financial Statements

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**(j) *Split-Interest Agreements***

In fiscal years 2013 and 2012, the College's split-interest agreements with donors consist primarily of charitable gift annuities, irrevocable charitable remainder trusts, perpetual trusts, and pooled life income funds. Additionally, in fiscal year 2012, split-interest agreements included a charitable lead trust, for which the College did not serve as trustee.

Assets of charitable gift annuities and pooled life income funds are reported in investments in the accompanying balance sheets. Assets from charitable remainder trusts, perpetual trusts, and the charitable lead trust are reflected as contributions receivable in the accompanying balance sheets. Contributions are recognized at the date the trusts or pooled life income funds are established at the present value of the estimated future cash flows expected to be received by the College. The College's interest in such split-interest gifts is adjusted annually for changes in the value of the assets, accretion of the discount, and other changes in the estimates of future benefits.

In addition, the College has the irrevocable right to receive income earned on two perpetual trusts. The College's beneficial interest in the value of the trusts' assets is classified as permanently restricted net assets. Changes in the value of the College's interest are recorded as permanently restricted activities in the accompanying statements of activities.

**(k) *Operations***

The accompanying statements of activities distinguish between operating and nonoperating activities. Operating activities represent changes in unrestricted net assets other than investment return on board-designated endowments in excess of or less than the amounts authorized for spending by the College's trustees (note 9) on those funds, investment return on funds held by bond trustees, pension and postretirement changes other than net periodic benefit cost (note 8), net assets released from restrictions for capital, and certain nonrecurring activities.

**(l) *Accounting Estimates***

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingencies at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Significant estimates made in the preparation of the financial statements include the valuation of investments and accrued postretirement pension and other benefit obligations, the estimated useful lives of plant assets, and the net realizable value of receivables. Actual results could differ from those estimates.

**(m) *Reclassifications***

Certain reclassifications have been made to the 2012 amounts to conform to the current year presentation.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2013 and 2012

**(3) Investments**

The following tables present the fair value of the College's investments by type and level within the fair value hierarchy at August 31, 2013 and 2012:

	<b>2013</b>			
	<u>Total</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Cash and money market funds	\$ 10,981,073	10,981,073	—	—
Fixed income securities	2,084,528	2,084,528	—	—
Domestic common stock	27,669,278	27,669,278	—	—
Mutual funds:				
Bond mutual funds	5,001,447	5,001,447	—	—
Equity mutual funds	14,117,280	14,117,280	—	—
Global hard assets	9,141,755	9,141,755	—	—
Exchange traded funds	17,182,666	17,182,666	—	—
Common trust funds	13,733,874	—	13,733,874	—
Nonpublic investments:				
Nonpublic equity	126,977,696	—	92,008,225	34,969,471
Private equity	19,586,028	—	—	19,586,028
Real estate	7,311,178	—	—	7,311,178
	<u>\$ 253,786,803</u>	<u>86,178,027</u>	<u>105,742,099</u>	<u>61,866,677</u>

	<b>2012</b>			
	<u>Total</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Cash and money market funds	\$ 20,171,249	20,171,249	—	—
Fixed income securities	6,050,515	6,050,515	—	—
Domestic common stock	22,357,434	22,357,434	—	—
Mutual funds:				
Bond mutual funds	9,289,963	9,289,963	—	—
Equity mutual funds	10,310,795	10,310,795	—	—
Global hard assets	4,857,831	4,857,831	—	—
Exchange traded funds	20,494,792	20,494,792	—	—
Common trust funds	11,423,723	—	11,423,723	—
Nonpublic investments:				
Nonpublic equity	87,897,783	—	57,577,059	30,320,724
Private equity	20,263,147	—	—	20,263,147
Real estate	7,888,914	—	—	7,888,914
	<u>\$ 221,006,146</u>	<u>93,532,579</u>	<u>69,000,782</u>	<u>58,472,785</u>

Money market funds, fixed income securities, domestic common stock, mutual funds, and exchange traded funds are reported at fair value based upon quoted market prices.

Common trust funds represent a pool of collective investment funds with underlying investments held in publically traded stocks, bonds, or other securities.

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Nonpublic equity funds include investment funds whose underlying investments are publicly traded domestic and international equities and interests in limited partnerships and limited liability corporations that may employ both long and short strategies and invest in public equities, internationally developed and emerging markets, and other marketable securities. These interests have varying degrees of liquidity, generally ranging from monthly to annually with 6 to 90 days' notice, except for four funds with an approximate value of \$12.5 million, which remain subject to lockups ending principally in fiscal year 2014 as well as two funds with limited quarterly redemptions over a two year period with a combined value of approximately \$17.5 million.

Private equity and real estate funds include interests in limited partnerships and limited liability corporations that invest in private equity buyouts, distressed credit opportunities, real estate, and other private equity strategies. Under the terms of certain limited partnership agreements, the College is obligated to periodically advance additional funding for these limited partnership investments. At August 31, 2013, the College had outstanding commitments of approximately \$6.7 million. The College maintains sufficient liquidity in its investment portfolio to cover such calls. Such commitments, generally, have fixed expiration dates or other termination clauses ranging from April 2014 to December 2023. These funds offer no redemptions.

Investments are exposed to various risks, such as interest rate, market, and credit risks. Due to the level of risk associated with certain investments, it is at least reasonably possible that changes in their values will occur in the near term and that such changes could materially affect the amounts reported in the balance sheets.

Investments include approximately \$2 million and \$1.3 million of assets relating to split-interest agreements at August 31, 2013 and 2012, respectively.

Changes to Level 3 investments for the years ended August 31, 2013 and 2012 were as follows:

		2013					
		Level 3, beginning of year	Net appreciation in fair value of investments	Transfers out of Level 3	Purchases	Sales	Level 3, end of the year
Nonpublic equity funds	\$	30,320,724	5,063,328	(6,108,879)	6,400,000	(705,702)	34,969,471
Private equity funds		20,263,147	1,945,267	—	2,101,382	(4,723,768)	19,586,028
Real estate funds		7,888,914	786,994	—	672,849	(2,037,579)	7,311,178
	\$	<u>58,472,785</u>	<u>7,795,589</u>	<u>(6,108,879)</u>	<u>9,174,231</u>	<u>(7,467,049)</u>	<u>61,866,677</u>

		2012					
		Level 3, beginning of year	Net appreciation (depreciation) in fair value of investments	Transfers out of Level 3	Purchases	Sales	Level 3, end of the year
Nonpublic equity funds	\$	25,482,746	1,769,849	(5,700,057)	9,000,000	(231,814)	30,320,724
Private equity funds		20,977,069	1,739,102	—	1,893,939	(4,346,963)	20,263,147
Real estate funds		7,527,653	(14,738)	—	524,332	(148,333)	7,888,914
	\$	<u>53,987,468</u>	<u>3,494,213</u>	<u>(5,700,057)</u>	<u>11,418,271</u>	<u>(4,727,110)</u>	<u>58,472,785</u>

Transfers out of Level 3 were due to the expiration of lock-up requirements in fiscal years 2013 and 2012.

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The following summarizes the College's total return on investments and its classification in the financial statements for the years ended August 31, 2013 and 2012:

	<b>2013</b>	<b>2012</b>
Dividends and interest	\$ 2,935,542	1,659,696
Net appreciation in fair value of investments	26,098,930	7,920,779
Investment fees and expenses	(2,373,783)	(2,750,348)
Total return on investments	26,660,689	6,830,127
Investment return appropriated and reported in operating revenues	10,371,417	8,495,732
Investment return reported as nonoperating and temporarily restricted	\$ 16,289,272	(1,665,605)

**(4) Allowances for Uncollectible Accounts and Loans Receivable**

Student accounts and other receivables are reported net of an allowance for uncollectible amounts of approximately \$535,000 and \$480,000 at August 31, 2013 and 2012, respectively.

Student loans receivable are reported net of an allowance for uncollectible amounts of approximately \$400,000 and \$414,000 at August 31, 2013 and 2012, respectively.

**(5) Contributions Receivable, Net**

Contributions receivable consist of the following at August 31, 2013 and 2012:

	<b>2013</b>	<b>2012</b>
Unconditional promises expected to be collected in:		
Less than one year	\$ 4,459,015	3,003,468
One to five years	5,277,532	4,352,198
More than five years	430,500	550,000
	10,167,047	7,905,666
Less:		
Allowance for uncollectible amounts	(60,500)	(60,500)
Discount to present value (at discount rates ranging from 0.59% to 6.00%)	(147,754)	(174,466)
	9,958,793	7,670,700
Interest in perpetual and other trusts, net	1,151,714	1,293,883
	\$ 11,110,507	8,964,583

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At August 31, 2013 and 2012, the five largest outstanding donor pledge balances represented approximately 76% of the College's gross contributions receivable.

**(6) Plant Assets, Net**

Plant assets consist of the following at August 31, 2013 and 2012:

	<b>2013</b>	<b>2012</b>
Land	\$ 642,443	642,443
Buildings and improvements	104,563,991	98,818,535
Furniture and equipment	34,823,883	33,066,449
Under capital lease with DASNY and other lenders:		
Land	50,000	50,000
Buildings and improvements	109,702,618	109,683,639
Furniture and equipment	11,335,535	11,338,231
	261,118,470	253,599,297
Less accumulated depreciation	(146,988,797)	(138,049,225)
Construction in progress	9,122,770	4,163,181
	<b>\$ 123,252,443</b>	<b>119,713,253</b>

**(7) Long-Term Debt**

Long-term debt at August 31, 2013 and 2012 consists of the following:

	<b>2013</b>	<b>2012</b>
DASNY:		
Series 2009 Insured Revenue Bonds, net of unamortized bond discount of \$645,516 and \$670,917, respectively (a)	\$ 51,949,484	51,924,083
Series 2012A Insured Revenue Bonds, including unamortized bond premium of \$4,073,723 and \$4,305,075, respectively (b)	33,063,723	34,420,075
Series 2012B Insured Revenue Bonds, including unamortized bond premium of \$3,011,733 and \$3,116,787, respectively (c)	33,371,733	33,476,787
Equipment leases (d)	4,698	60,005
Total debt outstanding	<b>\$ 118,389,638</b>	<b>119,880,950</b>

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### Notes to Financial Statements

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- (a) In January 2009, DASNY issued Insured Revenue Bonds, Series 2009 (Series 2009 Bonds) in the amount of \$52,595,000 on behalf of the College at a discount of \$762,010. The College used the proceeds from the Series 2009 Bonds to redeem the Insured Revenue Bonds, Series 2007 and to finance various capital improvements and renovations.

The Series 2009 Bonds are due through 2039 with interest rates ranging from 3.0% to 5.5%. Principal amounts are payable annually beginning on March 1, 2015. Interest is payable semiannually on March 1 and September 1. In issuing the Series 2009 Bonds, the College incurred costs of \$1,257,990, which have been deferred and are being amortized over the life of the related debt. At August 31, 2013 and 2012, the College had unamortized bond issuance costs of \$1,033,321 and \$1,073,013, respectively. The Series 2009 Bonds are secured by the pledge of revenues, the proceeds of the Series 2009 Bonds, and certain funds and accounts established by the Series 2009 Bonds.

- (b) In April 2012, DASNY issued Insured Revenue Bonds, Series 2012A (Series 2012A Bonds) in the amount of \$30,115,000 on behalf of the College at a premium of \$4,395,715. The College used the proceeds from the Series 2012A Bonds to refinance the DASNY Insured Revenue Bonds, Series 2002 (Series 2002 Bonds). The Series 2012A Bonds are due through 2039 with interest rates ranging from 3.0% to 5.0%. Payments towards principal began on July 1, 2013. Interest is payable semiannually on January 1 and July 1. In issuing the Series 2012A Bonds, the College incurred costs of \$695,582, which have been deferred and are being amortized over the life of the related debt. At August 31, 2013 and 2012, the College had unamortized bond issuance costs of \$637,167 and \$681,339, respectively. In 2012, the College recognized a loss of \$853,802 on the refinancing of the Series 2002 Bonds, which is reported as a nonoperating activity in the 2012 statement of activities. The Series 2012A Bonds are secured by the pledge of revenues, the proceeds of the Series 2012A Bonds, and certain funds and accounts established by the Series 2012A Bond Resolution.
- (c) In May 2012, DASNY issued Insured Revenue Bonds, Series 2012B (Series 2012B Bonds) in the amount of \$30,360,000 on behalf of the College at a premium of \$3,151,613. The Series 2012B Bonds will be used to finance certain capital improvements including the renovation, alteration, upgrading, and rehabilitation of Bancroft Hall, an eight story, 108 unit residence hall on the College's campus. The Series 2012B Bonds are due through 2042 at a fixed rate of 5.0%. Principal amounts are payable annually beginning on July 1, 2029. Interest is payable semiannually on January 1 and July 1. In issuing the Series 2012B Bonds, the College incurred costs of \$637,256, which have been deferred and are being amortized over the life of the related debt. At August 31, 2013 and 2012, the College had unamortized bond issuance costs of \$604,780 and \$623,013, respectively. The Series 2012B Bonds are secured by the pledge of revenues, the proceeds of the Series 2012B Bonds, and certain funds and accounts established by the Series 2012B Bond Resolution.
- (d) The obligation under the equipment lease is payable in monthly installments through September 2013 and bears interest at rates ranging from 3.35% to 3.59%.

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### Notes to Financial Statements

August 31, 2013 and 2012

At August 31, 2013 and 2012, the fair value of funds held by bond trustees relating to the Series 2009, 2012A, and 2012B Bonds were \$32,287,435 and \$34,894,388, respectively, and were invested in cash and government securities. The funds held by bond trustees are categorized in Level 1 of the fair value hierarchy.

The DASNY bonds require compliance with certain financial and nonfinancial debt covenants. The College is in compliance with such covenants as of August 31, 2013 and 2012.

The fair value of the College's long-term debt approximated \$116.4 million and \$129.4 million at August 31, 2013 and 2012, respectively. This amount was estimated by discounting future cash flows associated with the debt by current market rates for bonds with the same or similar maturities and credit quality and is considered to be Level 2 in the fair value hierarchy.

The minimum annual payments for principal are as follows:

Year ending August 31:	
2014	\$ 1,384,698
2015	2,990,000
2016	2,735,000
2017	2,840,000
2018	2,965,000
Thereafter	<u>99,035,000</u>
Total principal payments	111,949,698
Net unamortized bond premium	<u>6,439,940</u>
Total debt outstanding	<u>\$ 118,389,638</u>

Interest expense was approximately \$4.2 million and \$4.9 million in 2013 and 2012, respectively.

#### **(8) Pension and Postretirement Benefit Plans**

The College has a contributory defined contribution plan covering academic and professional employees. Total expense recognized under this plan for the years ended August 31, 2013 and 2012 was approximately \$6,403,000 and \$6,059,000, respectively.

The College also has a noncontributory defined benefit pension plan covering nonacademic union employees. Benefits under this plan are based on years of service and the employee's regular remuneration averaged over the period of the highest five consecutive years during the last ten years of service.

In addition, the College provides health insurance coverage to retired faculty and professional staff and their dependents. Faculty and professional staff hired before January 1, 2006 become eligible for these benefits if they are at least 55 years of age and have a minimum of 15 years of service. This plan was amended on June 16, 2010 whereby eligible professional staff who retire after August 31, 2011 and eligible faculty who retire after August 31, 2013 may participate in the plan, but will contribute to the plan based upon their age and years of service.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2013 and 2012

The following table provides information with respect to the defined benefit pension and postretirement benefit plans as of and for the years ended August 31, 2013 and 2012:

	Pension benefits		Postretirement benefits	
	2013	2012	2013	2012
Change in benefit obligation:				
Benefit obligation at beginning of year	\$ 51,600,056	41,623,277	26,563,125	23,586,567
Service cost	1,755,112	1,375,723	665,580	414,255
Interest cost	2,082,813	2,303,541	1,212,076	1,205,776
Actuarial (gain) loss	(7,748,865)	8,554,476	(1,085,225)	2,736,739
Plan amendments	—	83,384	—	—
Benefits paid	(2,408,553)	(2,340,345)	(1,264,480)	(1,380,212)
Benefit obligation at end of year	45,280,563	51,600,056	26,091,076	26,563,125
Change in plan assets:				
Fair value of plan assets at beginning of year	31,312,598	26,228,431	—	—
Actual return on plan assets	4,064,642	3,000,228	—	—
Employer contribution	2,825,340	4,424,284	1,264,480	1,380,212
Benefits paid	(2,408,553)	(2,340,345)	(1,264,480)	(1,380,212)
Fair value of plan assets at end of year	35,794,027	31,312,598	—	—
Funded status, recognized in the balance sheets	\$ (9,486,536)	(20,287,458)	(26,091,076)	(26,563,125)

Accumulated amounts recorded in unrestricted net assets other than through net periodic benefit cost at August 31, 2013 and 2012 consist of the following:

	Pension benefits		Postretirement benefits	
	2013	2012	2013	2012
Prior service (cost) credit	\$ (66,578)	(74,981)	5,257,831	6,866,299
Net actuarial loss	(6,403,202)	(16,685,964)	(5,192,007)	(6,968,363)
	\$ (6,469,780)	(16,760,945)	65,824	(102,064)

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Notes to Financial Statements

August 31, 2013 and 2012

The estimated net loss and prior service cost for the pension plan that will be amortized from unrestricted net assets into net periodic benefit cost in fiscal year 2014 is \$189,639 and \$8,403, respectively. The estimated net loss and prior service credit for the postretirement plan that will be amortized from unrestricted net assets into net periodic benefit cost in fiscal year 2014 are \$260,373 and \$1,469,724, respectively.

The following table provides the actuarial assumptions:

	Pension benefits		Postretirement benefits	
	2013	2012	2013	2012
Weighted average assumptions used to determine benefit obligations:				
Discount rate	5.28%	4.26%	5.30%	4.21%
Rate of compensation increase	4.50	4.50	—	—
Weighted average assumptions used to determine net periodic benefit cost:				
Discount rate	4.26	5.74	4.21	5.69
Expected return on plan assets	8.00	8.00	—	—
Rate of compensation increase	4.50	4.50	—	—

For measurement purposes, the annual rate of increase in the per capita cost of covered healthcare benefits is as follows:

	2013	2012
Assumed healthcare cost trend rates:		
Healthcare cost trend rate assumed for next year	7.22%	7.46%
Healthcare cost trend assumed to decline	4.50	4.50
Ultimate trend rate achieved	2027	2027

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

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August 31, 2013 and 2012

The following table provides the components of net periodic benefit cost recognized in the accompanying statements of activities:

	<b>Pension benefits</b>		<b>Postretirement benefits</b>	
	<b>2013</b>	<b>2012</b>	<b>2013</b>	<b>2012</b>
Service cost	\$ 1,755,112	1,375,723	665,580	414,255
Interest cost	2,082,813	2,303,541	1,212,076	1,205,776
Expected return on plan assets	(2,566,933)	(2,127,237)	—	—
Amortization of prior service cost (credit)	8,403	8,403	(1,608,468)	(1,608,468)
Loss recognized	1,036,188	507,728	691,131	29,510
<b>Net periodic benefit cost</b>	<b>\$ 2,315,583</b>	<b>2,068,158</b>	<b>960,319</b>	<b>41,073</b>

Other changes in plan assets and benefit obligations recognized in unrestricted net assets at August 31, 2013 and 2012 are as follows:

	<b>Pension benefits</b>		<b>Postretirement benefits</b>	
	<b>2013</b>	<b>2012</b>	<b>2013</b>	<b>2012</b>
<b>Pension and postretirement changes other than net periodic benefit cost:</b>				
Net (gain) loss	\$ (9,246,574)	7,681,485	(1,085,225)	2,736,739
Prior service cost	—	83,384	—	—
Amortization of prior service (cost) credit	(8,403)	(8,403)	1,608,468	1,608,468
Amortization of net loss	(1,036,188)	(507,728)	(691,131)	(29,510)
<b>Total amount recognized in unrestricted net assets</b>	<b>\$ (10,291,165)</b>	<b>7,248,738</b>	<b>(167,888)</b>	<b>4,315,697</b>

The accumulated benefit obligation for the pension plan at August 31, 2013 and 2012 was \$40,089,932 and \$45,700,331, respectively.

Pension plan assets consist of an interest in a commingled fund, which is reported at the net asset value provided by the fund manager. The fund is classified as Level 2 within the fair value hierarchy. The College's overall investment strategy is to provide liquidity to fund current benefit payments as well as to provide for long-term growth through appreciation. The target allocations for plan assets are 62% equity securities, 33% fixed income, and 5% other investment types.

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Notes to Financial Statements

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As of August 31, 2013 and 2012, the fund's composition was as follows:

	<u>2013</u>	<u>2012</u>
Cash	1%	1%
Domestic equities	45	42
International equities/emerging markets equities	20	18
Fixed income	27	30
Real estate	7	9
	<u>100%</u>	<u>100%</u>

The expected long-term rate of return on assets assumption is 8%. The assumption has been determined by developing expectations regarding future rates of return for the investment portfolio, with consideration given to the distribution of investments by asset class and historical rates of return for each individual asset class.

The following benefit payments, which reflect expected future service, as appropriate, are expected to be paid under the pension plan for the year(s) ending August 31:

2014	\$ 2,496,209
2015	2,561,435
2016	2,636,849
2017	2,705,086
2018	2,806,750
2019–2023	15,325,972

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003 was reflected as of September 1, 2005, assuming that the College will continue to provide a prescription drug benefit to plan participants that is at least actuarially equivalent to Medicare Part D and that the College will receive the federal subsidy.

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The following benefit payments, which reflect expected future service, as appropriate, are expected to be paid under the postretirement plan for the year(s) ending August 31:

		<b>Expected benefits reflecting medicare subsidy</b>
2014	\$	1,257,068
2015		1,326,346
2016		1,378,752
2017		1,411,486
2018		1,504,016
2019–2023		8,657,876

Assumed healthcare cost trend rates have a significant effect on the amounts reported for healthcare plans. A one-percentage-point change in assumed healthcare cost trend rates would have the following effects:

		<b>One- percentage- point increase</b>	<b>One- percentage- point decrease</b>
Impact of 1% change in healthcare cost trend rates:			
Effect on total service and interest cost components	\$	335,816	(268,569)
Effect on postretirement benefit obligation		3,694,920	(3,064,130)

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Notes to Financial Statements

August 31, 2013 and 2012

**(9) Net Assets**

**(a) Temporarily and Permanently Restricted Net Assets**

Temporarily restricted net assets at August 31, 2013 and 2012 primarily comprise unappropriated income on donor-restricted endowment funds and nonendowment contributions restricted for specific purposes or future periods. Temporarily restricted net assets are restricted for the following purposes:

	2013	2012
Endowment earnings restricted for:		
Scholarships and financial aid	\$ 10,951,241	7,279,335
Professorships and lectureships	17,482,198	15,139,845
Research and experimentation	31,347,267	28,485,201
Other	17,536,439	15,784,020
Other restrictions:		
Scholarships, fellowships, professorships, and lectureships	8,689,320	7,617,260
Capital projects	4,724,131	1,615,807
Future periods	1,699,225	1,675,766
Total	\$ 92,429,821	77,597,234

Permanently restricted net assets at August 31, 2013 and 2012 are restricted to investment in perpetuity, and the associated investment return is restricted for the following:

	2013	2012
Scholarships and financial aid	\$ 42,196,673	37,965,952
Professorships and lectureships	22,329,180	22,689,516
Research and experimentation	9,978,949	9,927,911
Other	10,447,943	10,041,010
Total	\$ 84,952,745	80,624,389

**(b) Endowment Funds**

The College's endowment consists of both donor-restricted endowment funds and funds designated by the board of trustees to function as endowments. Net assets associated with the endowment funds are classified and reported based on the existence or absence of donor-imposed restrictions.

From time to time, the fair value of assets associated with an individual donor-restricted endowment fund may fall below the fund's historic dollar value. Deficiencies of this nature totaled approximately \$1,200 and \$267,000 at August 31, 2013 and 2012, respectively.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2013 and 2012

The investment objectives for the College's endowment are to preserve the principal value of those funds, in both absolute as well as real terms, provide a stable source of perpetual financial support to endowment beneficiaries, and maximize over the long term, the total rate of return earned without assuming an unreasonable degree of risk. In connection with these investment objectives, the board of trustees has adopted a spending policy. The amount available for spending is determined annually by applying a rate of 5% to the 16-quarter moving average of the fair value of the endowment.

The College has interpreted the *New York Prudent Management of Institutional Funds Act* (NYPMIFA) as allowing the College to appropriate for expenditure or accumulate so much of a donor-restricted endowment fund, as is deemed prudent for uses, benefits, purposes, and duration for which the endowment is established, subject to the intent of the donor as expressed in the gift instrument, absent donor stipulations to the contrary. As a result of this interpretation, the College has not changed the way permanently restricted net assets are classified.

The remaining portion of the donor-restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure in a manner consistent with the standards of prudence prescribed by NYPMIFA.

The tables that follow present information with respect to the College's endowment as of and for the years ended August 31, 2013 and 2012. Endowment net assets consist of the following at August 31, 2013 and 2012:

		<b>August 31, 2013</b>			
		<b>Unrestricted</b>	<b>Temporarily restricted</b>	<b>Permanently restricted</b>	<b>Total</b>
	Donor-restricted	\$ (1,231)	77,317,145	80,202,973	157,518,887
	Board-designated	82,336,867	—	—	82,336,867
	Total	\$ 82,335,636	77,317,145	80,202,973	239,855,754
		<b>August 31, 2012</b>			
		<b>Unrestricted</b>	<b>Temporarily restricted</b>	<b>Permanently restricted</b>	<b>Total</b>
	Donor-restricted	\$ (267,270)	66,688,401	76,619,961	143,041,092
	Board-designated	66,586,533	—	—	66,586,533
	Total	\$ 66,319,263	66,688,401	76,619,961	209,627,625

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2013 and 2012

Changes in endowment net assets during the fiscal years ended August 31, 2013 and 2012 are as follows:

	<b>2013</b>			
	<u>Unrestricted</u>	<u>Temporarily restricted</u>	<u>Permanently restricted</u>	<u>Total</u>
Net assets, August 31, 2012	\$ 66,319,263	66,688,401	76,619,961	209,627,625
Dividends and interest	934,908	1,788,616	—	2,723,524
Contributions	6,474	—	3,583,012	3,589,486
Transfers to quasi-endowment	10,335,200	—	—	10,335,200
Appropriation for expenditure	(3,401,119)	(6,758,465)	—	(10,159,584)
Investment gain, net	8,140,910	15,598,593	—	23,739,503
Net assets, August 31, 2013	<u>\$ 82,335,636</u>	<u>77,317,145</u>	<u>80,202,973</u>	<u>239,855,754</u>
	<b>2012</b>			
	<u>Unrestricted</u>	<u>Temporarily restricted</u>	<u>Permanently restricted</u>	<u>Total</u>
Net assets, August 31, 2012	\$ 66,492,740	67,502,904	74,761,737	208,757,381
Dividends and interest	458,703	991,206	—	1,449,909
Contributions	33,331	—	1,858,224	1,891,555
Transfers to quasi-endowment	385,200	—	—	385,200
Appropriation for expenditure	(3,054,782)	(5,230,808)	—	(8,285,590)
Investment gain, net	2,004,071	3,425,099	—	5,429,170
Net assets, August 31, 2013	<u>\$ 66,319,263</u>	<u>66,688,401</u>	<u>76,619,961</u>	<u>209,627,625</u>

**(10) Student Tuition and Fees**

Student tuition and fees are presented net of amounts awarded to students to defray their cost of attending the College. Student aid totaled \$19,996,585 and \$19,807,404 in fiscal years 2013 and 2012, respectively.

**(11) Fund-Raising Expenses**

Fund-raising expenses are included in institutional support in the accompanying statements of activities. For the years ended August 31, 2013 and 2012, fund-raising costs incurred by the College's development office for contributions and certain private grants and contracts amounted to approximately \$6.2 million and \$4.9 million, respectively.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Notes to Financial Statements

August 31, 2013 and 2012

**(12) Deferred Revenues**

Deferred revenues consist of the following at August 31, 2013 and 2012:

	<u>2013</u>	<u>2012</u>
Federal and private grants	\$ 11,711,067	12,443,420
Student tuition	7,858,317	6,846,063
Other	809,284	891,039
	<u>\$ 20,378,668</u>	<u>20,180,522</u>

**(13) Commitments and Contingencies**

**(a) Government Funding**

Amounts received and expended by the College under various federal and state programs are subject to audit by governmental agencies. In the opinion of management, audit adjustments, if any, would not have a significant effect on the financial position of the College.

**(b) Line of Credit**

The College has a revolving credit arrangement with a bank that provides for a line of credit up to \$15 million, which was not drawn upon during the years ended August 31, 2013 and 2012. Borrowings under the line of credit will bear interest at the following options: (1) the bank's prime rate or (2) the one-month LIBOR plus 1.15% or (3) a negotiated rate with the bank.

**(c) Litigation**

The College, in the normal course of its operations, is a defendant in various lawsuits. While it is not feasible to predict the ultimate outcomes, management of the College does not expect the resolution of these actions to have a material adverse effect on the College's financial position.

**(14) Subsequent Events**

The College evaluated events subsequent to August 31, 2013 and through December 16, 2013, the date on which the financial statements were issued.



**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Financial Statements

August 31, 2012 and 2011

(With Independent Auditors' Report Thereon)



KPMG LLP  
345 Park Avenue  
New York, NY 10154-0102

## Independent Auditors' Report

The Trustees  
Teachers College, Columbia University:

We have audited the accompanying balance sheets of Teachers College, Columbia University (the College) as of August 31, 2012 and 2011, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Teachers College, Columbia University as of August 31, 2012 and 2011, and the changes in its net assets and its cash flows for the years then ended in conformity with U.S. generally accepted accounting principles.

As discussed in note 9 to the financial statements, in 2011 New York State passed the *New York Prudent Management of Institutional Funds Act*. Pursuant to this change in law, the College adopted certain provisions of Financial Accounting Standards Board Accounting Standards Codification 958-205, *Not-for-Profit Entities*, with respect to its accounting for endowment funds.

**KPMG LLP**

December 11, 2012

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Balance Sheets

August 31, 2012 and 2011

<b>Assets</b>	<b>2012</b>	<b>2011</b>
Cash and cash equivalents	\$ 29,984,478	21,498,061
Student accounts and other receivables, net (note 4)	3,625,935	3,986,484
Grants and contracts receivable	6,429,207	4,839,346
Inventories and other assets (note 7)	4,088,712	3,974,705
Contributions receivable, net (notes 5 and 12)	8,964,583	6,314,282
Funds held by bond trustees (notes 7 and 12)	34,894,388	3,546,881
Investments (notes 3 and 12)	221,006,146	219,504,282
Student loans receivable, net (note 4)	3,324,804	3,567,584
Plant assets, net (note 6)	119,713,253	119,538,915
Total assets	\$ 432,031,506	386,770,540
<b>Liabilities and Net Assets</b>		
Liabilities:		
Accounts payable and accrued expenses	\$ 15,420,609	15,770,405
Deferred revenues (note 13)	20,180,522	17,739,737
Long-term debt (note 7)	119,880,950	85,007,068
Accrued pension and other benefit obligations (note 8)	46,850,583	38,981,413
Other liabilities	2,390,487	2,225,669
U.S. government grants refundable	2,935,580	2,970,189
Total liabilities	207,658,731	162,694,481
Commitments and contingencies (notes 3, 8, and 14)		
Net assets (note 9):		
Unrestricted:		
Endowment and other	113,001,735	108,091,980
Pension and postretirement obligations	(46,850,583)	(38,981,413)
Total unrestricted net assets	66,151,152	69,110,567
Temporarily restricted	77,597,234	78,081,358
Permanently restricted	80,624,389	76,884,134
Total net assets	224,372,775	224,076,059
Total liabilities and net assets	\$ 432,031,506	386,770,540

See accompanying notes to financial statements.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Statements of Activities

Years ended August 31, 2012 and 2011

	2012	2011
Changes in unrestricted net assets:		
Operating revenues:		
Student tuition and fees, net (note 10)	\$ 106,221,111	102,282,626
Grants and contracts	44,286,323	38,131,693
Contributions	1,826,485	2,389,820
Endowment return appropriated and other investment income (note 3)	8,495,732	10,458,664
Sales and services of auxiliary enterprises	21,066,579	20,511,141
Other sources	2,485,041	2,260,524
Net assets released from restrictions	1,582,858	1,346,084
Total operating revenues	185,964,129	177,380,552
Operating expenses:		
Instruction	62,475,335	60,423,611
Research, training, and public service	38,771,687	34,554,581
Academic support	13,436,863	13,295,917
Student services	9,284,571	9,107,282
Institutional support (note 11)	30,448,494	28,398,240
Auxiliary enterprises	21,922,422	21,823,534
Total operating expenses	176,339,372	167,603,165
Increase in unrestricted net assets from operations, carried forward	9,624,757	9,777,387

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Statements of Activities

Years ended August 31, 2012 and 2011

	2012	2011
Increase in unrestricted net assets from operations, brought forward	\$ 9,624,757	9,777,387
Nonoperating activities:		
Investment return, net of amounts appropriated (note 3)	(542,352)	3,922,242
Gains related to swap (note 7)	—	2,757,828
Investment return on funds held by bond trustees	57,561	6,359
Change in value of split-interest agreements	(36,144)	47,617
Pension and postretirement changes other than net periodic benefit cost (note 8)	(11,564,435)	24,358,319
Net assets released from restrictions for capital	355,000	355,000
Loss on refinancing of debt (note 7)	(853,802)	—
Net asset reclassification based on adoption of ASC 958-205 (note 9)	—	(58,395,696)
Decrease in unrestricted net assets	(2,959,415)	(17,170,944)
Changes in temporarily restricted net assets:		
Contributions	3,266,089	3,174,642
Investment return, net of amounts appropriated (note 3)	(1,123,253)	9,107,208
Change in value of split-interest agreements	7,898	76,192
Net asset reclassifications (note 9)	(697,000)	58,297,330
Net assets released from restrictions	(1,937,858)	(1,701,084)
(Decrease) increase in temporarily restricted net assets	(484,124)	68,954,288
Changes in permanently restricted net assets:		
Contributions	3,084,514	552,677
Change in value of split-interest agreements	(41,259)	112,300
Net asset reclassification	697,000	98,366
Increase in permanently restricted net assets	3,740,255	763,343
Increase in net assets	296,716	52,546,687
Net assets at beginning of year	224,076,059	171,529,372
Net assets at end of year	\$ 224,372,775	224,076,059

See accompanying notes to financial statements.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Statements of Cash Flows

Years ended August 31, 2012 and 2011

	2012	2011
Cash flows from operating activities:		
Increase in net assets	\$ 296,716	52,546,687
Adjustments to reconcile increase in net assets to net cash provided by operating activities:		
Net appreciation in fair value of investments	(7,920,779)	(24,963,982)
Gain on interest rate swap	—	(2,757,828)
Depreciation	8,903,135	8,608,126
Provision for uncollectible amounts	185,245	156,531
Amortization of bond issuance costs	103,546	82,134
Amortization of net bond premiums	(100,065)	25,400
Contributions restricted for permanent investment	(3,059,514)	(476,320)
Change in value of split-interest agreements	100,528	(169,456)
Loss on debt refinancing	853,802	—
Pension and postretirement changes other than net periodic benefit cost	11,564,435	(24,358,319)
Changes in operating assets and liabilities:		
Student accounts and other receivables	303,716	(14,901)
Grants and contracts receivable	(1,589,861)	(623,905)
Inventories and other assets	(1,071,355)	(176,244)
Contributions receivable, except for amounts restricted for permanent investment and plant assets	(793,873)	(1,002,036)
Accounts payable and accrued expenses and other liabilities	(800,331)	(508,037)
Deferred revenues	2,440,785	1,297,568
Accrued pension and other benefit obligations	(3,695,265)	1,537,368
U.S. government grants refundable	(34,609)	(79,841)
Net cash provided by operating activities	5,686,256	9,122,945
Cash flows from investing activities:		
Loans made to students	(311,250)	(400,548)
Repayments received on student loans	453,127	464,521
Purchase of plant assets	(9,077,473)	(8,994,210)
Change in amounts related to plant assets included in accounts payable and accrued expenses	524,675	(22,427)
Purchases of investments	(43,140,795)	(14,318,536)
Proceeds from sales of investments	49,669,480	29,488,650
Swap termination and carry cost payments	—	(4,600,446)
Net cash (used in) provided by investing activities	(1,882,236)	1,617,004
Cash flows from financing activities:		
Contributions restricted for permanent investment	3,059,514	476,320
(Increase) decrease in contributions receivable restricted for permanent investment and plant assets	(1,903,743)	347,644
Proceeds from indebtedness	68,022,328	—
Repayment of indebtedness	(33,048,381)	(1,231,795)
Change in funds held by bond trustees	(31,347,507)	2,535,940
Investment income on split-interest agreements, net of payments to annuitants	(99,814)	(93,066)
Net cash provided by financing activities	4,682,397	2,035,043
Net increase in cash and cash equivalents	8,486,417	12,774,992
Cash and cash equivalents at beginning of year	21,498,061	8,723,069
Cash and cash equivalents at end of year	\$ 29,984,478	21,498,061
Supplemental disclosure of cash flow information:		
Cash paid for interest	\$ 4,337,483	4,934,803

See accompanying notes to financial statements.

## TEACHERS COLLEGE, COLUMBIA UNIVERSITY

### Notes to Financial Statements

August 31, 2012 and 2011

#### (1) Description of Business

##### (a) Discussion of Operations

Teachers College, Columbia University (the College) is a graduate and professional school of education. The College engages in five basic activities: (1) research on critical issues of education; (2) instruction of future leaders-practitioners, policymakers, and academicians; (3) education of current leaders-teachers, principals, superintendents, board members, legislators, presidents, members of the media, and representatives of foundations and corporations; (4) development of the public discourse and national agenda for education; and (5) improvement of the practice of educational institutions via laboratories, models, and demonstration projects. The College was founded in 1887 and became affiliated with Columbia University in 1898. Under an arrangement with Columbia University, the faculty of the College was designated as faculty of Columbia University, but retained its legal and financial independence. The College remains a separate corporation.

##### (b) Tax Status

The College is qualified as a not-for-profit organization under Section 501(c)(3) of the Internal Revenue Code, as amended. Accordingly, it is not subject to income taxes except to the extent it has taxable income from activities that are not related to its exempt purpose. The College recognizes the effect of income tax positions only if those positions are more likely than not of being sustained. No provision for income taxes was required for fiscal years 2012 or 2011.

#### (2) Summary of Significant Accounting Policies

##### (a) Basis of Presentation

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with standards established by the Financial Accounting Standards Board for external financial reporting by not-for-profit organizations. Accordingly, net assets of the College and changes therein are classified and reported as follows:

*Unrestricted Net Assets* – Net assets that are not subject to donor-imposed restrictions.

*Temporarily Restricted Net Assets* – Net assets subject to donor-imposed restrictions that will be met by either actions of the College or the passage of time.

*Permanently Restricted Net Assets* – Net assets subject to donor-imposed restrictions that stipulate that they be maintained permanently by the College, but permit the College to expend part or all of the income derived therefrom for general or donor-specified purposes.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Notes to Financial Statements

August 31, 2012 and 2011

Revenues and gains and losses on investments and other assets are reported as changes in unrestricted net assets unless limited by explicit donor-imposed restrictions or by law. Expirations of temporary restrictions on net assets, that is, the donor-imposed stipulated purpose has been accomplished and/or the stipulated time period has elapsed, are reported as increases in unrestricted net assets if the purpose or time restrictions are met in the same reporting period that such assets are received; otherwise, they are reported as net assets released from restrictions. Expenses are reported as decreases in unrestricted net assets.

**(b) Cash Equivalents**

All highly liquid debt instruments with a maturity of three months or less are considered to be cash equivalents, except for such assets that are part of the College's investment portfolio managed by external investment managers for long-term purposes.

**(c) Contributions**

Contributions, including unconditional promises to give, are reported as revenues in the period received or pledged. Contributions of assets other than cash are recorded at their estimated fair value. The College reports contributions of plant assets as increases in unrestricted net assets unless the donor places restrictions on their use. Contributions to be received after one year are discounted at a risk-adjusted rate. Amortization of the discount is recorded as additional contribution revenue in accordance with the donor-imposed restrictions, if any, on the contribution. An allowance is recorded for uncollectible contributions based on management's judgment, past collection experience, and other relevant factors.

Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

**(d) Grants and Contracts**

Grants and contracts are reported as unrestricted revenues when expenses are incurred in accordance with the terms of the agreement. Amounts received in advance are recorded as deferred revenues.

**(e) Inventories**

Inventories, including books published by the Teachers College Press, are valued at the lower of average cost or market (net realizable value).

**(f) Plant Assets**

Plant assets, including land, buildings, building improvements, and furniture and equipment, as well as assets under capital lease with the Dormitory Authority of the State of New York (DASNY) are stated at cost or fair value at the date of gift for assets contributed. All plant assets, other than land, are depreciated over the following useful lives using the straight-line method:

Buildings	50 years
Building improvements	20 years
Furniture and equipment	5 years

## TEACHERS COLLEGE, COLUMBIA UNIVERSITY

### Notes to Financial Statements

August 31, 2012 and 2011

**(g) Collections**

Collections at the College include works of art, literary works, historical treasures, and artifacts that are maintained in the College's library and buildings. These collections are protected and preserved for public exhibition, education, research, and the furtherance of public service and, therefore, are not recognized as assets on the balance sheets. Costs associated with purchasing additions to and maintaining these collections are recorded as operating expenses in the period in which the items are acquired.

**(h) U.S. Government Grants Refundable**

Funds provided by the U.S. government under the Federal Perkins and Nursing Student Loan programs are loaned to qualified students and may be reloaned after collection. These funds are ultimately refundable to the U.S. government and are presented in the accompanying balance sheets as a liability.

**(i) Split-Interest Agreements**

The College's split-interest agreements with donors consist primarily of irrevocable charitable remainder trusts and a charitable lead trust, for which the College does not serve as trustee, perpetual trusts, and pooled life income funds. Assets of pooled life income funds and charitable gift annuities are included in investments. Assets from charitable remainder trusts, perpetual lead trusts, and the charitable lead trust are reflected as contributions receivable in the accompanying balance sheets. Contributions are recognized at the date the trusts or pooled life income funds are established at the present value of the estimated future cash flows expected to be received by the College. The College's interest in such split-interest gifts is adjusted annually for changes in the value of the assets, accretion of the discount, and other changes in the estimates of future benefits.

In addition, the College has the irrevocable right to receive income earned on two perpetual trusts. The College's beneficial interest in the value of the trusts' assets is classified as permanently restricted net assets. Changes in the value of the College's interest are recorded as permanently restricted activities in the accompanying statements of activities.

**(j) Derivative Instrument**

The College held an interest rate swap through February 2011 that was used to manage its variable rate long-term debt exposure (note 7). This instrument was terminated in February 2011 with the associated carrying costs, termination costs, and change in fair value recorded as a nonoperating activity in the 2011 statement of activities.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2012 and 2011

**(k) Operations**

The accompanying statements of activities distinguish between operating and nonoperating activities. Nonoperating activities principally include those activities affecting the change in temporarily and permanently restricted net assets, as well as the difference between investment return on board-designated quasi-endowed funds and the amounts authorized for spending by the College's trustees (note 3) on those funds, investment return on funds held by bond trustees, charges associated with the interest rate swap, pension and postretirement changes other than net periodic benefit cost (note 8), net assets released from restrictions for capital, and certain other nonrecurring activities.

**(l) Accounting Estimates**

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingencies at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Significant estimates made in the preparation of the financial statements include the valuation of investments and accrued postretirement pension and other benefit obligations, the estimated useful lives of plant assets, and the net realizable value of receivables. Actual results could differ from those estimates.

**(m) Reclassifications**

Certain reclassifications have been made to the 2011 amounts to conform to the current year presentation.

**(3) Investments**

A summary of the College's investments at August 31, 2012 and 2011 is as follows:

	<u>2012</u>	<u>2011</u>
Money market funds	\$ 20,171,249	17,803,224
Fixed income securities	6,050,515	321,566
Domestic common stock	22,357,434	32,958,287
Mutual funds	35,882,312	15,763,801
Exchange traded funds	20,494,792	19,889,237
Foreign currency fund	—	7,348,427
Nonpublic equity funds	87,897,783	96,915,018
Private equity and real estate funds	28,152,061	28,504,722
	<u>\$ 221,006,146</u>	<u>219,504,282</u>

Money market funds, domestic common stock, fixed income securities, mutual funds, and exchange traded funds are reported at fair value based upon quoted market prices.

The foreign currency fund invested in an actively managed, short duration emerging market local currency portfolio in order to diversify U.S. dollar based portfolios as well as to take advantage of the short-term

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2012 and 2011

interest rate differences between U.S. and emerging market currencies. Nonpublic equity funds include investment funds whose underlying investments are publicly traded domestic and international equities and interests in limited partnerships and limited liability corporations that may employ both long and short strategies and invest in public equities, internationally developed and emerging markets, and other marketable securities. These interests have varying degrees of liquidity, ranging from monthly to annually with 6 to 90 days' notice, except for two funds with a combined value of approximately \$1.7 million that cannot be redeemed and four funds subject to lockup ending in fiscal year 2013 with a total market value of approximately \$28.6 million. Once the lockup periods expire, these funds will have similar redemption frequencies as the other nonpublic equity funds.

Private equity and real estate funds include interests in limited partnerships and limited liability corporations that invest in private equity buyouts, distressed credit opportunities, real estate, and other private equity strategies. Under the terms of certain limited partnership agreements, the College is obligated to periodically advance additional funding for these limited partnership investments. At August 31, 2012, the College had outstanding commitments of approximately \$9.2 million. The College maintains sufficient liquidity in its investment portfolio to cover such calls. Such commitments, generally, have fixed expiration dates or other termination clauses ranging from April 2012 to December 2023. These funds offer no redemptions.

Investments are exposed to various risks, such as interest rate, market, and credit risks. Due to the level of risk associated with certain investments, it is at least reasonably possible that changes in their values will occur in the near term and that such changes could materially affect the amounts reported in the balance sheets.

Investments include approximately \$1,300,000 and \$1,500,000 of assets relating to split-interest agreements at August 31, 2012 and 2011, respectively.

The following summarizes the College's total return on investments and its classification in the financial statements for the years ended August 31, 2012 and 2011:

	<b>2012</b>	<b>2011</b>
Dividends and interest	\$ 1,659,696	1,392,186
Net appreciation in fair value of investments	7,920,779	24,963,982
Investment fees and expenses	(2,750,348)	(2,868,054)
Total return on investments	6,830,127	23,488,114
Investment return appropriated for spending	8,495,732	10,458,664
Investment return reported as nonoperating and temporarily restricted	\$ (1,665,605)	13,029,450

**(4) Allowances for Uncollectible Accounts and Loans Receivable**

Student accounts and other receivables are reported net of an allowance for uncollectible amounts of approximately \$480,000 and \$536,000 at August 31, 2012 and 2011, respectively.

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Student loans receivable are reported net of an allowance for uncollectible amounts of approximately \$414,000 and \$444,000 at August 31, 2012 and 2011, respectively.

**(5) Contributions Receivable, Net**

Contributions receivable consist of the following at August 31, 2012 and 2011:

	<b>2012</b>	<b>2011</b>
Amounts receivable from charitable remainder trusts	\$ 340,302	331,269
Beneficial interest in perpetual trusts	870,246	808,924
Amounts receivable from charitable lead trust	273,173	269,854
Pledges expected to be collected in:		
Less than one year	3,003,468	1,722,118
One to five years	4,352,198	3,095,812
More than five years	550,000	445,000
	9,389,387	6,672,977
Less allowance for uncollectible amounts	(60,500)	(35,000)
Less discount to present value (at discount rates ranging from 0.59% to 6.00%)	(364,304)	(323,695)
	<b>\$ 8,964,583</b>	<b>6,314,282</b>

**(6) Plant Assets, Net**

Plant assets consist of the following at August 31, 2012 and 2011:

	<b>2012</b>	<b>2011</b>
Land	\$ 642,443	642,443
Buildings and improvements	98,818,535	90,500,112
Furniture and equipment	33,066,449	31,453,285
Under capital lease with DASNY and other lenders:		
Land	50,000	50,000
Buildings and improvements	109,683,639	109,243,281
Furniture and equipment	11,338,231	11,338,231
	253,599,297	243,227,352
Less accumulated depreciation	(138,049,225)	(129,427,265)
Construction in progress	4,163,181	5,738,828
	<b>\$ 119,713,253</b>	<b>119,538,915</b>

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**(7) Long-Term Debt and Derivative Instrument**

Long-term debt at August 31, 2012 and 2011 consists of the following:

	<b>2012</b>	<b>2011</b>
<b>DASNY:</b>		
Series 2002 Insured Revenue Bonds (a)	\$ —	32,995,000
Series 2009 Insured Revenue Bonds, net of unamortized bond discount of \$670,917 and \$696,318, respectively (b)	51,924,083	51,898,682
Series 2012A Insured Revenue Bonds, including unamortized bond premium of \$4,305,075 (c)	34,420,075	—
Series 2012B Insured Revenue Bonds, including unamortized bond premium of \$3,116,787 (d)	33,476,787	—
Equipment leases (e)	60,005	113,386
Total debt outstanding	\$ 119,880,950	85,007,068

(a) In August 2002, DASNY issued Insured Revenue Bonds, Series 2002 (Series 2002 Bonds) in the amount of \$42,085,000 on behalf of the College. At August 31, 2011, the College had unamortized bond issuance costs of \$889,169 relating to the Series 2002 Bonds. The Series 2002 Bonds were redeemed in July 2012 with proceeds received from the April 2012 DASNY issuance of Insured Revenue Bonds, Series 2012A (Series 2012A Bonds).

(b) In January 2009, DASNY issued Insured Revenue Bonds, Series 2009 (Series 2009 Bonds) in the amount of \$52,595,000 on behalf of the College at a discount of \$762,010. The College used the proceeds from the Series 2009 Bonds to redeem the Insured Revenue Bonds, Series 2007 (Series 2007 Bonds) and to finance various capital improvements and renovations.

The Series 2009 Bonds are due through 2039 with interest rates ranging from 3.0% to 5.5%. Principal amounts are payable annually beginning on March 1, 2015. Interest is payable semiannually on March 1 and September 1. In issuing the Series 2009 Bonds, the College incurred costs of \$1,257,990, which have been deferred and are being amortized over the life of the related debt. At August 31, 2012 and 2011, the College had unamortized bond issuance costs of \$1,073,013 and \$1,112,706, respectively. The Series 2009 Bonds are secured by the pledge of revenues, the proceeds of the Series 2009 Bonds, and certain funds and accounts established by the Series 2009 Bonds.

At August 31, 2012 and 2011, bond trustees held \$2,348,220 and \$2,346,897, respectively, relating to the Series 2009 Bonds. At August 31, 2011, bond trustees held \$1,199,984 relating to the Series 2007 Bonds. In 2012 and 2011, the funds were invested in cash and short-term government securities.

(c) The Series 2012A Bonds were issued in the amount of \$30,115,000 at a premium of \$4,395,715. The College used the proceeds from the Series 2012A Bonds to refinance the Series 2002 Bonds. The Series 2012A Bonds are due through 2039 with interest rates ranging from 3.0% to 5.0%. Principal

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amounts are payable annually beginning on July 1, 2013. Interest is payable semiannually on January 1 and July 1. In issuing the Series 2012A Bonds, the College incurred costs of \$695,582, which have been deferred and are being amortized over the life of the related debt. At August 31, 2012, the College had unamortized bond issuance costs of \$681,339. The \$853,802 loss recognized on the issuance of the Series 2012A Bonds is reported as a nonoperating activity in the 2012 statement of activities. The Series 2012A Bonds are secured by the pledge of revenues, the proceeds of the Series 2012A Bonds, and certain funds and accounts established by the Series 2012A Bond Resolution.

At August 31, 2012, bond trustees held \$13,212 relating to the Series 2012A Bonds, which are invested in cash and short-term government securities.

- (d) In May 2012, DASNY issued Insured Revenue Bonds, Series 2012B (Series 2012B Bonds) in the amount of \$30,360,000 on behalf of the College at a premium of \$3,151,613. The Series 2012B Bonds will be used to finance certain capital improvements including the renovation, alteration, upgrading and rehabilitation of Bancroft Hall, an eight story, 108 unit residence hall on the College's campus. The Series 2012B Bonds are due through 2042 at a fixed rate of 5.0%. Principal amounts are payable annually beginning on July 1, 2029. Interest is payable semiannually on January 1 and July 1. In issuing the Series 2012B Bonds, the College incurred costs of \$637,256, which have been deferred and are being amortized over the life of the related debt. At August 31, 2012, the College had unamortized bond issuance costs of \$623,013. The Series 2012A Bonds are secured by the pledge of revenues, the proceeds of the Series 2012B Bonds, and certain funds and accounts established by the Series 2012B Bond Resolution.

At August 31, 2012, bond trustees held \$32,532,956 relating to the Series 2012B Bonds, which are invested in cash and short and long-term government securities.

- (e) The obligation under the equipment lease is payable in monthly installments through September 2013 and bears interest at rates ranging from 3.35% to 3.59%.

The DASNY bonds require compliance with certain financial and nonfinancial debt covenants. The College is in compliance with such covenants as of August 31, 2012 and 2011.

The College maintained a floating-to-fixed interest rate swap agreement (Swap), with a notional amount of \$21.25 million, as a hedge on certain of its outstanding debt, which have been previously retired. Under the arrangement, the College received the one-month London Interbank Offered Rate (LIBOR) and paid a fixed rate of 5.816%. The Swap was terminated in February 2011 at a cost of approximately \$4.1 million. The nonoperating charge in 2011 reflects the change in fair value of \$7.4 million, as well as termination and other carrying costs of \$4.6 million.

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The fair value of the College's long-term debt approximated \$129.4 million and \$91.8 million at August 31, 2012 and 2011, respectively. This amount was estimated by discounting future cash flows associated with the debt by current market rates for bonds with the same or similar maturities and credit quality.

The minimum annual payments for principal are as follows:

Year ending August 31:		
2013	\$	1,180,307
2014		1,384,698
2015		2,990,000
2016		2,735,000
2017		2,840,000
Thereafter		<u>102,000,000</u>
Total principal payments		113,130,005
Net unamortized bond premium		<u>6,750,945</u>
Total debt outstanding	\$	<u><u>119,880,950</u></u>

Interest expense was approximately \$4.9 million and \$4.4 million in 2012 and 2011, respectively.

**(8) Pension and Postretirement Benefit Plans**

The College has a contributory defined contribution plan covering academic and professional employees. Total expense recognized under this plan for the years ended August 31, 2012 and 2011 was approximately \$6,059,000 and \$5,875,000, respectively.

The College also has a noncontributory defined benefit pension plan covering nonacademic union employees. Benefits under this plan are based on years of service and the employee's regular remuneration averaged over the period of the highest five consecutive years during the last ten years of service.

In addition, the College provides health insurance coverage to retired faculty and professional staff and their dependents. Faculty and professional staff hired before January 1, 2006 become eligible for these benefits if they are at least 55 years of age and have a minimum of 15 years of service. This plan was amended on June 16, 2010 whereby eligible professional staff who retire after August 31, 2011, and eligible faculty who retire after August 31, 2013, will contribute to the plan based upon their age and years of service.

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The following table provides information with respect to the defined benefit pension and postretirement benefit plans as of and for the years ended August 31, 2012 and 2011:

	Pension benefits		Postretirement benefits	
	2012	2011	2012	2011
Change in benefit obligation:				
Benefit obligation at beginning of year	\$ 41,623,277	45,053,686	23,586,567	41,064,928
Service cost	1,375,723	1,732,019	414,255	527,352
Interest cost	2,303,541	2,078,371	1,205,776	1,125,705
Actuarial loss (gain)	8,554,476	(4,946,359)	2,736,739	(18,014,647)
Plan amendments	83,384	—	—	—
Benefits paid	(2,340,345)	(2,294,440)	(1,380,212)	(1,116,771)
Benefit obligation at end of year	51,600,056	41,623,277	26,563,125	23,586,567
Change in plan assets:				
Fair value of plan assets at beginning of year	26,228,431	24,316,250	—	—
Actual return on plan assets	3,000,228	3,333,699	—	—
Employer contribution	4,424,284	872,922	1,380,212	1,116,771
Benefits paid	(2,340,345)	(2,294,440)	(1,380,212)	(1,116,771)
Fair value of plan assets at end of year	31,312,598	26,228,431	—	—
Funded status, recognized in the balance sheets	\$ (20,287,458)	(15,394,846)	(26,563,125)	(23,586,567)

Accumulated amounts recorded in unrestricted net assets other than through net periodic benefit cost at August 31, 2012 and 2011 consist of the following:

	Pension benefits		Postretirement benefits	
	2012	2011	2012	2011
Prior service (cost) credit	\$ (74,981)	—	6,866,299	8,474,767
Net actuarial loss	(16,685,964)	(9,512,207)	(6,968,363)	(4,261,134)
	\$ (16,760,945)	(9,512,207)	(102,064)	4,213,633

The estimated net loss and prior service cost for the pension plan that will be amortized from unrestricted net assets into net periodic benefit cost in fiscal year 2013 is \$1,161,891 and \$8,403, respectively. The estimated net loss and prior service credit for the postretirement plan that will be amortized from

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unrestricted net assets into net periodic benefit cost in fiscal year 2013 are \$463,661 and \$1,608,468, respectively.

The following table provides the actuarial assumptions:

	<b>Pension benefits</b>		<b>Postretirement benefits</b>	
	<b>2012</b>	<b>2011</b>	<b>2012</b>	<b>2011</b>
Weighted average assumptions used to determine benefit obligations:				
Discount rate	4.26%	5.74%	4.21%	5.69%
Rate of compensation increase	4.50	4.50	—	—
Weighted average assumptions used to determine net periodic benefit cost:				
Discount rate	5.74	4.75	5.69	5.00
Expected return on plan assets	8.00	8.00	—	—
Rate of compensation increase	4.50	4.50	—	—

For measurement purposes, the annual rate of increase in the per capita cost of covered healthcare benefits is as follows:

	<b>2012</b>	<b>2011</b>
Assumed healthcare cost trend rates:		
Healthcare cost trend rate assumed for next year	7.46%	7.70%
Healthcare cost trend assumed to decline	4.50	4.50
Ultimate trend rate achieved	2027	2027

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The following table provides the components of net periodic benefit cost recognized in the accompanying statements of activities:

	<b>Pension benefits</b>		<b>Postretirement benefits</b>	
	<b>2012</b>	<b>2011</b>	<b>2012</b>	<b>2011</b>
Service cost	\$ 1,375,723	1,732,019	414,255	527,352
Interest cost	2,303,541	2,078,371	1,205,776	1,125,705
Expected return on plan assets	(2,127,237)	(1,874,843)		
Amortization of prior service cost (credit)	8,403	—	(1,608,468)	(1,608,468)
Loss recognized	507,728	1,307,868	29,510	239,057
<b>Net periodic benefit cost</b>	<b>\$ 2,068,158</b>	<b>3,243,415</b>	<b>41,073</b>	<b>283,646</b>

Other changes in plan assets and benefit obligations recognized in unrestricted net assets at August 31, 2012 and 2011 are as follows:

	<b>Pension benefits</b>		<b>Postretirement benefits</b>	
	<b>2012</b>	<b>2011</b>	<b>2012</b>	<b>2011</b>
<b>Pension and postretirement changes other than net periodic benefit cost:</b>				
Net loss (gain)	\$ 7,681,485	(6,405,215)	2,736,739	(18,014,647)
Prior service cost	83,384	—	—	—
Amortization of prior service (cost) credit	(8,403)	—	1,608,468	1,608,468
Amortization of net loss	(507,728)	(1,307,868)	(29,510)	(239,057)
<b>Total amount recognized in unrestricted net assets</b>	<b>\$ 7,248,738</b>	<b>(7,713,083)</b>	<b>4,315,697</b>	<b>(16,645,236)</b>

The accumulated benefit obligation for the pension plan at August 31, 2012 and 2011 was \$45,700,331 and \$37,430,378, respectively.

Pension plan assets consist of an interest in a commingled fund, which is reported at the net asset value provided by the fund manager. The fund is classified as Level 2 within the fair value hierarchy. The College's overall investment strategy is to provide liquidity to fund current benefit payments as well as to provide for long-term growth through appreciation. The target allocations for plan assets are 62% equity securities, 33% fixed income, and 5% other investment types.

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As of August 31, 2012 and 2011, the fund's composition was as follows:

	<b>2012</b>	<b>2011</b>
Cash	1%	—%
Domestic equities	42	41
International equities/emerging markets equities	18	21
Fixed income:		
U.S. Treasury securities	3	3
Mortgages	7	8
Corporate bonds	5	5
High yield bonds	6	6
Other fixed income	9	8
Real estate	9	8
	100%	100%

The expected long-term rate of return on assets assumption is 8%. The assumption has been determined by developing expectations regarding future rates of return for the investment portfolio, with consideration given to the distribution of investments by asset class and historical rates of return for each individual asset class.

The following benefit payments, which reflect expected future service, as appropriate, are expected to be paid under the pension plan for the year(s) ending August 31:

2013	\$	2,409,229
2014		2,528,587
2015		2,588,955
2016		2,639,206
2017		2,687,530
2018 – 2022		14,101,021

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003 was reflected as of September 1, 2005, assuming that the College will continue to provide a prescription drug benefit to plan participants that is at least actuarially equivalent to Medicare Part D and that the College will receive the federal subsidy until 2015.

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The following benefit payments, which reflect expected future service, as appropriate, are expected to be paid under the postretirement plan for the year(s) ending August 31:

	<b>Expected benefits reflecting medicare subsidy</b>
	<u>                    </u>
2013	\$ 1,236,651
2014	1,316,368
2015	1,352,902
2016	1,391,158
2017	1,390,928
2018 – 2022	8,024,544

Assumed healthcare cost trend rates have a significant effect on the amounts reported for healthcare plans. A one-percentage-point change in assumed healthcare cost trend rates would have the following effects:

	<b>One- percentage- point increase</b>	<b>One- percentage- point decrease</b>
	<u>                    </u>	<u>                    </u>
Impact of 1% change in healthcare cost trend rates:		
Effect on total service and interest cost components	\$ 230,162	(190,044)
Effect on postretirement benefit obligation	3,289,631	(3,166,576)

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**(9) Net Assets**

**(a) Temporarily and Permanently Restricted Net Assets**

Temporarily restricted net assets at August 31, 2012 and 2011 primarily comprise unappropriated income on donor-restricted endowment funds and nonendowment contributions restricted for specific purposes or future periods. Temporarily restricted net assets are restricted for the following purposes:

	2012	2011
Endowment earnings restricted for:		
Scholarships and financial aid	\$ 7,279,335	6,937,731
Professorships and lectureships	15,139,845	15,502,758
Research and experimentation	28,485,201	29,007,878
Other	15,784,020	16,054,537
Other restrictions:		
Scholarships, fellowships, professorships, and lectureships	7,617,260	7,277,384
Capital projects	1,615,807	1,391,923
Future periods	1,675,766	1,909,147
Total	\$ 77,597,234	78,081,358

Permanently restricted net assets at August 31, 2012 and 2011 are restricted to investment in perpetuity, and associated investment return is restricted for the following:

	2012	2011
Scholarships and financial aid	\$ 39,722,614	36,206,871
Professorships and lectureships	22,689,516	22,688,409
Research and experimentation	9,927,911	9,924,265
Other	8,284,348	8,064,589
Total	\$ 80,624,389	76,884,134

**(b) Endowment Funds**

The College's endowment consists of both donor-restricted endowment funds and funds designated by the board of trustees to function as endowments. Net assets associated with the endowment funds are classified and reported based on the existence or absence of donor-imposed restrictions.

From time to time, the fair value of assets associated with an individual donor-restricted endowment fund may fall below the fund's historic dollar value. Deficiencies of this nature totaled approximately \$267,000 and \$534,000 at August 31, 2012 and 2011, respectively.

The investment objectives for the College's endowment are to preserve the principal value of those funds, in both absolute as well as real terms, provide a stable source of perpetual financial support to

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endowment beneficiaries, and maximize over the long term the total rate of return earned without assuming an unreasonable degree of risk. In connection with these investment objectives, the board of trustees has adopted a spending policy. The amount available for spending is determined annually by applying a rate of 5% to the 16-quarter moving average of the fair value of the endowment. For the fiscal year ended 2011, the amount appropriated for spending includes additional drawdowns from the endowment as approved by the board of trustees.

The College's management and investment of donor-restricted endowment funds has historically been subject to the provisions of the Uniform Management and Institutional Funds Act (UMIFA) and the New State Trust Laws. In September 2010, the State of New York enacted the *New York Prudent Management of Institutional Funds Act* (NYPMIFA), effective immediately. Among NYPMIFA's most significant changes is the elimination of UMIFA's important concept of historic dollar value, the amount below which an organization could not spend from the fund in favor of a more robust set of guidelines about what constitutes prudent spending. The financial reporting and disclosure implications stemming from the enactment of this law, and as provided by Accounting Standards Codification (ASC) 958-205, *Not-for-Profit Entities*, are reflected in the 2011 financial statements.

The College has interpreted NYPMIFA as allowing the College to appropriate for expenditure or accumulate so much of a donor-restricted endowment fund, as is deemed prudent for uses, benefits, purposes, and duration for which the endowment is established, subject to the intent of the donor as expressed in the gift instrument, absent donor stipulations to the contrary. As a result of this interpretation, the College has not changed the way permanently restricted net assets are classified.

The remaining portion of the donor-restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure in a manner consistent with the standards of prudence prescribed by NYPMIFA.

Pursuant to this change in law and in accordance with ASC 958-205, the College reclassified net assets of \$58.4 million from unrestricted net assets to temporarily restricted net assets in the 2011 statement of activities.

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The tables that follow present information with respect to the College's endowment as of and for the years ended August 31, 2012 and 2011. Endowment net assets consist of the following at August 31, 2012 and 2011:

		<b>August 31, 2012</b>			
		<b>Unrestricted</b>	<b>Temporarily restricted</b>	<b>Permanently restricted</b>	<b>Total</b>
Donor-restricted	\$	(267,270)	66,688,401	76,619,961	143,041,092
Board-designated		66,586,533	—	—	66,586,533
Total	\$	<u>66,319,263</u>	<u>66,688,401</u>	<u>76,619,961</u>	<u>209,627,625</u>

		<b>August 31, 2011</b>			
		<b>Unrestricted</b>	<b>Temporarily restricted</b>	<b>Permanently restricted</b>	<b>Total</b>
Donor-restricted	\$	(533,877)	67,502,904	74,761,737	141,730,764
Board-designated		67,026,617	—	—	67,026,617
Total	\$	<u>66,492,740</u>	<u>67,502,904</u>	<u>74,761,737</u>	<u>208,757,381</u>

Changes in endowment net assets during the fiscal years ended August 31, 2012 and 2011 are as follows:

		<b>2012</b>			
		<b>Unrestricted</b>	<b>Temporarily restricted</b>	<b>Permanently restricted</b>	<b>Total</b>
Net assets, August 31, 2011	\$	66,492,740	67,502,904	74,761,737	208,757,381
Dividends and interest		458,703	991,206	—	1,449,909
Current year gifts/additions		418,531	—	1,858,224	2,276,755
Appropriation for expenditure		(3,054,782)	(5,230,808)	—	(8,285,590)
Investment gain, net		2,004,071	3,425,099	—	5,429,170
Net assets, August 31, 2012	\$	<u>66,319,263</u>	<u>66,688,401</u>	<u>76,619,961</u>	<u>209,627,625</u>

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	2011			
	Unrestricted	Temporarily restricted	Permanently restricted	Total
Net assets, August 31, 2010	\$ 111,049,818	—	74,148,021	185,197,839
Net asset reclassification based on adoption of ASC 958-205	(58,395,696)	58,395,696	—	—
Dividends and interest	397,093	843,823	—	1,240,916
Current year gifts/additions	10,005,549	—	613,716	10,619,265
Appropriation for expenditure	(3,659,398)	(6,665,881)	—	(10,325,279)
Investment gain, net	7,095,374	14,929,266	—	22,024,640
Net assets, August 31, 2011	\$ 66,492,740	67,502,904	74,761,737	208,757,381

**(10) Student Aid**

Student tuition and fees are presented net of amounts awarded to students to defray their cost of attending the College. Student aid totaled \$19,807,404 and \$18,875,716 in fiscal years 2012 and 2011, respectively.

**(11) Fund-Raising Expenses**

Fund-raising expenses are included in institutional support in the accompanying statements of activities. For the years ended August 31, 2012 and 2011, fund-raising costs incurred by the College's development office for contributions and certain private grants and contracts amounted to approximately \$5.9 million and \$6.2 million, respectively.

**(12) Fair Value of Financial Instruments**

At August 31, 2012 and 2011, the carrying values of the College's cash and cash equivalents, receivables, and accounts payable and accrued expenses approximated their fair values. A reasonable estimate of the fair value of loans to students under government loan programs cannot be made because the loans are not saleable and can only be assigned to the U.S. government or its designees.

For all assets and liabilities reported at fair value, the College employs a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

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The three levels of the fair value hierarchy are as follows:

- Level 1 Inputs that reflect unadjusted quoted prices in active markets for identical assets or liabilities that the College has the ability to access at the measurement date.
- Level 2 Inputs other than quoted prices that are observable for the asset or liability either directly or indirectly, including inputs in markets that are not considered to be active or investments in investment companies that are redeemable on or near the balance sheet date.
- Level 3 Inputs that are unobservable and investments in investment companies that are not redeemable near the balance sheet date.

A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement.

The following tables present the fair value hierarchy for the College's assets and liabilities, which are reported in the August 31, 2012 and 2011 balance sheets at fair value:

	2012			
	Total	Level 1	Level 2	Level 3
Investments:				
Cash and money market funds	\$ 20,171,249	20,171,249	—	—
Fixed income securities	6,050,515	6,050,515	—	—
Domestic common stock	22,357,434	22,357,434	—	—
Mutual funds:				
Bond mutual funds	9,289,963	9,289,963	—	—
Equity mutual funds	21,734,518	21,734,518	—	—
Global hard assets	4,857,831	4,857,831	—	—
Exchange traded funds	20,494,792	20,494,792	—	—
Nonpublic investments:				
Nonpublic equity	87,897,783	—	57,577,059	30,320,724
Private equity	20,263,147	—	—	20,263,147
Real estate	7,888,914	—	—	7,888,914
Total investments	221,006,146	104,956,302	57,577,059	58,472,785
Funds held by bond trustees	34,894,388	34,894,388	—	—
Charitable remainder, lead, and perpetual trusts in contributions receivable	1,293,883	—	—	1,293,883
Total assets	\$ 257,194,417	139,850,690	57,577,059	59,766,668

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Notes to Financial Statements

August 31, 2012 and 2011

	2011			
	Total	Level 1	Level 2	Level 3
Investments:				
Money market funds	\$ 17,803,224	17,803,224	—	—
Fixed income securities	321,566	321,566	—	—
Domestic common stock	32,958,287	32,958,287	—	—
Mutual funds:				
Equity mutual funds	10,195,522	10,195,522	—	—
Global hard assets	5,568,279	5,568,279	—	—
Exchange traded funds	19,889,237	19,889,237	—	—
Nonpublic investments:				
Foreign currency	7,348,427	—	7,348,427	—
Nonpublic equity	96,915,018	—	71,432,272	25,482,746
Private equity	20,977,069	—	—	20,977,069
Real estate	7,527,653	—	—	7,527,653
Total investments	219,504,282	86,736,115	78,780,699	53,987,468
Funds held by bond trustees	3,546,881	3,546,881	—	—
Charitable remainder, lead, and perpetual trusts in contributions receivable	1,313,689	—	—	1,313,689
Total assets	\$ 224,364,852	90,282,996	78,780,699	55,301,157

Changes to Level 3 assets for the years ended August 31, 2012 and 2011 were as follows:

	2012					Level 3, end of the year
	Level 3, beginning of year	Net appreciation (depreciation) in fair value of investments	Transfers out of Level 3	Purchases	Sales	
Nonpublic equity funds	\$ 25,482,746	1,769,849	(5,700,057)	9,000,000	(231,814)	30,320,724
Private equity funds	20,977,069	1,739,102	—	1,893,939	(4,346,963)	20,263,147
Real estate funds	7,527,653	(14,738)	—	524,332	(148,333)	7,888,914
Charitable lead, remainder, and perpetual trusts	1,313,689	(8,658)	—	—	(11,148)	1,293,883
	\$ 55,301,157	3,485,555	(5,700,057)	11,418,271	(4,738,258)	59,766,668

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2012 and 2011

	2011					
	Level 3, beginning of year	Net appreciation (depreciation) in fair value of investments	Transfers out of Level 3	Purchases	Sales	Level 3, end of the year
Nonpublic equity funds	\$ 5,938,124	1,437,360	(2,540,187)	25,500,000	(4,852,551)	25,482,746
Private equity funds	18,411,366	3,761,000	—	1,438,484	(2,633,781)	20,977,069
Real estate funds	6,467,555	(90,002)	—	1,664,267	(514,167)	7,527,653
Charitable lead, remainder, and perpetual trusts	1,230,005	100,992	—	—	(17,308)	1,313,689
	<u>\$ 32,047,050</u>	<u>5,209,350</u>	<u>(2,540,187)</u>	<u>28,602,751</u>	<u>(8,017,807)</u>	<u>55,301,157</u>

**(13) Deferred Revenue**

Deferred revenue consists of the following at August 31, 2012 and 2011:

	<u>2012</u>	<u>2011</u>
Federal and private grants	\$ 12,443,420	12,752,176
Student tuition	6,846,063	4,326,198
Other	891,039	661,363
	<u>\$ 20,180,522</u>	<u>17,739,737</u>

**(14) Commitments and Contingencies**

**(a) Government Funding**

Amounts received and expended by the College under various federal and state programs are subject to audit by governmental agencies. In the opinion of management, audit adjustments, if any, would not have a significant effect on the financial position of the College.

**(b) Operating Leases**

The College has operating leases for building space and certain furnishings through July 31, 2020. Minimum future rental payments under these leases are as follows:

Year ending August 31:	
2013	\$ 765,691
2014	350,272
2015	138,557
2016	138,557
2017	138,557
Thereafter	404,126
	<u>\$ 1,935,760</u>

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2012 and 2011

Total rent expense for the years ended August 31, 2012 and 2011 amounted to approximately \$991,000 and \$916,000, respectively.

**(c) *Line of Credit***

The College has a revolving credit arrangement with a bank that provides for a line of credit up to \$15 million, which was not drawn upon during the years ended August 31, 2012 and 2011. Borrowings under the line of credit will bear interest at the following options: (1) the bank's prime rate or (2) the one-month LIBOR plus 1.15% or (3) a negotiated rate with the bank.

**(d) *Litigation***

The College, in the normal course of its operations, is a defendant in various lawsuits. While it is not feasible to predict the ultimate outcomes, management of the College does not expect the resolution of these actions to have a material adverse effect on the College's financial position.

**(15) *Subsequent Events***

The College evaluated events subsequent to August 31, 2012 and through December 11, 2012, the date on which the financial statements were issued.



**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Financial Statements

August 31, 2011 and 2010

(With Independent Auditors' Report Thereon)



KPMG LLP  
345 Park Avenue  
New York, NY 10154

## Independent Auditors' Report

The Trustees  
Teachers College, Columbia University:

We have audited the accompanying balance sheets of Teachers College, Columbia University (the College) as of August 31, 2011 and 2010, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Teachers College, Columbia University as of August 31, 2011 and 2010, and the changes in its net assets and its cash flows for the years then ended in conformity with U.S. generally accepted accounting principles.

As discussed in note 9 to the financial statements, in 2011 New York State passed the *New York Prudent Management of Institutional Funds Act*. Pursuant to this change in law, the College adopted certain provisions of Financial Accounting Standards Board Accounting Standards Codification 958-205, *Not-for-Profit Entities*, with respect to its accounting for endowment funds.

**KPMG LLP**

December 19, 2011

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Balance Sheets

August 31, 2011 and 2010

<b>Assets</b>	<b>2011</b>	<b>2010</b>
Cash and cash equivalents	\$ 21,498,061	8,723,069
Student accounts and other receivables, net (note 4)	3,986,484	4,073,337
Grants and contracts receivable	4,839,346	4,215,441
Inventories and other assets	3,974,705	3,880,595
Contributions receivable, net (notes 5 and 12)	6,314,282	5,498,408
Funds held by bond trustees (notes 7 and 12)	3,546,881	6,082,821
Investments (notes 3 and 12)	219,504,282	209,573,019
Student loans receivable, net (note 4)	3,567,584	3,764,131
Plant assets, net (note 6)	119,538,915	119,152,831
Total assets	\$ 386,770,540	364,963,652
<b>Liabilities and Net Assets</b>		
Liabilities:		
Accounts payable and accrued expenses	\$ 15,770,405	16,371,481
Deferred revenues (note 13)	17,739,737	16,442,169
Long-term debt (note 7)	85,007,068	86,213,462
Accrued pension and other benefit obligations (note 8)	38,981,413	61,802,364
Other liabilities (note 7)	2,225,669	9,554,774
U.S. government grants refundable	2,970,189	3,050,030
Total liabilities	162,694,481	193,434,280
Commitments and contingencies (notes 3, 8, and 14)		
Net assets (note 9):		
Unrestricted:		
Endowment and other	108,091,980	148,083,875
Pension and postretirement obligations	(38,981,413)	(61,802,364)
Total unrestricted net assets	69,110,567	86,281,511
Temporarily restricted	78,081,358	9,127,070
Permanently restricted	76,884,134	76,120,791
Total net assets	224,076,059	171,529,372
Total liabilities and net assets	\$ 386,770,540	364,963,652

See accompanying notes to financial statements.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Statements of Activities

Years ended August 31, 2011 and 2010

	<u>2011</u>	<u>2010</u>
Changes in unrestricted net assets:		
Operating revenues:		
Student tuition and fees, net (note 10)	\$ 102,282,626	95,079,521
Government appropriations	614,994	623,620
Grants and contracts	38,131,693	35,333,349
Contributions	2,389,820	2,980,923
Investment return appropriated (note 3)	10,458,664	13,121,565
Sales and services of auxiliary enterprises	20,511,141	20,158,864
Other sources	1,645,530	2,042,000
Net assets released from restrictions	1,346,084	976,140
Total operating revenues	<u>177,380,552</u>	<u>170,315,982</u>
Operating expenses:		
Instruction	60,423,611	59,595,740
Research, training, and public service	34,554,581	35,913,574
Academic support	13,295,917	12,948,019
Student services	9,107,282	9,651,938
Institutional support (note 11)	28,398,240	24,394,385
Auxiliary enterprises	21,823,534	21,730,647
Total operating expenses	<u>167,603,165</u>	<u>164,234,303</u>
Increase in unrestricted net assets from operations, carried forward	<u>\$ 9,777,387</u>	<u>6,081,679</u>

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Statements of Activities

Years ended August 31, 2011 and 2010

	<b>2011</b>	<b>2010</b>
Increase in unrestricted net assets from operations, brought forward	\$ 9,777,387	6,081,679
Nonoperating activities:		
Investment return, net of amounts appropriated (note 3)	3,922,242	2,950,248
Gains (losses) related to swap (note 7)	2,757,828	(3,177,891)
Investment return on funds held by bond trustees	6,359	9,329
Change in value of split-interest agreements	47,617	28,879
Pension and postretirement changes other than net periodic benefit cost (note 8)	24,358,319	(2,191,969)
Net assets released from restrictions for capital	355,000	604,572
Net asset reclassification based on adoption of ASC 958-205 (note 9)	(58,395,696)	—
(Decrease) increase in unrestricted net assets	(17,170,944)	4,304,847
Changes in temporarily restricted net assets:		
Contributions	3,174,642	1,191,260
Investment return, net of amounts appropriated (note 3)	9,107,208	—
Change in value of split-interest agreements	76,192	(62,534)
Net asset reclassifications and other transfers (note 9)	58,297,330	—
Net assets released from restrictions	(1,701,084)	(1,580,712)
Increase (decrease) in temporarily restricted net assets	68,954,288	(451,986)
Changes in permanently restricted net assets:		
Contributions	552,677	561,679
Change in value of split-interest agreements	112,300	11,999
Net asset reclassification	98,366	—
Increase in permanently restricted net assets	763,343	573,678
Increase in net assets	52,546,687	4,426,539
Net assets at beginning of year	171,529,372	167,102,833
Net assets at end of year	\$ 224,076,059	171,529,372

See accompanying notes to financial statements.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Statements of Cash Flows

Years ended August 31, 2011 and 2010

	2011	2010
Cash flows from operating activities:		
Increase in net assets	\$ 52,546,687	4,426,539
Adjustments to reconcile increase in net assets to net cash provided by (used in) operating activities:		
Net appreciation in fair value of investments	(24,963,982)	(17,865,708)
Interest rate swap (gain) loss	(2,757,828)	3,177,891
Depreciation	8,608,126	8,798,099
Provision for (recovery of) uncollectible amounts	156,531	(727,909)
Amortization of bond issuance costs	82,134	123,641
Amortization of bond discount	25,400	25,400
Contributions restricted for permanent investment	(476,320)	(593,634)
Change in value of split-interest agreements	(169,456)	37,127
Pension and postretirement changes other than net periodic benefit cost	(24,358,319)	2,191,969
Changes in operating assets and liabilities:		
Student accounts and other receivables	(14,901)	470,621
Grants and contracts receivable	(623,905)	(651,000)
Inventories and other assets	(176,244)	27,551
Contributions receivable, except for amounts restricted for permanent investment and plant assets	(1,002,036)	(559,416)
Accounts payable and accrued expenses and other liabilities	(508,037)	(2,736,764)
Deferred revenues	1,297,568	(6,808,336)
Accrued pension and other benefit obligations	1,537,368	7,209,445
U.S. government grants refundable	(79,841)	680,934
Net cash provided by (used in) operating activities	9,122,945	(2,773,550)
Cash flows from investing activities:		
Loans made to students	(400,548)	(408,244)
Repayments received on student loans	464,521	388,301
Purchase of plant assets	(8,994,210)	(5,226,393)
Change in amounts related to plant assets included in accounts payable and accrued expenses	(22,427)	(448,722)
Purchases of investments	(273,552,800)	(87,417,229)
Proceeds from sales of investments	288,722,914	98,792,819
Swap termination and carry cost payments	(4,600,446)	(5,435,746)
Net cash provided by investing activities	1,617,004	244,786
Cash flows from financing activities:		
Contributions restricted for permanent investment	476,320	593,634
Decrease in contributions receivable restricted for permanent investment and plant assets	347,644	677,505
Repayment of indebtedness	(1,231,795)	(1,546,455)
Change in funds held by bond trustees	2,535,940	2,091,177
Investment income on split-interest agreements, net of payments to annuitants	(93,066)	(76,960)
Net cash provided by financing activities	2,035,043	1,738,901
Net increase (decrease) in cash and cash equivalents	12,774,992	(789,863)
Cash and cash equivalents at beginning of year	8,723,069	9,512,932
Cash and cash equivalents at end of year	\$ 21,498,061	8,723,069
Supplemental disclosure of cash flow information:		
Cash paid for interest	\$ 4,934,803	4,692,451

See accompanying notes to financial statements.

## TEACHERS COLLEGE, COLUMBIA UNIVERSITY

### Notes to Financial Statements

August 31, 2011 and 2010

#### (1) Description of Business

##### (a) Discussion of Operations

Teachers College, Columbia University (the College) is a graduate and professional school of education. The College engages in five basic activities: (1) research on critical issues of education; (2) instruction of future leaders-practitioners, policymakers, and academicians; (3) education of current leaders-teachers, principals, superintendents, board members, legislators, presidents, members of the media, and representatives of foundations and corporations; (4) development of the public discourse and national agenda for education; and (5) improvement of the practice of educational institutions via laboratories, models, and demonstration projects. The College has one subsidiary, a Japanese corporation, through which the College provides educational programs in Japan. This subsidiary's activities are included in the accompanying financial statements. The College was founded in 1887 and became affiliated with Columbia University in 1898. Under an arrangement with Columbia University, the faculty of the College was designated as faculty of Columbia University, but retained its legal and financial independence. The College remains a separate corporation.

##### (b) Tax Status

The College is qualified as a not-for-profit organization under Section 501(c)(3) of the Internal Revenue Code, as amended. Accordingly, it is not subject to income taxes except to the extent it has taxable income from activities that are not related to its exempt purpose. The College recognizes the effect of income tax positions only if those positions are more likely than not of being sustained. No provision for income taxes was required for fiscal years 2011 or 2010.

#### (2) Summary of Significant Accounting Policies

##### (a) Basis of Presentation

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with standards established by the Financial Accounting Standards Board for external financial reporting by not-for-profit organizations. Accordingly, net assets of the College and changes therein are classified and reported as follows:

*Unrestricted Net Assets* – Net assets that are not subject to donor-imposed restrictions.

*Temporarily Restricted Net Assets* – Net assets subject to donor-imposed restrictions that will be met by either actions of the College or the passage of time.

*Permanently Restricted Net Assets* – Net assets subject to donor-imposed restrictions that stipulate that they be maintained permanently by the College, but permit the College to expend part or all of the income derived therefrom for general or donor-specified purposes.

# TEACHERS COLLEGE, COLUMBIA UNIVERSITY

## Notes to Financial Statements

August 31, 2011 and 2010

Revenues and gains and losses on investments and other assets are reported as changes in unrestricted net assets unless limited by explicit donor-imposed restrictions or by law. Expirations of temporary restrictions on net assets, that is, the donor-imposed stipulated purpose has been accomplished and/or the stipulated time period has elapsed, are reported as increases in unrestricted net assets if the purpose or time restrictions are met in the same reporting period that such assets are received; otherwise, they are reported as net assets released from restrictions. Expenses are reported as decreases in unrestricted net assets.

**(b) Cash Equivalents**

All highly liquid debt instruments with a maturity of three months or less are considered to be cash equivalents, except for such assets that are part of the College's investment portfolio managed by external investment managers for long-term purposes.

**(c) Contributions**

Contributions, including unconditional promises to give, are reported as revenues in the period received or pledged. Contributions of assets other than cash are recorded at their estimated fair value. The College reports contributions of plant assets as increases in unrestricted net assets unless the donor places restrictions on their use. Contributions to be received after one year are discounted at a risk-adjusted rate. Amortization of the discount is recorded as additional contribution revenue in accordance with the donor-imposed restrictions, if any, on the contribution. An allowance is recorded for uncollectible contributions based on management's judgment, past collection experience, and other relevant factors.

Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

**(d) Grants and Contracts**

Grants and contracts are reported as unrestricted revenues when expenses are incurred in accordance with the terms of the agreement. Amounts received in advance are recorded as deferred revenues.

**(e) Inventories**

Inventories, including books published by the Teachers College Press, are valued at the lower of average cost or market (net realizable value).

**(f) Plant Assets**

Plant assets, including land, buildings, building improvements, and furniture and equipment, as well as assets under capital lease with the Dormitory Authority of the State of New York (DASNY) are stated at cost or fair value at the date of gift for assets contributed. All plant assets, other than land, are depreciated over the following useful lives using the straight-line method:

Buildings	50 years
Building improvements	20 years
Furniture and equipment	5 years

## TEACHERS COLLEGE, COLUMBIA UNIVERSITY

### Notes to Financial Statements

August 31, 2011 and 2010

**(g) U.S. Government Grants Refundable**

Funds provided by the U.S. government under the Federal Perkins and Nursing Student Loan programs are loaned to qualified students and may be reloaned after collection. These funds are ultimately refundable to the U.S. government and are presented in the accompanying balance sheets as a liability.

**(h) Split-Interest Agreements**

The College's split-interest agreements with donors consist primarily of irrevocable charitable remainder trusts and a charitable lead trust, for which the College does not serve as trustee, perpetual trusts, and pooled life income funds. Assets of pooled life income funds and charitable gift annuities are included in investments. Assets from charitable remainder trusts, perpetual lead trusts, and the charitable lead trust are reflected as contributions receivable in the accompanying balance sheets. Contributions are recognized at the date the trusts or pooled life income funds are established at the present value of the estimated future cash flows expected to be received by the College. The College's interest in such split-interest gifts is adjusted annually for changes in the value of the assets, accretion of the discount, and other changes in the estimates of future benefits.

In addition, the College has the irrevocable right to receive income earned on two perpetual trusts. The College's beneficial interest in the value of the trusts' assets is classified as permanently restricted net assets. Changes in the value of the College's interest are recorded as permanently restricted activities in the accompanying statements of activities.

**(i) Derivative Instrument**

The College held an interest rate swap through February 2011 that was used to manage its variable rate long-term debt exposure (note 7). This instrument was recorded at fair value in the accompanying balance sheet for the fiscal year ended August 31, 2010, and the carrying costs, termination costs, and change in fair value are recorded as a nonoperating activity in the 2011 and 2010 statements of activities.

**(j) Operations**

The accompanying statements of activities distinguish between operating and nonoperating activities. Nonoperating activities principally include those activities affecting the change in temporarily and permanently restricted net assets, as well as the difference between investment return on board-designated quasi-endowed funds and the amounts authorized for spending by the College's trustees (note 3) on those funds, investment return on funds held by bond trustees, charges associated with the interest rate swap, pension and postretirement changes other than net periodic benefit cost (note 8), net assets released from restrictions for capital, and certain other nonrecurring activities.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2011 and 2010

**(k) Accounting Estimates**

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingencies at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Significant estimates made in the preparation of the financial statements include valuation of investments and the accrued postretirement pension and other benefit obligations, and the net realizable value of receivables. Actual results could differ from those estimates.

**(3) Investments**

A summary of the College's investments at August 31, 2011 and 2010 is as follows:

	<u>2011</u>	<u>2010</u>
Money market funds	\$ 17,803,224	40,397,837
Fixed income securities	321,566	242,451
Domestic common stock	32,958,287	25,417,685
Mutual funds	15,763,801	29,798,335
Exchange traded funds	19,889,237	7,106,363
Foreign currency fund	7,348,427	—
Nonpublic equity funds	96,915,018	81,731,427
Private equity and real estate funds	28,504,722	24,878,921
	<u>\$ 219,504,282</u>	<u>209,573,019</u>

Money market funds, domestic common stock, and mutual funds are reported at fair value based upon quoted market prices.

The foreign currency fund invests in an actively managed, short duration emerging market local currency portfolio in order to diversify U.S. dollar based portfolios as well as to take advantage of the short-term interest rate differences between U.S. and emerging market currencies. Withdrawals from the fund can be made each calendar month with a 14-day notice period.

Nonpublic equity funds include investment funds whose underlying investments are publicly traded domestic and international equities and interests in limited partnerships and limited liability corporations that may employ both long and short strategies and invest in public equities, internationally developed and emerging markets, and other marketable securities. These interests have varying degrees of liquidity, ranging from monthly to annually with 6 to 90 days notice, except for two funds with a combined value of approximately \$2.2 million that cannot be redeemed and four funds subject to lock up ending in fiscal years 2012 and 2013 with a total market value of \$23.3 million. Once the lock up periods expire, these funds will have similar redemption frequencies as the other nonpublic equity funds.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2011 and 2010

Private equity and real estate funds include interests in limited partnerships and limited liability corporations that invest in private equity buyouts, distressed credit opportunities, real estate, and other private equity strategies. Under the terms of certain limited partnership agreements, the College is obligated to periodically advance additional funding for these limited partnership investments. At August 31, 2011, the College had outstanding commitments of approximately \$6.6 million. The College maintains sufficient liquidity in its investment portfolio to cover such calls. Such commitments, generally, have fixed expiration dates or other termination clauses ranging from April 2012 to December 2018. These funds offer no redemptions.

Investments are exposed to various risks, such as interest rate, market, and credit risks. Due to the level of risk associated with certain investments, it is at least reasonably possible that changes in their values will occur in the near term and that such changes could materially affect the amounts reported in the balance sheets.

Investments include \$1,537,382 and \$1,632,760 of assets relating to split-interest agreements at August 31, 2011 and 2010, respectively.

The following summarizes the College's total return on investments and its classification in the financial statements for the years ended August 31, 2011 and 2010:

	<b>2011</b>	<b>2010</b>
Dividends and interest	\$ 1,392,186	1,299,191
Net appreciation in fair value of investments	24,963,982	17,865,708
Investment fees and expenses	(2,868,054)	(3,093,086)
Total return on investments	23,488,114	16,071,813
Investment return appropriated for spending	10,458,664	13,121,565
Investment return reported as nonoperating and temporarily restricted	\$ 13,029,450	2,950,248

**(4) Allowances for Uncollectible Accounts and Loans Receivable**

Student accounts and other receivables are reported net of an allowance for uncollectible amounts of approximately \$536,000 and \$434,000 at August 31, 2011 and 2010, respectively.

Student loans receivable are reported net of an allowance for uncollectible amounts of approximately \$444,000 and \$474,000 at August 31, 2011 and 2010, respectively.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2011 and 2010

**(5) Contributions Receivable, Net**

Contributions receivable consist of the following at August 31, 2011 and 2010:

	<b>2011</b>	<b>2010</b>
Amounts receivable from charitable remainder trusts	\$ 331,269	319,248
Beneficial interest in perpetual trusts	808,924	751,427
Amounts receivable from charitable lead trust	269,854	255,925
Amounts expected to be collected in:		
Less than one year	1,722,118	1,608,690
One to five years	3,095,812	3,094,315
More than five years	445,000	10,000
	6,672,977	6,039,605
Less allowance for uncollectible amounts	(35,000)	(164,000)
Less discount to present value (at discount rates ranging from 0.96% to 6.00%)	(323,695)	(377,197)
	\$ 6,314,282	5,498,408

**(6) Plant Assets, Net**

Plant assets consist of the following at August 31, 2011 and 2010:

	<b>2011</b>	<b>2010</b>
Land	\$ 642,443	642,443
Buildings and improvements	90,500,112	88,516,355
Furniture and equipment	31,453,285	29,933,552
Under capital lease with DASNY and other lenders:		
Land	50,000	50,000
Buildings and improvements	109,243,281	107,230,035
Furniture and equipment	11,338,231	10,849,140
	243,227,352	237,221,525
Less accumulated depreciation	(129,427,265)	(121,127,343)
Construction in progress	5,738,828	3,058,649
	\$ 119,538,915	119,152,831

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2011 and 2010

**(7) Long-Term Debt and Derivative Instrument**

Long-term debt at August 31, 2011 and 2010 consists of the following:

	<b>2011</b>	<b>2010</b>
DASNY:		
Series 2002 Insured Revenue Bonds (a)	\$ 32,995,000	34,145,000
Series 2009 Insured Revenue Bonds, net of unamortized bond discount of \$696,318 and \$721,718, respectively (b)	51,898,682	51,873,282
Equipment leases (c)	113,386	195,180
Total debt outstanding	\$ 85,007,068	86,213,462

- (a) In August 2002, DASNY issued Insured Revenue Bonds, Series 2002 (Series 2002 Bonds) in the amount of \$42,085,000 on behalf of the College. The Series 2002 Bonds are due through 2032 with interest rates ranging from 4.000% to 5.375%. Principal amounts are payable annually on July 1, and interest is payable semiannually on January 1 and July 1. The College used the proceeds from the Series 2002 Bonds to finance various capital renovations. The College has pledged revenues as security interest for the performance of all obligations under the Series 2002 loan agreement. In the event that liability payments are made from the College's general funds, or from any moneys legally available to it for such purposes, the College will not be required to deliver pledged revenues to the bond trustee.

At August 31, 2011 and 2010, the College had unamortized bond issuance costs of \$889,169 and \$931,610, respectively, relating to the Series 2002 Bonds, which have been deferred and are being amortized over the life of the Series 2002 Bonds.

- (b) In January 2009, DASNY issued Insured Revenue Bonds, Series 2009 (Series 2009 Bonds) in the amount of \$52,595,000 on behalf of the College at a discount of \$762,010. The College used the proceeds from the Series 2009 Bonds to redeem the Insured Revenue Bonds, Series 2007 (Series 2007 Bonds) and to finance various capital improvements and renovations.

The Series 2009 Bonds are due through 2039 with interest rates ranging from 3.0% to 5.5%. Principal amounts are payable annually beginning on March 1, 2015. Interest is payable semiannually on March 1 and September 1. In issuing the Series 2009 Bonds, the College incurred bond issuance costs of \$1,257,990, which have been deferred and are being amortized over the life of the related debt. At August 31, 2011 and 2010, the College had unamortized bond issuance costs of \$1,112,706 and \$1,152,399, respectively. The Series 2009 Bonds are secured by the pledge of revenues, the proceeds of the Series 2009 Bonds, and certain funds and accounts established by the Series 2009 Bonds.

The Series 2009 Bonds require compliance with certain financial and nonfinancial debt covenants.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

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At August 31, 2011 and 2010, bond trustees held unexpended funds of \$1,199,984 and \$1,378,408, respectively, relating to the Series 2007 Bonds and \$2,346,897 and \$4,704,413, respectively, relating to the Series 2009 Bonds. In 2011 and 2010, such funds were invested in cash and short-term government securities.

- (c) The obligation under equipment leases is payable in monthly installments through September 2013 and bears interest at rates ranging from 3.35% to 3.59%.
- (d) In August 2003, the College entered into a floating-to-fixed interest rate swap agreement as a hedge on its Taxable Series 2003 Bonds (Series 2003 Bonds), which have since been retired. Subsequent to the retirement of the Series 2003 Bonds, the swap continued to hedge other outstanding debt until the refinancing of the Series 2007 Bonds in 2009. Under the arrangement, the College received the one-month London Interbank Offered Rate (LIBOR) (0.2755% at August 31, 2010) and paid a fixed rate of 5.816%. In April 2010, the College paid approximately \$3.5 million to terminate a notional amount of \$22.3 million. The remaining notional amount, \$21.25 million, was terminated in February 2011 at a cost of approximately \$4.1 million. The fair value of the swap agreement reported in other liabilities in the accompanying August 31, 2010 balance sheet approximated \$7.4 million. The nonoperating charge in 2011 and 2010 reflects change in value, \$7.4 million and \$2.3 million, respectively, as well as termination and other carrying costs of \$4.6 million and \$5.4 million, respectively.

The fair value of the College's long-term debt approximated \$91.8 million and \$94.2 million at August 31, 2011 and 2010, respectively. This amount was estimated by discounting future cash flows associated with the debt by current market rates for bonds with the same or similar maturities and credit quality.

The minimum annual payments for principal are as follows:

Year ending August 31:	
2012	\$ 1,248,381
2013	1,300,307
2014	1,299,698
2015	2,915,000
2016	2,690,000
Thereafter	<u>76,250,000</u>
Total principal payments	85,703,386
Unamortized bond discount	<u>(696,318)</u>
Total debt outstanding	<u>\$ 85,007,068</u>

Interest expense was approximately \$4.4 million and \$4.5 million in 2011 and 2010, respectively.

**(8) Pension and Postretirement Benefit Plans**

The College has a contributory defined contribution plan covering academic and professional employees. Total expense recognized under this plan for the years ended August 31, 2011 and 2010 was approximately \$5,875,000 and \$5,798,000, respectively.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2011 and 2010

The College also has a noncontributory defined benefit pension plan covering nonacademic union employees. Benefits under this plan are based on years of service and the employee's regular remuneration averaged over the period of the highest five consecutive years during the last ten years of service.

In addition, the College provides health insurance coverage to retired faculty and professional staff and their dependents. Faculty and professional staff hired before January 1, 2006 become eligible for these benefits if they are at least 55 years of age and have a minimum of 15 years of service. This plan was amended on June 16, 2010 whereby eligible professional staff who retire after August 31, 2011, and eligible faculty who retire after August 31, 2013, will contribute to the plan based upon their age and years of service.

The following table provides information with respect to the defined benefit pension and postretirement benefit plans as of and for the years ended August 31, 2011 and 2010:

	Pension benefits		Postretirement benefits	
	2011	2010	2011	2010
Change in benefit obligation:				
Benefit obligation at beginning of year	\$ 45,053,686	39,563,760	41,064,928	37,168,833
Service cost	1,732,019	1,208,067	527,352	1,555,496
Interest cost	2,078,371	2,133,909	1,125,705	2,433,716
Actuarial (gain) loss	(4,946,359)	4,219,865	(18,014,647)	10,663,821
Plan amendments	—	—	—	(10,002,083)
Benefits paid	(2,294,440)	(2,071,915)	(1,116,771)	(754,855)
Benefit obligation at end of year	41,623,277	45,053,686	23,586,567	41,064,928
Change in plan assets:				
Fair value of plan assets at beginning of year	24,316,250	24,331,643	—	—
Actual return on plan assets	3,333,699	2,056,522	—	—
Employer contribution	872,922	—	1,116,771	754,855
Benefits paid	(2,294,440)	(2,071,915)	(1,116,771)	(754,855)
Fair value of plan assets at end of year	26,228,431	24,316,250	—	—
Funded status, recognized in the balance sheets	\$ (15,394,846)	(20,737,436)	(23,586,567)	(41,064,928)

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2011 and 2010

Accumulated amounts recorded in unrestricted net assets other than through net periodic benefit cost at August 31, 2011 and 2010 consist of the following:

	<b>Pension benefits</b>		<b>Postretirement benefits</b>	
	<b>2011</b>	<b>2010</b>	<b>2011</b>	<b>2010</b>
Prior service credit	\$ —	\$ —	8,474,767	10,083,235
Net actuarial loss	(9,512,207)	(17,225,290)	(4,261,134)	(22,514,838)
	<u>\$ (9,512,207)</u>	<u>(17,225,290)</u>	<u>4,213,633</u>	<u>(12,431,603)</u>

The estimated net loss for the pension plan that will be amortized from unrestricted net assets into net periodic benefit cost in fiscal year 2012 is \$1,307,868. The estimated net loss and prior service credit for the postretirement plan that will be amortized from unrestricted net assets into net periodic benefit cost in fiscal year 2012 are \$204,567 and \$1,608,468, respectively.

The following table provides the actuarial assumptions:

	<b>Pension benefits</b>		<b>Postretirement benefits</b>	
	<b>2011</b>	<b>2010</b>	<b>2011</b>	<b>2010</b>
Weighted average assumptions used to determine benefit obligations:				
Discount rate	5.74%	4.75%	5.69%	5.00%
Rate of compensation increase	4.50	4.50	—	—
Weighted average assumptions used to determine net periodic benefit cost:				
Discount rate	4.75	5.75	5.00	5.75
Expected return on plan assets	8.00	8.00	—	—
Rate of compensation increase	4.50	4.50	—	—

For measurement purposes, the annual rate of increase in the per capita cost of covered healthcare benefits is as follows:

	<b>2011</b>	<b>2010</b>
Assumed healthcare cost trend rates:		
Healthcare cost trend rate assumed for next year	7.70%	7.90%
Healthcare cost trend assumed to decline	4.50%	4.70%
Ultimate trend rate achieved	2027	2061

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Notes to Financial Statements

August 31, 2011 and 2010

The following table provides the components of net periodic benefit cost recognized in the accompanying statements of activities:

	<b>Pension benefits</b>		<b>Postretirement benefits</b>	
	<b>2011</b>	<b>2010</b>	<b>2011</b>	<b>2010</b>
Service cost	\$ 1,732,019	1,208,067	527,352	1,555,496
Interest cost	2,078,371	2,133,909	1,125,705	2,433,716
Expected return on plan assets	(1,874,843)	(1,861,033)	—	—
Amortization of prior service (credit) cost	—	—	(1,608,468)	5,973
Loss recognized	<u>1,307,868</u>	<u>916,303</u>	<u>239,057</u>	<u>1,571,869</u>
Net periodic benefit cost	<u>\$ 3,243,415</u>	<u>2,397,246</u>	<u>283,646</u>	<u>5,567,054</u>

Other changes in plan assets and benefit obligations recognized in unrestricted net assets at August 31, 2011 and 2010 are as follows:

	<b>Pension benefits</b>		<b>Postretirement benefits</b>	
	<b>2011</b>	<b>2010</b>	<b>2011</b>	<b>2010</b>
Pension and postretirement changes other than net periodic benefit cost:				
Net (gain) loss	\$ (6,405,215)	4,024,376	(18,014,647)	10,663,821
Prior service credit	—	—	—	(10,002,083)
Amortization of prior service credit (cost)	—	—	1,608,468	(5,973)
Amortization of net loss	<u>(1,307,868)</u>	<u>(916,303)</u>	<u>(239,057)</u>	<u>(1,571,869)</u>
Total amount recognized in unrestricted net assets	<u>\$ (7,713,083)</u>	<u>3,108,073</u>	<u>(16,645,236)</u>	<u>(916,104)</u>

The accumulated benefit obligation for the pension plan at August 31, 2011 and 2010 was \$37,430,378 and \$40,222,054, respectively.

Pension plan assets consist of an interest in a commingled fund, which is reported at the net asset value provided by the fund manager. The fund is classified as Level 2 within the fair value hierarchy. The College's overall investment strategy is to provide liquidity to fund current benefit payments as well as to provide for long-term growth through appreciation. The target allocations for plan assets are 62% equity securities, 33% fixed income, and 5% other investment types.

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As of August 31, 2011 and 2010, the fund's composition was as follows:

	<b>2011</b>	<b>2010</b>
Domestic equities	41%	46%
International equities/emerging markets equities	23	17
Fixed income:		
U.S. treasury securities	3	6
Mortgages	8	15
Corporate bonds	5	7
High yield bonds	6	—
Other fixed income	9	3
Real estate	5	6
	100%	100%

The expected long-term rate of return on assets assumption is 8%. The assumption has been determined by developing expectations regarding future rates of return for the investment portfolio, with consideration given to the distribution of investments by asset class and historical rates of return for each individual asset class.

The following benefit payments, which reflect expected future service, as appropriate, are expected to be paid under this plan for the year(s) ending August 31:

2012	\$	2,287,999
2013		2,426,685
2014		2,567,268
2015		2,609,956
2016		2,668,971
2017 – 2021		14,678,459

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003 was reflected as of September 1, 2005, assuming that the College will continue to provide a prescription drug benefit to plan participants that is at least actuarially equivalent to Medicare Part D and that the College will receive the federal subsidy until 2015.



**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

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August 31, 2011 and 2010

**(9) Net Assets**

**(a) Temporarily and Permanently Restricted Net Assets**

Temporarily restricted net assets at August 31, 2011 and 2010 primarily comprise unappropriated income on donor-restricted endowment funds and nonendowment contributions restricted for specific purposes or future periods. Temporarily restricted net assets are restricted for the following purposes:

	<b>2011</b>	<b>2010</b>
Donor-restricted unappropriated earnings restricted for:		
Scholarships and financial aid	\$ 6,937,731	—
Professorships and lectureships	15,502,758	—
Research and experimentation	29,007,878	—
Other	16,054,537	—
Other restrictions:		
Scholarships, fellowships, professorships, and lectureships	7,277,384	5,404,796
Capital projects	1,391,923	1,711,853
Future periods	1,909,147	2,010,421
Total	\$ 78,081,358	9,127,070

Permanently restricted net assets at August 31, 2011 and 2010 are restricted to investment in perpetuity, and associated investment return is restricted for the following:

	<b>2011</b>	<b>2010</b>
Scholarships and financial aid	\$ 36,206,871	35,630,292
Professorships and lectureships	22,688,409	22,686,872
Research and experimentation	9,924,265	9,922,954
Other	8,064,589	7,880,673
Total	\$ 76,884,134	76,120,791

**(b) Endowment Funds**

The College's endowment consists of both donor-restricted endowment funds and funds designated by the board of trustees to function as endowments. Net assets associated with the endowment funds are classified and reported based on the existence or absence of donor-imposed restrictions.

From time to time, the fair value of assets associated with an individual donor-restricted endowment fund may fall below the fund's historic dollar value. Deficiencies of this nature totaled approximately \$534,000 and \$2.1 million at August 31, 2011 and 2010, respectively.

## TEACHERS COLLEGE, COLUMBIA UNIVERSITY

### Notes to Financial Statements

August 31, 2011 and 2010

The investment objectives for the College's endowment are to preserve the principal value of those funds, in both absolute as well as real terms, provide a stable source of perpetual financial support to endowment beneficiaries, and maximize over the long term the total rate of return earned without assuming an unreasonable degree of risk. In connection with these investment objectives, the board of trustees has adopted a spending policy. The amount available for spending is determined annually by applying a rate of 5% to the 16-quarter moving average of the fair value of the endowment.

The College's management and investment of donor-restricted endowment funds has historically been subject to the provisions of the Uniform Management and Institutional Funds Act (UMIFA) and the New State Trust Laws. In September 2010, the State of New York enacted the *New York Prudent Management of Institutional Funds Act* (NYPMIFA), effective immediately. Among NYPMIFA's most significant changes is the elimination of UMIFA's important concept of historic dollar value, the amount below which an organization could not spend from the fund in favor of a more robust set of guidelines about what constitutes prudent spending. The financial reporting and disclosure implications stemming from the enactment of this law, and as provided by Accounting Standards Codification (ASC) 958-205, *Not-for-Profit Entities*, are reflected in the 2011 financial statements.

The College has interpreted NYPMIFA as allowing the College to appropriate for expenditure or accumulate so much of a donor-restricted endowment fund, as is deemed prudent for uses, benefits, purposes, and duration for which the endowment is established, subject to the intent of the donor as expressed in the gift instrument, absent donor stipulations to the contrary. As a result of this interpretation, the College has not changed the way permanently restricted net assets are classified.

The remaining portion of the donor-restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure in a manner consistent with the standards of prudence prescribed by NYPMIFA.

Pursuant to this change in law and in accordance with ASC 958-205, the College reclassified net assets of \$58.4 million from unrestricted net assets to temporarily restricted net assets in the 2011 statement of activities.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

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August 31, 2011 and 2010

The tables that follow present information with respect to the College's endowment as of and for the years ended August 31, 2011 and 2010. Endowment net assets consist of the following at August 31, 2011 and 2010:

		<b>August 31, 2011</b>			
		<b>Unrestricted</b>	<b>Temporarily restricted</b>	<b>Permanently restricted</b>	<b>Total</b>
Donor-restricted	\$	(533,877)	67,502,904	74,761,737	141,730,764
Board-designated		67,026,617	—	—	67,026,617
Total	\$	<u>66,492,740</u>	<u>67,502,904</u>	<u>74,761,737</u>	<u>208,757,381</u>

		<b>August 31, 2010</b>			
		<b>Unrestricted</b>	<b>Temporarily restricted</b>	<b>Permanently restricted</b>	<b>Total</b>
Donor-restricted	\$	56,815,362	—	74,148,021	130,963,383
Board-designated		54,234,456	—	—	54,234,456
Total	\$	<u>111,049,818</u>	<u>—</u>	<u>74,148,021</u>	<u>185,197,839</u>

Changes in endowment net assets during the fiscal years ended August 31, 2011 and 2010 are as follows:

		<b>2011</b>			
		<b>Unrestricted</b>	<b>Temporarily restricted</b>	<b>Permanently restricted</b>	<b>Total</b>
Net assets, August 31, 2010	\$	111,049,818	—	74,148,021	185,197,839
Net asset reclassification based on adoption of ASC 958-205		(58,395,696)	58,395,696	—	—
Dividends and interest		397,093	843,823	—	1,240,916
Current year gifts/additions		10,005,549	—	613,716	10,619,265
Appropriation for expenditure		(3,304,089)	(7,021,190)	—	(10,325,279)
Investment gain, net		6,740,065	15,284,575	—	22,024,640
Net assets, August 31, 2011	\$	<u>66,492,740</u>	<u>67,502,904</u>	<u>74,761,737</u>	<u>208,757,381</u>

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

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	2010			Total
	Unrestricted	Temporarily restricted	Permanently restricted	
Net assets, August 31, 2009	\$ 108,127,740	—	73,360,262	181,488,002
Dividends and interest	1,148,491	—	—	1,148,491
Current year gifts/additions	6,500	—	787,759	794,259
Appropriation for expenditure	(12,716,646)	—	—	(12,716,646)
Investment gain, net	14,483,733	—	—	14,483,733
Net assets, August 31, 2010	\$ <u>111,049,818</u>	<u>—</u>	<u>74,148,021</u>	<u>185,197,839</u>

**(10) Student Aid**

Student tuition and fees are presented net of amounts awarded to students to defray their cost of attending the College. Student aid totaled \$18,668,752 and \$18,137,310 in fiscal years 2011 and 2010, respectively.

**(11) Fund-Raising Expenses**

Fund-raising expenses are included in institutional support in the accompanying statements of activities. For the years ended August 31, 2011 and 2010, fund-raising costs incurred by the College's development office for contributions and certain private grants and contracts amounted to approximately \$6.2 million and \$6.1 million, respectively.

**(12) Fair Value of Financial Instruments**

At August 31, 2011 and 2010, the carrying values of the College's cash and cash equivalents, receivables, and accounts payable and accrued expenses approximated their fair values. A reasonable estimate of the fair value of loans to students under government loan programs cannot be made because the loans are not saleable and can only be assigned to the U.S. government or its designees.

For all assets and liabilities reported at fair value, the College employs a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

The three levels of the fair value hierarchy are as follows:

- Level 1     Inputs that reflect unadjusted quoted prices in active markets for identical assets or liabilities that the College has the ability to access at the measurement date.
- Level 2     Inputs other than quoted prices that are observable for the asset or liability either directly or indirectly, including inputs in markets that are not considered to be active or investments in investment companies that are redeemable on or near the balance sheet date.
- Level 3     Inputs that are unobservable and investments in investment companies that are not redeemable near the balance sheet date.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2011 and 2010

A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement.

The following tables present the fair value hierarchy for the College's assets and liabilities, which are reported in the August 31, 2011 and 2010 balance sheets at fair value:

	2011			
	Total	Level 1	Level 2	Level 3
Investments:				
Money market funds	\$ 17,803,224	17,803,224	—	—
Fixed income securities	321,566	321,566	—	—
Domestic common stock	32,958,287	32,958,287	—	—
Mutual funds:				
Equity mutual funds	10,195,522	10,195,522	—	—
Global hard assets	5,568,279	5,568,279	—	—
Exchange traded funds	19,889,237	19,889,237	—	—
Nonpublic investments:				
Foreign currency	7,348,427	—	7,348,427	—
Nonpublic equity	96,915,018	—	71,432,272	25,482,746
Private equity	20,977,069	—	—	20,977,069
Real estate	7,527,653	—	—	7,527,653
Total investments	219,504,282	86,736,115	78,780,699	53,987,468
Funds held by bond trustees	3,546,881	3,546,881	—	—
Charitable remainder, lead, and perpetual trusts in contributions receivable	1,313,689	—	—	1,313,689
Total assets	\$ 224,364,852	90,282,996	78,780,699	55,301,157

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2011 and 2010

	<b>2010</b>			
	<u><b>Total</b></u>	<u><b>Level 1</b></u>	<u><b>Level 2</b></u>	<u><b>Level 3</b></u>
<b>Investments:</b>				
Money market funds	\$ 40,397,837	40,397,837	—	—
Fixed income securities	234,451	234,451	—	—
Domestic common stock	25,417,685	25,417,685	—	—
<b>Mutual funds:</b>				
Equity mutual funds	19,151,183	19,151,183	—	—
Bond mutual funds	10,647,152	10,647,152	—	—
Exchange traded funds	7,106,363	7,106,363	—	—
<b>Nonpublic investments:</b>				
Nonpublic equity	81,739,427	12,705	75,788,598	5,938,124
Private equity	18,411,366	—	—	18,411,366
Real estate	6,467,555	—	—	6,467,555
<b>Total investments</b>	<u>209,573,019</u>	<u>102,967,376</u>	<u>75,788,598</u>	<u>30,817,045</u>
Funds held by bond trustees	6,082,821	6,082,821	—	—
Charitable remainder, lead, and perpetual trusts in contributions receivable	1,230,005	—	—	1,230,005
<b>Total assets</b>	<u>\$ 216,885,845</u>	<u>109,050,197</u>	<u>75,788,598</u>	<u>32,047,050</u>
<b>Liabilities:</b>				
Interest rate swap agreement	\$ 7,358,274	—	7,358,274	—

The following table presents a reconciliation of Level 3 assets for the years ended August 31, 2011 and 2010:

	<u><b>2011</b></u>	<u><b>2010</b></u>
Beginning balance	\$ 32,047,050	44,817,506
Net appreciation in fair value	5,209,350	4,233,670
Purchases	28,602,751	2,356,616
Dispositions	(8,017,807)	(8,686,448)
Transfers out of Level 3	(2,540,187)	(13,026,954)
Transfers into Level 3	—	2,352,660
<b>Ending balance</b>	<u>\$ 55,301,157</u>	<u>32,047,050</u>

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2011 and 2010

**(13) Deferred Revenue**

Deferred revenue consists of the following at August 31, 2011 and 2010:

	<b>2011</b>	<b>2010</b>
Federal and private grants	\$ 12,752,176	10,775,272
Student tuition and loans	4,326,198	5,174,713
Other	661,363	492,184
	\$ 17,739,737	16,442,169

**(14) Commitments and Contingencies**

**(a) Government Funding**

Amounts received and expended by the College under various federal and state programs are subject to audit by governmental agencies. In the opinion of management, audit adjustments, if any, would not have a significant effect on the financial position of the College.

**(b) Operating Leases**

The College has operating leases for building space and certain furnishings through July 31, 2020. Minimum future rental payments under these leases are as follows:

Year ending August 31:		
2012	\$	802,519
2013		171,376
2014		138,557
2015		138,557
2016		138,557
Thereafter		542,683
	\$	1,932,249

Total rent expense for the years ended August 31, 2011 and 2010 amounted to approximately \$916,000 and \$690,000, respectively.

**(c) Line of Credit**

The College has a revolving credit arrangement with a bank that provides for a line of credit up to \$15 million, which was not drawn upon for the years ended August 31, 2011 and 2010. Borrowings under the line of credit will bear interest at the following options: (1) the bank's prime rate or (2) the one-month LIBOR plus 1.15% or (3) a negotiated rate with the bank.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2011 and 2010

**(d) *Litigation***

The College, in the normal course of its operations, is a defendant in various lawsuits. While it is not feasible to predict the ultimate outcomes, management of the College does not expect the resolution of these actions to have a material adverse effect on the College's financial position.

**(15) Subsequent Events**

The College evaluated events subsequent to August 31, 2011 and through December 19, 2011, the date on which the financial statements were issued.



**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Financial Statements

August 31, 2010 and 2009

(With Independent Auditors' Report Thereon)



KPMG LLP  
345 Park Avenue  
New York, NY 10154

## Independent Auditors' Report

The Trustees  
Teachers College, Columbia University:

We have audited the accompanying balance sheets of Teachers College, Columbia University (the College) as of August 31, 2010 and 2009, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Teachers College, Columbia University as of August 31, 2010 and 2009, and the changes in its net assets and its cash flows for the years then ended in conformity with U.S. generally accepted accounting principles.

**KPMG LLP**

December 3, 2010

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Balance Sheets

August 31, 2010 and 2009

<b>Assets</b>	<b>2010</b>	<b>2009</b>
Cash and cash equivalents	\$ 8,723,069	9,512,932
Student accounts and other receivables, net (note 4)	4,073,337	4,596,846
Grants and contracts receivable	4,215,441	3,564,441
Inventories and other assets (note 7)	3,880,595	4,031,787
Contributions receivable, net (note 5)	5,498,408	5,739,326
Funds held by bond trustees (note 7)	6,082,821	8,173,998
Investments (note 3)	209,573,019	203,019,088
Student loans receivable, net (note 4)	3,764,131	2,840,562
Plant assets, net (note 6)	119,152,831	122,724,537
Total assets	<u>\$ 364,963,652</u>	<u>364,203,517</u>
<b>Liabilities and Net Assets</b>		
Liabilities:		
Accounts payable and accrued expenses	\$ 16,371,481	19,624,213
Deferred revenues (note 13)	16,442,169	23,250,505
Long-term debt (note 7)	86,213,462	87,734,517
Accrued pension and other benefit obligations (note 8)	61,802,364	52,400,950
Other liabilities (note 7)	9,554,774	11,721,403
U.S. government grants refundable	3,050,030	2,369,096
Total liabilities	<u>193,434,280</u>	<u>197,100,684</u>
Net assets (note 9):		
Unrestricted:		
Endowment and other	148,083,875	134,377,614
Pension and postretirement obligations	<u>(61,802,364)</u>	<u>(52,400,950)</u>
Total unrestricted net assets	86,281,511	81,976,664
Temporarily restricted	9,127,070	9,579,056
Permanently restricted	76,120,791	75,547,113
Total net assets	<u>171,529,372</u>	<u>167,102,833</u>
Total liabilities and net assets	<u>\$ 364,963,652</u>	<u>364,203,517</u>

See accompanying notes to financial statements.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Statements of Activities

Years ended August 31, 2010 and 2009

	<u>2010</u>	<u>2009</u>
Changes in unrestricted net assets:		
Operating revenues:		
Student tuition and fees, net (note 10)	\$ 95,079,521	84,587,891
Government appropriations	623,620	572,829
Grants and contracts	35,333,349	36,851,847
Contributions	2,980,923	2,950,465
Investment return appropriated (note 3)	13,121,565	13,157,836
Sales and services of auxiliary enterprises	20,158,864	18,722,492
Other sources	2,042,000	2,141,199
Net assets released from restrictions	976,140	2,437,799
Total operating revenues	<u>170,315,982</u>	<u>161,422,358</u>
Operating expenses:		
Instruction	59,595,740	58,026,414
Research, training, and public service	35,913,574	38,458,389
Academic support	12,948,019	13,422,760
Student services	9,651,938	8,947,728
Institutional support (note 11)	24,394,385	25,599,296
Auxiliary enterprises	21,730,647	21,219,184
Total operating expenses	<u>164,234,303</u>	<u>165,673,771</u>
Increase (decrease) in unrestricted net assets from operations	6,081,679	(4,251,413)
Nonoperating activities:		
Investment return, net of amounts appropriated (note 3)	2,950,248	(31,607,967)
Interest rate swap charges (note 7)	(3,177,891)	(5,860,360)
Investment return on funds held by bond trustees	9,329	37,284
Change in value of split-interest agreements	28,879	(12,954)
Pension and postretirement changes other than net periodic benefit cost (note 8)	(2,191,969)	(11,125,593)
Redesignation of net assets (note 9)	—	(43,045)
Net assets released from restrictions for capital	604,572	2,029,903
Increase (decrease) in unrestricted net assets	<u>4,304,847</u>	<u>(50,834,145)</u>

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Statements of Activities

Years ended August 31, 2010 and 2009

	<u>2010</u>	<u>2009</u>
Changes in temporarily restricted net assets:		
Contributions	\$ 1,191,260	1,486,254
Change in value of split-interest agreements	(62,534)	(77,763)
Redesignation of net assets (note 9)	—	(131,433)
Net assets released from restrictions	<u>(1,580,712)</u>	<u>(4,467,702)</u>
Decrease in temporarily restricted net assets	<u>(451,986)</u>	<u>(3,190,644)</u>
Changes in permanently restricted net assets:		
Contributions	561,679	1,193,115
Change in value of split-interest agreements	11,999	(260,822)
Redesignation of net assets (note 9)	<u>—</u>	<u>174,478</u>
Increase in permanently restricted net assets	<u>573,678</u>	<u>1,106,771</u>
Increase (decrease) in net assets	4,426,539	(52,918,018)
Net assets at beginning of year	<u>167,102,833</u>	<u>220,020,851</u>
Net assets at end of year	<u>\$ 171,529,372</u>	<u>167,102,833</u>

See accompanying notes to financial statements.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Statements of Cash Flows

Years ended August 31, 2010 and 2009

	<b>2010</b>	<b>2009</b>
Cash flows from operating activities:		
Increase (decrease) in net assets	\$ 4,426,539	(52,918,018)
Adjustments to reconcile increase (decrease) in net assets to net cash used in operating activities:		
Net (appreciation) depreciation in fair value of investments	(17,865,708)	17,652,397
Interest rate swap charges	3,177,891	5,860,360
Depreciation	8,798,099	9,276,530
(Recovery of) provision for uncollectible amounts	(727,909)	322,705
Amortization of bond issuance costs	123,641	66,902
Amortization of bond discount	25,400	14,892
Contributions restricted for permanent investment	(593,634)	(1,093,115)
Change in value of split-interest agreements	37,127	388,483
Pension and postretirement changes other than net periodic benefit cost	2,191,969	11,125,593
Changes in operating assets and liabilities:		
Student accounts and other receivables	470,621	(1,134,171)
Grants and contracts receivable	(651,000)	2,242,122
Inventories and other assets	27,551	(1,135,487)
Contributions receivable, except for amounts restricted for permanent investment and plant assets	(559,416)	(10,116)
Accounts payable and accrued expenses and other liabilities	(2,736,764)	3,045,811
Deferred revenues	(6,808,336)	249,570
Accrued pension and other benefit obligations	7,209,445	3,075,615
U.S. government grants refundable	680,934	(62,725)
Net cash used in operating activities	(2,773,550)	(3,032,652)
Cash flows from investing activities:		
Loans made to students	(408,244)	(441,343)
Repayments received on student loans	388,301	435,874
Purchase of plant assets	(5,226,393)	(8,277,205)
Change in amounts related to plant assets included in accounts payable and accrued expenses	(448,722)	(454,635)
Purchases of investments	(87,417,229)	(87,812,552)
Proceeds from sales of investments	98,792,819	106,525,718
Swap termination and carry cost payments	(5,435,746)	(2,073,052)
Net cash provided by investing activities	244,786	7,902,805
Cash flows from financing activities:		
Contributions restricted for permanent investment	593,634	1,093,115
Decrease in contributions receivable restricted for permanent investment and plant assets	677,505	2,803,696
Proceeds from indebtedness	—	61,832,992
Repayment of indebtedness	(1,546,455)	(56,073,433)
Change in funds held by bond trustees	2,091,177	(5,769,599)
Investment income on split-interest agreements, net of payments to annuitants	(76,960)	(64,737)
Net cash provided by financing activities	1,738,901	3,822,034
Net (decrease) increase in cash and cash equivalents	(789,863)	8,692,187
Cash and cash equivalents at beginning of year	9,512,932	820,745
Cash and cash equivalents at end of year	\$ 8,723,069	9,512,932
Supplemental disclosure of cash flow information		
Cash paid for interest	\$ 4,692,451	2,505,149

See accompanying notes to financial statements.

# TEACHERS COLLEGE, COLUMBIA UNIVERSITY

## Notes to Financial Statements

August 31, 2010 and 2009

### (1) Description of Business

#### (a) Discussion of Operations

Teachers College, Columbia University (the College) is a graduate and professional school of education. The College engages in five basic activities: (1) research on critical issues of education; (2) instruction of future leaders-practitioners, policymakers, and academicians; (3) education of current leaders-teachers, principals, superintendents, board members, legislators, presidents, members of the media, and representatives of foundations and corporations; (4) development of the public discourse and national agenda for education; and (5) improvement of the practice of educational institutions via laboratories, models, and demonstration projects. The College has one subsidiary, a Japanese corporation, through which the College provides educational programs in Japan. This subsidiary's activities are included in the accompanying financial statements. The College was founded in 1887 and became affiliated with Columbia University in 1898. Under an arrangement with Columbia University, the faculty of the College was designated as faculty of Columbia University, but retained its legal and financial independence. The College remains a separate corporation.

#### (b) Tax Status

The College is qualified as a not-for-profit organization under Section 501(c)(3) of the Internal Revenue Code, as amended. Accordingly, it is not subject to income taxes except to the extent it has taxable income from activities that are not related to its exempt purpose. The College recognizes the effect of income tax positions only if those positions are more likely than not of being sustained. No provision for income taxes was required for fiscal years 2010 or 2009.

### (2) Summary of Significant Accounting Policies

#### (a) Basis of Presentation

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with standards established by the Financial Accounting Standards Board for external financial reporting by not-for-profit organizations. Accordingly, net assets of the College and changes therein are classified and reported as follows:

*Unrestricted Net Assets* – Net assets that are not subject to donor-imposed restrictions.

*Temporarily Restricted Net Assets* – Net assets subject to donor-imposed restrictions that will be met by either actions of the College or the passage of time.

*Permanently Restricted Net Assets* – Net assets subject to donor-imposed restrictions that stipulate that they be maintained permanently by the College, but permit the College to expend part or all of the income derived therefrom for general or donor-specified purposes.

Revenues and gains and losses on investments and other assets are reported as changes in unrestricted net assets unless limited by explicit donor-imposed restrictions or by law. Expirations of temporary restrictions on net assets, that is, the donor-imposed stipulated purpose has been accomplished and/or the stipulated time period has elapsed, are reported as increases in unrestricted net assets if the purpose or time restrictions are met in the same reporting period that such assets are

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Notes to Financial Statements

August 31, 2010 and 2009

received; otherwise, they are reported as net assets released from restrictions. Expenses are reported as decreases in unrestricted net assets.

**(b) Cash Equivalents**

All highly liquid debt instruments with a maturity of three months or less are considered to be cash equivalents, except for such assets that are part of the College's investment portfolio managed by external investment managers for long-term purposes.

**(c) Contributions**

Contributions, including unconditional promises to give, are reported as revenues in the period received or pledged. Contributions of assets other than cash are recorded at their estimated fair value. The College reports contributions of plant assets as increases in unrestricted net assets unless the donor places restrictions on their use. Contributions to be received after one year are discounted at a risk-adjusted rate. Amortization of the discount is recorded as additional contribution revenue in accordance with the donor-imposed restrictions, if any, on the contribution. An allowance is recorded for uncollectible contributions based on management's judgment, past collection experience, and other relevant factors.

Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

**(d) Grants and Contracts**

Grants and contracts are reported as unrestricted revenues when expenses are incurred in accordance with the terms of the agreement. Amounts received in advance are recorded as deferred revenues.

**(e) Inventories**

Inventories, including books published by the Teachers College Press, are valued at the lower of average cost or market (net realizable value).

**(f) Plant Assets**

Plant assets, including land, buildings, building improvements, and furniture and equipment, as well as assets under capital lease with the Dormitory Authority of the State of New York (DASNY) are stated at cost or fair value at the date of gift for assets contributed. All plant assets, other than land, are depreciated over the following useful lives using the straight-line method:

Buildings	50 years
Building improvements	20 years
Furniture and equipment	5 years

**(g) U.S. Government Grants Refundable**

Funds provided by the U.S. government under the Federal Perkins and Nursing Student Loan programs are loaned to qualified students and may be reloaned after collection. These funds are

## TEACHERS COLLEGE, COLUMBIA UNIVERSITY

### Notes to Financial Statements

August 31, 2010 and 2009

ultimately refundable to the U.S. government and are presented in the accompanying balance sheets as a liability.

**(h) *Split-Interest Agreements***

The College's split-interest agreements with donors consist primarily of irrevocable charitable remainder trusts and a charitable lead trust, for which the College does not serve as trustee, perpetual trusts, and pooled life income funds. Assets of pooled life income funds and charitable gift annuities are included in investments. Assets from charitable remainder trusts, perpetual lead trusts, and the charitable lead trust are reflected as contributions receivable in the accompanying balance sheets. Contributions are recognized at the date the trusts or pooled life income funds are established at the present value of the estimated future cash flows expected to be received by the College. The College's interest in such split-interest gifts is adjusted annually for changes in the value of the assets, accretion of the discount, and other changes in the estimates of future benefits.

In addition, the College has the irrevocable right to receive income earned on two perpetual trusts. The College's beneficial interest in the value of the trusts' assets is classified as permanently restricted net assets. Changes in the value of the College's interest are recorded as permanently restricted activities in the accompanying statements of activities.

**(i) *Derivative Instrument***

The College holds an interest rate swap that had been used to manage its variable rate long-term debt exposure (note 7). This instrument is recorded at fair value in the accompanying balance sheets, and the carry costs and change in fair value are recorded as a nonoperating activity in the statements of activities.

**(j) *Operations***

The accompanying statements of activities distinguish between operating and nonoperating activities. Nonoperating activities principally include those activities affecting the change in temporarily and permanently restricted net assets, as well as the difference between investment return and the amounts authorized for spending by the College's trustees (note 3), investment return on funds held by bond trustees, charges associated with the interest rate swap, pension and postretirement changes other than net periodic benefit cost (note 8), and net assets released from restrictions for capital.

**(k) *Accounting Estimates***

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingencies at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Significant estimates made in the preparation of the financial statements include valuation of investments at fair value and estimated net realizable value of receivables. Actual results could differ from those estimates.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2010 and 2009

**(l) Reclassifications**

Certain amounts in the accompanying 2009 financial statements have been reclassified to conform to the 2010 presentation.

**(m) Recent Accounting Standards**

In 2010, the College adopted the disclosure provisions of Accounting Standards Update No. 2009-12, *Investments in Certain Entities That Calculate Net Asset Value per Share (or Its Equivalent)*, with respect to certain investments. The provisions require additional disclosures with respect to the underlying strategies, commitments, and liquidity of its applicable investments.

**(3) Investments**

A summary of the College's investments at August 31, 2010 and 2009, reported at estimated fair value, is as follows:

	<b>2010</b>	<b>2009</b>
Money market funds and commercial paper	\$ 40,397,837	25,115,482
Domestic common stock	25,417,685	23,618,947
Bond mutual funds	10,647,152	10,169,109
Equity mutual funds	26,257,546	27,185,261
Nonpublic equity funds	81,731,427	88,391,662
Fixed income securities	242,451	6,276,304
Private equity and real estate funds	24,878,921	22,262,323
	\$ 209,573,019	203,019,088

Money market funds, commercial paper, domestic common stock, and mutual funds are reported at fair value based upon quoted market prices.

Nonpublic equity funds include investment funds whose underlying investments are publicly traded domestic and international equities and interests in limited partnerships and limited liability corporations that may employ both long and short strategies and invest in public equities, internationally developed and emerging markets, and other marketable securities. These interests have varying degrees of liquidity, ranging from monthly to annually with 6 to 100 days notice, except for one fund with a value of approximately \$2.4 million that is currently not redeemable.

Private equity and real estate funds include interests in limited partnerships and limited liability corporations that invest in private equity buyouts, distressed credit opportunities, real estate, and other private equity strategies. Under the terms of certain limited partnership agreements, the College is obligated to periodically advance additional funding for these limited partnership investments. At August 31, 2010, the College had outstanding commitments of approximately \$9.6 million. Such commitments, generally, have fixed expiration dates or other termination clauses ranging from April 2012 to December 2018. These funds offer no redemptions. The College maintains sufficient liquidity in its investment portfolio to cover such calls.

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Notes to Financial Statements

August 31, 2010 and 2009

The College maintains a liquidity level that it believes is well in excess of short-term cash needs. At August 31, 2010, approximately \$112.1 million, or 50.8%, of the investment portfolio provided daily liquidity with an additional \$45.5 million, or 20.6%, providing at least quarterly liquidity.

Investments are exposed to various risks, such as interest rate, market, and credit risks. Due to the level of risk associated with certain investments, it is at least reasonably possible that changes in their values will occur in the near term and that such changes could materially affect the amounts reported in the balance sheets.

Investments include \$1,632,760 and \$1,622,620 of assets relating to split-interest agreements at August 31, 2010 and 2009, respectively.

The following summarizes the College's total return on investments and its classification in the financial statements for the years ended August 31, 2010 and 2009:

	<u>2010</u>	<u>2009</u>
Dividends and interest	\$ 1,299,191	1,521,777
Net appreciation (depreciation) in fair value of investments	17,865,708	(17,652,397)
Investment fees and expenses	<u>(3,093,086)</u>	<u>(2,319,511)</u>
Total return on investments	16,071,813	(18,450,131)
Investment return appropriated for spending	<u>13,121,565</u>	<u>13,157,836</u>
Investment return reported as nonoperating	<u>\$ 2,950,248</u>	<u>(31,607,967)</u>

**(4) Allowances for Uncollectible Accounts and Loans Receivable**

Student accounts and other receivables are reported net of an allowance for uncollectible amounts of \$434,000 and \$383,000 at August 31, 2010 and 2009, respectively.

Student loans receivable are reported net of an allowance for uncollectible amounts of \$474,000 and \$1,636,000 at August 31, 2010 and 2009, respectively.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2010 and 2009

**(5) Contributions Receivable, Net**

Contributions receivable consist of the following at August 31, 2010 and 2009:

	<u>2010</u>	<u>2009</u>
Amounts receivable from charitable remainder trusts	\$ 319,248	324,557
Beneficial interest in perpetual trusts	751,427	763,275
Amounts receivable from charitable lead trust	255,925	244,446
Amounts expected to be collected in:		
Less than one year	1,608,690	1,657,434
One to five years	3,094,315	2,425,411
More than five years	10,000	930,750
	<u>6,039,605</u>	<u>6,345,873</u>
Less allowance for uncollectible amounts	(164,000)	(110,000)
Less discount to present value (at discount rates ranging from 1.33% to 6.0%)	<u>(377,197)</u>	<u>(496,547)</u>
	<u>\$ 5,498,408</u>	<u>5,739,326</u>

**(6) Plant Assets, Net**

Plant assets consist of the following at August 31, 2010 and 2009:

	<u>2010</u>	<u>2009</u>
Land	\$ 642,443	642,443
Buildings and improvements	88,516,355	84,612,855
Furniture and equipment	29,933,552	29,143,647
Under capital lease with DASNY and other lenders:		
Land	50,000	50,000
Buildings and improvements	107,230,035	107,015,748
Furniture and equipment	10,849,140	10,837,578
	<u>237,221,525</u>	<u>232,302,271</u>
Less accumulated depreciation	(121,127,343)	(112,329,244)
Construction in progress	<u>3,058,649</u>	<u>2,751,510</u>
	<u>\$ 119,152,831</u>	<u>122,724,537</u>

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2010 and 2009

**(7) Long-Term Debt and Derivative Instrument**

Long-term debt at August 31, 2010 and 2009 consists of the following:

	<b>2010</b>	<b>2009</b>
Long-term debt:		
Dormitory Authority of the State of New York (DASNY):		
Series 2002 Insured Revenue Bonds (a)	\$ 34,145,000	35,250,000
Series 2009 Insured Revenue Bonds, net of unamortized bond discount of \$721,718 and \$747,118, respectively (b)	51,873,282	51,847,882
Equipment leases (c)	195,180	636,635
Total debt outstanding	\$ 86,213,462	87,734,517

- (a) In August 2002, DASNY issued Insured Revenue Bonds, Series 2002 (Series 2002 Bonds) in the amount of \$42,085,000 on behalf of the College. The Series 2002 Bonds are due through 2032 with interest rates ranging from 4.00% to 5.375%. Principal amounts are payable annually on July 1, and interest is payable semiannually on January 1 and July 1. The College used the proceeds from the Series 2002 Bonds to finance various capital renovations. The College has pledged revenues as security interest for the performance of all obligations under the Series 2002 loan agreement. In the event that liability payments are made from the College's general funds, or from any moneys legally available to it for such purposes, the College will not be required to deliver pledged revenues to the bond trustee.

At August 31, 2010 and 2009, the College had unamortized bond issuance costs of \$931,610 and \$974,051, respectively, relating to the Series 2002 Bonds, which have been deferred and are being amortized over the life of the Series 2002 Bonds.

- (b) In January 2009, DASNY issued Insured Revenue Bonds, Series 2009 (Series 2009 Bonds) in the amount of \$52,595,000 on behalf of the College at a discount of \$762,010. The College used the proceeds from the Series 2009 Bonds to redeem the Insured Revenue Bonds, Series 2007 (Series 2007 Bonds) and to finance various capital improvements and renovations.

The Series 2009 Bonds are due through 2039 with interest rates ranging from 3.0% to 5.5%. Principal amounts are payable annually beginning on March 1, 2015. Interest is payable semiannually on March 1 and September 1. In issuing the Series 2009 Bonds, the College incurred bond issuance costs of \$1,257,990, which have been deferred and are being amortized over the life of the related debt. At August 31, 2010 and 2009, the College had unamortized bond issuance costs of \$1,152,399 and \$1,233,599, respectively. The Series 2009 Bonds are secured by the pledge of revenues, the proceeds of the Series 2009 Bonds, and certain funds and accounts established by the Series 2009 Bonds.

The Series 2009 Bonds require compliance with certain financial and nonfinancial debt covenants.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2010 and 2009

At August 31, 2010 and 2009, bond trustees held unexpended funds of \$1,378,408 and \$1,509,448, respectively, relating to the Series 2007 Bonds and \$4,704,413 and \$6,625,301, respectively, relating to the Series 2009 Bonds. In 2010 and 2009, such funds were invested in cash and short-term government securities.

- (c) The obligation under equipment leases is payable in monthly installments through September 2013 and bears interest at rates ranging from 3.35% to 3.59%.
- (d) In August 2003, the College entered into a floating-to-fixed-interest rate swap agreement as a hedge on its Taxable Series 2003 Bonds (Series 2003 Bonds). The swap has not hedged variable rate debt exposure since the refinancing of the Series 2007 Bonds in 2009. Under the arrangement, the College receives the one-month London Interbank Offered Rate (LIBOR) (0.2755% and 0.2704% at August 31, 2010 and 2009, respectively) and pays a fixed rate of 5.816%. The agreement may be terminated at the College's discretion. A payment will either be received or paid by the College depending on the interest rate environment at the time of termination. In April 2010, the College paid approximately \$3.5 million to terminate \$22.3 million notional amount of the swap, leaving \$21.25 million notional amount outstanding. The fair value of the swap agreement was a liability of approximately \$7.4 million and \$9.6 million at August 31, 2010 and 2009, respectively, which is included in other liabilities in the accompanying balance sheets. The nonoperating charge in 2010 and 2009 reflects change in value of \$1.3 million and \$3.8 million, respectively, as well as carrying cost of \$1.9 million and \$2.1 million, respectively.

The fair value of the College's long-term debt approximated \$94.2 million at August 31, 2010 and approximated carrying value at August 31, 2009. This amount was estimated by discounting future cash flows associated with the debt by current market rates for bonds with the same or similar maturities and credit quality.

The minimum annual payments for principal are as follows:

Year ending August 31:	
2011	\$ 1,231,794
2012	1,248,381
2013	1,300,307
2014	1,299,698
2015	2,915,000
Thereafter	<u>78,940,000</u>
Total principal payments	86,935,180
Unamortized bond discount	<u>(721,718)</u>
Total debt outstanding	<u>\$ 86,213,462</u>

Interest expense was approximately \$4.5 million and \$4 million in 2010 and 2009, respectively.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2010 and 2009

**(8) Pension and Postretirement Benefit Plans**

The College has a contributory defined contribution plan covering academic and professional employees. Total expense recognized under this plan for the years ended August 31, 2010 and 2009 was approximately \$5,798,000 and \$5,918,000, respectively.

The College also has a noncontributory defined benefit pension plan covering nonacademic union employees. Benefits under this plan are based on years of service and the employee's regular remuneration averaged over the period of the highest five consecutive years during the last ten years of service.

In addition, the College provides health insurance coverage to retired faculty and professional staff and their dependents. Faculty and professional staff hired before January 1, 2006 become eligible for these benefits if they are at least 55 years of age and have a minimum of 15 years of service. This plan was amended on June 16, 2010 whereby eligible professional staff who retire after August 31, 2011, and eligible faculty who retire after August 31, 2013, will contribute to the plan based upon their age and years of service.

The following table provides information with respect to the defined benefit pension and postretirement benefit plans as of and for the years ended August 31, 2010 and 2009:

	<b>Pension benefits</b>		<b>Postretirement benefits</b>	
	<b>2010</b>	<b>2009</b>	<b>2010</b>	<b>2009</b>
<b>Change in benefit obligation:</b>				
Benefit obligation at beginning of year	\$ 39,563,760	32,283,165	37,168,833	32,392,557
Service cost	1,208,067	1,032,100	1,555,496	1,083,248
Interest cost	2,133,909	2,198,884	2,433,716	2,004,487
Actuarial loss	4,219,865	5,833,123	10,663,821	4,189,563
Plan amendments	—	—	(10,002,083)	(1,856,559)
Benefits paid	(2,071,915)	(1,783,512)	(754,855)	(644,463)
<b>Benefit obligation at end of year</b>	<b>45,053,686</b>	<b>39,563,760</b>	<b>41,064,928</b>	<b>37,168,833</b>
<b>Change in plan assets:</b>				
Fair value of plan assets at beginning of year	24,331,643	26,475,980	—	—
Actual return on plan assets	2,056,522	(1,615,412)	—	—
Employer contribution	—	1,254,587	754,855	644,463
Benefits paid	(2,071,915)	(1,783,512)	(754,855)	(644,463)
<b>Fair value of plan assets at end of year</b>	<b>24,316,250</b>	<b>24,331,643</b>	<b>—</b>	<b>—</b>
<b>Funded status, recognized in the balance sheets</b>	<b>\$ (20,737,436)</b>	<b>(15,232,117)</b>	<b>(41,064,928)</b>	<b>(37,168,833)</b>

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2010 and 2009

Accumulated amounts recorded in unrestricted net assets other than through net periodic benefit cost at August 31, 2010 and 2009 consist of the following:

	<b>Pension benefits</b>		<b>Postretirement benefits</b>	
	<b>2010</b>	<b>2009</b>	<b>2010</b>	<b>2009</b>
Prior service credit	\$ —	—	10,083,235	75,179
Net actuarial loss	(17,225,290)	(14,117,217)	(22,514,838)	(13,422,886)
	<u>\$ (17,225,290)</u>	<u>(14,117,217)</u>	<u>(12,431,603)</u>	<u>(13,347,707)</u>

The estimated net loss for the pension plan that will be amortized from unrestricted net assets into net periodic benefit cost in fiscal 2011 is \$1,307,289. The estimated net loss and prior service credit for the postretirement plan that will be amortized from unrestricted net assets into net periodic benefit cost in fiscal 2011 are \$1,728,645 and \$933,278, respectively.

The following table provides the actuarial assumptions:

	<b>Pension benefits</b>		<b>Postretirement benefits</b>	
	<b>2010</b>	<b>2009</b>	<b>2010</b>	<b>2009</b>
Weighted average assumptions used to determine benefit obligations:				
Discount rate	4.75%	5.75%	5.00%	5.75%
Rate of compensation increase	4.50	4.50	—	—
Weighted average assumptions used to determine net periodic benefit cost:				
Discount rate	5.75	7.00	5.75	7.00
Expected return on plan assets	8.00	8.00	—	—
Rate of compensation increase	4.50	4.50	—	—

For measurement purposes, the annual rate of increase in the per capita cost of covered healthcare benefits is as follows:

	<b>2010</b>	<b>2009</b>
Assumed healthcare cost trend rates:		
Healthcare cost trend rate assumed for next year	7.90%	8.00%
Healthcare cost trend assumed to decline	4.70%	4.00%
Ultimate trend rate achieved	2061	2096

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2010 and 2009

The following table provides the components of net periodic benefit cost recognized in the accompanying statements of activities:

	<b>Pension benefits</b>		<b>Postretirement benefits</b>	
	<b>2010</b>	<b>2009</b>	<b>2010</b>	<b>2009</b>
Service cost	\$ 1,208,067	1,032,100	1,555,496	1,083,248
Interest cost	2,133,909	2,198,884	2,433,716	2,004,487
Expected return on plan assets	(1,861,033)	(2,073,865)	—	—
Amortization of prior service cost	—	—	5,973	5,973
Loss recognized	916,303	183,041	1,571,869	540,797
<b>Net periodic benefit cost</b>	<b>\$ 2,397,246</b>	<b>1,340,160</b>	<b>5,567,054</b>	<b>3,634,505</b>

Other changes in plan assets and benefit obligations recognized in unrestricted net assets at August 31, 2010 and 2009 are as follows:

	<b>Pension benefits</b>		<b>Postretirement benefits</b>	
	<b>2010</b>	<b>2009</b>	<b>2010</b>	<b>2009</b>
<b>Pension and postretirement changes other than net periodic benefit cost:</b>				
Net loss	\$ 4,024,376	9,522,400	10,663,821	4,189,563
Prior service credit	—	—	(10,002,083)	(1,856,559)
Amortization of prior service cost	—	—	(5,973)	(5,973)
Amortization of net loss	(916,303)	(183,041)	(1,571,869)	(540,797)
<b>Total amount recognized in unrestricted net assets</b>	<b>\$ 3,108,073</b>	<b>9,339,359</b>	<b>(916,104)</b>	<b>1,786,234</b>

The accumulated benefit obligation for the pension plan at August 31, 2010 and 2009 was \$40,222,054 and \$35,651,005, respectively.

Pension plan assets consist of an interest in a commingled fund, which is reported at the net asset value provided by the fund manager. The fund is classified as Level 2 within the fair value hierarchy. The College's overall investment strategy is to provide liquidity to fund current benefit payments as well as to provide for long-term growth through appreciation. The target allocations for plan assets are 62% equity securities, 33% fixed income, and 5% for other investment types.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2010 and 2009

As of August 31, 2010 and 2009, the fund's composition was as follows:

	<b>2010</b>	<b>2009</b>
Domestic equities	46%	45%
International equities/emerging markets equities	17	19
U.S. treasury securities	6	4
Mortgages	15	17
Corporate bonds	7	9
Other fixed income	3	2
Real estate	6	4
	100%	100%

The expected long-term rate of return on assets assumption is 8%. The assumption has been determined by developing expectations regarding future rates of return for the investment portfolio, with consideration given to the distribution of investments by asset class and historical rates of return for each individual asset class.

The College expects to utilize its accumulated credit balance to partially satisfy quarterly contribution requirements to the pension plan in 2011. The following benefit payments, which reflect expected future service, as appropriate, are expected to be paid under this plan for the year(s) ending August 31:

2011	\$	2,070,603
2012		2,210,881
2013		2,376,569
2014		2,450,432
2015		2,532,015
2016 – 2020		13,919,523

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003 was reflected as of September 1, 2005, assuming that the College will continue to provide a prescription drug benefit to plan participants that is at least actuarially equivalent to Medicare Part D and that the College will receive the federal subsidy until 2015.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2010 and 2009

The following benefit payments, which reflect expected future service, as appropriate, are expected to be paid under the postretirement plan for the year(s) ending August 31:

		<b>Expected benefits reflecting Medicare subsidy</b>
		<u>                    </u>
2011	\$	1,505,479
2012		1,755,602
2013		1,930,530
2014		2,030,663
2015		2,071,781
2016 – 2020		11,342,796

Assumed healthcare cost trend rates have a significant effect on the amounts reported for healthcare plans. A one-percentage-point change in assumed healthcare cost trend rates would have the following effects:

		<b>One-percentage- point increase</b>	<b>One-percentage- point decrease</b>
		<u>                    </u>	<u>                    </u>
Impact of 1% change in healthcare cost trend rates:			
Effect on total service and interest cost components	\$	772,903	(618,285)
Effect on postretirement benefit obligation		6,571,097	(5,412,633)

The recently approved healthcare reform law could have significant consequences for entities in diverse industries. Specifically, there are several provisions in the new law that might affect the College's measurement of its postretirement healthcare benefit obligation. There are certain provisions (if applicable) that are generally expected to either increase or reduce an employer's obligations. Based on an initial assessment of the new legislation on the plan, management does not believe there will be a significant impact on the College's obligations. The College will continue to monitor developments, interpretations, and guidance relating to the law and incorporate the most current developments in future measurements.

**(9) Net Assets**

***Temporarily and Permanently Restricted Net Assets***

Temporarily restricted net assets at August 31, 2010 and 2009 are principally restricted for program support and capital or are time-restricted under split-interest agreements.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2010 and 2009

Permanently restricted net assets at August 31, 2010 and 2009 are restricted to investment in perpetuity, and associated investment return is restricted for the following:

	<b>2010</b>	<b>2009</b>
Scholarships and financial aid	\$ 35,630,292	35,061,225
Professorships and lectureships	22,686,872	22,685,772
Research and experimentation	9,922,954	9,922,191
Other	7,880,673	7,877,925
Total	\$ 76,120,791	75,547,113

During fiscal year 2009, certain previously recorded contributions were reclassified to other net asset classifications based on changes in donors' designations.

***Endowment Funds***

The College's endowment consists of both donor-restricted endowment funds and funds designated by the board of trustees to function as endowments. Net assets associated with the endowment funds are classified and reported based on the existence or absence of donor-imposed restrictions.

The College has interpreted the Uniform Management Institutional Funds Act (UMIFA) as requiring the preservation of the fair value of the original gift as of the gift date (historic dollar value) of the donor-restricted endowment fund absent explicit donor stipulations to the contrary. As a result of this interpretation, the College classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment and (b) accumulations to the permanent endowment made in accordance with the direction of the donor.

From time to time, the fair value of assets associated with an individual donor-restricted endowment fund may fall below the fund's historic dollar value. At August 31, 2010, deficiencies of this nature totaled approximately \$2.1 million.

The investment objectives for the College's endowment are to preserve the principal value of those funds, in both absolute as well as real terms, provide a stable source of perpetual financial support to endowment beneficiaries, and to maximize over the long term the total rate of return earned without assuming an unreasonable degree of risk. In connection with these investment objectives, the board of trustees has adopted a spending policy. The amount available for spending is determined annually by applying a rate of 5% to the 16-quarter moving average of the fair value of the endowment.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2010 and 2009

The tables that follow present information with respect to the College's endowment as of and for the years ended August 31, 2010 and 2009.

Endowment net assets consist of the following at August 31, 2010 and 2009:

	<b>August 31, 2010</b>		
	<b>Unrestricted</b>	<b>Permanently restricted</b>	<b>Total</b>
Donor-restricted	\$ 56,815,362	74,148,021	130,963,383
Board-designated	54,234,456	—	54,234,456
Total	<u>\$ 111,049,818</u>	<u>74,148,021</u>	<u>185,197,839</u>
	<b>August 31, 2009</b>		
	<b>Unrestricted</b>	<b>Permanently restricted</b>	<b>Total</b>
Donor-restricted	\$ 51,503,181	73,360,262	124,863,443
Board-designated	56,624,559	—	56,624,559
Total	<u>\$ 108,127,740</u>	<u>73,360,262</u>	<u>181,488,002</u>

Changes in endowment net assets during the fiscal years ended August 31, 2010 and 2009 are as follows:

	<b>2010</b>		
	<b>Unrestricted</b>	<b>Permanently restricted</b>	<b>Total</b>
Net assets, August 31, 2009	\$ 108,127,740	73,360,262	181,488,002
Dividends and interest	1,148,491	—	1,148,491
Current year gifts and additions	6,500	787,759	794,259
Appropriation for expenditure	(12,716,646)	—	(12,716,646)
Investment gain	14,483,733	—	14,483,733
Net assets, August 31, 2010	<u>\$ 111,049,818</u>	<u>74,148,021</u>	<u>185,197,839</u>
	<b>2009</b>		
	<b>Unrestricted</b>	<b>Permanently restricted</b>	<b>Total</b>
Net assets, August 31, 2008	\$ 139,596,850	69,581,405	209,178,255
Dividends and interest	1,218,206	—	1,218,206
Current year gifts and additions	7,475	3,778,857	3,786,332
Appropriation for expenditure	(13,040,151)	—	(13,040,151)
Investment loss	(19,654,640)	—	(19,654,640)
Net assets, August 31, 2009	<u>\$ 108,127,740</u>	<u>73,360,262</u>	<u>181,488,002</u>

In 2006, the Uniform Law Commission approved the model act, Uniform Prudent Management of Institutional Funds Act (UPMIFA), which serves as a guideline to states to use in enacting legislation. Among UPMIFA's most significant changes is the elimination of UMIFA's important concept of historic

## TEACHERS COLLEGE, COLUMBIA UNIVERSITY

### Notes to Financial Statements

August 31, 2010 and 2009

dollar value, the amount below which an organization could not spend from the fund in favor of a more robust set of guidelines about what constitutes prudent spending. In September 2010, the state of New York enacted the New York Prudent Management of Institutional Funds Act, effective immediately, the effects of which will be reflected in the College's 2011 financial statements. In this context, the portion of a donor-restricted endowment that is not classified as permanently restricted net assets is classified as temporarily restricted net assets until appropriated for expenditure. The transfer from unrestricted to temporarily restricted net assets will approximate \$59 million.

#### **(10) Student Aid**

Student tuition and fees are presented net of amounts awarded to students to defray their cost of attending the College. Student aid totaled \$18,137,310 and \$17,842,493 in fiscal years 2010 and 2009, respectively.

#### **(11) Fund-Raising Expenses**

Fund-raising expenses are included in institutional support in the accompanying statements of activities. For the years ended August 31, 2010 and 2009, fund-raising costs incurred by the College's development office for contributions and certain private grants and contracts amounted to approximately \$6.1 million and \$5.5 million, respectively.

#### **(12) Fair Value of Financial Instruments**

At August 31, 2010 and 2009, the carrying values of the College's cash and cash equivalents, receivables, and accounts payable and accrued expenses approximated their fair values. A reasonable estimate of the fair value of loans to students under government loan programs cannot be made because the loans are not saleable and can only be assigned to the U.S. government or its designees.

For all assets and liabilities reported at fair value, the College employs a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

The three levels of the fair value hierarchy are as follows:

- Level 1     Inputs that reflect unadjusted quoted prices in active markets for identical assets or liabilities that the College has the ability to access at the measurement date or investments in investment companies that are redeemable on or near the balance sheet date.
- Level 2     Inputs other than quoted prices that are observable for the asset or liability either directly or indirectly, including inputs in markets that are not considered to be active.
- Level 3     Inputs that are unobservable and investments in investment companies that are not redeemable near the balance sheet date.

A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2010 and 2009

The following tables present the fair value hierarchy for the College's assets and liabilities, which are reported in the August 31, 2010 and 2009 balance sheets at fair value:

	2010			
	<u>Total</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Investments:				
Money market funds and commercial paper	\$ 40,397,837	40,397,837	—	—
Domestic common stock	25,417,685	25,417,685	—	—
Equity mutual funds	26,257,546	26,257,546	—	—
Bond mutual funds	10,647,152	10,647,152	—	—
Nonpublic equity funds	81,731,427	12,705	75,788,598	5,930,124
Fixed income securities	242,451	234,451	—	8,000
Private equity funds	18,411,366	—	—	18,411,366
Real estate funds	6,467,555	—	—	6,467,555
Total investments	209,573,019	102,967,376	75,788,598	30,817,045
Funds held by bond trustees	6,082,821	6,082,821	—	—
Charitable remainder, lead, and perpetual trusts in contributions receivable	1,230,005	—	—	1,230,005
Total assets	<u>\$ 216,885,845</u>	<u>109,050,197</u>	<u>75,788,598</u>	<u>32,047,050</u>
Liabilities:				
Interest rate swap agreement	\$ 7,358,274	—	7,358,274	—

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2010 and 2009

	<u>2009</u>			
	<u>Total</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Investments:				
Money market funds and commercial paper	\$ 25,115,482	25,115,482	—	—
Domestic common stock	23,618,947	23,618,947	—	—
Equity mutual funds	27,185,261	27,185,261	—	—
Bond mutual funds	10,169,109	10,169,109	—	—
Nonpublic equity funds	88,391,662	—	73,342,803	15,048,859
Fixed income securities	6,276,304	—	—	6,276,304
Private equity	15,640,906	—	—	15,640,906
Real estate funds	6,621,417	—	—	6,621,417
Total investments	<u>203,019,088</u>	<u>86,088,799</u>	<u>73,342,803</u>	<u>43,587,486</u>
Funds held by bond trustees	8,173,998	8,173,998	—	—
Charitable remainder, lead, and perpetual trusts in contributions receivable	1,230,020	—	—	1,230,020
Total assets	<u>\$ 212,423,106</u>	<u>94,262,797</u>	<u>73,342,803</u>	<u>44,817,506</u>
Liabilities:				
Interest rate swap agreement	\$ 9,616,129	—	9,616,129	—

The following table presents a reconciliation of Level 3 assets for the years ended August 31, 2010 and 2009:

	<u>2010</u>	<u>2009</u>
Beginning balance	\$ 44,817,506	50,545,493
Net appreciation (depreciation) in fair value	4,233,670	(4,084,877)
Purchases	2,356,616	35,303,407
Dispositions	(8,686,448)	(36,946,517)
Transfers out of Level 3	(13,026,954)	—
Transfers into Level 3	2,352,660	—
Ending balance	<u>\$ 32,047,050</u>	<u>44,817,506</u>

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2010 and 2009

**(13) Deferred Revenue**

Deferred revenue consists of the following at August 31, 2010 and 2009:

	2010	2009
Federal and private grants	\$ 10,775,272	11,721,064
Student tuition and loans	5,174,713	11,349,707
Other/miscellaneous	492,184	179,734
	\$ 16,442,169	23,250,505

The decrease in student tuition and loans is primarily attributable to the timing of receipt of loan proceeds. For the Fall 2009 semester, student loan funds were received prior to August 31, 2009, while for the Fall 2010 semester such loan funds were received in September.

**(14) Commitments and Contingencies**

**(a) Government Funding**

Amounts received and expended by the College under various federal and state programs are subject to audit by governmental agencies. In the opinion of management, audit adjustments, if any, would not have a significant effect on the financial position of the College.

**(b) Operating Leases**

The College has operating leases for building space and certain furnishings through July 31, 2020. Minimum future rental payments under these leases are as follows:

Year ending August 31:	
2011	\$ 854,613
2012	628,829
2013	171,376
2014	138,557
2015	138,557
Thereafter	681,241
	\$ 2,613,173

Total rent expense for the years ended August 31, 2010 and 2009 amounted to approximately \$690,000 and \$1,065,000, respectively.

**(c) Line of Credit**

The College has a revolving credit arrangement with a bank that provides for a line of credit up to \$15,000,000, which was not drawn upon for the years ended August 31, 2010 and 2009. Borrowings under the line of credit will bear interest at the following options: (1) the bank's prime rate or (2) the one-month LIBOR plus 1.25% or (3) a negotiated rate with the bank.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

Notes to Financial Statements

August 31, 2010 and 2009

**(d) *Litigation***

The College, in the normal course of its operations, is a defendant in various lawsuits. While it is not feasible to predict the ultimate outcomes, management of the College does not expect the resolution of these actions to have a material adverse effect on the College's financial position.

**(e) *Subsequent Events***

The College evaluated events subsequent to August 31, 2010 and through December 3, 2010, the date on which the financial statements were issued.

**Teachers College Trustees - September 2013**

<b>Trustee Name</b>	<b>Business Title</b>	<b>Organization Name</b>
Mr. James W. Benkard	Senior Partner	Davis, Polk & Wardwell
Mr. Lee C. Bollinger	President	Columbia University
The Honorable Cory A. Booker	Mayor	Mayor of Newark, NJ
Gene Raymond Carter, Ed.D., Sr.	Executive Director and Chief Executive Officer	Association for Supervision and Curriculum Development
Mr. George Cigale	Founder and Chairman	Tutor.com
Mr. Geoffrey J. Colvin	Partner	CEW Partners
James P. Comer, M.D.	Founder	Yale School Development Program
	Maurice Falk Professor of Child Psychiatry	Yale Child Study Center
	Associate Dean	Yale School of Medicine
Mrs. Joyce B. Cowin	President	Joyce & Daniel Cowin Foundation
Mrs. Nancy R. Douzinas	President	Rauch Foundation
Mrs. Dawn Duques	Retired	First Data Corporation
Mrs. Lise Evans		
Susan H. Fuhrman, Ph.D.	President	Teachers College, Columbia University
Ruth L. Gottesman, Ed.D.	Clinical Professor of Pediatrics Emerita	Yeshiva University
Mrs. Patricia Green	President	Green Charitable Foundation
Mrs. Antonia M. Grumbach	Partner	Patterson, Belknap, Webb & Tyler
Mr. John W. Hyland, Jr.	General Partner	Media Advisory Partners, LLC c/o AdMedia Partners
Mr. Elliot S. Jaffe	Chairman & Former CEO	Dress Barn, Inc.
Mr. John Klingenstein	Principal & Co-Founder	Esther A. & Joseph Klingenstein Fund, Inc.
Ms. Martha Berman Lipp		
Dr. Eduardo J. Marti	President	Queensborough Community College
Dr. Claude A. Mayberry, Jr.		Science Weekly
Mrs. Leslie M. Nelson		
Dailley Pattee, Ph.D.	Psychologist, Dept. of Psychiatry	New York Presbyterian Hospital
Mr. E. John Rosenwald, Jr.	Vice Chairman Emeritus	JP Morgan
Mr. William D. Rueckert	Managing Member	Oyster Management LLC (Southport, CT)
Ms. Maria L. Schaefer	Former Co-Chair, Former Co-CEO	Claire's Stores
Ms. Edith Shih	Executive Director	Hutchison Whampoa Limited
Mrs. Milbrey Rennie Taylor		Media Consultant
Ms. Laurie M. Tisch	President	Laurie M. Tisch Illumination Fund
Mr. Jay P. Urwitz	Partner	Wilmer, Cutler, Pickering, Hale & Dorr, LLP
Mr. Steven R. Wechsler	Senior Managing Director	Tishman Speyer
Mrs. Sue A. Weinberg	Trustee	John L. and Sue Ann Weinberg Foundation
Mr. Bruce G. Wilcox	Chairman	Cumberland Associates
Mr. Christopher J. Williams	Chairman & CEO	The Williams Capital Group, L.P.

# Emily A. Fox

## EDUCATION

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**University of Connecticut, Storrs, CT**  
Bachelor of Arts, *cum laude*, 2013; Majors: Psychology, English  
Psychology GPA: 3.81/4.00, Honors Program

### AWARDS

Dean's List  
2011-2013 New England Scholar  
2012 Recipient of the Robert Wooster Stallman Scholarship  
2012 Nominee of the Kathleen Gibson McPeck Scholarship

## RESEARCH EXPERIENCE

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**Honors Thesis: Parental Stress in Relation to the Nature and Severity of Autism Symptoms, University of Connecticut, Storrs, CT**  
*Independent Researcher*, September 2012 – May 2012

- **Frontiers Conference**, University of Connecticut, April 2013
- **Presentation to Clinical Psychology Autism Department**, University of Connecticut, April 2013

**Early Detection of Autism Spectrum Disorders, University of Connecticut, Storrs, CT**

Deborah Fein, PhD. Laboratory

*Undergraduate Research Assistant*, September 2011 – April 2013

- Observed clinical evaluations of toddlers, developed skills using diagnostic measures, recorded evaluation materials in the database, helped to ensure the organization and smooth operation of the laboratory

**Long Term Outcomes of Children with Autism Spectrum Disorders, University of Connecticut, Storrs, CT**

Deborah Fein, PhD. Research Project

*Undergraduate Research Assistant*, May 2012 – December 2012

- Scored diagnostic measures, prepared clinical evaluation materials, organized the research database
- Selected for research project due to the demonstration of strong research skills and experience

## WORK EXPERIENCE

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**National Center for Children & Families, Teachers College, Columbia University, New York, NY**

*Research Assistant to NCCF Co-director, Sharon Lynn Kagan, Ed.D.*, July 2013 – Present

- Actively supporting the Co-director in academic work and domestic and international consultancy work
- Editing reports/book chapters, creating and editing presentations, conducting and summarizing literature reviews, analyzing data, and creating charts

**Psychological Services Clinic, University of Connecticut, Storrs, CT**

*Child Caretaker*, September 2011 – May 2013

- Supervised the care of children in the clinic's waiting room
- Successfully managed children exhibiting challenging behaviors

**The Children's Law Center, Hartford, CT**

*Legal Intern*, May 2012 – August 2012, January 2013

- Interviewed clients, completed legal research, created court documents, conducted client home visits, attended court weekly
- Assisted with the management of the legal hotline, fielding questions regarding custody and visitation matters
- Selected for ongoing research assistance on a confidential project due to exceptional performance and dependability

**Center for Students with Disabilities, University of Connecticut, Storrs, CT**

*Note-taker*, January 2010 – May 2010, September 2010 – December 2010, September 2012 – December 2012

- Assisted students whose disabilities interfere with their ability to take notes
- Required impeccable class attendance and participation, as well as dedication to submitting notes after every class

**The Bridge Center Summer Vacation Camp, Bridgewater, MA**

*Group Leader: Connect Program*, June 2011 – August 2011, August 2012

- Developed behavioral/social goals for 5 campers based on their IEPs, and reported directly to program administrators
- Focused on helping young campers establish interpersonal relationships with peers

**The Bridge Center Summer and Winter Vacation Camps, Bridgewater, MA**

*Program Developer/Group Leader: Horse Camp*, June 2010 – August 2010, December 2010

- Designed and directed a program comprised of horsemanship lessons for children with severe behavioral challenges
- Developed a positive, behavioral system for each individual camper to promote success and self-confidence

**The Bridge Center Summer and Winter Vacation Camps, Bridgewater, MA**

*Group Leader: Endeavor/Discover Program*, June 2010 – August 2010, December 2010

- Supervised 2 camp counselors, responsible for 6-10 campers with moderate/severe disabilities

## EXTRA-CURRICULAR ACTIVITIES

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**Clinical Psychology Journal Club, University of Connecticut, Storrs, CT**

*Member*, September 2011 – April 2013

*Sharon Lynn Kagan, Ed.D.*

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Teachers College, Columbia University  
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The Edward Zigler Center in  
Child Development and Social Policy  
Yale University  
310 Prospect Street  
New Haven, CT 06511  
(203) 432-9931 (Telephone)  
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sharon.kagan@yale.edu

*Current Professional Employment*

Marx Professor of Early Childhood and Family Policy [September, 2000 - Present]  
Co-Director, National Center for Children and Families [September, 2000 - Present]  
Teachers College, Columbia University  
New York, NY

Professor Adjunct [July, 2001 - Present]  
The Yale University Child Study Center  
New Haven, CT

*Past Academic Experience*

Associate Dean for Policy [January, 2004 - August, 2009]  
Teachers College, Columbia University  
New York, NY

Director of the Office of Policy and Research [January, 2004 - August, 2009]  
Teachers College, Columbia University  
New York, NY

Senior Research Scientist [April, 1996 - June, 2001]  
The Yale University Child Study Center  
New Haven, CT

Senior Associate [July, 1991 - August, 2000]  
Associate Director [March, 1978 - June, 1991]  
The Yale University Bush Center in Child Development and Social Policy  
New Haven, CT

Associate Research Scientist [July, 1987 - March, 1996]  
Assistant Professor [July, 1980 - June, 1987]  
The Yale University Child Study Center  
New Haven, CT

### ***Past Field Experience***

Executive Director  
The Office of Early Childhood Education  
The Office of the Mayor  
New York, NY

Early Childhood Supervisor  
Head Start Director  
Board of Education  
Norwalk, CT

ESEA Title I Coordinator  
Maryland Department of Juvenile Services  
Baltimore, MD

Program Director  
Inner-city Tutorial Program, Social Relations Department  
Johns Hopkins University  
Baltimore, MD

Head Start/Early Childhood Teacher  
Baltimore County, MD; North Haven, CT; New Haven, CT

### ***Education***

Ed.D. Curriculum and Teaching  
Teachers College, Columbia University

Master of Liberal Arts  
Johns Hopkins University

B.A. English, Teaching Certificate  
University of Michigan

### *Honorary Degrees and Major Awards*

Elected Member, National Academy of Education  
Washington, D.C., 2012

Honorary Doctorate of Education  
The Hong Kong Institute of Education  
Hong Kong, China, November, 2010

Visionary Leadership Award  
McCormick Center for Early Childhood Leadership  
National-Louis University  
Wheeling, IL, May, 2010

Fellow of the American Educational Research Association (AERA)  
Washington, D.C., 2010

The Harold W. McGraw, Jr. Prize in Education  
The McGraw-Hill Companies  
New York, NY, September, 2005

James Bryant Conant Award for Outstanding Contributions to American Education  
Education Commission of the States (ECS)  
Denver, CO, July, 2005

Distinguished Service Award  
Connecticut Early Childhood Education Council  
New Haven, CT, June, 2005

Distinguished Service in American Education Award  
Council of Chief State School Officers (CCSSO)  
Kiawah Island, SC, November, 2004

New York State Child Care Coordinating Council  
Outstanding Leaders in the Field of Early Care and Education  
Albany, NY, June, 2004

The Ruth Steinkraus-Cohen Memorial  
Outstanding Women of Connecticut Award  
Hartford, CT, May, 2003

Distinguished Alumna Award  
Teachers College, Columbia University  
New York, NY, March, 1996

National Friend of Children Public Policy Award  
Southern Early Childhood Association  
Little Rock, AR, March, 1996

Ed.D. Honorary Degree  
Wheelock College  
Boston, MA, May, 1992

### *Volumes and Editorships*

In press

- Kagan, S. L. & Gomez, R. (In press). *Governance of early childhood education: Choices and consequences*. New York, NY: Teachers College Press.
- Farrell, A., Kagan, S. L., & Tisdall, K. M. (In press). *Handbook of early childhood research*. London: Sage Press.
- 2012 Kagan, S. L., & Kauerz, K. (Eds.). (2012). *Early childhood systems: Transforming early learning*. New York, NY: Teachers College Press.
- 2010 Kagan, S. L., & Tarrant, K. (Eds.). (2010). *Transitions for young children: Creating connections across early childhood systems*. Baltimore, MD: Paul H. Brookes.
- 2008 Kagan, S. L., Kauerz, K., & Tarrant, K. (2008). *The early care and education teaching workforce at the fulcrum: An agenda for reform*. New York, NY: Teachers College Press.
- 2005 Kagan, S. L., & Stewart, V. (Eds.). (2005). A new world view: Learning from education in other countries [Special issue]. *Phi Delta Kappan*, 87(3).
- 2004 Kagan, S. L., & Stewart, V. (Eds.). (2004). Putting the “World” in “World-Class Education” [Special issue]. *Phi Delta Kappan*, 83(3).
- 1997 Kagan, S. L., & Bowman, B. T. (Eds.). (1997). *Leadership in early care and education*. Washington, DC: National Association for the Education of Young Children.
- Kagan, S. L., & Cohen, N. E. (1997). *Not by chance: Creating an early care and education system*. New Haven, CT: Yale University Bush Center in Child Development and Social Policy.
- 1996 Kagan, S. L., & Cohen, N. E. (Eds.). (1996). *Reinventing early care and education: A vision for a quality system*. San Francisco, CA: Jossey-Bass.

- Zigler, E., Kagan, S. L., & Hall, N. (Eds.). (1996). *Children, families, and government: Preparing for the 21st century*. New York, NY: Cambridge University Press.
- 1995 Kagan, S. L., Goffin, S. G., Golub, S. A., & Pritchard, E. (1995). *Toward systemic reform: Service integration for young children and their families*. Falls Church, VA: National Center for Service Integration.
- 1994 Kagan, S. L. (Ed.). (1994). Early care and education: Coming of age [Special issue]. *Phi Delta Kappan*, 76(3).
- Kagan, S. L., & Weissbourd, B. (Eds.). (1994). *Putting families first: America's family support movement and the challenge of change*. San Francisco, CA: Jossey-Bass.
- 1993 Kagan, S. L. (with Neville, P. R.). (1993). *Integrating services for children and families: Understanding the past to shape the future*. New Haven, CT: Yale University Press.
- 1991 Kagan, S. L. (Ed.). (1991). *The care and education of America's young children: Obstacles and opportunities*. *National Society for the Study of Education, 90<sup>th</sup> Yearbook*. Chicago, IL: University of Chicago Press.
- Kagan, S. L. (1991). *United we stand: Collaboration for child care and early education services*. New York, NY: Teachers College Press.
- Kagan, S. L., & Garcia, E. (Eds.). (1991). Educating linguistically and culturally diverse preschoolers [Special issue]. *Early Childhood Research Quarterly*, 6(3).
- 1989 Kagan, S. L. (Ed.). (1989). Early care and education: Reflecting on options and opportunities [Special issue]. *Phi Delta Kappan*, 71(2).
- 1987 Kagan, S. L., Powell, D., Weissbourd, B., & Zigler, E. (Eds.). (1987). *America's family support programs: Perspectives and prospects*. New Haven, CT: Yale University Press.
- Kagan, S. L., & Zigler, E. F. (Eds.). (1987). *Early schooling: The national debate*. New Haven, CT: Yale University Press.
- 1983 Zigler, E., Kagan, S. L., & Klugman, E. (Eds.). (1983). *Children, families and government: Perspectives on American social policy*. New York, NY: Cambridge University Press.

## *Articles, Chapters, and Commissioned Papers*

In press

- Kagan, S. L., Castillo, E., Gomez, R. E., & Gowani, S. (In press). *Understanding and using early learning standards for young children globally*. Prepared for the Council of Chief State School Officers. New York, NY: National Center for Children and Families.
- Kagan, S. L. & Gomez, R. E. (In press). One two buckle my shoe: Early mathematics education and teacher professional development. In H. Ginsburg, M. Hyson, & T. Woods (Eds). *Helping early childhood educators teach math*. Baltimore, MD: Brookes Publishing.
- Kagan, S. L., Gomez, R. E., & Friedlander, J. (In press). The status of early care and education: Teacher preparation in the United States. In W. E. Fthenakis (Ed), *Natur-wissen Schaffen*. Bremen, Germany: University of Bremen.
- Kagan, S. L., Scott-Little, C., Reid, J., & Castillo, E. (In press). *Massachusetts Department of Early Education and Care alignment study: Deliverable IV*. New York, NY: National Center for Children and Families.
- 2013 Kagan, S. L. (2013). David, Goliath, and the ephemeral parachute: The relationship from a United States perspective. In P. Moss (Ed.), *Early childhood and compulsory education: Reconceptualizing the relationship*. Oxford, England: Routledge.
- Kagan, S. L. (2013). Report on Turkish Inspection System Development: Narrative report. Ankara, Turkey: UNICEF and Ministry of Education.
- Kagan, S. L., Scott-Little, C., Reid, J., Castillo, E. (2013). *Massachusetts Department of Early Education and Care alignment study: Deliverable III: Alignment analyses of the Massachusetts Standards for 3 and 4-year old children and three assessments for the same age groups*. New York, NY: National Center for Children and Families.
- 2012 Kagan, S. L. (2012). Early childhood systems: Looking deep, wide, and far. In S. L. Kagan & K. Kauerz (Eds.), *Early childhood systems: Transforming early learning* (pp. 3-17). New York, NY: Teachers College Press.
- Kagan, S. L. (2012). Early learning and development standards: An elixir for early childhood systems reform. In S. L. Kagan & K. Kauerz (Eds.), *Early childhood systems: Transforming early learning* (pp. 55-70). New York, NY: Teachers College Press.

- Kagan, S. L., & Kauerz, K. (2012). Looking forward: Four steps for early childhood system building. In S. L. Kagan & K. Kauerz (Eds.), *Early childhood systems: Transforming early learning* (pp. 283-302). New York, NY: Teachers College Press.
- Kagan, S. L., Martin, A., Gomez, R. E., Castillo, E., Bumgarner, E., Kennedy, E., Kumar, L., & Brooks-Gunn, J. (2012). *Young children's early learning experiences: Examining differences on Long Island*. New York, NY: National Center for Children and Families.
- Kagan, S. L., Tarrant, K., & Kauerz, K. (2012). Planning an early childhood system: Policies and principles matter. In S. L. Kagan & K. Kauerz (Eds.), *Early childhood systems: Transforming early learning* (pp. 137-154). New York, NY: Teachers College Press.
- Kagan, S. L., Scott-Little, C., Reid, J., & Castillo, E. (2012). *Early learning mathematics standards in the United States: The quest for alignment*. Prepared for the Heising-Simons Foundation. New York, NY: National Center for Children and Families.
- Kagan, S. L., Scott-Little, C., Reid, J., & Castillo, E. (2012). *Massachusetts Department of Early Education and Care alignment study: Deliverable I: Content analysis of the Early Learning and Development Standards*. New York, NY: National Center for Children and Families.
- Kagan, S. L., Scott-Little, C., Reid, J., & Castillo, E. (2012). *Massachusetts Department of Early Education and Care alignment study: Deliverable II: Horizontal and vertical analyses of the Early Learning and Development Standards and the Head Start Child Development and Early Learning Framework*. New York, NY: National Center for Children and Families.
- Kagan, S. L., Scott-Little, C., Reid, J., Castillo, E., & Brown, E.G. (2012). *Pennsylvania Keys Office of Child Development and Early Learning standards and assessment study: Deliverable I: Validation study of the Early Learning Outcomes Reporting (ELOR) Framework*. New York, NY: National Center for Children and Families.
- Kauerz, K., & Kagan, S. L. (2012). Governance and early childhood systems: Different forms, similar goals. In S. L. Kagan & K. Kauerz (Eds.), *Early childhood systems: Transforming early learning* (pp. 87-103). New York, NY: Teachers College Press.
- 2011 Kagan, S. L. (2011). A conversation with Sharon Lynn Kagan. In M. R. Jalongo & J. P. Isenberg (Eds.), *Exploring your role: An introduction to early childhood Education* (4<sup>th</sup> ed.). Columbus, OH: Merrill/Prentice Hall. (Original work published 2004).

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- Kagan, S. L., & Friedlander, J. (2011). Universal plus: What's worth doing is worth doing well. In E. Zigler, W. S. Barnett, & W. S. Gilliam (Eds.), *The pre-k debates: Current controversies and issues* (pp. 42-47). Baltimore, MD: Paul H. Brookes.
- Kagan, S. L., & Gomez, R. E. (2011). BA "plus:" Reconciling reality and reach. In E. Zigler, W. S. Barnett, & W. S. Gilliam (Eds.), *The pre-k debates: Current controversies and issues* (pp. 68-72). Baltimore, MD: Paul H. Brookes.
- Kagan, S. L. & Kauerz, K. (2011, July 13). Moving the Agenda on the Early Learning Challenge. *Education Week*, 48.
- Kagan, S. L., Scott-Little, C., Reid, J., & Castillo, E. (2011). *Early learning mathematics standards in the United States: Understanding their content*. Prepared for the Heising-Simons Foundation. New York, NY: National Center for Children and Families.
- Kagan, S. L., Scott-Little, C., Gomez, R. E., Reid, J., & Friedlander, J. (2011). *Georgia's early learning standards alignment studies, deliverable four: Horizontal analysis of the Head Start child development and early learning framework and the Georgia pre-kindergarten program content standards*. New York, NY: National Center for Children and Families.
- Kagan, S. L., Scott-Little, C., Gomez, R. E., Reid, J., & Friedlander, J. (2011). *Georgia's early learning standards alignment studies, deliverable six (Document I): Summary report*. New York, NY: National Center for Children and Families.
- Scott-Little, C., Kagan, S. L., Gomez, R. E., Reid, J., & Friedlander, J. (2011). *Georgia's early learning standards alignment studies, deliverable five: Horizontal analysis of the work sampling system for preschoolers and the pre-kindergarten content standards*. New York, NY: National Center for Children and Families.
- 2010 Kagan, S. L. (2010). Quality matters in Brazil: Reviewing a study – recommending a system. Paper prepared for Inter-American Development Bank. Sao Paulo, Brazil.
- Kagan, S. L. (2010). Seeing transition through a new prism: Pedagogical, programmatic, and policy alignment. In S. L. Kagan & K. Tarrant (Eds.), *Transitions for young children: Creating connections across early childhood systems* (pp. 3-17). Baltimore, MD: Paul H. Brookes.

- Kagan, S. L., & Britto, P. (2010). Global status of early learning and development standards. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International Encyclopedia of Education: Volume II* (pp. 138-143). Oxford, UK: Elsevier.
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- Scott-Little, C., Kagan, S. L., Gomez, R. E., Reid, J., & Friedlander, J. (2010). *Georgia's early learning standards alignment studies, deliverable three: Vertical analyses*. New York, NY: National Center for Children and Families.
- Scott-Little, C., Kagan, S. L., Gomez, R. E., Reid, J., & Friedlander, J. (2010). *Georgia's early learning standards alignment studies, deliverable two: Content analyses*. New York, NY: National Center for Children and Families.
- 2009 Kagan, S. L. (2009). Moving from "transitions" to policy change: Next steps for linking ready kids to ready schools. *Linking ready kids to ready schools: A report on policy insights from the Governors' Forum Series* (pp. 7-9). Prepared for the W. K. Kellogg Foundation and the Education Commission of the States. Washington, DC: Communications Consortium Media Center.
- Kagan, S. L., & Reid, J. (2009). *ECE<sup>2</sup>: A call for excellence, coherence, and equity in federal early childhood education policy*. Washington, DC: Center on Education Policy.
- Kagan, S. L., & Reid, J. (2009). Invest in early childhood education. *Phi Delta Kappan*, 90(8), 572-576.
- Kagan, S. L., Scott-Little, C., & Frelow V. S. (2009). Linking play to early learning and development guidelines: Possibility or polemic? *Zero to Three*, 30(1), 18-24.
- Kagan, S. L., Scott-Little, C., Frelow, V. S., & Reid, J. (2009). Infant-toddler learning guidelines: The content states have addressed and implications for programs serving children with disabilities. *Infants and Young Children*, 22(2), 87-99.

- 2008 Kagan, S. L., Brooks-Gunn, J., Westheimer, M., Tarrant, K., Cortazar, A., Johnson, A., Philipson, N., & Pressman, A. (2008). *New York City early care and education unified performance measurement system: A pilot study*. New York, NY: National Center for Children and Families.
- Kagan, S. L., & Kauerz, K., (2008). Governing American early care and education: Shifting from government to governance and from form to function. In S. Feeney, A. Galper, & C. Seefeldt (Eds.), *Continuing issues in early childhood education* (3<sup>rd</sup> ed., pp. 12-32). Columbus, OH: Pearson Merrill Prentice Hall.
- Kagan, S. L., Scott-Little, C., Reid, J., & Greenberg, E. H. (2008). *Pennsylvania's early learning standards alignment studies: Proposed alignment analysis protocol*. New York, NY: National Center for Children and Families.
- Kagan, S. L., Scott-Little, C., Reid, J., & Greenberg, E. H. (2008). *Pennsylvania's early learning standards alignment studies: A working memo on short-term vertical alignment data analyses and observations*. New York, NY: National Center for Children and Families.
- Scott-Little, C., Kagan, S. L., Frelow, V. S., & Reid, J. (2008). *Inside the content of infant-toddler early learning guidelines: Results from analyses, issues to consider, and recommendations*. Greensboro, NC: University of North Carolina at Greensboro.
- Tarrant, K., Greenberg, E. H., Kagan, S. L., & Kauerz, K. (2008). The early childhood workforce. In S. Feeney (Ed.), *Continuing issues in early childhood education* (3<sup>rd</sup> ed., pp. 134-157). Columbus, OH: Pearson Merrill Prentice Hall.
- 2007 Kagan, S. L., & Kauerz, K. (2007). Reaching for the whole: Integration and alignment in early education policy. In R. C. Pianta, M. J. Cox, & K. Snow (Eds.), *School readiness and the transition to kindergarten in the era of accountability* (pp. 11-30). Baltimore, MD: Paul H. Brookes.
- Kagan, S. L., Tarrant, K., Carson, A., & Kauerz, K. (2007). *The early care and education workforce: At the fulcrum*. Houston, TX: Cornerstones for Kids.
- Kagan, S. L., & Weissbourd, B. (2007). Family support: A force for change. In J. L. Aber, S. J. Bishop-Josef, S. M. Jones, K. T. McLearn, & D. A. Phillips (Eds.), *Child development and social policy: Knowledge for action* (pp. 249-264). Washington, DC: American Psychological Association.
- 2006 Kagan, S. L. (2006). *American early childhood education: Preventing or perpetuating inequity?* (Research Review No. 1). New York, NY: Teachers College, Campaign for Educational Equity.

- Kagan, S. L., Carroll, J., Comer, J., & Scott-Little, C. (2006). Alignment: A missing link in early childhood transitions? *Young Children*, 61(5), 26-32.
- Kagan, S. L., & Kauerz, K. (2006). Making the most of kindergarten: Trends and policy issues. In D. Gullo (Ed.), *Teaching and learning in the kindergarten year* (pp. 161-170). Washington, DC: National Association for the Education of Young Children.
- Kagan, S. L., & Kauerz, K. (2006). Preschool programs: Effective curricula. In R. E. Tremblay, R.G. Barr, & R. DeV. Peters (Eds.), *Encyclopedia on Early Childhood Development* [online]. Montreal, Canada: Centre of Excellence for Early Childhood Development. Available: <http://www.excellence-earlychildhood.ca/documents/Kagan-KauerzANGxp.pdf>.
- Scott-Little, C., Kagan, S. L., & Frelow, V. S. (2006). Conceptualization of readiness and the content of early learning standards: The intersection of policy and research? *Early Childhood Research Quarterly*, 21, 153-173.
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- 2005 Kagan, S. L., & Britto, P. R. (2005). *Going global with indicators of child development*. UNICEF Final Report. New York, NY: UNICEF.
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- Scott-Little, C., Kagan, S. L., & Frelow, V. S. (2005). *Inside the content: The breadth and depth of early learning standards. Creating the conditions for success with early learning standards*. Greensboro: University of North Carolina, SERVE.
- 2004 Kagan, S. L. (2004). A conversation with Sharon Lynn Kagan. In M. R. Jalongo & J. P. Isenberg (Eds.), *Exploring your role: An introduction to early childhood Education* (3<sup>rd</sup> ed.). Columbus, OH: Merrill/Prentice Hall.
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- 2002 Kagan, S. L. (2002). *Equal access to early learning*. Washington, DC: The National Black Child Development Institute.

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### ***Grants and Research Awards***

2013- Rauch Foundation  
2015

[With Jeanne Brooks-Gunn] To provide competitive post-doctoral fellowships for outstanding young scholars pursuing the application of research to public policies impacting young children and their families.

2013- State of Massachusetts  
2014

[With Catherine Scott-Little] To examine the alignment of the state's early learning standards with assessments used in the State.

2013- State of Georgia  
2014

[With Catherine Scott-Little] To establish the criteria for, and review, preschool curriculum proposals.

2013- State of South Carolina  
2014

[With Catherine Scott-Little] To examine the quality and alignment of South Carolina's early learning standards.

2013- State of Ohio – Governor's Office  
2014

To review selected Ohio-based research studies to discern their generalizability for policy.

- 2011- State of Pennsylvania  
2013  
[With Catherine Scott-Little] To examine the alignment of the state's early learning standards with required preschool and kindergarten curriculum.
- 2011- State of Georgia  
2013  
[With Catherine Scott-Little] To examine the alignment of the state's early learning standards with required preschool and kindergarten curriculum.
- 2011- State of Massachusetts  
2013  
[With Catherine Scott-Little] To examine the alignment of the state's early learning standards with the proposed assessments.
- 2011- Heising-Simons Foundation  
2012  
[With Catherine Scott-Little] To analyze the content of mathematics early learning standards in the United States.
- 2011- UNICEF Macedonia  
2012  
[With Pia Rebello-Britto] To analyze the nature and quality of teacher preparation programs in Macedonia.
- 2011- Rauch Foundation  
2012  
[With Jeanne Brooks-Gunn] To study the quality, accessibility, and diversity of services available to low-income young children and their families on Long Island.
- 2011- Marx Family Foundation  
2012  
[With Jeanne Brooks-Gunn] To provide an endowment for the National Center for Children and Families.
- 2010- Neukom Family Foundation  
2011  
[With Jeanne Brooks-Gunn] To support the promotion and dissemination of the research generated by the National Center for Children and Families.
- 2009- State of Georgia  
2011  
[With Catherine Scott-Little] To conduct a multi-stage analysis of Georgia's early learning standards for young children birth through grade three.

- 2009- NYC Administration for Children's Services  
2010  
[With Jeanne Brooks-Gunn] To assist in the Administration for Children's Services Performance Measurement System.
- 2009- Marx Family Foundation  
2010  
[With Jeanne Brooks-Gunn] To provide an endowment for the National Center for Children and Families.
- 2009- Neukom Family Foundation  
2010  
[With Jeanne Brooks-Gunn] To support the promotion and dissemination of the research generated by the National Center for Children and Families.
- 2008- United Way of Delaware  
2009  
To assist Delaware in assessing their public policies for young children.
- 2008- Bernard Van Leer Foundation  
2009  
To develop a compendium on the history, development, uses, and challenges facing the global standards movement.
- 2008- Kellogg Foundation  
2009  
To advance transition and alignment efforts for young children.
- 2008- National Association for the Education of Young Children (NAEYC)  
2009  
To generate models of credentialing mechanisms that will promote quality in the early childhood workforce.
- 2008- Neukom Family Foundation  
2009  
[With Jeanne Brooks-Gunn] To support the promotion and dissemination of the research generated by the National Center for Children and Families.
- 2007- Marx Family Foundation  
2009  
[With Jeanne Brooks-Gunn] To provide an endowment for the National Center for Children and Families.
- 2007- Pennsylvania Department of Public Welfare  
2008  
To assist Pennsylvania in the development of an early childhood accountability system.

- 2007- Neukom Family Foundation  
2008  
[With Jeanne Brooks-Gunn] To support the promotion and dissemination of the research generated by the National Center for Children and Families.
- 2007- United Nations Children's Fund UNICEF  
2008  
To expand the development, validation, and implementation of early learning standards in three additional regions: Africa, East Asia, and South America.
- 2007- United Way of New York City  
2008  
[With Jeanne Brooks-Gunn] To establish a common assessment process for all publicly funded early care and education programs in New York City.
- 2007- Voices for Utah Children  
2008  
To assist Utah in assessing their public policies for young children.
- 2006- United Nations Children's Fund UNICEF  
2007  
To develop, validate, and implement early learning standards in six countries.
- 2006- Children's Services Council of Florida  
2007  
To assist Florida in assessing their public policies for young children.
- 2006- West Virginia Kids Count  
2007  
To assist West Virginia in assessing their public policies for young children.
- 2005- Marx Family Foundation  
2007  
[With Jeanne Brooks-Gunn] To provide an endowment for the National Center for Children and Families.
- 2005- Cornerstones for Kids  
2006  
To assess the state of the non-parental workforce that educates and cares for children under the age of five in the U.S.
- 2003- Marx Family Foundation  
2005  
[With Jeanne Brooks-Gunn] To provide an endowment for the National Center for Children and Families.

- 2003- Washington State  
2004  
To develop early learning standards for the state.
- 2003- Neukom Family Foundation  
2004  
[With Jeanne Brooks-Gunn] To develop and implement a dissemination strategy for the National Center for Children and Families.
- 2003- United Nations Children's Fund UNICEF  
2004  
To assist selected countries in developing early learning standards.
- 2002- The Carnegie Corporation of New York  
2004  
To assist selected states in assessing their public policies for young children.
- 2002- The University of Mississippi  
2004  
To assist Mississippi in determining the costs of an early care and education system.
- 2001- U.S. Department of Health and Human Services, Administration for Children, Youth and Families  
2006  
[With Jeanne Brooks-Gunn] To implement and assess assessment-driven curriculum and instruction in Head Start programs.
- 2001- David and Lucile Packard Foundation  
2003  
[With Richard Brandon] To assist policymakers in determining the costs of an early care and education system via the development of policy tools.
- 2000- A. L. Mailman Family Foundation  
2001  
[With Richard Clifford] To assess the state of state assessments of young children's readiness for school.
- 1999- The Carnegie Corporation of New York  
2001  
[With Richard Brandon] To determine the infrastructure costs of the early care and education system, and to disseminate the model in two states.

- 1999- William Caspar Graustein Memorial Fund  
2001  
To create policy briefs for the Connecticut legislature and policymakers by working collaboratively with leading organizations and individuals statewide.
- 1999- John D. and Catherine T. MacArthur Foundation  
2000  
[With Bruce Fuller] To assess the feasibility of developing an integrated dissemination strategy involving the nation's major research studies on the impact of welfare reform on children and families.
- 1998- A. L. Mailman Family Foundation  
2000  
[With Richard Brandon] To work with selected states to develop and implement universal financing systems for early care and education.
- 1998- Spencer Foundation  
2000  
[With Bruce Fuller] To assess the magnitude of change in young children's home and non-parental learning environments as a result of welfare reform.
- 1997- U.S. Department of Health and Human Services, Administration for Children, Youth, and Families, Child Care Bureau  
2001  
[With Bruce Fuller] To determine the effects of welfare reform on children and parents, parental child care choices, and the supply and quality of child care providers.
- 1997- The David and Lucile Packard Foundation  
2000  
[With Richard Brandon] To survey and report on states' approaches to financing early care and education.
- 1997- Ewing Marion Kauffman Foundation  
2000  
[With Richard Brandon] To develop a financing model that will determine the resources necessary to finance state and federal systems of early care and education, given different parameters (e.g., utilization, service variations).
- 1997- U.S. Department of Education, Office of Educational Research and Improvement  
2000  
[With Bruce Fuller] To assess the magnitude of change in young children's home and non-parental learning environments as a result of welfare reform.

- 1997- The David and Lucile Packard Foundation  
1998  
[With Bruce Fuller] To develop research instruments to assess children's accomplishments and maternal choices in selecting child care.
- 1996- U.S. Department of Education  
1999  
[With Richard Clifford, Carollee Howes, and Mary Culkin] To examine the impact of child care on children's outcomes in first and second grades.
- 1996- The Carnegie Corporation of New York  
1998  
To disseminate and implement the *Quality 2000 Initiative*.
- 1996- A. L. Mailman Family Foundation  
1998  
To disseminate and implement the *Quality 2000 Initiative*.
- 1995- The David and Lucile Packard Foundation  
1997  
To examine the funding and financing of the early care and education system.
- 1995- A. L. Mailman Family Foundation  
1997  
[With Barbara Bowman] To examine the theory and practice of leadership development in early childhood education.
- 1995- W. K. Kellogg Foundation  
1997  
To examine the desirability and feasibility of moving toward child-based results in early care and education.
- 1994- U.S. Department of Health and Human Services  
1999  
[With Abt Associates] To examine the effects of American family support programs on children, families, institutions, and communities.
- 1993- W. T. Grant Foundation  
1996  
[With Richard Clifford, Carollee Howes, and Suzanne Helburn] To examine the relationship between child outcomes and the cost and quality of American child care.
- 1993- Ewing Marion Kauffman Foundation  
1994  
[With Stacie Goffin] To examine early childhood systems reform and service integration efforts in four states.

- 1992- The Carnegie Corporation of New York  
1996  
To examine the challenges and strategies associated with implementing quality early care and education services by the year 2000.
- 1992- U.S. Department of Health and Human Services  
1995  
To examine the impact of a family education and training program on Head Start children and their mothers.
- 1992- The Carnegie Corporation of New York, Pew Charitable Trusts, Smith Richardson  
1994 Foundation, The David and Lucile Packard Foundation  
  
[With Suzanne Helburn, Richard Clifford, and Carollee Howes] To examine the cost, quality, and outcomes of American child care.
- 1992- A. L. Mailman Family Foundation  
1994  
[With Bernice Weissbourd] To examine the current context of family support in America.
- 1991- U.S. Department of Health and Human Services  
1996  
[With Mathtech, National Center for Children in Poverty, National Governors Association, and Iowa Child & Family Policy Center] To establish a center to investigate and disseminate information on service integration.
- 1990- U.S. Department of Education, Office of Educational Research and Improvement,  
1995 Center on Families, Communities, Schools and Children's Learning  
  
To develop and analyze the effects of a training/parenting/job-training program on low-income mothers and their preschool children.
- 1990- The Carnegie Corporation of New York  
1992  
To examine the context, process, and outcomes of collaborations in early care and education.
- 1990- The Rockefeller Brothers Foundation  
1991  
To assess discontinuities in America's training-delivery system for family day care, center-based, and early childhood teachers and providers.

1990- The Carnegie Corporation of New York  
1991

To conduct a national telephone survey of effective collaborations in early care and education.

1989- A. L. Mailman Family Foundation  
1990

To review the literature on coordination, cooperation, and collaboration in business, industry, and education, including special education and early childhood education.

1983- Rosenberg Foundation  
1988

[With James Newton] To compare quality in profit and non-profit child care centers.

1981- U.S. Department of Health and Human Services, Administration for Children,  
1983 Youth, and Families

[With Edward Zigler] To provide national training and research fellowships for minority scholars in child development and social policy.

1978- The Bush Foundation  
1988

[With Edward Zigler] To establish a national network of four training/research centers in child development and social policy; to establish and sustain a training/research center in child development and social policy at Yale University.

### ***Current Professional Activities (2012-2013)***

Lead Policy Advisor, The Gordon Commission on Assessment.

Member, Advisory Committee on the Maternal, Infant and Early Childhood Home Visiting Program's Evaluation, Administration for Children and Families and Health Resources and Services Administration, US Department of Health and Human Services.

Member, First 5 LA Research Advisory Committee (RAC).

Member, Jump Start National Advisory Council.

Member, National Council for the Accreditation of Teacher Education Panel on Increasing the Application of Child and Adolescent Development Knowledge in Educator Preparation Programs.

Member, Technical Advisory Panel for the Development of the Kindergarten Readiness Assessment for Ohio and Maryland.

Member, Research Advisory Committee, Joan Ganz Cooney Center at Sesame Street Workshop.

Consultant, UNICEF, Turkey.

Consultant, Clinton Global Initiative.

Consultant, Collaborative for Children's Steering Committee – Texas Gulf Coast School Readiness Challenge.

Consultant, UNICEF, Uzbekistan.

Consultant, Ohio Business Roundtable.

Consultant, Council of Chief State School Officers – Maryland & Ohio Early Childhood Technical Advisory Committee.

Consultant, Benedum Foundation.

Consultant, University of Nebraska, Buffett Institute.

Consultant, U.S. Department of Health & Human Services – Administration for Children and Families.

Consultant, ARNEC and the University of Hong Kong.

### ***Past Professional Activities***

#### **International and National**

President, National Association for the Education of Young Children, 1998-2000.

President, Board of Directors, Family Resource Coalition, 1992-1994.

Vice President, Institute for Responsive Education, 1990-1994.

Chair, National Task Force on Early Childhood Accountability, 2006-2007.

Co-Chair, National Education Goals Panel, Readiness Assessment Panel, 1992-2000.

Co-Chair, National Education Goals Panel, Ready Schools Panel, 1991-1998.

Co-Chair, Organisation for Economic Cooperation and Development (Paris), International Study on Public Policies for Early Childhood Care and Education, 1992.

Distinguished Senior Fellow, Education Commission for the States, 2000-2005.

Congressionally Appointed Member, National Educational Research, Policy, and Priorities Board, U.S. Department of Education, 1994-2000.

Congressional Invitee, United States Congress Summit on Early Childhood Education, 2007.

U.S. Representative, Organisation for Economic Cooperation and Development (Paris), International Review Panel of Sweden's Child and Family Policy, 1999.

Fellow, United States Senate, June-August 1985.

Testimony presented before U.S. Congress, House Education and Labor Committee, 1989.

Testimony presented before U.S. Congress, Joint Economic Committee, 1989.

Testimony presented before National Commission on Children, 1989.

Contributing Editor, *Early Childhood Research Quarterly*, 1987-1989.

Commissioner, National Academy of Early Childhood Program Accreditation, 1986.

Member, Broader Bolder Approach on Early Childhood, Education Economic Policy Institute, 2010-2012.

Member, Early Childhood Policy Directions Advisory Committee, Center for American Progress, 2010-2011.

Member, National Academy of Sciences Panel on Early Childhood Mathematics, 2009-2010.

Member, National Association for Regulatory Administrators Advisory Committee, 2009-2010.

Member, National Governors' Association Task Force, 2008-2009.

Member, *The New Commission on the Skills of the American Workforce*, National Center on Education and the Economy, 2006-2007.

Member, Editorial Advisory Board, *Yearbook on Early Childhood Education*, Teachers College Press, 2006-2007.

Member, Consulting Editorial Board, NHTSA Dialog, National Head Start Association, Washington, DC, 2006-2007.

Member, Bright Horizons Advisory Board, 2006-2007.

Member, *Parents Magazine* Advisory Board, 2006-2007.

Member, Asia Society India Delegation, 2005.

Member, Arts in Education Panel, Education Commission of the States, 2004-2006.

Member, High/Scope Educational Research Foundation Ready Schools Advisory Board, 2002-2005.

Member, Nickelodeon Jr. Advisory Board, 2000-2005.

Member, Advisory Panel to the Center for Psychology in Schools and Education, American Psychological Association, 1999-2001.

Member, National Center for Family Literacy Advisory Board, 1998-2002.

Member, Nova University, Family and School Center Advisory Committee, 1998-2002.

Member, Committee on Early Childhood Pedagogy, National Academy of Sciences, National Research Council, 1998-2000.

Member, Investing in Student Achievement Advisory Panel, Education Commission of the States, 1998-1999.

Member, National Institute for Early Education Research Advisory Board, 1997-2002.

Member, Committee on Title I Testing, National Academy of Sciences, National Research Council, 1997-1999.

Member, Institute for Education and Training, Advisory Board, Rand Institute, 1996-1999.

Member, U.S. Department of Health and Human Services Advisory Panel on Head Start Performance Standards, 1996-1998.

Member, Advisory Board, Inner City-Inner Child, Washington, DC, 1995-2001.

Member, Center for Career Development in Early Childhood Education, Wheelock College, 1995-1999.

Member, U.S. Department of Health and Human Services Advisory Panel on Head Start Family Child Care, 1995-1998.

Member, Carnegie Task Force on Learning in the Primary Grades, 1995-1997.

Member, National Commission on Head Start Fellows, 1995-1997.

Member, Contextual Review Panel, Early Childhood Longitudinal Study, National Opinion Research Center, 1994-1998.

Member, Quality Enhancement Project Advisory Board, Center for Applied Child Development, Tufts University, 1994-1998.

Member, National Head Start Advisory Committee on the Quality and Expansion of Head Start, 1994-1995.

Member, U.S. Department of Health and Human Services Advisory Panel on Early Head Start Research, 1994-1995.

Member, U.S. Department of Health and Human Services, National Transition Advisory Research Panel, 1993-1998.

Member, National Education Advisory Panel of the New American Schools Development Corporation, 1993-1997.

Member, The Committee for Economic Development, Research and Policy Committee on Education and Governance, 1993-1995.

Member, Public Television for Southern & Central California (KCET), The Puzzle Factory Advisory Board, 1993-1995.

Member, U.S. Department of Education, National Assessment of Chapter 1, Advisory Panel, 1992-1994.

Member, U.S. Department of Education, Secretary's Committee on Chapter 1 Testing, 1992-1994.

Member, Clinton Education Transition Team, 1992.

Member, Editorial Advisory Board, *Zero to Three*, 1991-1998.

Member, National Institute for Professional Development Advisory Board, National Association for the Education of Young Children, 1991-1998.

Member, National Center for Children in Poverty, Child Care and Early Education Task Force, 1991-1995.

Member, U.S. Department of Education, Transition Research Study, National Advisory Panel, 1991-1993.

Member, Editorial Board, *Early Childhood Research Quarterly*, 1991-1992.

Member, White House/American Enterprise Institute Seminar on Integrated Services for Children and Families, 1991-1992.

Member, Harvard University, Center for Health and Human Resources Policy, Project on Welfare Reform and Poor Children Advisory Panel, 1991.

Member, U.S. Department of Health and Human Services, Technical Review Panel on Readiness, 1990-1993.

Member, Child Welfare League of America, National Day Care Standards Committee, 1990-1992.

Member, National Association of State Boards of Education, Readiness Panel, 1990-1992.

Member, National Commission on Low-Income Parents, Communities and their Schools, 1990-1992.

Member, U.S. Department of Education, Family Education Research Study, National Advisory Panel, 1990-1992.

Member, U.S. Department of Education, Profile of U.S. Child Care Settings, National Advisory Panel, 1990-1992.

Member, National Head Start Association, 25th Anniversary Silver Ribbon Panel, 1990-1991.

Member, Employer-supported Child Care Network, Advisory Board, 1989-1993.

Member, The Rockefeller Foundation, Extended Child Care Opportunities, Advisory Panel, 1989-1993.

Member, Aspen Institute, Seminar on Comprehensive Services to Disadvantaged Children, 1989.

Member, National Association for the Education of Young Children Governing Board, 1988-1992.

Member, National Association of State Boards of Education, Early Childhood Task Force, 1987-1988.

Member, Phi Delta Kappa, National Educational Honor Society, 1983.

Member, The Child Development Associate Credentialing Commission, Corporate Planning Committee, 1982-1983.

Member, U.S. Department of Health and Human Services, National Head Start Evaluation Design Project, 1980-1981.

Consultant, University of Cyprus, 2011-2012.

Consultant, Save the Children Foundation, 2011-2012.

Consultant, Novartis Pharmaceuticals, New Jersey, 2010-2012.

Consultant, UNICEF, Eritrea, 2011-2012.

Consultant, UNICEF, Macedonia, 2011-2012.

Consultant, Asia-Pacific Regional Network for Early Childhood, Hong Kong, China, 2010-2011.

Consultant, Government of Republic of Seychelles, Early Childhood Care and Education, 2010.

Consultant, Brazilian Ministry of Education, 2009.

Consultant, Hong Kong Institute of Education, 2008-2009.

Consultant, Inter-American Development Bank – Ecuador and El Salvador, 2007-2010.

Consultant, Open Society Foundation, 2006.

Consultant, Center for the Study of Social Policy, 2002-2004.

Consultant, National Conference of State Legislatures, 2002-2004.

Consultant, California Master Plan Task Force on School Readiness, 2001-2002.

Consultant, Ewing Marion Kauffman Foundation, 2001-2002.

Consultant, U.S. General Accounting Office, 1995-1999.

Consultant, Business Roundtable, 1992.

Consultant, National Alliance of Business, 1991.

Consultant, Pew Charitable Trusts, 1991.

Consultant, The Carnegie Corporation of New York, 1990-1999.

Consultant, United Way of America, 1990-1991.

Consultant, W. K. Kellogg Foundation, 1990.

Consultant, Hallmark Corporate Foundation, 1989-1992.

Consultant, Rockefeller Brothers Foundation, 1989-1991.

Consultant, Government of Singapore, Ministry of Community Development, 1989.

Consultant, Government of Singapore, Ministry of Health, 1989.

Consultant, Intelligy Corporation, 1989.

Consultant, National Junior League, New York City, 1989.

Consultant, Urban Superintendents, Early Intervention Group, 1989.

Consultant, U.S. Department of Education, 1988-1991.

Consultant, Carnegie Corporation of New York, 1987-1988.

Consultant, Council of Chief State School Officers, 1987-1988.

Consultant, U.S. Department of Education, Secretary Bennett, Roundtable on Disadvantaged Children, 1987.

Consultant, Canadian Parliamentary Committee on Child Care, 1986.

Consultant, U.S. Department of Education, 1985-2004.

Consultant, U.S. Department of Health and Human Services, 1985-2004.

Consultant, The Bush Foundation, 1983-1989.

Consultant, Department of Health and Human Services, Assistant Secretary for Human Development, 1983-1986.

### **State and Local**

Chair, Connecticut Commissioner's Task Force on Educational Services for Four-Year-Old Children, 1984-1985.

Gubernatorial Appointee, Connecticut Commission on Children, 1988-1991.

Gubernatorial Appointee, Connecticut Child Day Care Council, 1987-1991.

Assistant to the Chair and Member, Connecticut Distinguished Citizens' Task Force on Quality Teaching, 1982-1983.

Member, National Advisory Board for the Center for Excellence in Early Education, United Way of Miami-Dade, 2004-2005.

Member, Editorial Advisory Board, *Family, Community, & Disability Series*, Paul Brookes Publishing Company, 2001-2005.

Member, Assessment Technology Advisory Panel, State of Ohio, 1998-1999.

Member, University of Missouri Human Development and Family Studies Advisory Board, 1994-1997.

Member, New York City Board of Education Task Force on Early Childhood Education, 1987-1988.

Member, New York State Council on Children and Families, 1986-1987.

Member, National Advisory Committee, Centers in the Parc, Cenvil Corporation, 1984-1986.

Member, Connecticut Committee on Public Expenditures, 1981-1983.

Member, State Task Force for the Development of Pre-school Special Education Program Specification, 1977-1979.

Consultant, Sisters of Charity, Canton, OH, 2006-2007.

Consultant, State of South Carolina, 2006-2007.

Consultant, The Rhode Island Foundation, 2000.

Consultant, Florida Partnership for School Readiness, 1999-2000.

Consultant, Delaware Department of Health and Human Services, 1998-1999.

Consultant, Connecticut Office of Policy and Management, 1994-1998.

Consultant, Office of the Governor, Ohio, 1994-1996.

Consultant, Kamehameha Schools, Hawaii, 1993.

Consultant, Colorado Commission on Children and Families, 1991.

Consultant, Texas State Department of Education, 1990.

Consultant, Kansas City Metropolitan Area Regional Council, 1989.

Consultant, New Jersey Department of Education, 1989.

Trustee, Wheelock College, 2000-2005.

### ***Research Interests***

The application of child and parent development research to the formation and implementation of public policies for children birth to age eight; the impact of institutions (family, child care) on the development of young, low-income children; the development of early childhood systems (governance, finance, workforce development, data systems, QRIS) to enhance the equity, quality, and efficiency of early childhood service delivery; the development, validation, alignment, and implementation of early learning standards and the appropriate curricula and assessments to accompany the standards; and the role of, and relationships among, organizations (schools, health, social services, family support, public and private sector providers) to advance the developmental readiness of young children.

*May, 2013*

## JEANNE L. REID

### EDUCATION

**Doctorate in Education with distinction in early childhood policy, May 2011, Teachers College at Columbia University.** Dissertation: High Quality Preschool: The Relationship between the Socio-Economic Composition of Preschool Classrooms and Children's Learning. GPA: 4.0.

**Master of Public Administration, June 1991, Kennedy School of Government at Harvard University.** Policy focus: economics and social welfare policy; GPA: 3.8.

**A.B. in American History and Literature, Cum Laude, June 1985, Harvard College.** Thesis: Protective Labor Legislation for Women in the Progressive Era. GPA: 3.3.

### AWARDS

**Policy Research Fellowship, Teachers College at Columbia University, 2010-2011.** In support of doctoral research that will significantly affect federal, state, or local policy.

**A. Harry Passow Fellowship, Teachers College at Columbia University, 2006-2007.** In recognition of distinguished performance on the Doctoral Certification Exam.

### EXPERIENCE

**National Center for Children and Families, Teachers College at Columbia University, New York, NY.**

Research Scientist, May 2012-Current. Research on issues of equity and excellence in early care and education. Co-Principal Investigator on studies regarding the content and alignment of early learning standards.

Post-doctoral Research Fellow, May 2011-May 2012. Co-Principal Investigator on studies regarding the content and alignment of early learning standards.

Graduate Research Fellow, 2007-2009. Research on the content and alignment of early learning standards. Co-authored article on early education policy.

**National Center on Addiction and Substance Abuse at Columbia University (CASA), New York, NY.**

Senior Research Associate, 1997-1998. Researched and wrote policy reports: 1) *Substance Abuse and Child Maltreatment*, and 2) *Substance Abuse Among Older Women*. Child maltreatment report was used as a background paper for a national demonstration program directed by CASA.

Research Associate and Special Assistant to the President, 1993-1996. Researched and wrote policy report, *Substance Abuse and the American Woman*, while working for CASA's president during the first years of building CASA.

Site Monitor, 1994-1996. Monitored two sites of a national demonstration program for children ages 11 to 13, which became a nationally recognized model for intervention with children at risk of substance abuse, addiction, and truancy.

Research Assistant, 1992-1993. Helped research and write *Radical Surgery*, a book on health care reform.

## **PUBLICATIONS**

- Reid, J. & Ready, D. D. (2013). High Quality Preschool: The Socio-economic Composition of Preschool Classrooms and Children's Learning. *Early Education & Development*, 24(8), 1082-1111.
- Reid, J. (2012). Socioeconomic Diversity and Early Learning: The Missing Link in Policy for High-Quality Preschools. In R. Kahlenberg (Ed.), *The Future of School Integration*, pp. 67-125. New York: The Century Foundation.
- Scott-Little, C. & Reid, J. (2010). Aligning the content of early childhood care and education. In S. L. Kagan and K. Tarrant (Eds.), *Transitions in the Early Years: Creating Connections across Early Childhood System*, pp. 109-133. Baltimore: Brookes Publishing. (Also authored two case studies in the book.)
- Kagan, S. L. & Reid, J. (2009). Invest in early childhood education. *Phi Delta Kappan*, 90(8), 572-576.
- Kagan, S. L. & Reid, J. (2009). *Advancing ECE<sup>2</sup> Policy: Early Childhood Education [ECE] and its Quest for Excellence, Coherence, and Equity [ECE]*. Washington, DC: Center on Education Policy.
- Scott-Little, C., Kagan, S. L., Frelow, V. S., & Reid, J. (2009) Infant-toddler early learning guidelines: The content that states have addressed and implications for programs serving children with disabilities. *Infants and Young Children*, 22(2), 87-99.
- Scott-Little, C., Kagan, S. L., Frelow, V. S., & Reid, J. (2008, February). *Inside the Content of Infant-Toddler Early Learning Guidelines: Results from Analyses, Issues to Consider, and Recommendations*. New York: National Center for Children and Families, Teachers College at Columbia University.

## **PRESENTATIONS**

- Reid, J. (2012, May). *Diversity in Early Education*. Presentation at the National Conference of the National Coalition on School Diversity, Washington, DC.

Reid, J. (2012, February). *The relationship between the socio-economic composition of preschool classrooms and children's learning*. Presentation at the Society for Research in Child Development meeting on the Positive Development of Minority Children, Tampa, Florida.

**REFERENCES FURNISHED UPON REQUEST**

**Catherine Scott-Little, Ph.D.**  
Curriculum Vita

<b>PROFESSIONAL PREPARATION:</b>	<b>Doctorate of Philosophy in Human Development</b> University of Maryland, College Park	<b>May, 1991</b>
	<b>Master of Arts in Human Development</b> University of Maryland, College Park	<b>December, 1988</b>
	<b>Bachelor of Science in Home Economics</b> Child Development and Family Relations University of North Carolina at Greensboro	<b>May, 1987</b>
<b>EMPLOYMENT EXPERIENCES</b>	<b>Associate Professor</b>	<b>2009 - present</b>
	<b>Assistant Professor</b> Department of Human Development and Family Studies University of North Carolina at Greensboro	<b>2003 – 2009</b>
	<b>Early Childhood &amp; Expanded Learning Opportunities Project Director</b> The Regional Educational Laboratory (REL) at SERVE UNC-Greensboro	<b>1999-2003</b> <b>Greensboro, NC</b>
	<b>Head Start Deputy Director</b>	<b>1996-1999</b>
	<b>Early Head Start Project Director</b>	<b>1997-1999</b>
	<b>Head Start Family Child Care Project Director</b>	<b>1993-1996</b>
	<b>Program Coordinator</b> Day Care Association of Fort Worth and Tarrant County Tarrant County Head Start	<b>1992-1996</b> <b>Fort Worth, TX</b>
	<b>Family Resources Coordinator</b> Crossway Community, Inc.	<b>1991 - 1992</b> <b>Kensington, MD</b>
	<b>Instructor</b> Department of Human Development University of Maryland, College Park	<b>1990 – 1991</b>

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**Research Assistant** 1989 – 1990  
Department of Human Development  
University of Maryland, College Park

**Graduate Fellowship** 1987 – 1989  
Department of Human Development  
University of Maryland, College Park

**RESEARCH INTERESTS:** Early childhood accountability policies and practices  
Professional preparation of early childhood educators  
Assessment of language development in young English Language Learners

### PEER REVIEWED PUBLICATIONS

Hardin, B. J., Scott-Little, C. & Mereoiu, M. (2013). The Formulario Familiar Bilingue de Información Formulario/Family Bilingual Information & Observation Questionnaire: A Parent Report Tool for Spanish Speaking Pre-kindergarteners. *Journal of Research in Childhood Education*, 27, 485-509.

LaParo, K., Thomason, A., Maynard, C., & Scott-Little, C. (2012). Developing teachers' classroom interactions: A description of a video review process for early childhood education students. *Journal of Early Childhood Teacher Education*, 33, 224-238.

Hamre, B. K., Pianta, R. C., Burchinal, M., Field, S., Locasale-Crouch, J., Downer, J. T., Howes, C., LaParo, K., & Scott-Little, C. (2012). Supporting effective teacher-child interactions through coursework: Effects on teacher beliefs, knowledge, and observed practice. *American Educational Research Journal*, 49, 88-123.

LoCasale-Crouch, J., Kraft-Sayre, M., Pianta, R.C., Hamre, B., Downer, J. T., Leach, A., Burchinal, M., Howes, C., La Paro, K., & Scott-Little, C. (2011). Implementing an early childhood professional development course across 10 sites and 15 sections: Lessons learned. *NHSA Dialogue*, 14, 275-292.

Scott-Little, C., LaParo, K., Thomason, A., Pianta, R.C., Hamre, B., Downer, J., Burchinal, M., Howes, C. (2011). Implementation of a course focused on language and literacy within teacher-child interactions: Instructor and student perspectives across three institutions of higher education. *Journal of Early Childhood Teacher Education*, 32, 200-224.

Scott-Little, C., Kagan, S. L., Frelow, V. & Reid, J. (2009). Infant-toddler early learning guidelines: The content states have addressed and implications for programs serving children with disabilities. *Infants & Young Children*, 22, 87-99.

- Hestenes, L. L., LaParo, K., Scott-Little, C., Chakravarthi, S., Lower, J. K., Cranor, A., Cassidy, D. J., & Niemeyer, J. (2009). Team teaching in an early childhood interdisciplinary program: A decade of lessons learned. *Journal of Early Childhood Teacher Education, 30*, 172-183.
- LaParo, K. M., Siepak, K., & Scott-Little, C. (2009). Assessing beliefs of preserve early childhood education teachers using Q-Sort methodology. *Journal of Early Childhood Teacher Education, 30*, 22-36.
- Mims, S., Scott-Little, C., Lower, J., Cassidy, D. J., & Hestenes, L. (2008). Education level and stability as it relates to early childhood classroom quality: A survey of early childhood program directors and teachers. *Journal of Research in Childhood Education, 23*, 227 - 237.
- Scott-Little, C. Brown, G., Hooks, L., & Marshall, B. J. (2008). Classroom quality rating systems: What do teachers do to get ready and what do they think about the process? *Young Children 63* (6), 40 - 45.
- Brown, G., Scott-Little, C., Amwake, L., & Wynn, L. (2007). A review of methods and instruments used in state and local evaluations. University of North Carolina at Greensboro: The Regional Educational Laboratory at the SERVE Center. (REL 2007, Report No. 004).
- Scott-Little, C., Lesko, J., Martella, J. & Milburn, P. (2007). Early learning standards: Results from a national survey to document trends in state-level policies and practices. *Early Childhood Research and Practice, 9* (1), available at <http://ecrp.uiuc.edu/v9n1/little.html>
- Scott-Little, C., LaParo, K. M. & Weisner, A. (2006). Examining differences in students' beliefs and attitudes: An important element of performance-based assessment systems for teacher preparation programs. *Journal of Early Childhood Teacher Education, 27*, 379-390.
- Kagan, S. L., Carroll, J., Comer, J., & Scott-Little, C. (2006). Transition and alignment: The missing link in early childhood education. *Young Children, 61* (5), 26 – 32.
- Scott-Little, C., Kagan, S. L., & Frelow, V. S. (2006). Conceptualization of readiness and the content of early learning standards: The intersection of policy and research? *Early Childhood Research Quarterly, 21*, 153 - 173.
- Hooks, L. M., Scott-Little, C., Marshall, B. J., & Brown, G. (2006). Accountability for quality: One state's experience in improving practice. *Early Childhood Education Journal, 33*, 399 - 403.
- Scott-Little, C., Kagan, S. L., & Frelow, V. S. (2005). *Inside the Content: The depth and breadth of early learning standards*. University of North Carolina at Greensboro: SERVE Center for Continuous Improvement.

- Kagan, S. L., Scott-Little, C., & Frelow, V. S. (2003). Early learning standards for young children: A survey of the states. *Young Children*, 58 (5), 58-64.
- Scott-Little, C., Kagan, S. L., & Frelow, V. S. (Fall, 2003). Creating the Conditions for Success with Early Learning Standards: Results from a National Study of State-level Standards for Children's Learning Prior to Kindergarten. *Early Childhood Research and Practice*. 5 (2). Available at <http://ecrp.uiuc.edu/v5n2/little.html>
- Scott-Little, C., Hamann, S., & Jurs, S. G. (2002). Evaluations of after-school programs: A meta-evaluation of methodologies and narrative synthesis of findings. *American Journal of Evaluation*, 23, 387-419.
- Brown, E. G., Amwake, C., Speth, T., & Scott-Little, C. (2002, Fall). The Continuity Framework: A tool for building home, school, and community partnerships. *Early Childhood Research & Practice*, 4 (2). Available at <http://ecrp.uiuc.edu/v4n2/brown.html>
- Maxwell, K. L., Bryant, D. M., Ridley, S. M., & Scott-Little, C. (2001). School readiness in North Carolina: One state's attempt to do the right thing. *Young Children*, 56 (6), 59-62.
- Saluja, G., Scott-Little, C. & Clifford, R. M. (2000, Fall). Readiness for school: A survey of state policies and definitions. *Early Childhood Research & Practice*, 2 (2). Available at <http://ecrp.uiuc.edu/v2n2/saluja.html>
- Scott-Little, M. C., & Holloway, S. D. (1994). Caregivers' attributions about children's misbehavior in child-care centers. *Journal of Applied Developmental Psychology*, 15, 241-253.
- Scott-Little, M. C., & Holloway, S. D. (1992). Child-care providers' reasoning about misbehaviors: Relation to classroom control strategies and professional training. *Early Childhood Research Quarterly*, 7, 595-606.
- Khuns, C.L., Holloway, S. D., & Scott-Little, M. C. (1992). Mothers' and child-care providers' cognitive, affective, and behavioral responses to children's misbehavior. *Journal of Early Education and Development*, 3. 232-243.
- Calvert, S. L., & Scott, M. C. (1988). Sound effects for children's temporal integration of fast-paced television content. *Journal of Broadcasting & Electronic Media*, 33, 233-246.

## TECHNICAL REPORTS

- Scott-Little, C., Reid, J., Kagan, S.L., & Sumrall, T.C. (2014). Alignment Analyses of the South Carolina Early Learning Standards for 4- and 5-Year-old Children with the Head Start Child Development and Early Learning Framework and the Common Core State Standards. Report submitted to the South Carolina Department of Social Services.

- Reid, J., Scott-Little, C., & Kagan, S.L. (2013). Alignment Analysis of the New Hampshire 4- to 5-Year Standards and the Common Core for Kindergarten.. Report submitted to the New Hampshire Division for Children, Youth and Families.
- Reid, J., Scott-Little, C., & Kagan, S.L. (2013). Content and Alignment Analyses of Three Age Levels in the New Hampshire Early Learning Standards. Report submitted to the New Hampshire Division for Children, Youth and Families.
- Scott-Little, C., Reid, J., Kagan, S.L., & Sumrall, T.C. (2013). Content and Alignment Analyses of the South Carolina Infant & Toddler Guidelines and the South Carolina Early Learning Standards for 3, 4, and 5 Year-Old Children. Report submitted to the South Carolina Department of Social Services.
- Fry, S.P. & Scott-Little, C. (2013). On Track: Ensuring School Readiness for Arizona’s Children. A Report to the Arizona Department of Education from the Kindergarten Developmental Inventory Stakeholder Task Force. Report submitted to the Arizona Department of Education.
- Kagan, S.L., Reid, J., & Scott-Little, C. (2013). Massachusetts Department of Early Education and Care Alignment Study: Deliverable V—Summary of Findings and Recommendations. Report submitted to the Massachusetts Department of Early Education and Care.
- Kagan, S. L., Scott-Little, C., Reid, J., & Castillo, E. (2013). Aligning Assessments with Kindergarten Standards. Report submitted to the Massachusetts Department of Early Education and Care.
- Kagan, S. L., Scott-Little, C., Reid, J., & Castillo, E. (2013). Alignment Analyses of the Massachusetts Standards for Three and Four Year Old Children and Three Assessments. Report submitted to the Massachusetts Department of Early Education and Care.
- Scott-Little, C. Kagan, S. L., Reid, J., Brown, E. G., & Castillo, E. (2013). Pennsylvania Standards and Assessments Study: Methodology for Review of the Pennsylvania Alignment Charts. Report submitted to the Pennsylvania Office of Child Development and Early Learning.
- Scott-Little, C. Kagan, S. L., Reid, J., Castillo, E. & Brown, E. G. (2012). Validation Study of the Pennsylvania Early Learning Outcomes Reporting Framework. Report submitted to the Pennsylvania Office of Child Development and Early Learning.
- Scott-Little, C., Kagan, S. L., Reid, J., & Castillo, E. (2012). Early Mathematics Standards in the United States: The Quest for Alignment. Report submitted to the Heising-Simons Foundation.
- Kagan, S. L., Scott-Little, C., Reid, J., & Castillo, E. (2012). Content Analysis of the Massachusetts Early Learning and Development Standards. Report submitted to the Massachusetts Department of Early Education and Care.

- Scott-Little, C., Kagan, S. L., Reid, J., & Castillo, E. (2011). Early Mathematics Standards in the United States: Understanding their Content. Report submitted to the Heising-Simons Foundation.
- Scott-Little, C., & Brown, G. (2011). Final Evaluation Report of the Bridges Early Childhood Educator Professional Development Project (2008 – 2011). Report submitted to the South Carolina Department of Education. Columbia, SC.
- Scott-Little, C., & Brown, G. (2011). South Carolina Bridges to Early Learning Project: Findings from Teacher Focus Groups Conducted at the End of Cohort 2. Report submitted to the South Carolina Department of Education. Columbia, SC.
- Scott-Little, C., & Brown, G. (2011). South Carolina Bridges to Early Learning Project: Findings from Teacher Focus Groups Conducted at the Beginning of Cohort 2. Report submitted to the South Carolina Department of Education. Columbia, SC.
- Kagan, S. L., Scott-Little, C., Reid, J., Gomez, R., & Friedlander, J. (2011). Georgia's Early Learning Standards Alignment Studies Deliverable Six: Summary Report of the Content and Alignment Analyses of Georgia's GELS and Pre-K Standards. Report submitted to the Georgia Department of Early Care and Learning. Atlanta, GA.
- Scott-Little, C., Kagan, S. L., Gomez, R., Reid, J., & Friedlander, J. (2011). Georgia's Early Learning Standards Alignment Studies Deliverable Five: Horizontal Analysis of the Work Sampling System for Preschoolers and the Georgia Pre-kindergarten Content Standards. Report submitted to the Georgia Department of Early Care and Learning. Atlanta, GA.
- Kagan, S.L., Scott-Little, C., Gomez, R., Reid, J., & Friedlander, J. (2011). Georgia's Early Learning Standards Alignment Studies Deliverable Four: Horizontal Analysis of The Head Start Child Development and Early Learning Framework and the Georgia Pre-kindergarten Program Content Standards. Report submitted to the Georgia Department of Early Care and Learning. Atlanta, GA
- Scott-Little, C. (2011). Review of the Oregon Program of Quality Standards. Report submitted to the Oregon Department of Education. Salem, OR.
- Scott-Little, C., Kagan, S. L., Gomez, R., Reid, J., & Friedlander, J. (2010). Georgia's Early Learning Standards Alignment Studies Deliverable Three: Vertical Analyses. Report submitted to the Georgia Department of Early Care and Learning. Atlanta, GA.
- Scott-Little, C., & Brown, G. (2010). A Randomized Controlled Trial of the Bridges Early Childhood Educator Professional Development Project. Evaluation Report (2009 – 10). Report submitted to the South Carolina Department of Education. Columbia, SC.

- Scott-Little, C., Kagan, S. L., Gomez, R., Reid, J., & Friedlander, J. (2010). Georgia's Early Learning Standards Alignment Studies Deliverable Two: Content Analyses. Report submitted to the Georgia Department of Early Care and Learning. Atlanta, GA.
- Scott-Little, C., Brown, G., & Wynn, L. (2010). Review and Validation of North Carolina's Early Learning Standards for Preschoolers. Report submitted to the North Carolina Department of Public Instruction, Office of Early Learning. Raleigh, NC.
- Scott-Little, C., Kagan, S.L., & Frelow, V. S. (2010). Early Learning Guidelines Resource: Recommendations and Issues for Consideration When Writing or Revising Early Learning Guidelines. Greensboro, NC: University of North Carolina at Greensboro.
- Kagan, S. L., Scott-Little, C., Reid, J., Gomez, R., & Friedlander, J. (2010). Georgia's Early Learning Standards Alignment Studies Deliverable One: Proposed Alignment Analysis Protocol. Report submitted to the Georgia Department of Early Care and Learning. Atlanta, GA.
- Brown, G. & Scott-Little, C. (2010). Findings From Teacher Focus Groups Regarding the Bridges Coaching Process. Report submitted to the South Carolina Department of Education. Columbia, SC.
- Scott-Little, C., & Brown, G. (2009). A Randomized Controlled Trial of the Bridges Early Childhood Educator Professional Development Project. Report submitted to the South Carolina Department of Education. Columbia, SC.
- Scott-Little, C., & Brown, G. (2009). South Carolina Bridges to Early Learning Project: Findings from Teacher Focus Groups Regarding Online Training Course Offered Spring-Summer 2009. Report submitted to the South Carolina Department of Education. Columbia, SC.
- Kagan, S. L., Scott-Little, C., Reid, J., & DeSantis, J. (2008). *Aligning Pennsylvania's Early Learning Standards: Observations and Recommendations*. Report submitted to the Pennsylvania Office of Child Development and Early Learning. Harrisburg, PA.
- Scott-Little, C., Kagan, S. L., Reid, J., & DeSantis, J. (2008). *Pennsylvania's Early Learning Standards Alignment Studies Deliverable Four: A Working Memo on Long-Term Vertical Alignment Data Analyses and Observations*. Report submitted to the Pennsylvania Office of Child Development and Early Learning. Harrisburg, PA.
- Scott-Little, C., Kagan, S. L., Reid, J., & Greenberg, E. (2008). *Pennsylvania's Early Learning Standards Alignment Studies Deliverable Three: A Working Memo on Short-Term Vertical Alignment Data Analyses and Observations*. Report submitted to the Pennsylvania Office of Child Development and Early Learning. Harrisburg, PA.

- Kagan, S. L., Scott-Little, C., Reid, J., & Greenberg, E. (2008). *Pennsylvania's Early Learning Standards Alignment Studies Deliverable Two: A Working Memo on Data Analysis and Observations*. Report submitted to the Pennsylvania Office of Child Development and Early Learning, Harrisburg, PA.
- Scott-Little, C., Kagan, S. L., Frelow, V. S., & Reid, J. (2008). *Inside the Content of Infant-Toddler Early Learning Guidelines: Results from Analyses, Issues to Consider, and Recommendations*. Greensboro, NC: University of North Carolina at Greensboro.
- Kagan, S. L., Scott-Little, C., Reid, J., & Greenberg, E. (2007). *Pennsylvania's Early Learning Standards Alignment Studies Deliverable One: Proposed Alignment Analysis Protocol*. Report submitted to the Pennsylvania Office of Child Development and Early Learning, Harrisburg, PA.
- Brown, E. G., Scott-Little, C., McIntee, C., Hooks, L., Marshall, B. J., Weisner, A., & Amwake, C. (2006). *The South Carolina classroom quality research project: Analyses of ECERS-R data and teacher attitudes toward the ECERS-R process*. University of North Carolina at Greensboro: SERVE.
- Scott-Little, C. & Brown, E. G. (2005). *Minnesota curriculum and assessment review project report*. Report submitted to the Minnesota Department of Human Services.
- Scott-Little, C. & Valentine, J. (2004). *Mathematics tutoring: What does research tell us?* University of North Carolina at Greensboro: SERVE.
- Scott-Little, C. & Brown, E. G. (2004). *Florida School Readiness Performance Standards: A report addressing the scope of coverage within the Performance Standards*. Report prepared for the Florida Department of Education.
- Scott-Little, C., Kagan, S. L., & Frelow, V. S. (2003). Standards for preschool children's learning and development: Who has standards, how were they developed, and how are they used? Tallahassee, FL: SERVE.
- Scott-Little, C., Kagan, S. L., & Clifford, R. M. (Eds.) (2003). Assessing the state of state assessments: Perspectives on assessing young children. Tallahassee, FL: SERVE.
- Brown, E. G., & Scott-Little, C. (2003). Evaluations of school readiness initiatives: What are we learning? Tallahassee, FL: SERVE.
- Niemeyer, J. A. & Scott-Little, C. (2001). *Assessing kindergarten children: A compendium of assessment instruments*. SERVE: Tallahassee, FL.

## COMMISSIONED PAPERS AND EDITED CHAPTERS

- Scott-Little, C. (in press). Standards-based Quality Improvement Efforts: Implications for Governance Structures. In S. L. Kagan & R. E. Gomez (Eds.). *Governance of Early Childhood Education: Choices and Consequences*. New York: Teachers College Press.
- Scott-Little, C., Bruner, C., & Schultz, T. (2011). Discussion guide to responding to focused investment area (E)(1) and competitive priority 3: Kindergarten Entry Assessment. Commissioned paper for the Early Learning Challenge Collaborative.
- Scott-Little & Reid, J. (2010). Aligning the content of early childhood care and education to promote effective transitions. In S. L. Kagan & K. Tarrant (Eds.). *Transitions in the early years: Creating a system of continuity*. Baltimore, MD: Brookes Publishing.
- Scott-Little, C., Cassidy, D. J., Lower, J., & Ellen, S. (2010). Early learning standards and program quality-improvements initiatives: A systemic approach to supporting children's learning and development. In P. W. Wesley & V. Buysse (Eds.). *The quest for quality: Promising innovations for early childhood programs*. Baltimore, MD: Brookes Publishing.
- Scott-Little, C. (2010). Development and implementation of early learning standards in the United States. In E. Baker, P. Peterson, & B. McGraw (Eds.). *The International Encyclopaedia of Education, 3rd Edition*. Amsterdam: Elsevier.
- Scott-Little, C. (2008). Mathematics content addressed in state-level early learning standards. Commissioned paper submitted to the Early Childhood Mathematics Committee of the National Research Council/National Academy of Science.
- Scott-Little, C. (2008). Children's readiness for success in school. In S. Feeny & A. Galper (Eds.). *Continuing issues in early childhood education* (3<sup>rd</sup> edition). Merrill/Prentice Hall.
- Scott-Little, C. (2005). *Promoting quality early learning settings: Issues for consideration*. Briefing paper commissioned by the Ohio School Readiness Solutions Group. Columbus, Ohio: Ohio Department of Education.

## NON-PEER REVIEWED PUBLICATIONS AND WEBSITES

- Scott-Little, C., Bruner, C., & Schultz, T. (2013). Discussion Guide to Responding to Focused Investment Area (E)(1) and Competitive Priority 3: Kindergarten Entry Assessment. Early Learning Challenge Collaborative Discussion Paper.
- Wat, A., Bruner, C., Scott-Little, C., & Schultz, T. (2012). Kindergarten entry assessment (KEA) Race to the Top Early Learning Challenge Fund information. BUILD Initiative Paper. Available at <http://www.elccollaborative.org/assessment/77-kindergarten-entry-assessment.html>

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Scott-Little, C., Kagan, S. L. & Frelow, V. S. (2006). State standards for children's learning—What do they mean for child care providers? *Child Care Information Exchange*.

Scott-Little, C. (Ed.). (2004). Making the most of out-of-school time through expanded learning opportunities. *The Vision*, 3 (1). Available at <http://www.serve.org/downloads/VisionMagV3N1-ELO.pdf>

Kagan, S. L. & Scott-Little, C. (2004). Early learning standards: Changing the parlance and practice of early childhood education? *Phi Delta Kappan* 85(5), 388-396.

McComb, E. M. & Scott-Little, C. (2003). A review of research on participant outcomes in after-school programs: Implications for school counselors. ERIC Digest. Greensboro, NC: ERIC Clearinghouse on Counseling and Student Services. ED482765.

Scott-Little, C., Maxwell, K. L., Bryant, D. M., & Ridley, S. M. (2002). School readiness in North Carolina: Putting the pieces together for successful children and schools. *ERS Spectrum*, 20 (2), 12 – 17.

Scott-Little, C. & Niemeyer, J. A. (2001). *Assessing kindergarten children: What school systems need to know*. SERVE: Tallahassee, FL.

Scott-Little, C. & Maxwell, K. L. (2000, June). School readiness in North Carolina: Strategies for defining, measuring and promoting success for all children. Report of the Ready for School Goal Team submitted to the North Carolina State Board of Education, June 2000.

## **PAPERS IN PROGRESS**

Hestenes, L., Kintner-Duffy, V., Wang, Y., La Paro, K., Mims, S. U., Crosby, D., Scott-Little, C., & Cassidy, D.J. (under review). Comparisons among Quality Measures in Child Care Settings: Understanding the Use of Multiple Measures in QRIS and Their Links to Social-Emotional Development in Preschool Children. Manuscript revised and resubmitted to *Early Childhood Research Quarterly*.

Kintner-Duffy, V., Scott-Little, C., & Cassidy, D.J. (in process). Beliefs and practices in early care and education: The relationships among teachers' and administrators' beliefs, characteristics,

and classroom practices.

LaParo, K., Scott-Little, C., Ejimorfor, A., Sumrall, T., & Kintner-Duffy, V. (under review). Student Teaching Feedback and Evaluation: Results from a Seven State Survey. Manuscript revised and resubmitted to *Journal of Early Childhood Teacher Education*.

**PROFESSIONAL PRESENTATIONS (Peer Reviewed)**

Kintner-Duffy, V., Scott-Little, C., & Smith, N. (June, 2013). Everyone's Different and the Same: Exploring Cultural Diversity in Early Childhood Teacher Education. Presentation at the NAEYC Professional Development Institute. San Francisco, CA.

Hestenes, L, Kintner-Duffy, V., Wang, Y., La Paro, K., Mims, S., Crosby, D., Cassidy, D., Hestenes, S., & Scott-Little, C. (April, 2013). Comparisons among Quality Measures in Child Care Settings in North Carolina and their Links to Outcomes for Young Children. Poster presentation at the biannual meeting of the Society for Research in Child Development. Seattle, WA.

Mims, S., & Scott-Little, C. (June, 2012). Teacher Practices in Preschool Classrooms: Promoting Engaged Learners. Poster presentation at the NAEYC Professional Development Institute. Indianapolis, IN.

Hardin, B. J., Scott-Little, C. & Mereoiu, M. (April, 2012). Developing and Piloting a Bilingual Parent Report Tool for Preschool Children of Latino Heritage: The Formulario Familiar Bilingüe de Información y Observación/Family Bilingual Information & Observation Questionnaire (BIO). Paper presented at the annual meeting of the American Education Research Association. Vancouver, BC.

Scott-Little, C. & Brown, G. (April, 2012). Coaching and Training for Pre-Kindergarten Teachers: Impacts on Classroom Environments and Teaching Practices. Paper presented in a roundtable discussion at the annual meeting of the American Education Research Association. Vancouver, BC.

Hardin, B. J., Scott-Little, C., & Mereoiu, M. (March, 2012). Screening Pre-Kindergarteners: A New Bilingual Parent Report Tool for Latino English Learners. Presentation at the Association for Childhood Education International Global Summit on Childhood. Washington, D.C.

Maynard, C., Kustra, L., Smith, N., & Scott-Little, C. (June, 2011). Childhood Obesity Prevention: Policies and Practical Steps for Early Care and Educators. Poster presentation at the annual Professional Development Institute of the National Association for the Education of Young Children. Providence, RI.

Kintner-Duffy, V., Scott-Little, C., & Vardell, R. (April, 2011). "It Was Never Really Talked About": A Qualitative Inquiry Into Understanding Early Childhood Teachers' Preparation

and Classroom Practices With Children From Culturally Diverse Backgrounds. Paper presented at the annual meeting of the American Educational Research Association. New Orleans, LA.

- Hardin, B.J., Scott-Little, C., & Mereoiu, M. (October, 2010). Developing a Parent Report Screen for Pre-kindergarteners from Spanish-speaking Families: Process-Constructs-Challenges. Division for Early Childhood International Conference for Young Children with Special Needs and their Families. Kansas City, KS.
- Hardin, B. J., Scott-Little, C., & Mims, M. (June, 2010). Analysis of Screening Policies in Part B and Pre-Kindergarten Programs: Findings and Recommendations. Poster presentation at the annual National Association for the Education of Young Children Professional Development Institute. Phoenix, AZ.
- Hardin, B. J., Scott-Little, C., & Mims, M. (April, 2010). Analysis of Screening Policies in Part B and Pre-Kindergarten Programs: Findings and Recommendations. Poster presentation at the annual meeting of the American Educational Research Association. Denver, CO.
- Hardin, B. J., & Scott-Little, C. (October, 2009). Pre-kindergarten and Part B Programs: Same Children, Different Screening and Referral Requirements? Presentation at the Division for Early Childhood International Conference for Young Children with Special Needs and their Families. Albuquerque, NM.
- Kintner, V. L. & Scott-Little, C. (April, 2009). Beliefs and practices in early care and education. Paper presentation at the Annual meeting of the American Educational Research Association, San Diego, CA.
- Brown, G., & Scott-Little, C. (June, 2008). A Review of Methods and Instruments Used in State and Local School Readiness Evaluations. Poster presentation at the annual U. S. Department of Education, Institute of Education Sciences conference. Washington, DC.
- Scott-Little, C. (June, 2008). Early learning standards across the ages: Conceptualizations of development and policy frameworks. Presentation at the National Head Start Research Conference. Washington, DC.
- Hooks, L., Marshall, B. J., & Scott-Little, C. (May, 2007). Evaluating quality and improving practice: Can ECERS-R classroom assessments do both? Presentation at the Association for Childhood Education International. Tampa, FL.
- Scott-Little, C. & LaParo, K. M. (March, 2007). Unpacking quality teaching: Teacher beliefs and observed practices of pre-service early childhood teachers. Presentation at the Society for Research in Child Development. Boston, MA.
- Li, L., Wang, Y., & Scott-Little, C. (March, 2007). Measurement of quality in school-age child

- care system: Results from Rasch analysis. Presentation at the Society for Research in Child Development. Boston, MA.
- LaParo, K. M., Scott-Little, C. & Weisner, A. (November, 2006). Exploring the relation between student teachers' beliefs, attitudes, competencies and characteristics. Presentation at the National Association for the Education of Young Children annual conference. Atlanta, GA.
- LaParo, K. M. & Scott-Little, C. (June, 2006). Meeting professional preparation standards: Assessing pre-service teachers' beliefs and classroom practices. Presentation at the National Association for the Education of Young Children Professional Development Institute, San Antonio, CA.
- Scott-Little, C., & Martella, J. (April, 2006). Standards-based education, Child Assessment and Evaluation in Early Childhood Programs: A National Survey to Document State-level Policies and Practices. Paper presented at the 2006 annual meeting of the American Educational Research Association, San Francisco, CA.
- Scott-Little, C., Li, L., Hestenes, L. & Cassidy, D. (April, 2006). School-age Care Environment Rating Scale (SACERS) Measurement Properties: Results from Exploratory and Confirmatory Factor Analyses. Paper presented at the 2006 annual meeting of the American Educational Research Association, San Francisco, CA.
- Scott-Little, C., Brown, G., Weisner, A., Amwake, C., Mims, L., Hooks, L. & Marshall, B. J. (December, 2005). Evaluating Program Quality and Linking to Child Outcomes: There's More to the Equation than Meets the Eye. Presentation at the annual conference of the National Association for the Education of Young Children, Washington, D.C.
- Scott-Little, C., Brown, G., Weisner, A., Amwake, C., Mims, L., Hooks, L., & Marshall, B. J. (June, 2005). Teacher Beliefs about Developmentally Appropriate Practices: Implications for Professional Development and Training Programs. Presentation at the National Association for the Education of Young Children Professional Development Institute, Miami Beach, FL.
- Brown, G. & Scott-Little, C. (April, 2005). An Analysis of Measures Used in State and Local Evaluations. Poster presentation at the biannual meeting of the Society for Research in Child Development, Atlanta, GA.
- Scott-Little, C. & Kagan, S. L. (April, 2005). The Context and Content of Early Learning Standards: Implications for Policy and Practice. Panel presentation as part of a symposium entitled The State of State Pre-Kindergarten Standards in 2004. At the annual meeting of the American Educational Research Association, Montreal, Canada.
- Scott-Little, C. & Brown, G. (November, 2004). Evaluating School Readiness Initiatives: What are We Learning and How Can we Improve? Presentation at the annual meeting of the National

Association for the Education of Young Children, Anaheim, CA.

- Scott-Little, C., Kagan, S. L., & Frelow, V. S. (2004, June). Examining the Content of State-Level Early Learning Standards: What's Been Included, What's Been Left Out, and What Does it Mean For Early Care and Education? Presentation at the National Association for the Education of Young Children Professional Development Institute. Baltimore, MD.
- Scott-Little, C., Kagan, S. L., & Frelow, V. S. (2003, November). Early learning standards: Now that we have them, what do they look like and what does it mean for the early care and education of young children? Presentation at the annual conference of the National Association for the Education of Young Children. Chicago, IL.
- Brown, G. & Scott-Little, C. (2003, April). Evaluations of school readiness initiatives: What are we Learning? Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Scott-Little, C., Kagan, S. L., & Frelow, V. S. (2003, April). Standards and accountability in early childhood: How are states meeting the challenges? Roundtable discussion at the annual meeting of the American Educational Research Association. Chicago, IL.
- Scott-Little, C., Hamann, S., Jurs, S., & McComb, E. (2002, November). After-school program evaluations: A meta-analysis of methodologies and findings. Paper presented at the annual meeting of the American Evaluation Association, Washington, DC.
- Scott-Little, C. & McComb, E. (2002, July). After-school program evaluations: A meta-analysis of methodologies and findings. Paper presented at the annual CREATE National Evaluation Institute, Boise, ID.
- Scott-Little, C. (2002, April). A look at wide-scale early childhood assessment systems: What's going on out there? Paper presented as part of a symposium entitled Assessing the State of State Assessments: Issues in Wide-Scale Early Childhood Assessment Systems at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Niemeyer, J.A., Scott-Little, C., & Hussey, S. (2002, April). Kindergarten readiness assessment process: Perceptions of parents, teachers, and administrators. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Scott-Little, C., Brown, G., & Amwake, C. (2001, July). Continuity in Early Childhood field test: A successful multi-method evaluation study. Paper presented at the annual CREATE National Evaluation Institute, Wilmington, NC.
- Scott-Little, C., Thegen, K., & Brown, G. (2000, June). Bringing everyone to the table: Strategies to support home/school/community partnerships. Paper presented at the fifth annual Head Start Research Conference, Washington, D.C.

Scott-Little, M. C., & Holloway, S. D. (1991, April). Caregiver casual attributions regarding child misbehaviors: Relationship to caregiver behavioral responses. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Holloway, S. D., & Scott-Little, M. C. (1991, April). Caregiver cognition and behavior in day-care classrooms. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Scott-Little, M. C., & Holloway, S. D. (1991, April). Caregiver casual attributions regarding child misbehaviors: Relationship to caregiver characteristics and type of misbehavior. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Calvert, S. L. & Scott, M. C. (1987, August). Sound effects for children's comprehension of variably paced television programs. Paper presented at the annual meeting of the American Psychological Association, New York, NY.

Calvert, S. L. & Scott, M. C. (1986, August). Production feature effects on children's comprehension of time. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.

#### **KEYNOTE ADDRESSES AND OTHER PRESENTATIONS:**

Scott-Little, C., Kagan, S.L., & Read, J. (March, 2014). Common Early Learning and Development Standards Analysis Project. Presentation for the North Carolina K-3 Assessment EAG Consortium. Raleigh, NC.

Scott-Little, C., Kagan, S.L., Reid, J., & Sumrall, T.C. (December, 2013). South Carolina Standards Analysis Study Phase I: Content and Alignment Analyses of the South Carolina Infant & Toddler Guidelines and the South Carolina Early Learning Standards for 3, 4, and 5 Year-Old Children. Presentation for the South Carolina Department of Social Services Standards Revision Committee. Columbia, SC.

Scott-Little, C. (October, 2013). Considerations Related to Early Learning Guidelines for Infants and Toddlers. Presentation for the Office of Head Start Meeting on Considerations for Infant and Toddler Early Learning Guidelines/Standards. Washington, DC.

Scott-Little, C., & Maxwell, K. (September, 2013). Kindergarten Entry Assessment in Early Learning Challenge Grants: Charting a Course For a Successful Application You Can Live With. Webinar presented for the Early Learning Challenge Collaborative.

Scott-Little, C. (August, 2013). Starting out Right: Introducing the Revised *Foundations* Document. Presentation for the North Carolina Baptist State Convention Week Day Education Conference. Raleigh, NC.

- Maxwell, K., & Scott-Little, C. (August, 2013). Child Assessment in QRIS Context. Presentation at the 2013 QRIS National Meeting, Washington, DC.
- Scott-Little, C. (June, 2013). North Carolina's Formative Assessment Tool Review Process. Presentation at the North Carolina Division of Child Development and Early Education Child Care Commission. Raleigh, NC.
- Scott-Little, C., Ejimofor, A., Sumrall, T., La Paro, K., & Kintner-Duffy, V. (June, 2013). Tools and Strategies to Promote Consistent and Effective Evaluation of Student Teachers. Presentation at the NAEYC Professional Development Institute. San Francisco, CA.
- La Paro, K., Ejimofor, A., Kintner-Duffy, V., Scott-Little, C., & Sumrall, T. (June, 2013). NCRECE Study on the Supervision of Student Teachers: Findings Across 2- and 4-year Institutions. Presentation at the NAEYC Professional Development Institute. San Francisco, CA.
- Scott-Little, C. (June, 2013). Unpacking Early Childhood Formative Assessment. Panelist for Plenary Session at the Center on Enhancing Early Learning Outcomes 2013 Round Table. San Francisco, CA.
- Scott-Little, C. (June, 2013). Formative Assessment: So What Happens Next to Move Your State Forward? Presentation at the annual meeting of the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). San Francisco, CA.
- Scott-Little, C. (May, 2013). State-level Policy Needs for Measures of Early Social-Emotional Development. Panel presentation at the *Measuring and Report Social-Emotional Development in Early Childhood Seminar* sponsored by the Federal Interagency Forum on Child and Family Statistics Research and Innovations Committee, Bethesda, MD.
- Scott-Little, C. (May, 2013). North Carolina's Curriculum Review Process. Presentation at the North Carolina Division of Child Development and Early Education Child Care Commission. Raleigh, NC.
- Scott-Little, C. (May, 2013). Setting the Context: Kindergarten Entry Assessment Systems. Presentation at the National Smart Start Conference, Greensboro, NC.
- Scott-Little, C. (April, 2013). Setting the Stage for Implementation: National Trends and Issues for Consideration. Webinar presented for the Regional Educational Laboratory at EDC.
- LaParo, K., Scott-Little, C., Sumrall, T., & Ejimofor, A. (March, 2013). Student Teaching Requirements in Teacher Education Programs: Results from a Seven State Survey. Presentation at the NCRECE Quality Improvement in Early Childhood meeting, Washington, DC.

- Scott-Little, C. (March, 2013). Laying the Groundwork: Kindergarten Entry Assessments Background Information and Considerations. Presentation to the Arizona Kindergarten Developmental Inventory Task Force, Phoenix, AZ.
- Scott-Little, C. & Garvin, K. (January, 2013). QRIS Advisory Committee Process and Recommendations. Presentation to the North Carolina Head Start Directors Conference. Raleigh, NC.
- Scott-Little, C. (September, 2012). Kindergarten Entry Assessments: The Basics. Presentation to the Virginia Early Childhood Association, Richmond, VA.
- Scott-Little, C. & Hoyle, S. (September, 2012). QRIS Advisory Committee Process and Recommendations. Presentation to the annual meeting of the North Carolina Licensed Child Care Association, Greensboro, NC.
- Scott-Little, C. & Maxwell, K. (September, 2012). QRIS Advisory Committee Process and Recommendations. Presentation to the North Carolina Department of Health and Human Services Leadership Team. Raleigh, NC.
- Kagan, S. L. & Scott-Little, C. (August, 2012). *Early Learning and Development Standards: Past, Present, and Future*. Webinar presented for the National Center on Child Care Quality Improvement.
- Scott-Little, C. (July, 2012). National Trends and Practices in Early Childhood Assessment. Webinar presented for the Regional Educational Laboratory at EDC.
- Scott-Little, C., Kagan, S. L., & Reid, J. (June, 2012). The Content and Alignment of Early Learning Standards for Mathematics. Presentation at the NAEYC Professional Development Institute. Indianapolis, IN.
- Scott-Little, C., LaParo, K., Kintner-Duffy, V., & Ejimofor, A. (June, 2012). Supervising Student Teacher Field Placements: Results from a Seven-state Survey. Presentation at the NAEYC Professional Development Institute. Indianapolis, IN.
- Maynard, C., Smith, N., LaParo, K., & Scott-Little, C. (June, 2012). Assessing Beliefs of Early Care and Education Students: Results from a Six-year Study. Presentation at the NAEYC Professional Development Institute. Indianapolis, IN.
- Scott-Little, C. (June, 2012). The North Carolina Quality Rating and Improvement System Advisory Committee Report and Recommendation. Presentation at the North Carolina Division of Child Development and Early Education Child Care Commission. Raleigh, NC.
- Scott-Little, C., & Wilson-Newsome, A. (May, 2012). Choosing a Curriculum: Criteria and Practical Issues to Consider. Webinar presentation for the North Carolina Early Childhood Association.

- Scott-Little, C., & Maxwell, K. (May, 2012). Kindergarten Entry Assessment Systems. Presentation at the National Smart Start Conference. Greensboro, NC.
- Scott-Little, C., McGaha, C., Hewitt, L., & Kozlowski, J. (May, 2012). North Carolina's Approach to Approving and Implementing Quality Early Childhood Curricula. Presentation at the National Smart Start Conference, Greensboro, NC.
- Scott-Little, C. (May, 2012). The North Carolina Curriculum Review Process and Recommendation. Presentation at the North Carolina Division of Child Development and Early Education Child Care Commission. Raleigh, NC.
- Scott-Little, C., & Brown, G. (May, 2012). The Louisiana Early Learning and Development Standards: Background information. Presentation at the Louisiana Early Learning and Development Standards Stakeholders Meeting, Baton Rouge, LA.
- Scott-Little, C. (March, 2012). Setting the Stage for Coordinated Programs: A New Resource to Support the Use of the South Dakota Early Learning Guidelines. Keynote address at the South Dakota School Readiness Summit. Pierre, SD.
- Kagan, S. L., & Scott-Little, C. (November, 2011). Improving Early Childhood Mathematics Education: Policy Implications. Presentation at the Pathways for Supporting Early Math Learning Conference. Berkley, CA.
- Scott-Little, C. (November, 2011). High Quality Early Learning Guidelines. Webinar presentation for Positive Parenting. Chicago, IL.
- Bruner, C., & Scott-Little, C. (September, 2011). Kindergarten Entry Assessments and Early Learning Challenge Grants: Some Basics. Webinar presentation for the Early Learning Challenge Collaborative. Washington, DC.
- Scott-Little, C. (August, 2011). North Carolina's Curriculum Review Process. Presentation at the North Carolina Child Care Commission meeting, Division of Child Development and Early Education. Raleigh, NC.
- Kagan, S.L. & Scott-Little, C. (July, 2011). Georgia's Early Learning Standards Alignment Studies. Presentation at the Georgia Early Learning Standards Revision Committee, Georgia Department of Early Care and Learning. Atlanta, GA.
- Gebhard, B. & Scott-Little, C. (May, 2011). Developing and Using Early Learning Guidelines for Infants and Toddlers. Presentation at the National Smart Start Conference. Greensboro, NC.
- Scott-Little, C. (April, 2011). Strengthening the Foundation: Opportunities for ESEA to Strengthen State Early Childhood Education Initiatives. Congressional briefing sponsored by the First Five Years Fund. Washington, DC.

- Scott-Little, C. (February, 2011). Aligning State Standards, the Head Start CDEL Framework, and Our Work with Children and Families. Plenary address at the Office of Head Start Summit: *On the Road to School Readiness*. Baltimore, MD.
- Scott-Little, C., Kagan, S. L., & Frelow, V. S. (November, 2010). New Resource for Developing or Revising Early Learning Guidelines/Standards. Webinar presentation for ZERO TO THREE. Washington, DC.
- Scott-Little, C., Kagan, S. L., & Frelow, V. S. (October, 2010). New Resource for Developing or Revising Early Learning Guidelines! Webinar presentation for the National Child Care Information and Technical Assistance Center. Washington, DC.
- Stedron, J., Scott-Little, C., & Reddick-Head, D. (August, 2010). Early Learning Standards, School Readiness, and Assessments. Presentation at the U.S. Departments of Health and Human Services and Department of Education Early Childhood 2010: *Innovation for the Next Generation* Conference. Washington, DC.
- Scott-Little, C. (July, 2010). Supporting Alignment and Quality Improvement with Early Learning Standards: Points to Ponder. Presentation for the National Governors' Association Early Childhood Policy Academy. Seattle, WA.
- Danielson, P., McCloud, M., Scott-Little, C., & Brown, G. (June, 2010). Is Coaching for Everyone? Results from a Randomized Trial of Coaching and Training Professional Development Models. Presentation at the annual National Association for the Education of Young Children Professional Development Institute. Phoenix, AZ.
- Leach, A., Scott-Little, C., & LaParo, K. (June, 2010). Educating Pre-service Teachers about Effective Teacher-Child Interactions through Coursework: Effectiveness and Implementation Issues. Presentation at the annual National Association for the Education of Young Children Professional Development Institute. Phoenix, AZ.
- La Paro, K., Maynard, C., Scott-Little, C., & Thomason, A. (June, 2010). Assessing Pre-service Teachers' Classroom Practices: Using the *CLASS* in Teacher Education. Presentation at the annual National Association for the Education of Young Children Professional Development Institute. Phoenix, AZ.
- Scott-Little, C., Kagan, S. L., & Frelow, V. S. (June, 2010). New Resource Materials for Developing or Revising Early Learning Guidelines! Presentation at the annual National Association for the Education of Young Children Professional Development Institute. Phoenix, AZ.
- Scott-Little, C. (May, 2010). Early Learning Standards: Variation Across States and Issues to Consider. U.S. Departments of Education and Health and Human Services, Listening and Learning about Early Learning Tour, Chicago, IL.

- Scott-Little, C. (February 2010). Early Learning and Development Standards. Federal Early Learning and Development Interdepartmental Initiative. Washington, DC.
- Scott-Little, C. (November, 2009). The Pennsylvania Early Learning Standards Alignment Study. Presentation for the Pennsylvania Early Learning Council. Harrisburg, PA.
- Kagan, S. L. & Scott-Little, C. (June, 2009). The Pennsylvania Early Learning Standards Alignment Study. Presentation for the ECEA SCASS of the Council of Chief State School Officers. Charlotte, NC.
- Scott-Little, C., Hewitt, L., Hestenes, L, McGaha, C., & Bagwell, C. (May, 2009). North Carolina's Curriculum Review Process: Who, What, When & Why (and What it Means for Programs). Presentation at the National Smart Start Conference. Greensboro, NC.
- Kagan, S. L., Scott-Little, C., & Reid, J. (February, 2009). The Pennsylvania Early Learning Standards Alignment Study. Presentation for the Pennsylvania Office of Child Development and Early Learning. Harrisburg, PA.
- Scott-Little, C. & Kagan, S. L. (December, 2008). The Pennsylvania Early Learning Standards Alignment Study: Setting the Stage for Effective Transitions. Presentation for the Pennsylvania Governor's Forum: Linking Ready Kids to Ready Schools. Philadelphia, PA.
- Jones, L., Scott-Little, C., Frelow, V., & Kagan, S. L. (June, 2008). From the Ground Up: Recommendations for Developing and Implementing Infant-Toddler Early Learning Guidelines. Presentation at the annual National Association for the Education of Young Children Professional Development Institute. New Orleans, LA.
- Hadden, S., LaParo, K., & Scott-Little, C. (June, 2008). Supporting Effective Teacher-Child Interactions Through Systematic Use of Classroom Video. Presentation at the annual National Association for the Education of Young Children Professional Development Institute. New Orleans, LA.
- Scott-Little, C. & Frelow, V. (May, 2008). The Content of Infant-Toddler Early Learning Guidelines: What has been Addressed and Why it Matters. Presentation at the National Smart Start Technical Assistance Conference. Greensboro, NC.
- Scott-Little, C. & Staak, M. (May, 2008). Multi-state Approaches to Development, Roll-out and Use of Infant-toddler Early Learning Guidelines. Presentation at the National Smart Start Technical Assistance Conference. Greensboro, NC.
- Scott-Little, C. (March, 2008). Examining the Content of Infant-Toddler Early Learning Guidelines: What Has Been Addressed and What Hasn't? Webinar presentation for ZERO TO THREE. Washington, DC.

- Scott-Little, C. (December, 2007). Examining the Content of Infant-Toddler Early Learning Guidelines: What Has Been Addressed and What Hasn't? Panel presentation at the Office of Special Education Annual Conference. Washington, DC.
- Scott-Little, C. (November, 2007). Examining the Content of Infant-Toddler Early Learning Guidelines: What Has Been Addressed and What Hasn't? Webinar presentation for the Early Childhood State Collaborative on Assessment and Student Standards. Washington, DC.
- Scott-Little, C., Kagan, S. L., Frelow, V. S., & Reid, J. (November, 2007). Examining the Content of Infant-Toddler Early Learning Guidelines: What Has Been Addressed and What Hasn't? Presentation at the annual conference of the National Association for the Education of Young Children. Chicago, IL.
- Pugh, L., Staak, M., & Scott-Little, C. (September, 2007). Early Foundations: Guidelines for Development and Learning for NC's Infants and Toddlers. Presentation at the North Carolina Association for the Education of Young Children Conference, Greensboro, NC.
- Scott-Little, C. & Ellen, S. (July, 2007). Early Learning Standards: Why are they Important? Presentation at the North Carolina Baptist Church Weekday Education Association Conference. Greensboro, NC.
- Scott-Little, C. & Ellen, S. (July, 2007). Connecting Learning Standards to Teaching Practices. Presentation at the North Carolina Baptist Church Weekday Education Association Conference. Greensboro, NC.
- Cassidy, D. J., Scott-Little, C., Hansen, J., & Ellen, S. (June, 2007). From Patchwork to Masterpiece: Vision Building with Early Childhood Quality Rating Systems. Presentation at the National Association for the Education of Young Children Professional Development Institute. Pittsburgh, PA.
- LaParo, K., Scott-Little, C., & Siepak, K. (June, 2007). The Teacher Beliefs Q-Sort and CLASS: Implications for teacher preparation programs. Presentation at the National Association for the Education of Young Children Professional Development Institute. Pittsburgh, PA.
- Martella, J., Jones, L., & Scott-Little, C. (June, 2007). What's standard about infants and toddlers? The hazards and rewards of appropriate development frameworks for children birth to age three. Presentation at the National Association for the Education of Young Children Professional Development Institute. Pittsburgh, PA.
- Ellen, S. & Scott-Little, C. (May, 2007). Early Childhood Curricula: An Overview of Basic Features. Presentation at the Western Regional Meeting of the Division of Child Development Licensing Staff. Hickory, NC.

- Scott-Little, C., Collins, E., & Staak, M. (May, 2007). North Carolina's Infant-Toddler Early Learning Guidelines. Presentation at the National Smart Start Conference. Greensboro, NC.
- Scott-Little, C. (March, 2007). Building on the Past to Shape the Future: Meeting Challenges and Seizing Opportunities. Keynote address at the University of North Carolina at Charlotte annual Child and Family Development Conference. Charlotte, NC.
- Scott-Little, C. (March, 2007). Iowa's Early Learning Standards: Where Did They Come From, What Do They Look Like, and How To Use Them? Keynote address at the Iowa Early Learning Standards Training Symposium. Ames, Iowa.
- Scott-Little, C. (March, 2007). Using Iowa's Early Learning Standards in Preschool Classrooms: Implications for Assessment and Instructional Decisions. Presentation at the Iowa Early Learning Standards Training Symposium. Ames, Iowa.
- Scott-Little, C. (March, 2007). The "Birds Eye View:" How Early Learning Standards Can Fit with the Rest of the Early Care and Education System. Presentation at the Iowa Early Learning Standards Training Symposium. Ames, Iowa.
- Scott-Little, C. (March, 2007). North Carolina's Early Learning Guidelines—What's up and What does it Mean for Our Babies? Keynote address at the North Carolina Infant-Toddler Conference. Greensboro, NC.
- Hyson, M., Buch, L., Scott-Little, C., & Fantuzzo, J. (November, 2006). Enthusiastic and engaged: Supporting young children's positive approaches toward learning. Presentation at the National Association for the Education of Young Children annual conference. Atlanta, GA.
- Choplin, S., Weisner, A. & Scott-Little, C. (September, 2006). Using early learning standards and developmentally appropriate practices: Teachers' secrets to success. Presentation at the North Carolina Association for the Education of Young Children annual conference, Greensboro, NC.
- Scott-Little, C. LaParo, K. M. & Weisner, A. (September, 2006). Teacher beliefs about developmentally appropriate practices: Why they matter and implications for professional development. Presentation at the North Carolina Association for the Education of Young Children annual conference, Greensboro, NC.
- Scott-Little, C. & Weisner, A. (September, 2006). Evaluating quality and improving practice: Can ECERS-R classroom assessments do both? Presentation at the North Carolina Association for the Education of Young Children annual conference, Greensboro, NC.
- Stankus, M., Scott-Little, C. & Collins, E. (September 2006). North Carolina's Infant-Toddler Early Learning Guidelines. Presentation at the North Carolina Association for the Education of Young Children annual conference, Greensboro, NC.

- Scott-Little, C., Feeney, S., & Meisels, S. (June, 2006). Quality: Standards, curriculum and assessment—Where do we go from here? Closing plenary session at the National Association for the Education of Young Children Professional Development Institute, San Antonio, TX.
- Bowman, B. T., Scott-Little, C., Feeney, S. & Bagnato, S. (June, 2006). Quality: Standards, curriculum and assessment. Opening plenary session at the National Association for the Education of Young Children Professional Development Institute, San Antonio, TX.
- Scott-Little, C. & Jones, J. (June, 2006). Introducing a standards-based accountability system in early childhood education. Presentation at the State Legislative Leaders Foundation seminar entitled *Capitalizing on the Investment: Making the Most of Your Early Care and Education Dollars*. New York, NY.
- Scott-Little, C. & Martella, J. (March, 2006) Early Learning Standards and Assessments: Now that We Have Them, What's Next? Presentation at the 2006 National Smart Start Conference, Greensboro, NC.
- Brown, G., Scott-Little, C., & Mims, S. (March, 2006). Evaluating School Readiness Initiatives: What Are We Learning and How Can We Improve? Presentation at the 2006 National Smart Start Conference, Greensboro, NC.
- Kagan, S. L., Scott-Little, C., & Britto, P. R. (December, 2005). Early Learning Standards: National and International Perspectives. Presentation at the annual conference of the National Association for the Education of Young Children, Washington, DC.
- Scott-Little, C. & Marshall, P. (December, 2005). Preliminary findings from a national survey related to standards and assessments. Presentation at the annual meeting of the National Association of Early Childhood Specialists in State Departments of Education, Washington, DC.
- Scott-Little, C., Crowther, S., Thelan, J. & Huntoon, J. (December, 2005). Me too, Me too! State Early Learning Standards for All Children. Presentation and panel moderator at the Office of Special Education National Early Childhood Conference, Washington, DC.
- Scott-Little, C., Brown, G., Weisner, A. R., Hooks, L., & Marshall, B. J. (November, 2005). The Early Childhood Environmental Rating Scale Project: What Have We Learned? Presentation at the South Carolina Early Childhood Coordinators' Meeting. Columbia, SC.
- Scott-Little, C. & Hardin, B. (October, 2005). Getting the Full Picture: Assessing and Teaching English Language Learners More Effectively. Presentation at the Guilford County Schools/UNC-Greensboro joint professional development USTEP series, Greensboro, NC.

- Scott-Little, C., Li, L., & Allen, R. (September, 2005). The School-age Care Environmental Rating Scale and Quality: Implications for Program Improvement. Presentation at the annual meeting of the North Carolina Association for the Education of Young Children, Greensboro, NC.
- LaParo, K., Scott-Little, C., Siepak, K., & Weisner, A. (September, 2005). Teacher Beliefs about Developmentally Appropriate Practices: Implications for Professional Development and Teacher Training Programs. Presentation at the annual meeting of the North Carolina Association for the Education of Young Children, Greensboro, NC.
- Scott-Little, C. & Weisner, A. (September, 2005). Teacher Beliefs About Developmentally Appropriate Practices: Implications for Professional Development Programs. Presentation at the Department of Human Development & Family Studies Research Forum, UNC-Greensboro.
- Hestenes, L. & Scott-Little, C. (September, 2005). Teacher-child Interactions: What Does Research Say About Why They are Important? Presentation at the Guilford County Schools/ UNC-Greensboro joint professional development USTEP series, Greensboro, NC.
- Scott-Little, C. (September, 2005). Standards and Accountability: Putting the Pieces Together to Support Quality Programming. Keynote address at the South Carolina Early Childhood and Family Literacy Conference, Columbia, SC.
- Scott-Little, C., Marshall, B. J., Mims, L., Brown, G., Hooks, L. & Amwake, C. (September, 2005). The Early Childhood Environmental Rating Scale Project: What Have We Learned? Presentation at the South Carolina Early Childhood and Family Literacy Conference, Columbia, SC.
- Scott-Little, C. (July, 2005). Foundations for Success: Using the New N.C. Early Learning Standards in the Classroom. Presentation at the annual meeting of the North Carolina Baptist Church Weekday Education Association, Greensboro, NC.
- Scott-Little, C. (May, 2005). Pre-K Standards and Alignment. Moderator for a national teleconference hosted by Pre-K Now, Washington, DC.
- Scott-Little, C. (March, 2005). Early Learning Guidelines: What's in Them and What Does it Mean for Early Care and Education? Keynote address at the Nebraska Early Childhood Connections Conference, Kearney, NB.
- Scott-Little, C. (March, 2005). Using Nebraska's Early Learning Guidelines: Implications for Curriculum and Assessment Decisions. Presentation at the Nebraska Early Childhood Connections Conference, Kearney, NB.
- Scott-Little, C. (March, 2005). Evaluations of School Readiness Programs: What are we Learning? Presentation at the annual National Association of Child Care Resource and Referral

Agencies (NACCRRA) Policy Forum, Washington, DC.

Scott-Little, C. & Kagan, S. L. (February, 2005). An Overview of Standards: A National Perspective. Presentation for the Florida Voluntary Pre-Kindergarten Expert Panel on Standards, Tampa, FL.

Scott-Little, C. (February, 2005). Examining the Content of Early Learning Standards: Now that we Have Them, What do they Look Like? Presentation at the Office of Special Education Programs (OSEP) Early Childhood Conference, Washington, DC.

Scott-Little, C. (January, 2005). Effective and Equitable Assessments of Children's Early Learning and Development: Guidelines for Decisions. Keynote address at the Minnesota Symposium on Excellence and Equity in Early Childhood Assessment. Brooklyn Center, MN.

Scott-Little, C. (November, 2004). Early Learning Standards: Implications for Policy Makers. Presentation at the SERVE Policy Forum, Atlanta, GA.

Scott-Little, C. & Kagan, S. L. (November, 2004). Reconsidering Early Care and Education Issues: Issues for the Field. Presentation at the annual meeting of the National Association of Early Childhood Specialists in State Departments of Education. Anaheim, CA.

Scott-Little, C. (October, 2004). Looking at School Readiness: An Overview of State Standards. Presentation at the SERVE Regional Forum on School Improvement. Myrtle Beach, NC.

Scott-Little, C. (October, 2004). Definitions of Readiness: The Role of Early Learning Standards in Children's Transitions. Keynote address at the National Head Start Association Transitions Training Conference. Crystal City, VA.

Scott-Little, C. (September, 2004). Preschool standards for early learning and development. Presentation for the National Early Childhood Technical Assistance Networking Group. Chapel Hill, NC.

Scott-Little, C. (August, 2004). Preschool standards for early learning and development: Results of a National Study. Presentation for the North Carolina State-wide Rated Licensing System Conference, Greensboro, NC.

Scott-Little, C. (July, 2004). Wide-scale readiness assessment systems: What we know (and don't know) based on research and experience. Presentation and moderator for a panel entitled *Developing a State-wide School Readiness/Early Literacy Assessment System* at the U.S. Child Care Bureau State Administrators Meeting. Washington, DC.

Scott-Little, C. (July, 2004). Early Learning Standards: Setting the Course for Accountability? Presentation as part of a panel discussion entitled *Standards, Assessments and School Readiness: Who's Measuring? Who's Tested? And Who Cares?* at the Education Commission of the States National Policy Forum. Orlando, FL.

- Scott-Little, C. (June, 2004). Early Learning Standards: The National Context. Presentation at the Georgia Office of School Readiness Infant/Toddler Standards Development Committee. Atlanta, GA.
- Scott-Little, C. (2004, March). Einstein in the making: Fostering children's science and Mathematics learning. Presentation at the North Carolina Head Start Association annual training conference. Greensboro, NC.
- Scott-Little, C. (2004, February). Accountability in Early Childhood: Building a System that Benefits Children, Programs, and Policy Makers. Keynote address at the annual Policy Symposium of the National Association of Child Care Resource and Referral Agencies. Washington, DC.
- Scott-Little, C. & Clifford, R. M. (2004, February). Recent research findings: What do they mean to us here in North Carolina? Professional development seminar presented for state-level staff from the North Carolina Department of Public Instruction, Division of Child Development, More at Four, and Partnership for Children. Raleigh, NC.
- Scott-Little, C. (2004, February). Decisions! Decisions! Decisions! Guidelines for Designing and Implementing an Effective Assessment System. Professional development seminar presented for the Florida Children's Forum and the Florida Partnership for School Readiness. Daytona Beach, FL.
- Scott-Little, C. (2003, November). Examining the content of early learning standards. Presentation at the annual meeting of the National Association of Early Childhood Specialists in State Departments of Education. Chicago, IL.
- Scott-Little, C. (2003, October). School readiness: What do schools expect children to know and be like? National Head Start Association Transitions Conference. Washington, DC.
- Scott-Little, C. (2003, September). Developing Readiness Assessment Systems: Different Approaches, Common Challenges. State Early Childhood Policy Technical Assistance Network. Chicago, IL.
- Scott-Little, C. (2003, July). Preparing children for success: Defining desired outcomes in the preschool years. Invited address before the Florida Universal Pre-Kindergarten Task Force. Orlando, FL.
- Scott-Little, C. (2003, July). Setting the context for thinking about early childhood assessment: Where have we been? Where are we going? Invited address before the National Governor's Association Task Force on School Readiness Assessment. Washington, D.C.
- Scott-Little, C. (2003, July). Standards for children's learning and development: What's out there and what are the implications for readiness assessments? Invited address before the

National Governor's Association Task Force on School Readiness Assessment.  
Washington, D.C.

- Scott-Little, C., Kagan, S. L., & Frelow, V. S. (2003, June). Standards for children's learning and development prior to kindergarten: Who has them and what do they look like? Presentation at the National Association for the Education of Young Children Professional Development Institute, Portland, OR.
- Brown, G. & Scott-Little, C. (2003, June). Evaluations of school readiness initiatives: What are we learning? Presentation at the National Association for the Education of Young Children Professional Development Institute, Portland, OR.
- Scott-Little, C. (2003, April). Collaborating for learning: Keys to successful linkages to the regular school day. Presentation at the Linkages to Learning After-school Institute. Atlanta, GA.
- Scott-Little, C., Kagan, S. L., & Frelow, V. S. (2002, November). Setting early learning standards for young children: The state of the states. Seminar presented as a pre-conference session at the annual meeting of the National Association for the Education of Young Children, New York, NY.
- Dufford-Melendez, K. & Scott-Little, C. (2002, November). Assessing kindergarten-age children: What professionals need to know. Presentation at the annual meeting of the National Association for the Education of Young Children, New York, NY.
- Scott-Little, C., Brown, G., & McComb, E. (2002, November). The REL system and resources for collaboration. Presentation at the annual meeting of the U.S. Department of Health and Human Services, Child Care Bureau, Technical Assistance Providers. Washington, DC.
- Scott-Little, C. & Kagan, S. L. (2002, June). Assessing the state of state assessment systems: The good, the bad, and the unresolved. Presentation at the annual NAEYC Professional Development Institute. Albuquerque, NM.
- Scott-Little, C. (2002, June). Setting early learning standards for states: Points to ponder. Presentation at the quarterly meeting of the CCSSO Mid-Atlantic Early Childhood Work Group, Baltimore, MD.
- Scott-Little, C. (2002, May). Promoting Region IV partnerships for school readiness outcomes. Keynote address presented at the annual Region IV Administration for Children & Families Conference, Atlanta, GA.
- Scott-Little, C. (2002, February). Partnering for our children: Together we can! Keynote address at the Florida Partnership for Children's annual technical assistance conference, Tampa, FL.

- Scott-Little, C. (2001, May). School readiness in North Carolina: Putting the puzzle pieces together. Presentation at the annual Western Regional Child Care Conference, Asheville, NC.
- Scott-Little, C. (2001, April). Terrific transitions. Presentation at the Down East Partnership for Children Transitions conference, Rocky Mount, NC.
- Scott-Little, C. (2000, December). Readiness for school: A survey of the states. Presentation at the Maryland Ready at Five Conference, Baltimore, MD.
- Scott-Little, C., Hughes, K., & Maxwell, K. (2000, November). School readiness in North Carolina: Putting the pieces together. Presentation at the NECTAS Preschool Coordinators Institute, Chapel Hill, NC.
- Clifford, R.M., Salijua, G., Scott-Little, C., & Maxwell, K. (2000, November). Readiness for school: A survey of the states. Seminar presentation at the annual National Association for the Education of Young Children, Atlanta, GA.
- Niemeyer, J. A., Scott-Little, C., Hestenes, L. L., & Bullock, J. (2000, October). Kindergarten readiness assessment instruments: How are they used and what do they tell us? Presentation at the annual conference of the North Carolina Association for the Education of Young Children, Winston-Salem, NC.
- Scott-Little, C. (2000, October). Continuity in services for homeless children: Strategies to promote collaboration and connection. Presentation at the National Association for the Education of Homeless Children and Youth, Greensboro, NC.
- Clifford, R. M. & Scott-Little, C. (2000, September). The school readiness puzzle: Putting the pieces together. Presentation at SERVE's annual Forum on School Improvement, Tampa, FL.
- Scott-Little, C. (2000, August). SERVE's early childhood project: A resource for early childhood providers. Presented at the Stokes County Partnership for Children School Readiness Conference, Germanton, NC.
- Scott-Little, C. & Thegen, K. (2000, June). Continuity in early childhood: Strategies to promote collaboration in early childhood programming. Presentation at the National Association for the Education of Young Children's National Institute for Early Childhood Professional Development, San Francisco, CA.
- Saluja, G., Clifford, R. M., & Scott-Little, C. (2000, June). Readiness for School: A survey of state policies and definitions. Poster presented at the annual National Association for the Education of Young Children's National Institute for Early Childhood Professional Development, San Francisco, CA.

Maxwell, K. & Scott-Little, C. (2000, June). School readiness in North Carolina. Presented at The Leadership Institute/Executive Directors Forum, North Carolina Partnership For Children, Chapel Hill, NC.

Brown, G., Scott-Little, C., & Amwake, L. (2000, April). The Continuity Framework: A tool for building home, school and community linkages. Presented at the Family Support America conference, Chicago, IL.

Brown, G., Caplan, J. & Scott-Little, C. (2000, April). A resource for the nation: The Regional Educational Laboratories. Presented at the Family Support America Conference, April 26 – 29, 2000: Chicago, IL.

**SELECTED  
PROFESSIONAL  
SERVICE:**

*Early Childhood Research Quarterly*, Consulting Editor  
(November 2004 – present)

*Early Childhood Research and Practice*, Editorial Review Board  
(November 2005 – present)

*Journal of Early Intervention*, Editorial Review Board (January 2008 –  
present)

*Infants and Young Children*, Editorial Board Member (January 2009 –  
present)

North Carolina Department of Public Instruction, Office of Early Learning,  
K-3 Assessment Design Team, Lead Facilitator. (May 2013 – present)

Center on Enhancing Early Learning Outcomes, Content Expert (February  
2013 – present)

North Carolina Department of Public Instruction, K-3 Assessment Think  
Tank, Member. (February – July, 2013)

Frontiers of Innovation (FOI) Working Group on Early Learning Standards  
and Assessment Policies. Harvard University. Member. (March 2012 – March  
2013)

Early Childhood Leadership, Education, Advocacy, Diversity, and  
Scholarship (EC LEADS) Grant. University of North Carolina at Greensboro.  
Advisory Committee Member. (September 2011 – present)

National Alliance of Children's Trust and Prevention Funds Strengthening  
Families Through Quality Rating and Improvement Systems National  
Advisory Council Member (September 2008 – 2010)

Project Connect. National Steering Committee member. (September 2008 – 2012)

ZERO TO THREE Work Group on Infant-Toddler Early Learning Guidelines. Work group member (March 2007 – December 2007)

North Carolina Division of Child Development and Early Education *Foundations* Early Learning Standards Revision Committee, co-facilitator. (March - December, 2012)

North Carolina Division of Child Development and Early Education Curriculum and Instructional Assessment Review Committee, Chair. (March, 2012 – June, 2013)

North Carolina Division of Child Development Quality Improvement and Rating System Advisory Committee, Chair (October 2009 – June, 2012)

North Carolina Office of School Readiness/Early Learning and North Carolina Division of Child Development, Chair. Curriculum Review Committee (June 2007 – 2008, 2010 – 2011)

North Carolina Office of School Readiness and North Carolina Division of Child Development, Chair. Screening Review Committee. (January 2007 – February, 2009)

North Carolina More at Four Pre-Kindergarten Program Task Force, member (January 2002 – 2011)

North Carolina Department of Health and Human Services, Division of Child Development, Infant-Toddler Early Learning Guidelines Task Force, lead facilitator (January 2006 – January 2007)

North Carolina Partnership for Children, Ready Schools Task Force, member (January 2006 – January 2007)

Guilford Child Development Services, Board of Directors, member (September 2005 – 2011)

Florida Office of Early Learning Educational Requirements Work Group, member (November 2006 – February 2007)

Ohio Department of Education, School Readiness Solutions Group, content expert (September 2005 – May 2006)

National Association for the Education of Young Children, Work Group on

Assessment of Young English Language Learners, member (April 2004 – August 2005)

Minnesota Department of Human Services, Early Childhood Curricula and Assessments Analysis, consultant (May – September 2005 and February – June 2007)

Minnesota Department of Education, Early Literacy Indicators Work Group, lead facilitator (May – August 2005)

North Carolina Department of Public Instruction. Early Learning Standards Task Force, lead facilitator (March 2002 – March 2004).

North Carolina Early Childhood Systems Study, Child Care Services Association, Advisory Committee, member (August 2004 – April 2005)

Georgia Department of Early Care and Learning, Infant-Toddler Early Learning Standards Development Committee, lead consultant. (June 2004 – December 2005).

Delaware Department of Education Preschool Readiness/Early Learning Standards Work Group, lead facilitator (October 2001 – January 2003).

Consultant on early learning standards and/or assessments in Arizona, Delaware, Georgia, Florida, Illinois, Iowa, Louisiana, Maryland, Massachusetts, Minnesota, Nebraska, New Jersey, New Hampshire, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Vermont, Virginia, and Wyoming (2001 – present)

Council of Chief State School Officers Early Childhood Assessment State Collaborative on Assessment and Student Standards (SCASS), member (September 2001 – 2010).

National Center for Community Education 21<sup>st</sup> Century Community Learning Center Training Task Force, member (2001 – 2003).

United Child Development Services Early Head Start Program, start-up planner (January – December 2001).

North Carolina Ready for School Goal Team, subcommittee chair (August 1999 – June 2000).

**PROFESSIONAL AFFILIATIONS:** American Educational Research Association  
Society for Research in Child Development  
National Association for Early Childhood Teacher Educators  
National Association for the Education of Young Children  
National Assoc. of Early Childhood Specialists in State Departs. of Education

**COURSES TAUGHT:** Undergraduate:  
HDF 416: Effective Support of Language and Literacy Development Through High Quality Teacher-Child Interactions  
HDF 435: Preschool and Kindergarten Curriculum Methods  
HDF 452: Child Observation and Assessment  
HDF 482: Administration of Dependent Care Programs  
Graduate  
HDF 633: Advanced Early Childhood Theory and Practices  
HDF 634: Contemporary Issues in Early Childhood Policy  
HDF 636: Leadership and Mentoring in Educating Young Children

**UNIVERSITY SERVICE:** Interdisciplinary Birth through Kindergarten Undergraduate Committee, UNCG, member (August 2003 – present)  
  
Birth through Kindergarten Interdisciplinary Studies in Education and Development Committee, UNCG, member (August 2004 – present)  
  
Human Development and Family Studies Graduate Curriculum Committee, UNCG, member (August 2006 – present)  
  
Human Development and Family Studies Ad Hoc Committee on Faculty Evaluation, Chair (September 2012 – present)  
  
Human Development and Family Studies Undergraduate Curriculum Committee, UNCG, member (August 2004 – 2006)  
  
Human Development and Family Studies Administrative Committee, UNCG, member (October 2008 – 2009)

**GRANTS AND CONTRACTS**

Supporting Development of High Quality Early Learning and Development Standards Through Content Analyses (12/13-11/14) Funding Source: Heising-Simons Foundation	\$170,500
North Carolina K-3 Assessment Project Funding Source: North Carolina Department of Public Instruction (1 – 12/14)	\$ 25,619
South Carolina Early Learning Standards Project Funding Source: University of South Carolina (6/13-2/14)	\$ 34,000
Pennsylvania Key Standards and Assessment Study Funding Source: Pennsylvania Office of Child Dev. & Early Care (5/12-5/13)	\$324,986
North Carolina <i>Early Learning Foundations</i> Revision Project Funding Source: Frank Porter Graham Child Development Institute (8/12-11/12)	\$ 9,477
Massachusetts Dept. of Early Ed. and Care Alignment Study (3/12 – 10/13) Funding Source: Massachusetts Department of Early Education and Care	\$ 71,742
Early Learning Standards Revision Project (3/12 – 12/12) Funding Source: Louisiana Department of Education	\$ 46,419
Analyzing the Content of Mathematics Early Learning Standards (7/11-10/12) Funding Source: Heising-Simons Foundation	\$156,122
Georgia Standards Alignment Study— Birth through Third Grade (3/10 – 8/11) Funding Source: Georgia Department of Early Care and Learning	\$ 61,644
Developing and Pilot Testing the Formulario Familiar Bilingue de Información y Observación (BIO-Familiar/Family Bilingual Information & Observation (Family-BIO) Screen (co-PI with Belinda Hardin, 12/09 – 5/11) Funding Source: University of North Carolina at Greensboro	\$ 6,000
Improving the Quality of Infant-toddler Early Learning Guidelines: A Tool to Guide States. (12/08 – 8/10) Funding Source: A. L. Mailman Family Foundation	\$ 49,900
South Carolina's <i>Bridges to Early Learning</i> Professional Development Project Evaluation, subcontract with the South Carolina Department of Education. (Co-PI with Ludy van Broekhuizen, 3/08 – 9/11) Funding Source: U. S Department of Education	\$875,030
Early Childhood Standards and Assessment Alignment Analyses (8/07 – 2/09)	\$100,000

Funding Source: Tuscarora Intermediate Unit #11/ Pennsylvania Departments of Education and Public Welfare	
Early Childhood Curricula and Assessment Review (3/07 – 7/07) Funding Source: MN Departments of Human Services and Education	\$ 10,000
Infant-Toddler Early Learning Guidelines Content Analysis (11/06 – 10/08) Funding Source: A. L. Mailman Family Foundation	\$ 38,523
National Center for Research on Early Childhood Education, subcontract with University of Virginia (co-PI with Karen LaParo, 7/06 – 6/13) Funding Source: Institute of Education Sciences	\$235,358
Early Childhood Educators: Relationship Among Experiences, Employment Context, Beliefs and Practices (co-PI with Karen LaParo, 12/06 – 9/08) Funding Source: University of North Carolina at Greensboro	\$ 5,000
Ohio School Readiness Solutions Group Content Expert (11/05-6/06) Funding Source: Ohio State Board of Education	\$ 11,000
Minnesota Curriculum and Assessment Review (4/05 – 9/05) Funding Source: Minnesota Department of Human Services	\$ 5,000
Early Childhood Partnership Project (6/05 – 1/07) Funding Source: Triad University-School Teacher Education Partnership	\$ 5,000
Early Childhood Teacher Beliefs, Attitudes and Competencies and Teacher Preparation Experiences (4/04 – 8/05) Funding Source: University of North Carolina at Greensboro	\$ 5,000
Florida Universal Pre-Kindergarten Standards Project (4/04 – 7/04) Funding Source: Florida Department of Education	\$ 40,000
Southeast Regional Afterschool Training Advisory Committee (7/02 - 6/03) Funding Source: National Center for Community Education	\$ 75,000
Delaware Preschool Readiness Project (2/02 – 4/03) Funding Source: Delaware Department of Education	\$ 33,500
Smart Start School Readiness Publications (9/01 – 5/02) Funding Source: North Carolina Partnership for Children	\$ 14,528
Early Head Start Start-up Planner (1/01 – 5/02) Funding Source: United Child Development Services, Greensboro, NC	\$ 4,000

Guilford County Pre-Kindergarten Program Evaluation (4/01 – 6/01)	\$ 9,750
Funding Source: Guilford County Public Schools, North Carolina	
Head Start Expansion—Tarrant County, TX (6/98 - )	\$360,876
Funding Source: U.S. Department of Health and Human Services	
Early Head Start Expansion—Tarrant County, TX (6/98 - )	\$284,223
Funding Source: U.S. Department of Health and Human Services	
Early Head Start—Tarrant County, Texas (06/97 - )	\$956,292
Funding Source: U.S. Department of Health and Human Services	
Head Start Family Child Care Research Project (2/93 – 9/96)	\$701,400
Funding Source: U.S. Department of Health and Human Services	

Teachers College, Columbia University

Key Personnel

<b>Name</b>	<b>Job Title</b>	<b>Salary</b>	<b>% Paid from this Contract</b>	<b>Amount Paid from this Contract</b>
Sandra Smith	Program Coordinator	\$21 per hour	50%	\$43,680
Dr. Sharon Lynn Kagan	Principal Investigator	\$99.73 per hr	15%	\$27,225
Jeanne Reid	Research Scientist	\$25 per hour	100%	\$19,338
Emily Fox	Research Assistant	\$20.88	100%	\$1,900