

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 Your Own Teacher Education Act is  
5 amended by changing Sections 5, 10, 20, and 25 as follows:

6 (110 ILCS 48/5)

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

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

23 The Grow Your Own Teacher Education Initiative shall ensure

1 educational rigor by effectively preparing candidates in  
2 accredited bachelor's degree programs in teaching, through  
3 which graduates shall meet the requirements to secure an  
4 Illinois initial teaching certificate.

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

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

11 (110 ILCS 48/10)

12 Sec. 10. Definitions. In this Act:

13 "Accredited teacher preparation program" means a State or  
14 regionally accredited higher education program authorized to  
15 prepare individuals to fulfill all of the requirements to  
16 receive an Illinois initial teaching certificate.

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

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

25 "Hard-to-staff school" means a public school in this State

1 ~~an elementary or secondary school that, based on data compiled~~  
2 ~~by the State Board of Education,~~ ranks in the upper third among  
3 public schools of its type (elementary, middle, or secondary)  
4 in terms of rate of attrition of its teachers ~~of schools in~~  
5 ~~this State on a combined index measuring the percentage of the~~  
6 ~~school's teachers who are not fully certified and the~~  
7 ~~percentage of the school's teachers who leave their positions~~  
8 ~~annually.~~

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

15 "Initiative" means the Grow Your Own Teacher Education  
16 Initiative created under this Act.

17 "Paraeducators" means individuals with a history of  
18 demonstrated accomplishments in school staff positions (such  
19 as teacher assistants, school-community liaisons, school  
20 clerks, and security aides) in schools serving a substantial  
21 percentage of low-income students.

22 "Parent and community leaders" means individuals with 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 "Community organization" means a nonprofit organization

1 that has a demonstrated capacity to train, develop, and  
2 organize parents and community leaders into a constituency that  
3 will hold the school and the school district accountable for  
4 achieving high academic standards; in addition to  
5 organizations with a geographic focus, "community  
6 organization" includes general parent organizations,  
7 organizations of special education or bilingual education  
8 parents, and school employee unions.

9 "Program" means a Grow Your Own Teacher preparation program  
10 established by a consortium under this Act.

11 "Schools serving a substantial percentage of low-income  
12 students" means schools that maintain any of grades  
13 pre-kindergarten through 8, in which at least 35% of the  
14 students are eligible to receive free or reduced-price lunches  
15 and schools that maintain any of grades 9 through 12, in which  
16 at least 25% of the students are eligible to receive free or  
17 reduced price lunches.

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

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

20 (110 ILCS 48/20)

21 Sec. 20. Selection of grantees. The State Board shall award  
22 grants to qualified consortia that reflect the distribution and  
23 diversity of hard-to-staff schools and hard-to-staff positions  
24 across this State. In awarding grants, the State Board shall  
25 select programs that successfully address Initiative criteria

1 and that reflect a diversity of strategies in terms of serving  
2 urban areas, serving rural areas, the nature of the  
3 participating institutions of higher education, and the nature  
4 of hard-to-staff schools and hard-to-staff teaching positions  
5 on which a program is focused.

6 The State Board shall select consortia that meet the  
7 following requirements:

8 (1) A consortium shall be composed of at least one  
9 4-year institution of higher education with an accredited  
10 teacher preparation program, at least one school district  
11 or group of schools, and one or more community  
12 organizations. The consortium may also include a 2-year  
13 institution of higher education or a school employee union  
14 or both.

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

20 (3) The consortium shall focus on a clearly defined set  
21 of eligible target schools ~~servng a substantial~~  
22 ~~percentage of low income students~~ that will participate in  
23 ~~be the primary focus of~~ the program. The consortium shall  
24 articulate the steps that it will carry out in preparing  
25 teachers for its participating target ~~hard-to-staff~~  
26 schools and in preparing teachers for one or more

1 hard-to-staff teaching positions in those ~~its target~~  
2 schools.

3 (4) A candidate ~~Candidate~~ in a program under the  
4 Initiative must hold a high school diploma or its  
5 equivalent and must meet either the definition of "parent  
6 and community leaders" or the definition of  
7 "paraeducators" contained in Section 10 of this Act.

8 (5) The consortium shall employ effective procedures  
9 for teaching the skills and knowledge needed to prepare  
10 highly competent teachers. Professional preparation shall  
11 include on-going direct experience in target schools and  
12 evaluation of this experience.

13 (6) The consortium shall offer the program to cohorts  
14 of candidates who begin by moving through the program  
15 together. The program shall be offered on a schedule that  
16 enables candidates to work full time while participating in  
17 the program and allows paraeducators to continue in their  
18 current positions. In any fiscal year in which an  
19 appropriation for the Initiative is made, the ~~The~~  
20 consortium shall guarantee that support will be available  
21 to an admitted cohort for the cohort's training for that  
22 fiscal year ~~through the cohort's full period of training.~~  
23 At the beginning of the Initiative, programs that are  
24 already operating and existing cohorts of candidates under  
25 this model shall be eligible for funding.

26 (7) The institutions of higher education participating

1 in the consortium shall document and agree to expend the  
2 same amount of funds in implementing the program that these  
3 institutions spend per student on similar educational  
4 programs. Grants received by the consortium shall  
5 supplement and not supplant these amounts.

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

9 (A) Previous experience of the institutions of  
10 higher education in preparing candidates for  
11 hard-to-staff schools and positions and in working  
12 with students with non-traditional backgrounds.

13 (B) The quality of the implementation plan,  
14 including strategies for overcoming institutional  
15 barriers to the progress of non-traditional  
16 candidates.

17 (C) If a community college is a participant, the  
18 nature and extent of existing articulation agreements  
19 and guarantees between the community college and the  
20 4-year institution of higher education.

21 (D) The number of candidates to be trained in the  
22 planned cohort or cohorts and the capacity of the  
23 consortium for adding cohorts in future cycles.

24 (E) Experience of the community organization or  
25 organizations in organizing parents and community  
26 leaders to achieve school improvement and a strong

1 relational school culture.

2 (F) The qualifications of the person or persons  
3 designated by the 4-year institution of higher  
4 education to be responsible for cohort support and the  
5 development of a shared learning and social  
6 environment among candidates.

7 (G) The consortium's plan for collective  
8 consortium decision-making, including mechanisms for  
9 community and candidate input.

10 (H) The consortium's plan for direct impact of the  
11 program on the quality of education in the eligible  
12 ~~target~~ schools.

13 (I) The relevance of the curriculum to the needs of  
14 the eligible ~~targeted~~ schools and positions, and the  
15 use in curriculum and instructional planning of  
16 principles for effective education for adults.

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

19 (K) Provision of a level of performance to be  
20 maintained by candidates as a condition of continuing  
21 in the program.

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

26 (M) The availability of supportive services,



1 including counseling, tutoring, and child care.

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

5 (O) A plan for testing and qualitative evaluation  
6 of candidates' teaching skills that ensures that  
7 graduates of the program are as prepared for teaching  
8 as other individuals completing the institution of  
9 higher education's preparation program for the  
10 certificate sought.

11 (P) A plan for internal evaluation that provides  
12 reports at least yearly on the progress of candidates  
13 towards graduation and the impact of the program on the  
14 target schools and their communities.

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

18 (R) Consortium commitment for sustaining the  
19 program over time, as evidenced by plans for reduced  
20 requirements for external funding in subsequent  
21 cycles.

22 (S) The inclusion in the planned program of  
23 strategies derived from community organizing that will  
24 help candidates develop tools for working with parents  
25 and other community members.

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

1 (110 ILCS 48/25)

2 Sec. 25. Expenditures under the Initiative.

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

17 (b) Grants under the Initiative shall be awarded in such a  
18 way as to provide the required support for a cohort of  
19 candidates for any fiscal year in which an appropriation for  
20 the Initiative is made ~~the cohort's entire training period~~.  
21 Program budgets must show expenditures and needed funds for the  
22 entire period that candidates are expected to be enrolled.

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

1 (d) Where necessary, program budgets shall include the  
2 costs of child care and other indirect expenses, such as  
3 transportation, tutoring, technology, and technology support,  
4 that are necessary to permit candidates to maintain their a  
5 full class schedules schedule. Grant funds may be used by any  
6 member of a consortium to offset such costs, whether the needed  
7 services are ~~Child care may be~~ provided by the community  
8 organization or organizations, are provided by another member  
9 of the consortium, or are ~~be~~ independently contracted for.

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

13 (f) The community organization or organizations may  
14 receive a portion of the grant money for the expenses of  
15 recruitment, community orientation, and counseling of  
16 potential candidates, for providing space in the community, and  
17 for working with school personnel to facilitate individual work  
18 experiences and support of candidates.

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

1           (h) One member of the consortium may expend funds to cover  
2 the salary of a site-based cohort coordinator.

3           (i) Grant funds may also be expended to pay directly for  
4 required developmental classes for candidates beginning a  
5 program.

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