



93RD GENERAL ASSEMBLY

State of Illinois

2003 and 2004

Introduced 02/04/04, by Marlow H. Colvin

SYNOPSIS AS INTRODUCED:

New Act

Creates the Grow Our Own Teacher Education Act. Establishes the Grow Our Own Teacher Education Initiative to prepare highly skilled, committed teachers who will teach in hard-to-staff schools and hard-to-staff positions and who will remain in these schools for substantial periods of time. Provides that the Board of Higher Education shall administer the Initiative as a grant competition to fund consortia that will carry out Grow Our Own Teacher preparation programs. Provides for an independent program evaluation. Effective July 1, 2004.

LRB093 19197 NHT 44932 b

FISCAL NOTE ACT
MAY APPLY

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 1. Short title. This Act may be cited as the Grow
5 Our Own Teacher Education Act.

6 Section 5. Purpose. The Grow Our Own Teacher preparation
7 programs established under this Act shall comprise a major new
8 statewide initiative, known as the Grow Our Own Teacher
9 Education Initiative, to prepare highly skilled, committed
10 teachers who will teach in hard-to-staff schools and
11 hard-to-staff teaching positions and who will remain in these
12 schools for substantial periods of time. These teachers shall
13 reduce costly teacher turnover. Evaluation of these programs'
14 impact shall provide the knowledge base for further expansion
15 of teacher preparation strategies that are employed in the
16 Initiative and that prove most effective. This on-going effort
17 shall create a national model for bringing about major progress
18 in placing highly qualified teachers in the classrooms of
19 schools serving a substantial percentage of low-income
20 students.

21 The Grow Our Own Teacher Education Initiative shall
22 effectively recruit and prepare parent and community leaders
23 and paraeducator leaders to become effective teachers and
24 teacher leaders statewide in hard-to-staff schools and
25 hard-to-staff teaching positions, particularly in schools
26 serving a substantial percentage of low-income students.
27 Further, the Initiative shall increase the diversity of
28 teachers, including diversity based on race, ethnicity, and
29 disability. The Initiative shall become a national model for
30 preparing skilled dedicated teachers with a comprehensive
31 understanding of effective educational practice who will
32 remain in their teaching positions for sustained time periods.

1 The Grow Our Own Teacher Education Initiative shall ensure
2 educational rigor by effectively preparing students in
3 accredited bachelor's degree programs in teaching, through
4 which graduates shall meet the requirements to secure an
5 Illinois standard teaching certificate. Programs carried out
6 under the Initiative shall prepare their graduates to carry a
7 comprehensive approach to elementary and secondary teaching
8 that is grounded in an understanding of the learning and
9 developmental needs and strengths of low-income students,
10 racial and ethnic minorities, English-language learners, and
11 students with disabilities. In addition, the Initiative shall
12 develop the capabilities of student participants as future
13 teacher leaders.

14 Section 10. Definitions. In this Act:

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

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

25 "Hard-to-staff teaching position" means a teaching
26 position (such as special education, mathematics, or science)
27 in which statewide data compiled by the State Board of
28 Education indicates a multi-year pattern of substantial
29 teacher shortage.

30 "Initiative" means the Grow Our Own Teacher Education
31 Initiative created under this Act.

32 "Paraeducator leaders" means individuals with a history of
33 demonstrated accomplishments in school staff positions (such
34 as teacher assistants, school-community liaisons, school
35 clerks, and security aides) in schools serving a substantial

1 percentage of low-income students.

2 "Parent and community leaders" means individuals with a
3 significant history of involvement, in one or more communities,
4 in improving schools serving a substantial percentage of
5 low-income students, including involvement focused on aiding
6 one or more groups of students who are most at-risk for school
7 failure.

8 "Partner organization" means a not-for-profit organization
9 with experience (i) in effectively organizing and assisting the
10 types of parent and community leaders or paraeducator leaders
11 who are the target participants in a Grow Our Own Teacher
12 preparation program and (ii) in helping to improve schools that
13 enroll a substantial percentage of low-income students. These
14 organizations may include without limitation parent
15 organizations, organizations of special education and
16 bilingual education parents, community organizations, advocacy
17 organizations for at-risk students and families, and teacher
18 unions and organizations.

19 "Program" means a Grow Our Own Teacher preparation program
20 established by a consortium under this Act.

21 "Schools serving a substantial percentage of low-income
22 students" means schools that rank in the top one-third of
23 Illinois schools in their percentage of students eligible to
24 receive free or reduced-price lunches.

25 Section 15. Creation of Initiative. The Grow Our Own
26 Teacher Education Initiative is created. The Board of Higher
27 Education shall administer the Initiative as a grant
28 competition to fund consortia that will carry out Grow Our Own
29 Teacher preparation programs.

30 Section 20. Selection of grantees. The Board of Higher
31 Education shall award grants to up to 10 qualified consortia
32 that reflect the distribution and diversity of target
33 hard-to-staff schools across this State. In awarding grants,
34 the Board shall select programs that successfully address

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

6 The Board of Higher Education shall use all of the
7 following criteria to evaluate the merits of program proposals
8 submitted by applicant consortia:

9 (1) A consortium shall be composed of at least one
10 4-year institution of higher education with an accredited
11 teacher preparation program and one or more partner
12 organizations. The consortium may also include a 2-year
13 institution of higher education if the 2-year institution
14 of higher education has an agreement with the 4-year
15 institution of higher education to ensure that courses
16 offered at one institution are fully recognized and
17 accepted for credit at the other institution, including the
18 transfer of credits from the 2-year institution to the
19 4-year institution.

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

26 (3) A partner organization participating in the
27 consortium shall demonstrate experience (i) in effectively
28 organizing and assisting the types of parent and community
29 leaders or paraeducator leaders who are the target
30 participants in the program and (ii) in helping to improve
31 schools that enroll substantial percentages of low-income
32 students.

33 (4) The consortium shall focus on a clearly defined set
34 of target schools serving a substantial percentage of
35 low-income students that will be the primary focus of the
36 program. The consortium shall articulate the steps that it

1 will carry out in preparing teachers for its target
2 hard-to-staff schools and in preparing teachers for one or
3 more hard-to-staff teaching positions in its target
4 schools.

5 (5) Members of the consortium shall jointly
6 conceptualize and facilitate the implementation of the
7 program, and consortium plans shall be judged, in part,
8 based on the integration of the efforts of all partners.

9 (6) The consortium shall employ effective procedures
10 for recruiting students for the program, as well as for
11 providing these students with social and academic support
12 during the duration of their educational experience.
13 Student participants must demonstrate the qualities
14 identified in the definitions of "parent and community
15 leaders" and "paraeducator leaders" in Section 10 of this
16 Act. Student participants must hold a high school diploma
17 or its equivalent.

18 (7) The consortium shall employ effective procedures
19 for teaching the skills and knowledge needed to prepare
20 highly competent teachers. Instruction for mastering
21 critical skills and knowledge shall be tailored to the
22 program's target student body and to the particular
23 characteristics of target schools. Instruction shall
24 include on-going direct experience in target schools and
25 analysis of this experience. Further, the consortium shall
26 teach skills and knowledge to prepare its students to
27 become effective teacher leaders.

28 (8) The consortium shall employ procedures for
29 effective integration of coursework across specific
30 courses (including course content and methods), as well as
31 for the integration of the academic studies, work
32 experience, and social support activities carried out by
33 the consortium to help ensure the student participants'
34 success. The program shall incorporate principles for
35 effective adult education.

36 (9) The consortium shall help student participants

1 continue or initiate relevant work experiences in target
2 schools for the entire period during which the students
3 participate in the program, shall provide on-site field
4 support at students' work sites, and shall coordinate the
5 curriculum to link the analysis of work experiences with
6 academic experiences.

7 (10) The consortium shall offer the program to cohorts
8 of students who begin by moving through the program
9 together. The program shall be offered on a schedule that
10 enables students to work full time while participating in
11 the program.

12 (11) The institutions of higher education
13 participating in the consortium shall expend the amount of
14 funds in implementing the program that these institutions
15 spend per student on similar educational programs. Grants
16 received by the consortium shall supplement and not
17 supplant these amounts. Proposed budgets and related
18 budget narratives shall specify how program funds will be
19 employed to implement priority program elements.

20 (12) The institutions of higher education
21 participating in the consortium shall specify how they will
22 offer their participating students financial aid packages
23 that will maximize their opportunity to complete the
24 program.

25 (13) The consortium shall specify processes for
26 conducting its own on-going evaluation of program
27 implementation and impact and for participating in the
28 independent program evaluation under Section 30 of this
29 Act.

30 (14) The consortium shall aid program graduates in
31 securing employment as teachers in the program's target
32 schools and shall provide support for graduates in making a
33 successful transition to teaching.

34 Section 25. Implementation of program. Approved consortia
35 shall receive start-up grants for the period from January 2005

1 through June 2005. Each consortium shall enroll 2 cohorts of
2 approximately 50 students to begin their instructional program
3 in the fall of 2005 and shall expand to 8 cohorts of
4 approximately 200 students on a schedule specified by the Board
5 of Higher Education.

6 Section 30. Independent program evaluation. The Board of
7 Higher Education shall contract for an independent evaluation
8 of program implementation by each of its participating
9 consortia and of the impact of each program, including the
10 extent of student persistence in program enrollment,
11 acceptance as an education major in a 4-year institution of
12 higher education, completion of a bachelor's degree in
13 teaching, obtaining a teaching position in a target school or
14 similar school, subsequent effectiveness as a teacher, and
15 persistence in teaching in a target school or similar school.
16 The evaluation shall assess the Initiative's overall
17 effectiveness and shall identify particular program strategies
18 that are especially effective.

19 Section 35. Funding. The Board of Higher Education shall
20 request an appropriation of \$1,200,000 for operation of the
21 Initiative in fiscal year 2005, \$2,200,000 for fiscal year
22 2006, \$3,200,000 for fiscal year 2007, \$3,200,000 for fiscal
23 year 2008, and \$3,200,00 for fiscal year 2009. \$200,000 of the
24 amount appropriated each fiscal year shall be allocated to
25 carry out the independent program evaluation under Section 30
26 of this Act, and the remainder shall be allocated to
27 participating consortia.

28 Section 40. Rules. The State Board of Education and the
29 Board of Higher Education may adopt any rules necessary to
30 carry out its responsibilities under this Act.

31 Section 99. Effective date. This Act takes effect July 1,
32 2004.