

**APPROVE ENTERING INTO AN AGREEMENT WITH
URBAN EDUCATION INSTITUTE, UNIVERSITY OF CHICAGO
FOR CONSULTING SERVICES**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into an agreement with the Urban Education Institute University of Chicago to provide consulting services to the Chief Education Office at a cost not to exceed \$180,000. Consultant was selected on a non-competitive basis because of Consultant's expertise and unique experience. Consultant developed and has exclusive rights to the Strategic Teaching and Evaluation of Progress (STEP™), a developmental literacy assessment for grades K-2 that includes a set of tools, tightly aligned with scientifically established milestones in reading development, to follow student progress. In response to teacher, principal, and AIO feedback, the Office of Literacy is piloting STEP™ in 33 schools in Areas 14, 15 and AMPS to examine moving to a choice model in Early Literacy Assessment.

A written agreement for Consultant's services is currently being negotiated. No services shall be provided by Consultant and no payment shall be made to Consultant prior to the execution of the written agreement. The authority granted herein shall automatically rescind in the event a written agreement is not executed within 90 days of the date of this Board Report. Information pertinent to this agreement is stated below.

CONSULTANT: University of Chicago
Urban Education Institute
1313 East 60th Street
Chicago, IL, 60637-2830
Vendor # 33123
773.702.2797
Contact: Rob Schnieders

USER: Instructional Design and Assessment
125 S. Clark
Chicago, IL 60603
Xavier Botana, Chief Officer
773-553-5063

TERM: The term of this agreement shall commence on February 1, 2009 and end on December 30, 2009. This agreement shall have two options to renew for periods of one year each.

EARLY TERMINATION RIGHT: The Board shall have the right to terminate this agreement with 30 days written notice.

SCOPE OF SERVICES: Consultant will provide 1) STEP™ Data management subscriptions for up to 5,000 students that enable teachers, principals, AIOS, Area Reading Coaches, and central office staff access to assessment data and associated reports for year School Year 08-09 and 09-10; 2) STEP™ administration kits to include all materials needed to administer the assessment; 3) Data management configuration services required to import student data, refresh student data regularly, and generate staff username and passwords; 4) Professional development in administering STEP™, using STEP™ data management tools, analyzing data, and using data to drive instruction; 5) Designated development including, but not limited to, reporting improvements and; 6) Data Management Support Hosting and, help support for all users.

DELIVERABLES: Consultant will perform tasks detailed in the scope of services, such as: 1) Provide secure access (usernames and passwords) to STEP™ site at appropriate access levels for teachers, Lead Literacy Teachers, Area Reading Coaches, AIOS, principals, and central office staff; 2) Conduct professional development sessions for appropriate CPS staff in using software tools and using data to drive instruction, as designated by CPS; 3) Conduct train-the-trainer professional development sessions for appropriate CPS staff to continue to build capacity among CPS to deliver professional development; and 4) Deliver book kits that accompany assessments to individual schools.

OUTCOMES: Consultant's services will result in an efficient way to manage data from the STEP™ assessment and provide teachers with the professional development necessary to administer the assessment and use data to drive instruction. The 33 schools in this project have previously used STEP and receive area support in its use. Allowing this subset of schools to use STEP™ will increase buy-in for the Early Literacy Assessment project in these schools. It will also help the Office of Literacy determine whether or not a choice model for Early Literacy Assessment will increase teachers' use of formative literacy assessments and whether or not a choice model is manageable at the area and district levels. The services will provide: 1) access to valid, reliable assessment data to be used specifically for the purpose of improving instruction and enhancing student achievement; 2) all materials needed to administer the assessment 3) results on a secure, password-protected Web site that allows teachers, principals, and other administrators to view, analyze, and manage data. 4) professional development required to administer the assessment, access the data, and use the data to drive instruction. 5) Help desk support to all users. This project will impact approximately 5,000 students in grades K-2; more than 200 teachers, Area Reading Coaches, and Lead Literacy Teachers; 33 principals; 2 AIOs; and associated central office staff. The evaluation of this pilot will also affect district policy regarding establishing the best approach to formative early literacy assessments in grades K-2, and ensure that CPS continually improves the Early Literacy Assessment project.

COMPENSATION: Consultant shall be paid all software subscription fees, professional development and materials. Total compensation shall not exceed \$180,000.

REIMBURSABLE EXPENSES: None

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

AFFIRMATIVE ACTION: Pursuant to Section 5.2 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services contracts, M/WBE goal provisions do not apply to colleges and universities.

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

FINANCIAL: Budget Year: 2008-2009 13705-332-54125-233031-430078 (title I funds)

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 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:

Barbara Eason-Watkins ^{D.L.W}

Barbara Eason-Watkins
Chief Education Officer

Within Appropriation:

Pedro Martinez

Pedro Martinez
Chief Financial Officer

Approve as to legal form:

Patrick J. Rocks

Patrick J. Rocks
General Counsel