

APPROVED
AUGUST 11, 2015

Item #VII-17
August 11, 2015

GROW YOUR OWN TEACHER EDUCATION INITIATIVE
FISCAL YEAR 2016 ALLOCATION

Submitted for: Action.

Summary: This item requests approval to determine the allocation of anticipated Fiscal Year 2016 appropriation for grants to eligible consortia participating in the Grow Your Own Teacher Education (GYO) Initiative. The purpose of the GYO Initiative is to help to create a statewide pipeline of teachers who are likely to become effective teachers in: 1) hard-to-staff schools serving a substantial percentage of low-income students; and 2) hard-to-staff teaching positions in schools serving a substantial percentage of low-income students.

The GYO Act was passed in 2004 and received its first funding in Fiscal Year 2006 from the Illinois State Board of Education (ISBE). In Fiscal Year 2011, the GYO program was transferred to the Illinois Board of Higher Education (IBHE).

Effective January 1, 2015, a change to the GYO statute creates a broader definition of the types of candidates that are eligible for the GYO program. The statute change allows the admission of candidates who already possess a Bachelors degree into the program. This has enabled consortia to recruit higher quality candidates in anticipation of improved completion rates.

Last year, funds were appropriated to 11 consortia for 159 candidates. It is anticipated that a similar distribution will occur in the current fiscal year but the appropriation amount is unknown. Waiting to seek approval after the Fiscal Year 2016 budget is finalized will unnecessarily delay the release of funds for this program.

Action Requested: That the Illinois Board of Higher Education authorizes the Executive Director to: 1) determine the distribution of funds for administration, evaluation, contractual agreements and support of the GYO program; and 2) distribute grant awards equitably to eligible GYO consortia with the primary focus on direct benefit to candidates.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

**GROW YOUR OWN TEACHER EDUCATION INITIATIVE
FISCAL YEAR 2016 ALLOCATION**

Background

This item requests approval to determine the allocation of grants to the eligible consortia participating in the Grow Your Own Teacher Education (GYO) Initiative. The goal of the GYO Initiative is to recruit and prepare parent and community leaders and paraeducators statewide to become effective teachers 1) in hard-to-staff schools serving a substantial percentage of low-income students; and 2) in hard-to-staff teaching positions in schools serving a substantial percentage of low-income students.

The GYO Act was passed in 2004 and received its first funding in Fiscal Year 2006 from the ISBE. Since 2006, consortia in communities across the state have provided support to local community members who desire to become teachers in hard-to-staff neighborhood schools. Consortia are comprised of community organizations, school districts, community colleges, and four-year institutions of higher education.

In Fiscal Year 2011, the GYO program was transferred to the IBHE. There are currently 160 active teacher candidates enrolled in the GYO program. Candidates may receive up to \$25,000 for college expenses in the form of loans which are forgiven if a graduate completes five years of service in a qualifying school. Candidates also may receive transportation assistance, tutoring, technology assistance, and, if necessary, child care support. The consortia and their members are permitted to use grant funds to offset their costs of providing services to the teacher candidates.

Last year, funds were appropriated to 11 consortia for 159 candidates. It is anticipated that a similar distribution will occur in the current fiscal year but the appropriation amount is unknown. Waiting to seek approval after the Fiscal year 2016 budget is finalized will unnecessarily delay the release of funds for this program.

GYO Candidate Statistics

Listed in the table below are statistics about the GYO candidates.

Race/ethnicity	African American, 47%; Latino, 36%; White, 6%; Other, 4%; Unknown, 7%
Employment	Employed full-time, 68%; part-time, 20%
Gender	Female, 75%; male 25%
Active in Schools	Work in schools, 53%; parent volunteers/leaders, 39%
Age	57% are between the ages of 30-50 years old
Family Status	67% have dependents
Family Income	Over half have family incomes below \$30,000

Fiscal Year 2016 Goals and Accomplishments

The ultimate goal of this grant project is to increase student achievement and ensure student success in some of our state's neediest schools. The IBHE developed and refined the *Illinois Public Agenda for College and Career Success*. One of the major findings in the State during the development of the *Public Agenda* was that one Illinois is affluent, well educated, and economically dynamic with a seemingly bright future. The other Illinois struggles to make ends meet, lags in educational attainment, and is economically stagnant. Separating these two states is a prosperity gap that is wide and growing. As a result, the IBHE is partnering with the GYO Initiative as one approach to addressing this prosperity gap especially in targeted schools.

IBHE Steps Implemented to Improve the Program

Since receiving this program from ISBE in Fiscal Year 2011, the IBHE has implemented significant new policies to improve the outcome of graduating teachers to teach in hard-to-teach school districts across Illinois.

- A change to the GYO statute to allow a broader definition of the types of candidates that are eligible for the GYO program was completed. The statute change allows the admission of candidates who already possess a Bachelors degree into the program. This has enabled consortia to recruit higher quality candidates in anticipation of improved completion rates.
- Rewrote Program Rules
 - Revised rule changes made to strengthen accountability
 - Fiscal Agent must be an institution of higher education
 - Added clearly defined Roles and Responsibilities section added
- Contracted with the Illinois State University (ISU) Center for the Study of Education Policy to:
 - Evaluate the program
 - Perform site visits
 - Write an evaluation report with recommendations for improvement to the program (<http://www.ibhe.org/Grants/grantPrg/GYO.htm>)

The ISU Center has been used by IBHE for the past eleven years for the No Child Left Behind (NCLB) program. The Center is recognized by the US Department of Education for its innovative evaluation procedures.

- Developed a new online candidate database system that must be updated quarterly. The database shows credit hours earned, GPA, and other important information about candidate progress.
- Provided financial support to consortia enabling candidates to prepare for the basic skills test. Passing the more difficult basic skills test recently adopted by ISBE has been problematic for GYO candidates.
- Required an audit by an external independent auditor. Each consortium must submit a statement of revenues and expenditures signed by the fiscal agent for the grant.

- Held meetings with each consortium to recommend to consortia that students who do not show adequate academic progress or low GPAs be counseled out of the program.
- Created a formal procedure for candidates to request a waiver or deferral.

Fiscal Year 2016 Award and Evaluation Process

A competitive renewal application was released in April 2015. Each renewal application was scored by a team of three external reviewers based on the following criteria.

- **Need for teachers/placement:** How well did the proposal clearly identify that at least a subset of the teachers typically prepared by the lead institution of higher education seeks employment in communities where hard-to-staff schools or positions are located? The proposal projected teacher vacancies in partner districts including staffing trends over the past five years and projected vacancies for the next five years. Letters of intent indicate the districts' willingness to collaborate in offering opportunities for candidates in the GYO program and to place persons graduating from the program in teaching positions.
- **Project Narrative/Objectives:** How well did the proposal:
 - Provide a general overview of the consortia for Fiscal Year 2015 including the intended outcomes;
 - Describe the key project personnel, their qualifications, and their roles and responsibilities;
 - Describe the plans in place to assist students who are facing serious challenges in the GYO program (i.e., academic, financial, dispositional, etc.);
 - Provide projected teacher vacancies in partner districts including staffing trends over the past five years and projected vacancies for the next five years; and
 - Explain how GYO Initiative fills a need as well as draws on potential community assets, based upon a needs assessment?
- **Student Support:** How well did the proposal:
 - Describe the experience of the higher education institution in preparing GYO candidates for teaching in hard-to-staff schools;
 - Describe the consortia's policy for candidates to continue in the program;
 - Describe plans to ensure that candidates take advantage of existing financial aid resources before using the GYO loan funds;
 - Describe the student support services provided to assist candidates in passing the test of academic proficiency;
 - Describe the student support services provided to assist candidates in passing the test of academic proficiency. If adopting student support procedures that prepare candidates for the ACT/SAT test in lieu of the TAP test, please explain how successful that has been;
 - Describe the other student support services (counseling, tutoring, academic advising, etc.) to be offered to candidates throughout the year;
 - Describe plans for testing and qualitative evaluation of candidates' teaching skills to ensure that graduates of the program are prepared for teaching; and
 - Describe strategies derived from community advocacy that will help candidates develop tools for working with parents and other community members to garner resources and support for schools and kids?

- **Evaluation Plan:** How well did the evaluation plan describe what measures the consortia will be using, how data will be collected, how the data are analyzed by the consortia members and who will be involved in this analysis? How were evaluation results used by the consortia to improve project outcomes?
- **Budget:** How well did the proposal clearly present a cost-effective budget and narrative justification that is consistent with the scope of the proposed objectives and activities? State funds are targeted towards student forgivable loans.
- **Performance Indicators:** How well did the performance indicator information provided indicate the consortia made progress towards the goals and activities throughout the year?
- **Program Sustainability:** How well did the proposal provide convincing evidence of institutional support (monetary and non-monetary) and the potential to sustain efforts of the project?

Table 1 lists the funding requests and number of active candidates per institution and consortia

Next Steps

The IBHE will continue to contract with an external program evaluator (a statutory mandate) to monitor and provide technical assistance to consortia to improve program outcomes along with administration of the program. In addition, the evaluator will work with IBHE staff to coordinate an annual statewide meeting of all consortia. An annual statewide learning network meeting will be held to improve program outcomes.

Recommendation:

The staff recommends adoption of the following resolution:

The Illinois Board of Higher Education hereby authorizes the Executive Director to allocate the Fiscal Year 2016 appropriation for Grow Your Own Teacher Education Initiative Grants as specified by the statute and administrative rule. The Board authorizes the Executive Director to:

- 1) *Continue to monitor and determine eligibility of institutions pursuant to the statute (110 ILCS 48/1) and the rules implementing that statute (23 Ill. Adm. Code 1085);*
- 2) *Withhold grant awards until provided with signed grant agreements and other appropriate grant information and materials required by the Act and the rules;*
- 3) *Determine the distribution of funds for administration, evaluation, contractual agreements and support of the GYO program;*
- 4) *Equitably distribute grant awards to eligible GYO consortia:*
 - a. *With the primary focus on direct benefit to candidates; and*
 - b. *As determined based on Fiscal Year 2016 continuation grant scoring criteria;**and*
- 5) *Re-allocate funds between consortia, fund other consortia as necessary, and allocate any remaining funds at the end of the fiscal year.*

Table 1
Illinois Board of Higher Education
FY2016 - Grow Your Own Teacher Education Initiative
Continuation Application Requests

	<u>Institution/Consortia</u>	<u>Targeted School Districts</u>	<u>FY2016 Request Amount</u>	<u>FY2016 Award Amount</u>	<u>Number Of Active Candidates</u>
1	Chicago State University, Teachers With a Cause - Metropolitan Family Services, Chicago Public Schools	Mount Vernon, George Pullman, Medgar Evers, Marcus Garvey, Alfred Kohn, Mildred Lavizzo, Wendell Smith, Langston Hughes Elementary Schools	\$131,981	To Be Determined	10
2	East St. Louis District 189 E. St. Louis NAACP, SIU Edwardsville, Southwestern Illinois College	East St. Louis Senior High School, Lincoln Middle School, James Williams Behavior Center	\$64,792	To Be Determined	7
3	SIU Carbondale, Southernmost - Focus of Southern Illinois, Shawnee Community College	Consortia partners with schools located in several school districts in Southern Illinois	\$89,081	To Be Determined	7
4	Governors State University, The South Suburban Consortium, Action Now Institute	Cook County, Crete-Monee, Dolton/Riverside, Harvey, Patton	\$105,885	To Be Determined	5
5	Hands That Help, National Louis University, Rockford Valley College	Consortia partners with schools in the Rockford School District #205	\$189,037	To Be Determined	7
6	Northeastern Illinois University Action Now Institute-Kenwood Oakland Community Organization - (ANI-KOCO) Chicago Public Schools	Chicago Public Schools District #299	\$263,815	To Be Determined	25
7	Northeastern Illinois University Logan Square, Chicago Public Schools	Chicago Public Schools District #299	\$266,610	To Be Determined	31
8	Northeastern Illinois University Southwest Organizing Project-SWOP ENLACE, Chicago Public Schools	Chicago Public Schools District #299	\$248,386	To Be Determined	20
9	ONE Northside, Chicago Public Schools, Northeastern Illinois University, Harry S Truman College	Chicago Public Schools District #299	\$182,476	To Be Determined	23
10	Springfield District 186, U of I at Springfield, Lincoln Land Community College	Springfield School District #186	\$128,198	To Be Determined	14
11	Youth Connection Charter School, Chicago State University	Chicago Public Schools District #299	\$37,386	To Be Determined	11
Totals			\$1,707,647		160

