

**AUTHORIZE TUITION PAYMENTS TO DEPAUL UNIVERSITY, UNIVERSITY OF CHICAGO
(SESAME), AND UNIVERSITY OF ILLINOIS AT CHICAGO (UIC) FOR MATHEMATICS
COURSEWORK**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Authorize tuition payments to three universities DePaul, University of Chicago, and University of Illinois at Chicago for mathematics coursework at a cost not to exceed \$700,000 for all participating universities. The three universities participating in this program were selected based on their previous involvement with mathematics and science programs in the Chicago Public Schools. No written agreement is required for tuition payments. Information pertinent to this program is stated below.

UNIVERSITY: DePaul University
STEM Center
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Chicago, IL 60604 - 2287
Contact: Carolyn Narasimhan
Phone: 773-325-1854
Contact: Victoria Simek
Phone: 773-325-4790
Vendor # 37159

University of Chicago
SESAME Program
5734 S. University Ave.
Chicago, IL 60637
Contact: John Boller
Phone: 773-702-7388
Vendor # 33123

University of Illinois at Chicago
1333 S. Halsted Street, Suite 205,
Chicago, IL 60607
Contact: Efren Sandoval
Phone: 312-355-0421
Vendor # 32571

USER: Office of Teaching and Learning
Office of Curriculum and Instruction, Department of Mathematics and Science
125 S. Clark Street
Chicago, IL 60603
Jessica L. Fulton
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PAYMENT PERIOD: Tuition payments are authorized for university courses scheduled from July 1, 2014 through June 30, 2017.

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. All of the three universities provide the Algebra Initiative coursework.

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

OUTCOMES: The Algebra Initiative Coursework program will result in an increased number of certified algebra teachers in the middle grades. This allows a greater number of well-prepared middle grades students access to high quality, rigorous, and coherent high school algebra courses. This increases the number of students on the pathway to Advanced Placement (AP) mathematics courses in high school, thereby increasing the likelihood of future postsecondary success in mathematics.

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). Many of the standards that were previously addressed only in high school algebra will now be taught in the standard 8th grade mathematics curriculum. Hence, all teachers who enroll in these courses will have a deeper understanding of the content and practices needed to teach all middle grade students in a challenging, rigorous instructional setting as defined by the CCSSM.

COMPENSATION: Tuition payments to all 3 universities during the payment period shall not exceed \$700,000 in total through June 30, 2017.

AUTHORIZATION: The Director of Mathematics 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 13717, Mathematics, FY15 – FY 17 \$700,000
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.

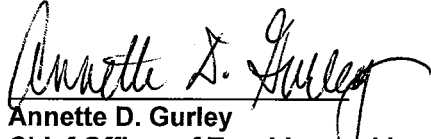
Conflicts – The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their 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:



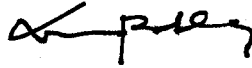
Annette D. Gurley
Chief Officer of Teaching and Learning

Approved:



Barbara Byrd-Bennett
Chief Executive Officer

Approved as to legal form: *jam*



James L. Bebley
General Counsel