



Rep. Rita Mayfield

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1 AMENDMENT TO HOUSE BILL 4882

2 AMENDMENT NO. \_\_\_\_\_. Amend House Bill 4882 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 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

1 supports offered by the Initiative. A cohort may include a high  
2 school student enrolled in a dual credit course offered by a  
3 participating institution of higher education.

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

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

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

19 "Eligible school" means an early childhood program in which  
20 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 serves a substantial  
24 percentage of low-income students and that is either hard to  
25 staff or has hard-to-staff teaching positions.

26 "Hard-to-staff school" means an early childhood program in

1 which no less than 60% of the children it serves are receiving  
2 subsidized care under the Department of Human Services' Child  
3 Care Assistance Program or a public elementary, middle, or  
4 secondary school in this State that, based on data compiled by  
5 the State Board of Education in conjunction with the Board of  
6 Higher Education, serves a substantial percentage of  
7 low-income students, as defined by the Board of Higher  
8 Education.

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

16 "Initiative" means the Grow Your Own Teacher Education  
17 Initiative created under this Act.

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

23 "Parent and community leader" means an individual who has  
24 or had a child enrolled in a school or schools that meet the  
25 definition of a hard-to-staff school under this Section and who  
26 has a history of active involvement in the school or who has a

1 history of working to improve schools serving a substantial  
2 percentage of low-income students, including membership in a  
3 community organization.

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

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

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

14 (110 ILCS 48/20)

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

1           The Board of Higher Education shall select consortia that  
2 meet the following requirements:

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

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

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) The consortium shall recruit potential candidates  
22 for the program and shall take into consideration when  
23 selecting a candidate whether the candidate:

24           (A) holds a high school diploma or its equivalent  
25 or is a high school student enrolled in a dual credit  
26 course offered by a participating institution of

1           higher education;

2           (B) meets either the definition of "parent and  
3           community leader" or the definition of "para educator"  
4           contained in Section 10 of this Act;

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

7           (D) exhibits a willingness to be a teacher in a  
8           hard-to-staff school with the goal of maintaining  
9           academic excellence;

10          (E) shows an interest in postsecondary education  
11          and may hold an associate's degree, a bachelor's  
12          degree, or another postsecondary degree, but a  
13          postsecondary education is not required;

14          (F) is a parent, a para educator, a community  
15          leader, or any other individual from a community with a  
16          hard-to-staff school;

17          (G) commits to completing and passing all State  
18          standards, including the licensure test to obtain an  
19          educator license;

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

22          (I) demonstrates commitment to the program by:

23                 (i) maintaining a cumulative grade point  
24                 average of at least a 2.5 on a 4.0 scale (or the  
25                 equivalent as determined by the Board of Higher  
26                 Education);

1 (ii) attending monthly cohort meetings; and

2 (iii) applying for financial aid from all  
3 other financial aid resources before applying for  
4 assistance from the program.

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

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

21 (7) The institutions of higher education participating  
22 in the consortium shall document and agree to expend the  
23 same amount of funds in implementing the program that these  
24 institutions spend per student on similar educational  
25 programs. Grants received by the consortium shall  
26 supplement and not supplant these amounts.

1           (8) The Board of Higher Education shall establish  
2 additional criteria for review of proposals, including  
3 criteria that address the following issues:

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

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

12           (C) If a community college is a participant, the  
13 nature and extent of existing articulation agreements  
14 and guarantees between the community college and the  
15 4-year institution of higher education.

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

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

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



1 environment among candidates.

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

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

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

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

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

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

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

25 (N) A plan for continued participation of  
26 graduates of the program in a program of support for at

1 least 2 years, including mentoring and group meetings.

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

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

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

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

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

23 Subject to the requirements under the Dual Credit Quality  
24 Act, a participating institution of higher education may offer  
25 a high school student a dual credit course under the program.

26 The Board of Higher Education may not adopt rules regarding

1 candidate eligibility that are more restrictive than this  
2 Section.

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

4 Section 99. Effective date. This Act takes effect upon  
5 becoming law.".