



97TH GENERAL ASSEMBLY

State of Illinois

2011 and 2012

HB3312

Introduced 2/24/2011, by Rep. Rich Brauer

SYNOPSIS AS INTRODUCED:

110 ILCS 48/5
110 ILCS 48/10
110 ILCS 48/20
110 ILCS 48/25

Amends the Grow Your Own Teacher Education Act. Adds as a purpose of the Grow Your Own Teacher Education Initiative that the Initiative shall effectively recruit and prepare parent and community leaders and paraeducators to become effective teachers statewide in non-public special education facilities. Includes Illinois non-public special education facilities under the Children with Disabilities Article of the School Code as an "eligible school" under the Act. Makes related changes.

LRB097 08820 NHT 48950 b

FISCAL NOTE ACT
MAY APPLY

A BILL FOR

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, including
12 within the Department of Juvenile Justice School District, ~~and~~
13 hard-to-staff teaching positions, and non-public special
14 education facilities and who will remain in these schools for
15 substantial periods of time.

16 The Grow Your Own Teacher Education Initiative shall
17 effectively recruit and prepare parent and community leaders
18 and paraeducators to become effective teachers statewide in
19 hard-to-staff schools serving a substantial percentage of
20 low-income students, ~~and~~ and in non-public special education facilities.
21 schools serving a substantial percentage of low-income
22 students, and in non-public special education facilities.
23 Further, the Initiative shall increase the diversity of

1 teachers, including diversity based on race and ethnicity.

2 The Grow Your Own Teacher Education Initiative shall ensure
3 educational rigor by effectively preparing candidates in
4 accredited bachelor's degree programs in teaching, through
5 which graduates shall meet the requirements to secure an
6 Illinois initial teaching certificate.

7 The goal of the Grow Your Own Teacher Education Initiative
8 is to add 1,000 teachers to low-income, hard-to-staff Illinois
9 schools and Illinois non-public special education facilities
10 by 2016.

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

13 (110 ILCS 48/10)

14 Sec. 10. Definitions. In this Act:

15 "Accredited teacher preparation program" means a
16 regionally accredited, Illinois approved teacher education
17 program authorized to prepare individuals to fulfill all of the
18 requirements to receive an Illinois initial teaching
19 certificate.

20 "Cohort" means a group of teacher education candidates who
21 are enrolled in and share experiences in the same program and
22 are linked by their desire to become Illinois teachers in
23 hard-to-staff schools or non-public special education
24 facilities and by their need for the services and supports
25 offered by the Initiative.

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

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

14 "Eligible school" means a public elementary, middle, or
15 secondary school in this State that serves a substantial
16 percentage of low-income students and that is either hard to
17 staff or has hard-to-staff teaching positions or an Illinois
18 non-public special education facility under Section 14-7.02 of
19 this Code.

20 "Hard-to-staff school" means a public elementary, middle,
21 or secondary school in this State that, based on data compiled
22 by the State Board of Education in conjunction with the Board
23 of Higher Education, serves a substantial percentage of
24 low-income students, as defined by the State Board.

25 "Hard-to-staff teaching position" means a teaching
26 category (such as special education, bilingual education,

1 mathematics, or science) in which statewide data compiled by
2 the State Board of Education in conjunction with the Board of
3 Higher Education indicates a multi-year pattern of substantial
4 teacher shortage or that has been identified as a critical need
5 by the local school board.

6 "Initiative" means the Grow Your Own Teacher Education
7 Initiative created under this Act.

8 "Paraeducator" means an individual with a history of
9 demonstrated accomplishments in school staff positions (such
10 as teacher assistants, school-community liaisons, school
11 clerks, and security aides) in schools that meet the definition
12 of a hard-to-staff school under this Section or in Illinois
13 non-public special education facilities.

14 "Parent and community leader" means (i) an individual who
15 has or had a child enrolled in a school or schools that meet
16 the definition of a hard-to-staff school under this Section and
17 who has a history of active involvement in the school or who
18 has a history of working to improve schools serving a
19 substantial percentage of low-income students, including
20 membership in a community organization, or (ii) an individual
21 who has or had a child enrolled in an Illinois non-public
22 special education facility and who has a history of active
23 involvement in the school or who has a history of working to
24 improve non-public special education facilities, including
25 membership in a 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 48/20)

13 Sec. 20. Selection of grantees. The State Board shall award
14 grants to qualified consortia that reflect the distribution and
15 diversity of hard-to-staff schools, ~~and~~ and hard-to-staff
16 positions, and non-public special education facilities across
17 this State. In awarding grants, the State Board shall select
18 programs that successfully address Initiative criteria and
19 that reflect a diversity of strategies in terms of serving
20 urban areas, serving rural areas, the nature of the
21 participating institutions of higher education, and the nature
22 of hard-to-staff schools, ~~and~~ and hard-to-staff teaching
23 positions, and non-public special education facilities on
24 which a program is focused.

25 The State Board shall select consortia that meet the

1 following requirements:

2 (1) A consortium shall be composed of at least one
3 4-year institution of higher education with an Illinois
4 approved teacher preparation program, at least one school
5 district or group of schools, and one or more community
6 organizations. The consortium membership may also include
7 a 2-year institution of higher education, a school employee
8 union, or a regional office of education.

9 (2) The 4-year institution of higher education
10 participating in the consortium shall have past,
11 demonstrated success in preparing teachers for elementary
12 or secondary schools serving a substantial percentage of
13 low-income students or for non-public special education
14 facilities.

15 (3) The consortium shall focus on a clearly defined set
16 of eligible schools that will participate in the program.
17 The consortium shall articulate the steps that it will
18 carry out in preparing teachers for its participating
19 schools and in preparing teachers for one or more
20 hard-to-staff teaching positions in those schools.

21 (4) A candidate in a program under the Initiative must
22 hold a high school diploma or its equivalent, must meet
23 either the definition of "parent and community leader" or
24 the definition of "paraeducator" contained in Section 10 of
25 this Act, must not have attended college right after high
26 school or must have experienced an interruption in his or

1 her college education, and does not hold a bachelor's
2 degree.

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

8 (6) The consortium shall offer the program to cohorts
9 of candidates, as defined in Section 10 of this Act, on a
10 schedule that enables candidates to work full time while
11 participating in the program and allows paraeducators to
12 continue in their current positions. In any fiscal year in
13 which an appropriation for the Initiative is made, the
14 consortium shall guarantee that support will be available
15 to an admitted cohort for the cohort's education for that
16 fiscal year. At the beginning of the Initiative, programs
17 that are already operating and existing cohorts of
18 candidates 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

1 address the following issues:

2 (A) Previous experience of the institutions of
3 higher education in preparing candidates for
4 hard-to-staff schools and positions and for non-public
5 special education facilities and in working with
6 students with non-traditional backgrounds.

7 (B) The quality of the implementation plan,
8 including strategies for overcoming institutional
9 barriers to the progress of non-traditional
10 candidates.

11 (C) If a community college is a participant, the
12 nature and extent of existing articulation agreements
13 and guarantees between the community college and the
14 4-year institution of higher education.

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

18 (E) Experience of the community organization or
19 organizations in organizing parents and community
20 leaders to achieve school improvement and a strong
21 relational school culture.

22 (F) The qualifications of the person or persons
23 designated by the 4-year institution of higher
24 education to be responsible for cohort support and the
25 development of a shared learning and social
26 environment among candidates.

1 (G) The consortium's plan for collective
2 consortium decision-making, involving all consortium
3 members, including mechanisms for candidate input.

4 (H) The consortium's plan for direct impact of the
5 program on the quality of education in the eligible
6 schools.

7 (I) The relevance of the curriculum to the needs of
8 the eligible schools and positions, and the use in
9 curriculum and instructional planning of principles
10 for effective education for adults.

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

13 (K) Provision of a level of performance to be
14 maintained by candidates as a condition of continuing
15 in the program.

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

20 (M) The availability of supportive services,
21 including, but not limited to, counseling, tutoring,
22 transportation, technology and technology support, and
23 child care.

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

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

7 (P) A plan for internal evaluation that provides
8 reports at least yearly on the progress of candidates
9 towards graduation and the impact of the program on the
10 target schools and their communities.

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

14 (R) Consortium commitment for sustaining the
15 program over time, as evidenced by plans for reduced
16 requirements for external funding, in subsequent
17 cycles.

18 (S) The inclusion in the planned program of
19 strategies derived from community organizing that will
20 help candidates develop tools for working with parents
21 and other community members.

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

23 (110 ILCS 48/25)

24 Sec. 25. Expenditures under the Initiative.

25 (a) Every program under the Initiative shall implement a

1 program of forgivable loans to cover any portion of tuition,
2 books, and fees of candidates under the program in excess of
3 the candidates' grants-in-aid. All students admitted to a
4 cohort shall be eligible for a forgivable student loan. Loans
5 shall be fully forgiven if a graduate completes 5 years of
6 service in hard-to-staff schools, ~~or~~ hard-to-staff teaching
7 positions, or Illinois non-public special education facilities
8 under Section 14-7.02 of the School Code, with partial
9 forgiveness for shorter periods of service. The State Board
10 shall establish standards for the approval of requests for
11 waivers or deferrals from individuals to waive this obligation.
12 The State Board shall also define standards for the fiscal
13 management of these loan funds.

14 (b) The State Board shall award grants under the Initiative
15 in such a way as to provide the required support for a cohort
16 of candidates for any fiscal year in which an appropriation for
17 the Initiative is made. Program budgets must show expenditures
18 and needed funds for the entire period that candidates are
19 expected to be enrolled.

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

23 (d) Where necessary, program budgets shall include the
24 costs of child care and other indirect expenses, such as
25 transportation, tutoring, technology, and technology support,
26 necessary to permit candidates to maintain their class

1 schedules. Grant funds may be used by any member of a
2 consortium to offset such costs, and the services may be
3 provided by the community organization or organizations, by any
4 other member of the consortium, or by independent contractors.

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

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

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

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

24 (i) Grant funds may also be expended to pay directly for
25 required developmental classes for candidates beginning a
26 program.

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