

**RATIFY ENTERING INTO CONSULTING AGREEMENTS WITH VARIOUS UNIVERSITIES
FOR THE ADVANCED READING DEVELOPMENT DEMONSTRATION PROJECT**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Ratify entering into agreements with various universities listed below to provide consulting services to the Office of Literacy for the Advanced Reading Development Demonstration Project at a cost not to exceed the aggregate amount of \$1,844,849. This agreement was made without prior Board approval. The total cost of the program is \$2,178,560, which includes the foregoing amount to be paid to the universities, and \$333,711, which is also being contributed by the Chicago Community Trust for four (4) teacher-on-loan positions. Universities were selected on a non-competitive basis based on proposals submitted and an evaluation selection process by the funding source (Chicago Community Trust) and on their previous history of working with the Chicago Public Schools. Written agreements for University's services are currently being negotiated. No payment shall be made to any University during the term prior to the execution of such University's written agreement. The authority granted herein shall automatically rescind, as to each University, in the event a written agreement for such University is not executed within 120 days of the date of this Board Report. Information pertinent to this matter is stated below.

<u>University</u>	<u>School</u>	<u>Region</u>
1. University of Chicago Center for School Improvement 1313 East 60 th Street Chicago, Illinois 60637 Not to Exceed: \$356,902 Contact Person: Tim Knowles (773) 702-0663 Vendor Number: 33123	Doolittle	5
	Fiske	5
	Harte	5
	McCosh	5
	Pershing West	5
	Carnegie	5
	Shoemith	5
	Wells Prep	5
2. National-Louis University National College of Education 122 South Michigan Avenue Chicago, Illinois 60603 Not to Exceed: \$256,221 Contact Person: Alison Hilsabeck (847) 947-5336 Vendor Number: 48030	Bateman	1
	Carson	4
	Field	1
	Haugan	1
	Hayt	1
	Jordan	1
	Murphy	1
	Waters	1
3. Roosevelt University College of Education 430 South Michigan Avenue Chicago, Illinois 60605 Not to Exceed: \$331,726 Contact Person: George Lowery (312) 341-3701 Vendor Number: 26375	Burroughs	4
	Columbia Explorers	4
	Corkery	4
	Jahn	1
	Little Village	4
	Pickard	3
	Ravenswood	1
	Ruiz	4
Zapata	4	
4. University of Illinois at Chicago College of Education 1640 West Roosevelt Road, Suite 653 Chicago, Illinois 60607 Not to Exceed: \$500,000 Contact Person: Victoria Chou (312) 996-5641 Vendor Number: 32571	Chavez	4
	Drake	3
	Lloyd	2
	Northwest Middle	2
	Parkside	6
	Revere	6
	Schubert	2
	Seward	4
	Shields	4
	South Loop	3
Webster	3	

5. Northeastern Illinois University College of Education 5500 North St. Louis Chicago, Illinois 60625 Not to Exceed: \$400,000 Contact Person: Maureen Gillette (773) 442-5504 Vendor Number: 29483	Ames Chase de Diego Lafayette Lowell Lozano McAuliffe Moos Nixon Pulaski	2 2 2 2 2 2 2 2 2 2
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USER: Office of Literacy
125 South Clark Street, 9th floor
Audrey Cooper-Stanton
(773) 553-1225

TERM: The term of each agreement shall commence on October 1, 2005 and shall end on September 30, 2006. Each agreement shall have one option to renew for a one-year period. The cost of the renewal period will be negotiated at the time of such renewal.

EARLY TERMINATION RIGHT: The Board shall have the right to terminate each agreement for any or no reason upon thirty days written notice to the University.

PROJECT DESCRIPTION: The Advanced Reading Development Demonstration 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 program is compatible with the Office of Literacy 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: Each University will work with a cohort of elementary schools in providing technical assistance in the areas of assessment of student learning, curriculum, instruction, leadership and professional development. Each school will receive a Lead Literacy Teacher who will work closely to implement the program. Each university has designated schools that will be trained to become professional development resources for other schools, and these schools will be utilized as supports within the Areas by the respective Area Instruction Officers and the Area Reading Coaches. Examples of proposed university activities include: training on the use of assessment tools, staff development in core curricular areas of instruction, working with school administrators in the areas of curriculum development and instructional improvement, providing sample lessons to teachers, assisting with parent and community partnerships, and working with the schools to analyze assessment results and provide diagnostic assistance from these results.

DELIVERABLES: Deliverables will vary according to each university's proposal. The Office of Literacy will monitor receipt of the deliverables. Examples of deliverables that are common to all of the university partners are:

- A full-time reading/professional development specialist or lead teacher who will work closely with the school to implement the program, including a description of the lead literacy teacher position.
- A professional development program focused on literacy, including tools and strategies for sustaining continuous growth in literacy
- A school-wide curriculum development program focused on literacy, including models for using demonstration schools as professional development sites and resources for other schools.

OUTCOMES: University's services will result in improved school-wide literacy; improvement in the quality of reading instruction and curriculum; and increased use of classroom based assessment. The Advanced

Reading Development Demonstration Project will result in dissemination of replicable models of reading instruction to additional schools.

COMPENSATION: The universities shall be paid in equal quarterly installments, based upon services delivered in keeping with action plans and approval of invoices. Total compensation for each university shall not exceed the amount listed above for each university. The first payment shall be payable upon full execution of the University's contract. Total compensation to all universities shall not exceed \$1,844,849 in the aggregate.

REIMBURSABLE EXPENSES: None

AUTHORIZATION: Authorize the General Counsel to include other relevant terms and conditions in the written agreements. Authorize the President and Secretary to execute the agreements. Authorize the Chief Accountability Officer to execute all ancillary documents required to administer or effectuate these agreements.

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.

FINANCIAL: Charge to: Office of Literacy: \$1,844,849 FY06
Budget Classification: 0320 - 280 - 387 - 2435 - 5410

Funds for this program were provided to the Chicago Public Schools by The Chicago Community Trust through the Children First Fund (Board Report 03-0122-ED04)

GENERAL CONDITIONS:

Inspector General – Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts – The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness – The Board's Indebtedness Policy adopted July 26, 1995 (95-0726-EX3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics – The Board's Ethics Code adopted September 27, 1995 (95-0927-RU3), as amended from time to time, shall be incorporated into and made a part of the agreement.

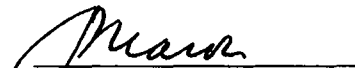
Contingent Liability – The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

Approved for Consideration:



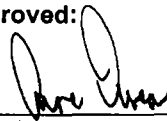
Barbara Eason-Watkins, Ed.D.
Chief Education Officer

Within Appropriation:



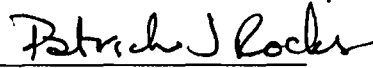
John Maiorca
Chief Financial Officer

Approved:



Arne Duncan
Chief Executive Officer

Approved as to legal form:



Patrick Rocks
General Counsel