

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**  
3 **represented in the General Assembly:**

4 Section 5. The Grow Our Own Teacher Education Act is  
5 amended by changing Sections 1, 5, 10, 15, 20, 25, 30, and 35  
6 as follows:

7 (110 ILCS 48/1)

8 Sec. 1. Short title. This Act may be cited as the Grow Your  
9 ~~Our~~ Own Teacher Education Act.

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

11 (110 ILCS 48/5)

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

19 The Grow Your ~~Our~~ Own Teacher Education Initiative shall  
20 effectively recruit and prepare parent and community leaders  
21 and paraeducators to become effective teachers ~~and teacher~~  
22 ~~leaders~~ statewide in hard-to-staff schools and hard-to-staff  
23 teaching positions in schools serving a substantial percentage  
24 of low-income students. Further, the Initiative shall increase  
25 the diversity of teachers, including diversity based on race,  
26 ethnicity, and disability.

27 The Grow Your ~~Our~~ Own Teacher Education Initiative shall  
28 ensure educational rigor by effectively preparing candidates  
29 ~~students~~ in accredited bachelor's degree programs in teaching,  
30 through which graduates shall meet the requirements to secure  
31 an Illinois initial ~~standard~~ teaching certificate.

1           The goal of the Grow Your ~~Our~~ Own Teacher Education  
2 Initiative is to add 1,000 teachers to low-income and other  
3 hard-to-staff Illinois schools by 2016 with an average  
4 retention period of 7 years, as opposed to the current rate of  
5 2.5 years for new teachers in such areas.

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

7           (110 ILCS 48/10)

8           Sec. 10. Definitions. In this Act:

9           "Accredited teacher preparation program" means a State or  
10 regionally accredited higher education program authorized to  
11 prepare individuals to fulfill all of the requirements to  
12 receive an Illinois initial ~~standard~~ teaching certificate.

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

17           "Hard-to-staff school" means an elementary or secondary  
18 school that, based on data compiled by the State Board of  
19 Education, ranks in the upper third of schools in this State on  
20 a combined index measuring the percentage of the school's  
21 teachers who are not fully certified and the percentage of the  
22 school's teachers who leave their positions annually.

23           "Hard-to-staff teaching position" means a teaching  
24 category (such as special education, mathematics, or science)  
25 in which statewide data compiled by the State Board of  
26 Education indicates a multi-year pattern of substantial  
27 teacher shortage or that has been identified as a critical need  
28 by the local school board.

29           "Initiative" means the Grow Your ~~Our~~ Own Teacher Education  
30 Initiative created under this Act.

31           "Paraeducators" means individuals with a history of  
32 demonstrated accomplishments in school staff positions (such  
33 as teacher assistants, school-community liaisons, school  
34 clerks, and security aides) in schools serving a substantial  
35 percentage of low-income students.

1 "Parent and community leaders" means individuals with a  
2 ~~significant~~ history of working to improve involvement in  
3 ~~improving~~ schools serving a substantial percentage of  
4 low-income students, including membership in a community  
5 organization.

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

15 "Program" means a Grow Your ~~Our~~ Own Teacher preparation  
16 program established by a consortium under this Act.

17 "Schools serving a substantial percentage of low-income  
18 students" means schools that maintain any of grades  
19 pre-kindergarten through 8, in which at least 35% of the  
20 students are eligible to receive ~~whose percentage of students~~  
21 ~~receiving~~ free or reduced-price lunches and schools that  
22 maintain any of grades 9 through 12, in which at least 25% of  
23 the students are eligible to receive free or reduced price  
24 lunches ~~is at or above the district average percentage.~~

25 "State Board" means the State Board of Education.

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

27 (110 ILCS 48/15)

28 Sec. 15. Creation of Initiative. The Grow Your ~~Our~~ Own  
29 Teacher Education Initiative is created. The State Board shall  
30 administer the Initiative as a grant competition to fund  
31 consortia that will carry out Grow Your ~~Our~~ Own Teacher  
32 preparation programs.

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

34 (110 ILCS 48/20)

1           Sec. 20. Selection of grantees. The State Board shall award  
2 grants to ~~up to 10~~ qualified consortia that reflect the  
3 distribution and diversity of ~~target~~ hard-to-staff schools and  
4 hard-to-staff positions across this State. In awarding grants,  
5 the State Board shall select programs that successfully address  
6 Initiative criteria and that reflect a diversity of strategies  
7 in terms of serving urban areas, serving rural areas, the  
8 nature of the participating institutions of higher education,  
9 ~~whether participants will be trained at the baccalaureate or~~  
10 ~~master's level,~~ and the nature of hard-to-staff schools and  
11 hard-to-staff teaching positions on which a program is focused.

12           The State Board shall select consortia that meet the  
13 following requirements:

14           (1) A consortium shall be composed of at least one  
15 4-year institution of higher education with an accredited  
16 teacher preparation program, at least one school district  
17 or group of schools, and one or more community  
18 organizations. The consortium may also include a 2-year  
19 institution of higher education or a school employee union  
20 or both.

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

26           (3) The consortium shall focus on a clearly defined set  
27 of target schools serving a substantial percentage of  
28 low-income students that will be the primary focus of the  
29 program. The consortium shall articulate the steps that it  
30 will carry out in preparing teachers for its target  
31 hard-to-staff schools and in preparing teachers for one or  
32 more hard-to-staff teaching positions in its target  
33 schools.

34           (4) Candidate ~~Student participants~~ in a program under  
35 the Initiative must hold a high school diploma or its  
36 equivalent and must meet either the definition of "parent

1 and community leaders" or the definition of  
2 "paraeducators" contained in Section 10 of this Act.

3 (5) The consortium shall employ effective procedures  
4 for teaching the skills and knowledge needed to prepare  
5 highly competent teachers. Professional preparation  
6 ~~Instruction~~ shall include on-going direct experience in  
7 target schools and evaluation analysis of this experience.

8 (6) The consortium shall offer the program to cohorts  
9 of candidates ~~students~~ who begin by moving through the  
10 program together. The program shall be offered on a  
11 schedule that enables candidates ~~students~~ to work full time  
12 while participating in the program and allows  
13 paraeducators to continue in their current positions. The  
14 consortium shall guarantee that support will be available  
15 to an admitted cohort through the cohort's full period of  
16 training. At the beginning of the Initiative, programs that  
17 are already operating and existing cohorts of candidates  
18 ~~students~~ under this model shall be eligible for funding.

19 (7) The institutions of higher education participating  
20 in the consortium shall document and agree to expend the  
21 same amount of funds in implementing the program that these  
22 institutions spend per student on similar educational  
23 programs. Grants received by the consortium shall  
24 supplement and not supplant these amounts.

25 (8) The State Board shall establish additional  
26 criteria for review of proposals, including criteria that  
27 address the following issues:

28 (A) Previous experience of the institutions of  
29 higher education in preparing candidates ~~students~~ for  
30 hard-to-staff schools and positions and in working  
31 with students with non-traditional backgrounds.

32 (B) The quality of the implementation plan,  
33 including strategies for overcoming institutional  
34 barriers to the progress of non-traditional candidates  
35 ~~students~~.

36 (C) If a community college is a participant, the

1 nature and extent of existing articulation agreements  
2 and guarantees between the community college and the  
3 4-year institution of higher education.

4 (D) The number of candidates ~~participants~~ to be  
5 trained in the planned ~~current~~ cohort or cohorts and  
6 the capacity of the consortium for adding cohorts in  
7 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 ~~participants~~.

17 (G) The consortium's plan for collective  
18 consortium decision-making, including mechanisms for  
19 community and candidate ~~participant~~ input.

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

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

27 (J) The availability of classes under the program  
28 in places and times accessible to the candidates  
29 ~~participants~~.

30 (K) Provision of a level of performance to be  
31 maintained by candidates ~~participants~~ as a condition  
32 of continuing in the program.

33 (L) The plan of the 4-year institution of higher  
34 education to ensure that candidates ~~students~~ take  
35 advantage of existing financial aid resources before  
36 using the loan funds described in Section 25 of this

1 Act.

2 (M) The availability of supportive services,  
3 including counseling, tutoring, and child care.

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

7 (O) A plan for testing and qualitative evaluation  
8 of candidates' ~~participants'~~ teaching skills that  
9 ensures that graduates of the program are as prepared  
10 for teaching as other individuals completing the  
11 institution of higher education's preparation program  
12 for the certificate sought ~~those from the conventional~~  
13 ~~teacher training program of the 4-year institution of~~  
14 ~~higher education.~~

15 (P) A plan for internal evaluation that provides  
16 reports at least yearly on the progress of candidates  
17 ~~participants~~ towards graduation and the impact of the  
18 program on the target schools and their communities.

19 (Q) Contributions from schools, school districts,  
20 and other consortia members to the program, including  
21 stipends for candidates ~~participants~~ during their  
22 student teaching.

23 (R) Consortium commitment for sustaining the  
24 program over time, as evidenced by plans for reduced  
25 requirements for external funding in subsequent  
26 cycles.

27 (S) The inclusion in the planned program of  
28 strategies derived from community organizing that will  
29 help candidates develop tools for working with parents  
30 and other community members.

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

32 (110 ILCS 48/25)

33 Sec. 25. Expenditures under the Initiative.

34 (a) Every program under the Initiative shall implement ~~and~~  
35 ~~manage~~ a program of forgivable loans to cover any portion of

1 tuition and direct expenses of candidates ~~students~~ under the  
2 program in excess of grants-in-aid and other forgivable loans  
3 received. All students admitted to a cohort shall be eligible  
4 for such loans. Loans shall be fully forgiven if a graduate  
5 completes 5 years of service in ~~a~~ hard-to-staff schools ~~school~~  
6 or hard-to-staff teaching positions, with partial forgiveness  
7 for shorter periods of service. The State Board shall establish  
8 standards for the approval of requests from programs to waive  
9 this obligation for individual candidates and for deferral of  
10 repayment for work interruptions after certification. The  
11 State Board shall also define standards for the fiscal  
12 management of these loan funds ~~position.~~

13 (b) Grants under the Initiative shall be awarded in such a  
14 way as to provide the required support for a cohort of  
15 candidates ~~students~~ for the cohort's entire training period.  
16 Program budgets must show expenditures for the entire period  
17 that candidates ~~participants~~ are expected to be enrolled.

18 (c) No funds under the Initiative may be used to supplant  
19 the average per-capita expenditures by the institution of  
20 higher education for candidates ~~students in regular education~~  
21 ~~degree programs.~~

22 (d) Where necessary, program budgets shall include the  
23 costs of child care to permit candidates ~~parents~~ to maintain a  
24 full class schedule. Child care may be provided by the  
25 community organization or organizations or be independently  
26 contracted for.

27 (e) The institution of higher education may expend grant  
28 funds to cover the ~~salary of a site based cohort coordinator~~  
29 ~~and the~~ additional costs of offering classes in community  
30 settings and for tutoring services.

31 (f) The community organization or organizations may  
32 receive a portion of the grant money for the expenses of  
33 recruitment, community orientation, and counseling of  
34 potential candidates ~~participants~~, for providing space in the  
35 community, and for working with school personnel to facilitate  
36 individual work experiences and support of candidates



1 ~~participants.~~

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

11 (h) One member of the consortium may expend funds to cover  
12 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. 93-802, eff. 1-1-05.)

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 2005. The State Board may, if it  
21 chooses, award a small number of planning grants during any  
22 fiscal year 2005 to potential consortia ~~using existing~~  
23 ~~resources.~~ Other than existing cohorts, the ~~The~~ first programs  
24 under the Initiative shall be awarded grants in such a way as  
25 to allow candidates ~~participants~~ to begin their work at the  
26 beginning of the 2006-2007 ~~2005-2006~~ school year.

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

28 (110 ILCS 48/35)

29 Sec. 35. Independent program evaluation. The State Board  
30 shall contract for an independent evaluation of program  
31 implementation by each of its participating consortia and of  
32 the impact of each program, including the extent of candidate  
33 ~~student~~ persistence in program enrollment, acceptance as an  
34 education major in a 4-year institution of higher education,

1 completion of a bachelor's degree in teaching, obtaining a  
2 teaching position in a target school or similar school,  
3 subsequent effectiveness as a teacher, and persistence in  
4 teaching in a target school or similar school. The evaluation  
5 shall assess the Initiative's overall effectiveness and shall  
6 identify particular program strategies that are especially  
7 effective.

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

9 Section 99. Effective date. This Act takes effect upon  
10 becoming law.