



Sen. Iris Y. Martinez

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LRB098 15504 RPM 59189 a

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 when  
14 selecting a candidate whether the candidate:

15           (A) holds ~~A candidate in a program under the~~  
16 ~~Initiative must hold~~ a high school diploma or its  
17 equivalent;~~;~~

18           (B) meets ~~must meet~~ either the definition of  
19 "parent and community leader" or the definition of  
20 "para educator" contained in Section 10 of this Act;~~;~~

21           (C) has ~~must not have attended college right after~~  
22 ~~high school or must have~~ experienced an interruption in  
23 his or her college education;~~;~~ ~~and does not hold a~~  
24 ~~bachelor's degree.~~

25           (D) exhibits a willingness to be a teacher in a  
26 hard-to-staff school with the goal of maintaining

1           academic excellence;

2           (E) shows an interest in postsecondary education  
3           and may hold an associate's degree, a bachelor's  
4           degree, or another postsecondary degree, but a  
5           postsecondary education is not required;

6           (F) is a parent, a para educator, a community  
7           leader, or any other individual from a community with a  
8           hard-to-staff school;

9           (G) commits to completing and passing all State  
10           standards, including the licensure test to obtain an  
11           educator license;

12           (H) shows a willingness to set high standards of  
13           performance for himself or herself and students; and

14           (I) demonstrates commitment to the program by:

15           (i) maintaining a cumulative grade point  
16           average of at least a 2.5 on a 4.0 scale (or the  
17           equivalent as determined by the Board of Higher  
18           Education);

19           (ii) attending monthly cohort meetings; and

20           (iii) applying for financial aid from all  
21           other financial aid resources before applying for  
22           assistance from the program.

23           (5) The consortium shall employ effective procedures  
24           for teaching the skills and knowledge needed to prepare  
25           highly competent teachers. Professional preparation shall  
26           include on-going direct experience in target schools and



1 evaluation of this experience.

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

14 (7) The institutions of higher education participating  
15 in the consortium shall document and agree to expend the  
16 same amount of funds in implementing the program that these  
17 institutions spend per student on similar educational  
18 programs. Grants received by the consortium shall  
19 supplement and not supplant these amounts.

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

23 (A) Previous experience of the institutions of  
24 higher education in preparing candidates for  
25 hard-to-staff schools and positions and in working  
26 with students with non-traditional backgrounds.

1           (B) The quality of the implementation plan,  
2 including strategies for overcoming institutional  
3 barriers to the progress of non-traditional  
4 candidates.

5           (C) If a community college is a participant, the  
6 nature and extent of existing articulation agreements  
7 and guarantees between the community college and the  
8 4-year institution of higher education.

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

12           (E) Experience of the community organization or  
13 organizations in organizing parents and community  
14 leaders to achieve school improvement and a strong  
15 relational school culture.

16           (F) The qualifications of the person or persons  
17 designated by the 4-year institution of higher  
18 education to be responsible for cohort support and the  
19 development of a shared learning and social  
20 environment among candidates.

21           (G) The consortium's plan for collective  
22 consortium decision-making, involving all consortium  
23 members, including mechanisms for candidate input.

24           (H) The consortium's plan for direct impact of the  
25 program on the quality of education in the eligible  
26 schools.

1           (I) The relevance of the curriculum to the needs of  
2           the eligible schools and positions, and the use in  
3           curriculum and instructional planning of principles  
4           for effective education for adults.

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

7           (K) Provision of a level of performance to be  
8           maintained by candidates as a condition of continuing  
9           in the program.

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

14          (M) The availability of supportive services,  
15          including, but not limited to, counseling, tutoring,  
16          transportation, technology and technology support, and  
17          child care.

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

21          (O) A plan for testing and qualitative evaluation  
22          of candidates' teaching skills that ensures that  
23          graduates of the program are as prepared for teaching  
24          as other individuals completing the institution of  
25          higher education's preparation program for the  
26          certificate sought.

1 (P) A plan for internal evaluation that provides  
2 reports at least yearly on the progress of candidates  
3 towards graduation and the impact of the program on the  
4 target schools and their communities.

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

8 (R) Consortium commitment for sustaining the  
9 program over time, as evidenced by plans for reduced  
10 requirements for external funding, in subsequent  
11 cycles.

12 (S) The inclusion in the planned program of  
13 strategies derived from community organizing that will  
14 help candidates develop tools for working with parents  
15 and other community members.

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

17 (110 ILCS 48/25)

18 Sec. 25. Expenditures under the Initiative.

19 (a) Every program under the Initiative shall implement a  
20 program of forgivable loans to cover any portion of tuition,  
21 books, and fees of candidates under the program in excess of  
22 the candidates' grants-in-aid. All students admitted to a  
23 cohort shall be eligible for a forgivable student loan. Loans  
24 shall be fully forgiven if a graduate completes 5 years of  
25 service in hard-to-staff schools or hard-to-staff teaching

1 positions, with partial forgiveness for shorter periods of  
2 service. The Board of Higher Education ~~State Board~~ shall  
3 establish standards for the approval of requests for waivers or  
4 deferrals from individuals to waive this obligation. The Board  
5 of Higher Education ~~State Board~~ shall also define standards for  
6 the fiscal management of these loan funds.

7 (b) The Board of Higher Education ~~State Board~~ shall award  
8 grants under the Initiative in such a way as to provide the  
9 required support for a cohort of candidates for any fiscal year  
10 in which an appropriation for the Initiative is made. Program  
11 budgets must show expenditures and needed funds for the entire  
12 period that candidates are expected to be enrolled.

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

16 (d) Where necessary, program budgets shall include the  
17 costs of child care and other indirect expenses, such as  
18 transportation, tutoring, technology, and technology support,  
19 necessary to permit candidates to maintain their class  
20 schedules. Grant funds may be used by any member of a  
21 consortium to offset such costs, and the services may be  
22 provided by the community organization or organizations, by any  
23 other member of the consortium, or by independent contractors.

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

1 (f) The community organization or organizations may  
2 receive a portion of the grant money for the expenses of  
3 recruitment, community orientation, and counseling of  
4 potential candidates, for providing space in the community, and  
5 for working with school personnel to facilitate individual work  
6 experiences and support of candidates.

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

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

17 (i) Grant funds may also be expended to pay directly for  
18 required developmental classes for candidates beginning a  
19 program.

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

21 (110 ILCS 48/30)

22 Sec. 30. Implementation of Initiative. ~~The State Board~~  
23 ~~shall develop guidelines and application procedures for the~~  
24 ~~Initiative in fiscal year 2011.~~ The Board of Higher Education  
25 ~~State Board~~ may, if it chooses, award a small number of

1 planning grants during any fiscal year to potential consortia.  
2 ~~Other than existing cohorts, the first programs under the~~  
3 ~~Initiative shall be awarded grants in such a way as to allow~~  
4 ~~candidates to begin their work at the beginning of the~~  
5 ~~2006-2007 school year.~~

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

7 (110 ILCS 48/35)

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

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

22 (110 ILCS 48/90)

23 Sec. 90. Rules. The Board of Higher Education ~~State Board~~  
24 may adopt any rules necessary to carry out its responsibilities

1 under this Act.

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