

MAY 6 - 1999

BOARD OF TRUSTEES OF COMMUNITY COLLEGE DISTRICT NO. 508
County of Cook and State of Illinois

COUNTY OF COOK
AND STATE OF ILLINOIS

PROFESSIONAL SERVICES AGREEMENT
CENTER FOR OCCUPATIONAL RESEARCH AND DEVELOPMENT
DISTRICT OFFICE - DEPARTMENT OF ACADEMIC AFFAIRS

THE CHANCELLOR

REPORTS

that the District has been selected to participate in a collaborative partnership with the nationally recognized Center for Occupational Research (CORD), to create and develop a contextual teaching and learning practices in higher education model; and

that the project will be completed in four (4) phases, phase 1 to be completed by July 31, 1999; and

that a waiver of competitive procurement for professional services has been requested and that the vendor has obtained a waiver from compliance with the District's M/WBE plan.

THE CHANCELLOR

RECOMMENDS

that the Board of Trustees authorize the Vice Chairman and Secretary to execute a contract for professional services with Center for Occupational Research and Development and authorize the issuance of the purchase order for an amount not to exceed \$71,500.00.

Respectfully Submitted,

Wayne D. Watson
Chancellor

May 6, 1999

AGREEMENT

This Agreement is made between the Board of Trustees of Community College District No. 508, County of Cook and State of Illinois ("Institution") and Center For Occupational Research and Development - CORD, a Texas corporation having its principal place of business at 601 Lake Air Drive, Waco, Texas, with authority to do business in the State of Illinois. ("Consultant").

RECITALS

- A. Institution desires to obtain the services of Consultant; and
- B. Consultant claims to have expertise and experience to provide such services for Institution.

TERMS

Consultant agrees to perform such professional services, with the standard of professional care and skill customarily provided in the performance of such services as are set forth in this Agreement, and Institution agrees to pay Consultant such amounts as are specified in this Agreement, all upon the following terms and conditions:

1. Scope of Service.

- 1.1 Consultant agrees to provide the services described as follows and on Attachment A appended to and incorporated into this Agreement: Establish a collaborative partnership with Institution to create a national, contextual teaching professional development model, as stated in Consultant's letter and proposal of March 10, 1999. The proposal is attached and incorporated herein as Attachment A to this Agreement. ("Consulting Services").

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/initiate Phase
- 1.2 Consultant agrees to perform Phases I and II of the Consulting Services on or before ~~July 31, 1999~~ September 30, 1999.

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- 1.3 Consultant agrees to perform the Consulting Services to the satisfaction of Institution from time to time during the term of this Agreement.

1.4 Institution's liaison overseeing the Consulting Services provided under this Agreement is Dr. Bill McMillan, who is located at 226 W. Jackson Boulevard, Chicago, Illinois (312) 553-2732.

2. Fees and Expenses.

2.1 Institution agrees to pay Consultant a fee not to exceed seventy-one thousand and five hundred dollars (\$71,500) for Consulting Services.

2.2 The total fee, and incidentals if any, shall be payable in incremental phases upon completion of each phase of the work and upon submission of an invoice.

2.3 Consultant agrees that Consultant is solely responsible for payment of income, social security, and other employment taxes due to the proper taxing authorities, and that Institution will not deduct such taxes from any payments to Consultant hereunder.

2.4 Said fee shall include all travel and expenses during the term of this agreement.

2.4.1 Consultant shall submit an invoice and adequate receipts and documentation as requested by Institution to support reimbursement of all reimbursable out-of-pocket expenses.

3. Term.

The Consulting Services to be rendered by Consultant under this Agreement shall commence not later than May 6, 1999 be completed by July 31, 1999. Time is of the essence in this Agreement. This term may be extended beyond such completion date if Institution agrees to the extension in writing.

4. Contractor's Capacity and Responsibilities.

- 4.1 It is expressly understood that Consultant is an independent contractor and not the agent, partner, or employee of Institution. Consultant and Consultant's workers are not employees of Institution and are not entitled to tax withholding, Workers' Compensation, unemployment compensation, or any employee benefits, statutory or otherwise.
 - 4.2 It is expressly understood that Consultant is an independent contractor and not the agent, partner, or employee of Institution. Consultant and Consultant's workers are not employees of Institution and are not entitled to tax withholding, Workers' Compensation, unemployment compensation, or any employee benefits, statutory or otherwise.
 - 4.3 Consultant shall not have the authority to enter into any contract or agreement to bind Institution and shall not represent to anyone that Consultant has such authority.
 - 4.4 Contractor represents and warrants to Institution that in performing the Consulting Services, Consultant will not be in breach of any agreement with a third party.
 - 4.5 Consultant declares that he/she or it is not a Legislator, elected or appointed officer, or that his/her firm is not owned or controlled by any Legislator, elected or appointed officer, compensated or uncompensated, member of a State board or commission, or other employee of the State of Illinois.
 - 4.6 Consultant agrees to comply with Institution's Ethics Policy, as adopted and amended hereafter, by Institution's Board of Trustees.
5. Confidentiality of Information.
- 5.1 Consultant agrees to keep confidential and not to disclose to third parties any information provided by Institution pursuant to this Agreement unless Consultant has received prior written consent of Institution to make such disclosure. This obligation of confidentiality does not extend to any information that:
 - 5.1.1 Was in the possession of Consultant at the time of disclosure by Institution, directly or indirectly;

- 5.1.2 Is or shall become, through no fault of Consultant, available to the general public, or
- 5.1.3 Is independently developed and hereafter supplied to Consultant by a third party without restriction or disclosure.
- 5.1.4 This provision shall survive expiration and termination of this Agreement.

6. Property Rights and Reports.

- 6.1 Consultant agrees that any computer programs, software, documentation, copyrightable work, discoveries, inventions, or improvements developed by Consultant solely, or with others, resulting from the performance of Consulting Services pursuant to this Agreement are the property of Institution, and Consultant agrees to assign all rights therein to Institution. Consultant further agrees to provide Institution with any assistance which Institution may require to obtain patents or copyright, registrations, including the execution of any documents submitted by Institution.
- 6.2 Consultant shall provide three (3) copies of a written report within 60 days after the completion of the Consulting Services required by this Agreement; also the parties agree that the report was specifically ordered and commissioned by Institution. Although the written report is a work for hire as such term is used and defined in the Copyright Act, Institution agrees to share equal ownership and authorship of report with Consultant throughout the world forever, and all rights existing therein, including all manuscripts, reports, sketches, drafts, notes, maps, memoranda, etc., relating to the work, and all revisions, editions, and versions thereof in all languages, forms, and media now or hereafter known and developed. Institution has a right to review and approve any and all reports based on the work performed by Consultant under the Consulting Services prior to publication.
- 6.3 This provision shall survive expiration and termination of this Agreement.

7. Suspension or Termination of Contract.

Institution reserves the right to suspend indefinitely or terminate the Agreement and the Consulting Services to be rendered by Consultant upon oral or written notice to Consultant for any reason upon 30 days' notice. In the event of termination prior to completion of all stop work described in Section 1.0, the amount of the total fee to be paid Consultant shall be determined by Institution on the basis of the portion of the total work actually completed up to the time of such termination.

8. Insurance.

Consultant, at its own expense, shall procure, maintain general liability, property and bodily injury insurance in the sum of not less than of \$1,000,000 per occurrence, \$3,000,000 aggregate. Consultant shall use a company or companies acceptable to Institution and in compliance with the laws of the State of Illinois to cover such general liability, property and bodily injury caused by, or arising out of, activities of Consultant and its agents, and/or employees while in engaged in preparing for the Consulting work. Consultant shall supply a certificate of insurance evidencing such coverage and certifying that the coverage shall not be materially altered without at least thirty (30) days' advance written notice to Institution.

9. Indemnification and Hold Harmless.

9.1 Consultant agrees that any personal injury to Consultant or third parties or any property damage incurred in the course of performance of the Consulting Services shall be the responsibility of Consultant.

9.2 Consultant agrees to indemnify Institution, its governing board, officers, employees, agents, and students from and against any and all costs, losses, damages, liabilities, expenses, demands, and judgments, including court costs and attorney's fees, which may arise out of Consultant's performance of the Consulting Services, except to the extent such are caused by the sole fault or negligence of Institution. Consultant expressly understands and agrees that any performance bond or insurance protection required by this Agreement, or otherwise provided by Consultant, shall in no way limit the responsibility to indemnify, keep and safe harmless and defend Institution as herein provided.

10. Notice.

Any notice to either party hereunder must be in writing signed by the party giving it, and shall be served either personally or by registered or certified mail addressed as follows:

To Institution:

Dr. Wayne D. Watson, Chancellor
City Colleges of Chicago
226 W. Jackson, 14th Floor
Chicago, Illinois 60606

To Consultant:

~~Darrell M. Hall~~
DANIEL M. HALL
President and Chief Executive Officer
Center for Occupational Research
and Development
P.O. Box 21689
Waco, Texas 76702-1689

or to such other addressee as may be hereafter designated by written notice. All such notices shall be effective only when received by the addressee.

11. Entire Agreement; Modification.

This Agreement (and its attachments, if any) constitutes the entire understanding between the parties with respect to the subject matter hereof and may not be amended except by an agreement signed by Consultant and an authorized representative of Institution.

12. Severability.

The terms of this Agreement are severable such that if any term or provision is declared by a court of competent jurisdiction to be illegal, void, or unenforceable, the remainder of the provisions shall continue to be valid and enforceable.

13. Governing Law; Forum.

This Agreement shall be governed by and construed under the laws of the State of Illinois, which shall be the forum for any lawsuits arising from or incident to this Agreement.

14. Paragraph Headings.

The paragraph headings in this Agreement are inserted for convenience only and shall not be construed to limit or modify the scope of any provision of this Agreement.

15. Non-Waiver.

The delay or failure of either party to exercise any of its rights under this Agreement for a

breach thereof shall not be deemed to be a waiver of such rights, nor shall the same be deemed to be a waiver of any subsequent breach, either of the same provision or otherwise.

16. Assignment.

Consultant may not assign the rights or obligations under this Agreement without Institution's prior written consent.

17. Government Body.

Consultant understands that Institution is a body politic and corporate subject to Illinois law, including but not limited to the Illinois Public Community College Act and the Rules for the Management and Government for the City Colleges of Chicago. This Agreement is subject to the Consultant's compliance with all relevant federal, state, and local laws, including but not limited to Illinois law, Institution's Board Rules and Policies, and/or rules and regulations applicable to Institution, Institution's grant agreements and Institution's collective bargaining agreements, which are applicable to the performance under this agreement.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement on this 18th day of May, 1999

INSTITUTION:

Board of Trustees of Community College
District No. 508, County of
Cook and State of Illinois

By: James A. Dwyer
Vice Chairman MAY 6 - 1999

Patricia A. Bush
ASSISTANT BOARD SECRETARY

CONSULTANT:

Center for Occupational Research and
Development

By: [Signature]
(Signature)

Financial Vice President
(Title)

Approved as to Legal Form:

[Signature]
General Counsel



March 10, 1999

Dr. Bill McMillan
Director, Telecommunications,
Workforce Programs
City Colleges of Chicago
226 West Jackson Boulevard
Chicago, IL 60606-6998

Dear Dr. McMillan:

On behalf of CORD, I am pleased to submit the enclosed proposal for your consideration. CORD proposes a collaborative partnership with City Colleges of Chicago to create a national, contextual teaching professional development model, which would culminate in seventy CCC college instructors being recognized as CORD contextual teaching fellows.

A ten-member team at each of the seven colleges will have the opportunity to participate in a one-year comprehensive professional development program that will provide a variety of learning experiences related to classroom implementation of contextual teaching. The trained instructors, in turn, will serve as valuable mentors to other campus instructors who are struggling with contextual learning theories and practices.

Based upon our previous conversations, I feel that this proposed project will directly meet the needs of CCC. I look forward to subsequent conversations regarding the proposal and any additional services that CORD can provide. Until then, we wish you the best, and great success in your educational pursuits.

Sincerely,

Daniel M. Hull
President and Chief Executive Officer

DMH/kre

CONTEXTUAL TEACHING FELLOWS**ABSTRACT**

The City Colleges of Chicago-CORD collaborative partnership creates a model for implementing contextual teaching and learning practices in higher education. The partnership will culminate with seventy college instructors being designated as CORD contextual teaching fellows and the development of a strong, multidisciplinary contextual teaching team at each of the seven City Colleges of Chicago. Each college will select ten instructors to participate in this one-year, comprehensive professional development partnership that will provide a variety of learning experiences related to implementing contextual teaching in the classroom. The instructors will receive contextual teaching resources throughout the project and will become valuable resources for their college campuses.

Each instructor will be involved in the planning and project design, participate in a needs and interest assessment, attend a series of one-day courses on-site in Chicago, communicate with trainers and other instructors through a project listserv and monthly videoconferences, and host a personalized classroom visit by a teacher trainer.

CORD will compile and publish a research report to describe the City Colleges of Chicago-CORD partnership model of designing, developing, and implementing a comprehensive contextual teaching professional development model in higher education, and specifically in urban community colleges. This report will be presented to the City Colleges of Chicago for review before publication, after which it will be disseminated as a resource to other colleges around the country.

CONTEXTUAL TEACHING DEFINED

Nearly a half-million Tech Prep students graduate from high school each year and expect to make a smooth transition to community or technical college. The challenge for community

colleges is to ensure that these students feel that the colleges are prepared to serve their unique needs and abilities and enable them to advance in their career preparation. Most high school Tech Prep students are applied, or contextual, learners, and most community college faculties have not given serious consideration to contextual learning. Some students have become disillusioned by the community colleges' apparent lack of responsiveness to positive change at the high school. Resources must be available to provide information and professional development on contextual teaching and learning and research the effects on the community college.

Contextual learning theory focuses on the multiple aspects of any learning environment, and encourages educators to choose and/or design learning environments that incorporate as many different forms of experience as possible—social, cultural, physical, and psychological—in working toward the desired learning outcomes. In such an environment, students discover meaningful relationships between abstract ideas and practical applications in the context of the real world; concepts are internalized through the process of discovering, reinforcing, and relating. This theory incorporates much of the recent research in cognitive science and holds that mastery of subject matter occurs better when students process new information or knowledge in a way that makes sense in their frame of reference. Learning theorist David Kolb (1984) indicates that many students have a tendency to learn in a concrete manner—with an emphasis on feeling and doing; however, in the classroom, instructors continue to teach in an abstract manner with an emphasis on thinking and watching. Kolb found that only a small percentage of students have a strong inclination to learn by thinking and watching. Most students tend to be extroverted learners who learn best through interpersonal communication, group learning, team processing, and positive reinforcement. These characteristics, which are of great value in industry, are incorporated in contextual learning.

Despite the individual differences in intelligences and learning styles, all learners require and strive toward "connectedness." Learning is greatly enhanced when concepts are presented in a context of relationships that are familiar to the student, therefore rote memorization is an

ineffective learning strategy for the practical level or application level of knowledge. Most learners relate better to concrete, tangible examples and experiences than to the abstract. They need conceptual models involving personal participation, hands-on activities, measurement, and opportunities for personal discovery and personal interaction with other students. Curricula and instruction based on this strategy are structured to encourage the five essential forms of learning: **Relating, Experiencing, Applying, Cooperating, and Transferring (REACT)**.

Relating learning occurs when everyday events and conditions are linked to new information to be absorbed or a new problem to be solved. Experiencing involves students learning through exploration, discovery, and intervention. Contextual instructors allow students to experience activities that are directly related to real-life work and interdisciplinary in nature. Applying concepts and information in a useful context often projects students into future careers or workplaces because applications are often based on occupational activities. If students are to get a realistic sense of connection between schoolwork and occupations, the occupational context must be brought to them. Cooperative learning in the context of sharing, responding, and communicating with other learners helps students learn the content as they learn to communicate effectively and work in a team setting, which is highly valued in the workplace. New learning experiences build on learning experiences that students already have. The students learn to transfer this learning to a new setting. Contextual teaching incorporates REACT learning strategies, concepts varying greatly from traditional teaching strategies.

Implementing contextual learning in the classroom requires new teaching strategies. Contextual teachers must be creative teachers and willing to accept a new role. Traditionally, teachers have been the transmitters of knowledge and students have been passive recipients of facts and information. The primary method of instruction has been lecture and question and answer with little attention to variance in learning styles. The classroom is isolated from the world of work, and teachers and students work alone. Evaluation serves the purpose of testing facts. In the contextual model, students are actively engaged in their own learning. They construct learning through actual workplace activities. The teacher becomes the facilitator or

coordinator, a knowledgeable guide to finding, developing, and applying knowledge. The classroom is connected to and patterned after the community and workplace; the primary method of learning is inquiry, discovery, and contextual methods; and assessment of learning is based on performance and problem solving.

This paradigm shift requires comprehensive professional development. Teachers must be empowered to translate the theory of contextual teaching into specific classroom practices. They must have knowledge about the relationships of academic curricula to personal, societal, and occupational practices and be able to relate these real-life applications to students through a variety of experiences.

PARTNERSHIP DESCRIPTION

CORD proposes to develop a ten-member, multidisciplinary contextual teaching team at each of the seven City Colleges of Chicago, culminating in the designation of seventy college instructors as CORD contextual teaching fellows. The teams will have an opportunity to participate in a one-year comprehensive professional development program that will include the following components:

- initial needs- and interest-assessment meeting and inventory
- three series of one-day on-site customized workshops
- weekly electronic feedback from CORD's staff through a project listserv
- eleven follow-up videoconferencing professional development and/or support sessions per college
- classroom visit from a CORD staff member to offer personalized feedback
- recognition program for participants and designation as CORD fellows
- research report of partnership outlining this model in higher education

Needs and Interests Assessment

The project will ensure “buy-in” from the instructors by making a conscious effort to involve all instructors in the planning and project design. Each professional development session will be customized to meet the immediate needs and interests of the instructors. A CORD educational support services team will conduct a face-to face project introduction, conduct a needs- and interest-assessment inventory, present a review of the available options, and solicit input from the seventy-member project team related to the content and format of the training. The outcome of this initial meeting will include the development of the project goals and objectives and the identification of each instructor’s content area, expertise, teaching style, technical competencies, and interest. A list of confirmed session topics and dates for on-site workshops and virtual follow-up sessions will be generated through collaboration and consensus. The CORD staff will analyze the data obtained from the meeting and the inventory to develop three series of customized professional development workshops.

Customized Workshops

CORD will offer three series of one-day courses on-site in Chicago. Each series will be conducted over a four-month period. Instructors will be organized into groups of twenty to thirty participants according to their needs and interests to ensure full interaction. Each instructor will participate in one on-site workshop per month, and each workshop will be offered three times to include all instructors. The first series of workshops will be designed to provide a strong contextual learning foundation. The sessions will focus on addressing multiple learning styles, the rationale behind contextual teaching and learning, and the demands of the changing workforce. The second series of workshops will focus on implementing contextual teaching strategies in specific subject areas, and the third series will guide instructors through the application process. Each series of workshops will include a technology course that will guide the instructors through the process of integrating technology into their new teaching strategies. During the initial needs-assessment meeting with instructors, the specific courses will be determined; however, the following is a suggested example of courses for the three series:

Series #1 Contextual Learning Foundation Courses (months 1–4)

Education and the Changing Workforce/SCANS Competencies

Identifying and Addressing Multiple Learning Styles

The Theory and Rationale of Contextual Teaching and Learning

Integrating Technology, Level 1

Series #2 Contextual Academics Courses (months 5–8).

Overview of Contextual Academics Across the Curriculum

Each instructor will choose one of the following courses in his or her content area

Contextualized Math

Contextualized Science

Contextualized Communication

Contextualized Social Studies

Bridges and Transformations

Workplace Readiness

Environmental Science

Health Services

Family and Consumer Science

Agriculture Science

Contextualizing Traditional Curricula

Integrating Technology, Level 2

Series #3 Planning and Implementing Contextual Instruction (months 9–12)

The Process of Integrating a Curriculum

Facilitating Project-Based Learning

Authentic Assessment

Integrating Technology, Level 3

Recognition Luncheon and Granting Ceremony for CORD Fellows (month 13)

Weekly Electronic Feedback

CORD trainers will provide continuing support and feedback to the instructors through an electronic listserv and bulletin board for four weeks following each workshop. As instructors implement new contextual teaching strategies in the classroom, they will have frequent opportunities to ask questions, share challenges and successes, and collaborate with project team members from all seven colleges. Each CORD trainer will be responsible for facilitating communication and collaboration through the electronic listserv, and all instructors will be invited to participate in the electronic follow-up. CORD will be responsible for developing the listserv and providing the bulletin board.

Monthly Follow-up and/or Support Sessions Through Interactive Compressed Videoconferencing Technology

Each on-site workshop will be followed by an hour-and-a-half virtual workshop every month. Each school team will connect with the CORD trainer who provided the on-site workshop. These videoconferences will be held at each of the seven colleges to allow the trainer to provide assistance pertinent to each school's goals and needs. All virtual sessions will be customized and designed to include full interaction and collaboration between the CORD trainer and the school team.

Classroom Visit from a CORD Trainer

At the conclusion of the on-site workshops, each instructor will be visited by a CORD trainer during one of his or her class sessions. The trainer and instructor will collaborate on areas identified by the instructor, and the trainer will provide personalized support. Each instructor will receive contextual teaching resources throughout the project, and will become a valuable contextual teaching resource for his or her college campus.

Fellow Recognition Program

Following the classroom visits, CORD trainers, City Colleges of Chicago administrators, and colleagues of the instructors will be invited to attend a recognition luncheon in honor of the

new CORD contextual teaching fellows. Each fellow will receive a certificate of completion and a personalized plaque.

Research Report of Exemplary Model

CORD will compile, publish, and disseminate a research report describing the City Colleges of Chicago model of designing, developing, and implementing a comprehensive contextual teaching professional development model in urban community colleges. The report will provide a detailed description of the project model, each project component, and the project outcomes. This report will be presented to the City Colleges of Chicago for review before publication, after which it will be disseminated as a resource to other community colleges.

PARTNERSHIP OUTCOMES

- The City Colleges of Chicago-CORD partnership will design and pilot a model for developing a contextual teaching and learning infrastructure in higher education. This partnership challenges colleges that continue to be driven by tradition. Upon successful completion of this endeavor, both organizations will become recognized for initiating a paradigm shift in higher education through the dissemination of a research report that identifies the City Colleges of Chicago commitment to innovation, to contextual teaching, and to providing quality professional development for instructors.
- Seventy CORD contextual teaching fellows will serve as mentors and resources for other instructors at their campuses. The fellows will have comprehensive knowledge of contextual teaching and learning and will have demonstrated their ability to successfully implement these strategies in the classroom.
- As a result of contextual learning experiences, City Colleges of Chicago students will be better prepared to enter a workforce that values problem solving and interpersonal skills and the ability to apply knowledge in the workplace.

BUDGET FOR CITY COLLEGES OF CHICAGO-CORD CONTEXTUAL TEACHING AND
FELLOWS PARTNERSHIP
 JANUARY 1999-DECEMBER 1999

Partnership Phase	Cost Per Phase	Cost Per Instructor
Phase 1 Initial Planning and Development: Includes development, administration, analysis of needs assessment, conducting an initial team assessment meeting, and orientation to the partnership including the goals and activities.	\$ 17,550	\$ 251
Phase 2 Develop and Facilitate 24 to 36 On-site Workshops for Instructors: Consists of the development of customized workshops, delivery of training to small groups of instructors, partnership coordination, trainers' travel expenses, supplies, and materials.	\$ 50,348	\$ 719
Phase 3 Technical Support and Electronic Follow-up to On-site Workshops: Includes the development of the listserv and technical support for 84 two-way interactive videoconferences and line costs, technical training for instructors, materials, supplies, and coordination cost.	\$ 48,208	\$ 689
Phase 4 Validation and Recognition of Instructors and Partnership Sustainability: Includes classroom visits to each instructor; a recognition ceremony and luncheon; award plaques; travel costs; the development printing, and dissemination of "Best Practices" research report.	\$ 39,512	\$ 564
Totals:	\$ 155,618	\$ 2,223 per instructor or \$131.00 per day of instruction

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City Colleges of Chicago \ CORD

CONTEXTUAL TEACHING
&
FELLOWS PARTNERSHIP

Phase I Initial Planning & Development

Includes development, administration, and analysis of needs assessment; conducting an initial team orientation and assessment meeting; and defining the partnership's goals and activities.

Phase II Develop and Facilitate 28-35 On-site Workshops for Instructors

Consists of the development of customized workshops for each college, delivery of training to small groups of instructors, partnership coordination, trainers travel expenses, and all supplies and materials.

Phase III Technical Support and Electronic Follow-up to On-site Workshops

Includes the development of listserv and technical support for 84 two-way interactive videoconferences and all line-costs, technical training for instructors, all supplies and materials, and coordination\administration expenses.

Phase IV Validation and Recognition of Instructors, and Partnership Sustainability:

Includes classroom visits to each instructor, individualized skill-building assistance, recognition ceremony and luncheon, award plaques, all travel costs; and the development, printing, and dissemination of "City Colleges of Chicago Best Practices" research report, and submission for presentation at National Tech Prep Conference.

Cost per Instructor (@70): \$2,223

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GRANT BUDGET
CENTRAL OFFICE
SCHOOL TO WORK PARTNERSHIP
08/01/98 TO 07/31/99

GRANTOR: CPS
COST CENTER/ORGANIZATION: C009142
FUND: 19142
PROGRAM: S0000003
OBJECT: USE APPROPRIATE OBJECTS

DESCRIPTION	PAYROLL CODE	NAME	BOARD CAT.	PRORATED SALARY	SD SALARY	%	GRANT LINE ITEM	LINE ITEM TOTAL	GROUP TOTAL
TRAVEL GROUP 003		N/A	-	-	-	-	0005	0	0
EQUIPMENT GROUP 004		N/A	-	-	-	-	0006	0	0
SUPPLIES & MATERIALS GROUP 005		N/A	-	-	-	-	0007	0	0
CONTRACTUAL GROUP 006		N/A	-	-	-	-	0008	71,500	71,500
OTHER									
PRINTING/DUPLICATING		N/A	-	-	-	-	0010	0	0
PROGRAM OUTREACH GROUP 008		N/A	-	-	-	-	0011	0	0
GRAND TOTAL									71,500

NOTE: PAYROLL CODE IS USED FOR PERSONNEL USE ONLY!!!

AUTHORIZED: _____
ASSOC. CONTROLLER/GRANT ACCTNG *Christy Harps*
DIR., BUDGET PLANNING & ANALYSIS _____
DATE: MARCH 22, 1999