

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

Authorize tuition payments to DePaul University, University of Chicago, and University of Illinois at Chicago for mathematics coursework at a cost not to exceed \$700,000 across 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
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Vendor # 37159

University of Chicago
SESAME Program
5734 S. University Ave.
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Contact: John Boller
Phone: 773-702-7388
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University of Illinois at Chicago
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Chicago, IL 60607
Contact: Efren Sandoval
Phone: 312-355-0421
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USER: Office of Teaching and Learning
Department of STEM
501 W. 35th Street
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Jessica L. Mahon
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PAYMENT PERIOD: Tuition payments are authorized for university courses scheduled from July 1, 2017 through June 30, 2020.

PROGRAM DESCRIPTION: Payments cover tuition for authorized CPS teachers enrolled in courses at participating universities under the Algebra Initiative Coursework. The Algebra Initiative provides an opportunity for CPS middle grades teachers to pursue their Algebra Credential so that an increased number of elementary schools can offer a high school algebra course to well-prepared middle grades CPS students. This increases 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 their HS Algebra

Credentials. Participants are selected through a competitive process and commit to the year-long sequence of courses. In order to earn Algebra Credentials, 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 is an essential strategy in preparing students for success in college and career as it puts them on the pathway to enroll in advanced mathematics coursework before graduating high school. Increased access to High School Algebra in the Middle Grades will prepare more students to achieve early college and career credentials in alignment with district priorities. In order for this to be possible, an increased number of teachers must be credentialed to teach High School Algebra in the Middle Grades. This university coursework is specifically designed to prepare teachers to earn this credential.

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, 2020.

AUTHORIZATION: The Executive Director of STEM 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, FY18 – FY 20 \$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:





Dr. Janice K. Jackson
Chief Education Officer

Approved:



Forrest Claypool
Chief Executive Officer

Approved as to legal form. 



Ronald L. Marmer
General Counsel