

FLOOR AMENDMENT

HOUSE OF REPRESENTATIVES

State of Oklahoma

SPEAKER:

CHAIR:

I move to amend HB2655

			Of the printed Bill
Page	<u>2</u>	Section	<u>1</u>
		Lines	<u>7</u>
			Of the Engrossed Bill

By inserting after the word "consortium" the words "established by the Oklahoma State Regents for Higher Education"

And Pages 5-13, Sections 2 and 3 by deleting Sections 2 and 3 in their entirety and inserting in lieu thereof the following: [SEE ATTACHED]

AMEND TITLE TO CONFORM TO AMENDMENTS

Amendment submitted by: Ajay Pittman

Adopted: _____

Reading Clerk

1 "SECTION 2. AMENDATORY 70 O.S. 2011, Section 6-130, is
2 amended to read as follows:

3 Section 6-130. A. Recognizing the future significance and
4 challenge of educating a growing and highly diverse student
5 population in Oklahoma common schools and acknowledging the
6 underrepresentation of ~~minority~~ teachers of color among the state's
7 professional education staff, the Oklahoma State Regents for Higher
8 Education shall ~~have authority to~~ establish the ~~Minority Teacher~~
9 ~~Recruitment Center and staff~~ advisory consortium and administer its
10 work subject to the availability of funds appropriated by the
11 Legislature. Upon recommendations and advice from the ~~Minority~~
12 ~~Teacher Recruitment Advisory Committee re-created~~ advisory
13 consortium created pursuant to Section ~~4~~ 6-129.1 of this ~~act~~ title,
14 the Oklahoma State Regents for Higher Education are hereby directed
15 to work with the State Board of Education, the ~~Oklahoma Commission~~
16 ~~for Teacher Preparation~~ Commission for Educational Quality and
17 Accountability and other agencies, boards and education
18 organizations in the interests of recruiting, retaining and placing
19 ~~minority~~ teachers of color in the public schools of the State of
20 Oklahoma. Such efforts shall include, but not be limited to:

21 1. The provision and coordination of support services to
22 teacher training programs in state institutions of higher education,
23 including the funding of grants for campus-based recruitment,
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1 retention and placement programs that assist ~~minority~~ students of
2 color who intend to become teachers;

3 2. The establishment and development of recruiting programs for
4 potential ~~minority~~ teachers of color, including but not limited to
5 pre-collegiate curricular courses that emphasize school success and
6 the opportunity to investigate teaching as a career choice, future
7 teacher clubs ~~and~~, collegiate programs and online or virtual
8 educational communication tools designed to recruit students making
9 transitions from other careers and other areas of study;

10 3. The hosting of conferences dealing with issues that ~~effect~~
11 ~~minority teacher~~ affect teachers of color recruitment, retention,
12 and placement;

13 4. The creation of activities in the public and private schools
14 of Oklahoma which enhance the image of the teaching profession; ~~and~~

15 5. The creation and development of placement services providing
16 assistance to both ~~minority educators~~ teachers of color and school
17 districts seeking to hire qualified ~~minority~~ teachers of color;

18 6. Requiring each teacher education program to prepare a plan
19 with specific goals, strategies and deadlines for the recruitment,
20 admission, retention and graduation of teachers of color;

21 7. The provision and coordination of mentoring and induction
22 programs in school districts for teachers of color, particularly for
23 school districts in which at least thirty-five percent (35%) of the
24 students are eligible to receive free or reduced-price lunches and

1 for teaching positions such as special education, bilingual
2 education, agricultural education, mathematics, science or
3 technology that have been identified as a critical need by the local
4 school board. These programs may include, but are not limited to,
5 culturally relevant teaching strategies for new teachers;

6 8. The establishment and development of financial and other
7 additional supports to assist public school paraprofessionals in the
8 completion of the career and development program pursuant to Section
9 6-127A of this title;

10 9. The establishment and administration of a "Grow Your Own
11 Teacher" grant competition to fund consortia that will carry out
12 Grow Your Own Teacher preparation programs to recruit and prepare
13 individuals with associate degrees or paraprofessionals to become
14 effective teachers, as provided for in Section 3 of this act; and

15 10. Report annually to the Legislature on the research, data
16 and evidence-based program initiatives being used by the advisory
17 consortium.

18 B. As used in this section, "teachers of color" means persons
19 who are certified to teach by the State Board of Education and who
20 belong to a racial or ethnic minority.

21 SECTION 3. NEW LAW A new section of law to be codified
22 in the Oklahoma Statutes as Section 6-130.1 of Title 70, unless
23 there is created a duplication in numbering, reads as follows:

24 A. As used in this section:

1 1. "Cohort" means a group of teacher education candidates who
2 are enrolled in and share experiences in the same program and are
3 linked by their desire to become teachers in hard-to-staff schools
4 and by their need for the services and supports offered by the
5 initiative;

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

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

18 4. "Eligible school" means a public elementary, middle or
19 secondary school in this state that serves a substantial percentage
20 of low-income students and that is either hard to staff or has hard-
21 to-staff teaching positions;

22 5. "Hard-to-staff school" means a public elementary, middle or
23 secondary school in this state in which at least thirty-five percent
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(35%) of the students are eligible to receive free or reduced-price lunches;

6. "Hard-to-staff teaching position" means a teaching category such as special education, bilingual education, mathematics or science that has been identified as a critical need by the local school board;

7. "Parent and community leader" means an individual who has or had a child enrolled in a school or schools that meet the definition of a hard-to-staff school under this section and who has a history of active involvement in the school or who has a history of working to improve schools, including membership in a community organization; and

8. "Program" means a Grow Your Own Teacher recruitment program established by a consortium pursuant to this section that leads to a bachelor's degree from a teacher education program accredited by the Commission for Educational Quality and Accountability.

B. The advisory consortium shall award grants to qualified programs that meet the following requirements:

1. A program shall be administered by a teacher education program accredited by the Commission for Educational Quality and Accountability in conjunction with at least one school district or group of schools and one or more community organizations. The program membership may also include a two-year institution of higher education or a school employee union;

1 2. The program shall focus on a clearly defined set of eligible
2 schools that will participate in the program. The program shall
3 articulate the steps that it will carry out in preparing teachers
4 for its participating schools and in preparing teachers for one or
5 more hard-to-staff teaching positions in those schools;

6 3. A program candidate shall hold a minimum of an associate
7 degree or its equivalent, shall meet the definition of "public
8 school paraprofessional" and shall not hold a bachelor's degree;

9 4. The program shall employ effective procedures for teaching
10 the skills and knowledge needed to prepare highly effective
11 teachers. It shall include an evidence-based training program for
12 teachers about Adverse Childhood Experiences (ACEs) that includes
13 the effects of ACEs on the mental, physical, social, behavioral,
14 emotional and cognitive development of a student; ACEs as a risk
15 factor for the development of substance abuse disorders and other
16 at-risk health behaviors in students; trauma-informed principles and
17 practices for classrooms; and how early identification of children
18 exposed to one or more ACEs may improve educational outcomes.
19 Professional preparation shall include ongoing direct experience in
20 target schools and evaluation of this experience;

21 5. The program shall offer the program to cohorts of candidates
22 on a schedule that enables the candidates to work full time while
23 participating in the program and allows paraprofessionals to
24 continue in their current positions. In any fiscal year in which an

1 appropriation is made, the program shall guarantee that support will
2 be available to an admitted cohort for the cohort's education for
3 that fiscal year; and

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

9 C. Subject to the availability of funding, every program shall
10 implement a program of forgivable loans to cover any portion of
11 tuition, books and fees of candidates under the program in excess of
12 the candidates' grants-in-aid. All students admitted to a cohort
13 may be eligible for a forgivable student loan. Loans may be
14 forgiven up to Five Thousand Dollars (\$5,000.00) per year for five
15 (5) years if a graduate completes a minimum of five (5) years of
16 service in hard-to-staff schools or hard-to-staff teaching
17 positions, with partial forgiveness for shorter periods of service.
18 An annual statement shall be given to students admitted to a cohort
19 reflecting the outstanding balance of the loan.

20 D. The advisory consortium shall award grants in such a way as
21 to provide the required support for a cohort of candidates for any
22 fiscal year in which an appropriation is made. Program budgets
23 shall show expenditures and needed funds for the entire period that
24 candidates are expected to be enrolled.

1 E. No funds may be used to supplant the average per-capita
2 expenditures by the institution of higher education for candidates.

3 F. The institution of higher education may expend grant funds
4 to cover additional professional development for a cohort.

5 G. The community organization or organizations may receive a
6 portion of the grant money for the expenses of recruitment,
7 community orientation and counseling of potential candidates, for
8 providing space in the community, and for working with school
9 personnel to facilitate individual work experiences and support of
10 candidates.

11 H. The school district or school employee union, or both, may
12 receive a portion of the grant money for expenses of supporting the
13 work experiences of candidates and providing mentors for graduates.

14 I. One or more members of the consortium may expend funds to
15 cover the salary of a site-based cohort coordinator.

16 J. The advisory consortium may, if it chooses, award a small
17 number of planning grants during any fiscal year to potential
18 programs."

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