

**AUTHORIZE TUITION PAYMENTS TO THE UNIVERSITY OF CHICAGO FOR MATHEMATICS COURSEWORK****THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:**

Authorize tuition payments to University of Chicago for mathematics coursework at a cost not to exceed \$283,960 for all participating universities. University of Chicago is one of three universities participating in this program that were selected based on their previous involvement with mathematics and science programs in the Chicago Public Schools. The other participating universities, DePaul University and University of Illinois at Chicago, are authorized under separate Board Reports. No written agreement is required for tuition payments. Information pertinent to this program is stated below.

**UNIVERSITY:** University of Chicago  
SESAME Program  
5734 S. University Ave.  
Chicago, IL 60637  
Contact: Dr. Paul J. Sally, Jr.  
Phone: 773-702-7388  
Vendor # 33123

**USER:** Office of Teaching and Learning  
Office of Curriculum and Instruction, Department of Mathematics and Science  
125 S. Clark Street  
Chicago, IL 60603  
Jesch Reyes  
773-553-6239

**PAYMENT PERIOD:** Tuition payments are authorized for university courses scheduled from July 1, 2013 through June 30, 2014.

**PROGRAM DESCRIPTION:** Payments cover tuition for authorized CPS teachers enrolled in courses at a participating university under the Algebra Initiative Coursework. The Algebra Initiative provides an opportunity for CPS middle grades teachers to pursue Algebra Certification so that an increased number of elementary schools can offer a high school algebra course to well-prepared middle grades CPS students. This enhances the opportunities for students to be on a pathway to take advanced mathematics courses in high school. The University of Chicago is one of three universities that provide the Algebra Initiative coursework.

**PARTICIPANTS:** Algebra Initiative Coursework participants include CPS teachers who possess a math endorsement, have demonstrated leadership skills, and desire to obtain HS Algebra Certification. Participants are selected through a competitive process; they commit to a year-long sequence of courses and take the Teacher Qualifying Exam in January and/or March of the subsequent year, and must pass to earn certification.

In addition, the Algebra Initiative is aligned to our district goals of ensuring that every child has access to high quality teaching and learning in alignment with the Common Core State Standards in Mathematics (CCSSM). With the introduction of Common Core State Standards for Mathematics, many of the standards that previously were addressed only in High School Algebra will now be taught in the standard 8<sup>th</sup> grade mathematics curriculum. Hence, all teachers who enroll in these courses benefit by having opportunities to engage with the CCSSM content and practice standards within the coursework; furthermore, teachers who matriculate through the university coursework will have a deeper understanding of the content and practices needed to teach their middle grade students in a challenging, rigorous instructional setting as defined by the CCSSM.

**OUTCOMES:** The Algebra Initiative Coursework program will result in an increased number of certified algebra teachers in the middle grades. This creates increased opportunities for students to engage in a more rigorous mathematics program of study, such as enrollment in advanced mathematics courses as freshmen, which puts them on the pathway to enroll in advanced mathematics courses in high school and higher level postsecondary mathematics courses.

**COMPENSATION:** Tuition payments to all 3 universities during the payment period shall not exceed \$283,960 total through June 30, 2014.

**AUTHORIZATION:** The Director of Math and Science is authorized to direct payments to be made to the universities as necessary.

**AFFIRMATIVE ACTION:** Pursuant to Section 5.2.3 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, tuition payments to other educational institutions are exempt from MBE/WBE review.

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

**FINANCIAL:** Fund 353, Unit 13719, Science Technology Engineering Mathematics (STEM),  
FY14 \$283,960  
Future year funding is contingent upon budget appropriation and approval.

**GENERAL CONDITIONS:**

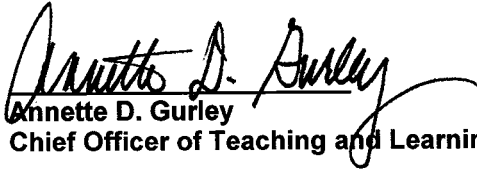
Inspector General – Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary 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).

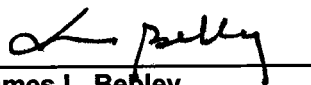
**Approved for Consideration:**

  
Annette D. Gurley  
Chief Officer of Teaching and Learning

**Approved:**

  
Barbara Byrd-Bennett  
Chief Executive Officer

Approved as to legal form: 

  
James L. Bebley  
General Counsel