AUTHORIZE TUITION PAYMENTS TO VARIOUS UNIVERSITIES FOR THE CPS EXCEEDS CHALLENGE PROJECT

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Authorize tuition payments to various universities ("Universities") for providing courses as part of the *CPS Exceeds Challenge* Project (the "Project") at a cost not to exceed the aggregate amount of \$500,000 for a period beginning July 1, 2007 and ending August 31, 2007. The Universities were selected on a non-competitive basis because of their unique course offerings and their previous participation in an initiative with the Chicago Community Trust, which serves as a foundation for the Project. No written agreements are required for tuition payments. Information pertinent to this matter is stated below.

UNIVERSITIES

 National-Louis University National College of Education 122 South Michigan Avenue Chicago, Illinois 60603 Not to Exceed: \$125,000

Contact Person: Camille Blachowicz

(312) 261-3380

Vendor Number: 48030

 University of Illinois at Chicago College of Education 1040 W. Harrison Chicago, Illinois 60607 Not to Exceed: \$230,000 Contact Person: Taffy Raphael

(312) 413-4438

Vendor Number: 32571

USER: Office of Literacy

125 South Clark Street, 9th floor

Jodi Dodds Kinner (773) 553-3550 Roosevelt University
 College of Education
 430 South Michigan Avenue
 Chicago, Illinois 60605
 Not to Exceed: \$ 75,000
 Contact Person: Booky McTage

Contact Person: Becky McTague

(312) 341-2192

Vendor Number: 26375

 Northeastern Illinois University College of Education 5500 North St. Louis Chicago, Illinois 60625 Not to Exceed: \$70,000

Contact Person: Joyce Holt Jennings

(773) 442-5398

Vendor Number: 29483

PAYMENT PERIOD: Tuition payments for university courses are authorized from July 1, 2007 through August 31, 2007.

PROGRAM DESCRIPTION: The overall Project is designed to support schools bringing more children to the "exceeds" level of performance on state achievement tests. The Office of Literacy believes that this kind of improvement will be accomplished by deepening the content knowledge and proficiency of teachers while enhancing their understanding of what research has identified as effective teaching strategies. This kind of growth requires the involvement of university partners and school infrastructures that have been supported in a prior initiative (Advanced Reading Development Demonstration Project-ARDDP) with the Chicago Community Trust. The Project is compatible with CPS Office of Literacy's Chicago Reading Initiative and is aligned to the Chicago Public Schools and Illinois State standards. The CPS Exceeds Challenge initiative includes the following components:

- *University Partnerships*: CPS will support cohorts of teachers gaining reading endorsements while the Trust will support ongoing in-school professional development on the part of universities.
- Integration and Coordination of CPS Exceeds Challenge within Existing Infrastructure: Through
 professional development coordinated by the Office of Literacy, district literacy coordinators, Area
 Reading Coaches, and Lead Literacy Teachers will benefit from professional development
 provided by university teams.

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- Ongoing Support to Select ARDDP Schools: Ten ARDDP schools will serve as "demonstration" schools that have shown success at implementing high quality literacy learning environments.
- School-wide Change Pilot Initiative: Two area-based initiatives will focus on implementing a school-wide change model based upon existing, successful models.

PARTICIPANTS: The Office of Literacy will monitor receipt of the following deliverables from each university:

National-Louis University: 12 teachers receiving 9 semester hours (3 courses) at the primary level; 12 teachers receiving 9 semester hours (3 courses) at the intermediate-upper grade level (4th-8th grade content area reading and support for struggling and/or English Language Learner readers). NLU provides in-kind tuition reduction to make this possible.

Roosevelt University: 12 teachers receiving a 3 hour graduate course each semester (fall, winter and summer semesters) for 36 total courses.

University of Illinois at Chicago: 12 fellows involved in advanced work in content literacy connections; 18 fellows involved in advanced work in literacy instruction and leadership; 20 teacher/students working toward certification or endorsement through M.Ed. program.

Northeastern Illinois University: 40 teachers receiving 6 credit hours (2 courses) at advanced levels. 25 teachers receiving 3 credit hours (1 course) at advanced levels.

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

OUTCOMES: The Universities' courses will result in an increased number of better prepared and more knowledgeable teachers; school, area and district leadership with an improved and shared understanding of how to implement and support high quality literacy instruction; development of demonstration sites and networks of schools sharing best practices; retaining and refining the role of highly-qualified literacy leaders in schools; and the development of highly functioning school-level teams that build supports to assist all children become high achieving readers. The *CPS Exceeds Challenge* Project will enable the dissemination of replicable models of reading instruction to additional schools.

COMPENSATION: Tuition payments to Universities during the payment period shall not exceed \$500,000. Invoices shall be paid as submitted.

AUTHORIZATION: The Acting Director of Elementary Literacy is authorized to direct payments to be made to the University as necessary.

AFFIRMATIVE ACTION: Pursuant to section 5.2.3 of the Revised Remedial Plan for Minority and Women Business Enterprise Contract participation (M/WBE Plan) this contract is exempt from Review because the services are for tuition payments.

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

FINANCIAL: Charge to: Office of Literacy: \$500,000 Fiscal Year: 2007

Budget Classification: 0925 – 253 – 860 - 1049 - 5560 Source of Funds: Title II

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 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 June 23, 2004 (04-0623-PO4), 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:

Burbara Eason-Watkins
Chief Education Officer

Arne Duncan

Approved:

Chief Executive Officer

Within Appropriation:

John Maiorca

Chief Financial Officer

Approve as to legal form

Patrick J. Rocks
General Counsel