



Rep. Esther Golar

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1 AMENDMENT TO HOUSE BILL 3948

2 AMENDMENT NO. _____. Amend House Bill 3948, AS AMENDED, by
3 replacing everything after the enacting clause with the
4 following:

5 "Section 5. The Grow Your Own Teacher Education Act is
6 amended by changing Sections 5, 10, 13, 15, 20, 25, 30, 35, and
7 90 as follows:

8 (110 ILCS 48/5)

9 Sec. 5. Purpose. The Grow Your Own Teacher preparation
10 programs established under this Act shall comprise a major new
11 statewide initiative, known as the Grow Your Own Teacher
12 Education Initiative, to prepare highly skilled, committed
13 teachers who will teach in hard-to-staff schools, including
14 within the Department of Juvenile Justice School District, and
15 hard-to-staff teaching positions and who will remain in these
16 schools for substantial periods of time.

1 The Grow Your Own Teacher Education Initiative shall help
2 to create a statewide pipeline of teachers who are likely
3 ~~effectively recruit and prepare parent and community leaders~~
4 ~~and paraeducators~~ to become effective teachers statewide in
5 hard-to-staff schools serving a substantial percentage of
6 low-income students and hard-to-staff teaching positions in
7 schools serving a substantial percentage of low-income
8 students. Further, the Initiative shall increase the diversity
9 of teachers, including diversity based on race and ethnicity.

10 The Grow Your Own Teacher Education Initiative shall ensure
11 educational rigor by effectively preparing candidates in
12 accredited bachelor's degree programs in teaching, through
13 which graduates shall meet the requirements to secure an
14 Illinois initial teaching certificate.

15 ~~The goal of the Grow Your Own Teacher Education Initiative~~
16 ~~is to add 1,000 teachers to low income, hard to staff Illinois~~
17 ~~schools by 2016.~~

18 (Source: P.A. 95-476, eff. 1-1-08; 96-144, eff. 8-7-09; 96-414,
19 eff. 1-1-10; 96-1000, eff. 7-2-10.)

20 (110 ILCS 48/10)

21 Sec. 10. Definitions. In this Act:

22 "Accredited teacher preparation program" means a
23 regionally accredited, Illinois approved teacher education
24 program authorized to prepare individuals to fulfill all of the
25 requirements to receive an Illinois initial teaching

1 certificate.

2 "Cohort" means a group of teacher education candidates who
3 are enrolled in and share experiences in the same program and
4 are linked by their desire to become Illinois teachers in
5 hard-to-staff schools and by their need for the services and
6 supports offered by the Initiative.

7 "Community organization" means a nonprofit organization
8 that has a demonstrated capacity to train, develop, and
9 organize parents and community leaders into a constituency that
10 will hold the school and the school district accountable for
11 achieving high academic standards; in addition to
12 organizations with a geographic focus, "community
13 organization" includes general parent organizations,
14 organizations of special education or bilingual education
15 parents, and school employee unions.

16 "Developmental classes" means classes in basic skill
17 areas, such as mathematics and language arts that are
18 prerequisite to, but not counted towards, degree requirements
19 of a teacher preparation program.

20 "Eligible school" means a public elementary, middle, or
21 secondary school in this State that serves a substantial
22 percentage of low-income students and that is either hard to
23 staff or has hard-to-staff teaching positions.

24 "Hard-to-staff school" means a public elementary, middle,
25 or secondary school in this State that, based on data compiled
26 by the State Board of Education in conjunction with the Board

1 of Higher Education, serves a substantial percentage of
2 low-income students, as defined by the Board of Higher
3 Education State Board.

4 "Hard-to-staff teaching position" means a teaching
5 category (such as special education, bilingual education,
6 mathematics, or science) in which statewide data compiled by
7 the State Board of Education in conjunction with the Board of
8 Higher Education indicates a multi-year pattern of substantial
9 teacher shortage or that has been identified as a critical need
10 by the local school board.

11 "Initiative" means the Grow Your Own Teacher Education
12 Initiative created under this Act.

13 "Para educator" ~~"Paraeducator"~~ means an individual with a
14 history of demonstrated accomplishments in school staff
15 positions (such as teacher assistants, school-community
16 liaisons, school clerks, and security aides) in schools that
17 meet the definition of a hard-to-staff school under this
18 Section.

19 "Parent and community leader" means an individual who has
20 or had a child enrolled in a school or schools that meet the
21 definition of a hard-to-staff school under this Section and who
22 has a history of active involvement in the school or who has a
23 history of working to improve schools serving a substantial
24 percentage of low-income students, including membership in a
25 community organization.

26 "Program" means a Grow Your Own Teacher preparation program

1 established by a consortium under this Act.

2 "Schools serving a substantial percentage of low-income
3 students" means schools that maintain any of grades
4 pre-kindergarten through 8, in which at least 35% of the
5 students are eligible to receive free or reduced-price lunches
6 and schools that maintain any of grades 9 through 12, in which
7 at least 25% of the students are eligible to receive free or
8 reduced price lunches.

9 ~~"State Board" means the Board of Higher Education.~~

10 (Source: P.A. 95-476, eff. 1-1-08; 96-144, eff. 8-7-09;
11 96-1393, eff. 7-29-10.)

12 (110 ILCS 48/13)

13 Sec. 13. Transfer of powers and duties to the Board of
14 Higher Education. On July 1, 2010, all powers and duties of
15 the State Board of Education under this Act were ~~shall be~~
16 transferred to the Board of Higher Education. ~~All rules,~~
17 ~~standards, guidelines, and procedures adopted by the State~~
18 ~~Board of Education under this Act shall continue in effect as~~
19 ~~the rules, standards, guidelines, and procedures of the Board~~
20 ~~of Higher Education, until they are modified or abolished by~~
21 ~~the Board of Higher Education.~~

22 (Source: P.A. 96-1393, eff. 7-29-10.)

23 (110 ILCS 48/15)

24 Sec. 15. Creation of Initiative. The Grow Your Own Teacher

1 Education Initiative is created. The Board of Higher Education
2 ~~State Board~~ shall administer the Initiative as a grant
3 competition to fund consortia that will carry out Grow Your Own
4 Teacher preparation programs.

5 (Source: P.A. 93-802, eff. 1-1-05; 94-979, eff. 6-30-06.)

6 (110 ILCS 48/20)

7 Sec. 20. Selection of grantees. The Board of Higher
8 Education ~~State Board~~ shall award grants to qualified consortia
9 that reflect the distribution and diversity of hard-to-staff
10 schools and hard-to-staff positions across this State. In
11 awarding grants, the Board of Higher Education ~~State Board~~
12 shall select programs that successfully address Initiative
13 criteria and that reflect a diversity of strategies in terms of
14 serving urban areas, serving rural areas, the nature of the
15 participating institutions of higher education, and the nature
16 of hard-to-staff schools and hard-to-staff teaching positions
17 on which a program is focused.

18 The Board of Higher Education ~~State Board~~ shall select
19 consortia that meet the following requirements:

20 (1) A consortium shall be composed of at least one
21 4-year institution of higher education with an Illinois
22 approved teacher preparation program, at least one school
23 district or group of schools, and one or more community
24 organizations. The consortium membership may also include
25 a 2-year institution of higher education, a school employee

1 union, or a regional office of education.

2 (2) The 4-year institution of higher education
3 participating in the consortium shall have past,
4 demonstrated success in preparing teachers for elementary
5 or secondary schools serving a substantial percentage of
6 low-income students.

7 (3) The consortium shall focus on a clearly defined set
8 of eligible schools that will participate in the program.
9 The consortium shall articulate the steps that it will
10 carry out in preparing teachers for its participating
11 schools and in preparing teachers for one or more
12 hard-to-staff teaching positions in those schools.

13 (4) The consortium shall recruit potential candidates
14 for the program and shall take into consideration when
15 selecting a candidate whether the candidate:

16 (A) holds ~~A candidate in a program under the~~
17 ~~Initiative must hold~~ a high school diploma or its
18 equivalent.~~;~~

19 (B) meets ~~must meet~~ either the definition of
20 "parent and community leader" or the definition of
21 "paraeducator" contained in Section 10 of this Act.~~;~~

22 (C) has ~~must not have attended college right after~~
23 ~~high school or must have~~ experienced an interruption in
24 his or her college education; ~~, and does not hold a~~
25 ~~bachelor's degree.~~

26 (D) exhibits a strong desire to be a teacher in a

1 hard-to-staff school with the passion for academic
2 excellence and the commitment to teach;

3 (E) shows an interest in postsecondary education
4 and may hold an associate's degree, a bachelor's
5 degree, or another postsecondary degree, but a
6 postsecondary education is not required;

7 (F) exhibits a passion to become a teacher and is a
8 parent, a para educator, a community leader, or any
9 other individual from a community with a hard-to-staff
10 school;

11 (G) commits to completing and passing all State
12 standards, including the licensure test to obtain an
13 educator license;

14 (H) possesses a passion for children and teaching;

15 (I) communicates effectively with students,
16 parents, and others; and

17 (J) shows a willingness to set high standards of
18 performance for himself or herself and students.

19 (5) The consortium shall employ effective procedures
20 for teaching the skills and knowledge needed to prepare
21 highly competent teachers. Professional preparation shall
22 include on-going direct experience in target schools and
23 evaluation of this experience.

24 (6) The consortium shall offer the program to cohorts
25 of candidates, as defined in Section 10 of this Act, on a
26 schedule that enables candidates to work full time while

1 participating in the program and allows para educators
2 ~~paraeducators~~ to continue in their current positions. In
3 any fiscal year in which an appropriation for the
4 Initiative is made, the consortium shall guarantee that
5 support will be available to an admitted cohort for the
6 cohort's education for that fiscal year. At the beginning
7 of the Initiative, programs that are already operating and
8 existing cohorts of candidates under this model shall be
9 eligible for funding.

10 (7) The institutions of higher education participating
11 in the consortium shall document and agree to expend the
12 same amount of funds in implementing the program that these
13 institutions spend per student on similar educational
14 programs. Grants received by the consortium shall
15 supplement and not supplant these amounts.

16 (8) The Board of Higher Education ~~State Board~~ shall
17 establish additional criteria for review of proposals,
18 including criteria that address the following issues:

19 (A) Previous experience of the institutions of
20 higher education in preparing candidates for
21 hard-to-staff schools and positions and in working
22 with students with non-traditional backgrounds.

23 (B) The quality of the implementation plan,
24 including strategies for overcoming institutional
25 barriers to the progress of non-traditional
26 candidates.

1 (C) If a community college is a participant, the
2 nature and extent of existing articulation agreements
3 and guarantees between the community college and the
4 4-year institution of higher education.

5 (D) The number of candidates to be educated in the
6 planned cohort or cohorts and the capacity of the
7 consortium for adding cohorts in future cycles.

8 (E) Experience of the community organization or
9 organizations in organizing parents and community
10 leaders to achieve school improvement and a strong
11 relational school culture.

12 (F) The qualifications of the person or persons
13 designated by the 4-year institution of higher
14 education to be responsible for cohort support and the
15 development of a shared learning and social
16 environment among candidates.

17 (G) The consortium's plan for collective
18 consortium decision-making, involving all consortium
19 members, including mechanisms for candidate input.

20 (H) The consortium's plan for direct impact of the
21 program on the quality of education in the eligible
22 schools.

23 (I) The relevance of the curriculum to the needs of
24 the eligible schools and positions, and the use in
25 curriculum and instructional planning of principles
26 for effective education for adults.

1 (J) The availability of classes under the program
2 in places and times accessible to the candidates.

3 (K) Provision of a level of performance to be
4 maintained by candidates as a condition of continuing
5 in the program.

6 (L) The plan of the 4-year institution of higher
7 education to ensure that candidates take advantage of
8 existing financial aid resources before using the loan
9 funds described in Section 25 of this Act.

10 (M) The availability of supportive services,
11 including, but not limited to, counseling, tutoring,
12 transportation, technology and technology support, and
13 child care.

14 (N) A plan for continued participation of
15 graduates of the program in a program of support for at
16 least 2 years, including mentoring and group meetings.

17 (O) A plan for testing and qualitative evaluation
18 of candidates' teaching skills that ensures that
19 graduates of the program are as prepared for teaching
20 as other individuals completing the institution of
21 higher education's preparation program for the
22 certificate sought.

23 (P) A plan for internal evaluation that provides
24 reports at least yearly on the progress of candidates
25 towards graduation and the impact of the program on the
26 target schools and their communities.

1 (Q) Contributions from schools, school districts,
2 and other consortia members to the program, including
3 stipends for candidates during their student teaching.

4 (R) Consortium commitment for sustaining the
5 program over time, as evidenced by plans for reduced
6 requirements for external funding, in subsequent
7 cycles.

8 (S) The inclusion in the planned program of
9 strategies derived from community organizing that will
10 help candidates develop tools for working with parents
11 and other community members.

12 (Source: P.A. 95-476, eff. 1-1-08; 96-144, eff. 8-7-09.)

13 (110 ILCS 48/25)

14 Sec. 25. Expenditures under the Initiative.

15 (a) Every program under the Initiative shall implement a
16 program of forgivable loans to cover any portion of tuition,
17 books, and fees of candidates under the program in excess of
18 the candidates' grants-in-aid. All students admitted to a
19 cohort shall be eligible for a forgivable student loan. Loans
20 shall be fully forgiven if a graduate completes 5 years of
21 service in hard-to-staff schools or hard-to-staff teaching
22 positions, with partial forgiveness for shorter periods of
23 service. The Board of Higher Education ~~State Board~~ shall
24 establish standards for the approval of requests for waivers or
25 deferrals from individuals to waive this obligation. The Board

1 of Higher Education State Board shall also define standards for
2 the fiscal management of these loan funds.

3 (b) The Board of Higher Education State Board shall award
4 grants under the Initiative in such a way as to provide the
5 required support for a cohort of candidates for any fiscal year
6 in which an appropriation for the Initiative is made. Program
7 budgets must show expenditures and needed funds for the entire
8 period that candidates are expected to be enrolled.

9 (c) No funds under the Initiative may be used to supplant
10 the average per-capita expenditures by the institution of
11 higher education for candidates.

12 (d) Where necessary, program budgets shall include the
13 costs of child care and other indirect expenses, such as
14 transportation, tutoring, technology, and technology support,
15 necessary to permit candidates to maintain their class
16 schedules. Grant funds may be used by any member of a
17 consortium to offset such costs, and the services may be
18 provided by the community organization or organizations, by any
19 other member of the consortium, or by independent contractors.

20 (e) The institution of higher education may expend grant
21 funds to cover the additional costs of offering classes in
22 community settings and for tutoring services.

23 (f) The community organization or organizations may
24 receive a portion of the grant money for the expenses of
25 recruitment, community orientation, and counseling of
26 potential candidates, for providing space in the community, and

1 for working with school personnel to facilitate individual work
2 experiences and support of candidates.

3 (g) The school district or school employee union or both
4 may receive a portion of the grant money for expenses of
5 supporting the work experiences of candidates and providing
6 mentors for graduates. Notwithstanding the provisions of
7 Section 10-20.15 of the School Code, school districts may also
8 use these or other applicable public funds to pay participants
9 in programs under the Initiative for student teaching required
10 by an accredited teacher preparation program.

11 (h) One or more members of the consortium may expend funds
12 to cover the salary of a site-based cohort coordinator.

13 (i) Grant funds may also be expended to pay directly for
14 required developmental classes for candidates beginning a
15 program.

16 (Source: P.A. 95-476, eff. 1-1-08; 96-144, eff. 8-7-09.)

17 (110 ILCS 48/30)

18 Sec. 30. Implementation of Initiative. ~~The State Board~~
19 ~~shall develop guidelines and application procedures for the~~
20 ~~Initiative in fiscal year 2011.~~ The Board of Higher Education
21 ~~State Board~~ may, if it chooses, award a small number of
22 planning grants during any fiscal year to potential consortia.
23 ~~Other than existing cohorts, the first programs under the~~
24 ~~Initiative shall be awarded grants in such a way as to allow~~
25 ~~candidates to begin their work at the beginning of the~~

1 ~~2006-2007 school year.~~

2 (Source: P.A. 96-1393, eff. 7-29-10.)

3 (110 ILCS 48/35)

4 Sec. 35. Independent program evaluation. The Board of
5 Higher Education ~~State Board~~ shall contract for an independent
6 evaluation of program implementation by each of its
7 participating consortia and of the impact of each program,
8 including the extent of candidate persistence in program
9 enrollment, acceptance as an education major in a 4-year
10 institution of higher education, completion of a bachelor's
11 degree in teaching, obtaining a teaching position in a target
12 school or similar school, subsequent effectiveness as a
13 teacher, and persistence in teaching in a target school or
14 similar school. The evaluation shall assess the Initiative's
15 overall effectiveness and shall identify particular program
16 strategies that are especially effective.

17 (Source: P.A. 93-802, eff. 1-1-05; 94-979, eff. 6-30-06.)

18 (110 ILCS 48/90)

19 Sec. 90. Rules. The Board of Higher Education ~~State Board~~
20 may adopt any rules necessary to carry out its responsibilities
21 under this Act.

22 (Source: P.A. 93-802, eff. 1-1-05.)".