

**AUTHORIZE TUITION PAYMENTS TO VARIOUS UNIVERSITIES  
FOR THE ADVANCED READING DEVELOPMENT DEMONSTRATION PROJECT**

**THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:**

Authorize tuition payments to various universities ("Universities") for providing courses as part of the Advanced Reading Development Demonstration Project (the "Project") at a cost not to exceed the aggregate amount of \$500,000. The Universities were selected on a non-competitive basis because of their course offerings and their previous participation in the Project. No written agreements are required for tuition payments. Information pertinent to this matter is stated below.

**UNIVERSITIES**

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|---|--|
| <p>1. National-Louis University<br/>National College of Education<br/>122 South Michigan Avenue<br/>Chicago, Illinois 60603<br/>Not to Exceed: \$100,800<br/>Contact Person: Camille Blachowicz<br/>(312) 261-3380<br/>Vendor Number: 48030</p>     | <p>2. Roosevelt University<br/>College of Education<br/>430 South Michigan Avenue<br/>Chicago, Illinois 60605<br/>Not to Exceed: \$55,120<br/>Contact Person: George Lowery<br/>(312) 341-3701<br/>Vendor Number: 26375</p>        |
| <p>3. University of Illinois at Chicago<br/>College of Education<br/>1640 West Roosevelt Road, Suite 653<br/>Chicago, Illinois 60607<br/>Not to Exceed: \$200,220<br/>Contact Person: Taffy Raphael<br/>(312) 413-4438<br/>Vendor Number: 15727</p> | <p>4. Chicago State University<br/>College of Education<br/>9501 South King Drive<br/>Chicago, Illinois 60628<br/>Not to Exceed: \$59,100<br/>Contact Person: Virginia Ellen-Jones<br/>(773) 995-2089<br/>Vendor Number: 28386</p> |
| <p>5. Northeastern Illinois University<br/>College of Education<br/>5500 North St. Louis<br/>Chicago, Illinois 60625<br/>Not to Exceed: \$72,000<br/>Contact Person: Joyce Holt Jennings<br/>(773) 442-5398<br/>Vendor Number: 37162</p>            |  |

**USER:** Office of Literacy  
125 South Clark Street, 9<sup>th</sup> floor  
Audrey Cooper-Stanton, Ph.D.  
(773) 553-3550

**PAYMENT PERIOD:** Payments are authorized for courses provided by the Universities from July 1, 2005 to August 31, 2005.

**PROJECT DESCRIPTION:** The overall Project is designed to support the implementation of a comprehensive model of school-wide literacy development that draws on best practices in three key areas of teachers' work:

- Classroom-based assessment;
- High quality instruction based on diagnostic assessments; and
- Whole school curriculum development and alignment.

The Project is compatible with CPS Office of Literacy goals and is aligned to the Chicago Public Schools and Illinois State standards. The specific goals of the Project are:

- To improve and accelerate the reading skills of all children, beginning at the early primary; grades and extending through elementary school;
- To improve the quality of reading instruction and curriculum provided by all teachers in cohorts of schools; and

- To document the impact of replicable models of reading instruction for study by other schools and partner organizations.

**SCOPE OF SERVICES:** Five of the six universities that are partners in the Advanced Reading Development Demonstration Project (ARDDP) are accredited to offer graduate level courses in the teaching of reading that lead towards Master's Degrees in reading and/or endorsements to teach reading. These universities have been providing professional development to specific partner schools throughout the district for the last three years. For the next school year, in conjunction with the district's Office of Literacy, with Area Instruction Officers, and with the Chief Education Officer, the universities in the ARDDP partnership will begin to scale up the project within specific Areas (Areas 2, 4, 5, 8, 9, 10, 12, 13, 15, and 17), using demonstration schools as a resource base within those areas to extend the professional development in reading to new schools.

In addition to, but in conjunction with this site-based professional development work in approximately 50 schools, which is funded by the Searle Fund at The Chicago Community Trust, the universities will offer graduate level reading courses to the lead literacy teachers and other grade level literacy lead teachers in each of the partner schools in those Areas. Cohorts of elementary school teachers will take the courses which are part of the state-accredited reading endorsement or specialist sequence at their partner institutions, thus building the capacity of these schools and of the district in the area of reading.

Coursework varies but consistently covers theories of reading and reading instruction, reading assessment, diagnostic approaches to organizing classroom instruction in reading, content area reading, school-wide curriculum assessment in reading, and literacy coaching. The number of teachers taking courses will range from 20 – 50 in the case of each university. Teachers will be drawn from the partner schools as a priority, and then participation will be opened to teachers in other schools in the targeted areas, in collaboration with Area Instruction Officers and Area Reading Coaches in those areas.

**DELIVERABLES:** Deliverables will vary according to each University's plans and capacities. The Office of Literacy will monitor receipt of the following deliverables from each university:

National-Louis University: 10 teachers receiving 9 semester hours at the primary level; 10 teachers receiving 9 semester hours at the intermediate-upper grade level (4<sup>th</sup>-8<sup>th</sup> grade content area reading and support for struggling and/or English Language Learner readers)

Roosevelt University: 12 teachers receiving 2 advanced level courses; 8 teachers receiving 2 introductory level courses.

University of Illinois at Chicago: 30 teachers receiving 12 credit hours at introductory level; 17 teachers receiving 12 credit hours at advanced levels.

Northeastern Illinois University: 50 teachers receiving 3 courses at introductory and advanced levels.

Chicago State University: 20 teachers receiving 6 semester hours at introductory and advanced levels

All courses will lead to more highly qualified individuals prepared to take on lead literacy teacher and reading specialist roles in the targeted schools.

**OUTCOMES:** Consultant's services will result in improved school-wide literacy programs; improvement in the quality of reading instruction and curriculum; and an increased use of classroom based assessment. The Advanced Reading Development Demonstration Project will enable the dissemination of replicable models of reading instruction to additional schools.

**COMPENSATION:** Total compensation for each University shall not exceed the amount listed above for such University. Invoices shall be paid as submitted. Total compensation to all Universities shall not exceed \$500,000.

**AFFIRMATIVE ACTION:** Pursuant to section 3.7 of the Revised Remedial Plan for Minority and Women Business Enterprise Contract Participation (M/WBE Plan) these contracts are exempt from review because the vendors are universities.

**LSC REVIEW:** Local School Council approval is not applicable to this report.

05-0622-ED5

**FINANCIAL:**

Charge to:  
Budget Classification:

Office of Literacy: \$500,000  
0320-242-049-2435-5560

FY05  
Title I

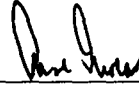
**Approved for Consideration:**



Barbara Eason-Watkins  
Chief Education Officer



**Approved:**

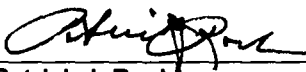


Arne Duncan  
Chief Executive Officer

**Within Appropriation:**

  
John Maiorca  
Chief Financial Officer

**Approved as to legal form:** 

  
Patrick J. Rocks  
General Counsel