

Illinois Grow Your Own Teacher Education Initiative:
Formative Evaluation and Preliminary Recommendations

Prepared for Illinois Board of Higher Education by

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Executive Summary

The Illinois Grow Your Own Teacher (GYO) Initiative is a partnership between colleges of education, public schools, community colleges, and community-based organizations to recruit and develop a pipeline of community-based teachers who come from the community in which they will one day teach. The focus of Illinois GYO, according to the Illinois Grow Your Own Teacher Act, IL P.A. 93-802 of 2005, is to prepare highly skilled, committed teachers who will teach in hard-to-staff schools in hard-to-staff teaching positions and who will remain in these schools for substantial periods of time. The Illinois GYO Initiative began in Chicago's Logan Square Neighborhood Association through a Department of Education grant. From this beginning, the statewide program evolved through legislation passed in 2004 into the current statewide initiative that serves 292 teacher education candidates in 15 high-need communities in the state, including 8 in Chicago and one each in Southernmost Illinois, Alton, East St. Louis, Quad Cities, Rockford, Springfield, and the South Suburbs. The Peoria GYO project did not re-apply for funding for the 2011-2012 year, but data in this report includes candidate data from 16 projects (including the Peoria consortia). Since 2005, the 16 consortia have recruited over 650 GYO teacher candidates but experience an average attrition rate of 43%. To date, there are 42 GYO graduates and another 90 candidates who are enrolled in Colleges of Education for teacher preparation.

For the 2010-2011 year, Center for the Study of Education Policy (CSEP) staff conducted a systematic investigation of the 16 statewide *Grow Your Own Illinois Teacher Education Initiative* consortia for the purpose of describing the program, and each of the individual projects, for the Illinois Board of Higher Education (IBHE) and to develop an initial round of recommendations for clarification and program improvement. This occurred through the development of individual case studies on each of the consortia and cross case summaries (using statewide and site visit data and documents). Future evaluations will explore case specific research questions. This is intended with the goal of helping GYO consortia and IBHE with evaluation capacity building (ECB) as a central approach to evaluation and policy refinement.

Based on the data presented in this formative evaluation report, several program and policy recommendations are made, designed to help GYO projects and the GYO initiative statewide to meet its challenges with matriculating candidates through the program and assuring better teacher placement and success.

GYO Consortia Program Recommendations

- 1) Each project should conduct a needs assessment of projected teacher vacancies, and the results of the needs assessment should be used for the selection and certification of new GYO candidates and for placement of projected GYO graduates.
 - a. Part of this needs assessment should also include a regional/community-based asset map of the strengths and resources of a region/community to help map out efficiency strategies to meet projected regional/community needs.
 - b. As part of the asset mapping, each project (working with its partners) should also develop a contingency plan for funding of the program if state funding should be discontinued.

- 2) Projects should continue to provide additional supports to candidates at different benchmarks to progress through the program, including:
 - a. Continuation of the emphasis on passage of the Basic Skills test and increasing targeted and intensive tutoring, accessing if possible other support resources [e.g., Basic Skills curriculum modules developed by Association of Independent Colleges of Illinois (ACI)].
 - b. Addressing a concerning gap for many projects between those admitted to the Colleges of Education and those who are taking credits as they wait to be admitted.
 - c. Creating advising plans for students that support them to complete the program without taking unnecessary coursework and help to streamline and coordinate the GYO process.
 - d. Exploring the option of increased academic course loads for students employed part-time/not employed/or in areas with projected teaching vacancies to accelerate their progress through the program.
 - e. Exploring increased monetary supports for candidates during student teaching assignments.
- 3) Projects should individually and collectively examine partnership strategies to strengthen supports and placement of candidates, including:
 - a. Coordination of workshops and supports among projects, especially GYO projects within the same higher education institution.
 - b. Partnering with other high-need districts or other project areas (e.g., CPS) to assure that GYO graduates find appropriate teaching placements in the event that the partner district(s) cannot hire them.
 - c. Exploring ways that coursework can be offered through flexible means, such as through blended courses with some time spent on campus and some time spent using on-line delivery formats or through dual enrollment partnerships that allow candidates to take courses needed.
- 4) Projects should develop intended project outcomes and use evaluation results to improve the project, particularly as it must function as a pipeline with the district/school as consumer.
 - a. Use data from GYO IL Teacher Education Initiative Database to continue to refine practices of benchmarking student progress via “checkpoints” and of customizing candidate supports.
 - b. Address discrepancies in data uploaded to GYO IL Teacher Education Initiative database and update quarterly so that results can be used by partners to address issues and problems, using data for the collaborative partnership and to support reporting to the Illinois Board of Higher Education in renewal applications and other reports.
 - c. Feed evidence about project efficacy and effectiveness back to all partners for collaborative responses to issues that arise in practice and those that are suggested by the data.
 - d. Strengthen partnerships with districts in order for GYO to function as a succession planning mechanism for filling high need positions in partnering districts.
 - e. Include measurement and reporting on evaluation indicators not previously included in annual reports, including the tracking of students no longer in the GYO program but who are still pursuing education degrees.

- 5) Projects should continue to work on garnering additional funds through private and other sources, including financial aid for all candidates that qualify, tuition scholarships, and seeking additional support for candidates during student teaching.

Statewide Illinois Grow Your Own Teachers Program Recommendations

- 1) IBHE, GYO consortia directors, and ISU CSEP staff should work collaboratively to strengthen data collection, including addressing discrepancies in data uploaded to GYO IL Teacher Education Initiative database, enhancing data collection to track graduate placement and retention, and use data collected to make program improvements.
- 2) Renewal applications for FY 2012-2013 (contingent on funding) should require projects to submit a needs assessment, asset map, and contingency plan, in addition to other requirements set forth by IBHE.
- 3) Using lessons learned from project implementation and statewide data, IBHE, GYO consortia directors, and ISU CSEP staff should assess strategies and ideas for continuing to strengthen GYO statewide, including potential changes to GYO statute and recommendations for GYO Illinois.

Recommended Next Steps for Evaluating Statewide Illinois Grow Your Own Teachers Program for 2011-2012

Looking ahead to 2011-2012 evaluation and technical assistance activities, ISU CSEP recommends the following steps to work with consortia members and IBHE to strengthen the GYO initiative at the local and state levels during the 2011-2012 year:

- 1) ISU CSEP staff will work with GYO consortia staff and partners to enhance project evaluations including training and support on logic modeling with an emphasis on needs assessment, asset mapping, and outcomes assessment. Through evaluation capacity building, CSEP staff can further help GYO consortia and GYO statewide to build in evaluation practices for continuing to strengthen the pipeline of support for GYO candidates and documenting program outcomes.
- 2) In an effort to collect student input into a shared management structure for GYO (per state statutory requirement), ISU CSEP staff will conduct a survey of GYO candidates and share results of the survey with GYO consortia staff and partners and IBHE.
- 3) ISU CSEP staff will use Delphi survey methodology to survey the GYO consortia staff and partners regarding suggested recommendations for strengthening the GYO program, including possible statutory revisions that provide a more outcomes-based statutory goal and framework centered on teacher effectiveness.
- 4) ISU CSEP staff will continue to work with GYO consortia to monitor and assist with project improvements and to correct discrepancies in data in the GYO IL Teacher Education Initiative database.
- 5) ISU CSEP staff will work with IBHE to revise the RFP proposal content and structure to reflect the new focus on needs assessments, evaluation results, and criteria for sites outlined in statute.

Introduction

The Illinois Grow Your Own Teacher (GYO) Initiative is a partnership between colleges of education, public schools, community colleges, and community-based organizations to recruit and develop a pipeline of community-based teachers who come from the community in which they will one day teach. The focus of Illinois GYO, according to the Illinois Grow Your Own Teacher Act, IL P.A. 93-802 of 2005, is to prepare highly skilled, committed teachers who will teach in hard-to-staff schools in hard-to-staff teaching positions and who will remain in these schools for substantial periods of time. The Illinois GYO Initiative began in Chicago's Logan Square Neighborhood Association through a Department of Education grant. From this beginning, the statewide program evolved through legislation passed in 2004 into the current statewide initiative that serves 292 teacher education candidates in 15 high-need communities in the state, including 8 in Chicago and one each in Southernmost Illinois, Alton, East St. Louis, Quad Cities, Rockford, Springfield, and the South Suburbs¹. The Peoria GYO project did not re-apply for funding for the 2011-2012 year, but data in this report includes candidate data from 16 projects (including the Peoria consortia). Since 2005, the 16 consortia have recruited over 650 GYO teacher candidates but experiences an average attrition rate of 43%. To date, there are 42 GYO graduates and another 90 candidates who are enrolled in Colleges of Education for teacher preparation.

Formerly administered by the Illinois State Board of Education, in 2010, the Illinois GYO initiative was transferred to the Illinois Board of Higher Education (IBHE) to administer. The Illinois Board of Higher Education contracted with the Center for the Study of Education Policy (CSEP) at Illinois State University to conduct a statewide formative evaluation on the Illinois Grow Your Own Teacher Education Initiative. Staff in CSEP have been working with IBHE since 2003 as the statewide evaluators to the Illinois Teacher Quality Partnership Initiative, and the meta-evaluation methodology used for the Illinois Improving Teacher Quality State Grant Program (ITQ) evaluation received recognition by the U.S. Department of Education as an exemplary practice model for capacity building among grant-funded projects in IBHE portfolio. CSEP employed the same research designs for the evaluation of the Illinois GYO initiative that has been utilized since 2003 with the ITQ partnership sites. CSEP staff who serve on this evaluation have published several peer-reviewed articles and a book in areas such as research and evaluation methodology, school leadership, and school improvement. This report presents the findings by CSEP from the formative evaluation of the Illinois GYO initiative and individual GYO consortia. A review of the literature and methodology used is presented followed by a summary of the data from project accomplishments, the GYO IL Teacher Education Initiative Database, and the individual case studies compiled through site visits. The report concludes with program and policy recommendations as well as an outline of next steps forward.

Overview and Accomplishments of the Illinois Grow Your Own Teacher (GYO) Initiative

Although there is variation among the current 16 consortia, the model is a teacher education pipeline that prepares culturally and linguistically competent educators to teach in hard to staff schools in low income, high need areas of Illinois, both urban and rural, through school-university-community consortium.

¹ A listing of the 16 consortia (including Peoria) is provided in Appendix A

The statewide initiative is a complex set of intentions and partnership structures and processes that share three principal intentions: (1) to prepare highly effective teachers to serve their communities with the cultural and linguistic competencies to do so; (2) to address longstanding inequities in education by renewing schools, communities, and postsecondary education; and (3) to develop a statewide pipeline that sees teacher education candidates from recruitment, teacher preparation at the baccalaureate level, and professional induction into a community that will benefit. This formative evaluation draws on the research base for guidance on preparing teachers who serve communities as teachers and leader/organizers and emphasizes the statewide program as a pipeline of highly effective teachers for high need communities. Establishing the efficacy of the pipeline is an initial stage in ongoing formative evaluation. Unless the GYO Teacher Education Initiative can function as a pipeline, it will have limited influence and not realize its promise.

In the urban context, the initiative began as a “community organizing campaign that develops highly effective urban teachers...that builds much-needed social capital for schools and communities and a set of partnerships with the shared goal of improving education in otherwise poorly-served neighborhoods” (Hallett & Ramyk, 2010, p. 1). In other Illinois regions, mid-sized cities, and rural communities, GYO projects are likely to originate in local and regional colleges and universities or in schools and districts as partnerships intended to develop and sustain effective teachers, particularly teachers of color, from the communities where their professional service is most needed. In all cases, the statewide program seeks to recruit, educate, place, induct, and sustain effective teachers in qualifying communities.

A review of program descriptors by various policy makers and researchers indicates a complex picture of GYO in the state: (1) as a community organizing campaign that places teacher-organizers in schools; (2) as a collaborative consortium for developing highly effective teachers for particular communities; (3) as a channel for the simultaneous renewal of PK-12 and teacher education, and (4) as a pipeline for culturally and linguistically competent teachers, particularly those who are persons of color and members of the communities they will serve. One characterization of GYO as a community organizing campaign is just one perspective offered for the statewide program (Hallett, et. al., 2010; McAlister, et. al., 2009). Elsewhere, the program is characterized as “a pipeline of highly effective teachers of color” (Rasher & Goold, 2010, p. 1) in an evaluation that found GYO teachers “enter the classroom ‘ready to teach’ and exhibit positive and effective behaviors that are likely to result in increased student achievement” (Rasher & Goold, 2010, p. 4). GYO has also been characterized as a pipeline for minority teachers (Allensworth, 2011; Bhatt & Behrstock-Sherrat, 2010; McAlister, Mediratta, & Shah, 2009; Young & Berry, undated). Finally, GYO presents the prospect of shifting both schools and their postsecondary partners to be more deliberate about their practices, overcoming barriers, and meeting education’s social justice imperatives (Skinner, Garretton, & Schultz, 2011). While these four characterizations are not mutually exclusive, they represent a potential set of tensions and challenges for consortia in Illinois as they develop and fulfill the statewide program’s chief purposes in terms of policy, challenging partners to address multiple and potentially competing agendas

The successes of GYO have been recognized. GYO is the subject of a scholarly work in Teachers College Press series' Teaching for Social Justice. The book, *Grow Your Own Teachers: Grassroots Change for Teacher Education* (2011) is an edited work that lays the foundation for the project, shares GYO's research base, and offers an overview of the GYO model and its successes and challenges (Skinner, et al., 2011). GYO is also a current finalist for the Examples of Excelencia Award in recognition of its contribution to Latino student success in higher education. GYO Illinois also received external funding from: Communities for Public Education Reform (CPER) to focus on the following areas: (as taken from the CPER web site at: <http://www.communitiesforpubliceducationreform.org/grantees/grow-your-own-illinois>):

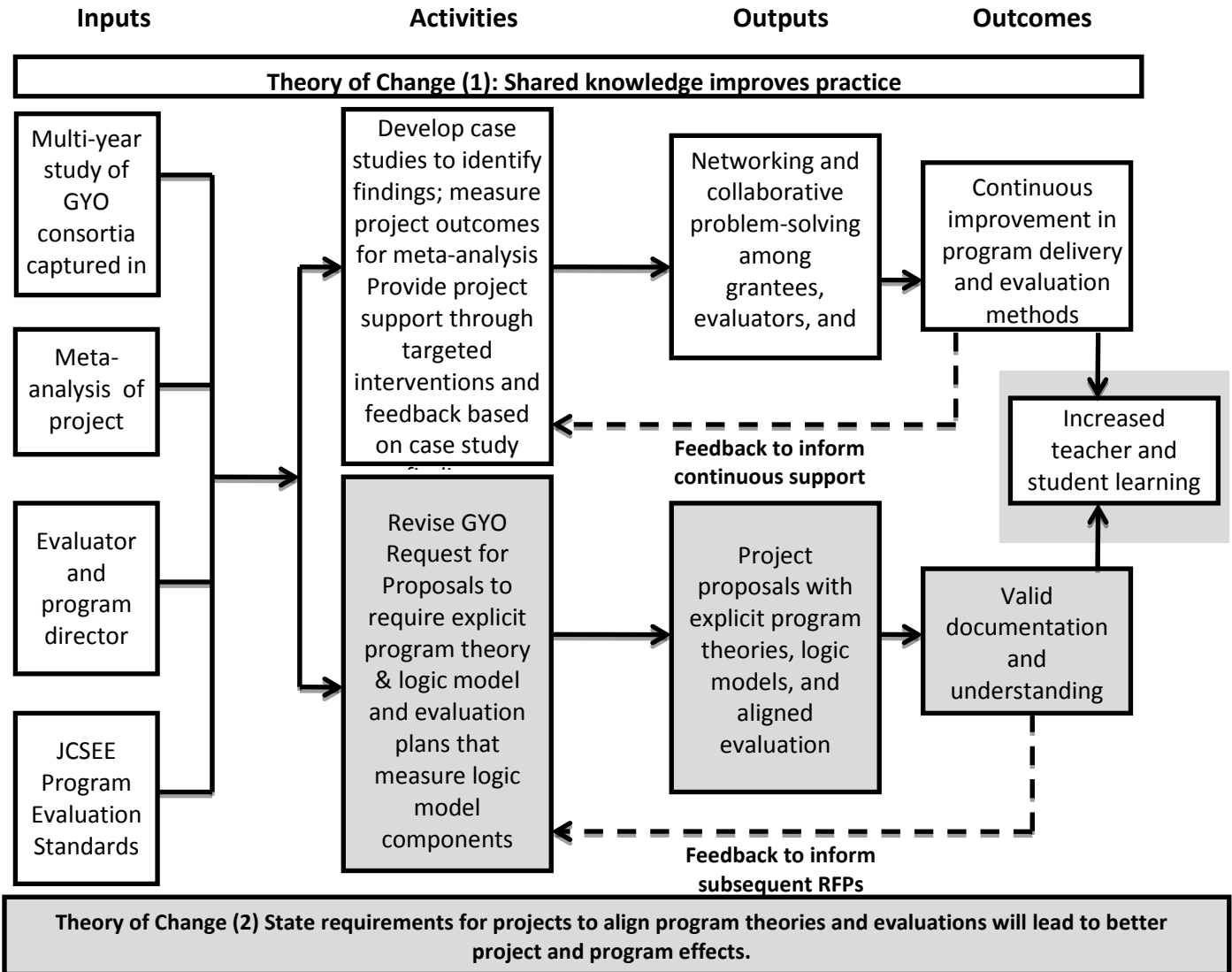
- Strengthening the relationship between participating community organizations and their local schools;
- Ensuring high quality induction and mentoring for new teachers by getting the Chicago Public Schools to support GYO as a key recruitment strategy and developing an induction/mentoring strategy for GYO schools;
- Strengthening teacher preparation for low-income schools by developing a leadership curriculum or related activities;
- Improving the measures of teacher effectiveness by using an assessment tool with GYO teacher candidates, using GYO's policy paper on measures of teacher effectiveness and exploring new evaluation and professional development frameworks; and
- Advocating for increased state investment in GYO by using data from successful GYO implementation.

Overall, GYO is recognized as a research-based collaborative model designed and implemented to place highly effective teachers in schools and classrooms where they can serve their own communities, presenting the possibility of the simultaneous renewal of schools, communities, and post-secondary education. The current evaluation seeks to establish an initial description of the program, explicate its complex purposes, and to ascertain particularly how it functions as a teacher candidate pipeline from recruitment to induction. Methodology and designs used to do so are discussed in the following section.

Evaluation and Evaluation Capacity Building in Grow Your Own Illinois Consortia

For the 2010-2011 year, Center for the Study of Education Policy (CSEP) staff conducted a systematic investigation of the 16 statewide *Grow Your Own Illinois Teacher Education Initiative* consortia for the purpose of describing the program, and each of the individual projects, for the Illinois Board of Higher Education (IBHE) and to develop an initial round of recommendations for clarification and program improvement (Figure 1 shows the CSEP GYO Evaluation Logic Model). This occurred through the development of individual case studies on each of the consortia and cross case summaries (using statewide and site visit data and documents). As the program continues, future evaluations will explore case specific research questions, but in this first year, the descriptions are necessarily broad and intended as a first cut at understanding how GYO has developed since its inception. This is intended with the goal of helping GYO consortia and IBHE with evaluation capacity building (ECB) as a central approach to evaluation and policy refinement (Gardner, 2011; Haefele, Hood, & Feldmann, 2011) as the agency aligns its grant funded programs with its strategic plan, *The Illinois Public Agenda for College and Career Success* (2008).

Figure 1. GYO Evaluation Logic Model



With the statewide Illinois Grow Your Own Teachers Program, this evaluation methodology is used to assess the adequacy of individual GYO project evaluation plans to inform all constituencies about results and make ongoing adjustments using this feedback to individual GYO projects. Guided by the Joint Committee on Standards for Education Evaluation (JCSEE) (Yarbrough, Shulha, Hopson, & Caruthers, 2011) and the Government Performance Results Act (1993), key collaborative elements in this evaluation are: (1) the intended goals and outcomes and their appropriateness for GYO; (2) the adequacy of planned measures and descriptors, and (3) the adequacy of evaluation designs and methods to inform improvement and provide IBHE with tools needed to make funding decisions. Evaluation capacity building (ECB) is a set of intentions and actions to make evaluation integral to organizational learning by building understanding of evaluation, improving evaluation practices, and making the use of evaluation results a partnership imperative. Through ECB, partnership constituencies “learn to think evaluatively and how to engage in sound evaluation practice” (Preskill & Boyle, 2008, p. 443).

The 2010-2011 GYO formative evaluation investigates this as a collaborative capacity of individual consortia, considering three features:

- 1) Development of an explicit theory of change that scholarship and practical wisdom would suggest comprise a reasonable plan to develop, enhance, and sustain a pipeline of culturally and linguistically competent educators to serve Illinois community schools;
- 2) Feedback mechanisms to enable consortia partners to learn together to improve the program statewide and to engage the partners in the individual consortia in planning, implementation, monitoring, and improvement using evaluation evidence; and
- 3) Ability of project evaluations to support statewide capacity through policy mechanisms.

The evaluation was guided by three evaluation questions guided by criteria established in the GYO statute, Illinois Grow Your Own Teacher Act of 2005:

- 1) What is the nature and quality of the GYO programs across the state?
 - a. Who are the partners involved in each consortium, and what are their roles and responsibilities as a partner?
 - b. What are the characteristics of candidates involved in the program and how are they progressing?
 - c. What is the nature and quality of the GYO programs' implementation plans?
 - i. What policies do GYO programs have in place for recruiting and selecting candidates, for program participation requirements, and for counseling out?
 - ii. How do GYO programs support the candidates to achieve the goals of the GYO program (e.g., learn the knowledge and skills to be a highly effective teacher for students, families and their communities?)
- 2) What are the strengths of the GYO programs across the state?
- 3) What are the challenges that GYO programs face that pose barriers to implementing the program and for candidates' successful completion of the program?

Evaluation capacity building (ECB) is a related set of collaborative elements that the partners must share. Among these are shared responsibilities for developing a theory of change for the project and developing a logic model (Chen, 2005; Chen & Rossi, 1987; Frechtling, 2007; Weiss, 2000, 1997; Wholey, Hatry, & Newcomer, 2004). IBHE supports projects to develop program theories and their graphic representation through logic modeling as a way to convene projects statewide in a common set of evaluation processes and the application of program theory to grant funded projects. One feature of evaluation capacity building in Illinois is that individual project evaluations are just one piece of the state's evaluation strategy (Gardner, 2011; Haeffele, Hood, & Feldmann, 2011). The second is the statewide evaluation using comparative case studies that has allowed the GYO program to develop and address the challenges of a dynamic education system.

Comparative Case Studies in GYO Meta-Evaluation

A recent book chapter by GYO project evaluators (Vogt, Gardner, Haefele, & Baker, 2010) describes single and comparative case studies in research, evaluation, and the development of theory. In the case of grant evaluations, comparative case studies develop as natural experiments that consider a full set of programs for evaluation (Stake, 2006; Vogt, et al., 2010). The practice of studying comparable programs using multiple, comparative cases is long-standing in IBHE grants administration, beginning in 2003 with an audit of its evaluation processes.

Continuing with this long-standing practice by IBHE, CSEP evaluators were charged with the following task: (1) to evaluate the state program to help improve it; (2) to provide technical assistance to individual projects in FY2012 and beyond; and (3) to study what works for GYO consortia in general. This underlies CSPE's formative evaluation of Illinois GYO, which began this year with a comparative orientation.

Comparative Cases: Sampling, Analytic Purpose, and Variation

Grant-funded projects, designed under the same policy regime and scholarship, share commonalities but also allow policy and its outcomes to be studied in different contexts. This is also the case with Illinois' GYO program, in which evaluators sought to better understand what makes GYO projects effective as sources of culturally and linguistically competent teachers and as a pipeline for such teachers statewide, within and across the GYO projects. This can be accomplished through comparative case study methodology.

One benefit of case studies is flexibility and the variety of applicable designs. In the 2010-2011 formative evaluation, CSEP evaluators employed four data collection designs: interviews, archival analysis of grant-wide and project specific documents and other materials, focus groups, and naturalistic and participant observations. Data was collected through site visits, statewide consortium meetings, web site analysis, and electronic file transfer. This final formative report relies on all of these evidentiary sources: (1) the initial application to IBHE for continued funding in 2010; (2) the current renewal application; (3) demographic and other descriptive data from the *Grow Your Own Illinois Teacher Education Initiative* database maintained by the statewide consortia and administered at IBHE; and (4) individual consortium site visits to review the case studies. Individual case studies of five to eight pages in length were developed for use by IBHE and the individual projects and included as data sources.

Sampling strategies for collecting individual project data were based on the completion of one or more annual site visits to observe planning and steering meetings, institutes and trainings, cohort and team meetings, other site-specific events, and follow-up interviews with key constituents and consortium leaders and partners. Evaluators returned to the sites later in the year based on research questions that were developed into the individual case studies. The second sampling strategy used was the collection of all public documents and materials developed for project administration at IBHE, including the renewal applications and evaluations and evaluation plans, a statewide database managed by IBHE, and project policies submitted by each of the project staff to the evaluators.

In statewide program evaluations, comparative case samples are typically intermediate-sized and use the full set of participating cases. For preliminary, descriptive work, a single case studied over time and in-depth is useful. But for explanatory purposes, it is useful to take the full set of individual case studies and conduct a cross-case comparison analysis based on the focus of the evaluation (Ragin, 2008; Vogt, et al., 2010). Comparative cases allow evaluators to integrate contextual variation to study individual consortia and glean what can be learned statewide (Abell, Lannin, & Marra, et al., 2007). In the cross-case analysis, the data were categorized and filtered to include a range of confirming and disconfirming cases to bolster our confidence that we had: (1) created useful descriptions of the consortia that emphasized both similarities and differences and (2) preliminarily explained each consortia’s viability and sustainability for policy makers and other constituents (Gardner, 2011). Without such explanations, policy makers would not be able to use evaluation results to inform funding decisions and new policy iterations.

This evaluation benefitted from the variations in GYO consortia across the state because Illinois is a state of extremes. GYO projects represent a rich mix of rural, mid-sized, large urban, and mixed school settings, and all levels of schooling (i.e., early childhood, elementary, middle, and high school) as it supports candidates to become teachers who serve their communities. Community-based organizations in GYO vary as well, as each addresses community challenges and assess strengths. The postsecondary partners vary by type, from regional public universities, to private universities, small liberal arts colleges, and community colleges. These and other variations matter as the GYO grants face context-specific challenges.

Grow Your Own Teacher Initiative – Consortium Cross Case Summary

According to the Illinois Grow Your Own Teacher Act (2005), the purpose of the GYO Initiative is to prepare highly skilled, committed teachers who will teach in hard-to-staff schools in hard-to-staff teaching positions and who will remain in these schools for substantial periods of time. GYO consortia shall ensure educational rigor by effectively recruiting and preparing parents, community leaders, and/or para-educators in accredited bachelor’s degree programs in teaching, through which graduates shall meet the requirements to secure an IL initial teaching certificate. Further, the initiative shall increase the diversity of teachers in hard-to-staff schools throughout the state. Using data from the GYO IL Teacher Education Initiative Database, the tables below provide aggregate data on all GYO candidates, including candidate demographics, candidate progress data, and candidate test data. Aggregate data include all GYO consortia candidates in Tables 1, 2, and 3. The “Notes” column reflects clarifying comments/issues arising from the data.

Table 1. Candidate Demographics

Data Element	# Students	%	Notes
Demographics	Total 292		Reflects active candidates only
<ul style="list-style-type: none"> • Race <ul style="list-style-type: none"> ○ African American ○ Hispanic/Latino ○ White ○ Multiracial/Ethnic ○ American Indian/Native Am. ○ Asian Pacific/Islander ○ Other ○ No Response 	144 101 36 3 1 4 1 2	49 34 12 1 1 1 1 1	Over 85% of all active candidates in the GYO initiative are minorities. This aligns with the intended purpose to increase the diversity of teachers throughout IL, as stated in IL P.A. 93-802
<ul style="list-style-type: none"> • Gender <ul style="list-style-type: none"> ○ Female ○ Male 	231 61	79 21	
<ul style="list-style-type: none"> • Age <ul style="list-style-type: none"> ○ 20-30 ○ 31-40 ○ 41-50 ○ 51 or older 	47 98 95 52	16 34 32 18	Over 80% of candidates are under the age of 50, which allows for many years of service to the district prior to retirement.
<ul style="list-style-type: none"> • Marital Status <ul style="list-style-type: none"> ○ Married ○ Single 	164 128	56 44	
<ul style="list-style-type: none"> • Dependents <ul style="list-style-type: none"> ○ With dependents ○ No dependents 	225 67	77 23	Over ¾ of active candidates have dependents, indicating the need for child care assistance.
<ul style="list-style-type: none"> • Employment Status <ul style="list-style-type: none"> ○ Full time ○ Part time ○ N/A 	210 51 31	72 17 11	Nearly 90% of candidates working full or part time indicate a need for flexible scheduling.
<ul style="list-style-type: none"> • Pre-GYO Role <ul style="list-style-type: none"> ○ Community Leader ○ Non-Instructional School Staff ○ Paraprofessional ○ Parent Volunteer ○ Other 	68 73 96 44 11	23 25 33 15 4	Over 95% of candidates have experience working in schools, in the community or as parent volunteers.

Table 2. Candidate Progress Data

Data Element	# Students	%	Notes
<i>Candidate Program Status</i> <ul style="list-style-type: none"> • Active • Exited • Graduated 	Total 588 292 254 42	45 43 6	The exit rate of candidates leaving the program is high at 43%. This results in a substantial cost for the state.
<i>Exit Reason</i> <ul style="list-style-type: none"> • Counseled out • Family • Financial • Health • Military leave • Too difficult • Work • Other 	Total 319 158 24 2 8 1 22 10 95	54 6 0 1 0 6 3 30	Nearly 55% of all candidates that exited the program prior to completion were counseled out. Exploration in this area could improve selection criteria and support services provided to active candidates.
<i>Enrollment Type</i> <ul style="list-style-type: none"> • 4-year program • 2-year or dual enrollment 	Total 292 195 97	67 33	The high percentage of students enrolled in 4 year programs indicates that students are progressing in the accumulation of credit hours.
<i>COE Status</i> <ul style="list-style-type: none"> • Admitted to COE • Not yet admitted 	Total 292 90 202	31 69	While 67% attend 4-year programs, only 31% percent have been admitted to COEs. This disconnect could be explained by the lower number of students that have passed the Basic Skills test.
<i>Certificate Program</i> Early Childhood Elementary Education Bilingual Education Special Education Secondary Math Secondary Science Sec. Lang. Arts Sec. Social Science Sec. Business Ed Sec. Career/Tech Undecided	Total 292 35 113 51 51 9 3 9 14 4 1 2	12 39 17 17 3 1 3 5 2 0 1	Only 38% of teachers are being prepared to teach in hard-to-staff positions through GYO, despite the explicit goal stated in IL P.A. 93-802 (hard-to-staff positions are defined in statute as Special Ed, Bilingual Ed, Math and Science).

Data Element	# Students	%	Notes
<i>Projected Grad Date</i>	Total 292		Nearly 14% of active candidates are 5 or more years from graduation or are unable to project. In addition, there appears to be lack of uniformity in the criteria used to project graduation dates.
• No Response	22	7	
• 2011	28	10	
• 2012	47	16	
• 2013	106	36	
• 2014	43	15	
• 2015	28	10	
• 2016	14	5	
• 2017	3	1	
• 2018	1	0	
<i>Credit Hours pre-GYO</i>	Total 292		The number of students with less than 20 credit hours decreased by over 30% and the number of candidates with more than 60 semester hours of credit nearly doubled. This shows steady progress toward completion for active candidates.
• 0-20	143	48	
• 21-60	108	37	
• 61+	44	15	
<i>Credit Hours in GYO</i>			
• 0-20	48	16	
• 21-60	172	59	
• 61+	86	30	

Table 3. Candidate Test Data

Data Element	# Students	%	Notes
<i>Candidate Test Status</i>			
• Took pre-2010 Basic Skills Test	198	68	68% of total active candidates took the pre-2010 Basic Skills Test and 60% of those that took it achieved a passing score. However, that represents only 40% of the total active candidate population.
• Passed pre-2010 Basic Skills Test	118	40	
• Took post-2010 Basic Skills Test	29	10	Less than 10% of active candidates have taken the new Basic Skills test, and only approximately 1% of active candidates have achieved a passing score on all sections.
• Passed post-2010 Basic Skills Reading	4	1	
• Passed post-2010 Basic Skills Lang Arts	3	1	
• Passed post-2010 Basic Skills Math	5	1	
• Passed post-2010 Basic Skills Writing	18	6	
• Took Content Test	45	15	66% of those that took the content test achieved a passing score. However, only 10% of the total active candidates have taken the content test.
• Passed Content Test	30	10	

Analysis of GYO Consortia Policies

An analysis of the candidate selection, participation, and counseling out policies was conducted using policies submitted to CSEP staff by each of the consortium project directors. A summary of the analysis is included below and criteria are broken out by consortium in tables included in Appendix B.

Recruitment and Selection Policies

All of the sites have complied with minimum selection criteria set by the GYO legislation: a) candidates must live, work, or be a parent in the community, b) candidates must have a high school diploma or equivalent, and c) candidates must have had an interruption in their education career. However, in response to the rigor of coursework and certification exam requirements, many of the consortia have gone beyond these selection criteria to choose those candidates with better potential for successfully completing the program. Table 1 in Appendix B provides the recruitment and selection criteria broken out by consortium.

The ISU, Action Now, LSNA-Maestros, LSNA Nueva Generacion, and SWOP consortia have implemented a pre-GYO screening process whereby potential candidates enroll in college courses for two semesters prior to applying for the GYO program. During these two semesters, candidates must be eligible for financial aid, earn a minimum GPA specified by the consortia, and have taken at least one college level English and math course. In addition, these consortia also require pre-GYO candidates to demonstrate a commitment to the communities the CBOs serve. The ISU consortium requires that if the candidate has a high GPA and passed college level math and English courses with a “C” or better, these candidates must take Illinois Basic Skills Test (ITBS) preparation and pass at least two sections of the test. Once pre-GYO candidates fulfill these requirements, the candidate may apply for the GYO program.

Three other consortia require a number of college credits as part of their selection criteria. The Greenville consortium requires at least 50 semester hours; Rockford consortium requires 35 hours; and Chicago State consortium requires potential candidates to have completed a significant percentage of general education courses. The Southernmost consortium requires that potential candidates either pass the Basic Skills Test or demonstrate a high probability of passing the Basic Skills by passing at least one core English course and two math courses required for Elementary Education majors.

Program Participation Requirements

For the most part, the program participation requirements are driven by the community college, university, and teacher education program requirements in which candidates are enrolled. State certification requirements also drive these requirements. These policies influence the courses candidates take, the minimum GPA they must earn and maintain, the number and types of field experiences candidates must complete, and the certification exams. In addition to these requirements, the GYO consortia typically require candidates to: apply for financial aid each year; enroll in and pass a minimum number of courses or semester hours each semester; maintain regular contact with the GYO coordinator and other GYO staff (e.g., advisors); and attend all

GYO meetings, events, and activities. Table 2 in Appendix A contains the requirements broken down by consortium.

Counseling Out Policies

Most consortia have very similar counseling out policies. There are very common reasons that a candidate may exit the program: illness, family or work issues, poor academic performance, lack of communication with the GYO Coordinator or other GYO staff, lack of attendance at meetings, and lack of enrollment in courses. Once a candidate has begun to default on their commitment to the program, the candidate typically meets with the GYO Coordinator to discuss issues s/he may be having that is challenging their participation in the program. GYO Coordinators or program staff may first attempt to give additional support to the candidate that is specific to the problem expressed by the candidate, for example extra tutoring services for a candidate who is having academic troubles. If the candidate still defaults on the requirements of program participation, many consortia counsel out the candidate who then receives a formal letter or some kind of form indicating they have been counseled out. Table 3 in Appendix B contains the requirements broken down by consortium.

Emerging GYO Program Strengths

The emerging program strengths highlighted below are indicators of promising practices at one or more sites, but should not be understood as occurring across all or most consortia. Information about these practices was gleaned from data provided by the consortia to IBHE and to the evaluation team through individual site visits.

- 1) Consortium Partnerships and Operational Practices
 - a. Regular meetings and progress made by an established Consortium Steering Committee comprised of engaged stakeholders.
 - b. Steering Committee members all play an equal part in the decision-making process for GYO.
 - c. Steering Committee is charged with creating and monitoring program and candidate benchmarks and ensuring that individual support is provided to ensure candidates maintain progress toward projected graduation dates.
 - d. Steering Committee conducts surveys of participants and partners throughout the year to gauge satisfaction, identify areas in need of additional support, and to identify barriers to the program.
- 2) Candidate Selection Criteria
 - a. Creation of a pre-GYO program or strict adherence to prerequisite experience and qualifications (i.e. must have 50 credit hours of college coursework; must be currently enrolled; must have a minimum GPA of 2.5 in all courses; must be eligible for financial aid; etc.).
- 3) Academic and Financial Support for Candidates
 - a. Budget aligns with identified priorities of the consortium (i.e. support for candidates passing the ITBS is reflected in the proportion of funds allocated for that purpose, or increased funding for students that have the time to increase their course load, etc.).

- b. Coaching and mentoring support along with workshops that train candidates in the dispositions of highly effective teachers.
 - c. Regular cohort support meetings and trainings (i.e. Saturday seminars).
 - d. Financial supports including funds for child care, travel costs, computers, and assistance completing financial aid and scholarship applications.
 - e. On-line math modules intended to strengthen candidate skills and improve student GPAs and pass rates on the ITBS.
 - f. Incentives for specific endorsements that are highly valued by the district partner(s) (i.e. scholarships to complete a SPED or Math endorsement).
 - g. Flexibility in program offerings that include dual enrollment arrangements, coursework through use of technology, off-site venues, etc.
 - h. Candidate portfolios that can build a body of evidence of relevant personal and professional experiences and capture data that can be used after graduation in the creation of individual development plans and/or for National Board Certification (NBCT) applications.
- 4) Consortium Budgetary Practices
- a. Maximize resources by capitalizing on existing community and university programs.
 - b. Partnering with existing TRIO programs, a federally-funded program that provides academic support services for first generation, low-income, or minority students.
 - c. Utilizing not only the existing advisement structure within the university setting, but also providing a dedicated advisor for GYO candidates with experience in counseling non-traditional students.
 - d. Accessing federal, state, and local scholarship opportunities for students.
 - e. Developing an agreement on how to handle delayed payments from the state in a way that does not place an undue burden on the candidates. (In some cases the university or the district agreed to delayed payments or floated funding until state allocations were paid.)
 - f. Establishing a contingency plan that addresses how the consortium will support students currently participating in GYO in the event that funding is eliminated through state budget cuts.
- 5) “School/District as Consumer” Approach
- a. Priority given to GYO candidates in the district hiring process upon completion.
 - b. Allows for the alignment of the continuum of support and training from preparation to post-placement. By coordinating with district efforts, the consortium reduces the fragmentation and redundancy in the current delivery of induction support and training.
 - c. A small number of consortia include a GYO coordinator that is employed by the district. In these cases, the coordinators are educators with understanding and experience with district policies, their unique needs, and their projected vacancies.
 - d. Including a representative of the local teachers union as an active partner in the GYO program.

Emerging GYO Program Weaknesses

Unlike the emerging program strengths, the emerging program weaknesses indicated below are indications of areas of improvement for most, if not all, GYO consortia, and should be

understood as emerging issues across multiple consortia. Information about these practices was gleaned from data provided by the consortia to IBHE and to the evaluation team through the individual case studies. Data quoted as evidence is in the aggregate, and individual site data may vary greatly.

- 1) Consortium Partnerships and Operational Issues
 - a. Lack of evidence that programs are aligned with the current needs of the district. There is a need for programs to continuously review their needs assessments and asset mapping and to incorporate those findings to ensure an adequate pipeline of high quality teachers for hard-to-staff schools. In addition, while state statute requires that consortia focus their efforts on hard-to-staff positions, only 38% of candidates are aspiring to attain credentials in hard to staff areas: Special Education (SPED), Bilingual Education, Math, or Science.
 - b. Most consortia lack a dedicated GYO advisor at the university that is responsible for compliance with GYO program policy, ensures that the articulation agreements between the community college and the university are strictly enforced, and that helps candidates navigate through the university process.
 - c. Weak partnerships with the hiring districts result in poor alignment between certification being sought by GYO candidates and vacancies projected.
 - d. GYO statute requires that consortia utilize a shared management structure that includes student input in the decision making process. It is not clear that all consortia currently include student input in meaningful ways. More attention to this provision would likely decrease the rate of candidate exit rates.
 - e. Greater adherence to the articulation agreements between 2- and 4-year institutions would increase compliance with the section of the statute that stipulates when funds may be used for developmental courses.
 - f. The state GYO database often does not reflect up-to-date data on programs. Although the responsibility of maintaining the database falls to the consortia, the level of compliance with keeping the data up to date varies greatly between programs.
 - g. Sustainability planning does not appear to be an important part of the consortia management plans.
- 2) Candidate Selection Criteria
 - a. The high percentage of candidates exiting the program prior to completion indicated that selection criteria may not adequately factor for capacity and commitment to complete the program. (43% of all candidates exited the program prior to completion.)
- 3) Academic and Financial Support for Candidates
 - a. Those involved in the operation of the program must understand and support the unique learning needs of non-traditional students, respecting their existing family and work commitments. According to the state statute, effort should be made to ensure that program offerings are scheduled in such a way as to enable candidates to work full time while participating in the program, including course offerings in the community when possible.
 - b. Only a small percentage of students are being adequately prepared and encouraged to take the new ITBS. (Approximately 60% of candidates still need to pass the Basic Skills test.)

- c. Candidates take courses paid by GYO that do not count toward degree completion. These include retaking courses to raise GPA or meet GPA requirements to stay in the program, remedial courses, or courses to address deficiencies that are barriers to COE acceptance.
 - d. Non-academic activities divert attention away from primary mission of the program. For example, fundraising efforts, advocacy, and other ancillary activities that require participation by the candidates should be kept to a minimum.
 - e. Consortia need to conceptualize the definition of “community” more broadly to include non-partnering, high-need schools and districts throughout the state of Illinois. There is a need for support for job placement beyond partnering schools.
 - f. Most consortia provided no evidence of an executed plan of continued support for graduates of the program or incorporated that component into their program evaluation. The state statute mandates 2 years of continued support for graduates of GYO.
- 4) Consortium Budgetary Issues
- a. Budgets appear misaligned to identified priorities. For example, the need for candidates to pass the ITBS is a significant issue for all GYO projects, but financial support for it is generally small in many of the consortia GYO budgets.
 - b. Tuition support for candidates is generally divided equally among candidates regardless of candidate progress through the program and candidate accessibility to take a higher course load.
 - c. Consortia provide little evidence that they are adhering to the requirement in the state statute that ensures all candidates take full advantage of existing financial aid resources before using the forgivable loans established for this program.
 - d. No contingency plans appear to be in place to address the needs of students currently in the program in the event that the state does not appropriate funds for continuation of the program.
- 5) Project Evaluation Issues
- a. State statute requires that consortia implement a plan for direct impact of the program on the quality of education in the eligible schools. Consortia provide no evidence that their evaluation process includes an examination of educational outcomes in the schools with which they partner.
 - b. Need for clearer emphasis on program outcomes (educational effects) rather than focusing exclusively on outputs (e.g., numbers of candidates entering, progressing, or completing)
 - c. Need for use of evaluation data in the continuous quality improvement process.

Policy and Program Recommendations

Based on the data presented in this formative evaluation report, several program and policy recommendations are made, designed to help GYO projects and the GYO initiative statewide to meet its challenges with matriculating candidates through the program and assuring better teacher placement and success. The current fiscal condition of the state and delays in state payments have been especially hard on GYO projects, both in supporting candidates through the program and with helping candidates find jobs upon completion. However, budget projections

are not predicted to improve in the near future and consortia should develop contingency plans in the event that state funding is discontinued.

Additionally, the *Budgeting for Results* initiative (<http://www2.illinois.gov/budget>) will place tighter government scrutiny on the performance and outcomes of initiatives funded by the state. Education reform initiatives such as the 2010 Performance Evaluation Reform Act (PERA) (P.A. 096-0861), the 2011 Performance Counts initiative (Public Act 097-0008), and the P-20 Data Longitudinal System (P.A. 096-107) that by 2014 will be able to link student achievement data back to teacher preparation programs place greater pressure on all teacher preparation programs to ensure the quality of teacher candidates coming out of their programs. These initiatives will place greater pressure on GYO statewide to show progress in candidates matriculating through their programs and then to provide evidence of effectiveness as teachers once they are placed.

These recommendations are designed to help GYO consortia respond to challenges with greater program and candidate accountability and diminished state funding. Each recommendation may not apply to each GYO project, though consideration of all of the recommendations should be given to help strengthen the success and outcomes of GYO statewide.

GYO Consortia Program Recommendations

- 1) Each project should conduct a needs assessment of projected teacher vacancies², and the results of the needs assessment should be used for the selection and certification of new GYO candidates and for placement of projected GYO graduates.
 - c. Part of this needs assessment should also include a regional/community-based asset map of the strengths and resources of a region/community to help map out efficiency strategies to meet projected regional/community needs.
 - d. As part of the asset mapping, each project (working with its partners) should also develop a contingency plan for funding of the program if state funding should be discontinued.
- 2) Projects should continue to provide additional supports to candidates at different benchmarks to progress through the program, including:
 - f. Continuation of the emphasis on passage of the Basic Skills test and increasing targeted and intensive tutoring, accessing if possible other support resources [e.g., Basic Skills curriculum modules developed by Association of Independent Colleges of Illinois (ACI)].
 - g. Addressing a concerning gap for many projects between those admitted to the Colleges of Education and those who are taking credits as they wait to be admitted.
 - h. Creating advising plans for students that support them to complete the program without taking unnecessary coursework and help to streamline and coordinate the GYO process.
 - i. Exploring the option of increased academic course loads for students employed part-time/not employed/or in areas with projected teaching vacancies to accelerate their progress through the program.

² This recommendation developed out of a project site visit but project staff agreed that the recommendation for all projects to do this would strengthen all GYO projects. The recommendation was included in each project's individual case studies.

- j. Exploring increased monetary supports for candidates during student teaching assignments.
- 3) Projects should individually and collectively examine partnership strategies to strengthen supports and placement of candidates, including:
 - d. Coordination of workshops and supports among projects, especially GYO projects within the same higher education institution.
 - e. Partnering with other high-need districts or other project areas (e.g., CPS) to assure that GYO graduates find appropriate teaching placements in the event that the partner district(s) cannot hire them.
 - f. Exploring ways that coursework can be offered through flexible means, such as through blended courses with some time spent on campus and some time spent using on-line delivery formats or through dual enrollment partnerships that allow candidates to take courses needed.
 - 4) Projects should develop intended project outcomes and use evaluation results to improve the project, particularly as it must function as a pipeline with the district/school as consumer.
 - f. Use data from GYO IL Teacher Education Initiative Database to continue to refine practices of benchmarking student progress via “checkpoints” and of customizing candidate supports.
 - g. Address discrepancies in data uploaded to GYO IL Teacher Education Initiative database and update quarterly so that results can be used by partners to address issues and problems, using data for the collaborative partnership and to support reporting to the Illinois Board of Higher Education in renewal applications and other reports.
 - h. Feed evidence about project efficacy and effectiveness back to all partners for collaborative responses to issues that arise in practice and those that are suggested by the data.
 - i. Strengthen partnerships with districts in order for GYO to function as a succession planning mechanism for filling high need positions in partnering districts.
 - j. Include measurement and reporting on evaluation indicators not previously included in annual reports, including the tracking of students no longer in the GYO program but who are still pursuing education degrees.
 - 5) Projects should continue to work on garnering additional funds through private and other sources, including financial aid for all candidates that qualify, tuition scholarships, and seeking additional support for candidates during student teaching.

Statewide Illinois Grow Your Own Teachers Program Recommendations

- 1) IBHE, GYO consortia directors, and ISU CSEP staff should work collaboratively to strengthen data collection, including addressing discrepancies in data uploaded to GYO IL Teacher Education Initiative database, enhancing data collection to track graduate placement and retention, and use data collected to make program improvements.
- 2) Renewal applications for FY 2012-2013 (contingent on funding) should require projects to submit a needs assessment, asset map, and contingency plan, in addition to other requirements set forth by IBHE.
- 3) Using lessons learned from project implementation and statewide data, IBHE, GYO consortia directors, and ISU CSEP staff should assess strategies and ideas for continuing to

strengthen GYO statewide, including potential changes to GYO statute and recommendations for GYO Illinois.

Recommended Next Steps for Evaluating Statewide Illinois Grow Your Own Teachers Program for 2011-2012

Looking ahead to 2011-2012 evaluation and technical assistance activities, ISU CSEP recommends the following steps to work with consortia members and IBHE to strengthen the GYO initiative at the local and state levels during the 2011-2012 year:

- 1) ISU CSEP staff will work with GYO consortia staff and partners to enhance project evaluations including training and support on logic modeling with an emphasis on needs assessment, asset mapping, and outcomes assessment. Through evaluation capacity building, CSEP staff can further help GYO consortia and GYO statewide to build in evaluation practices for continuing to strengthen the pipeline of support for GYO candidates and documenting program outcomes.
- 2) In an effort to collect student input into a shared management structure for GYO (per state statutory requirement), ISU CSEP staff will conduct a survey of GYO candidates and share results of the survey with GYO consortia staff and partners and IBHE.
- 3) ISU CSEP staff will use Delphi survey methodology to survey the GYO consortia staff and partners regarding suggested recommendations for strengthening the GYO program, including possible statutory revisions that provide a more outcomes-based statutory goal and framework centered on teacher effectiveness.
- 4) ISU CSEP staff will continue to work with GYO consortia to monitor and assist with project improvements and to correct discrepancies in data in the GYO IL Teacher Education Initiative database.
- 5) ISU CSEP staff will work with IBHE to revise the RFP proposal content and structure to reflect the new focus on needs assessments, evaluation results, and criteria for sites outlined in statute.

Conclusion

Through project site visits, CSEP staff identified several strengths within GYO consortia, including: 1) partnerships with structural arrangements for participation, shared decision making and feedback; 2) improvements in the candidate selection criteria and process; 3) aligning academic and financial supports for candidates aligned with candidate's most pressing needs (e.g., basic skills tutoring, childcare, travel, etc.); 4) maximizing resources to continue to support candidates despite diminishing state resources; and 5) employing a school/district as consumer approach to align teacher preparation with the employment needs of the school/district.

The site visits identified areas for improvement within GYO consortia, including the following: 1) creating seamless pipelines of support for candidates aligned with school/district employment needs; 2) strengthening candidate selection criteria to counter high attrition rates; 3) refining academic and financial supports to accelerate program matriculation, completion and placement of candidates; 4) efficiently utilizing funding and continuing to access other supports for GYO; and 5) strengthening project evaluation for continuous improvement.

Program recommendations by CSEP staff focus on helping GYO consortia make program improvements, especially in regards to: 1) developing and utilizing planning documents such as needs assessment, asset map, and contingency plan; 2) enhancing assessments and supports for candidates at different program benchmarks to accelerate matriculation and completion; 3) examining partnership strategies to strengthen supports and placement of candidates; 4) utilizing project outcomes and evaluation results for continuous improvement; and, 5) continuing to work on garnering additional funds through private and other sources. At the statewide level, efforts should continue to be made to further enhance the GYO IL Teacher Education Initiative database, strengthen programs by refining the renewal application process around program findings, and strengthening GYO statewide.

The current rate of matriculation and completion of GYO candidates (42 graduates since the program was implemented in 2005) makes it improbable that the consortium will reach its statutory goal of “1,000 teachers to low-income, hard-to-staff Illinois schools by 2016” (the Illinois Grow Your Own Teacher Act). Strengthening partnerships, structures, and supports within the GYO consortia will better assure the completion and placement of the current 292 candidates in the pipeline and developing better predictive criteria in the recruitment and selection of new GYO candidates. Through evaluation capacity building, CSEP staff can further help GYO consortia and GYO statewide to build in evaluation practices for continuing to strengthen the pipeline of support for GYO candidates and documenting program outcomes. In light of the state’s new performance funding requirements, this may be imperative to future state funding.

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Appendix A
List of GYO Consortia and Partners

Project Name	Fiscal Agent	Partners
Greenville College GYO	Greenville College	Greenville College, Lewis and Clark Community College; NAACP Alton Branch; Alton School District
Youth Connection Charter School GYO	Chicago State University	Youth Connection Charter Schools, Chicago State University, E.F. Ghoughan and Associates
Action Now GYO	Northeastern Illinois University	NEIU, Action Now, City Colleges
East St. Louis GYO	Southern Illinois University at Edwardsville	East St. Louis School District, SIUE, Southwestern Illinois College (SWIC), local chapter of the NAACP
West Central Illinois GYO	Western Illinois University	Western Illinois University (WIU) Macomb and Quad Cities campuses, Black Hawk College (BHC), the Community Caring Conference (CCC), Rock Island/Milan School District 41, and Moline/Coal Valley School District 40, and Rock Island Regional Office of Education #49
Southernmost GYO	Southern Illinois University at Carbondale	FoCUS of Southern Illinois, Shawnee Community College (SCC), SIUC, 14 school districts, two special education cooperatives, and the Regional Office of Education
LSNA Maestros sin Fronteras	Northeastern Illinois University	Logan Square Neighborhood Association (LSNA), NEIU, 10 partner CPS schools
LSNA Nueva Generacion	Northeastern Illinois University	Logan Square Neighborhood Association (LSNA), NEIU, 10 partner CPS schools
Kenwood Oakland/Enlace Chicago/ISU GYO	Illinois State University	ISU, Kenwood and Oakland Community Organization, Enlace Chicago, Malcolm X College, and Chicago Public Schools
South Suburban GYO	Governor State University	GSU, Prairie State College, Action Now, and Cook County School District (SD) #130, Crete-Monee SD #201U, Dolton-Riverdale SD #148, Harvey SD #152, and Patton SD #133
Organization of the NorthEast (ONE) GYO	Northeastern Illinois University	NEIU, Truman College, ONE, and Daniel Boone Elementary, Graeme Stewart Elementary, Stephen Gale Elementary, and William Goudy Elementary
Teachers with a Cause/Chicago State University	Chicago State University	CSU, Metropolitan Family Services

Project Name	Fiscal Agent	Partners
National Louis/Rockford District GYO	National Louis University	Rockford Public School, Hands That Help, National Louis University, Rock Valley College, and Rock River Training Corporation
UIS-SCI Springfield District GYO	University of Illinois at Springfield	Springfield School District, Springfield Urban League, UIS, Springfield College of Illinois/Benedictine University, Lincoln Land College, Springfield Education Association, and the Sangamon County Regional Office of Education #51
Southwest Organizing Project (SWOP) GYO	Northeastern Illinois University	NEIU, SWOP, and Marquette, Talman, Eberhart, McClellan, Morrill, and Fairfield and Gage Park schools
Bradley University – Peoria District 150 GYO ³	Bradley University	Bradley University, Illinois Central College (ICC), TRI-County Urban League, the Peoria Citizens Committee for Economic Opportunity (PCCEO), and the Peoria Federation of Support Staff

³ Note: The Bradley-Peoria GYO project did not submit for renewal funding for the 2011-2012 year.

Appendix B
Matrix of GYO Consortia Policies

Table 1. GYO Recruitment and Selection Requirements

	Bradley	CSU	Youth Charter	ISU	GSU	Greenville	Action Now	Maestros	Nueva Generacion	ONE	SWOP	Rockford	Most Southern Louis	East St.	Springfield	WIU
Recruitment and Selection																
Live/work/connected with the community	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Minimum high school GPA				X			X									
High school diploma or equivalent	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Complete a pre-GYO screening process or program				X			X									
Complete prerequisite courses, an AA/AS degree, or some # of college courses		X				X						X				
Experience working with kids, including students with disabilities							X	X			X					
Provide college transcripts	X	X		X	X		X	X	X		X	X	X	X	X	X
Demonstrate good verbal and written communication skills (e.g., writing samples, essays, perform. in college level English classes)							X	X	X		X		X			X
Provide favorable recommendations/references						X	X	X	X		X	X		X		
Able to dedicate adequate time in the week to commit to the program (e.g., work schedules, family responsibilities)	X			X												
Eligible for financial aid				X		X									X	
Demonstrate motivation for being a teacher (e.g., essay)	X					X		X	X		X	X		X	X	
Participate in an interview	X				X			X	X	X	X		X	X	X	
Provide information about felony or 1 st degree misdemeanor convictions											X					
Motivated to commit 3-6 years to complete the program, and to serve as a teacher for 5 years in a high needs district				X						X		X				
Out of high school for five years	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Indicates an interest in a certain certificate or content area offered by the GYO program						X										
A panel of consortium members review applications, interview candidates, and recommend acceptance into the program				X						X		X	X	X		

Table 2. GYO Program Participation Requirements

	Bradley	CSU	Youth Charter	ISU	GSU	Greenville	Action Now	Maestros	Nueva Generacion	ONE	SWOP	Rockford	Most Southern Louis	East St.	Springfield	WIU
Program Participation																
Must complete a required number of semesters hours or courses a semester/	X						X				X	X				
Pass a criminal background check	X			X											X	
Apply to COE							X	X	X							
Complete all required courses, field experiences, and tests for certification	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Submit documentation of academic progress at regular intervals	X				X							X			X	
Maintain a GPA that is acceptable to the college and teacher education program	X		X	X	X	X					X	X			X	
Apply for financial aid every year	X	X	X	X	X		X	X	X		X	X			X	
Maintain regular contact with GYO Coordinator	X			X			X					X				
Attend academic supports provided by GYO program if experiencing academic difficulties (e.g., poor course grades, not passing Basic Skills or content exams)	X			X											X	
Contact GYO Coordinator if experiencing academic difficulties, with contact information changes, changes with course schedules, or for absences	X			X							X	X			X	
Attend all meetings, events, and activities								X	X			X				
Participate in community activities hosted and organized by GYO program							X	X	X							
CBO pays for 2 retakes of the Basic Skills exam				X												
Student pays for additional retakes for failures or no shows				X												
Maintain employment															X	
If miss more than 2 classes, may be dropped from the class								X	X							

Table 3. GYO Counseling Out Requirements

	Bradley	CSU	Youth Charter	ISU	GSU	Greenville	Action Now	Maestros	Nieva Generation	ONE	SWOP	Rockford	Southern Most	East St. Louis	Springfield	WIU
Counseling Out																
Put on academic probation if receive a “D” or lower				X												
If on probation, sit out a semester and participate in academic support activities	X														X	
Students who do not meet the university’s criteria will be put on a one-semester probationary period. If problems are not resolved, candidate will be counseled out								X	X							
May be put on probation if fail to: complete a FAFSA, attend courses or meetings, maintain a quality GPA, or contact the GYO Coordinator (i.e. fails to complete the terms of program participation)							X	X	X	X						
Participates in a meeting with the GYO Coordinator or advisor to discuss future with the program, and whether or not the candidate can fulfill commitment of the program	X	X	X	X	X		X	X	X	X	X		X	X	X	X
Once defaults on agreement, meet with GYO Coordinator to design and sign a participation plan. If candidate defaults on this plan, candidate can be counseled out							X									
A board of consortium members review candidate’s information and fractions and makes the decision to counsel out			X				X			X						
If candidate defaults on program requirements, candidate is sent a probation letter/appeal letter or some notification of their at-risk status										X	X	X		X		
Interventions are on a case-by-case basis but can include phone calls, referrals to a social worker, visits to the home, meetings with advisor and/or tutors								X	X	X			X	X		
Potential reasons for counseling out: illness, family/work issues, poor academic performance, lack of communication with coordinator, lack of attendance at meetings, missing courses	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Students may only be in a probationary period twice while in the program; candidate is counseled out upon a 3 rd probation							X	X	X		X					
Must pass Basic Skills Test within 3 attempts							X	X	X		X					
Candidate completes an exit form and/or receives a formal letter		X	X		X	X				X		X	X			X