



Rep. Esther Golar

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1 AMENDMENT TO HOUSE BILL 3948

2 AMENDMENT NO. _____. Amend House Bill 3948 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, 13, 15, 20, 25, 30, 35, and
6 90 as follows:

7 (110 ILCS 48/5)

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

16 The Grow Your Own Teacher Education Initiative shall help

1 to create a statewide pipeline of teachers who are likely
2 ~~effectively recruit and prepare parent and community leaders~~
3 ~~and paraeducators~~ to become effective teachers statewide in
4 hard-to-staff schools serving a substantial percentage of
5 low-income students and hard-to-staff teaching positions in
6 schools serving a substantial percentage of low-income
7 students. Further, the Initiative shall increase the diversity
8 of teachers, including diversity based on race and ethnicity.

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

14 ~~The goal of the Grow Your Own Teacher Education Initiative~~
15 ~~is to add 1,000 teachers to low income, hard to staff Illinois~~
16 ~~schools by 2016.~~

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

19 (110 ILCS 48/10)

20 Sec. 10. Definitions. In this Act:

21 "Accredited teacher preparation program" means a
22 regionally accredited, Illinois approved teacher education
23 program authorized to prepare individuals to fulfill all of the
24 requirements to receive an Illinois initial teaching
25 certificate.

1 "Cohort" means a group of teacher education candidates who
2 are enrolled in and share experiences in the same program and
3 are linked by their desire to become Illinois teachers in
4 hard-to-staff schools and by their need for the services and
5 supports offered by the Initiative.

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

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

23 "Hard-to-staff school" means a public elementary, middle,
24 or secondary school in this State that, based on data compiled
25 by the State Board of Education in conjunction with the Board
26 of Higher Education, serves a substantial percentage of

1 low-income students, as defined by the Board of Higher
2 Education State Board.

3 "Hard-to-staff teaching position" means a teaching
4 category (such as special education, bilingual education,
5 mathematics, or science) in which statewide data compiled by
6 the State Board of Education in conjunction with the Board of
7 Higher Education indicates a multi-year pattern of substantial
8 teacher shortage or that has been identified as a critical need
9 by the local school board.

10 "Initiative" means the Grow Your Own Teacher Education
11 Initiative created under this Act.

12 "Para educator" ~~"Paraeducator"~~ means an individual with a
13 history of demonstrated accomplishments in school staff
14 positions (such as teacher assistants, school-community
15 liaisons, school clerks, and security aides) in schools that
16 meet the definition of a hard-to-staff school under this
17 Section.

18 "Parent and community leader" means an individual who has
19 or had a child enrolled in a school or schools that meet the
20 definition of a hard-to-staff school under this Section and who
21 has a history of active involvement in the school or who has a
22 history of working to improve schools serving a substantial
23 percentage of low-income students, including membership in a
24 community organization.

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

1 "Schools serving a substantial percentage of low-income
2 students" means schools that maintain any of grades
3 pre-kindergarten through 8, in which at least 35% of the
4 students are eligible to receive free or reduced-price lunches
5 and schools that maintain any of grades 9 through 12, in which
6 at least 25% of the students are eligible to receive free or
7 reduced price lunches.

8 ~~"State Board" means the Board of Higher Education.~~
9 (Source: P.A. 95-476, eff. 1-1-08; 96-144, eff. 8-7-09;
10 96-1393, eff. 7-29-10.)

11 (110 ILCS 48/13)

12 Sec. 13. Transfer of powers and duties to the Board of
13 Higher Education. On July 1, 2010, all powers and duties of
14 the State Board of Education under this Act were ~~shall be~~
15 transferred to the Board of Higher Education. ~~All rules,~~
16 ~~standards, guidelines, and procedures adopted by the State~~
17 ~~Board of Education under this Act shall continue in effect as~~
18 ~~the rules, standards, guidelines, and procedures of the Board~~
19 ~~of Higher Education, until they are modified or abolished by~~
20 ~~the Board of Higher Education.~~

21 (Source: P.A. 96-1393, eff. 7-29-10.)

22 (110 ILCS 48/15)

23 Sec. 15. Creation of Initiative. The Grow Your Own Teacher
24 Education Initiative is created. The Board of Higher Education

1 ~~State Board~~ shall administer the Initiative as a grant
2 competition to fund consortia that will carry out Grow Your Own
3 Teacher preparation programs.

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

5 (110 ILCS 48/20)

6 Sec. 20. Selection of grantees. The Board of Higher
7 Education ~~State Board~~ shall award grants to qualified consortia
8 that reflect the distribution and diversity of hard-to-staff
9 schools and hard-to-staff positions across this State. In
10 awarding grants, the Board of Higher Education ~~State Board~~
11 shall select programs that successfully address Initiative
12 criteria and that reflect a diversity of strategies in terms of
13 serving urban areas, serving rural areas, the nature of the
14 participating institutions of higher education, and the nature
15 of hard-to-staff schools and hard-to-staff teaching positions
16 on which a program is focused.

17 The Board of Higher Education ~~State Board~~ shall select
18 consortia that meet the following requirements:

19 (1) A consortium shall be composed of at least one
20 4-year institution of higher education with an Illinois
21 approved teacher preparation program, at least one school
22 district or group of schools, and one or more community
23 organizations. The consortium membership may also include
24 a 2-year institution of higher education, a school employee
25 union, or a regional office of education.

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

6 (3) The consortium shall focus on a clearly defined set
7 of eligible schools that will participate in the program.
8 The consortium shall articulate the steps that it will
9 carry out in preparing teachers for its participating
10 schools and in preparing teachers for one or more
11 hard-to-staff teaching positions in those schools.

12 (4) The consortium shall recruit potential candidates
13 for the program and shall take into consideration the
14 following traits when selecting a candidate: ~~A candidate in~~
15 ~~a program under the Initiative must hold a high school~~
16 ~~diploma or its equivalent, must meet either the definition~~
17 ~~of "parent and community leader" or the definition of~~
18 ~~"paraeducator" contained in Section 10 of this Act, must~~
19 ~~not have attended college right after high school or must~~
20 ~~have experienced an interruption in his or her college~~
21 ~~education, and does not hold a bachelor's degree.~~

22 (A) exhibits a strong desire to be a teacher in a
23 hard-to-staff school with the passion for academic
24 excellence and the commitment to teach;

25 (B) shows an interest in postsecondary education
26 and may hold an associate's degree, a bachelor's

1 degree, or another postsecondary degree, but a
2 postsecondary education is not required;

3 (C) exhibits a passion to become a teacher and is a
4 parent, a para educator, a community leader, or any
5 other individual from a community with a hard-to-staff
6 school;

7 (D) commits to completing and passing all State
8 standards, including the licensure test to obtain an
9 educator license;

10 (E) possesses a passion for children and teaching;

11 (F) communicates effectively with students,
12 parents, and others; and

13 (G) shows a willingness to set high standards of
14 performance for himself or herself and students.

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, as defined in Section 10 of this Act, on a
22 schedule that enables candidates to work full time while
23 participating in the program and allows para educators
24 ~~paraeducators~~ to continue in their current positions. In
25 any fiscal year in which an appropriation for the
26 Initiative is made, the consortium shall guarantee that

1 support will be available to an admitted cohort for the
2 cohort's education for that fiscal year. At the beginning
3 of the Initiative, programs that are already operating and
4 existing cohorts of candidates under this model shall be
5 eligible for funding.

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

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

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

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

23 (C) If a community college is a participant, the
24 nature and extent of existing articulation agreements
25 and guarantees between the community college and the
26 4-year institution of higher education.

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

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

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

13 (G) The consortium's plan for collective
14 consortium decision-making, involving all consortium
15 members, including mechanisms for candidate input.

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

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

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

25 (K) Provision of a level of performance to be
26 maintained by candidates as a condition of continuing

1 in the program.

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

6 (M) The availability of supportive services,
7 including, but not limited to, counseling, tutoring,
8 transportation, technology and technology support, and
9 child care.

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

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

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

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

26 (R) Consortium commitment for sustaining the

1 program over time, as evidenced by plans for reduced
2 requirements for external funding, in subsequent
3 cycles.

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

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

9 (110 ILCS 48/25)

10 Sec. 25. Expenditures under the Initiative.

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

24 (b) The Board of Higher Education ~~State Board~~ shall award
25 grants under the Initiative in such a way as to provide the

1 required support for a cohort of candidates for any fiscal year
2 in which an appropriation for the Initiative is made. Program
3 budgets must show expenditures and needed funds for the entire
4 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, such as
10 transportation, tutoring, technology, and technology support,
11 necessary to permit candidates to maintain their class
12 schedules. Grant funds may be used by any member of a
13 consortium to offset such costs, and the services may be
14 provided by the community organization or organizations, by any
15 other member of the consortium, or by independent contractors.

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 or more members of the consortium may expend funds
8 to cover 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. 95-476, eff. 1-1-08; 96-144, eff. 8-7-09.)

13 (110 ILCS 48/30)

14 Sec. 30. Implementation of Initiative. ~~The State Board~~
15 ~~shall develop guidelines and application procedures for the~~
16 ~~Initiative in fiscal year 2011.~~ The Board of Higher Education
17 ~~State Board~~ may, if it chooses, award a small number of
18 planning grants during any fiscal year to potential consortia.
19 ~~Other than existing cohorts, the first programs under the~~
20 ~~Initiative shall be awarded grants in such a way as to allow~~
21 ~~candidates to begin their work at the beginning of the~~
22 ~~2006-2007 school year.~~

23 (Source: P.A. 96-1393, eff. 7-29-10.)

24 (110 ILCS 48/35)

1 Sec. 35. Independent program evaluation. The Board of
2 Higher Education ~~State Board~~ shall contract for an independent
3 evaluation of program implementation by each of its
4 participating consortia and of the impact of each program,
5 including the extent of candidate persistence in program
6 enrollment, acceptance as an education major in a 4-year
7 institution of higher education, completion of a bachelor's
8 degree in teaching, obtaining a teaching position in a target
9 school or similar school, subsequent effectiveness as a
10 teacher, and persistence in teaching in a target school or
11 similar school. The evaluation shall assess the Initiative's
12 overall effectiveness and shall identify particular program
13 strategies that are especially effective.

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

15 (110 ILCS 48/90)

16 Sec. 90. Rules. The Board of Higher Education ~~State Board~~
17 may adopt any rules necessary to carry out its responsibilities
18 under this Act.

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