

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 10 and 20 as follows:

6 (110 ILCS 48/10)

7 Sec. 10. Definitions. In this Act:

8 "Accredited teacher preparation program" means a
9 regionally accredited, Illinois approved teacher education
10 program authorized to prepare individuals to fulfill all of the
11 requirements to receive an Illinois initial teaching
12 certificate.

13 "Cohort" means a group of teacher education candidates who
14 are enrolled in and share experiences in the same program and
15 are linked by their desire to become Illinois teachers in
16 hard-to-staff schools and by their need for the services and
17 supports offered by the Initiative. A cohort may include a high
18 school student enrolled in a dual credit course offered by a
19 participating institution of higher education.

20 "Community organization" means a nonprofit organization
21 that has a demonstrated capacity to train, develop, and
22 organize parents and community leaders into a constituency that
23 will hold the school and the school district accountable for

1 achieving high academic standards; in addition to
2 organizations with a geographic focus, "community
3 organization" includes general parent organizations,
4 organizations of special education or bilingual education
5 parents, and school employee unions.

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

10 "Dual credit course" has the meaning given to that term
11 under the Dual Credit Quality Act.

12 "Eligible school" means an early childhood program in which
13 no less than 60% of the children it serves are receiving
14 subsidized care under the Department of Human Services' Child
15 Care Assistance Program or a public elementary, middle, or
16 secondary school in this State that serves a substantial
17 percentage of low-income students and that is either hard to
18 staff or has hard-to-staff teaching positions.

19 "Hard-to-staff school" means an early childhood program in
20 which no less than 60% of the children it serves are receiving
21 subsidized care under the Department of Human Services' Child
22 Care Assistance Program or a public elementary, middle, or
23 secondary school in this State that, based on data compiled by
24 the State Board of Education in conjunction with the Board of
25 Higher Education, serves a substantial percentage of
26 low-income students, as defined by the Board of Higher

1 Education.

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

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

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

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

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

25 "Schools serving a substantial percentage of low-income
26 students" means schools that maintain any of grades

1 pre-kindergarten through 8, in which at least 35% of the
2 students are eligible to receive free or reduced-price lunches
3 and schools that maintain any of grades 9 through 12, in which
4 at least 25% of the students are eligible to receive free or
5 reduced price lunches.

6 (Source: P.A. 98-1036, eff. 1-1-15.)

7 (110 ILCS 48/20)

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

19 The Board of Higher Education shall select consortia that
20 meet the following requirements:

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

1 a 2-year institution of higher education, a school employee
2 union, or a regional office of education.

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

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

14 (4) The consortium shall recruit potential candidates
15 for the program and shall take into consideration when
16 selecting a candidate whether the candidate:

17 (A) holds a high school diploma or its equivalent
18 or is a high school student enrolled in a dual credit
19 course offered by a participating institution of
20 higher education;

21 (B) meets either the definition of "parent and
22 community leader" or the definition of "para educator"
23 contained in Section 10 of this Act;

24 (C) (blank); ~~has experienced an interruption in~~
25 ~~his or her college education;~~

26 (D) exhibits a willingness to be a teacher in a

1 hard-to-staff school with the goal of maintaining
2 academic excellence;

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

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

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

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

15 (I) demonstrates commitment to the program by:

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

20 (ii) attending monthly cohort meetings; and

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

24 (5) The consortium shall employ effective procedures
25 for teaching the skills and knowledge needed to prepare
26 highly competent teachers. Professional preparation shall

1 include on-going direct experience in target schools and
2 evaluation of this experience.

3 (6) The consortium shall offer the program to cohorts
4 of candidates, as defined in Section 10 of this Act, on a
5 schedule that enables candidates to work full time while
6 participating in the program and allows para educators to
7 continue in their current positions. In any fiscal year in
8 which an appropriation for the Initiative is made, the
9 consortium shall guarantee that support will be available
10 to an admitted cohort for the cohort's education for that
11 fiscal year. At the beginning of the Initiative, programs
12 that are already operating and existing cohorts of
13 candidates under this model shall be 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 shall establish
21 additional criteria for review of proposals, including
22 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 Subject to the requirements under the Dual Credit Quality
17 Act, a participating institution of higher education may offer
18 a high school student a dual credit course under the program.

19 The Board of Higher Education may not adopt rules regarding
20 candidate eligibility that are more restrictive than this
21 Section.

22 (Source: P.A. 98-1036, eff. 1-1-15.)

23 Section 99. Effective date. This Act takes effect upon
24 becoming law.