



Illinois State Board of Education

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Governor

Dr. Randy J. Dunn
State Superintendent of Education

June 19, 2006

TO: Eligible Applicants

FROM: Randy J. Dunn
State Superintendent of Education

SUBJECT: REQUEST FOR PROPOSALS (RFP): Grants for Implementation Projects under the "Grow Your Own" Teacher Education Initiative

General Information

Eligible Applicants: The eligible applicants for these grants are consortia whose membership includes at least one four-year, accredited institution of higher education with an approved teacher education program, at least one school district or group of schools, and at least one community organization. Membership in a consortium by additional four-year institutions, schools, and community organizations, as well as by two-year institutions of higher education or school employees' unions, is optional.

For purposes of this RFP, an eligible "community organization" is a nonprofit organization that has a demonstrated capacity to train, develop, and organize parents and community leaders into a constituency that will hold the school and the school district accountable for achieving high academic standards. In addition to organizations with a geographic focus, "community organization" includes general parent organizations, organizations of special education or bilingual education parents, and school employee unions.

Grant Award: Approximately \$2,250,000 is available for implementation projects under this RFP, with a maximum grant award of approximately \$200,000 per recipient. (See also "Fiscal Information", beginning on page 3.)

Grant Period: The grant period will begin no sooner than July 1, 2006, and will extend from the execution date of the grant through June 30, 2007. Applications should be submitted now for activities planned within this fiscal year. Funding in the subsequent years will be contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period.

Application Deadline: Applications will be accepted anytime but no later than March 1, 2007, or until all funds have been awarded. Mail the original and 4 copies to the attention of Linda Jamali, Illinois State Board of Education, 100 North First Street, S-306, Springfield, Illinois 62777-0001.

Proposals also may be hand-delivered to the following locations:

Springfield Office
Information Center
1st Floor
100 North First Street

Chicago Office
Reception Area
Suite 14-300
100 West Randolph Street

Contact Person: For more information on this RFP, contact Linda Jamali at 217.782.7702 or at ljamali@isbe.net.

Background and Program Specifications

The Grow Our Own Teacher Education Act [110 ILCS 48] establishes the “Grow Your Own” Teacher Education Initiative (GYO) to encourage and support paraprofessionals, parents, and other active community members in becoming certified as teachers. The program described in the law has two complementary goals:

- to create new opportunities for certain individuals to become certified as teachers, and
- to place graduates of the program in positions or schools that have difficulty attracting or retaining qualified teachers.

Under the “Grow Your Own” Teacher Education Initiative, funding is available to eligible consortia made up of four-year institutions of higher education that prepare teachers, targeted school districts or schools, and community organizations that seek to offer programs to enable candidates to obtain a bachelor’s degree in education and obtain an Illinois teaching certificate. Working together, these entities are to identify paraeducators and parents who have been leaders in schools with hard-to-staff positions and provide these individuals with the financial and other support they will need to complete teacher preparation programs. The new teachers are then to be placed in positions in the targeted schools.

An important element of the support that candidates for certification will receive is to come in the form of forgivable loans. Loan forgiveness is contingent upon the recipient’s completion of five years of teaching in a position or school that qualifies as “hard to staff”. The implementation grants to be funded under this RFP will provide funding for the forgivable loans contemplated by the new law, among other things.

Applicants for GYO should have a clearly defined set of target schools serving a substantial percentage of low-income students that will be the primary focus of the program. The applicant must propose the steps that it will carry out in preparing teachers for its targeted hard-to-staff schools and in preparing teachers for one or more hard-to-staff teaching positions in its targeted schools. As part of the instructional program, the consortium must provide for its students ongoing direct experience in the targeted schools and analysis of this experience.

An applicant must propose a cohort of candidates who will enter and progress through the program together. The program must be offered on a schedule that enables candidates to work full time while participating in the program and allows paraeducators to continue in their current positions. Support must be available to the cohort through the cohort's full period of training.

Applicants also must propose a plan for continued participation of graduates in a program of support for at least two years after they leave the program. The system of support should include mentoring and group meetings.

Further information about the requirements of GYO can be found in the State Board's administrative rules for the program (see Appendix A) and in the law, which is accessible at <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=2589&ChapAct=110%26nbsp%3BILCS%26nbsp%3B48%2F&ChapterID=18&ChapterName=HIGHER+EDUCATION&ActName=Grow+Our+Own+Teacher+Education+Act%2E>.

Applicants should also be aware that SB 2235, passed by the General Assembly on May 5, 2006, makes numerous changes to the GYO program. In particular, the bill deletes language from the law allowing programs targeted towards individuals seeking master's degrees. The bill has been sent to Governor Blagojevich for action and he is expected to sign it. Should the bill be enacted, then all recipients of the RFP will be notified of any provisions that may affect the requirements of the RFP.

SB 2235 can be found at:

<http://www.ilga.gov/legislation/BillStatus.asp?DocNum=2235&GAID=8&DocTypeID=SB&LegId=22716&SessionID=50&GA=94>).

Fiscal Information

Recipients of GYO grant funds are required to administer a program of forgivable loans to the candidates for teacher certification who make up the cohort served (see Section 25 of the Act and Part 60.100 of the rules). These loans are to be made available to offset the costs of tuition, fees, and other expenses that are directly related to the candidates' ability to participate in the program of teacher preparation and achieve certification (e.g., tutoring, counseling, and transportation). All candidates in each cohort are eligible for these loans, which are fully forgiven if a graduate completes five years of service in a hard-to-staff school or hard-to-staff teaching position.

In addition to the forgivable loans, grant funds may be used by the members of the consortium in other ways.

- If child care is required in order to permit the candidates to have a full class schedule, that expense may be covered by grant funds.
- The institution of higher education may use grant funds for additional costs that may be involved with holding classes in different locations or at different times than would otherwise be done in the relevant certification program.
- The consortium may also use grant funds to defray the costs of a coordinator for the cohort, i.e., an individual who will work with the candidates at the location where they take classes or participate in clinical experiences.
- The participating community organization or organizations may use grant funds in connection with recruitment, community orientation, and counseling of potential members of the cohort, as well as for working with school personnel on behalf of the cohort and for providing space for the program.
- The participating school district (or school employee union, if one is participating in the consortium) may use grant funds for expenses incurred in supporting candidates' work experience in the schools and for providing mentors and group meetings for graduates of the program for at least two years.

- Finally, grant funds may be used to defray the travel expenses of no more than three representatives of the potential consortium connected with attendance at the statewide symposium that will be held during the grant period.

The Act requires that this program be administered in such a way as to provide support for a cohort of candidates until they complete their preparation as teachers. Each proposal will therefore be required to state expectations for the timing of the cohort's completion of the program and to project expenditures over the entire period of time that is expected to be involved. However, as with any State-funded initiative, there is no guarantee that funding will be available in FY 2008 or any subsequent year. Funding in any future year is contingent upon appropriation.

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

Note: No subcontracting is allowed under this grant.

Proposal Format

Each proposal must be submitted in the format outlined below. Please use the following as a checklist in assembling your completed proposal:

- ___ **1. Cover Page:** Must include contact information for each of the entities participating in the consortium and be signed by a representative of each of the participating entities, including at least the lead institution of higher education, the lead community organization, and each participating school district or public school. A signature by an authorized representative shall also be required of any other entity that is identified as a member of the consortium. Identify the entity to serve as fiscal and administrative agent for and act on behalf of the consortium.
- ___ **2. Proposal Abstract:** Briefly (no more than one page) describe the program's participants and its overall objectives and key activities.
- ___ **3. Proposal Narrative:** Follow the specifications found under "Narrative Requirements" below.
- ___ **4. Objectives and Activities:** Display the key activities of the proposed project in a time-specific format. Limit to 5 pages.
- ___ **5. Budget Summary, Breakdown, and Payment Schedule (Attachment 1):** Must be submitted on the form provided and must be signed by the official authorized to submit the proposal. Complete a separate copy of this form for each fiscal year proposed to be included in the project, and label each by year.

The payment schedule should be based on the projected dates of expenditures. Salaries and fringe benefits should be requested in equal intervals on the schedule. Supplies, contracted services, and professional development should be requested in the month for which the expenditure is anticipated.

The Budget Breakdown must include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary.

- **6. Certifications and Assurances (Attachments 2 and 3):** Each applicant is required to submit the certification forms attached (“Certification and Assurances, and Standard Terms of the Grant” and “Program-Specific Terms of the Grant”). These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.

Narrative Requirements

The proposal narrative (**no more than 10 pages**) must include the following information. Please note: Applicants may find it helpful to review the “Criteria for Review and Approval of Proposals” before completing the proposal narrative to ensure that all requirements have been addressed.

- Provide evidence that an eligible consortium exists.
 - Indicate the name(s) of the four-year institution of higher education with a teacher preparation program, school district or schools, and the community organization to be involved and describe the respective roles of each. Include a brief history of how the participating groups have worked together on this issue, with specific reference to the consortium’s decision-making methods.
 - Discuss the success of the institution of higher education in preparing teachers for elementary or secondary schools that serve a substantial percentage of low-income students.
 - Identify the targeted schools and their needs for teachers. Discuss how these schools or particular positions in them have been identified as hard to staff. Discuss the commitments made by the schools or districts to the ongoing development of the candidates in the cohort and to their eventual employment in the targeted schools and positions.
 - Describe the lead community organization in the consortium and its record of involvement in the targeted schools or its community. Discuss how this background will enable the organization to provide tangible support for the candidates in the cohort.
- Provide evidence that the proposed cohort of candidates is eligible to participate; that is, each holds a high school diploma or equivalent and either is a paraprofessional or a parent leader in a school serving a substantial low-income population. If the cohort has not been identified, then provide a time-specific plan for identifying and recruiting the members of such a cohort. As applicable:
 - Indicate the size and demographic composition of the cohort (or planned cohort) and how the eventual employment of these individuals as teachers will increase the diversity of the available pool of teachers in the targeted schools;
 - Discuss the barriers these individuals encounter with respect to completing preparation as teachers;
 - Describe the steps to be taken to ensure that the cohort moves through the program together; that the program’s schedule allows for candidates, particularly paraeducators, to continue full time employment; and that support will be provided throughout the training process.
 - Identify the certification program in which the cohort of candidates is or will be enrolled, and describe the candidates’ preparation status. Indicate the expected length of time it will take for the cohort to complete the program.
- Demonstrate that the program offered by the consortium meets the requirements of the Act.

- Describe the approach the consortium has taken or plans to take in helping to overcome the obstacles faced by the cohort, such as flexible scheduling of coursework or the availability of tutoring or child care.
 - Discuss the institution's capacity for preparing this cohort in terms of the faculty members and other resources that are devoted to this.
 - Provide financial information demonstrating the commitment of the institution of higher education to the candidates in this cohort and comparing that commitment to the treatment of other candidates in the same teacher preparation program. Outline the consortium's methods of helping candidates locate and take advantage of other sources of financial aid.
 - Describe the requirements the consortium has established for continued support of individual candidates, i.e., expectations for a timetable for their progress or a performance level.
 - Describe the consortium's approach for evaluating candidates' teaching skills and for evaluating the success of the program.
 - Describe the consortium's plans for extended support for at least two years to candidates after they attain certification, to include mentoring and group meetings.
- Identify the individual who is serving as the coordinator for the cohort and describe his or her qualifications and experience in related endeavors.
 - Provide a narrative explanation of the consortium's request for grant funds, relating the amounts requested to the needs, resources, and strategies identified and to the preparation status of the members of the cohort. *Note that the budget request and this narrative explanation must cover the entire period of time during which the identified cohort is expected to be enrolled in the teacher preparation program.* Indicate the contributions from schools, school districts, and other consortia members to the program, including stipends for candidates during their student teaching.
 - Describe the steps that will be taken to decrease the need for external financial support for the consortium and the program over time.
 - Describe the consortium's plan for evaluating the impact of the program and identifying changes or new approaches that will improve its outcomes.
 - Describe the means by which the consortium's members will secure additional community support for the program in order to enable additional cohorts of candidates to be served in future years.

Criteria for Review and Approval of Proposals

Each application that is submitted by an eligible applicant and provides all the information required as applicable under "Proposal Format" above shall be considered eligible for funding. In the event that more implementation projects apply than can be funded in FY 07, comparative judgments shall be made based on the following criteria.

Feasibility, Impact, and Cost-Effectiveness (40 points)

- The proposal identifies one or more hard-to-staff schools and teaching positions and describes a cohort of candidates for these positions whose members are enrolled in the identified preparation program.
- The proposal describes strategies that will be used to reach members of underrepresented groups that reflect the diversity of the students enrolled in targeted schools and outlines plans for serving additional cohorts in future years.
- The proposal demonstrates that:
 - coursework and experiences required for certification have been scheduled and located to be accessible to members of the cohort; and
 - supportive services (e.g., child care, counseling, tutoring) that have been identified as necessary are offered to enable candidates to progress through the program and attain certification.
- The proposal establishes a timetable or performance level for candidates as a condition for their continued receipt of assistance under this program.
- The evaluation plan is designed to yield information that can be used both in judging the program's qualitative and quantitative impact and in identifying changes or new approaches that will improve the program's outcomes.
- The proposal describes commitments on the part of all the consortium's members that will enable the consortium to sustain the program over time with a reduction in the need for external resources.

Quality of the Program (30 points)

- The proposal describes the role of each entity that is a member of the consortium, including the resources each entity is devoting to this initiative, the major areas requiring collaboration among the members, and how decisions are made with input from the members and the participants.
- The proposal indicates how candidates are assisted in tapping sources of financial aid beyond those made available under this program and by the members of the consortium.
- If a two-year institution is involved in the consortium, then the proposal delineates how coursework, other requirements, and services are coordinated between the two-year and four-year institutions.
- The proposal describes the needs of the targeted schools and demonstrates that the consortium's plan for certification under the program is relevant to those needs and will have an impact on the availability of qualified staff.
- The plan of work for the program includes specific strategies for overcoming known barriers faced by the targeted schools in retaining qualified teachers as well as barriers faced by the individuals who make up the cohort served in the program.
- The proposal describes the consortium's plans for extending support to candidates for at least two years after they attain certification, including such activities and services as mentoring and group meetings of the cohort.

Experience and Qualifications (20 points)

- The proposal provides evidence that faculty and relevant staff of the institution are knowledgeable regarding the needs of hard-to-staff schools and the specific issues that candidates from non-traditional backgrounds encounter when attempting to complete preparation for teaching careers.
- The proposal demonstrates that the community organization that is a member of the consortium has conducted projects or initiatives with a specific focus on involving parents and others in school

improvement, either in the targeted schools or schools with similar characteristics, and has the capacity to recruit candidates for and support them as they progress through the program.

- The individual who is identified as coordinator for the cohort has experience in education and/or community organizing and in supporting individuals in the collegiate environment, and is knowledgeable about group dynamics, support services, and cultural issues relevant to the cohort.

Evaluation Plans (10 points)

- The proposal relates the methods of evaluating candidates' teaching skills to the relevant portions of the institution's educational unit assessment system (see 23 Ill. Adm. Code 25.140; see <http://www.isbe.net/rules/archive/pdfs/25ark.pdf>) and demonstrates that candidates in the program will be expected to meet the standards applicable to the approved program.
- The proposal includes a plan for the evaluation of the program by or on behalf of the members of the consortium that will provide:
 - information on the progress of candidates within the preparation program; and
 - when applicable, information about the initiative's outcomes in terms of candidates' placement into hard-to-staff teaching positions or hard-to-staff schools and their retention in those positions.

Appendix A

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 60
THE “GROW YOUR OWN” TEACHER EDUCATION INITIATIVE

Section	
60.10	Purpose
60.20	Definitions
60.30	Eligible Applicants
60.40	Implementation Grants –Procedure and Content of Proposals
60.50	Implementation Grants – Criteria for the Review of Proposals
60.60	Implementation Grants – Allocation of Funds
60.70	Continuation of Implementation Funding
60.80	Implementation Funding for “Transitional Projects”
60.90	Planning Grants
60.100	Loans

AUTHORITY: Implementing the Grow Our Own Teacher Education Act [110 ILCS 48] and authorized by Section 90 of the Act [110 ILCS 48/90].

SOURCE: Adopted at 30 Ill. Reg. 1850, effective January 24, 2006.

Section 60.10 Purpose

This Part establishes the procedure and criteria for approval of proposals for grants to support teacher preparation initiatives under the Grow Our Own Teacher Education Act [110 ILCS 48].

Section 60.20 Definitions

“Act” means the Grow Our Own Teacher Education Act [110 ILCS 48].

“Applicant” means a consortium or a potential consortium, as applicable, as described in Section 60.30 of this Part.

“Candidate” means a person working toward a degree qualifying that individual for a teaching certificate who is assisted under a grant awarded to a consortium pursuant to this Part.

“Cohort” means a group of students preparing for a teaching certificate who, pursuant to Sections 20 and 25 of the Act, begin receiving assistance under this Part together.

“Consortium” means an entity to which the State Board can issue grants under this Part. A consortium shall be composed of at least one 4-year institution of higher education with an accredited teacher education program, at least one school district or group of schools, and one or more community organizations. The consortium may also include a 2-year institution of higher education and/or a school employee union. Eligible consortia are further defined in Section 20 of the Act. A consortium shall implement and manage a program of forgivable loans to cover any portion of tuition and direct expenses of students preparing for teaching certificates in excess of grants-in-aid and other forgivable loans received.

“Hard-to-staff school” is an Illinois public school that ranks in the upper third among public schools of its type (e.g., elementary, middle, secondary) in terms of the rate of attrition among teachers.

“Hard-to-staff teaching position in a school serving a substantial percentage of low-income students” is any position in a school that meets the criterion stated in Section 10 of the Act that is identified as hard to staff by the responsible official of the school district.

“Institution” means an institution of higher education.

“Potential consortium” is a group of entities that is eligible to submit a proposal for a planning grant in response to an RFP issued under this Part.

“Student with a non-traditional background” is either one who begins a baccalaureate program at a point in time other than immediately following graduation from high school or one who began a baccalaureate program after high school, did not complete it, and re-enters a baccalaureate program after some passage of time.

“Year of service” means full-time employment for at least half a school year, or an equivalent amount of part-time employment, in:

a public school that, at the time the individual becomes employed, is either one of the schools targeted by the program completed by the individual with assistance under this Part or another school that is defined as hard to staff in Section 10 of the Act; or

a teaching position that, at the time the individual becomes employed, is hard to staff as defined in Section 10 of the Act.

Section 60.30 Eligible Applicants

- a) Only consortia whose membership meets the requirements of Section 20(1) and (2) of the Act shall be eligible to apply for implementation grants to cover expenditures discussed in Section 25 of the Act.
- b) Pursuant to Section 30 of the Act, potential consortia shall be eligible for grant funds for planning purposes under the Act. A “potential consortium” will be considered eligible to submit a proposal if it includes a four-year institution of higher education and at least one community organization and if its proposal:
 - 1) provides evidence that at least a subset of the teachers typically prepared by the institution seeks employment in communities where hard-to-staff schools are located; and
 - 2) demonstrates that the institution is not applying for funding on behalf of an existing consortium that is currently serving a group of candidates under a model substantially similar to that described in the Act and that further information is needed about the specific barriers that exist with respect to enabling individuals with a long-term commitment to those communities to complete teacher preparation; and
 - 3) includes:
 - A) letters of interest from one or more school districts or schools indicating willingness to collaborate in offering opportunities for candidates in the program to complete pre-student teaching clinical experiences in hard-to-staff schools or positions; and
 - B) if additional community organizations are being considered for membership in the consortium, letters of invitation that the applicant has sent to one or more relevant community organizations proposing a role for the organizations in the proposed consortium, along with a rationale provided by the applicant for inclusion of these organizations.

Section 60.40 Implementation Grants –Procedure and Content of Proposals

New implementation grants shall be offered in years when the level of available funding is such that one or more new programs or cohorts of candidates can be supported given the requirements of Section 25 of the Act for ongoing support of cohorts that have begun their preparation in previous years. (See Section 60.70 of this Part.)

- a) When sufficient funding is available, the State Superintendent of Education will issue an RFP specifying the information that proposals must include and specifying a deadline for their submission, which shall provide at least 45 calendar days in which to submit proposals.
- b) Each RFP shall specify the descriptive information that applicants will be required to provide, which shall be designed to permit comparative judgments of the degree to which each program will address the requirements of Section 20 of the Act and shall address:

- 1) the teacher preparation programs involved and their qualifications relevant to the requirements of the Act, including specific information on the institution's success in preparing teachers for positions in schools that serve a substantial percentage of low-income students;
 - 2) the consortium's plans for recruiting and providing support to participants, including information that demonstrates that potential or existing members of the cohort are paraeducators or parent and community leaders as defined in the Act;
 - 3) the preparation status of existing candidates, if a cohort is already engaged in the program;
 - 4) the hard-to-staff schools and positions that are targeted; and
 - 5) the demographic make-up of the area served by the targeted schools.
- c) Each RFP shall describe the required proposal format, if any (e.g., cover page, proposal abstract, proposal narrative, letters of intent to participate, etc.).
- d) Each RFP shall identify the categories of allowable expenditures and require the submission of a budget summary and payment schedule, completed on the forms provided, as well as a narrative budget breakdown that provides a detailed explanation of each line item of expenditure and covers the entire period of time during which the identified cohort is expected to be enrolled in the teacher preparation program.
- 1) Applicants shall be required to demonstrate that grant funds will supplement and not supplant amounts typically devoted by the institution of higher education to, and other resources available for, assisting teacher candidates.
 - 2) Applicants shall be required to describe the steps that will be taken to decrease the need for external financial support for the consortium and its program over time.
- e) Each RFP shall identify the information that consortia will be required to collect and furnish to the entity that conducts the evaluation required by Section 35 of the Act, including but not limited to zip codes of the candidates, the racial/ethnic make-up of the candidate cohort, the percentage of candidates who progress at the expected rate through the preparation program, the percentage who complete the program, and information on the positions eventually taken by these candidates.
- f) Each RFP shall identify the assurances and certifications that entities receiving funding must furnish.

Section 60.50 Implementation Grants – Criteria for the Review of Proposals

Proposals for implementation grants shall be evaluated in accordance with the following criteria:

- a) Feasibility, Impact, and Cost-Effectiveness (40 points)
 - 1) The proposal identifies a need for teachers in hard-to-staff schools and hard-to-fill positions and describes either a cohort that is available to enroll in the identified preparation program or time-specific plans for identifying and attracting the members of such a cohort.
 - 2) The proposal describes strategies that will be used to reach members of underrepresented groups that reflect the diversity of the students enrolled in targeted schools and outlines plans for serving additional cohorts in future years.
 - 3) The proposal demonstrates that:
 - A) coursework and experiences required for certification will be scheduled and located to be accessible to members of the cohort; and
 - B) supportive services (e.g., child care, counseling, tutoring) that have been identified as necessary will be offered to enable candidates to progress through the program and attain certification.
 - 4) The proposal establishes a timetable or performance level for candidates as a condition for their continued receipt of assistance under this program.
 - 5) The evaluation plan is designed to yield information that can be used both in judging the program's qualitative and quantitative impact and in identifying changes or new approaches that will improve the program's outcomes.
 - 6) The proposal describes commitments on the part of all the consortium's members that will enable the consortium to sustain the program over time with a reduction in the need for external resources.

- b) Quality of the Plan (30 points)
- 1) The proposal describes the role of each entity that is a member of the consortium, including the resources each entity will devote to this initiative, the major areas requiring collaboration among the members, and how decisions will be made with input from the members and the participants.
 - 2) The proposal includes plans for assisting candidates in tapping sources of financial aid beyond those made available under this Part and by the members of the consortium.
 - 3) The proposal demonstrates that the institution of higher education has the capacity (i.e., faculty and other resources) to serve the cohort in its approved teacher preparation program. If a two-year institution is involved in the consortium, the proposal delineates how coursework, other requirements, and services will be coordinated between the institutions.
 - 4) The proposal describes the needs of the targeted schools and demonstrates that the consortium's plan for certification under the program is relevant to those needs and will have an impact on the availability of qualified staff.
 - 5) The plan of work for the program includes specific strategies for overcoming known barriers faced by the targeted schools in retaining qualified teachers as well as barriers faced by the individuals who make up the cohort to be enrolled in the program.
 - 6) The proposal describes the consortium's plans for extending support to candidates for at least two years after they attain certification, including such activities and services as mentoring and group meetings of the cohort.
- c) Experience and Qualifications (20 points)
- 1) The proposal provides evidence that faculty and relevant staff of the institution are knowledgeable regarding the needs of hard-to-staff schools and the specific issues that candidates from non-traditional backgrounds encounter when attempting to complete preparation for teaching careers.
 - 2) The proposal demonstrates that the community organization that is a member of the consortium has conducted projects or initiatives with a specific focus on involving parents and others in school improvement, either in the targeted schools or schools with similar characteristics, and has the capacity to recruit candidates for and support them as they progress through the program.
 - 3) The individual who is identified as coordinator for the cohort has experience in education and/or community organizing and in supporting individuals in the collegiate environment and is knowledgeable about group dynamics, support services, and cultural issues relevant to the cohort.
- d) Evaluation Plans (10 points)
- 1) The proposal relates plans for the evaluation of candidates' teaching skills to the relevant portions of the institution's educational unit assessment system (see 23 Ill. Adm. Code 25.140) and demonstrates that candidates in the program will be expected to meet the standards applicable to the approved program.
 - 2) The proposal includes a plan for the evaluation of the program by or on behalf of the members of the consortium that will provide:
 - A) information on the progress of candidates within the preparation program; and
 - B) when applicable, information on this initiative's outcomes in terms of candidates' placement into hard-to-staff teaching positions or hard-to-staff schools and their retention in those positions.

Section 60.60 Implementation Grants - Allocation of Funds

The State Superintendent of Education shall approve proposals for funding and make final determinations regarding the amounts to be provided based upon:

- a) the total funds appropriated for this initiative;
- b) the needs and resources described and the amounts requested in the top-ranked proposals identified in accordance with the criteria set forth in Section 60.50 of this Part; and
- c) the need to make programs under this Part accessible on a statewide basis in a manner that will increase the availability of candidates to serve in hard-to-staff schools and positions.

Section 60.70 Continuation of Implementation Funding

- a) A consortium that has received implementation funding for a cohort of candidates shall be subject to the requirements of this Section with respect to continued funding for that cohort in subsequent years.
 - 1) The consortium shall submit an application for continued funding for the cohort, using a format specified by the State Superintendent of Education.
 - 2) Each application shall contain a mid-year report on the current status of the program and the cohort, documenting the activities and support provided to date and describing the degree to which candidates are achieving the program's objectives.
 - 3) Each application shall provide an updated narrative description of the objectives, activities, timelines, and evaluation procedures for the renewal year, relating the proposed plan of work to the results that have been achieved to date.
 - 4) Each application shall include an updated budget summary and payment schedule for the renewal year, including a narrative budget breakdown that describes any needed variances from the budget proposed in the initial year of funding.
 - 5) Each application shall include such certifications and assurances as the State Superintendent of Education may require.

- b) The State Board shall, contingent upon appropriation of funds for this initiative, provide continuation funding to consortia that:
 - 1) demonstrate that:
 - A) a majority of the candidates in the cohort served have completed coursework or other requirements for certification during at least one semester of the preceding year; or
 - B) funds will be used to support only those candidates who have progressed toward certification and/or have identified steps to be taken toward certification in the academic year in which funding is requested; and
 - 2) demonstrate success in providing the supports necessary to retain candidates in the program.

Section 60.80 Implementation Funding for "Transitional Projects"

During Fiscal Year 2006, the State Superintendent of Education will invite proposals as described in Section 60.40 of this Part from existing entities already engaged in teacher preparation initiatives whose principal features are congruent with those required by Section 20 of the Act. One or more entities whose proposals demonstrate that an eligible consortium exists and that a cohort of eligible candidates is being prepared for service in hard-to-staff positions or schools may receive implementation funding in accordance with an approved proposal and budget, depending upon the preparation status of the candidates, the amounts requested, and the availability of funding.

Section 60.90 Planning Grants

In order to identify potential consortia with a substantial likelihood of establishing additional Grow Your Own programs, the State Superintendent of Education will issue an RFP for planning grants. The RFP may be issued repeatedly, contingent upon the availability of funding, until the maximum number of consortia permitted under Section 20 of the Act has been established. Each RFP shall indicate the maximum amount to be reserved for planning grants and the maximum available amount per grant. The RFP shall specify the information that proposals must include and a deadline for their submission, which shall provide no fewer than 30 calendar days in which to submit proposals.

- a) Eligible applicants for planning grants shall be as set forth in Section 60.30 of this Part.

- b) Allowable uses of planning grant funds shall include:
 - 1) activities that are designed to secure the participation and commitment of the required members and the optional members of a consortium; and
 - 2) activities that are designed to attract or identify potential candidates for teacher preparation who are paraeducators or parent and community leaders as contemplated by the Act, including assistance that will permit potential candidates to complete developmental coursework that will verify their academic readiness for enrolling in teacher preparation; and
 - 3) activities that are designed to identify barriers to teacher certification for potential members of a given cohort and to identify strategies and resources for mitigating those barriers.

- c) Each proposal shall describe a plan of work for developing a consortium and a Grow Your Own program that will be eligible for an implementation grant under this Part. Each proposal shall include a budget for the planned activities, provided in a format specified in the RFP.
- d) Applicants may be asked to clarify aspects of their proposals.
- e) Each proposal that is submitted by an eligible applicant and meets the requirements of this Section shall be considered qualified for funding. Funding decisions shall be made in each cycle by balancing the goals of geographic distribution and accessibility with the level of need and the potential number of candidates to be served by the potential consortia.

Section 60.100 Loans

Any candidate in a program administered under this Part may receive a forgivable loan for tuition, fees, and other expenses demonstrably related to his or her ability to enroll in or complete the teacher preparation program, provided those expenditures are not otherwise paid for through grants-in-aid, other forgivable loans, or other resources of the consortium. Any amount expended for an individual's direct or related expenses (e.g., child care, transportation or "developmental" coursework) shall be considered a part of that individual's loan, regardless of how the payment is administered and regardless of whether the individual receives any actual payment of funds. The total amount of any candidate's loan shall not exceed \$25,000.

- a) Pursuant to Section 25 of the Act, *loan funds provided to candidates as part of this program shall be fully forgiven if a graduate completes five years of service in a hard-to-staff school or hard-to-staff teaching position.* Forgiveness and repayment of loans shall be determined as provided in this Section.
- b) An individual may accrue the five years of service required for forgiveness of loans under this Part in one or more hard-to-staff schools or positions.
- c) If an individual has not assumed employment in a hard-to-staff school or position within two years after receiving a teaching certificate, the individual shall be required to begin the repayment of amounts loaned under this Part. No interest shall apply. An individual who drops out of the program shall be required to begin repaying the amounts loaned in the month following the month when it becomes evident that he or she will not be completing any of the program's requirements for two consecutive semesters. Responsibility to repay the loan is subject to the requirements of subsection (e) of this Section.
- d) If an individual has not completed five years of service within 10 years after receiving a teaching certificate, the individual shall be required to begin the repayment of amounts loaned under this Part.
- e) Repayment of loans shall be made no in more than 60 equal installments. The minimum monthly payment will be determined by dividing the total amount borrowed by 60. An individual may prepay the balance due on the loan in its entirety at any time or make payments in addition to the minimum amount owed each month without penalty. Individuals who provide written evidence of meeting one of the following conditions may have their loans deferred for a period not to exceed three years and/or have their loan term extended.
 - 1) The individual has re-enrolled as a full-time student in an institution of higher education or in a program under this Part.
 - 2) The individual is unemployed or is working less than 30 hours a week.
 - 3) The individual is experiencing a financial hardship (e.g., receiving public assistance, the monthly loan payment is equal to 50 percent or more of the individual's monthly income).
- f) When a teaching certificate is issued to an individual who received assistance under this Part, the certificate shall be accompanied by:
 - 1) a statement indicating the total amount of the loan received by the individual and identifying the dates applicable to repayment under subsections (c) and (d) of this Section; and
 - 2) a claim form that the individual may use to claim forgiveness of the loan amount, which shall require the individual to identify the periods of service completed in hard-to-staff schools or positions and the school administrators who can verify the individual's service.

- g) Management of Loans
 - 1) It shall be the responsibility of the institution of higher education, as part of each consortium, to assist the State Board of Education with the forgivable loan process in the following manner:
 - A) by keeping records of the amounts provided to or on behalf of each individual; and
 - B) by keeping up-to-date contact information regarding the address and telephone number of each individual, both during the individual's preparation and after the issuance of a certificate, until the individual has either qualified for forgiveness of the loan or repaid the full amount.
 - 2) Each institution of higher education under this Part shall notify the State Superintendent as to who will be responsible for this information and shall provide contact information for the responsible individual within the institution.
- h) It shall be the responsibility of the State Superintendent to take such actions as may be necessary to secure repayment when necessary.

B Initial Budget Amendment (No. ___)
 Revised Initial Budget Multidistrict Application

ILLINOIS STATE BOARD OF EDUCATION
 Certification
 100 North First Street
 Springfield, Illinois 62777-0001

ATTACHMENT 1

PROJECT NUMBER			SUBMISSION DATE
FISCAL YEAR 06	SOURCE OF FUNDS CODE 3999-00	REGION, COUNTY, DISTRICT, TYPE CODE	/ /
FISCAL AGENT			
CONTACT PERSON		TELEPHONE NUMBER	
		FAX NUMBER	

ISBE USE ONLY

TOTAL FUNDS	ISBE PROGRAM APPROVAL DATE
CARRYOVER FUNDS	CURRENT FUNDS
BEGIN	END

FY07

GROW YOUR OWN IMPLEMENTATION GRANT
Budget Summary/Breakdown

BUDGET SUMMARY - Use whole dollars only. OMIT DECIMAL PLACES, e.g., \$2536

Function Number	EXPENDITURE ACCOUNT	SALARIES	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	TOTAL	PAYMENT SCHEDULE
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)		
7	2210 Improvement of Instruction Services						1 July-August (81)
30	TOTAL BUDGET						2 September (82)
							3 October (83)
							4 November (84)
							5 December (85)
							6 January (86)
							7 February (87)
							8 March (88)
							9 April (89)
							10 May (90)
							11 June (91)
							12 July-August (92)

BUDGET BREAKDOWN - Itemize and explain each expenditure amount. Use additional pages as needed.

Function No. (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED SERVICES (5)	SUPPLIES AND MATERIALS (6)	TOTAL (11)	
							TOTAL
							\$

ILLINOIS STATE BOARD OF EDUCATION

CERTIFICATIONS AND ASSURANCES, AND STANDARD TERMS OF THE GRANT*(Insert Applicant's Name Here)*

The applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. Applicant is a(n): *(Check one)*

Individual Corporation Partnership Unincorporated association Government entity

Social Security Account Number, Federal Employer Identification
Number or Region/County/District/School Code, as applicable: _____

2. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

PROGRAM

3. The program proposed in the application, and as negotiated and finalized by the parties in the grant agreement, is hereinafter referred to as the "program". In planning the program there has been, and in establishing and carrying out the program, there will be (to the extent applicable to the program), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
4. Applicants may be asked to clarify certain aspects of their proposals/applications prior to final agreement on the terms of the program.
5. All funds provided shall be used solely for the purposes stated in the approved proposal/application.
6. The program will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses or consent forms as may be required to implement the program.

SUBCONTRACTING

7. No subcontracting is allowed under this program, except as set forth in the grant agreement.

If subcontracting is allowed, then all program responsibilities are to be retained by the applicant to ensure compliance with the terms and conditions of the grant. All subcontracting must be documented and must have the prior written approval of the State Superintendent of Education. Approval of subcontracts shall be subject to the same criteria as are applied to the original proposal/application. The following information is required if any subcontracting is to be utilized:

- name(s) and address(es) of subcontractor(s);
- need and purpose for subcontracting;
- measurable and time-specific services to be provided;
- associated costs, i.e., amounts to be paid under subcontracts;
- projected number of participants to be served.

The applicant may not assign, convey or transfer its rights to the grant award without the prior written consent of the State Board of Education.

FINANCIAL TERMS

8. Payment under this grant is subject to passage of a sufficient appropriation by the General Assembly. Obligations of the State Board of Education will cease immediately without further obligation should the General Assembly fail to appropriate sufficient funds for this grant.
9. A grantee must not obligate funds prior to the start date of the program set forth in the final grant agreement. The program's start date cannot precede the start of the fiscal year for which the funds are appropriated.

All program activities must be completed between the program beginning date and the ending date. Liquidation of all obligations, including the current year's audit fee, should be completed no later than 90 calendar days after the program ending date.

10. The applicant understands that payment for approved services and expenses will be made on a reimbursement-of-claims basis, and that payment will be made in accordance with applicable statutes, regulations and standards after an application for payment is submitted to the State Board of Education. Vouchers for payment will be submitted to the Office of the Comptroller according to the payment schedule attached to the final grant agreement. The payment schedule shall be based on the projected date of expenditures. Payments will be withheld from scheduled amounts if periodic reports show excessive cash on hand.
11. An approved budget may be amended by completing the Budget Summary form to show the new amounts required and attaching an explanation for the changes. An amendment to the grant agreement must be entered into whenever any individual cell changes by more than \$1,000 or 20 percent, whichever is larger. An amendment to the grant agreement must also be entered into whenever a grantee proposes to use funds for allowable expenditures not identified in the currently approved budget, if the scope of the program is expected to change, or if the overall grant award must be increased.

Obligation of funds based on budget amendments cannot begin prior to the date of receipt of an amendment to the grant agreement executed by the State Board of Education. Requests for budget amendments must be received by the State Board of Education no later than 30 calendar days prior to the ending date of the program.

12. All grant funds shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). Funds granted for the operation of this program must be used exclusively for the purposes stated in the approved proposal/application and must be expended in accordance with the approved budget and the grantee's policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the grant period.

All interest earned on state grant funds shall become part of the grant principal when earned and treated accordingly for all purposes. For federal grant funds, any amount that exceeds \$100 must be returned to the federal granting agency (see 34 CFR 80.21).

13. Financial Reports: Quarterly expenditure reports are required of all grantees receiving federal funds. Dates for filing are September 30, December 31, March 31 and June 30 of each fiscal year. Expenditure reports must be filed electronically to the Division of Funding and Disbursement Services.

All grant funds must be spent or obligated prior to the ending date of the program. Each grantee must submit a completion report showing the obligations paid and the expenditures for the program no later than 30 calendar days after the program ending date. If a completion report was filed with outstanding obligations, then a final expenditure report showing total program expenditures (with all prior obligations paid) must be submitted no later than 90 calendar days after the program ending date. Failure to submit the final expenditure report will result in current and subsequent years' program funding being withheld until the report is received.

In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within 45 calendar days for all state grants or federal grants that do not allow carryover funds. Failure to return the funds will result in a breach of the grant agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' program funding until the overpayment is returned.

14. The applicant will maintain records on program and fiscal activities related to each award for a period of three (3) years following the end of each award period for either a state-funded or federally funded program. Such records shall include a fiscal accounting for all monies in accordance with generally accepted governmental accounting principles. The State Board of Education and other government entities with program monitoring authority shall have the right to inspect the applicant's records for auditing and monitoring purposes. If there are outstanding audit exceptions, records will be retained on file until such exceptions are closed out to the satisfaction of the State Board of Education.

NO BINDING OBLIGATION

15. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the State Board of Education until such time as a final grant agreement is entered into between the applicant and the State Board of Education. Prior to the execution of a final grant agreement, the State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

COPYRIGHT

16. All rights, including copyright, to data, information and/or other materials developed pursuant to an award are retained by the State Board of Education, unless otherwise agreed in writing by the State Board of Education. All such work products produced by the applicant through work pursuant to the award shall be made available to the State Board of Education upon request.

DEFAULT AND TERMINATION

17. The applicant will be in default of the grant award and the corresponding grant agreement if it breaches any representation or warranty made in the grant agreement or in these Certifications and Assurances, and Standard Terms of the Grant, or fails to observe or perform any covenant, agreement, obligation, duty or provision set forth in the grant agreement or in these Certifications and Assurances, and Standard Terms of the Grant. Upon default by the applicant and written notification by the State Board of Education, the applicant will have ten days in which to cure the default to the satisfaction of the State Board of Education. If the default is not cured to the satisfaction of the State Board of Education, the State Board of Education shall thereafter have full right and authority to terminate the grant agreement and/or seek such other remedy that may be available at law or in equity. Upon termination of the grant agreement, the applicant will cease all use of grant funds, shall cancel all cancelable obligations relating to the program, and shall return all unexpended grant funds to the State Board of Education within 45 days of termination.

INDEMNIFICATION

18. The applicant shall indemnify, defend and save harmless the State of Illinois, the State Board of Education, and their respective members, officers, agents and employees against all loss, damage or expense that it or they may sustain as a result of any suits, actions or claims of any character brought on account of injury to any person or property or death of any person or persons, including all persons performing any work related to the use of grant funds, which may arise in connection with the program. Neither the applicant nor its employees or subcontractors shall be considered agents or employees of the State Board of Education or of the State of Illinois.

If the applicant is a government unit only, it is understood and agreed that neither the applicant nor the State Board of Education shall be liable for any negligent or wrongful acts either of commission or omission unless such liability is imposed by law.

GENERAL CERTIFICATION AND ASSURANCES

19. The applicant will obey all laws, regulations, and executive orders prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, and all other laws, regulations, and executive orders applicable to its activities, including but not limited to the School Code (105 ILCS 5/1-1 et seq.), Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.), the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.), the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.). Further, no grantee shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
20. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
21. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
22. The applicant is not prohibited from receiving a grant award from the State of Illinois because it pays dues or fees on behalf of its employees or agents or subsidizes or otherwise reimburses them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
23. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant was formerly employed by the State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, this grant agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
24. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the State Board of Education's employees during any part of the application process or during the term of the grant agreement.
25. If applicable, the applicant shall be required to observe and comply with provisions of the Prevailing Wage Act, 820 ILCS 130/1 et. seq., which applies to the wages of laborers, mechanics and other workers employed in any public works.
26. **Drug-Free Workplace Certification**

This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the State unless that grantee or contractor has certified to the State that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant and debarment of contracting or grant opportunities with the State for at least one (1) year but not more than five (5) years.

For the purpose of this certification, "grantee" or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the State.

The applicant certifies and agrees that it will provide a drug-free workplace by:

(a) Publishing a statement:

- (1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
- (2) Specifying the actions that will be taken against employees for violations of such prohibition.
- (3) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
 - (A) abide by the terms of the statement; and
 - (B) notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction.

- (b) Establishing a drug-free awareness program to inform employees about:
 - (1) the dangers of drug abuse in the workplace;
 - (2) the grantee's or contractor's policy of maintaining a drug-free workplace;
 - (3) any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) the penalties that may be imposed upon an employee for drug violations.
- (c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- (d) Notifying the contracting or granting agency within ten (10) days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- (e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by Section 5 of the Drug-Free Workplace Act.
- (f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

The undersigned affirms, under penalties of perjury, that he or she is authorized to execute this Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant.

Name of Applicant

By:

Date

Signature of Authorized Official

Title



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

Jesse H. Ruiz
Chairman

Rod Blagojevich
Governor

Dr. Randy J. Dunn
State Superintendent of Education

ATTACHMENT 3

The “Grow Your Own” Teacher Education Initiative Program-Specific Terms of the Grant (for Implementation Projects)

1. No subcontracting is allowed under this RFP.
2. Each recipient of an implementation grant under this program will be required to collect information about the candidates served, including at least their zip codes, the racial/ethnic make-up of each cohort, the percentage of candidates who progress at the expected rate through the preparation program, the percentage who complete the program, and information on the teaching positions eventually taken by these candidates. At the direction of the State Superintendent of Education, each consortium shall be required to furnish this information to the entity that conducts the required evaluation of this initiative.
3. Each recipient of an implementation grant under this program will be required to submit a narrative report no later than September 30, 2007, that:
 - A. outlines the activities completed with grant funds; and
 - B. summarizes the status of the members of the cohort in terms of their progress and their expected completion of the teacher preparation program.
4. Each recipient of a implementation grant under this program will be required to send at least one representative to the statewide symposium that will be held during the grant period.
5. Funds received under the “Grow Your Own” Teacher Initiative Grants shall be used to supplement and not supplant existing activities and programs of the grantee. No funds under the Initiative may be used to supplant the average per-capita expenditures by the institution of higher education for students in regular education degree programs

The undersigned affirms, under penalties of perjury, that he or she is authorized to execute the terms of the grant set forth above on behalf of the applicant.

Name of Applicant

By: _____
Date Signature of Authorized Official Title