Progress Report on Cycle 4 MOA
For
DePaul University School of Education
And
Affiliated Centers

Prepared by

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INTRODUCTION

This document consists of three (3) parts. Part I contains a progress report of the agreements from the School of Education Memorandum of Agreement dated June 2002.

Part II contains information that was agreed upon by Academic Affairs but was not yet delivered. In each section the MOA Agreements are in bold type. Finally, Part III contains the feedback provided to the Centers (School Achievement Structure, Center for Urban Education and the Principal Center) also housed in the School of Education for the 2003-2004 Academic Year based on the Memorandum of Agreement from the Centers.

PART I: ACTIONS AGREED UPON FOR THE 2002-2003 ACADEMIC YEAR

1) Manage Growth

a) The School of Education completed its first Enrollment Management Plan. The plan includes recruitment and retention goals, objectives, implementation and assessment strategies, along with a timeline for achievement with a particular focus on the suburban campuses, Naperville and Barat, as well as the Lincoln Park Campus. The plan was submitted at the end of Winter Quarter 2003, three months earlier than stated in the School of Education Memorandum of Agreement. To assist with the plan implementation, the SOE has: 1) allocated $25,000 to enhance graduate recruitment activities, and 2) realigned the responsibilities of the existing staff in the advising center at Lincoln Park to focus on improved quality of services for all students and enrollment management staff for graduate recruitment and admission.

In December 2002, the dean along with Jody O’Connell (Barat), David Justice and Paula Hanley (DePaul) met with Vice President for Academic Affairs Russell Peterson, (College of Lake County) to discuss re-establishing the 2+2 Articulation Agreement between the College of Lake County and the School of Education, especially the Barat campus. In subsequent meetings, faculty from the campuses agreed on four (4) education courses that will transfer into the teacher education program at DePaul. The nature and scope of the content in these courses are consistent with the state and the national trends in teacher education relative to articulation agreements with community colleges and education schools/departments in four-year colleges and universities.

The SOE requested, received approval, and hired a full-time faculty in residence and a full-time academic advisor at Naperville to be effective September 2003. The additional academic advisor will improve student services at the Naperville Campus. This individual will have some responsibility for recruitment and admission, as well as
advising. When the need dictates, our goal is to add additional support staff, thus separating recruitment/admission and student advisement at this site.

Effective Winter Quarter 2003 and by working with the advising staff, the SOE began offering more sections of those courses in high demand to be more responsive to the growth numbers in community college transfer students through the IAI (Illinois Articulation Initiative). As new student growth continues and as the existing students progress through their programs, additional course sections will be added.

The SOE worked collaboratively with the College of Liberal Arts and Sciences (LA & S) and other Schools and Colleges to strengthen the overall reputation and influence of the School of Education. By working collaboratively with the LA&S dean, we received approval for four (4) cross-appointed faculty (2 LA&S and 2 Education) positions with education and LA&S. Currently, one individual has accepted the History/Education Faculty Position. The other position (science) resulted in a failed search. Because of this, we will re-advertise this position during the 2003-2004 academic year. The latter two faculty positions are 60% in the School of Education and 40% in the College of LA&S.

The establishment of the Professional Education Council (PEC) is also evidence of building connections between LA & S, School of Computer Science, Telecommunications and Information Systems (CTI) and the School of Education. The goal of the Council is to provide input in all teacher education and other school professional preparation programs at DePaul University and to set policies relative to assessment of clinical and field experiences as well as other policies related to the implementation of the NCATE 2000 Standards relative to governance.

A Strategic Long Range Planning Task Force was appointed to develop a five-year plan for the School of Education. To add a different perspective to the discussion working through the deans, faculty from LA & S, CTI and staff were invited to serve on the task force from the Office of Enrollment Management. The SOE Five-Year Strategic Plan, also influenced by DePaul Vision 2006, will set direction for the SOE until a new long range plan is established for the university. A copy of the SOE Strategic Five-Year Plan (2003-2008) was sent to the EVP at the end of the year.

2. Revise governance organization and structure of the school

a) The SOE finalized and implemented a new structure within the School of Education. The SOE Organizational Structure consists of four (4) academic departments: Teacher Education Department at Lincoln Park, Barat, and Naperville, Education Policy Studies and Research Department and the Leadership in Education, Language and Human Services Department. To ease the transition of moving to a departmental structure, funds were allocated for the newly elected chairs to attend a Professional Development Institute for Department Chairs sponsored by the American Association for Colleges of Teacher Education (AECTE) during the week of April 7, 2003.

The SOE Policy and Procedures Committee reviewed and revised the policies to coincide with the new structure. The Committee presented the revised policies and procedures to the faculty in a school-wide faculty and staff meeting on May 23, 2003. In a subsequent meeting of only faculty on June 6, 2006, the policies and procedures were
approved by the faculty. Currently, the SOE Faculty Policies and Procedures Manual is being typed by an administrative assistant in the Office of the Dean for presentation as an NCATE/ISBE exhibit for the ISBE Program Approval and NCATE Accreditation on November 15-19, 2003.

The Student Affairs Unit was also restructured by separating student teaching and advising to better meet the needs of student entering (admission) the institution for the first and those nearing the end (graduation) of their program. Thus, making the office of student services responsible for all student advising and graduate student recruitment and retention for both undergraduate and graduate students. The office of the SOE Dean consists of the Associate Dean for Academic Programs and Accreditation, Assistant Dean for Field Experiences and the Assistant Dean for Student Affairs. The Associate Dean for Faculty position was eliminated at the end of the 2002 Fall Quarter because of the restructuring.

To ensure the readiness of the School of Education to undertake the NCATE visit, several critical steps were taken. In reviewing the progress report in preparation for the November NCATE visit, it was clear that the DePaul University Professional Education Unit was not in compliance with NCATE 2000 Standard III: Field Experience and Clinical Practice. The unit received a weakness in the area of field experiences, therefore it was critical that the SOE present data correcting the old weakness as well as demonstrate compliance with the new NCATE 2000 Standards. Given the previous weakness, the need for improvement in the current field experiences component of our programs, the multiple continuing problems students encountered in the Global Student Teaching Program presented a challenge for the unit. Although the SOE made some progress, much more needed to be done prior to the November 2003 NCATE visit.

First, relative to NCATE 2000 Standard III, the unit instituted a seminar and portfolio for all Teaching and Learning Students, created a common rubric aligned with the program conceptual framework (Urban Professional Multicultural Educator) for use by faculty in assessing the portfolio, published a Student Teaching Handbook, established a school partnership network, identified courses in each program that include field experiences, defined the two different levels of field experiences for each program, developed assessment instruments for use in assessing student field experiences, developed a syllabus for Student Teaching, and provided (for the first time in the SOE history) professional development for part-time faculty who serve as university supervisors of student teaching, realigned the field experiences at Lincoln Park and Barat to be in compliance with Standard III.

In addition, related to student teaching, but not NCATE, the SOE implemented a tracking system to prevent misuse (transfer to another teacher) of vouchers in student teaching.

Second, relative to NCATE 2000 Standard VI: Governance and Resources, a Professional Education Council (PEC) was organized. The Council consists of all stakeholders involved in the preparation of school professionals from the DePaul University community. The stakeholders include Liberal Arts and Sciences, Music and
College of Technology Information and school practitioners (e.g., teachers, principals, superintendents and counselors). The Council has been meeting monthly since January 2003. The SOE has its first Student Handbook, which will be on the School Web page effective July 2003 outlining information regarding admission to the unit, checkpoints within the program where students' progress will be monitored to ensure achievement of both subject-matter content and pedagogical knowledge skills and disposition to ensure that “no child is left behind.”

b) The SOE Technology Committee was revised to include staff. John Bollwark, the new professional staff member for assessment was added to the committee. The committee also has ongoing conversations with Sharon Guan from the Instructional Technology Department. Although the committee was charged with the responsibility of doing a school wide technology plan, the plan is not expected to be completed until early September 2003. During this past year the committee spent most of its time developing, administering and analyzing data from a Faculty Needs Assessment Instrument.

c) As a result of restructuring the School of Education, the teacher education faculty at Barat became the fourth department within the School of Education. Jody O'Connell is one of the four department chairs meeting weekly with the dean along with other department chairs. School wide faculty committees also include faculty from Barat. The recent on-line program proposal, the technology committee faculty technology needs assessment, SOE Long Range Strategic Plan, Faculty Search Committee Reports are examples of the level of the working relationships between the Barat and Lincoln Park faculty. Barat faculty serve on all SOE Committees, including the Strategic Planning Committee, Curriculum, Technology, and program-specific committees. The chair of the SOE Technology is a Barat faculty member. Under the leadership of Assistant Dean Sally Julian (with my support and encouragement), the field experiences at Lincoln Park and Barat have become totally integrated into one unit. Similar efforts are under way to fully integrate student affairs at both campuses by Assistant Dean Michael Townsend. For example, several meetings of advisors have included the advisor at Barat.

3) Reconsider doctoral program

a) In the restructuring of the SOE, the doctoral program became a school-wide program consisting of faculty across departments to ensure program candidates are exposed to highly qualified faculty who are actively engaged in aggressive focused research agendas, thus modeling best practice in scholarship (also a NCATE requirement). Under the leadership of Chairperson John Rury, a survey was administered to the students enrolled in the doctoral program to solicit their feedback on ways to improve the program. Dr. Rury appointed a doctoral review committee to do an intensive review of the program and make recommendations for improvements. The membership of the committee consists of Dr. Rafaela Weffer/Academic Affairs, Dr. Lavome Robinson/Psychology and Dr. Liliana Zecker/School of Education.

b) The EdD program is intended to serve practitioners and students of education in the greater Chicago region who intend to enhance their careers through doctoral study in
education. More specifically, it permits students of educational leadership to prepare and be certified for leadership positions in school districts, at the superintendent level. The curriculum studies concentration permits students to prepare for leadership roles in curriculum development, evaluation, planning and supervision. Both concentrations prepare students for potential careers in higher education, teaching in schools and colleges of education. A limited number of students in the program work in higher education, some of them DePaul employees.

c) Judging from recent experience, there appears to be a solid demand for this type of program within the Chicago metropolitan area. This year new advertising and marketing approaches resulted in a larger applicant pool. Nearly three hundred inquiries about the program were received and responded to. This resulted in about fifty applications, and a new group of 18 students were admitted to the program. A slightly smaller group was enrolled in fall 2002. This is the key to long term financial stability for the program. Admitting a new group of at least 15 students each year should result in an average class size of a dozen students, assuming most attend on a part-time basis and all courses are offered at least once in a two year period. Even with an attrition rate of 30 percent over the first two years of the program, enrollments should sustain at these levels. Given these assumptions and existing demand for doctoral level programs in education, the program should have an acceptable level of financial viability.

d) The curriculum of the program does not overlap with the courses offered through masters programs. Some of the doctoral courses have similar titles, but the content is quite different. In educational leadership courses such as school law, finance and school-community relations, for instance, the doctoral courses deal with issues at the district level, while courses in the Masters Programs are concerned with questions at the school level. In general, the doctoral courses entail a higher degree of engagement with research, and focus on helping students to think about their dissertations by engaging in independent inquiry. By and large, doctoral students do not receive credit for courses at the Masters level. Students enrolled in the Masters Programs are not permitted to take doctoral courses. Exceptions to the latter policy require permission of both the program director and the course instructor.

e) Dissertation completion is a critical issue for doctoral education across the country. This is a part-time program designed for practitioners, and completion rates are historically lower in these types of programs nationally. The doctoral program began 5 years ago. Because of this, the number of completed dissertations (and graduates) represents a rate well within national norm. With seven graduates this year, 10 students have completed the program thus far, representing about fifty percent of the first group of twenty or so students admitted in 1998. This is not to say that we should be satisfied with this rate of completion, as we have long aspired to do better than national norms. But the number of completed dissertations to date does not indicate that completion of the program is a special problem at this time. The demonstrated rate of completion compares well with other doctoral programs at DePaul, and with doctoral programs in education at other institutions. This also is not a point to be complacent about; attention will have to be paid to this issue in years ahead, and support provided to faculty
members participating in the arduous and time consuming process of dissertation advisement. Involving ever wider numbers of SOE faculty members in this process during the years ahead will be an important challenge to the program.

4) Improve student and related services

a) The Office for Student Affairs has successfully hired a total of three full-time academic advisors. Presently the SOE has a full-time academic advisor stationed at Barat and Naperville campuses. By restructuring the School of Education, a third full-time academic advisor for our Lincoln Park campus was created by moving career services functions for all students enrolled in the to the University level bringing the total advisors within the SOE to seven (7). The additional three academic advisor positions have greatly increased our level academic advising and academic support services to our students. With a current advising staff of seven full-time advisors our advisor student ratio is 300 students per advisor. This ratio meets professional student advising standards as established by NACADA our national academic advising association.

b) From December 2002 through March 2003, the SOE Dean conducted a compressive internal analysis of the current state of affairs of all student services activities. Data was collected by interviewing everyone who worked in the Office of Student Affairs. In addition, the dean charged the School of Education Student Governance representative to survey the students to determine their level of satisfaction with the services provided by the SOE Student Affairs Office. On March 30, 2003, the findings/observations and recommendations were shared with the SOE advisors and recruitment and admission staff including the Assistant Dean for Student Affairs. The report was shared with the Assistant Dean for Student Affairs first for his input before sharing with the staff. The overall goals of the staff interviews were to: 1) dispel the myth that they could not meet with me as dean, 2) have the staff describe the tasks they performed regularly, and 3) to seek ways I (as dean) could help them better perform their job duties.

The objectives of the interviews were to improve the:

- Academic advisement in the School of Education at DePaul University.
- Retention rates of students enrolled in the School of Education at DePaul.
- Quality of education and continue to increase annually the numbers of graduate students entering the School of Education.

The internal assessment produced a set of suggestions that if implemented would greatly improve the services provided to students in the SOE. The recommendations were to:

- Reduce the time spent assisting students with their social and emotional problems to allow more time spent advising students on their schedules, degree requirements, and admissions. The University Counseling Center has
individuals licensed to counsel students with their social and emotional challenges. The job of the advisor is to inform students of the location of the Counseling Center and a name of a contact person.

- Eliminate the 2-hour Friday Staff Meetings totaling 8 hours of advisors' time per-week (4 advisors @ 2hrs. each) and spend this time advising students to eliminate the three-month waiting period for a student to see an advisor.

- Eliminate scheduled appointments during peak registration time periods and institute a Walk-in Model.

- Prepare state approved endorsement sheets showing all possible courses within each endorsement area, which students may choose to receive state licensure offered by the School of Education and disseminate to students; and

- Prepare a Student Handbook that includes these sheets as well as listing them on the SOE Student Web-page.

- Centralize all student audits (e.g., student teaching, graduation and certification) and have Nancy Hashimoto whose position was upgraded earlier (at the request of the Assistant Dean for Student Affairs) to perform these tasks, thus freeing up the advisors to do what they were hired to do.

- Work with Dr. Carol Wren on moving some of the current data managing duties performed by Nancy Hashimoto to Dr. John Bollwark, the newly appointed SOE Project Data Manager.

- Move the career services to the institution’s career services, thus freeing up Lynn Bryan to become a fifth (5th) advisor.

- Eliminate the chief advisor from David Nissim-Sabat’s working title thus freeing up David's time to advise students and moving the administrative tasks currently performed by David to the Assistant Dean, Michael Townsend.

- Meet as a group with the LA&S content advisors, department chairs, Carol Wren and other appropriate individuals once per quarter to ensure consistency in information across the student advisement system for education students.

- Reprint (electronic carbon copy) the student advisement sheets to include course numbers and names with a signature line for the student and advisor to sign upon completion, thus empowering students to self-advise leaving more time for those students who may need the reinforcement of a professional to make sure they are on track with their program requirements.

- Hire the full-time advisor and recruiter at Naperville, which will eliminate the time spent advising those students, therefore allowing more time spent on advising students at Lincoln Park. (Note: the Assistant Dean for Student Affairs should give the advisor/recruiter hired at Naperville freedom to develop an improved advisement and recruitment system to continue the growth at this site).

- Move Natalie Hall’s desk to the outer office, thus allowing more full-time staff to assist Rebecca Howard in answering student advising questions that may not require a professional advisor. Having Natalie in the reception area will make the day-to-day operations of the office run more efficiently. Telephone calls that cannot be answered by Rebecca because she is already on the
phone should automatically roll over to Natalie to cut down on students’ telephone wait-time.

- Provide the Student Handbook to students in orientation sessions. The handbook (also on the SOE Student Web-Page) should include a statement regarding transfer credits informing students to bring a catalog description of the course and a transcript for review to the advising sessions.

- Preparation of packets for orientation sessions should be the responsibility of the student workers, not advisors. Advisors should prepare a list of required materials to be included in the packets for each orientation (parent/student and student only orientation) for use by student workers in preparing the packets, thus allowing advisors additional time to see students.

In addition, Tiffany Ashley (SOE Operations Manager) was asked to work with the switchboard to redirect all incoming calls into the SOE not meant for student advisement and graduate admission to the appropriate office (e.g., department secretaries, Gear-Up, Dean, Student Teaching, etc.). Dr. Townsend was asked to work with Susan Leigh, Carol Wren, and John Bollwark to develop a system to put a hold on students’ registration at a certain point in their program until they have fully met the Unit Admission Requirements (NCATE). Dalila Gonzalez was asked to watch classes during peak registration periods and automatically add sections on those courses in high demand without my approval. Finally Dr. Townsend was also asked to work with the department chairs and myself during the extended chairs meetings to empower/allow advisors to make decisions regarding transfer credits without seeking approval by faculty and or chairs.

Relative to the Graduate Recruitment and Admission in the SOE, the following recommendations resulted from the study:

- Redefine the position currently occupied by Natalie Keigher/Enrollment to work with department chairs relative tracking dissertations, master thesis, senior research projects and other academic duties previously performed by Carlota Toledo. This individual will also serve as a support individual for enrollment management.

- The new staff hired to do graduate admissions and recruitment should be allowed (by the Assistant Dean for Student Affairs) to create an improved recruitment and admission system for the School of Education. They should be expected to spend time recruiting and admitting an increased number of highly qualified graduate students into the SOE (Barat, Lincoln Park and Naperville). These variables (recruitment and admission) should be the basis for their annual performance review and continuing appointment in these positions at DePaul.

Many of the recommendations have already been implemented; others are in their early stages of implementation and yet others will take longer to fully implement.
c) The School has invested resources in a web-based advising and tracking system that has been operational now for about a year and a half. Known as EdTrack, this system downloads specified information for all School of Education students from PeopleSoft into a database. Additional information is loaded into the database by SOE staff. The system has two basic functions: it allows us to track many aspects of students' progress toward student teaching; it also serves as an electronic, paperless, means of keeping a record of each advising contact with students. With respect to the first function, both students and advisors can access an individual student record to view their progress. In addition, both preprogrammed reports and customized reports can be run. With respect to the second function, advisors and faculty can enter notes about each advising session, and/or retrieve a complete set of notes from previous sessions. Recorded notes can be sent to the student by e-mail so they have written confirmation of the discussion.

The academic advising team has made positive strides in utilizing various forms of technology in providing student support. Since fall 2002 all graduate student orientation sessions have been designed to allow students to register on-line during the sessions. Potential students are introduced to the utilizations of PeopleSoft, Edtrack, Campus Connect, Student Course History, and the SOE Website. In addition, most academic advising forms are now created in Microsoft and available online for students and staff.

d) The Student Affairs Unit is currently in the process of working with the Illinois Certification Testing Service regarding recommendations of appropriate software for tutorial support. This is being done in collaboration with the Illinois Association for Certification of Teachers for the purpose of identifying software and ideal tutorial initiatives that will ensure student success for completing the state required tests. The SOE Student Affairs Office staff is exploring the feasibility of offering a series of workshops and seminars relating to study tips on how to prepare and pass the Basic Skills Test.

e) The SOE Student Affairs Office has established and maintained collaborative partnerships across the university community to improve delivery of academic related services for students. This includes working closely with the Academic Resource Center, Adult Admissions, University Career Planning, University Study Affairs, Campus Ministry, Liberal Arts & Sciences, and our Multi-Cultural Affairs Division.

5) Implement web-based performance assessment system to evaluate students in certificate programs

The School of Education hired Dr. John Bollwark as the Project Data Manager to track program candidates’ achievement of the state and national teaching disciplined-based standards. These standards hold the School of Education at DePaul University accountable for implementing expectations deriving from the “No Child Left Behind Law” for education schools. Dr. Bollwark is responsible for DePaul’s Title II Report Card to the federal government. He will also manage data on program graduates using the IL Data Warehouse tracking system of our graduates for the first three years to measure the impact they have on P-12 student achievement.

a) In order to meet accreditation and accountability requirements, the SOE must assess the performance of its students on several sets of interconnected state and national
standards. We have chosen to do that by having faculty assess specific performance standards in each course, so that by the end of a student's program, the student will have had an opportunity to demonstrate competence on each standard. For tracking purposes, we must have a database that allows us to record student progress in meeting standards as they move through their program. Both students and staff must be able to view and monitor individual student records. Clearly the magnitude of collecting data and tracking over 2,000 students as they each meet a set of 20-30 standards as they move through their programs requires sophisticated technology.

We launched a paper-based pilot version of the system during winter and spring of 2003 and will continue to use a paper-based data collection system until a technology-based system can be developed. The learning experience from these two quarters was substantial and while much has been accomplished, we still need to 1) ensure that all faculty participate and 2) ensure that the requirements and expectations are communicated clearly to and understood by all faculty.

b) The Associate Dean has been working with IS and ARC to explore possibilities for the most efficient and effective technology application for this standards assessment project. The single most critical question that has yet to be answered is whether the requirements of our system can be integrated into PeopleSoft. Although using PeopleSoft is the most desirable solution from our point of view, apparently it means inventing new ways of using PeopleSoft that will be quite challenging to the ARC staff and that will require (1) an acknowledgement of the priority of this project, (2) a substantial commitment of time and resources, and (3) a good deal of creativity. Anticipation of PeopleSoft upgrades and acquisition of new PeopleSoft packages (e.g. Gradebook) that have potential to help us but that have not yet been explored by the ARC staff have continually pushed back the timeline of our project. However, without an answer to the basic question of whether or not PeopleSoft can provide the capabilities we need, it is difficult to make a proposal to the EVP since its very shape depends on a decision about PeopleSoft.

6) Enhance technological infrastructure, support, and staffing

Faculty were encouraged and supported to write a proposal to offer on-line programs in Mathematics, Science and Special Education at the Barat Campus. Currently, faculty from the Lincoln Park and Barat Campuses are engaged in planning to transform the course syllabi for these online programs. The Mathematics and Science Programs will begin in the Fall Quarter 2003.

The membership of the SOE Technology Committee was re-examined to allow staff participation. Additionally, the committee was asked to administer a Faculty Technology Needs Assessment to determine the level of technology used in all professional education courses. During Fall Quarter 2002, all faculty members were surveyed regarding their uses of, attitudes toward, and needs regarding technology. The committee grouped the survey results into three categories Faculty/Student Technology Use, Alignment with NCATE/ISBE Standards and Self-Reported Needs for continuous professional development. Currently the committee is working with ITD staff to plan
faculty workshops and short seminars based on the data collected. At the request of the committee, $15,000 was allocated to purchase hardware (video cameras) and software for faculty use in classes.

The School of Education Technology Committee has completed a comprehensive plan on ways to meet the technology needs of the SOE faculty and students. In addition to the plan, the SOE allocated two of its faculty growth positions for recruiting and hiring of faculty with experienced in web-based instruction. One of these tenured faculty positions will be at Barat and the other on the Lincoln Park Campus.

PART II: ACADEMIC AFFAIRS COMMITMENTS

Most of the commitments made by the Executive Vice President for Academic Affairs, Richard Meister were delivered during the 2002-2003 Academic Year.
PART III: THE CENTER FOR URBAN EDUCATION

2) Maintain current financial arrangement. In the coming year, the Center will seek no additional financial support from SOE or the University. Recommendation: Given the delayed situation in receiving payments from Chicago Public Schools which causes funding challenges for the DePaul University and the CUE, invoicing directly CPS for payments rather than having the central system make payments arrangements appear to be moving in the right direction if no university policy is being violated.

3) Develop a succession plan. The early identification of two individuals to assume the role of the Center for Urban Education in 2008 appears to be moving in the right direction. However, considering the current budget challenges facing CPS, I encourage the current director to aggressively work to increase the level of external funding sources to avoid having to rely on CPS to continue the excellent work in the participating 25 Chicago Public Schools.

THE PRINCIPAL CENTER

1) The Principal Center (affiliated with SAS) was phased out during the 2002-2003 Academic Year. Therefore, the agreements as outlined in the MOA were not fully realized. Also, the professional development workshops/sessions reported by the director of Principal Center were also those listed in the SAS MOA Progress. Thus, it was difficult for me to adequately assess the Center.

2) Leadership succession plan. Because of the lack of funding, no plan was developed. If the funding resumed in the future, I recommend that the center develop the succession plan as requested in the 2002 Principal Center MOA.

SCHOOL ACHIEVEMENT STRUCTURE (SAS)

1) Clarify relationship of SAS to School of Education and DePaul University. It is acknowledged in the 2002-2003 MOA Progress Report for SAS that the “contractual agreement” with CPS has been reduced by 75%.

2) Maintain current level of activity. It is also stated that “due to financial and rigorous internal and external changes manifested in CPS, SAS has currently been inhibited with its expansion plans.” This situation has had devastating affects on SAS to retain and/or to recruit new CPS partners for the 2003-2004 Academic Year.