

**APPROVE ENTERING INTO AGREEMENTS WITH VARIOUS VENDORS FOR SOCIAL EMOTIONAL
LEARNING SERVICES**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into agreements with various Vendors to provide social emotional learning services to the departments of Youth Development and Positive Behavior Supports, as well as all Networks and Schools at a total cost not to exceed \$11,500,000. Vendors were selected on a competitive basis pursuant to Board Rule 7-2. Written agreements for Vendor's services are currently being negotiated. No services shall be provided and no payment shall be made to any Vendor prior to execution of their written agreement. The authority granted herein shall automatically rescind as to each vendor in the event their written agreement is not executed within 90 days of the date of this Board Report. Information pertinent to these agreements is stated below.

Specification Number : 12-250016

Contract Administrator : Hernandez, Miss Patricia / 773-553-2280

USER INFORMATION :

Contact: 10895 - Youth Development and Positive Behavior Supports
125 South Clark Street
Chicago, IL 60603
Loudon, Miss Jennifer Lynn
773-535-5100

TERM:

The term of each agreement shall commence on the date the agreement is signed and shall end on June 30, 2015. The agreements shall have two (2) options to renew for periods of one (1) year each.

EARLY TERMINATION RIGHT:

The Board shall have the right to terminate each agreement with 30 days written notice.

SCOPE OF SERVICES:

Vendors shall provide the services described below for each category awarded. The category awarded to each vendor is indicated below.

Category 1 - Direct Service:

Agencies and community partners/providers commit to a full school year of services/supports. All agencies and partners must meet state and district standards (outlined for specific subcategories below). All instruction, services and supports will be evidence-based and appropriate for a diverse school environment.

Direct services for Social Emotional Learning ("SEL") providers include, but are not limited to, the following:

Student Social Emotional Skill Development: The services provided will focus on the following types of skills: self-awareness, self-management, relationship building and problem solving.

Parent Skill Development: Vendors will provide training targeted for parents/guardians/supportive adults in the lives of our students to build their skills to support the development of student social-emotional skills in the home, including learning about the content of and being able to reinforce strategies detailed in other categories.

Social, Emotional and Behavioral Interventions: Vendors will provide behavioral interventions, for the purposes of this category, are intended to be therapeutic strategies with focused skill development. These interventions are specifically designed to positively impact a student or small group of students with specific social-emotional barriers to learning.

Programs for Targeted Populations: This is a single strategy or a menu of supports designed to reach stabilization outcomes for the targeted population, such as school re-enrollment, increased school attendance, decreased discipline infractions, decreased involvement with the justice system, etc. This category is intended to highlight strategies that could be effective regardless of the frequency of student attendance in school. Strategies will be implemented by vendor staff or trained school staff.

Category 2 - Curriculum and Materials:

All curriculum and materials must demonstrate strategies that have previously worked in other large school districts and meet local, state and federal requirements. All curriculum and materials must include both skill instruction and skill practice.

Curriculum and materials for include, but are not limited to, the following:

Student Social Emotional Skill Development: This subcategory includes any instructional materials that are focused on building students' self-awareness, self-management and problem solving skills.

Parent Skill Development: Parent skill development includes materials or curricula used to guide parent education session or facilitate parent groups in a school setting.

Social, Emotional and Behavioral Interventions: Social, Emotional and Behavioral interventions includes curricula and materials that support the delivery of structured interventions to address student barriers to learning before, during and after school.

Category 3 - Professional Development:

Professional development includes education, training and technical assistance for school staff to improve their systems or structures and/or to integrate social-emotional learning into their instructional planning and practice. Services could include a single session or ongoing interaction with the school. Services may include professional development sessions, facilitation of professional learning communities, or direct coaching and consultation on a school or individual staff practice relative to the desired model.

Professional development for social emotional learning includes, but is not limited to, the following:

School Structures and Systems: School structures are defined to include protocols, procedures and/or processes) that are intended to guide and/or change the operations of any location or person in the school to improve the learning climate. Similarly, systems are defined as a sequences or series of structures or strategies that should result in the same. These strategies will most often organize human and other resources in the school differently to solve a problem or concern and/or capitalize on an opportunity to develop a more preventive or proactive learning climate.

Student Social Emotional Skill Development: Training will be provided for adult employees and/or partners who will implement SEL skill curriculum or strategies. Training should ensure strategy is implemented with fidelity and is appropriate to the age, grade, and students' cultural and linguistic background. Training will ensure that staff are able to modify for students with disabilities and students for whom English is a Second Language ("ESL").

Staff Skill Development for Awareness and Application in Current Practice: Training will be provided for adult employees and/or partners intended to build their skill set as required to execute effectively with other SEL or school climate strategies already in use, but with content that is not specific to any strategy.

DELIVERABLES:

Vendors will provide the following deliverables: education, training, and technical assistance for school staff to improve their systems or structures and to integrate social-emotional learning into their instructional planning and practice.

OUTCOMES:

Vendors' services will result in the following outcomes for Category 1 - Direct Services:

Increased attendance

Decreased out of school suspension/expulsion

Increased on track rate for students who are off track due to attendance/behavior

Decrease of inappropriate behaviors as measured by the SCC Increase student engagement in school

Increase in student SEL skills

For specific high risk students, the performance metrics will be as follows:

1. Attendance. A 15 percent increase in the Student Participant's attendance measured at the end of each semester.

2. Reduction in Misconducts. A 50 percent reduction in serious misconducts (L-4 - L-6) by the Student Participant, measured at the end of each semester.

3. G.P.A. Improvement. A 0.5 point improvement in the Student Participant's G.P.A. each semester. (HS students only)

4. Credit Toward Graduation. An increase in credits earned toward graduation for off-track students, and keeping pace with credit requirements for students on-track. (HS students only)

Vendors' services will result in the following outcomes for Category 2 -Curriculum and Materials:

The District will have access to curriculum and materials that support SEL development of strategies that have previously worked in other large school districts and have shown positive outcomes in similar environments and Vendors will meet local, state and federal requirements.

In addition, the curriculum and materials will include both skill instruction and skill practice.

Vendors' services will result in the following outcomes for Category 3 - Professional Development:

Education, training and technical assistance for school staff to improve their systems or structures and/or to integrate social-emotional learning into their instructional planning and practice.

COMPENSATION:

Vendors shall be paid as specified in each Vendor's respective agreement; total not to exceed the sum of \$11,500,000 in aggregate for all vendors.

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 of Instruction to execute all ancillary documents required to administer or effectuate the agreements.

AFFIRMATIVE ACTION:

Pursuant to Section 5.2 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, a determination shall be made as to when transactions should be excluded from the contract specific M/WBE goals. It has been determined that the participation goal provisions of the Program do not apply to transactions where the pool of providers includes Not-for-Profit organizations.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Not to Exceed: \$11,500,000

Various Units: Networks and Schools

Source of Funds: Various Fiscal Year: 2013 and 2014

CFDA#: Not Applicable

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 Chicago 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 June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), 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:



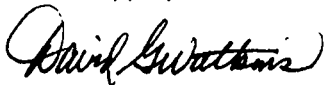
SÉBASTIEN de LONGEAUX
Chief Procurement Officer

Approved:




JEAN-CLAUDE BRIZARD
Chief Executive Officer

Within Appropriation:



DAVID G. WATKINS
Chief Financial Officer

Approved as to Legal Form:



PATRICK J. ROCKS
General Counsel

1)

Vendor # 31456
PLANNED PARENTHOOD OF IL.
18 S. MICHIGAN AVE., 6TH FLOOR
CHICAGO, IL 60603-0000
Anthony Fiore, VP Finance and Accounting
312 592-6800

Category 1, Category 3

2)

Vendor # 98781
TEACHING STRATEGIES, INC DBA SAFE &
CIVIL SCHOOLS
P.O. BOX 50550
EUGNE, OR 97405
Jan Reinhardtson
541 345-1442

Category 2, Category 3

3)

Vendor # 10619
YOUTH ADVOCATE PROGRAMS, INC
2007 NORTH 3RD STREET
HARRISBURG, PA 17102
Minette Bauer
717 232-7580

Category 1

4)

Vendor # 24684
UMOJA STUDENT DEVELOPMENT
CORPORATION
2935 W. POLK
CHICAGO, IL 60612
Ted Christians
773 534-8877

Category 1, Category 3