



Illinois State Board of Education

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Jesse H. Ruiz
Chairman

Rod Blagojevich
Governor

Dr. Randy J. Dunn
State Superintendent of Education (Interim)

February 2005

The Honorable Governor Rod R. Blagojevich
The Honorable Members of the Illinois General Assembly
State House
Springfield, Illinois

Re: Illinois State Board of Education Proposed FY 2006 Budget

Dear Members of the General Assembly and Governor Blagojevich:

The State Board of Education [Proposed FY 2006 Budget](#) is submitted here for your review and consideration. The Board is requesting a total appropriation of \$6,024.6 million in state dollars and \$2,154.1 in federal dollars, for a total budget of \$8,178.7 million.

In preparing the [Proposed FY 2006 Budget](#), the Board supports many important statewide efforts to improve the quality and availability of educational opportunities for all children while also recognizing the fiscal realities the State faces. The State Board's priorities include new resources for all schools, early childhood programs, special education, bilingual education, career and technical education, learning technologies, teacher certification and school facilities maintenance.

Our proposed budget provides a \$100 million increase in direct aid and services to schools. It also includes an increase of \$80 million for [General State Aid](#) (GSA) and [GSA Hold Harmless](#), and a \$20 million increase for Mandated Categorical Funds.

The Board applauds your commitment to public education in Illinois. The State Board of Education looks forward to continuing to work with you to provide leadership in the coming year as we work together to achieve educational success for all students in Illinois.

Sincerely,

Jesse H. Ruiz, Chairperson
State Board of Education

Randy J. Dunn
State Superintendent of Education

The 1970 Illinois Constitution created a State Board of Education to “establish goals, determine policies, provide for planning and evaluating education programs and recommend financing.”

The 1970 Illinois Constitution provides:

“A fundamental goal of the People of the State is the educational development of all persons to the limits of their capacities.

The state shall provide for an efficient system of high quality public educational institutions and services.”

Illinois law provides for a nine member State Board of Education appointed by the Governor on a regional and politically balanced basis. Current members of the State Board of Education include:

Jesse Ruiz
Chair
Chicago

Dr. Christopher J. Ward
Vice Chair
Lockport

Dr. Vinni M. Hall
Board Secretary
Chicago

Dr. Andrea S. Brown
Goreville

Dean E. Clark
Glen Ellyn

Dr. David J. Fields
Danville

Edward J. Geppert, Jr.
Belleville

Brenda J. Holmes
Springfield

Joyce E. Karon
Barrington

For updated and additional information regarding the Illinois State Board of Education, visit the ISBE homepage on the internet at <http://www.isbe.net>.

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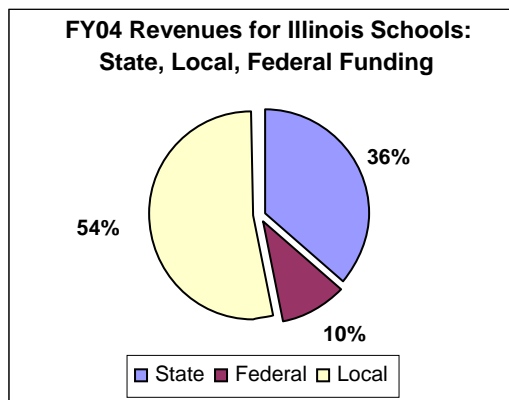
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Part I

State, Local, and Federal Resources

Overview of State, Federal and Local Resources

Revenues for Illinois schools for the 2003-2004 school year (FY04) total an estimated \$20,085.2 million. In Illinois, as in most other states, education is financed through a combination of state, local, and federal monies. The state portion of these 2003-04 revenues is \$7,206.2 million (35.9%), the federal share is \$2,073.8 million (10.3%), and the local share is an estimated \$10,805.3 million (53.8%). These figures are shown below and in [Table 4.0 \(Part IV\)](#).



State Funding

State revenues that support Illinois elementary and secondary schools are provided for a variety of legislatively established programs. In FY04, the majority of the state support for schools (63%) is allotted through the [General State Aid](#) (GSA) formula. In FY05, a total of \$3.7 billion in [General State Aid](#), including [Hold Harmless](#), will be distributed to 891 school districts, laboratory schools at Illinois State University and the University of Illinois, 46 regional safe schools, and 24 alternative schools. The amount provided to each school district varies with its relative wealth (as measured by property values) and the number of students attending its schools.

Other major state financial support for school districts is in the form of categorical grants, special program grants, grants for school reform, and improvement initiatives. State categorical grants provide funds for special education, transportation, vocational education, school lunch and breakfast, bilingual education, textbooks, gifted and remedial student programs, and school construction. Reform and school improvement programs, most enacted in 1985, provide additional grants for at-risk programs such as preschool education, truancy and dropout prevention projects, and elementary school reading programs.

The state also provides the employer's (school district) contributions to the two pension systems in which Illinois elementary and secondary teachers participate. State appropriations, including supplemental payments, for the Illinois Teachers' Retirement System and the Chicago Teachers' Pension and Retirement System totaled \$1,050.0 million for FY04 (for additional retirement data see [Appendix C](#), Teacher Retirement Systems).

State support for education also includes state appropriations for educational purposes other than the operation of the common schools. Among these items are capital projects funding, support for public and nonpublic school purchases and literacy programs.

Local Funding

The primary source of local funding for Illinois schools is the local property tax. The estimates of local revenues in this publication are based upon the local real property tax authority of schools and the receipts of corporate personal property replacement taxes, (Refer to [Table 4.1](#), Part IV). Excluded from these figures are proceeds from the sale of bonds, income from the sale of property or equipment, investment income, fees and assessments, revenues from food program sales, and other miscellaneous income such as impact fees from real estate developers.

Illinois real property values and related taxes are established on a calendar-year basis. Property assessments for the 2003 calendar year provide the basis for property tax revenues distributed in calendar year 2004. State-directed equalization factors (multiplier adjustments) are designed to assure equal valuation treatment across Illinois' 102 counties. Equalized Assessed Valuations (EAVs) represent the taxable property base for schools as certified by the Illinois Department of Revenue.

The actual local property tax revenues for 2003-04 used in this publication are based on approximations of the property tax levies for the 2002 tax year. They represent tax extensions in 2003. This \$10,398.8 million is based upon certified EAVs and tax rates for 2002. Actual property tax receipts to a district in 2003-04 will vary as a result of collection differences, local accounting practices, and the tax levies adopted in December 2002.

The other major source of local revenue for schools is Corporate Personal Property Replacement Tax (CPPRT) revenues. Until 1979, Illinois law allowed the taxation of the personal property of businesses. This revenue source was eliminated in 1979 and replaced with an alternative tax on Illinois businesses. The CPPRT imposes a state-collected tax on the net income of businesses (corporations, partnerships, and trusts) and on invested capital of public utilities. The proceeds of this tax are distributed to local taxing bodies in proportion to the relative share of personal property taxes received by these local taxing bodies prior to 1979. Collectively, public schools received approximately 53.9% of the replacement revenues generated by the CPPRT. The remaining revenues are distributed to over 5,000 other units of local government.

The Illinois Department of Revenue reported that \$406.5 million in CPPRT was distributed to local school districts in the 2003 calendar year.

Federal Funding

Primarily, federal financial support for the nation's schools is provided through grants and reimbursements made to the states from the U.S. Department of Education (USDE) and the U.S. Department of Agriculture (USDA). Most federal financial aid is directed toward the support of students from low-income households or is limited to special programs or populations.

Virtually all federal support for schools in Illinois is granted to the Illinois State Board of Education (ISBE) and distributed to local school districts. In FY04, just over \$2.07 billion for various federal programs and ISBE administrative services was appropriated by the Illinois General Assembly for the 2003-04 school year.

The largest federal funding sources are from the Individuals with Disabilities Education Act (IDEA), Child Nutrition Programs and programs authorized in the new [No Child Left Behind](#) (NCLB) law signed into effect January 8, 2002. NCLB is the latest revision of the 1965 Elementary and Secondary Education Act (ESEA) and is regarded as the most significant federal education policy initiative in a generation.

The overall purpose of the law is to ensure that each child in America is able to meet the high learning standards of the state where he or she lives. The specific goals are:

- All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014.
- By 2013-2014, all students will be proficient in reading by the end of the third grade.
- All limited English proficient students will become proficient in English.
- By 2005-2006, all students will be taught by highly qualified teachers.
- All students will be educated in learning environments that are safe, drug free and conducive to learning.
- All students will graduate from high school.

To help schools and districts meet these goals, the law provides a blend of requirements, incentives and resources. The requirements include:

- Annual testing of all students against state standards in reading and mathematics in grades 3-8 and in science at three times in a student's school career (including once in high school).
- "Verification" of each state's assessment system via required participation (every other year) by selected districts in the [National Assessment of Educational Progress](#) (NAEP) test.
- Aggregate and disaggregate analysis and reporting of student achievement results.
- A state definition and timeline for determining whether a school, district and the state are making "adequate yearly progress" (AYP) toward the goal of 100 percent of students meeting state standards by the 2013-2014 school year.
- Technical assistance and then sanctions for schools, districts and the state for failure to make AYP.
- Highly qualified teachers in core academic subjects by 2005-2006.
- Highly qualified aides or paraprofessionals.
- Support for students not meeting standards and/or for those who have special needs (e.g., homeless, limited-English-proficiency).
- The use of "scientifically-based" programs and strategies.

Nationwide, [NCLB](#) will provide nearly \$1 billion annually in additional funding over the next five years to help states and districts strengthen K-3 reading programs, before- and after-school programs, charter schools, reading readiness for preschool children, teacher professional development and education technology.

[Table 1.0](#) shows a history of federal financial support for Illinois schools.

Table 1.0
Illinois State Board of Education
Federal Grant Awards
Dollars in Thousands

Grant Name	FY03	FY04	FY05
Advanced Placement	663.7	948.7	1,007.7
Career & Tech Education - Basic Grant	44,240.9	45,306.6	44,777.8
Career & Tech Education – Tech Prep	4,150.9	4,153.8	4,052.4
Charter Schools	1,136.4	1,077.9	1,856.3
Child Nutrition	405,462.7	425,000.0	450,000.0
Child Nutrition -- Breakfast Start-Up/Team Nutrition	200.0	965.2	0.0
IDEA			
Individuals with Disabilities Education Act, Part B	336,446.3	393,133.9	446,657.6
Preschool Grants	18,041.3	17,934.2	17,944.0
State Program Improvement, Part D	2,040.0	1,400.0	1,400.0
Deaf Blind	279.5	335.4	335.4
General Supervision Enhancement	473.5	0.0	442.0
Outreach Projects for Children with Disabilities	175.0	175.0	175.0
Learn & Serve	860.7	864.4	861.9
Refugee Children	1,244.4	1,107.0	763.7
School Health Prevention	274.0	200.9	274.0
Title I			
Basic Grants - Part A	430,679.2	478,793.2	523,252.5
Comprehensive School Reform	12,750.8	12,737.0	12,416.8
Reading First	33,900.7	35,016.8	37,640.0
Neglected and Delinquent	2,019.0	1,736.0	1,943.5
Even Start	9,333.5	9,026.5	9,315.1
Education of Migratory Children	2,395.0	2,351.6	2,352.1
Migrant Incentive	59.6	0.0	120.7
Title II			
Teacher/Principals Training	111,904.6	114,308.9	114,949.9
Mathematics and Science Partnerships	0.0	3,408.9	5,309.9
Enhancing Education Through Technology	25,456.2	25,908.3	27,637.9
Troops to Teachers	88.9	0.0	156.3
Transition to Teaching	0.0	0.0	271.8
Title III			
English Language Acquisition	19,791.2	23,087.7	25,929.2
Title IV			
Safe & Drug Free Schools & Communities	15,237.3	15,024.7	14,073.7
Community Services Grant	2,080.5	2,056.3	0.0
21st Century Communities Learning Centers	12,754.5	22,814.1	39,450.4
Title V			
Foreign Language Assistance	70.0	70.0	0.0
Innovative Programs	16,363.1	16,256.8	12,419.4
Title VI			
State Assessments	12,240.2	12,675.1	12,977.7
Rural & Low Income School Programs	1,326.1	919.4	788.2
Title X			
Education for Homeless Children	2,107.3	2,230.7	2,528.2
Special Congressional Grants	4,150.0	1,849.9	2,127.4
Totals	1,530,397.1	1,672,875.0	1,816,208.2

State Sources of Revenues

For FY04, state revenues from all funds total an estimated \$41.9 billion. Major sources of state revenues are federal grants and reimbursements (approximately 29.1% of estimated total 2004 revenues), individual and corporate income taxes (19.6%), the Retailers Occupation and Use (sales) Tax (16.1%), motor fuel taxes and fees (6.2%), and gross proceeds of the Illinois State Lottery (2.0%). Taxes on alcohol, tobacco, pari-mutuel betting, real estate transfers, and private car sales, along with various other fees, licensure, and transaction proceeds, are included as part of total state revenues as well general obligation and other bonds.

[Table 4.2](#) (Part IV) depicts projected state revenues from all funds, by major source, for FY03 and FY04. The ratios of revenues from all sources increased slightly from FY03 to FY04. The revenues from income, sales, and road taxes decreased slightly, with revenues from federal aid, lottery and “all other” remained constant.

State revenues and appropriations (spending authority) are accounted for by assignment to various fund groupings. General funds, the largest fund grouping, constitute the majority of the appropriation authority.

Funding for Illinois schools is provided primarily through general funds. This fund group includes the General Revenue Fund, the Common School Fund, the Education Assistance Fund, and the School Infrastructure Fund. Included in the revenue accounting of these general funds are the net proceeds from the Illinois State Lottery, which are deposited into the Common School Fund (Refer to [Table 4.4](#)). The major sources of revenue to the state’s general funds are income tax, sales tax, federal aid, and net lottery proceeds. [Table 4.2](#) shows by source the revenues of the state’s general funds for FY03 and an estimate of comparable revenues for FY04.

As shown in [Table 4.2](#) (Part IV), the revenues of the general funds are \$26.8 billion in FY04, an increase of \$1.9 billion over FY03. Increase in income taxes (\$8.1 to \$8.2 billion) and constant sales tax (\$6.3 billion) are shown from FY03 to FY04. For income taxes, the percentage declined from 32.4% to 30.6% and sales tax from 24.4% to 23.6%.

State Lottery Proceeds

The Illinois State Lottery was enacted in 1973. The first lottery proceeds were available in FY75. Until mid-1985, lottery proceeds were deposited to the state's General Revenue Fund. As a result, lottery proceeds benefit education and other state-operated programs and services. The 1985 change in state law provided that all net lottery proceeds be deposited to the Common School Fund.

As a result of this 1985 legislation, all net lottery proceeds are dedicated solely to elementary and secondary education. This fact, however, has become a source of public confusion. Some Illinois citizens mistakenly believe that this shift in state accounting practices provided additional revenues to support education. This is not the case.

The proceeds of the Illinois State Lottery for FY04 represent 2% of state revenues ([Figure 4.0](#), Part IV). Approximately 33% of lottery sales become net revenue for the state. In FY04, lottery sales of \$1.7 billion generated \$570 million in net proceeds for state government ([Table 4.4](#), Part IV). (Approximately 60%, of the gross proceeds from the lottery are used to make payments to prizewinners and to cover administration costs).

[Table 4.4](#) (Part IV) provides a comparison of net lottery proceeds to total appropriations for elementary and secondary education from FY83 to FY04.

The \$570 million in lottery proceeds for FY04 does clearly assist the state in funding elementary and secondary education. Lottery revenues represent approximately 9% of the state appropriations supporting elementary and secondary education.

Proportions of State, Local and Federal Education Funding

[Table 4.0](#) (Part IV) depicts the support levels and the relative share of funding for public elementary and secondary education in Illinois from 1982-83 through 2003-04.

For most years, federal funding includes amounts unspent in prior years and re-appropriated in the subsequent year. The state appropriation totals in [Table 4.0](#) (Part IV) include original appropriations, supplementals, and amounts appropriated for educationally related purposes other than the operation of the common schools.

The local funds in [Table 4.0](#) (Part IV) are further examined in [Table 4.1](#) (Part IV). The local property tax figures in [Table 4.1](#) (Part IV) represent approximations of available tax revenues. Since most school districts operate on a cash basis of accounting and local receipts/revenues can be income generated from current or prior-year tax extensions, and because some of this data is derived from estimates and some is self-reported, revenues from local sources in a given fiscal year are impossible to validate. In addition, local revenues are not as readily comparable year to year as are state and federal revenues.

The figures in the column entitled "Property Tax Revenues" are tax extensions--the product of equalized assessed property values multiplied by the total tax rate as set by each district. These figures represent accrued revenues generated from the total tax rate of each district. Actual local property tax receipts for a given school district can be affected by tax distribution delays, protested tax payments, property assessment appeals, and tax revenues not paid to school districts as a result of Enterprise Zones or Tax Increment Financing areas.

Since 1979, with the abolition of the Corporate Personal Property Tax (CPPT), the state has collected the Corporate Personal Property Replacement Tax (CPPRT) and distributed these tax revenues by formula to school districts. The CPPRT revenues from 1979 forward are reflected in the column entitled "CPP Replacement Fund."

For comparative purposes, [Table 4.0](#) (Part IV) depicts the relative share of state, local and federal funding using data in the column labeled "Total Regular Revenues" from [Table 4.1](#) (Part IV) as the local share. This figure excludes "Other Local Revenues," specified in footnotes of [Table 4.0](#) (Part IV), as these funds are not the product of taxation and are not comparable from an accounting perspective to the revenues from property taxes and corporate personal property replacement taxes.

The Inflation Factor

The education community is often reminded that we are the primary consumers of state and local tax dollars. An examination of the raw numbers tells only part of the story and an important element is left out of the analysis. The impact of inflation – the purchasing power of 2004 dollars adjusted for inflation – often gives a more accurate picture of available resources for elementary and secondary education.

Total Funding

Total funding for elementary and secondary education has increased from \$16.8 billion in FY00 to \$20.1 billion in FY04, an increase of 19.4%. However, when adjusted for the erosion of purchasing power due to inflation, the real increase in purchasing power between FY00 and FY04 is 6.4%. (FY04 revenues were converted to 2000 dollars using the implicit price deflator for the Gross Domestic Product. (Refer to [Figure 4.3](#))

State Funding

Since FY00, state funding for elementary and secondary education has increased from \$6.3 billion to \$7.2 billion in FY04, or by 13.4%. When adjusted for inflation, the real increase in purchasing power due to state funding is \$0.1 billion or 1.1% (Refer to [Figure 4.4](#)).

Local Funding

During the same period of time, local funding has increased from \$8.9 billion to \$10.8 billion, or 21.3%. When applying the same adjustment for inflation used for state funding, the \$10.8 billion converts to \$9.6 billion in purchasing power. In terms of constant (2000) dollars, spending from local sources increased by \$0.7 billion, or 8.1% (Refer to [Figure 4.5](#)).

Federal Funding

Between 2000 and 2004, federal funding for elementary and secondary education has increased from \$1.6 billion to \$2.1 billion, or 32.4%. When adjusted for inflation, the \$2.1 billion in 2004 has \$1.8 billion of purchasing power. This represents an increase of 18.0% (Refer to [Figure 4.6](#)).

Current Dollar Comparison (\$ in Billions)

Source	FY00	FY04	Dollar Change	Percentage Increase
State Funds	\$6.3	\$7.2	\$0.9	13.4%
Local Funds	\$8.9	\$10.8	\$1.9	21.3%
Federal Funds	<u>\$1.6</u>	<u>\$2.1</u>	<u>\$0.5</u>	<u>32.4%</u>
Total Funds	\$16.8	\$20.1	\$3.3	19.4%

Inflation and Per-Pupil Appropriation

In FY76, fall enrollment totaled 2,265,570. Enrollment subsequently declined each of the following 13 years, reaching a low of 1,790,566 in FY89. Beginning in FY90 and continuing through FY04, fall enrollments have increased annually to 2,100,961 although they remain 7.3% below the level in FY76. In FY00, total appropriations per pupil enrolled were \$8,337.2. By FY04 that figure had grown to \$9,560.0 or a nominal increase of 14.7%. However, in real dollar terms, per pupil appropriations grew from \$8,337.2 to \$8,518.8 or an increase of 2.2% (Refer to [Table 4.6](#)).

Part II

Fiscal Year 2006 Budget Proposal

State Education Agency

Overview of FY06 Budget and Agency Operations

Led by a nine-member board, representative of the state both politically and geographically, and by the State Superintendent of Education, the State Board of Education seeks to deliver to all 2 million Illinois students an efficient educational system, providing first-class service for all stakeholders, and supporting continuous improvement and innovative programs and services.

The State Board of Education is a relatively small agency made up primarily of professional staff that administer programs established pursuant to the School Code and distribute state and federal funds to school districts.

The State Board of Education's FY2006 Budget requests a total appropriation of \$8.2 billion, in state general funds of \$5.9 billion, federal funds of \$2.2 billion and remaining funds of \$76.5 million.

TABLE 2.1
ILLINOIS STATE BOARD OF EDUCATION
ELEMENTARY AND SECONDARY EDUCATION PROPOSED FY06 BUDGET
(Dollars in Thousands)

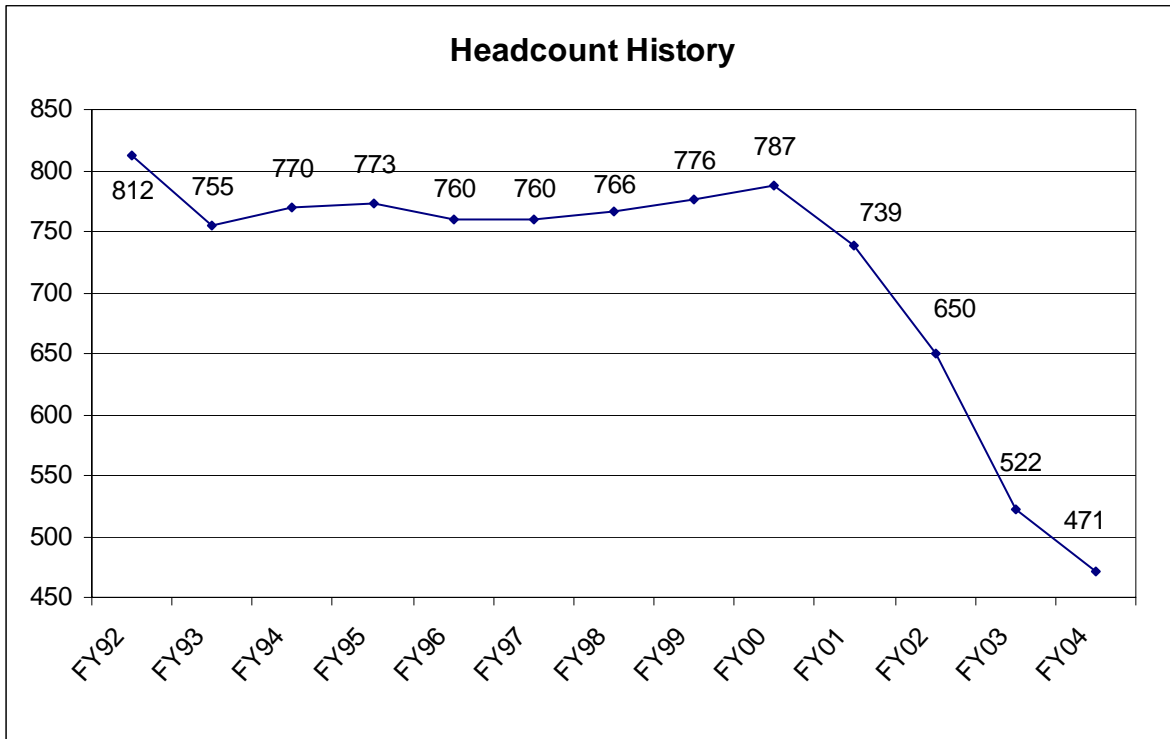
	Appropriated			\$ Change	% Change
	FY04	FY05	FY06	FY05-06	FY05-06
State General Funds:					
Education & Admin	\$5,444,719.5	\$5,809,338.2	\$5,948,188.9	\$138,850.7	2.4%
School Infrastructure Fund	50,200.0	7,093.0	55,093.7	\$48,000.7	676.7%
Driver Education Fund	15,900.0	15,830.7	15,814.2	-\$16.5	-0.1%
Other Funds	11,2942.0	8,918.0	5,464.6	-\$3,453.4	-38.7%
Federal Funds	<u>2,073,805.7</u>	<u>2,219,339.8</u>	<u>2,154,124.9</u>	<u>-\$65,214.9</u>	<u>-2.9%</u>
Total	\$7,595,867.2	\$8,060,519.7	\$8,178,686.3	\$118,166.6	1.5%

The recommended Budget supports many important statewide efforts to improve the quality and availability of educational opportunities for all children while also recognizing the fiscal realities facing the State. The largest portion of the State Board's budget is distributive aid to school districts. Over \$5,211.7 M (87.6%) of the FY06 general funds budget is for [General State Aid](#) (GSA), [General State Aid Hold Harmless](#) and state reimbursement for mandated categorical programs.

State mandated categorical grants provide funding for special education, transportation, vocational education, school lunch and breakfast programs. Other distributive state grants include early childhood, bilingual education, textbook, district consolidation, and school safety. These programs are not only the largest portions of the Board's budget, but they also account for the largest portion of FY06 growth as well, \$100 M of the \$140 M request. Particular emphasis is placed on early childhood programs, special education personnel reimbursement and bilingual education.

Most other state and federal funded programs are also distributed directly to schools and teachers. Where possible, they have been organized around an educational system that fosters continuous improvement in teaching and learning. Fundamental to this system are the [Illinois Learning Standards](#) and state assessment of student achievement of those Standards.

The State Board of Education is committed to effective utilization of staffing resources. Agency headcount has been reduced from a recent end-of-year high of 787 in FY00 to 471 in FY04. As of the end of December 2004 (FY05) agency headcount was 492 with approximately 48% or 238 staff resources were fully funded by federal grant programs.



The FY06 operations budget for the Illinois State Board of Education will continue to be less than the year before and bargained personal services and benefits increases will be offset by reductions in other costs. Operations includes (dollars in thousands):

The following chart shows the operation budget for the agency from FY02 though FY05

	FY02	FY03	FY04	Estimated FY05	\$ Change	% Change
State (General Funds)	\$92,081.4	\$66,974.2	\$43,575.2	\$33,577.9	-\$58,503.5	- 63.5%
Other State (Non GF)	19,433.0	4,793.9	3,112.0	2,488.7	- 16,944.3	- 87.2%
Federal Funds	<u>41,025.4</u>	<u>62,623.7</u>	<u>74,020.6</u>	<u>75,159.8</u>	<u>34,134.4</u>	<u>83.2%</u>
Total	152,539.8	134,391.8	120,707.8	111,226.4	- 41,313.4	- 27.1%

The following chart shows the proposed operations budget for FY06

<u>Categories</u>	<u>Salaries/Benefits</u>	<u>Other</u>	<u>Total</u>
State (General Funds)	\$16,894.5	\$16,167.0	\$33,061.5
Other State (Non-General Funds)	2,938.5	1,189.0	4,127.5
Federal Funds	<u>23,052.8</u>	<u>41,542.1</u>	<u>64,594.9</u>
Total	\$42,885.8	\$58,898.1	\$101,783.9

Of the FY05 Illinois State Board of Education \$8.1 billion budget, only 1.3% is administrative operations costs. Operations costs for the agency will decrease 8.5% compared to the prior year. Despite salary adjustments and rising benefits costs due to negotiated labor cost increases, these increases will be offset by other reductions in the costs of operations. The agency has reorganized staff and reduced its auto fleet costs, printing and space costs.

Historically, of the 1.3% administrative operation costs, approximately 75% of operations is used to provide direct services to schools and teachers and only 25% is for agency administration such as travel, printing, equipment, and commodities. Most operations costs are more like grants in that they are incurred to support school district activities such as achievement tests, financial counseling, external monitoring, and other services to schools and teachers.

Management consulting and public relations fees have been eliminated. The State Board is committed to improving communications and enhancing services to school districts utilizing the talents of inhouse staff.

Due to the state's fiscal condition, and to maximize the amount of funds for the classroom, the State Board's FY06 budget recommends increases primarily for grants. Recognizing that main priority, the State Board's budget does include a minimal increase in administrative support for the coordination of priority programs including teacher certification, bilingual education, career and technical programs, and technology. The agency is committed to assisting education through a responsive and efficient process to ensure that more teachers teach, that language is not a barrier to education, and that bureaucracy does not burden educators.

[Table 2.2](#) displays the detailed state general funds line-item appropriations and [Table 2.3](#) displays the detailed line-item federal grant appropriations for FY04, FY05 and the recommended appropriations for FY06. Federal grant appropriations are based on anticipated federal grant awards and an estimate of unused carryover funds from prior fiscal years. Federal funds are based on the federal fiscal year of October through September and have a useful life of up to 27 months from the beginning of the state fiscal year they were awarded.

Table 2.2
Illinois State Board of Education
Proposed FY06 Budget
(Dollars in Thousands)

Initiatives	FY04 Final	FY05 Final	FY06 Proposed	FY05 to 06 \$ Change
DISTRIBUTIVE GRANTS	<u>4,871,985.6</u>	<u>5,221,013.8</u>	<u>5,321,013.8</u>	<u>100,000.0</u>
General State Aid	3,445,600.0	3,682,201.2	3,754,831.0	72,629.8
GSA - Hold Harmless	38,600.0	30,129.8	37,500.0	7,370.2
Fast Growth Districts	0.0	10,000.0	0.0	-10,000.0
Transition Assistance	5,200.0	7,700.0	7,700.0	0.0
School Safety & Ed Improvement Block Grant	42,841.0	54,841.0	64,841.0	10,000.0
Charter Schools	3,820.2	3,421.5	3,421.5	0.0
District Consolidation Costs	1,669.4	3,518.8	3,518.8	0.0
School Breakfast Incentive Program	723.5	723.5	723.5	0.0
Textbook Loan Program	29,126.5	29,126.5	29,126.5	0.0
Mandated Categoricals	<u>1,304,405.0</u>	<u>1,399,351.5</u>	<u>1,419,351.5</u>	<u>20,000.0</u>
Illinois Free Lunch/Breakfast	19,565.0	20,500.0	21,000.0	500.0
Orphanage Tuition 18-3 (Reg Ed)	14,651.0	17,400.0	16,000.0	-1,400.0
Sp Ed - Extraordinary Services	229,502.0	243,048.0	254,048.0	11,000.0
Sp Ed - Orphanage Tuition 14-7.03	97,370.0	106,100.0	92,000.0	-14,100.0
Sp Ed - Personnel Reimbursement	346,000.0	360,000.0	363,000.0	3,000.0
Sp Ed - Private Tuition	59,423.0	66,811.5	76,811.5	10,000.0
Sp Ed - Summer School	6,370.0	6,762.0	7,762.0	1,000.0
Sp Ed - Transportation	289,100.0	317,100.0	317,100.0	0.0
Transportation - Regular/Vocational	242,424.0	261,630.0	271,630.0	10,000.0
STANDARDS, ASSESSMENTS & ACCOUNTABILITY	<u>26,395.2</u>	<u>3,552.7</u>	<u>3,552.7</u>	<u>0.0</u>
System of Support	26,395.2	3,552.7	3,552.7	0.0
ENSURING QUALITY ED PERSONNEL	<u>5,190.0</u>	<u>6,190.0</u>	<u>5,190.0</u>	<u>-1,000.0</u>
Teacher Education & National Board Cert.	4,740.0	4,740.0	4,740.0	0.0
Teach for America	450.0	450.0	450.0	0.0
Teachers Academy for Math & Science	0.0	1,000.0	0.0	-1,000.0
READING & MATHEMATICS	<u>79,314.4</u>	<u>76,139.8</u>	<u>76,139.8</u>	<u>0.0</u>
Reading Improvement Block Grant	79,314.4	76,139.8	76,139.8	0.0
BIRTH TO EIGHT	<u>213,572.2</u>	<u>243,254.5</u>	<u>273,254.5</u>	<u>30,000.0</u>
Early Childhood	213,572.2	243,254.5	273,254.5	30,000.0
ACADEMIC DIFFICULTY	<u>120,281.1</u>	<u>119,403.7</u>	<u>125,403.7</u>	<u>6,000.0</u>
Alternative Learning/Regional Safe Schools	17,138.6	17,035.5	19,035.5	2,000.0
Bilingual Education	62,552.0	64,552.0	66,552.0	2,000.0
Extended Learning Opportunities (Bridges)	24,836.8	22,238.1	22,238.1	0.0
Truant Alternative Optional Education	15,753.7	15,578.1	17,578.1	2,000.0
LEARNING TECHNOLOGIES				
Technology for Success	11,500.0	4,134.7	5,134.7	1,000.0

Table 2.2
Illinois State Board of Education
Proposed FY06 Budget
(Dollars in Thousands)

Initiatives	FY04 Final	FY05 Final	FY06 Proposed	FY05to 06 \$ Change
SCHOOL INFRASTRUCTURE				
Temporary Relocation Expense Program	0.0	400.0	0.0	-400.0
CAREERS PREPARATION				
	<u>40,339.8</u>	<u>41,073.2</u>	<u>43,073.2</u>	<u>2,000.0</u>
Agricultural Education	1,881.2	1,881.2	2,069.3	188.1
Career and Technical Education Programs	38,328.7	36,062.1	37,874.0	1,811.9
Jobs for Illinois Graduates	0.0	3,000.0	3,000.0	0.0
Illinois Governmental Internship Program	129.9	129.9	129.9	0.0
REGIONAL SERVICES				
	<u>11,700.0</u>	<u>14,558.5</u>	<u>13,420.0</u>	<u>-1,138.5</u>
ISC - South Cook	300.0	300.0	0.0	-300.0
ROE - Salaries (1)	8,150.0	8,788.5	8,150.0	-638.5
ROE - School Services	3,250.0	5,470.0	5,270.0	-200.0
ADMINISTRATION				
Administration (1)	16,520.0	33,105.2	32,588.8	-516.4
TARGETED INITIATIVES				
	<u>20,135.9</u>	<u>20,191.2</u>	<u>20,291.2</u>	<u>100.0</u>
Blind & Dyslexic	168.8	168.8	168.8	0.0
Community Residential Services Authority	472.7	472.7	472.7	0.0
Illinois Economic Education	0.0	100.0	0.0	-100.0
Materials Center for the Visually Impaired	1,121.0	1,121.0	1,121.0	0.0
Metro East Consortium for Child Advocacy	217.1	217.1	217.1	0.0
Minority Transition Programs	578.8	578.8	578.8	0.0
Philip J. Rock Center & School	2,855.5	2,855.5	3,055.5	200.0
Tax Equivalent Grants	222.6	222.6	222.6	0.0
Transportation Reimbursements to Parents	14,499.4	14,454.7	14,454.7	0.0
<i>Textbook Reappropriation</i>	27,785.3	26,320.9	29,126.5	2,805.6
Sub-Total - GENERAL FUNDS	\$5,444,719.5	\$5,809,338.2	\$5,948,188.9	\$138,850.7
OTHER NON - GRF FUNDS				
School Infrastructure	<u>50,200.0</u>	<u>7,093.0</u>	<u>55,093.7</u>	<u>48,000.7</u>
School Construction Maintenance Projects	0.0	0.0	50,000.0	50,000.0
School Infrastructure Fund - Administration	200.0	93.0	93.7	0.7
School Technology Revolving Loan Program	50,000.0	7,000.0	5,000.0	-2,000.0
Illinois' Future Fund				
Legislative Initiatives – Reappropriation	7.0	0.0	0.0	0.0
Driver Education				
	<u>15,900.0</u>	<u>15,830.7</u>	<u>15,814.2</u>	<u>-16.5</u>
Administration	150.0	80.7	64.2	-16.5
Grants	15,750.0	15,750.0	15,750.0	0.0

Table 2.2
Illinois State Board of Education
Proposed FY06 Budget
(Dollars in Thousands)

Initiatives	FY04 Final	FY05 Final	FY06 Proposed	FY05to 06 \$ Change
Other Funds	<u>11,235.0</u>	<u>8,918.0</u>	<u>5,464.6</u>	<u>-3,453.4</u>
Charter Schools Revolving Loan Fund	2,000.0	20.0	20.0	0.0
Emergency Financial Assistance Fund	5,333.0	5,333.0	1,000.0	-4,333.0
ISBE GED Testing Fund	1,000.0	800.0	800.0	0.0
ISBE School Bus Driver Permit Fund	12.0	12.0	0.0	-12.0
ISBE Teacher Certificate Institute Fund	125.0	125.0	125.0	0.0
IL Future Teacher Corps Scholarship Fund	10.0	0.0	0.0	0.0
School Technology Revolving Fund	125.0	125.0	0.0	-125.0
Teacher Certification Fee Revolving Fund	1,500.0	1,503.0	3,169.6	1,666.6
Temporary Relocation Revolving Fund	1,130.0	1,000.0	350.0	-650.0
Federal Funds	<u>2,073,805.7</u>	<u>2,219,339.8</u>	<u>2,154,124.9</u>	-65,214.9
Administration ⁽¹⁾	48,215.7	49,359.8	44,594.9	-4,764.9
Grants	2,025,590.0	2,169,980.0	2,109,530.0	-60,450.0
TOTAL - ALL FUNDS	\$7,595,867.2	\$8,060,519.7	\$8,178,686.3	\$118,166.6

(1) Amounts reflect the July Interim budget adjustments: adds ROE Salaries \$638.5, GRF Admin \$45.5 and Federal Admin \$25.0.

Table 2.3
Illinois State Board of Education
Federal Grant Programs Proposed FY06 Budget
Dollars in Thousands

Initiatives	FY04 Final	FY05 Final	FY06 Proposed	FY05 to 06 \$ Change
Career & Technical Ed - Basic Grant	50,000.0	50,000.0	50,000.0	0.0
Career & Technical Ed - Tech Prep	5,000.0	5,000.0	5,000.0	0.0
Child Nutrition Programs	425,000.0	450,000.0	450,000.0	0.0
Individuals with Disabilities Education Act, Part B	450,000.0	550,000.0	550,000.0	0.0
IDEA - Deaf & Blind, Part C	600.0	380.0	380.0	0.0
IDEA - Model Outreach	400.0	400.0	400.0	0.0
IDEA – Preschool	25,000.0	25,000.0	25,000.0	0.0
IDEA - State Improvement Grant, Part D	2,500.0	2,500.0	2,500.0	0.0
Learn and Serve America	2,000.0	2,500.0	2,500.0	0.0
Refugee Children	2,500.0	2,500.0	2,000.0	-500.0
School-to-Work (DOL)	8,000.0	3,000.0	1,000.0	-2,000.0
Title I				
Advanced Placement Fee Payment Program	900.0	2,000.0	2,000.0	0.0
Basic, Part A	535,000.0	615,000.0	613,000.0	-2,000.0
Comprehensive School Reform	18,000.0	18,000.0	12,000.0	-6,000.0
Even Start	10,000.0	10,000.0	10,000.0	0.0
Migrant Education, Part C	3,200.0	3,200.0	3,000.0	-200.0
Neglected & Delinquent, Part D	4,000.0	4,000.0	4,000.0	0.0
Reading: First	66,000.0	50,000.0	50,000.0	0.0
Title II				
Enhancing Education Through Technology	53,000.0	35,000.0	30,000.0	-5,000.0
Math/Science Partnerships	0.0	8,000.0	9,000.0	1,000.0
Teacher/Principal Training	150,000.0	150,000.0	135,000.0	-15,000.0
Transition to Teaching	500.0	500.0	500.0	0.0
Title III				
Language Acquisition	40,000.0	40,000.0	40,000.0	0.0
Title IV				
Safe & Drug-Free Schools	25,000.0	25,000.0	20,000.0	-5,000.0
21st Century & Community Service Programs	45,000.0	45,000.0	45,000.0	0.0
Title V				
Charter Schools	2,500.0	2,500.0	2,500.0	0.0
Innovative Programs	21,000.0	21,000.0	15,000.0	-6,000.0
Renovation/Sp Ed/Technology	15,000.0	10,000.0	0.0	-10,000.0
Title VI				
Rural & Low Income School Programs	1,300.0	1,500.0	1,500.0	0.0
State Assessments	25,000.0	25,000.0	20,000.0	-5,000.0
Title X				
Education for Homeless Children (McKinney)	3,000.0	3,000.0	3,250.0	250.0
Congressional Special Projects	18,000.0	10,000.0	5,000.0	-5,000.0
<i>Programs Not Requested (Prior to NCLB)</i>	18,190.0	0.0	0.0	0.0
Total Federal Funds	2,025,590.0	2,169,980.0	2,109,530.0	-60,450.0

Part III

Program Descriptions

Agricultural Education

Legislative Reference: 105 ILCS 5/2-3.80 of the School Code Board Goal: Policies and Services Funding Source: State	Program Goal: To increase utilization of research-based, standards-led instructional practices and curricula that improve student achievement across fundamental learning and career and technical areas.	FY99	\$1,500,000
		FY00	\$2,000,000
		FY01	\$2,000,000
		FY02	\$2,000,000
		FY03	\$1,881,200
		FY04	\$1,881,200
		FY05	\$1,881,200

Purpose: To assist local school districts in developing comprehensive programs in agricultural literacy for pre-K through adult, and agricultural career preparation. Agricultural awareness or literacy programs serve to inform the general public about agriculture which promotes more informed consumers of agricultural products. At the elementary level, this effort also reinforces the Illinois Learning Standards particularly in science and language arts. Agricultural education at the secondary level prepares students for employment in the agricultural industry or for further education. Technology-based curriculum linking the [Illinois Learning Standards](#) and [Occupational Skill Standards](#) has become a model for all educational programs.

Population and Service Levels: The following table displays service-level information (FY05 final data will be available in summer 2006):

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Secondary students	24,906	25,436	25,747	26,000
Post-secondary students	4,368	4,400	4,400	4,500
High schools	316	316	313	325
Community colleges	30	30	30	30
Universities	4	4	4	4
Agricultural Literacy Co. Coalitions (# individuals reached)	210,726	218,783	240,086	250,000
Percent of secondary ag ed (programs receiving TA visits)	76%	83%	91%	95%

Reimbursement/Distribution Method: Funds are distributed via grants to school districts based on the following two categories:

- approximately 40% of funds distributed by a formula grant to the Education for Employment regional delivery systems as incentive funds to maintain and/or improve agricultural education programs; and
- approximately 60% of funds distributed for priority statewide initiatives identified in cooperation with the [Illinois Committee for Agricultural Education](#) (ILCAE), a state agricultural education advisory committee appointed by the Governor.

No funds are used for administrative purposes.

Chicago District 299 receives 1.1% of the final appropriation through the Chicago Block Grant.

Performance Measures & Activities: The following are examples of agricultural education activities funded in FY04 (latest available data):

- statewide coordination of the [Facilitating Coordination in Agricultural Education](#) (FCAE) project;
- new CD-ROM produced that contained standards-based instructional materials and enhanced integration of instructional and communication technology in the classroom;
- the statewide teacher inservice program expanded to include two additional regional workshops budgeted at \$65,000;
- \$1,010,201 of private sector support leveraged to expand agriculture awareness programs, pre-K through adult; and
- more than 240 Academic Standard Assessments were developed and made available on the agricultural education website to validate learning standards assessments with the newly developed curriculum.

The 2004 Illinois Agricultural/Horticultural Education Report indicates that:

- Career and Technical Education Associate Degree individuals earn 20%-30% more than high school graduates;
- 74% of the agricultural/horticultural programs offer leadership development through planned [Future Farmers of America](#) (FFA) activities integrated in all their courses;
- seven CD-ROMs have been developed with over 500 agricultural lessons and provided at no cost to all Illinois agricultural teachers. Forty-two other states use these materials to teach agricultural education;
- 75% of the agricultural education graduating seniors enter post-secondary education;
- local programs average \$2,488 annually in incentive funding to implement curriculum innovations and upgrade facilities and equipment;
- 21% of the teachers are female with over 50% of these having less than five years experience; and
- 34% of the agricultural education students are female and 54.3% are urban residents; only 16.6% live on farms where the family depends on the farm for a living.

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>
Prof Dev plans implemented by agricultural/horticultural teachers	78%	86%	82%
IL Association of Vocational Ag Teachers professional development workshops attended by agricultural/horticultural teachers	73%	73%	80%
Career and Tech Ed students continuing education after high school	63%	63%	57%
Agricultural/horticultural programs receiving academic course credit (math, science, social studies, language arts or consumer economics)	79%	75%	77%
K-8 Agriscience kits utilized by secondary programs for agricultural awareness activities	44%	47%	53%

Alternative Education – Regional Safe Schools

Legislative Reference: 105 ILCS 5/13A-8 of the School Code Board Goal: Student Achievement Funding Source: State	Program Goal: To provide alternative education opportunities to break the cycle of disruptive behavior and to attain positive educational and career outcomes.	FY99	\$15,352,000
		FY00	\$15,352,000
		FY01	\$16,852,000
		FY02	\$18,852,000
		FY03	\$16,271,900
		FY04	\$17,138,600
		FY05	\$17,035,500

Purpose: To provide alternative education for youth in grades 6-12 who are suspension- or expulsion-eligible students due to gross misconduct and who are administratively transferred to a [Regional Safe School Program](#) (RSSP) at the discretion of the local school district in lieu of suspension or expulsion. This program includes academics, age/grade-appropriate work-based learning opportunities, counseling and community service.

Population and Service Levels: From 1998-2001, the majority of students served in the RSSP program were suspension-eligible students. Beginning in 2002, the trend shifted toward serving more expulsion-eligible students. Currently, the program has 95 sites to provide services statewide. The program also provides statewide coordination of professional development, technical assistance and evaluation to ensure the effective delivery of services. The following table displays service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Expulsion-eligible	1,754	1,685	1,988	1,900
Suspension-eligible	1,847	1,623	1,650	1,600
Expelled, re-admitted to RSSP	409	499	564	560
Total served	4,010	3,807	4,202	4,060

Reimbursement/Distribution Method: Formula awards are derived from a multi-step process: 1) Base allocations are made at \$30,000 per ROE and Chicago Public Schools. 2) The sum of these base allocations is deducted from funds available for distribution to determine Remaining Funds Available. 3) The applicant's low-income census count is divided by the statewide total low-income census count. The result is multiplied by 0.5 and this result is multiplied by the applicant's low-income census count to arrive at a weighted ADA. 4) The weighted ADA is added to the applicant's best 3 months' ADA for the applicant's total ADA. 5) The applicant's total ADA is divided by the statewide sum of total ADA. The result is multiplied by the Remaining Funds Available from step #2 to determine the weighted allocation. 6) The weighted allocation is added to the \$30,000 base allocation from step #1 to determine the applicant's total allocation.

Performance Measures & Activities: The following table displays performance information:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04 (est.)</u>
High school academic credit received	81%	79%	75%	72%
High school graduation	40%	58%	60%	70%
GED test completed	1%	2%	2%	3%
Advanced in elementary grade	55%	52%	47%	46%
8 th grade graduation	45%	54%	50%	52%
Returned to home school	40%	32%	35%	34%
Dropped out of program	8%	12%	1%	1%
Dropped from program	6%	8%	7%	7%

Bilingual Education

Legislative Reference: Article 14C of the School Code Board Goal: Student Achievement Funding Source: State	Program Goal: To implement high-quality programs for Limited-English-Proficient (LEP) students to improve their performance and help them meet the Illinois Learning Standards.	FY99	\$55,552,000
		FY00	\$55,552,000
		FY01	\$62,552,000
		FY02	\$62,552,000
		FY03	\$60,344,300
		FY04	\$62,552,000
		FY05	\$64,552,000

Purpose: To ensure that [Transitional Bilingual Education](#) (TBE) students with [Limited English Proficiency](#) (LEP) develop proficient English skills that enables them to participate in the general school program.

Population and Service Levels: School districts with 20 or more LEP students in the same school who speak the same languages are required to provide a Transitional Bilingual Education program that consists of English as a Second Language and native language instruction in the academic content areas. If there are fewer than 20 such students in one school, a Transitional Program of Instruction (TPI) must be provided. This program requires English as a Second Language and native language instruction to the extent practical. Of the students served, approximately 80% are Spanish-speaking; the remaining students speak one of more than 123 other languages. The following table displays service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Chicago	64,383	67,676	71,512	75,087
Downstate	<u>90,532</u>	<u>85,488</u>	<u>85,644</u>	<u>94,697</u>
Total	154,915	153,164	157,156	169,784

Reimbursement/Distribution Method: Funding is available for students receiving five or more class periods of Bilingual/ESL instruction per week. Reimbursement is made quarterly on a current-year basis to schools with approved bilingual programs. The amount of each district's grant is influenced by the size of the student population, amount and intensity of bilingual/ESL services received by students and the grade levels of eligible students. When the total of approved budgets exceeds the downstate appropriation, reimbursements are prorated (63.9% in FY03; 66.8% in FY04). For FY05 (based on current figures), it is anticipated that the proration will be approximately 63%. The following table represents the reimbursement level received by Chicago School District 299 and downstate:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Chicago *	\$35,333,200	\$33,792,800	\$34,896,600	\$35,896,600
Downstate	<u>27,218,800</u>	<u>26,551,500</u>	<u>27,655,400</u>	<u>28,655,400</u>
Totals	\$62,552,000	\$60,344,300	\$62,552,000	\$64,522,000

* Chicago District 299 receives its funding through the Chicago Block Grant.

Performance Measures & Activities: The following chart shows [Illinois Standards Achievement Test](#) (ISAT) and [Illinois Measurement of Annual Growth in English](#) (IMAGE) data demonstrating the percentage of LEP students who met or exceeded state standards in FY04 (ISAT statewide averages of all students tested are in parenthesis). Prior to FY04, LEP students who had transitioned from bilingual education programs to regular education programs were required to take the ISAT. Legislation enacted in FY04 (P.A. 93-0426) changed the policy and provided LEP students who had transitioned out from the bilingual education programs the option of taking the IMAGE or the ISAT. For additional statistics, see the [Demographics](#) section located in the back of this book.

	FY04 ISAT <u>2003-04</u>	FY04 IMAGE <u>2003-04</u>
Reading		
Grade 3	60.5% (65.1%)	33.4%
Grade 5	49.5% (60.9%)	26.0%
Grade 8	28.8% (67.1%)	37.0%
Math		
Grade 3	79.6% (79.1%)	51.9%
Grade 5	69.4% (71.8%)	32.0%
Grade 8	25.2% (54.4%)	20.3%
Writing		
Grade 3	60.3% (63.8%)	87.8%
Grade 5	63.6% (70.0%)	75.4%
Grade 8	40.8% (63.6%)	46.0%

Blind & Dyslexic – Special Education

Legislative Reference: Not Applicable	Program Goal: To assist local school districts, state agencies and other service provider agencies to meet the needs of at-risk students.	FY99 \$175,000 FY00 \$175,000 FY01 \$175,000 FY02 \$175,000 FY03 \$168,800 FY04 \$168,800 FY05 \$168,800
Board Goal: Student Achievement		
Funding Source: State		

Purpose: To increase academic achievement of students with visual and reading impairments by converting printed educational materials into recordings, computerized documents and other accessible formats (e.g., digital audio textbooks with navigation features) to enhance the ability of visually impaired children to keep up with their peers.

Population and Service Levels: Elementary and secondary school students with visual and reading impairments are served under this program. The following table displays service-level information:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Students served	3,052	3,129	3,336	3,550	3,700

Reimbursement Information: Funds are distributed through a grant to Recording for the Blind and Dyslexic, a non-profit volunteer organization.

Performance Measures & Activities: Performance is measured by the number of students served, number of textbooks used, and cost per textbook. The decrease in number of books used in FY02 reflects an increase in institutional memberships. This allows a school to serve multiple students with a single copy of an audio book. For additional statistics, see the [Demographics](#) section located in the back of this book.

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Books converted	5,375	4,844	4,359	9,536	10,000
Avg. cost per book	\$57.33	\$38.51*	\$38.72	\$17.70	\$17.70

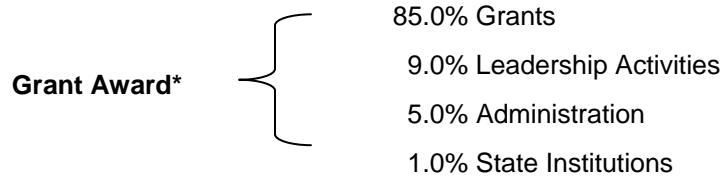
* Beginning in FY02 the conversion process changed from analog tape to disc thus decreasing the average cost per book.

Career and Technical Education – Basic (Federal)

Legislative Reference: 20 USC 2301 et. seq. (CFDA 84.048) Board Goal: Policies and Services Funding Source: Federal	Program Goal: To improve student achievement in academics, career and technical skills, and to promote transitioning to post-secondary education.	FY99	\$43,500,000
		FY00	\$43,500,000
		FY01	\$43,500,000
		FY02	\$43,500,000
		FY03	\$46,500,000
		FY04	\$50,000,000
		FY05	\$50,000,000

Purpose: To provide educational opportunities to more fully develop academic and technical skills for career opportunities, specific job training and occupational retraining enabling students to succeed in secondary and post-secondary education. The career and technical education delivery system assists in maintaining and expanding the technical skills of the state's labor force and promotes economic growth and development.

The diagram below represents the grant award allocation at the state level based on the [Carl D. Perkins Vocational and Applied Technology Education Act](#) (the [Illinois Community College Board](#) receives 40% of the grant award):



* Federal legislation requires: a state to maintain fiscal effort per student or aggregate expenditure of vocational and technical education programs; a dollar-for-dollar state administrative funds match; and no more than 5% of the grant award to be used for administration.

Population and Service Levels: The following table displays service-level information:

<u>Student Served</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Secondary	335,029	343,287	348,433	341,340	341,000
Community College	<u>278,945</u>	<u>279,500</u>	<u>257,264</u>	<u>285,824</u>	<u>296,982</u>
Total	613,974	622,787	605,697	627,164	637,982

Reimbursement/Distribution Method: Federal funds are distributed to eligible recipients through allocation formulas or on a competitive basis according to the provisions of the Carl D. Perkins Vocational and Applied Technology Education Act. The secondary allocations are calculated from census data with 30% of the total based on the 5-17 year-old population and 70% based on the 5-17 year-old population below the poverty level. The community college allocations are calculated from Pell count data. The Illinois Community College Board (ICCB) has the responsibility for post-secondary and adult Career and Technical Education (CTE) programs. Effective FY03 and in accordance with the Memorandum of Understanding between ISBE and ICCB, ISBE distributes 60% of the funds and ICCB distributes 40% of the funds.

Performance Measures & Activities: In FY01, the United States Department of Education approved new performance indicators. The FY04 statewide performance results are:

- | | |
|--|---|
| 1. High School Graduation | 96% of 32,774 CTE senior concentrators graduated from high school. |
| 2. Career and Technical Proficiencies Attainment | 96% of 32,774 CTE senior concentrators graduated from high school. (proxy measure) |
| 3. Post High School Placement | 76% of 26,585 CTE completers entered post-secondary education, employment in Illinois, or the military. Others entered other advanced training programs, or were employed or enrolled out-of-state. |
| 4. Non-traditional Participation | Over 22,000 male and female students participated in CTE programs leading to non-traditional employment. |
| 5. Non-traditional Completion | 16% of CTE concentrators in CTE non-traditional programs completed such programs. |

Career and Technical Education (State)

Legislative Reference: 105 ILCS 405 of the School Code	Program Goal: To improve student achievement in academics, career and technical skills, and to promote transitioning to post-secondary education.	FY99	\$46,874,500
Board Goal: Policies and Services		FY00	\$46,874,500
Funding Source: State		FY01	\$47,874,500
		FY02	\$47,874,500
		FY03	\$51,834,500
		FY04	\$38,328,700
		FY05	\$36,062,100

Purpose: To enable all students to succeed in post-secondary education and career opportunities, the Education for Employment system will ensure a comprehensive Career Development System providing career awareness, career exploration and career preparation for K-12 students. In addition, the state funds satisfy the federal [Carl D. Perkins Vocational and Applied Technology Education Act](#) requirement to maintain fiscal effort per student or the aggregate expenditures of state vocational and technical education programs.

Population and Service Levels: All of the state's elementary and secondary populations are eligible to participate. Regional delivery systems will coordinate the delivery of career awareness, career exploration and career preparation programs.

The following table displays service-level information for career awareness and exploration:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>
Elementary K-8 Students	1,398,390	1,405,853	1,417,386	1,419,860

The following table displays service-level information for career preparation:

<u>Secondary Students Served</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>
Secondary career preparation program	335,029	343,287	348,433	341,340
Adult program (served by secondary agencies)	<u>13,123</u>	<u>14,836</u>	<u>13,976</u>	<u>10,790</u>
Total	348,152	358,123	362,409	352,130

Reimbursement/Distribution Method: Funds are distributed through formula grants based on career and technical education credits weighted by local tax and program efficiency factors, and competitive grants through a request-for-proposals process. In FY05, the [Illinois Community College Board](#) (ICCB) received an appropriation of \$11,911,698 to support post-secondary career and technical education that was previously in the State Board's appropriation.

Performance Measures & Activities: In FY01, the United States Department of Education (USDE) approved new performance indicators. The FY04 statewide performance results are:

1. High School Graduation 96% of 32,774 CTE senior concentrators graduated from high school.
2. Career and Technical Proficiencies Attainment 96% of 32,774 CTE senior concentrators graduated from high school. (proxy measure)
3. Post High School Placement 76% of 26,585 CTE completers entered post-secondary education, employment in Illinois, or the military. Others entered other advanced training programs, or were employed or enrolled out-of-state.
4. Non-traditional Participation Over 22,000 males and females participated in CTE programs leading to non-traditional employment.
5. Non-traditional Completion 16% of CTE concentrators in CTE non-traditional programs completed such programs.

Career and Technical Education – Technical Preparation (Federal)

Legislative Reference: 20 USC 2301 et seq. (CFDA 84.243A) Board Goal: Policies and Services Funding Source: Federal	Program Goal: To improve student achievement and increase the number of students transitioning to post-secondary education and completing a degree in a technical field.	FY99	\$5,000,000
		FY00	\$6,000,000
		FY01	\$6,000,000
		FY02	\$5,000,000
		FY03	\$5,000,000
		FY04	\$5,000,000
		FY05	\$5,000,000

Purpose: To assist students in achieving the [Illinois Learning Standards](#), Illinois Occupational Skill Standards, and workplace skills through an integrated approach to academic and career/technical education. This program provides students opportunities for seamless transitions to post-secondary education, employment in technical occupations and life-long learning. Technical Preparation (Tech Prep) provides strengthened partnerships between education, business, industry and labor.

Population and Service Levels: All 39 community college districts and 59 secondary regional vocational systems are involved in planning and implementing programs with federal Tech Prep funds. The following table displays service-level information:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>
11 th grade Tech Prep students	26,535	25,395	24,392	24,157
12 th grade Tech Prep students	26,606	34,869	36,996	32,808
Tech Prep students participating in a work-based learning experience	37,556	32,392	32,340	26,553

- Approximately 40% of all Tech Prep students served were academically and/or economically disadvantaged; and
- Approximately 10% of all Tech Prep students were students with disabilities.
- Work-based learning experiences range from one-day job shadowing to intense, long-term experiences, and enable students to make better career choices, expose students to current technology and motivate students to stay in school.

Reimbursement/Distribution Method: In accordance with the Memorandum of Understanding between ISBE and the [Illinois Community College Board](#) (ICCB), ICCB is responsible for the administration of Federal Technical Preparation funds. ISBE serves as fiscal agent.

Performance Measures & Activities: In FY01, the United States Department of Education approved new performance indicators. The FY04 statewide performance results are:

- | | |
|---------------------------------------|---|
| 1. High School Graduation | 96% of 12,880 senior Tech Prep concentrators graduated from high school. |
| 2. Career and Technical Proficiencies | 96% of 12,880 senior Tech Prep concentrators graduated from high school. (proxy measure) |
| 3. Post High School Placement | 76% of 11,840 Tech Prep completers entered post-secondary education, employment in Illinois, or the military. Others entered other advanced training programs, or were employed or enrolled out-of-state. |
| 4. Non-traditional Participation | Over 8,900 male and female students participated in Tech Prep programs leading to non-traditional employment. |
| 5. Non-traditional Completion | 13% of Tech Prep concentrators in Tech Prep non-traditional programs completed such programs. |

Charter Schools - State

Legislative Reference: 105 ILCS 5/27A-11.5 of the School Code Board Goal: Funding Funding Source: State	Program Goal: To encourage and financially support high-quality charter schools throughout Illinois.	FY99	n/a
		FY00	\$11,000,000
		FY01	\$11,000,000
		FY02	\$11,000,000
		FY03	\$7,428,200
		FY04	\$3,820,200
		FY05	\$3,421,500

Purpose: To offer parents, teachers and other responsible parties the opportunity to form innovative and accountable public schools exempt from all but the most essential state laws and regulations.

Illinois charter schools continue to report that a lack of start-up funds and facility financing are significant barriers to the successful opening and operation of charter schools. With the charter schools fund, the State Board of Education will make start-up grants available to charter schools in their initial charter term, allowing school directors to focus more on implementing educational programs and less on conducting fund-raising activities. This funding will also allow planning to be phased in by local school districts that have charter schools in operation for their first three years through Transition Impact Aid (TIA) grants to the districts.

Population and Service Levels: Students, schools, and districts served are noted below. The number of applications in excess of available seats demonstrates the public support for charter schools. The following table displays service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Number of charter schools	23	22	22	27
Number of charter school students	9,000	9,500	13,113	15,400
Number of applications in excess of available seats	4,030	4,500	5,095	5,061
Number of school start-up grants	22	16	0	0
Number of districts receiving TIA	7	3	3	3

Reimbursement/Distribution Method: Start-up grants are awarded to schools in their initial charter term for up to \$250 per enrolled student, based on total appropriation. Transition Impact Aid funds are provided to school districts with charter schools in their first three years of operation to reimburse them for a portion of the per capita tuition funds (PCTF) transferred to the schools. Districts receive 90% of the PCTF transferred to schools in Year 1, 65% in Year 2, and 35% in Year 3.

Performance Measures & Activities: [Illinois Standards Achievement Test](#) (ISAT) or [Prairie State Achievement Examination](#) (PSAE) results (as applicable) will measure charter school student performance. A comparison of ISAT and PSAE scores for each Charter School to their districts and state scores are shown on the following charts. For more information, see the annual Charter School Reports submitted by the State Board of Education to the Governor and General Assembly each January that detail school and student performance (<http://www.isbe.state.il.us/charter/>). The notation “n/a” is used if schools were not open or if relevant grade levels were not included in reported test results.

2001-2004 ISAT Comparison of % Meets and Exceeds

<u>Charter School Name</u>	<u>FY01</u> <u>2000-01</u>	<u>FY02</u> <u>2001-02</u>	<u>FY03</u> <u>2002-03</u>	<u>FY04</u> <u>2003-04</u>
State	63.1	62.7	63.9	65.9
Chicago District 299	38.3	39.5	41.9	45.3
The Academy of Comm. & Tech.	15.0	29.0	21.6	40.1
Alain Locke	n/a	14.0	32.4	59.9
Betty Shabazz	34.1	44.0	50.9	43.2
Chicago International	44.6	45.0	57.2	56.2
Choir Academy	n/a	n/a	n/a	37.6
Global Village	n/a	34.0	43.4	n/a
KIPP	n/a	n/a	n/a	55.0
LEARN	n/a	46.0	43.6	53.8
North Kenwood	53.9	51.0	54.0	61.3
Octavio Paz	28.6	43.0	45.5	61.3
Passages	n/a	n/a	n/a	62.5
Perspectives	41.0	50.0	38.5	45.2
Triumphant	19.7	29.0	28.1	35.1
Young Women’s	n/a	57.0	45.9	40.8
Cahokia District 187	39.4	41.1	44.9	51.6
Ft. Bowman	42.1	42.0	54.8	59.7
Edwardsville District 7	76.9	75.5	78.0	n/a
KEYS	n/a	38.0	55.0	n/a
Woodland District 50	75.4	75.9	74.8	74.5
Fremont District 79	81.9	82.1	81.7	84.0
Prairie Crossing	96.0	95.0	91.1	91.7
Decatur District 61	52.9	50.7	52.8	53.7
Robertson	n/a	30.0	52.7	47.9
Springfield District 186	51.8	53.2	54.5	54.7
Springfield Ball	64.4	67.0	74.5	63.3
Community Consolidated District 59	79.9	77.5	75.4	n/a
Thomas Jefferson	64.6	63.0	69.7	n/a

2001-2004 PSAE Comparison of % Meets and Exceeds

<u>Charter School Name</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>
	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>
State	55.7	56.1	55.2	56.4
Chicago District 299	29.3	29.9	29.8	32.0
The Academy of Comm. & Tech	12.0	10.7	12.1	12.9
Chicago International	18.1	19.6	27.4	34.6
Noble Street	n/a	45.2	38.5	50.7
North Lawndale	14.8	15.0	9.7	17.1
Perspectives	17.6	25.5	18.1	18.0
Young Women's	n/a	n/a	n/a	13.6
Youth Connection	11.1	8.9	19.3	19.1
East St. Louis District 189	13.1	17.7	17.3	14.1
SIU-E. St. Louis	3.2	3.1	7.8	4.5
Tomorrow's Builders	n/a	n/a	n/a	0.0 *

* FY04 was the first year Tomorrow's Builders had 11th graders enrolled that were required to take the PSAE test; this number reflects the results.

Charter Schools Revolving Loan Fund

Legislative Reference: 105 ILCS 5/27A-11.5 of the School Code	Program Goal: To provide Charter Schools Revolving Loan Funds to encourage and financially support high-quality charter schools throughout Illinois.	FY99 n/a FY00 \$1,000,000 FY01 \$2,000,000 FY02 \$2,000,000 FY03 \$2,000,000 FY04 \$2,000,000 FY05 \$20,000
Board Goal: Funding		
Funding Source: State		

Purpose: To provide loans to charter schools for acquiring and remodeling a facility and to pay start-up costs of acquiring educational materials and supplies, textbooks, furniture and other equipment needed. These interest-free loans allow a charter school to increase cash flow during the initial term at a time when it is needed most and allow for additional charter schools to initiate operations.

Population and Service Levels: All charter schools within their initial term are eligible to participate in the loan program. The following table displays service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Eligible charter schools	18	13	10	13
Number of charter school loans	1	0	2	5

Reimbursement/Distribution Method: Loan applications will be available to charter schools upon certification by the State Board of Education. Schools may apply for up to \$250 per student. Approved applicants will complete a promissory note and repayment schedule and generally receive funds within two weeks. Loan repayments are deposited back into this fund for future use by other charter schools. Full repayment is required by the end of the initial charter term.

Performance Measures & Activities: All eligible charter schools will be notified upon certification of their eligibility for a loan. All loan applications will be processed in a timely manner and will allow charter schools to defray some of the initial costs for facility renovation or acquisition.

Child Nutrition Programs

<p>Legislative Reference: PL 101-147 & 89-642 42 USC 1751 et seq. & 1771 et seq.</p> <p>Board Goal: Student Achievement</p> <p>Funding Source: Federal</p>	<p>Program Goal: Encourage efficient and appropriate nutrition and commodities services to as many children as possible, which meet all statutory requirements.</p>	<p>FY99</p> <p>FY00</p> <p>FY01</p> <p>FY02</p> <p>FY03</p> <p>FY04</p> <p>FY05</p>	<p>\$350,000,000</p> <p>\$385,000,000</p> <p>\$405,000,000</p> <p>\$405,000,000</p> <p>\$425,000,000</p> <p>\$425,000,000</p> <p>\$450,000,000</p>
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Purpose: To reimburse participating sponsors for a portion of the cost of providing nutritious meals (breakfast, lunch, suppers, and snacks) to eligible children.

The National School Lunch, School Breakfast, and After-School Programs ensure students receive enough food containing the proper nutrients and calories so that the students are capable of learning and able to perform at a higher level. Numerous studies and research dealing with nutrition and education have conclusively pointed out that students who receive nutritious meals are more prepared to learn and perform better than children who do not receive nutritious meals.

The Child and Adult Care Food Program and Summer Food Service Program are designed to provide children with nutritious meals in day care settings and at times when children are not in school. Recent growth in the program is contributed to extended learning opportunities, such as a higher focus on Early Childhood Programs, after-school learning/tutoring programs, extended summer school programs, and community after-school/safety programs to give children a place to play/study while waiting for their parents to return from work.

Population and Service Levels: The National School Lunch Program and School Breakfast Program are two separate voluntary programs available to all public schools, private schools, and residential child care institutions that agree to operate a nonprofit program which meets federal requirements and offers lunches to all children in attendance. In addition, schools can receive reimbursement under the National School Lunch Program for snacks served in after-school care programs meeting specific criteria. The number of districts and sites participating in these programs is shown below.

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY 05 (est.)</u>
<u>Lunch</u>					
Number of Districts	1,202	1,204	1,205	1,207	1,186
Number of Sites	4,538	4,532	4,446	4,471	4,336
<u>Breakfast</u>					
Number of Districts	611	623	624	633	628
Number of Sites	2,519	2,583	2,555	2,662	2,607
<u>Snack</u>					
Number of Districts	102	125	134	150	154
Number of Sites	413	564	579	672	686

The Special Milk Program is a voluntary program available to public schools, private schools, residential child care institutions, day care centers, and camps that agree to operate a nonprofit milk program and do not have a federally funded food service program. Kindergarten students attending half-day sessions when lunch is not available may receive benefits.

The Summer Food Service Program is a voluntary program available to public schools; private schools; residential camps; state, local, municipal and county government entities; and private not-for-profit organizations not participating in other child nutrition programs during the summer months. The intent of the program is to serve nutritious meals during the summer months to children who during the school year receive free or reduced-price meals through the National School Lunch and Breakfast Programs. The following table displays service-level information:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY 05 (est.)</u>
Number of Sponsors	103	105	98	106	115
Number of Sites	1,380	1,245	1,342	1,384	1,444

The Child and Adult Care Food Program is a voluntary program available to nonprofit, nonresidential child care centers; family day care homes; Head Start centers; and outside-of-school-hours child care programs. The adult care portion of the program is administered by the Department on Aging. In addition, recent legislation allows reimbursement for snacks and/or suppers served to school-age children participating in after-school programs located in an area served by a school in which at least 50% of the enrolled children are approved eligible for free or reduced-price meals. The adult care portion of the program is administered by the Department on Aging. Meals/snacks must meet federal requirements. The following table displays service-level information:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Number of Sponsors	768	786	797	791	782
Number of Sites	11,074	11,370	11,901	11,686	11,950

Reimbursement/Distribution Method: For the National School Lunch Program, the federal government provides a basic level of reimbursement for all lunches plus supplemental reimbursement for free and reduced-price lunches. The federal reimbursement rates for FY05 are:

<u>Per Meal Rates</u>	<u>Less Than 60% Free or Reduced-Priced Meals</u>	<u>60% or More Free or Reduced-Priced Meals</u>
Paid lunch reimbursement	\$0.21	\$0.23
Reduced-price lunch reimbursement	\$1.84	\$1.86
Free lunch reimbursement	\$2.24	\$2.26

Under the National School Lunch Program and other Child Nutrition Programs that have a means test, applicants for free or reduced-price meals must meet the federal income guidelines or be determined as categorically eligible for free meals as a member of a Food Stamp or Temporary Assistance to Needy Family (TANF) household.

For the School Breakfast Program, the federal reimbursement rates for FY05 are:

	<u>Rates</u>	<u>Rates for Severe Need School</u>
Paid breakfast reimbursement	\$0.23	\$0.23
Reduced-price breakfast reimbursement	\$0.93	\$1.17
Free breakfast reimbursement	\$1.23	\$1.47

For After-School Snacks served in After-School Care Programs, the federal reimbursement rates for FY05 are:

	<u>Rates</u>
Paid snack reimbursement	\$0.05
Reduced-price snack reimbursement	\$0.30
Free snack reimbursement	\$0.61

In addition to federal reimbursement, the lunch and breakfast programs in Illinois are supported by the Illinois Free Breakfast and Lunch Program which contributes up to \$.1250 (FY05 rate) per free meal and the School Breakfast Incentive Program.

The Special Milk Program provides federal funds to reimburse schools for all or a portion of the cost of providing milk to students through two different means. The first is reimbursement for milk purchased by students and the second is reimbursement for milk provided free to eligible, needy students. In FY05, the reimbursement rate for purchased milk was set at \$.1700 per half-pint. Reimbursement for free milk is at the actual dairy cost per half-pint.

Federal reimbursement rates for the Summer Food Service Program for FY04 are:

	<u>Operating Rates</u>	<u>Administrative Rates</u>	
		<u>Rural/Self-Prep</u>	<u>Urban/Vended</u>
Breakfasts	\$1.38	\$0.1375	\$0.1075
Lunches/suppers	\$2.41	\$0.2525	\$0.2100
Supplements	\$0.56	\$0.0675	\$0.0550

Federal reimbursement rates for FY05 for the Child and Adult Care Food Program are:

<u>Child Care Center Rates</u>	<u>Breakfasts</u>	<u>Lunch & Suppers</u>	<u>Supplements</u>
Paid	\$0.23	\$0.21	\$0.05
Reduced	\$0.93	\$1.84	\$0.30
Free	\$1.23	\$2.24	\$0.61

The reimbursement rates for snacks and suppers in the At-Risk After-School Program are \$.61 for snack and \$2.24 for supper.

<u>Day Care Home Rates</u>	<u>Breakfasts</u>	<u>Lunch & Suppers</u>	<u>Supplements</u>
Tier I	\$1.04	\$1.92	\$0.57
Tier II	\$0.39	\$1.16	\$0.15

In addition to the reimbursement, sponsors in the Child and Adult Care Food Program also receive cash in lieu of commodities based on the number of lunches and suppers served. For FY05, the cash in lieu of commodity rate is \$.1725 per meal.

In each of these Child Nutrition Programs, sponsors are reimbursed monthly on the basis of claims submitted.

Performance Measures & Activities: The following chart represents the number of meals served (in millions) and claimed for reimbursement in FY01 through FY04 and the number of meals estimated and projected to be claimed in FY05.

<u>Programs</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
National School Lunch	174.6	178.2	179.8	183.1	184.9
School Breakfast	34.8	36.2	37.0	38.2	40.6
After School	1.2	2.8	3.0	3.3	3.6
Child & Adult Care Food	75.2	77.9	80.4	82.6	85.1
Summer Food Services	6.0	4.8	4.4	4.6	4.7

School Based Programs

- A one percent (1%) growth each year with an average of a little more than one million meals claimed each school day.
- A 17% increase in the total number of breakfasts claimed for reimbursement is projected over a five-year span beginning in FY01.
- A 67% increase in the total number of snacks claimed for reimbursement is projected over a five-year span beginning in FY01.

Child and Adult Care Food Program

- A 14% increase in the total number of meals claimed for reimbursement is projected over a five-year span beginning in FY01.

Summer Food Service Program

- The total number of meals claimed for reimbursement in the Summer Food Service Program has declined over the past three years. The decline in the number of meals claimed is partially contributed to and is consistent with the growth and expansion of the school-based programs and the child care programs.

Community and Residential Services Authority

<p>Legislative Reference: 105 ILCS 5/14-15.01 of the School Code</p> <p>Board Goal: Student Achievement</p> <p>Funding Source: State</p>	<p>Program Goal: To actively advocate, plan, and promote the development and coordination of a full array of prevention and intervention services to meet the unique needs of children and adolescents who are behavior-disordered or severely emotionally disturbed.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr><td>FY99</td><td style="text-align: right;">\$345,000</td></tr> <tr><td>FY00</td><td style="text-align: right;">\$358,800</td></tr> <tr><td>FY01</td><td style="text-align: right;">\$500,000</td></tr> <tr><td>FY02</td><td style="text-align: right;">\$500,000</td></tr> <tr><td>FY03</td><td style="text-align: right;">\$472,700</td></tr> <tr><td>FY04</td><td style="text-align: right;">\$472,700</td></tr> <tr><td>FY05</td><td style="text-align: right;">\$472,700</td></tr> </table>	FY99	\$345,000	FY00	\$358,800	FY01	\$500,000	FY02	\$500,000	FY03	\$472,700	FY04	\$472,700	FY05	\$472,700
FY99	\$345,000															
FY00	\$358,800															
FY01	\$500,000															
FY02	\$500,000															
FY03	\$472,700															
FY04	\$472,700															
FY05	\$472,700															

Purpose: To develop collaborative and coordinated approaches to service planning and service delivery for individuals through the age of 21 who have behavior disorders and/or are severely emotionally disturbed and who typically require coordinated services from multiple agencies. Funds are used to develop and implement a statewide plan for service delivery and maintain an interagency dispute resolution process. The Community and Residential Services Authority (CRSA) currently has eight paid staff and operates under the authority of a 19-member Board that includes six unpaid appointees by the Governor, unpaid designees of four legislators and nine designees of state agency directors.

Population and Service Levels: CRSA receives referrals for dispute resolutions from parents, state agencies, members of the General Assembly and the Governor’s Office. Community collaborations to serve the population (e.g., Local Area Networks recommended by CRSA) continue to address greater numbers of children and families in need. If these children’s and adolescents’ needs are unable to be addressed at the local level, CRSA is called upon to resolve issues relating to service plan implementation and funding of services. The following table displays service-level information:

	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Referrals	510	553	555	556	564	600

Reimbursement/Distribution Method: This appropriation covers the salaries, benefits and statewide travel of eight staff; reimbursement of travel for Board members appointed by the Governor and legislative members; and administrative costs associated with supporting the activities of CRSA.

The Community and Residential Services Authority developed and controls use of a multiple agency resource pool (\$125,000/year) that is used to fill gaps in services when statutory responsibilities of agencies do not apply. The Authority has recouped over \$100,000 in federal revenue since 1993 through Medicaid Administrative Case Management Services which has been returned to the General Revenue Fund.

Performance Measures & Activities: Performance measures are provided below:

- statutory mandates require statewide operations;
- number of case referrals (see above);
- recommendations included in two CRSA Statewide Plans for services to the population have been implemented, most notably the development of local systems of care and Local Area Networks;
- development and operation of an ongoing Dispute Resolution Process to affirmatively address the service needs of children and their families who might otherwise be underserved or go unserved;
- all member agencies report placing fewer children in costly, out-of-home, out-of-community and out-of-state residential settings; and
- client Satisfaction Surveys are sent out 30 days after service is initiated which asks for client feedback on promptness of service provided, respect afforded the client and their concerns, and the quality of the service provided by CRSA staff:

	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>
Service promptness	4.35	4.61	4.62	4.64	4.53
Respectfulness	4.62	4.68	4.77	4.77	4.59
Quality of services	3.95	4.06	4.48	4.49	4.18

District Consolidation/Annexation Costs

Legislative Reference: 105 ILCS 18-8.05 (I), 18-8.2, 18-8.3, & 18-8.5 of the School Code Board Goal: Funding Funding Source: State	Program Goal: To assure that all schools achieve and maintain financial health.	FY99	\$4,460,000
		FY00	\$3,613,000
		FY01	\$4,200,000
		FY02	\$4,200,000
		FY03	\$1,669,400
		FY04	\$1,669,400
		FY05	\$3,518,800

Purpose: To encourage school district reorganization through consolidation or annexation, the following financial incentives are available:

- funding of Reorganization Feasibility Studies, available through Regional Offices of Education;
- supplemental state aid payments for four years to a new or annexing district;
- supplementary state support for four years for new districts to pay the difference in salaries;
- difference between selected negative fund balances among the previously existing districts; and
- additional funds of \$4,000 for each certified staff person.

Population and Service Levels: In FY05, 15 consolidated/annexing districts received reorganization incentive payments. The following table shows expenditure data for each of the categories of payment and number of reorganization studies.

<u>Incentive Payment</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Certified employees	\$2,848,000	\$948,000	\$0	\$1,104,000
Deficit fund balances	\$0	\$0	\$212,171	\$921,199
Reorganization studies	\$205,820	\$145,968	\$115,275	\$0
State aid differentials	\$38,136	\$0	\$165,119	\$387,960
Salary differentials	<u>\$598,006</u>	<u>\$574,906</u>	<u>\$502,737</u>	<u>\$1,101,663</u>
Total	\$3,689,962	\$1,668,874	\$995,302	\$3,514,822

Number of feasibility studies	21	23	20	0
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<u>Reorganization Effective Date</u>	<u>Reorganization Activity</u>	<u># Districts</u>
7/1/99	1 Consolidation	2
7/1/00	1 Consolidation	2
	1 Annexation	1
7/1/01	1 Consolidation	2
7/1/02	0 Consolidation/Annexation	0
7/1/03	1 Consolidation	2
	4 Annexations	4
7/1/04	3 Consolidation	6
	4 Annexations	4

Reimbursement/Distribution Method: Financial incentive distributions are made to eligible districts during the fall of the year. Funds to conduct reorganization studies are disbursed throughout the fiscal year. The FY05 costs of district consolidation/annexation based on first, second, third, and fourth-year reorganization payments are shown below:

<u>District (Year of Payment)</u>	<u>Certified Employees</u>	<u>Deficit Fund Balance</u>	<u>State Aid</u>	<u>Salary</u>	<u>Totals</u>
Okaw Valley CUSD 302 (4)	\$0	\$0	\$0	\$62,147	\$62,147
Allen-Otter Creek CCSD 65 (2)	40,000	0	16,260	8,078	64,338
Milford Twp HSD 233 (2)	84,000	0	39,965	3,885	127,850
Milford CCSD 280 (2)	148,000	0	94,282	11,193	253,475
Pana CUSD 8 (2)	440,000	0	12,015	148,245	600,260
Waltham CCSD 185 (2)	72,000	0	2,597	3,793	78,390
West Prairie CUSD 103 (2)	320,000	0	0	32,335	352,335
Downers Grove SD 58 (1)	0	0	9,480	104,579	114,059
El Paso-Gridley CUSD 11 (1)	0	119,029	25,315	128,638	272,982
Fairfield Public SD 112 (1)	0	0	51,185	77,269	128,454
New Hope CCSD 6 (1)	0	0	5,687	4,182	9,869
Prairie Central CUSD 8 (1)	0	445,592	1,257	151,276	598,125
Sangamon Valley CUSD 9 (1)	0	0	0	173,640	173,640
Staunton CUSD 6 (1)	0	356,578	114,302	134,784	605,664
United CUSD 304 (1)	<u>0</u>	<u>0</u>	<u>15,615</u>	<u>57,619</u>	<u>73,234</u>
	\$1,104,000	\$921,199	\$387,960	\$1,101,663	\$3,514,822

Driver Education

Legislative Reference: 105 ILCS 5/27-24.3 of the School Code Board Goal: Student Achievement Funding Source: State	Program Goal: To provide eligible entities Driver Education funding in support of local educational services.	FY99	\$16,577,400
		FY00	\$16,618,800
		FY01	\$16,650,000
		FY02	\$16,650,000
		FY03	\$16,450,000
		FY04	\$15,900,000
		FY05	\$15,830,700

Purpose: To reimburse local public school districts for costs of providing driver education. Funds are generated from instruction permit fees (\$20) and a portion of fines levied for certain motor vehicle violations.

Population and Service Levels: Every district that maintains grades 9 through 12 must offer classroom and behind-the-wheel training. High school pupils in public and nonpublic schools in the district are eligible to enroll in the course, as are all other residents between the ages of 15 and 21 who either have or will have a valid driver's license, but need additional instruction. The following table displays service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Number of students:				
Classroom instruction	123,513	119,223	115,841	121,290
Behind-the-wheel Instruction	125,058	124,997	120,665	120,726
Reimbursement per student:				
Classroom instruction	\$25.50	\$26.42	\$26.80	\$25.60
Behind-the-wheel instruction	\$100.75	\$100.80	\$102.95	\$102.88

Reimbursement/Distribution Method: Reimbursement is made to school districts for a portion of the prior year's per-pupil costs of classroom and behind-the-wheel instruction (usually two payments January and June depending on availability of funds in the Driver Education Fund).

Districts are reimbursed for up to one failure and one passing of classroom instruction and one failure and one passing of behind-the-wheel instruction with behind-the-wheel instruction being reimbursed at a higher rate than classroom instruction. The base reimbursement amount shall be a weighted calculation by dividing the total state appropriation each year by:

- a. the number of classroom students times .2, and
- b. the number of students completing behind the wheel training times .8.

Performance Measures & Activities: FY05 payments are reimbursed for 2003-04 driver education claims at \$3,139,092 for classroom instruction and \$12,556,369 for behind-the-wheel training.

Early Childhood – Early Childhood Block Grant

Legislative Reference: 105 ILCS 5/2-3.71, 2-3.71(a), and 2-3.89 of the School Code Board Goal: Student Achievement Funding Source: State	Program Goal: Illinois students enter school with a foundation of knowledge and skills that allows them to be successful throughout their school experience.	FY99	\$154,171,800
		FY00	\$170,171,800
		FY01	\$180,171,800
		FY02	\$184,171,800
		FY03	\$184,171,800
		FY04	\$213,572,200
		FY05	\$243,254,500

Purpose: To provide funds for early childhood and family education programs and services that will help young children enter school ready to learn.

Programs funded by this initiative include the Pre-kindergarten Program for children at risk of academic failure (screening and educational programs for at-risk 3-4 year olds), the Early Childhood Parental Training Program (training in parenting skills for prospective parents and parents of very young children), and the Prevention Initiative (a network of child and family service providers that promote the development of at-risk infants and children).

All the new funds in FY05 supported expansion of the Pre-kindergarten program to include additional community-based organizations. These include private child care centers, child care programs operated by community-based organizations, and child care programs operated by institutions of higher education. By expanding the eligible entities, a greater number of at-risk students may be served.

Population and Service Levels: Preschool programs serve children ages three to five years who have been identified as at risk of academic failure. Basic criteria for determining at-risk status are parent's education level, employment status, age, and primary language other than English; family income; number of children in household; number of school-aged siblings experiencing academic difficulty; and other locally determined criteria such as low birth-weight, parents incarcerated, or parents with substance abuse problems. Parent education programs serve parents of children aged five years and under who are district residents, and the prevention initiative supports at-risk families of children under the age of three. Service levels for the Pre-kindergarten Program for Children At-Risk are shown below.

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Projects	419	419	459	540
Participating districts	623	623	640	660
Total number of children served	55,960	55,984	59,652	67,000
Chicago Public Schools	21,652	20,231	20,464	22,985
Downstate school districts	34,308	35,753	39,188	44,015

For additional statistics, see the [Demographics](#) section located in the back of this book.

Reimbursement/Distribution Method: Competitive grants are awarded based on a request-for-proposals process. Eleven percent of the funds must be spent on services for children in the birth-to-three age range.

Chicago District 299 receives 37% of the final appropriation through the Chicago Block Grant.

Performance Measures & Activities: The success of the Early Childhood Block Grant program will be evaluated over time using the following measures:

- service levels compared to need (e.g., waiting lists for early childhood education programs and services, particularly the Pre-kindergarten Program);
- teacher ratings of the kindergarten readiness of children who participated in the Pre-Kindergarten program; and
- long-term achievement of students who participated in the Pre-kindergarten Program.

The most recent data indicates that 81% of children who participated in the Pre-kindergarten Program for At-Risk children were rated by their teachers as average or above average for kindergarten readiness.

In a long-term study on the effects of Chicago's Child-Parent Center (CPC), University of Wisconsin-Madison, early childhood education program, 989 program participants have been compared to 550 children in a control group. Since the beginning of the study in 1985, researchers have found that participating children show the following advantages:

- 20% higher high school completion rate;
- 42% lower rate of juvenile arrest for violent offenses;
- 41% lower incidence of special education placement; and
- higher scores on cognitive literacy and school achievement measures.

Results of this research also show that 18 months of participation in the CPC preschool program costs an average of \$6,692 per child, but yields a "return" to society of \$47,759 based on: higher taxed paid due to educational attainment, lower criminal justice costs, and less need for in-school remedial services.

Emergency Financial Assistance Fund

Legislative Reference: 105 ILCS 5/1B-8 of the School Code Board Goal: Policies and Services Funding Source: State	Program Goal: To assist Local Education Agencies (LEAs) in achieving and maintaining financial health.	FY99	\$805,000
		FY00	\$805,000
		FY01	\$2,160,000
		FY02	\$0
		FY03	\$8,033,000
		FY04	\$5,333,000
		FY05	\$5,333,000

Purpose: To provide emergency financial assistance to districts. Appropriations may be allocated and expended by the State Board as grants or loans which are the subject of an approved petition for emergency financial assistance and financial oversight under Article 1B, Article 1E, or Article 1F of the School Code.

Population and Service Levels: School districts (or school finance authorities) that have the approved petition for emergency financial assistance (and related financial oversight) are eligible to participate. No petition for emergency financial assistance is approved by the State Board unless there is also an established financial oversight panel or school finance authority. Districts that have received emergency financial assistance are listed below:

- FY95 Mount Morris CUSD 261 (Ogle County) - subsequently annexed by Oregon CUSD 220
- FY03 Hazel Crest SD 152-5 (Cook County)
Cairo CUSD 2 (Alexander County)
Livingston SD 4 (Madison County)
- FY04 Venice CUSD 3 (Madison County)

Reimbursement/Distribution Method: Under the provisions of Articles 1B or 1E, the maximum amount of an emergency financial assistance loan shall not exceed \$1,000 per pupil, with an emergency financial assistance grant not exceeding \$250 per pupil. Both a loan and grant may be approved. Under the provisions of Article 1F, funding is limited to an emergency financial assistance loan not exceeding \$4,000 per pupil.

Performance Measures & Activities: Petitions for emergency financial assistance are reviewed for compliance with Article 1B, 1E, 1F. Eligible school districts receive financial assistance based on available appropriations.

Extended Learning Opportunities

Legislative Reference: Not Applicable	Program Goal: To improve the achievement of struggling students who attend low performing schools (over 50% of students' not meeting standards) through intensive, extended learning opportunities with an emphasis on reading, writing and reading in the content area of mathematics.	FY99 n/a FY00 \$13,000,000 FY01 \$23,000,000 FY02 \$26,000,000 FY03 \$25,053,400 FY04 \$24,836,800 FY05 \$22,238,100
Board Goal: Student Achievement		
Funding Source: State		

Purpose: To supplement and ultimately modify and improve the regular program of instruction in participating schools and districts. Key features of the program are:

- 90 hours of concentrated instructional time;
- 30 hours of professional development for instructional staff;
- small class size;
- extended learning for students who have not met state reading standards or who are recommended for retention;
- curriculum focused on word knowledge, fluency, comprehension, and writing;
- use of research-based and best practices in reading, writing and reading in the content area of mathematics; and
- literacy-rich environment with developmentally appropriate and high-interest reading and writing materials and supplies.

Population and Service Levels: Eligibility for participation is prioritized for: 1) districts with one or more schools having 50% or more students not meeting state reading standards; 2) districts which have schools identified as on [Academic Early Warning status](#), indicating that they have failed to make [Adequate Yearly Progress](#) for at least two consecutive years; 3) students within these schools who do not meet reading standards. The districts must also agree to integrate the "Summer Bridges" literacy framework into the regular school year. The following table displays service-level information (excludes Chicago District 299):

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Districts eligible	98	128	128	98	168
Districts participating	94	118	115	77	66
Teachers	1,700	2,500	2,075	1,428	1,404
Students	24,492	28,000	24,000	18,137	18,977

Reimbursement/Distribution Method: Funds are distributed through grants to eligible districts and/or consortia based on program plans that adhere to established requirements and expectations. Grants are approximately \$500 per anticipated student participant and do not exceed the prior year's allocation. Participating districts are also required to provide matching funds of 20% of the total budget request.

Chicago receives 44.0% of the final grant appropriation as part of the Chicago Block Grant.

Performance Measures & Activities: Performance measures with results from survey respondents are noted below:

<u>Measure</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Students (K-3) reported as making gains	75%	88%	n/a	86%
Teachers reporting increased knowledge of reading best practices	96%	96%	83%	89%
Teachers reporting improved student attitudes toward reading	94%	94%	80%	82%
Parents reporting improved student attitudes toward reading	85%	96%	87%	92%

Fast Growth Districts

Legislative Reference: (ILCS 5/18-8.10)	Program Goal: To provide additional funding to selected school districts for the support of educational services.	FY99	n/a
Board Goal: Funding		FY00	n/a
		FY01	n/a
		FY02	n/a
		FY03	n/a
		FY04	n/a
		FY05	\$10,000,000
Funding Source: State			

Purpose: To provide additional financial assistance to school districts for the expenses related to fast growing student populations.

Population and Service Levels: FY05 was the first year that funds were appropriated for Fast Growth and final data showed 44 school districts were eligible for the grant funds. School districts are eligible based on a comparison of the average daily attendance (ADA) from the two most recent school years. The ADA must have either increased by greater than 1.5% for districts with over 10,000 students or greater than 7.5% or more for districts with enrollment under 10,000.

Reimbursement/Distribution Method: Grant funds will be distributed on per pupil basis to qualifying districts.

Performance Measures & Activities: Grant proposals are reviewed and funds issued to all eligible school districts.

General State Aid

Legislative Reference: 105 ILCS 5/18-8.05 of the School Code	Program Goal: To provide school districts General State Aid funding for the support of educational services.	FY99	\$2,923,000,000
		FY00	\$2,982,563,600
Board Goal: Funding		FY01	\$2,994,715,000
		FY02	\$3,231,727,600
Funding Source: State		FY03	\$3,142,100,000
		FY04	\$3,445,600,000
		FY05	\$3,682,201,200

Purpose: To provide general flexible state aid to schools. General State Aid (GSA) represents approximately 51.6% of state funds for elementary and secondary education.

The only portion of these funds that is targeted or categorical in nature is the low-income weighted portion for Chicago Public Schools as prescribed in Section 18-8.05. of the School Code.

Population and Service Levels: All school districts, lab schools, alternative schools and Regional Safe Schools are eligible to receive GSA.

General State Aid Average Daily Attendance (ADA) *

School Year	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>
Elementary	488,836.13	495,695.12	500,974.17	505,584.75
High School	212,893.50	218,343.47	223,752.45	228,590.60
Unit	<u>1,143,104.12</u>	<u>1,158,468.12</u>	<u>1,165,699.45</u>	<u>1,173,362.48</u>
Total	1,844,833.75	1,872,506.71	1,890,426.07	1,907,537.83

* Excludes average daily attendance (ADA) of the two lab schools, three Intermediate Service Centers, twenty-four alternative schools and the forty-three Regional Safe Schools.

Public universities that operate a laboratory school are eligible to file a claim for General State Aid. The State Board of Education calculates their claim by utilizing the maximum of the current best three months average daily attendance or the prior three-year average times the foundation level. Illinois State University will receive General State Aid funds in the amount of \$4,783,112 for operating two laboratory schools in FY05. The University of Illinois will receive \$1,473,117 for operating one laboratory school in FY05.

Regional Superintendents who operate State Board of Education-approved alternative schools and [Regional Safe Schools Programs](#) are eligible to receive state funding. For any alternative school operated by a regional superintendent to be eligible for state aid under this provision, every school district that sends students to such a school must approve the application of the regional superintendent for General State Aid for such students. During the 2003-2004 school year, 21 regional superintendents operated State Board of Education-approved alternative/ALOP schools and 43 regional superintendents operated Regional Safe Schools. In addition, three Intermediate Service Centers offered Safe Schools Programs. Those regional superintendents operating the 21 alternative/ALOP schools will receive General State Aid funds in FY05 totaling \$7,052,901; the 43 Safe Schools will receive \$7,849,226 and the three Intermediate Service Centers will receive \$1,653,558.

Reimbursement/Distribution Method: Funds are distributed through formula grants to school districts.

Foundation Level: The following table displays the [foundation levels](#) from 2000-01 through 2004-05 school years. Foundation levels are predicated on the legislature appropriating the necessary funding.

Per Pupil Support Level (Foundation Level)

<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
\$4,325	\$4,425	\$4,560	\$4,560	\$4,810	\$4,964

Education Funding Advisory Board

Public Act 90-548 created the [Illinois Education Funding Advisory Board](#) (EFAB) in December of 1997. The Board's primary charge is to make recommendations to the General Assembly for the foundation level and for the supplemental General State Aid (GSA) grant level for districts with high concentrations of children from poverty. The recommended foundation level shall be determined based on a methodology, which incorporates the basic education expenditures of low-spending schools exhibiting high academic performance. The Board must submit reports to the General Assembly in January of odd-numbered years.

General State Aid - An FY05 Overview

FY05 is the seventh year of the new General State Aid formula, which was enacted as Public Act 90-548 in December 1997.

General State Aid Formula

The General State Aid Formula is basically a foundation approach with three separate calculations, depending on the amount of property wealth of the local school district. The first formula is referred to as the "Foundation" formula. A significant provision of the General State Aid formula is the setting of [foundation levels](#) in statute and the guaranteed funding of those levels of support. The [foundation level](#) is \$4,964 in 2004-05. Most districts receive General State Aid under this formula. Districts qualifying for this formula have available local resources per pupil less than 93% of the [foundation level](#). The second formula is the "Alternate" formula. Districts qualifying for this formula have available local resources per pupil of at least 93% but less than 175% of the foundation level. The third formula is the "Flat Grant" formula. Districts qualifying for this formula have available local resources per pupil of at least 175% of the foundation level.

The greater of the prior year best three months average daily attendance (B3MADA) or the average of this figure and the two prior years' B3MADA is used to calculate General State Aid. The formula calculation rates are 3.00% for unit districts, 2.30% for elementary districts and 1.05% for high school districts. These rates are used for formula calculation purposes only. There is no required tax rate for access to the formula. The Flat Grant in the formula is \$218 per student.

The State Aid Formula has a mechanism to provide additional funding for the impact of poverty in the district. A separate supplemental grant is calculated based on the district's poverty count. It is incorporated within the GSA entitlement and allows additional funding for districts with any low-income students. The district concentration level (DCR) is determined by dividing the district's Department of Human Services (DHS) three-year average low-income count by the 2003-2004 B3MADA. If the DCR is less than 15% then the district receives a flat grant of \$355 per low-income student. Otherwise, the following formula is used to calculate the poverty grant:

$$[294.25 + (2700 (\text{DCR})^2)] \times \text{low-income count}$$

The new poverty formula initially had a four-year phase-in period until full implementation in FY2007. The 100% hold harmless provision was extended again for FY05 so it will be FY08 before the full implementation of the poverty formula and count are complete. In FY05, no district will receive less in their poverty grant than they received in FY2003 and districts will receive up to 50% of their increase over their FY2003 poverty grant.

Calculation of General State Aid

Calculation of Available Local Resources and Local Percentage

$$\text{Available Local Resources} = (\text{GSA EAV} \times \text{RATE} + \text{CPPRT}) / \text{ADA}$$

$$\text{Local Percentage} = \frac{\text{Available Local Resources}}{\text{FLEVEL}}$$

Where:

RATE = 2.30% if Elementary 1.05% if High School 3.00% if Unit

Foundation Level (FLEVEL) = \$4,964 for 2004-2005

CPPRT = Corporate Personal Property Replacement Taxes

EAV = Equalized Assessed Valuation

ELR = Extension Limitation Ratio

GSA = General State Aid

OTR = Operating Tax Rate

ADA = The Greater of the Prior Year Best 3 Months Average Daily Attendance or
Prior Three-Year Average

GSA EAV = smaller of (Budget Year EAV, Extension Limitation EAV)

And Where:

Extension Limitation EAV = Prior Year EAV x Extension Limitation Ratio (ELR)

ELR = (Budget Year EAV x Budget Year Limiting Rate) / (Prior Year
EAV x Prior Year OTR)

Foundation Formula

General State Aid is calculated using the Foundation formula if the district Local Percentage is less than 93%.

The formula is: GSA Foundation = (FLEVEL - Available Local Resources) X ADA

Alternate Formula

General State Aid is calculated using the Alternate formula if the district Local Percentage is at least 93% but less than 175%.

This formula provides between 7% and 5% of the FLEVEL per ADA. The formula is:

$$\text{GSA Alternate} = \text{FLEVEL} \times \text{ADA} \times \left[.07 - \left(\frac{\text{Local Percentage} - .93}{.82} \right) \times (.02) \right]$$

Flat Grant Formula

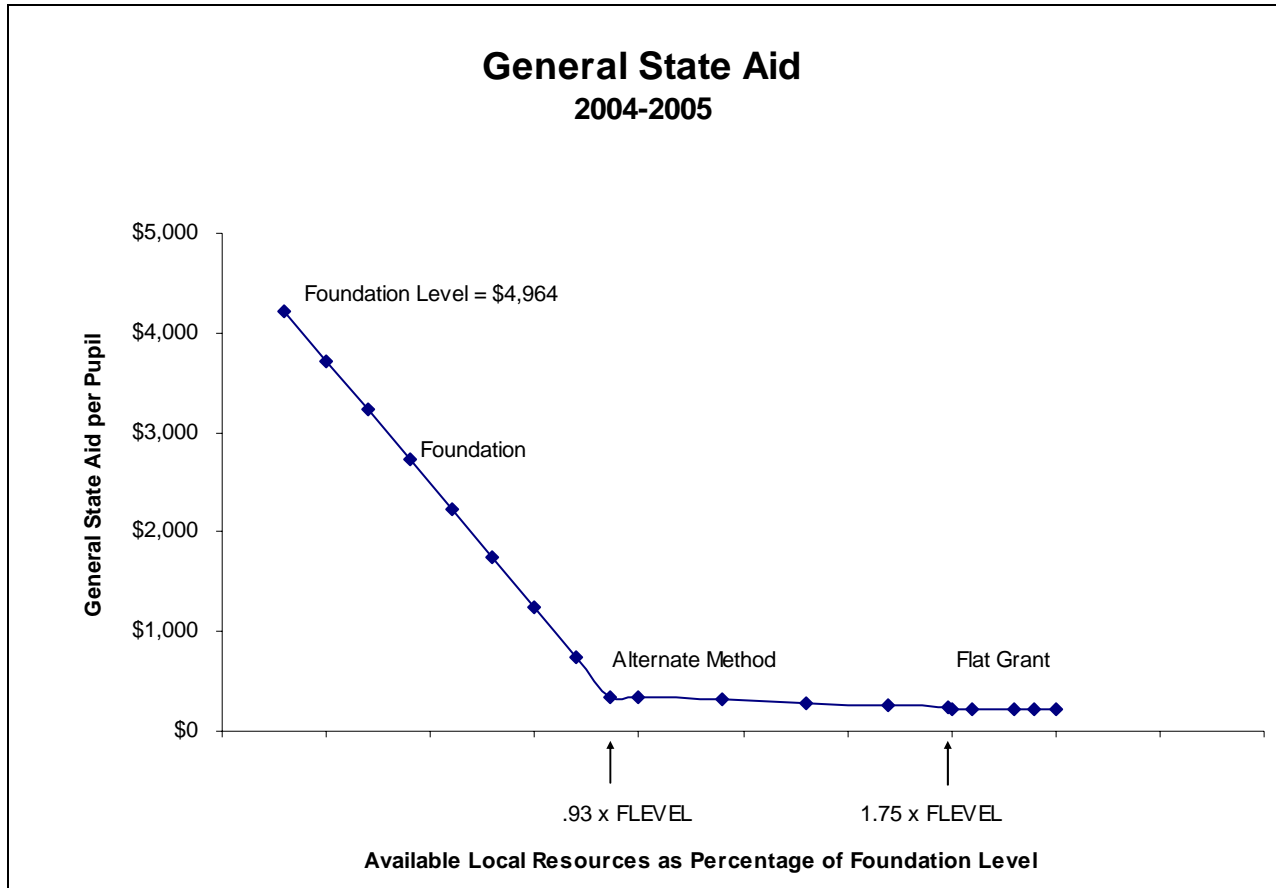
General State Aid is calculated using the Flat Grant if the district Local Percentage is at least 175%.

The formula is: GSA Flat Grant = ADA x \$218

Visit the ISBE website at <http://www.isbe.net/funding> and click on GSA inquiry to view a school district's General State Aid entitlement claim form or Claimable Average Daily Attendance.

The following chart shows the relationship between the available local resources and the foundation level. Example: as the local resources increases the general state aid a district receives decreases (inverse relationship). The wealthiest school districts therefore receive the flat grant of \$218 per Average Daily Attendance.

Available Local Resources as Percentage of Foundation Level



Hold Harmless

A hold harmless provision is included in Section 18-8.05(J) of the School Code. If, for any district in 2004-2005, the formula yields less than the sum of the district 1997-98 General State Aid and 1997-98 [Hold Harmless](#), a separately appropriated grant will be made to hold those districts harmless to the 1997-98 levels. Districts will be eligible (subject to appropriation) to receive [Hold Harmless](#) grants in all subsequent years if the amount of General State Aid the district receives is below the 1997-98 levels described above.

Laboratory and Alternative/ Safe Schools

Laboratory schools operated by public universities and alternative/safe schools operated by Regional Superintendents are also eligible for General State Aid. Since these schools have no property tax base, the GSA entitlements for such districts are calculated in a special manner. The GSA provided to a laboratory, alternative school or safe school is determined by multiplying the school's best three months average daily attendance for the prior school year by the [foundation level](#) (\$4,964 for FY05).

Collectively, Illinois State University's laboratory school, the University of Illinois' laboratory school and 70 alternative/safe schools received total GSA funding of \$22.8 million in FY05.

State Funding Distributions

The 772 districts funded under the foundation computation constitute 81.00% of Illinois school districts and receive approximately 96.31% of the total GSA allocation. Foundation funded districts account for approximately 78.54% of the state ADA student total. The 138 Alternate method districts (14.48% of school districts) receive 3.30% of the GSA allocation and represent 18.31% of the state ADA student total. Flat Grant districts (43 in number and 4.51% of total districts) receive 0.39% of the GSA allocation and reflect 3.15% of the state ADA student total.

Of the 881 regular school districts allotted General State Aid, 399 (45.29%) are unit districts, 103 (11.69%) are secondary districts, and 379 (43.02%) are elementary districts. Unit districts received 72.40% of 2004-05 GSA funds, secondary districts received 6.58% of the funds, and elementary districts received 20.40% of the GSA funds.

In applying the General State Aid formula to the available appropriations in a given year, the State Board of Education takes into consideration certain financial adjustments. It is common for a district to have an audit adjustment to a prior year's GSA claim. (Audits to determine the accuracy of each district's GSA claim are conducted by staff of the State Board of Education.) Such audits result in either upward or downward adjustments to a district's current-year payments. In addition, some districts qualify in certain years for GSA adjustments as a result of changes in prior-year equalized assessed valuations due to adverse court decisions or Property Tax Appeal Board decisions (see Sections 2-3.33, 2-3.51 and 2-3.84 of the School Code). Generally, there is a net increase to the yearly aggregate GSA entitlement as a result of these prior-year adjustments.

General State Aid Payment Schedule

Section 18-11 of the School Code provides for semimonthly General State Aid payments to be made during the months of August through July. These semimonthly payments are in an amount equal to 1/24 of the total amount to be distributed and are to be made as soon as possible after the 10th and 20th days of each month.

A provision in the State Finance Act authorizes the Governor to notify the State Treasurer and the State Comptroller to "effect advance distribution to school districts of amounts that otherwise would be payable in the next month pursuant to Section 18-8 thru 18.10 of the School Code." The Governor has exercised this accelerated payment authority in the past several fiscal years.

General State Aid payments, while designated for specific districts, are paid to Illinois' regional school superintendents. Regional superintendents in turn are obliged to distribute these payments, with any attributable interest income, to each district within their regions.

The State Comptroller's Office release GSA warrants (payments) at about 2:00 p.m. on payment day. Typically, payments are available on the 11th and 21st days of the month or on the following working day if the payment date falls on a weekend or a holiday.

Attendance, Calendar and Special Requirements for General State Aid

Recognition

General State Aid is distributed to Illinois school districts that maintain "recognized district" status. Recognized district status is achieved pursuant to the periodic compliance reviews of a district by the office of the Regional Superintendent of Schools. Recognition activities are designed to assure that districts comply with the required standards of state law. Any school district that fails to meet the standards established for recognition by the state superintendent of education for a given year is ineligible to file a claim upon the Common School Fund for the subsequent school year. In case of non-recognition of one or more attendance centers in a school district otherwise operating recognized schools, the entitlement of the district is to be reduced in the proportion that the average daily attendance (ADA) in the non-recognized attendance center, or centers, bears to the ADA in the school district.

Plan Requirements

In addition to the general requirement of maintaining recognition, school districts must also adhere to a variety of other legislated standards in order to receive state financial support. Several of these are enumerated in the sections which follow.

The Supplemental General State Aid law requires all school districts, except Chicago, with more than 1,000 and less than 50,000 pupils in average daily attendance (ADA), to submit an annual plan to the State Board of Education describing the use of the state funds generated as a result of that district's low-income pupils. This plan is intended to provide for the improvement of instruction with a priority of meeting the needs of educationally disadvantaged children. These plans are submitted in accordance with rules and regulations promulgated by the State Board of Education.

Chicago District 299 is required to submit a plan describing the distribution of \$261 million to its attendance centers based on the number of students eligible to receive free or reduced-price lunches or breakfasts under the federal Child Nutrition Act of 1966. Funds received by an attendance center shall be used at the discretion of the principal and local school council for programs to improve educational opportunities for children from low-income households.

School Calendar

Public schools in Illinois are required to adopt a calendar that provides for 185 school days, including at least 180 days of pupil attendance and will allow for up to five emergency closure days during the school year. Up to four days of the 180 days of actual pupil attendance may be utilized for scheduled teacher institutes and in-service training. Requirements for the school calendar are the same for those school districts which operate on a full-year basis.

Teacher institutes are approved for each district by the respective regional superintendent of schools. Equivalent professional educational experiences such as visitations to educational facilities are allowable as approved training.

Under certain conditions teacher in-service training and parent-teacher conferences may be provided in partial-day increments. Section 18-8.05 provides specific guidance concerning the computation of pupil attendance for state aid purposes for such partial-day attendance.

Section 24-2 of the School Code provides for a number of legal school holidays. Teachers may not be required to teach on legal school holidays. As a result of a 1994 court decision, the state cannot mandate Good Friday as a state holiday; however, individual school districts may elect to observe Good Friday as a non-attendance day. If the school district decides to teach on a legal school holiday, they are required to file a waiver for approval with ISBE.

School districts which fail to operate schools for the required number of pupil attendance days may be subject to the loss of General State Aid. The financial loss is calculated on the basis of a daily penalty of .56818% (1 divided by 176) for each day of required operation not met.

Under certain circumstances, a district may not be penalized for failure to meet the required school calendar requirement. These circumstances and the required waivers and approvals are described in the paragraphs which follow.

- **Act-of-God/Hazardous Threat or Adverse Weather Day.** When a school district is unable to conduct school as a result of an Act-of-God/Hazardous Threat or Adverse Weather, a district may be granted a day towards the official school calendar. Section 18-12 of the School Code allows the state superintendent of education to waive the .56818% daily penalty due to a district's failure to conduct school for the minimum school term due to an Act-of-God/Hazardous Threat of Adverse Weather Day. The State Board of Education's Funding and Disbursements Services Division is responsible for reviewing a district's Act-of-God/Hazardous Threat or Adverse Weather request.
- **Energy Shortage.** When the state superintendent of education declares that an energy shortage exists during any part of the school year for the state or a designated portion of the state, a district may operate the attendance centers in the district four days a week during the shortage. When such a declaration is made, a district's GSA entitlement is not reduced, provided the district extends each school day by one clock hour of school work. State law provides that district employees are not to suffer any reduction in salary or benefits as a result of this declaration. A district may operate all attendance centers on this revised schedule or may apply the schedule to selected attendance centers.

Pupil Attendance

Section 18-8.05 of the School Code provides that a day of pupil attendance is to include not less than five clock hours of teacher-supervised instruction. Additional provisions apply to a district's calculation of pupil attendance for part-time school enrollment, services to disabled or hospitalized students, tuition-related services, dual-attendance nonpublic school children, and other special circumstances.

Resident pupils enrolled in nonpublic schools may be enrolled concurrently in public schools on a shared-time or dual-enrollment plan and may be included as claimable pupils by public school districts. Dual-enrolled pupils are counted as one-sixth of a day for each class period of instruction of 40 minutes or more in attendance in a public school district. Regularly enrolled part-time students, enrolled in a block-schedule format of 80 minutes or more may be counted based upon a proportion of minutes of school work completed each day to the minimum number of minutes school work was in session that day.

Exceptional children attending approved private institutions, either in or outside Illinois, may be included as claimable pupils on the basis of days attended if the district pays the tuition costs. Local school boards may send eligible children to an out-of-state public school district and claim them for General State Aid. Pupils are nonclaimable for General State Aid if the district is claiming full reimbursement of tuition costs under another state or federally funded program or is receiving tuition payments from another district or from the parents or guardians of the child.

For disabled children below the age of six years who cannot attend two or more clock hours because of their disability or immaturity, a session of not less than one clock hour may be counted as one-half day of attendance. Disabled pupils less than six years of age may be claimed for General State Aid for a full day, provided the child's educational needs require, and the student receives, four or more clock hours of instruction.

A session of not less than one clock hour of instruction for hospitalized or homebound pupils on the site or by telephone to the classroom may be counted as one-half day of attendance. These pupils must receive four or more clock hours of instruction to be counted for a full day of attendance. If the attending physician for such a child has certified that the child should not receive as many as five hours of instruction in a school week, reimbursement is computed proportionately to the actual hours of instruction. A physician must certify that the student requires the "homebound" instruction for medical reasons and for a minimum of two consecutive weeks.

Section 10-22.5a of the School Code allows foreign-exchange students and/or nonresident pupils of eleemosynary (charitable) institutions attending a public school district on a tuition-free basis to be claimed for General State Aid purposes. A cultural exchange organization or charitable institution desiring to negotiate a tuition-free agreement with a public school district must obtain written approval from the Illinois State Board of Education.

Consult the Focus on Student Attendance publication for further details. This publication can be obtained at: http://www.isbe.net/funding/pdf/focus_student_attendance.pdf

Public Health Requirements

Illinois law requires every school district to report to the Illinois State Board of Education by November 15 of each year the number of children who have received, the number who have not received, and the number exempted from necessary immunizations and health examinations. If less than 90% of those students enrolled in a district have had the necessary immunizations or health examinations, 10% of each subsequent General State Aid payment is withheld by the regional superintendent. Withholding continues until the district is in compliance with the 90% requirement.

State law also provides that a child is to be excluded from school for noncompliance with rules and regulations promulgated by the Illinois Department of Public Health for health examinations and immunizations. Under such circumstances, the child's parent or legal guardian is considered in violation of the compulsory attendance law (Section 26-1). These parents or legal guardians are subject to any penalty imposed under Section 26-10.

Before and After School Programs

School districts may develop and maintain before- and after-school programs for students in kindergarten through the sixth grade. The programs may include time for homework, physical exercise, afternoon nutritional snacks and education offerings which are in addition to those offered during the regular school day. Before- and after-school programs in a district are to be under the supervision of a certified teacher or a person who meets the requirements for supervising a day care center under the Illinois Child Care Act. Additional employees who are not so qualified may also be employed for such programs.

The schedule of these programs may follow the work calendar of the local community, rather than the regular school calendar. Parents or guardians of the participating students are responsible for providing transportation for the students to and from the programs. The school

board may charge parents of participating students a fee that doesn't exceed the actual costs of the before- and after-school programs. Attendance at before- and after-school programs is not included in the calculation of attendance for General State Aid purposes.

Property Taxes

Local Assessment and Taxation of Property

More than 99% of all property is assessed locally. In township counties, the township is the assessment unit. In "commission" counties, where there is no township government, property assessment is performed at the county level. (The 17 commission counties are Alexander, Calhoun, Edwards, Hardin, Johnson, Massac, Menard, Monroe, Morgan, Perry, Pope, Pulaski, Randolph, Scott, Union, Wabash, and Williamson.)

The property tax cycle extends over two years. The tax year is the year of assessment and reflects the value of property as of January 1. The tax bills are distributed and the taxes are paid in the year following the tax year.

In Illinois, all real property is required to be reviewed and reassessed every four years except in Cook County. Between these quadrennial assessments, properties whose condition has significantly changed or that has been incorrectly assessed are subject to reassessment. Clark, Crawford, Edgar, Lake, Madison, Menard, and St. Clair counties are divided into four assessment districts and Cook County is divided into three assessment districts. In these counties one district is reassessed each year on a rotating basis. Farmland is revalued every year based on the respective productivity index (see farmland later in this section.)

Once boards of review complete their adjustments and finalize assessments and the state has certified an equalization factor to the county, taxes are extended by the county clerk. Tax rates are computed by dividing the levy for each fund in a particular district by the equalized assessed valuation of the district. If the computed rate is higher than the applicable statutory tax rate limit, then the legal maximum rate is applied. The rates may be further reduced in districts affected by the Property Tax Extension Limitation Law.

Tax bills on 2004 assessments are sent out in 2005. Property taxes are normally collected in two installments due in June and September, except in Cook County, where the first installment is due in March and the second in June. With county board approval, counties can collect taxes in four installments.

Property taxes are locally raised, locally administered, and locally spent. All property taxes are spent by taxing districts that serve the area from which the taxes are collected.

State Role in Property Tax Administration

Although the property tax is a local tax, the state, through the Local Government Services Bureau of the Department of Revenue, has the statutory duty and responsibility to "direct and supervise" the local assessment process.

The bureau is involved with the local administration of the property tax in a number of ways, including providing technical assistance, maintaining taxing district maps, approving exemptions, equalizing assessments among counties, administering the personal property replacement tax, and assessing some property.

Technical Assistance

The Department of Revenue publishes appraisal and assessment manuals, performs complex commercial and industrial appraisals at assessors' requests, and provides a variety of other technical services. The department also conducts training programs for assessors and board of review members on property tax assessment procedures.

Taxing District Maps

The department prepares and maintains taxing district maps for all counties in the state. The maps maintained by the department outline boundaries of counties, political townships, municipalities, and taxing districts such as park districts, school districts, sanitary districts, community college districts, fire protection districts, and other property tax districts. In addition, the department maps detail major rivers, lakes, and railroads.

One of the main reasons for maintaining such maps is to ensure correct allocation of the assessed values of the operating property of railroads to the various taxing districts. The detail for the preparation of these maps is obtained from each county clerk. New districts, dissolutions, and changes in existing districts must be reported to the department by the county clerks under the provisions of Section 110.125 of the Illinois Administrative Code (86 Ill. Adm. Code, Part 110). Updating taxing boundaries based on the changes submitted by county clerks will be facilitated with the department's change to a Geographic Information System (GIS).

Approval of Exemptions

The department approves non-homestead exemption applications submitted by county boards of review or appeals. The decision of a local board of review or appeals to exempt any real property is not final until approved by the Department of Revenue.

Equalization

The responsibility for equalizing the average level of assessments among all counties in the state has been assigned to the Department of Revenue. The guiding principle in any assessment program is uniformity. In terms of the state's involvement, uniformity in assessed values is necessary for 1) equally distributing the tax burden in districts that lie in more than one county, 2) providing a fair basis for the distribution of some state grants-in-aid, 3) applying tax rate and bonded indebtedness limitations to units of local government, and 4) maintaining the statutory assessment level.

The sales ratio studies conducted annually by the Department of Revenue provide the foundation for intercounty equalization. These data allow the comparison of assessed values and market values and are used to calculate the equalization factors, which are certified annually to each county. The equalization factors are used to adjust assessments in a county by a given percentage to bring county assessment levels to the statutory standard. Taxes are extended on assessed values after equalization. Sales ratio study results are published and distributed annually by the Department of Revenue.

Personal Property Replacement Tax

The Illinois Constitution of 1970 abolished the Corporate Personal Property Tax in Illinois as of January 1, 1979. The General Assembly provided for the replacement of revenues derived from this tax by creation of the Personal Property Replacement Tax. The Department of Revenue certifies each taxing district's share of the replacement revenues collected by the state. Payments are made eight times per year to approximately 6,600 units of local government and school districts.

State-Assessed Property

The Department of Revenue is responsible for the assessment of railroad-operating real estate and pollution-control facilities. The department certifies these assessments to county officials for inclusion in the local tax base. Taxes on these properties are collected and spent locally.

Property Tax Developments

Assessment and Equalization

From 1927 until 1971, the statutory assessment of property was 100% of fair cash value. In the late 1960s and early 1970s, assessing authorities had generally been assessing property at a lower level. In 1971, statutory amendments changed the definition of "fair cash value" to mean 50% of the actual value of property in all counties not classifying real property for taxation purposes.

In the 1960s and early 1970s, statutory changes were made to the method of calculating the county equalization factors. For some time, the multipliers were issued only for the quadrennial assessment years, and there was a period when the multipliers were frozen. The Illinois Supreme Court decision dated April 16, 1975, *Hamer v. Lehnhauser*, 60 Ill. 2d 400, indicated that differences in assessment and equalization practices would not be permitted to continue. The legislature realized that if the 50% level was immediately mandated, many counties' equalized assessed valuation would go up substantially. As a result, an additional amendment was passed.

This amendment directed the Department of Local Government Affairs to equalize county average assessment levels annually at the statutory assessment level. Effective as of the 1975 tax year, the statutory level was set at 33 1/3% of the market value. To facilitate the implementation of the law, a three-year transition period was allowed. Counties below 33 1/3% were assigned target levels to bring them to 33 1/3% in three steps. All counties were protected by a provision that no multiplier would be assigned that would reduce a county's total equalized assessed value, excluding new property, below the 1974 equalized assessed value.

The validity of the state multiplier was upheld by the Supreme Court in two cases brought under Administrative Review Law contesting the Cook County multiplier. The first case, *Airey v. Department of Revenue*, 116 Ill. 2d 528, 1987, upheld the methodology of the department. The second, *Advanced Systems, Inc. v. J. Thomas Johnson*, 126 Ill. 2d 484, 1989, upheld the hearing process used for the multipliers.

Property Tax Appeal Board

The State Property Tax Appeal Board was created in 1967. The board hears appeals of decisions of county boards of review and may revise assessments of property based on evidence presented at its hearings. State assessments are not subject to review by the Property Tax Appeal Board. Current law allows appeals to the Property Tax Appeal Board of decisions of the Cook County Board of Review.

Farmland

Prior to the late 1970s, farmland was assessed like all other property on the basis of fair market value. With the passage of legislation in 1977, the assessment of farmland began to move toward agricultural-use valuation. Use-value assessments recognize a difference between value in use and value in exchange (market value) and are generally lower than market value assessments.

In the early years (1977-1979), the department certified a top value to each county based upon a three-part formula which considered value of agricultural products sold in the county, value of principal crops in the county, and average sale price of farmland in the county. This top value was assigned to the best land in the county, and the value was reduced downward proportionately for less productive land.

For tax years 1981 and following, farms are assessed according to "agricultural economic value," which is defined by law. To be eligible for assessment as a farm, a tract of land must have been used for agricultural purposes for the two preceding years. An agricultural economic value based on the net income of farms in Illinois is the basis of the assessment of farmland. Farm home-sites and dwellings are assessed at one-third of the market value; farm buildings are assessed at one-third of their respective contribution to the farm's productivity.

Exemptions/Tax Relief

The Illinois Constitution of 1970 provided the authority to grant homestead exemptions. Presently, there are five types of homestead exemptions:

- General homestead exemption
- Senior citizens homestead exemption
- Homestead improvement exemption
- Disabled veterans' exemption
- Senior citizens assessment freeze homestead exemption

Various forms of tax relief are authorized in the existing law. These include, but are not limited to, the following:

- General Authority Tax Abatements
- Enterprise Zones
- Tax Increment Financing
- Tax Increment Allocation Redevelopment Act
- Economic Development Area Tax Increment Allocation Act
- County Economic Development Project Area Property Tax Allocation Act
- County Economic Development Project Area Tax Increment Allocation Act
- Industrial Jobs Recovery Law
- Economic Development Project Area Tax Increment Allocation Act
- Senior Citizens Real Estate Tax Deferral Program
- Circuit Breaker Property Tax Relief Program

Source: Various publications of the Illinois Department of Revenue.

Additional information on the property tax system may be obtained from the Illinois Department of Revenue's website: www.revenue.state.il.us

General State Aid – Hold Harmless

Legislative Reference: 105 ILCS 5/18-8.05 (J) of the School Code Board Goal: Funding Funding Source: State	Program Goal: To provide eligible entities General State Aid and related funding for the support of educational services.	FY99	\$58,000,000
		FY00	\$48,000,000
		FY01	\$65,845,000
		FY02	\$34,662,100
		FY03	\$64,200,000
		FY04	\$38,600,000
		FY05	\$30,129,800

Purpose: To annually guarantee that each district will not receive less General State Aid (GSA) than it did in the 1997-1998 school year (defined as the amount of net GSA plus GSA Hold Harmless).

Population and Service Levels: Any district that would have received less General State Aid than it received in the 1997-1998 school year.

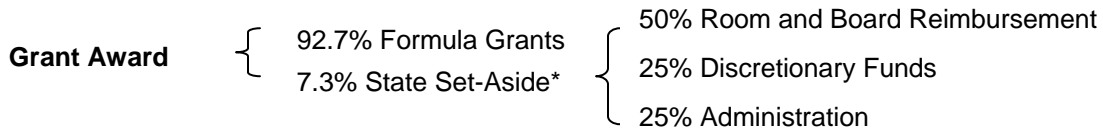
Reimbursement/Distribution Method: Funds are distributed through formula grants to all eligible school districts.

Individuals with Disabilities Education Act, Part B

Legislative Reference: PL 105-17 (CFDA 84.027A) Board Goal: Student Achievement Funding Source: Federal	Program Goal: To assist local school districts and service provider agencies to help meet the needs of at-risk students.	FY99	\$180,000,000
		FY00	\$200,000,000
		FY01	\$280,000,000
		FY02	\$350,000,000
		FY03	\$400,000,000
		FY04	\$450,000,000
		FY05	\$550,000,000

Purpose: To provide supplemental funds to ensure all children with disabilities ages 3-21 receive a free appropriate public education in the least restrictive environment. Funds are used for teacher/aides salaries; other personnel (i.e., social workers, psychologists, physical therapists); training; specialized consultants; and instructional supplies, materials and equipment.

The diagram below represents the FY05 IDEA, Part B grant award allocation at the state level based on the [Individuals with Disabilities Education Act](#):



*Although the Act allows up to 9.1% of the FY05 grant award to be retained for state set-aside use, state legislation further limits this amount to no more than an annual growth of 3% from the 1997 base year amount with no more than 25% of the set-aside for administration.

Population and Service Levels: Over 90 percent of funds go to school districts and special education cooperatives. The following table displays service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Students served	305,997	306,000	317,153	324,000
School districts	896	890	890	890
Dollars to districts	\$253,073,464	\$305,553,572	\$361,314,000	\$413,883,000

Reimbursement/Distribution Method: Formula grant funds are distributed to special education joint agreements and independent school districts based on the amount received in FY00; funds in excess of the total base amount required are distributed based on the relative population of children aged 3-21 (85%) and on the relative population of those children who are living in poverty (15%). Funds are also used to provide room and board costs for children with disabilities placed in private facilities, to fund special discretionary projects, and to pay administrative costs.

Unexpended funds from IDEA, Part B that are initially reserved for Room and Board reimbursements shall be used to pay school districts for the costs of those students with disabilities whose program costs exceed four times the district's per capita tuition rate per PA 93-1022.

Performance Measures & Activities: Federal funds help provide children with disabilities a free, appropriate public education, including special education and related services. The following data reflect the percentage of funds expended for various program costs:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Teachers salaries/instructional cost	55%	46%	50%	50%
Support personnel *	7%	21%	20%	20%
Subgrants to school districts	21%	22%	21%	21%
Administration	5%	7%	5%	5%
Other (material, supplies, etc.)	12%	4%	3%	3%

* Examples of support personnel are social workers, psychologists, health specialists and speech teachers.

IDEA – Deaf & Blind

Legislative Reference: PL 105-17 (CFDA 84.326C) Board Goal: Student Achievement Funding Source: Federal	Program Goal: To provide supplemental funds for services for deaf-blind children ages birth through 21.	FY99	\$255,000
		FY00	\$255,000
		FY01	\$280,000
		FY02	\$280,000
		FY03	\$305,000
		FY04	\$600,000
		FY05	\$380,000

Purpose: To provide technical assistance, information, and training to address the early intervention, special education, related services, and transitional service needs of children with deaf-blindness, and also enhance state capacity to improve services and outcomes for children and their families. Services are coordinated with other state agencies that have responsibilities for providing services to children who are deaf-blind.

Population and Service Levels: The following table displays service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Students served	475	480	510	515

Reimbursement/Distribution Method: Funds are distributed via a grant to the Philip J. Rock Center & School.

Performance Measures & Activities: The following table displays performance measures and activities for “Project Reach: Illinois Deaf-Blind” services:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>
Multi-agency training contacts	n/a	326	356
Local program contacts	645	899	981
Support service contacts	1,200	1,200	1,300
Service provider, training contacts	826	1,651	1,676
Children identified	480	510	515
Library materials maintained	1,500	1,500	1,500
Website visits	n/a	n/a	21,648

Activities include:

- collaborated with other state agencies for regional inservice training;
- supported the development and operation of effective local programs for servicing children who are deaf-blind;
- provided appropriate assessment, placement, and support services for all Illinois children who are deaf-blind;
- trained service providers to have the necessary skills and knowledge to effectively serve children who are deaf-blind;
- maintained a comprehensive resource library for use by professionals and family members statewide; and
- represented Project Reach on ISBE Content Advisory Committee for setting Deaf-Blind LBSII certification standards.

IDEA – Model Outreach

Legislative Reference: PL 105-17 (CFDA 84.324R) Board Goal: Student Achievement Funding Source: Federal	Program Goal: To assist local school districts, state agencies and other service provider agencies to appropriately implement IDEA transition requirements.	FY99	n/a
		FY00	n/a
		FY01	n/a
		FY02	n/a
		FY03	\$200,000
		FY04	\$400,000
		FY05	\$400,000

Purpose: To assist local Individual Education Plan (IEP) teams to improve the transition planning and service delivery process through the implementation of research-based transition practices that result in improved student outcomes.

Population and Service Levels: All local education agencies (LEAs) and special education joint agreements serving the approximately 96,256 eligible students ages 14–21 with disabilities are eligible to apply for participation in training and technical activities to improve the transition planning and service delivery process. Regional entities that provide training are eligible to apply for participation in trainer-of-trainer activities in order to train a cadre of individuals qualified to provide ongoing training in research-based transition practices beyond the grant period. To date, over 1,400 transition-age students, parents, school personnel, and community service providers have been involved with Model Outreach. Twenty sites have received training and technical assistance in implementing transition best practices. In partnership with state agencies and universities, ISBE has held two annual transition summits. Conferences, inservice trainings, and a statewide youth summit have added to the number of individuals involved with program. The following table displays service-level information:

	<u>Training workshops</u>	<u>Trainer-of-Trainers</u>
Teachers	37	30
Community providers	12	21
Parents	14	6
Young adults (students)	16	2

Reimbursement/Distribution Method: Funds are distributed through a grant to the Sangamon County Regional Office of Education (ROE 51).

Performance Measures & Activities: Baseline data was collected in FY03 regarding the impact of the training activities on the involvement of teachers, community service providers, parents, and students in the transition planning and delivery process. Data was collected again in FY04 and compared to the FY03 results for involvement in the areas of future planning, student involvement in high school, family involvement in the IEP process, and school IEP processes. The changes in perceived impact scores from the baseline to follow-up studies are summarized below:

	<u>Involvement in Futures Planning</u>	<u>Student Involvement in High School</u>	<u>Family Involvement in IEP Process</u>	<u>Schools' IEP Process</u>
Parents	+ 11.43	+ 3.53	+ 10.21	+ 13.06
Students	+ 17.77	- 4.97	+ 11.65	+ 8.13
School Staff	+ 22.74	- 6.70	+ 15.63	+ 5.45
Community Agencies	+ 10.00	+ 1.75	+ 10.00	+ 5.67
Student Graduates	+ 13.03	+ 15.13	+ 16.71	+ 8.09

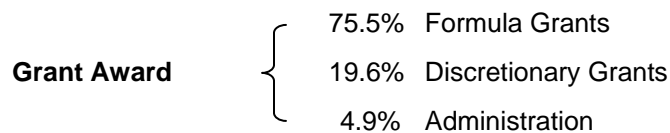
All LEAs and joint agreements are eligible to receive a set of multimedia self-training materials related to research-based transition practices. Core Modules 1, 2, 3, and 4 are currently in use. Support Modules 5-9 are nearing completion and dates have been set for taping/production.

IDEA – Part B, Preschool

Legislative Reference: PL 105-17 (CFDA 84.173A) Board Goal: Student Achievement Funding Source: Federal	Program Goal: To support schools developing a comprehensive Early Learning System that enables all children with disabilities to meet the Illinois Learning Standards by grade three.	FY99	\$25,000,000
		FY00	\$25,000,000
		FY01	\$25,000,000
		FY02	\$25,000,000
		FY03	\$25,000,000
		FY04	\$25,000,000
		FY05	\$25,000,000

Purpose: To help local school districts and special education cooperatives offer more comprehensive programs for children with disabilities, ages three through five, by employing teachers and aides; purchasing materials and supplies; and providing related services, training and consultation.

The diagram below represents the FY05 IDEA, Part B, Preschool grant award allocation at the state level based on the [Individual with Disabilities Education Act](#).



Population and Service Levels: School districts and special education cooperatives are eligible to participate. The following table displays service-level information:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Children	28,788	29,646	30,500	33,411	34,000
School districts/special ed cooperatives	100	103	102	102	102

Reimbursement/Distribution Method: Formula grants are distributed to local education agencies and special education joint agreements according to the amount received in FY98; funds in excess of the total base amount required are distributed based on relative populations of children ages 3 through 5 (85%) and on the relative populations of children in this age range living in poverty (15%). Discretionary funds are used to provide statewide program development activities including a child-find campaign, establishment of a regional technical assistance system, in-service training, and special projects. The remaining federal funds are used to pay administrative costs. Beginning in FY05, unexpended funds from IDEA, Part B that are initially reserved for Room and Board reimbursements shall be used to pay districts for the costs of those students with disabilities whose program costs exceed 4 times the district's per capita tuition rate.

Performance Measures & Activities: The following data reflects the percentage of funds expended for various preschool special education program costs statewide:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Teachers salaries/instructional cost	36%	43%	47%	50%	50%
Support personnel*	30%	28%	28%	28%	28%
Subgrants to school districts	22%	22%	19%	18%	18%
Administration	5%	5%	4%	3%	3%
Other	7%	2%	2%	1%	1%

* Examples of support personnel are social workers, psychologists, health specialists and speech teachers.

IDEA – State Program Improvement, Part D

Legislative Reference: PL 105-17 (CFDA 84.323A) Board Goal: Student Achievement Funding Source: Federal	Program Goal: To increase the knowledge and ability of school districts and special education joint agreement staff to appropriately educate students with disabilities in the least restrictive environment.	FY99	\$2,000,000
		FY00	\$2,000,000
		FY01	\$2,000,000
		FY02	\$2,000,000
		FY03	\$1,752,400
		FY04	\$2,500,000
		FY05	\$2,500,000

Purpose: To help state educational agencies and their partners, including parents, reform and improve the delivery systems for educational services for children with disabilities. The two goals of the Illinois State Improvement Grant are:

- to increase the number of appropriately trained and credentialed special education and related service personnel, meet student needs, and address identified geographic areas of teacher shortage (Educator Academies); and
- to provide a network of professional development that coordinates local, regional, and state resources to parents and educators who share responsibility for implementing an integrated service delivery model focused on improving outcomes for children and youth with disabilities (Professional Development Academies and the Faculty Institute).

Population and Service Levels: Approximately 300,000 children with disabilities are served by approximately 65,000 professional and nonprofessional special education personnel. The following table displays service-level information:

<u>Educator Academies</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Number of schools encompassed	420	406	410
Number of districts encompassed	151	163	165
Number of special education joint agreements encompassed	8	9	9
Number of university partners	7	12	12
Number of private school partners	9	10	10
<u>Professional Development Academies</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Number of schools encompassed	876	941	940
Number of districts encompassed	381	325	325
Number of special education joint agreements encompassed	23	28	28
Number of university partners	11	18	18
Number of private school partners	31	32	32
<u>Faculty Institutes</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Number of colleges and universities represented	n/a	24	25
Number of districts or special education joint agreements represented	n/a	6	10

Reimbursement/Distribution Method: Funds are distributed via competitive grants to school districts, universities, community organizations and others through a request-for-proposals process. At least 75% of the funds must be used for professional development of service providers and parents. A small portion of the funds may be used to support administration of the program.

Performance Measures & Activities: Performance is measured by participation as noted above and below, and by satisfaction levels of participants:

<u>Educator Academies</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Individuals enrolled in coursework *	93	410	400
Obtained full special education credentials*	50	9	30
Satisfaction rating of participants	97%	97%	n/a
<u>Professional Development Academies</u>			
Number of participants	8,800	9,357	9,500
Number of workshops/training events	280	349	350
Satisfaction rating of participants	95%	98%	n/a
<u>Faculty Institutes</u>			
Number of participating higher education faculty members	40	50	55
Satisfaction rating of participants	87%	97%	n/a

* Increase in individuals enrolled in coursework due to new component of project involving coursework for paraprofessionals to meet NCLB highly-qualified criteria; decrease in number obtaining full special education credentials due to new cohorts of teacher candidates forming and beginning coursework toward certification in FY04.

Illinois Economic Education

Legislative Reference: Not applicable	Program Goal: To support Illinois educators in meeting high performance standards and to assist schools in standards-led professional development.	FY99	n/a
		FY00	\$150,000
Board Goal: Policies and Services		FY01	\$150,000
		FY02	\$150,000
Funding Source: State		FY03	\$144,700
		FY04	\$0
		FY05	\$100,000

Purpose: To ensure that students will achieve the knowledge and skills in economics required by the Illinois Learning Standards and that teachers are “highly qualified” to teach in this core curriculum area, as mandated by the federal [No Child Left Behind Act](#).

The goal of this initiative is to assure that all youth leave high school with the knowledge and skills needed to be effective participants in the economy and contributing members of society. Recognizing that an economically literate citizenry is essential to the strength and health of the Illinois economy, the Illinois Council on Economic Education (ICEE) works to meet this goal. The Council, through its network of eight university-based centers, offers teachers and school districts curriculum resources and training to teach K-12 educators the fundamental economic concepts and skills needed to understand and succeed in the market economy.

Population and Service Levels: Through this initiative, the Council will provide a minimum of 75 programs for K-12 educators. All programs will connect curriculum to state standards and personal finance (consumer education) mandates in Illinois, as well as reading and math standards. In FY04, this program was not funded by the General Assembly. Service-level data from previous years is provided below:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Number of teachers	2,700	2,969	3,400	n/a	2,100
Number of programs	50	101	128	n/a	134

Reimbursement/Distribution Method: Prior funds were distributed based on a grant to the Illinois Council on Economic Education.

Performance Measures & Activities: To meet new federal fiscal requirements for “highly qualified teachers,” the council continues to recommend a minimum of 30 contact hours of inservice work in economics and personal finance for all K-8 teachers. Through its centers, ICEE will continue to offer in-depth training in fundamental economic principles and reasoning skills combined with effective pedagogy for classroom application. The Council proposes to:

- expand length of inservice programs (contact hours) to help teachers become appropriately qualified for teaching economics and personal finance, K-12; and
- continue to connect curriculum to State Standards and personal finance mandates in Illinois as well as reading and math standards.

Illinois Free Lunch and Breakfast

Legislative Reference: 105 ILCS 125/0.01 of the School Code	Program Goal: Encourage efficient and appropriate nutrition and commodities services to as many children as possible, which meet all statutory requirements.	FY99 \$16,516,800 FY00 \$19,500,000 FY01 \$20,500,000 FY02 \$21,500,000 FY03 \$20,741,200 FY04 \$19,565,000 FY05 \$20,500,000
Board Goal: Funding		
Funding Source: State		

Purpose: To provide school districts with a portion of the costs to provide quality nutritious meals, breakfast and lunch, to all children who meet the free income-level guidelines established in the National School Lunch Program. The Illinois Free Lunch and Breakfast program provides funding to meet the mandate that all public schools provide a nutritious lunch to all qualifying students and to meet the federal requirement of a state match to ensure further federal funding.

Population and Service Levels: The Illinois Free Lunch and Breakfast Program is a voluntary program available to all public schools, private schools, and residential child care institutions that provide nutritious breakfasts and lunches to children who meet the free income-level guidelines.

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
<u>Lunch*</u>				
Number of districts	1,251	1,255	1,254	1,250
Number of schools	4,809	4,739	4,744	4,711
Number of meals	50,277,962	51,857,500	55,445,045	55,999,495
<u>Breakfast*</u>				
Number of districts	625	630	638	633
Number of schools	2,592	2,569	2,673	2,693
Number of meals	15,402,669	15,809,636	17,128,642	18,841,506

* Includes nonpublic schools

Reimbursement/Distribution Method: Reimbursement is paid monthly based on the number of meals claimed. The statutory reimbursement rate is 15.0¢ for each meal served.

	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Reimbursement to schools & sponsors for each free breakfast and lunch claimed & served	15.1¢	15.9¢	15.0¢

Chicago District 299 receives 50.7% of the final appropriation through the Chicago Block Grant.

Performance Measures & Activities:

- a 34.6% increase in free breakfasts claimed for reimbursement is projected over a five-year span beginning in FY01; and
- a 12.5% increase in free lunches claimed for reimbursement is projected over a five-year span beginning in FY01.

Illinois Governmental Internship Program

Legislative Reference: Not Applicable	Program Goal: To give high school seniors an opportunity to explore careers in a governmental setting.	FY99	\$129,900
Board Goal: Policies and Services		FY00	\$129,900
Funding Source: State		FY01	\$129,900
		FY02	\$129,900
		FY03	\$129,900
		FY04	\$129,900
		FY05	\$129,900

Purpose: To provide high school seniors an opportunity to explore careers while working for government agencies in Springfield. The Illinois Governmental Internship Program (IGIP) is co-sponsored by the State Board of Education and the Springfield Public Schools.

Interns work Monday through Thursday under the guidance of management-level personnel in agencies such as the Attorney General's Office, Governor's Office, Illinois Information Services, Department of Children and Family Services, and the State Board of Education. On Fridays, interns participate in seminars and gain additional information about careers as well as develop an understanding of leadership and the qualities necessary for success in professional environments. Students live in Springfield during their semester of internship.

Population and Service Levels: Students from any public or private high school in Illinois may apply during their junior year for participation in the fall or spring semester of their senior year. Students complete applications which are reviewed and approved by their building principal, district superintendent and regional superintendent before being forwarded to the Illinois Governmental Internship Program office in Springfield. The following table displays service-level information:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Students participating	42	35	38	45	34

Reimbursement/Distribution Method: Funds are distributed as a grant to Springfield School District #186 to support the program administration.

- Performance Measures & Activities:** Outcomes of the program include the following:
- In recent years, 100% of the interns have attended higher educational institutions after high school graduation; and
 - after college graduation, many of these students find employment in state government or become employed in Illinois public and private schools.

ISBE GED Testing Fund

Legislative Reference: 105 ILCS 5/3-15.12 & 5/2-3.105 of the School Code Board Goal: Funding Funding Source: State	Program Goal: To support activities associated with Cook County GED Testing.	FY99	n/a
		FY00	n/a
		FY01	n/a
		FY02	n/a
		FY03	n/a
		FY04	\$1,000,000
		FY05	\$800,000

Purpose: To provide the mechanism for the state to receive fees associated with GED testing in Cook County. The General Assembly abolished the ROE in Cook County in 1992 and ISBE has served in that capacity since 1994. The Cook County GED office, which serves both the city and suburbs, is located in Evanston and employs four full-time and two part-time staff. ISBE subcontracts all GED fiscal responsibilities to the Sangamon County Regional Office of Education which was the successful bidder for fiscal year (FY04-06).

Population and Service Levels: Fees collected by ISBE for administration of the GED Testing program in Cook County are deposited into this fund. Fees include:

- \$35 for first-time registration;
- \$5-\$30 for retest depending on the number of subparts retaken;
- \$2 for transcription fee; and
- \$10 for duplicate certificate.

Effective July 2003, a no-show policy was established that makes candidates pay for no-show tests.

Reimbursement/Distribution Method: The fees deposited into the GED Testing Fund are used to offset the cost of the GED program. The GED Testing Fund supports the following costs: test administration fees, consultant fees, a statewide electronic scoring system, cost of uploading GED data to an international site on a weekly basis, essay scoring, equipment rental, office rental, travel/meeting expenses, phone, postage, marketing, printing, insurance, supplies, GED testing materials, bank charges and administrative fees.

ISBE School Bus Driver Permit Fund

Legislative Reference: 105 ILCS 5/3-14.23 of the School Code. 6-106.1 of the Vehicle Code. Board Goal: Funding Funding Source: State	Program Goal: To support activities associated with school bus driver training.	FY99	n/a
		FY00	n/a
		FY01	n/a
		FY02	n/a
		FY03	n/a
		FY04	\$12,000
		FY05	\$12,000

Purpose: To provide initial and refresher training for school bus drivers. Classes are coordinated through the Regional Offices of Education and taught by school bus driver instructors certified by the State Board of Education.

Population and Service Levels: A \$4 annual training fee per school bus operator is collected by ISBE and deposited into this fund for costs associated with the required school bus driver training.

Reimbursement/Distribution Method: Funds are distributed to the 45 Regional Offices of Education for the cost of training school bus drivers. The distribution of funds is based upon the number of initial classes provided for school bus drivers as required by statute. The Regional Offices are paid \$120 per initial training class. These funds supplement other funds to cover the cost of providing these classes.

ISBE Teacher Certificate Institute Fund

Legislative Reference: 105 ILCS 5/3-12 & 5/21-16 of the School Code Board Goal: Funding Funding Source: State	Program Goal: To support activities associated with Chicago teacher certification.	FY99	n/a
		FY00	n/a
		FY01	n/a
		FY02	n/a
		FY03	n/a
		FY04	\$125,000
		FY05	\$125,000

Purpose: To enable the State Board of Education (serving by statute as Chicago ROE) to collect fees for teacher certification.

Population and Service Levels: Registration fees collected by ISBE, as the Chicago ROE, for teacher certification are deposited into this fund. Fees collected include:

- standard certificate - \$5/year for a 5-year period;
- substitute certificate - \$5/year for a 4-year period;
- initial certificate - \$5/year for a 4-year period;
- and other miscellaneous.

Reimbursement/Distribution Method: Fees collected are used to support teacher institutes and also provide the technology and other resources necessary for the timely and efficient processing of certification requests. For additional statistics, see the Demographics section located in the back of this book.

Jobs for Illinois Graduates

Legislative Reference: Not Applicable	Program Goal: To provide at-risk students with academic, leadership, career development, job attainment and workplace skills leading to a successful career, and/or further education and training upon completion of high school.	FY99 \$2,800,000 FY00 \$2,800,000 FY01 \$4,000,000 FY02 \$6,000,000 FY03 \$6,000,000 FY04 \$0 FY05 \$3,000,000
Board Goal: Policies and Services		
Funding Source: State		

Purpose: To assist high school students who are at risk of not graduating from high school and not transitioning into high-quality careers. Jobs for Illinois Graduates (JILG), established in 1996, is an affiliate of the national organization, Jobs for America’s Graduates (JAG).

Population and Service Level: In FY03, JILG served approximately 4,134 students (2,500 in-school, and 1,634 students in follow-up who participated in the program during the 2000-2001 school year). Over 83 senior-year programs were operated of which five also operate multi-year programs (sophomore, junior, senior model). JILG did not receive funding in FY04.

Reimbursement/Distribution Method: Funds for the program will be distributed to schools having received state Jobs for Illinois Graduates funds in prior years.

Performance Measures & Activities: Based on the national Jobs for America’s Graduates curriculum and standards, the JILG curriculum has been aligned with the Illinois Learning Standards and Workplace Skills. Students receive high school credit for their participation. At a minimum, this is a 21-month intense program, with the first nine months devoted to mastering 37 competencies identified by business and industry. This is accomplished by means of classroom activities and the Illinois Career Association.

The Jobs for Illinois Graduates Board of Directors (JILG, Inc), in concert with the Illinois State Board of Education, serves as an oversight board for program performance and activities. In FY03, over ninety-five percent (95%) of the JILG students received a high school diploma either at the expected date of graduation or within the follow-up year through GED or other educational services.

Learn and Serve America

Legislative Reference: PL 103-82 42 U.S.C. 12501 et seq., (CFDA 94.004) Board Goal: Collaboration Funding Source: Federal	Program Goal: Promote and support development of high-quality local and regional service-learning opportunities for all Illinois students in grades K-12, as essential components of public and nonpublic school curriculum and instruction.	FY99	\$2,000,000
		FY00	\$2,000,000
		FY01	\$2,000,000
		FY02	\$2,000,000
		FY03	\$2,000,000
		FY04	\$2,000,000
		FY05	\$2,500,000

Purpose: To enhance student academic learning, personal and social development, civic responsibility and service to community by encouraging the use of service-learning as a teaching methodology in all Illinois K-12 elementary and secondary schools. This pedagogical approach combines meaningful service to the community with inquiry-based learning, aligned with [Illinois Learning Standards](#). These funds are used to support K-12 local and regional school efforts and partnerships that plan, develop, implement, or expand school-based service-learning programs; provide professional development opportunities for preservice and veteran teachers to facilitate incorporation of service-learning as part of school curriculum and instruction; and facilitate the development of student leadership and student civic responsibility.

Population and Service Levels: Eligible applicants include local school districts, Regional Offices of Education, public university laboratory schools approved by the State Board of Education, charter schools, and area vocational centers. Applicants must form partnerships with one or more public or private nonprofit organization and must invite nonpublic schools into the partnership. A major restructuring of the program was implemented in FY05. The following table displays service-level information:

	<u>FY03</u>	<u>FY04 (est.)</u>	<u>FY05 (proj.)</u>
Grants	135	124	35
Students served	36,253	38,000	40,000

Reimbursement/Distribution Method: It is anticipated 35 grants will be awarded in FY05, including 25 competitive grants awarded on the basis of a request-for-proposals process and 10 noncompetitive awards. Average grant amount for FY05 competitive grants is expected to be \$25,000. The 10 noncompetitive grants will be awarded to selected Illinois Leader School Districts and Regional programs based on contribution to state capacity building; maximum grant award is \$150,000 to the Chicago Public Schools and approximately five additional awards of no more than \$25,000 each to leader school district programs and four awards of no more than \$10,000 each to regional (ROE) leader programs.

Performance Measures & Activities: Grants provide opportunities for students to engage in civic leadership and service to the community tied to [Illinois Learning Standards](#) and local curricula goals and benchmarks. Specific performance-based measures (impact on student learning and impact on community improvement) have been developed in line with the State Board of Education service-learning goals and the requirements of the federal funding source, the Corporation for National and Community Service. Performance data should be available in January 2005.

Materials Center for the Visually Impaired

<p>Legislative Reference: 105 ILCS 5/14-11.01 of the School Code</p> <p>Board Goal: Funding</p> <p>Funding Source: State</p>	<p>Program Goal: To support the delivery of required services to students with visual disabilities by approving and distributing state funding for special education services.</p>	<p>FY99 \$919,100</p> <p>FY00 \$1,062,000</p> <p>FY01 \$1,162,000</p> <p>FY02 \$1,162,000</p> <p>FY03 \$1,121,000</p> <p>FY04 \$1,121,000</p> <p>FY05 \$1,121,000</p>
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Purpose: To purchase and distribute Braille and large-print books, adapted materials, and equipment for students with visual disabilities.

Population and Service Levels: Elementary, secondary, and post-secondary students with visual impairments receive materials through the depository. The following table displays service-level information:

<u>Students Served</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Elementary/secondary	1,925	1,939	1,920	1,948	3,339
Post secondary	415	425	420	426	426

The FY05 increase in students served is due to the use of an automated tracking system that now includes visually impaired students served as well as legally blind students.

Reimbursement/Distribution Method: Funds are awarded per grant agreement with The Chicago Lighthouse for People Who Are Blind or Visually Impaired to provide the service delivery.

Performance Measures & Activities: Materials for the visually impaired are available statewide through the Materials Center.

Metro East Consortium for Child Advocacy

Legislative Reference: Not Applicable	Program Goal: To provide high-quality, sustained staff development that results in increased student achievement for districts in the Metro East Consortium.	FY99 \$250,000 FY00 \$250,000 FY01 \$250,000 FY02 \$250,000 FY03 \$217,100 FY04 \$217,100 FY05 \$217,100
Board Goal: Student Achievement		
Funding Source: State		

Purpose: The Metro East Consortium for Child Advocacy (MECCA) is a group of six districts that have worked collaboratively to find solutions to their common challenges since 1997. The districts share common educational issues and traditionally have had low-performing students in high-poverty areas. The Illinois State Board of Education and Southern Illinois University at Edwardsville help broker resources and contribute to efficient and effective solutions.

Population and Service Levels: MECCA provides services to all 51 schools in six districts (Brooklyn #188, Cahokia #187, Dupo #196, East St. Louis #189, Madison #12, and Venice #3). In FY04, services were provided to approximately 10,800 students, 1,000 teachers and 150 administrators.

Reimbursement/Distribution Method: Funds are distributed to the St. Clair County Regional Office of Education.

Performance Measures & Activities: Programs are developed based on system-wide improvement needs as determined by the MECCA board, and all member districts have the opportunity to participate in the system-wide activities. Activities and performance measures address four focus areas (literacy achievement, mentoring/induction, school leadership and social justice):

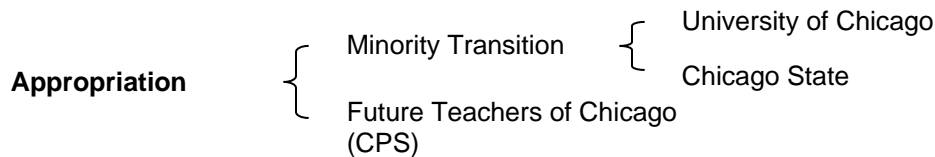
- major focus upon cooperative learning instructional strategies began in FY04 for high school teachers and has expanded in FY05 to all middle schools in MECCA;
- mentoring program was successfully implemented in FY04 with five mentors working with 25 staff and expanded in FY05 to ten mentors working with 50 staff;
- Leadership Symposium focusing on school leadership in the urban school setting was conducted for 18 first- and second-year principals and assistant principals in FY04 and was expanded in FY05 to include seven Regional System of Support Provider (RESPRO) area administrators;
- anecdotal survey results from participants in Teaching and Leading as Social Justice Advocacy project indicate favorable integration of new instructional skills and statistically significant changes in attitudes toward issues of diversity; and
- MECCA continues a partnership with the RESPRO Region V initiative to provide technical services to schools not meeting AYP.

Minority Transition Program

Legislative Reference: Not Applicable	Program Goal: To provide meaningful academic preparation and cultural exposure to minority students as they transition from middle school to high school and continue through college graduation.	FY99	\$300,000
		FY00	\$300,000
Board Goal: Student Achievement		FY01	\$300,000
		FY02	\$600,000
Funding Source: State		FY03	\$578,800
		FY04	\$578,800
		FY05	\$578,800

Purpose: To prepare disadvantaged minority youth for college matriculation and graduation. Specific activities are designed to involve students in grades 5-12, their parents, and members of their communities in projects which introduce them to the many issues involved in enrolling students in higher education. This program also supports projects promoting the interest of minority students in the teaching profession.

The diagram below represents the appropriation allocation at the state level:



Population and Service Levels: The population served includes disadvantaged students from selected Chicago high schools and elementary schools. The following table displays service-level information:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Number of students served	120	120	110

Reimbursement/Distribution Method: Funds are allocated to the University of Chicago, Chicago State University and Future Teachers of Chicago.

Performance Measures & Activities: Performance measures and FY04 results are noted below.

<u>Measure</u>	<u>University of Chicago</u>	<u>Chicago State University</u>
Students improved academic performance	80%	60%
Students completed the requirements for college entrance	95%	78%
Students who sought individual and/or group counseling	95%	90%
Parents were able to help the students complete applications	85%	n/a
Parents attended workshops	85%	50%
Students entering college completed their first year	100%	100%

National Board Certification - Teacher Education Programs

Legislative Reference: 105 ILCS 5/21-27 of the School Code	Program Goal: To increase the number of Illinois teachers certified by the National Board for Professional Teaching Standards and provide mentoring and professional development to classroom teachers.	FY99	\$75,000
		FY00	\$75,000
Board Goal: Student Achievement		FY01	\$1,075,000
		FY02	\$1,075,000
Funding Source: State		FY03	\$4,075,000
		FY04	\$4,075,000
		FY05	\$4,600,000

Purpose: To provide teachers with the opportunity to achieve [National Board for Professional Teaching Standards](#) (NBPTS) certification and to support mentoring of future National Board Certified Teachers. State law stipulates that certification by NBPTS is the only means by which Illinois teachers can obtain the state's highest teacher certification level, the Illinois Master Teaching Certificate. The National Board was created in 1987 as a system for recognizing highly accomplished teaching. Any teacher who has had three years of experience in the classroom is eligible to seek NBPTS certification.

State funds for this program are supplemented by contributions from the Illinois Business Roundtable, the Illinois Education Association, and the Illinois Federation of Teachers. The funds are used to promote interest and participation in the NBPTS certification program; to pay the application fee for selected candidates; to support candidates as they prepare for the formal National Board assessment by providing mentors, discussion groups and workshops; to provide an annual stipend for each teacher who achieves NBPTS certification and is employed as a teacher in an Illinois school district; and to provide additional compensation for Master-certificate holders who agree to become mentors for NBPTS candidates. Particular attention will be given to maintaining growth in the program by recruiting NBPTS candidates who are from financially or academically at-risk schools and from underrepresented rural areas.

Population and Service Levels: A total of 1,758 teachers participated in one or more aspects of the NBPTS program in FY04, and up to 1,000 first-time candidates will begin the National Board certification process during FY05, school year 2004-05.

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Total participants	n/a	n/a	1,340	1,758	1,900
New candidates	n/a	n/a	669	724	950
NBPTS certified teachers *	163	223**	255	413	550
Cumulative growth	349	572	827	1,238	1,788

* NBPTS teachers living in Illinois as of November 30, 2004; subject to change as teachers move into or out of Illinois. Certification may have been earned outside Illinois.

** One teacher earned two NBPTS certificates.

Reimbursement/Distribution Method: Reimbursement will be made in accordance with provisions of the state law: \$3,000 annual stipends to candidates who earn National Board certification; and compensation payments to National Board-certified teachers for mentoring (\$3,000 in low performing districts, and \$1,000 in non-low performing districts). In past years, candidate fee subsidies (registration and retakes) were paid with remaining available funds, but are not required by statute.

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Stipends	\$558,000	\$1,491,000	\$2,172,000	\$3,600,000
Mentoring	\$82,500	\$248,500	\$393,000	\$1,000,000
Subsidies	\$217,500	\$1,278,100	\$1,733,990	\$0

Performance Measures & Activities: Over time, National Board certification has become synonymous with professional teaching excellence, and research has validated the relationship between the advanced teaching skills of Board-certified educators and enhanced student learning. Continuing appropriations have expanded this program from four National Board certified teachers in 1994 to 1,240 in FY04. In FY04, 413 teachers completed the National Board assessments; traditionally, at least 50% of the applicants are successful as the Illinois pass rate continues to exceed the national average

In FY05, the success of the Illinois program to support NBPTS candidates will be measured by an increase in participation to reflect the ethnic composition and geography of the state, and an increase in the number of candidates who achieve NBPTS certification. For additional statistics, see the Demographics section located in the back of this book.

Orphanage Tuition – Regular Education

Legislative Reference: 105 ILCS 5/18-3 of the School code	Program Goal: To provide eligible entities Regular Education Orphanage funding to support local educational services.	FY99	\$14,410,100
		FY00	\$16,000,000
Board Goal: Funding		FY01	\$16,000,000
		FY02	\$14,500,000
Funding Source: State		FY03	\$13,988,200
		FY04	\$14,651,000
		FY05	\$17,400,000

Purpose: To reimburse school districts for providing educational services to children residing in orphanages, children's homes, state welfare or penal institutions and state-owned housing in lieu of the local property tax revenue associated with such children.

Population and Service Levels: The following table displays service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Total claim amount	\$14,482,507	\$14,946,792	\$14,901,372	\$15,060,000
Excess cost amount	\$481,582	\$825,835	\$688,744	\$775,000
1.2 per capita amount	\$14,000,925	\$14,120,957	\$14,212,628	\$14,285,000
Average daily attendance	1,873.26	1,788.17	1,709.20	1,750.00
Students served	8,459	8,686	7,976	8,000
Prior Year Liability	n/a	\$197,134	\$1,389,466	\$250,370

Legislation allows ISBE to borrow from the following year's state appropriation for this program in order to reimburse at 100% for the prior year. The figures listed above are the amounts borrowed or estimated to be borrowed to cover the shortfall. For additional statistics, see the [Demographics](#) section located in the back of this book.

Reimbursement/Distribution Method: As required by law, payments are vouchered in the current school year via quarterly installments (September 30, December 31, March 31, and August 15) based on an estimated cost calculated from the prior year's claim. Final claims for eligible students for the regular and summer school term must be received at ISBE on or before July 31 of each year. Final payments are vouchered on or before August 15 based on the average daily attendance for each eligible child multiplied by a weighted factor of 1.2 times the per capita tuition of the school district. In addition, documented costs in excess of the formula calculation may be claimed.

Formula Example:

Average daily attendance (ADA) of eligible pupils is 12.00 days of attendance

District's per capita tuition charge = \$6,000

District's reimbursement calculation:

District's per capita tuition charge of \$6,000 X 1.2 = \$7,200

ADA 12.00 X \$7,200 = \$86,400 district reimbursement amount

The legislative formula was last amended in PA92-94, effective July 2002.

Orphanage Tuition – Special Education

Legislative Reference: 105 ILCS 5/14-7.03 of the School Code Board Goal: Funding Funding Source: State	Program Goal: To support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.	FY99	\$127,092,100
		FY00	\$128,500,000
		FY01	\$127,000,000
		FY02	\$108,596,400
		FY03	\$104,763,200
		FY04	\$97,370,000
		FY05	\$106,100,000

Purpose: To reimburse school districts for providing special education services to children residing in orphanages, children's homes, foster family homes or other state-owned facilities.

Population and Service Levels: The following table shows service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Total claim amount	\$106,556,978	\$102,738,776	\$96,085,667	\$98,333,706
Chicago District 299	\$38,877,500	\$37,505,200	\$34,858,500	\$37,983,800
Summer individual	\$3,210,836	\$2,717,036	\$3,054,007	\$3,349,906
Regular individual	\$106,113	\$62,516,540	\$58,173,160	\$57,000,000
Prior year liability	\$0	n/a *	\$0	\$0

* Legislation did not require prior year payment in FY03.

Eligibility Types – Approved Count*

State Owned Institution/Facility	n/a	175	179	180
Court Guardianship	n/a	191	146	150
City or County Jail/Detention	n/a	257	263	260
Dept of Children & Family Serv	n/a	3,575	2,910	2,750
Office of State Guardian	<u>n/a</u>	<u>7</u>	<u>7</u>	<u>7</u>
Total	n/a	4,205	3,505	3,347

Downstate claim data does not include state audit adjustments.

* Student data exclude Chicago District #299.

Legislation allows ISBE to borrow from the following year's state appropriation for this program in order to reimburse at 100% for the prior year. For additional statistics, see the [Demographics](#) section located in the back of this book.

Reimbursement/Distribution Method: As required by law, payments are vouchered in the current school year via quarterly installments (September 30, December 31, March 31 and August 30) based on an estimated cost calculated from the prior year's claim. Final claims are submitted on a per-pupil basis on or before July 15 each year. Final payments are vouchered on or before August 30 based on actual per pupil educational costs for providing service delivery less federal funds and certain limitations on administrative, supervisory and facility use costs.

Formula Example (downstate claims):

Per pupil education cost (less federal funds)	\$30,000
Approved Transportation Costs	500
District reimbursement	\$30,500

Chicago District 299 receives 35.8% of the final appropriation through the Chicago Block Grant.

The legislative formula was last amended in PA79-797, effective July 1973.

Philip Rock Center and School

Legislative Reference: 105 ILCS 5/14-11.02 of the School Code Board Goal: Student Achievement Funding Source: State	Program Goal: To meet the educational needs of deaf-blind students throughout Illinois.	FY99	\$2,556,600
		FY00	\$2,760,000
		FY01	\$2,960,000
		FY02	\$2,960,000
		FY03	\$2,855,500
		FY04	\$2,855,500
		FY05	\$2,855,500

Purpose: To provide for a statewide center and a school for individuals who are both deaf and blind. Deaf-blind students require highly specialized and personalized teaching approaches and special adaptations in instruction in both the auditory and visual modes to promote maximum learning.

Population and Service Levels: In FY05, full residential and educational services were being provided to 18 students at the Philip J. Rock Center and School. Statewide, about 500 children/youth that are deaf-blind are eligible for support services through the service center.

Reimbursement/Distribution Method: Funds are distributed via a negotiated payment schedule to the Rock Center through its administrative agent (Keeneyville School District #20) in accordance with the contract specifications.

Performance Measures & Activities: The funds enable the Rock Center to continue community-based and center-based classroom programs and meet inflationary administrative costs. More specifically, funds will support salaries and benefits for 55 full-time and 30 part-time employees; transportation, food and lodging associated with residential placement; building rent; and educational services for students. The Rock Center also serves as the state's resource for technical assistance and training to all school personnel and families in Illinois on behalf of all school-aged children who are deaf-blind.

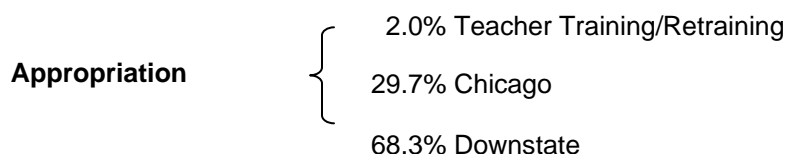
Reading Improvement Block Grant

Legislative Reference: 105 ILCS 5/2-3.51 of the School Code	Program Goal: To ensure that by 2005, 80% of all students in grades 3 and 5 will meet or exceed state reading standards.	FY99	\$83,389,500
		FY00	\$83,389,500
Board Goal: Student Achievement		FY01	\$83,389,500
		FY02	\$83,389,500
Funding Source: State		FY03	\$79,594,100
		FY04	\$79,314,400
		FY05	\$76,139,800

Purpose: To improve reading achievement and study skills of students in kindergarten through sixth grade. Districts must select programs focused on scientifically-based reading research and are accountable for showing how funds directly impact the reading achievement of the target population. A portion of the funds is set aside by law to support statewide leadership and training activities. In past years, funds supported training in early reading intervention programs, professional development provided in conjunction with recent changes in reading research, the alignment of reading instructional activities with the [Illinois Learning Standards](#) (ILS), federal legislation relative to reading improvement, and additional professional development activities for K-6 teachers.

Use of block grant funds by local districts is limited by law. Reading programs in this appropriation must focus on proven best practices of early intervention for K-2 students, continued reading support for students in grades 3-6, teacher training, and greater local district accountability for showing how the funds directly impact reading achievement of the target population.

The diagram below represents the appropriation allocation at the state level:



Population and Service Levels: Funds are available to all Illinois elementary school districts, lab schools and charter schools upon submission of an approved application and in compliance with the accountability provisions of the law. The following table displays service-level information (excludes Chicago District 299):

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
School districts	789	787	787	770
Reading teachers, specialists, aides	3,050	2,150	2,200	2,200

Reimbursement/Distribution Method: The block grant funds are allocated to school districts based on the following formula: 70% of the funds are distributed based on districts' best three months average daily attendance in grades K-6 (approximately \$45/student in FY05) and 30% of the funds are distributed based on the number of Title I-eligible students who are estimated to be available for attendance in grades K-6 (approximately \$164/student in FY05). As required by law, grant payments are made in two equal, semiannual installments.

Chicago District 299 receives 29.7% of the final appropriation through the Chicago Block Grant.

Performance Measures & Activities: The success of this program is evaluated through increases in the percentage of students meeting or exceeding state reading standards with a goal of reaching 80% by 2005. The following table displays performance information:

Fiscal Year School Year	FY01 <u>2000-01</u>	FY02 <u>2001-02</u>	FY03 <u>2002-03</u>	FY04 <u>2003-04</u>
Grade 3 Reading	62.4%	62.2%	62.0%	65.0%
Grade 5 Reading	58.7%	59.2%	60.4%	60.9%
Grade 3 Writing	57.8%	56.6%	60.1%	63.7%
Grade 5 Writing	69.7%	58.8%	64.8%	69.9%

Refugee Children

Legislative Reference: Section 412(c)(1)(A)(iii) Immigration and Nationality Act (CFDA 93.576) Board Goal: Student Achievement Funding Source: Federal	Program Goal: To improve the performance of at-risk refugee students by facilitating their integration into Illinois schools.	FY99	n/a
		FY00	\$1,500,000
		FY01	\$2,500,000
		FY02	\$2,500,000
		FY03	\$2,500,000
		FY04	\$2,500,000
		FY05	\$2,500,000

Purpose: To cover some of the costs of educating refugee children (individuals who enter the United States under the Immigration and Naturalization Services classification of refugee) incurred by local school districts in which significant numbers of refugee children reside and to help provide educationally-related support services, culturally-related social services and mental health-related services for refugee students, their families and school staff.

Population and Service Levels: Populations served are limited to students who meet federal eligibility requirements, their parents and school staff. Services are provided through several refugee social service agencies and/or the Chicago Public Schools. The following table displays service-level information:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u> *	<u>FY04</u>
Languages spoken **	38	44	43	137
Districts with schools served	37	34	52	52
Schools receiving direct services	179	203	134	100
Schools receiving consultations or presentations from providers	73	145	150	160

* New data base instituted mid-year FY03 may have affected counts.

** The increase in this number may reflect the recent influx of refugees from African nations where many languages are spoken by sub-groups.

Reimbursement/Distribution Method: A grant is awarded to the Illinois Department of Human Services Bureau of Refugee & Immigrant Services to support and coordinate services through contractual agreements in Chicago and several other geographic area clusters in the state. A grant is also awarded to the Office of Language and Cultural Education, Chicago Public Schools, to provide direct services to refugee students in high school newcomer centers and in other elementary and high schools with smaller or newer refugee populations during the school year and in summer school, as well as to coordinate services with community-based organizations.

Performance Measures & Activities: Performance is measured by service levels as noted above and below, as well as completion of semi-annual reports to the U.S. Department of Health and Human Services. The following table displays service-level information (duplicated count):

	<u>FY01</u>	<u>FY02</u>	<u>FY03 *</u>	<u>FY04 **</u>
Tutoring	578	589	406	638
Counseling	329	389	203	550
Home visits	268	433	327	1,538
Individual parent education	214	214	342	286
Mental health counseling	65	65	82	130

* New data base instituted mid-year FY03 may have affected counts.

** Results reflect first full year of new database. Reporting criteria also changed for FY04, which affected counts, especially for home visits which are reported by contact in FY02, FY03 and by hours in FY04.

The agencies below receive funding to provide services:

Agency Name	Types of Service Provided	# Children Served FY02	# Children Served FY03	# Children Served FY04
Bosnian Herzegovinian American Community Center	Social Services, School Support	107	76	133
Catholic Charities	Social Services, School Support	93	58	79
Community Health Outreach/Heartland Alliance	Mental Health	52	46	71
East Central Illinois Refugee Mutual Assistance Center	Social Services, School Support	NA	36	58
Heartland Alliance/ Chicago Connections	Social Services, School Support	169	127	158
Interchurch Refugee & Immigration Ministries	Social Services, School Support	398	82	96
Jewish Family and Community Service *	School Support	*55 Schools	Data not available	Data not available
Rock Valley College	School Support	59	111	126
Vietnamese Association of Illinois	Social Services, School Support	107	56	182
World Relief Aurora	Social Services, School Support	Not funded	42	59
World Relief Chicago	Social Services, School Support	162	54	84
World Relief Chicago	Mental Health Services	NA	NA	59
World Relief DuPage	Social Services, School Support	329	144	179
World Relief Moline	Social Services, School Support	37	16	51
Total		1,568	848	1,335

* Jewish Family and Community Service provided school support services only and no direct services to children.

Regional Superintendents' Salaries

Legislative Reference: 105 ILCS 5/3-2.5 & 5/18-5 of the School Code Board Goal: Funding Funding Source: State	Program Goal: To ensure that all Regional Office of Education salaries are paid according to statutory requirements.	FY99	\$6,495,500
		FY00	\$7,311,500
		FY01	\$7,625,000
		FY02	\$7,875,000
		FY03	\$8,150,000
		FY04	\$8,150,000
		FY05 *	\$8,788,500

* The FY05 appropriation includes \$633,500 from the July Interim budget paid out of General Revenue (001) rather than the statutory required Common School Fund (412).

Purpose: To pay salaries of regional superintendents and assistant superintendents in the Regional Offices of Education (ROEs).

Population and Service Levels: The regional superintendents and their assistants.

Reimbursement/Distribution Method: Salaries are determined by the General Assembly according to the population of the region as established by the last preceding federal census as stated in statute.

In any region where the appointment of more than one assistant superintendent is authorized, one assistant may be compensated at no more than 90 percent of the regional superintendent's salary, and any other assistants shall be paid at a rate not exceeding 75 percent, depending on the qualifications of the assistant(s).

Beginning July 1, 2000, the salary that the regional superintendent receives is adjusted annually to reflect the percentage increase, if any, in the most recent Consumer Price Index, as defined and officially reported by the United States Department of Labor, Bureau of Labor Statistics, except that no annual increment may exceed 2.9%. If the percentage of change in the Consumer Price Index is a percentage decrease, the salary that the regional superintendent receives shall not be adjusted for that year. In FY04, an agreement between the Governor and the regional superintendents and assistant superintendents resulted in no salary increases.

School Breakfast Incentive

Legislative Reference: 105 ILCS 125/2.5 of the School Code Board Goal: Student Achievement Funding Source: State	Program Goal: Encourage efficient and appropriate nutrition and commodities services to as many children as possible, which meet all statutory requirements.	FY99	n/a
		FY00	n/a
		FY01	\$1,000,000
		FY02	\$1,000,000
		FY03	\$473,500
		FY04	\$723,500
		FY05	\$723,500

Purpose: To ensure that students receive enough food and nutrients so they are capable of learning and performing at a high level. The School Breakfast Incentive Program is designed to encourage school districts to increase the number of school buildings that offer school breakfast programs and to increase the number of students that participate in school breakfast programs.

Population and Service Levels: The School Breakfast Incentive Program is available to all public schools, private schools and residential child care institutions. The following table displays service-level information (includes nonpublic schools):

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Sites without breakfast	1,949	1,891	1,809	1,729
New schools starting breakfast	64	26	150	50
Eligible universal free sites	935	887	887	903
Universal free breakfast sites	41	59	61	78

Reimbursement/Distribution Method: Reimbursement and grant funding provides the following:

- additional reimbursement for the number of breakfasts served that is at least 10% greater than the number of breakfasts served in the same month during the preceding year;
- grant funding to pay a portion of the start-up costs to encourage individual schools that do not currently operate a school breakfast program to start one; and
- additional reimbursement to Illinois Universal Free Breakfast schools to cover the difference between the amount reimbursed by the federal government for a free breakfast and the amount reimbursed for a reduced-price or paid breakfast.

Performance Measures & Activities: The following table displays performance information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Increased breakfasts served	2,334,959	1,203,590	1,323,949	1,456,344

School Bus Driver Training – Regional Office of Education Programs

Legislative Reference: 105 ILCS 5/3-14.23 of the School Code & 6-106.1 Vehicle Code. Board Goal: Policies and Services Funding Source: State	Program Goal: To eliminate bus-related fatalities and reduce the occurrence of student injuries.	FY99	\$50,000
		FY00	\$50,000
		FY01	\$50,000
		FY02	\$50,000
		FY03	\$50,000
		FY04	\$50,000
		FY05	\$50,000

Purpose: To provide initial and refresher training for school bus drivers.

Population and Service Levels: Of the 25,000 school bus drivers in Illinois, approximately 20,000 require annual refresher training and 5,000 require initial training annually. Classes are coordinated through the Regional Offices of Education and taught by school bus driver instructors certified by the State Board of Education.

Reimbursement/Distribution Method: Formula grants are awarded to 45 Regional Offices of Education for the cost of training school bus drivers. The distribution of funds is based upon the number of initial classes provided for school bus drivers as required by statute. The Regional Offices are paid \$120 per initial training class. These funds supplement other funds to cover the cost of providing these classes.

Performance Measures & Activities: School bus driver training is provided as required by state law.

School Safety & Educational Improvement Block Grant

Legislative Reference: 105 ILCS 5/2-3.51.5 of the School Code Board Goal: Funding Funding Source: State	Program Goal: To provide eligible entities ADA Block Grant funding for the support of local educational services.	FY99	\$58,328,400
		FY00	\$42,594,400
		FY01	\$111,594,400
		FY02	\$72,000,000
		FY03	\$66,854,100
		FY04	\$42,841,000
		FY05	\$54,841,000

Purpose: To provide additional flexible funds to school districts for use in: school safety; report cards; criminal background investigations; textbooks and software; teacher training and curriculum development; school improvements; and remediation.

Population and Service Levels: All public schools and laboratory schools receive funds through this appropriation. The following table displays service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
School districts	893	893	888	881
Laboratory schools	2	2	2	2
Dollars per ADA	\$39.28	\$35.85	\$22.74	\$28.92

Reimbursement/Distribution Method: Formula grants are based on a district's best three months average daily attendance (ADA) as reported on the 2004-05 [General State Aid](#) (GSA) claim form.

Performance Measures & Activities: Similar to General State Aid, the ultimate measure of school district performance is their results on the state assessments. These funds are used by school districts and lab schools for costs associated with school safety; report cards; criminal background investigation; textbooks and software; teacher training and curriculum development; and school improvement.

School Services - Regional Office of Education Programs & ISC South Cook

Legislative Reference: 105 ILCS 5/2-3.62, 3-14.23 &18-6, of the School Code & 6-106.1 of the Vehicle Code Board Goal: Funding Funding Source: State	Program Goal: Statutory responsibilities and contracted services are delivered by the Regional Offices of Education and the Intermediate Service Centers with quality and effectiveness.	FY99	\$12,360,000
		FY00	\$12,360,000
		FY01	\$12,360,000
		FY02	\$12,360,000
		FY03	\$11,918,400
		FY04	\$3,550,000
		FY05	\$5,770,000

Purpose: To support the administrative costs of the Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs); support continuous improvement of and capacity building in the regional and intermediate offices; and support the delivery of specific services.

State law provides for the establishment and operation of regional educational entities that serve the districts in their respective areas and perform identified state functions and services. This includes 45 Regional Offices of Education, three Intermediate Service Centers in Suburban Cook County outside the City of Chicago, and one Chicago Intermediate Service Center. Chicago School District #299 acts as the Chicago ISC.

The Regional Superintendents of Education are required by law to carry out specified regulatory functions and the ROEs and ISCs are required by statute to provide the following programs and services; Administrators' Academy, Computer Technology Education, Directory of Cooperating Consultants, and Staff Development Services in Fundamental Learning Areas. In addition, the law authorizes the ROEs and ISCs to provide other services that respond to the needs of local districts in their respective areas and/or the needs of the State Board of Education.

Population and Service Levels: The 45 ROEs and three ISCs assist all public schools in their respective areas.

Reimbursement/Distribution Method: Funds are distributed through grants to the ROEs and ISCs. In FY04, each ROE and ISC received a base grant amount of approximately \$47,000, excluding Chicago. ISC 4 received an additional \$300,000 for FY03 and FY04 through a special appropriation. The ROEs also received an additional allocation from a formula based upon student population within their region. The ROEs and ISCs must submit an application which includes their regional improvement plan.

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
ROE School Services	\$12,360,000	\$11,918,400	\$3,098,000	\$5,318,000
Bus Driver Training	50,000	50,000	50,000	50,000
Supervisory Expenses	102,000	102,000	102,000	102,000
South Cook	<u>n/a</u>	<u>n/a</u>	<u>300,000</u>	<u>300,000</u>
Total	\$12,512,000	\$12,070,400	\$3,550,000	\$5,770,000

Chicago District 299 receives 14.9% of the final appropriation through the Chicago Block Grant.

Performance Measures & Activities: Each ROE and ISC develops a Regional Improvement Plan that identifies the scope, content and evaluation of their programs and services. Many of these plans have emphasized professional development programs for teachers and administrators in their areas, including the very successful Standards-Aligned Classroom Project.

The effectiveness of this program will be evaluated through the following measures:

- compliance of regional entities with all statutory responsibilities and appropriate use of funds, as evidenced through audits of regional offices;
- satisfaction of local districts with the services provided by Regional Offices of Education and Intermediate Service Centers; and
- evaluation of effectiveness of contracted programs and services (e.g., mentor training).

School Technology Revolving Fund

Legislative Reference: 105 ILCS 5/2-3.117a of the School Code	Program Goal: To provide school districts with low cost online course offerings and software for low-income students through the Illinois Virtual High School (IVHS), and to improve access and equity to high-quality teaching and learning opportunities for students to achieve the Illinois Learning Standards.	FY99	\$500,000
Board Goal: Policies and Services		FY00	\$500,000
		FY01	\$15,000,000
Funding Source: State		FY02	\$15,000,000
		FY03	\$500,000
		FY04	\$125,000
		FY05	\$125,000

Purpose: To enable low-income students to benefit from technology as a learning tool by offering subsidized online course enrollments at low or no cost to students that meet federal criteria for the Free and Reduced Lunch program and support course development and online tutorial needs for low-income students registered in [Illinois Virtual High School](#) (IVHS).

Population and Service Levels: Public and nonpublic secondary-level students may benefit from the revolving fund. Service levels to districts will be equitable and proportional to need and available funds.

Reimbursement/Distribution Method: Fees collected from districts, schools, and individuals for licensing or sublicensing IVHS course offerings are deposited into the Revolving Fund and are used to reimburse the state for costs associated with course development and/or bulk license acquisition from vendors/partners. Volume discounts from bulk purchase/bundling of courses may result in lesser cost to the state than to regular/non-low income end users. Fee proceeds above and beyond acquisition costs will be used to subsidize and/or provide scholarship opportunities for districts or other eligible entities with low income students who may benefit from the IVHS but might not otherwise afford the tuition charge for online courses.

Performance Measures & Activities: This program will promote increased access and equity of opportunity for low-income students to become technologically literate and to enroll in college core, dual credit, advanced placement, upper level mathematics and science, foreign language and career and technical courses via the IVHS. For additional statistics, see the [Demographics](#) section located in the back of this book.

School Technology Revolving Loan Program

Legislative Reference: 105 ILCS 5/2-3.117a of the School Code	Program Goal: To build the capacity of Illinois school districts to ensure that all students are technologically literate through increased eLearning opportunities, improved teacher competencies and equitable access to technology by 2014.	FY99 \$30,000,000 FY00 \$50,000,000 FY01 \$50,000,000 FY02 \$50,000,000 FY03 \$50,000,000 FY04 \$50,000,000 FY05 \$7,000,000
Board Goal: Policies and Services		
Funding Source: State		

Purpose: To provide funding for technology hardware and software for integrating technology into teaching and learning through low-cost, three-year loans to eligible applicants to help meet their technology goals.

Population and Service Levels: All school districts are eligible to participate on a two-year rotating basis by grade: grades 5-8 in FY03, grades 9-12 in FY04, and grades K-8 in FY05 and each second year thereafter (change to 2 year cycle in 2003). The population served for FY04 includes all eligible applicants that enroll students in grades 9-12, except those in which the equalized assessed valuation per pupil in average daily attendance is at the 99th percentile or above. The following table displays service-level information.

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04 (est.)</u>
Eligible applicants	505	780	780	567
Eligible students	551,957	794,588	595,000	586,553
Grade levels served	9 - 12	K - 4	5 - 8	9 - 12

FY05 data will be available at the end of the summer 2005.

Reimbursement/Distribution Method: Loan applications are approved on a first-come first-served basis until all loan funds are disbursed. Loans are funded three times a year. If approved loan requests exceed funds available, the eligible applicants with the lowest equalized assessed valuation per pupil in average daily attendance by type of district are funded first. Applicants request funding for the following:

- establishment of local and wide-area networks;
- scanners, projectors and digital cameras;
- computers, printers, monitors, software, licenses (most frequently requested); and
- electrical work directly related to technology.

Performance Measures & Activities: The number of participants in the program has decreased radically due to districts already having too much debt to borrow more; or with the current low interest rates, they are not interested in a 2% loan. The table below shows the data for the program for the last four years. FY05 data will be available at the end of the summer 2005.

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>
Dollars Loaned	\$18,513,743	\$18,455,635	\$6,182,760	\$4,315,154
Number of Loans	73	89	67	22
% Eligible Districts Participating	14.5%	11.4%	8.6%	3.8%

Since the inception of the program in FY99, over \$72 million (508 loans) has been loaned to eligible school districts.

Special Education – Extraordinary Services

Legislative Reference: 105 ILCS 5/14-7.02a of the School Code Board Goal: Funding Funding Source: State	Program Goal: To support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.	FY99	\$130,761,100
		FY00	\$208,419,700
		FY01	\$228,367,500
		FY02	\$233,969,900
		FY03	\$225,712,000
		FY04	\$229,502,000
		FY05	\$243,048,000

Purpose: To supplement funding to local school districts for educational costs associated with special needs students.

Population and Service Levels: The following table shows service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Total claim amount	\$233,938,168	\$235,756,464	\$241,014,600	\$243,048,000
Chicago District 299	\$68,319,200	\$65,907,900	\$67,014,600	\$70,970,000
Downstate	\$165,618,968	\$169,848,564	\$178,052,282	\$172,078,000
Actual percent paid	100%	93.7%	90.6%	n/a
Students *	101,963	107,678	117,175	n/a
Per student claim *	\$1,624	\$1,577	\$1,519	n/a

* Student data exclude Chicago District #299.

Downstate claim data does not include state audit adjustments.

For additional statistics, see the Demographics section located in the back of this book.

Reimbursement/Distribution Method: The distribution formula changed for FY05 per PA 93-1022 which was signed into law on August 24, 2004. Districts receive their funds via a base year amount which is defined as the amount of Extraordinary funds received in FY04. The base year is held harmless for three years. Any remaining appropriation after subtracting the block grant amount for Chicago 299 and the base year amount is distributed 85% on each district's best three months average daily attendance and 15% on poverty as reported on the most recent General State Aid claim. In addition to the state funding for this purpose, beginning in FY05 any unexpended funds from IDEA, Part B that are initially reserved for Room and Board reimbursements shall be used to pay districts for the costs of those students with disabilities whose program costs exceed 4 times the district's per capita tuition rate per PA 93-1022. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30 and June 20.

Chicago District 299 receives 29.2% of the final appropriation through the Chicago Block Grant.

Special Education - Personnel Reimbursement

Legislative Reference: 105 ILCS 5/14-13.01 of the School Code.	Program Goal: To support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.	FY99	\$228,698,300
		FY00	\$283,498,600
Board Goal: Funding		FY01	\$300,225,000
		FY02	\$314,611,000
Funding Source: State		FY03	\$303,506,900
		FY04	\$346,000,000
		FY05	\$360,000,000

Purpose: To employ staff to serve children and youth with disabilities, ages 3-21 years old. Specialized staff include: teachers, school social workers, school nurses, school psychologists, school counselors, physical and occupational therapists, individual or classroom aides, readers, administrators and others.

Population and Service Levels: The majority of pupils ages 3-21 who receive special education and related services are served in the public school sector by personnel reimbursed by this funding formula. The following table displays service-level information (downstate claim data does not include state audit adjustments):

<u>Service Areas</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>
Mental impairment	28,607	28,702	28,363	28,338
Physical impairment	3,285	3,135	2,994	2,877
Specific learning disability	135,022	138,157	139,582	142,042
Visual impairment	1,150	1,176	1,157	1,166
Hearing impairment	3,746	3,838	3,909	3,942
Deaf-blind	86	73	60	72
Speech and/or language impairment	73,842	75,029	74,246	74,204
Behavior/emotional disorder	30,585	31,184	30,631	30,410
Health impairment	9,776	12,132	14,441	17,169
Developmental delay	6,123	6,379	7,459	8,141
Autism	4,330	5,175	6,125	7,193
Traumatic brain injury	764	780	808	838
Multiple disabilities (new 2002)	<u>n/a</u>	<u>237</u>	<u>485</u>	<u>761</u>
Totals	297,316	305,997	310,260	317,153

<u>Claim & Staff Data</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Total Claim Amount	\$314,424,504	\$324,339,160	\$343,894,552	\$351,913,725
Chicago District 299	\$60,090,700	\$57,969,800	\$66,086,000	\$68,760,000
Downstate	\$254,333,804	\$266,369,360	\$277,808,552	\$283,153,725
Actual Percent Paid	100%	92.2%	100%	100%
Professional Employees (Claimed) *	27,108	27,894	28,753	29,244
Professional Employees (F.T.E.) *	24,228	25,112	26,038	26,589
Non-Certified Employees (Claimed) *	27,903	29,496	30,699	30,903
Non-Certified Employees (F.T.E.) *	21,371	23,182	24,501	24,832

* Data exclude Chicago District #299.

For additional statistics, see the [Demographics](#) section located in the back of this book.

Reimbursement/Distribution Information: Claims are submitted on or before August 15 and reimbursement is provided for the prior school year. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30 and June 20. Formula grants are based on \$8,000 for each full-time professional worker, \$2,800 for each full-time noncertified worker and \$400 for readers working with blind or partially seeing children who provide special education services to children and youth with disabilities.

For each full-time certified professional the state reimburses the lesser of;

- a. the local salary per teacher (defined as total salary minus federal funds); or
- b. the full time equivalent (FTE) days of the teacher divided by 185 times \$8,000

For each non-certified staff worker, the state reimburses the lesser of;

- a. the local salary per worker (defined as total salary minus federal funds);
- b. $\frac{1}{2}$ of the total salary (defined as all funds that contribute to total salary); or
- c. the full time equivalent (FTE) days of the worker divided by 185 times \$2,800.

Formula example (downstate claims):

Assumes one full-time certified professional

District cost = \$50,000

State reimbursement = \$8,000

Assumes one full-time certified professional and one full-time noncertified worker

District cost = \$70,000 (certified \$50,000 + noncertified \$20,000)

State reimbursement = \$10,800 (\$8,000 + \$2,800)

Chicago District 299 receives 19.1% of the final appropriation through the Chicago Block Grant.

The legislative formula was last amended in PA84-126, effective August 1985.

Special Education – Private Tuition

Legislative Reference: 105 ILCS 5/14-7.02 of the School Code Board Goal: Funding Funding Source: State	Program Goal: To support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.	FY99	\$35,270,600
		FY00	\$49,235,600
		FY01	\$48,000,000
		FY02	\$48,858,900
		FY03	\$47,134,400
		FY04	\$59,423,000
		FY05	\$66,811,500

Purpose: To provide special education services in private facilities for children with disabilities when the public school system does not have the necessary resources to fulfill the students' educational needs. The [Illinois Purchased Care Review Board](#) approves tuition costs for students placed in such private facilities.

Population and Service Levels: The following table displays service-level information.

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Total claim amount	\$45,855,404	\$53,344,710	\$62,480,469	\$78,163,177
Chicago District 299	\$23,647,700	\$22,813,000	\$28,760,700	\$32,336,800
Downstate	\$25,207,704	\$30,531,710	\$33,719,769	\$45,826,877
Actual percent paid	100%	79.5%	90.9%	75.1%
Students *	4,816	5,267	5,833	6,288
Per student claim *	\$5,234	\$5,797	\$5,781	\$7,288

* Student data exclude Chicago District #299.

For additional statistics, see the Demographics section located in the back of this book.

Reimbursement/Distribution Method: Claims are submitted on a per-pupil basis on or before August 15 each year. Reimbursement is provided for the prior school year and is based on the difference between \$4,500 and a district's per capita tuition charge and the actual tuition costs per pupil in excess of \$4,500 plus a second per capita tuition charge. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30 and June 20.

Formula example (downstate claims):

Example 1 – District above \$4,500 per capita:

District per cap = \$7,000

Private Tuition cost = \$20,000

Calculation:

District pays 1st per capita = \$7,000

District pays 2nd per capita = \$7,000

State reimbursement = \$6,000

Example 2 – District below \$4,500 per capita

District per cap = \$3,500

Private Tuition cost = \$20,000

Calculation:

District pays 1st per capita = \$3,500

State reimbursement on 1st per capita = \$1,000 ($\$4,500 - \$3,500$)

District pays 2nd per capita = \$3,500

State reimbursement on 2nd per capita = \$12,000 ($\$20,000 - (4,500 + 3,500)$)

Total state reimbursement = \$13,000 ($\$1,000 + \$12,000$)

Chicago District 299 receives 48.4% of the final appropriation through the Chicago Block Grant.

The legislative formula was last amended in PA80-1405, effective August 1978.

Special Education – Summer School

Legislative Reference: 105 ILCS 5/18-4.3 of the School Code Board Goal: Funding Funding Source: State	Program Goal: To support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.	FY99	\$3,395,600
		FY00	\$5,600,000
		FY01	\$6,500,000
		FY02	\$6,043,700
		FY03	\$5,830,400
		FY04	\$6,370,000
		FY05	\$6,762,000

Purpose: To provide educational services through the summer for students with disabilities so that they do not lose what progress was made during the regular academic year in private placements (see [Special Education-Private Special Education Tuition](#)) or in public school programs (see [Special Education-Extraordinary Services](#)).

Population and Service Levels: The following table displays service-level information (downstate claim data does not include state audit adjustments):

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Total claim amount	\$6,043,636	\$6,111,420	\$6,429,454	\$7,176,174
Chicago District 299	\$3,287,800	\$3,171,700	\$3,465,300	\$3,678,500
Downstate	\$2,755,836	\$2,939,720	\$2,964,154	\$3,497,674
Actual percent paid	100%	94.4%	97.9%	88.1%
Students *	12,155	13,381	13,957	15,991
Districts *	609	688	531	573

* Student data exclude Chicago District #299.

For additional statistics, see the [Demographics](#) section located in the back of this book.

Reimbursement/Distribution Method: As required by law, claims are submitted by the first of November and one lump sum payment is made on or before December 15. Formula grants are based on the number of special education students enrolled in one or more courses offered for at least 60 clock hours in the summer session.

Formula example (downstate claims):

District has one eligible special needs summer enrolled pupil
 Reported average daily attendance (ADA) for the pupil is 0.24
 Multiply the ADA by the statutory weighted equivalent of 1.25 (0.24 X 1.25 = 0.30)
 General State Aid (GSA) Entitlement for District = \$2,000,000
 District's best three months ADA reported from most recent GSA claim = 630.00
 Calculate District's GSA per ADA pupil (\$2,000,000 / 630.00 = \$3,174.60)
 District's reimbursement is calculated by multiplying the district ADA per pupil by the weighted equivalent of pupils reported (\$3,174.60 X 0.30 = \$952.38)

Chicago District 299 receives 54.4% of the final appropriation through the Chicago Block Grant.

The legislative formula was last amended in PA79-1350, effective August 1976.

Standards, Assessment & Accountability – System of Support

Legislative Reference: Not applicable	Program Goal: Provide technical assistance to low-performing schools in the development of standards-aligned curriculum and assessment through regional service providers to have all students meet Annual Yearly Progress.	FY99	n/a
Board Goal: Student Achievement		FY00	n/a
		FY01	n/a
		FY02	n/a
		FY03	n/a
		FY04	\$3,000,000
		FY05	\$3,552,700
Funding Source: State			

Purpose: The System of Support initiative is a major component of the state's plan to provide technical assistance to low-performing schools as identified by the state's assessment program and as required by both state law and the federal [No Child Left Behind Act](#). This support includes: assistance in the development of standards-aligned curriculum and assessments; assistance in forging alliances between schools and their communities in support of student academic progress and success; and assistance in meeting the instructional needs of under-performing student subgroups. Regional service providers assist identified schools in data analysis and school improvement plan development; standards-aligned curriculum and assessment development; teacher and administrator performance enhancement; and student, parent and community support. The [Standards Aligned Classroom](#) (SAC) initiative assists educators in applying principles and practices of a standards-led system to improve teaching and learning. Teams of educators are trained by the ROE/ISC offices and work with the [Illinois Learning Standards](#) (ILS) and applicable resources to align their curriculum and assessments.

Population and Service Levels: The following table displays service-level information for the schools on Academic Early Warning Status and Academic Watch Status:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>
Academic Early Warning Status	718	718	402
Academic Watch Status	49	305	540

Reimbursement/Distribution Method: Funds are awarded to qualified regional providers through a competitive bidding process (typically groups of ROEs or ISCs). The size of the award varies depending on the number of status schools the provider proposes to serve and the service plan components included in the provider's proposal. Providers are expected to extend service to other schools in the region that may be moving into status to the extent possible.

Performance Measures & Activities: The grant award to a particular provider is renewable based on evidence that the schools in academic difficulty in the provider's service region are making measurable progress and are moving out of status. Progress is also measured by the improvement in the performance of identified subgroups in the schools the provider serves, the participation rate of the students in the schools the provider serves, and other factors related to Adequate Yearly Progress. In addition, an external contractor will evaluate the regionalized System of Support over a three-year period to determine provider effectiveness in assisting schools in raising student academic performance. Data will be available October 2005.

Supervisory Expense Regional Office of Education Programs

Legislative Reference: 105 ILCS 5/18-6 of the School Code Board Goal: Funding Funding Source: State	Program Goal: To provide other state funding to support educational services through the Regional Offices.	FY99	\$102,000
		FY00	\$102,000
		FY01	\$102,000
		FY02	\$102,000
		FY03	\$102,000
		FY04	\$102,000
		FY05	\$102,000

Purpose: To supply funds to Regional Offices of Education for supervisory duties.

Population and Service Levels: The 45 regional superintendents who cover all 102 counties of the state are eligible to participate.

Reimbursement/Distribution Method: Funds are distributed through formula grants based on \$1,000 for each regional superintendent for each county supervised.

Performance Measures & Activities: The State Board collects no data or has any measures to determine the effectiveness of this program.

Tax Equivalent Grants

Legislative Reference: 105 ILCS 5/18-4.4 of the School Code Board Goal: Funding Funding Source: State	Program Goal: To provide other state funding for the support of local education services.	FY99	\$185,800
		FY00	\$185,800
		FY01	\$185,800
		FY02	\$216,000
		FY03	\$222,600
		FY04	\$222,600
		FY05	\$222,600

Purpose: To make up lost property tax revenues where a state institution is located in a school district and the state owns 45% or more of the total land area of the district.

Population and Service Levels: A grant is awarded to Chaney-Monge School District 88 in Will County as the Illinois State Penitentiary covers 47% of the district's 3,283 acres.

Reimbursement/Distribution Method: Funds are distributed through a grant to Chaney-Monge School District. The following table shows the lost tax revenue:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Lost tax calculation	\$216,000	\$222,600	\$236,419	\$242,734

Performance Measures & Activities: Tax equivalent grants are reviewed and issued to all eligible school districts.

Teach for America

Legislative Reference: Not Applicable	Program Goal: To recruit, train, place and provide support for Teach for America corps members within high-poverty, low-performing schools in Chicago District 299 and expand to other high-need districts in the State.	FY99	n/a
		FY00	n/a
Board Goal: Student Achievement		FY01	n/a
		FY02	n/a
Funding Source: State		FY03	\$450,000
		FY04	\$450,000
		FY05	\$450,000

Purpose: To provide an alternative route to teacher certification for college graduates who did not originally choose teaching careers by utilizing an extensive mentoring and induction component to support these new teachers in their classrooms. The premise is to recruit only the “best and brightest” who will form a “bonus corps” of highly-talented people with greater potential of staying in teaching or other educational leadership jobs to serve under-achieving students.

Population and Service Levels: Support for recruitment, selection and training of [Teach for America](#) (TFA) corps members who serve as teachers in areas of great need within the Chicago Public Schools and other identified high-need districts in the state. The following table displays service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Chicago teachers	120	130	150	175
Chicago students reached	12,070	11,050	12,750	14,875

Reimbursement/Distribution Method: Funds are distributed through a grant to Teach for America.

Performance Measures & Activities: The outcome of this initiative will be evaluated through the increased number of corps members who teach in low-income, low-performing schools and the expansion of the program beyond Chicago District 299.

Teacher Certification Fee Revolving Fund

Legislative Reference: 105 ILCS 5/21-1b. of the School Code Board Goal: Student Achievement Funding Source: State	Program Goal: To ensure that all candidates for teaching, administrative and school service personnel certificates meet the established requirements through the use of a highly effective technical and informational support system.	FY99	\$450,000
		FY00	\$1,200,000
		FY01	\$1,200,000
		FY02	\$1,200,000
		FY03	\$1,200,000
		FY04	\$1,500,000
		FY05	\$1,503,000

Purpose: To provide the mechanism for the state to receive the \$30 application fee charged for certificates, endorsements or evaluation of credentials. The funds received are deposited into the Teacher Certification Fee Revolving Fund and are used to provide the technology and other resources necessary for the timely and efficient processing of certification requests.

Population and Service Levels: Approximately 42,000 applications for teaching, administrative and school service personnel certificates, endorsements and approvals are processed annually. FY03 was the final year for exchanging old certificates for new Standard certificates. The following table displays service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Certificates issued by evaluation	24,517	28,485	25,609	26,000
Certificates issued by entitlement	11,811	13,137	15,244	16,000
Letters of deficiency issued	14,500	14,458	15,111	15,000
Certificates exchanged	91,116	89,999	6,332	n/a

Reimbursement/Distribution Method: Funds provide for continual enhancement and maintenance to the [Teacher Certification Information System](#) (TCIS), the [Certificate Renewal Tracking System](#) (CeRTS) and the Illinois Administrator Academy Management System (IAAMS); the employment of temporary personnel to provide assistance to the agency during high-demand periods; equipment to link Regional Offices of Education to the ISBE computerized teacher certification database; enhancements to software systems; and upgrades to technology used to process certificate and endorsement applications.

Performance Measures & Activities:

- Teacher Certification Information System software has been enhanced to provide additional data reporting regarding teaching assignments for use in responding to the federal No Child Left Behind Act requirements; and
- all Regional Offices of Education TCIS users are linked to a Citrix system that allows more enhanced operation and flow of data between offices.

For additional statistics, see the [Demographics](#) section located in the back of this book.

Teacher of the Year Award - Teacher Education Programs

Legislative Reference: Not applicable	Program Goal: To recognize and utilize exemplary local educators and education programs that promote improved teaching and learning related to the Illinois Learning Standards.	FY99	\$150,000
Board Goal: Student Achievement		FY00	\$150,000
Funding Source: State		FY01	\$150,000
		FY02	\$150,000
		FY03	\$150,000
		FY04	\$150,000
		FY05	\$140,000

Purpose: To honor outstanding school personnel and identify an Illinois Teacher of the Year (TOY) to serve as an “Ambassador” for the teaching profession who completes a project that is selected and designed to benefit teaching and learning in the state.

Population and Service Levels: The Those Who Excel/Teacher of the Year program is available to all public and nonpublic schools in Illinois. Candidates from seven categories (including Teacher of the Year) are nominated and selected, ranging from noncertificated staff through administrators. Through this grant, the Teacher of the Year is available to address audiences at no cost to the requester. In addition, finalists for Teacher of the Year are often asked to represent the Teacher of the Year at events he/or she cannot attend. The following table displays service-level information (FY05 data available summer 2004):

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>
Teacher of the Year nominations	93	102	98	101
Teacher of the Year presentations/visits	93	100	100	110

Reimbursement/Distribution Method: One local district receives these grant funds. The grants are based on the Teacher of the Year’s salary and benefits, substitute costs, travel and expenses related to his/her project.

Performance Measures and Activities: Applications from candidates in all seven categories are collected, reviewed and scored, and winners chosen by May 1. The current Illinois Teacher of the Year, as well as former Illinois Teachers of the Year, are invaluable to agency staff when planning strategies for retaining teachers, recruitment of teachers, and professional development issues.

Teachers' Academy for Math & Science

Legislative Reference:	Program Goal: To create and facilitate a continuous improvement system for Illinois schools that ensures excellence in the teaching and learning of mathematics and science so that every child is equipped with the knowledge, skills and competencies to function in and contribute meaningfully in a global society.	FY99	\$5,500,000
Board Goal: Student Achievement		FY00	\$5,500,000
Funding Source: State		FY01	\$5,500,000
		FY02	\$8,900,000
		FY03	\$4,900,000
		FY04	\$0
		FY05	\$1,090,800

Purpose: To systemically reform mathematics and science education in selected schools by emphasizing professional development and peer support for teachers.

Population and Service Levels: The Teachers' Academy for Mathematics and Science (TAMS), established in Chicago with funding from the U.S. Department of Energy, the National Science Foundation and the State Board of Education, provides on-site mathematics, science and technology professional development to selected schools, especially low-performing schools, in Chicago and selected schools statewide. The number fluctuates as the schools gain interest in the services available. The following table displays service-level information:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04 (est.)</u>
Schools	32	47	75	14
Students	10,000	20,000	16,200	2,435
Teachers	500	950	810	123

The Academy uses specific criteria to determine target markets where it seeks out a partnership opportunity with the local system that will help build the leadership capacity to support the change process and sustain the improvements over time.

Examples of FY05 Academy initiatives and their target populations include:

- Providing assistance to teachers in probation schools who have adopted the Chicago Mathematics and Science Initiative (CMSI) curricula. The support includes classroom visits, planning/reflection sessions, grade-level meetings and principal meetings.
- Delivering the first year of its two-year comprehensive staff development program to 6th – 8th grade teachers in Thornton Township. Each participating teacher will receive 30 hours (60 for 2 years) of guided instruction in mathematics and science, and the equivalent of 15 (30 for 2 years) hours of individualized implementation support in their school classrooms as well as \$600 worth of materials for their classroom.
- Establishing a Science Resource Center (SRC). The Center will serve two purposes. First, it will serve as a lending facility for science kits to K-5th grade Chicago public school teachers. During its initial year of operation the SRC will lend two different science kits to Chicago public school teachers. Training and follow-up contact from an Academy professional developer will be provided with both kits. Second, the Academy is working on developing a science kit refurbishing program for grades 1st – 8th to meet the future needs of Chicago Public Schools.

Reimbursement/Distribution Method: Funds are distributed based on a legislative appropriation to the Teachers' Academy for Mathematics and Science.

Performance Measures & Activities

Analyses of IGAP/ISAT scores for schools that have participated in the Academy's intensive two-year whole school program have found that Academy schools out gain similarly-situated non-Academy schools with respect to the percentage of students meeting or exceeding Illinois standards in mathematics and science. Academy staff help schools embed multiple types of assessments in teaching and learning. Students benefit from the positive changes in their classroom cultures and have consistently shown greater gains over time (in terms of achievement on standardized tests) than non-Academy schools.

For additional information on the Teachers' Academy for Mathematics and Science, go to its website (<http://www.tams.org/>).

Technology for Success

<p>Legislative Reference: 105 ILCS 5/2-3.117 of the School Code</p> <p>Board Goal: Policies and Services</p> <p>Funding Source: State</p>	<p>Program Goal: To provide students with equitable and adequate access to learning technologies and to enable schools to effectively use technology to improve learning opportunities, student achievement and accountability for data-driven decision making in all educational efforts.</p>	<p>FY99 \$46,250,000</p> <p>FY00 \$48,750,000</p> <p>FY01 \$49,250,000</p> <p>FY02 \$49,250,000</p> <p>FY03 \$25,025,000</p> <p>FY04 \$11,500,000</p> <p>FY05 \$4,134,700</p>
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Purpose: To provide and assist with digital technology for schools; provide curriculum, online educational resources and educational software; support staff development in utilizing technology; and provide administrative leadership for appropriate and effective use of technology. Funds are used pursuant to the Digital Age Learning, State of Illinois Five-Year Technology Plan. The State Board collaborates with the Governor's Office, the Illinois Board of Higher Education, Illinois Community College Board, Central Management Services (Illinois Century Network) and other entities to ensure maximum coordination of technology leadership and initiatives.

There are two main projects under the Technology for Success program:

Learning Technology Centers (LTC)

Services offered through the LTCs include coordinating the writing and approval of district technology improvement plans, assistance in obtaining E-rate and other funding streams, consultation on computer networks, hardware and software, and professional development seminars. The Centers meet regularly with district technology coordinators and personnel and offer seminars on technology integration into academic curriculum. During FY04 and 05, the LTCs have been involved in helping districts write technology plans under the new guidelines; over 500 have been entered online. During FY05, a new online peer review system will be piloted for these plans. LTCs will also crosswalk between the District Improvement Plans and Technology Improvement Plans. LTCs are also assisting in the pilot of a new statewide Student Information System by offering staff and facilities to train and assist districts.

Illinois Virtual High School

The Illinois Virtual High School is an internet educational service delivering a wide range of quality high school class content online to Illinois students. The State Board of Education owns and serves as the fiscal agent for the IVHS and provides oversight for the program in collaboration with the Illinois Board of Higher Education, the Illinois Community College Board and the Governor's Office of Technology. The Illinois Mathematics and Science Academy (IMSA) manage and operate IVHS on behalf of ISBE. IVHS provides classes that may not be available to students at all schools, the ability to work at a more flexible and individualized pace and offers online professional development for IVHS mentors. A full description can be found at <http://www.ivhs.org>.

Population and Service Levels: All public school districts, university laboratory schools, charter schools, Area Vocational Centers, Regional Offices of Education, Intermediate Service Centers, and non-public schools (to the extent permitted by law) are eligible to participate. The following tables display service-level information for each project:

Learning Technology Centers (LTCs)

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Number of Districts Served	893	893	887	*
Number of Students Served	2,071,391	2,084,187	2,100,961	*

* Data not yet available.

Illinois Virtual High School

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Number of High Schools	69	162	213	225
Number of Students Served	282	937	1,409	1,500
Number of Courses Offered	69	90	101	93

For additional statistics, see the [Demographics](#) section located in the back of this book.

Reimbursement/Distribution Method: Formula grants are available to school districts and ROEs; competitive grants and contracts are available to school districts, ROEs, educational and technology consultants, technology and telecommunication companies and others through a request-for-proposals process. The ROEs serve as financial agents for all LTCs.

The Learning Technology Centers are allocated funds based on a student count formula developed during the inception of the Technology Hubs. Funds are allocated on the same basis, or a percentage, depending on funding levels available. Funds are granted after a grant application is submitted and approved indicating goals and objectives are in line with the State of Illinois, Five-Year Technology Plan called “Digital Age Learning.”

The Illinois Virtual High School is funded as follows: in FY05, grants and contracts consisted of \$1.4M in state funds (management and online teacher and student support; portal and support software for the various courses) and nearly \$0.7M in federal funds (courseware development). In addition, IMSA will collect an estimated \$370,000 in course enrollment fees. Federal grants also provide for approximately \$250,000 in contracts to IVHS partners to develop new courseware and provide quality management.

Performance Measures & Activities: The effectiveness of the Technology for Success program will be evaluated using measures and benchmarks identified as part of the revised state plan, including:

- student access to current and emerging technologies and technology-based learning resources;
- student and teacher competence in the use of learning technologies; and
- integration of technology in teaching and learning.

Accomplishments include:

- More than 99% of Illinois school districts have a community-based technology plan approved by peer review panels.
- All Illinois school districts and school buildings are now connected to the Internet.
- Illinois students and teachers have access to a broad array of learning resources through the Illinois Learning Technology Purchase program at statewide pricing.
- Illinois students have access to expanded curricular opportunities through the IVHS.
- eRate assistance to districts has provided additional federal dollars to Illinois schools for voice, internet and networking efforts.

Temporary Relocation Revolving Fund

Legislative Reference: 105 ILCS 5/2-3.77 of the School Code	Program Goal: To assist school districts in providing a safe temporary environment for learning.	FY99	\$565,000
		FY00	\$565,000
		FY01	\$1,130,000
Board Goal: Policies and Services		FY02	\$1,130,000
		FY03	\$1,130,000
Funding Source: State		FY04	\$1,130,000
		FY05	\$1,000,000

Purpose: To pay school district emergency relocation expenses incurred as a result of fire, earthquake, tornado or other natural or man-made disaster or school building condemnation made by an ROE and approved by the State Superintendent of Education.

From FY99 through FY02, General Fund appropriations of \$565,000 per year were deposited into the Temporary Relocation Revolving Loan Fund for the purpose of making loans to school districts in need. In FY05, \$400,000 of General Fund appropriation was transferred into the Loan Fund per supplemental authority (Public Act 93-1070).

Population and Service Levels: The following chart shows those school districts that were able to move students from dangerous environments to safe classrooms.

	<u>District</u>	<u>Loan Amount</u>	<u>Grant Amount</u>	<u>Total</u>	<u>Students Served</u>
FY99	Pana CUSD #8	\$217,000	\$348,000	\$565,000	1,329
FY00	Massac CUSD #1	\$333,176	\$8,998	\$342,174	2,321
FY01	Dongola CUSD #66	\$31,777	\$179,827	\$211,604	349
FY01	Oakland CUSD #5	\$210,386	\$0	\$210,386	440
FY02	Cypress SD #64	\$14,084	\$485,916	\$500,000	120
FY03	Altamont CUSD #10	\$140,234	\$372,316	\$512,550	182
FY03 *	Cypress SD #64	n/a	\$99,807	\$99,807	n/a
FY05(est.)	Gavin SD #37	\$555,286	\$118,859	\$674,145	615

* Amended original FY02 budget—paid out in FY03.

Reimbursement/Distribution Method: Formula grants are distributed based on costs for the lease or renovation of facilities and for transportation and other costs associated with the emergency relocation of school operations that will ensure a safe and healthy learning environment for students. Payments received from the emergency loan program will pay into the fund in future years.

Performance Measures & Activities: This program has provided a safe environment for 5,356 students since its inception. A safety net of state funding is critical to guarantee full compliance with the Health/Life Safety Code under emergency circumstances when districts lack sufficient financial resources to provide alternative educational facilities.

Textbook Loan Program

Legislative Reference: 105 ILCS 5/18-17 of the School Code	Program Goal: To provide textbooks & textbook substitutes to all eligible recipients as requested for all subject areas.	FY99 * \$24,192,100 FY00 * \$24,192,100 FY01 * \$30,192,100 FY02 * \$30,192,100 FY03 * \$29,126,500 FY04 * \$29,126,500 FY05 * \$29,126,500
Board Goal: Funding		
Funding Source: State		

* Shows only the original appropriation amount. Since FY99, there also has been a reappropriation to this line.

Purpose: To provide textbooks, instructional computer software and related educational resources such as science kits.

Population and Service Levels: All students in public, private and nonprofit elementary and secondary schools are eligible to participate. The agency annually establishes which grades are eligible and calculates a per-pupil amount. The following table displays service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Students receiving textbooks	892,536	715,631	650,000	904,553
Number of public students	787,437	639,468	570,000	767,362
Percentage of public students	88%	89%	88%	86%
Number of nonpublic students	105,099	76,163	80,000	134,191
Percentage of nonpublic students	12%	11%	12%	15%
Participants:				
Public school districts	1,269	1,316	600	1,268
Nonpublic schools	754	752	300	1,212
Grade levels served	K-4	5-8	9-12	K-4

Reimbursement/Distribution Method: Schools enter their online requests October - December. Purchase orders will be sent to vendors in January with shipments by the end of summer.

Performance Measures & Activities: The success of this program is measured by the efficient loan of textbooks to eligible students. The allotment per pupil including shipping costs is shown below:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Allotment per pupil	\$33.61	\$40.70	\$45.00	\$32.00

Publishers' ship books beginning in May; however, many schools are unable to inventory materials and confirm receipt until after the end of the fiscal year. Therefore, a reappropriation has been necessary to fully distribute funds since FY99.

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
New appropriation	\$30,192,100	\$29,126,500	\$29,126,500	\$29,126,500
Reappropriation	\$18,871,114	\$27,785,300	\$27,785,300	\$26,320,886

Title I – Advanced Placement Program

Legislative Reference: NCLB, PL 107-110 (CFDA 84.330B–Test Fee) (CFDA 84.330C Incentive) Board Goal: Student Achievement Funding Source: Federal	Program Goal: To increase the number of low-income students taking advanced placement exams through provision of exam fee reimbursement; to increase the number of low-income students benefiting from pre-advanced and/or advanced placement courses and highly trained teachers; and to increase the availability and range of schools that offer pre-advanced and/or advanced placement courses.	FY99	n/a
		FY00	\$160,000
		FY01	\$800,000
		FY02	\$800,000
		FY03	\$700,000
		FY04	\$900,000
FY05	\$2,000,000		

Purpose: To assist school districts in offsetting the fees for low-income students who take the annual [College Board Advanced Placement](#) (AP) Exam and International Baccalaureate Organization exam; to develop, enhance, or expand advanced placement and pre-advanced placement courses, in conjunction with advanced placement courses, in English, mathematics, science, and other core academic areas at the middle or high school grades; to develop a high school administrators' academy of reading best practices in the content areas to strengthen school leadership in higher-order thinking, reading, and writing; and to provide support for quality professional development, online advanced placement and pre-advanced placement courses, and coordination of curriculum design and development among middle grade and high school teachers.

Population and Service Levels: All Illinois low-income students who take Advanced Placement or International Baccalaureate Organization exams are eligible to receive test fee reduction funds. Public middle grade and high schools with a minimum of 40 percent low-income students are eligible for advanced placement and pre-advanced placement program development, curriculum design, online learning support, and professional development.

Reimbursement/Distribution Method: [Advanced Placement Test Fee Program](#) reimbursement funds are provided to the College Board for low-income students who request fee reductions for Advanced Placement exams and to school districts involved in the International Baccalaureate Organization exam program. Advanced Placement Incentive Program funds are distributed as grants to eligible low-income middle grade and high schools to develop classroom and/or online programs that will allow more students to enroll in advanced placement and pre-advanced placement courses and better prepare them to take Advanced Placement and/or International Baccalaureate Organization exams; and to provide professional development opportunities for advanced placement teachers.

Performance Measures & Activities: Trend data will be used to:

- analyze the proportion of low-income students receiving fee subsidies compared with other advanced placement students and measure gap/closure;
- compare the number of low-income students earning an Advanced Placement exam score of 3 or greater or receiving an International Baccalaureate diploma;
- identify the number of schools participating in Advanced Placement and/or International Baccalaureate Organization testing and/or requesting fee subsidies for the first time;

- analyze low-income student performance on Advanced Placement and/or International Baccalaureate Organization exams;
- analyze the performance of all students on Advanced Placement and/or International Baccalaureate Organization exams;
- analyze the performance gap between fee-subsidized students and other students on Advanced Placement and/or International Baccalaureate Organization exams;
- analyze low-income student enrollment data for Advanced Placement and/or International Baccalaureate Organization exams; and
- identify the number of and schools participating in Advanced Placement and/or International Baccalaureate Organization exams for the first time or participating in new exam areas.

Each Advanced Placement exam is given a score of 1 to 5 (with 5 as the top score). A student will usually receive college credit if he or she scores 3 or greater on an Advanced Placement exam. Current and recent Advanced Placement exam data follows:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>
Total exams taken	56,519	64,021	69,673	73,150
Number of reduced-fee exams	3,081	5,884	6,280	6,477
Number of reduced-fee candidates	2,073	3,952	4,161	4,268
Number of reduced-fee scores = 5	363	489	713	659
Number of reduced-fee scores = 4	344	639	719	769
Number of reduced-fee scores = 3	517	919	1,067	1,105
Number of reduced-fee scores \geq 3	1,224	2,047	2,499	2,533

Data taken from the College Board Advanced Placement Fee Reduction Yearly Summary

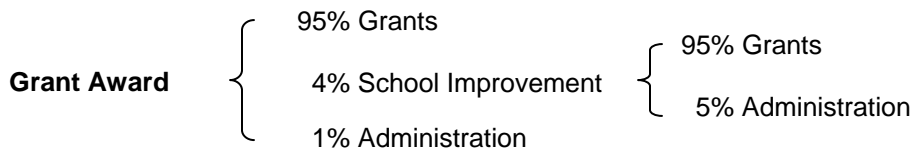
For additional statistics, see the [Demographics](#) section located in the back of this book.

Title I – Basic, Part A

Legislative Reference: 20 USC 6311 et seq. P.L. 100-297 (CFDA 84.010A) Board Goal: Student Achievement Funding Source: Federal	Program Goal: Provide Title I Grants to school districts to financially support programs for students at risk of academic failure.	FY99	\$350,000,000
		FY00	\$350,000,000
		FY01	\$360,000,000
		FY02	\$400,000,000
		FY03	\$450,000,000
		FY04	\$535,000,000
		FY05	\$615,000,000

Purpose: To provide supplemental services for children from preschool through grade 12 who are at risk of not meeting the [Illinois Learning Standards](#). Funds support instruction in reading, math, and language arts as well as professional development activities. Funds will be used for a variety of expenditures, including instructional salaries, supplies and materials, consultant fees, equipment, and other services in support of supplemental programs for at-risk students. For schools identified for improvement under NCLB, up to 20% may be used to cover expenditures related to providing School Choice and Supplemental Educational Service (SES).

The diagram below represents the Title I, Basic, Part A grant award allocation at the state level based on the [No Child Left Behind Act](#).



Population and Service Levels: All Illinois local education agencies that have a low-income census count of at least ten (or two percent of their school-age population) are eligible to receive direct assistance.

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04 (est.)</u>
Number of Title I districts	788	792	819	815
Number of Title I schools	2,174	2,409	2,433	2,364
Students receiving targeted reading instruction	101,499	90,719	80,037	77,752
Students receiving targeted math instruction	33,312	37,607	29,748	22,595
Number of full-time teachers hired	*	3,249	3,300	3,500

* Data unavailable.

Reimbursement/Distribution Method: Funds are distributed through formula grants based on low-income census count.

Performance Measures & Activities: The Title I grant targets resources to high-poverty districts to meet educational needs of low-achieving children. This grant will allow districts to hire full-time teachers and reach at-risk students who will receive direct instruction in reading and mathematics. Approximately 800 school district applications are reviewed, approved, processed and funded.

Percent of Students Meeting or Exceeding Standards

<u>Grade</u>	<u>Subject</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>
3	Reading	62.4%	62.2%	62.0%	65.0%
8	Reading	65.6%	68.0%	63.7%	67.1%
3	Mathematics	73.8%	74.2%	75.7%	79.1%
8	Mathematics	50.4%	52.6%	53.1%	54.4%
11	Reading	57.5%	58.1%	56.4%	56.8%
11	Mathematics	53.9%	53.6%	53.3%	53.1%

Title I – Comprehensive School Reform

Legislative Reference: NCLB, PL 107-110 (CFDA 84.332A) Board Goal: Student Achievement Funding Source: Federal	Program Goal: To improve the performance of at-risk students and schools in academic difficulty as measured by standardized tests and other performance measures.	FY99	\$7,000,000
		FY00	\$8,000,000
		FY01	\$8,000,000
		FY02	\$12,000,000
		FY03	\$12,219,600
		FY04	\$18,000,000
		FY05	\$18,000,000

Purpose: To improve public education by pursuing comprehensive school reform as part of a district-wide school improvement strategy. Schools, working with their central offices, teachers and parents, develop a comprehensive school reform model based on reliable research and effective practices that fit their students' needs to achieve the [Illinois Learning Standards](#).

Population and Service Levels: Funds will be targeted to schools in districts that are in school improvement and in academic early warning status. The following table displays service-level information:

<u>Districts in Support Status</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Districts funded	20	19	37	43	56
Schools funded	99	88	219	170	311

Reimbursement/Distribution Method: Funds are awarded through an application process. By federal law, each school must receive a minimum of \$50,000 per year for up to three years. The recommended level of funding is based upon the anticipated federal grant award, and grants are renewable for an additional two years based upon the availability of funds in the federal appropriation and the successful implementation of the comprehensive reform design. Funds support design implementation costs including consultant/trainer fees, professional development release time, evaluation costs and other costs associated with the implementation of comprehensive reform designs.

Performance Measures & Activities: Performance measures include:

- school improvement plans that score a 20 or higher on the state rubric; and
- subsequent implementation leading to improved student performance (on the [ISAT/PSAE](#) after 3 years) in schools receiving grants.

Title I – Education of Migratory Children, Part C

Legislative Reference: NCLB, PL 107-110 (CFDA 84.011A) Board Goal: Student Achievement Funding Source: Federal	Program Goal: To improve the performance of migrant students as measured by standardized tests.	FY99	\$3,155,000
		FY00	\$3,155,000
		FY01	\$3,155,000
		FY02	\$3,155,000
		FY03	\$3,155,000
		FY04	\$3,200,000
		FY05	\$3,200,000

Purpose: To develop and provide supplemental educational services to migrant children, ages 3 through 21, who have not graduated from high school or received their GED. This program provides interventions that are appropriate for at-risk migrant students in order to increase the percentage of these students meeting the [Illinois Learning Standards](#) (ILS) with an emphasis on reading & mathematics. Funds are generally used for such services as teacher and teacher aide salaries for summer and regular-term services to students and families, support of teacher training and coordinating services in resource projects, student identification and student recruitment.

Population and Service Levels: Students being served are educationally disadvantaged and children of seasonal and migratory farm workers. In FY04, about 4,700 students qualified for services of which 2,400 were served. About 99% of these students are Hispanic of Mexican and Mexican-American origin and generally come from Texas, Florida, Washington, and Mexico. Families are highly mobile and often do not remain in one school district for the entire school year. Thirteen summer-term programs and five regular-term programs located throughout the state operate under Local Education Agencies (LEAs) that provide direct services to the student population. Other supportive services such as health and dental care, meal programs and social services were offered to enhance the instructional program during the summer school component of the program through the LEAs. Additionally, three programs operate statewide as resource projects to LEAs in the areas of identification and recruitment of students, health and dental services, and curriculum and professional development.

Migrant children are eligible for program services for 36 months after their last move, even after their parents decide to settle and they no longer migrate between states to seek employment. The following table displays service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Students served	3,000	3,000	2,400	2,400
Number of programs/services	22	22	21	21
Number of districts/LEAs	14	14	13	13

Reimbursement/Distribution Method: Migrant Funds are discretionary and are distributed to Local Education Agencies (LEAs) in amounts determined by negotiations between the State Board of Education and the local service providers. Supportive services in the areas of comprehensive health, professional development, and identification and recruitment of migrant students are provided through resource providers awarded grants in the grant proposal process.

Performance Measures & Activities: Because of the transient lifestyle of the migrant families, roughly 10-20% are in the state during the [ISAT/PSAE](#) testing period. The figures below are the ISAT/PSAE results in percentage figures for migrant students present during the testing period who meet or exceed state standards. For comparison, statewide averages of all students are shown in parenthesis:

<u>Fiscal Year</u> <u>School Year</u>	<u>FY02</u> <u>2001-2002</u>	<u>FY03</u> <u>2002-2003</u>	<u>FY04</u> <u>2003-2004</u>
Grade/Subject			
3 Reading	60.1% (62.2%)	25.5% (62.0%)	50.0% (65.1%)
3 Math	74.6% (74.2%)	48.2% (76.7%)	61.8% (79.1%)
3 Writing	66.4% (56.6%)	55.8% (60.1%)	58.8% (63.8%)
5 Reading	34.3% (59.1%)	32.7% (60.4%)	36.8% (60.9%)
5 Math	35.8% (62.9%)	45.1% (68.3%)	57.9% (71.8%)
5 Writing	46.2% (58.8%)	54.1% (64.8%)	57.9% (70.0%)
8 Reading	35.6% (68.0%)	19.5% (63.7%)	36.8% (67.1%)
8 Math	33.3% (52.6%)	22.0% (53.1%)	33.3% (54.4%)
8 Writing	32.6% (62.5%)	36.6% (59.0%)	69.4% (63.6%)
PSAE Reading	23.8% (58.1%)	17.9% (56.4%)	14.3% (56.8%)
PSAE Math	28.6% (53.6%)	10.7% (53.3%)	35.7% (53.1%)
PSAE Writing	29.0% (59.4%)	14.3% (58.9%)	28.6% (59.6%)

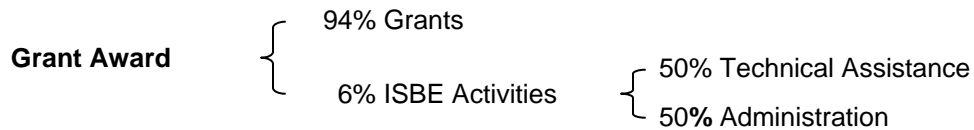
For additional statistics, see the [Demographics](#) section located in the back of this book.

Title I – Even Start Programs

Legislative Reference: NCLB, PL 107-110 (CFDA 84.213C) Board Goal: Student Achievement and Collaboration Funding Source: Federal	Program Goal: To improve educational achievement for low- income families and break the cycle of poverty and illiteracy.	FY99	\$7,500,000
		FY00	\$5,150,000
		FY01	\$7,000,000
		FY02	\$11,500,000
		FY03	\$12,059,200
		FY04	\$10,000,000
		FY05	\$10,000,000

Purpose: To provide low-income families with integrated literacy services for parents and their young children (birth through age 7) and to build community networks which support the family as an educational unit.

The diagram below represents the Title I, Even Start grant award allocation at the state level based on Title I of the [No Child Left Behind Act](#):



Population and Service Levels: Eligible applicants are partnerships composed of both 1) a school district, Regional Office of Education, an approved public university laboratory school, charter school, or area vocational center; and 2) a not-for-profit community-based organization, public agency other than a local education agency, an institution of higher education, or a public or private not-for-profit organization of demonstrated quality other than a local education agency. Services include early childhood education, adult literacy, parenting education, interactive literacy activities between parents and their children, and state leadership activities that increase academic achievement for children, age's birth-7, and families with adults who are eligible for adult basic education. The following table displays service-level information (FY05 data will be available in fall 2005):

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>
Families	2,331	2,320	2,754	2,559
Adults (parents)	2,259	2,393	2,871	2,685
Children (students)	3,475	3,645	4,200	4,061

Reimbursement/Distribution Method: A request-for-proposals process is used to award competitive grants. Successful first-year proposals will be approved for a four-year period; continuation in each subsequent fiscal year will be contingent upon a sufficient appropriation and satisfactory project performance. A grant award will be at least \$75,000 per year, except in the ninth or subsequent years when the minimum grant award is \$52,500.

Performance Measures & Activities:

Data for children enrolled in an [Even Start Family Literacy program](#) for at least seven months is as follows:

- 84.0% of children ages three to five demonstrated continuous progress in language development and literacy for preparation to begin school;
- 94.2% of kindergarten students, 92.4% of first-grade students, 93.0% of second-grade students and 96.2% of third-grade students demonstrated progress in reading readiness or reading at or above grade level;
- 63.9% of children in kindergarten to third grade had higher attendance rates than the building attendance rate; and
- 94.7% of children in kindergarten to third grade were promoted to the next grade level.

Data for adults enrolled in an Even Start Family Literacy program includes:

- 62.9% of participating adults who completed at least 75 hours of Adult Basic Education or Adult Secondary Education instruction demonstrated test score gains at or above average on the Test for Adult Basic Education Reading, based upon entry-level scores;
- 59.1% of participating adults who have completed at least 75 hours of English as a Second Language instruction demonstrated test score gains at or above average on the Basic English Skills Test, based on entry test-level scores; and
- 64.0% of participating adults who have identified at least one education-related goal (e.g., pass the GED test) or one employment-related goal (e.g., enter into first job), attained at least one of their goals within a prescribed period of time.

Data for families enrolled in an Even Start Family Literacy program is below:

- 87.1% of participating families independently demonstrated one of the interactive literacy behaviors identified or learned in the program; and
- 73.1% of participating adults who identified at least one goal related to family needs or community involvement attained at least one of their goals within a prescribed period of time.

Title I – Neglected and Delinquent, Part D

Legislative Reference: NCLB, PL 107-110 (CFDA 84.013A) Board Goal: Student Achievement Funding Source: Federal	Program Goal: To provide interventions appropriate for at-risk, neglected, and delinquent students to increase the percentage of these students meeting the Illinois Learning Standards particularly in reading and math.	FY99	\$1,600,000
		FY00	\$2,600,000
		FY01	\$2,600,000
		FY02	\$2,600,000
		FY03	\$2,700,000
		FY04	\$4,000,000
		FY05	\$4,000,000

Purpose: To provide educational services to children in local and state institutions (Department of Corrections) for neglected or delinquent children and youth so that they meet the same state standards as other students and transition from institutionalization to further schooling and employment.

In addition, this program helps prevent at-risk youth from dropping out of school and provides dropouts and youth returning from institutions with a support system to ensure their continued education.

Population and Service Levels: An estimated 19 local education agencies statewide will receive Title I Neglected or Delinquent funding serving about 32 institutions for the creation of supplemental educational programs for 1,148 students in institutions. The Department of Corrections receives funding to serve a target population of approximately 2,063 incarcerated residents in 8 state adult correctional institutions and eight juvenile correctional institutions. The number of students aged 5-17 to be served is based on an annual student survey count from each institution, completed by the institution and the Department of Corrections. The following table displays student service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Students Served in:				
Local neglected & delinquent institutions	2,271	2,242	2,219	1,148
Adult and juvenile corrections centers	4,074	3,605	2,945	2,063

Reimbursement/Distribution Method: The State Board of Education annually notifies each institution and the Department of Corrections as to the amount of funds they are eligible to receive based on the survey described above.

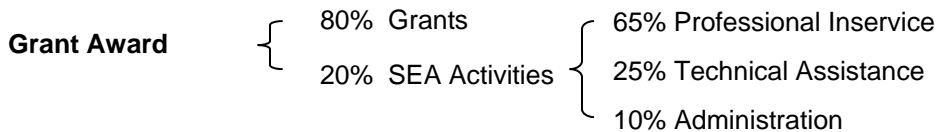
Performance Measures & Activities: Illinois is involved in a national evaluation project commissioned by the U.S. Department of Education (USDE) on the effectiveness of this program. The data has been collected, visits are being made to sites and a final report will be submitted to USDE by the subcontractor. The neglected or delinquent population does not take the state assessments. Instead, this population is tested by the local district using various testing instruments. Test data is maintained at the district and the neglected or delinquent institutions.

Title I - Reading First

Legislative Reference: NCLB, PL 107-110 (CFDA 84.357A) Board Goal: Student Achievement Funding Source: Federal	Program Goal: To fund research-based models of K-3 reading improvement and professional development in districts with greatest need so that by 2014, all students will meet or exceed state standards for reading.	FY99	n/a
		FY00	n/a
		FY01	n/a
		FY02	n/a
		FY03	\$33,000,000
		FY04	\$66,000,000
		FY05	\$50,000,000

Purpose: To use scientifically-based research instructional methods to improve students' reading skills in grades K-3 in qualifying districts and schools; to ensure all students read well by grade 3; and to see that teachers in qualifying districts and schools develop and use reading teaching strategies that have foundations in effective, relevant research.

The diagram below represents the Title I, Reading First grant award allocation at the state level based on the [No Child Left Behind Act](#):



Population and Service Levels: Eligible districts are those that have the greatest percentage or number of third-grade students not meeting the [Illinois Learning Standards](#) for English Language Arts in reading and have the greatest percentage or number of students eligible for allocation under Title I. State leadership activities include development of research-based resources and professional development that has consistent content, but is delivered regionally. Products and resources developed under this grant will subsequently be made available statewide. The following table displays service-level information (includes Chicago District 299):

	<u>FY04</u>	<u>FY05 (est.)</u>
Districts	42	41
Schools	285	258
Teachers	18,296	18,100

Reimbursement/Distribution Method: Grants are awarded to eligible districts on a competitive basis through a request-for-proposals process.

Performance Measures & Activities: An independent evaluator will monitor the progress of the participating schools and districts based on the following:

- the extent to which districts are implementing the elements of Reading First into classroom instruction;
- the achievement gains of students in Reading First Classrooms; and
- the extent to which Reading First has been effective at reducing the number of students reading below grade level using both quantitative and qualitative data.

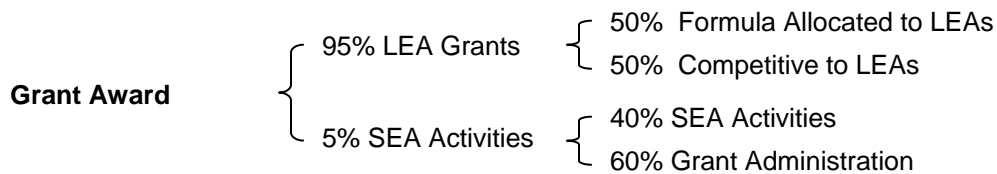
FY04 results indicated that 90 Reading First schools were in the top 25% of schools in ISAT reading.

Title II - Enhancing Education Through Technology

Legislative Reference: 20 USC 6801 et seq.	Program Goal: To improve student literacy in technology, and encourage the effective integration of technology resources and systems into curriculum and professional development.	FY99	n/a
		FY00	n/a
Board Goal: Policies and Services		FY01	n/a
		FY02	n/a
Funding Source: Federal		FY03	\$40,000,000
		FY04	\$53,000,000
		FY05	\$35,000,000

Purpose: To support the integration of standards-aligned educational technology into classrooms and increase access to technology; develop effective educational technology infrastructures; integrate standards-aligned technology; enhance ongoing professional development; support distance learning; and support evaluation of programs.

The diagram below represents the Title II, Enhancing Education through Technology grant award allocation at the state level based on the [No Child Left Behind Act](#):



Population and Service Levels: Formula grant funds are awarded to eligible school districts on the basis of each district's proportionate share of funds under the ESEA Title I, Part A, for that year. Districts eligible for competitive grants are among those in the state with the highest number or percentages of children from families with incomes below the poverty line (i.e., a school in which 40 percent or more of the children are from low-income families) and serve one or more schools identified for improvement or corrective action under Section 1116 of the ESEA or have a substantial need for assistance in acquiring and using technology. The following table displays service-level information:

	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Dollars granted	\$24,200,000	\$24,612,000	\$26,200,000
Number of districts participating	800	850	801
Number of Formula grant projects	699	770	750
Number of Competitive grant projects	54	55	55

Reimbursement/Distribution Method: Competitive and noncompetitive grants are awarded to school districts that submit applications to the State Board of Education. Districts must consult with nonpublic schools during the application development.

Funds were offered to all districts eligible during FY04 and FY05. Ninety percent of the districts chose to apply for formula funds. At least 25% of any of these grant funds must be used for professional development, with the rest going to infrastructure, maintenance or hardware. Many districts use more than 25% for staff development, usually to bring in speakers, consultants or to send staff to conferences or other training.

Performance Measures & Activities: Performance goals and objectives address technology literacy and student academic achievement, particularly in reading and mathematics, and the capacity of teachers to integrate technology effectively into curriculum and instruction. Guiding questions are:

- Are objectives logically sequenced and attainable in support of a goal?
- Are goals clearly aligned with the Illinois Learning Standards?
- Do goals and objectives clearly support literacy and/or integration of technology into curriculum?
- Do objectives support academic achievement, particularly in reading and mathematics?

The three-year competitive grants funded have specific scientifically-based evaluation processes. These grants will use control groups and high-quality research methodologies to determine the effectiveness of specific educational technology interventions, and have solid data to support the effects of technology on education.

Title II – Mathematics and Science Partnership Program

Legislative Reference: PL 107-110 (84.366A) Board Goal: Student Achievement Funding Source: Federal	Program Goal: To provide funding to develop partnerships to improve mathematics and science teaching in elementary and secondary schools.	FY99	n/a
		FY00	n/a
		FY01	n/a
		FY02	n/a
		FY03	n/a
		FY04	n/a
		FY05	\$8,000,000

Purpose: To increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers.

Population and Service Levels: Eligible applicants are partnerships that include an engineering, mathematics, or science department of an institution of higher education and a high-need school district. Other partners may include state education agencies, public charter schools or other public schools, businesses, and nonprofit or for-profit organizations concerned with mathematics and science education.

The following table displays service-level information:

	<u>FY04 (est.)</u>	<u>FY05 (proj.)</u>
Partnerships	11	20
Teacher Participants	900	1,000

Reimbursement/Distribution Method: The funds are distributed to eligible partnerships based on a competitive external and internal review process. Eligible LEA partners must meet federally set criteria based on poverty rate, student achievement and teacher quality issues.

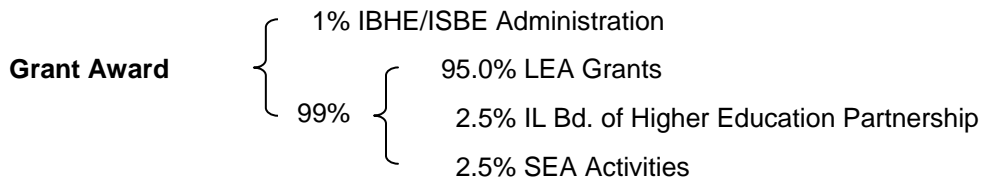
Performance Measures & Activities: Each eligible partnership must include a quasi-experimental research design for evaluation. In addition, all recommended partnerships will have access to an external statewide evaluation coordinator to provide and analyze each and all partnership evaluations. The evaluation coordinator will provide grantees and the State Board of Education formative and summative evaluation reports. U. S. Department of Education is also coordinating collection and analysis of partnership profiles on a national basis (since all partnerships report directly to the Secretary of Education). The final evaluation is due August 2005.

Title II – Teacher/Principal Training

Legislative Reference: NCLB, PL 107-110 (CFDA 84.367A) Board Goal: Student Achievement Funding Source: Federal	Program Goal: To increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified.	FY99	n/a
		FY00	n/a
		FY01	n/a
		FY02	n/a
		FY03	\$120,000,000
		FY04	\$150,000,000
		FY05	\$150,000,000

Purpose: To provide funds to increase student academic achievement by reducing class size and elevating teacher and principal quality through recruitment, hiring, and retention strategies.

The diagram below represents the Title II, Teacher/Principal Training grant award allocation at the state level based on the [No Child Left Behind Act](#):



Population and Service Levels: All Illinois school districts are eligible to participate. Teachers in private, not-for-profit elementary and secondary schools are also eligible to participate. Funds may be used to support professional development; induction and mentoring; recruiting, hiring and retaining highly qualified teachers; and to reduce class size. The summary below shows the FY04 distribution of funds to local education agencies (LEAs):

<u>Purpose</u>	<u>Amount</u>	<u>Percentage</u>
Instructional Salaries, Materials, Supplies & Equip.	\$62,869,730	(58.9%)
Professional Development	\$36,085,266	(33.8%)
Support Services	\$3,930,449	(3.7%)
Administration	\$952,421	(0.9%)
Other	\$2,934,960	(2.7%)

Reimbursement/Distribution Method: As provided by law, a portion of these funds are set aside for state-level activities to support induction and mentoring, para-professional preparation, recruitment, and increasing the number of highly-qualified educators. Funds are allocated based on each LEA's hold harmless amount (the sum of the FY02 allocation for the IASA Title II, Dwight D. Eisenhower Professional Development Program and the FY02 allocation for the IASA Class-Size Reduction Program); 20% of funds above the hold harmless amount are allocated on the relative enrollments in public and private not-for-profit schools, and 80% of funds on the number of children in poverty in the district.

Performance Measures & Activities: The following table displays the percentage of highly-qualified teachers as reported on the school report card:

	<u>% of Teachers with Emergency or Provisional Credentials</u>		<u>% of Classes Not Taught by Highly-Qualified Teachers *</u>	
	<u>2003</u>	<u>2004</u>	<u>2003</u>	<u>2004</u>
All Schools	2.5%	1.7%	2.1%	1.8%
High Poverty Schools	6.7%	4.6%	5.4%	6.6%
Low Poverty Schools	0.6%	0.5%	0.5%	0.3%

* Based on No Child Left Behind (NCLB) definition of Highly Qualified Teacher

Title II - Transition to Teaching

Legislative Reference: NCLB, PL 107-110 (CFDA 84.350B) Board Goal: Student Achievement Funding Source: Federal	Program Goal: To conduct a quality graduate studies program and support system that ensures high-quality bilingual teachers are trained and certified for employment in Illinois public schools.	FY99	n/a
		FY00	n/a
		FY01	n/a
		FY02	n/a
		FY03	\$531,500
		FY04	\$500,000
		FY05	\$500,000

Purpose: To provide a graduate-level program for bilingual individuals possessing college degrees in areas other than education who desire to become certified bilingual teachers.

Population and Service Levels: Four cohorts in training comprise 98 elementary and 6 secondary teachers in training and are expected to complete their certification in 2005:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Elementary teachers	n/a	109	98
Secondary teachers	n/a	6	6

Reimbursement/Distribution Method: Elementary certification courses are contracted through Northern Illinois University. Secondary teachers in training receive a partial reimbursement for courses completed leading to certification.

Performance Measures & Activities: Performance is based on continued progress towards certification resulting in employment as bilingual teachers in Illinois public schools.

Title II - Troops to Teachers

Legislative Reference: NCLB, PL 107-110 Board Goal: Student Achievement Funding Source: Federal	Program Goal: To operate a highly effective technical and informational support system that ensures high-quality educators are certificated for employment in Illinois schools.	FY99	\$100,000
		FY00	\$150,000
		FY01	\$150,000
		FY02	\$150,000
		FY03	\$170,000
		FY04	\$180,500
		FY05	\$175,800

Purpose: To help improve American education by providing mature, motivated, experienced and dedicated personnel for the nation's classrooms. The Illinois State Board of Education (ISBE), in cooperation with the U.S. Department of Defense, will help implement a program authorized by the [No Child Left Behind Act](#) to provide opportunities for eligible military personnel to prepare for second careers as teachers in public schools. Primary objectives include:

- assisting eligible military personnel to enter a new career in public education;
- providing positive role models for the nation's public school students; and
- helping relieve teacher shortages, especially in the subjects of math and science, particularly in high-need geographical areas.

Population and Service Levels: To date, approximately 221 military personnel have entered the Illinois program and have been employed by Illinois schools.

Reimbursement/Distribution Method: Administrative costs incurred by the agency and associated with supporting the Troops to Teachers program are funded by the grant.

Performance Measures & Activities: Below is a list of activities and results.

- continue annual visits to military bases. In FY05 detailed information about the program and information about Illinois teacher certification was provided on-site to over 500 military personnel;
- continue distribution of informational packets about the program and Illinois teacher certification to approximately 300 individuals annually;
- increase the number of teacher candidates enrolled in preparation programs by 25;
- increase the number of military personnel earning substitute teacher certificates by 25;
- establish a partnership with Southern Illinois University and other institutions to provide teacher education courses to military personnel stationed at bases served by SIU Carbondale in an effort to increase recruitment into teaching; and
- track inquiries and follow-up calls to applicants to determine the degree of success in obtaining admission to a teacher preparation program or gaining employment in an Illinois school.

Title III - English Language Acquisition

Legislative Reference: NCLB, PL 107-110 (CFDA 84.365A) Board Goal: Student Achievement Funding Source: Federal	Program Goal: To implement high-quality programs for limited-English-proficient and immigrant students that will help them attain English proficiency, achieve at high levels in core academic subjects and meet the Illinois Learning Standards.	FY99	n/a
		FY00	n/a
		FY01	n/a
		FY02	n/a
		FY03	\$20,000,000
		FY04	\$40,000,000
		FY05	\$40,000,000

Purpose: To assist school districts in teaching English to limited-English-proficient (LEP) students and to help them develop high levels of academic achievement so they can meet the same challenging academic standards as other students.

The diagram below represents the Title III, English Language Acquisition grant award allocation at the state level based on the [No Child Left Behind Act](#):



Population and Service Levels: The annual Fall Housing report indicates Chicago Public Schools enroll approximately 50% of the LEP students in the state; the remaining 50% are enrolled in other districts located primarily in the northern half of the state. Of the students reported by all public schools in the state, approximately 80% were Spanish-speaking; the balance spoke one or more of 123 other languages.

There are two programs associated with Title III. The first program, Language Instruction Program for Limited English Proficient Students (LIPLEPS), serves students whose English language proficiency is below average for their age or grade level. The table below displays service-level information:

	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Chicago students	65,835	61,424	65,638
Downstate students	<u>78,264</u>	<u>92,560</u>	<u>98,909</u>
Total	144,099	153,984	164,547

The second program, Immigrant Education Program (IEP), serves only children who were not born in the United States, the District of Columbia, or Puerto Rico, and who have been attending schools in the United States for less than three complete academic years. It is not a requirement that these students be Limited English Proficient (LEP). The following table displays service-level information:

	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Students identified – statewide	61,139	65,629	70,500
Students served - statewide	41,105	48,952	52,500
Enrollment change from preceding year	15%	7%	7%

Reimbursement/Distribution Method: The legislation requires that 80% of the federal allocation to the state be used for grants (LIPLEPS) at the local level to teach limited-English-proficient students. An additional 15% is to be used for grants to eligible districts to implement programs for immigrant students (IEP). Both programs, LIPLEPS and IEP, are formula-based grants that provide supplemental funds to school districts that are implementing programs for LEP students with state and local funds. Funding levels for both programs are based on a per-pupil allocation.

LIPLEPS Grants -- School districts are eligible to apply for these grants either singly or in consortia with other districts if they meet the following conditions: a) the district (or each district in a consortium) has a state-approved Transitional Bilingual Education (TBE) program or Transitional Program of Instruction (TPI); b) the district (or each district in a consortium) is in full compliance with state statutes; and c) the district (or the consortium) has an enrollment of LEP students that, in the aggregate, generates a minimum grant of \$10,000. School districts are required to consult with nonpublic schools within their attendance area in preparing their grant application. Nonpublic schools enrolling LEP students identified through an English language proficiency assessment are eligible to participate in the program and their students may be included in the grant application at the discretion of their nonpublic schools. In FY04, the final per capita allocation was \$154.

IEP Grants -- Eligible applicants are school districts that have met all of the following conditions: a) report immigrant student enrollments to ISBE during the preceding school year; b) show a significant increase (either 3% or 50 students, whichever is less) over the average immigrant student enrollment for the preceding two fiscal years; c) report immigrant student enrollment at a minimum of 10 students; and d) implement a state-approved Transitional Bilingual Education (TBE) program or a Transitional Program of Instruction (TPI) that is in compliance with statutory requirements. In FY04, the final per capita allocation was \$264.

Performance Measures & Activities: All districts implementing Title III programs were required to submit a biennial report in June 2004. Using the data from the districts, ISBE submitted the Title III Biennial Evaluation Report to the Office of English Language Acquisition, U.S. Department of Education, in December 2004. The report was based on student performance data and other related information from the two-year period of FY03 and FY04. Items addressed in the report included:

- a description of programs and activities conducted with Title III grant funds during each fiscal year funds were received;
- a description of student progress in meeting state academic standards;
- a description of student progress in learning English;
- the number and percentage of participating students attaining English language proficiency by the end of each of the two years; and
- a description of the progress in meeting state academic standards made by students in each of the two years following their exit from the program.

Districts that fail to make progress toward meeting the annual measurable achievement objectives for two consecutive years will be required to develop an improvement plan with technical assistance to be provided by ISBE. Districts that fail to meet the annual measurable achievement objectives for four consecutive years will either a) be required to modify their curriculum, program and method of instruction; or b) be subject to loss of these funds.

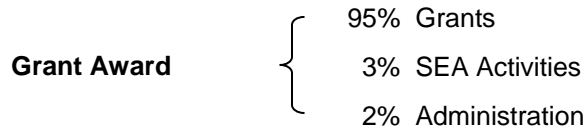
For a copy of the Biennial Evaluation Report, please contact the English Language Learning Division or Data Analysis and Progress Reporting Division at the Illinois State Board of Education.

Title IV – 21st Century Communities Learning Centers

Legislative Reference: NCLB, PL 107-110 (CFDA 84.287C) Board Goal: Student Achievement Funding Source: Federal	Program Goal: To provide 21 st Century Community Learning Centers Program Grants for the development of after-school programs.	FY99	n/a
		FY00	n/a
		FY01	n/a
		FY02	n/a
		FY03	\$42,100,000
		FY04	\$45,000,000
		FY05	\$45,000,000

Purpose: To provide academically focused after-school programs, particularly to students who attend high-poverty, low-performing schools, to help those students meet state and local performance standards in core academic subjects; and to offer families of participating students opportunities for literacy and related educational development.

The diagram below represents the Title IV, 21st Century Communities Learning Centers grant award allocation at the state level based on the [No Child Left Behind Act](#):



Population and Service Levels: Community Learning Centers primarily serve students attending schools with a high concentration of students from low-income families. The following table displays service-level information:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Programs	36	54	97
Schools	62	104	232

Reimbursement/Distribution Method: In past years, this program was federally administered; however, beginning in FY03 states have this responsibility. Funding is available through a competitive grant evaluated on need, the quality of project services, the quality of the management plan, the quality of project evaluation and the adequacy of resources of the applicant.

Performance Measures & Activities: Grantees and states are required to evaluate their programs on an annual basis. The evaluation instruments are in the process of being developed. However, as indicated in the request for proposals, the activities and measures will be directed towards achieving the following objectives:

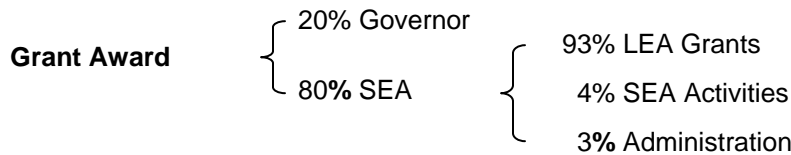
- participants will demonstrate increased involvement in school activities and participation;
- participants will demonstrate increased academic achievement;
- participants will demonstrate positive behavior changes;
- participants will demonstrate services benefiting the entire community;
- programs will serve children with greatest needs for expanded learning opportunities;
- program personnel will participate in professional development; and
- program funding will supplement and not supplant available funds.

Title IV - Safe & Drug Free Schools and Communities

Legislative Reference: NCLB, PL 107-110 (CFDA 84.186A)	Program Goal: To provide Title IV grants to local school districts to financially support district drug and violence prevention efforts.	FY99 \$27,000,000 FY00 \$27,000,000 FY01 \$28,000,000 FY02 \$24,500,000 FY03 \$25,000,000 FY04 \$25,000,000 FY05 \$25,000,000
Board Goal: Student Achievement		
Funding Source: Federal		

Purpose: To support the national education goal that every school in the United States will be free of drugs, violence, firearms and alcohol, and will offer a disciplined environment conducive to learning.

The diagram below represents the Title IV, Safe & Drug Free Schools and Communities grant award allocation at the state level based on the [No Child Left Behind Act](#):



Population and Service Levels: All local education agencies and private, not-for-profit elementary and secondary schools are eligible to participate. The following table displays service-level information:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>
LEAs served	898	904	899	905
Public students served	1,593,208	1,458,740	1,350,400	1,302,200
Private students served	136,106	114,918	108,760	109,825

Reimbursement/Distribution Method: Funds are distributed through formula grants, 60% based on the relative amount of funds received through Title I, Part A for the preceding year, and 40% based on the relative enrollments in public and private nonprofit elementary and secondary schools within the boundaries of the school district.

Performance Measures & Activities:

- continue to reduce the number of students being referred for substance abuse treatment;
- collect and process the Gun-Free School Report to provide the U.S. Department of Education the number of gun-related expulsions; and
- develop a system to report truancy rates; frequency, seriousness, and incidence of violence and drug-related suspensions and expulsions; types of curricula, programs, or services provided by state and local programs; the incidence and prevalence, age of onset, perception of health risk and social disapproval of drug use and violence by youth in schools and communities.

Title V – Charter Schools

Legislative Reference: NCLB, P.L. 107-110 (Title V, Part B)(CFDA 84.282A) Board Goal: Funding Funding Source: Federal	Program Goal: To encourage and financially support high-quality charter schools throughout Illinois.	FY99	\$2,500,000
		FY00	\$2,500,000
		FY01	\$2,500,000
		FY02	\$2,500,000
		FY03	\$2,500,000
		FY04	\$2,500,000
		FY05	\$2,500,000

Purpose: To offer parents, teachers and other responsible parties the opportunity to form innovative and accountable public schools exempt from all but the most essential state laws and regulations.

These funds will serve to assist new charter schools during the critical detailed planning stages and initial start-up of operations through planning and implementation grants. Grants are time-limited and intended to have the most impact in the crucial beginning years of the charter school. As schools are initially chartered for five to ten years, it is essential that the start-up be as smooth as possible to assure that instruction occurs from the first day and that the school can meet the accountability measures noted in the charter proposal. For schools that have completed at least three successful years of operation, dissemination grant funds will be made available to share successful practices with other charter schools as well as other public schools. Pre-proposal planning grants are made available to groups writing charter proposals to present to local school boards.

Population and Service Levels: Students, schools, and districts served are noted below. The number of applications in excess of available seats demonstrates the public support for charter schools.

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Number of charter schools	23	22	22	27
Number of charter school students	9,000	9,500	13,113	15,400
Number of applications in excess of available seats	4,030	4,500	5,095	5,061
Number of planning grants	0	1	3	5
Number of implementation grants	6	4	6	8
Number of dissemination grants	0	1	0	1
Number of pre-proposal grants	0	5	21	15

Reimbursement/Distribution Method: Funds are distributed through competitive grants based on a request-for-proposals process.

Performance Measures & Activities: [Illinois Standards Achievement Test](#) (ISAT) or [Prairie State Achievement Examination](#) (PSAE) results (as applicable) will measure charter school student performance. See Charter Schools-State section for performance data.

Title V – Innovative Programs

Legislative Reference: NCLB, PL107-110 (CFDA 84.298A) Board Goal: Student Achievement Funding Source: Federal	Program Goal: To provide Title V Grants to local school districts to support innovative education program strategies.	FY99	n/a
		FY00	n/a
		FY01	n/a
		FY02	n/a
		FY03	\$21,000,000
		FY04	\$21,000,000
		FY05	\$21,000,000

Purpose: To support local education reform efforts that are consistent with and sustain statewide reform efforts; implement promising educational reform programs; provide for innovation and educational improvement; and assist in meeting the special needs of at-risk and high-cost students.

The diagram below represents the Title V, Innovative Programs grant award allocation at the state level based on the [No Child Left Behind Act](#):



Population and Service Levels: All local education agencies (LEAs) are eligible applicants and are required to provide equitable services for private, not-for-profit elementary and secondary schools. Approximately 900 grants are reviewed, approved and processed. The following table displays the distribution of funds by LEAs:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>
Instructional salaries, materials, supplies & equipment	27.9%	53.1%	46.6%	44.1%
Training and technical assistance	17.5%	10.7%	15.7%	16.1%
Educational media services	26.9%	24.5%	22.0%	22.2%
Support services & community outreach	23.7%	9.7%	10.5%	10.2%
Administration	3.0%	1.0%	.9%	1.0%
Other *	1.0%	1.0%	4.2%	6.4%

* Other includes pupil transportation; assessment and testing; health guidance and social services; etc.

Reimbursement/Distribution Method: Funds are distributed through formula grants to local education agencies, 70% of which is based on the relative public and private nonprofit enrollment with the remaining 30% allocated based on poverty count in each district. To be eligible for the 30%, LEAs must have, at minimum, a low-income count of 20 or 10 percent of the enrollment, whichever is less.

Performance Measures & Activities: Individual districts are required to set priorities for use of the money. Funds may be used to pilot local ideas and local educational innovations. Funds must be used to supplement current state and local funds.

Title VI – Rural & Low Income School Programs

Legislative Reference: NCLB, PL 107-110 (CFDA 84.358B) Board Goal: Student Achievement Funding Source: Federal	Program Goal: To provide rural and low-income districts additional funds to improve student academic achievement.	FY99	n/a
		FY00	n/a
		FY01	n/a
		FY02	n/a
		FY03	\$2,000,000
		FY04	\$1,300,000
		FY05	\$1,500,000

Purpose: To help rural districts that may lack the personnel and resources to compete effectively for federal competitive grants and that often receive grant allocations in amounts that are too small to be effective in meeting their intended purposes. Funds received under the Rural and Low-Income School Program may be used for:

- teacher recruitment and retention;
- teacher professional development;
- educational technology as described in Part D of Title II;
- parental involvement activities;
- activities authorized under Part A of Title IV (Safe and Drug-Free Schools and Communities);
- activities authorized under Part A of Title I (Improving the Academic Achievement of Disadvantaged Children); and
- activities authorized under Title III (Language Instruction for Limited English Proficient and Immigrant Students).

Population and Service Levels: Rural and low-income funds support rural districts with school locale codes of 6, 7, or 8 (as assigned by the U.S. Department of Education’s National Center for Education Statistics), and a low-income census poverty rate of 20% or higher. The following table displays district-level information:

	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Eligible districts	48	28	21
Participating districts	48	27	21
Instructional expenditures	46%	49%	49%
Improvement of instruction expenditures	29%	21%	21%
Other expenditures	25%	30%	30%

Reimbursement/Distribution Method: The Secretary of Education awards formula grants to State Education Agencies (SEAs), who in turn award subgrants to all eligible entities either competitively or on a formula basis. In Illinois subgrants are awarded to all eligible LEAs using a formula based on average daily attendance. Funds are awarded during the first quarter of the fiscal year.

Performance Measures & Activities: After three years of participation in the program, LEAs must make adequate yearly progress on state assessments. LEAs that fail to make adequate yearly progress have the option of ceasing participation in the program or using the grant funds for school improvement purposes. Districts that began participation the first year of the program (FY03) will need to demonstrate performance progress by the end of FY05.

Title VI - State Assessments

Legislative Reference: NCLB Title VI, Part A, Section 1111(b). P.L. 107-110 Board Goal: Student Achievement Funding Source: Federal	Program Goal: To provide federal funds to pay for the cost of developing additional state assessments and standards.	FY99	n/a
		FY00	n/a
		FY01	n/a
		FY02	n/a
		FY03	\$12,500,000
		FY04	\$25,000,000
		FY05	\$25,000,000

Purpose: To develop and implement grade-level assessments in reading and mathematics for grades 3 through 8 and 11, and grade span assessments in science for grades 4, 7 and 11 that are in compliance with the requirements of the [No Child Left Behind Act](#).

Population and Service Levels: This program serves all NCLB-compliant students for reading and mathematics grade level assessments for grades 3-8 and 11, and science assessments for grades 4, 7 and 11.

Reimbursement/Distribution Method: This program provides the Illinois State Board of Education with funding for the cost of developing the required additional assessments and standards; to develop, refine, expand, improve and ensure continued validity and reliability of the state assessment program.

Performance Measures & Activities: New and enhanced assessments at each grade level will be implemented in FY06. Funds will be used to support the following activities:

- develop NCLB-compliant reading and mathematics grade level assessments for grades 3-8 and 11, and science assessments for grades 4, 7 and 11;
- develop teacher materials to include a system of support for assessments;
- employ technology research and piloting of assessment testing;
- utilize electronic reporting of assessment data; and
- support a student identifier system.

For additional statistics, see the [Demographics](#) section located in the back of this book.

Title X - Education for Homeless Children

Legislative Reference: NCLB, PL 107-110 (CFDA 84.196A) Board Goal: Student Achievement Funding Source: Federal	Program Goal: To provide support services, outreach and advocacy needed by homeless students to remain enrolled in school and to achieve the Illinois Learning Standards.	FY99	\$1,300,000
		FY00	\$1,600,000
		FY01	\$1,600,000
		FY02	\$1,600,000
		FY03	\$3,000,000
		FY04	\$3,000,000
		FY05	\$3,000,000

Purpose: To address the problems that homeless children and youth face in enrolling, attending, and succeeding in school. The state agency shall ensure that homeless children and youth have equal access to the same free, appropriate public education as provided to other children and youth.

Population and Service Levels: Applicants eligible to receive funding include school districts, regional offices of education and public laboratory schools approved by the State Board of Education. In FY05, eight projects were funded as follows:

- one statewide initiative to deliver useful, up-to-date information on the educational rights of homeless children and youth and the responsibilities of schools; and
- seven regional projects to provide training and assistance to local school district homeless education liaisons.

<u>Grades</u>	<u>FY03 Children Served</u>	<u>FY04 Children Served</u>
Pre K	n/a	809
K-8	6,818	8,779
9-12	1,161	2,080
Other	n/a	156

Reimbursement/Distribution Method: Competitive grants are awarded to eligible applicants based on a request-for-proposals process. During FY04, a new request-for-proposals was issued, with grants commencing in FY05.

Performance Measures & Activities: The data below provides the number of homeless children and youth by grade level that were identified and included in statewide assessments in reading and mathematics that met or exceeded standards:

<u>Meeting/Exceeding ILS</u>	<u># Homeless Children/Youth</u>	<u>% Meets or Exceed</u>
Grade 3 Reading & Math	870	35%
Grade 5 Reading & Math	648	28%
Grade 8 Reading & Math	546	29%
Grade 11 Reading & Math	277	22%

Transitional Assistance - State

Legislative Reference: PA 93-0021 Board Goal: Funding Funding Source: State	Program Goal: To provide eligible entities transitional assistance and related funding for the support of educational services.	FY99	n/a
		FY00	n/a
		FY01	n/a
		FY02	n/a
		FY03	n/a
		FY04	\$5,200,000
		FY05	\$7,700,000

Purpose: To guarantee that the State Board will make a transitional assistance payment to school districts in an amount to equal the difference between the FY05 appropriation and the FY04 appropriation for the specific programs that were included on the final budget run.

Population and Service Levels: Any school district that would receive less funding that it received in the 2003-2004 school year in the specified programs is eligible for these funds.

Reimbursement/Distribution Method: Funds will be distributed to all eligible districts through a one-time payment in spring 2005.

Transportation Reimbursement to Parents

Legislative Reference: 105 ILCS 5/29-5.2 of the School Code	Program Goal: To provide funding for parents who transport children when transportation services are not offered for free from public schools.	FY99	\$10,120,000
Board Goal: Funding		FY00	\$10,120,000
Funding Source: State		FY01	\$16,120,000
		FY02	\$15,120,000
		FY03	\$14,586,300
		FY04	\$14,499,400
		FY05	\$14,454,700

Purpose: To reimburse parents or guardians of eligible students for qualified transportation expenses. Schools are required to submit student eligibility criteria for this initiative which include the following:

- the pupil must be under age 21 at the close of the school year;
- the pupil must be a full-time student in grades K-12;
- the pupil must either live 1 1/2 miles or more from the school attended or live within 1 1/2 miles from the school attended with the parent/guardian having received verification from the Illinois Department of Transportation that a serious safety hazard exists (similar to the safety hazard mechanism in regular/vocational transportation reimbursement);
- the parent/guardian resided within Illinois during the time period expenses were incurred;
- the school the pupil attended is located within Illinois and satisfies the Illinois compulsory attendance law (Section 26-1 of the School Code);
- the parent/guardian incurred expenses for transporting the pupil to and from school; and
- the pupil did not have access to transportation to and from school provided entirely at public expense.

Population and Service Levels: The following table displays service level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Students served	118,465	117,085	122,597	108,711
# public	27,782	28,170	32,023	27,243
% public	23%	24%	26%	25%
# nonpublic	90,683	88,915	90,574	81,468
% nonpublic	77%	76%	74%	75%
Claim level	\$129.00	\$124.95	\$121.15	\$133.65

Reimbursement/Distribution Method: Parents must report cost information at the school their child attends by June 30. The school must transmit all costs to the State Board of Education by July 31. Payments to eligible parents are usually made in one lump sum in December. Formula grants are based on the appropriation level divided by the number of eligible students. Parents receive the lesser between the actual cost of providing transportation and the calculated statewide amount per pupil.

Performance Measures & Activities: Reimbursement claims are reviewed approved and payments issued to parents and guardians for all eligible transported pupil.

Transportation – Regular and Vocational

Legislative Reference: 105 ILCS 5/29-5 of the School Code Board Goal: Funding Funding Source: State	Program Goal: To provide eligible entities funding for Regular and Vocational Transportation to support local educational services.	FY99	\$155,582,600
		FY00	\$195,716,300
		FY01	\$215,437,500
		FY02	\$227,954,100
		FY03	\$219,908,500
		FY04	\$242,424,000
		FY05	\$261,630,000

Purpose: To provide transportation to school for students who reside 1.5 miles or more from their attendance center and who must walk through a safety hazard area or attend a vocational program and are transported by their resident district during the school day.

Population and Service Levels: The following table displays service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Total claim amount	\$232,808,475	\$245,346,524	\$257,640,723	\$265,669,000
Chicago District 299	\$8,889,200	\$8,576,400	\$9,454,500	\$10,203,600
Downstate	\$223,919,275	\$236,770,124	\$248,186,223	\$255,465,400
Actual percent paid	100%	93.6%	96.3%	99.0%
Regular students transported over 1.5 miles*	773,407	780,760	780,006	798,263
Students transported– hazardous conditions*	129,053	138,349	147,547	153,303
Total eligible pupils transported*	902,460	919,109	927,553	951,566
Vocational Education students transported *	20,139	19,190	19,898	21,275

Downstate claim data does not include state audit adjustments.

* Student data exclude Chicago District #299.

Reimbursement/Distribution Method: As required by law, claims are submitted on or before July 25. Reimbursement is based on prior-year costs and is calculated as the difference between a district's allowable costs and the computed minimum local taxes, determined by a district's [General State Aid](#) assessed valuation and a qualifier assigned to each district type. The minimum claim is \$16.00 times the number of eligible pupils transported. The maximum reimbursement for transporting vocational pupils is 80% of allowable costs. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30 and June 15.

Below is the actual claim data transmitted by local education agencies, excluding Chicago, while the above reflects the eligible reimbursements per statute.

	<u>FY02</u> <u>2000/01</u>	<u>FY03</u> <u>2001/02</u>	<u>FY04</u> <u>2002/03</u>	<u>FY05</u> <u>2003/04</u>
Salaries/benefits	\$109,176,962	\$116,599,038	\$126,730,345	\$134,349,170
Purchased services	11,277,165	17,592,041	18,827,291	14,934,065
Contractual trans. services	171,426,167	175,461,370	183,009,027	185,573,530
Payments to other districts	3,085,109	3,465,301	4,535,531	5,145,490
Payments to Transit Carriers	n/a	n/a	n/a	3,604,803
Supplies	24,171,927	21,223,951	23,480,577	24,265,228
Depreciation	33,419,054	32,322,820	31,356,746	32,051,362
Indirect costs (reimbursable)	8,789,938	9,384,667	9,830,849	10,090,102
All other expenses	4,586,869	5,358,168	5,563,368	5,114,165
Offsetting revenue	<u>(7,140,375)</u>	<u>(5,802,626)</u>	<u>(9,798,125)</u>	<u>(9,474,391)</u>
Total	\$356,792,816	\$375,604,730	\$393,535,609	\$405,653,524

Chicago District 299 receives 3.9% of the final appropriation through the Chicago Block Grant.

The legislation formula was last amended in March 1965.

Transportation – Special Education (State)

Legislative Reference: 105 ILCS 5/14-13.01(b) of the School Code Board Goal: Funding Funding Source: State	Program Goal: To support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.	FY99	\$141,138,900
		FY00	\$181,492,100
		FY01	\$205,875,000
		FY02	\$226,076,300
		FY03	\$218,097,000
		FY04	\$289,100,000
		FY05	\$317,100,000

Purpose: To provide transportation to schools for students with disabilities who have special transportation needs.

Population and Service Levels: More than 25% of all identified pupils with disabilities require special transportation services to and from special education programs due to the program location and/or the students' disabilities. The following table displays service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Total claim amount	\$228,706,454	\$245,763,954	\$284,769,863	\$301,701,470
Chicago District 299	\$69,405,500	\$66,955,800	\$88,753,700	\$97,349,700
Downstate	\$159,300,954	\$178,808,154	\$196,016,163	\$204,351,770
Actual percent paid	100%	86.1%	100%	100%
Students *	68,549	68,621	68,599	68,737

Downstate claim data does not include state audit adjustments.

* Student data exclude Chicago District #299.

For additional statistics, see the [Demographics](#) section located in the back of this book.

Reimbursement/Distribution Method: As required by law, claims are submitted on or before July 25. Reimbursement is based on prior-year costs and is based on 80% of the “allowable costs” of transportation. The district may place a child in either a public or approved private setting to receive the necessary special education and related services. These settings may be for day and/or residential services. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30 and June 15.

Performance Measures & Activities: Below is the actual claim data transmitted by local education agencies, excluding Chicago, while the above reflects the eligible reimbursements per statute.

	<u>FY02</u> <u>2000/01</u>	<u>FY03</u> <u>2001/02</u>	<u>FY04</u> <u>2002/03</u>	<u>FY05</u> <u>2003/04</u>
Salaries/benefits	\$40,562,341	\$46,345,831	\$51,424,303	\$55,549,382
Purchased services	5,821,568	8,706,678	10,702,621	6,958,851
Contractual trans. services	122,417,844	135,491,375	147,479,963	158,891,776
Payments to other districts	8,430,499	10,462,356	11,078,799	8,934,412
Payments to Transit Carriers	n/a	n/a	n/a	2,077,991
Supplies	8,506,763	7,785,698	8,795,873	9,030,180
Depreciation	11,380,282	12,290,529	12,315,651	11,730,674
Indirect costs (reimbursable)	3,293,391	3,733,932	4,105,418	4,093,270
All other expenses	2,083,979	2,305,547	2,040,149	2,081,899
Offsetting revenue	<u>(3,370,475)</u>	<u>(3,611,754)</u>	<u>(3,897,797)</u>	<u>(3,908,722)</u>
Totals	\$199,126,192	\$223,510,192	\$244,044,980	\$255,439,713

Chicago District 299 receives 30.7% of the final appropriation through the Chicago Block Grant.

The legislation formula was last amended in July 1965.

Truant/Dropout/Optional Education

Legislative Reference: 105 ILCS 5/2-3.66 of the School Code	Program Goal: To reduce incidences of students dropping out of school and to reduce truancy.	FY99 \$17,460,000 FY00 \$18,660,000 FY01 \$18,660,000 FY02 \$19,660,000 FY03 \$18,956,500 FY04 \$15,753,700 FY05 \$15,578,100
Board Goal: Student Achievement		
Funding Source: State		

Purpose: To help schools establish projects that offer modified instruction and other intervention/prevention services such as counseling, mentoring, tutoring, child care and home visits to prevent students from being truant and/or from dropping out of school. In addition, the Truant Alternative and Optional Education Program (TAOEP) provides optional education programs for students beyond the age of compulsory attendance who have dropped out of school.

Population and Service Levels: The population served has shifted more toward truants and high school dropouts and away from potential dropouts. The following table displays service-level information:

<u>Type of students served</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04 *</u>	<u>FY05 (est.)</u>
Chronic truants	8,216	7,087	6,800	10,250
Truants	14,724	8,864	39,093	11,450
High school dropouts	3,113	2,849	2,702	2,400
Potential dropouts	<u>444</u>	<u>3,957</u>	<u>2,548</u>	<u>4,000</u>
Total served	26,497	22,757	51,143	28,100

* FY04 data reflects increase due to Chicago Public School emphises on the Truant serveve. In FY04 they served 30,545 compared to 778 in FY03.

Reimbursement/Distribution Method: Funds are awarded on a competitive, request-for-proposals basis for a three-year period, with continuation funding contingent upon satisfactory performance. Eligible applicants include local school districts, Regional Offices of Education, community colleges, university laboratory schools, charter schools, and area vocational centers.

Chicago District 299 receives 26.8% of the final appropriation through the Chicago Block Grant.

Performance Measures & Activities: The following table displays statewide truant/dropout information:

<u>Statewide Levels</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04 **</u>
Chronic truants	44,227	40,116	37,461	n/a
Truants	241,398	237,878	232,696	n/a
High school dropouts	34,008	36,373	34,370	n/a

** Data not yet available for all districts.

Graduation rates for students after receiving TAOEP services are shown below:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>
Chronic truants	56%	66%	65%	51%
Truants	61%	57%	55%	74%
High school dropouts	55%	55%	44%	47%

Percentages of students who improved attendance after receiving TAOEP services are shown below:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>
Chronic truants	48%	74%	73%	75%
Truants	54%	71%	71%	51%

Part IV

Demographic, Financial and Statistical Data

**Illinois State Board of Education
Accountability Division - Public School Recognition Committee
Recognition Status Report 2004-2005 School Year**

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Adams	Quincy SD 172 -Quincy Senior HS	Pending Further Review • One teacher is not properly certified for teaching assignment.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Bureau	Spring Valley CCSD 99	Pending Further Review • Two staff members are not qualified for their teaching assignments.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Bureau	DePue USD 103	Pending Further Review • Five staff members are not certified for their teaching assignments.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Bureau	Princeton Elem SD 115	Pending Further Review • Two staff members are not qualified for their teaching positions. • Staff personnel records have inconsistencies. No official college transcripts could be found for some staff members.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Bureau	LaMoille CUSD 303	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	Fall 2004 – Certification deficiencies have been resolved.

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Bureau	Neponset CCSD 307	Pending Further Review <ul style="list-style-type: none"> • Compliance issues cited during the March 2004 school evaluation visit. 	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Bureau	Bureau Valley CUSD 340	Pending Further Review <ul style="list-style-type: none"> • Two staff members are not certified or qualified for their teaching assignments. 	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Bureau	Hall HSD 502	Pending Further Review <ul style="list-style-type: none"> • One staff member lacks the qualifications for teaching assignment. 	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Carroll	Savanna CUSD 300	From Pending Further Review to Full Recognition <ul style="list-style-type: none"> • District will dissolve 7-1-2005 by consolidating with Mt. Carroll CUSD 304 and Thomson CUSD 301; current certification problems will no longer exist. 	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Cass	Beardstown SD 15 -Beardstown Jr/Sr HS	Pending Further Review <ul style="list-style-type: none"> • Five staff members are not properly certified for their teaching assignments. 	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Cass	Virginia SD 64 -Virginia JHS -Virginia Sr HS	From On Probation to Full Recognition	12-22-2004 via certified mail	Fall 2004 – Certification issues were resolved – district now has a certified and qualified media specialist.
Champaign	Fisher CUSD 1	Pending Further Review • District has an interim superintendent.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Champaign	Heritage CUSD 8	From Pending Further Review to On Probation • District has an interim superintendent for the second school year.	12-22-2004 via certified mail	Districts/schools placed on probation are required to submit to their regional superintendent of schools and the State Superintendent of Education a time-specific plan for removing deficiencies. A school or district which fails to correct cited deficiencies within the time set forth in its plan shall be nonrecognized.
Champaign	Thomasboro CCSD 130	Pending Further Review • District has an interim superintendent.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Champaign	Ludlow CCSD 142	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	Fall 2004 – Issues of noncompliance have been resolved.
Champaign	Rantoul Twp HSD 193	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	Fall 2004 – Certification issues have been resolved.
Champaign	Ogden CCSD 212	From Pending Further Review to On Probation • District has an interim superintendent for the second school year.	12-22-2004 via certified mail	Districts/schools placed on probation are required to submit to their regional superintendent of schools and the State Superintendent of Education a time-specific plan for removing deficiencies. A school or district which fails to correct cited deficiencies within the time set forth in its plan shall be nonrecognized.

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Cook	CCSD 62 (Des Plaines)	Pending Further Review • District has an interim superintendent.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Cook	Bellwood SD 88	Pending Further Review • Several special education classrooms are not staffed with certified teachers. The district is currently using substitutes to provide services.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Cook	Berwyn South SD 100	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	Fall 2004 – The district has hired a permanent district superintendent.
Cook	Atwood Heights SD 125	Pending Further Review • District has an interim superintendent.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Cook	Calumet SD 132	On Probation • District is not offering required programs.	12-22-2004 via certified mail	Districts/schools placed on probation are required to submit to their regional superintendent of schools and the State Superintendent of Education a time-specific plan for removing deficiencies. A school or district which fails to correct cited deficiencies within the time set forth in its plan shall be nonrecognized.
Cook	Prairie Hills SD 144	Pending Further Review • District has an interim superintendent.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Cook	Ford Heights SD 169	Pending Further Review • District has an interim superintendent.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Cook	Steger SD 194 -Central JHS -Parkview Elem -Eastview Elem	Pending Further Review • Four staff members are not certified for their teaching assignments. • Schools have not conducted internal quality reviews.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Cook	Rich Twp HSD 227	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	December 2004 – The district has hired a full-time permanent superintendent who will begin 1-1-2005.
Hancock	Dallas City CUSD 336	Pending Further Review • District has an interim superintendent.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Hancock	Southeastern CUSD 337	Pending Further Review • The district does not have a properly certified individual to serve as guidance counselor.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Henderson	Southern CUSD 120	Pending Further Review • District has an interim superintendent.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Henry	Colona SD 190	Pending Further Review • Three staff members lack the proper certification for their teaching assignments.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Henry	Annawan CUSD 226	Pending Further Review • Three staff members lack the proper certification for their teaching assignments.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Henry	Cambridge CUSD 227	Pending Further Review • Two staff members lack the proper certification for their teaching assignments.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Henry	Geneseo CUSD 228	Pending Further Review • Nine staff members lack the proper certification for their teaching assignments.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Henry	Kewanee CUSD 229	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	December 2004 – Staff qualification issues have been resolved.
Iroquois	Donovan CUSD 3	Pending Further Review • District has an interim superintendent.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Iroquois	Iroquois County CUSD 9	Pending Further Review • Two staff members lack the proper certification for their teaching assignments.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Kane	Aurora East CUSD 131 -Aurora East HS -Simmons MS -Waldo MS -Rollins Elem -Gates Elem -Hermes Elem -Oak Park Elem	On Probation • Several staff members are not certified for their teaching assignments.	12-22-2004 via certified mail	Districts/schools placed on probation are required to submit to their regional superintendent of schools and the State Superintendent of Education a time-specific plan for removing deficiencies. A school or district which fails to correct cited deficiencies within the time set forth in its plan shall be nonrecognized.
Kane	Aurora East CUSD 131 -Bardwell Elem -Dieterich Elem -Brady Elem -O'Donnell Elem -Allen Elem -Beaupre Elem	From On Probation to Full Recognition	12-22-2004 via certified mail	December 2004 – Certification issues at these six elementary schools have been resolved.
Kankakee	Grant Park CUSD 6	From On Probation to Full Recognition	12-22-2004 via certified mail	December 2004 – Certification issues have been resolved.
Kankakee	Kankakee SD 111 -Impact Program -Kankakee HS -Proegler School	From Pending Further Review to Full Recognition	1-31-2005 via certified mail	January 2005 – Certification issues at these three schools have been resolved.
Kankakee	Kankakee SD 111 -Kankakee JHS	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	December 2004 – Staff certification issues have been resolved.
Kankakee	St. Anne CHSD 302	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	December 2004 – Staff certification issues have been resolved.

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Lake	Waukegan USD 60 -Carman-Buckner Elem -Clearview Elem -Cooke Magnet -Glen Flora Elem -Glenwood Elem -Hyde Park Elem -McCall Elem -Washington Elem -Whittier Preschool -Benny MS -Jefferson MS -Ninth Grade Center -Waukegan HS -Alternative Behavior Disorders Student Support Center	Pending Further Review • Twenty-two staff members lack the proper certification for their teaching assignments.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Lake	Round Lake Area SD 116	From On Probation to Full Recognition	12-22-2004 via certified mail	Fall 2004 – All matters of noncompliance have been resolved.
Lake	Grayslake CHSD 127	Pending Further Review • District has an interim superintendent.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
LaSalle	Allen-Otter Creek CCSD 65	From On Probation to Full Recognition	12-22-2004 via certified mail	Fall 2004 – The district has hired a permanent superintendent.
LaSalle	LaSalle Peru HSD 120	Pending Further Review • District has an interim superintendent.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Lee	Paw Paw CUSD 271	Pending Further Review • District has an interim superintendent.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Madison	Venice CUSD 3	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	Fall 2004 – All areas of noncompliance have been resolved.
Mason	Midwest Central CUSD 191 -Midwest Central MS -Midwest Central Primary	Pending Further Review • The district cannot find a certified and qualified person to serve as speech pathologist.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Morgan	Meredosia-Chambersburg CUSD 11 -Meredosia-Chambersburg JHS -Meredosia-Chambersburg HS	From On Probation to Pending Further Review • The district needs to employ a fully qualified and certified person to serve as media specialist.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Ogle	Oregon CUSD 220	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	Fall 2004 – The district has hired a full-time permanent superintendent.
Ogle	Byron CUSD 226	Pending Further Review • District has an interim superintendent.	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Peoria	Monroe SD 70	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	October 2004 – The district has submitted its school improvement plan as required.

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Peoria	Peoria SD 150	From Pending Further Review to Full Recognition	1-31-2005 via certified mail	January 2005 – The district has hired two full-time superintendents.
Peoria	Peoria Heights SD 325	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	October 2004 – The district has submitted its school improvement plan as required.
Putnam	Putnam County CUSD 535	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	Fall 2004 – The district has hired a full-time permanent superintendent.
Sangamon	Pawnee CUSD 11	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	Fall 2004 – The district has hired a full-time permanent superintendent.
Scott	Winchester CUSD 1	From On Probation to Full Recognition	12-22-2004 via certified mail	Fall 2004 – Issues of noncompliance have been resolved.
Stark	Stark County CUSD 100	Pending Further Review <ul style="list-style-type: none"> • Life safety issues. • Seven teachers lack the proper certification for their teaching assignments. 	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
St. Clair	East St. Louis SD 189	From On Probation to Full Recognition	12-22-2004 via certified mail	Fall 2004 – Issues of noncompliance with providing special education services have been resolved.
Tazewell	Creve Coeur SD 76	Pending Further Review <ul style="list-style-type: none"> • District needs to conduct a system-wide sex equity evaluation and develop/implement a sex equity plan. • District needs to conduct a comprehensive Pupil Personnel Survey in Guidance and Counseling, Psychological Services, Social Work Services, and Health Services. • District needs to schedule physical education daily for students; district has no waiver. 	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Tazewell	Pekin CHSD 303	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	Fall 2004 - The district has conducted the required sex equity survey and implemented a satisfactory sex equity plan.
Vermilion	Potomac CUSD 10	Pending Further Review <ul style="list-style-type: none"> • One teacher is not qualified for teaching assignment. 	12-22-2004 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Vermilion	Armstrong Ellis CUSD 61	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	Fall 2004 – The district has hired a full-time permanent superintendent.
Warren	Alexis CUSD 400	This district was dissolved July 1, 2004. Alexis CUSD 400 consolidated with Warren CUSD 222 to form United CUSD 304.	12-29-2003 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.

STATE, FEDERAL AND LOCAL RESOURCES

Table 4.0

STATE, LOCAL AND FEDERAL RESOURCES For Elementary & Secondary Education (Dollars in Millions)

Year	State \$	State %	Local \$	Local %	Federal \$	Federal %	Total \$
2003-04	\$7,206.1	35.9%	\$10,805.3	53.8%	\$2,073.8	10.3%	\$20,085.2
2002-03	6,873.2	36.1	10,226.2	53.7	1,952.1	10.2	19,051.5
2001-02	7,181.1	38.8	9,724.0	52.5	1,623.0	8.8	18,528.0
2000-01	6,785.1	37.7	9,331.6	51.9	1,868.0	10.4	17,984.7
1999-00	6,354.0	37.8	8,907.0	52.9	1,565.8	9.3	16,826.8
1998-99	5,654.4	36.1	8,571.1	54.7	1,434.3	9.2	15,659.8
1997-98	4,849.3	33.9	8,052.0	56.2	1,417.9	9.9	14,319.2
1996-97	4,307.1	32.7	7,700.9	58.5	1,152.9	8.8	13,160.9
1995-96	3,994.8	32.1	7,339.8	58.9	1,123.7	9.0	12,458.3
1994-95	3,792.6	32.4	6,841.0	58.4	1,080.6	9.2	11,714.2
1993-94	3,611.5	32.9	6,453.4	58.9	901.0	8.2	10,965.9
1992-93	3,475.4	33.4	6,078.1	58.4	862.9	8.3	10,416.4
1991-92	3,433.9	35.2	5,555.8	57.0	762.5	7.8	9,752.2
1990-91	3,499.6	37.7	5,060.7	54.5	718.7	7.8	9,279.0
1989-90	3,487.5	39.4	4,709.5	53.1	666.8	7.5	8,863.8
1988-89	3,000.1	37.8	4,308.3	54.2	639.4	8.0	7,947.8
1987-88	2,866.4	39.0	3,910.7	53.2	579.2	7.9	7,356.3
1986-87	2,985.4	41.8	3,634.9	50.9	519.8	7.3	7,140.1
1985-86	2,767.9	41.0	3,481.3	51.6	494.8	7.3	6,744.0
1984-85	2,427.9	39.2	3,323.0	53.6	449.6	7.3	6,200.5
1983-84	2,236.1	38.2	3,182.9	54.3	442.4	7.6	5,861.4
1982-83	2,103.2	38.1	2,974.4	53.9	441.3	8.0	5,518.9

1. Fiscal years and school years start July 1 and end June 30. Tax years start January 1 and end December 31. The state and federal funds shown are based on fiscal years while local funds are based on tax (calendar) years. For example, the 2003-04 year includes actual state and federal appropriations for state Fiscal Year 2003 and local revenues accruing to school districts from the 2002 tax year. 2002 property taxes are payable to the districts in calendar year 2003, usually after July 1st.
2. Includes local real property tax revenues as estimated by the total property tax extension of districts and Corporate Personal Property Replacement Funds. Not included as local revenue are proceeds from investment income, income from school food services, and revenue generated through fees and assessments.
3. Appropriated amount, including original appropriations and supplementals.

Table 4.1

**Elementary and Secondary School Income from Local Sources
(Dollars in Millions)**

Tax Year	Calendar Year Collected	Property Tax Revenues^a	CPP Replacement Fund	Total Regular Revenues^b
2002	2003	\$10,398.8 ^c	\$406.5 ^d	\$10,805.3
2001	2002	9,823.8	402.4	10,226.2
2000	2001	9,220.2	503.8	9,724.0
1999	2000	8,775.2	556.4	9,331.6
1998	1999	8,405.7	501.3	8,907.0
1997	1998	8,057.6	513.5	8,571.1
1996	1997	7,583.6	468.4	8,052.0
1995	1996	7,278.1	422.8	7,700.9
1994	1995	6,914.0	425.8	7,339.8
1993	1994	6,476.9	364.1	6,841.0
1992	1993	6,109.1	344.3	6,453.4
1991	1992	5,773.6	304.5	6,078.1
1990	1991	5,253.2	302.6	5,555.8
1989	1990	4,738.4	322.3	5,060.7
1988	1989	4,361.9	347.6	4,709.5
1987	1988	3,968.9	339.4	4,308.3
1986	1987	3,571.3	339.4	3,910.7
1985	1986	3,334.2	300.7	3,634.9
1984	1985	3,187.0	294.3	3,481.3
1983	1984	3,088.0	235.0	3,323.0
1982	1983	2,980.0	202.9	3,182.9
1981	1982	2,768.0	206.4	2,974.4

- ^a Revenues are derived by multiplying the total tax rate times the applicable equalized assessed property base for the tax year.
- ^b "Total Regular Revenues" is the sum of "Property Tax Revenues" and "CPP Replacement Fund."
- ^c Based upon preliminary 2002 EAVs and 2002 tax rates.
- ^d Actual payments to be made by the Illinois Department of Revenue for calendar year 2003.

Table 4.2**State Revenues by Source
(Dollars in Millions)**

	FY03		FY04	
Income Taxes	\$8,079	20.7	\$8,209	19.6
Sales Taxes	6,593	16.9	6,739	16.1
Federal Aid	10,471	27.0	12,198	29.1
Road Taxes	2,529	6.5	2,586	6.2
State Lottery (Gross)	817	2.1	880	2.0
All Other	10,427	26.8	11,321	27.0
Total	\$38,916	100.0%	\$41,933	100.0%
GENERAL FUNDS BY SOURCE				
	FY03		FY04	
Income Taxes	\$8,079	32.4	\$8,208	30.6
Sales Taxes	6,059	24.4	6,331	23.6
Federal Aid	3,940	15.8	5,189	19.4
Public Utility	1,006	4.0	1,079	4.0
State Lottery (Net)	540	2.2	570	2.1
All Other	5,281	21.2	5,446	20.3
Total	\$24,905	100.0%	\$26,823	100.0%

FY03 amounts are actual; FY04 amounts are preliminary actual amounts.
Data provided by Governor's FY06 Budget Book.

Table 4.3

**Appropriations by Major Purpose
(Dollars in Millions)**

FY04	General Funds	%	All Funds	%
Elementary & Secondary	\$6,347.0	28.6	\$8,544.0	20.8
Higher Education	2,406.0	10.8	2,831.0	6.9
Department of Public Aid	5,577.0	25.1	10,184.0	24.8
Department of Transportation	61.0	0.3	1,922.0	4.7
Human Services	3,798.0	17.1	5,137.0	12.5
Public Safety	1,305.0	5.9	2,397.0	5.8
Environment & Natural Resources	107.0	0.5	1,350.0	3.3
Legislative, Judicial, AG	483.0	2.2	525.0	1.3
All Other	2,139.0	9.6	8,177.0	19.9
Total	\$22,223.0	100.0%	\$41,067.0	100.0%
Education	\$8,753.0	39.4	\$11,375.0	27.7
Department of Public Aid	5,577.0	25.1	10,184.0	24.8
Environment & Natural Resources	107.0	0.5	1,395.0	3.4
Public Safety	1,305.0	5.8	2,397.0	5.8
Human Services	3,798.0	17.1	5,137.0	12.5
Department of Transportation	61.0	0.3	1,922.0	4.7
All Other	2,622.0	11.8	8,657.0	21.1
Total	\$22,223.0	100.0%	\$41,067.0	100.0%

FY03	General Funds	%	All Funds	%
Elementary & Secondary	\$6,144.0	27.5	\$8,239.0	15.6
Higher Education	2,496.0	11.2	3,809.0	7.2
Department of Public Aid	5,113.0	22.9	8,688.0	16.5
Department of Transportation	90.0	0.4	8,414.0	16.0
Human Services	4,845.0	21.6	7,012.0	13.3
Public Safety	1,446.0	6.5	2,212.0	4.2
Environment & Natural Resources	162.0	0.7	2,120.0	4.0
Legislative, Judicial, AG	454.0	2.0	521.0	1.0
All Other	1,613.0	7.2	11,731.0	22.2
Total	\$22,363.0	100.0%	\$52,746.0	100.0%
Education	\$8,640.0	38.6	12,048.0	22.8
Department of Public Aid	5,113.0	22.9	8,688.0	16.5
Environment & Natural Resources	162.0	0.7	2,120.0	4.0
Public Safety	1,446.0	6.5	2,212.0	4.2
Human Services	4,845.0	21.7	7,012.0	13.3
Department of Transportation	90.0	0.4	8,414.0	16.0
All Other	2,067.0	9.2	12,252.0	23.2
Total	\$22,363.0	100.0%	\$52,746.0	100.0%

Data provided by Governor's FY05 Budget Book.

Table 4.4

**Net Lottery Proceeds Compared
To Total Appropriations
For Elementary and Secondary Education
Fiscal Years 1983 through 2004
(Dollars in Millions)**

Fiscal Year	Total Appropriations	Net Lottery Proceeds Amount	% of Total
2004	\$6,558.8	\$570.0 ^a	8.7%
2003	6,176.3	540.0	8.7
2002	7,249.9	555.0	7.7
2001	6,785.1	490.0	7.2
2000	6,354.0	515.0	8.1
1999	5,654.4	540.0	9.6
1998	4,849.3	565.0	11.7
1997	4,307.1	590.2	13.7
1996	3,994.8	594.1	14.9
1995	3,792.7	588.3	15.5
1994	3,611.5	552.1	15.3
1993	3,475.4	587.4	16.9
1992	3,433.9	610.0	17.8
1991	3,499.6	590.0	16.9
1990	3,487.5	594.0	17.0
1989	3,000.1	586.1	19.5
1988	2,866.4	524.4	18.3
1987	2,985.4	553.1	18.5
1986	2,767.9	551.8	19.9
1985 ^b	2,427.9	502.8	20.7
1984	2,236.1	365.4	16.3
1983	2,103.2	216.3	10.3

^a Net Lottery Proceeds were provided by Illinois Lottery.

^b Beginning FY85, net lottery proceeds were deposited into the Common School Fund.

Table 4.5**Illinois Public School Districts by Type
1982-83 through 2003-04**

School Year	Elementary Districts	Secondary Districts	Unit Districts	Total Districts
2003-04	381	101 ^a	405	887 ^b
2002-03	383	103	407	893
2001-02	383	103	407	893
2000-01	383	103	408	894
1999-00	384	103	409	896
1998-99	385	104	408	897
1997-98	388	106	406	900
1996-97	392	107	405	904
1995-96	392	107	408	907
1994-95	395	110	410	915
1993-94	400	110	414	924
1992-93	406	111	415	932
1991-92	410	113	423	946
1990-91	415	114	424	953
1989-90	418	115	428	961
1988-89	422	117	433	972
1987-88	423	119	439	981
1986-87	428	122	443	993
1985-86	431	122	444	997
1984-85	433	124	448	1,005
1983-84	435	125	447	1,007
1982-83	435	125	448	1,008

^a

Includes two non-operating districts.

^b

Does not include five state-operated school systems (the Illinois Department of Corrections school district, two state laboratory schools, the Illinois Mathematics and Science Academy, and the Illinois Department of Rehabilitation state schools).

Source: Fall Housing Enrollment Report, Data Analysis & Progress Reporting Division, ISBE.

Table 4.6**Public and Nonpublic Pre-Kindergarten
Through Grade 12 Fall Pupil Enrollment
1982-83 through 2003-04**

<u>School Year</u>	<u>Public</u>	<u>Nonpublic</u>	<u>Total</u>
2003-04	2,100,961	312,819	2,413,780
2002-03	2,084,187	306,047	2,390,234
2001-02	2,071,391	317,198	2,388,589
2000-01	2,051,021	323,231	2,374,252
1999-00	2,018,316	323,869	2,342,185
1998-99	2,011,814	322,664	2,334,478
1997-98	1,996,184	321,406	2,317,590
1996-97	1,974,824	320,880	2,295,704
1995-96	1,948,089	323,438	2,271,527
1994-95	1,920,289	320,290	2,240,579
1993-94	1,898,494	317,102	2,215,596
1992-93	1,877,785	315,995	2,193,780
1991-92	1,843,394	315,247	2,158,641
1990-91	1,816,182	318,625	2,134,807
1989-90	1,792,356	322,666	2,115,022
1988-89	1,790,566	328,280	2,118,846
1987-88	1,806,357	332,033	2,138,390
1986-87	1,819,392	339,680	2,159,072
1985-86	1,821,278	348,994	2,170,272
1984-85	1,829,619	352,079	2,181,698
1983-84	1,849,045	352,518	2,201,563
1982-83	1,875,770	353,412	2,229,182

Source: Fall Housing Enrollment Report, Data Analysis and Progress Reporting Division, ISBE.

Table 4.7

Illinois Public School Finance Statistics

	District Type*	Per Capita Tuition Charge	Operating Expense per Pupil
2002-03 AVERAGES	Elementary	\$7,112	\$8,125
	Secondary	10,731	11,593
	Unit	6,382	8,056
	ALL DISTRICTS	7,076	8,482
	Chicago SD 299 (10 mos.)	6,157	8,786
2001-02 AVERAGES	Elementary	\$6,819	\$7,740
	Secondary	10,623	11,442
	Unit	6,166	7,771
	ALL DISTRICTS	6,846	8,181
	Chicago SD 299 (10 mos.)	5,882	8,482
2000-01 AVERAGES	Elementary	\$6,399	\$7,442
	Secondary	10,157	11,167
	Unit	5,827	7,546
	ALL DISTRICTS	6,466	7,926
	Chicago SD 299	5,561	8,379
1999-00 AVERAGES	Elementary	\$6,014	\$6,959
	Secondary	9,901	10,765
	Unit	5,496	7,124
	ALL DISTRICTS	6,122	7,483
	Chicago SD 299	5,340	8,047
1998-99 AVERAGES	Elementary	\$5,857	\$6,613
	Secondary	9,567	10,305
	Unit	5,484	6,816
	ALL DISTRICTS	6,032	7,146
	Chicago SD 299	5,622	7,827

* Elementary School Districts: Pre-K—8.
 Secondary (High) School Districts: 9—12.
 Unit School Districts: Pre-K—12.

Table 4.8

**Total Appropriations Per Pupil Enrolled, Current Dollars and Constant Dollars
Fiscal Years 1984 through 2004**

Fiscal Year	Total Appropriations		Fall Enrollment	Total Appropriations Per Pupil Enrolled		% Change in Constant Dollars Per Pupil Enrolled
	Current Dollars ^a	Constant 2000 Dollars ^a		Current Dollars ^b	Constant 2000 Dollars ^b	
2004	\$20.1	\$17.9	2,100,961	\$9,560	\$8,519	2.0
2003	19.1	17.4	2,084,187	9,141	8,352	-0.9
2002	18.5	17.5	2,071,391	8,945	8,431	-0.1
2001	18.0	17.3	2,051,021	8,769	8,439	1.2
2000	16.8	16.8	2,018,316	8,337	8,337	2.9
1999	15.7	16.3	2,011,814	7,784	8,102	6.3
1998	14.3	15.2	1,996,184	7,173	7,625	5.9
1997	13.2	14.2	1,974,824	6,664	7,199	2.0
1996	12.5	13.7	1,948,089	6,395	7,057	2.5
1995	11.7	13.2	1,920,289	6,100	6,886	2.7
1994	11.0	12.7	1,898,494	5,776	6,708	1.7
1993	10.4	12.4	1,877,785	5,547	6,594	2.5
1992	9.8	11.9	1,843,394	5,290	6,436	1.4
1991	9.3	11.5	1,816,182	5,109	6,349	-1.0
1990	8.9	11.5	1,792,356	4,945	6,412	7.3
1989	7.9	10.7	1,790,566	4,439	5,975	5.5
1988	7.4	10.2	1,806,357	4,072	5,663	0.3
1987	7.1	10.3	1,819,392	3,924	5,648	2.3
1986	6.7	10.1	1,821,278	3,703	5,521	5.8
1985	6.2	9.6	1,829,619	3,389	5,220	2.7
1984	5.9	9.4	1,849,045	3,170	5,085	3.3

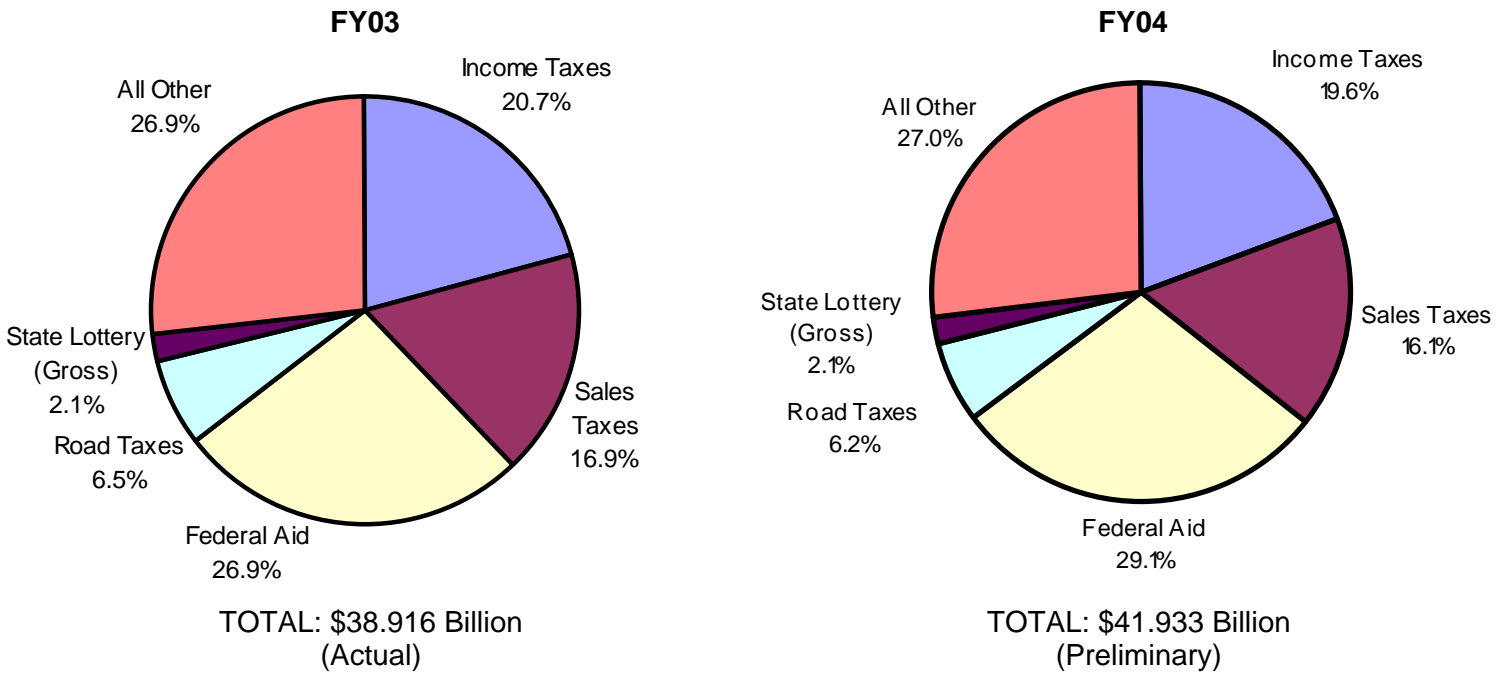
^a In Billions

^b In Whole Dollars

Figure 4.0

STATE REVENUES BY SOURCE

ALL FUNDS



GENERAL FUNDS

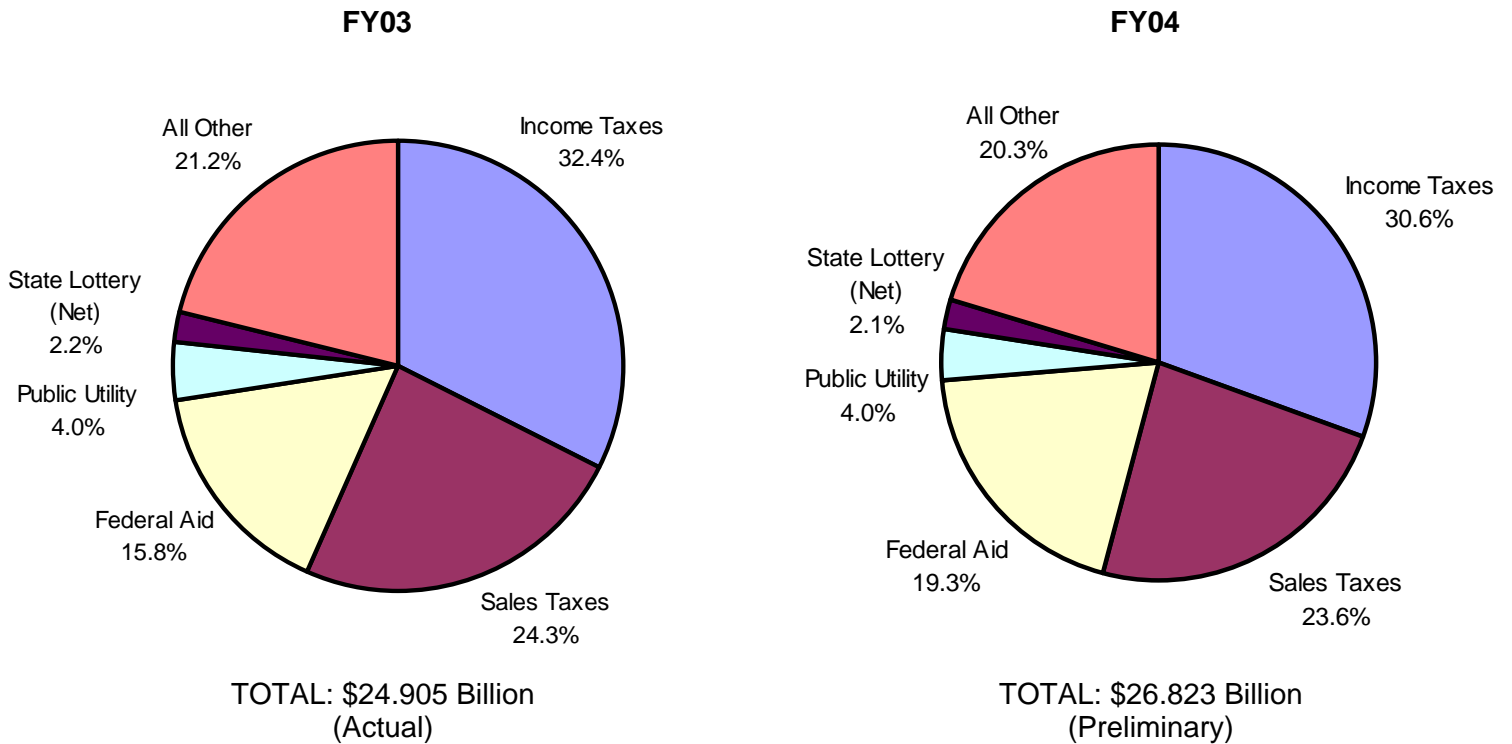


Figure 4.1

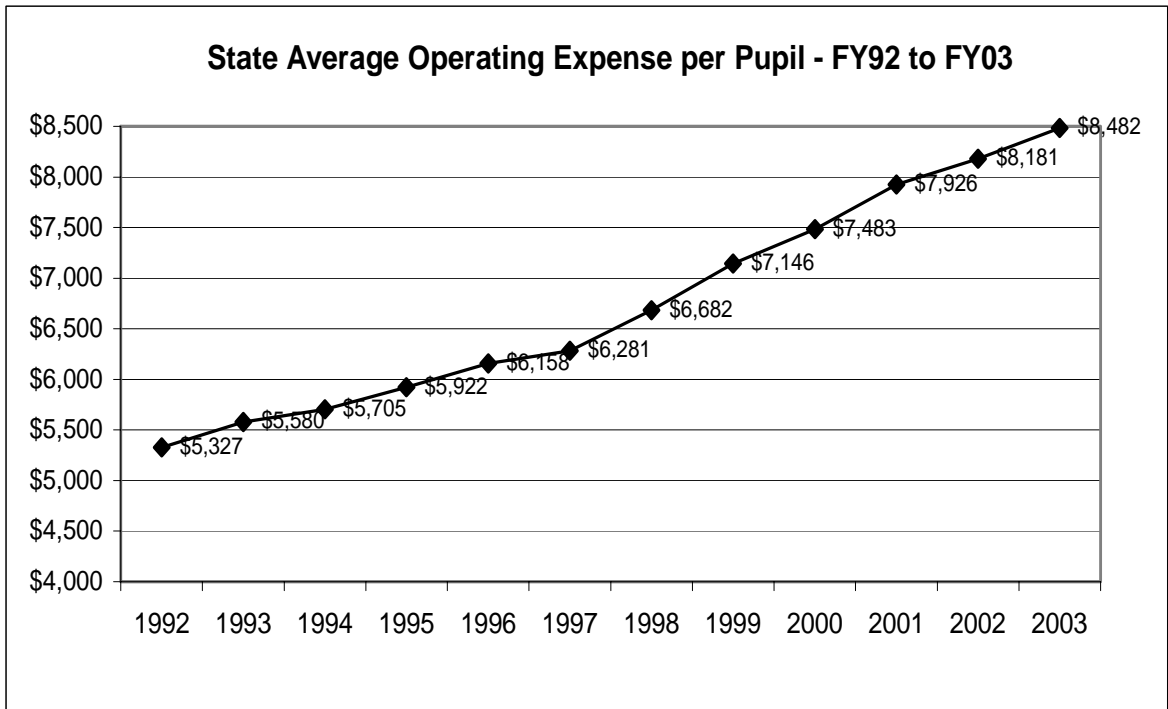


Figure 4.2

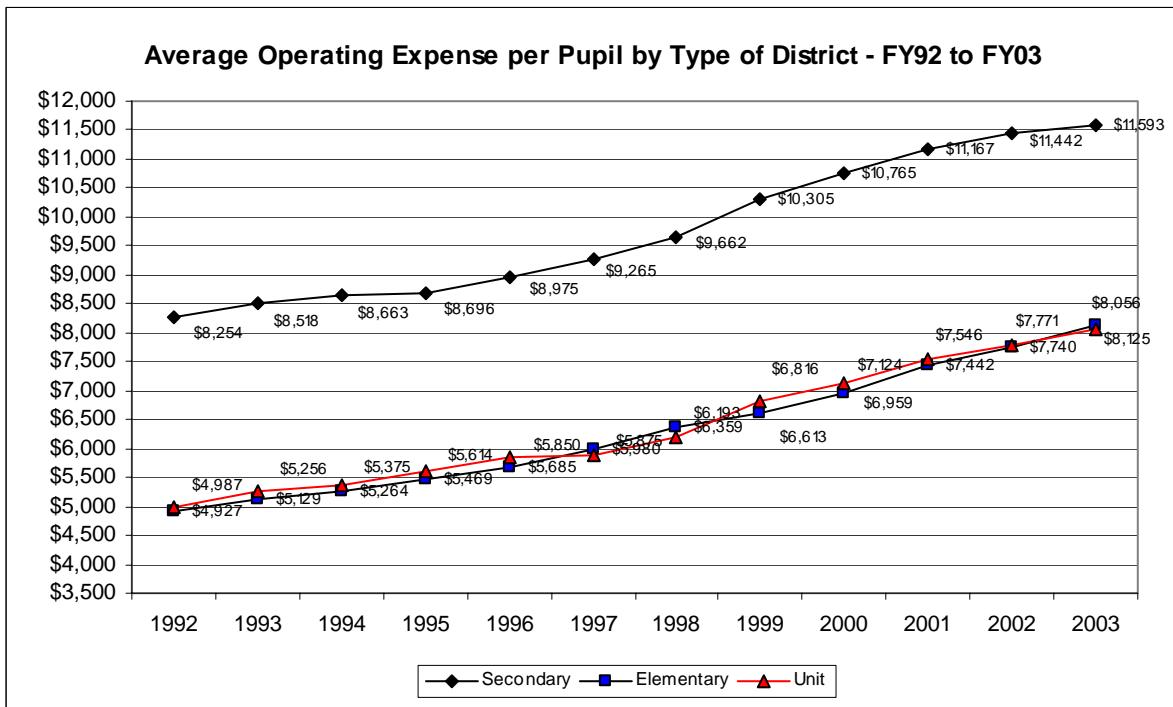


Figure 4.3

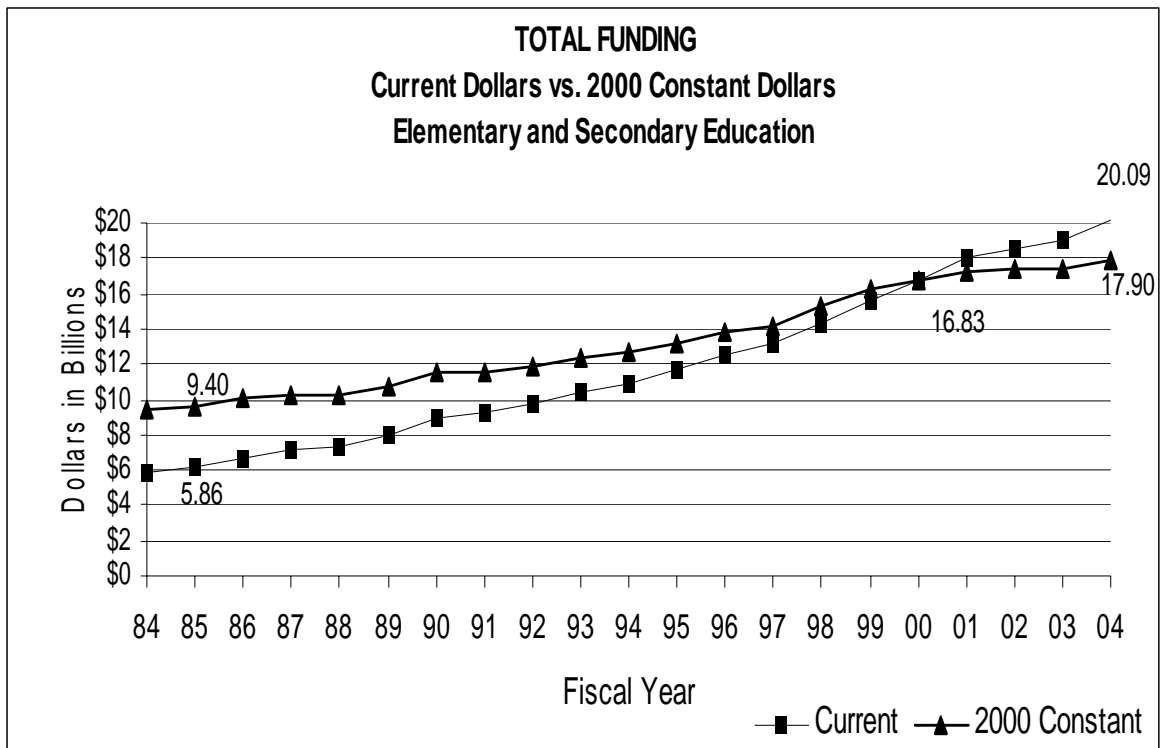


Figure 4.4

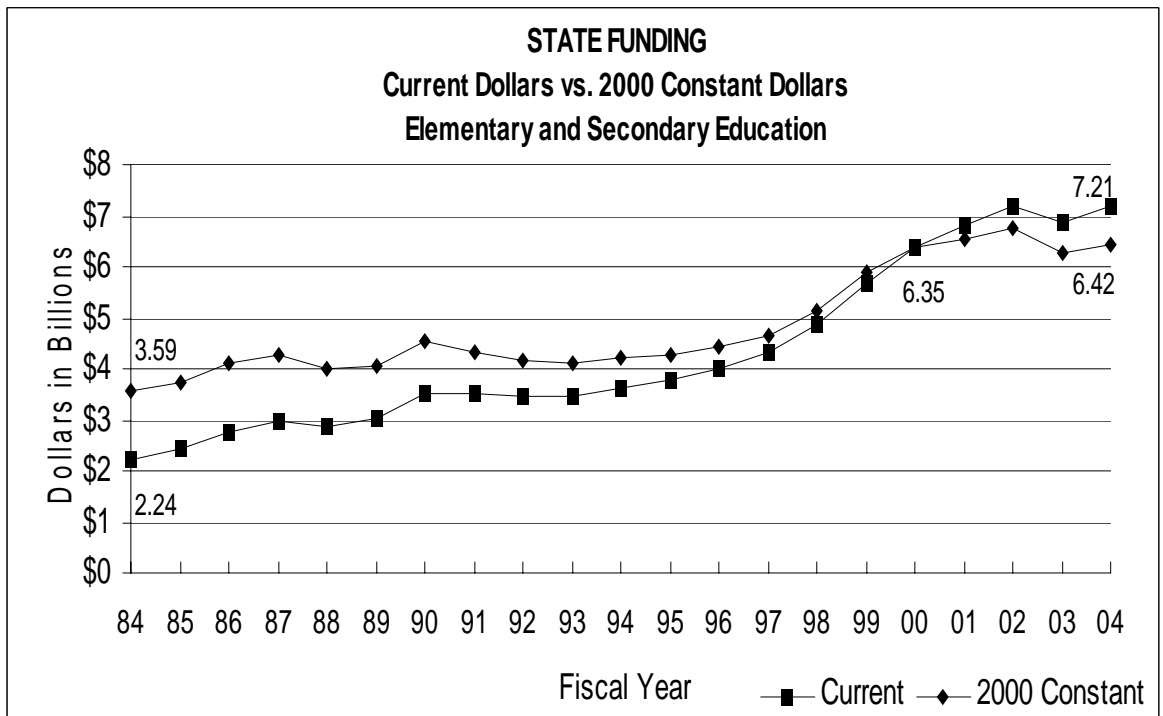


Figure 4.5

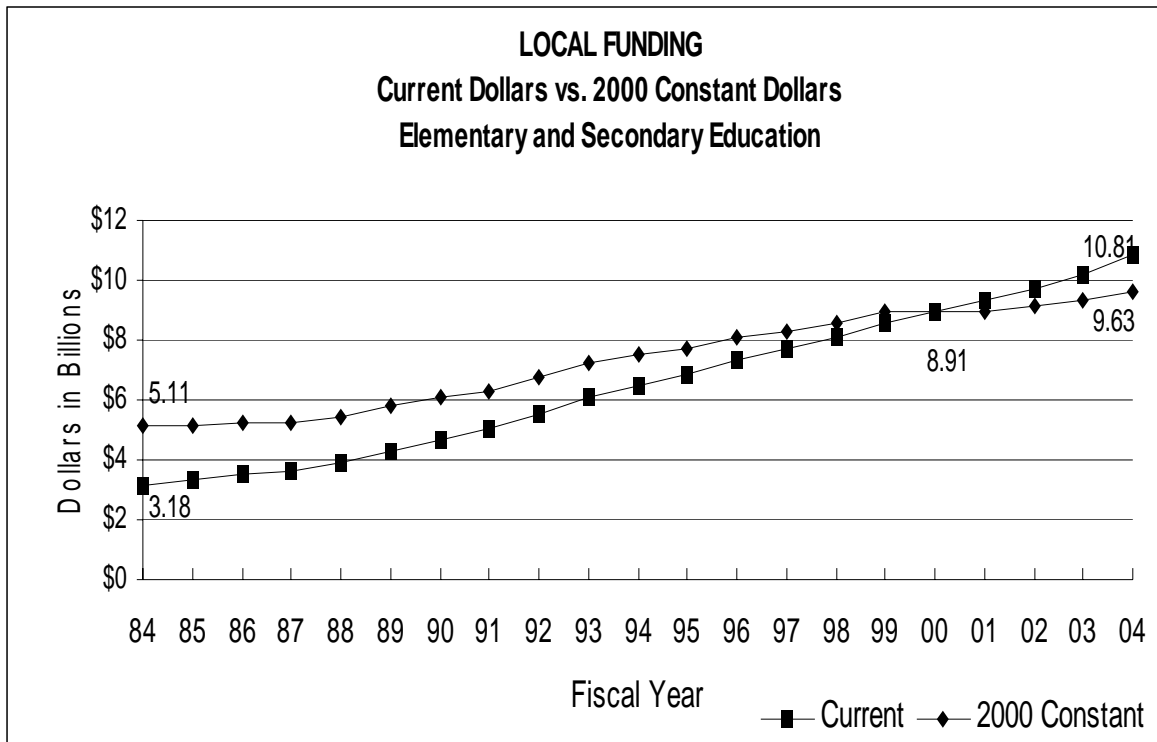


Figure 4.6

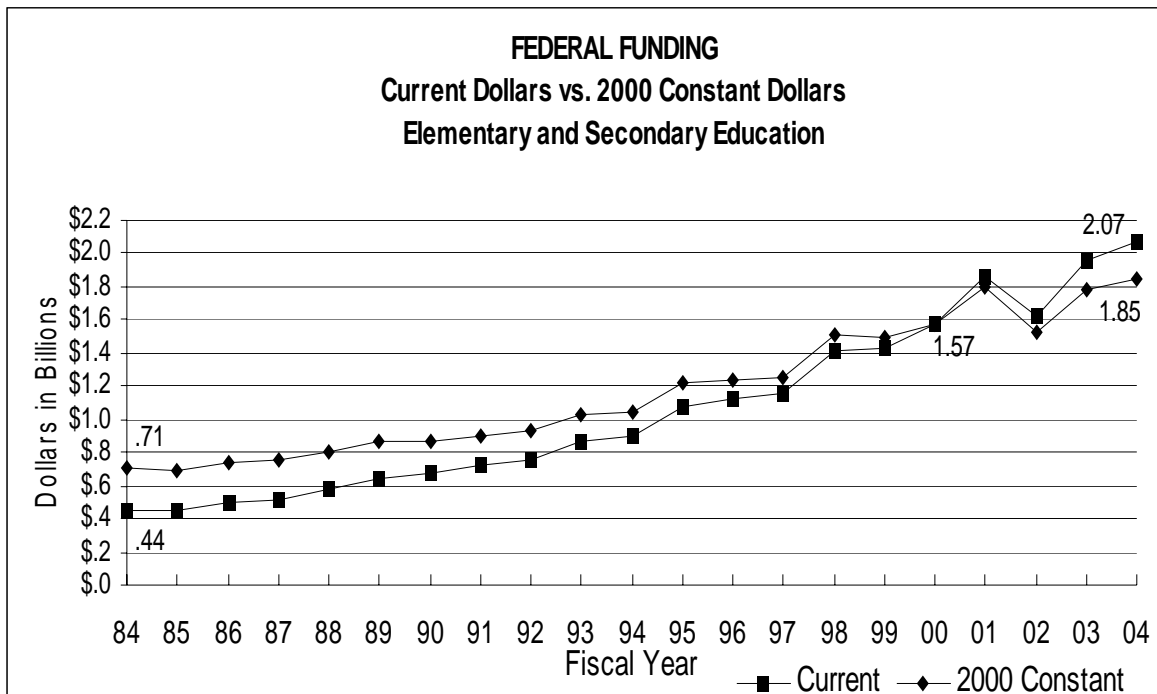


Figure 4.7

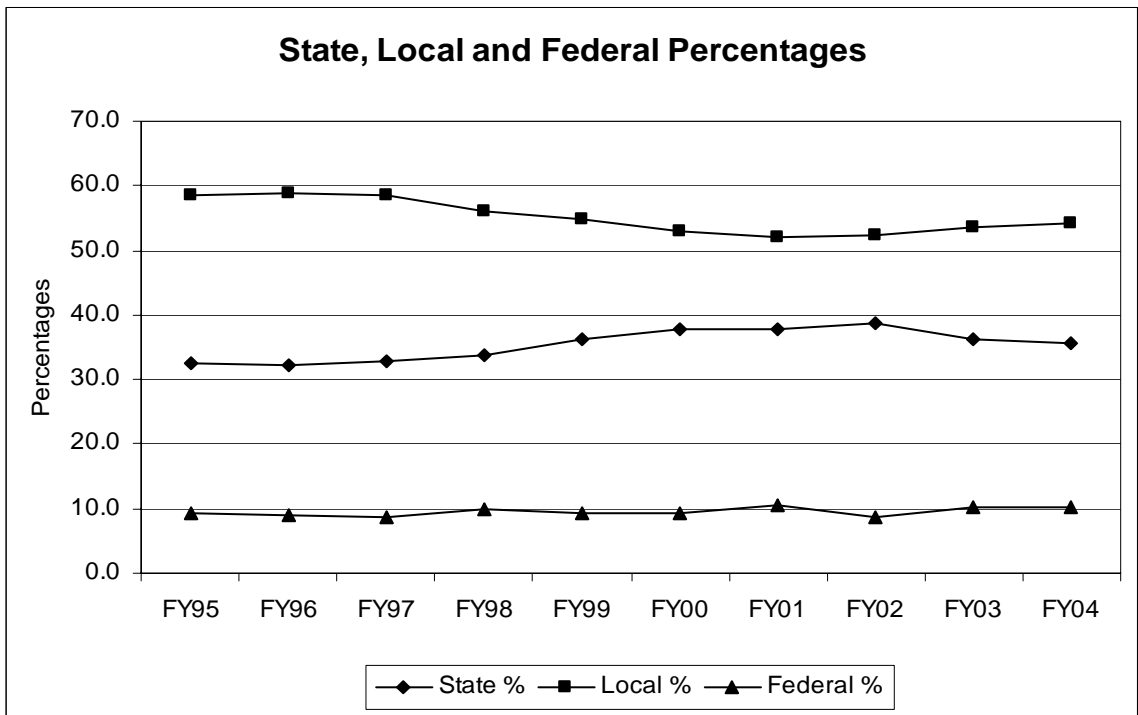
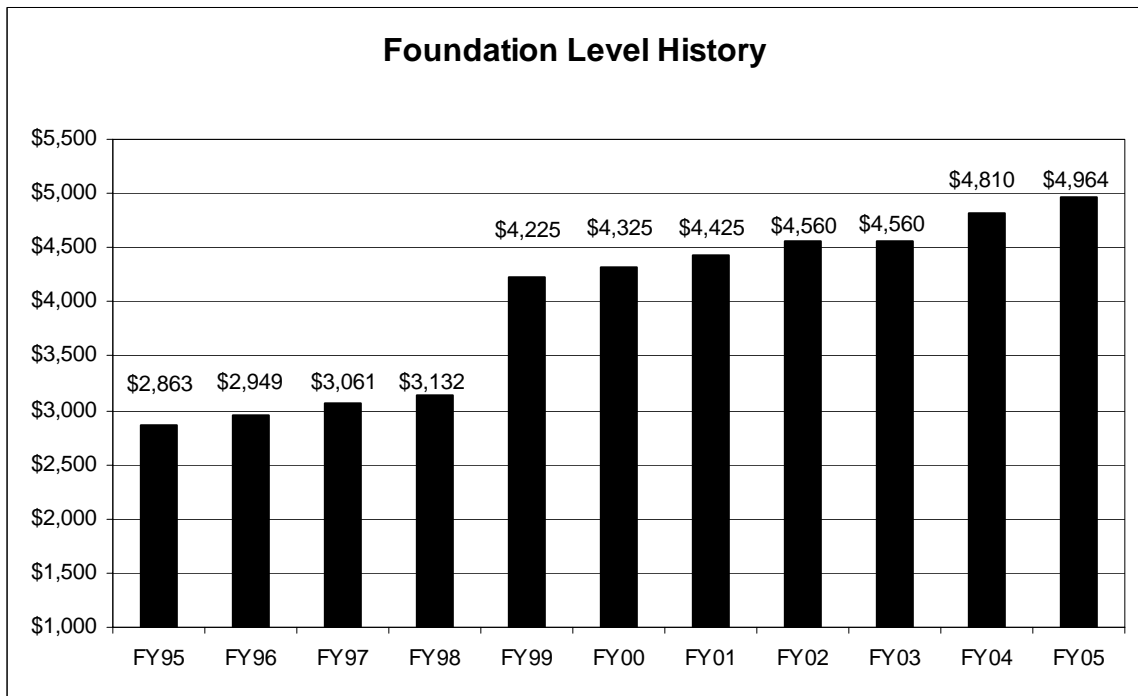


Figure 4.8



SCHOOLS AND DISTRICTS

A Profile of Illinois Public Schools in 2003-2004 Selections from School Report Card Files (regular public schools only)

SUMMARY

886 districts (public-regular)	86.6% graduation rate
3,907 schools	4.6% dropout rate
2,060,048 students	16.8% mobility rate
39.0% low-income enrollment	6.7% LEP enrollment

TRENDS

Number of school districts declined: The number of school districts declined from 913 in 1995 to 886 in 2004; there were 381 elementary districts, 101 high school districts, and 404 unit districts, for a total of 886 public school districts.

Number of public schools increased: The number of public schools increased from 3,825 in 1995 to 3,907 in 2004. These figures include only regular public schools which issue school report cards.

Increase in average school size: The average school size increased by about 7% from 492 in 1995 to 527 in 2004.

Student enrollment continued to increase: Student enrollment in the regular Illinois public schools increased steadily from 1,880,376 in 1995 to 2,060,048 in 2004. In the last decade, student enrollment increased by 179,672 or 9.6%. (Regular public school enrollment only.)

Increase in low-income students: Low-income students increased from 34.0% of the enrollment in 1995 to 39.0% in 2004. Pupils are considered low-income if they are from families receiving public aid, are living in institutions for neglected or delinquent children, are being supported in foster homes with public funds, or are eligible for free or reduced-price lunches.

Mobility rate declined: The mobility rate declined from 19.3% in 1995 to 16.8% in 2004. The mobility rate is the sum of the students transferred out and students transferred in, divided by the average daily enrollment, multiplied by 100. Students may be counted more than once, depending on the number of transfers made in the year.

Percent minority increased: Students who are either Black, Hispanic, Asian/Pacific Islander or Native American make up 42.3% of the enrollment in 2004, up from 35.3% in 1995. The increase in minority percentage is accounted for mainly by increases among Hispanic students.

LEP students increased in last decade: Limited-English-Proficient (LEP) students increased from 5.6% in 1995 to 6.7% in 2004. LEP students include those who are eligible for bilingual education.

Decline in dropout rate since 1995: The dropout rate declined from 6.8% in 1995 to 4.6% in 2004. Dropouts include students in grades 9-12 whose names have been removed from the district roster

for any reason other than death, extended illness, graduation/completion of a program of studies, transfer to another school, or expulsion.

Chronic truancy rate generally unchanged: The chronic truancy rate was 2.1% in 2004, compared to 2.4% reported for 1995. Chronic truants include students, subject to compulsory attendance, who have been absent without valid cause for 18 or more of the previous 180 regular attendance days.

Since 1995, average class sizes declined at the elementary level and increased at the high school level: Between 1995 and 2005, the average class sizes changes were:

	1995	2005
Kindergarten	22.7	21.0
Grade 1	23.1	21.6
Grade 3	23.5	22.6
Grade 6	24.1	23.7
Grade 8	23.5	23.1
High School (Grades 9-12)	19.7	19.9

Minorities account for about 15% of the teaching force: While minorities account for 42.3% of the students enrolled, only about 15% of the classroom teachers are from minority groups.

Declining trend in percent of male teachers: There is a downward trend in the percent of male teachers, declining from 25.5% of the teaching force in 1995 to 23.4% in 2004.

Percent of teachers with graduate degrees increased slightly: In 2004, teachers who had a master's degree or above accounted for 48.6% of the classroom teachers in Illinois public schools, up from 43.8% in 1995.

Elementary and secondary pupil-teacher ratios (PTR) generally declined but increased in 2004: The elementary PTR declined from 19.6:1 in 1995 to 18.4:1 in 2003, then increased to 19.4:1 in 2004. The secondary PTR remained unchanged at 18.2:1 between 1995 and 2003 but increased to 18.8:1 in 2004. Pupil-teacher ratios in elementary schools are consistently higher than the pupil-teacher ratios in high schools.

Teaching experience (years) declined since 1999: The average teaching experience of Illinois public school teachers reached a low of 14.2 years in 1995 largely as a result of the state's Early Retirement Incentive (ERI) program launched two years prior to that year. Since then, the average teaching experience has increased, reaching 15.0 years in 1999 and then declining to 13.8 years in 2004. This declining trend may be expected to continue as teachers from the "baby-boomer" generation approach retirement age.

Average teacher salary increased by 38% since 1995: The average teacher salary increased from \$39,505 in 1995 to \$54,446 in 2004. When adjusted for inflation, the average teacher salary increased by 8.8% between 1995 and 2004.

Average administrator salary increased by 45% since 1995: The average administrator salary increased from \$64,835 in 1995 to \$93,976 in 2004. When adjusted for inflation, the average administrator salary increased by about 14% between 1995 and 2004.

Between 1994 and 2003, statewide operating expenditure per pupil (OEPP) increased by 48.7%: The statewide OEPP increased by 48.7% from \$5,705 in 1994 to \$8,482 in 2003. After adjusting for inflation, the OEPP increased by about 17% since 1994.

**Number of Public School Districts by Type and Enrollment
1993-94 and 2003-04**

	Elementary Districts		Secondary Districts		Unit Districts		TOTAL*	
	1993-94	2003-04	1993-94	2003-04	1993-94	2003-04	1993-94	2003-04
25,000 or more	0	0	0	0	3	4	3	4
10,000 to 24,999	0	4	0	2	0	14	0	20
5,000 to 9,999	10	9	5	10	22	24	37	43
2,500 to 4,999	38	53	22	22	31	31	91	106
1,000 to 2,499	106	101	28	29	126	118	260	248
600 to 999	61	54	21	17	98	89	180	160
300 to 599	62	58	14	11	108	100	184	169
Less than 300	121	102	16	10	16	25	153	137
Total	398	381	106	101	404	405	908	887

* Does not include two (2) non-operating districts, Department of Corrections district, state-operated districts, special education districts, and state charter districts.

Number of Public and Nonpublic Attendance Centers

	Public		Nonpublic		
	1993-94	2003-04	1993-94	2003-04	
Elementary	2,647	2,639	Elementary	1,017	913
Junior High	577	609	Secondary	119	117
High School	654	666	Unit	149	142
Special Education and Others	273	359	Special Education	124	78
Total	4,151	4,273		1,409	1,250

Source: Fall Housing Enrollment Report, Data Analysis & Progress Reporting Division, ISBE.

Illinois Virtual High School

The [Illinois Virtual High School \(IVHS\)](#) is an Internet educational service delivering a wide range of quality high school class content online to Illinois students by certified Illinois teachers through the IVHS portal platform. The Illinois State Board of Education (ISBE) serves as the fiscal agent for the IVHS and provides oversight for the program in collaboration with the Illinois Board of Higher Education, the Illinois Community College Board and the Illinois Technology Office. The [Illinois Mathematics and Science Academy \(IMSA\)](#) manage and operate the IVHS on behalf of ISBE, who provides grants from state and federal funds for the operation of the program. In FY05, funds for this program total \$1.45M in state dollars and anticipated federal funds of approximately \$700,000. In addition, the program will utilize approximately \$370,000 from course fees collected directly by IMSA. Federal grants also fund approximately \$250,000 in contracts to IVHS partners.

The IVHS provides classes that may not be available to students at all schools. Classes can be completed at almost any time and students may take or retake classes required for graduation, as well as rigorous advanced coursework that, in some cases, may result in college credit. IVHS offers the ability to work at a more flexible and individualized pace and also offers courses to home-schooled students.

The IVHS offers a mix of prepackaged courses procured from private sector vendors and courses developed by the IVHS and its partners. For the 2004-05 school year, 93 semester courses are available. IVHS anticipates offering 14 Advanced Placement (AP) review courses and an ACT test preparation course in spring 2005. In addition, IVHS offers several online professional development courses for educators. More information can be found at <http://www.ivhs.org/>.

	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
Schools enrolling students	36	69	162	213
Credit-based semester registrations*	97	412	1,232	1,960
Students served: credit-based registrations	91	282	937	1,409
Non-credit registrations*	195	2,720	165	1,294
Students served: non-credit registrations	163	1,804	158	1,136
Credit-based semester courses offered	16	69	90	102
Non-credit courses offered	10	11	11	15
Credit-based semester courses under development	7	23	8	4

* Students can enroll in more than one course.

Illinois Virtual High School

As of November 1, 2004

<u>Term</u>	<u>Schools Requesting Participation</u>	<u>Schools Enrolling Students</u>	<u>Semester Registrations</u>	<u>Courses Offered</u>	<u>Courses Selected for Enrollment</u>	<u>Number of Instructors*</u>	<u>Courses Under Development**</u>	<u>Most Requested Courses</u>
Spring 2001	124	33	97	16	12	16	7	A+ Certification, Network+ Certification, English as a Second Language
AP Review 2001	127	36	195	10	10	N/A	N/A	Calculus AB, English Literature & Composition, US History
Fall 2001	167	55	202	69	40	35	15	A+ Certification, Chemistry 1A, Oceanography, Physics 1A
Spring 2002	173	49	191	69	49	38	18	Chemistry 1B, Physics 1B, Psychology, Network + Certification
AP Review 2002	266	68	2,720	11	11	N/A	N/A	English Language Literature & Composition, US History, Calculus AB
Summer 2002	282	12	19	4	4	2	N/A	Algebra 1A, Algebra 1B
Fall 2002	302	99	457	86	77	56	8	Psychology, AP Calculus AB, Spanish IA, Web Page Design
Spring 2003	318	120	635	90	76	56	8	Intro to Technology, Career Planning, Creative Writing, Web Page Design
ACT and AP Review 2003	318	26	165	15	11	8	N/A	ACT Review, US History
Summer 2003	332	46	140	20	17	15	N/A	Consumer Ed., Psychology, Health 1A, Web Page Design

* Figures do not include course developers.

** Measured in semester courses.

Illinois Virtual High School
(continued)

Term	Schools Requesting Participation	Schools Enrolling Students	Semester Registrations	Courses Offered	Courses Selected for Enrollment	Number of Instructors*	Courses Under Development**	Most Requested Courses
Fall 2003	376	140	745	101	87	60	4	Psychology, Spanish IIA, English 1A, Web Page Design
Spring 2004	395	152	971	102	92	60	4	Consumer Ed., Career Planning, Psychology, Web Page Design
ACT and AP Review 2004	403	63	1,294	15	13	20	N/A	ACT Review, AP US History, AP English Language Literature & Composition
Summer 2004	404	65	240	24	23	17	N/A	Consumer Ed., Career Planning, Health 1A, Algebra 1A, Creative Writing
Fall 2004	434	157	1,143	89	80	95	6	Spanish IA, Career Planning, Psychology, Web Page Design

* Figures do not include course developers.

** Measured in semester courses.

How Illinois Ranks Among the States*

Public School Enrollment (Fall 2002)

1	California	6,244,403
5	Illinois	2,081,156
51	District of Columbia	67,552
	United States	47,781,413

Number of Teachers (2002-03)

1	California	309,773
5	Illinois	133,659
51	District of Columbia	4,769
	United States	3,035,249

Average Teacher Salary (2002-03)

1	California	\$56,283
6	Illinois	\$51,475
51	South Dakota	\$32,416
	United States	\$45,891

Per Student Expenditure (2002-03)

1	District of Columbia	\$13,355
11	Illinois	\$9,414
51	Utah	\$4,907
	United States	\$7,875

Pupils Enrolled per Teacher (2001)

1	Utah	20.7
22	Illinois	14.2
51	Vermont	9.8
	United States	14.7

* Includes the District of Columbia.

Sources for National Perspective: (1) U.S. Census Bureau and (2) National Education Association. 1999. *Rankings and Estimates: Rankings of the States 2003 and Estimates of School Statistics 2004.*

How Illinois Ranks Among Other States

Education Week, "QUALITY COUNTS"

January 6, 2005

	Illinois Ranking*	Illinois	Nation
Overall grade for Standards and Accountability	18	B 86	N/A N/A
Overall grade for improving teacher quality	23	C 75	N/A N/A
Overall grade for resources equity	44	C- 70	N/A N/A
Per-pupil expenditure (2002)	28	\$7,710	\$7,734
Taxable resources spent on education (2002)	36	3.6%	3.8%
4 th graders scoring at or above proficient on the NAEP reading exam (2003)	30	31%	30%
8 th graders scoring at or above proficient on the NAEP reading exam (2003)	15	35%	30%
4 th graders scoring at or above proficient on the NAEP math exam (2003)	26	32%	31%
8 th graders scoring at or above proficient on the NAEP math exam (2003)	27	29%	27%
Graduation rate (2002)	24	74%	71%
Students with "chance for college" (2002)	12	42%	38%
Average elementary class size for self-contained classes (2000)	41	22.3	21.2
School report cards required to include information on class size (2004-05)	n/a	Yes	22
9 th – 12 th graders who dropped out of school (2001)	39	6.0%	N/A
National Board certified teachers (2004)	8	1,239	40,033
Secondary teachers who majored in the subject they teach (2000)	21	64%	64%
Average teacher salaries, adjusted for cost of living (2003)	6 9	Starting: \$34,522 All: \$51,496	Starting: \$29,564 All: \$45,771

* smaller = better

STUDENTS

Public School Enrollment Comparison 1993-94 with 2003-04

Grade Level	1993-94 Enrollment	2003-04 Enrollment	Percent Change
Pre-K	31,640	52,373	65.5
Pre-K Bilingual	839	1,236	47.3
Pre-K Spec. Ed.	9,880	13,539	37.0
Kindergarten	144,757	146,803	1.4
K-1 Transition	981	N/A	N/A
1 st Grade	146,167	155,142	6.1
2 nd Grade	143,397	154,191	7.5
3 rd Grade	143,349	161,329	12.5
4 th Grade	138,827	160,246	15.4
5 th Grade	132,883	158,367	19.2
6 th Grade	134,201	163,901	22.1
7 th Grade	136,363	162,933	19.5
8 th Grade	138,518	160,271	15.7
Ungraded Elementary	4,706	*	*
Elem. Spec. Ed.	49,432	*	*
Elementary Total	1,355,940	1,490,331	9.9
9 th Grade	143,950	174,343	21.1
10 th Grade	131,770	155,848	18.3
11 th Grade	120,785	139,504	15.5
12 th Grade	106,519	136,974	28.6
Ungraded Secondary	3,428	*	*
Sec. Spec. Ed.	27,014	*	*
Post Grad.	3,721	3,961	6.4
Secondary Total	537,187	610,630	13.7
TOTAL	1,893,127	2,100,961**	11.0

* Starting with the 1998-99 school year, the student classifications of elementary and secondary special education and nongraded were not used. These students are reported in appropriate grade levels.

** Includes Regional Office of Education, Department of Corrections, special education and regular education schools.

**Public School Enrollment
by Racial/Ethnic Distribution Comparison
1993-94 with 2003-04**

	1993-94		2003-04	
	Number of Students	Percent	Number of Students	Percent
White Non-Hispanic	1,223,832	64.6%	1,205,782	57.4%
Black Non-Hispanic	400,188	21.1%	444,290	21.1%
Hispanic	211,113	11.2%	370,942	17.7%
Asian or Pacific Islander	55,137	2.9%	75,865	3.6%
American Indian or Alaskan Native	2,807	0.1%	4,082	0.2%
Total Students	1,893,077		2,100,961	
Percent of Minority Students		35.4%		42.6%

**Nonpublic School Enrollment* Comparison
1993-94 with 2003-04**

Grade Level	1993-94 Enrollment	2003-04 Enrollment	Percent Change from 1993-94 to 2003-04
Pre-K	30,231	35,559	17.6
Kindergarten	27,931	26,225	-6.1
1 st Grade	26,538	24,080	-9.3
2 nd Grade	25,432	23,684	-6.9
3 rd Grade	24,810	22,911	-7.7
4 th Grade	23,365	22,353	-4.3
5 th Grade	22,377	21,775	-2.7
6 th Grade	21,702	21,696	0.0
7 th Grade	21,351	21,112	-1.1
8 th Grade	21,412	20,260	-5.4
Elem. (K-8) Spec. Ed.	2,929	1,648	-43.7
Elementary Total	248,078	241,303	-2.7
9 th Grade	17,928	17,185	-4.1
10 th Grade	15,800	15,700	-0.6
11 th Grade	15,094	15,086	-0.1
12 th Grade	14,070	15,179	7.9
Sec. (9-12) Spec. Ed	2,742	2,066	-24.6
Reported Total Only**	**	**	**
Secondary Total	65,634	65,216	-0.6
Ungraded	3,152	6,300	99.9
TOTAL**	316,864	312,819	-1.3

* Nonpublic schools report data on a voluntary basis. Voluntary registration of nonpublic elementary and secondary schools on an annual basis went into effect July 1, 1977.

** Some nonpublic schools reported total enrollment only, which is included in the "Total."

**Bilingual Education Enrollment
2003-04**

By Native Language	Chicago		Downstate		State Total	
	Number	Percent	Number	Percent	Number	Percent
Spanish	58,447	46.4	67,495	53.6	125,942	80.1
Polish	3,581	53.0	3,176	47.0	6,757	4.3
Arabic	1,118	41.3	1,588	58.7	2,706	1.7
Urdu	1,115	50.1	1,110	49.9	2,225	1.4
Korean	206	11.8	1,542	88.2	1,748	1.1
Cantonese (Chinese)	1,349	81.8	301	18.2	1,650	1.0
Pilipino (Tagalog)	468	39.2	726	60.8	1,194	0.8
Gujarati	199	17.1	966	82.9	1,165	0.7
Vietnamese	533	47.6	587	52.4	1,120	0.7
Russian	139	15.1	779	84.9	918	0.6
Serbian	591	64.4	327	35.6	918	0.6
Lithuanian	68	8.6	722	91.4	790	0.5
Japanese	36	5.0	679	95.0	715	0.5
Bosnian	432	63.6	247	36.4	679	0.4
Mandarin (Chinese)	141	22.2	493	77.8	634	0.4
Bulgarian	196	34.2	377	65.8	573	0.4
Ukrainian	282	53.0	250	47.0	532	0.3
Romanian	296	57.7	217	42.3	513	0.3
Other (Identified)	2,041	36.1	3,619	63.9	5,660	3.6
Other (Unidentified)	274	38.2	443	61.8	717	0.5
Enrollment Totals	71,512	45.5	85,644	54.5	157,156	100.0

**Reasons for Exiting Bilingual Programs
2003-04**

Reason for Exiting	Chicago		Downstate		State Totals	
	Number	% of Chicago Exits	Number	% of Downstate Exits	Number	% of Statewide Exits
Transitioned	5,745	31.3	9,114	47.1	14,859	39.4
Withdrawn by Parents	2,597	14.2	1,173	6.1	3,770	10.0
Graduated	0	0.0	2,206	11.4	2,206	5.9
Dropped Out	336	1.8	291	1.5	627	1.7
Transferred	5,438	29.7	4,066	21.0	9,504	25.2
Other	4,223	23.0	2,515	13.0	6,738	17.9
Total Exited	18,339	48.6	19,365	51.4	37,704	24.0
Have Not Exited	53,173	44.5	66,279	55.5	119,452	76.0
Total Served	71,512	45.5	85,644	54.5	157,156	100.0

School Districts Which Served Over 1,000 Bilingual Students

School District Name	Number	Percent
City of Chicago District 299	71,512	45.5
Cicero School District 99	6,120	3.9
School District 46	6,007	3.8
Waukegan CU School District 60	4,557	2.9
Aurora East Unit School District 131	4,209	2.7
Palatine CC School District 15	2,413	1.5
Community Unit School District 300	2,337	1.5
Rockford School District 205	2,276	1.4
Wheeling CC School District 21	2,152	1.4
West Chicago Elementary School District 33	1,753	1.1
Schaumburg CC School District 54	1,588	1.0
Community Consolidated School District 62	1,538	1.0
Community Consolidated School District 59	1,402	0.9
Round Lake Area School District 116	1,381	0.9
Indian Prairie CU School District 204	1,274	0.8
Aurora West Unit School District 129	1,050	0.7

The total enrollment in FY04 increased by 3% from FY03. In particular, enrollment in Chicago School District 299 increased by almost 6% while downstate enrollment increased by a mere 0.2% (see table below). Forecasts indicate that enrollments in bilingual education programs will increase by three to five percent each year. It is anticipated that both Chicago and downstate programs will enroll more students of limited-English background in the coming years.

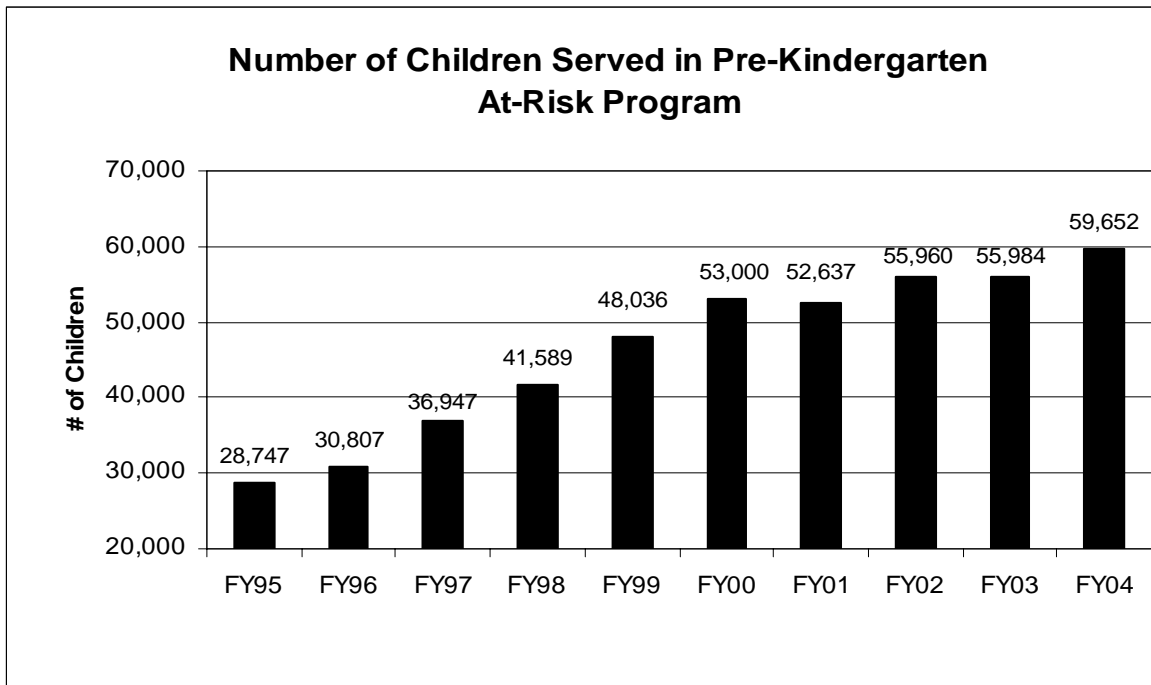
Number of Students Served by Bilingual Education Programs: FY01 - FY04

	Fiscal Year				Percent Increase/ Decrease in FY04	
	FY01	FY02	FY03	FY04	From FY02	From FY03
Chicago District 299	61,610	64,383	67,676*	71,512	11.1	5.7
Downstate	78,918	90,532	85,488	85,644	-5.4	0.2
Total Served	140,528	154,915	153,164	157,156	1.4	2.6

* This is an adjusted number. 16,250 students in Chicago's FY03 Annual Student Report should not have been included.

Improvements in Data Collection

The Annual Student Report (ASR) was modified to include additional variables recommended from last year's evaluation. Additionally, in view of [NCLB](#), student English proficiency data in oral, reading and writing were collected from programs. The presence of assessment data allowed the program evaluation process to study the impact of bilingual education program services to students' proficiency in English as well as the students' achievements on the Illinois Measurement of Annual Growth in English ([IMAGE](#)). The additional data variables in the ASR allowed for limited inferential analysis. For three consecutive years (FY02 through FY04) analysis of the data showed a positive relationship between the students' length of stay with the program and their subsequent performance on the [Illinois Standards Achievement Test \(ISAT\)](#).



The decrease in number of children served in FY01 is due to Chicago serving fewer children and more programs going to all-day and 5-day programs.

High School Graduates

	Public	Nonpublic	Total
2002-03	117,507	15,179	132,686
2001-02	116,600	15,216	131,816
2000-01	110,624	15,216	125,840
1999-00	111,835	15,114	126,949
1998-99	112,557	15,169	127,726
1997-98	114,611	15,481	130,092
1996-97	110,170	15,036	125,206
1995-96	104,626	14,520	119,146

2003-04 information will be available March 2005.

2002-03 Illinois High School Dropout Rate by Grade Level, Gender and Race

	9 th Grade		10 th Grade		11 th Grade		12 th Grade		Total		All
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
White Non-Hispanic											
# of Dropouts	1,719	1,341	1,890	1,586	2,343	1,855	2,503	1,822	8,455	6,604	15,059
Statewide Enrollment	51,234	48,139	48,102	45,771	46,309	44,811	45,272	43,566	190,917	182,287	373,204
Dropout Rate	3.36%	2.79%	3.93%	3.47%	5.06%	4.14%	5.53%	4.18%	4.43%	3.62%	4.04%
Black Non-Hispanic											
# of Dropouts	2,374	1,802	1,800	1,447	1,235	1,139	857	781	6,266	5,169	11,435
Statewide Enrollment	18,702	17,577	14,057	14,799	10,571	11,886	8,471	10,185	51,801	54,447	106,248
Dropout Rate	12.69%	10.25%	12.81%	9.78%	11.68%	9.58%	10.12%	7.67%	12.10%	9.49%	10.76%
Am Indian-Alaskan											
# of Dropouts	12	10	8	9	8	6	10	15	38	40	78
Statewide Enrollment	210	192	179	175	139	138	107	132	635	637	1,272
Dropout Rate	5.71%	5.21%	4.47%	5.14%	5.76%	4.35%	9.35%	11.36%	5.98%	6.28%	6.13%
Asian-Pacific Islander											
# of Dropouts	97	67	104	64	97	70	77	55	375	256	631
Statewide Enrollment	3,128	2,748	2,967	2,730	2,937	2,684	2,837	2,536	11,869	10,698	22,567
Dropout Rate	3.10%	2.44%	3.51%	2.34%	3.30%	2.61%	2.71%	2.17%	3.16%	2.39%	2.80%
Hispanic											
# of Dropouts	1,528	1,057	1,060	808	856	697	648	513	4,092	3,075	7,167
Statewide Enrollment	13,714	12,381	10,880	10,306	8,614	8,571	7,221	7,458	40,429	38,716	79,145
Dropout Rate	11.14%	8.54%	9.74%	7.84%	9.94%	8.13%	8.97%	6.88%	10.12%	7.94%	9.06%
Totals											
# of Dropouts	5,730	4,277	4,862	3,914	4,539	3,767	4,095	3,186	19,226	15,144	34,370
Statewide Enrollment	86,988	81,037	76,185	73,781	68,570	68,090	63,908	63,877	295,651	286,785	582,436
Dropout Rate	6.59%	5.28%	6.38%	5.30%	6.62%	5.53%	6.41%	4.99%	6.50%	5.28%	5.90%

Source: Fall Housing Enrollment Report, Data Analysis & Progress Reporting Division, ISBE.
2003-04 data will be available spring 2005.

SCHOOL REPORT CARD
Selected School Report Card Variables: Statewide Trend Data
(for regular public schools only)

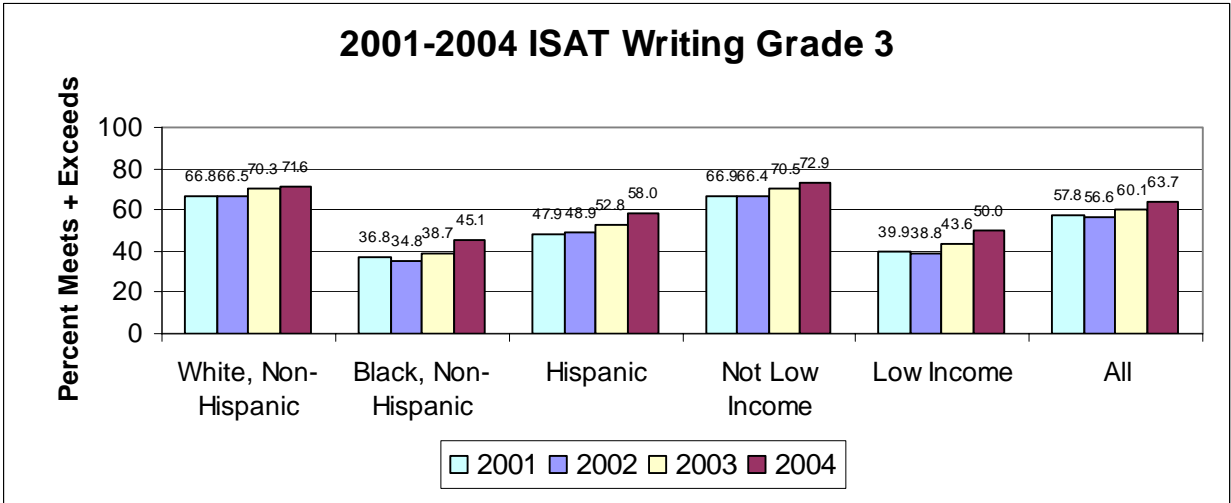
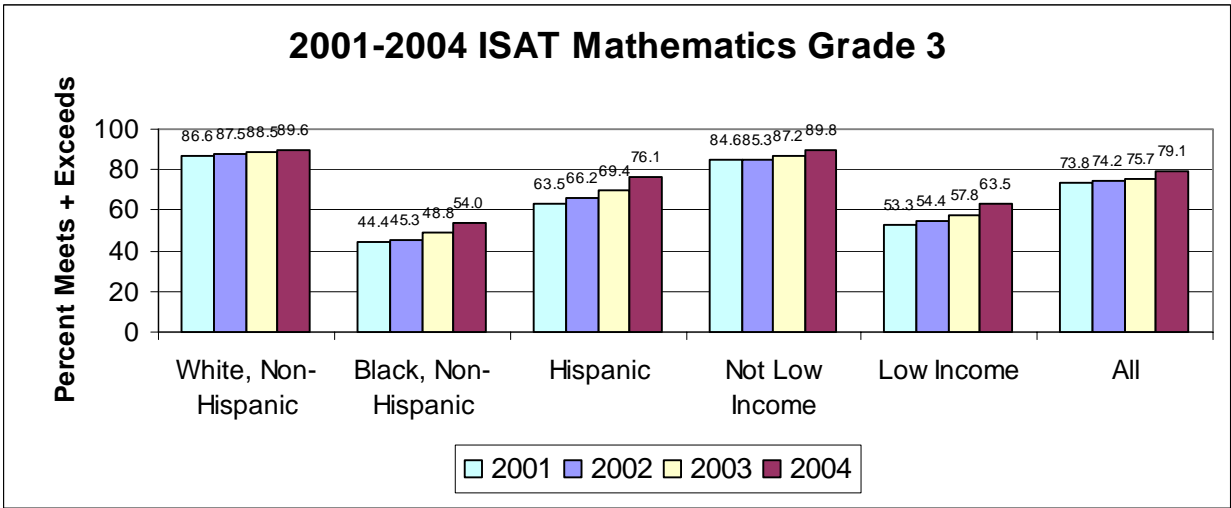
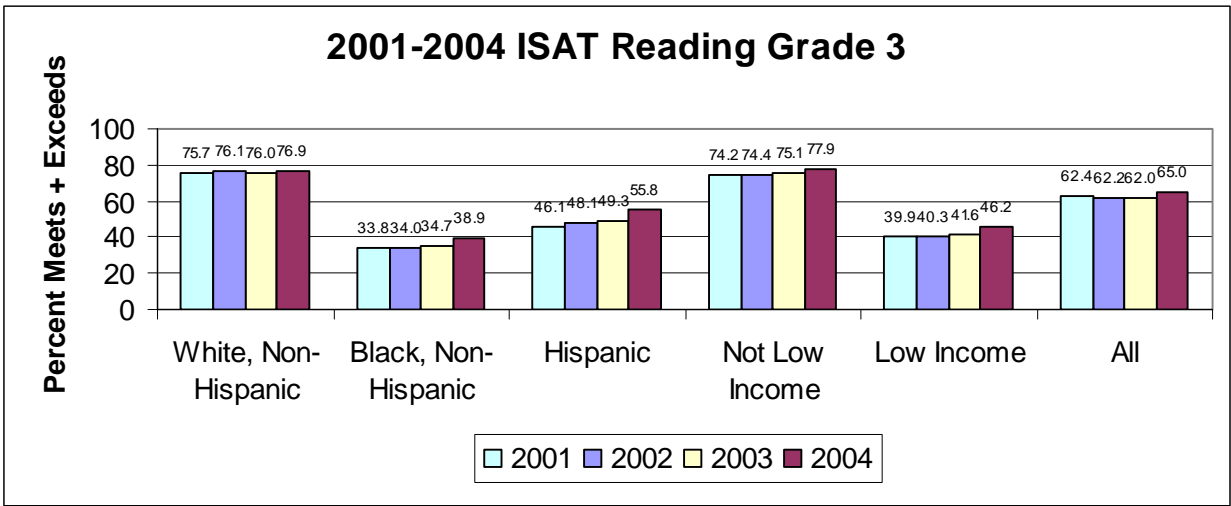
Report Card Variable	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Student Enrollment											
White	65.2%	64.7%	64.0%	63.3%	62.6%	62.0%	61.1%	60.1%	59.3%	58.6%	57.7%
Black	20.7%	20.6%	20.6%	20.6%	20.8%	20.8%	20.9%	20.9%	20.8%	20.7%	20.8%
Hispanic	11.0%	11.6%	12.2%	12.8%	13.3%	13.9%	14.6%	15.4%	16.2%	17.0%	17.7%
Asian/Pacific Islander	2.9%	3.0%	3.1%	3.1%	3.2%	3.2%	3.3%	3.4%	3.5%	3.6%	3.6%
Native American	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
Total Number	1,854,222	1,880,376	1,906,599	1,931,871	1,951,998	1,962,026	1,983,991	2,007,170	2,029,821	2,044,539	2,060,048
Low-Income Enrollment	33.5%	34.0%	34.9%	35.7%	36.3%	36.1%	36.7%	36.9%	37.5%	37.9%	39.0%
Limited English Prof. Enrollment	5.2%	5.6%	5.9%	6.1%	6.3%	6.4%	6.1%	6.3%	6.7%	6.3%	6.7%
Dropout Rate	7.0%	6.8%	6.5%	6.4%	6.2%	5.9%	5.8%	5.7%	5.1%	4.9%	4.6%
Attendance Rate	93.2%	93.4%	93.5%	93.8%	93.9%	93.6%	93.9%	93.7%	94.0%	94.0%	96.3%
Mobility Rate	18.8%	19.3%	18.8%	18.4%	18.2%	18.1%	17.5%	17.2%	16.5%	16.4%	16.8%
Chronic Truancy Rate	2.4%	2.4%	2.3%	2.3%	2.3%	2.3%	2.4%	2.2%	2.0%	1.9%	2.1%
Average Class Size											
Kindergarten	22.7	22.7	23.0	22.5	22.1	21.8	21.3	20.9	20.5	20.6	21.0
Gr 1	22.9	23.1	22.7	23.1	22.8	22.3	21.6	21.6	21.1	21.3	21.6
Gr 3	23.7	23.5	22.8	23.5	23.2	23.0	22.4	22.3	22.1	22.5	22.6
Gr 6	24.3	24.1	23.8	24.7	24.3	23.8	23.9	24.0	23.6	23.6	23.7
Gr 8	23.9	23.5	22.9	23.0	23.5	23.1	22.9	22.6	22.3	22.8	23.1
High School	19.9	19.7	19.5	19.3	18.9	18.3	18.4	18.2	18.8	17.6	19.9
Oper Expenditure Per Pupil <i>(Prior year data)</i>	\$5,579	\$5,705	\$5,922	\$6,158	\$6,281	\$6,682	\$7,146	\$7,483	\$7,926	\$8,181	\$8,482
Graduation Rate	78.0%	80.7%	80.5%	81.6%	81.8%	81.9%	82.6%	83.2%	85.2%	86.0%	86.5%

STUDENT PERFORMANCE

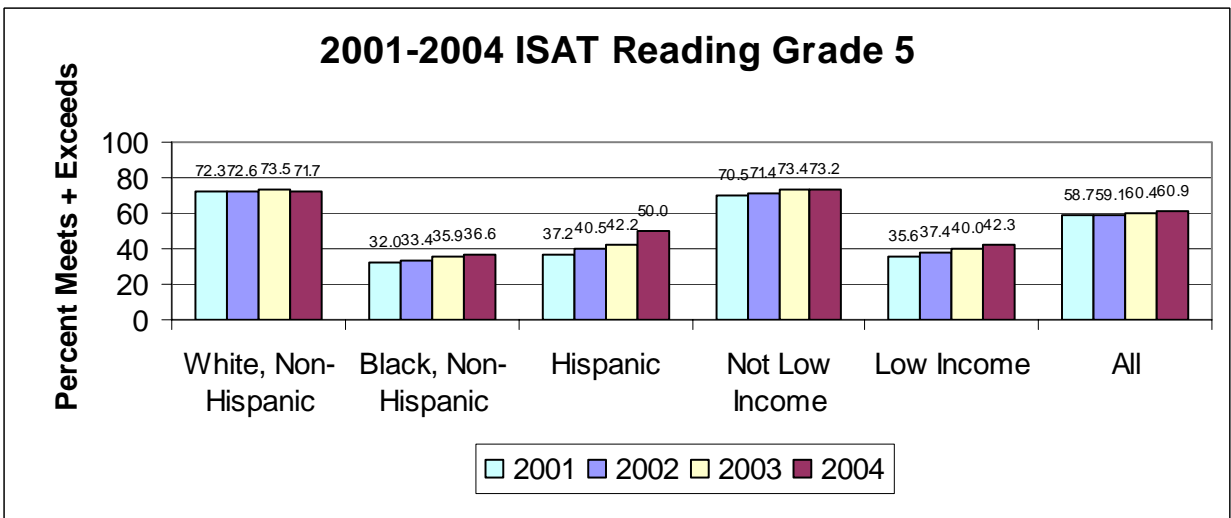
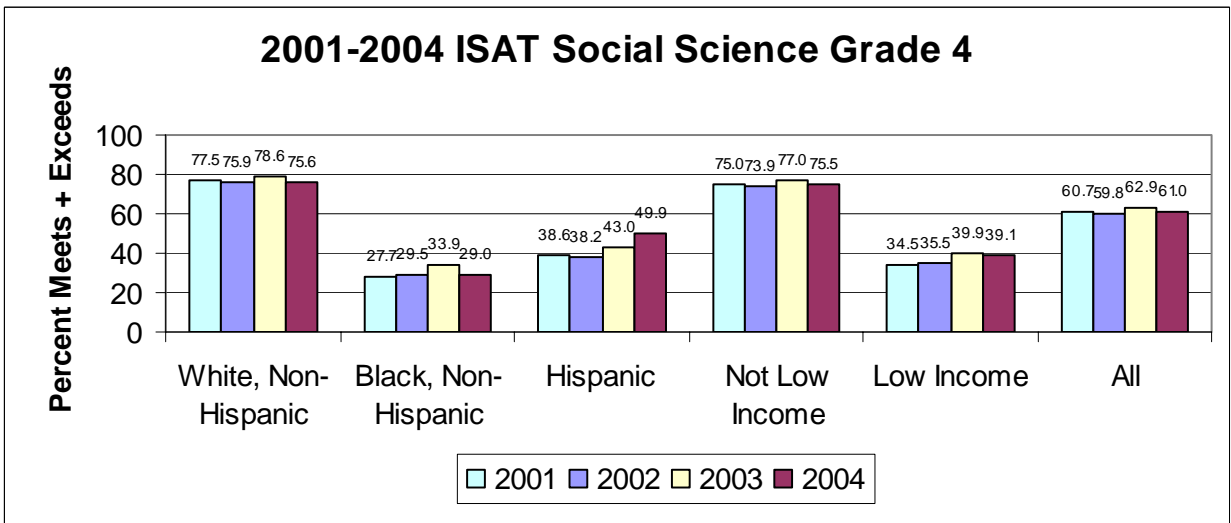
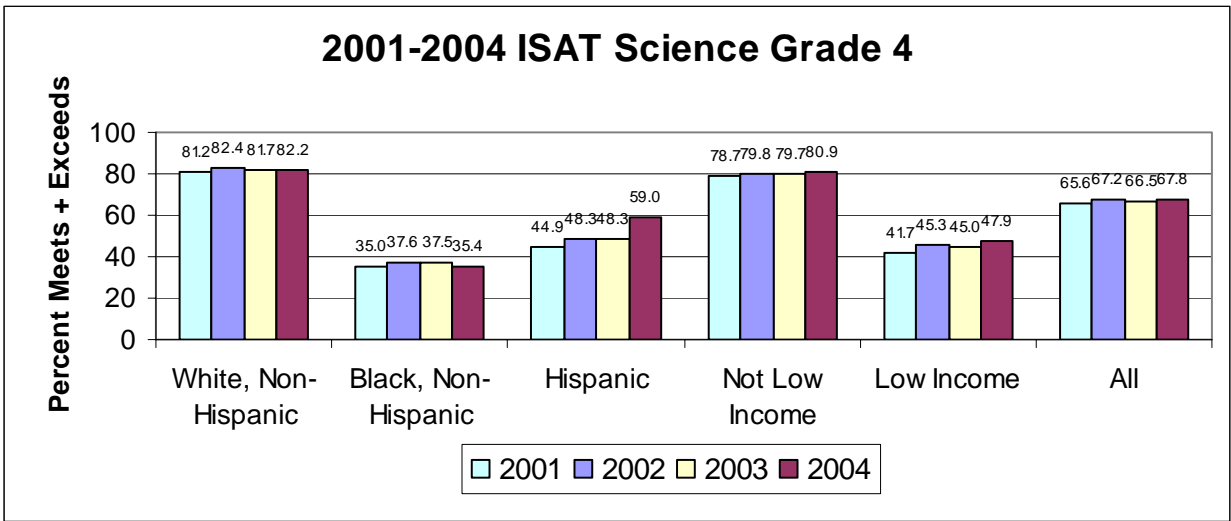
Illinois Standards Achievement Test (ISAT)

Based on their [ISAT](#) scores, students are placed in performance levels. The cut-off scores for these levels were established with the help of Illinois elementary and secondary educators. The distribution (percents) of students at each level is shown below for school years 2000 – 2004.

Reading	Grade 3					Grade 5					Grade 8				
	00	01	02	03	04	00	01	02	03	04	00	01	02	03	04
Academic Warning	6	7	7	8	7	0	1	2	1	2	0	1	1	1	2
Below Standards	32	31	31	30	28	41	40	39	39	37	28	34	31	36	31
Meets Standards	41	43	44	40	42	39	34	37	37	36	56	56	58	54	57
Exceeds Standards	21	19	19	22	23	20	25	22	23	25	16	10	10	10	10
Writing	Grade 3					Grade 5					Grade 8				
	00	01	02	03	04	00	01	02	03	04	00	01	02	03	04
Academic Warning	6	9	9	7	5	3	4	6	6	4	3	6	5	6	5
Below Standards	38	33	34	33	31	26	27	35	29	26	27	32	32	35	32
Meets Standards	53	55	54	57	61	57	58	54	61	66	59	55	57	55	59
Exceeds Standards	2	3	3	3	3	14	12	5	3	4	11	7	5	4	5
Mathematics	Grade 3					Grade 5					Grade 8				
	00	01	02	03	04	00	01	02	03	04	00	01	02	03	04
Academic Warning	10	8	7	7	7	6	4	5	3	3	8	7	7	6	6
Below Standards	21	18	19	17	14	37	34	32	28	25	46	42	40	41	40
Meets Standards	46	46	44	45	46	52	55	55	59	60	35	37	37	38	38
Exceeds Standards	23	28	30	31	33	5	6	8	10	12	12	13	15	15	17
Science	Grade 4					Grade 7									
	00	01	02	03	04	00	01	02	03	04					
Academic Warning	1	8	8	7	6	12	11	10	10	10					
Below Standards	35	26	25	26	26	16	17	17	17	15					
Meets Standards	51	54	53	52	55	54	52	56	56	58					
Exceeds Standards	13	11	14	14	13	18	20	17	17	17					
Social Science	Grade 4					Grade 7									
	00	01	02	03	04	00	01	02	03	04					
Academic Warning	11	11	10	8	10	3	2	2	1	2					
Below Standards	30	28	31	29	29	39	38	40	38	39					
Meets Standards	53	55	54	56	54	46	47	48	46	44					
Exceeds Standards	6	6	6	6	7	12	13	11	15	15					

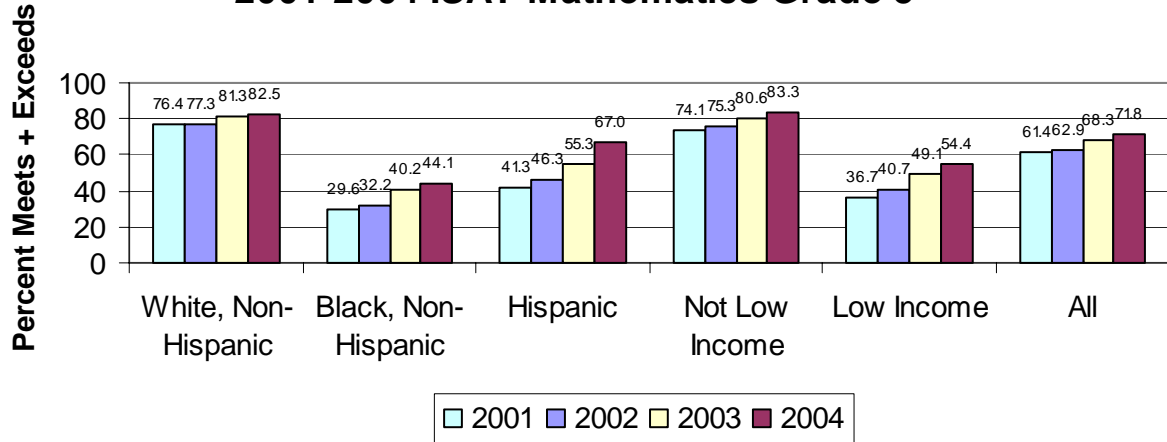


ISAT = Illinois Standards Achievement Test

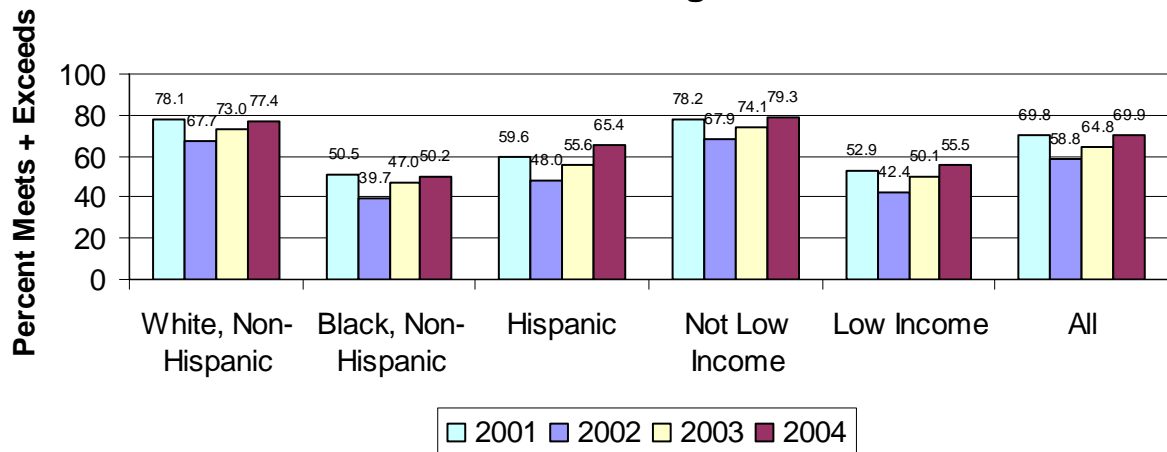


[ISAT](#) = Illinois Standards Achievement Test

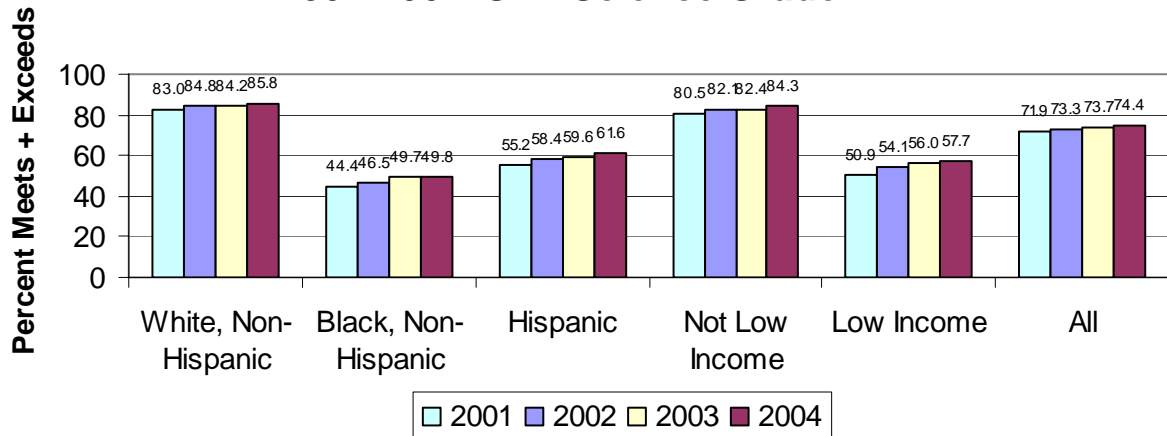
2001-2004 ISAT Mathematics Grade 5



2001-2004 ISAT Writing Grade 5

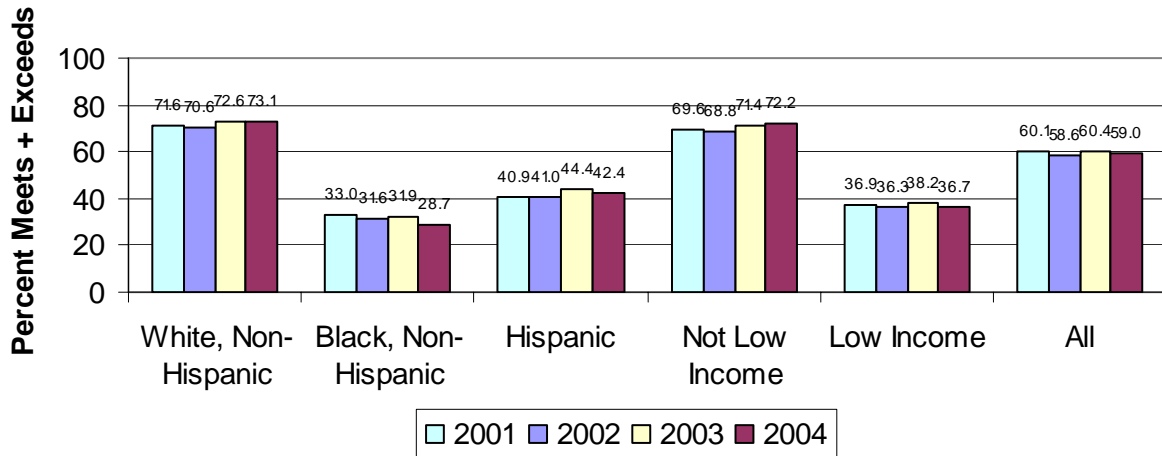


2001-2004 ISAT Science Grade 7

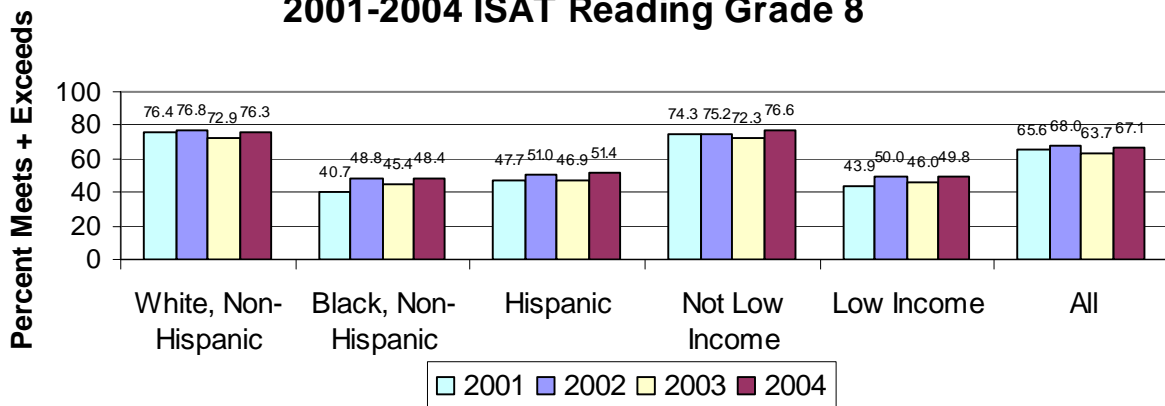


ISAT = Illinois Standards Achievement Test

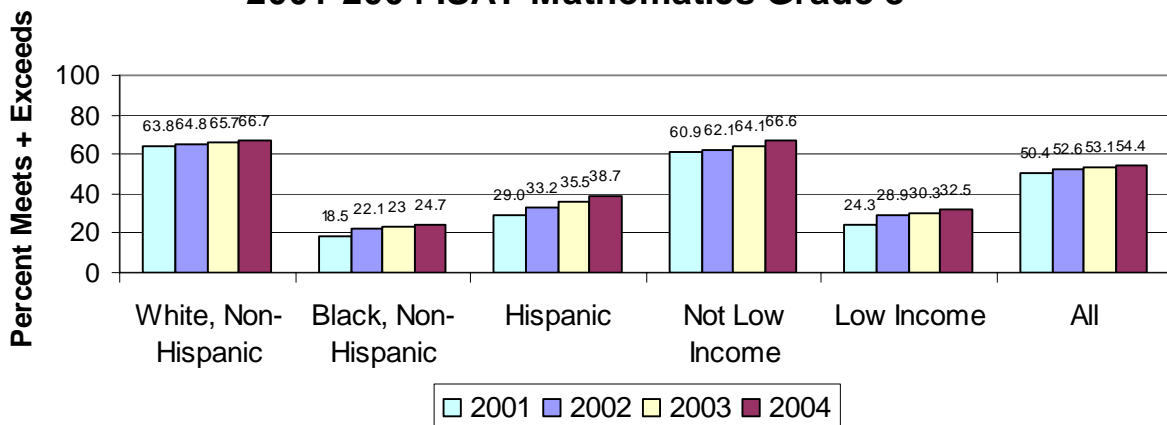
2001-2004 ISAT Social Science Grade 7



2001-2004 ISAT Reading Grade 8

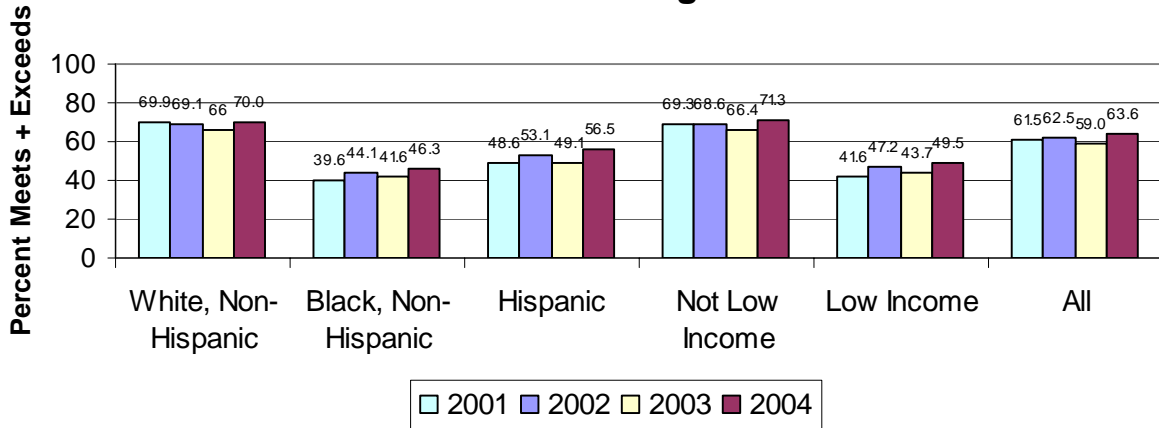


2001-2004 ISAT Mathematics Grade 8

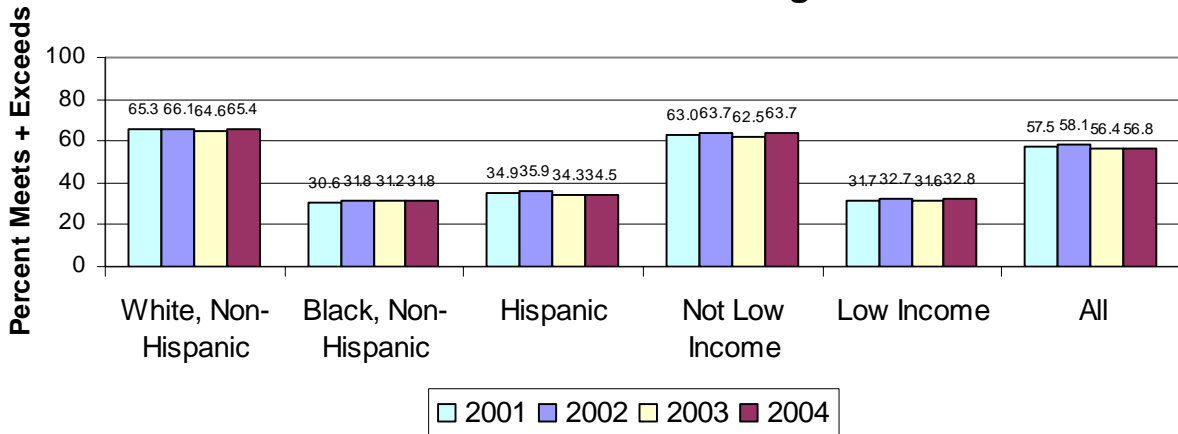


ISAT = Illinois Standards Achievement Test

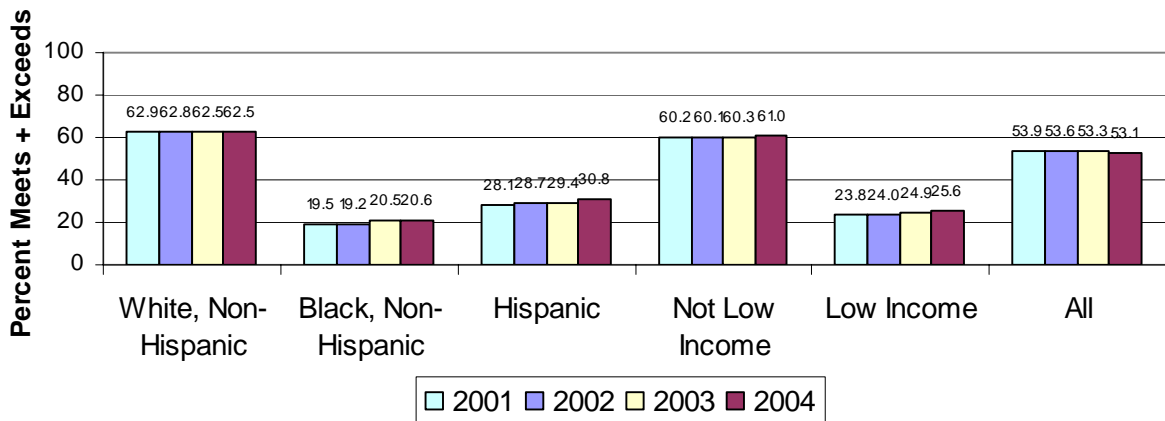
2001-2004 ISAT Writing Grade 8



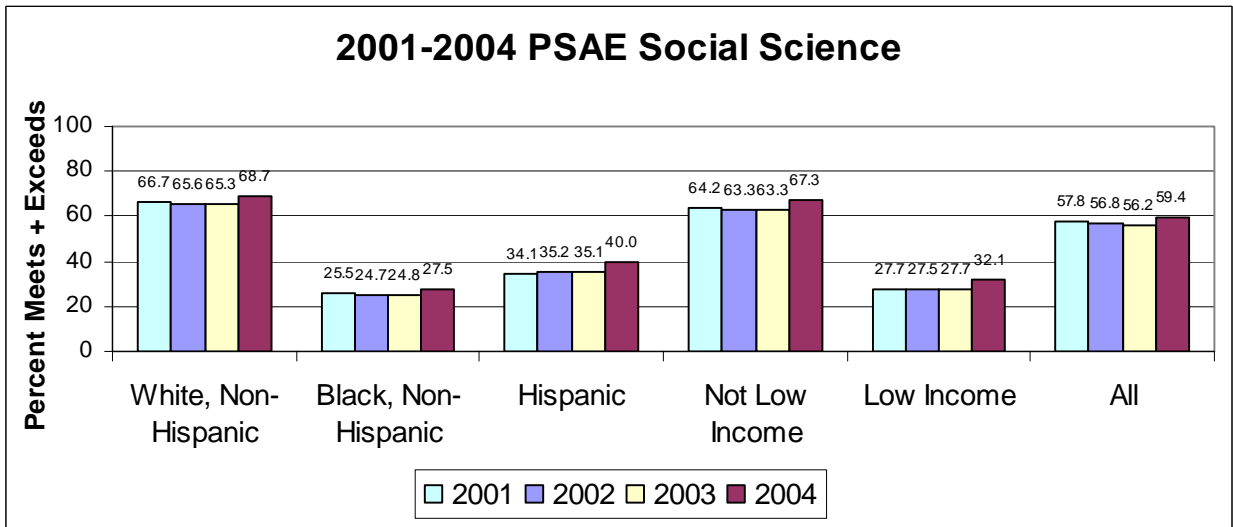
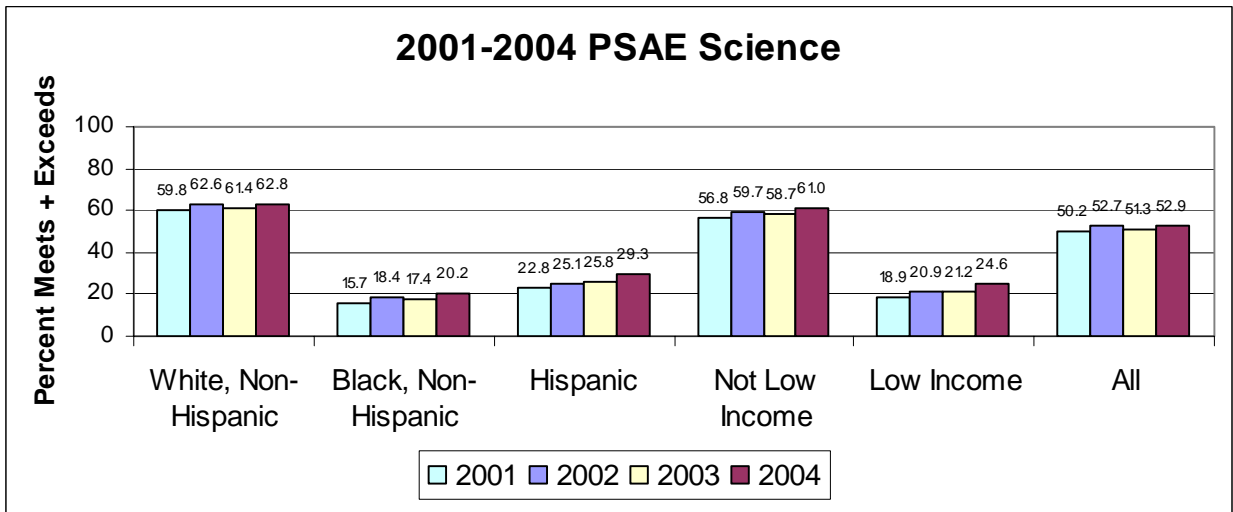
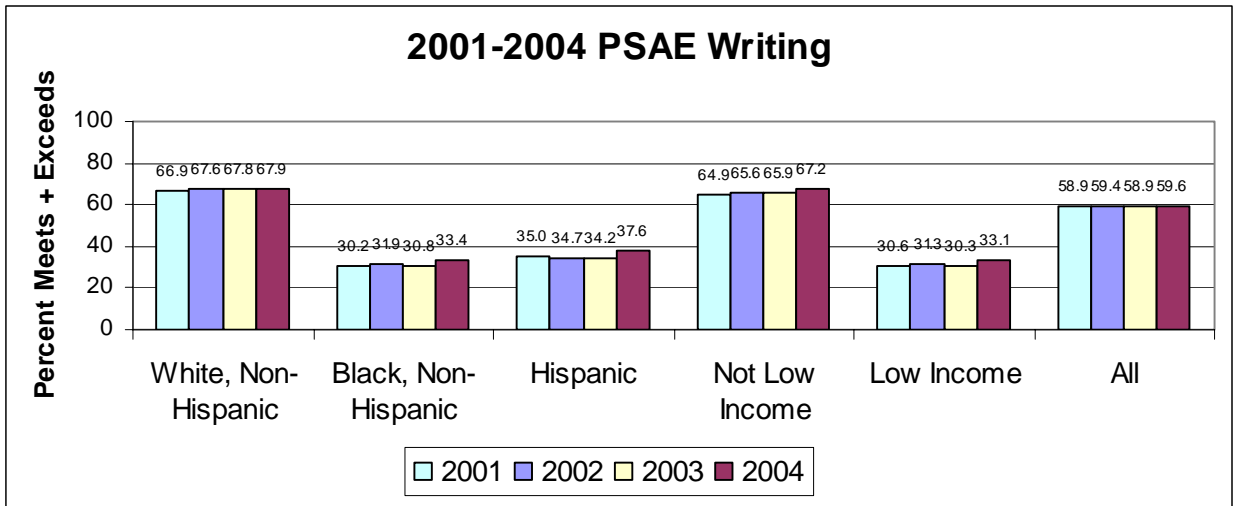
2001-2004 PSAE Reading



2001-2004 PSAE Mathematics

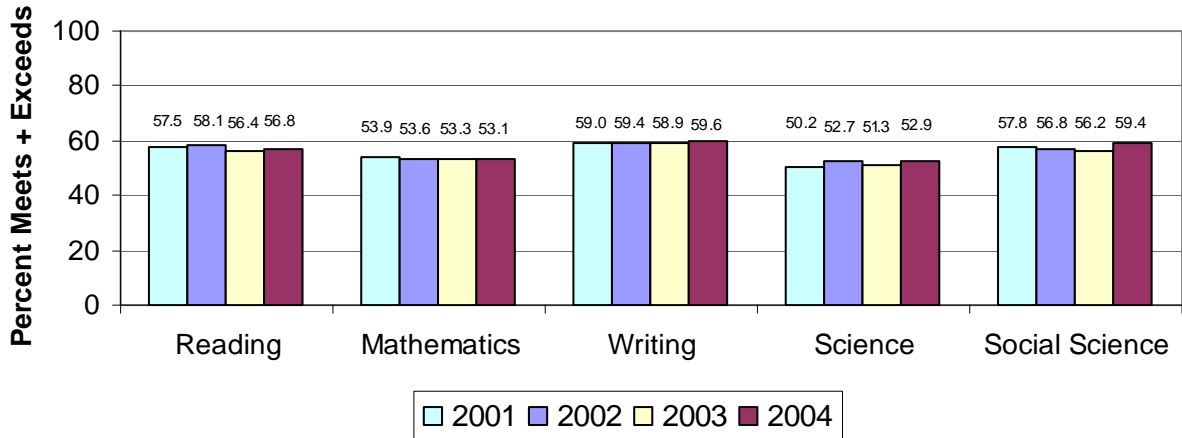


ISAT = Illinois Standards Achievement Test
PSAE = Prairie State Achievement Examination

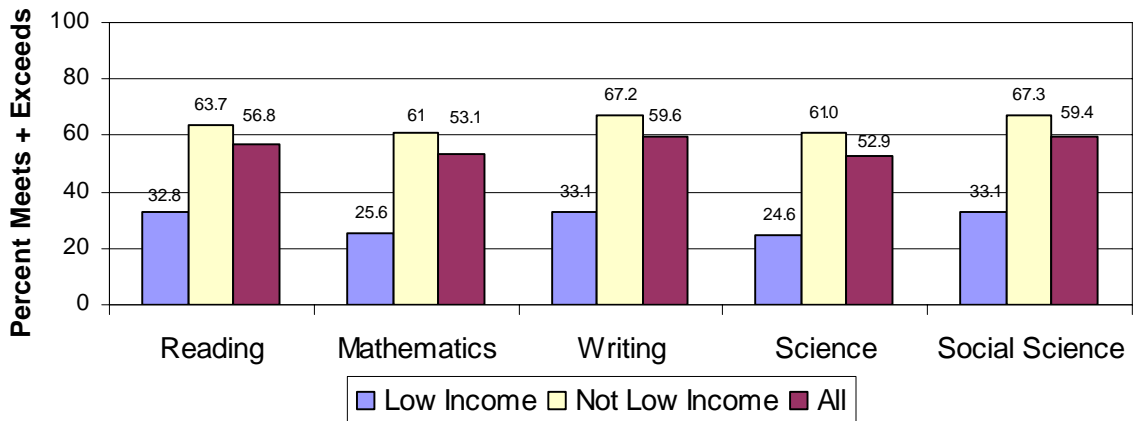


[PSAE](#) = Prairie State Achievement Examination

2001-2004 PSAE Results



2004 PSAE Results



[PSAE](#) = Prairie State Achievement Examination

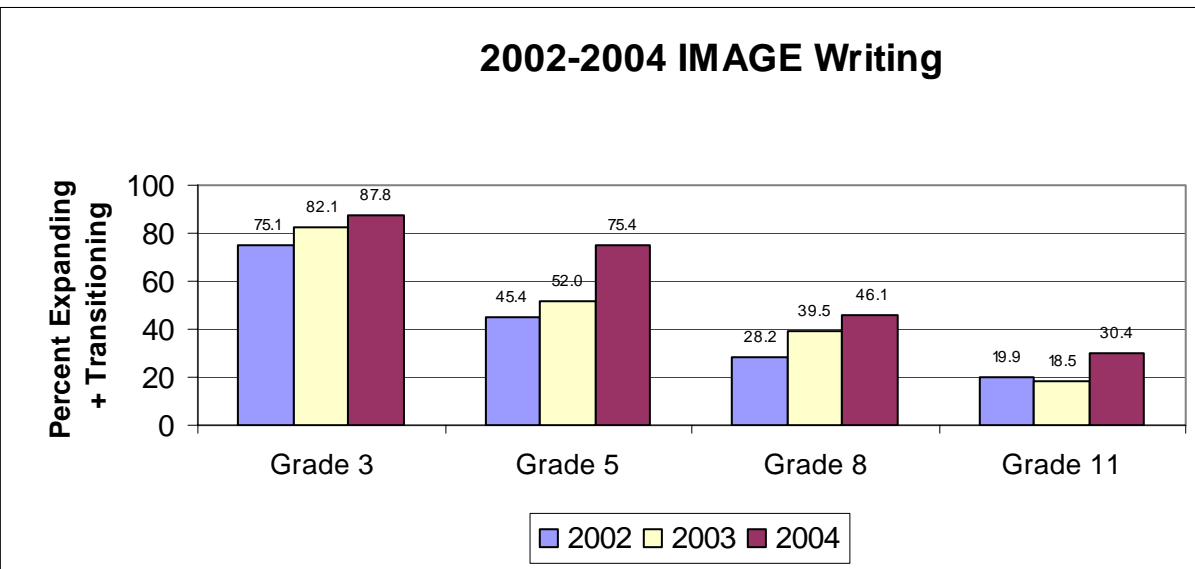
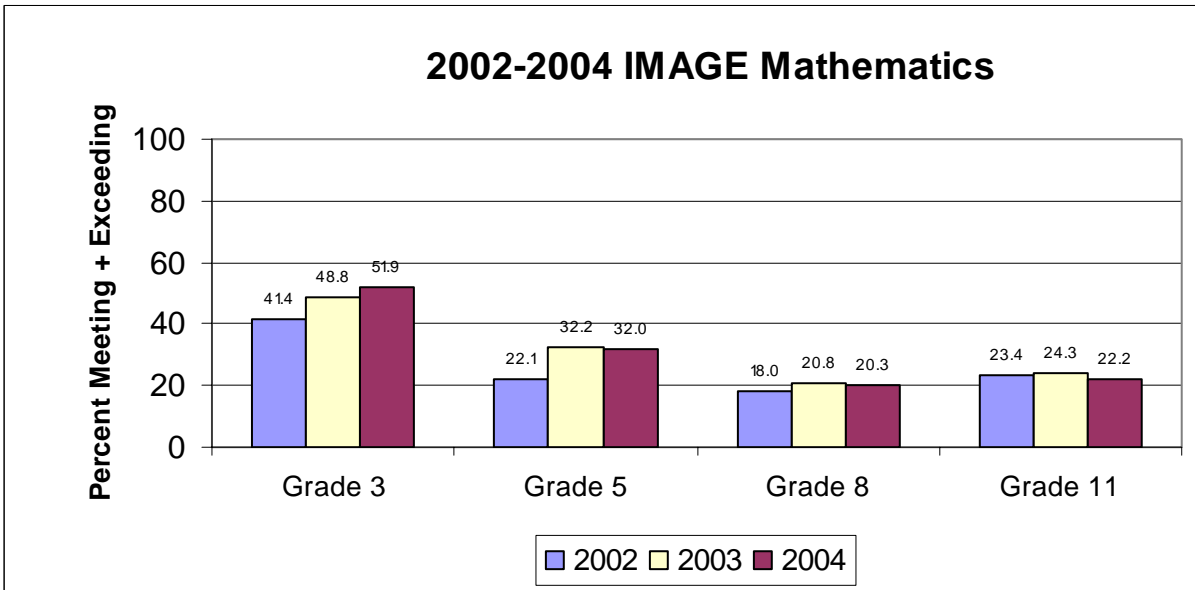
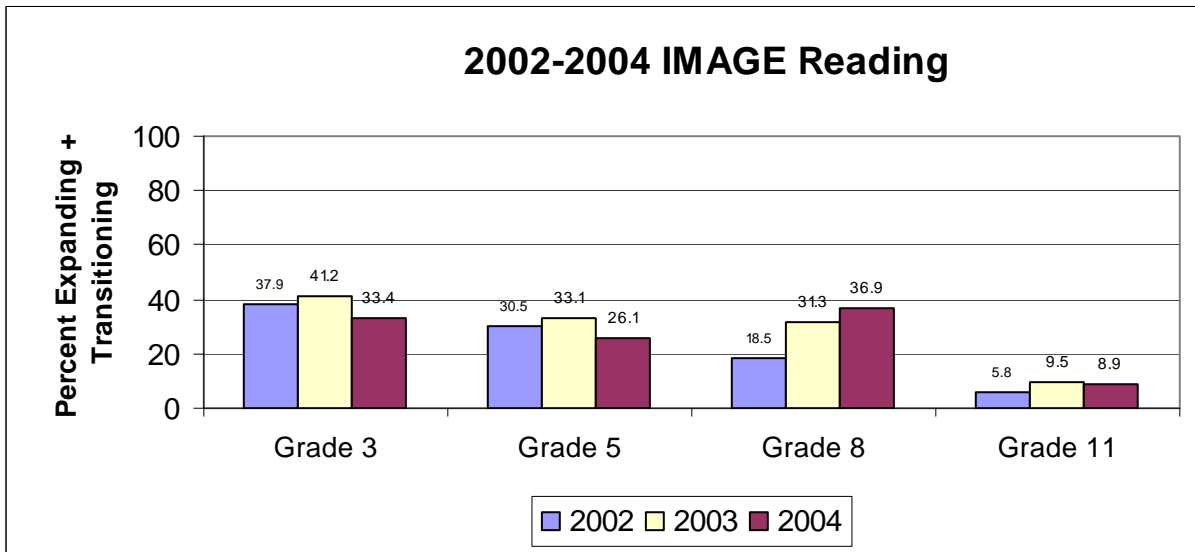
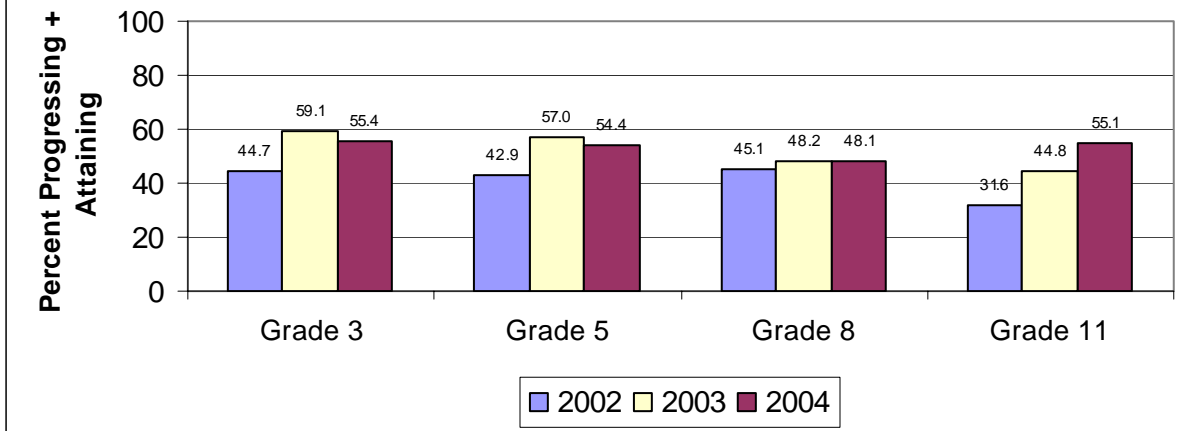
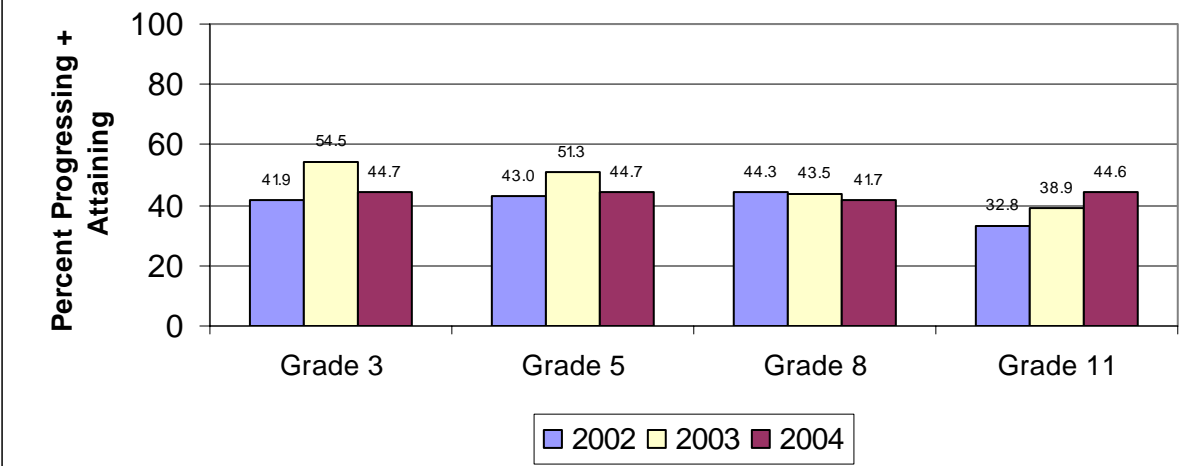


IMAGE = Illinois Measure of Annual Growth in English (limited-English proficient students)
 Mathematics is scored as "meeting or exceeding," Reading & Writing as "expanding or transitioning"

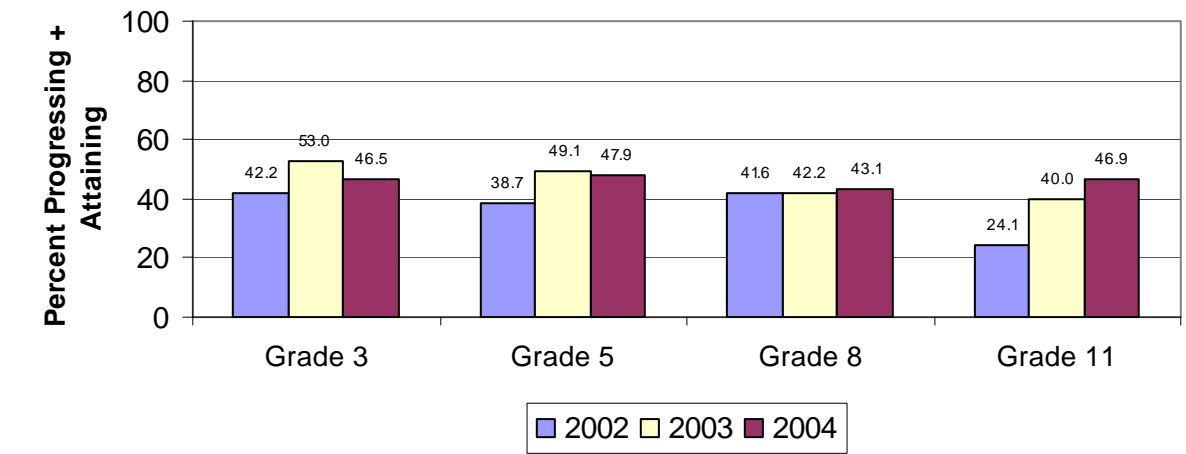
2002-2004 IAA Reading



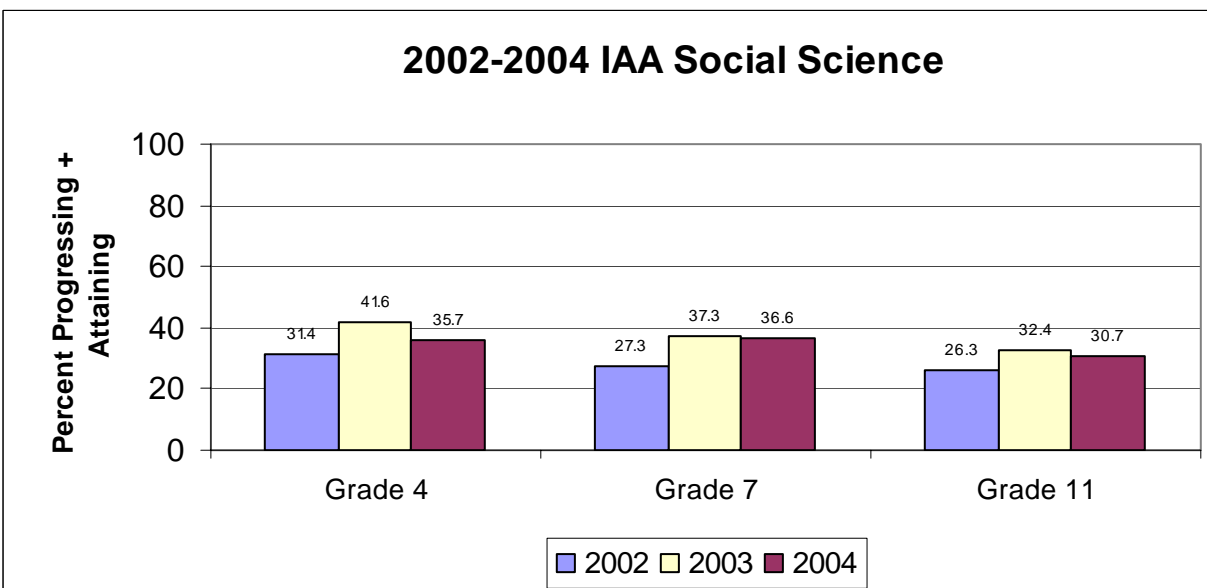
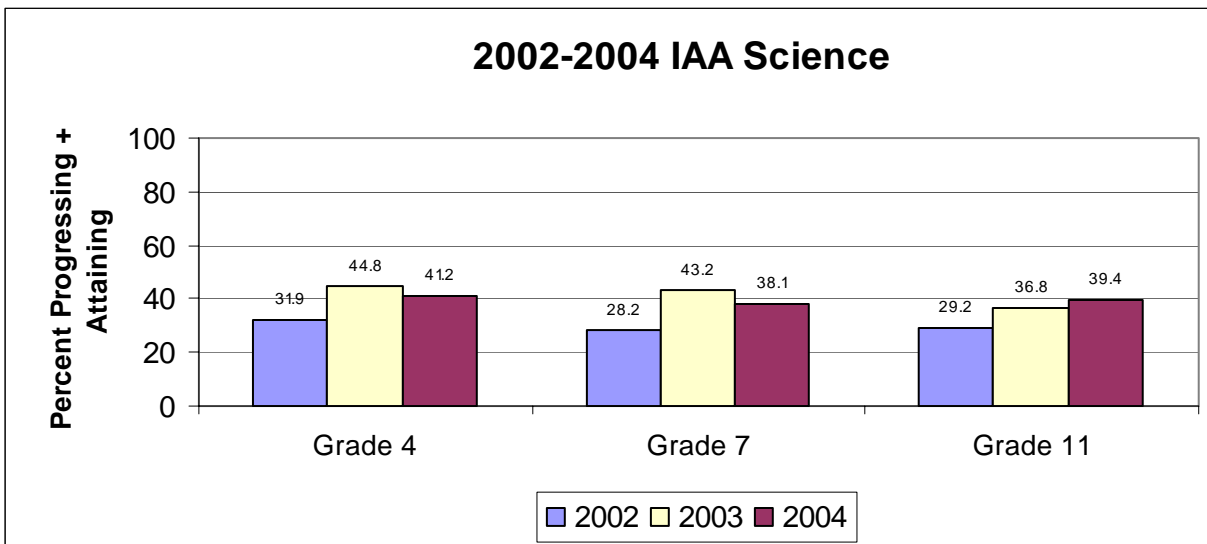
2002-2004 IAA Mathematics



2002-2004 IAA Writing



IAA = Illinois Alternate Assessment



[IAA](#) = Illinois Alternate Assessment

Student Assessment

	<u>FY01</u> 2000-01	<u>FY02</u> 2001-02	<u>FY03</u> 2002-03	<u>FY04</u> 2003-04	<u>FY05 (est.)</u> 2004-05
Students Tested					
ISAT	735,314	745,692	810,612	840,000	845,000
PSAE	113,012	118,661	122,820	125,000	125,288
IMAGE	36,600	39,871	41,879	60,000	42,726
IAA	N/A	7,159	7,180	7,200	7,026
ICEPT	12,445	11,434	11,255	12,000	12,200
Cost	\$17,415,256	\$19,986,925	\$22,202,562	\$22,749,320	\$20,783,060

[ISAT](#) = Illinois Standards Achievement Test (grades 3, 4, 5, 7, 8, 9, 10)

[PSAE](#) = Prairie State Achievement Examination (grade 11)

[IMAGE](#) = Illinois Measurement of Annual Growth in English (grades 3-11)

[IAA](#) = Illinois Alternate Assessment (grades 3, 4, 5, 7, 8)

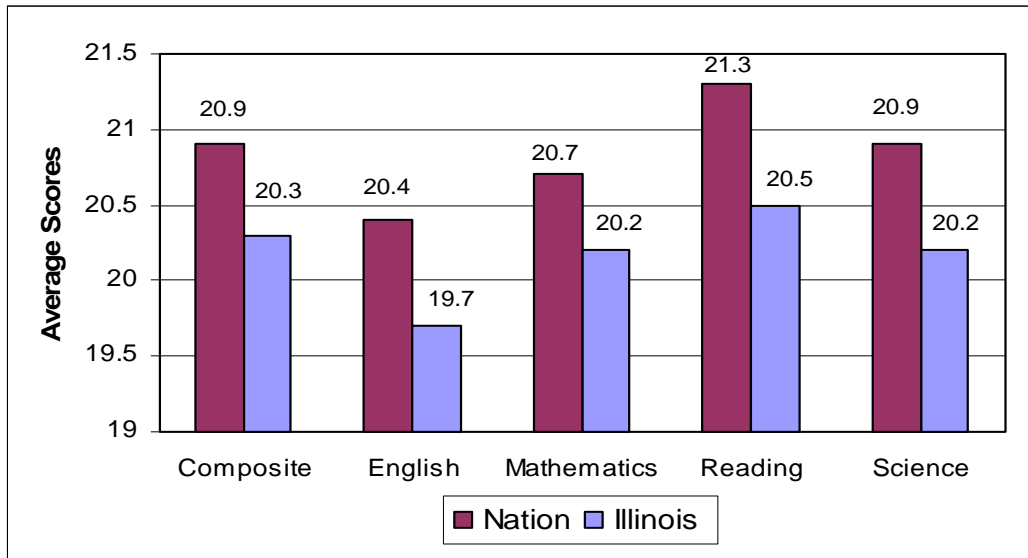
[ICEPT](#) = Illinois Consumer Education Proficiency Test (grades 9-12)

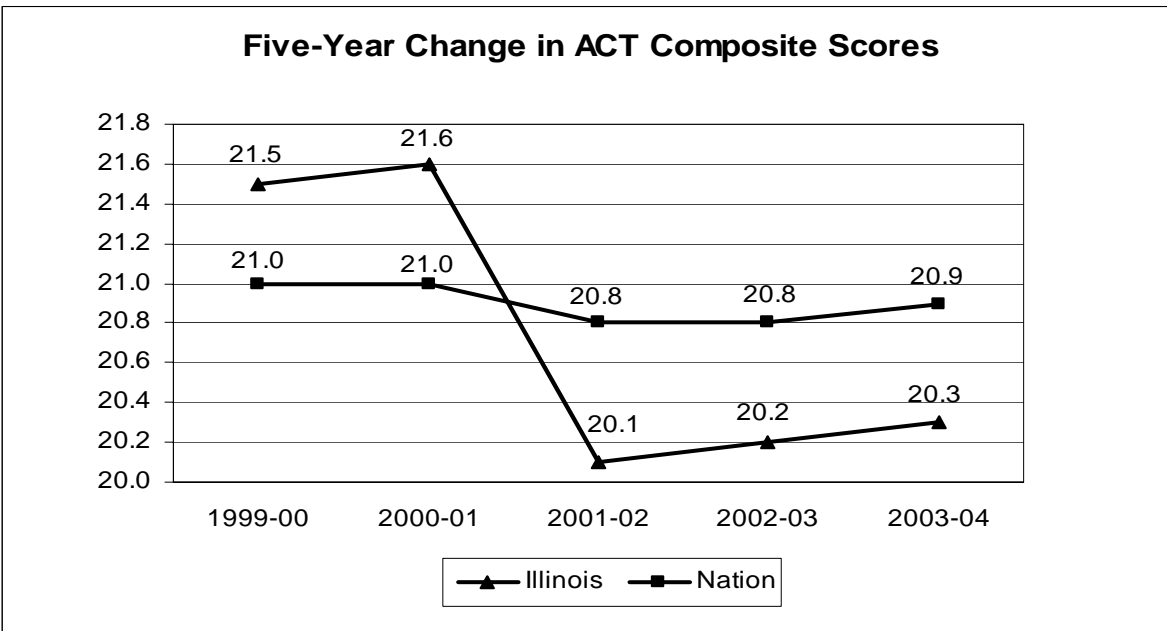
ACT Assessment Scores

	Composite	English	Mathematics	Reading	Science	Students Tested
Illinois						
2003-04	20.3	19.7	20.2	20.5	20.2	132,525
2002-03	20.2	19.6	20.2	20.4	20.1	134,505
2001-02	20.1	19.4	20.2	20.3	20.0	128,753
2000-01	21.6	21.1	21.5	21.8	21.6	89,311
1999-00	21.5	20.9	21.5	21.7	21.4	90,450
1998-99	21.4	20.9	21.4	21.6	21.3	88,026
1997-98	21.4	20.7	21.4	21.5	21.4	89,452
Nation						
2003-04	20.9	20.4	20.7	21.3	20.9	1,171,460
2002-03	20.8	20.3	20.6	21.2	20.8	1,175,059
2001-02	20.8	20.2	20.6	21.1	20.8	1,116,082
2000-01	21.0	20.5	20.7	21.3	21.0	1,069,772
1999-00	21.0	20.5	20.7	21.4	21.0	1,065,138
1998-99	21.0	20.5	20.7	21.4	21.0	1,019,053
1997-98	21.0	20.4	20.8	21.4	21.1	995,039

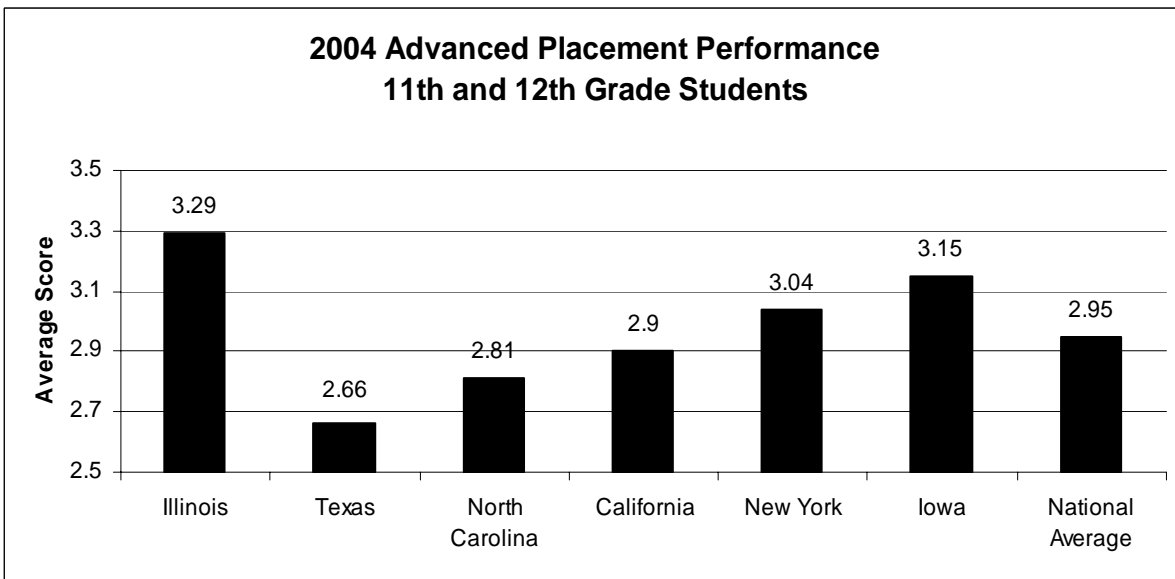
NOTE: **Use caution** when comparing Illinois ACT results for the graduating class of 2002 (and later years) to earlier graduating classes, or when comparing Illinois data to national data. Before April 2001, Illinois students took the ACT on a voluntary basis. Beginning in April 2001, all eligible Illinois public school students are required to take the ACT in Grade 11 as part of the [Prairie State Achievement Examination \(PSAE\)](#).

2004 Average ACT Scores





NOTE: **Use caution** when comparing Illinois ACT results for the graduating class of 2002 (and later years) to earlier graduating classes, or when comparing Illinois data to national data. Before April 2001, Illinois students took the ACT on a voluntary basis. Beginning in April 2001, all eligible Illinois public school students are required to take the ACT in Grade 11 as part of the [Prairie State Achievement Examination \(PSAE\)](#).



Source: 2004 AP State and National Summary Reports.

EDUCATORS

Public and Nonpublic School Personnel (FTE) 2003-04*

	<u>Public</u>	<u>Nonpublic</u>
Pre-Kindergarten Teachers	1,256.2	1,807.4
Kindergarten Teachers	4,186.1	1,422.3
Elementary Teachers	70,239.1	10,752.4
Secondary Teachers	32,054.4	4,309.3
Special Education Teachers	22,139.0	853.4
Administrators	1,656.8	2,405.1
Principals and Assistant Principals	5,869.4	a
Pupil Personnel Specialists	9,607.8	1,113.4
Supervisors	3,088.8	886.8
Other Certificated Staff	<u>3,540.4</u>	<u>b</u>
Total Personnel	153,638.0	23,550.1

^a Included in administrators above.

^b Not applicable.

Number of Selected Full-Time Personnel by Gender 2003-04

<u>Staff Category</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Regional Supts	33	9	42
District Supts	659	169	828
Other Admin Staff*	364	323	687
Principals	1,766	1,922	3,688
Asst. Principals	955	1,198	2,153

* Includes Assistant Superintendents, Business Managers, and Administrative Assistants.

Median/Mean Salaries for Selected Full-Time Personnel 2003-04*

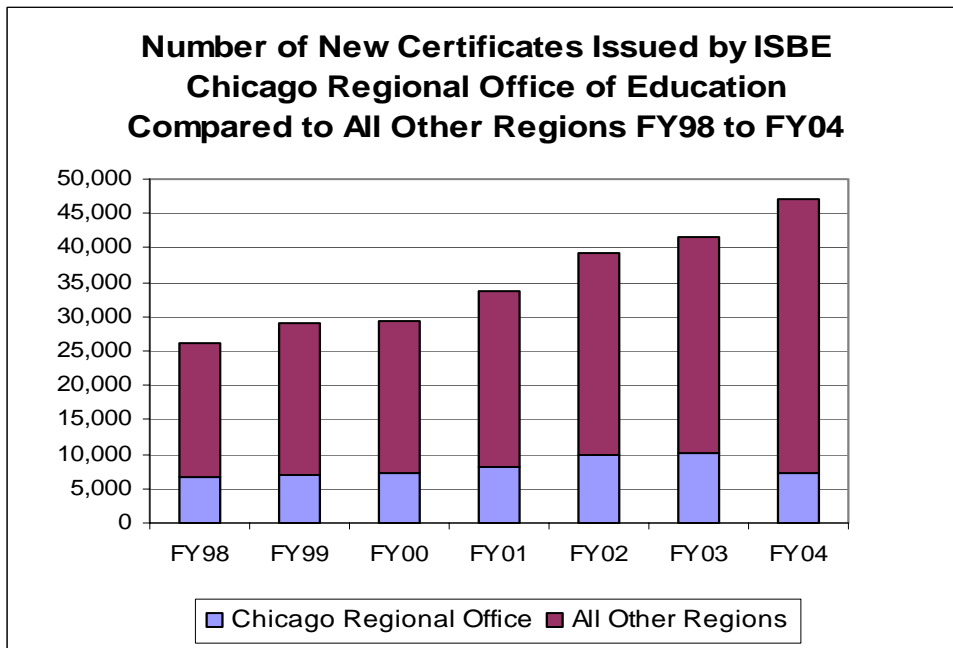
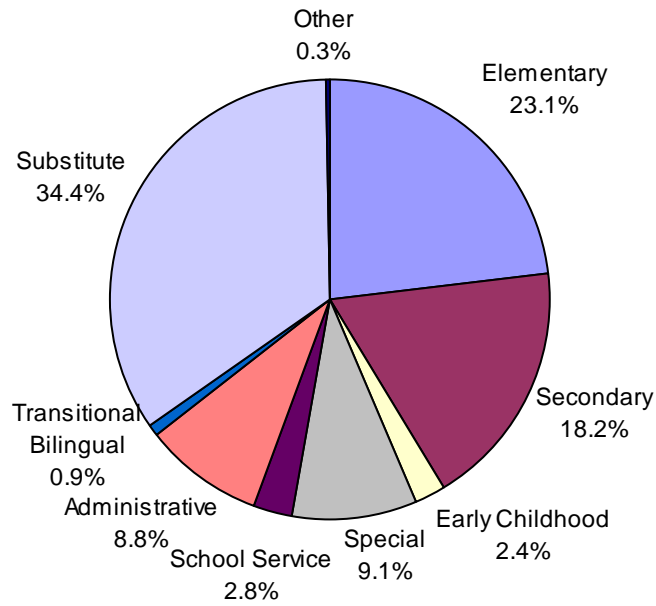
<u>Staff Category</u>	<u>Median</u>	<u>Mean</u>
Regional Superintendents	\$88,126	\$89,738
District Superintendents	\$112,999	\$125,898
District Administrative Staff	\$110,989	\$111,125
Principals	\$89,846	\$92,617
Assistant Principals	\$87,236	\$85,496
Pupil Personnel Specialists	\$58,843	\$60,901
Supervisors	\$86,269	\$87,170
Special Education & Speech Correction Staff	\$50,039	\$52,271
Elementary Teachers (Pre-K-8)	\$49,410	\$51,674
Secondary Teachers (9-12)	\$55,750	\$59,800
All Classroom Teachers (Pre-K-12)	\$50,694	\$53,820
First-Year Teachers	\$34,120	\$35,114

* Data now include Chicago District 299. Salaries include board-paid retirement, extra duty pay, flexible benefit plans, bonus payments, and retirement incentives.

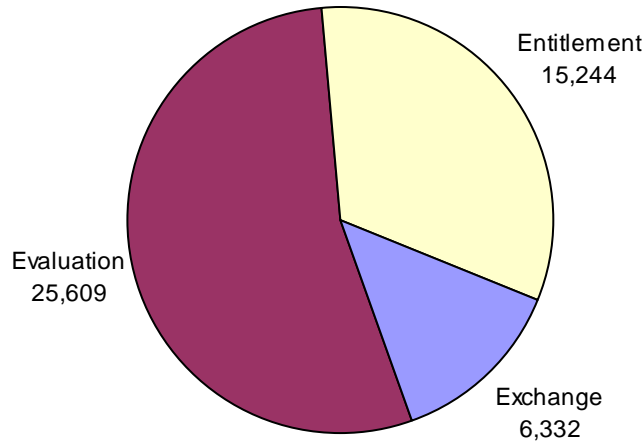
**Public School Pupil-to-Teacher Ratios
1990-91 – 2003-04**

School Year	Elementary	Secondary
2003-2004	19.4	18.8
2002-2003	18.4	18.2
2001-2002	19.1	18.3
2000-2001	19.1	18.0
1999-2000	19.3	18.1
1998-1999	19.6	18.3
1997-1998	20.0	18.4
1996-1997	20.1	18.7
1995-1996	19.5	17.9
1994-1995	19.7	18.1
1993-1994	19.9	18.0
1992-1993	19.7	17.2
1991-1992	19.8	16.9
1990-1991	19.8	16.7

Percentages of Types of New Certificates Issued Statewide During FY04



**Number of Certificates Issued Statewide
By Evaluation, Entitlement & Exchange
During FY04**



**Number of Certification Tests Administered
By Test Fields and Test Years**

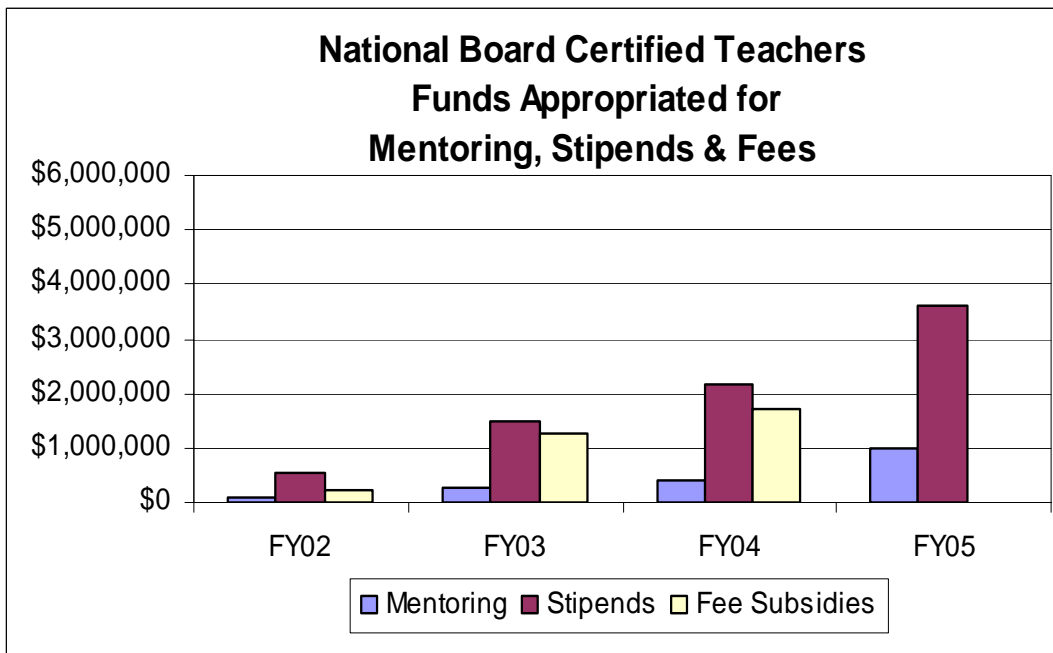
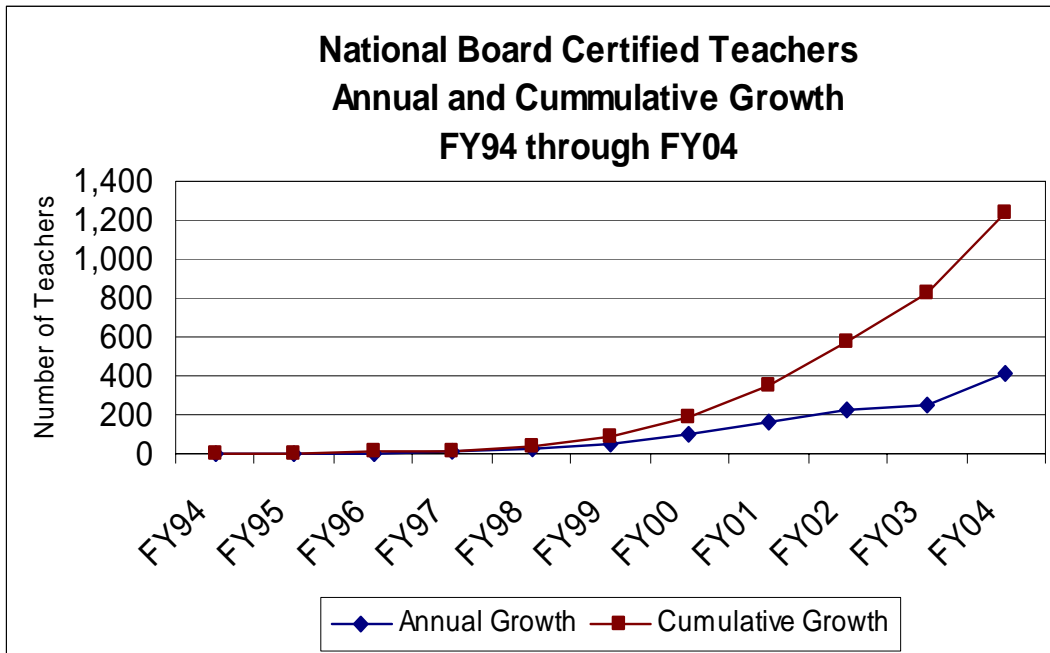
Test Field	FY99	FY00	FY01	FY02	FY03	FY04
Basic Skills*	16,852	17,581	21,755	21,831	30,446	24,925
Early Childhood	945	932	964	860	1,132	940
Elementary	6,168	6,151	6,482	6,657	8,149	7,355
Special Education - All categories**	3,938	3,757	3,640	3,896	3,535	2,286
Sciences - All disciplines	674	675	766	935	1,140	1,117
Math & Computer Science	537	561	553	705	1,137	1,090
Foreign Language - All languages	336	382	363	388	634	643
English, Speech, Media, Reading, ESL	1,351	1,361	1,444	1,390	2,202	2,125
History & Social Science	1,196	1,219	1,213	1,457	1,825	1,768
Art, Music, Theatre, Dance	791	826	861	848	1,025	1,039
Vocational/Technical - All fields	303	284	331	380	519	525
Health & Physical Education	860	814	932	897	1,045	983
School Service Personnel - All fields	838	783	876	784	974	1,048
Administrative - All types	2,578	2,564	2,008	1,839	2,778	3,247
Language Proficiency***	N/A	N/A	N/A	N/A	882	813
Assessment of Professional Teaching****	N/A	N/A	N/A	N/A	N/A	16,352
TOTAL	37,367	37,890	42,188	42,867	57,423	66,256

* Beginning July 2002, all applicants to teacher education programs must successfully complete the Basic Skills Test prior to program admission.

** Beginning July 2003, candidates take the Learning Behavior Specialist I (LBSI) which covers all areas of special education, rather than assessments for individual areas.

*** Beginning FY02, transitional bilingual candidates must pass a new language proficiency test which includes writing.

**** Beginning FY04, teacher candidates are also assessed in pedagogy, language arts and technology.



SPECIAL EDUCATION

Number of Students Receiving Special Education by Disability Ages 3-21 Unduplicated Count

Disability Category	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Mental Retardation*	27,552	27,958	28,607	28,702	28,363	28,338
Orthopedic Impairment	3,248	3,269	3,285	3,135	2,994	2,877
Specific Learning Disability	128,827	131,721	135,022	138,157	139,582	142,042
Visual Impairment	1,180	1,087	1,150	1,176	1,157	1,166
Hearing Impairment	3,665	3,692	3,746	3,838	3,909	3,942
Deaf-Blind	74	69	86	73	60	72
Speech/Language	71,389	71,761	73,842	75,029	74,246	74,204
Emotional Disturbance	30,137	30,279	30,585	31,184	30,631	30,410
Other Health Impairment	6,329	7,861	9,776	12,132	14,441	17,169
Multiple Disabilities**	N/A	N/A	N/A	237	485	761
Developmental Delay	5,158	5,412	6,123	6,379	7,459	8,141
Autism	2,904	3,662	4,330	5,175	6,125	7,193
Traumatic Brain Injury	<u>674</u>	<u>704</u>	<u>764</u>	<u>780</u>	<u>808</u>	<u>838</u>
Total	281,137	287,475	297,316	305,997	310,260	317,153

* Changed in 01-02.

** Added in 01-02.

Number of Students with Disabilities by Gender Ages 3-21 Unduplicated Count

Gender	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Male	188,063	191,851	198,011	203,536	206,410	211,137
Female	<u>93,074</u>	<u>95,624</u>	<u>99,305</u>	<u>102,461</u>	<u>103,850</u>	<u>106,016</u>
Total	281,137	287,475	297,316	305,997	310,260	317,153

Number of Students with Disabilities by Race/Ethnic Group Ages 3-21 Unduplicated Count

Ethnic Groups	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
White	185,427	188,139	191,047	193,945	194,814	196,487
Black	64,515	66,061	69,373	71,286	71,590	73,134
Hispanic	27,988	29,816	33,118	36,662	39,525	42,690
Asian or Pacific Islander	2,959	3,171	3,434	3,759	3,992	4,480
American Indian/Alaskan Native	<u>248</u>	<u>288</u>	<u>344</u>	<u>345</u>	<u>339</u>	<u>362</u>
Total	281,137	287,475	297,316	305,997	310,260	317,153

**Number of Students with Disabilities by Age
Unduplicated Count**

Age	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
3	5,039	5,056	5,679	6,150	6,661	7,081
4	9,263	9,346	9,662	10,184	11,056	11,561
5	12,918	13,287	13,446	13,312	13,672	14,769
6	16,300	16,098	16,677	16,467	16,095	16,634
7	19,842	19,772	19,678	20,068	19,542	19,406
8	23,086	22,595	22,696	22,667	22,682	22,167
9	24,133	24,598	24,427	24,368	23,945	24,060
10	23,889	24,448	25,235	25,200	24,825	24,698
11	22,803	23,836	24,665	25,365	25,026	24,801
12	21,746	22,690	24,198	24,885	25,306	25,158
13	21,505	21,973	23,090	24,408	24,904	25,755
14	20,386	21,154	21,940	22,902	23,992	24,710
15	18,626	19,780	20,790	21,507	22,159	23,596
16	16,761	17,148	18,499	19,492	20,092	20,768
17	13,891	14,395	14,847	16,333	17,134	17,920
18	7,623	7,890	8,149	8,783	9,296	9,743
19	2,143	2,151	2,274	2,470	2,509	2,801
20	984	1,065	1,106	1,173	1,156	1,254
21	<u>199</u>	<u>193</u>	<u>258</u>	<u>263</u>	<u>208</u>	<u>271</u>
Total	281,137	287,475	297,316	305,997	310,260	317,153

**Number of Students with Disabilities by Primary Language
Ages 3-21 Unduplicated Count**

Primary Language	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
English	270,649	277,825	287,392	294,900	297,848	304,151
Arabic	233	216	211	238	250	260
Mandarin	16	16	15	12	12	16
Cantonese	65	48	48	61	69	78
French	9	14	12	17	14	18
German	5	5	3	2	1	3
Greek	41	38	33	23	23	21
Kashmiri	2	1	1	0	0	1
Hindustani	4	5	6	6	6	7
Hindi	27	24	20	26	22	24
Italian	32	29	29	13	15	13
Japanese	8	15	8	8	8	11
Korean	70	66	53	42	34	31
Lithuanian	4	5	11	4	2	2
Pilipino	68	56	51	51	55	64
Polish	404	341	336	351	365	349
Serbo-Croatian	46	53	52	62	69	76
Spanish	8,710	8,044	8,408	9,549	10,793	11,413
Vietnamese	87	57	61	67	70	58
Assyrian	75	70	57	55	65	61
Cambodian	28	17	13	18	14	14
Gujarati	94	80	74	54	50	52
Lao	3	6	6	7	6	6
Romanian	34	27	24	24	27	19
Russian	46	41	40	38	33	27
Urdu	113	124	115	113	136	128
Others	<u>264</u>	<u>252</u>	<u>237</u>	<u>256</u>	<u>273</u>	<u>250</u>
Total	281,137	287,475	297,316	305,997	310,260	317,153

**Number of Students Receiving Related and Other Services
Ages 3-21 Duplicated Count***

Related/Other Services	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Adapted Physical Education	9,305	9,026	8,567	8,579	8,360	8,427
Aide-Class	66,011	67,237	68,912	70,613	71,595	71,431
Aide-Individual Student	6,136	6,538	7,206	7,602	7,859	8,074
Art Therapy	547	678	872	842	802	692
Audiology	2,868	2,826	2,986	2,999	3,144	3,188
Brailist/Reader	115	122	123	91	81	85
Counseling Services	10,064	10,576	10,266	10,222	10,255	10,289
Consultant Services	2,012	2,113	3,082	3,312	2,434	2,542
Adapted Driver Education	37	57	90	73	45	45
Interpreter Services	910	881	952	944	986	1,087
Assistive Device	1,611	1,535	1,677	1,790	1,800	1,828
Music Therapy	727	749	773	768	753	678
Occupational Therapy	20,508	22,464	24,995	27,523	30,159	32,516
Outdoor Education	574	493	456	454	397	332
Orientation and Mobility	916	871	976	983	933	946
Parent Counseling	1,496	1,137	1,025	973	894	785
Psychological Services	8,966	8,886	8,657	8,036	6,442	6,592
Physical Therapy	10,184	10,542	11,241	11,646	12,054	12,256
Psychiatric Services	906	886	1,126	1,268	1,386	1,547
Recreation	634	621	686	599	510	478
School Health Services	12,418	13,399	14,051	15,214	16,319	16,884
Speech/Language Services	60,046	60,825	62,763	64,011	66,137	68,367
Social Work Services	50,425	52,925	56,697	61,186	63,783	68,659
Transportation (Special)	72,683	71,625	72,377	71,052	68,292	69,042
Vocational Education	6,365	5,788	5,946	5,642	5,759	6,307
Vocational/Habilitation/ Rehabilitation	1,715	1,798	1,786	1,801	2,015	2,040
Transition Services	4,165	4,195	4,602	4,930	5,691	5,957
Rehabilitation Counseling	17	14	44	42	24	41
Behavioral Intervention Plan (added in 02-03)	N/A	N/A	N/A	N/A	2,733	4,686
Other Related Services	5,428	10,331	10,669	10,639	10,132	9,023
Students reported with no related services	127,418	127,888	131,609	134,623	135,462	138,078

* This chart states the number of related and other services reported for eligible students by school districts. One student could be reported as receiving up to 8 services.

**Educational Placement of Special Education Children
Ages 3-21 Unduplicated Count**

Least Restrictive Environment	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Special education outside regular class less than 21% of day	107,220	111,490	113,106	124,752	133,811	142,346
Special education outside regular class from 21% to no more than 60% of school day	73,359	73,972	78,997	79,007	77,075	75,919
Special education outside regular class for more than 60% of school day	82,519	84,074	87,092	83,467	81,011	80,730
Public separate facility	11,025	11,008	11,173	11,272	11,334	11,008
Private separate facility	5,164	5,255	5,441	5,804	5,785	5,956
Public residential facility	804	681	495	723	410	393
Private residential facility	651	628	631	591	465	449
Homebound/hospital	<u>395</u>	<u>367</u>	<u>381</u>	<u>381</u>	<u>369</u>	<u>352</u>
Total	281,137	287,475	297,316	305,997	310,260	317,153

**Number of Students with Disabilities Exiting School
Ages 14-21 Unduplicated Count**

Reason for Exiting School	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Returned to Regular Education	2,873	2,907	2,262	3,735	1,998	1,986
High School Diploma	7,999	7,784	9,383	9,595	8,660	9,523
Certificate of Completion	173	165	273	294	187	148
Reached Maximum Age	533	578	510	372	141	161
Died	93	99	96	123	82	51
Moved, Continuing School	6,110	6,939	6,926	9,616	5,557	2,619
Moved, Unknown if Continuing School	3,879	3,782	2,866	3,938	1,701	1,109
Dropped Out of School	<u>4,544</u>	<u>5,399</u>	<u>3,989</u>	<u>4,575</u>	<u>3,290</u>	<u>2,285</u>
Total	26,204	27,653	26,305	32,248	21,616	17,882

Special Education Personnel by Full-Time Equivalency

Teachers Employed to Provide Special Education

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Early Childhood	1,050.2	1,108.0	1,155.8	1,227.6	1,217.1	1,227.8
Mental Retardation	2,548.3	2,821.9	3,095.1	3,248.4	2,940.3	3,023.3
Hearing Impaired	707.5	719.3	674.5	679.5	713.0	663.0
Speech/Language	3,070.2	3,256.5	3,313.8	3,538.0	3,479.1	3,511.4
Visually Impaired	250.8	268.3	267.2	262.9	256.8	238.0
Emotional/Behavior Disorder	2,395.8	2,567.7	2,703.3	2,736.9	2,473.0	2,510.5
Orthopedic Impairment	367.6	414.4	426.5	443.0	366.3	349.5
Specific Learning Disability	5,901.7	6,496.4	7,015.2	7,551.3	7,147.2	7,552.0
Autism	33.6	33.2	39.0	46.6	162.0	180.7
Traumatic Brain Injury	1.3	1.3	1.3	1.7	7.2	7.5
Cross-Categorical	<u>5,007.5</u>	<u>5,118.4</u>	<u>5,124.5</u>	<u>5,101.1</u>	<u>5,071.5</u>	<u>4,884.8</u>
Total Spec. Ed. Teachers	21,334.5	22,805.4	23,816.2	24,836.8	23,833.5	24,148.4

Other Special Education and Related Services Personnel

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Voc. Ed. Teachers	158.9	153.5	139.0	130.8	140.6	132.6
Adapted Phys. Ed. Teachers	209.3	232.0	236.6	226.3	228.7	235.5
Psychologists	1,736.9	1,783.7	1,834.5	1,886.1	1,888.2	1,927.2
School Social Workers	2,592.3	2,725.5	2,872.5	3,075.2	3,135.8	3,192.4
Occupational Therapists	511.5	575.4	715.6	749.5	827.6	830.6
Audiologists	43.4	43.4	43.7	44.0	39.7	36.9
Teacher Aides	21,014.2	22,937.7	24,908.2	26,586.4	27,278.8	28,130.6
Recreation Specialists	8.0	11.0	5.0	2.0	2.0	5.0
Diagnostic/Evaluation Staff	15.4	13.4	13.8	14.1	17.7	19.6
Physical Therapists	285.4	304.1	317.0	343.4	358.7	347.2
Counselors	984.4	1,074.4	1,163.1	1,193.0	1,024.6	1,061.1
Supervisors/Administrators	862.0	905.6	912.7	948.4	965.8	952.4
Interpreters	172.4	173.9	186.4	199.8	213.6	214.6
Rehabilitation Counselors	2.0	3.3	4.0	5.0	7.1	8.0
Other Professional Staff	1,205.7	1,215.1	1,225.5	1,248.2	1,230.3	1,145.8
Non-Professional Staff	<u>3,616.1</u>	<u>3,887.6</u>	<u>4,055.5</u>	<u>4,331.9</u>	<u>4,449.9</u>	<u>4,523.2</u>
Total Other Spec. Ed. Staff	33,417.8	36,039.6	38,633.1	40,984.1	41,809.0	42,762.7
Total FTE Spec. Ed Staff	57,752.4	58,845.0	62,449.3	65,821.1	65,642.6	66,911.1

ILLINOIS STATE BOARD OF EDUCATION
Categorical Grant Programs - Dollars in Thousands
(Dollars in 000's)
Appropriation

	FY 95	FY 96	FY 97	FY 98	FY 99	FY 00	FY 01	FY 02	FY 03	FY 04	FY 05
Sp Ed Personnel	197,908.0	209,831.3	209,831.3	220,031.3	228,698.3	283,498.6	300,225.0	314,611.0	303,506.9	346,000.0	360,000.0
Sp Ed Extraordinary	76,922.0	86,826.0	101,071.5	113,616.1	130,761.1	208,419.7	228,367.5	233,969.9	225,712.0	229,502.0	243,048.0
Sp Ed Private Tuition	24,700.0	28,275.0	31,316.2	32,336.9	35,270.6	49,235.6	48,000.0	48,858.9	47,134.4	59,423.0	66,811.5
Sp Ed Summer School	2,704.0	2,818.8	3,131.8	3,131.8	3,395.6	5,600.0	6,500.0	6,043.7	5,830.4	6,370.0	6,762.0
Sp Ed Transportation	120,000.0	120,060.0	125,584.2	132,866.7	141,138.9	181,492.1	205,875.0	226,076.3	218,097.0	289,100.0	317,100.0
Reg/Voc Transportation	132,000.0	132,000.0	132,000.0	134,000.0	155,582.6	195,716.3	215,437.5	227,954.1	219,908.5	242,424.0	261,630.0
Ill Free Lunch/Breakfast	13,778.0	14,551.2	15,650.0	15,650.0	16,516.8	19,500.0	20,500.0	21,500.0	20,741.2	19,565.0	20,500.0
Sp Ed Orphanage (14-7.03)	56,900.8	79,165.0	110,478.6	124,000.0	127,092.2	128,500.0	127,000.0	108,596.4	104,763.2	97,370.0	106,100.0
Reg Ed Orphanage (18-3)	6,300.0	17,200.0	12,453.2	15,200.0	14,410.1	16,000.0	16,000.0	14,500.0	13,988.2	14,651.0	17,400.0
Totals	631,212.8	690,727.3	741,516.8	790,832.8	852,866.2	1,087,962.3	1,167,905.0	1,202,110.3	1,159,681.8	1,304,405.0	1,399,351.5
Percentage Growth	7.5%	9.4%	7.4%	6.7%	7.8%	27.6%	7.3%	2.9%	-3.5%	12.5%	7.3%

100% Claims including Chicago 299

Appropriation Year	FY 95	FY 96	FY 97	FY 98	FY 99	FY 00	FY 01	FY 02	FY 03	FY 04	FY 05
Reimbursement Programs	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
Sp Ed Personnel	220,788.8	225,527.5	235,784.3	247,691.8	260,592.0	283,566.8	300,216.9	314,424.5	324,339.2	343,894.5	352,039.6
Sp Ed Extraordinary	99,622.9	102,916.2	115,626.1	141,234.1	166,205.4	207,167.9	219,405.7	233,938.2	235,483.8	245,066.9	243,048.0
Sp Ed Private Tuition	31,450.3	31,104.5	35,012.6	37,795.5	41,625.2	46,722.2	45,991.4	48,855.4	53,344.7	62,480.5	78,192.8
Sp Ed Summer School	3,393.2	3,060.4	3,353.2	3,489.1	4,124.7	5,275.1	5,940.1	6,043.6	6,111.4	6,429.5	*
Sp Ed Transportation	133,360.8	135,530.0	141,093.7	150,251.5	161,437.6	182,846.9	206,884.4	228,706.4	245,764.0	284,769.9	300,699.7
Reg/Voc Transportation	138,940.1	145,128.8	156,424.8	168,466.1	174,870.3	195,075.9	215,485.3	232,809.5	245,346.5	257,640.7	265,326.9
Appropriation Year	FY 95	FY 96	FY 97	FY 98	FY 99	FY 00	FY 01	FY 02	FY 03	FY 04	FY 05
School Year	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	02-03	04-05
Ill Free Lunch/Breakfast	16,663.2	15,804.4	16,592.9	16,835.0	17,273.4	18,057.8	18,784.0	20,757.2	20,144.9	18,975.2	*
Sp Ed Orphanage (14-7.03)	60,709.3	79,952.9	99,806.6	110,693.6	115,866.8	114,165.2	111,855.7	106,394.3	102,738.8	96,085.7	*
Reg Ed Orphanage (18-3)	8,850.1	10,304.2	9,732.3	10,017.3	12,824.7	14,356.8	12,819.1	14,874.4	14,946.8	14,901.4	*
Pro-Ration Reimbursement %	FY 95	FY 96	FY 97	FY 98	FY 99	FY 00	FY 01	FY 02	FY 03	FY 04	FY 05
Sp Ed Personnel	90.0%	91.8%	86.7%	86.5%	85.2%	100.0%	100.0%	100.0%	92.2%	100.0%	100.0%
Sp Ed Extraordinary	77.6%	79.5%	83.1%	74.5%	72.4%	100.0%	100.0%	100.0%	93.9%	90.6%	93.0%
Sp Ed Private Tuition	76.5%	83.3%	81.3%	75.4%	74.1%	100.0%	100.0%	100.0%	79.5%	90.9%	75.2%
Sp Ed Summer School	80.1%	85.9%	86.6%	80.3%	68.3%	100.0%	100.0%	100.0%	94.4%	97.9%	88.1%
Sp Ed Transportation	91.6%	85.8%	86.2%	85.1%	83.1%	100.0%	100.0%	100.0%	86.1%	100.0%	100.0%
Reg/Voc Transportation	97.9%	94.4%	89.9%	85.6%	92.6%	100.0%	100.0%	100.0%	93.6%	96.3%	99.0%
Ill Free Lunch/Breakfast	82.6%	85.1%	89.1%	86.5%	91.5%	100.0%	100.0%	100.0%	100.0%	100.0%	*
Sp Ed Orphanage (14-7.03)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	*
Reg Ed Orphanage (18-3)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	*

NOTES:

- (1) * Final data available Summer 2005
- (2) 100 % Claims do not include audit adjustments
- (3) Current fiscal year appropriations pay previous school year claims except for IL Free Lunch/Breakfast, Orphanage and Bilingual programs
- (4) FY96 was the first year of the Chicago Block Grant
- (5) Approp & claim amounts include amounts funded through Chicago Block Grants
- (6) Approp & claim amounts are adjusted for transfer bill legislation (i.e., FY00, 01 & 02)

**ILLINOIS STATE BOARD OF EDUCATION
MANDATED CATEGORICAL GRANTS RATE ANALYSIS**

Program	Reimbursement Rate (amount)	School Code Reference	Last Rate Change to School Code
<u>Illinois Free Lunch/ Breakfast</u>	\$0.15 per meal	105 ILCS 5/125	PA76-875, effective August 1969
<u>Orphanage Tuition 18-3 (Regular)</u>	Actual cost	105 ILCS 5/18-3	PA90-644, effective July 1998
<u>Sp. Ed. - Extraordinary Services</u>	17.5% of FLevel times prior year child count	105 ILCS 5/14-7.02 (a)	PA93-1022, effective August 2004
<u>Sp. Ed. - Orphanage Tuition - 14.7</u>	Actual cost	105 ILCS 5/14-7.03	PA79-797, effective July 1973
<u>Sp. Ed. - Personnel Reimbursement</u>	\$8,000 per certified full time worker	105 ILCS 5/14-13.01	PA84-126, effective August 1985
<u>Sp. Ed. - Private Tuition</u>	Actual cost less 2 per capita tuition	105 ILCS 5/14-7.02	PA80-1405, effective August 1978
<u>Sp. Ed. - Summer School</u>	Actual cost	105 ILCS 5/18-4.3	PA79-1350, effective August 1976
<u>Sp. Ed. - Transportation</u>	80% of allowable cost	105 ILCS 5/14-13.01(b)	Laws of 1965, effective July 1965
<u>Transportation - Vocational Education</u>	80% of allowable cost	105 ILCS 5/29-5	Laws of 1961, effective March 1965
<u>Transportation - Regular Education</u>	Actual costs less EAV qualifying amount for eligible students (min \$16 per student)	105 ILCS 5/29-5	Laws of 1961, effective March 1965

APPENDIX A**Catalogue of Reports to the General Assembly & Governor
Calendar Year 2004**

REPORT	MONTH SUBMITTED	STATUTORY REQUIREMENT
Charter Schools Annual Report	January	105 ILCS 5/27A-12
2003 Catalogue of Reports to the General Assembly	January	105 ILCS 5/2-3.87
Educator Supply & Demand	January	105 ILCS 5/2-3.11c
2003 State Board Annual Report	January	105 ILCS 5/1A-4(E)
2003 Private Business & Vocational Schools School Visitation Report	January	105 ILCS 425/14.2(5)
Round Lake Financial Oversight Panel	January	105 ILCS 5/1B
Cumulative Mandate Waiver Report	February	105 ILCS 5/2-3.25g
Educational Mandates Enacted in 2003	February	105 ILCS 5/2-3.104
School Breakfast Incentives - Annual Report	February	105 ILCS 125/4
Educational Funding Advisory Board - Interim Report	March	105 ILCS 5/18-8.05
After School Initiative - Joint ISBE & DHS Report	March	HR 63 & SR 70d G.A.
Spring 2003 Mandate Waiver Report	May	105 ILCS 5/2-3.25g
Fall 2003 Mandate Waiver Report	October	105 ILCS 5/2-3.25g
Education Funding Advisory Board - Biennial Report	October	105 ILCS 5/18-8.05

APPENDIX B

Congressional Earmarked Requests

Recent "earmarked" or direct request funding to Illinois elementary and secondary education activities is presented below. Although these funds are provided as one-time grant awards, awardees may use the funds to implement projects of one to five years' duration. The receipt of these funds is directly attributable to the work of Barbour, Griffith and Rogers, Inc. (BGR) working with the Illinois Congressional Delegation during years 2001 to 2004, from inception through the end of the conference committee process.

USDE FIE Earmarks Awarded to Illinois in 2001 (School Year 2001-02)

ISBE received earmarked funding in 2001-02 for the first time for education. There were two education area projects funded, with one funded through ISBE. There may have been other education funds to the state, but not part of the request process through ISBE.

Grant Program to LEAs via ISBE	Amount
Increasing Availability of Assistive Technology (ATEN/Coalition Program)	\$553,000
SUBTOTAL	\$553,000
Grants Awarded to LEAs or Other Education Entities Directly	Amount
Project Impact (University of Illinois at Chicago)	\$500,000
SUBTOTAL	\$500,000
TOTAL (2001)	\$1,053,000

USDE FIE Earmarks Awarded to Illinois in 2002 (School Year 2002-03)

Grant Program to LEAs via ISBE	Amount
Improving Reading Achievement for Grades 7-12 (Freeport #145)	\$250,000
Improving Math Achievement in the Middle Grades (Decatur #61)	\$300,000
Illinois Virtual High School Initiative -- 2 years	\$1,500,000
Improving Reading Achievement for Grades 7-12 (Rockford #205)	\$250,000
Improving Reading Achievement for Grades 7-12 (Champaign #4 and Kankakee #111)	\$200,000
Alternative Learning Opportunities (Aurora East #131)	\$200,000
Improving Reading Achievement for Grades 7-12 (Peoria #150)	\$50,000
Improving Reading Achievement for Grades 7-12 (Springfield #186)	\$50,000
Alternative Learning Opportunities for At-Risk Students (Mt. Vernon #201, Christopher #99, Grayville #1)	\$400,000
Boys and Girls Clubs of America for Community Technology (Springfield and Peoria)	\$300,000
Induction and Mentoring Model Districts Programs (Joliet #86 and Downers Grove #99)	\$500,000
Induction and Mentoring Model Districts Program (Elgin #U46)	\$150,000
SUBTOTAL	\$4,150,000

Grants Awarded to LEAs or Other Education Entities Directly	Amount
Work-study program (Bloom Township District #206)	\$450,000
Quality Teacher Recruitment Model (Lyons Township #204)	\$440,000
Technology (South Cook Consortium)	\$400,000
Challenger Learning Center for math and science (Normal)	\$250,000
21st Century Information Fluency Program (IL Math & Science Academy)	\$900,000
Support arts-integrated curriculum development; musical equipment for the Choir Academy (Chicago Children's Choir charter school)	\$225,000
Magnet schools program (Rockford Public School District #205)	\$1,200,000
Assist inner-city and rural high school students prepare for college (Millikin University)	\$200,000
Expand tutoring and mentoring programs (Chicago #299)	\$100,000
Computer lab equipment and professional development for school reform initiatives (Patton School District #133)	\$150,000
Upgrade technology and improve student safety for children with emotional/behavioral problems (Glenn Oaks Therapeutic Day School, Addison)	\$200,000
Jewish Family and Community Service for therapeutic program (Chicago)	\$100,000
Development of hands-on learning activities about the Mississippi River (St. Clair County Educational Cooperative Board of Control, Belleville)	\$700,000
Implement a comprehensive professional development program for teachers and administrators to improve student achievement. (Hazel Crest School District #152½)	\$100,000
SUBTOTAL	\$5,415,000
TOTAL (2002)	\$9,565,000

USDE FIE Earmarks Awarded to Illinois in 2003 (School Year 2003-04)

Grant Program to LEAs via ISBE	Amount
Improving Mathematics (Elgin #U46)	\$248,375
Beginning Educators Assimilation and Mentoring System (BEAMS) (Orland School District #135)	\$198,700
Extended-Day and Summer School Programs (Canton Union School District #66)	\$173,863
Supporting Principal-Led Teams to Provide Services to All Students (Northern Suburban Special Education District)	\$185,785
Illinois Virtual High School Initiative	\$496,750
Teacher Recruitment/Alternative Routes to Certification (Dolton West School District #148)	\$149,025
Developing Quality Teachers Now – student teaching program (Indian Prairie School District #204)	\$248,375
Implementing the <i>Fast ForWord</i> Reading Program (Pleasant Plains Community Unit School District #8) and Improving Mathematics Achievement (Peoria School District #150 and Jacksonville School District #117)	\$149,025
SUBTOTAL	\$1,849,898

Grants Awarded to LEAs or Other Education Entities Directly	Amount
Chicago Reading Initiative (Chicago #299)	\$99,350
Health and physical education program (Hazel Crest #152½)	\$99,350
Professional development (Thornton Township #205)	\$496,750
Power Up Ed Tech (South Cook County Consortium)	\$173,863
Math in the Middle Grades (Patton #133)	\$149,025
Chicago Teacher Pipeline (Illinois State University)	\$99,350
21st Century Information Fluency (IL Math & Science Academy)	\$397,400
Special education technology and devices for Peoria #150 (Illinois State University)	\$99,350
Early childhood and before/after school programs (Champions for Change, Flossmoor)	\$99,350
After School Matters Initiative (Chicago #299)	\$496,750
Comer School Development (Youth Guidance of Chicago)	\$24,838
Early intervention, college readiness and parental involvement programs for minority youth (Latino Education Alliance, Chicago)	\$347,725
After school educational services for at-risk students (South Shore Drill Team and Performing Arts Ensemble, Chicago)	\$49,675
Camp Algonquin's Outdoor Education program (Metropolitan Family Services, Chicago)	\$496,750
SUBTOTAL	\$3,129,526
TOTAL (2003)	\$4,979,424

USDE FIE Earmarks Awarded to Illinois in 2004 (School Year 2004-05)

Grant Program to LEAs via ISBE	Amount
School improvement interventions in low-performing high schools and middle schools (Carpentersville CUSD #300)	\$298,230
Expand instruction related to the Illinois Learning Standards in career and technical education (Elgin #U46)	\$248,525
Flora career and technical education (Flora CUSD #35)	\$124,263
School improvement to low-performing high schools and middle schools (North Chicago #187)	\$89,469
Establish an early learning program (Plainfield CCSD #202)	\$149,115
High school computer program (Robinson CUSD #2)	\$164,027
Improve student achievement through technology- and resource-based instruction (Taft SD #90)	\$149,115
School improvement to low-performing high schools and middle schools (Waukegan CUSD #60)	\$89,469
Implementing Career Academies at West Senior High School (West Aurora Unit SD #129)	\$248,525
Math achievement in the middle grades (Wheeling CCSD #21)	\$69,587
Illinois Virtual High School Initiative	\$497,050
TOTAL (2004)	\$2,127,375

USDE FIE Earmarks Awarded to Illinois in 2005 (School Year 2005-06)

Grant Program to LEAs via ISBE	Amount
Professional Growth Opportunities (Elgin #U-46)	\$347,200
Career and Technical Studies (Aurora East Unit SD #131)	\$148,800
School Improvement (Carpentersville CUSD #300)	\$148,800
TOTAL (2005)	\$644,800
TOTAL FUNDING FOR SCHOOL YEARS 2001-2006	\$18,369,599

APPENDIX C

TEACHERS' RETIREMENT SYSTEMS

The purpose of these funds are to pay the statutorily required state share of the actuarial liability of the [Teachers' Retirement System](#) including the Teachers' Retired Health Insurance Program and to subsidize the Chicago Teachers' Retirement System, Public Act 88-593

These funds are appropriated directly to the [Teacher Retirement System](#) and Chicago Teachers' Retirement Fund. The following represent historical appropriations amounts as shown in the Illinois State Budget Books:

<u>Fiscal Year</u>	<u>Chicago Systems</u>	<u>Downstate Systems</u>	<u>Total Appropriation</u>	<u>Pension Fund</u>
1998	\$65,044,700	\$456,144,700	\$521,189,400	\$37,868,300
1999	65,044,700	546,785,000	611,829,700	44,615,100
2000	65,044,700	613,699,000	678,743,700	55,600,000
2001	65,044,700	709,777,000 *	774,821,700	57,180,000
2002	65,044,700	807,827,000 *	872,871,700	58,600,000
2003	65,044,700	923,501,000 *	988,545,700	63,455,000
2004	0	1,049,951,000 *	1,049,951,000	47,360,000
2005	65,044,700	907,028,000 *	1,041,386,700	44,190,000
2006 (Request)	65,044,700	591,600,000 *	732,134,700	n/a

* Teachers' Retirement Insurance Program (TRIP) included in the Downstate Systems above.

2001	\$42,050,000
2002	51,042,000
2003	56,856,000
2004	65,602,000
2005	69,314,000
2006	75,490,000