

# FISCAL YEAR 2022

Recommended Investment  
in Public Education



Illinois  
State Board of  
Education



# Illinois State Board of Education

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**Darren Reisberg**  
*Chair of the Board*

**Dr. Carmen I. Ayala**  
*State Superintendent of Education*

February 2021

To: The Honorable Governor JB Pritzker  
The Honorable Members of the General Assembly  
The People of the State of Illinois

The Illinois State Board of Education (ISBE) respectfully submits its fiscal year 2022 recommended budget for birth to grade 12 public education statewide as required by 105 ILCS 5/2-3.47. ISBE's General Funds FY 2022 budget recommendation is \$9.3 billion. We have a supplemental request for \$1.3 million from the FY 2021 General Revenue Fund for Special Education Orphanage Tuition.

For the past year, schools across the state have rearranged schedules, reconfigured facilities, and reimagined the services they provide in order to ensure students' wellbeing and continued learning during the COVID-19 pandemic. We are in awe of how creatively educators rose to this challenge. Now, we are optimistic that a return to full in-person learning is on the horizon.

The pandemic has impacted our students in tremendous ways both academically and social-emotionally. Strengthening our schools to meet the challenges ahead requires continued advancement toward equitable funding.

All our efforts will be guided by our Strategic Plan, which has three goals -- Student Learning, Learning Conditions, and Elevating Educators -- all built upon on a foundation of equity. This budget request aligns with the Board's Strategic Plan, and funds will be distributed to target the least-resourced school districts and students, whom evidence has shown are also the hardest hit by the pandemic.

Evidence-Based Funding is the element in our budget specifically designed to maintain steady progress toward the goal of equitable resources for all schools by weighing each district's needs against its resources and ranking districts into four tiers. Even though almost \$1 billion has been distributed through tier funding in the past few years, resulting in tangible gains in quality and stability for our least-resourced schools, completely equitable state funding remains distant. Eight out of 10 students are still enrolled in districts that are below 90 percent adequacy. The state would need to commit to an annual increase of \$799 million, when including \$50 million for Property Tax Relief Pool Funds, for the next six fiscal years for all Tier 1 and 2 districts to reach 90 percent adequacy by June 2027.

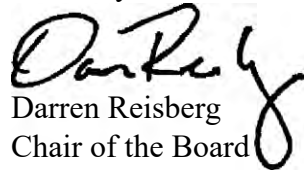
We have appreciated your significant support for programs that serve Illinois' youngest residents and, by extension, their families. The pandemic took a disproportionate toll on child care programs

and on families with young children. So another crucial component of our request is \$593,738,100 for the Early Childhood Block Grant program. These funds will provide a tremendous return on investment. Research by Nobel Prize-winning University of Chicago Economics Professor James Heckman shows that children who participate in high-quality early childhood programs experience improvements in education, economic, health, and social outcomes amounting to \$7 to \$13 annually per child for every dollar invested. Our request represents an increase of \$50 million compared to FY 2021 and will allow programs to serve approximately 9,400 more children in FY 2022. Without this increase, downstate grants will be reduced by about \$4.4 million and remove services for about 900 children at a critical moment in the state's economic recovery from the pandemic.

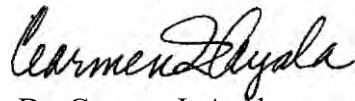
We are also requesting investments specifically directed at addressing the mental health of our students and educators: \$1.1 million for ISBE's Student Care Department, \$6 million for Social-Emotional Learning and Trauma Response, \$6.5 million for Teacher Mentoring, and \$3 million for Principal Mentoring and Recruitment. These supports have proven essential in meeting the increased needs of our school communities.

On behalf of the children of Illinois – the future of this state – thank you for your partnership.

Sincerely,



Darren Reisberg  
Chair of the Board



Dr. Carmen I. Ayala  
State Superintendent of Education

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# STATE BOARD OF EDUCATION



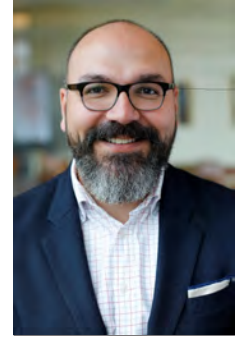
**Dr. Carmen I. Ayala**  
State Superintendent  
of Education



**Darren Reisberg**  
Chair of the Board  
*Chicago*



**Dr. Donna  
Simpson Leak**  
Vice Chair  
*Flossmoor*



**Jaime Guzman**  
Secretary  
*Chicago*

*The State Board of Education consists of nine members who are appointed by the Governor with the consent of the Senate.*

*Board members serve four-year terms, with membership limited to two consecutive terms.*

*The Board appoints the State Superintendent of Education, who may be recommended by the Governor.*



**Dr. Christine Benson**  
Chair of the Finance  
and Audit Committee  
*Ottawa*



**Roger Eddy**  
*Robinson*



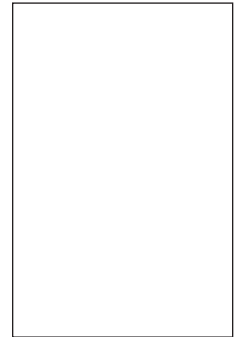
**Susan Morrison**  
Chair of the Education  
Policy Planning Committee  
*Carlinville*



**Dr. David Lett**  
*Springfield*



**Jacqueline Robbins**  
*Batavia*



**Vacant**

# Illinois State Board of Education

## FY 2022 Budget Hearings

DATE	LOCATION	TIME
October 7, 2020	Virtual	4-7 p.m.
October 14, 2020	Virtual	1-4 p.m.
October 16, 2020	Virtual	1-4 p.m.

## **ILLINOIS STATE BOARD OF EDUCATION**

### **Budget Overview**

ISBE's recommended budget for public education statewide in fiscal year 2022 aligns to the agency's Strategic Plan. The plan includes a mission, vision, equity statement, and goals that sharpen the agency's focus on impactful and achievable outcomes.

**Goal 1 | Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Goal 2 | Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Goal 3 | Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

### **Budget at a Glance**

The Board's FY 2022 budget recommendation from General Funds is \$9.3 billion. This recommendation is a \$406.6 million increase compared to the FY 2021 General Funds' appropriation level including the \$1.3 million supplemental request in FY 2021 for Special Education-Orphanage Tuition. The recommended appropriation request from General Funds, other state funds, and federal funds totals \$16.1 billion.

The Board's FY 2022 budget recommendation for General Funds includes the following increases compared to the current FY 2021 enacted appropriations:

\$362.1 million	Evidence-Based Funding
\$50.0 million	Early Childhood Education
\$6.5 million	Teacher Mentoring
\$3.0 million	Principal Mentoring and Recruitment
\$6.0 million	Social-Emotional Learning and Trauma Response
\$1.1 million	Student Care Department
\$57 thousand	District Consolidation Costs

### **Evidence-Based Funding**

At the heart of the Board's commitment to equity is the Evidence-Based Funding (EBF) formula. FY 2022 will be the fifth year in which districts receive state funding primarily through the EBF formula, which holds all districts harmless to their previous year's level of funding and distributes all additional dollars in direct proportion to the needs of the district and its students. EBF upholds both the Board's goals and the Board's commitment to equity by prioritizing the students in greatest need and by acknowledging that different students need different levels of resources to realize equal opportunities.

Districts are annually assigned to one of four funding tiers based on their percentage of adequacy. Districts in Tier 1 are those most in need of state assistance. Districts qualify for Tier 1 if their percentage of adequacy is less than the Tier 1 Target Ratio. That ratio is calculated so that 50

percent of increased funding is distributed to Tier 1 districts. Tier 2 districts have a percentage of adequacy that is greater than or equal to the Tier 1 Target Ratio and less than 90 percent. Tier 2 districts receive 49 percent of the allocated tier funding. Tier 3 districts have a percentage of adequacy greater than or equal to 90 percent and less than 100 percent. Tier 3 districts receive 0.9 percent of the tier funding allocation. Tier 4 districts have a percentage of adequacy greater than or equal to 100 percent and receive 0.1 percent of the tier funding allocation.

A total of nearly \$1 billion has been distributed through tier funding since the enactment of EBF. Tier 1 districts have increased their average percentage of adequacy from 59.2 percent in FY 2018 to 63.5 percent in FY 2020. Unfortunately, eight out of 10 students attend a school in districts that have an adequacy percentage less than 90 percent.

Significant progress to improve equity has been achieved through the enactment of EBF, but the gap to 90 percent adequacy for all Tier 1 and Tier 2 districts, per the FY 2021 EBF calculations, has grown to \$4.8 billion. The state would need to commit to an annual increase of \$799 million, when including \$50 million for Property Tax Relief Pool Funds, for the next six fiscal years for all Tier 1 and 2 districts to reach 90 percent adequacy by June 2027. Included in this amount is a 1 percent allocation for tier distribution for Tier 3 and 4 districts per the statutory formula. These estimates are based on current FY 2021 EBF data; future funding projections will be affected by changes to student enrollment, student demographics, local resources, recalibration of the cost factors, and recommendations from the EBF Professional Review Panel that are enacted through the legislative process.

At the same time, the nearly \$1 billion investment has resulted in progress. There were 168 Illinois school districts in FY 2018 at or below 60 percent adequacy (or 60 percent of the resources necessary to provide a basic education). We find only 10 school districts at or below 60 percent of adequacy in FY 2021. This demonstrates that directing new resources through the EBF tier system to districts most in need is having an impact.

Advocates testified at the public budget hearings that the enactment of EBF has brought stability to school district finances. Many district superintendents provided testimony that included examples of how his/her districts have improved student learning, learning conditions, and educator quality through their district's tier funding allocations since FY 2018. Most advocates recognize that the state cannot fully fund the EBF formula in next year's budget, so they requested an EBF funding increase ranging from \$350 million to \$500 million in FY 2022. The mode of EBF funding increases from advocate requests is \$350 million.

The Board recommends a \$7.58 billion appropriation for Evidence-Based Funding for FY 2022. This is a \$362.1 million increase over FY 2021. This amount provides \$300 million for distribution as tier funding, \$50 million for Property Tax Relief Grants, and \$12.1 million to integrate the District Intervention Grants into EBF. The integration of the District Intervention Grants is pending General Assembly action, in accordance with Public Act 101-0643. If the grants are approved by the General Assembly, the State Board would add the annual District Intervention payments to the Base Funding Minimums for East St. Louis 189 and North Chicago 187 at the time they are calculated by the State Board.

#### Mandated Categorical Programs

EBF articulates the need to fund all Illinois schools and students, but the budget also reflects specific student needs addressed through targeted line items. These line items aim to ensure that these students receive a more equitable education according to their needs. Historically, many of these line items were clustered under Mandated Categorical Programs (MCATs). Some MCATs

have been integrated into EBF; the remaining MCATs in the recommended FY 2022 budget continue the important work of providing districts and other Local Education Agencies with the financial supports needed to assist each child in achieving his or her greatest potential.

Funding limitations have resulted in the proration of MCAT payments in recent years. Table 1 below illustrates the degree of proration for the various MCAT lines for FY 2018 through FY 2021.

**Table 1**

**MCAT Proration Level History**

<b>Program Name</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
Sp. Ed. - Private Tuition	90%	80%	80%	78%
Sp. Ed. – Orphanage Tuition*	100%	100%	100%	100%(est.)
Sp. Ed. - Transportation	91%	86%	83%	85%
Transportation - Regular/Vocational	84%	82%	84%	89%
Ill Free Lunch & Breakfast	30%	31%	43%	29%(est.)
Regular Orphanage 18-3	100%	100%	100%	100%(est.)

\*FY 2021 estimate of 100% assumes a supplemental is received for \$1.3 million.

The Board recommends \$941.1 million for MCAT lines for FY 2022 as presented in Table 2. There are no increases recommended compared to FY 2021, assuming the \$1.3 million FY 2021 supplemental request for Special Education-Orphanage Tuition is appropriated.

**Table 2**

<b>Program Name</b>	<b>FY 2022 Recommended (\$000's)</b>	<b>FY 2022 Projected Proration</b>	<b>Increase (Decrease) Over FY 2021 (\$000's)</b>
Special Education – Private Tuition	\$152,320.0	77%	\$0.0
Special Education – Orphanage Tuition*	\$93,000.0	100%	\$0.0
Special Education – Transportation	\$387,682.6	85%	\$0.0
Transportation – Regular/Vocational	\$289,200.8	89%	\$0.0
Ill Free Lunch and Breakfast	\$9,000.0	32%	\$0.0
Regular Orphanage 18-3	\$9,900.0	100%	\$0.0
<b>Total Mandated Categorical Programs</b>	<b>\$941,103.4</b>		<b>\$0.0</b>

\*This line assumes there will be no increase from FY 2021 to FY 2022, assuming the supplemental request of \$1.3 million is appropriated for FY 2021.

**Early Childhood Education**

The Early Childhood Block Grant (ECBG) funds the Preschool for All (PFA), Preschool for All Expansion (PFAE), and Prevention Initiative (PI) programs. These programs enable Illinois students to receive the benefits of kindergarten readiness and high-quality comprehensive services. They also help families to prepare children for later success.

### Preschool for All

The Preschool for All program provides half-day or full-day educational services to 3- to 5-year-old children who are not age-eligible for kindergarten. The program focuses on providing high-quality educational programs for children who have been determined to be at risk.

### Preschool for All Expansion

The goal of the Preschool for All Expansion program is to provide high-quality preschool programs that reach and serve 3- to 5-year-old children in high-need communities and include a full school day of instruction and comprehensive services in the areas of medical, dental, and mental health. The PFAE program provides additional quality components that include an instructional leader, a parent educator, community partnerships, and family education opportunities.

### Prevention Initiative

Prevention Initiative provides voluntary, continuous, intensive, research-based, and comprehensive child development and family support services for expectant parents and families with children from birth to age 3. The program offers coordinated services through a network of child and family service providers and promotes the development of at-risk infants and toddlers up to age 3. PI is offered at both home and center-based facilities, allowing children to be taught in safe and healthy environments rooted in their local community.

Competitive grants will continue to be awarded through a Request for Proposals process, as in previous years. Eligible applicants for the ECBG programs include Regional Offices of Education (ROEs), public school districts, university laboratory schools approved by the Illinois State Board of Education, charter schools, area vocational centers, and public or private not-for-profit or for-profit entities with experience in providing educational, health, social, and/or child development services to young children and their families.

Estimates for FY 2022 allocations based on a \$50 million increase for early childhood education programs are provided in Table 3.

**Table 3**

<b>Item</b>	<b>FY 2022 Preliminary Estimate (\$millions)</b>	<b>Estimated Children Served</b>	<b>Notes</b>
Chicago Public Schools	\$18.5	5,150	Statutory Requirement – 37%
FY 2020 State Carryforward	\$4.4		Replace loss of one-time funding source from FY 2020 carryforward into FY 2021
Downstate Prevention Initiative Grants	\$6.8	750	Allocated 25% of balance of new funding for new downstate programs
<b>Sub-Total</b>	<b>\$29.7</b>	<b>5,900</b>	Balance Remaining \$20.3 million
Downstate Quality Supports	\$5.1		Allocated 25% of balance of funding remaining after PI allocation
Preschool for All Grants	\$10.6	2,900	Allocated 70% of remaining balance for new downstate grants
Preschool for All Expansion Grants	\$4.6	600	Allocated 30% of remaining balance for new downstate grants
<b>Total</b>	<b>\$50.0</b>	<b>9,400</b>	



The Board recommends a \$593,738,100 appropriation for the Early Childhood Block Grant program for FY 2022. This is an increase of \$50 million compared to FY 2021 and would be distributed as provided in Table 3. Increasing the early childhood line by this amount will allow the program to serve approximately 9,400 more children in FY 2022.

If the program is level funded in FY 2022, the allocation to downstate grants would be reduced by approximately \$4.4 million as this same amount is needed to replace the loss of the one-time funding source from the FY 2020 state carryforward. Level funding for the ECBG programs would cause an estimated reduction of nearly 900 children served by downstate programs compared to approximately 100,600 children served in FY 2021.

### Elevating Educators

Every child in the State of Illinois deserves to be taught and supported by effective teachers and school leaders. So, too, every child deserves to feel supported and valued by caring adults and challenged by relevant and rigorous content. Research indicates that teacher quality has the greatest positive impact on student achievement and emerging research suggests student belonging in schools also plays an important role. In order to meet our ambitious goals for student achievement in Illinois, we must make investments in elevating educators.

As a state, Illinois must provide equity, access, and opportunity for every student as they are supported by effective teachers and leaders. This is a challenge in Illinois because of the educator shortage. As of October 2019, there were nearly 2,000 unfilled teaching positions as shown in Table 4.

**Table 4**

Teaching Endorsement Area	October 2019 Unfilled Positions (FTEs)
Classroom Teacher (e.g., individuals endorsed in ECE, Elementary, Middle Level, High School, and K-12)	994.9
Special Education	741.3
ESL/Bilingual	202.7
Early Childhood Education	37.5
<b>Total</b>	<b>1,976.4</b>

ISBE has developed a comprehensive approach that leverages actions regarding educator support, recruitment, and preparation to tackle this issue. Within each of these categories is a series of legislative, regulatory, and programmatic opportunities that will positively impact the educator shortage in the short, medium, and long term.

ISBE is simultaneously focusing on educator recognition, recruitment, and retention as well as other legislative, regulatory, and programmatic opportunities to tackle the issues inherent within the problem of the educator shortage in Illinois. This can only occur, however, by investing in the support of programming for individuals from first experience as a candidate to entering into the profession through development from novice to expert educator. The Board recommends

investing an increase of \$9.5 million for elevating educators initiatives in FY 2022, which includes new General Revenue Fund appropriations of \$6.5 million for Teacher Mentoring and \$3.0 million for Principal Mentoring and Recruitment.

The Board recommends \$6.5 million from the General Revenue Fund in FY 2022 for Teacher Mentoring. This level will support mentoring for up to 5,000 new teachers, an increase of 1,000 teachers over FY 2021. ISBE is currently in the process of seeking confirmation from the U.S. Department of Education (ED) to continue to fund this program with dollars from the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act during FY 2022 or funding from the Coronavirus Response and Relief Supplemental Appropriations Act, 2021. This General Revenue Fund request serves as a “backstop” in case the State Board cannot continue to use CARES Act funding for this purpose in FY 2022.

The Board recommends \$3.0 million for Principal Mentoring and Recruitment, of which \$1.2 million is allocated to principal mentoring and \$1.8 million to principal recruitment. A \$1.2 million investment would provide mentoring for up to 425 first-year principals and 325 second-year principals, including the costs for mentor stipends, training, and program coordination. The mode of the funding requests from the FY 2022 public budget hearings for principal mentoring was \$1.2 million. It is anticipated that an investment of \$1.8 million in principal recruitment could fund between eight and 12 grants, each of which could support at least 20 aspiring principals, for a total impact of at least 160 new principals to serve our students and communities.

#### Social-Emotional Learning and Trauma Response

The COVID-19 pandemic presents a unique set of challenges, and it further exacerbates the need to support the social, emotional, and mental health needs of students and adults alike. We have repeatedly heard from students, stakeholders, parents, and educators that a need exists for additional support on social and emotional learning (SEL) as well as ways to better support everyone’s mental well-being. ISBE’s launch of the Children’s Center for Resiliency (CCR) Virtual Learning Community portal had more than 1,100 logins on the first day. The CCR virtual learning community provides for a series of informative webinars that seeks to help educators better understand trauma; this initiative also will be the natural next step in the progression to further understanding and implementing SEL and trauma-sensitive practices.

In its most recent report, *The State Of Mental Health In America*, Mental Health America ranked Illinois 36<sup>th</sup> among the states in identifying and meeting the mental health needs of youth. The overall ranking looks at 15 metrics that include both adult and youth measures as well as prevalence and access to care measures. Illinois ranked 19<sup>th</sup> in this same report in 2015. Additionally, the most recent Youth Risk Behavior Survey identified an increase in the number of students who have either had ideations of or attempted suicide.

Data also illustrates that our educators need more support on research-based practices that will decrease the need to use disciplinary measures, including restraint, time out, and those identified in Public Act 99-0456 (Senate Bill 100), that are deemed harmful to students. ED collects data on the use of physical restraint and seclusion (time out). A total of 286 Illinois school districts reported restraining students during the 2017-18 school year, according to the Civil Rights Data Collection (CRDC). Based on these districts’ reports, Illinois ranks third highest in the nation in use of physical restraint as a behavioral modification. These numbers only include public school districts and special education cooperatives, not private schools, which could increase Illinois’ ranking. The CRDC also collects information on the use of seclusion, also referred to as isolated time out

and time out. Illinois ranked first in this category, based on data ED collected on state-level seclusion totals.

Furthermore, there were 28,092 reported uses of restraint or time out in Illinois schools during school year 2019-20, according to the three-year historical data provided to ISBE by districts, special education cooperatives, and nonpublic special education entities. Of those incidents, 20,644 were identified as a danger to staff, further identifying the need for improved training.

ISBE is committed to ensuring all students are supported by highly prepared and effective teachers and school leaders, which includes providing students with opportunities to learn from educators who are aware of and respectful of the needs of every student and are poised to meet those needs. The funding will be utilized to support an understanding of and respect for various cultures, to initiate awareness of and integration of culturally responsive youth and adult social-emotional learning, and to examine de-escalation strategies for intervening with negative behaviors and supporting trauma-impacted youth. This will include a behavioral and situational assessment of both students and adult educators/staff involved with disciplinary/behavioral modification practices that include physical restraint, time out, suspensions, and/or expulsions. The assessments will include the following diversity and inclusionary measures:

- Recognize unconscious bias and how it affects the way that educators perceive and react to students;
- Understand the dimensions of diversity and inclusion that matter most in learning environments and why;
- Assess stereotypes and prejudices that may influence behavior in schools; and
- Learn methods to improve the psychological safety of both educators and students.

Funding will be allocated to the six Illinois Association of Regional School Superintendents regional hubs and City of Chicago District 299, which serves as its own ROE. Each hub has a chair for its area. The regional offices of the chairs will serve as the fiscal and programmatic agents for this funding. Funding will be based upon a base amount plus a per pupil allotment.

Funding will be utilized to hire SEL and trauma coaches at each of the ROE hubs. These trainers, in conjunction with their local districts, will be charged with identifying, developing, and implementing a comprehensive plan to address the safety and well-being needs of their students and staff. Training will include, but not be limited to, culturally responsive youth SEL and trauma-sensitive practices, de-escalation techniques, and culturally responsive adult SEL and self-care.

The Board recommends a new \$6.0 million appropriation in FY 2022 for Social-Emotional Learning and Trauma Response.

### Student Care Department

The Student Care Department (SCD) was established in August 2020 to address issues related to protecting students from harm, namely, improper restraint (prone and supine) and isolated time out, which were highlighted in news articles released in late 2019. ISBE initiated emergency rulemaking in November 2019 to address systemic concerns regarding use of restraint, time out, and isolated time out, including banning isolated time out and certain restraints and mandating additional reporting and additional training for school personnel. On April 9, 2020, ISBE issued amended permanent rules regarding physical restraint, isolated time out, and time out, with the most significant changes under the amended permanent rules relating to the definition and utilization of isolated time out and physical restraints. Specifically, the amended permanent

rules only allowed for the use of isolated time out, time out, and physical restraint when the student's behavior presents imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures had been tried and proven ineffective in stopping the imminent danger of serious physical harm. The agency expected schools to start phasing out the use of prone and supine restraints; however, this amendment gave schools time to transition to the use of alternative interventions. Current rules allow for the use of both prone and supine restraints under certain parameters, but those parameters will expire effective July 1, 2021. Part 23 Ill Admin Code 1.285 (d) (5) must be amended prior to July 1, 2021, in order to: (a) prohibit the use of prone restraints in all circumstances, and (b) prohibit supine restraints unless certain parameters are met. The proposed amended rules were brought to the Board for initial review at its Dec. 16, 2020, meeting.

ISBE has had the regulatory responsibility since November 2019 to receive reports from school districts and other entities serving Illinois public school students regarding any use of time out or physical restraint so that it can better understand the complexity regarding usage of those methods. The reports included student-specific information related to the time out or physical restraint used, including a description of events leading up to the incident; any interventions used; a log of behavior; a description of any injuries or damage; and other individualized information. Also, in November 2019, ISBE began to receive complaints connected to physical restraint and seclusion. The complaints were both systemic complaints and individualized student complaints. ISBE began investigating the complaints immediately. Beginning in December 2019, ISBE received data regarding school districts' usage of physical restraint and time out for three school years (2017-18, 2018-19, and 2019-20). There were more than 1,200 instances of isolated time out during the 2017-18 school year, according to the journalists who reported on this issue. Based on the analysis of the three-year historical data, SCD recorded 14,828 instances of time out and/or isolated time out used during the 2017-18 school year. The journalists reported analyzing 15,000 instances of physical restraint in Illinois school districts between 2017 and 2018 – however, the journalists did not collect information on restraints from every Illinois school district. Based on the analysis of the three-year historical data collected from 832 school districts, 14,886 instances of physical restraint were reported during the 2017-18 school year. The physical restraint and time out three-year summary data report and a breakdown of instances by year were published on the Student Care webpage for public viewing in December 2020.

The SCD has identified 37 school districts, nine special education cooperatives, and 15 nonpublic special education settings that will receive targeted supports based on the analysis of the three-year historical data. These entities were selected based on being in the top 10 percent of physical restraint and time out instances reported, the top 5 percent of the average minutes in isolated time out/time out being above 30 minutes, and the top 5 percent of the average minutes in physical restraint being over 9 minutes. In addition to these identified educational entities, any school district, special education cooperative, and nonpublic special education facility that did not submit the three-year historical data and continued to ignore reporting/documentation mandates will be provided regulatory supports from the SCD. ISBE has the ability to receive real-time data on instances of physical restraint and time out, so the SCD is able to provide technical assistance to any school reporting a student with three or more instances of physical restraint and/or time out within 30 days. The SCD receives monthly Student Information System (SIS) reports documenting all instances of physical restraint and time out. Schools have two days to submit this data into SIS using the Restraint/Time Out form developed in October 2020. Again, based on the analysis of the historical data, individual students had approximately 200 instances of restraint and time out reported during a school year. This real-time data is allowing the SCD to intervene early in order to protect students from further trauma.

Not only is the SCD responsible for monitoring and oversight of restraint and time out, it is also working to further reduce exclusionary disciplinary practices, such as suspension and expulsion. Research from the Council of State Governments indicates that students who are unnecessarily excluded from school are more likely to repeat a grade, drop out of school entirely, or fall victim to the “school-to-prison” pipeline. Public Act 99-0456 required districts to only utilize these harshest forms of punishment for students who pose a threat to the school community or who substantially disrupt, impede, or interfere with the learning environment. This law has reduced the number of suspensions and expulsions, but these practices still unfairly impact students of color. An inter-departmental collaboration will allow IL-EMPOWER, the Wellness Department, and the SCD to work with the districts/schools identified as the top 20 percent that report suspensions and expulsions. As part of ISBE’s Strategic Plan, 2.1.2 states that a 5 percent point reduction in suspensions and expulsions for students of color will occur at the end of the 2021-22 school year, then again at the end of the 2022-23 school year. To meet and exceed this goal, the SCD will perform various regulatory functions, including, but not limited to, training on the following diversity and inclusionary measures:

- Recognize unconscious bias and how it affects the way that educators perceive and react to students;
- Understand the dimensions of diversity and inclusion that matter most in learning environments and why;
- Assess stereotypes and prejudices that may influence behavior in schools; and
- Learn methods to improve the psychological safety of both educators and students.

The SCD has taken over the review of all bullying policies and complaints. It also supports school districts in the implementation of practices that provide for the inclusion of all students, specifically those who identify as LGBTQ+. In addition, the SCD oversees ISBE’s Student Advisory Council (SAC). Each year a group of students is chosen from around the state to be student advisers to the Board. These 21 students represent the diversity of the population of young people they serve. The SAC has the opportunity to observe the State Board policymakers in action and work with them to provide student perspectives and concerns on the state’s educational policies. The SAC is advocating for the effective integration of the voice of students for the purpose of improving educational outcomes for all students.

The Board recommends a new \$1.1 million appropriation from the General Revenue Fund for FY 2022 for the Student Care Department. ISBE is currently in the process of seeking confirmation from ED to continue to fund this program with dollars from the federal CARES Act during FY 2022 or funding from the Coronavirus Response and Relief Supplemental Appropriations Act, 2021. This General Revenue Fund request serves as a “backstop” in case the State Board cannot continue to use CARES Act funding for this purpose in FY 2022.

#### District Consolidation Costs

Communities must grapple with the use of their available resources to serve students. The District Consolidation Costs program gives communities the chance to make consolidation decisions for the potential of enhanced educational opportunities for their children and greater financial security for the newly formed district. Financially healthy districts will have the resources available to ensure each and every child is equipped to make meaningful contributions to society and live life to its fullest potential. The program further supports the Board’s goals by increasing administrative efficiencies in districts, thereby allowing them to direct more funds into the classroom toward initiatives like expanding curriculum through additional courses. As community members weigh the best options for students when they vote on the referendum to consolidate,

they anticipate that the newly formed district will be receiving these resources to assist with the transition and education of their children. The program also supports the Board's goals by increasing the potential for safer learning environments due to the opportunity that better facilities will be utilized by the consolidated district.

The Board recommends a \$270,000 appropriation for District Consolidation Costs for FY 2022. This provides full funding, as determined by statute, to the one previously reorganized district that is due consolidation payments of approximately \$15,000; two potential future reorganizations that may become effective July 1, 2021, estimated at \$175,000; and \$80,000 for reorganization feasibility studies (approximately six studies). This is an increase of \$57,000 from FY 2021.

### Assessments

A valid, reliable benchmark of student performance data that remains consistent over time is critical to the continuous improvement process. An assessment system that is responsive to the needs of diverse learners is essential to understanding the quality and impact of educational programs and ensuring equity for all students. A strong, differentiated assessment system that is well-aligned to standards helps educators improve the quality of public education and ensure equity of outcomes for all children. In FY 2022, the state will assess student mastery of the learning standards in English language arts and mathematics in grades 3-11, and science in grades 5, 8, and 11. ISBE provides an alternate assessment in these grades and subjects for those students with the most significant cognitive disabilities. ISBE also assesses the proficiency of English Learners in kindergarten through grade 12. These assessments, in conjunction with other new measures of school quality and student success, provide the data to measure progress toward Board goals and ensure that all student groups within a school are experiencing success in line with their peers.

The increase for the Illinois Assessment of Readiness (IAR) recommended for FY 2022 compared to FY 2021 will connect IAR results to the results of other interim assessments. The focus during the first year of transition in FY 2022 will be to link IAR interim and IAR summative assessments onto the same scale. Students' performance on both the interim and summative assessments will be evaluated and modeled. The students' testing data on both assessments will be used to establish a prediction relationship so that the interim assessment can be viewed as a predictor of IAR performance. Additionally, test design and blueprint will be evaluated. Modifications will be made, as appropriate and as supported by the data, to maximize similar summative information that is collected and communicated.

Additional analyses on prediction and modeling of growth, both within the school year and across the school years, will be calculated and monitored in FY 2023. Prediction from results on the IAR test results will be further evaluated. The assessment scores will also be modeled in the accountability system to evaluate consistency and accuracy of the results. Further fine tuning of the test design and blueprint for the new IAR will be conducted based on this series of analysis and finalized.

Once the two-year modeling and fine tuning are complete, ISBE will have enough evidence to demonstrate comparability and consistency for peer review. The agency will be more confident to fully implement the new IAR interim assessment system in FY 2024 in lieu of a sole spring summative assessment. ED will have to approve the interim assessments to be used for accountability purposes. The interim assessments will provide dynamic data throughout the

school year to inform instruction, eliminating the need for school districts to purchase their own interim assessments.

The value and utility of these assessments, even beyond the performance data they provide to educators, policymakers, and the public, are that they provide concrete and visible indicators of what is expected for student performance. Illinois will shift emphasis in grades 3 through 8 toward actionable reporting for schools and districts, provided in a timelier fashion. This actionable reporting will include mapping to the Lexile and Quantile scale, so that educators and parents can understand their students' performance in relationship to other local assessments. Continually improving the quality of our assessments will give teachers a better sense of what high-quality instruction looks like and better data to improve learning.

When multiple measures of academic achievement and student success are pulled together, educators can begin a deeper and more transformative discussion about what it means for all students to experience success.

The Board recommends a \$41.5 million General Revenue Fund appropriation for Assessments in FY 2022, a decrease of \$5 million from FY 2021. The decrease is a result of favorable pricing from the IAR procurement and no increase in the per student cost for the high school accountability assessment. Additionally, there were one-time costs in FY 2021 for fall testing of seniors who did not take the high school accountability assessment in spring 2020 as juniors due to the COVID-19 pandemic.



## Fiscal Year 2022 Board Recommendation Budget Highlights

<b>\$000s</b>	<b>FY 2021 Budget*</b>	<b>FY 2022 Request</b>	<b>\$ Change</b>	<b>% Change</b>
General Funds	\$8,897,347.0	\$9,303,924.0	\$406,577.0	4.6%
Other State Funds	\$73,963.7	\$71,683.7	(\$2,280.0)	(3.1%)
Federal Funds	\$4,275,074.5	\$6,719,999.3	\$2,444,924.8	57.2%
<b>TOTAL</b>	<b>\$13,246,385.2</b>	<b>\$16,095,607.0</b>	<b>\$2,849,221.8</b>	<b>21.5%</b>

\* Includes the \$1.3 million supplemental request for Special Education Orphanage Tuition.

### Evidence-Based Funding (EBF)

<b>General Funds (\$000s)</b>	<b>FY 2021 At 01/27/2021</b>	<b>FY 2022 Request</b>	<b>\$ Change</b>	<b>% Change</b>
Evidence-Based Funding	\$7,216,938.2	\$7,579,038.2	\$362,100.0	5.0%

### Mandated Categoricals

<b>General Funds (\$000s)</b>	<b>FY 2021 Budget*</b>	<b>FY 2022 Request</b>	<b>\$ Change</b>	<b>% Change</b>
Illinois Free Lunch/Breakfast	\$9,000.0	\$9,000.0	\$0.0	0.0%
Orphanage Tuition	\$9,900.0	\$9,900.0	\$0.0	0.0%
Sp Ed – Orphanage Tuition	\$93,000.0	\$93,000.0	\$0.0	0.0%
Sp Ed – Private Tuition	\$152,320.0	\$152,320.0	\$0.0	0.0%
Sp Ed – Transportation	\$387,682.6	\$387,682.6	\$0.0	0.0%
Transportation – Regular/Vocational	\$289,200.8	\$289,200.8	\$0.0	0.0%
<b>TOTAL</b>	<b>\$941,103.4</b>	<b>\$941,103.4</b>	<b>\$0.0</b>	<b>0.0%</b>

\* Includes the \$1.3 million supplemental request for Special Education Orphanage Tuition.

<b>Proration Levels</b>	<b>FY 2020 Actual</b>	<b>FY 2021 Actual</b>	<b>FY 2022 Request (est.)</b>
Sp Ed – Orphanage Tuition*	100%	100% (est.)	100%
Sp Ed – Private Tuition	80%	78%	77%
Sp Ed – Transportation	83%	85%	85%
Orphanage Tuition	100%	100% (est.)	100%
Illinois Free Lunch/Breakfast	43%	29% (est.)	32%
Transportation - Regular/Vocational	84%	89%	89%

\* FY 2021 proration level assumes supplemental appropriation of \$1.3 million.

### Early Childhood Education

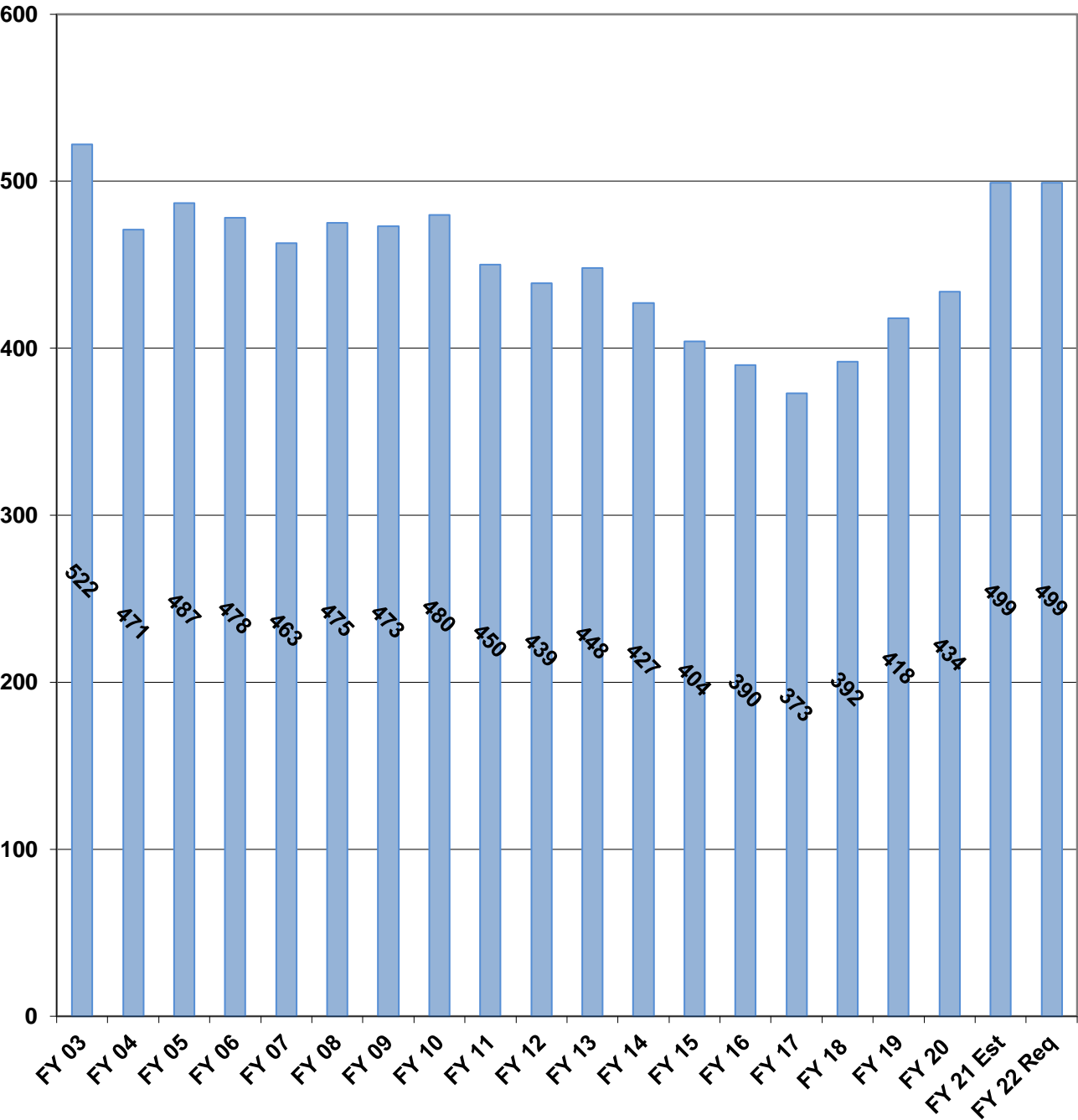
<b>General Funds (\$000s)</b>	<b>FY 2021 At 01/27/2021</b>	<b>FY 2022 Request</b>	<b>\$ Change</b>	<b>% Change</b>
Early Childhood Education	\$543,738.1	\$593,738.1	\$50,000.0	9.2%

	<b>FY 2020 Actual</b>	<b>FY 2021 Estimated</b>	<b># Change</b>	<b>% Change</b>
Children Served	102,750	100,637	(2,113)	(2.1%)

### Other Programs With Recommended Increases

<b>General Funds (\$000s)</b>	<b>FY 2021 At 01/27/2021</b>	<b>FY 2022 Request</b>	<b>\$ Change</b>	<b>% Change</b>
Teacher Mentoring	\$0.0	\$6,500.0	\$6,500.0	100.0%
District Consolidation Costs	\$213.0	\$270.0	\$57.0	26.8%
Principal Mentoring and Recruitment	\$0.0	\$3,000.0	\$3,000.0	100.0%
Student Care Department	\$0.0	\$1,100.0	\$1,100.0	100.0%
Social-Emotional Learning and Trauma Response	\$0.0	\$6,000.0	\$6,000.0	100.0%

Illinois State Board of Education  
Headcount History  
(as of June 30)



## **ILLINOIS STATE BOARD OF EDUCATION**

### **FY 2022 Budgeting for Results**

Section 15 ILCS 20/50-25 of the Illinois Compiled Statutes requires that the Governor and other constitutional officers of the executive branch, in consultation with the appropriation committees of the General Assembly, prioritize outcomes that are most important for each state agency to achieve for the next fiscal year and set goals to accomplish those outcomes according to the priority of the outcome.

Public Act 96-1529 further refined requirements for the Budgeting for Results (BFR) initiative. This Act requires agency staff adhere to a method of budgeting in which each priority is justified annually according to merit rather than previous appropriations.

The Governor's Office refined the outcomes in 2015 and identified seven results to be achieved. The Illinois State Board of Education (ISBE) is obligated to "Improve School Readiness and Student Success for All" and demonstrate continuous improvements.

This fiscal year 2022 budget document provides service-level detail for programs ISBE administers. In addition, ISBE publishes reports throughout the year in accordance with statutes to help Illinois residents and policymakers evaluate the effectiveness of education programs. ISBE looks forward to continued collaboration with Illinois policymakers to refine BFR measures and determine the most effective use of public funding to reach desired results.

#### **BFR Methodology**

In this budget, ISBE has outlined the funding necessary to achieve its BFR goals. The agency reviewed the outcomes of its programs in 2018, and each program owner developed a logic model and performance metrics to measure the program's efficiency and effectiveness.

The logic models consist of inputs (what we use), activities and outputs (what we do and who we reach), program outcomes (what results we achieve), and long-term outcomes (what changes occur statewide) to measure each program's contribution to its primary statewide outcome. Inputs, outputs, and outcomes are the basic building blocks of program logic models. Inputs (resources) are used to produce outputs (services produced) that will drive outcomes (benefits, accomplishments, achievements).

These logic models guided staff in the development of performance measures, including measures of efficiency and effectiveness. Efficiency measures document the level of output per amount of resources, inputs, or funds put into the program (e.g., the number of units of service per dollar spent). Effectiveness measures the level of outcomes or results given the amount of resources/input/cost (e.g., the cost per unit of outcome).

ISBE continues to refine program objectives with Board goals and align performance measures with program objectives.

## Goal: Learning Conditions

### Financial Oversight

Provides expertise and guidance for districts to achieve financial stability.

Performance Measure	School Year 2017	School Year 2018	School Year 2019	School Year 2020
Number of school districts meeting the financial classification "Financial Watch"	19	22	12	8

### School Support Services

Provides assistance to schools with the lowest performance on state assessments.

Performance Measure	School Year 2017	School Year 2018	School Year 2019	School Year 2020
Percentage of schools meeting performance standards defined by Every Student Succeeds Act (ESSA) indicators (began FY 2018)	N/A	79.7	85.3	85.3

### Students Placed At-Risk

Increases safety, promotes the learning environment in schools, and meets the educational needs of students more appropriately and individually in alternative educational environments.

Performance Measure	School Year 2017	School Year 2018	School Year 2019	School Year 2020
Number of students participating in Truants' Alternative Optional Education Program	28,085	25,944	24,836	22,359
Percentage of at-risk students graduating within five years	87.9	87.6	80.2	82.1

## **Goal: Elevating Educators**

### **Effective Teachers and Leaders**

Ensures all teaching, administrative, and school service personnel candidates meet established state requirements and provides a technical and informational support system to ensure educators are prepared to teach and lead effectively.

<b>Performance Measure</b>	<b>School Year 2017</b>	<b>School Year 2018</b>	<b>School Year 2019</b>	<b>School Year 2020</b>
Number of teacher of color candidates recruited into Teach for America program	45	51	54	45
Number of public school administrators (FTE)	11,295	11,768	11,504	11,784
Number of full-time licensed teachers (FTE)	129,575	128,999	129,178	131,230
Percentage of teacher preparation programs fully approved	100	100	100	100
Number of educators recruited for initial National Board Certification	493	546	397	439
Number of educators qualified to perform teacher/principal evaluations	2,490	2,001	2,509	2,708

### **Regional Office of Education Services**

Provides support for continuous improvement and capacity building for specific services to districts.

<b>Performance Measure</b>	<b>School Year 2017</b>	<b>School Year 2018</b>	<b>School Year 2019</b>	<b>School Year 2020</b>
Number of high-quality professional development opportunities provided by Regional Offices of Education	2,160	2,258	3,517	5,485

## Goal: Student Learning

### Advanced Placement

Enables school districts with a high percentage of low-income students to implement or expand Advanced Placement programs necessary for students to succeed.

Performance Measure	School Year 2017	School Year 2018	School Year 2019	School Year 2020
Number of low-income students taking an Advanced Placement test	31,322	39,496	32,044	26,983*
Number of new Advanced Placement courses to be offered	1	0	5	5

\* Impacted by COVID-19

### Assessment and Accountability

Provides resources for district accountability and statewide program evaluation to support instruction.

Performance Measure	School Year 2017	School Year 2018	School Year 2019	School Year 2020
Percentage of eligible students who participate in the appropriate state assessment	98.0	98.0	98.0	N/A*
Average SAT score	1,015.9	1,007.1	994.5	N/A*

\* Impacted by COVID-19

### Charter Schools

Increases the number of high-quality charter schools and supports efforts by existing high-performing charter schools to disseminate best practices and create replicable models.

Performance Measure	School Year 2017	School Year 2018	School Year 2019	School Year 2020
Number of new charter schools opened	4	0	1	2



## Regulatory

Provides supports for compliance, accreditation, student health/wellness, rules, and waivers.

Performance Measure	School Year 2017	School Year 2018	School Year 2019	School Year 2020
Number of waiver requests processed	139	141	105	144
Percentage of public schools fully recognized	99	100	100	99

## Student Health

Programs provide supports for emotional development, physical health, and well-being for student academic growth.

Performance Measure	School Year 2017	School Year 2018	School Year 2019	School Year 2020
Percentage of students reporting healthier behaviors on the Youth Risk Behavior Survey (given in odd-numbered years)	57	N/A	79.8	N/A

## Title Grants

Provides assistance to districts as they implement ESSA through supplemental services for students, teacher/principal training, and student support and academic enrichment.

Performance Measure	School Year 2017	School Year 2018	School Year 2019	School Year 2020
Percentage of Title I students proficient in math on state assessments	21.1	21.0	22.2	N/A*
Percentage of Title I students proficient in reading on state assessments	26.4	26.2	27.4	N/A*

\* Impacted by COVID-19

## **Goals: Elevating Educators/Student Learning**

### **Career and Technical Education**

Ensures a comprehensive career development system that provides career awareness, exploration, and preparation.

<b>Performance Measures</b>	<b>School Year 2017</b>	<b>School Year 2018</b>	<b>School Year 2019</b>	<b>School Year 2020</b>
Percentage of CTE concentrators who completed secondary education	98.6	98.1	95.6	95.9

## Goals: Learning Conditions/Student Learning/Elevating Educators

### Data

Provides demographic and statistical data on students and districts for reports, including the Illinois Report Card.

<b>Performance Measure</b>	<b>School Year 2017</b>	<b>School Year 2018</b>	<b>School Year 2019</b>	<b>School Year 2020</b>
Low-income student enrollment as a percentage of total enrollment	50.2	49.4	48.8	48.5
Percentage of 9 <sup>th</sup> -grade students on track to graduate with their cohort in four years	87.1	86.8	86.6	88.8
Average daily student attendance rate	94.0	93.9	94.0	95.4
Four-year high school graduation rate	87.0	85.4	86.1	88.0
High school graduation rate for students with disabilities	71.2	68.8	74.7	81.0
High school dropout rate	2.1	2.1	4.2	3.5
Public school enrollment	2,028,162	2,005,153	1,984,519	1,957,018
Teacher-pupil ratio for elementary level	18.7	20.1	18.0	18.1
Teacher-pupil ratio for high school level	19.4	19.3	19.0	18.6
White, non-Hispanic student enrollment as a percentage of total enrollment	48.5	48.0	47.6	47.5
Black, non-Hispanic student enrollment as a percentage of total enrollment	17.0	16.8	16.7	16.6
Hispanic student enrollment as a percentage of total enrollment	25.7	26.2	26.4	26.6

## Evidence-Based Funding

The Evidence-Based Funding for Student Success Act (Public Act 100-0465) provides more resources to Illinois' most under-resourced students to ensure all schools have the resources needed to provide a safe, rigorous, and well-rounded learning environment for all students.

<b>Performance Measure</b>	<b>School Year 2017</b>	<b>School Year 2018</b>	<b>School Year 2019</b>	<b>School Year 2020</b>
Percentage of districts in deficit spending	48.0	40.4	13.7	25.9
Number of districts achieving 100% Evidence-Based Funding adequacy	N/A	146	140	144

## Technology Grants

Provides districts with technology resources to improve educational opportunities and student achievement.

<b>Performance Measure</b>	<b>School Year 2017</b>	<b>School Year 2018</b>	<b>School Year 2019</b>	<b>School Year 2020</b>
Number of students with access to upgraded technology	10,647	20,104	2,282	4,805
Percentage of Illinois Virtual School students who completed full-service courses	94	92	94	94

## Goals: Learning Conditions/Student Learning

### After-School Programs

Extends learning opportunities for students in schools, community centers, businesses, and homes.

Performance Measure	School Year 2017	School Year 2018	School Year 2019	School Year 2020
Percentage of 21 <sup>st</sup> Century Community Learning Centers middle/high school students who complete homework to teacher's satisfaction	71	69	69	70

### Early Childhood

Provides supports for early childhood and family education programs and services to help children enter school ready to learn.

Performance Measure	School Year 2017	School Year 2018	School Year 2019	School Year 2020
Number of students served in early childhood programs (Birth to 5)	86,436	89,142	94,970	102,750
Percentage of children enrolled in Preschool for All and Preschool for All Expansion programs who meet at-risk criteria	77.9	81.9	77.0	72.8
Percentage of children served in early childhood programs who are ready for kindergarten	N/A	21.0	23.3	25.9
Percentage of low-income prekindergarten and Preschool for All enrollment	59.0	54.0	77.0	73.0
Percentage of programs with an Early Childhood Environment Rating Scale-3) average score of 4.5, with no classroom below 4.0	73.9	85.2	78.4	86.0

## English Learners

Provides leadership and support to districts by promoting equitable access to language support services for students from culturally and linguistically diverse backgrounds.

Performance Measure	School Year 2017	School Year 2018	School Year 2019	School Year 2020
English Learners enrollment as a percentage of total enrollment	10.7	11.7	12.1	12.5
Regular year program migrant student growth in reading/literacy (average student growth percentile compared to the state)	0.4	1.4	46	N/A*

\* Impacted by COVID-19.

## Mandated Category

Provides funding to school districts for Transportation (Special and Regular/Vocational Education), Illinois Free Lunch/Breakfast, Orphanage Tuition (Special and Regular Education), and Special Education Private Tuition.

Performance Measure	School Year 2017	School Year 2018	School Year 2019	School Year 2020
Number of Special Education students transported	76,819	87,808*	88,083*	87,275*
Number of Regular/Vocational Education students transported	1,046,699	1,060,595*	1,059,065*	1,037,617*
Number of Illinois Free Lunch and Breakfast meals served	136,056,406	200,850,276	196,100,802	140,885,311
Number of Special Education Orphanage Tuition students claimed	4,090	6,395*	6,413*	6,022*
Number of Regular Education Orphanage Tuition students claimed	5,339	5,046	4,958	4,005
Number of Special Education Private Tuition students claimed	9,380	11,454*	11,635*	12,267

\* Includes City of Chicago SD 299

## Nutrition

Child Nutrition programs provide funding to remove hunger as a barrier to education and to improve student health.

<b>Performance Measure</b>	<b>School Year 2017</b>	<b>School Year 2018</b>	<b>School Year 2019</b>	<b>School Year 2020</b>
Percentage of students eligible for free and reduced-priced meals in National School Lunch Program	58.9	60.8	59.4	60.2
Child nutrition programs enrollment rate	86.5	86.8	87.5	86.6

## Special Education Services

Assures that special education programs and services meet state and federal requirements.

<b>Performance Measure</b>	<b>School Year 2017</b>	<b>School Year 2018</b>	<b>School Year 2019</b>	<b>School Year 2020</b>
Number of special education students served ages 3-21	294,168	295,066	297,960	300,356
Percentage of special education State Performance Plan goals and targets met	44.8	41.4	41.4	42.3



# **ILLINOIS STATE BOARD OF EDUCATION**

## **Federal Maintenance of Effort Requirements**

The Illinois State Board of Education (ISBE) is subject to maintenance of effort (MOE) requirements for eight federal programs: the Individuals with Disabilities Education Act Part B; Child Nutrition Programs; the Carl D. Perkins Career and Technical Education Act of 2006; the Elementary and Secondary School Emergency Relief Fund and the Governor's Emergency Education Relief Fund, both funded by the Coronavirus, Aid, Relief, and Economic Security Act; and additional funding for the Elementary and Secondary School Emergency Relief Fund and the Governor's Emergency Education Relief Fund, both funded by the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021. The CRRSA Act also provided funding for Emergency Assistance to Non-Public Schools. Details of the various MOE requirements for each program are described below.

### **Individuals with Disabilities Education Act**

Federal regulations at Title 34 CFR 300.163(a) require that the state must not reduce the amount of financial support for special education and related services for children with disabilities, or otherwise made available because of the excess costs of educating those children, below the amount of that support for the preceding fiscal year.

MOE compliance can be demonstrated via an increase to the total amount of state special education financial support made available from the prior year or an increase to the amount of financial support per special education student. ISBE demonstrates MOE compliance by reporting an increase to the amount of financial support per special education student.

State financial support is provided through ISBE's three special education mandated categorical programs, targeted special education grant programs, and special education-related programs administered by the state departments of Human Services and Juvenile Justice. Public Act 100-465 also requires the Board to designate a portion of Evidence-Based Funding in a manner that ensures compliance with maintenance of state financial support requirements under the federal Individuals with Disabilities Education Act (IDEA).

ISBE was awarded \$549.8 million in IDEA funds for fiscal year 2021.

### **Child Nutrition Programs**

There are two MOEs related to Child Nutrition Programs.

- 1) State Revenue Matching -- For each school year, the amount of state revenues appropriated or used specifically by the state for program purposes shall not be less than 30 percent of the funds received by such state under Section 4 of the National School Lunch Act during the school year beginning July 1, 1980; provided that, the state revenues derived from the operation of such programs and state revenues expended for salaries and administrative expenses of such programs at the state level are not considered in this computation. The minimum amount required is \$8,982,057.

ISBE complies with this requirement by granting state funds through the Illinois Free Breakfast and Lunch Program.

- 2) State Funds – Expenditures of funds from state sources in any fiscal year for the administration of the National School Lunch Program, School Breakfast Program, Special Milk Program, and Child and Adult Care Food Program shall not be less than that expended or obligated in fiscal year 1977. The minimum amount required is \$221,414.

ISBE complies with this requirement through the use of General Revenue Funds for administrative costs.

ISBE received \$788.8 million in federal Child Nutrition funding in fiscal year 2020.

### **Carl D. Perkins Career and Technical Education Act of 2006**

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins), Title III, Part A, Section 311 (b) contains a MOE provision that requires that no payments shall be made under this Act for any fiscal year to a state for career and technical education programs or tech prep programs unless the secretary determines that the fiscal effort per student or the aggregate expenditures of such state for career and technical education programs for the fiscal year preceding the fiscal year for which the determination is made equaled or exceeded such effort or expenditures for career and technical education programs for the second fiscal year preceding the fiscal year for which the determination is made.

ISBE demonstrates MOE compliance via the combination of state administrative and program expenditures provided by the Illinois Community College Board as well as ISBE administrative and program expenditures utilized for career and technical education.

ISBE was awarded \$45.4 million in Perkins funds in fiscal year 2021.

### **Coronavirus, Aid, Relief, and Economic Security Act**

The Coronavirus, Aid, Relief, and Economic Security (CARES) Act was signed into law on March 27, 2020. The Act created the Elementary and Secondary School Emergency Relief (ESSER I) Fund and the Governor's Emergency Education Relief (GEER I) Fund programs. The GEER I funding was awarded to the Office of the Governor, and ISBE is the fiscal agent.

States are required to maintain fiscal effort on behalf of elementary, secondary, and postsecondary education per Section 18002 (GEER I) and Section 18003 (ESSER I) of the CARES Act. Section 18008 of the CARES Act requires a state's application for funds include assurances that the state will maintain support for elementary and secondary education in fiscal years 2020 and 2021 at least at the levels of such support that is the average of such state's support for elementary and secondary education in the three fiscal years preceding the date of enactment of the Act. The average level of state support for elementary and secondary education for fiscal years 2017 through 2019 was \$6,382,994,579.32. The state uses the Evidence-Based Funding expenditure amount to calculate this level of support. The CARES Act also requires the state maintain support for funding institutions of higher education.

ISBE was awarded \$569.5 million for ESSER I, and the Office of the Governor was awarded \$108.5 million for GEER I in fiscal year 2020.

### **Coronavirus Response and Relief Supplemental Appropriations Act, 2021**

The Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021 was signed into law on December 27, 2020. The Act provides additional funding to the Elementary and Secondary School Emergency Relief Fund (ESSER II) and the Governor's Emergency Education Relief Fund (GEER II) programs. The GEER II allocation will be awarded to the Office of the Governor, and ISBE will be the fiscal agent. The CRRSA Act also provided funding for Emergency Assistance to Non-Public Schools (EANS).

Under the CRRSA Act, a state that receives ESSER II funds must maintain support for elementary and secondary education and higher education in fiscal year 2022 based on the proportional share of the state's support for elementary and secondary education and higher education relative to the state's overall spending averaged over fiscal years 2017 through 2019. The Governor's Office of Management and Budget will calculate the state's maintenance of effort for these awards.

ISBE was awarded \$2.25 billion for ESSER II in fiscal year 2021. The Office of the Governor received a \$47.9 million award for GEER II and a \$84.5 million award for EANS in fiscal year 2021.

## Fiscal Year 2021 Supplemental Request

### Supplemental Table

Line-Item	FY21 Enacted as of 2/9/20	FY21 Supplemental Request	FY21 Total Request
Special Education- Orphanage Tuition	\$91,700,000	\$1,300,000	<b>\$93,000,000</b>

The State Board recommends a fiscal year 2021 supplemental request of \$1.3 million from the General Revenue Fund for Special Education – Orphanage Tuition. The FY 2021 appropriation for this line was used to pay approximately \$850,000 in FY 2020

claims. The State Finance Act (30 ILCS 10525(j)) authorizes ISBE to use its current year appropriation for this line to pay for prior year claims. The FY 2021 claims for this line have been adjusted after paying the actual FY 2020 claims in August.

# ILLINOIS STATE BOARD OF EDUCATION

## FY 2022 Board Recommendation

Page Ref.	\$000s	FY 2021	FY 2022	Increase (Decrease)	
		Budget	Request	\$	%
GENERAL FUNDS					
62	Evidence-Based Funding	7,216,938.2	7,579,038.2	362,100.0	5.0%
n/a	Base Funding Minimum Contingency	1,000.0	0.0	(1,000.0)	(100.0%)
69	Illinois Free Lunch and Breakfast	9,000.0	9,000.0	0.0	0.0%
74	Orphanage Tuition	9,900.0	9,900.0	0.0	0.0%
83	Special Education - Orphanage Tuition *	93,000.0	93,000.0	0.0	0.0%
85	Special Education - Private Tuition	152,320.0	152,320.0	0.0	0.0%
95	Transportation - Regular and Vocational	289,200.8	289,200.8	0.0	0.0%
96	Transportation - Special Education	387,682.6	387,682.6	0.0	0.0%
	<b>Subtotal, Mandated Categoryals</b>	<b>941,103.4</b>	<b>941,103.4</b>	<b>0.0</b>	<b>0.0%</b>
36	Advanced Placement - Course Implementation	500.0	500.0	0.0	0.0%
38	Advanced Placement - Low-Income AP Test Fee	2,500.0	2,500.0	0.0	0.0%
39	After School Matters	3,443.8	3,443.8	0.0	0.0%
40	After-School Programs	20,000.0	20,000.0	0.0	0.0%
41	Agriculture Education	5,000.0	5,000.0	0.0	0.0%
44	Alternative Education - Regional Safe Schools	6,300.0	6,300.0	0.0	0.0%
45	Assessments: State and Federal (Title VI)	46,500.0	41,500.0	(5,000.0)	(10.8%)
48	Autism	100.0	100.0	0.0	0.0%
49	Blind and Dyslexic	846.0	846.0	0.0	0.0%
51	Career and Technical Education	43,062.1	43,062.1	0.0	0.0%
53	Community and Residential Services Authority	650.0	650.0	0.0	0.0%
54	District Consolidation Costs	213.0	270.0	57.0	26.8%
n/a	District Intervention	12,100.0	0.0	(12,100.0)	(100.0%)
57	Early Childhood Education	543,738.1	593,738.1	50,000.0	9.2%
60	Educator Quality Investigations and Hearings	429.9	429.9	0.0	0.0%
67	Grant Accountability and Transparency Act and Budgeting for Results	260.0	260.0	0.0	0.0%
71	Materials Center for the Visually Impaired	1,421.1	1,421.1	0.0	0.0%
n/a	Mental Health Services	1,000.0	0.0	(1,000.0)	(100.0%)
72	National Board Certification	1,500.0	1,500.0	0.0	0.0%
n/a	Parent Education Pilot	350.0	0.0	(350.0)	(100.0%)
76	Philip J. Rock Center and School	3,777.8	3,777.8	0.0	0.0%
78	Principal Mentoring and Recruitment	0.0	3,000.0	3,000.0	100.0%
n/a	School of the Art Institute of Chicago	30.0	0.0	(30.0)	(100.0%)
80	Social-Emotional Learning and Trauma Response	0.0	6,000.0	6,000.0	100.0%
81	Southwest Organizing Project Parent Mentoring	3,500.0	3,500.0	0.0	0.0%
87	State and District Technology Support	2,443.8	2,443.8	0.0	0.0%
n/a	STEM Programs	200.0	0.0	(200.0)	(100.0%)
89	Student Care Department	0.0	1,100.0	1,100.0	100.0%
91	Tax Equivalent Grants	222.6	222.6	0.0	0.0%
92	Teach for America	1,000.0	1,000.0	0.0	0.0%

Page Ref.	\$000s	FY 2021	FY 2022	Increase (Decrease)	
		Budget	Request	\$	%
94	Teacher Mentoring	0.0	6,500.0	6,500.0	100.0%
99	Truants' Alternative and Optional Education	11,500.0	11,500.0	0.0	0.0%
n/a	YouthBuild Illinois	2,500.0	0.0	(2,500.0)	(100.0%)
<b>TOTAL - GRANTS</b>		<b>8,874,129.8</b>	<b>9,280,706.8</b>	<b>406,577.0</b>	<b>4.6%</b>
n/a	Agency Capacity	23,217.2	23,217.2	0.0	0.0%
<b>Subtotal, Agency Capacity</b>		<b>23,217.2</b>	<b>23,217.2</b>	<b>0.0</b>	<b>0.0%</b>
<b>TOTAL-GENERAL FUNDS</b>		<b>8,897,347.0</b>	<b>9,303,924.0</b>	<b>406,577.0</b>	<b>4.6%</b>
<b>OTHER STATE FUNDS</b>					
<b>AGENCY CAPACITY--OTHER STATE FUNDS</b>					
100	Charter Schools - State Board of Education Special Purpose Trust Fund	1,050.0	1,050.0	0.0	0.0%
n/a	Indirect Cost Recovery	8,150.0	8,150.0	0.0	0.0%
106	Illinois State Board of Education Teacher Certificate Institute Fund	2,208.9	2,208.9	0.0	0.0%
n/a	School Infrastructure Fund	600.0	600.0	0.0	0.0%
67	State Board of Education Special Purpose Trust Fund - Grant Accountability and Transparency Act and Budgeting for Results	600.0	600.0	0.0	0.0%
116	Teacher Certificate Fee Revolving Fund	6,000.0	6,000.0	0.0	0.0%
<b>Subtotal, Agency Capacity</b>		<b>18,608.9</b>	<b>18,608.9</b>	<b>0.0</b>	<b>0.0%</b>
<b>TOTAL - AGENCY CAPACITY</b>		<b>18,608.9</b>	<b>18,608.9</b>	<b>0.0</b>	<b>0.0%</b>
<b>GRANTS--OTHER STATE FUNDS</b>					
n/a	After-School Rescue Fund	200.0	200.0	0.0	0.0%
102	Charter Schools Revolving Loan Fund	200.0	200.0	0.0	0.0%
104	Drivers Education Fund	16,000.0	13,750.0	(2,250.0)	(14.1%)
107	Personal Property Replacement Tax Fund – Bus Driver Training	100.0	70.0	(30.0)	(30.0%)
107	Personal Property Replacement Tax Fund – Regional Offices of Education	6,970.0	6,970.0	0.0	0.0%
109	Personal Property Replacement Tax Fund – Regional Superintendents' and Assistants' Salaries	11,400.0	11,400.0	0.0	0.0%
110	School District Emergency Financial Assistance Fund	1,000.0	1,000.0	0.0	0.0%
112	School STEAM Grant Program	2,500.0	2,500.0	0.0	0.0%
114	School Technology Revolving Loan Fund	7,500.0	7,500.0	0.0	0.0%
n/a	State Board of Education Special Purpose Trust Fund	8,484.8	8,484.8	0.0	0.0%
118	Temporary Relocation Expenses Revolving Grant Fund	1,000.0	1,000.0	0.0	0.0%
<b>Subtotal, Grants</b>		<b>55,354.8</b>	<b>53,074.8</b>	<b>(2,280.0)</b>	<b>(4.1%)</b>
<b>TOTAL – GRANTS</b>		<b>55,354.8</b>	<b>53,074.8</b>	<b>(2,280.0)</b>	<b>(4.1%)</b>
<b>TOTAL-OTHER STATE FUNDS</b>		<b>73,963.7</b>	<b>71,683.7</b>	<b>(2,280.0)</b>	<b>(3.1%)</b>
<b>FEDERAL FUNDS</b>					

Page Ref.	\$000s	FY 2021 Budget	FY 2022 Request	Increase (Decrease)	
				\$	%
<b>AGENCY CAPACITY</b>					
n/a	SBE Federal Agency Services Fund	2,900.0	2,900.0	0.0	0.0%
n/a	SBE Federal Department of Agriculture Fund	19,904.7	19,904.7	0.0	0.0%
n/a	SBE Federal Department of Education Fund	50,869.8	50,869.8	0.0	0.0%
	<b>Subtotal, Agency Capacity</b>	<b>73,674.5</b>	<b>73,674.5</b>	<b>0.0</b>	<b>0.0%</b>
	<b>TOTAL-AGENCY CAPACITY</b>	<b>73,674.5</b>	<b>73,674.5</b>	<b>0.0</b>	<b>0.0%</b>
<b>GRANTS</b>					
<b>CAREER AND TECHNICAL EDUCATION</b>					
122	Career and Technical Education - Basic	66,000.0	66,000.0	0.0	0.0%
	<b>Subtotal, Career and Technical Education</b>	<b>66,000.0</b>	<b>66,000.0</b>	<b>0.0</b>	<b>0.0%</b>
<b>CHILD NUTRITION</b>					
125	Child Nutrition Programs	1,062,500.0	1,062,500.0	0.0	0.0%
	<b>Subtotal, Child Nutrition</b>	<b>1,062,500.0</b>	<b>1,062,500.0</b>	<b>0.0</b>	<b>0.0%</b>
<b>INDIVIDUALS WITH DISABILITIES ACT</b>					
134	Individuals with Disabilities Education Act - Deaf and Blind	800.0	800.0	0.0	0.0%
136	Individuals with Disabilities Education Act, Part B	754,000.0	835,000.0	81,000.0	10.7%
138	Individuals with Disabilities Education Act – Preschool, Part B	29,200.0	31,000.0	1,800.0	6.2%
140	Individuals with Disabilities Education Act - State Program Improvement, Part D	5,000.0	5,000.0	0.0	0.0%
	<b>Subtotal, Individuals with Disabilities Act</b>	<b>789,000.0</b>	<b>871,800.0</b>	<b>82,800.0</b>	<b>10.5%</b>
<b>TITLE PROGRAMS (EXCLUDING ASSESSMENTS)</b>					
152	Title I	1,090,000.0	1,160,000.0	70,000.0	6.4%
163	Title II - Improving Teacher Quality, Part A	160,000.0	160,000.0	0.0	0.0%
165	Title III – English Language Acquisition	50,400.0	50,400.0	0.0	0.0%
168	Title IV	200,000.0	225,000.0	25,000.0	12.5%
n/a	Title V - Charter Schools	23,000.0	0.0	(23,000.0)	(100.0%)
172	Title V - Rural and Low-Income School Programs, Part B	2,000.0	2,000.0	0.0	0.0%
174	Title X – Education for Homeless Children	7,000.0	9,000.0	2,000.0	28.6%
	<b>Subtotal, Title Programs (excluding Assessments)</b>	<b>1,532,400.0</b>	<b>1,606,400.0</b>	<b>74,000.0</b>	<b>4.8%</b>
<b>ASSESSMENTS</b>					
45	Assessments: State and Federal (Title VI)	35,000.0	35,000.0	0.0	0.0%
	<b>Subtotal, Assessments</b>	<b>35,000.0</b>	<b>35,000.0</b>	<b>0.0</b>	<b>0.0%</b>
<b>COVID-19 RELIEF GRANTS</b>					
129	Elementary and Secondary Emergency Relief Fund I and II	569,500.0	2,726,216.4	2,156,716.4	378.7%
132	Governor's Emergency Education Relief I and II and Emergency Assistance to Non-Public Schools	108,500.0	239,908.4	131,408.4	121.1%
	<b>Subtotal, COVID-10 Relief Grants</b>	<b>678,000.0</b>	<b>2,966,124.8</b>	<b>2,288,124.8</b>	<b>337.5%</b>
<b>OTHER GRANTS</b>					
120	Adolescent Health	500.0	500.0	0.0	0.0%
n/a	Congressional Special Projects	5,000.0	0.0	(5,000.0)	(100.0%)

Page Ref.	\$000s	FY 2021	FY 2022	Increase (Decrease)	
		Budget	Request	\$	%
142	Longitudinal Data System	5,200.0	5,200.0	0.0	0.0%
144	Preschool Development Grant Birth through 5	15,000.0	20,000.0	5,000.0	33.3%
146	Sexual Risk Avoidance Education	6,500.0	6,500.0	0.0	0.0%
148	STOP School Violence and Mental Health Training	1,000.0	1,000.0	0.0	0.0%
150	Substance Abuse and Mental Health Services	5,300.0	5,300.0	0.0	0.0%
	<b>Subtotal, Other Grants</b>	<b>38,500.0</b>	<b>38,500.0</b>	<b>0.0</b>	<b>0.0%</b>
	<b>TOTAL - GRANTS</b>	<b>3,523,400.0</b>	<b>3,680,200.0</b>	<b>156,800.0</b>	<b>4.5%</b>
	<b>TOTAL - FEDERAL FUNDS</b>	<b>4,275,074.5</b>	<b>6,719,999.3</b>	<b>2,444,924.8</b>	<b>57.2%</b>
	<b>GRAND TOTAL</b>	<b>13,246,385.2</b>	<b>16,095,607.0</b>	<b>2,849,221.8</b>	<b>21.5%</b>

\* FY 2021 amount includes \$1.3 million supplemental request for Special Education-Orphanage Tuition.



# Advanced Placement – Course Implementation

Legislative Reference - 105 ILCS 302

Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

## Board Goal

The program aligns with the following Board goal:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

## Program Mission

The mission of the program is to increase opportunities for low-income and other underrepresented students to take challenging and rigorous coursework. The program also provides professional development for teachers.

The commitment of equity for all students occurs through Illinois State Board of Education Advanced Placement (AP) appropriation in the form of competitive grants to districts so they can implement or expand the number of AP and Pre-Advanced Placement (Pre-AP) courses offered in middle schools and high schools serving students in grades 6 through 12. This commitment is exemplified by Woodstock 200, a grantee, that is 56.8 percent white, 34.7 percent Hispanic, 3.2 percent African American, and 5.3 percent other. Woodstock 200 utilized grant funds to identify and recruit

more underrepresented minority and economically disadvantaged students for AP programming. Woodstock increased the number of students taking an AP exam by 42 percent and added 32 courses from 2016-20. The district's rate of 3 or higher on an AP exam was unaffected and remained consistent at 70 percent even though access and offerings were increased.

## Purpose

The purpose of the program is to support school districts with a high percentage of low-income students to implement or expand Pre-AP and/or AP programs designed to offer rigorous course work necessary for students to succeed in postsecondary education or in the workplace. Funding is available to provide training for teachers and school administrative staff, including counselors, to obtain the necessary content knowledge and instructional skills necessary to identify and prepare students for success in Pre-AP and AP courses and examinations.

The school districts partner with the College Board in an effort to increase the effectiveness of teachers and school leaders to identify potential students to take AP courses and to grow school district AP and Pre-AP programs. Students will be prepared to take the AP course exam for placement credit in college. Statistics indicate students who take AP courses typically experience

greater academic success in college. Ten districts were awarded AP grants that serviced 21, 278 students in fiscal year 2019-20. Professional learning was provided to 304 teachers.

### **Reimbursement/Distribution Method**

Funds are awarded to eligible school districts (those serving grades 6 through 12 where 40 percent or more students qualify as low-income) through a Request for Proposals process to establish programs designed to:

- Implement or expand Pre-AP and/or AP courses and promote and recruit students to the AP program;
- Prepare students to enroll in AP courses inclusive of educating parents of the benefits of AP; and/or
- Ensure students currently enrolled in AP courses successfully complete them and take the subsequent examinations.

Funds may be used for teacher stipends, training or curriculum planning, classroom materials, online materials, and test preparation activities, as well as materials to

promote AP programs to parents, students, and counselors. At least 20 percent of the grant is designated for professional development and staff support services from the College Board.

### **Population and Service Levels**

The number of Illinois high schools served through the grant:

	FY18	FY19	FY20	FY21 (est)	FY22 (proj)
Schools	14	15	16	16	16

The recommended appropriation would fund new or expand existing programs for secondary or presecondary coursework, provide teacher professional development and training through a partnership with the College Board, supply curricular and resource materials for students and parents, provide student assistance resources to prepare students to enroll in courses, and assist students currently enrolled in courses to successfully complete those courses and earn an exam score high enough to receive college credit.

# Advanced Placement - Low-Income AP Test Fee

Legislative Reference – Not Applicable  
Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$0	\$0	\$2,000,000	\$2,500,000	<b>\$2,500,000</b>
Change from	\$0	\$0	\$2,000,000	\$500,000	<b>\$0</b>
Prior Year	N/A	N/A	N/A	25.00%	<b>0.00%</b>

## Board Goal

The program aligns with the following Board goal:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

## Program Mission

The mission of the program is to increase the number of low-income students taking Advanced Placement (AP) exams in order to diminish barriers and increase equity for students to help them achieve their full potential.

## Purpose

The purpose of the program is to assist school districts in offsetting the fee for low-income students who take AP exams.

## Reimbursement/Distribution Method

Funds are provided to the College Board for low-income students who take AP exams.

## Population and Service Levels

The program will help low-income students in Illinois take an estimated 65,000 AP exams in spring 2022.

Participation is open to all public Illinois high schools.

	FY20	FY21 (est)	FY22 (proj)
Number of AP exams with state funding reimbursement	29,113	62,850	65,000

In 2020, 78,909 students in Illinois public high schools earned a 3 or higher on AP exams, with 15,756 of those students receiving the low-income fee reduction. Illinois' AP program delivered a total potential cost savings of more than \$28 million for these students and families in a single year, assuming an average rate of three credit hours granted per AP exam by colleges and universities at an average of \$594 per credit hour.

# After School Matters

Legislative Reference – Not Applicable  
Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$2,443,800	\$2,443,800	\$3,443,800	\$3,443,800	<b>\$3,443,800</b>
Change from	\$0	\$0	\$1,000,000	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	40.92%	0.00%	<b>0.00%</b>

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of the program is to provide a network of out-of-school opportunities, including apprenticeships and drop-in programs for teens in underserved communities in the Chicago area.

## Purpose

The purpose of the program is to align key public partnerships with the City of Chicago, the Chicago Public Schools, the Chicago Park District, the Chicago Department of Children and Youth Services, the Chicago Department of Cultural Affairs, and the Chicago Public Library to create partnerships with private and nonprofit organizations in an

effort to offer compelling after-school programs to Chicago teens. These partnerships give After School Matters access to community assets, such as public parks and community centers; expand development and recruitment of program instructors; provide security to ensure participant safety during programs; and increase collaborations in a network of out-of-school opportunities. The programs operate at public elementary schools, high schools, and community-based organizations throughout Chicago.

## Reimbursement/Distribution Method

Funds are distributed as a grant to After School Matters.

## Population and Service Levels

The following table displays service-level information:

	FY19	FY20	FY21 (est)	FY22 (proj)
Students Impacted	2,961	3,031	3,050	3,125
Activities	197	197	200	200

# After-School Programs

Legislative Reference – Not Applicable  
Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$15,000,000	\$15,000,000	\$20,000,000	\$20,000,000	<b>\$20,000,000</b>
Change from Prior Year	\$0	\$0	\$5,000,000	\$0	<b>\$0</b>
	0.00%	0.00%	33.33%	0.00%	<b>0.00%</b>

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of these programs which are locally designed school and community solutions, is to help students learn and grow, keep children and teenagers safe, and support family engagement.

## Purpose

The purpose is that ISBE recognizes that after-school programming is often the first entry point for family and community engagement in the school building. Schools serve as the core of healthy community systems through these programs. Funding for these programs will be utilized to develop new and innovative after-school programming or to bolster existing after-school programs, such as those created by 21<sup>st</sup> Century Community Learning Centers. As a result, schools can offer greater access to needed services like wrap-around

initiatives, as well as leverage community partnerships to maximize a program's potential.

## Reimbursement/Distribution Method

A total of \$20 million was allocated for After-School Programs in fiscal year 2021. A total of 1,100 public schools and six state-authorized charter schools with low-income concentrations of 70 percent received a total of \$17 million in allocations. Additionally, nine school districts with an Evidence-Based Funding low-income concentration (but without any schools with a low-income concentration of 70 percent or more) qualified, bringing the total number of districts receiving allocations to 172. A total of 430,730 students are estimated to be served in FY 2021. The remaining \$3 million will be awarded to successful non-school district/non-Local Education Agency grant applicants.

## Population and Service Levels

The following table displays service-level information:

	FY18	FY19	FY20	FY21 (est)
School Districts and Charter Schools	198	146	161	172
Non-School District	10	17	18	TBD

# Agriculture Education

Legislative Reference - 105 ILCS 5/2-3.80

Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	<b>\$5,000,000</b>
Change from	\$3,200,000	\$0	\$0	\$0	<b>\$0</b>
Prior Year	177.78%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

The mission of Agriculture Education is to increase utilization of research-informed, standards-based instructional practices and curricula to improve student achievement across fundamental and experiential learning in agricultural-related career and technical areas while also supporting agricultural literacy for all learners.

## Purpose

The purpose of Agriculture Education funds is to assist school districts, colleges, and universities in developing comprehensive programs in agricultural education and improve agricultural career preparation.

The Agriculture Education funding supports the following four areas described below:

- Dollars from *the Incentive Grants for Secondary Agriculture Education* formula grant are distributed to each agricultural education program in Illinois to strengthen and supplement agricultural education programming for secondary students.
- *Incentive Grants for Agriculture Teacher Preparation Programs, the Agriculture Education Pre-Service Teacher Internship Program, and Incentive Grants for Agricultural Science Teacher Education, also known as Growing Agriculture Science Teachers (GAST)* support postsecondary agriculture programs for the recruitment and development of agriculture science teachers in addition to program improvement initiatives.
- *The Agriculture Education Teacher Three Circle Grant* program partners with districts for agriculture teacher service costs incurred outside of the

normal school day while supervising work-based learning experiences and skill and leadership development activities through FFA, which is the career and technical student organization for agriculture.

- *The Facilitating Coordination of Agricultural Education (FCAE)* fund provides financial support for program coordination and field support services statewide for Agriculture Education. Monies allocated for FCAE support teacher and program services, professional learning for teachers, curriculum and instructional resources, and administrative costs.

The Agriculture Education program supports the development of comprehensive programs in agriculture literacy for pre-K through adult learners, improves agriculture career preparation, and increases the application of classroom and industry skills in high school through postsecondary education opportunities.

### **Reimbursement/Distribution Method**

Agriculture Education funds are proposed to be distributed in fiscal year 2022 to districts/Local Education Agencies according to the following guidelines.

- Approximately 50 percent of Agriculture Education funds are allocated to the *Agriculture Education Teacher Three Circle Grant*.
- Approximately 18 percent of Agriculture Education funds are allocated to *Incentive Grants for Secondary Agriculture Education*.
- Approximately 7 percent of Agriculture Education funds are allocated to *Incentive Grants for Agriculture Teacher Preparation Programs* and *Incentive Grants for Agricultural Science Teacher (GAST) Education*.

- Approximately 4 percent of Agriculture Education funds are allocated for the first year of implementation of the *Pre-Service Teacher Internship Program*.
- The remaining 21 percent of Agriculture Education funds are allocated to the *FCAE* project.

### **Population and Service Levels**

The following tables display service-level information:

#### **FCAE**

	FY18	FY19	FY20	FY21 (est)	FY 22 (proj)
Ag Literacy Coalitions	77	79	79	79	79
PreK-8 Students	694,449	664,534	600,000	500,000	660,000
High Schools	311	367	370	380	390
Teachers	413	432	442	450	455

#### **Postsecondary Incentive Fund**

	FY18	FY19	FY20	FY21 (est)	FY22 (proj)
Universities	4	4	4	4	4
Postsecondary Students	153	150	145	150	120

#### **Postsecondary - GAST**

	FY18	FY19	FY20	FY21 (est)	FY 22 (proj)
Universities	4	4	4	4	4
Community Colleges	3	3	4	4	4
Community College Students	780	875	1,175	1200	1,200
Preservice Teachers	120	119	116	120	110
1 – 5 <sup>th</sup> Year Teachers	14	14	45	55	60

#### **Incentive Secondary Ag**

	FY18	FY19	FY20	FY21 (est)	FY22 (proj)
6-12 Students (Unduplicated)	33,050	34,500	37,419	36,000	37,000
High Schools	311	367	553	375	380
Districts	307	308	427	326	329

### Three Circles

	FY18	FY19	FY20	FY21 (est)	FY22 (proj)
Districts	134	160	186	200	210
Teachers (3 Circles)	157	220	261	280	290

### Pre-Service Teacher Internship Program

	FY18	FY19	FY20	FY21 (est)	FY22 (proj)
Pre-Service Internships	N/A	N/A	N/A	8	16
Universities	N/A	N/A	N/A	4	4



# Alternative Education – Regional Safe Schools

Legislative Reference - 105 ILCS 5/13A-8

Funding Source – State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$6,300,000	\$6,300,000	\$6,300,000	\$6,300,000	<b>\$6,300,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Board Goal

The program aligns with the following Board goal:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

## Program Mission

The mission of the program is to provide formula funding to 35 Regional Offices of Education, three Intermediate Service Centers, and Chicago Public Schools to operate Regional Safe School Programs statewide.

## Purpose

The purpose of the program is to provide alternative education for youth in grades 6 through 12 who are eligible for suspension or expulsion or who have been expelled or suspended for more than 20 days due to gross misconduct and who are administratively transferred to a Regional Safe School at the discretion of a local school district.

The Regional Safe Schools Program is estimated to serve approximately 3,600 at-risk youth statewide in fiscal year 2021. These programs provide a variety of holistic services aimed at meeting the specific needs of the students they serve, including, but not limited to, work-based learning opportunities, credit recovery, and dual enrollment. Additionally, students enrolled in Regional Safe School Programs have access to mental health services, smaller class sizes, and life-skills training.

## Reimbursement/Distribution Method

A base allocation of \$30,000 is awarded per Regional Office of Education and Chicago Public Schools. Remaining available funds are distributed based on a statutory multi-step weighted formula.

## Population and Service Levels

The following table displays service-level information:

	FY19	FY20	FY21 (est)	FY22 (proj)
Students served	3,717	3,283	3,600	3,700

# Assessments: State and Federal (Title VI)

Legislative Reference – 105 ILCS 5/2-3.64a-5 & 14C-3; PL 114–95  
Funding Source – State and Federal (CFDA 84.369A)

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$86,000,000	\$83,600,000	\$81,500,000	\$81,500,000	<b>\$76,500,000</b>
State	\$51,000,000	\$48,600,000	\$46,500,000	\$46,500,000	<b>\$41,500,000</b>
Federal	\$35,000,000	\$35,000,000	\$35,000,000	\$35,000,000	<b>\$35,000,000</b>
Change from Prior Year	\$6,400,000 8.04%	(\$2,400,000) (2.79%)	(\$2,100,000) (2.51%)	\$0 0.00%	<b>(\$5,000,000) (6.13%)</b>

## Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22**
Grant Award	\$11,313,107	\$11,203,050	\$11,122,189	\$11,043,250	TBD
Change from Prior Year	(\$114,548) (1.00%)	(\$110,057) (0.97%)	(\$80,861) (0.72%)	(\$78,939) (0.71%)	TBD

\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*Federal FY 2022 amounts are to be determined (TBD).

## Board Goal

The program aligns with the following Board goal:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

adjust instruction in a manner that ensures that all students will be able to meet ISBE goals.

## Purpose

The purpose of the program is to develop and implement grade-level assessments in compliance with the requirements of state law and the federal Every Student Succeeds Act (ESSA).

## Program Mission

The mission of the program is to provide for all aspects of state and federally mandated assessments, including, but not limited to, test development, test administration, scoring, and reporting to support schools and districts so they have the necessary data to

ISBE will administer the following assessments:

- *Illinois Assessment of Readiness (IAR)* - The assessment measures student achievement in English language arts (ELA) and mathematics relative to the Illinois Learning Standards and

maintains comparability with the previous Partnership for Assessment of Readiness for College and Careers. The results give parents, teachers, and schools a thorough measure of student learning, growth, and school performance. This test is given in grades 3 through 8.

- *Dynamic Learning Maps -- Alternate Assessment (DLM-AA)* -- The DLM is an adaptive, performance-based assessment administered individually to students who would otherwise take the regular grade 3 through 11 Accountability Assessment/SAT/or Illinois Science Assessment (ISA). DLM measures the learning of students with the most significant cognitive disabilities and individual student achievement relative to the Common Core Essential Elements. Students with the most significant cognitive disabilities take the DLM if participation in the 3-11 Accountability Assessment/SAT/or ISA -- with or without accommodations -- is not appropriate.
- *SAT School Day with Essay, PSAT 10, and PSAT 8/9* -- Illinois schools give the PSAT 8/9 to all students in grade 9, PSAT 10 in grade 10, and the SAT School Day with Essay in grade 11 and for those grade 12 students who have not yet fulfilled the requirement to take the state's final accountability assessment. This suite of exams enables schools to track the progress of students before they reach grade 11 and also enables the calculation of a growth measure that can be used for the purposes of school accountability in the future, if supported by the field. In addition to its function as state accountability assessment, the college entrance exam taken by all students in grade 11 results in a college- and scholarship-reportable score that can be used to contribute to application and admission decisions.
- *Illinois Science Assessment* -- This assessment measures student achievement relative to the Illinois Learning Standards incorporating the

Next Generation Science Standards. The results give parents, teachers, and schools one measure of student learning and school performance related to the standards. The test is given at three points in a student's academic career -- grades 5, 8, and 11. The test is three units long and assesses all content domains.

- *ACCESS 2.0. ACCESS 2.0 for English Learners™ (ELs)* -- This is a standards-based, criterion-referenced English language proficiency test designed to measure ELs' writing, speaking, listening, and reading in English. This test is given in grades kindergarten through 12 for both reclassification and Title I accountability purposes. English language proficiency is a required element of school accountability under ESSA.
- *National Assessment of Educational Progress (NAEP)* -- NAEP is a federally required, nationally representative, and continuing assessment of what America's students know and can do in various subject areas. Assessments have been conducted periodically since 1969 in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students, Hispanic students). It includes students drawn from both public and nonpublic schools and reports results for student achievement at grades 4, 8, and 12.

### **Reimbursement/Distribution Method**

ISBE contracts with several companies to provide assessment-related services to the state. ISBE's major contractors include:

- *World Class Instructional Design and Assessment* -- A consortium of states that administers the ACCESS 2.0 test.
- *New Meridian* -- Test development and content licensing for the Illinois 3-8 accountability assessment and science assessment.
- *University of Kansas DLM-AA Consortium* -- Test development, administration, scoring, analysis, and reporting for the DLM-AA assessment.
- *Pearson, INC.* -- Test construction, administration, reporting, and other related assessment and data services for the Illinois 3-8 accountability assessment.
- *The College Board* -- A vendor that provides a suite of aligned assessments in grades 9 through 11 that culminates in a college entrance exam in grade 11.
- *Southern Illinois University* -- Test development, scoring, analysis, and reporting for the ISA.
- *Breakthrough Technologies* -- Administration of the Illinois Science Assessment.

### **Population and Service Levels**

The Assessment Department assesses students in grades 3 through 11 in English language arts and mathematics, and in grades 5, 8, and 11 in science. The department also administers a test of English language proficiency to all EL students in grades K through 12. Each of these tests has a general assessment and an alternate assessment for the 1 percent of students with the most significant cognitive disabilities. These assessments are a combination of online and paper administrations. Testing in 2020 was canceled due to Executive Order 2020-15; therefore, the number of valid scores cannot be reported for most testing programs. The exception is ACCESS as testing concluded prior to the Executive Order. For historical reference, valid scores for other assessments in fiscal year 2019 by test and administration type are listed. The data are as follows:

2020

#### **English proficiency grade K through 12 (ACCESS and Alternate Access):**

Online: 196,449

Paper: 26,773

Alternate ACCESS: 4,371

2019

#### **ELA and math grades 3 through 8 (IAR):**

Online ELA: 817,126

Paper ELA: 41,033

Online Math: 815,424

Paper Math: 40,952

#### **ELA (with essay) and math grade 11 (SAT):**

Paper ELA: 142,031

Paper Math: 142,031

#### **ELA and math grade 10 (PSAT 10):**

Paper ELA: 141,601

Paper Math: 141,601

#### **ELA and math grade 9 (PSAT 8/9):**

Paper ELA: 149,005

Paper Math: 149,005

#### **Science grade 5, 8 and first-year high school biology (ISA):**

Online: 428,395

#### **Alternate ELA and math grades 3 through 8 and 11, and science grades 5, 8 and 11 (DLM-AA):**

Online ELA: 14,543

Online Math: 14,525

Online Science: 4,751

An additional number of students test each year, but for various reasons their scores are not considered valid. Ensuring the validity of results is a part of the work of the Assessment Department.

The scores populate the award-winning Illinois Report Card and are used to help generate summative designations, an index of academic achievement, and student success indicators. ISBE calculated and issued 3,747 summative designations for the 2018-19 school year.

# Autism

Legislative Reference – Not Applicable  
Funding Source – State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$100,000	\$100,000	\$100,000	\$100,000	<b>\$100,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of the program is to provide specialized professional learning resources and technical assistance to support high school and postsecondary transition needs of students with autism and other disabilities.

These services and relevant, valid, and accessible resources shall focus on ensuring equitable access and best practices in educational and workplace transition. The number of Illinois students identified with autism has increased from 1,560 in 1997, the year when the Autism Project began, to 28,000 in 2020.

## Purpose

The purpose of the program is to provide consultation, technical assistance, and training to stakeholders participating in community-centered planning for students with autism and their families. In addition, funds are used to provide cost-effective

digital professional development content for anyone directly supporting students into adulthood. All activities are focused on developing the local capacity to support students with special needs and their families to ensure equitable outcomes.

## Reimbursement/Distribution Method

Funds are awarded through a grant agreement with Illinois State University.

## Population and Service Levels

This funding is used to increase the awareness and the capacity of stakeholders within community partnerships (employers, families, educators, citizens, and students) by providing training and technical assistance to directly affect students and their transition into higher education and/or the workplace. This capacity-building project is accomplished through online opportunities and educational outreach.

The following table displays service-level information:

	FY18	FY19	FY20	FY21 (est)
Number of students with Autism Spectrum Disorder in Illinois	25,754	27,131	28,000	28,805

# Blind and Dyslexic

Legislative Reference – Not Applicable  
Funding Source – State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$846,000	\$846,000	\$846,000	\$846,000	\$846,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

## Board Goal

The program aligns with the following Board goal:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

## Program Mission

Learning Ally is a national nonprofit (501c3) whose mission is to make reading accessible for all. The Blind/Dyslexic Person Reading Program's intent is to ensure equitable outcomes for learners who struggle to read by providing human-read audiobooks and assistive technology accommodations for students with print disabilities and by training educators.

## Purpose

The purpose of the program is for Learning Ally to help schools meet their obligations under the federal Individuals with Disabilities Education Act, Rehabilitation Act, and the Americans with Disabilities Act requirements to ensure effective communications for students with disabilities by supporting public schools, educators, and K-12 students who have print disabilities, such as blindness, visual impairments, and dyslexia. Schools with grant membership can access Learning Ally's:

- Library of more than 80,000 accessible, human-read audio versions of textbooks and other instructional materials.
- Unlimited copies of Learning Ally's award-winning playback software and apps for use on computers, iPads, tablets, or Chromebooks.
- Unlimited accounts for qualifying students.
- Unlimited educator accounts with access to near real-time student data through Learning Ally's educator portal.
- Collection of self-serve educator professional learning courses, student engagement strategies, and annual student reading programs.

## Reimbursement/Distribution Method

Funds are distributed through a grant to Learning Ally.

## Population and Service Levels

Research funded by the National Institutes of Health estimates that up to 20 percent of all individuals struggle to learn to read effectively due to disabilities, such as dyslexia. Consequently, it is estimated that 400,000 of Illinois' nearly 2 million public school students may have reading challenges due to a disability.

Demand for the program continues to be strong as all available school licenses were

assigned quickly and a waiting list remains. The demand is expected to continue to increase as dyslexia legislation (Public Act 100-617) is implemented and teachers seek out tools to support students.

The following table displays service-level information:

	FY18	FY19	FY20	FY21 (est)
Students Served	45,854	54,674	56,695	59,578
Books Circulated	185,485	186,111	165,450	165,000
Schools Enrolled	750	705	708	708

# Career and Technical Education

Legislative Reference – 105 ILCS 435

Funding Source – State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$38,062,100	\$38,062,100	\$43,062,100	\$43,062,100	<b>\$43,062,100</b>
Change from	\$0	\$0	\$5,000,000	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	13.14%	0.00%	<b>0.00%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

Career and technical education (CTE) programs in Illinois strengthen students' technical skills; facilitate transitions to postsecondary training programs and employment, or both; and help students meet the Illinois Learning Standards. CTE programs afford students opportunities to engage in career exploration, work-based learning, and pre-apprenticeships by creating personalized and innovative learning opportunities that engage students' strengths and interests. Students preparing for careers in nontraditional fields as well as students in special populations, such as individuals receiving special education services, English Learners, and students in

the juvenile justice system, receive support via CTE programming. Participation in CTE increases students' opportunities for careers in high-wage, high-skill, and in-demand occupations.

## Purpose

The purpose of the program is to enable all students to succeed in postsecondary education and career opportunities, the Education for Employment (EFE) regional delivery systems ensure a comprehensive career development system that provides career awareness, career exploration, and career preparation for K-12 students. In addition, the state funds satisfy the federal matching requirements of the Carl D. Perkins Career and Technical Education Act of 2006.

Embedding academics into the CTE curriculum and creating partnerships between education and the workforce are critical to the success of CTE. Activities that represent this work are occurring across the state.

## Reimbursement/Distribution Method

Funds are distributed through both a formula and a competitive grant process. EFE regional delivery systems receive formula grants. Competitive grants for state leadership initiatives are awarded through a Request for Proposals process.



Specifically, awarded programs will include opportunities for students to participate in Educator Preparation Pathways to observe classrooms in P-12 schools; complete apprenticeships in a school program, after-school program, community-based program, or early childhood setting leading toward the completion of the educator program of study; and earn early college credit in collaboration with universities and/or community colleges while in high school.

### **Population and Service Levels**

All of the state's elementary and secondary populations are eligible to participate. The EFE regional delivery systems coordinate the delivery of career awareness, career exploration, and career preparation programs.

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

	FY18	FY19	FY20	FY21 (est)	FY22 (proj)
Elementary K-8 Students	1,338,795	1,277,929	1,267,074	1,277,929	1,277,929
Districts Served	748	714	777	714	714

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

Secondary Students Served	FY18	FY19	FY20	FY21 (est)	FY22 (proj)
Secondary Students in Career Preparation Programs	294,239	290,861	286,237	274,797	280,000
Secondary Schools Offering Programs	774	774	778	774	774
Districts	632	632	479	632	632

The following table displays the service-levels for the nearly \$2 million used to fund the Education Career Pathway in FY 2020:

	FY20	FY21 (est)	FY22 (proj)
Community Colleges	2	2	2
EFEs	9	18	18
Districts Served	42	86	86
Area Career Centers	4	6	6
High Schools Served	59	120	120

# Community and Residential Services Authority

Legislative Reference – 105 ILCS 5/14-15.01

Funding Source – State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$579,000	\$579,000	\$650,000	\$650,000	<b>\$650,000</b>
Change from	\$0	\$0	\$71,000	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	12.26%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The Community and Residential Services Authority (CRSA) was established by the General Assembly in 1985 to help coordinate human services in an effort to create a more responsive system of care to meet the unique needs of children and adolescents who have behavior disorders or are severely emotionally disturbed.

### Purpose

The purpose of the program is to develop collaborative and coordinated human services delivery for individuals through the age of 21 with severe emotional disturbances who have typically been underserved and/or untreated. Funds are used to provide state and local community interagency coordination for children and families with multiple-agency planning and service needs, to encourage statewide interagency policies and practices, and to maintain an interagency dispute resolution process. CRSA currently has seven paid staff and operates under the authority of a

19-member board -- nine representatives of child-serving state agencies, six public and private sector gubernatorial appointees, and four members of the General Assembly or their designees. All board members serve as unpaid participants.

### Reimbursement/Distribution Method

Funding covers the salaries, benefits, and statewide travel expenses of seven staff members, reimbursement of travel expenses for board members, and administrative costs associated with supporting the activities of the CRSA.

The Illinois State Board of Education is the fiscal agent for the CRSA.

### Population and Service Levels

Ninety-nine percent of the referrals to the CRSA are for youth who have emotional disabilities and lack access to needed mental health and educational services. Sixty percent of these referrals are regarding youth with physical aggression problems. Often the youth's family, school, or treatment providers require the direct assistance of a CRSA regional coordinator when accessing this vital coordination of care.

The following table displays service-level information:

	FY18	FY19	FY20	FY21 (est)
Referrals	263	349	400	400

# District Consolidation Costs

Legislative Reference – 105 ILCS 5/11E-135(a), 135(b), 135(c) and 135(d)  
Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$3,100,000	\$1,900,000	\$218,000	\$213,000	<b>\$270,000</b>
Change from	(\$1,946,000)	(\$3,146,000)	(\$1,522,000)	(\$5,000)	<b>\$57,000</b>
Prior Year	(38.57%)	(62.35%)	(80.11%)	(2.29%)	<b>26.76%</b>

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of the program is to ensure that consolidating and annexing districts achieve and maintain financial health. Financially healthy districts will have the resources available to provide each and every student with safe and healthy learning conditions that are supported by great educators and educational equity.

## Purpose

Communities must grapple with the use of their available resources to serve students. The District Consolidation Costs Program gives communities the chance to make consolidation decisions regarding the potential of enhanced educational opportunities for their children and greater financial security for the newly formed district.

The program further supports the Board's goals by increasing student learning, by

reducing duplicative efforts and allowing them to direct more funds into the classroom toward initiatives like expanding curriculum through additional courses. Community members anticipate that a newly formed district will be receiving increased resources to assist with the transition and education of their children as they weigh the best options for students when they vote on a referendum to consolidate. The program also supports the Board's goals by increasing the potential for safer learning environments due to the opportunity that the consolidated district will have to provide better facilities.

The following financial incentives are available to encourage school district reorganization through consolidation or annexation:

- Funding of reorganization feasibility studies, available through Regional Offices of Education;
- Supplemental Evidence-Based Funding payments for four years to a new or annexing district;
- Supplementary state support for four years for new or annexing districts to pay the difference in salaries;
- Funds to pay the difference between selected negative fund balances among the previously existing districts; and
- An additional \$4,000 for each full-time, certified (licensed) staff person.

### **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 fiscal year 2021 costs of district consolidation and annexation based on first-, second-, third-, and fourth-year reorganization payments are shown below.

District (Year of Payment)	Certified Employees	Deficit Fund Balance	Supplemental Evidence-Based Funding	Salary	Total
Indian Creek CUSD 425 (2)	\$4,000	\$0	\$0	\$10,852	\$14,852
Dimmick CCSD #175 (4)	\$0	\$0	\$3,842	\$0	\$3,842
Bismarck Henning Rossville Alvin Cooperative High School (4)	\$112,000	\$0	\$0	\$0	\$112,000
<b>Total</b>	<b>\$116,000</b>	<b>\$0</b>	<b>\$3,842</b>	<b>\$10,852</b>	<b>\$130,694</b>

### **Population and Service Levels**

The table above also shows that three consolidating or annexing districts received

reorganization incentive payments in FY 2021. The table below shows expenditure data for each of the categories of payment and the number of reorganization studies.

Incentive Payment	FY18	FY19	FY20	FY21 (est)
Certified employees	\$1,464,000	\$936,000	\$120,000	\$116,000
Deficit Fund Balance	\$126,711	\$0	\$0	\$0
Evidence-Based Funding differentials	\$306,758	\$293,031	\$3,842	\$3,842
Salary differentials	\$1,091,350	\$481,693	\$10,852	\$10,852
<b>Total</b>	<b>\$2,988,819</b>	<b>\$1,710,724</b>	<b>\$134,694</b>	<b>\$130,694</b>
Number of feasibility studies	3	0	4	6
Money for feasibility studies	\$19,000	\$0	\$54,234	\$80,000

Reorganization Effective Date	Reorganization Activity	Number of Districts
7/1/99	1 Consolidation	2
7/1/00	1 Consolidation 1 Annexation	2 1
7/1/01	1 Consolidation	2
7/1/02	None	0
7/1/03	1 Consolidation 4 Annexations	2 4
7/1/04	3 Consolidations 4 Annexations	6 4
7/1/05	5 Consolidations 1 Annexation	11 1
7/1/06	1 Consolidation	2
7/1/07	2 Consolidations 2 Annexations 1 Conversion	4 2 3
7/1/08	1 Hybrid Formation 2 Deactivations	2 2
7/1/09	1 Consolidation 1 Deactivation 1 Cooperative HS	2 1 2
7/1/10	1 Consolidation	2
7/1/11	1 Consolidation 1 Annexation	2 1
7/1/12	3 Annexations	3
7/1/13	2 Consolidations	4
7/1/14	1 Consolidation 2 Annexations 1 Deactivation	2 2 1
7/1/15	2 Consolidations 2 Hybrid Formations 1 Annexation	4 4 1
7/1/16	None	0
7/1/17	1 Consolidation 1 Cooperative HS	2 2
7/1/18	None	0
7/1/19	1 Deactivation	1
7/1/20	None	0
<b>Total</b>		<b>86</b>

Fiscal Year	Number of Districts
FY 1999	898
FY 2020	852
FY 2021	852

# Early Childhood Education

Legislative Reference – 105 ILCS 5/2-3.71 and 2-3.89  
Funding Source – State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$443,738,100	\$493,738,100	\$543,738,100	\$543,738,100	<b>\$593,738,100</b>
Change from Prior Year	\$50,000,000	\$50,000,000	\$50,000,000	\$0	<b>\$50,000,000</b>
	12.70%	11.27%	10.13%	0.00%	<b>9.20%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

Early Childhood Block Grant (ECBG) programs help young children enter school with a foundation of knowledge and skills and more prepared for kindergarten.

## Purpose

The purpose of this program is to provide funds for early childhood and family education programs and services that will help young children enter school ready to learn. ECBG funds the Preschool for All (PFA), Preschool for All Expansion (PFAE), and Prevention Initiative (PI) programs.

The PFA program supports Illinois students entering school with a foundation of knowledge and skills that enables them to be prepared for kindergarten and to receive the necessary supports to be reading at or above grade level by third grade.

The PFAE program provides preschool services to 3- and 4-year-old children who are determined to be at risk through a weighted eligibility selection process. The program offers high-quality comprehensive services, including:

- Connections to health, mental health, dental, and social services;
- Intensive parent engagement services;
- Universal and targeted supports for positive behavioral and social emotional development;
- At least 60 minutes per day of physical activity; and
- Instructional leaders with specific early childhood expertise and expertise in serving culturally, linguistically, and ability-diverse children who will focus on providing high-quality, embedded professional development to teachers.

These children are not yet eligible for kindergarten and can significantly benefit from early learning supports. They are taught in a safe and healthy environment, led by highly prepared and effective certified teachers and school leaders.

The PI program offers coordinated services to at-risk children and their families through a network of child and family service providers that promotes the development of at-risk infants and toddlers up to age 3.

Early childhood education produces significant outcomes for children across the state. An advocate shared a story at one of the ISBE budget hearings about a child who entered a PFA center-based program when she turned 3. Her parents expressed a concern about the child's language skills and were hopeful that the PFA program could help with the child's autistic behaviors and limited language. The child would only talk if she was told what to say. A speech evaluation identified an auditory processing delay. A speech Individual Education Program was developed, and speech services began. The child is currently in fourth grade and succeeding in school after therapy, additional supports in the PFA classroom, committed parents, and two and a half years of PFA. She is in accelerated

reading and was recently referred to and accepted into the Science, Technology, Engineering, and Math program.

### **Reimbursement/Distribution Method**

Competitive grants were awarded through a Request for Proposals (RFP) process for fiscal year 2019 that covers the four subsequent fiscal years. Furthermore, another round of competitive grants was awarded through an RFP process for FY 2020 that covers the three subsequent fiscal years. Additionally, there are statutory percentage requirements for amounts that must be allocated specifically to Chicago District 299 (37 percent allocation of ECBG appropriation) and the Prevention Initiative program (25 percent allocation of the remaining balance of the increase to the ECBG appropriation). There was not enough funding appropriated by the General Assembly in FY 2021 to award new programs.

### **Population and Service Levels**

The following table displays service-level information:

	FY18	FY19	FY20	FY21 (est)	FY22 (proj)
<b>Downstate Illinois Projects</b>					
Prevention Initiative (Birth to 3)	153	138	147	144	152
Preschool for All and Preschool for All Expansion (3 to 5)	506	481	524	517	546

	FY18	FY19	FY20	FY21 (est)	FY22 (proj)
<b>Number of Children (Birth to 3) Served Through PI</b>					
Downstate	9,376	12,268	13,401	12,913	13,657
Chicago Public Schools	4,627	5,758	4,166	4,730	5,150
<b>Total Children (Birth to 3) Served</b>	<b>14,003</b>	<b>18,026</b>	<b>17,567</b>	<b>17,643</b>	<b>18,807</b>
<b>Number of Children (3 to 5) Served Through PFA &amp; PFAE</b>					
Downstate	56,173	59,595	62,747	61,468	64,933
Chicago Public Schools	18,966	17,349	22,436	21,526	26,268
<b>Total Children (3 to 5) Served</b>	<b>75,139</b>	<b>76,944</b>	<b>85,183</b>	<b>82,994</b>	<b>91,201</b>
<b>Total Number of Children (Birth to 5) Served Statewide</b>					
	<b>89,142</b>	<b>94,970</b>	<b>102,750</b>	<b>100,637</b>	<b>110,008</b>



# Educator Quality Investigations and Hearings

Legislative Reference – 105 ILCS 5/21B-75(h)

Funding Source – State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$179,900	\$179,900	\$429,900	\$429,900	\$429,900
Change from	\$0	\$0	\$250,000	\$0	\$0
Prior Year	0.00%	0.00%	138.97%	0.00%	0.00%

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to investigate conduct by educators that may require the suspension or revocation of an educator license following a hearing procedure.

### Purpose

Section 21B-75 (formerly cited as Section 21-23) of the School Code authorizes the State Superintendent to investigate an educator if evidence exists of abuse or neglect of a child, incompetence, unprofessionalism, immorality, or other just cause. Section 21B-80 calls for the automatic revocation of an educator's license if the educator is convicted of certain criminal offenses involving sex, drugs, and murder. When appropriate, the State Superintendent can require the educator to complete professional development coursework, suspend the educator's license for up to five years, or revoke the educator's license.

This line item supports the goals of ISBE by ensuring that students are educated by teachers who are competent and of good character. ISBE has engaged with legislators regarding ways the agency can fortify the educator misconduct system to ensure that educators who should not be in classrooms are removed expeditiously without violating anyone's rights, thereby ensuring that all students have access to quality educators and a learning environment that is safe.

### Reimbursement/Distribution Method

The line item supports the legal work performed by internal Legal Department staff and outside counsel retained by the department to represent the State Superintendent in hearings regarding educator quality.

### Population and Service Levels

Investigations into educator quality began in 2009 after the enactment of Public Act 96-431 and the corresponding regulations in 23 Illinois Administrative Code 475. The law provides for the investigation of any educator licensed by ISBE upon receipt of evidence of misconduct. There were 490 open educator misconduct cases in January 2020. That month, the Educator Quality Investigations and Hearings Department completed hiring, and new staff members were fully trained.

The caseload was reduced in 2020 by staff as follows:

<u>Month</u>	<u>Open Cases</u>
February	488
March	481
April	459
May	441
June	423
July	400
August	387
September	376
October	364
November	348
December	345

The January 2021 caseload was 330. The continuing decline in the number of cases demonstrates that staff are succeeding in reducing the caseload, all the while addressing new cases that continue to be opened at a rate of approximately seven per month.

ISBE is requesting level funding in this line item appropriation so the staff will continue to have the capacity to more quickly investigate and adjudicate educator misconduct cases.

# Evidence-Based Funding

Legislative Reference – 105 ILCS 5/18-8.15  
Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$6,455,159,900	\$6,836,163,200	\$7,214,813,200	\$7,216,938,200	<b>\$7,579,038,200</b>
Change from Prior Year	\$554,943,400	\$381,003,300	\$378,650,000	\$2,125,000	<b>\$362,100,000</b>
	9.41%	5.90%	5.54%	0.03%	<b>5.02%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

The mission of the program is to provide school districts with the resources necessary to create safe, healthy, and welcoming learning environments and to do so in a manner that addresses inequities, closes achievement gaps, and improves the achievement of every student.

## Purpose

The purpose of the program is to provide state assistance to school districts in an equitable manner. Evidence-Based Funding (EBF) represents 81 percent of General Funds appropriations to the Illinois State Board of Education in fiscal year 2021.

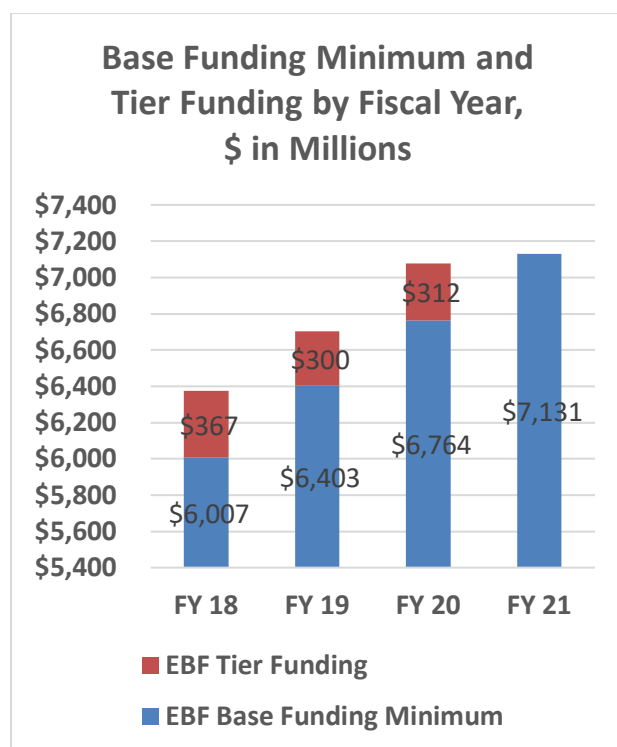
## Reimbursement/Distribution Method

FY 2018 marked the beginning of a new primary state education funding system in Illinois. Five programs were replaced with the new system, known as EBF, that pays districts the amounts they received from those grant programs and distributes additional dollars to districts based on a new method in which districts are ranked in terms of comparative need for state assistance. The five grant programs combined into the new system were General State Aid, Special Education Personnel, Special Education Summer School, Funding for Children Requiring Special Education Services, and English Learner Education.

The new distribution system created a hold harmless payment and provides for increases in funding to be delivered to districts most in need. The hold harmless, labeled the Base Funding Minimum, pays districts their actual gross payment amounts from FY 2017 for each of the five grants combined into EBF. The one exception is

amounts paid for Special Education Summer School, which reflect full claim amounts. Amounts paid to districts in excess of the hold harmless are based on how they rank when comparing local wealth to district need.

The Base Funding Minimum grows annually by the tier funding paid in the prior year. The Base Funding Minimum in FY 2021 is equal to the Base Funding Minimum paid in FY 2020, plus FY 2020 tier funding, plus FY 2020 Property Tax Relief Grant funding. There was no new tier funding provided in FY 2021.



EBF requires the construction of an Adequacy Target, representing the state's estimate of the cost of providing education, specific to each district. The Adequacy Target is based on 34 different cost factors that contribute to the total cost or target. Comparing local district wealth to the Adequacy Target produces a percentage of adequacy that communicates how close each district is to adequate funding.

When increased funding is provided, districts are annually assigned to one of four funding

tiers based on their percentage of adequacy. Districts in Tier 1 are those most in need of state assistance. Fifty percent of tier funding is allocated through Tier 1. Districts qualify for Tier 1 if their percentage of adequacy is less than the Tier 1 Target Ratio. That ratio is calculated so that 50 percent of increased funding is distributed to Tier 1 districts. Tier 2 districts have a percentage of adequacy that is greater than or equal to the Tier 1 Target Ratio and less than 90 percent. Forty-nine percent of increased state funding is allocated to Tier 2. Tier 3 districts have a percentage of adequacy greater than or equal to 90 percent and less than 100 percent. Tier 3 districts receive 0.9 percent of increased funding. Tier 4 districts have a percentage of adequacy greater than or equal to 100 percent and receive 0.1 percent of increased funding.

Stage 1: Determining the cost of educating all students according to the defined cost factors. The result is the Adequacy Target for each district.

Stage 2: Measuring each district's resources for comparison to the Adequacy Target.

Stage 3: Distributing additional state funds to assist districts in meeting their Adequacy Targets. Completing the first and second stages produces a ratio that determines how far away a district is from adequate funding in Stage 3.

Without tier funding provided in FY 2021, ISBE is unable to produce new tier assignments for the fiscal year.

A portion of the funding gap in Tier 1 and 2 districts is closed by the payment of tier funding. The Tier 1 Target Ratio fluctuates based on the amount of increased funding provided. The greater the funding, the higher the Tier 1 Target Ratio, which allows more districts to qualify as Tier 1 (those in greatest need). The Tier 2 Allocation Rate is also determined by the amount of funding provided, with the rate increasing as funding increases. Funding is provided in Tier 3 and

4 districts as a percentage of each district's Adequacy Target. In years when increased funding is provided, calculations are performed as follows:

Tier 1
<b>Determine Funding Gap =</b> Final Adequacy Target x Tier 1 Target Ratio - Final Resources
<b>Next Determine Tier 1 Funding =</b> Funding Gap x Tier 1 Allocation Rate of 30%

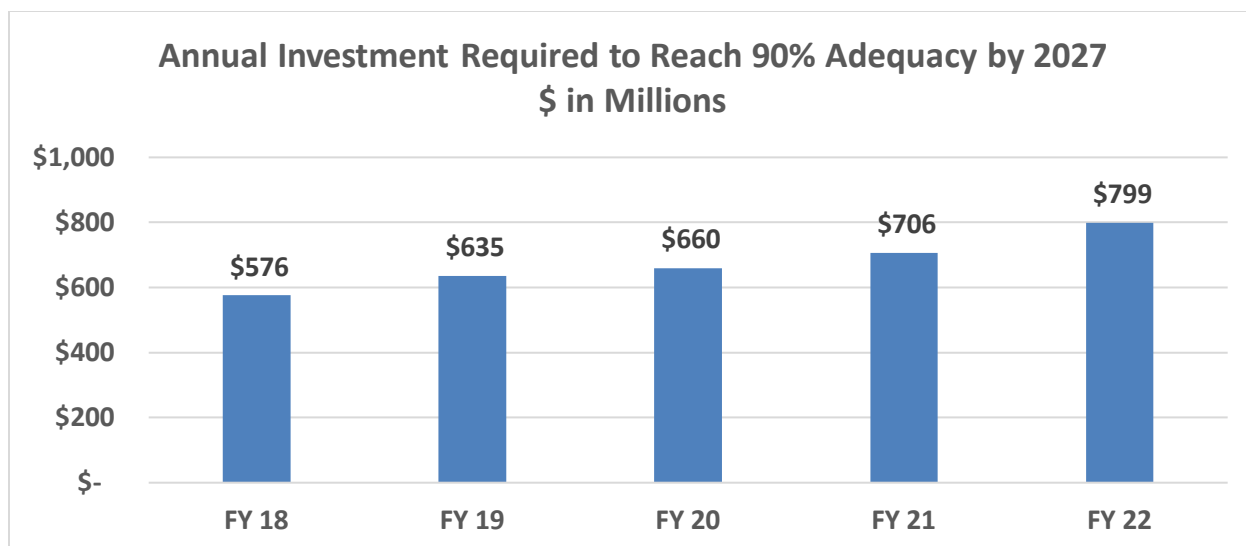
Tier 2
<b>Determine Funding Gap =</b> Final Adequacy Target x Tier 2 Target Ratio of 90% - Final Resources - Tier 1 Funding x (1 – Local Capacity Percentage)
<b>Next Determine Initial Tier 2 Funding =</b> Funding Gap x Tier 2 Allocation Rate  <i>*An additional step is performed to ensure no Tier 2 district receives less funding per student than a Tier 3 district. If funding is needed to make up a difference, it will come from the Tier 2 funds.</i>

Tier 3
<b>Tier 3 Funding =</b> Adequacy Target x Tier 3 Allocation Rate

Tier 4
<b>Tier 4 Funding =</b> Adequacy Target x Tier 4 Allocation Rate

### Population and Service Levels

The gap to 90 percent adequacy for all Tier 1 and Tier 2 districts, per the FY 2020 EBF calculations, is estimated to be \$4.8 billion. The state would need to commit to an annual increase of \$799 million to the EBF appropriation for the next six fiscal years in order for all Tier 1 and Tier 2 districts to reach 90 percent adequacy by June 30, 2027, the stated goal of the EBF statute. Included in this amount is a 1 percent allocation for tier distribution for Tier 3 and 4 districts per the statutory formula. These estimates are based on current FY 2021 EBF data; future funding projections will be affected by changes to student enrollment, student demographics, local resources, recalibration of the cost factors, changes initiated by legislators, and recommendations from the EBF Professional Review Panel that are enacted through the legislative process.



The cost of reaching adequate funding is much higher than the minimum funding level of \$350 million expressed in statute. Meeting that goal becomes more challenging when that investment is not increased, as illustrated by the graph above. The growth in cost is due to modest appropriation increases given the sizable gap to meet adequacy. The cost of a basic education also increases each year as cost factors are recalibrated and new average staff salaries are used in calculations.

Additional investments are required, but it is important to recognize the achievements made. To date, the state had increased its investment in public education in Illinois by \$979 million since the enactment of Evidence-Based Funding. That has substantially reduced the number of districts in the most under-resourced category. In the first year of EBF implementation, 168 districts were operating at or below 60 percent of adequate funding. Today there are only 10 districts with 60 percent or less of the resources needed to provide a basic education.

	FY18	FY19	FY20	FY21
Number of Districts ≤ 60 percent Adequacy	168	80	34	10

Additional information is available at <https://www.isbe.net/ebfdist>.

### **Property Tax Relief Grant**

EBF contains an additional provision that provides grants to districts with high tax rates compared to other districts within their organization type that allow those districts to lower local property taxes. Increases in appropriations must exceed \$300 million for this program to be funded. That funding was not provided in FY 2021.

The Property Tax Relief Grant promotes equity by providing state grants to districts that allow them to abate property taxes for two consecutive years. Those grant funds are added to districts' EBF Base Funding Minimum in future years, bringing those districts closer to adequate funding.

### **Reimbursement/Distribution Method**

The grant program ranks all districts by a value that is the adjusted operating tax rate of the district divided by the average adjusted operating tax rate of the district's organization type (elementary, high school, or unit). The maximum abatement eligible for partial redemption through state grant varies by district organization type. It is first calculated as Equalized Assessed Value multiplied by a value of 1 percent for a unit

district, 0.69 percent for an elementary district, and 0.31 percent for a high school district. It is then further modified by multiplying that value by a factor of  $(1 - \text{Local Capacity Percentage})$ .

The grant amount is equal to a portion of the amount abated. That portion is equal to a factor of  $(1 - \text{Local Capacity Percentage})$ .

The grant is added to the Base Funding Minimum in the year following receipt of the grant.

Participating districts must agree to abate property taxes for two consecutive years.

### **Population and Service Levels**

Thirty-nine districts participated in the program in FY 2020, abating \$57 million in local property taxes and receiving \$53 million in grants in exchange. Beginning in FY 2020, districts that participate in the program must agree to abate taxes for two consecutive years or forfeit the tax relief grant amount added to their Base Funding Minimum.

Additional information is available at <http://www.isbe.net/proptaxrelief>.

# Grant Accountability and Transparency Act and Budgeting for Results

Legislative Reference – 30 ILCS 708/; 30 ILCS 105/6z-101  
Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$0	\$0	\$260,000	\$860,000	<b>\$860,000</b>
State	\$0	\$0	\$260,000	\$260,000	<b>\$260,000</b>
Other State	\$0	\$0	\$0	\$600,000	<b>\$600,000</b>
Change from Prior Year	\$0	\$0	\$260,000	\$600,000	<b>\$0</b>
	0.00%	0.00%	N/A	230.77%	<b>0.00%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

The mission of Grant Accountability and Transparency Act (GATA) is to develop a coordinated, non-redundant process for the

provision of effective and efficient oversight of the selection and monitoring of grant recipients, thereby ensuring quality programs and limiting fraud, waste, and abuse.

The mission for Budgeting for Results is to develop and maintain a framework for agency performance metrics. These metrics are utilized for reporting to the Governor's Office of Management and Budget. They are also used for the Illinois Office of the Comptroller's Public Accountability Report and provide information to policymakers.

## Purpose

The purpose of GATA is to increase accountability and transparency in the use of grant funds while reducing the administrative burden on both state agencies and grantees. It defines the purpose, scope, applicability, and responsibilities in the life cycle of a grant.

## Reimbursement/Distribution Method

Costs of centralized systems are shared among grant-making agencies based on the number of grants administered. These systems include the GATA grantee registration and prequalification portal, the centralized indirect cost rate negotiation, the grantee audit review and resolution system,



and the new centralized electronic Grants Management System. Cognizant agencies bear an increased administrative burden. The requested funding provides for ISBE's share of GATA and Budgeting for Results costs estimated to be billed by the Governor's Office of Management and Budget and Department of Innovation and Technology.

### **Population and Service Levels**

ISBE administered grants to 2,182 entities (31 percent of state grantees) in fiscal year 2020 and is cognizant agency for 2,429 of the 10,807 entities registered in the GATA grantee portal (23 percent) in FY 2021.

# Illinois Free Lunch and Breakfast

Legislative Reference – 105 ILCS 125/4, 105 ILCS 126/15, and 23 IL Administrative Code 305.10  
Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000	<b>\$9,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of the program is to provide leadership and support for sponsoring entities to provide nutritious meals to children to create a healthy learning environment, enabling them to properly learn and grow.

## Purpose

The purpose of the program is to provide school districts with a portion of the costs to provide quality nutritious meals 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.

## Reimbursement/Distribution Method

Reimbursement is paid monthly based on the number of meals claimed. The statutory reimbursement rate is \$0.15 for each meal served. If the funds appropriated do not meet the statutory reimbursement rate, the rate per meal served is prorated.

	FY20	FY21 (est)
Reimbursement for each free breakfast/lunch served/claimed	\$.0638	\$.0400

## Population and Service Levels

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

The fiscal year 2021 estimates reflect the number of school districts and sites providing meals through both the National School Lunch Program and the Summer Food Service Program, which was made possible by the flexibilities issued by the U.S. Department of Agriculture to simplify serving meals.

The following table displays service-level information:

	FY19	FY20	FY21 (est)
<b>IL Free Lunch</b>			
Number of Sponsors	1,093	1,078	1,022
Number of Sites	4,178	4,141	3,979
<b>IL Free Breakfast</b>			
Number of Sponsors	807	808	1,022
Number of Sites	3,410	3,421	3,979
Total Number of IL Free Meals Served	196,100,802	140,885,311	138,098,137

# Materials Center for the Visually Impaired

Legislative Reference – 105 ILCS 5/14-11.01

Funding Source – State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$1,421,100	\$1,421,100	\$1,421,100	\$1,421,100	<b>\$1,421,100</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Board Goal

The program aligns with the following Board goal:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

## Purpose

The purpose of this program is to purchase and distribute braille and large-print books, adapted materials, and assistive technology equipment to ensure equitable outcomes for students with visual disabilities.

## Program Mission

The mission of this program is to support the delivery of required services to students throughout the state with visual disabilities by approving and distributing state funding for special education services. This includes the provision of materials for students with visual

impairments in order for them to participate and progress in the general education curriculum.

## Reimbursement/Distribution Method

Funds are awarded per a grant agreement with the Chicago Lighthouse for People Who Are Blind or Visually Impaired to provide services.

## Population and Service Levels

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

	FY18	FY19	FY20	FY21 (est)
Elementary/ secondary students served	4,291	4,395	4,466	4,300
Postsecondary students served	513	520	611	510

# National Board Certification

Legislative Reference – 105 ILCS 5/21B-70)

Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,500,000	\$1,500,000	<b>\$1,500,000</b>
Change from	\$0	\$0	\$500,000	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	50.00%	0.00%	<b>0.00%</b>

## Board Goal

The program aligns with the following Board goal:

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

National Board Certification develops, retains, and recognizes accomplished teachers and generates ongoing improvement of student outcomes in schools nationwide. It enables educators to elevate their teaching (97 percent of teachers make changes to their teaching style and methodology after receiving National Board Certification) and serves as an equity lever, advancing teaching practice nationwide by enabling accomplished teachers to expand their cultural lenses to successfully support student learning. Candidates undergoing this rigorous certification process must think critically about their instruction, the impact it has on student learning, and how they can improve their instruction to support each and every child. There are 6,700 National Board Certified Teachers (NBCTs) in Illinois, which ranks among the top six states with the most NBCTs.

More than a decade of research suggests students taught by NBCTs demonstrate higher achievement than students taught by non-NBCTs, according to the National Board for Professional Teaching Standards (NBPTS). National Board Certification benefits school systems as a whole.

From a teacher who has National Board Certification: "I have become a much more reflective teacher. With the overwhelming (and increasingly more by the year) number of things teachers are asked to do, it is very easy to get into survival mode. Going through the process taught me how to avoid survival and really stop to think about what is best for my students. What do I see in the classroom that is working? Where are my students struggling? How can I change my plans based on my knowledge of students so that they are more engaged? These very basic and core questions I considered as I went through my certification process stuck with me and guide me always."

## Purpose

The purpose of the program is to recruit teachers for National Board Certification, pay for candidates to complete initial and renewal certification; provide teachers who mentor National Board Certification candidates with a stipend; provide National Board Certified

Teachers in Tier 1, rural, or remote schools with a one-time stipend; and provide funds for cohort facilitators and liaisons who support candidates pursuing certification.

### **Reimbursement/Distribution Method**

National Board subsidies for new candidates, candidate retakes, and NBCT renewals will be paid directly to Illinois State University, which will then remit to the NBPTS on behalf of Illinois candidates and NBCTs. NBCT mentors will be paid through the school districts. All subsidies, renewals, and retakes will be paid on a first-come, first-serve basis. If all funds are not expended by June 1, remaining fees may be expended on instructional Leadership Trainings.

### **Population and Service Levels**

Population and service levels are listed in the following charts. Continued funding for National Board Certification will enable educators to advance their profession and improve instruction to students across Illinois.

	FY19	FY20	FY21 (est)	FY22 (proj)
New candidates	397	439	480	500
New NBCTs	180	179	150	160
Newly Renewed	217	283	139	270
Total NBCTs	6,543	6,711	6,861	7,021

	FY19	FY20	FY21 (est)	FY22 (proj)
Mentoring	\$256,500	\$256,500	\$382,550	\$300,000
Subsidies (New)	\$431,300	\$838,375	\$779,000	\$650,000
NBPTS Renewal & Retakes	\$312,200	\$257,815	\$155,900	\$200,000
Instructional Leadership Training	\$0	\$0	\$0	\$0
Other (e.g., incentives to candidates, payments to liaisons)	\$0	\$147,310	\$182,550	\$350,000
Disbursed	\$1,000,000	\$1,500,000	\$1,500,000	\$1,500,000

# Orphanage Tuition

Legislative Reference – 105 ILCS 5/18-3  
Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$17,000,000	\$13,600,000	\$10,100,000	\$9,900,000	<b>\$9,900,000</b>
Change from	(\$4,500,000)	(\$3,400,000)	(\$3,500,000)	(\$200,000)	<b>\$0</b>
Prior Year	(20.93%)	(20.00%)	(25.74%)	(1.98%)	<b>0.00%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of this program is to provide school districts full funding for education costs and services in support of students in county detention centers and state homes.

## Purpose

The purpose of this program is to reimburse school districts for costs to educate children who are housed in a county juvenile detention center or in a residential facility licensed by the State of Illinois. The children attend either the regular classes of the

district or are educated in regular education classes on site. Licensed orphanage and children's homes must accept children from the state at large. Students at a residential alcohol or drug treatment facility or living with a licensed foster family are not eligible.

## Reimbursement/Distribution Method

Payments are vouchered in the current school year via installments on September 30, December 31, and March 31 based on an estimated cost calculated from the prior year's claim, as required by law.

Per Public Act 101-0017, which became effective June 14, 2019, claims for eligible students served in the regular term must be received at ISBE on or before June 15. Final payments are vouchered on or before August 31 based on the average daily attendance for each eligible child multiplied by a weighted factor of 1.2 multiplied by the annual per capita tuition of the school district.

In addition, documented costs in excess of the formula calculation for students educated in the regular term may be claimed.

Claims for eligible students educated in the summer term must be received at ISBE on or before November 1. Final payments are vouchered on or before December 15 based on actual cost.

Formula Example:

<b>Regular term reimbursement</b>	
Average daily attendance (ADA)	12 days
District per capita tuition charge	\$6,000
District per capita X 120 percent	\$7,200
ADA X 120 percent (12 X 7,200)	\$86,400

### **Population and Service Levels**

Population and service-level information is provided in the table below

	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21 (est)</b>
Total claim	\$9,895,346	\$9,574,023	\$9,761,156	\$9,954,726
Summer (actual)	\$343,810	\$320,441	\$318,023	\$277,584
Excess cost amount	\$0	\$0	\$0	\$0
1.2 per capita amount	\$9,551,536	\$9,253,582	\$9,443,133	\$9,677,142
Prior Year Liability*	\$0	\$0	\$0	\$0

\*Statute provides authority for ISBE to use its current year appropriation for any unpaid claims from the prior year to ensure 100 percent reimbursement.



# Philip J. Rock Center and School

Legislative Reference – 105 ILCS 5/14-11.02

Funding Source – State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$3,577,800	\$3,577,800	\$3,777,800	\$3,777,800	<b>\$3,777,800</b>
Change from	(\$3,577,800)	\$0	\$200,000	\$0	<b>\$0</b>
Prior Year	(50.00%)	0.00%	5.59%	0.00%	<b>0.00%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

The mission of the program is to provide equitable educational services by highly prepared and effective teachers in a safe and healthy environment for students who are both deaf and blind and require highly specialized accommodations and resources.

## Purpose

The purpose of the program is 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. The Philip J. Rock Center and School serves qualified Illinois students. The school is also authorized by ISBE to accept qualified students who are not from Illinois according to a tuition rate established by ISBE.

The funds enable the Philip J. Rock Center to continue educational programs that are school and community based. More specifically, funds support salaries and benefits for 31 full-time and 14 part-time employees; transportation, food, and lodging associated with residential placement; staff training; community access; and educational services for students. The Philip J. Rock Center also serves as the state's resource for technical assistance and training for all school personnel and families in Illinois on behalf of all school-aged children who are deaf-blind.

## Reimbursement/Distribution Method

Funds are distributed to the Philip J. Rock Center through its administrative agent.

### **Population and Service Levels**

Full residential and educational services were provided to 10 students at the Philip J. Rock Center and School in fiscal year 2020. Statewide, 357 children/youth who are deaf-blind were eligible for support services through the service center in FY 2020.

	FY19	FY20	FY21 (est)
Full residential and educational services provided	10	10	11
Students eligible for services	381	357	310
Students waiting to be placed	5	5	4

# Principal Mentoring and Recruitment

Legislative Reference – 105 ILCS 5/34-18.33

Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$3,000,000
Change from	N/A	N/A	N/A	N/A	\$3,000,000
Prior Year	N/A	N/A	N/A	N/A	N/A

## Board Goal

The program aligns with the following Board goal:

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

The mission of this program is to provide direct mentoring support to novice principals to achieve targeted and observable progress toward becoming an effective instructional leader and to recruit a strong and diverse pipeline of educators ready to assume responsibilities of principalship.

## Purpose

The Principal Mentoring and Recruitment Program attracts and supports talented and diverse educators to and through preparation to become principals and provides essential support to assist them in transitioning successfully to their roles as instructional leaders and in supporting their retention. A good principal is a servant-leader, an educator, a moral agent, a child advocate, a social worker, a crisis-negotiator, an organizational architect, and a community activist, all while ensuring students have equitable access to high-quality educational

opportunities. Far too often, teachers of color with tremendous leadership potential are overlooked for leadership opportunities and novice principals are left to “learn on the job” without guidance and access to support from peers. This lack of intentional recruitment and support results in a leadership corps that lacks diversity and ineffective leaders who feel alone and overwhelmed by responsibilities. Black and Latinx educators are significantly underrepresented among principals in Illinois relative to their respective student populations. Only one in four principals stay in their leadership position for more than five years and half of individuals who are new to principalship are not retained past year three, according to the School Leaders Network. The average cost nationwide of recruiting and onboarding a new principal is \$75,000.

## Reimbursement/Distribution Method

Funds for mentoring will be distributed through a grant process in accordance with current administrative rule and will be used to develop and implement principal mentoring programs to serve new principals in Local Education Agencies; stipends for mentors will be the most significant cost. Illinois Administrative Code specifies that each mentored principal shall be supported with \$2,000, plus program costs, with first-year principals receiving priority over second-year principals.

Funds for recruitment will be distributed via a competitive process. Eligible entities may include school districts, colleges and universities, and not-for-profit organizations. Selection will be based on ability to attract, prepare, and support talented educators as they pursue principalship. Priority will be given to proposals that demonstrate a commitment and ability to recruit aspiring principals to serve in underperforming schools and who identify as a member of a significantly underrepresented demographic group, such as Black or Latinx.

### **Population and Service Levels**

There were 425 first-year principals in 2019. A \$1.2 million investment in principal

mentoring would provide this support for approximately 425 first-year and 325 second-year principals, including the costs for mentor stipends, training, and program coordination.

A \$1.8 million investment in principal recruitment is estimated to result in at least 160 new principals to serve our students and communities.

The following table displays service-level information:

	FY21	FY22 (proj)
Principals Mentored	0	750
New Principals Recruited	0	160

# Social-Emotional Learning and Trauma Response

Legislative Reference –Not Applicable  
Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$6,000,000
Change from	N/A	N/A	N/A	N/A	\$6,000,000
Prior Year	N/A	N/A	N/A	N/A	N/A

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of this funding initiative is to ensure that districts, in partnership with social-emotional (SEL) and trauma coaches, will identify, develop, and implement a comprehensive plan to address the safety and well-being needs of students and staff.

## Purpose

The funding will be utilized to support an understanding of and respect for various cultures, awareness of and integration of youth and adult social-emotional learning, and the examination of de-escalation strategies for intervening with negative behaviors and supporting trauma-impacted youth. This will include a behavioral and situational assessment of both students and adult educators/staff involved with disciplinary/behavioral modification practices, which include physical restraint, time out, suspensions, and/or expulsions.

The assessments will include the following diversity and inclusionary measures:

- Recognize unconscious bias and how it affects the way that educators perceive and react to students.
- Understand the dimensions of diversity and inclusion that matter most in learning environments and why.
- Assess stereotypes and prejudices that may influence behavior in schools and learn methods to improve the psychological safety of both educators and students.

## Reimbursement/Distribution Method

Funding will be allocated to the six Illinois Association of Regional School Superintendents Regional Hubs and City of Chicago District 299, which serves as its own Regional Office of Education (ROE). Each hub has a chair for its area. The chairs will serve as the fiscal and programmatic agents for this funding. Funding will include a base amount, plus a per pupil allotment. Funding will be utilized to hire SEL and trauma coaches at each of the ROE hubs. These trainers, in conjunction with their local districts, will implement action plans that focus on data literacy, educator support, student support, and sustainability.

# Southwest Organizing Project Parent Mentoring

*Legislative Reference – Not Applicable  
Funding Source - State*

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$2,000,000	\$2,000,000	\$3,500,000	\$3,500,000	<b>\$3,500,000</b>
Change from	\$533,700	\$0	\$1,500,000	\$0	<b>\$0</b>
Prior Year	36.40%	0.00%	75.00%	0.00%	<b>0.00%</b>

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of the program is to develop parental leadership in low-income schools so the parents may become an integral part of the classroom, the school community, and the neighborhood around the school. The inclusion of parents in the classroom supports the academic achievement of students and enhances the environment in the schools. Under the Parent Mentoring Program, community-based organizations partner with local schools to recruit and train approximately eight parents per school to assist teachers two hours per day, four days a week. They receive training for two hours each week. Parents are assigned to a classroom (not their own child's), where they are mentored by a teacher and work one on one and in small groups with children. Parent mentors receive a modest stipend after reaching 100 volunteer hours.

## Purpose

The purpose of the program is to facilitate instruction, improve classroom ratios, increase parent engagement, develop parent leadership, foster collaboration between schools and community-based organizations, and improve the classroom experience for students and teachers.

## Reimbursement/Distribution Method

The General Assembly allocated funds for this program to specific grantees in fiscal years 2013-21. Program funds were allocated to the Illinois Coalition for Immigrant and Refugee Rights in FY 2013 and FY 2014. The funds have been allocated to Southwest Organizing Project (SWOP) in the last seven fiscal years. SWOP distributes the funds it receives via subgrants to community-based organizations based on a competitive Request for Proposals process. SWOP has subsequently awarded continuation grants to subgrantees. Subgrantees were given an opportunity, as program funds increased, to extend the program length to cover the full school year. Increased funding for SWOP over the past two years has allowed for the expansion of the Parent Mentoring Program statewide. Sites outside the City of Chicago included one elementary school in each of the following cities: Riverdale, Park Forest, East St. Louis, Brooklyn, Kankakee, Hopkins

Park, Elmhurst, Morton Grove, Romeoville, and Calumet Park. Additionally, SWOP implemented programming at multiple sites in the cities of Decatur, Aurora, Moline, Zion, and Bolingbrook. Collectively, the expansion provided services to 6,100 students.

### **Population and Service Levels**

Subgrantees run the program primarily with state funding but are required to supplement the program with local funding, which varies by school and community. Service-levels below reflect the combination of state and local funding. Additional programs have been established that are entirely locally funded. These are not included in the figures below.

The following table displays service-level information:

	FY19	FY20	FY21 (est)	FY22 (proj)
Community-Based Organizations Funded	21	30	32	32
Schools Served	108	145	150	150
Parent Mentors (PM)	744	1,136	1,464	1,464
Children in Classrooms Served by a PM	17,296	25,900	26,000	26,000

# Special Education – Orphanage Tuition

Legislative Reference – 105 ILCS 5/14-7.03

Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21*	FY22 Proposed
Appropriation	\$73,477,600	\$73,000,000	\$91,700,000	\$91,700,000	<b>\$93,000,000</b>
Change from	(\$29,994,900)	(\$477,600)	\$18,700,000	\$0	<b>\$1,300,000</b>
Prior Year	(28.99%)	(0.65%)	25.62%	0.00%	<b>1.42%</b>

\*Fiscal year 2021 appropriation does not include the supplemental request of \$1.3 million.

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

Each and every child must be equipped to make meaningful contributions to society and live life to its fullest potential.

The program mission is to achieve that vision by providing each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by practicing data-informed stewardship of resources and policy development, all done in partnership with educators, families, and stakeholders.

## Purpose

The purpose of this program is to reimburse school districts for education costs and special education services to students who reside in orphanages, children's homes, licensed foster family homes, or other state-owned facilities.

All students must be verified as a youth in care of the state to be eligible for funding. Most students who are claimed are verified in one of two ways:

- Via a cross check with the Department of Children and Family Services, or
- The serving district provides court documentation that parental guardianship has been removed from the natural parent.

## Reimbursement/Distribution Method

Payments are vouchered in the current school year via installments on or before September 30, December 31, and March 31 and are based on an estimated cost calculated from the prior year's claim, as required by law. Final payments are vouchered on or before August 31 based on actual per student educational costs for providing service delivery less federal funds and certain limitations on administrative, supervisory, and facility use costs.



Per Public Act 101-0017, which became effective June 14, 2019, claims for eligible students served in the regular term must be received at ISBE on or before June 15. Claims for eligible students served in the summer term must be received at ISBE on or before November 1. Final payments are vouchered on or before December 15 based on actual costs. In addition, documented costs in excess of the formula calculation for students served in the regular term may be claimed.

**Example: Reimbursement formula**

Student cost less federal funds	\$30,000
Approved transportation costs	\$500
District reimbursement	\$30,500

**Population and Service Levels**

The Board recommends a \$1.3 million supplemental to provide sufficient appropriation authority to pay all estimated claims in FY 2021.

	FY19	FY20	FY21 (est)
Total claim amount*	\$79,309,398	\$85,521,369	\$91,629,779
Chicago District 299	\$15,145,288	\$15,530,019	\$15,924,523
Summer Term	\$3,673,303	\$3,925,420	\$3,550,373
Regular Term	\$60,490,807	\$66,065,930	\$72,154,883
Prior Year Liability**	\$0	\$6,473,238	\$840,778
Eligible students - Dec 1 Count	2,491	2,731	2,980

\*Claim data does not include state audit adjustments.

\*\*Statute provides authority for ISBE to use its current year appropriation for any unpaid claims from the prior year to ensure 100 percent reimbursement.

# Special Education – Private Tuition

Legislative Reference – 105 ILCS 5/14-7.02

Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$135,265,500	\$135,265,500	\$152,320,000	\$152,320,000	<b>\$152,320,000</b>
Change from	<b>(\$97,734,500)</b>	\$0	\$17,054,500	\$0	<b>\$0</b>
Prior Year	<b>(41.95%)</b>	0.00%	12.61%	0.00%	<b>0.00%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of this program is to provide school districts financial support for education costs for special education students who are educated in an approved in-state or out-of-state private facility.

## Purpose

The purpose of this program is to reimburse school districts a portion of the tuition paid to special education private facilities for special education students when it is determined that the student's Individualized Education Program requires exceptional educational and/or clinical intervention and the public

school system does not have the necessary resources to fulfill the student's educational needs.

## Reimbursement/Distribution Method

The Illinois Purchased Care Review Board approves tuition per diem costs for students placed in private facilities.

Claims are submitted on a per student 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 student in excess of \$4,500 plus a second per capita tuition charge. Payments are vouchered in installments on or before September 30, December 30, March 30, and June 20, as required by law.

There are no districts with a per capita charge under the statutory tier amount of \$4,500, so the reimbursement is computed as follows:

Step 1 - Multiply the district per capita tuition charge by the student's average daily enrollment.

Step 2 - Multiply the result of step 1 by two.

Step 3 - Subtract the result of step 2 from the education cost of the student. A positive amount is what the district is entitled to receive in reimbursement.

Example:

District per capita tuition = \$5,000;

Student average daily enrollment = .500;

Tuition cost paid for this student = \$11,500

1.  $\$5,000 \times .500 = \$2,500$

2.  $\$2,500 \times 2 = \$5,000$

3.  $\$11,500 - \$5,000 = \$6,500$  reimbursement

### **Population and Service Levels**

Population and service-level information is provided in the table below.

	2018-19 School Year FY20	2019-20 School Year FY21 (est)
Total claim	\$191,438,901	\$195,268,854
Chicago District 299	\$19,774,319	\$22,221,177
Downstate	\$171,664,582	\$173,047,677
Percent paid	80%	78%
Net claim*	\$152,319,989	\$152,319,996
Students	12,267	11,837

\*Net claim includes state audit adjustments.

# State and District Technology Support

Legislative Reference – 105 ILCS 5/2-3.117

Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$2,443,800	\$2,443,800	\$2,443,800	\$2,443,800	<b>\$2,443,800</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

The mission of the program is to provide districts with technology-based online curriculum and resources that improve educational opportunities and student achievement; to establish a statewide support system for information, professional

development, technical assistance, network design consultation, leadership, technology planning consultation, and information exchange; to expand school district connectivity; and to increase the quantity and quality of student and educator access to online resources, experts, and communication avenues.

## Purpose

The purpose of the program is to provide schools with resources that set a course for the convergence of technology literacy, higher-order thinking, 21<sup>st</sup>-century skills, and the Illinois Learning Standards. There are two programs under State and District Technology Support.

### Illinois Virtual Course Catalog

A Request for Sealed Proposals was released in 2019 in accordance with the recommendation from the Illinois Virtual Education Review Committee that ISBE authorize multiple providers of high-quality online learning for Illinois students. The multiple provider model became effective in January 2020 with the launch of the Illinois Virtual Course Catalog (IVCC). Six approved providers now offer more than 800 supplemental online courses. This approach will continue into fiscal year 2022 with the release of a new RFSP to solicit providers for FY 2022 - FY 2024.

### Learning Technology Center

The Learning Technology Center (LTC) creates a single statewide system of support for instructional technology. Current goals for the LTC include increasing the percentage of teachers, administrators, and technology coordinators who participate in instructional technology opportunities that support teaching and learning, including support for remote learning; ensuring that schools/districts are technically ready to successfully implement technology into their classrooms; assisting districts with connectivity, cost efficiencies, and E-rate funding applications; and increasing the percentage of schools/districts with staff trained to ensure security of student data.

### Reimbursement/Distribution Method

Champaign/Ford Regional Office of Education serves as the fiscal agent for the LTC and received \$1.4 million.

Six online course providers were approved to deliver more than 800 courses, including Advanced Placement, Career and Technical Education, Credit Recovery, and Core Education, to students in grades 6 through 12 beginning in January of 2020.

Reimbursements totaling \$568,800 were made in FY 2020 to school districts for students engaged in online learning through the IVCC; it is estimated that reimbursement requests will increase in FY 2021.

### Population and Service Levels

The following tables display service-level information:

Illinois Virtual Course Catalog	FY18	FY19	FY20	FY21 (est)	FY22 (proj)
Number of Schools	295	300	236	250	400
Number of Students Served	6,674	6,800	1,650	1,750	5,000
Number of Courses Offered	166	169	800	800	800

Learning Tech Center	FY18	FY19	FY20	FY21 (est)	FY22 (proj)
Number of Districts Served	852	852	852	852	852
Number of Students Served	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000

# Student Care Department

Legislative Reference – 23 Ill. Admin. Code 1.285

Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$1,100,000
Change from	N/A	N/A	N/A	N/A	\$1,100,000
Prior Year	N/A	N/A	N/A	N/A	N/A

## Board Goal

The program aligns with the following Board goal:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of the program is to provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by investigating violations of restraint and seclusion and other educational complaints. Increased oversight and monitoring of school districts, special education cooperatives, and nonpublic special education entities will occur to ensure communication and documentation of incidents is provided to parents/guardians and to the agency within the required time limit.

## Purpose

Section 10-20.33 of the School Code specifies certain restrictions on the use of time out and physical restraint. Further, Section 2-3.130 requires ISBE to develop regulations to address the use of time out and physical restraint in public schools. ISBE developed rules (23 Ill. Admin. Code 1.280 and 1.285) to regulate schools' administration of time out and physical restraint.

ISBE initiated emergency rulemaking in November 2019 to address additional regulations necessary to ensure safe administration of time out and restraint for Illinois public school students. The emergency rules, along with the proposed permanent rulemaking, authorize ISBE to collect and analyze evidence of time out and restraint during the 2017-18, 2018-19, and 2019-20 school years. In addition, the emergency and proposed permanent rules require data reporting for all new instances of time out and restraint.

This line item supports the goals of ISBE by developing the inter-departmental Student Care Department, which will be tasked with analyzing and investigating data and complaints relating to previous administration of time out and restraint and ensuring that all forthcoming uses of time out and restraint conform with the laws and rules

of the state. The line item will provide appropriate professional development and targeted assistance to all districts regarding appropriate response to student behaviors so that all personnel are prepared to meet the requirements of law and rule.

The goals of the Student Care Department include ensuring that all uses of time out and restraint are appropriate and applied in the narrowly defined allowed application. The Student Care Department will ensure that all facilities where time out is implemented meet the standards set out by rule and state law. The Student Care Department will also aim to address culture and climate changes within schools as a corollary to time out and restraint, including reducing the number of expulsions and out-of-school suspensions, addressing bullying, increasing the frequency of restorative practices, and reducing chronic absenteeism through a streamlined training approach across the state

#### **Reimbursement/Distribution Method**

This line item supports the program and legal work performed by internal Student Care Department staff, legal counsel, and experts retained to represent the State Superintendent in complaints, investigations, and compliance issues relating to time out and restraint.

This line item will also support the technical assistance and training provided to school districts, special education cooperatives, and nonpublic special education entities to further reduce behavioral/disciplinary practices deemed harmful to students.

#### **Population and Service Levels**

The Student Care Department is needed to adequately address the capacity required to investigate and process past actions; review and monitor current individual student issues and large-scale systemic issues involving personnel, schools, departments, districts and/or cooperatives; process, investigate, and respond to incoming complaints; and address student, personnel, school, district, and community needs according to best practice.

	FY20	FY21 (est)	FY22 (proj)
Complaints/Reports received	150	4,447	5,000
Investigations	150	150	150
Number of on-site monitoring visits	40	60	120
Number of professional development training opportunities	100	100	100

# Tax Equivalent Grants

Legislative Reference – 105 ILCS 5/18-4.4  
Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$222,600	\$222,600	\$222,600	\$222,600	<b>\$222,600</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

The mission of the program is to provide eligible districts state funding in support of local education services for students.

## Purpose

The purpose of the program is to replace lost property tax revenues when a state institution is located in a school district in which the state owns 45 percent or more of the total land area of the district.

## Reimbursement/Distribution Method

Funds are distributed through a grant to Chaney-Monge School District 88, which is the only qualifying district. Stateville Correctional Center covers 47 percent of the district's 3,283 acres.

## Population and Service Levels

The following table displays service-level information:

	FY21	FY22 (proj)
Lost tax amount	\$320,209	\$339,021



# Teach for America

Legislative Reference – Not Applicable  
Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$977,500	\$977,500	\$1,000,000	\$1,000,000	<b>\$1,000,000</b>
Change from	\$0	\$0	\$22,500	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	2.30%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

### Program Mission

The mission of the program is to provide an alternative route to teacher licensure for college graduates who did not originally choose teaching careers.

### Purpose

Teach for America (TFA) recruits, places, and supports teachers in schools serving low-income students and works to change practices, structures, and policies to realize educational equity for all children. The program recruits outstanding and diverse individuals who reflect the racial and ethnic backgrounds of students. Individuals who participate in TFA demonstrate a commitment to expand opportunity and access for all children inside and outside of the classroom. TFA corps members undergo a rigorous seven-week summer training program teaching credit recovery courses and receive mentoring from veteran teachers throughout the summer program.

Funds are allocated via a grant to TFA. Funding for the program is used to recruit and train new teachers, as well as provide them with support and coaching throughout their preparation.

Corps members are placed in areas of need (e.g., science, technology, engineering, and math; early childhood education; bilingual education). They receive ongoing mentoring, including individualized coaching and support via on-site classroom visits; feedback on instruction; and guidance for monitoring student progress. Additionally, corps members participate in leadership summits to receive leadership training from veteran teachers, share best practices with one another, and reflect on their experiences to develop further as leaders in the work and to end educational inequity.

Currently, TFA recruits its cohort to serve children in Chicago Public Schools. Funds will also be used in fiscal year 2022 to support the recruitment of TFA alumni from other regions to teaching positions across Illinois. TFA is committed in FY 2022 to recruiting and placing 100 new educators. At least 50 percent of the FY 2022 cohort will self-identify as a person of color.

ISBE believes it should provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by practicing data-informed stewardship of resources and policy development, all done in partnership with

educators, families, and stakeholders.

TFA focuses on recruiting and training a corps of teachers that better reflects Illinois' diverse student population (wherein 52 percent of the state's children are students of color.) TFA funded 101 incoming teachers, of which 50 percent were teachers of color in FY 2021. Nearly 11,000 students were taught by first- or second-year corps members in FY 2021.

Many of the teachers choose to stay in the profession beyond their two-year commitment with TFA.

"In my eyes, there is no greater charge than that of a teacher. I knew that being in the classroom was my calling, and I decided to stay in my role beyond the two-year commitment," according to former corps member Elizabeth Jamison-Dunn.

Another former corps member, Michael Abello, stated, "I just fell in love with the kids, fell in love with the profession, fell in love with education and knew pretty quickly into my corps experience that this was going to be my career."

### **Reimbursement/Distribution Method**

Funds are distributed through a grant to TFA. The program would continue to receive matching dollar-for-dollar private funding.

### **Population and Service Levels**

The following table displays service-level information provided by TFA:

State Fiscal Year	FY20	FY21 (est)	FY22 (proj)
School Year	2019-20	2020-21	2021-22
Incoming TFA teachers of color	45	51	50
Total TFA incoming teachers	103	101	100
% of incoming TFA corps identifying as a person of color	45%	50%	50%
Students impacted by incoming TFA teachers	5,974	5,858	5,800
Total corps of incoming TFA teachers and second-year teachers*	202	189	200
Students impacted by first- and second-year TFA teachers	11,716	10,962	11,310

*\*TFA is a two-year program, so its total corps consists of first- and second-year teachers. Note that TFA submits its application almost a year in advance of when the numbers are finalized; actual numbers may change between November of the previous year and the start of the following school year.*

# Teacher Mentoring

Legislative Reference – Not Applicable  
Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$6,500,000
Change from	N/A	N/A	N/A	N/A	\$6,500,000
Prior Year	N/A	N/A	N/A	N/A	N/A

## Board Goal

The program aligns with the following Board goal:

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

The mission of this program is to provide direct mentoring support to novice teachers.

## Purpose

Teacher Mentoring programs will provide critical support to new teachers in Illinois with the intention of increasing teacher effectiveness, student achievement, and teacher retention. This program is especially important considering the educator shortage in Illinois, the instructional challenges associated with COVID-19, and addressing unfinished learning. One in 10 teachers nationally quits after their first year, according to the U.S. Department of Education. Recent research in Illinois conducted by the Stanford Research Institution and partners shows that when state funding previously supported mentoring programs, more than 4,500 teachers in more than 1,500 schools statewide received mentoring. Of those teachers, only 16 percent left the profession

in early years, compared with 27 percent of educators who did not receive mentoring. It is important to fully fund this program to ensure equal access for new teachers in all areas of our state.

## Reimbursement/Distribution Method

Funding for this program would be used to provide grants to the Illinois Education Association and Illinois Federation of Teachers to continue the coaching and mentoring program funded during fiscal year 2021 by Coronavirus Aid, Relief, and Economic Security Act dollars. Funds will be spent primarily on stipends for mentors and to support mentor training, coordination, and the development of resources for the mentors and new teachers.

## Population and Service Levels

Funding at the \$6.5 million level would support mentoring for 5,000 new teachers, an increase of 1,000 teachers over FY 2021 because the program is already in place.

The following table displays service-level information:

	FY21 (est)*	FY22 (proj)
Teachers Mentored	4,000	5,000

\*Fiscal Year 2021 was provided through the federal Elementary and Secondary School Emergency Relief Fund award.

# Transportation – Regular and Vocational

Legislative Reference – 105 ILCS 5/29-5  
Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$262,909,800	\$262,909,800	\$289,200,800	\$289,200,800	<b>\$289,200,800</b>
Change from	\$57,100,900	\$0	\$26,291,000	\$0	<b>\$0</b>
Prior Year	27.74%	0.00%	36.70%	0.00%	<b>0.00%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of the program is to provide school districts and area vocational centers financial support for the safe transportation of all school-age students.

## Purpose

The purpose of the program is to reimburse a portion of the costs for transporting students who reside 1.5 miles or more from their assigned school, reside less than 1.5 miles with an approved safety hazard, or attend a vocational program and are transported by their resident district during the school day.

## Reimbursement/Distribution Method

Claims are required to be transmitted to the Illinois State Board of Education on or before August 15. 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 real equalized assessed valuation and a qualifying percentage rate assigned to each district type.

High school districts that have grades 9-12 use a qualifying rate of .05 percent. Elementary districts that have grades K-8 are assigned a qualifying rate of .06 percent, and unit districts that have grades K-12 are assigned a qualifying rate of .07 percent.

The minimum claim is \$16 multiplied by the number of eligible students transported. The maximum reimbursement for transporting vocational students is 80 percent of allowable costs. Payments are vouchered in installments on or before September 30, December 30, March 30, and June 20, as required by law.

Below is actual claim data transmitted by Local Education Agencies, including Chicago District 299.

<b>Claimed Costs</b>	<b>2017-18 School Year FY19</b>	<b>2018-19 School Year FY20</b>	<b>2019-20 School Year FY21</b>
Salaries/benefits	\$165,460,595	\$171,167,275	\$171,717,144
Purchased services	\$29,849,592	\$17,412,414	\$13,648,484
Contractual trans. services	\$302,542,015	\$329,193,945	\$307,785,036
Payments to Transit Carriers	\$2,131,742	\$2,798,663	\$3,200,641
Payments to Other Districts	\$15,656,066	\$15,521,545	\$15,120,863
Supplies	\$37,441,929	\$38,557,983	\$31,035,948
Other Expenses	\$1,867,793	\$791,458	\$668,939
Building and Maintenance (Ed Fund)	\$535,102	\$384,433	\$378,310
Building and Maintenance (O&M Fund)	\$3,475,769	\$3,464,824	\$3,074,747
Depreciation	\$46,599,210	\$51,154,181	\$54,082,909
Indirect costs (reimbursable)	\$13,276,649	\$13,172,220	\$12,780,664
Offsetting revenue	(\$23,189,575)	(\$23,520,915)	(\$22,358,532)
<b>Totals</b>	<b>\$595,646,887</b>	<b>\$620,098,026</b>	<b>\$591,135,153</b>

### **Population and Service Levels**

The following table displays service-level information:

	<b>2017-18 School Year FY19</b>	<b>2018-19 School Year FY20</b>	<b>2019-20 School Year FY21</b>
Total claim amount	\$358,456,874	\$373,219,693	\$345,507,052
Chicago District 299	\$371,430	\$351,776	\$326,464
Downstate	\$358,085,444	\$372,867,917	\$345,180,588
Actual percent paid	82%	84%	89%
Claim with costs prorated	\$264,737,131	\$289,874,229	\$290,897,175
State audit adjustments	(\$1,827,333)	(\$673,429)	(\$1,696,375)
<b>Total net claim</b>	<b>\$262,909,798</b>	<b>\$289,200,800</b>	<b>\$289,200,800</b>
<b>PreK-12 Students Transported</b>			
Average transported more than 1.5 miles to school	800,365	794,952	780,415
Average transported less than 1.5 miles without hazard	41,808	43,591	47,656
Average transported less than 1.5 miles with hazard	174,333	172,724	170,047
Average number transported in total	1,016,508	1,011,269	998,121
Vocational students transported	16,669	16,293	16,618

# Transportation – Special Education

Legislative Reference – 105 ILCS 5/14-13.01(b)

Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$387,682,600	\$387,682,600	\$387,682,600	\$387,682,600	<b>\$387,682,600</b>
Change from	(\$62,817,400)	\$0	\$0	\$0	<b>\$0</b>
Prior Year	(13.94%)	0.00%	0.00%	0.00%	<b>0.00%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of the program is to provide school districts and special education joint agreements financial support for the safe transportation of students with disabilities who require such services to their assigned school.

## Purpose

The purpose of the program is to reimburse a portion of the costs for transporting students with disabilities who have special transportation needs as stated in their Individualized Education Program.

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.

## Reimbursement/Distribution Method

Claims are required to be transmitted to the Illinois State Board of Education on or before August 15. Reimbursement is based on prior year costs and computed at a maximum of 80 percent for allowable costs of transportation.

Payments are vouchered in installments on or before September 30, December 30, March 30, and June 20, as required by law.

Actual claim data transmitted by Local Education Agencies, including Chicago District 299, is provided on the next page.

<b>Claimed Costs</b>	<b>2017-18 School Year FY19</b>	<b>2018-19 School Year FY20</b>	<b>2019-20 School Year FY21</b>
Salaries/benefits	\$120,011,741	\$121,560,392	\$127,946,405
Purchased services	\$25,669,309	\$11,440,406	\$9,300,595
Contractual trans. services	\$356,350,223	\$389,493,724	\$365,639,952
Payments to Transit Carriers	\$525,281	\$883,551	\$2,571,847
Payments to Other Districts	\$13,793,336	\$12,692,828	\$13,904,885
Supplies	\$19,593,170	\$20,356,918	\$16,612,650
Other Expenses	\$1,247,545	\$504,940	\$430,115
Building and Maintenance (Ed Fund)	\$231,005	\$159,549	\$169,323
Building and Maintenance (O&M Fund)	\$1,851,213	\$1,714,378	\$1,492,278
Depreciation	\$26,729,861	\$27,742,233	\$29,162,841
Indirect costs (reimbursable)	\$9,410,702	\$8,827,130	\$8,882,296
Offsetting revenue	(\$8,652,575)	(\$8,054,388)	(\$8,399,388)
<b>Totals</b>	<b>\$566,760,811</b>	<b>\$587,321,661</b>	<b>\$567,713,799</b>

### **Population and Service Levels**

Population and service-level information is provided in the table below.

	<b>2017-18 School Year FY19</b>	<b>2018-19 School Year FY20</b>	<b>2019-20 School Year FY21</b>
Total claim amount	\$453,408,649	\$469,857,329	\$454,171,522
Chicago District 299	\$71,691,356	\$71,828,865	\$74,914,478
Downstate	\$381,717,293	\$398,028,464	\$379,257,044
Actual percent paid	86%	83%	85%
Claim with costs prorated	\$388,083,178	\$389,198,625	\$387,142,851
State audit adjustments	(\$400,582)	(\$1,516,029)	\$539,744
Total net claim	<b>\$387,682,596</b>	<b>\$387,682,596</b>	<b>\$387,682,595</b>
Special education students transported	88,083	87,275	85,188



# Truants' Alternative and Optional Education

Legislative Reference – 105 ILCS 5/2-3.66

Funding Source – State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$11,500,000	\$11,500,000	\$11,500,000	\$11,500,000	<b>\$11,500,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of the program is to enable public school districts, charter schools, Regional Offices of Education, and community colleges to intentionally identify and address current gaps in achievement for those students with attendance problems and/or students who have dropped out of school up to and including those who are 21 years of age.

## Purpose

The purpose of the program is to ensure that at-risk students have equitable access to a system of support that is specifically designed to improve their learning conditions by offering modified instructional programming and services, truancy prevention and intervention services, and part-time or full-time options to regular school.

An appropriation of \$11.5 million in fiscal year 2021 allowed for the funding of 69 programs that serve approximately 26,000 students statewide. These programs serve students from elementary all the way through high school and tailor programs to meet the unique needs of their dynamic populations.

## Reimbursement/Distribution Method

Funds are awarded through a competitive Request for Proposals process 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.

## Population and Service Levels

The following table displays service-level information:

Type of Students	FY19	FY20	FY21 (est)
Chronic truants	10,862	9,940	12,000
Truants	8,484	7,720	8,000
High school dropouts	1,757	1,264	2,000
Potential dropouts	3,733	3,435	4,000
<b>Total served</b>	<b>24,836</b>	<b>22,359</b>	<b>26,000</b>



# Charter Schools

Legislative Reference – 105 ILCS 5/27A-7.5  
Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	N/A	N/A	N/A	\$1,050,000	<b>\$1,050,000</b>
Change from	N/A	N/A	N/A	\$1,050,000	<b>\$1,050,000</b>
Prior Year	N/A	N/A	N/A	N/A	<b>0.00%</b>

## Board Goal

The program aligns with the following Board goal:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

## Program Mission

The mission of the program is to provide parents and students access to high-quality school choices throughout the State of Illinois.

## Purpose

The purpose of the program is to promote high-quality education and opportunities for growth and learning for all Illinois students.

Each state's charter school law empowers different entities to "authorize" charter schools (i.e., approve, oversee, and determine whether a charter should remain open or close at the end of its contract term).

Public Act 101-0543 abolished the Illinois State Charter School Commission (the Commission) on July 1, 2020. Key duties of the Commission, included the duty to hear and decide appeals of local school board decisions to close existing charter schools

and the duty to serve as the authorizer of any schools approved through the state appeals process, reverted to ISBE. Charter schools already authorized by the Commission (currently 12 campuses) became the responsibility of ISBE on July 1, 2020.

Charter schools are a significant part of Illinois' public education system, and authorizers play a critical role in ensuring the quality of these schools and their delivery of equitable service of students. ISBE's Charter Schools Department will assist and reinforce the efforts of districts that are considering or utilizing educational innovations and the charter school model to increase educational opportunities for students, in addition to acting as its own charter school authorizer.

## Reimbursement/Distribution Method

The legislation allows ISBE to charge an administrative fee of up to 3 percent of the funding provided to state-authorized charter schools to cover the costs associated with ISBE's statutorily defined authorizing responsibilities.

## Population and Service Levels

Under Public Act 101-0543, appeals may be filed when a local school board revokes or declines to renew the charter of an existing charter school. The table on the next page displays service-level information:

	FY19	FY20	FY21 (est)	FY22 (proj)
Appeals	5	2	4	4
Renewals	1	2	3	0

On July 1, 2020, all existing Commission-authorized charter schools had their authorization transferred to ISBE, per legislation. ISBE is responsible for monitoring and overseeing these schools and making decisions about whether they should have their charter agreements renewed at the end of their charter terms.

The following table displays service-level information:

	FY19	FY20	FY21 (est)	FY22 (proj)
State-authorized charter schools*	10	12	12	12

\* One Commission charter has two campuses; the total number of campuses is represented here.

# Charter Schools Revolving Loan Fund

Legislative Reference – 105 ILCS 5/27A-11.5  
Funding Source – State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$200,000	\$200,000	\$200,000	\$200,000	<b>\$200,000</b>
Change from	\$180,000	\$0	\$0	\$0	<b>\$0</b>
Prior Year	900.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to provide loans to support the development and financing of high-quality charter schools throughout Illinois during the initial term of the charter school.

### Purpose

The purpose of the program is to provide interest-free loans to new charter schools for acquisition and remodeling of facilities and to pay start-up costs of acquiring educational materials and supplies, textbooks, furniture, and other equipment or materials needed in the initial term of the charter school.

Charter schools are operated by nonprofit entities; because of their structure, they do

not always have access to the same financing instruments as local school districts. These interest-free loans enable a certified charter school to increase cash flow during the critical start-up years.

### Reimbursement/Distribution Method

Charter school operators may apply for a loan for up to \$750 per enrolled student. Approved applicants execute a promissory note and agree to a repayment schedule; thereafter, they will typically receive funds within two weeks. Loan repayments are deposited back into the Charter Schools Revolving Loan Fund for future use by other charter school operators. Full repayment is required by the end of the initial charter term, which is five years.

### Population and Service Levels

The Illinois Charter Schools Law sets forth certain program limitations and eligibility requirements for this program. The program is limited to one loan per charter school. Only new charter schools and new campuses of existing charter schools in their first five years of operation are eligible to receive a loan. The table on the next page displays service-level information:

	FY19	FY20	FY21 (est)	FY22 (proj)
Eligible schools*	7	9	6	3
Number of loans	0	0	1	1
Number of students	3,324	4,419	3,115	981

\* The figure for the number of eligible charter schools includes all charter schools in their first terms of operation that have not previously received a revolving loan, including new campuses of existing charter school networks. The fiscal year 2022 projection is based on existing charter schools and campuses that are still in their initial charter terms.

# Driver Education

Legislative Reference – 105 ILCS 5/27-24.3

Funding Source – State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$18,750,000	\$18,750,000	\$16,000,000	\$16,000,000	<b>\$13,750,000</b>
Change from	\$0	\$0	(\$2,750,000)	\$0	<b>(\$2,250,000)</b>
Prior Year	0.00%	0.00%	(14.67%)	0.00%	<b>(14.06%)</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of the program is to provide school districts with funding for teachers and school leaders to support high-quality high school driver education programs.

## Purpose

The purpose of the program is to reimburse school districts that have grades 9 through 12 for a portion of the costs to provide driver education. Funds deposited in the Drivers Education Fund are generated from a portion of instruction permit and driver's license fees, as well as a portion of fines levied for certain motor vehicle violations.

## Reimbursement/Distribution Method

Districts are reimbursed quarterly for students in driver education served in the prior school year. An amount per student is calculated for one pass or two attempts of classroom or behind-the-wheel instruction. The behind-the-wheel reimbursement rate is higher than the classroom instruction rate.

Per statute, the base reimbursement amount is a weighted calculation, dividing the total state appropriation each year by:

- The number of students who have completed classroom training multiplied by 0.2; plus
- The number of students who have completed behind-the-wheel training multiplied by 0.8.

## Population and Service Levels

Every district that has grades 9 through 12 must offer classroom and behind-the-wheel training. High school students 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 may need additional instruction.

Population and service-level information is provided in the table on the following page:

	FY21	FY22 (proj)
<b>Number of students</b>		
Classroom instruction	95,725	87,789
Behind-the-wheel Instruction	80,486	69,878
<b>Reimbursement per student</b>		
Classroom instruction	\$33.43	\$34.00
Behind-the-wheel instruction	\$159.03	\$159.03

# Illinois State Board of Education Teacher Certificate Institute Fund

Legislative Reference – 105 ILCS 5/3-12 & 5/21B-40  
Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$2,208,900	\$2,208,900	\$2,208,900	\$2,208,900	<b>\$2,208,900</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Board Goal

The program aligns with the following Board goal:

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

The mission of the program is to support activities associated with Chicago educator licensure and ensure educators are highly prepared for their positions by having met state licensure requirements. All issued licenses must be registered in at least one region in order to be valid for teaching in the state's public schools.

## Purpose

The purpose of the program is to enable ISBE, serving by statute as the Chicago Regional Office of Education, to collect fees for educator licensure registration.

## Reimbursement/Distribution Method

Fees collected are used to support teacher institutes and also provide technology and other resources necessary for the timely and efficient processing of licensure requests. Monies in the institute fund may also be used

by the State Superintendent of Education to support the following initiatives within a city having a population exceeding 500,000: educator recruitment and retention programs, educator preparation programs seeking national accreditation, and professional development opportunities aligned with the requirements set forth in Section 21B-45 of the Illinois School Code. A majority of the monies in the institute fund must be dedicated to the timely and efficient processing of applications and for the renewal of licenses, per Public Act 099-0058, effective July 16, 2015.

## Population and Service Levels

Registration fees collected by ISBE are deposited into the ISBE Teacher Certificate Institute Fund. Fees collected include:

- Professional Educator License - \$10/year for a five-year period.
- Substitute and Short-Term Substitute Teaching License - \$10/year for a five-year period.
- Paraprofessional License - \$5/year for a five-year period.
- Educator License with Stipulations (if applicable) - \$10/year for length of license cycle. (Licenses endorsed for paraprofessional are \$5/year.)
- Educator License with Stipulations endorsed for Paraprofessional - \$5/year for length of license cycle.

# Regional Offices of Education

Legislative Reference – 105 ILCS 5/2-3.62, 3-14.23, 18-6 & 6-106.1  
Funding Source - State

## Appropriation History\*

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$7,040,000	\$7,040,000	\$7,070,000	\$7,070,000	<b>\$7,040,000</b>
Change from	\$0	\$0	\$30,000	\$0	<b>(\$30,000)</b>
Prior Year	0.00%	0.00%	0.43%	0.00%	<b>(0.42%)</b>

\*Includes appropriations for training of bus drivers.

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to perform statutory responsibilities and contractual responsibilities of the Regional Offices of Education (ROEs), Intermediate Service Centers (ISCs), and Chicago Public Schools with quality and effectiveness.

### Purpose

The purpose of the program is to provide administrative funds for the ROEs and ISCs and support continuous improvement and capacity building for 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 35 ROEs, three ISCs

in suburban Cook County outside the City of Chicago, and one Chicago ISC. (Chicago District 299 acts as the Chicago ISC.)

The regional superintendents of education are required by law to carry out specified regulatory functions that include the Illinois Administrators' Academy, Computer Technology Education, Directory of Cooperating Consultants, and Staff Development Services in fundamental learning areas. They also provide other services to local districts and/or the Illinois State Board of Education, including providing initial and refresher training to approximately 25,000 school bus drivers annually.

### Reimbursement/Distribution Method

#### *ROE School Services*

ROE allocations consist of a base amount and an amount based on the total enrollment for each ROE and ISC. The base amount is distributed evenly to each ROE and ISC. Remaining funding is calculated using the enrollment for each ROE and ISC service region multiplied by a per pupil amount (determined by the appropriation level).

#### *Bus Driver Training*

Each ROE is provided funding based on the number of initial training classes provided. Funding is based on the appropriation.



	FY21	FY22 Proposed
ROE School Services	\$6,970,000	\$6,970,000
Bus Driver Training	\$100,000	\$70,000
<b>Total</b>	<b>\$7,070,000</b>	<b>\$7,040,000</b>

### **Population and Service Levels**

	FY19	FY20	FY21 (est)
Average Number of Professional Development Offerings per ROE	93	140	145

All 35 ROEs and four ISCs are eligible for funding.

# Regional Superintendents' and Assistants' Salaries

Legislative Reference – 105 ILCS 5/3-2.5 & 5/18-5  
Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$10,800,000	\$11,000,000	\$11,200,000	\$11,400,000	<b>\$11,400,000</b>
Change from	\$100,000	\$200,000	\$200,000	\$200,000	<b>\$0</b>
Prior Year	0.93%	1.85%	1.82%	1.79%	<b>0.00%</b>

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of the program is to ensure that all regional and assistant superintendents' salaries are paid according to statutory requirements.

## Purpose

The purpose of the program is to pay salaries of regional superintendents, assistant superintendents, executive directors of Intermediate Service Centers (ISCs), and assistant executive directors of ISCs.

## Reimbursement/Distribution Method

Salaries are determined by the School Code according to the population of the region as established by the preceding federal census, per 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).

## Population and Service Levels

Effective January 1, 2018, the executive directors and assistant executive directors of the three Suburban Cook County ISCs are paid from these funds as regional and assistant superintendents.

# School District Emergency Financial Assistance Fund

Legislative Reference – 105 ILCS 5/1B, 1E, 1F and 1H  
Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to assist school districts under a Financial Oversight Panel in achieving and maintaining financial health.

### Purpose

The purpose of the program is to provide emergency financial assistance to school districts that are financially in need and under the authority of a Financial Oversight Panel. The funds are intended to assist such districts in achieving financial stability so they will be able to provide quality learning programs that develop all students to their capacities. The funding also assists with providing training and supports to teachers and leaders in such financially impacted districts, thus enhancing student learning, improving learning conditions, and elevating educators and educational equity for each and every student. In addition, ISBE may expend funds for contractual services to

provide technical and consulting services to districts so they can assess their financial condition.

### Reimbursement/Distribution Method

Public Act 97-0429, which became effective August 16, 2011, created a new Financial Oversight Panel Law under the provisions of Article 1H of the School Code.

Under the provisions of Article 1H, the maximum amount of an emergency financial assistance loan shall not exceed \$4,000 per pupil and an emergency financial assistance grant shall not exceed \$1,000 per pupil. Both a loan and grant may be approved.

Appropriations may be allocated and expended by ISBE as contractual services to provide technical and consulting services to school districts to assess their financial condition and by school districts under a Financial Oversight Panel to assist in improving its financial condition.

### Population and Service Levels

School districts that have an approved petition for emergency financial assistance are eligible to participate. No petition for emergency financial assistance is approved by ISBE unless there is also an established Financial Oversight Panel. Districts that have received emergency financial assistance are listed below:

Fiscal year 2003	Cairo Community Unit School District 1, (Alexander County)	Fiscal year 2011	Proviso Township High School District 209, (Cook County)
	Livingston Community Consolidated School District 4, (Madison County)	Fiscal year 2015	East St. Louis School District 189, (St. Clair County)
Fiscal year 2004	Venice Community Unit School District 3, (Madison County)		Hazel Crest School District 152-5, (Cook County)
Fiscal year 2010	Proviso Township High School District 209, (Cook County)		North Chicago School District 187, (Lake County)

# School STEAM Grant Program

Legislative Reference - 105 ILCS 5/2-3.119a

Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$0	\$0	\$0	\$2,500,000	<b>\$2,500,000</b>
Change from	\$0	\$0	\$0	\$2,500,000	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	N/A	<b>0.00%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

The School STEAM Grant Program is a new state fund made possible through the Illinois State Lottery for the purpose of making science, technology, engineering, art, and math (STEAM) programming available to low-income students in disadvantaged neighborhoods. School STEAM grants shall be made available to public schools, charter schools, area vocational centers, and laboratory schools in which the percentage of students classified as low income exceeds the state average.

## Purpose

Grant recipients shall use funds to conduct, or contract with a third party to conduct, programming that educates, encourages, and promotes obtaining skills and career opportunities in the fields of science, technology, engineering, art, and math. Grant activities may include direct service to students or professional learning for teachers. Priority shall be given to programs that provide hands-on experience and programs that focus on promoting young women to enter into the fields of science, technology, engineering, art, and math.

## Reimbursement/Distribution Method

Applicants must meet the eligibility criteria for funding. Awards will be made competitively in accordance with application performance against criteria set forth in the Notice of Funding Opportunity/Request for Proposals. Individual awards will not exceed \$350,000.

There are no cost sharing or matching requirements.

## Population and Service Levels

Eligible applications must exceed the state threshold for low-income students. Current information on the state threshold can be found on the Illinois Report Card.

The following table displays service-level information:

	<b>FY22 (proj)</b>
Eligible schools that meet criteria	2,030
Number of grants awarded (based on cash availability in fund)	15
K-12 students served	500
Female students served	350
Number of educators receiving professional learning	30

# School Technology Revolving Loan Program

Legislative Reference – 105 ILCS 5/2-3.117a

Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$7,500,000	\$7,500,000	\$7,500,000	\$7,500,000	\$7,500,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

## Board Goals

The program aligns with the following Board goals

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of the program is to build the capacity of Illinois school districts to ensure that all students are technologically literate through increased technology integration, improved teacher competencies, and equitable access to technology.

## Purpose

The purpose of the program is 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.

## Reimbursement/Distribution Method

Loan applications are approved on a first-come, first-served basis until all loan funds are disbursed. If approved loan requests exceed funds available, eligible applicants that do not receive funding receive first consideration in the next fiscal year in which the grade levels specified on the application are eligible for funding. Applicants request funding for:

- Establishment of local and wide area networks.
- Scanners, projectors, digital cameras, computers, printers, software, licenses, and electrical work directly related to technology.
- Staff development directly related to integration of technology hardware.

Funds are repaid over a maximum of three years.

## Population and Service Levels

All school districts are eligible to participate on a two-year rotating basis: grades 9 through 12 in fiscal year 2021 and grades K through 8 in FY 2022. They alternate in each

second year thereafter. The population served for FY 2021 included all eligible applicants that enrolled students in grades 9

through 12. The following table displays service-level information:

	FY18	FY19	FY20	FY21 (est)
Eligible applicants	756	484	795	484
Eligible students	1,338,961	616,000	1,346,500	605,000
Grade levels served	K-8	9-12	K-8	9-12
Dollars loaned	\$3,010,050	\$442,300	\$924,435	\$0
Number of loans	8	4	3	0
Percent eligible districts participating	1%	1%	1%	0%



# Teacher Certificate Fee Revolving Fund

Legislative Reference – 105 ILCS 5/21B-40

Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$6,000,000	\$6,000,000	\$6,000,000	\$6,000,000	<b>\$6,000,000</b>
Change from	\$1,000,000	\$0	\$0	\$0	<b>\$0</b>
Prior Year	20.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Board Goal

The program aligns with the following Board goal:

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

The mission of this program is to ensure that all candidates for teaching, administrative, and school service personnel endorsements meet established state requirements through the use of a highly effective technical and informational support system.

## Purpose

The purpose of this program is to provide the mechanism for the state to receive the application fee charged for licenses, endorsements, or evaluation of credentials. Per 105 ILCS 5/21B-40, as of January 1, 2015, all application fees for a professional educator license, educator license with stipulations, or substitute teaching license shall be \$100. The application fee is \$150 for out-of-state license applications and \$50 for each subsequent endorsement. Per Public Act 100-0596 (effective June 29, 2018), short-term substitute teacher license fees shall be \$50. The funds received are deposited into the Teacher Certificate Fee

Revolving Fund and are used to provide technology and other resources necessary for the timely and efficient processing of licensure requests. Funds available from the Teacher Certificate Fee Revolving Fund may also be used by ISBE to support the recruitment and retention of educators, to support educator preparation programs as they seek national accreditation, and to provide professional development aligned with the requirements set forth in Section 21B-45 of the School Code. A majority of the funds in the Teacher Certificate Fee Revolving Fund must be dedicated to the timely and efficient processing of applications and for the renewal of licenses.

## Reimbursement/Distribution Method

Funds provide for continual enhancement and maintenance to the Educator License Information System, agency educator licensure personnel costs, equipment to link Regional Offices of Education to the ISBE computerized educator licensure database, enhancements to software systems, and upgrades to technology used to process license and endorsement applications.

## Population and Service Levels

Approximately 43,000 applications for teaching, administrative, and school service personnel licenses, endorsements, and approvals are processed annually. The following table displays service-level information.

	FY18	FY19	FY20	FY21 (est)	FY22 (proj)
New Professional Educator Licenses (PELs) issued by evaluation	2,050	7,080*	7,000	3,301	3,000
New PELs issued by entitlement	4,749	4,879	4,900	5,365	5,000
New Educator License with Stipulations (ELS) Paraprofessional	6,993	8,360	8,500	6,722	6,500
New ELS (Other)	769	1,102	1,100	1,002	1,000
New Substitute Licenses issued	10,875	13,833	14,000	11,421	11,000
Endorsements issued on a PEL or ELS	22,129	18,186	20,000	15,290	15,000

\*Certain licensure requirements that had proven to be barriers to licensure were eliminated in fiscal year 2019, enabling many individuals who were prepared as educators in other states to obtain Illinois licensure.

# Temporary Relocation Expenses Revolving Grant Fund

Legislative Reference – 105 ILCS 5/2-3.77  
Funding Source - State

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	<b>\$1,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to assist school districts that have incurred emergency relocation expenses as a result of fire, earthquake, tornado, mine subsidence, other natural or man-made disaster, or school building condemnation. These funds are to provide a safe, temporary learning environment in the event of a disaster to one of its current facilities. Relocating students to a safe facility allows them to be able to make progress in achieving the State Board goals. These funds allow a continued system of support to be available that will enhance student learning and learning conditions so that each and every child is provided with safe and healthy learning conditions.

### Purpose

The purpose of the program is to pay school district emergency relocation expenses incurred as a result of fire, earthquake, tornado, mine subsidence, other natural or man-made disaster, or school building condemnation. The request for funds must be made by a Regional Office of Education and approved by the State Superintendent of Education.

The Temporary Relocation Program provides loan and grant funds to school districts for eligible costs of implementing the temporary relocation. ISBE bases the amount of each loan on allowable expenses identified in the district's application, the estimated insurance proceeds to be realized, and the yield from the local property tax levied per Article 17-2.2c of the School Code. ISBE bases the amount for grants on how many allowable expenses identified in the application exceed the total of the estimated insurance proceeds and seven-year period tax yield.

### **Reimbursement/Distribution Method**

Funding is based on costs for the lease or renovation of facilities and for transportation and other costs associated with the emergency relocation of school operations so that safe and healthy learning conditions

are ensured for students. Loans received from the program must be repaid.

### **Population and Service Levels**

The following chart shows school districts that were able to move students from dangerous environments to safe classrooms.

District	Fiscal Year	Loan Amount	Grant Amount	Total	Students Served
Pana CUSD #8	FY99	\$217,000	\$348,000	\$565,000	1,329
Massac CUSD #1	FY00	\$333,176	\$8,998	\$342,174	2,321
Dongola CUSD #66	FY01	\$31,777	\$179,827	\$211,604	349
Oakland CUSD #5	FY01	\$210,386	\$0	\$210,386	440
Cypress SD #64	FY02, FY03, FY05, FY06	\$14,084	\$850,075	\$864,159	120
Altamont CUSD #10	FY03	\$140,234	\$372,316	\$512,550	182
Gavin SD #37	FY05, FY06	\$555,286	\$352,816	\$908,102	615
Southeastern CUSD #337	FY06, FY07, FY08, FY09	\$408,972	\$457,045	\$866,017	182
Casey-Westfield CUSD #4C	FY06, FY07, FY08, FY09	\$198,247	\$1,106,608	\$1,304,855	367
Gillespie CUSD #7	FY10, FY11, FY12, FY14	\$242,550	\$876,045	\$1,118,595	736
Meridian CUSD #101	FY14, FY16	\$71,680	\$103,103	\$174,783	444

# Adolescent Health

Legislative Reference – 105 ILCS 110  
Funding Source – Federal (CFDA 93.079)

## Appropriation History\*

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$500,000	\$500,000	\$500,000	\$500,000	<b>\$500,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22**
Grant Award	\$160,867	\$99,935	\$99,935	\$99,935	TBD
Change from	(\$66,747)	(\$60,932)	\$0	\$0	TBD
Prior Year	(29.32%)	(37.88%)	0.0%	0.0%	TBD

\*Adolescent Health grant awards are made for a five-year period. The fiscal year 2018 award ended the last five-year period and the FY 2019 award started a new five-year period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*FY 2022 amounts are to be determined (TBD).

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to administer and disseminate the Youth Risk Behavior Survey (YRBS) and Health Profiles. The YRBS results help in understanding the factors that contribute to the leading causes of illness, death, and disability among youth and young adults. Among the behaviors that contribute to unintentional injuries and violence are sexual behaviors related to unintended pregnancy and sexually

transmitted diseases, including HIV infection; alcohol and other drug use; tobacco use; unhealthy dietary habits; and inadequate physical activity. YRBS measures the prevalence of obesity and asthma and other health-related behaviors. It also is used to gather information regarding sexual identity and sex of sexual contacts. YRBS includes a national school-based survey conducted by the Centers for Disease Control and Prevention and state, territorial, tribal, and local surveys conducted by state, territorial, Local Education Agencies, local health agencies, and tribal governments.

### Purpose

The purpose of the program is to analyze YRBS and Health Profiles data to better understand factors that contribute to causes of illness, death, and/or disability among youth and provide resources to mitigate them. Such analysis allows the ISBE to gather relevant data regarding students' learning conditions.

**Reimbursement/Distribution Method**

Funds are provided for staffing and are used for such purposes as coordinating contracts related to collecting, analyzing, and disseminating YRBS surveys and Health Profiles.

The 2021 YRBS is expected to be administered to around 1,500 students in 30 schools during the fall semester. ISBE hopes to attain at least a 70 percent overall response rate.

**Population and Service Levels**

The 2019 YRBS was completed by 1,556 students in 31 public high schools in Illinois, with an overall response rate of 71 percent.

# Career and Technical Education – Basic

Legislative Reference – PL 109-270  
Funding Source – Federal (CFDA 84.048A)

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$55,000,000	\$55,000,000	\$66,000,000	\$66,000,000	<b>\$66,000,000</b>
Change from	\$0	\$0	\$11,000,000	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	20.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22**
Grant Award	\$39,458,917	\$42,270,349	\$44,724,253	\$45,433,749	TBD
Change from	(\$545,865)	\$2,811,432	\$2,453,904	\$709,496	TBD
Prior Year	(1.36%)	7.12%	5.81%	1.59%	TBD

\*Federal grant awards may be spent out over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2022 amounts are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

Career and technical education (CTE) programs in Illinois strengthen students' technical skills; facilitate transitions to

postsecondary training programs and employment, or both; and help students meet the Illinois Learning Standards. CTE programs afford students opportunities to engage in career exploration, work-based learning, and pre-apprenticeships by creating personalized and innovative learning opportunities that engage students' strengths and interests. Students preparing for careers in nontraditional fields as well as support for students in special populations, such as individuals receiving special education services, English Learners, and students in the juvenile justice system, receive support via CTE programming. Participation in CTE increases students' opportunities for careers in high-wage, high-skill, and in-demand occupations.

## Purpose

The purpose of CTE is to provide educational opportunities to fully develop academic and technical and employability skills for career opportunities, specific job training, and

occupational retraining; to learn about nontraditional occupations; and to support special populations of students. Business and industry will be working even more closely with secondary and postsecondary entities in the coming year to align the pathways to the needs in the local areas. These opportunities enable students to succeed in secondary and postsecondary education. The Education for Employment (EFE) regional delivery systems assist in maintaining and expanding technical skills of the state's labor force and promote economic growth and development. The EFEs will work with the districts to strengthen the partnerships with postsecondary, business, and industry.

CTE programs enable students to engage in career exploration, work-based learning, pre-apprenticeships, and career and technical student organizations. CTE funding supports school counselors, who are a critical piece to providing the support to students for success after high school. Secondary CTE instructional programs are grouped into seven broad areas based on career clusters and provide students with 17 career pathways. The seven areas are Agriculture, Food and Natural Resources; Arts and Communication; Finance and Business Services; Human and Public Service (including Family and Consumer Sciences); Health Science Technology; Information Technology; and Manufacturing, Engineering, Technology and Trades.

ISBE is leveraging federal Perkins funds to reduce the opportunity gaps by supporting districts to identify local gaps and root causes and design and implement aligned solutions throughout their local formula grants and new grant opportunities.

### **Reimbursement/Distribution Method**

Grant award allocations at the state level are based on the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

ISBE distributes 60 percent of the funds and the Illinois Community College Board (ICCB) distributes 40 percent of the funds, effective in fiscal year 2003 and in accordance with a memorandum of understanding between ISBE and ICCB.

The Grant Award is distributed in accordance with the requirements prescribed by the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V), which are:

- 85% Grants
- 9% Leadership Activities
- 5% Administration
- 1% State Institutions

Federal funds (85 percent of the grant award) are distributed to eligible recipients through allocation formulas. The secondary school allocations are calculated from census data, with 30 percent of the total based on the 5- to 17-year-old population and 70 percent based on the 5- to 17-year-old population below the poverty level. The ICCB has the responsibility for postsecondary and adult CTE programs. The community college allocations are calculated from Pell Grant count data. Reserve funds, which will be up to 15 percent of the 85 percent for formula grants, will be awarded to fund equity-oriented innovative approaches in high-needs districts. Statewide leadership activities (9 percent of grant award) are conducted according to the provisions of Perkins V.



### **Population and Service Levels**

The following table displays service-level Information:

<b>Students Served</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21 (est)</b>	<b>FY22 (proj)</b>
Secondary Students	294,239	290,861	286,237	274,797	280,000
Community College Students	131,076	128,042	119,269	117,000	114,000
<b>Total Students</b>	<b>425,315</b>	<b>418,001</b>	<b>405,506</b>	<b>391,797</b>	<b>394,000</b>

<b>Programs Offered</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21 (est)</b>	<b>FY22 (proj)</b>
Secondary Schools Offering Programs	774	774	778	774	774
Community Colleges Offering Programs	48	48	48	48	48
<b>Total Program</b>	<b>822</b>	<b>822</b>	<b>826</b>	<b>822</b>	<b>822</b>

# Child Nutrition Programs

Legislative Reference – PL 111-296 and 7 CFR 210, 215,220,225,226, 245  
Funding Source - Federal

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$1,062,500,000	\$1,062,500,000	\$1,062,500,000	\$1,062,500,000	<b>\$1,062,500,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22
Grant Award	\$788,161,200	\$781,800,083	\$788,848,763	TBD	TBD
Change from	\$20,756,895	(\$6,361,117)	\$7,048,680	TBD	TBD
Prior Year	2.70%	(0.81%)	0.90%	TBD	TBD

\*Child nutrition funds are distributed to states on a reimbursement basis. Numbers shown represent actual expenditures for the fiscal year.

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of the program is to provide leadership and support so that sponsoring entities can supply nutritious meals to children, enabling them to properly learn and grow.

## Purpose

The purpose of the program is to reimburse participating sponsors for a portion of the cost of providing nutritious meals (breakfast, lunch, supper, and snack) and milk to eligible children. Participation in federal meal programs is voluntary.

## Reimbursement/Distribution Method

Applicants for free or reduced-price meals under the National School Lunch Program (NSLP) and School Breakfast Program (SBP) must meet the federal income guidelines or be determined as categorically eligible for free meals based on receipt of benefits under the Supplemental Nutrition Assistance Program or Temporary Assistance to Needy Families; be directly certified as receiving Medicaid; be homeless, a runaway, a migrant, or living in foster care; or participate in the federally funded Head Start Program.

The federal government provides a basic level of reimbursement for all lunches served to students eligible for reduced-price and free meals as well as to students who are not eligible (paid category).

Fiscal year 2021 federal reimbursement rates for the NSLP:

Per Meal Reimbursement	Less than 60 percent Free or Reduced-Priced Meals	60 percent or more Free or Reduced-Priced Meals*
Paid**	\$0.33-0.40	\$0.35-0.42
Reduced-price**	\$3.11-3.18	\$3.13-3.20
Free**	\$3.51-3.58	\$3.53-3.60

\* Sponsors receive the 60 percent or more reimbursement if 60 percent or more of the lunches served during the second preceding school year were served free or at a reduced price.

\*\* Sponsors receive the higher rate of reimbursement in each category if they have been certified for meeting the U.S. Department of Agriculture's new meal pattern requirement.

FY 2021 federal reimbursement rates for the SBP:

	Rates	Rates for Severe Need Schools*
Paid breakfast reimbursement	\$0.32	\$0.32
Reduced-price breakfast reimbursement	\$1.59	\$1.96
Free breakfast reimbursement	\$1.89	\$2.26

\* Sponsors receive the 60 percent or more reimbursement if 60 percent or more of the lunches served during the second preceding school year were served free or at a reduced price.

FY 2021 federal reimbursement rates for the After-School Care Snack Program:

	Rates
Paid snack reimbursement	\$0.08
Reduced-price snack reimbursement	\$0.48
Free snack reimbursement	\$0.96

FY 2021 federal reimbursement rates for the Special Milk Program (SMP):

	Rates
Paid special milk	\$0.2025
Free special milk	Avg. cost per ½ pint

FY 2021 (June 2020-August 2020) federal reimbursement rates for the Summer Food Service Program (SFSP):

	Operating Rates	Administrative Rates	
		Rural/ Self-Prep	Urban/ Vended
Breakfasts	\$2.16	\$0.2150	\$0.1700
Lunches/ suppers	\$3.76	\$0.3925	\$0.3275
Supplements	\$0.87	\$0.1075	\$0.0850

FY 2021 federal reimbursement rates for the Child and Adult Care Food Program (CACFP):

Child Care Center Rates	Breakfasts	Lunch & Suppers	After-School Snacks
Paid	\$0.32	\$0.33	\$0.08
Reduced	\$1.59	\$3.11	\$0.48
Free	\$1.89	\$3.51	\$0.96

Day Care Home Rates	Breakfasts	Lunch & Suppers	Supplements
Tier I	\$1.39	\$2.61	\$0.78
Tier II	\$0.50	\$1.58	\$0.21

In addition to this reimbursement, sponsors in the CACFP also receive cash in lieu of commodities/USDA Foods based on the number of lunches and suppers served. The cash in lieu of commodity rate for CACFP is \$0.2450 per meal for FY 2021.

In addition to this reimbursement, sponsors in the NSLP also receive a Planned Assistance Level (PAL) factor as a credit to purchase commodities/USDA Foods based on the number of lunches served. The PAL for NSLP is \$0.3700 per meal (\$0.2450 per meal PLUS 12 percent provision dollars) for FY 2021.

The Fresh Fruit and Vegetable Program (FFVP) provides selected schools federal funds to purchase and serve fresh fruits and vegetables free of charge to students at school at times other than during the meal periods. Allocation of funds is based on \$50 per student enrolled at time of annual application for FFVP funds. If available, funds may be increased up to \$75/per student mid-year.

### **Population and Service Levels**

NSLP and SBP are two separate voluntary programs available to all public schools, nonprofit private schools, and residential child care institutions that agree to operate a nonprofit program that meets federal requirements and offers lunches to all children in attendance. The number of sponsors and sites participating as well as the number of meals served under the NSLP, SBP, and After-School Snack Program are shown below.

School districts are utilizing waiver flexibilities from the U.S. Department of Agriculture (USDA) in FY 2021 and are providing an estimated 143,798,137 meals through the Summer Food Service Program.

	FY20	FY21 (est)
<b>LUNCH</b>		
Number of Sponsors	1,053	56
Number of Sites	4,012	103
Number of Meals	106,942,661	8,473,549
<b>BREAKFAST</b>		
Number of Sponsors	805	32
Number of Sites	3,417	52
Number of Meals	49,612,759	4,391,499
<b>SNACKS</b>		
Number of Sponsors	149	153
Number of Sites	608	608
Number of Meals	2,247,654	1,271,664

The SMP is open to public schools, nonprofit 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. The program is ideal for locations with children who do not have access to milk through another federally funded meal program (such as half-day kindergarten students not present during lunch). The number of milks served is shown below.

	FY20	FY21 (est)
Number of Sponsors	278	115
Number of Sites	452	176
Number of Milks	4,318,470	1,078,848

The FFVP is a competitive program available to public schools, nonprofit private schools, and residential child care institutions. Selected schools must be elementary schools, participate in the NSLP, and have 50 percent or more of their students qualify for free and reduced-price meals.

	FY20	FY21 (est)
Number of Sites	301	311
Number of Students	111,976	118,487
Allocation per Student	\$50.00 - \$75.00	\$50.00 - \$75.00

The SFSP 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 sponsor and site estimates for FY 2021 reflect the number of school districts and sites providing meals through the SFSP to take advantage of the USDA waiver flexibilities to provide meals to all children in the community. The FY 2020 estimate is the estimated number of sponsoring organizations and sites that would typically participate in the SFSP.

The following table displays service-level information:

	<b>FY20(est)</b>	<b>FY21 (est)</b>
Number of Sponsors	148	1,022
Number of Sites	1,830	4,162

The CACFP is a voluntary program available to nonprofit and for-profit nonresidential child care centers, family day care homes, Head Start centers, and outside-of-school-hours child care programs. In addition, 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 percent of the enrolled children are approved eligible for free or reduced-price meals. Reimbursement is also allowed for meals served to children and disabled adults living in emergency shelters.

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:

	<b>FY20</b>	<b>FY21 (est)</b>
Number of Sponsors – Child Care Centers	776	519
Number of Sites – Child Care Centers	2,790	1,470
Number of Sponsors – Child Care Homes	11	11
Number of Sites - Child Care Homes	6,095	6,095

# Elementary and Secondary School Emergency Relief Fund I and II

Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.425D)

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	N/A	N/A	\$569,500,000	\$569,500,000	<b>\$2,726,216,400</b>
ESSER I	N/A	N/A	\$569,500,000	\$569,500,000	<b>\$475,411,400</b>
ESSER II	N/A	N/A	N/A	N/A	<b>\$2,250,805,000</b>
Change from	N/A	N/A	N/A	\$0	<b>\$2,156,716,400</b>
Prior Year	N/A	N/A	N/A	0.00%	<b>378.70%</b>

## Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22**
Grant Award	N/A	N/A	\$569,467,218	\$2,250,804,891	TBD
ESSER I	N/A	N/A	\$569,467,218	\$0	TBD
ESSER II	N/A	N/A	N/A	\$2,250,804,891	TBD
Change from	N/A	N/A	N/A	\$1,681,337,673	TBD
Prior Year	N/A	N/A	N/A	295.2%	TBD

\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2022 amounts for the federal grant awards are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

The mission of the Elementary and Secondary School Emergency Relief (ESSER) I and II programs is to provide services to all schools and educational entities in a Local Education Agency (LEA) regardless of participation in Title programs. The ESSER I and II programs provide relief funding to Illinois LEAs, including charter schools that are LEAs, that received an allocation under Title I, Part A of the Elementary and Secondary Education Act (ESEA) of 1965.

ESSER I and II State Education Agency (SEA) reserve programs provide pre-K through grade 12 services to all schools and educational entities in an LEA regardless of participation in Title programs. The SEA reserve provides relief funding to non-Title I LEAs eligible recipients, Education for Employment Systems/vocational centers, Regional Offices of Education (ROEs), and special education cooperatives that did not receive allocation under Title I, Part A of the ESEA.

ESSER I nonpublic school programs provide a proportionate share, not funding, to offer equitable services based on low-income count or total enrollment.

### **Purpose**

The purpose of the program is to provide supplemental services to prevent, prepare for, and respond to the COVID-19 pandemic. Districts are strongly encouraged to explore using these funds to address the needs of low-income children or students, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth; outreach and service delivery; technology for online learning (including hardware, software, and connectivity); mental health services and supports; summer learning and supplemental after-school programs; professional development to minimize the spread of infectious diseases (e.g., sanitation training); cleaning and sanitizing school and district buildings; and other activities necessary to maintain the operation and continuity of services.

### **Reimbursement/Distribution Method**

ESSER I and II funds provide grant opportunities that utilize Coronavirus Aid, Relief, and Economic Security (CARES) Act and Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act dollars to assist districts in reducing barriers to prevent, prepare for, and respond to the COVID-19 pandemic.

ESSER I funds are distributed through formula grants based on the percentage of Title I, Part A funds received in FY 2020. ESSER II funds are distributed through formula grants based on the percentage of Title I, Part A funds received in FY 2021.

### **Population and Service Levels**

The information below shows the ESSER I and II grant award allocation at the state level based on the CARES and CRRSA Acts.

#### *Grant Award*

90% LEA grants  
 9.5% Non-Title I, Part A-eligible recipients, Education for Employment Systems/vocational centers, ROEs/regional programs, and special education cooperatives  
 .5% Administrative costs

The following table displays examples of ESSER I and II scope of service level information:

Local Education Agencies/Entities		Nonpublic (NP) Schools	
# of LEAs/Entities		# of NPs	
FY20	FY21 (est)	FY20	FY21 (est)
993	995	512	520

WIFI – LEA/Entities					
# of LEA/Entities that purchase WIFI		# of WIFI Hotspots		Amount	
FY20	FY21 (est)	FY20	FY21 (est)	FY20	FY21 (est)
321	350	28,494	30,000	\$14,820,200	\$15,000,

WIFI – Nonpublic (NP) Schools					
# of LEA/Entities that purchase WIFI		# of WIFI Hotspots		Amount	
FY20	FY21 (est)	FY20	FY21 (est)	FY20	FY21 (est)
13	15	99	110	\$28,773	\$29,000

Tech Devices – LEA/Entities					
# of LEA/Entities that purchased Tech Devices		# of Tech Devices		Amount	
FY20	FY21 (est)	FY20	FY21 (est)	FY20	FY21 (est)
712	720	387,623	400,000	\$121,123,752	\$122,000,000

Tech Devices - NP					
# of NP that purchased Tech Devices		# of Tech Devices		Amount	
FY20	FY21 (est)	FY20	FY21 (est)	FY20	FY21 (est)
156	160	23,927	24,000	\$10,362,631	\$10,500,000

Device License – LEA/Entities					
# of LEA/Entities that purchased Device License		# of Device License		Amount	
FY20	FY21 (est)	FY20	FY21 (est)	FY20	FY21 (est)
194	200	72,861	73,000	\$7,547,169	\$7,600,000

Tech Devices - NP					
# of NP that purchased Tech Devices		# of Device License		Amount	
FY20	FY21 (est)	FY20	FY21 (est)	FY20	FY21 (est)
20	25	657	660	\$1,322,460	\$1,325,000

Professional Development – LEA/Entities					
# of LEA/Entities that purchased Professional Development		# of Professional Development		Amount	
FY20	FY21 (est)	FY20	FY21 (est)	FY20	FY21 (est)
251	260	85,494	85,000	\$10,469,115	\$10,500,000

Professional Development – NP					
# of NP that purchased Professional Development		# of Professional Development		Amount	
FY20	FY21 (est)	FY20	FY21 (est)	FY20	FY21 (est)
15	20	2	5	\$256,064	\$256,100



# Governor's Emergency Education Relief Fund I and II and Emergency Assistance to Non-Public Schools

Legislative Reference – PL 107-110

Funding Source – Federal (CFDA 84.425C and CFDA 84.425R)

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	N/A	N/A	\$108,500,000	\$108,500,000	<b>\$239,908,400</b>
GEER I	N/A	N/A	\$108,500,000	\$108,500,000	<b>\$107,508,400</b>
GEER II	N/A	N/A	N/A	N/A	<b>\$47,910,000</b>
EANS	N/A	N/A	N/A	N/A	<b>\$84,490,000</b>
Change from Prior Year	N/A	N/A	\$108,500,000	\$0	<b>\$131,408,400</b>
	N/A	N/A	N/A	0.00%	<b>121.11%</b>

## Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22
Grant Award	N/A	N/A	\$108,497,757	\$132,394,042	TBD
GEER I	N/A	N/A	\$108,497,757	\$0	TBD
GEER II	N/A	N/A	N/A	\$47,904,238	TBD
EANS	N/A	N/A	N/A	\$84,489,804	TBD
Change from Prior Year	N/A	N/A	\$108,497,757	\$23,896,285	TBD
	N/A	N/A	N/A	22.0%	TBD

\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government. These are multi-year awards to the Office of the Governor. The Illinois State Board of Education is the fiscal agent for these awards.

\*\* Fiscal year 2022 amounts are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with special attention paid to historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped

to meet the unique academic and social and emotional needs of each and every student.

**Educator Quality:** Illinois' diverse student population will have effective educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

The Governor's Emergency Education Relief (GEER I) Fund is a grant directed by the Office of the Governor to meet the needs of students,

schools (including charter schools and nonpublic schools), postsecondary institutions, and other education-related organizations in supporting continuity of learning for all students during the COVID-19 public health emergency.

### **Purpose**

The purpose of the GEER I Fund is threefold:

- To provide emergency support through grants to the Local Education Agencies (LEAs) that ISBE deems to have been most significantly impacted by COVID-19 to support the ability of such LEAs to continue to provide educational services to public and nonpublic school students and to support the ongoing functionality of the LEAs;
- To provide emergency support through grants to institutions of higher education (IHEs) serving students within the state that the governor determines have been most significantly impacted by COVID-19 to support the ability of such institutions to continue to provide educational services and support the ongoing functionality of the institution; and
- To provide support to any other IHE, LEA, or education-related entity within the state that the governor deems essential for carrying out emergency educational services to students for authorized activities described in Section 18003(d)(1) of the Coronavirus Aid, Relief, and Economic Security Act or the Higher Education Act of 1965, as amended. These activities include the provision of child care and early childhood education, social and emotional support, and the protection of education-related jobs.

As of this writing, the allocations for the Governor's Education Relief (GEER II) Fund and the Emergency Assistance for Non-Public Schools (EANS) awards are in the planning stage.

### **Reimbursement/Distribution Method**

Dollars from the GEER I Fund were distributed as follows during FY 2021:

- \$30,048,879 to the Illinois Board of Higher Education for formula grants to Illinois public universities and the establishment of a COVID-19 emergency fund
- \$18,048,879 to the Illinois Community College Board for formula grants to public community colleges
- \$50 million to ISBE for formula grants to provide devices and internet connectivity to support remote and hybrid instruction and to support the operations of the Student Care Department
- \$10 million to ISBE for investment in early childhood education via formula grants and training opportunities
- \$250,000 to the Illinois Math and Science Academy to improve its online education delivery system
- \$149,999 via Intergovernmental Agreement to the Abraham Lincoln Presidential Library and Museum to support artifact digitization and professional learning development in support of online learning

### **Population and Service Levels**

The following table displays GEER I Fund service-level information:

	<b>FY21 (est)</b>
Number of public universities receiving funds	12
Number of community colleges receiving funds	48
Number of K-12 LEAs receiving funds	42
Number of early childhood education entities receiving funds	166
Number of other educational entities receiving funds	2

# Individuals with Disabilities Education Act – Deaf and Blind

Legislative Reference – PL 108-446  
Funding Source – Federal (CFDA 84.326T)

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$500,000	\$500,000	\$800,000	\$800,000	<b>\$800,000</b>
Change from	\$0	\$0	\$300,000	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	60.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22**
Grant Award	\$335,444	\$343,838	\$343,838	\$343,838	TBD
Change from	\$0	\$8,394	\$0	\$0	TBD
Prior Year	0.00%	2.50%	0.00%	0.00%	TBD

\*Federal grant awards may be spent out over a five-year period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2022 amounts are to be determined (TBD).

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of the program is to provide supplemental funds for equitable services, including technical assistance, information, and trainings for staff and students. These efforts enhance the educational experience for deaf-blind children from birth through age 21 in a safe and healthy environment.

## Purpose

The purpose of the program is to provide technical assistance, information, and training to address early intervention, special education, and transitional and related 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.

## Reimbursement/Distribution Method

Funds are distributed via a grant to the Philip J. Rock Center and School.

### **Population and Service Levels**

The following table displays service-level information:

	FY18	FY19	FY20	FY21 (est)
Students served	382	351	357	310
Number of referrals received	21	27	26	18
Number of service provider contacts	1,190	718	2,460	2,000
Number of family contacts	260	170	728	700
Number of school districts served	147	140	133	100
Number of trainings provided	9	9	34	10
Number of persons trained	101	60	120	100
Website visits	12,165	10,695	9,995	10,000

# Individuals with Disabilities Education Act - Part B

Legislative Reference – PL 108-446  
Funding Source – Federal (CFDA 84.027A)

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$754,000,000	\$754,000,000	\$754,000,000	\$754,000,000	<b>\$835,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$81,000,000</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>10.74%</b>

## Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22**
Grant Award	\$517,934,553	\$530,733,888	\$534,100,818	\$549,779,217	TBD
Change from	\$1,435,227	\$12,799,335	\$3,366,930	\$15,678,399	TBD
Prior Year	0.28%	2.47%	0.63%	2.94%	TBD

\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2022 amounts for the federal grant award are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of the program is to help local school districts and service provider agencies meet the individual academic and

behavioral needs of students with disabilities ages 3-21 so they may progress in the general curriculum and achieve equitable outcomes.

## Purpose

The purpose of the program is 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 and teachers' aides salaries; other personnel (e.g., social workers, psychologists, physical therapists); training; specialized consultants; and instructional supplies, materials, and equipment.

## Reimbursement/Distribution Method

The information on the next page shows the Individuals with Disabilities Education Act (IDEA) – Part B grant award allocation at the state level:

#### *Grant Award*

89% Formula Grants

11% State Set-Aside

50% Room and Board

Reimbursement

33% Discretionary Funds

17% Administration

Formula grant funds are distributed to special education cooperatives and independent school districts based on the amount received in fiscal year 2000. Funds in excess of the total base amount required are distributed based on the relative population of children ages 3-21 (85 percent) and on the relative population of those children who are living in poverty (15

percent). 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 are 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.

#### **Population and Service Levels**

The following table displays service-level information:

	FY18	FY19	FY20	FY21 (est)
Students served	295,066	297,960	300,356	293,552
School districts/Co-ops	169	169	683	866
District allotments	\$456,191,296	\$467,700,592	\$469,828,668	\$484,174,213

# Individuals with Disabilities Education Act – Preschool, Part B

Legislative Reference – PL 108-446  
Funding Source – Federal (CFDA 84.173A)

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$29,200,000	\$29,200,000	\$29,200,000	\$29,200,000	<b>\$31,000,000</b>
Change from	\$4,200,000	\$0	\$0	\$0	<b>\$1,800,000</b>
Prior Year	16.80%	0.00%	0.00%	0.00%	<b>6.16%</b>

## Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22**
Grant Award	\$17,118,363	\$17,657,327	\$18,074,298	\$18,199,069	TBD
Change from	\$0	\$538,964	\$416,971	\$124,771	TBD
Prior Year	0.00%	3.15%	2.36%	0.69%	TBD

\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2022 amounts for the federal grant award are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of the program is to support schools in developing a comprehensive early

learning system that enables all children with disabilities ages 3 through 5 to be educated appropriately.

## Purpose

The purpose of the program is to help local school districts and special education cooperatives offer more comprehensive programs for children with disabilities ages 3 through 5 by employing teachers and aides; purchasing materials and supplies; and providing related services, training, and consultation to ensure equitable outcomes for all preschool children.

## Reimbursement/Distribution Method

The information on the next page shows the Individuals with Disabilities Education Act – Part B Preschool grant award allocation at the state level.

*Grant Award*

75% Formula Grants  
 20% Discretionary Grants  
 5% Administration

Formula grants are distributed to Local Education Agencies and special education cooperatives according to the amount received in fiscal year 1998. Funds in excess of the total base amount required are distributed based on relative populations of children ages 3 through 5 (85 percent) and on the relative populations of children in this age range living in poverty (15 percent). 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.

### **Population and Service Levels**

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

	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21(est)</b>
Children served	37,137	37,428	37,500	37,946
School districts/ Special Ed co-ops	156	156	420	815
Dollars to districts	\$12,556,635	\$13,002,347	\$14,185,518	\$13,401,309



# Individuals with Disabilities Education Act – State Program Improvement, Part D

Legislative Reference – PL 108-446  
Funding Source – Federal (CFDA 84.323A)

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	<b>\$5,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award

	FY18	FY19	FY20	FY21	FY22*
Grant Award	\$1,714,907	\$1,000,000	\$1,000,000	\$1,200,000	TBD
Change from	(\$31,451)	(\$714,907)	\$0	\$200,000	TBD
Prior Year	(1.80%)	(41.69%)	0.00%	20.00%	TBD

\*State fiscal year 2022 amounts for the federal grant award are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

The mission of the program is to increase the capacity of school districts to implement high-quality, research-based, and standards-aligned curriculum, instruction, interventions, and assessment to improve performance

and ensure equitable outcomes of students, particularly those who receive special education and related services, by developing and implementing initiatives to promote the recruitment and retention of special education teachers.

## Purpose

The purpose of the Individuals with Disabilities Education Act (IDEA) Part D State Personnel Development Grant is to assist State Education Agencies in reforming and improving their systems for personnel preparation and professional development in early intervention, educational, and transition services in order to improve the results for children with disabilities.

This grant will be used for the Elevating Special Educators (ESE) Project. The primary objectives of ESE are 1) to enhance the effectiveness of staff who support students with disabilities through research-based professional development, 2) to deliver mentoring to increase the retention of

early career special education teachers to address the Illinois special education teacher shortage, 3) to increase the engagement of families as partners in the educational process and decision making, and 4) to deliver professional learning and technical assistance to build seamless and sustainable delivery systems for specialized populations of learners.

#### **Reimbursement/Distribution Method**

The U.S. Department of Education awards State Program Improvement funds to states on a multi-year basis.

ISBE was awarded a new five-year grant totaling \$9.6 million in October 2021 that will extend through September 30, 2026. Grant funds will be distributed in the amount of \$1.2 million in FY 2021 and \$2.1 million every year after through FY 2026. Grant funds will be

distributed to one Regional Office of Education (ROE) for coordination with other ROEs.

#### **Population and Service Levels**

There are currently 300,356 students with disabilities ages 3-21 eligible for special education in Illinois. The IDEA Part D grant will target initiatives to promote the retention and recruitment of special education teachers. Currently, there are 630 unfilled special education teacher vacancies, which constitutes nearly 30 percent of all vacant teaching positions. This grant will seek to reduce the number of unfilled vacancies, specifically decreasing the number of special education teachers who leave the field early in their career.

# Longitudinal Data System

Legislative Reference – PL 107-279 & PL 111-05  
Funding Source – Federal (CFDA 84.372A & CFDA 84.384A)

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$5,200,000	\$5,200,000	\$5,200,000	\$5,200,000	\$5,200,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

## Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22**
Grant Award	\$1,970,911	\$1,970,911	\$0	\$0	TBD
Change from	(\$80,183)	\$0	(\$1,970,911)	\$0	TBD
Prior Year	(3.91%)	0.00%	(100.00%)	0.00%	TBD

\*This is a multi-year award with an end date of Sept. 30, 2020.

\*\* FY 2022 amount are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

The mission of the program is to continue designing, developing, implementing, and using the Illinois Longitudinal Data System (ILDS) to improve student equity and learning. The ILDS project includes a series of interrelated efforts that will enable state policymakers, educators, learners, and members of the public to access information from the ILDS more quickly and easily in order to support and improve state and local resource allocations, instruction, and learner outcomes.

## Purpose

Closing the technology gap in our schools plays an important part in closing the achievement gap in student performance. ISBE is working closely with educators to understand their data needs and to provide near real-time actionable information to classrooms across the state. Many rural school districts are too small to afford the

expense and the upkeep of implementing district-level data dashboards and reports. In contrast, large school districts often spend funds to purchase vendor-driven dashboard solutions when those funds might otherwise go to serving other student needs.

The ILDS value proposition includes providing schools with visually comprehensive dashboards that link resource allocation information to student outcomes for schools and provide information for educators and educator information. Charts, graphs, and statistical tools enable educators to identify performance trends, areas of strength, and areas in need of improvement. Administrator tools will be used to base policy on school- and Local Education Agency-level trends.

The continued enhancement and maintenance of the ILDS infrastructure, together with underlying data collection and management, enable state-level research and evaluation that lead to program and system-level improvements. The ILDS infrastructure provides ISBE with the ability to collect, analyze, and manage data from preschool through grade 12; integrate early childhood data to study equity issues to guide policy; integrate and analyze

postsecondary education data to study college and career readiness; conduct in-depth analysis of the teacher shortage to determine appropriate strategies; and enhance the multiagency use of the ILDS to provide quality data for equity-related projects, reporting actionable data and information to improve local and state policy. The ILDS has the capacity to link individual student data across time and databases. This includes matching teachers to students, promoting interoperability for easy matching and linking of data across institutions, and protecting student privacy consistent with applicable privacy protection laws.

### **Reimbursement/Distribution Method**

Funding will be disbursed to appropriate vendors determined through a Request for Proposals process.

### **Population and Service Levels**

The ILDS will serve educators from preschool through postsecondary education and help state policymakers improve education programs and practices.

# Preschool Development Grant – Birth through 5

Legislative Reference – PL 111-5  
Funding Source – Federal (CFDA 93.434)

## Appropriation History

	FY18	FY19*	FY20	FY21	FY22 Proposed
Appropriation	\$0	\$0	\$3,750,000	\$15,000,000	\$20,000,000
Change from	\$0	\$0	\$3,750,000	\$11,250,000	\$5,000,000
Prior Year	0.00%	0.00%	N/A	300.00%	33.33%

\*The Illinois State Board of Education used a non-appropriated account established by the Office of the Comptroller for fiscal year 2019.

## Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22**
Grant Award	\$0	\$3,702,937	\$13,692,341	\$13,414,500	TBD
Change from	\$0	\$3,702,937	\$9,989,404	(\$277,841)	TBD
Prior Year	0.00%	N/A	269.77%	(2.03%)	TBD

\*Federal grant awards may cross fiscal years. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*FY 2022 amounts are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

The mission of the program is to develop an overarching statewide strategic plan,

informed by a needs assessment, which will guide systemic efforts to coordinate Illinois' mixed delivery system so that all children and families have access to the services they need to thrive. Activities will also be conducted to maximize parental choice and knowledge, to engage community voice, to share best practices, and to improve the overall quality of early childhood care and education throughout the state.

## Purpose

The following purposes of the program are:

- To develop, update, or implement a strategic plan that facilitates collaboration and coordination among existing programs of early childhood care and education in a mixed delivery system across the state;
- To more efficiently use existing federal, state, local, and non-

governmental resources to align and strengthen the delivery of existing programs;

- To encourage partnerships among the wide range of early childhood education (ECE) programs and service partners that make up the Birth through 5 early childhood state system;
- To expand parental choice and knowledge about existing programs; and
- To enhance school readiness for children from low-income and disadvantaged families, including during children's transition into elementary school by sharing best practices between and among ECE providers.

The grant is structured as follows:

- **Activity One:** Conduct or update a thorough statewide Birth through 5 needs assessment of the availability and quality of existing programs/services in the state.
- **Activity Two:** Develop or update a strategic plan, based on needs assessment results, that recommends collaboration, coordination, and quality improvement activities among existing programs.
- **Activity Three:** Maximize parental choice and knowledge, and promote and increase involvement by parents and family members in the development and transition of their children.

- **Activity Four:** Share best practices among early childhood care and education program providers in the state to increase collaboration and efficiency of services, including to improve transitions from such programs to elementary school.
- **Activity Five:** After activities One and Two are completed, improve the overall quality of early childhood care and education programs in the state.

### **Reimbursement/Distribution Method**

The grant funding supports the infrastructure of a high-quality mixed delivery system of services. Activities under this grant are carried out jointly by the Illinois State Board of Education and the Governor's Office of Early Childhood Development, along with other state agencies.

### **Population and Service Levels**

	FY19	FY20	FY21 (est)	FY22 (pro)
Number of Parent Cafes conducted	4	30	50	50
Number of early childhood students receiving tuition reimbursement	57	40	40	93
Number of teachers receiving program supports through institutions of higher education to obtain Early Childhood credentials	0	0	136	100 (min) 200 (max)

# Sexual Risk Avoidance Education

Legislative Reference – Section 510 of the Social Security Act  
Funding Source – Federal (CFDA 93.235)

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$5,600,000	\$6,500,000	\$6,500,000	\$6,500,000	<b>\$6,500,000</b>
Change from	\$0	\$900,000	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	16.07%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY18	FY19	FY20	FY21**	FY22**
Grant Award	\$2,555,444	\$2,231,068	\$2,219,146	\$0	\$0
Change from	(\$213,671)	(\$324,376)	(\$11,922)	(\$2,219,146)	\$0
Prior Year	(7.72%)	(12.69%)	(0.53%)	(100.00%)	N/A

\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\* No new awards are expected for fiscal years 2021 and 2022.

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

associated with self-regulation; success sequencing for poverty prevention; healthy relationships; goal-setting; and resisting sexual coercion, dating violence, and other youth risk behaviors (such as underage drinking or illicit drug use) without normalizing teen sexual activity.

## Purpose

The U.S. Department of Health and Human Services provides federal funds to states through the Administration for Children and Families Title V State SRAE Grant Program for the purpose of developing tools and resources to address the rates of teen pregnancy among members of those groups who are most likely to bear children out of wedlock. For that reason, states may fund SRAE programs that provide mentoring,

## Program Mission

The mission of the program is to financially support services that teach students how to voluntarily refrain from non-marital sexual activity. Sexual Risk Avoidance Education (SRAE) programs also highlight the benefits

counseling, and adult supervision as a means of promoting abstinence from sexual activity.

#### **Reimbursement/Distribution Method**

Funds will be distributed through a competitive process to an entity that will provide coordination for the project and, in turn, distribute funds to other entities that provide the direct services to youth.

#### **Population and Service Levels**

This program serves youth from age 10-19, including youth in foster care, parenting youth, runaway youth, and homeless youth, in any county, city, village, or jurisdiction of the state.

	FY18	FY19	FY20	FY21 (est)
Total Youth Served	17,262	8,309	5,099	5,099



# STOP-School Violence Prevention and Mental Health Training

Legislative Reference – 34 USC 10551-54

Funding Source – Federal (CFDA 16.839)

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$0	\$0	\$1,000,000	\$1,000,000	<b>\$1,000,000</b>
Change from	\$0	\$0	\$1,000,000	\$0	<b>\$0</b>
Prior Year	N/A	N/A	N/A	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY18	FY19	FY20	FY21**	FY22**
Grant Award	\$0	\$1,000,000	\$0	\$0	\$0
Change from	\$0	\$1,000,000	(\$1,000,000)	\$0	\$0
Prior Year	N/A	N/A	(100.00%)	N/A	N/A

\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\* No new awards are expected for fiscal years 2021 and 2022.

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

Students, Teachers, and Officers Preventing (STOP) School Violence is funded by a federal grant from the U.S. Department of Justice. The purpose is to implement a statewide approach to training school personnel to recognize the mental health needs of youth and empower them to actively participate in maintaining safety and

wellness in their school.

## Purpose

The purpose of the STOP-School Violence Prevention and Mental Health Training Program Grant is to develop and enact a statewide approach to training school personnel to recognize the mental health needs of youth and empower them with the tools and resources necessary to actively participate in maintaining the safety and wellness of their school.

## Reimbursement/Distribution Method

The Illinois State Board of Education collaborates with Regional Offices of Education, Intermediate Service Centers, local universities, and school districts to provide quarterly training for school personnel, law enforcement personnel, and other adults who interact with youth. Facilitators use the National Council for

Behavioral Health's curriculum for Youth Mental Health First Aid (YMHFA) as they conduct trainings at regional locations or district sites. YMHFA is the primary focus, but additional trainings for supporting students' mental health will encompass guidance and curriculum that address issues pertaining to grade-level character, kindness, safe internet usage, and communicating with others. Training for school personnel and leaders will parallel threat assessment team building as well as ongoing monitoring techniques. Trainings focused on school climate will promote

trauma-informed practices aimed toward teaching and support staff engagement.

### **Population and Service Levels**

Trainings reached 100 personnel in seven regions of the state during fiscal year 2020. Seven of the 10 trainings were hosted at regional sites while the remaining three were presented at a school location within that region. Training courses are expected to reach 200 personnel in seven regions of the state in FY 2021.

# Substance Abuse and Mental Health Services

Legislative Reference - 405 ILCS 105  
Federal (CFDA 93.243)

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$5,300,000	\$5,300,000	\$5,300,000	\$5,300,000	<b>\$5,300,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22**
Grant Award	\$2,355,892	\$0	\$0	\$1,800,000	TBD
Change from	\$1,239,342	(\$2,355,892)	\$0	\$1,800,000	TBD
Prior Year	111.00%	(100.00%)	N/A	N/A	TBD

\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2022 amount is to be determined (TBD).

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of Substance Abuse and Mental Health Services (Project AWARE) is to develop a comprehensive, coordinated, and integrated program for advancing wellness and resilience in educational settings for school-aged youth to progress in educational environments. Training is provided to school personnel and students to support a safe and healthy environment.

## Purpose

The purpose of Project AWARE is to build and expand the capacity of State Education Agencies to increase awareness of mental health issues among school-aged youth; provide training for school personnel and other adults who interact with school-aged youth to detect and respond to mental health issues in children and young adults; and connect children, youth, and families who may have behavioral health issues with appropriate services.

Project AWARE seeks to ensure that every school will offer a safe and healthy learning environment to all students. Project AWARE will accomplish this by meeting project goals related to 1) formalizing plans in the three communities that will be identified to allow for cross-systems coordination that will address the mental health needs of youth and their familial and communal assets; 2) implementing these plans to assure

sustainability; and 3) collaboratively implementing a comprehensive, cross-sector, multi-tiered, statewide plan that is flexible enough to adapt to the unique demographics, needs, and resources of communities. A parallel coalition-building process will occur in the three Local Education Agencies. The process of co-planning, co-training, and co-implementing will facilitate a closer relationship between state and local implementation of policies and programs and support the development of integrated systems that create safe and respectful environments for learning and promote the mental health of school-aged youth improving mental health literacy and capacity through Youth Mental Health First Aid/Mental Health First Aid training statewide.

#### **Reimbursement/Distribution Method**

Funds are distributed to three school districts as identified in the approved program plan.

#### **Population and Service Levels**

Substance Abuse and Mental Health Access funding was made available to select districts through the IL-AWARE Grant in fiscal year 2021. This funding will serve a minimum of 1,600 annually, totaling 8,000 unduplicated youth over the project period.

# Title I – Basic, Part A

Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.010A)

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$1,006,078,767	\$1,033,409,991	\$1,033,900,000	\$1,033,900,000	<b>\$1,141,400,000</b>
Change from	\$122,078,767	\$27,331,224	\$490,009	\$0	<b>\$107,500,000</b>
Prior Year	13.81%	2.72%	0.05%	0.00%	<b>10.40%</b>

## Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22**
Grant Award	\$678,425,619	\$678,373,061	\$671,396,393	668,210,980	TBD
Change from	\$11,248,976	(\$52,558)	(\$6,976,668)	(\$3,185,413)	TBD
Prior Year	1.7%	(0.01%)	(1.03%)	(0.47%)	TBD

\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2022 amounts are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

The mission of this program is to provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by practicing data-informed stewardship of resources and policy development, all done in partnership with educators, families, and stakeholders.

## Purpose

The purpose of this program is 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 core subjects including English language arts, mathematics, science, social studies, physical education, technology, fine arts, world languages, and music. Title I may also support parent involvement and professional development activities. Funds are used for a variety of expenditures, including instructional salaries,

supplies, and materials; consultant fees; equipment; and other services in support of supplemental programs to support high-quality education and other activities to close the achievement gap.

### **Reimbursement/Distribution Method**

Funds for Title I Basic are distributed through formula grants based on the low-income census count. All Illinois Local Education Agencies (LEAs) that have a low-income census count of at least 10 and at least 5 percent of their school-age population are eligible to receive assistance.

In addition, under Title I, the state sets aside 7 percent of the state's Title I - Part A allocation for school improvement activities. Of the 7 percent, the state allocates not less than 95

percent to districts on formula basis to serve schools implementing comprehensive or targeted support and improvement activities or it may, with approval of the district, directly provide for these activities.

### **Population and Service Levels**

The information below shows the Title I - Basic, Part A grant award allocation at the state level based on the Every Student Succeeds Act.

#### *Grant Award*

92% LEA Grants

7% School Improvement

1% State Education Agency Administration

The following table displays Title I – Basic, Part A service-level information:

	FY18	FY19	FY20	FY21 (est)	FY22 (proj)
Number of Title I districts	837	839	849	850	860
Number of Title I Schoolwide schools	2,273	2,381	2,082	2,100	2,200
Number of Title I Targeted schools	1,045	946	681	700	750
Students receiving schoolwide Title I Program (reading and mathematics instruction)*	946,709	949,695	926,317	927,000	930,000
Students receiving targeted Title I Program (reading and mathematics instruction)*	52,422	47,532	37,518	37,600	40,000
Students not participating in Title I Program**	1,085,262	1,060,248	1,067,816	1,070,000	1,075,000
Number of Title I public school teachers**	20,384	20,813	7,602	7,700	8,000
Total number of Title I teachers**	20,387	20,813	7,602	7,700	8,000

\*School Information System school year 2018, 2019, and 2020 end-of-year data.

\*\* Employment Information System (EIS) FY 2018, 2019, and 2020 end-of-year data. Teacher count includes all EIS teacher codes (Spec. Ed., Resource, etc.).

School Improvement	FY18	FY19	FY20	FY21 (est)	FY22 (proj)
Number of Title I School Improvement Comprehensive Schools	Pilot*	189	149	149	200
Number of Title I School Improvement Targeted Schools	Pilot*	555	352	352	400

\*30 pilot districts

# Title I – Education of Migratory Children, Part C

Legislative Reference – P.L. 115-64  
Funding Source – Federal (CFDA 84.011A)

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$3,640,513	\$5,558,109	\$5,000,000	\$5,000,000	<b>\$7,000,000</b>
Change from	(\$359,487)	\$1,917,596	(\$558,109)	\$0	<b>\$2,000,000</b>
Prior Year	(8.99%)	52.67%	(10.04%)	0.00%	<b>40.00%</b>

## Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22**
Grant Award	\$1,810,605	\$2,104,222	\$2,078,788	\$2,082,946	TBD
Change from	(\$76,303)	\$293,617	(\$25,434)	\$4,158	TBD
Prior Year	(4.04%)	16.22%	(1.21%)	0.20%	TBD

\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2022 amount is to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways

and are supported in and celebrated for their effort to provide each and every child a high-quality education that meets their needs.

## Program Mission

The mission of this program is to improve the academic growth and proficiency of migratory students as measured by standardized tests and academic progress assessments and to increase the number who graduate from high school ready for college and career by providing support in the areas of identified need and reducing the effects of educational disruption related to repeated moves for migratory children.

## Purpose

The purpose of this program is to develop and provide supplemental educational services to migratory children, through the age of 21, who have not graduated from high

school or received their High School Equivalency Diploma. This program provides interventions, such as individualized instruction and family liaisons, to increase the percentage of migratory students meeting learning standards and on track for graduation, with an emphasis on reading and mathematics. Funds are generally used for summer school and supplemental regular-term services that , address professional development for teachers and other program staff, coordination of services in resource projects, interstate coordination, migratory child identification, and student recruitment.

### **Reimbursement/Distribution Method**

Migrant funds are distributed to serve communities with documented migratory child populations through a competitive bidding process.

### **Population and Service Levels**

The Migrant Education Program (MEP) serves highly mobile children of migratory farm workers as well as youth who are migratory farmworkers. About 980 migratory children qualified for services in fiscal year 2020. ISBE monitors the total number of migratory children who qualify for services and the total number of migratory children who are actually served, as required by the grant. Almost all of the migratory children identified were Hispanic, and many were English Learners. Most were in grades K-12 (63 percent), but children ages 0-5 (16 percent) and out-of-school youth (21 percent) also qualified for services. Students came to Illinois from Texas, Florida, Mexico, and other areas. Migratory families often do not remain in one school district for the entire school year. Many come to Illinois in the summer and leave before the school year begins. The restrictions on in-person contact

due to COVID-19 affected the number of migratory children identified and the type and level of services provided in the spring and summer of 2020.

Six summer-term programs and five fall- or regular-term programs operated by school districts, a community college, a nonprofit organization, and a state university provided recruiting and supplemental academic services to students, including in-school and out-of-school youth, in communities with identified migratory student populations. Other supportive services, such as transportation; meal programs; science, technology, engineering, the arts, and mathematics activities; parent involvement; and referral to social services, were offered to enhance the summer school component of the program. Additionally, two statewide resource projects provided support to funded programs in the areas of identification and recruitment of students, curriculum and professional development, and health and dental services.

Migratory children are eligible for program services for 36 months after their last qualifying move. The following table displays service-level information:

	FY18	FY19	FY20** (est)	FY21** (est)
Students Summer Program*	633	554	518	550
Students Regular Year*	266	341	357	350
Number of funded entities	8	8	8	8

*\*These numbers reflect only migratory children served with MEP funds. Some migratory children were served by school districts with other state, local, or federal funding because the migrant funding is supplemental to existing programs.*

*\*\*FY 2020 and FY 2021 are estimates due to the reporting period of this program.*



The following entities received funding under this program in the 2019-20 school year:

- Beardstown Community Unit School District 15
- Community Health Partnership of Illinois
- Illinois Migrant Council
- Kankakee School District 111
- Northern Illinois University
- Parkland College District 505
- Princeville Community Unit School District 326
- Urbana School District 116

# Title I – Migratory Incentive, Part C

Legislative Reference – P.L. 115-64  
Funding Source – Federal (CFDA 84.144F)

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$72,000	\$52,000	\$100,000	\$100,000	<b>\$100,000</b>
Change from	(\$228,000)	(\$20,000)	\$48,000	\$0	<b>\$0</b>
Prior Year	(76.00%)	(27.78%)	92.31%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22**
Grant Award	\$66,666	\$68,182	\$68,182	\$59,288	TBD
Change from	\$0	\$1,516	\$0	(\$8,894)	TBD
Prior Year	0.00%	2.27%	0.00%	(13.04%)	TBD

\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2022 amount is to be determined (TBD)

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for

their efforts to provide each and every child an education that meets their needs.

## Program Mission

The mission of the program is to provide incentive grants to State Education Agencies that participate in consortium arrangements with other states to improve the delivery of services to migratory children whose education is interrupted.

## Purpose

The purpose of the program is to provide financial assistance to states to support the development of high-quality educational programs and interstate coordination so that migratory children are provided with appropriate educational and supportive services that 1) address their needs in a coordinated and efficient manner and 2) give migratory children the opportunity to meet challenging state content and student performance standards.

### **Reimbursement/Distribution Method**

Funds are expended to improve the delivery of services to migratory children through participation in the activities of three multi-state consortia: the Identification and Recruitment Consortium (IDRC), Inspire and Innovate: the Migratory Parent Coalition (I2MPACT), and Instructional Services for Out-of-school and Secondary-aged Youth (iSOSY). These competitive grants were awarded to state consortia for a new three-year cycle in state fiscal year 2021.

IDRC focuses on building interstate resources and coordination to improve the proper and timely identification of eligible migratory children whose education has been interrupted. I2MPACT focuses on increasing migratory parent involvement in the education of their children. iSOSY

supports the provision of services based on scientific research to improve the educational attainment of underserved migratory out-of-school and secondary-aged youth. The project utilizes technology and gives partner states access to a clearinghouse of educational materials and resources to build capacity to identify and serve migratory youth.

### **Population and Service Levels**

Recruiters in Illinois identified 207 out-of-school youth in FY 2020; 152 of the out-of-school youth participated in the migrant program. The state adapted or adopted six consortium products for out-of-school youth. The Illinois Migrant Education Program utilized consortium resources in the annual statewide training of 40 recruiters.

	FY 17	FY 18	FY 19	FY 20	FY21 (est)
# of Out-of-School Youth	232	242	180	207	200
Out-of-School Youth Participating in Migrant Program	177	154	123	152	140
Out-of-School Youth Consortium Products Adopted or Adapted	NA*	11	6	10	NA*
# of Recruiters trained with Consortium Resources	35	38	38	40	40

\*Not part of consortium incentive grant focus for these years.

# Title I – Neglected and Delinquent, Part D

Legislative Reference – PL 114-95  
Funding Source – Federal (CFDA 84.013A)

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$1,579,900	\$1,479,900	\$1,500,000	\$1,500,000	<b>\$1,500,000</b>
Change from	(\$120,100)	(\$100,000)	\$20,100	\$0	<b>\$0</b>
Prior Year	(7.06%)	(6.33%)	1.36%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22**
Grant Award	\$785,846	\$933,571	\$478,581	\$450,776	TBD
Change from	(\$97,582)	\$147,725	(\$454,990)	(\$27,805)	TBD
Prior Year	(11.05%)	18.80%	(48.74%)	(5.81%)	TBD

\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2022 amounts are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who

are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

The purpose of this Title program under the Every Student Succeeds Act is 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; to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; to prevent at-risk youth from dropping out of school; and to provide a support system to ensure their continued education and the involvement of their families and communities.

### **Purpose**

The purpose of Title I, Part D, Subpart 1 is to provide supplemental educational services (e.g., transitional services, such as preplacement programs or worksite schools) to youth in state institutions for delinquent youth and adults so that they meet the same state standards as other students and transition from institutionalization to further education and employment.

The purpose of Title I, Part D, Subpart 2 is to provide local agency programs that meet the educational needs of neglected, delinquent, and at-risk children; that assist in the transition of these students from correctional facilities to locally operated programs; and to ensure that these students have the same opportunities to achieve as if they were in local schools in the state.

### **Reimbursement/Distribution Method**

The allocation for each state is generated by child counts in state juvenile institutions that provide at least 20 hours of instruction from nonfederal funds and adult correctional institutions that provide 15 hours of instruction a week. The State Education Agency then makes subgrants to state agencies based on their proportional share of the state's adjusted enrollment count of neglected or delinquent children.

ISBE awards subgrants to districts with high numbers or percentages of children in locally operated juvenile correctional facilities, including facilities involved in community day programs.

### **Population and Service Levels**

The Illinois Department of Juvenile Justice (IDJJ) receives funds to provide supplemental educational services to youth who reside in the five Illinois youth centers.

Twenty-three districts received grants in FY 2020 to provide supplemental educational services to 2,866 youth who reside in facilities/institutions.

	FY18	FY19	FY20	FY21 (est)	FY22 (proj)
Number of participants in Subpart 1 institutions (IDJJ)	6	6	6	7	7
Number of youths residing in Subpart 1 institutions (IDJJ)	855	855	693	700	750
Number of districts that receive grant funds	20	22	23	24	25
Number of youths residing in Subpart 2 institutions	799	1,598	2,173	2,175	2,200

# Title I – School Improvement 1003(g)

Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.377A)

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$78,628,820	\$49,500,000	\$49,500,000	\$49,500,000	<b>\$10,000,000</b>
Change from	\$28,628,820	(\$29,128,820)	\$0	\$0	<b>(\$39,500,000)</b>
Prior Year	57.26%	(37.05%)	0.00%	0.00%	<b>(79.80%)</b>

## Federal Grant Award\*

	FY18	FY19**	FY20**	FY21**	FY22**
Grant Award	\$0	\$0	\$0	\$0	\$0
Change from	(\$19,665,658)	\$0	\$0	\$0	\$0
Prior Year	(100.00%)	N/A	N/A	N/A	N/A

\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*The program received final grant finds in FY 2017. The available carry forward funds stay active through FY 2022.

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

The mission of the program is to provide School Improvement Grants to Local Education Agencies (LEA) with Title I schools and Title I-eligible secondary schools identified as the lowest-performing schools. These funds will support the districts and schools in improving student achievement, building educator capacity, and improving the environment at the schools.

## Purpose

The purpose of the program is to assist the state's lowest-performing schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to substantially raise the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. The LEA must utilize one of four approved school intervention models -- Turnaround, Transformation, Restart, or Closure.

### **Reimbursement/Distribution Method**

Funds are distributed through a competitive grant process to districts for eligible schools that demonstrate the greatest need and the strongest commitment to implement one of four school improvement models – Turnaround, Transformation, Restart, or Closure -- that will make radical changes to improve student achievement and move the school out of improvement priority status. No additional funds have been received after FY 2017 from the federal government.

### **Population and Service Levels**

The information below shows the Title I - School Improvement 1003 (g) grant award at the state level based on the No Child Left Behind Act.

#### *Grant Award*

95% Grants

5% Administration

Three-year Award	FY18	FY19	FY20	FY21 (est)
Schools	20	20	5	0
Funding (millions)	\$16,699,442	\$13,603,202	\$4,488,037	\$0

\*The balance of funding from this award has been allocated to Title I, Part A School Improvement grants.

## Title II – Improving Teacher Quality, Part A

*Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.367A)*

### Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$160,000,000	\$160,000,000	\$160,000,000	\$160,000,000	<b>\$160,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22**
Grant Award	\$83,323,587	\$81,325,138	\$79,034,080	\$78,180,745	TBD
Change from	(\$6,377,908)	(\$1,998,449)	(\$2,291,058)	(\$853,335)	TBD
Prior Year	(7.11%)	(2.40%)	(2.82%)	(1.08%)	TBD

*\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2022 amounts are to be determined (TBD).*

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

### Program Mission

The mission of this Title under the Every Student Succeeds Act (ESSA) is to increase student achievement; improve the quality and effectiveness of teachers, principals, and other leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

### Purpose

The purpose of this program is to provide funds to increase student academic achievement by reducing class size and elevating teacher and principal quality through recruitment, hiring, and retention strategies. Funds can also be used for



developing or improving evaluation systems, providing high-quality evidence-based professional development, or providing programs and activities to improve the ability of teachers to teach children with disabilities or English Learners. Funds can be used to improve instruction and capacity for early education or used for assessments. Ultimately, the use of Title II funds must serve the needs of all students.

### **Reimbursement/Distribution Method**

The information below shows the Title II – Preparing, Training, and Recruiting High Quality Teachers and Principals grant award allocation at the state level based on ESSA:

#### *Grant Award*

95% Grants

5% State Educational Agency activities

As provided by law, a portion of these funds is set aside for state-level activities to establish or expand teacher, principal, or other school leader preparation academies to prepare teachers, principals, and other school leaders to serve in high-need schools. Local Education Agency (LEA) funds are allocated based on the

following formula – 20 percent of funds are allocated based on the population of enrollments in public and private, not-for-profit schools, and 80 percent of funds are allocated for children who are in poverty within the district.

### **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 increase student academic achievement, develop and improve evaluation systems, and improve instruction and capacity. For example, districts have included recruitment and hiring stipends for hard-to-fill positions, mentoring and induction opportunities to assist first-year professionals (i.e., teachers, principals), and professional development opportunities that include studying strategies for differential and inquiry-based instruction, writing curriculum to align standards, developing valid and credible assessments and rubrics, creating text-dependent questions, and integrating technology into standard-based units. A total of 786 projects were reviewed, approved, and processed in fiscal year 2020.

	FY18	FY19	FY20	FY21 (est)	FY22 (proj)
Number of LEAs utilizing Title II formula funds	856	854	856	860	860
Number of Ed Leaders Network subscriptions provided	N/A	N/A	79,523	103,017	75,000
Number of new superintendents receiving support services	N/A	N/A	241	260	260
Number of teacher residency programs funded	N/A	N/A	3	6	9

Notes: Both the Ed Leaders Network and the new superintendent support services referenced on this page were supported by another fund source prior to FY 2020.

New superintendent support services include direct mentoring, participation in the Transformational Leadership Academy through IL-EMPOWER and in the New Superintendents' Conference, and five scholarships to the Aspiring Superintendents Academy.

# Title III – English Language Acquisition

Legislative Reference – P.L. 115-64  
Funding Source – Federal (CFDA 84.365A)

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$50,400,000	\$50,400,000	\$50,400,000	\$50,400,000	\$50,400,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

## Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22**
Grant Award	\$25,938,399	\$24,944,092	\$24,858,247	\$25,463,457	TBD
Change from	(\$1,495,400)	(\$994,307)	(\$85,845)	\$605,210	TBD
Prior Year	(5.45%)	(3.83%)	(0.34%)	2.43%	TBD

\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2022 amounts are to be determined. (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

## Program Mission

The mission of the program is:

- To provide effective professional development to teachers and administrators designed to improve the instruction and assessment of English Learners (ELs).
- To implement high-quality programs for ELs and immigrant students that will help them attain English proficiency, achieve at high levels in core academic subjects, meet the Illinois Learning Standards, and graduate from high school prepared to enter college or a career.
- To promote parental, family, and community participation in the education of ELs and immigrant children.

## **Purpose**

The purpose of the program is to assist school districts in teaching English and providing high-quality instruction to ELs and immigrant children, so they can meet the same challenging academic standards expected of all children.

## **Reimbursement/Distribution Method**

The information below shows the Title III - English Language Acquisition grant award allocation at the state level based on the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA):

### *Grant Award*

- 95% Local Education Agency Grants
- 5% State Education Agency Activities  
(no more than 50 percent  
for administration)

ESSA requires that 95 percent of the federal allocation to the state be used for a Language Instruction Education Program (LIEP) and an Immigration Education Program for eligible school districts. Not more than 15 percent of these funds may be reserved for districts to implement programs for immigrant students. Both programs -- LIEP and Immigration Education -- are formula-based grants that provide supplemental funds to school districts that are implementing programs for EL students with state and local funds. Funding levels for both programs are based on a per pupil allocation.

### *LIEP Grants*

All school districts are eligible to apply for these grants either individually or in consortia with other districts if they meet the following conditions: 1) the district (or each district in a consortium) is in full compliance with state statutes and 2) the district (or the consortium) has an enrollment of EL students that, in the aggregate, generates a minimum grant of \$10,000. School districts are required to consult with nonpublic schools within their

district area in preparing their grant application. Nonpublic schools enrolling EL 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. The final per pupil allocation is \$85 in FY 2021.

### *Immigrant Education Program Grants*

School districts that have met all the following conditions are eligible to apply: 1) the district (or each district in a consortium) is in full compliance with state statutes; 2) the district has reported immigrant student enrollments to the Illinois State Board of Education in the current school year; 3) the district has shown a significant increase (either 3 percent or 50 students, whichever is less) over the average immigrant student enrollment for the preceding two fiscal years; and 4) the district has reported the enrollment of a minimum of 10 immigrant students.

An eligible immigrant student for the purpose of this grant, according to federal regulations, is defined as a student: 1) ages 3 through 21; 2) not born in any of the 50 states, the District of Columbia, or the Commonwealth of Puerto Rico; and 3) who has not been attending one or more schools in any one or more states for more than three full academic years.

The total number of eligible immigrant students reported as of November 19, 2020, was 21,430. Of this number, an estimate of 9,000 will receive services under the FY 2021 Title III Immigrant Education Program Grant. The per capita allocation is \$85.

## **Population and Service Levels**

Chicago Public Schools enroll approximately 28 percent of the EL students in the state, according to the 2019-20 end-of-the-year report to the Student Information System. The remaining 72 percent are enrolled in other districts located primarily in the northern half of the state. Approximately 72

percent of the ELs reported to be in Illinois public schools speak Spanish. The balance speaks one or more of 185 other languages. LIEP serves students whose English language proficiency is below average for their age or grade level. The table below displays the number of EL students served with LIEP funds:

	FY18	FY19	FY20*	FY21 (est)
Chicago students	66,656	73,764	73,682	74,362
Downstate students	157,719	175,019	185,421	191,218
<b>Total</b>	<b>224,375</b>	<b>252,881</b>	<b>259,103</b>	<b>265,580</b>

\*EL student count as of the end of the school year.

Students in the Immigrant Education Program are not required to be ELs in order to be eligible. The following table displays the number of eligible immigrant program students and the eligible immigrant students who are being served through Title III funds:

	FY18	FY19	FY20	FY21 (est)
Eligible Immigrant Education Program Students Identified	25,900	24,405	28,264	21,430
Immigrant Education Program Students Served	16,767	9,500	3,840	9,000

# Title IV –21<sup>st</sup> Century Community Learning Centers

Legislative Reference – P.L. 115-64  
Funding Source – Federal (CFDA 84.287C)

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$180,000,000	\$150,000,000	\$150,000,000	\$125,020,700	<b>\$125,000,000</b>
Change from	\$74,800,000	(\$30,000,000)	\$0	(\$24,979,300)	<b>(\$20,700)</b>
Prior Year	71.10%	(16.67%)	0.00%	(16.65%)	<b>(0.02%)</b>

## Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22**
Grant Award	\$51,796,408	\$51,473,785	\$50,922,148	\$51,305,680	TBD
Change from	(\$716,277)	(\$322,623)	(\$551,637)	\$383,532	TBD
Prior Year	(1.36%)	(0.62%)	(1.07%)	0.75%	TBD

\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2022 federal award amounts are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of the program is to provide academic enrichment opportunities during

non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that complement their regular academic programs; and provides literacy and other educational services to the families of participating children.

## Purpose

The purpose of the program is to provide academically focused after-school programs, particularly to students who attend high-poverty, low-performing schools, to help them meet state and local performance standards in core academic subjects and to offer families of participating students opportunities for literacy and related educational development.

### **Reimbursement/Distribution Method**

The information below shows the Title IV - 21<sup>st</sup> Century Community Learning Centers grant award allocation at the state level based on the Every Student Succeeds Act:

#### *Grant Award*

93% Grants

5% State Education Agency Activities

2% Administration

Funding is available through a competitive grant process evaluated on need, quality of project services, quality of the management plan, quality of project evaluation, and adequacy of resources of the applicant.

### **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:

	FY19	FY20	FY21 (est)
Grantees	142	142	162
Sites	452	460	515

# Title IV – Student Support and Academic Enrichment, Part A

*Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.424A)*

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$20,000,000	\$50,000,000	\$50,000,000	\$74,979,300	<b>\$100,000,000</b>
Change from Prior Year	\$20,000,000	\$30,000,000	\$0	\$24,979,300	<b>\$25,020,700</b>
	N/A	150.00%	0.00%	49.96%	33.37%

## Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22**
Grant Award	\$17,602,696	\$47,066,051	\$49,061,654	\$50,043,672	TBD
Change from Prior Year	\$17,602,696	\$29,463,355	\$1,995,603	\$982,018	TBD
	N/A	167.38%	4.24%	2.00%	TBD

*\*Federal grant awards may be spent out over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2022 amounts are to be determined (TBD).*

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their

efforts to provide each and every child an education that meets their needs.

## Program Mission

The mission of the program is to provide grants to local school districts to improve students' academic achievement by increasing the capacity of states, Local Education Agencies (LEAs), schools, and local communities. The program is designed to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

## Purpose

The purpose of the program is to improve students' academic achievement by increasing capacity, providing access to a well-rounded

education, improving school conditions, using technology, and improving digital literacy.

#### **Reimbursement/Distribution Method**

The information below shows the Title IV – Student Support and Academic Enrichment grant award allocation at the state level based on the Every Student Succeeds Act:

##### *Grant Award*

95% LEA Grants

4% SEA Activities

1% Grant Administration

Funds are distributed via formula and based on the district's relative share of Title I, Part A funds.

#### **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.

	FY18	FY19	FY20	FY21 (est)	FY22 (proj)
Number of Title IV, Part A participating districts	404	456	502	575	525



# Title V – Rural and Low-Income School Programs, Part B

*Legislative Reference – P.L. 115-64  
Funding Source – Federal (84.358B)*

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	<b>\$2,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	\$0	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22**
Grant Award	\$1,264,385	\$1,536,756	\$1,422,673	\$1,557,886	TBD
Change from	\$154,846	\$272,371	<b>(\$114,083)</b>	\$135,213	TBD
Prior Year	13.96%	21.54%	<b>(7.42%)</b>	9.50%	TBD

*\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2022 award amounts are to be determined (TBD).*

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and supportive learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for

their efforts to provide each and every child an education that meets their needs.

## Program Mission

The mission of the program is to provide financial assistance to rural districts to assist with improving student academic achievement by increasing teacher recruitment and retention, training of teachers, and providing a safe and healthy environment.

## Purpose

The purpose of the program is to assist rural districts in using federal resources more effectively to improve the quality of instruction and student academic achievement. The districts may lack the personnel and resources to compete effectively for federal competitive grants and 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 Programs may be used for:

- Parental involvement activities;
- Activities authorized under Title I, Part A - Improving Basic Programs;
- Activities authorized under Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders;
- Activities authorized under Title III - Language Instruction for English Learners and Immigrant Students; and
- Activities authorized under Title IV, Part A - Student Support and Academic Enrichment.

#### **Reimbursement/Distribution Method**

The information below displays the Title V – Rural and Low-Income Students grant award allocation at the state level based on the Every Student Succeeds Act:

95% Local Education Agency Grants  
5% Administration

Funds are distributed via formula and based on average daily attendance.

#### **Population and Service Levels**

Rural and low-income funds support rural districts with school locale codes of 32, 33, 41, 42, or 43 (as assigned by the U.S. Department of Education's National Center for Education Statistics) and a low-income census poverty rate of 20 percent or higher. The following table displays district-level information:

	FY18	FY19	FY20	FY21 (est)
Eligible districts	72	76	67	68
Participating districts	60	74	67	68

# Title X - Education for Homeless Children

Legislative Reference – P.L. 115-64  
Funding Source – Federal (CFDA 84.196A)

## Appropriation History

	FY18	FY19	FY20	FY21	FY22 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$7,000,000	<b>\$9,000,000</b>
Change from	\$0	\$0	\$0	\$2,000,000	<b>\$2,000,000</b>
Prior Year	0.00%	0.00%	0.00%	40.00%	<b>28.57%</b>

## Federal Grant Award\*

	FY18	FY19	FY20	FY21	FY22**
Grant Award	\$3,331,432	\$3,609,246	\$3,916,113	\$4,095,516	TBD
Change from	\$226,176	\$277,814	\$306,867	\$179,403	TBD
Prior Year	7.28%	8.34%	8.50%	4.38%	TBD

\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2022 federal award amounts are to be determined (TBD).

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of the program is to provide children and youth experiencing homelessness with support, technical assistance, and advocacy to ensure that they remain enrolled in school and meet or exceed rigorous academic standards.

## Purpose

The purpose of the program is to address the educational barriers that children and youth

experiencing homelessness encounter when enrolling, attending, and learning in school and to ensure that children and youth experiencing homelessness have equal access to the same free and appropriate public education provided to all other students.

## Reimbursement/Distribution Method

Grants are awarded through a competitive application process. Current grantees will continue to provide services to children and youth experiencing homelessness, provided they satisfy predetermined goals.

## Population and Service Levels

Applicants eligible to receive funding include school districts, Regional Offices of Education, Intermediate Service Centers, and public laboratory schools approved by the Illinois State Board of Education. Currently, seven regional projects provide training and assistance to local school district

homeless education liaisons and award subgrants for services to students experiencing homelessness and their families and attendance centers.

The following table displays end-of-the-year homeless counts:

	FY18	FY19	FY20 (est)	FY21 (proj)
PK–12 Students	56,881	53,696	49,596	56,000



# Illinois State Board of Education

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