



Elementary Secondary Education Committee

Filed: 3/14/2007

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LRB095 06497 NHT 32498 a

1 AMENDMENT TO HOUSE BILL 3654

2 AMENDMENT NO. _____. Amend House Bill 3654 by replacing
3 everything after the enacting clause with the following:

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

1 hard-to-staff schools servicing a substantial percentage of
2 low-income students and hard-to-staff teaching positions in
3 schools serving a substantial percentage of low-income
4 students. Further, the Initiative shall increase the diversity
5 of teachers, including diversity based on race, ethnicity, and
6 disability.

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

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

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

18 (110 ILCS 48/10)

19 Sec. 10. Definitions. In this Act:

20 "Accredited teacher preparation program" means a State or
21 regionally accredited higher education program authorized to
22 prepare individuals to fulfill all of the requirements to
23 receive an Illinois initial teaching certificate.

24 "Developmental classes" means classes in basic skill
25 areas, such as mathematics and language arts that are

1 prerequisite to, but not counted towards, degree requirements
2 of a teacher preparation program.

3 "Eligible school" means a public elementary or secondary
4 school in this State that serves a substantial percentage of
5 low-income students and that is either hard to staff or has
6 hard-to-staff teaching positions.

7 "Hard-to-staff school" means a public school in this State
8 ~~an elementary or secondary school that, based on data compiled~~
9 ~~by the State Board of Education,~~ ranks in the upper third among
10 public schools of its type (elementary, middle, or secondary)
11 in terms of rate of attrition of its teachers ~~of schools in~~
12 ~~this State on a combined index measuring the percentage of the~~
13 ~~school's teachers who are not fully certified and the~~
14 ~~percentage of the school's teachers who leave their positions~~
15 ~~annually.~~

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

22 "Initiative" means the Grow Your Own Teacher Education
23 Initiative created under this Act.

24 "Paraeducators" means individuals with a history of
25 demonstrated accomplishments in school staff positions (such
26 as teacher assistants, school-community liaisons, school

1 clerks, and security aides) in schools serving a substantial
2 percentage of low-income students.

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

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

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

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

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

1 (110 ILCS 48/20)

2 Sec. 20. Selection of grantees. The State Board shall award
3 grants to qualified consortia that reflect the distribution and
4 diversity of hard-to-staff schools and hard-to-staff positions
5 across this State. In awarding grants, the State Board shall
6 select programs that successfully address Initiative criteria
7 and that reflect a diversity of strategies in terms of serving
8 urban areas, serving rural areas, the nature of the
9 participating institutions of higher education, and the nature
10 of hard-to-staff schools and hard-to-staff teaching positions
11 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.

1 (3) The consortium shall focus on a clearly defined set
2 of eligible ~~target~~ schools ~~servicing a substantial~~
3 ~~percentage of low income students~~ that will participate in
4 ~~be the primary focus of~~ the program. The consortium shall
5 articulate the steps that it will carry out in preparing
6 teachers for its participating ~~target~~ ~~hard to staff~~
7 schools and in preparing teachers for one or more
8 hard-to-staff teaching positions in those ~~its target~~
9 schools.

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

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

20 (6) The consortium shall offer the program to cohorts
21 of candidates who begin by moving through the program
22 together. The program shall be offered on a schedule that
23 enables candidates to work full time while participating in
24 the program and allows paraeducators to continue in their
25 current positions. In any fiscal year in which an
26 appropriation for the Initiative is made, the ~~The~~

1 consortium shall guarantee that support will be available
2 to an admitted cohort for the cohort's training for that
3 fiscal year ~~through the cohort's full period of training.~~

4 At the beginning of the Initiative, programs that are
5 already operating and existing cohorts of candidates under
6 this model shall be eligible for funding.

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

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

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

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

24 (C) If a community college is a participant, the
25 nature and extent of existing articulation agreements
26 and guarantees between the community college and the

1 4-year institution of higher education.

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

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

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

14 (G) The consortium's plan for collective
15 consortium decision-making, including mechanisms for
16 community and candidate input.

17 (H) The consortium's plan for direct impact of the
18 program on the quality of education in the eligible
19 ~~target~~ schools.

20 (I) The relevance of the curriculum to the needs of
21 the eligible ~~targeted~~ schools and positions, and the
22 use in curriculum and instructional planning of
23 principles for effective education for adults.

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

26 (K) Provision of a level of performance to be

1 maintained by candidates as a condition of continuing
2 in the program.

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

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

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

12 (O) A plan for testing and qualitative evaluation
13 of candidates' teaching skills that ensures that
14 graduates of the program are as prepared for teaching
15 as other individuals completing the institution of
16 higher education's preparation program for the
17 certificate sought.

18 (P) A plan for internal evaluation that provides
19 reports at least yearly on the progress of candidates
20 towards graduation and the impact of the program on the
21 target schools and their communities.

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

25 (R) Consortium commitment for sustaining the
26 program over time, as evidenced by plans for reduced

1 requirements for external funding in subsequent
2 cycles.

3 (S) The inclusion in the planned program of
4 strategies derived from community organizing that will
5 help candidates develop tools for working with parents
6 and other community members.

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

8 (110 ILCS 48/25)

9 Sec. 25. Expenditures under the Initiative.

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

24 (b) Grants under the Initiative shall be awarded in such a
25 way as to provide the required support for a cohort of

1 candidates for any fiscal year in which an appropriation for
2 the Initiative is made ~~the cohort's entire training period.~~
3 Program budgets must show expenditures and needed funds for the
4 entire period that candidates are expected to be enrolled.

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

8 (d) Where necessary, program budgets shall include the
9 costs of child care and other indirect expenses that are
10 necessary to permit candidates to maintain their ~~a full~~ class
11 schedules ~~schedule~~. Grant funds may be used by any member of a
12 consortium to offset such costs, whether the needed services
13 are ~~Child care may be~~ provided by the community organization or
14 organizations, are provided by another member of the
15 consortium, or are ~~be~~ independently contracted for.

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

19 (f) The community organization or organizations may
20 receive a portion of the grant money for the expenses of
21 recruitment, community orientation, and counseling of
22 potential candidates, for providing space in the community, and
23 for working with school personnel to facilitate individual work
24 experiences and support of candidates.

25 (g) The school district or school employee union or both
26 may receive a portion of the grant money for expenses of

1 supporting the work experiences of candidates and providing
2 mentors for graduates. Notwithstanding the provisions of
3 Section 10-20.15 of the School Code, school districts may also
4 use these or other applicable public funds to pay participants
5 in programs under the Initiative for student teaching required
6 by an accredited teacher preparation program.

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

9 (i) Grant funds may also be expended to pay directly for
10 required developmental classes for candidates beginning a
11 program.

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