

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 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
17 to create a statewide pipeline of teachers who are likely
18 ~~effectively recruit and prepare parent and community leaders~~
19 ~~and paraeducators~~ to become effective teachers statewide in
20 hard-to-staff schools serving a substantial percentage of
21 low-income students and hard-to-staff teaching positions in
22 schools serving a substantial percentage of low-income
23 students. Further, the Initiative shall increase the diversity

1 of teachers, including diversity based on race and ethnicity.

2 The Grow Your Own Teacher Education Initiative shall ensure
3 educational rigor by effectively preparing candidates in
4 accredited bachelor's degree programs in teaching, through
5 which graduates shall meet the requirements to secure an
6 Illinois initial teaching certificate.

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

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

12 (110 ILCS 48/10)

13 Sec. 10. Definitions. In this Act:

14 "Accredited teacher preparation program" means a
15 regionally accredited, Illinois approved teacher education
16 program authorized to prepare individuals to fulfill all of the
17 requirements to receive an Illinois initial teaching
18 certificate.

19 "Cohort" means a group of teacher education candidates who
20 are enrolled in and share experiences in the same program and
21 are linked by their desire to become Illinois teachers in
22 hard-to-staff schools and by their need for the services and
23 supports offered by the Initiative.

24 "Community organization" means a nonprofit organization
25 that has a demonstrated capacity to train, develop, and

1 organize parents and community leaders into a constituency that
2 will hold the school and the school district accountable for
3 achieving high academic standards; in addition to
4 organizations with a geographic focus, "community
5 organization" includes general parent organizations,
6 organizations of special education or bilingual education
7 parents, and school employee unions.

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

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

16 "Hard-to-staff school" means a public elementary, middle,
17 or secondary school in this State that, based on data compiled
18 by the State Board of Education in conjunction with the Board
19 of Higher Education, serves a substantial percentage of
20 low-income students, as defined by the Board of Higher
21 Education State Board.

22 "Hard-to-staff teaching position" means a teaching
23 category (such as special education, bilingual education,
24 mathematics, or science) in which statewide data compiled by
25 the State Board of Education in conjunction with the Board of
26 Higher Education indicates a multi-year pattern of substantial

1 teacher shortage or that has been identified as a critical need
2 by the local school board.

3 "Initiative" means the Grow Your Own Teacher Education
4 Initiative created under this Act.

5 "Para educator" ~~"Paraeducator"~~ means an individual with a
6 history of demonstrated accomplishments in school staff
7 positions (such as teacher assistants, school-community
8 liaisons, school clerks, and security aides) in schools that
9 meet the definition of a hard-to-staff school under this
10 Section.

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

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

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

1 ~~"State Board" means the Board of Higher Education.~~

2 (Source: P.A. 95-476, eff. 1-1-08; 96-144, eff. 8-7-09;
3 96-1393, eff. 7-29-10.)

4 (110 ILCS 48/13)

5 Sec. 13. Transfer of powers and duties to the Board of
6 Higher Education. On July 1, 2010, all powers and duties of
7 the State Board of Education under this Act were ~~shall be~~
8 transferred to the Board of Higher Education. ~~All rules,~~
9 ~~standards, guidelines, and procedures adopted by the State~~
10 ~~Board of Education under this Act shall continue in effect as~~
11 ~~the rules, standards, guidelines, and procedures of the Board~~
12 ~~of Higher Education, until they are modified or abolished by~~
13 ~~the Board of Higher Education.~~

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

15 (110 ILCS 48/15)

16 Sec. 15. Creation of Initiative. The Grow Your Own Teacher
17 Education Initiative is created. The Board of Higher Education
18 ~~State Board~~ shall administer the Initiative as a grant
19 competition to fund consortia that will carry out Grow Your Own
20 Teacher preparation programs.

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

22 (110 ILCS 48/20)

23 Sec. 20. Selection of grantees. The Board of Higher

1 ~~Education State Board~~ shall award grants to qualified consortia
2 that reflect the distribution and diversity of hard-to-staff
3 schools and hard-to-staff positions across this State. In
4 awarding grants, the Board of Higher Education ~~State Board~~
5 shall select programs that successfully address Initiative
6 criteria and that reflect a diversity of strategies in terms of
7 serving urban areas, serving rural areas, the nature of the
8 participating institutions of higher education, and the nature
9 of hard-to-staff schools and hard-to-staff teaching positions
10 on which a program is focused.

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

13 (1) A consortium shall be composed of at least one
14 4-year institution of higher education with an Illinois
15 approved teacher preparation program, at least one school
16 district or group of schools, and one or more community
17 organizations. The consortium membership may also include
18 a 2-year institution of higher education, a school employee
19 union, or a regional office of education.

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

25 (3) The consortium shall focus on a clearly defined set
26 of eligible schools that will participate in the program.

1 The consortium shall articulate the steps that it will
2 carry out in preparing teachers for its participating
3 schools and in preparing teachers for one or more
4 hard-to-staff teaching positions in those schools.

5 (4) The consortium shall recruit potential candidates
6 for the program and shall take into consideration when
7 selecting a candidate whether the candidate:

8 (A) holds ~~A candidate in a program under the~~
9 ~~Initiative must hold~~ a high school diploma or its
10 equivalent;~~;~~

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

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

18 (D) exhibits a willingness to be a teacher in a
19 hard-to-staff school with the goal of maintaining
20 academic excellence;

21 (E) shows an interest in postsecondary education
22 and may hold an associate's degree, a bachelor's
23 degree, or another postsecondary degree, but a
24 postsecondary education is not required;

25 (F) is a parent, a para educator, a community
26 leader, or any other individual from a community with a

1 hard-to-staff school;

2 (G) commits to completing and passing all State
3 standards, including the licensure test to obtain an
4 educator license;

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

7 (I) demonstrates commitment to the program by:

8 (i) maintaining a cumulative grade point
9 average of at least a 2.5 on a 4.0 scale (or the
10 equivalent as determined by the Board of Higher
11 Education);

12 (ii) attending monthly cohort meetings; and

13 (iii) applying for financial aid from all
14 other financial aid resources before applying for
15 assistance from the program.

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

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

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

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

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

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

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

24 (C) If a community college is a participant, the
25 nature and extent of existing articulation agreements
26 and guarantees between the community college and the

1 4-year institution of higher education.

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

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

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

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

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

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

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

26 (K) Provision of a level of performance to be

1 maintained by candidates as a condition of continuing
2 in the program.

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

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

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

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

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

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

1 (R) Consortium commitment for sustaining the
2 program over time, as evidenced by plans for reduced
3 requirements for external funding, in subsequent
4 cycles.

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

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

10 (110 ILCS 48/25)

11 Sec. 25. Expenditures under the Initiative.

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

25 (b) The Board of Higher Education ~~State Board~~ shall award

1 grants under the Initiative in such a way as to provide the
2 required support for a cohort of candidates for any fiscal year
3 in which an appropriation for the Initiative is made. Program
4 budgets must show expenditures and needed funds for the entire
5 period that candidates are expected to be enrolled.

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

9 (d) Where necessary, program budgets shall include the
10 costs of child care and other indirect expenses, such as
11 transportation, tutoring, technology, and technology support,
12 necessary to permit candidates to maintain their class
13 schedules. Grant funds may be used by any member of a
14 consortium to offset such costs, and the services may be
15 provided by the community organization or organizations, by any
16 other member of the consortium, or by independent contractors.

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

20 (f) The community organization or organizations may
21 receive a portion of the grant money for the expenses of
22 recruitment, community orientation, and counseling of
23 potential candidates, for providing space in the community, and
24 for working with school personnel to facilitate individual work
25 experiences and support of candidates.

26 (g) The school district or school employee union or both

1 may receive a portion of the grant money for expenses of
2 supporting the work experiences of candidates and providing
3 mentors for graduates. Notwithstanding the provisions of
4 Section 10-20.15 of the School Code, school districts may also
5 use these or other applicable public funds to pay participants
6 in programs under the Initiative for student teaching required
7 by an accredited teacher preparation program.

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

10 (i) Grant funds may also be expended to pay directly for
11 required developmental classes for candidates beginning a
12 program.

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

14 (110 ILCS 48/30)

15 Sec. 30. Implementation of Initiative. ~~The State Board~~
16 ~~shall develop guidelines and application procedures for the~~
17 ~~Initiative in fiscal year 2011.~~ The Board of Higher Education
18 ~~State Board~~ may, if it chooses, award a small number of
19 planning grants during any fiscal year to potential consortia.
20 ~~Other than existing cohorts, the first programs under the~~
21 ~~Initiative shall be awarded grants in such a way as to allow~~
22 ~~candidates to begin their work at the beginning of the~~
23 ~~2006-2007 school year.~~

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

1 (110 ILCS 48/35)

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

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

16 (110 ILCS 48/90)

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

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