

Fiscal Year 2023

Recommended Investment in Public Education



STUDENT LEARNING – LEARNING CONDITIONS – ELEVATING EDUCATORS





January 2022

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) recommends a General Funds investment in public education of \$9.7 billion in fiscal year 2023 – an increase of \$479.7 million over the FY 2022 General Funds appropriation. ISBE’s efforts remain guided by our Strategic Plan, adopted in November 2020, and the plan’s three overarching goals: to ensure each student makes significant academic gains each year, to equip all schools with the necessary resources to provide safe and welcoming learning environments, and to prepare and support our educators.

The 2021 Illinois Report Card illustrated the magnitude of the COVID-19 pandemic’s impact on student learning. With only a few exceptions, students across the state and in all demographic groups experienced double-digit losses in math and English language arts attainment. Younger students and English Learners, who likely needed more support to engage in remote learning, experienced even greater losses.

The pandemic reinforced how crucial our schools are to our students and communities. Our students suffer academically and emotionally without our schools fully functioning in-person. The data from the 2020-21 school year also quantifies how much additional support our students need to recover.

Evidence-Based Funding (EBF) remains the principal funding source for Illinois schools and the backbone of the public education budget. Increases to EBF directly increase equity by targeted resources to the most financially struggling districts. EBF’s base funding minimum also provides school districts with much-needed stability and predictability.

Five years of EBF have made a tremendous difference. When Illinois first implemented EBF, 168 districts were at or below 60 percent of adequate funding. In FY 2022, there are only 16 districts still at that level. In the sixth year of EBF, ISBE recommends a \$350.2 million increase over FY 2022, to include \$300 million for distribution as tier funding, \$50 million for Property Tax Relief Grants, and \$200,000 to train English Learner teachers in methods of incorporating computer skills into their existing curriculum.

ISBE also recommends an increase of approximately \$78.4 million for mandated categorical line items (MCAT), which provide funding for specific needs not accounted for in the EBF Adequacy Target Calculations. A lack of funding has resulted in the historical proration of districts’ MCAT claims. For FY

2023, ISBE urges lawmakers to fully fund the two orphanage line items. ISBE also recommends returning the transportation lines to their pre-pandemic proration rates. The agency will conduct a transportation survey in the spring of 2022 to update its estimates for 2021-22 transportation expenditures.

The pandemic hit our youngest students and English Learners the hardest. Increasing access to high-quality early childhood education programs is critical to addressing those needs. ISBE urges lawmakers to consider a \$54.4 million increase for the Early Childhood Block Grant in FY 2023. This increase would serve an additional 7,131 children across the state, as well as boost the quality of existing programs by increasing salaries and support for early childhood educators.

Lastly, ISBE recommends an increase of approximately \$2 million for agriculture education to meet increased demand. ISBE expects Illinois' agricultural education programs to serve 36,000 students in FY 2023, an increase of 1,500 students since FY 2019. Additional state funding, which industry, vocational, and FFA representatives have advocated for, will attract and retain the agriculture teachers necessary to expand these programs.

Thank you for your consideration and for your partnership as we strive to meet the needs of Illinois' students and support their recovery from the pandemic.

Sincerely,


Darren Reisberg
Chair of the Board



Dr. Carmen I. Ayala
State Superintendent of Education

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Illinois State Board of Education

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. Carmen I. Ayala
State Superintendent of Education



Darren Reisberg
Chair of the Board
Chicago



Dr. Donna S. Leak
Vice Chair
Flossmoor



Jaime Guzman
Secretary
Chicago



Dr. Christine Benson
Chair of the Finance and
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Ottawa



Roger Eddy
Robinson



Dr. David R. Lett
Springfield



Susie Morrison
Chair of the Education
Policy Planning Committee
Carlinville



Dr. Nike Vieille
Harvard

Illinois State Board of Education

FY 2023 Budget Hearings

DATE	LOCATION	TIME
October 4, 2021	Springfield	4-7 p.m.
October 14, 2021	Virtual	4-7 p.m.
October 21, 2021	Virtual	1-4 p.m.

ILLINOIS STATE BOARD OF EDUCATION

Budget Overview

ISBE’s recommended budget for public education statewide in fiscal year 2023 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 2023 budget recommendation from General Funds is \$9.7 billion. This recommendation is a \$479.7 million increase compared to the FY 2022 General Funds’ appropriation level. The recommended appropriation request from General Funds, other state funds, and federal funds totals \$20.3 billion.

The Board’s FY 2023 budget recommendation for General Funds includes the following increases compared to the current FY 2022 enacted appropriations:

\$350.2 million	Evidence-Based Funding
\$78.4 million	Mandated Categorical Programs
\$54.4 million	Early Childhood Education
\$2.1 million	Agriculture Education
\$96.0 thousand	District Consolidation Costs
\$60.1 thousand	Educator Quality Investigations and Hearings
\$50.0 thousand	Community and Residential Services Authority
\$40.0 thousand	Grant Accountability and Transparency Act and Budgeting for Results

Evidence-Based Funding

ISBE is in its fifth year of implementation of the new primary state education funding system in Illinois. FY 2018 marked the first year of implementation and the first increased investment in a more equitable system for distributing state resources to school districts, lab schools, and regional programs. The new distribution system created a hold harmless payment and provides for increases in funding to be delivered to districts most in need. The Base Funding Minimum grows annually based on the Evidence-Based Funding (EBF) tier funding and Property Tax Relief Grant amounts paid in the prior year. However, there was no increase in funding in FY 2021 so there were no new tier distributions or Property Tax Relief Grants last fiscal year. The Base Funding Minimum in FY 2022 is equal to the Base Funding Minimum paid in FY 2021. There are three exceptions. North Chicago 187 and East St. Louis 189 each has an increased Base Funding Minimum amount due to the addition of District Intervention Funds to those amounts. There is

also a new program in Regional Office of Education 51, necessitating the calculation of a new Base Funding Minimum amount for that entity.

Increased appropriations in FY 2022 provide for an additional \$300 million distributed through EBF tiers and \$49.7 million available for distribution through Property Tax Relief Grants.

EBF requires the construction of an Adequacy Target, representing the state's estimated 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. 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 funding is distributed through Tier 2. It is important to note that both Tier 1 and Tier 2 districts receive a share of the Tier 2 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 \$1.279 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 64.6 percent in FY 2022. Unfortunately, eight out of 10 students in Illinois still attend a school in districts that have an adequacy percentage of 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 2022 EBF calculations, is currently \$4.6 billion. Assuming no other changes in the calculation data, the state would need to commit to an annual increase of \$911 million, when including \$50 million for Property Tax Relief Grant pool funds, for each of the next five 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 2022 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 \$1.3 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). Based on current calculations, only 16 school districts remain at or below 60 percent of adequacy in FY 2022. That represents a slight uptick as the number of districts below adequacy had been just 10 districts in FY 2021. This demonstrates that directing new resources through the EBF tier system to those districts most in need is having an impact. At the same time, it demonstrates what can happen when those necessary investments are interrupted for even a single year.

The Board recommends a \$7.93 billion appropriation for EBF for FY 2023. This is a \$350.2 million increase over FY 2022. This amount provides \$300 million for distribution as tier funding, \$50 million for Property Tax Relief Grants, and \$200,000 to train English Learner teachers in methods of incorporating computer skills into their existing curriculum.

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 2023 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 2019 through FY 2022.

Table 1 **MCAT Proration Level History**

Program Name	FY 2019	FY 2020	FY 2021	FY 2022
Sp. Ed. - Private Tuition	80%	80%	78%	80%
Sp. Ed. – Orphanage	100%	100%	100%	100% (est.)
Sp. Ed. - Transportation	86%	83%	85%	100%
Transportation - Regular/Vocational	82%	84%	89%	95%
Ill Free Lunch and Breakfast	31%	43%	34%	32% (est.)
Regular Orphanage 18-3	100%	100%	100%	100% (est.)

The Board recommends \$1,011.6 million for MCAT lines for FY 2023 as presented in Table 2.

Table 2

Program Name	FY 2023 Recommended (\$000's)	FY 2023 Projected Proration	Increase/ (Decrease) Over FY 2022 (\$000's)
Special Education – Private Tuition	\$164,957.6	82%	\$12,637.6
Special Education – Orphanage	107,019.8	100%	14,019.8
Special Education – Transportation	415,719.3	84%	28,036.7
Sub-Total Special Education	\$687,696.7		\$54,694.1
Transportation – Regular/Vocational	305,000.0	83%	23,676.2
Ill Free Lunch and Breakfast	9,000.0	32%	0.0
Regular Orphanage 18-3	9,900.0	100%	0.0
Total Mandated Categorical Programs	\$1,011,596.7		\$78,370.3

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 provide high-quality comprehensive services and help prepare children for kindergarten.

Preschool for All

PFA programs provides either half-day or full-day educational services to 3- to 5-year-old children. PFA focuses on providing high-quality educational programs for children who are determined to be at risk.

ISBE must address two mandated priorities when awarding PFA grants:

1. Applicants that propose to serve primarily children identified as at risk; and
2. Applicants proposing to serve primarily children whose family's income is less than four times the poverty guidelines identified in the *Federal Register*¹. The 2021 poverty guideline is \$12,880 for one-person household, \$17,420 for two-person household, \$21,960 for three-person household, \$26,500 for four-person household, and increased amounts for each additional person in a household.

Preschool for All Expansion

The goal of PFAE programs is to provide a full day, high-quality preschool programming for 3- to 5-year-old children in high-need communities. PFAE programs also provide children comprehensive services in the areas of medical, dental, and mental health and include quality components, such as an instructional leader, a parent educator, community partnerships, and family education opportunities.

Prevention Initiative

PI programming provides 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 home and center-based facilities, allowing children to be taught in safe and healthy environments rooted in their local community.

The ECBG programs align with two agency goals -- student learning and learning conditions. Student learning is supported by providing high-quality early childhood services to children who would benefit the most. Learning conditions are supported as these services are provided in classrooms conducive to learning needs of young children (e.g., classrooms include a wealth of educational resources, supplies, and materials that are developmentally appropriate to children).

Per 105 ILCS 5/1C-2(c), 37 percent of the ECBG appropriation is allocated to the Chicago Public Schools for its early childhood education programs. Additionally, 25 percent of ECBG appropriation is allocated to fund 0-3 Prevention Initiative programs. Per 105 ILCS 5/1C-2 and 2-3.71, grants for downstate programs are awarded through a competitive process, if sufficient funding is available, through enacted appropriations. Regional Offices of Education (ROEs); public school districts; university laboratory schools approved by ISBE; 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 are eligible to apply for ECBG programs.

The estimated FY 2023 allocations for the \$54.4 million increase for early childhood education programs are provided in Table 3.

¹ Low-income levels are adjusted annually by the Department of Health and Human Services. Additional information on the rule, generally, may be found at: *Federal Register*, Volume 85, Number 36, 10452.

Table 3

Item	FY 2023 Estimate (\$millions)	Estimated Additional Children Served	Notes
Chicago Public Schools	\$20.1M	2,752	Statutory Requirement – 37%
FY 2021 State Carryforward	3.1M		Replace loss of one-time funding source from FY 2021 carryforward into FY 2022 and restore one-time adjustments to two programs in FY 2022
Downstate Prevention Initiative Grants	\$7.8M	868	Allocated 25% of balance of new funding for new downstate programs
Sub-Total	\$31.0M	3,620	Balance remaining \$23.4 million
Downstate Quality Supports	\$7.8M		Allocated 25% of balance of new funding for quality supports
Preschool for All Grants	\$10.9M	2,954	Allocated 70% of remaining balance for new downstate grants
Preschool for All Expansion Grants	\$4.7M	557	Allocated 30% of remaining balance for new downstate grants
Total	\$54.4M	7,131	

The Board recommends a \$598,138,100 appropriation for the Early Childhood Block Grant program for FY 2023. This is an increase of \$54.4 million compared to FY 2022 and would be distributed as provided in Table 3. Increasing the early childhood line by this amount will allow the program to serve approximately 7,100 more children in FY 2023.

If the program is level-funded in FY 2023, the allocation to downstate grants would be reduced by approximately \$3.1 million as this same amount is needed to replace the loss of the one-time funding source from the FY 2021 state carryforward. Level-funding for the ECBG programs would result in an estimated 700 fewer children being served by downstate programs.

Agriculture Education

Agriculture education programs help schools develop and implement comprehensive agriculture literacy programs for all students and improve schools' agriculture career preparation programs. Agriculture is a vital component of the Illinois economy, as the state has more than 27 million acres of farmland and more than 3,000 food processors and packaging companies. Advocates at ISBE's budget hearings highlighted the need in private industry for a workforce that is well trained in agriculture issues. Despite that need, advocates also pointed to a critical shortage of educators to prepare that workforce. Schools face several challenges in maintaining high-quality agriculture programs, including competition from higher-paying jobs in private industry. ISBE supports the effort to address the need by helping schools attract and retain high-quality agriculture teachers who train the next generation of agriculture workers and leaders. Specifically, ISBE does this through several grant programs that provide funds to attract and retain agriculture teachers, equip high-quality agriculture programs, provide teachers professional development opportunities, and train new agriculture educators. Most funds are provided directly to school districts or universities, but some funds support field staff who provide on-site assistance and professional development.

ISBE's largest agriculture education grants are provided directly to school districts. The Teacher Three Circle Grants support teachers outside of regularly scheduled duties, allowing them to provide additional support to student development (including the FFA program). The Incentive Funding for Programs in Grades 5-12 supports equipment and other costs that strengthen and

supplement agriculture programs, based on local need. Incentive funds are provided using a formula that considers several quality indicators. Demand for both these programs has grown considerably over the last three years, as the number of teachers participating in the Three Circle program has increased 40 percent since FY 2019. The estimated number of students enrolled in agriculture education programs is expected to increase to 36,000 in FY 2023, or an increase of 1,500 students since FY 2019.

Other agriculture education funds support the pipeline of agriculture teachers. The Incentive Funding for Teacher Preparation Programs supports postsecondary education programs, the Growing Agriculture Science Teachers (GAST) program helps recruit new teachers, and the Preservice Internship Program fills in training gaps to improve the preparation and retention of preservice teachers. GAST funds are also used to provide professional development for teachers in their first five years.

The Board recommends a \$7.05 million appropriation for Agriculture Education for FY 2023. This is a \$2.05 million increase over FY 2022, consistent with the budget requests from industry, vocational, and FFA representatives. This level will allow the programs to meet the increased demand from the last several years. The Incentive Program for Grades 5-12 has seen significant reductions in the average per pupil spending amount in recent years, from \$51.40 in FY 2019 to an estimated \$15.86 in FY 2022. An increase of approximately \$1.3 million for the Incentive Program will hike the estimated per pupil spending amount to \$51.04. The funding will also allow the Three Circle Grant to expand to support about 280 districts and 335 teachers, GAST support will expand to 165 preservice teachers and 205 early career teachers, and the Preservice Internship Program will double the number of interns supported to 16.

District Consolidation Costs

District consolidation funds are utilized by consolidating and annexing districts to 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.

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 their 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 likelihood that better facilities will be utilized by the consolidated district.

The Board recommends a \$191,000 appropriation for District Consolidation Costs for FY 2023. This provides full funding, as determined by statute, to the one previously reorganized district that is due consolidation payments of approximately \$11,000; one potential future reorganization that

may become effective July 1, 2022, estimated at \$100,000; and \$80,000 for reorganization feasibility studies (approximately six studies). This is an increase of \$96,000 from FY 2022.

Educator Quality Investigations and Hearings

ISBE has the statutory responsibility to address educator misconduct through a system that gives ISBE the power to revoke or suspend licenses or sanction educators. Our system of educator misconduct requires ISBE to investigate offenses by teachers who are charged with or violate specific criminal statutes, and who breach the high professional standards expected of educators. In addition, ISBE has the authority to suspend the licenses of those educators who breach contracts mid-year in order to accept jobs in other Illinois districts. Staff receive reports of misconduct from other arms of government, including municipalities, and perform other monitoring, including review of news reports, conviction records, and information provided by school districts and ROEs. The system of educator misconduct is staffed by one in-house lawyer and two in-house investigators. ISBE also contracts with outside counsel to assist in educator misconduct hearings. As of Nov. 15, 2021, educator misconduct has 283 open cases.

A new Illinois law has increased the duties of ISBE's Legal staff for its educator misconduct system. For instance, Public Act 101-0531:

- Bars any individual without a valid and active license from working as a teacher, substitute teacher, paraprofessional, or academic administrator in an Illinois public school, and increases ISBE's obligations for monitoring in this respect.
- Requires ISBE to report all licensure suspensions and revocations to a national database.
- Increases the frequency of background checks for school employees to every five years that the employee remains with the same employer.
- Requires all school districts to report to ISBE when an educator is convicted of specific crimes, including sex crimes against children, instead of only if that misconduct resulted in the employee's resignation or dismissal. This leads to additional cases to investigate.
- Requires the involvement of the Children's Advocacy Centers when there is an incident of sexual misconduct.
- Creates the Make Sexual and Severe Physical Abuse Fully Extinct Task Force, which will review the best practices for preventing the sexual abuse of students in a school-related setting, among other topics.

The Board recommends a \$490,000 appropriation for Educator Quality Investigations and Hearings for FY 2023. This is a \$60,100 increase over the FY 2022 appropriation. This additional funding will allow ISBE to have the resources to expedite the prosecution of the most severe cases of misconduct and, potentially, address cases in the queue that have lower priority on an accelerated basis.

Community and Residential Services Authority

The Community and Residential Services Authority (CRSA) coordinates human services in an effort to create a responsive system of care to meet the needs of children and adolescents who are severely emotionally disturbed. Its mission is to promote a network of resources for Illinois children with social and emotional health conditions to receive timely and appropriate access to services.

The Board recommends a \$700,000 appropriation for CRSA in FY 2023, which is a \$50,000 increase over FY 2022. CRSA operates under the authority of a 19-member board, which recommended the \$700,000 appropriation request at its October 2021 meeting. ISBE is the fiscal agent for the CRSA.

Grant Accountability and Transparency Act and Budgeting for Results

The purpose of the Grant Accountability and Transparency Act (GATA) is to increase accountability and transparency in the use of grant funds while reducing the administrative burden on both state agencies and grantees. The provisions of GATA increase the fair access to grant funding provided by ISBE that supports a multitude of educational programs across the preK-12 system through greater transparency regarding grant funding opportunities and more open competition.

ISBE is the cognizant agency for more than 2,400 of the state's 12,600 grantees (20 percent), serving as cognizant agency for nearly as many grantees as the next two highest agencies combined. Cognizant agencies carry a larger share of the burden of the cost of implementing and administering the requirements of GATA. ISBE also administers approximately one-third of the state's 42,400 grant awards.

The requested funding provides for ISBE's share of allocated costs of standardized, centralized GATA and Budgeting for Results (BFR) processes, and systems maintained by the Governor's Office of Management and Budget (GOMB) or through GOMB contracts. These systems include the GATA grantee registration and pre-qualification portal, the centralized indirect cost rate negotiation system, and grantee audit review and resolution processes. A Statewide Grant Management System (AmpliFund) is also under development to provide a common internet-accessible platform for all grant activity, improve grant user experience, and minimize duplication. This system will enhance grant oversight and provide additional comprehensive information about the use of grant funds. The Department of Innovation and Technology (DoIT) bills the grant user agencies their share of the AmpliFund system project. These systems increase grant administration coordination and alignment among agencies.

The Board recommends \$300,000 from the General Revenue Fund and \$750,000 from the State Board of Education Special Purpose Trust Fund for GATA/BFR costs for FY 2023. These costs are based on anticipated billings from GOMB and DoIT.

**Fiscal Year 2023 Board Recommendation
Budget Highlights**

\$000s	FY 2022 Budget	FY 2023 Request	\$ Change	% Change
General Funds	\$9,239,652.0	\$9,719,338.4	\$479,686.4	5.2%
Other State Funds	\$88,683.7	\$101,183.7	\$12,500.0	14.1%
Federal Funds	\$12,046,497.1	\$10,438,681.4	(\$1,607,815.7)	(13.3%)
TOTAL	\$21,374,832.8	\$20,259,203.5	(\$1,115,629.3)	(5.2%)

Evidence-Based Funding (EBF)

General Funds (\$000s)	FY 2022 Budget	FY 2023 Request	\$ Change	% Change
Evidence-Based Funding	\$7,579,038.2	\$7,929,238.2	\$350,200.0	4.6%

Mandated Categoricals

General Funds (\$000s)	FY 2022 Budget	FY 2023 Request	\$ Change	% Change
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	\$107,019.8	\$14,019.8	15.1%
Sp Ed – Private Tuition	\$152,320.0	\$164,957.6	\$12,637.6	8.3%
Sp Ed – Transportation	\$387,682.6	\$415,719.3	\$28,036.7	7.2%
Transportation – Regular/Vocational	\$281,323.8	\$305,000.0	\$23,676.2	8.4%
TOTAL	\$933,226.4	\$1,011,596.7	\$78,370.3	8.4%

Proration Levels	FY 2021 Actual	FY 2022 Actual	FY 2023 Request (est.)
Sp Ed – Orphanage Tuition	100%	100% (est.)	100%
Sp Ed – Private Tuition	78%	80%	82%
Sp Ed – Transportation	85%	100%	84%
Orphanage Tuition	100%	100% (est.)	100%
Illinois Free Lunch/Breakfast	34%	32% (est.)	32%
Transportation - Regular/Vocational	89%	95%	83%

Early Childhood Education

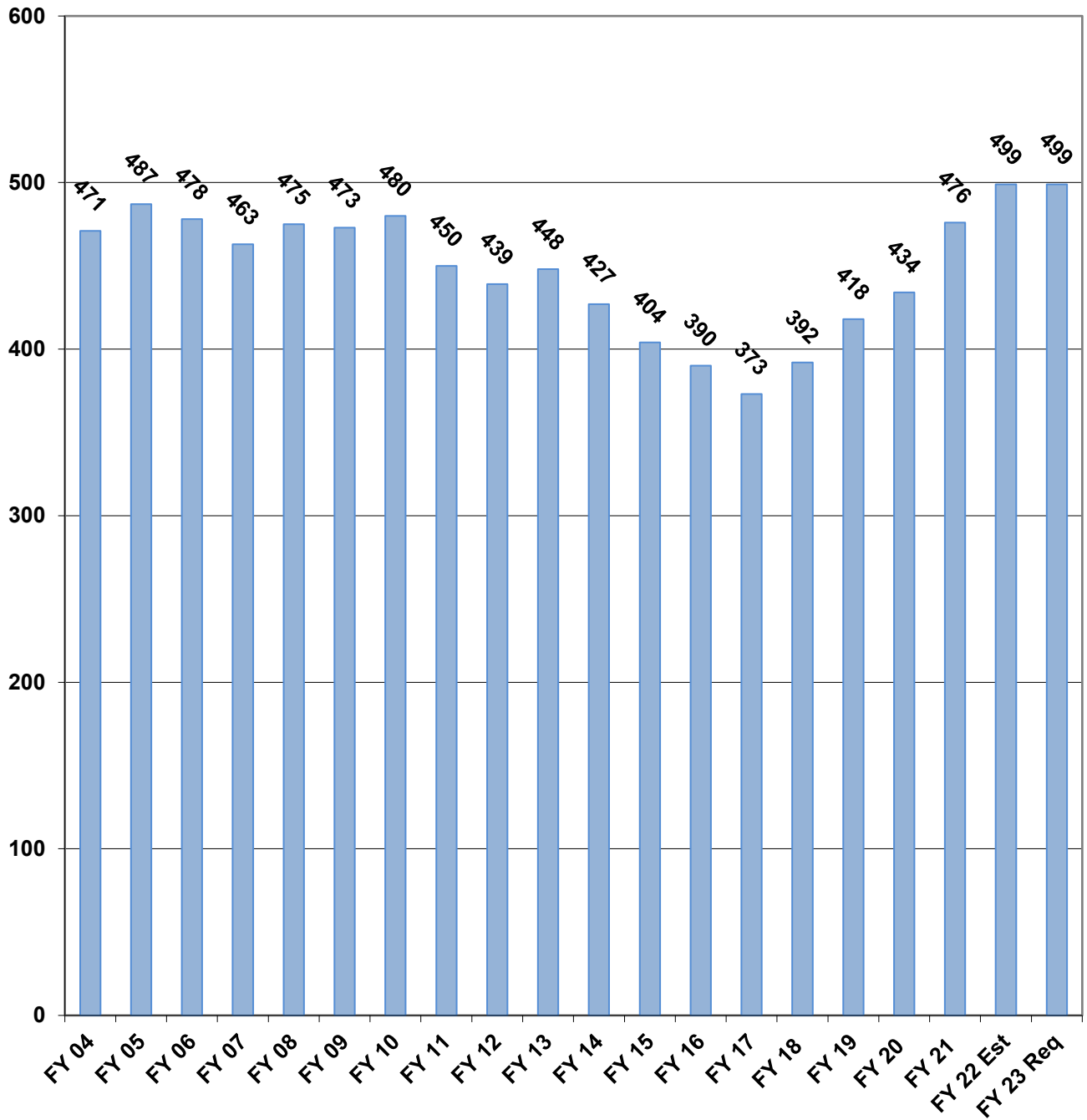
General Funds (\$000s)	FY 2022 Budget	FY 2023 Request	\$ Change	% Change
Early Childhood Education	\$543,738.1	\$598,138.1	\$54,400.0	10.0%

	FY 2022 Estimated	FY 2023 Estimated	# Change	% Change
Children Served	107,589	114,720	7,131	6.6%

Other Programs With Recommended Increases

General Funds (\$000s)	FY 2022 Budget	FY 2023 Request	\$ Change	% Change
Agriculture Education	\$5,000.0	\$7,050.0	\$2,050.0	41.0%
Community and Residential Services Authority	\$650.0	\$700.0	\$50.0	7.7%
District Consolidation Costs	\$95.0	\$191.0	\$96.0	101.1%
Educator Quality Investigations & Hearings	\$429.9	\$490.0	\$60.1	14.0%
GATA/Budgeting for Results	\$260.0	\$300.0	\$40.0	15.4%

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



ILLINOIS STATE BOARD OF EDUCATION

FY 2023 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. ISBE is obligated to "Improve School Readiness and Student Success for All" and demonstrate continuous improvements.

This fiscal year 2023 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 continues to collaborate 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. Each program developed a logic model and performance metrics to measure its 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).

The 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

Emergency Assistance

Provides emergency funding for district expenses as a result of fire, earthquake, tornado, mine subsidence, or other building condemnation.

Performance Measure	School Year 2018	School Year 2019	School Year 2020	School Year 2021
Number of grants/loans given for temporary school relocation	0	0	0	0

Financial Oversight

Provides expertise and guidance for districts to achieve financial stability.

Performance Measure	School Year 2018	School Year 2019	School Year 2020	School Year 2021
Number of school districts meeting the financial classification "Financial Watch"	22	12	8	6

School Support Services

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

Performance Measure	School Year 2018	School Year 2019	School Year 2020	School Year 2021
Percentage of schools meeting performance standards defined by Every Student Succeeds Act (ESSA) indicators	79.7	85.3	85.3	85.3*

* Impacted by COVID-19 pandemic.

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 2018	School Year 2019	School Year 2020	School Year 2021
Number of students participating in Truants' Alternative and Optional Education Program	25,944	24,836	22,359	24,752
Percentage of at-risk students graduating within five years	87.6	80.2	82.1	83.6

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.

Performance Measure	School Year 2018	School Year 2019	School Year 2020	School Year 2021
Number of teacher of color candidates recruited into Teach for America program	51	54	45	51
Number of public school administrators (FTE)	11,768	11,504	11,784	12,059
Number of full-time licensed teachers (FTE)	128,999	129,178	131,230	132,355
Percentage of teacher preparation programs fully approved	100	100	100	100
Number of educators recruited for initial National Board Certification	546	397	439	428
Number of educators qualified to perform teacher/ principal evaluations	2,001	2,509	2,708	2,329

Regional Office of Education Services

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

Performance Measure	School Year 2018	School Year 2019	School Year 2020	School Year 2021
Number of professional development opportunities provided by Regional Offices of Education	2,258	3,517	5,485	7,649

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 2018	School Year 2019	School Year 2020	School Year 2021
Number of low-income students taking an Advanced Placement test	39,496	32,044	26,983*	22,828*

* Impacted by COVID-19 pandemic.

Assessment and Accountability

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

Performance Measure	School Year 2018	School Year 2019	School Year 2020	School Year 2021
Percentage of eligible students who participate in the appropriate state assessment	98.0	98.0	N/A*	N/A*
Average SAT score	1,007.1	994.5	N/A*	N/A*

* Impacted by COVID-19 pandemic.

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 2018	School Year 2019	School Year 2020	School Year 2021
Number of new charter schools opened	0	1	2	0

Regulatory

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

Performance Measure	School Year 2018	School Year 2019	School Year 2020	School Year 2021
Number of waiver requests processed	141	105	144	123
Percentage of public schools fully recognized	100	100	99	N/A

Student Health

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

Performance Measure	School Year 2018	School Year 2019	School Year 2020	School Year 2021
Percentage of students reporting healthier behaviors on the Youth Risk Behavior Survey (given in odd-numbered years)	N/A	79.8	N/A	N/A*

* Impacted by COVID-19 pandemic.

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 2018	School Year 2019	School Year 2020	School Year 2021
Percentage of Title I students proficient in math on state assessments	21.0	22.2	N/A*	N/A*
Percentage of Title I students proficient in reading on state assessments	26.2	27.4	N/A*	N/A*

* Impacted by COVID-19 pandemic.

Goals: Elevating Educators/Student Learning

Career and Technical Education

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

Performance Measures	School Year 2018	School Year 2019	School Year 2020	School Year 2021
Percentage of CTE concentrators who completed secondary education	98.1	95.6	95.9	94.4

Goals: Learning Conditions/Student Learning/Elevating Educators

Data

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

Performance Measure	School Year 2018	School Year 2019	School Year 2020	School Year 2021
Low-income student enrollment as a percentage of total enrollment	49.4	48.8	48.5	48.1
Percentage of ninth-grade students on track to graduate with their cohort in 4 years	86.8	86.6	88.8	82.2
Average daily student attendance rate	93.9	94.0	95.4	92.5
Four-year high school graduation rate	85.4	86.1	88.0	86.0
High school graduation rate for students with disabilities	68.8	74.7	81.0	75.3
High school dropout rate	2.1	4.2	3.5	2.6
Public school enrollment	2,005,153	1,984,519	1,957,018	1,887,316
Teacher-pupil ratio for elementary level	20.1	18.0	18.1	16.9
Teacher-pupil ratio for high school level	19.3	19.0	18.6	18.4
White, non-Hispanic student enrollment as a percentage of total enrollment	48.0	47.6	47.5	46.7
Black, non-Hispanic student enrollment as a percentage of total enrollment	16.8	16.7	16.6	16.6
Hispanic student enrollment as a percentage of total enrollment	26.2	26.4	26.6	27.0

Evidence-Based Funding

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.

Performance Measure	School Year 2018	School Year 2019	School Year 2020	School Year 2021
Percentage of districts in deficit spending (based on Annual Financial Report)	40.4	13.7	21.5	N/A
Number of districts achieving 90% Evidence-Based Funding adequacy	194	198	201	218

Technology Grants

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

Performance Measure	School Year 2018	School Year 2019	School Year 2020	School Year 2021
Number of students with access to upgraded technology through the Student Technology Revolving Loan Program	20,104	2,282	4,805	493
Percentage of Illinois Virtual Course Catalog students who completed full-service courses	92	94	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 2018	School Year 2019	School Year 2020	School Year 2021
Percentage of 21 st Century Community Learning Centers middle/high school students who complete homework to teacher's satisfaction	69	69	70	80

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 2018	School Year 2019	School Year 2020	School Year 2021
Number of students served in early childhood programs (Birth to 5)	89,142	94,970	102,750	83,082
Percentage of children enrolled in Preschool for All and Preschool for All Expansion programs that meet at-risk criteria	81.9	77.0	72.8	76.8
Percentage of children served in early childhood programs that are kindergarten-ready	21.0	23.3	25.9	38.2
Percentage of low-income prekindergarten and Preschool for All enrollment	54.0	77.0	73.0	76.8
Percentage of programs with an Early Childhood Environment Rating Scale-3 average score of 4.5 with no classroom below 4.0	85.2	78.4	86.0	N/A*

* Impacted by COVID-19 pandemic.

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 2018	School Year 2019	School Year 2020	School Year 2021
English Learners enrollment as a percentage of total enrollment	11.7	12.1	12.5	12.9
Regular year program migrant student growth in reading/literacy (average student growth percentile compared to the state)	1.4	46	N/A*	N/A*

* Impacted by COVID-19 pandemic.

Mandated Categoricals

Provides funding to school districts for Transportation, Illinois Free Lunch/Breakfast, Orphanage Tuition, and Special Education.

Performance Measure	School Year 2018	School Year 2019	School Year 2020	School Year 2021
Number of Special Education students transported	87,808*	88,083*	87,275*	85,188*
Number of Regular/Vocational Education students transported	1,060,595*	1,059,065*	1,037,617*	1,018,652*
Number of Illinois Free Lunch and Breakfast meals served	200,850,276	196,100,802	140,885,311	176,115,871
Number of Special Education Orphanage Tuition students claimed	6,395*	6,413*	6,022*	6,481*
Number of Regular Education Orphanage Tuition students claimed	5,046	4,958	4,005	2,292
Number of Special Education Private Tuition students claimed	11,454*	11,635*	12,267*	11,837*

* Includes City of Chicago School District 299.

Nutrition

Provides funding to remove hunger as a barrier to education and to improve student health.

Performance Measure	School Year 2018	School Year 2019	School Year 2020	School Year 2021
Percentage of students eligible for free and reduced-price meals in National School Lunch Program	60.8	59.4	60.2	100.0*
Child nutrition programs enrollment rate	86.8	87.5	86.6	100.0*

* Impacted by COVID-19 pandemic.

Special Education Services

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

Performance Measure	School Year 2018	School Year 2019	School Year 2020	School Year 2021
Number of special education students served, ages 3-21	295,066	297,960	300,356	291,371
Percentage of special education State Performance Plan goals and targets met	41.4	41.4	42.3	42.3

ILLINOIS STATE BOARD OF EDUCATION

Federal Maintenance of Effort Requirements

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

Individuals with Disabilities Education Act

Title 34 CFR 300.163(a) federal regulations 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 \$556.9 million in IDEA funds for fiscal year 2022.

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 FY 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 \$962.5 million in federal Child Nutrition funding in FY 2021.

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 (CTE) programs or tech prep programs unless the secretary determines that the fiscal effort per student or the aggregate expenditures of such state for CTE programs for the fiscal year preceding the fiscal year for which the determination is made equaled or exceeded such effort or expenditures for CTE 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 in the CTE program.

ISBE was awarded \$47.2 million in Perkins funds in FY 2022.

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 I (ESSER I) and the Governor's Emergency Education Relief I (GEER I) programs. GEER I funds were awarded to the Office of the Governor; 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 \$10,748,670,129.06. The state uses Evidence-Based Funding expenditures, Teachers' Retirement System pension contributions, and the Chicago Public Schools Teacher Pension Fund contributions 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 in ESSER I funds and the Office of the Governor was awarded \$108.5 million in GEER I funds in FY 2020.

Coronavirus Response and Relief Supplemental Appropriations Act of 2021

The CRRSA Act of 2021 was signed into law on December 27, 2020. The Act provides funding to ESSER II, GEER II, and the Emergency Assistance to Non-Public Schools (EANS) programs. The GEER II and EANS allocations for the state were awarded to the Office of the Governor; ISBE is the fiscal agent.

The CRRSA Act specifies that a state that receives ESSER II funds must maintain support for elementary and secondary education and higher education in FY 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 (GOMB) calculates the state's MOE for these awards. GOMB has calculated an average of 28.82 percent of the state's budget has been spent on elementary and secondary education from fiscal years 2017 through 2019.

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

American Rescue Plan Act of 2021

The American Rescue Plan (ARP) Act of 2021 was signed into law on March 11, 2021. The Act provides funding to the ARP ESSER program.

The ARP Act specifies that a state that receives ARP ESSER funds must maintain support for elementary and secondary education and higher education in fiscal years 2022 and 2023 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. GOMB calculates the state's MOE for these awards. GOMB has calculated an average of 28.82 percent of the state's budget has been spent on elementary and secondary education from fiscal years 2017 through 2019.

Section 2004 of the ARP Act also has maintenance of equity (MOEquity) requirements as a condition for a State Education Agency (SEA) and Local Education Agency (LEA) to receive ARP ESSER funds. These requirements were put into place to ensure state and local financial support for education is not disproportionately reduced for school districts or schools that have a higher concentration of students from low-income families. SEAs must meet specific MOEquity requirements for high-need LEAs and highest-poverty LEAs using the Small Area Income and Poverty Estimates data provided by the U.S. Census Bureau.

ISBE was awarded a total of \$5.06 billion in ARP ESSER funds in fiscal years 2021 and 2022.

Illinois State Board of Education

Elementary & Secondary School Emergency Relief Fund Governor's Emergency Education Relief Fund

Illinois schools' recovery from the pandemic is bolstered by approximately \$8 billion in federal pandemic relief funds. Ninety percent of the funds flow directly to school districts based on the number and percentage of low-income students they serve. ISBE directs the remaining 10 percent. ISBE has allocated its share of the federal pandemic relief funds in line with the agency's Strategic Plan – which focuses on the three broad goals of student learning, learning conditions, and elevating educators.

Illinois took huge strides toward closing the digital divide and partnered with the nonprofit organization OneGoal to help bridge the postsecondary enrollment gap in high-need districts. Illinois addressed the social-emotional needs of students and educators through partnerships with the Center for Childhood Resilience at Lurie Children's Hospital and a \$100 million grant opportunity to fund mental health partnerships between schools and community organizations. In collaboration with the two state teachers' unions, ISBE established a mentoring and coaching program to give extra support to first-year educators beginning their careers in the midst of a pandemic. In early 2022, ISBE is preparing to launch a \$37.5 million high-impact tutoring initiative, as well as a \$2 million effort to support and retain teachers of color through affinity groups.

The tables below reflect the funding allocations for both the Elementary & Secondary School Relief Fund and the Governor's Emergency Education Relief Fund, as well as program obligations and expenditures as of December 1, 2021.

Elementary & Secondary School Emergency Relief Fund (ESSER) and Governor's Emergency Education Relief Fund (GEER) Allocation Summary						
Item	Elementary & Secondary School Emergency Relief Fund (ESSER I)	Elementary & Secondary School Emergency Relief Fund II (ESSER II)	Elementary & Secondary School Emergency Relief Fund III (ARP ESSER)	Governor's Emergency Education Relief Fund (GEER I)	Governor's Emergency Education Relief Fund II (GEER II)	Totals
\$300 Million Grant Allocations	\$0	\$0	\$300,000,000	\$0	\$0	\$300,000,000
90% to Title I Districts	\$512,520,496	\$2,025,724,402	\$4,552,741,740	\$0	\$0	\$7,090,986,638
Abraham Lincoln Presidential Library Museum	\$0	\$0	\$0	\$150,000	\$0	\$150,000
Administration	\$2,498,595	\$11,254,024	\$25,293,009	\$0	\$0	\$39,045,628
Affinity Groups	\$0	\$1,000,000	\$1,000,000	\$0	\$0	\$2,000,000
Assessments	\$0	\$0	\$9,000,000	\$0	\$0	\$9,000,000
Bridge Programs	\$0	\$15,000,000	\$0	\$0	\$0	\$15,000,000
Community Partnership Grants	\$0	\$50,000,000	\$50,000,000	\$0	\$0	\$100,000,000
Curriculum Evaluation Tool	\$0	\$500,000	\$500,000	\$0	\$0	\$1,000,000
Digital Equity Formula Grant	\$40,050,298	\$52,500,000	\$52,000,000	\$39,492,577	\$0	\$184,042,875
Early Childhood	\$348,741	\$0	\$0	\$9,959,243	\$23,167,906	\$33,475,890
Educator Recruitment	\$0	\$0	\$9,682,721	\$0	\$0	\$9,682,721
Fall Administration Assessments	\$0	\$33,231,157	\$0	\$0	\$0	\$33,231,157
High Impact Tutoring	\$0	\$25,000,000	\$12,500,000	\$0	\$0	\$37,500,000
Illinois Board of Higher Education	\$0	\$0	\$0	\$35,092,616	\$11,325,000	\$46,417,616
Illinois Community College Board	\$0	\$0	\$0	\$21,053,319	\$10,425,000	\$31,478,319

Item	Elementary & Secondary School Emergency Relief Fund (ESSER I)	Elementary & Secondary School Emergency Relief Fund II (ESSER II)	Elementary & Secondary School Emergency Relief Fund III (ARP ESSER)	Governor's Emergency Education Relief Fund (GEER I)	Governor's Emergency Education Relief Fund II (GEER II)	Totals
Illinois Department of Innovation and Technology	\$5,000,000	\$0	\$0	\$0	\$0	\$5,000,000
Illinois Math and Science Academy	\$0	\$0	\$0	\$250,000	\$250,000	\$500,000
Illinois Student Assistance Commission	\$0	\$0	\$0	\$0	\$1,500,000	\$1,500,000
Interim Assessments	\$0	\$6,800,000	\$0	\$0	\$0	\$6,800,000
Learning Renewal Office	\$0	\$0	\$0	\$0	\$736,332	\$736,332
Learning Technology Center	\$225,827	\$0	\$0	\$0	\$0	\$225,827
Longitudinal Data System 2.0	\$0	\$0	\$0	\$0	\$500,000	\$500,000
Lurie Children's Hospital	\$0	\$11,500,000	\$0	\$0	\$0	\$11,500,000
Non-Title I Districts	\$1,026,740	\$2,595,308	\$3,491,979	\$0	\$0	\$7,114,027
Principal Mentoring	\$0	\$1,200,000	\$1,200,000	\$0	\$0	\$2,400,000
Professional Development Grant	\$1,290,559	\$0	\$0	\$0	\$0	\$1,290,559
Social-Emotional Learning	\$0	\$6,000,000	\$0	\$0	\$0	\$6,000,000
Special Education Cooperatives	\$0	\$0	\$40,849,166	\$0	\$0	\$40,849,166
Student Care Department	\$0	\$2,000,000	\$0	\$2,499,999	\$0	\$4,499,999
Teacher Mentoring	\$0	\$6,500,000	\$0	\$0	\$0	\$6,500,000
Virtual Coaching	\$6,500,000	\$0	\$0	\$0	\$0	\$6,500,000
Balance	\$5,962	\$0	\$343,319	\$3,015	\$8,068	\$360,364
Totals	\$569,467,218	\$2,250,804,891	\$5,058,601,934	\$108,500,769	\$47,912,306	\$8,035,287,118

Elementary & Secondary School Emergency Relief Fund (ESSER I) Allocation				
Coronavirus Aid, Relief, and Economic Security Act (CARES)				
Item	Allocation	Obligated Amount	Spending as of 12/1/2021	Balance (Allocation - Spending)
Grants to Local Education Agencies				
90% to Title I Districts	\$512,520,496	\$512,520,496	\$483,359,272	\$29,161,224
Subtotal LEA Distribution	\$512,520,496	\$512,520,496	\$483,359,272	\$29,161,224
State Education Activities:				
Non-Title I Districts	\$1,026,740	\$1,026,740	\$1,026,740	\$0
Digital Equity Formula Grant	\$40,050,298	\$40,050,298	\$37,812,058	\$2,238,240
Early Childhood	\$348,741	\$348,741	\$251,557	\$97,184
Virtual Coaching	\$6,500,000	\$6,500,000	\$3,292,008	\$3,207,992
Professional Development Grant	\$1,290,559	\$1,290,559	\$588,995	\$701,564
Illinois Department of Innovation and Technology	\$5,000,000	\$5,000,000	\$0	\$5,000,000
Administration	\$2,498,595	\$2,198,809	\$1,133,762	\$1,364,833
Learning Technology Center	\$225,827	\$0	\$225,827	\$0
Unallocated Balance	\$5,962	\$0	\$0	\$5,962
Subtotal SEA Distribution	\$56,946,722	\$56,415,147	\$44,330,947	\$12,615,775
Total ESSER Award Allocation Amount	\$569,467,218	\$568,935,643	\$527,690,219	\$41,776,999

Elementary & Secondary School Emergency Relief Fund (ESSER II) Allocation				
Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA)				
Item	Allocation	Obligated Amount	Spending as of 12/1/2021	Balance (Allocation - Spending)
Grants to Local Education Agencies				
90% to Title I Districts	\$2,025,724,402	\$2,025,724,402	\$1,133,882,555	\$891,841,847
Subtotal LEA Distribution	\$2,025,724,402	\$2,025,724,402	\$1,133,882,555	\$891,841,847
State Education Activities:				
Non-Title I Districts	\$2,595,308	\$2,550,072	\$2,035,326	\$559,982
Digital Equity Formula Grant	\$52,500,000	\$52,439,848	\$446,582	\$52,053,418
Curriculum Evaluation Tool	\$500,000	\$500,000	\$96,332	\$403,668
Interim Assessments	\$6,800,000	\$6,707,408	\$1,427,373	\$5,372,627
Lurie Children's Hospital	\$11,500,000	\$5,750,000	\$0	\$11,500,000
Principal Mentoring	\$1,200,000	\$0	\$0	\$1,200,000
Teacher Mentoring	\$6,500,000	\$0	\$0	\$6,500,000
Affinity Groups	\$1,000,000	\$0	\$0	\$1,000,000
Fall Administration Assessments	\$33,231,157	\$1,264,308	\$370,600	\$32,860,557
Community Partnership Grants	\$50,000,000	\$0	\$0	\$50,000,000
Social-Emotional Learning	\$6,000,000	\$6,000,000	\$228,109	\$5,771,891
Student Care Department	\$2,000,000	\$0	\$0	\$2,000,000
High Impact Tutoring	\$25,000,000	\$9,435,245	\$0	\$25,000,000
Bridge Programs - Jumpstart Kindergarten and First Grade	\$7,500,000	\$7,446,424	\$0	\$7,500,000
Bridge Programs - One Goal	\$7,500,000	\$1,750,000	\$0	\$7,500,000
Administration	\$11,254,024	\$0	\$0	\$11,254,024
Subtotal SEA Distribution	\$225,080,489	\$93,843,305	\$4,604,322	\$220,476,167
Total ESSER II Award Allocation Amount	\$2,250,804,891	\$2,119,567,707	\$1,138,486,877	\$1,112,318,014

Elementary & Secondary School Emergency Relief Fund (ARP ESSER) Allocation				
American Rescue Plan Act				
Item	Allocation	Obligated Amount	Spending as of 12/1/2021	Balance (Allocation - Spending)
Grants to Local Education Agencies:				
90% to Title I Districts	\$4,552,741,740	\$3,333,229,772	\$64,092,013	\$4,488,649,727
Subtotal LEA Distribution	\$4,552,741,740	\$3,333,229,772	\$64,092,013	\$4,488,649,727
State Education Activities:				
Non-Title I Districts	\$3,491,979	\$0	\$0	\$3,491,979
\$300 Million Grant Allocations	\$300,000,000	\$0	\$0	\$300,000,000
Digital Divide	\$52,000,000	\$0	\$0	\$52,000,000
Assessments	\$9,000,000	\$0	\$0	\$9,000,000
Curriculum Evaluation Tool & Priority Learning Standards Professional Development	\$500,000	\$0	\$0	\$500,000
High Impact Tutoring	\$12,500,000	\$0	\$0	\$12,500,000
Principal Mentoring	\$1,200,000	\$0	\$0	\$1,200,000
Affinity Groups	\$1,000,000	\$0	\$0	\$1,000,000
Social-Emotional Learning Community Partnership Grants	\$50,000,000	\$0	\$0	\$50,000,000
Special Education Cooperatives	\$40,849,166	\$29,017,521	\$962,246	\$39,886,920
Educator Recruitment	\$9,682,721	\$0	\$0	\$9,682,721
Administration	\$25,293,009	\$0	\$0	\$25,293,009

Item	Allocation	Obligated Amount	Spending as of 12/1/2021	Balance (Allocation - Spending)
Allocated Balance	\$343,319	\$0	\$0	\$343,319
Subtotal SEA Distribution	\$505,860,194	\$29,017,521	\$962,246	\$504,897,948
Total ARP ESSER Award Allocation Amount	\$5,058,601,934	\$3,362,247,293	\$65,054,259	\$4,993,547,675

Governor's Emergency Education Relief Fund (GEER I)				
Coronavirus Aid, Relief, and Economic Security Act (CARES)				
Item	Allocation	Obligated Amount	Spending as of 12/1/2021	Balance (Allocation - Spending)
State Education Activities:				
Digital Equity Formula Grant	\$39,492,577	\$39,492,577	\$38,356,795	\$1,135,782
Early Childhood	\$9,959,243	\$9,959,243	\$8,136,190	\$1,823,053
Student Care Department	\$2,499,999	\$2,499,999	\$1,433,553	\$1,066,446
Abraham Lincoln Presidential Library Museum	\$150,000	\$150,000	\$0	\$150,000
Illinois Board of Higher Education	\$35,092,616	\$35,092,616	\$25,558,310	\$9,784,306
Illinois Math and Science Academy	\$250,000	\$250,000	\$88,735	\$161,265
Illinois Community College Board	\$21,053,319	\$21,053,319	\$14,919,309	\$6,134,010
Unallocated Balance	\$3,015	\$0	\$0	\$3,015
Subtotal SEA Distribution	\$108,500,769	\$108,497,754	\$88,404,156	\$20,007,877
Total GEER Award Allocation Amount	\$108,500,769	\$108,497,754	\$88,492,892	\$20,007,877

Governor's Emergency Education Relief II (GEER II)				
Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA)				
Item	Allocation	Obligated Amount	Spending as of 12/1/2021	Balance (Allocation - Spending)
Emergency Grants to LEAS				
Learning Renewal Office	\$736,332	\$0	\$0	\$736,332
Longitudinal Data System 2.0	\$500,000	\$0	\$0	\$500,000
Early Childhood	\$23,167,906	\$17,043,317	\$1,403,567	\$21,764,339
Illinois Community College Board	\$10,425,000	\$10,424,870	\$0	\$10,425,000
Illinois Board of Higher Education	\$11,325,000	\$11,324,967	\$0	\$11,325,000
Illinois Math and Science Academy	\$250,000	\$250,000	\$0	\$250,000
Illinois Student Assistance Commission	\$1,500,000	\$1,500,000	\$0	\$1,500,000
Unallocated Balance	\$8,068	\$0	\$0	\$8,068
Subtotal Grants to LEAS	\$47,912,306	\$40,543,153	\$1,403,567	\$46,508,739
Total GEER II Award Allocation Amount	\$47,912,306	\$40,543,153	\$1,403,567	\$46,508,739

ILLINOIS STATE BOARD OF EDUCATION
FY 2023 Board Recommendation

Page Ref.	\$000s	FY 2022	FY 2023	Increase (Decrease)	
		Budget	Request	\$	%
GENERAL FUNDS					
63	Evidence-Based Funding	7,579,038.2	7,929,238.2	350,200.0	4.6%
70	Illinois Free Lunch and Breakfast	9,000.0	9,000.0	0.0	0.0%
75	Orphanage Tuition	9,900.0	9,900.0	0.0	0.0%
83	Special Education - Orphanage Tuition	93,000.0	107,019.8	14,019.8	15.1%
85	Special Education - Private Tuition	152,320.0	164,957.6	12,637.6	8.3%
92	Transportation - Regular and Vocational	281,323.8	305,000.0	23,676.2	8.4%
94	Transportation - Special Education	387,682.6	415,719.3	28,036.7	7.2%
	Subtotal, Mandated Categorys	933,226.4	1,011,596.7	78,370.3	8.4%
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%
42	Agriculture Education	5,000.0	7,050.0	2,050.0	41.0%
46	Alternative Education - Regional Safe Schools	6,300.0	6,300.0	0.0	0.0%
47	Assessments: State and Federal	41,500.0	40,000.0	(1,500.0)	(3.6%)
50	Autism	100.0	100.0	0.0	0.0%
51	Blind and Dyslexic	846.0	846.0	0.0	0.0%
53	Career and Technical Education	43,062.1	43,062.1	0.0	0.0%
55	Community and Residential Services Authority	650.0	700.0	50.0	7.7%
56	District Consolidation Costs	95.0	191.0	96.0	101.1%
59	Early Childhood Education	543,738.1	598,138.1	54,400.0	10.0%
61	Educator Quality Investigations and Hearings	429.9	490.0	60.1	14.0%
68	Grant Accountability and Transparency Act and Budgeting for Results	260.0	300.0	40.0	15.4%
72	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%)
73	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%)
77	Philip J. Rock Center and School	3,777.8	3,777.8	0.0	0.0%
79	Principal Mentoring and Recruitment	1,800.0	1,800.0	0.0	100.0%
n/a	School of the Art Institute of Chicago	30.0	0.0	(30.0)	(100.0%)
81	Southwest Organizing Project Parent Mentoring	8,000.0	8,000.0	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%)
152	Student Care Department	N/A	N/A	N/A	N/A
89	Tax Equivalent Grants	222.6	222.6	0.0	0.0%
90	Teach for America	1,000.0	1,000.0	0.0	0.0%

Page Ref.	\$000s	FY 2022	FY 2023	Increase (Decrease)	
		Budget	Request	\$	%
157	Teacher Mentoring	N/A	N/A	N/A	N/A
96	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%)
TOTAL - GRANTS		9,216,434.8	9,696,121.2	479,686.4	5.2%
n/a	Agency Capacity	23,217.2	23,217.2	0.0	0.0%
Subtotal, Agency Capacity		23,217.2	23,217.2	0.0	0.0%
TOTAL-GENERAL FUNDS		9,239,652.0	9,719,338.4	479,686.4	5.2%
OTHER STATE FUNDS					
AGENCY CAPACITY--OTHER STATE FUNDS					
97	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%
104	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%
68	State Board of Education Special Purpose Trust Fund - Grant Accountability and Transparency Act and Budgeting for Results	600.0	750.0	150.0	25.0%
114	Teacher Certificate Fee Revolving Fund	6,000.0	6,000.0	0.0	0.0%
Subtotal, Agency Capacity		18,608.9	18,758.9	150.0	0.8%
TOTAL - AGENCY CAPACITY		18,608.9	18,758.9	150.0	0.8%
GRANTS--OTHER STATE FUNDS					
n/a	After-School Rescue Fund	200.0	200.0	0.0	0.0%
99	Charter Schools Revolving Loan Fund	200.0	200.0	0.0	0.0%
101	Drivers Education Fund	13,750.0	13,750.0	0.0	0.0%
103	Freedom Schools Fund	17,000.0	17,000.0	0.0	0.0%
105	Personal Property Replacement Tax Fund – Bus Driver Training	70.0	70.0	0.0	0.0%
105	Personal Property Replacement Tax Fund – Regional Offices of Education	6,970.0	18,970.0	12,000.0	172.2%
107	Personal Property Replacement Tax Fund – Regional Superintendents' and Assistants' Salaries	11,400.0	11,750.0	350.0	3.1%
108	School District Emergency Financial Assistance Fund	1,000.0	1,000.0	0.0	0.0%
110	School STEAM Grant Program	2,500.0	2,500.0	0.0	0.0%
112	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%
116	Temporary Relocation Expenses Revolving Grant Fund	1,000.0	1,000.0	0.0	0.0%
Subtotal, Grants		70,074.8	82,424.8	12,350.0	17.6%

Page Ref.	\$000s	FY 2022	FY 2023	Increase (Decrease)	
		Budget	Request	\$	%
	TOTAL – GRANTS	70,074.8	82,424.8	12,350.0	17.6%
	TOTAL-OTHER STATE FUNDS	88,683.7	101,183.7	12,500.0	14.1%
	FEDERAL FUNDS				
	AGENCY CAPACITY				
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%
	Subtotal, Agency Capacity	73,674.5	73,674.5	0.0	0.0%
	TOTAL-AGENCY CAPACITY	73,674.5	73,674.5	0.0	0.0%
	GRANTS				
	CAREER AND TECHNICAL EDUCATION				
122	Career and Technical Education - Basic	66,000.0	70,000.0	4,000.0	6.1%
	Subtotal, Career and Technical Education	66,000.0	70,000.0	4,000.0	6.1%
	CHILD NUTRITION				
125	Child Nutrition Programs	1,062,500.0	1,062,500.0	0.0	0.0%
	Subtotal, Child Nutrition	1,062,500.0	1,062,500.0	0.0	0.0%
	INDIVIDUALS WITH DISABILITIES ACT				
140	Individuals with Disabilities Education Act - Deaf and Blind	800.0	800.0	0.0	0.0%
142	Individuals with Disabilities Education Act, Part B	949,576.4	949,576.4	0.0	0.0%
144	Individuals with Disabilities Education Act – Preschool, Part B	41,000.0	41,000.0	0.0	0.0%
146	Individuals with Disabilities Education Act - State Program Improvement, Part D	5,000.0	5,000.0	0.0	0.0%
	Subtotal, Individuals with Disabilities Act	996,376.4	996,376.4	0.0	0.0%
	TITLE PROGRAMS (EXCLUDING ASSESSMENTS)				
158	Title I	1,160,000.0	1,200,000.0	40,000.0	3.4%
166	Title II - Improving Teacher Quality, Part A	160,000.0	160,000.0	0.0	0.0%
169	Title III – English Language Acquisition	50,400.0	50,400.0	0.0	0.0%
171	Title IV	225,000.0	225,000.0	0.0	0.0%
175	Title V - Rural and Low-Income School Programs, Part B	2,000.0	2,200.0	200.0	10.0%
177	Title X – Education for Homeless Children	9,000.0	9,000.0	0.0	0.0%
	Subtotal, Title Programs (excluding Assessments)	1,606,400.0	1,646,600.0	40,200.0	2.5%
	ASSESSMENTS				
47	Assessments: State and Federal	35,000.0	35,000.0	0.0	0.0%
	Subtotal, Assessments	35,000.0	35,000.0	0.0	0.0%
	COVID-19 RELIEF GRANTS				
129	Elementary and Secondary Emergency Relief Fund I	475,411.4	41,543.0	(433,868.4)	(91.3%)

Page Ref.	\$000s	FY 2022	FY 2023	Increase (Decrease)	
		Budget	Request	\$	%
28	Elementary and Secondary Emergency Relief Fund II	2,250,805.0	1,162,038.9	(1,088,766.1)	(48.4%)
28	Elementary and Secondary Emergency Relief Fund ARP	5,054,990.0	5,011,807.8	(43,182.2)	(0.9%)
134	Emergency Assistance to Non-Public Schools I	84,490.0	73,414.9	(11,075.1)	(13.1%)
134	Emergency Assistance to Non-Public Schools ARP	83,246.4	83,246.4	0.0	0.0%
136	Governor's Emergency Education Relief I	107,508.4	24,120.5	(83,387.9)	(77.6%)
136	Governor's Emergency Education Relief II	47,905.0	46,365.5	(1,539.5)	(3.2%)
138	Homeless Children and Youth ARP	33,115.0	33,118.5	3.5	0.0%
Subtotal, COVID-19 Relief Grants		8,137,471.2	6,475,655.5	(1,661,815.7)	(20.4%)
STATE CORONAVIRUS URGENT REMEDIATION EMERGENCY (CURE) FUND					
40	After-School Programs	10,000.0	10,000.0	0.0	0.0%
120	Black and Gold Initiative	75.0	75.0	0.0	0.0%
103	Freedom Schools Fund	17,000.0	17,000.0	0.0	0.0%
	Parent Mentoring Programs	10,000.0	10,000.0	0.0	0.0%
Subtotal, CURE Fund Grants		37,075.0	37,075.0	0.0	0.0%
OTHER GRANTS					
118	Adolescent Health	500.0	500.0	0.0	0.0%
	Longitudinal Data System	5,200.0	0.0	(5,200.0)	(100.0%)
148	Preschool Development Grant Birth through 5	20,000.0	35,000.0	15,000.0	75.0%
150	STOP School Violence and Mental Health Training	1,000.0	1,000.0	0.0	0.0%
155	Substance Abuse and Mental Health Services	5,300.0	5,300.0	0.0	0.0%
Subtotal, Other Grants		32,000.0	41,800.0	9,800.0	30.6%
TOTAL - GRANTS		11,972,822.6	10,365,006.9	(1,607,815.7)	(13.4%)
TOTAL - FEDERAL FUNDS		12,046,497.1	10,438,681.4	(1,607,815.7)	(13.3%)
GRAND TOTAL		21,374,832.8	20,259,203.5	(1,115,629.3)	(5.2%)

Advanced Placement – Course Implementation

Legislative Reference - 105 ILCS 302

Funding Source - State

Appropriation History

	FY19	FY20	FY21	FY22	FY23 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’s Advanced Placement (AP) – Course Implementation 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 served 19,800 students in FY 2021. Professional learning was provided to 280 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:

	FY19	FY20	FY21	FY22 (est)	FY23 (proj)
Schools	15	16	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

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$0	\$2,000,000	\$2,500,000	\$2,500,000	\$2,500,000
Change from Prior Year	\$0	\$2,000,000	\$500,000	\$0	\$0
	N/A	N/A	25.00%	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 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.

	FY21	FY22 (est)	FY23 (proj)
Number of AP exams with state funding reimbursement	47,211	65,000	65,000

In 2021, 47,211 students in Illinois public high schools received the low-income fee reduction. Illinois' AP program delivered a total potential cost savings of more than \$28.14 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 \$596 per credit hour.

After School Matters

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$2,443,800	\$3,443,800	\$3,443,800	\$3,443,800	\$3,443,800
Change from Prior Year	\$0	\$1,000,000	\$0	\$0	\$0
	0.00%	40.92%	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 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	FY22 (est)
Students Served	2,961	3,031	2,709	3,050
Activities	197	197	197	200

After-School Programs

*Legislative Reference – Not Applicable
Funding Source – State and Federal*

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$15,000,000	\$20,000,000	\$20,000,000	\$30,000,000	\$30,000,000
General Revenue Fund	\$15,000,000	\$20,000,000	\$20,000,000	\$20,000,000	\$20,000,000
State CURE Fund	\$0	\$0	\$0	\$10,000,000	\$10,000,000
Change from Prior Year	\$0 0.00%	\$5,000,000 33.33%	\$0 0.00%	\$10,000,000 50.00%	\$0 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 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 of this funding is to:

- Improve academic outcomes for students.
- Provide opportunities for enrichment activities in a safe and healthy environment.
- Provide opportunities to strengthen public, private, and philanthropic

partnerships so that quality support services are more available for students facing the greatest challenges.

Reimbursement/Distribution Method

A total of \$20 million from the General Revenue Fund was allocated for After-School Programs in fiscal year 2022. A total of 1,078 public schools with low-income concentrations of 70 percent received a total of \$17 million in allocations. Additionally, 11 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 171. A total of 469,377 students are estimated to be served in FY 2022. The remaining \$3 million will be awarded to successful non-school district/non-Local Education Agency grant applicants.

In addition, ISBE received a \$10 million appropriation from the State Coronavirus urgent Remediation Emergency (CURE) Fund for after-school programs. The State CURE Fund is a federal fund.

Population and Service Levels

The following table displays service-level information for after-school programs funded by the General Revenue Fund:

	FY18	FY19	FY20	FY21	FY22 (est)
School Districts	198	146	161	172	171
Non-School District	10	17	18	18	TBD

Agriculture Education

Legislative Reference - 105 ILCS 5/2-3.80

Funding Source - State

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$7,050,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$2,050,000
	0.00%	0.00%	0.00%	0.00%	41.00%

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 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 effectiveness in providing each and every child a high-quality education that meets their needs.

Program Mission

The mission of agriculture education is to increase utilization of research-based, standards-led 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 is to assist school districts, colleges, and universities in developing comprehensive programs in agricultural education and improve agricultural career preparation.

Agriculture Education funding supports all aspects of the statewide program. Areas addressed by funding are described below by common mission areas.

- Dollars from the Incentive Grants for Programs in Grades 5-12 are distributed to each agricultural education program in Illinois to strengthen and supplement agricultural education programming for middle and high school grades.
- Incentive Grants for Agriculture Teacher Preparation Programs, the Agriculture Education Preservice Internship Program, and Growing Agricultural Science Teachers (GAST) support postsecondary agriculture programs for the recruitment and development of agriculture teachers in addition to program improvement activities.
- The Agriculture Education Teacher Three Circle Grant program partners with districts to support agriculture teacher service costs incurred outside of the regular teaching responsibilities for the

improvement of the agricultural education program. Activities include supervising work-based learning experiences, skill and leadership development activities through FFA, and development of agricultural education curricula and any agricultural education specific professional learning opportunities.

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

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

Reimbursement/Distribution Method

Agricultural Education funds are proposed to be distributed in fiscal year 2023 to districts/Local Education Agencies according to the following guidelines:

- Approximately 45 percent of Agricultural Education funds are allocated to the Agriculture Education Teacher Three Circle Grant. Funds will support the personnel service costs of teachers in agricultural education programs for activities outside of the regularly scheduled teaching responsibilities of the teacher(s). Proposed funding level is \$3.2 million in FY 2023. Local allocations are calculated based on the participating teachers' salary and benefits information.
- Approximately 20 percent of Agricultural Education funds are allocated to the

FCAE Grant programs. Funds will support the coordination of three unique grant initiatives. The Local Program Support Grant will provide the current field staff support for teachers and administrators in agricultural education along with statewide professional development and management of statewide student services. The Work-based Learning Grant will provide statewide recordkeeping services for student and teachers managing work placement and other student experiences. It will also provide coordination between industry and educators while supporting awards, recognition, and promotion of student work-based learning projects. The Curricular Resource Management Grant will develop and distribute crucial instructional resources to teachers regarding agriculture, food, and natural resource careers. Proposed funding level is \$1387 million in FY 2023. FCAE Grants are competitive and awarded to the best applicants as determined through merit-based review.

- Approximately 5 percent of Agricultural Education funds are allocated to GAST Grants. Funds support the recruitment, development, and retention of both preservice and early-career agricultural education teachers. Proposed funding level is \$320,000 in FY 2023. Each university participating will receive \$40,000, and each junior or community college participating will receive \$20,000. GAST Grants are competitive and awarded to applicants that meet the eligibility requirements.
- Approximately 3 percent of Agricultural Education funds are allocated to the Agriculture Education Preservice Internship Program. Funds support the development of preservice teachers through a comprehensive internship experience focused on various career pathways in agriculture, translation of

these experiences to the classroom, and the management of student projects and related FFA opportunities. Proposed funding level is \$225,640 in FY 2023. The Preservice Internship Program is a competitive grant and is awarded to the best applicant as determined through merit-based review.

- Approximately 1 percent of Agricultural Education funds are allocated to the Incentive Grant for Agriculture Teacher Preparation programs. Funds support the improvement of the teacher preparation program through new instructional technology, professional services, equipment, travel, materials, and supplies. Proposed funding level is \$80,000 for FY 2023. This formula grant calculates individual allocations based on an annual quality indicator application provided by ISBE.

- The remaining 27 percent of Agricultural Education funds are allocated to Incentive Grants for Programs in Grades 5-12. Funds support the improvement of local agricultural education programs through new classroom technology, curriculum resources, professional services, materials, and equipment, etc. Proposed funding level is \$1,877,360 in FY 2023. Approximately \$100,000 will be used for new startup programs. This formula grant calculates individual allocations based on an annual quality indicator application provided by ISBE.

Population and Service Levels

The following tables display service-level information:

FCAE

	FY19	FY20	FY21	FY22 (est)	FY23 (proj)
Ag Literacy Coalitions	79	78	73	78	83
PreK-8 Students	664,534	463,642	163,981	400,000	670,000
High Schools	367	354	355	359	365
Teachers	432	444	451	477	500

Postsecondary GAST & Ag Incentive Fund

	FY19	FY20	FY21	FY22 (est)	FY23 (proj)
Universities	4	4	4	4	4
Community Colleges	3	4	4	4	6
Postsecondary Students	150	145	276	257	287

Secondary Ag Incentive & Three Circles

	FY19	FY20	FY21	FY22 (est)	FY23 (Proj)
6-12 Students (Unduplicated)	34,500	34,915	32,656	35,000	36,000
High Schools	367	354	355	359	365
Teachers (3 Circles)	220	261	291	310	335

Preservice Internship Program

	FY19	FY20	FY21	FY22 (est)	FY23 (proj)
Preservice Interns	N/A	N/A	N/A	8	16
Universities Represented	N/A	N/A	N/A	5	5

Alternative Education – Regional Safe Schools

Legislative Reference - 105 ILCS 5/13A-8
Funding Source – State

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$6,300,000	\$6,300,000	\$6,300,000	\$6,300,000	\$6,300,000
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 provide formula funding to 35 Regional Offices of Education, three Intermediate Service Centers, and Chicago Public Schools to operate Regional Safe Schools 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 2022. 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 Schools 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	FY22 (est)
Students served	3,717	3,283	1,769	3,600

Assessments: State and Federal

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

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$83,600,000	\$81,500,000	\$81,500,000	\$76,500,000	\$75,000,000
State	\$48,600,000	\$46,500,000	\$46,500,000	\$41,500,000	\$40,000,000
Federal	\$35,000,000	\$35,000,000	\$35,000,000	\$35,000,000	\$35,000,000
Change from	(\$2,400,000)	(\$2,100,000)	\$0	(\$5,000,000)	(\$1,500,000)
Prior Year	(2.79%)	(2.51%)	0.00%	(6.13%)	(1.96%)

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23**
Grant Award	\$11,203,050	\$11,122,189	\$11,043,250	\$10,957,656	TBD
Change from	(\$110,057)	(\$80,861)	(\$78,939)	(\$85,594)	TBD
Prior Year	(0.97%)	(0.72%)	(0.71%)	(0.78%)	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 2023 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-AA 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-AA 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-AA 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 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:

- *WIDA* -- 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.
- *NCS 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. For 2021, students in Grades 9 and 10 were not required to be assessed in ELA or mathematics. The data are as follows:

2021

English proficiency Grade K through 12 (ACCESS and Alternate Access):

Online: 140,791

Paper: 11,795

Alternate ACCESS: 2,621

ELA and math Grades 3 through 8 (IAR):

Online ELA: 591,882

Paper ELA: 2,241

Online Math: 584,944

Paper Math: 2,192

ELA (with essay) and math Grade 11 (SAT):

Paper ELA: 136,549

Paper Math: 136,549

Science Grade 5, 8 and first-year high school biology (ISA):

Online: 281,393

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

Online ELA: 8,174

Online Math: 8,151

Online Science: 2,956

An additional number of students test each year, but for various reasons their scores are not considered valid. Furthermore, the number of students tested for 2020-21 was impacted by the pandemic. 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.

Autism

Legislative Reference – Not Applicable
Funding Source – State

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
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 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 28,761 in 2021.

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:

	FY19	FY20	FY21	FY22 (est)
Number of students with autism spectrum disorder in Illinois	27,131	28,000	28,761	29,500

Blind and Dyslexic

Legislative Reference – Not Applicable
Funding Source – State

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$846,000	\$846,000	\$846,000	\$846,000	\$846,000
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

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:

	FY19	FY20	FY21	FY 22 (est)
Students Served	48,041	56,742	64,011	72,274
Books Circulated	186,111	165,450	124,887	125,500
Schools Enrolled	705	708	708	708

Career and Technical Education

Legislative Reference – 105 ILCS 435
Funding Source – State

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$38,062,100	\$43,062,100	\$43,062,100	\$43,062,100	\$43,062,100
Change from Prior Year	\$0	\$5,000,000	\$0	\$0	\$0
	0.00%	13.14%	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.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality 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 Career 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. Another awarded program will be work-based learning that allows for dual credit in CTE programs of study.

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:

	FY19	FY20	FY21	FY22 (est)	FY 23 (proj)
Elementary K-8 Students	1,277,929	1,267,074	1,277,929	1,277,929	1,277,929
Districts Served	714	777	714	714	714

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

Secondary Students Served	FY19	FY20	FY21	FY22 (est)	FY 23 (proj)
Secondary Students in Career Preparation Programs	290,861	286,237	274,797	280,000	280,000
Secondary Schools Offering Programs	774	778	774	774	774
Districts	632	479	632	632	632

The following table displays service-level information for the the Education Career Pathway program:

	FY20	FY21	FY22 (est)	FY 23 (proj)
Community Colleges	2	4	6	6
EFEs	9	18	24	24
Districts Served	42	86	100	100
Area Career Centers	4	6	6	6
High Schools Served	59	120	140	140

Community and Residential Services Authority

Legislative Reference – 105 ILCS 5/14-15.01
Funding Source – State

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$579,000	\$650,000	\$650,000	\$650,000	\$700,000
Change from Prior Year	\$0	\$71,000	\$0	\$0	\$50,000
	0.00%	12.26%	0.00%	0.00%	7.69%

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) coordinates human services in an effort to create a responsive system of care to meet the needs of children and adolescents who are severely emotionally disturbed. Its mission is to promote a network of resources for Illinois children with social and emotional health conditions to receive timely and appropriate access to the services they deserve.

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/or 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:

	FY19	FY20	FY21	FY22 (est)
Referrals	349	400	285	400

District Consolidation Costs

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

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$1,900,000	\$218,000	\$213,000	\$95,000	\$191,000
Change from Prior Year	(\$3,146,000)	(\$1,522,000)	(\$5,000)	(\$118,000)	\$96,000
	(62.35%)	(80.11%)	(2.29%)	(55.40%)	101.05%

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 by allowing consolidating or annexing districts 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 2022 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 (3)	\$0	\$0	\$0	\$10,852	\$10,852
Total	\$0	\$0	\$0	\$10,852	\$10,852

Population and Service Levels

The table above also shows that one consolidating or annexing district received

reorganization incentive payments in FY 2022. The table below shows expenditure data for each of the categories of payment and the number of reorganization studies.

Incentive Payment	FY19	FY20	FY21	FY22 (est)
Certified employees	\$936,000	\$120,000	\$116,000	\$0
Deficit Fund Balance	\$0	\$0	\$0	\$0
Evidence-Based Funding differentials	\$293,031	\$3,842	\$3,842	\$0
Salary differentials	\$481,693	\$10,852	\$10,852	\$10,852
Total	\$1,710,724	\$134,694	\$130,694	\$10,852
Number of feasibility studies				
Number of feasibility studies	0	4	1	6
Money for feasibility studies				
Money for feasibility studies	\$0	\$54,234	\$12,500	\$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
7/1/21	None	0
	Total	86

Fiscal Year	Number of Districts
FY 1999	898
FY 2020	852
FY 2021	852
FY 2022	852

Early Childhood Education

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

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$493,738,100	\$543,738,100	\$543,738,100	\$543,738,100	\$598,138,100
Change from	\$50,000,000	\$50,000,000	\$0	\$0	\$54,400,000
Prior Year	11.27%	10.13%	0.00%	0.00%	10.00%

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

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 several years ago. 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 Individualized 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).

Population and Service Levels

The following table displays service-level information:

	FY18	FY19	FY20	FY21	FY22 (est)	FY23 (proj)
Downstate Illinois Projects						
Prevention Initiative (Birth to 3)	153	138	147	147	144	152
Preschool for All and Preschool for All Expansion (3 to 5)	506	481	524	522	546	611

	FY18	FY19	FY20	FY21	FY22 (est)	FY23 (proj)
Number of Children (Birth to 3) Served Through PI						
Downstate	9,376	12,268	13,401	12,606	13,116	13,984
Chicago Public Schools	4,627	5,758	4,166	3,867	4,480	5,497
Total Children (Birth to 3) Served	14,003	18,026	17,567	16,473	17,596	19,481
Number of Children (3 to 5) Served Through PFA & PFAE						
Downstate	56,173	59,595	62,747	49,360	61,830	65,341
Chicago Public Schools	18,966	17,349	22,436	17,249	28,163	29,898
Total Children (3 to 5) Served	75,139	76,944	85,183	66,609	89,993	95,229
Total Number of Children (Birth to 5) Served Statewide						
	89,142	94,970	102,750	83,082	107,589	114,720

Educator Quality Investigations and Hearings

*Legislative Reference – 105 ILCS 5/21B-75(h)
Funding Source – State*

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$179,900	\$429,900	\$429,900	\$429,900	\$490,000
Change from Prior Year	\$0	\$250,000	\$0	\$0	\$60,100
	0.00%	138.97%	0.00%	0.00%	13.98%

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. The following is the monthly open caseload for investigations in calendar year 2021:

<u>Month</u>	<u>Open Cases</u>
January	330
February	318
March	308
April	307
May	307
June	349
July	342
August	331
September	319
October	314
November	304
December	274

Evidence-Based Funding

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

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$6,836,163,200	\$7,214,813,200	\$7,216,938,227	\$7,579,038,227	\$7,929,238,227
Change from Prior Year	\$381,003,300	\$378,650,000	\$2,125,027	\$362,100,000	\$350,200,000
	5.90%	5.54%	0.03%	5.02%	4.62%

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 effectiveness in providing each and every child a high-quality 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 82 percent of General Funds appropriations to the Illinois State Board of Education in fiscal year 2022.

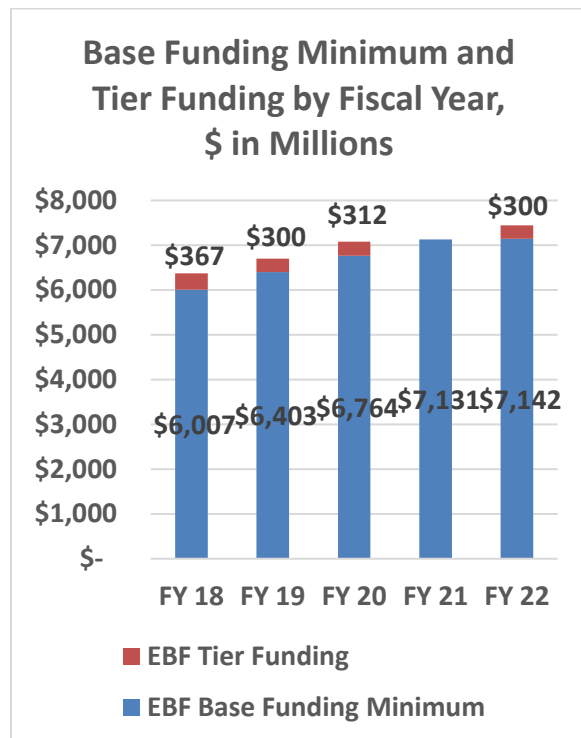
Reimbursement/Distribution Method

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. No new tier funding was provided in FY 2021, so the Base Funding Minimum in FY 2022 was equal to the Base Funding Minimum paid 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 distributed through Tier 2. Tier 1 districts receive a portion of Tier 2 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 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. The following table displays how FY 2022 tier funding is distributed among the EBF tier assignments.

EBF Tier	Org Units	Share of FY 22 Tier Funding
Tier 1	358	89.3%
Tier 2	354	9.7%
Tier 3	58	0.9%
Tier 4	151	0.1%
Total	921	100%

Public Act 102-0033 on EBF Enrollment

In the spring of 2021, ISBE staff reviewed student enrollment data and determined enrollment declines were likely in many districts due to the pandemic. Enrollment is largely the basis for constructing district Adequacy Targets and thus has an impact on calculations. The concern was that lower enrollment would underrepresent the actual number of students requiring an education during this school year.

For this reason, ISBE advocated for the passage of Senate Bill 813, which became Public Act 102-0033. This statutory change requires the use of the greater of actual 2020-21 school year enrollment or the 2019-20 school year data to represent the most

recent year of enrollment data. This provided a more accurate picture of actual school district needs. Eighty-three percent of districts, lab schools, and regional programs benefited from the use of the higher enrollment in FY 2022 EBF calculations.

EBF Calculation Steps

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.

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

Tier 2
<p>Determine Funding Gap = Final Adequacy Target x Tier 2 Target Ratio of 90% - Final Resources - Tier 1 Funding x (1 – Local Capacity Percentage)</p>
<p>Next Determine Initial Tier 2 Funding = Funding Gap x Tier 2 Allocation Rate</p> <p><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></p>

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

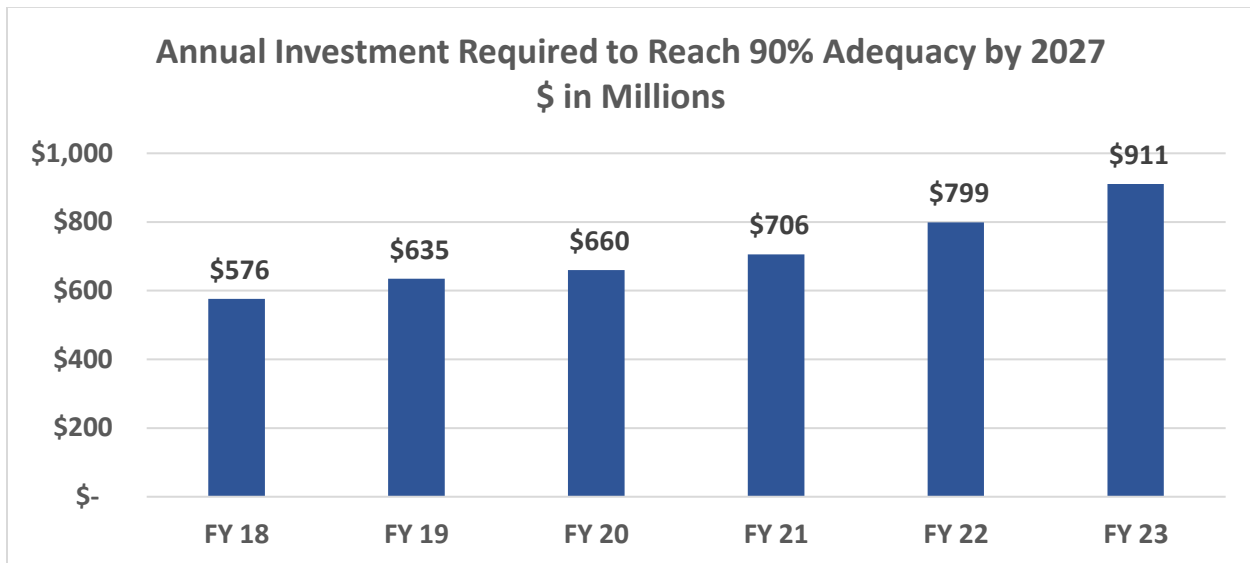
Tier 4
<p>Tier 4 Funding = Adequacy Target x Tier 4 Allocation Rate</p>

Population and Service Levels

The gap to 90 percent adequacy for all Tier 1 and Tier 2 districts, per the FY 2022 EBF calculations, is estimated to be \$4.6 billion. The state would need to commit to an annual increase of \$911 million to the EBF appropriation for the next five 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 2022 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.



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. This calculation is based on the data set in a given year, with the FY 2023 cost estimate based on data from FY 2022 calculations. 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 has increased its investment in public education in Illinois by \$1.279 billion 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 16 districts with 60 percent or less of the resources needed to provide a basic education.

	FY18	FY19	FY20	FY21	FY22
Number of Districts ≤ 60 percent Adequacy	168	80	34	10	16

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. A total of \$49.7 million has been provided for the tax relief program in FY 2022.

The Property Tax Relief Grant promotes equity by providing state grants to districts.

In return, those districts agree 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 grant is equal to the Amount Abated multiplied by a factor of $(1 - \text{Local Capacity Percentage})^2$.

Population and Service Levels

There was no funding provided for the Property Tax Relief Grant program in FY 2021.

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

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	N/A	\$260,000	\$860,000	\$860,000	\$1,050,000
State	N/A	\$260,000	\$260,000	\$260,000	\$300,000
Other State	N/A	N/A	\$600,000	\$600,000	\$750,000
Change from Prior Year	N/A	N/A	\$600,000	\$0	\$190,000
	N/A	N/A	230.77%	0.00%	22.09%

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 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 recognized 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 (GOMB). 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. The law provides for the development of a coordinated, non-redundant process to establish effective and efficient oversight of the selection and monitoring of grant recipients, ensuring quality programs and limiting fraud, waste, and abuse. 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 GOMB and the Illinois Department of Innovation and Technology.

Population and Service Levels

ISBE administered grants to 2,156 entities (40 percent of state grantees) in fiscal year 2021 and is cognizant agency for 2,488 of the 12,637 entities registered in the GATA grantee portal (20 percent) in FY 2022.

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

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	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 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.

	FY21	FY22 (est)
Reimbursement for each free breakfast/lunch served/claimed	\$.0511	\$.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 2022 estimates reflect the number of school districts and sites providing meals through the Seamless Summer Option of the National School Lunch Program. This flexibility allows school districts provide all meals free to all students.

The following table displays service-level information:

	FY20	FY21	FY22 (est)
IL Free Lunch			
Number of Sponsors	1,078	932	1,083
Number of Sites	4,141	3,867	4,151
IL Free Breakfast			
Number of Sponsors	808	720	720
Number of Sites	3,421	3,237	3,406
Total Number of IL Free Meals Served	140,885,311	176,115,871	184,317,949

Materials Center for the Visually Impaired

Legislative Reference – 105 ILCS 5/14-11.01
Funding Source – State

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$1,421,100	\$1,421,100	\$1,421,100	\$1,421,100	\$1,421,100
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 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.

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.

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:

	FY19	FY20	FY21	FY22 (est)
Elementary/ secondary students served	4,395	4,466	4,522	4,300
Postsecondary students served	520	611	402	510

National Board Certification

Legislative Reference – 105 ILCS 5/21B-70
Funding Source - State

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$1,000,000	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000
Change from	\$0	\$500,000	\$0	\$0	\$0
Prior Year	0.00%	50.00%	0.00%	0.00%	0.00%

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 effectiveness in providing each and every child a high-quality 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 6,864 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 or Tier 2, 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 directly or through their school district. 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	FY22 (est)	FY23 (proj)
New candidates	397	439	428	400	425
New NBCTs	180	179	164	150	160
Newly Renewed	217	283	137	140	150
Total NBCTs	6,543	6,714	6,864	7,050	7,240

	FY19	FY20	FY21	FY22 (est)	FY23 (proj)
Mentoring	\$256,500	\$256,500	\$246,850	\$275,000	\$275,000
Subsidies (New)	\$431,300	\$835,050	\$600,000	\$500,000	\$550,000
NBPTS Renewal & Retakes	\$312,200	\$261,140	\$310,415	\$250,000	\$300,000
Instructional Leadership Training	\$0	\$0	\$0	\$0	\$0
Other (e.g., incentives to candidates, payments to liaisons & facilitators)	\$0	\$147,310	\$342,735	\$475,000	\$375,000
Disbursed	\$1,000,000	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000

Orphanage Tuition

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

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$13,600,000	\$10,100,000	\$9,900,000	\$9,900,000	\$9,900,000
Change from	(\$3,400,000)	(\$3,500,000)	(\$200,000)	\$0	\$0
Prior Year	(20.00%)	(25.74%)	(1.98%)	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 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:

Regular term reimbursement	
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.

	FY19	FY20	FY21	FY22 (est)
Total claim	\$9,574,023	\$9,761,156	\$8,421,585	\$8,191,282
Summer (actual)	\$320,441	\$318,023	\$277,584	\$312,674
Excess cost amount	\$0	\$0	\$0	\$0
1.2 per capita amount	\$9,253,582	\$9,443,133	\$8,144,001	\$7,920,970
Prior Year Liability*	\$0	\$0	\$0	\$0

*The appropriation authority for this line allows the agency 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

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$3,577,800	\$3,777,800	\$3,777,800	\$3,777,800	\$3,777,800
Change from	\$0	\$200,000	\$0	\$0	\$0
Prior Year	0.00%	5.59%	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.

Elevating Educators: Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality 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 2021. Statewide, 326 children/youth who are deaf-blind were eligible for support services through the service center in FY 2021. Three students were waiting to be placed during FY 2021.

	FY19	FY20	FY21	FY22 (est)
Full residential and educational services provided	10	10	10	12
Students eligible for services	381	357	326	335
Students waiting to be placed	5	5	3	2

Principal Mentoring and Recruitment

Legislative Reference – 105 ILCS 5/34-18.33

Funding Source - State

Appropriation History

	FY19	FY20	FY21	FY22*	FY23 Proposed*
Appropriation	N/A	N/A	N/A	\$1,800,000	\$1,800,000
Change from	N/A	N/A	N/A	\$1,800,000	\$0
Prior Year	N/A	N/A	N/A	N/A	0.00%

*The appropriation for this program is for Principal Recruitment. The Principal Mentoring program is funded at \$1.2 million from the Elementary & Secondary School Emergency Relief (ESSER) Fund II award in FY22 and the American Rescue Plan Act ESSER award in FY23.

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 effectiveness in providing each and every child a high-quality 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. 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 3, 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 competitive grant process in accordance with current administrative rules and will be used to develop and implement principal mentoring programs to serve new principals; mentor training and stipends will comprise the most significant program costs. First-year principals will receive priority over second-year principals.

Funds for recruitment also will be distributed via a competitive grant process. School districts, Regional offices of Education, Intermediate Service Centers, colleges and universities, and not-for-profit organizations are eligible to apply. 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 398 first-year principals in fiscal year 2020 and 354 in FY 2021. A \$1.2 million investment in principal mentoring would provide this support for approximately 365 first-year principals in FY 2023, including the costs for mentor stipends, training, and

program coordination – with any remaining funds supporting second-year principals.

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 (est)	FY23 (proj)
Principals Mentored	0	365	400*
New Principals Recruited	0	160	160

* ISBE did not operate a principal mentoring program in FY 2021, so in FY 2022 no principals met the definition of “second-year principal” set forth in 23 Ill. Admin. Code 35.10. Therefore, the program was only offered to first-year principals. The program will prioritize serving all first-year principals in FY 2023 and may also serve second-year principals in high-needs schools as funding allows.

Southwest Organizing Project Parent Mentoring Program

*Legislative Reference – Not Applicable
Funding Source – State and Federal*

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$2,000,000	\$3,500,000	\$3,500,000	\$18,000,000	\$18,000,000
GRF	\$2,000,000	\$3,500,000	\$3,500,000	\$8,000,000	\$8,000,000
State CURE Fund	N/A	N/A	N/A	\$10,000,000	\$10,000,000
Change from Prior Year	\$0	\$1,500,000	\$0	\$14,500,000	\$0
	0.00%	75.00%	0.00%	414.29%	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 Parent Mentoring Program is to promote meaningful family engagement and to develop parental leadership in low-income schools. The program is designed to systematically engage parents in their children’s schools and communities and to provide training in various school volunteer roles. The development of parents as classroom volunteers supports school culture and climate as well as academic achievement of students.

The Parent Mentoring Program provides funding via subgrants to approximately 40 community-based organizations that, in turn, partner with local primary schools to recruit

and train parent volunteers. Up to eight parent volunteers are recruited per school and each is assigned to a participating classroom for two hours per day, four days per week, for an academic year. Parents also receive two hours of training per week from parent mentor coordinators to support teacher efforts in the classroom. Parents are assigned to a classroom, where they are mentored by a teacher and work either one-on-one with students or with small groups of children. Parent mentors receive a one-time stipend of \$500 after reaching 100 volunteer hours.

Purpose

The purpose of the program is to increase parent engagement, improve school climate and culture, develop parent leadership skills, foster collaboration between schools and community-based organizations, and improve classroom experiences for students and teachers.

Reimbursement/Distribution Method

The General Assembly originally allocated funds for the Parent Mentoring Program to the Illinois Coalition for Immigrant and Refugee Rights in fiscal years 2013 and

2014. Subsequent annual allocations have been awarded via one discretionary grant to the Southwest Organizing Project (SWOP) to administer the program.

State funding for SWOP was increased in FY 2022 from \$3.5 million to \$8 million. The General Assembly also appropriated an additional \$10 million from the federal State Coronavirus Urgent Remediation Emergency (CURE) Fund to supplement SWOP's state funding for the Parent Mentoring Program and to expand the program to P-12 schools statewide.

SWOP awards subgrants to community-based organizations on a competitive basis with individual subgrant awards ranging from \$50,000 to \$350,000. Selected organizations train parents and oversee the mentoring program at the school level.

Population and Service Levels

SWOP has used state funds to support approximately 40 community-based organizations. It has trained 1,464 parent mentors, who served 220 public schools. More than 26,000 students have received

academic support from the trained parent mentors, and 136 parent mentor coordinators have been trained to support parent mentors.

Parent mentors have provided support in virtual classrooms during the COVID-19 pandemic.

The following table displays service-level information:

	FY20	FY21	FY22 (est)	FY23 (proj)
Community-Based Organizations Funded	30	30	41	46
Schools Served	147	139	204	234
Parent Mentors	1,105	890	1,337	1,566
Parent Mentor Coordinators	138	138	175	225
Children in Classrooms Served by a Parent Mentor	27,087	14,701	25,000	37,000

Special Education – Orphanage Tuition

Legislative Reference – 105 ILCS 5/14-7.03
Funding Source - State

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$73,000,000	\$91,700,000	\$93,000,000	\$93,000,000	\$107,019,800
Change from Prior Year	(\$477,600) (0.65%)	\$18,700,000 25.62%	\$1,300,000 1.42%	\$0 0.00%	\$14,019,800 15.08%

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 Illinois 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

	FY20	FY21	FY22 (est)
Total Claim Amount*	\$85,521,369	\$91,629,779	\$94,076,122
Chicago District 299	\$15,530,019	\$15,924,523	\$16,629,249
Summer Term	\$3,925,420	\$3,550,373	\$4,248,378
Regular Term	\$66,065,930	\$72,154,883	\$73,198,494
Prior Year Liability**	\$6,473,238	\$840,778	\$1,873,422
Eligible Students - Dec. 1 Count	2,731	2,977	3,056

*Claim data does not include state audit adjustments.

**The appropriation authority for this line allows the agency 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

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$135,265,500	\$152,320,000	\$152,320,000	\$152,320,000	\$164,957,600
Change from Prior Year	\$0	\$17,054,500	\$0	\$0	\$12,637,600
	0.00%	12.61%	0.00%	0.00%	8.30%

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.

	2019-20 School Year FY21	2020-21 School Year FY22 (est)
Total claim	\$195,268,854	\$189,903,512
Chicago District 299	\$22,221,177	\$23,052,556
Downstate	\$173,047,677	\$166,850,956
Percent paid	78%	80%
Net claim*	\$152,319,996	\$152,319,990
Students	9,758	8,818

*Net claim includes state audit adjustments.

State and District Technology Support

*Legislative Reference – 105 ILCS 5/2-3.117
Funding Source - State*

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$2,443,800	\$2,443,800	\$2,443,800	\$2,443,800	\$2,443,800
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.

Elevating Educators: Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality 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, 21st-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 (RFSP) 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 800 supplemental online courses. This approach continued 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.

More than 800 courses, including Advanced Placement, Career and Technical Education, Credit Recovery, and Core Education, have been available to students in Grades 6 through 12 since January of 2020.

Reimbursements are provided to school districts for students engaged in online learning through the IVCC.

Population and Service Levels

The following tables display service-level information:

Reimbursement/Distribution Method

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

Learning Tech Center	FY19	FY20	FY21	FY22 (est)	FY23 (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

Illinois Virtual Course Catalog	FY19	FY20	FY21	FY22 (est)	FY23 (proj)
Number of Schools	300	236	52	60	75
Number of Students Served	6,800	1,650	10,244	9,000	10,000
Number of Courses Offered	169	800	800	800	800

Tax Equivalent Grants

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

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$222,600	\$222,600	\$222,600	\$222,600	\$222,600
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.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality 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:

	FY22	FY23 (proj)
Lost tax amount	\$339,021	\$353,772

Teach for America

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$977,500	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from	\$0	\$22,500	\$0	\$0	\$0
Prior Year	0.00%	2.30%	0.00%	0.00%	0.00%

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 effectiveness in providing each and every child a high-quality 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 were also 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 2023 to recruiting and placing 100 new educators. At least 50 percent of the FY 2023 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 77 incoming teachers, of which 48 percent were teachers of color in FY 2022. More than 10,000 students were taught by first- or second-year corps members in FY 2022.

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	FY21	FY22 (est)	FY23 (proj)
School Year	2020-21	2021-22	2022-23
Incoming TFA teachers of color	51	37	50
Total TFA incoming teachers	101	77	100
% of incoming TFA corps identifying as a person of color	50%	48%	50%
Students impacted by incoming TFA teachers	5,858	4,466	5,800
Total corps of incoming TFA teachers and second-year teachers*	189	174	173
Students impacted by first- and second-year TFA teachers	10,962	10,092	10,034

**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.*

Transportation – Regular and Vocational

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

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$262,909,800	\$289,200,800	\$289,200,800	\$281,323,800	\$305,000,000
Change from	\$0	\$26,291,000	\$0	(\$7,877,000)	\$23,676,200
Prior Year	0.00%	10.00%	0.00%	(2.72%)	8.42%

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 quarterly 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.

Claimed Costs	2018-19 School Year FY20	2019-20 School Year FY21	2020-21 School Year FY22
Salaries/Benefits	\$171,167,275	\$171,717,144	\$166,340,710
Purchased Services	\$17,412,414	\$13,648,484	\$16,881,698
Contractual Transportation Services	\$329,193,945	\$307,785,036	\$258,894,580
Payments to Transit Carriers	\$2,798,663	\$3,200,641	\$1,679,253
Payments to Other Districts	\$15,521,545	\$15,120,863	\$12,727,272
Supplies	\$38,557,983	\$31,035,948	\$25,799,921
Other Expenses	\$791,458	\$668,939	\$529,391
Building and Maintenance (Ed Fund)	\$384,433	\$378,310	\$450,591
Building and Maintenance (O&M Fund)	\$3,464,824	\$3,074,747	\$3,755,792
Depreciation	\$51,154,181	\$54,082,909	\$59,117,852
Indirect Costs (reimbursable)	\$13,172,220	\$12,780,664	\$12,902,877
Offsetting Revenue	(\$23,520,915)	(\$22,358,532)	(\$17,200,642)
Totals	\$620,098,026	\$591,135,153	\$541,879,295

Population and Service Levels

The following table displays service-level information:

	2018-19 School Year FY20	2019-20 School Year FY21	2020-21 School Year FY22
Total claim amount	\$373,219,693	\$345,507,052	\$304,737,666
Chicago District 299	\$351,776	\$326,464	62,209
Downstate	\$372,867,917	\$345,180,588	\$304,675,457
Actual percent paid	84%	89%	95%
Claim with costs prorated	\$289,874,229	\$290,897,175	\$280,487,995
State audit adjustments	(\$673,429)	(\$1,696,375)	\$835,804
Total net claim	\$289,200,800	\$289,200,800	\$281,323,800
PreK-12 Students Transported			
Average transported more than 1.5 miles to school	794,952	780,415	702,814
Average transported less than 1.5 miles without hazard	43,591	47,656	36,352
Average transported less than 1.5 miles with hazard	172,724	170,047	144,632
Average number transported in total	1,011,269	998,121	883,798
Vocational students transported	16,293	16,618	12,231

Transportation – Special Education

*Legislative Reference – 105 ILCS 5/14-13.01(b)
Funding Source - State*

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$387,682,600	\$387,682,600	\$387,682,600	\$387,682,600	\$415,719,300
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$28,036,700 7.23%

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 quarterly 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.

Claimed Costs	2018-19 School Year FY20	2019-20 School Year FY21	2020-21 School Year FY22
Salaries/Benefits	\$121,560,392	\$127,946,405	\$110,419,444
Purchased Services	\$11,440,406	\$9,300,595	\$10,478,142
Contractual transportation Services	\$389,493,724	\$365,639,952	\$261,156,671
Payments to Transit Carriers	\$883,551	\$2,571,847	\$754,237
Payments to Other Districts	\$12,692,828	\$13,904,885	\$11,428,189
Supplies	\$20,356,918	\$16,612,650	\$12,262,765
Other Expenses	\$504,940	\$430,115	\$282,586
Building and Maintenance (Ed Fund)	\$159,549	\$169,323	\$203,167
Building and Maintenance (O&M Fund)	\$1,714,378	\$1,492,278	\$1,488,748
Depreciation	\$27,742,233	\$29,162,841	\$27,846,217
Indirect Costs (reimbursable)	\$8,827,130	\$8,882,296	\$7,764,617
Offsetting Revenue	(\$8,054,388)	(\$8,399,388)	(\$8,643,260)
Totals	\$587,321,661	\$567,713,799	\$435,441,523

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	2020-21 School Year FY22
Total claim amount	\$469,857,329	\$454,171,522	\$348,407,837
Chicago District 299	\$71,828,865	\$74,914,478	\$63,487,786
Downstate	\$398,028,464	\$379,257,044	\$284,920,051
Actual percent paid	83%	85%	99.9%
Claim with costs prorated	\$389,198,625	\$387,142,851	\$348,406,932
State audit adjustments	(\$1,516,029)	\$539,744	(\$336,936)
Total net claim	\$387,682,596	\$387,682,596	\$348,069,996
Special education students transported	87,275	85,188	71,429

Truants' Alternative and Optional Education

Legislative Reference – 105 ILCS 5/2-3.66
Funding Source – State

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$11,500,000	\$11,500,000	\$11,500,000	\$11,500,000	\$11,500,000
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:

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 (ROEs), 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 2022 allowed for the funding of 72 programs that serve an estimated 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. School districts, ROEs, community colleges, university laboratory schools, charter schools, and area vocational centers are eligible to apply.

Population and Service Levels

The following table displays service-level information:

Type of Students	FY19	FY20	FY21	FY22 (est)
Chronic truants	10,862	9,940	12,488	13,000
Truants	8,484	7,720	8,364	8,000
High school dropouts	1,757	1,264	976	1,500
Potential dropouts	3,733	3,435	2,924	3,500
Total served	24,836	22,359	24,752	26,000

Charter Schools

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

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	N/A	N/A	\$1,050,000	\$1,050,000	\$1,050,000
Change from	N/A	N/A	\$1,050,000	\$0	\$1,050,000
Prior Year	N/A	N/A	N/A	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 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 as of July 1, 2020, and transferred all of its key authorizer duties to ISBE. On that date, ISBE assumed the responsibility to hear and decide appeals of local school board

decisions to close existing charter schools and to serve as the authorizer of any schools approved through the state appeals process. ISBE also became the authorizer of 11 charter schools (representing 12 campuses total) that had been previously authorized by the commission.

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 continue to maintain high-quality authorization practices and 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.

Reimbursement/Distribution Method

ISBE has legal authority 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

Appeals may be filed when a local school board revokes or declines to renew the charter of an existing charter school. The table below displays service-level information:

	FY19	FY20	FY21	FY22 (est)	FY23 (proj)
Appeals	5	2	4	0	5
Renewals	1	2	3	0	3

ISBE has not approved any appeals since it assumed the role of statewide appellate authorizer on July 1, 2020, so the number of state-authorized charter schools has not increased since fiscal year 2020.

The following table displays service-level information:

	FY19	FY20	FY21	FY22 (est)	FY23 (proj)
State-authorized charter schools*	10	12	12	12	12

* One state-authorized charter school 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

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000
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 provide loans to support the development and financing of high-quality charter schools throughout Illinois during the initial term of a 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 a 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	FY22 (est)	FY23 (proj)
Eligible schools*	7	9	6	3	3
Number of loans	0	0	1	1	1
Number of students	3,324	4,419	3,115	981	1,302

* 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 2023 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

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$18,750,000	\$16,000,000	\$16,000,000	\$13,750,000	\$13,750,000
Change from Prior Year	\$0	(\$2,750,000)	\$0	(\$2,250,000)	\$0
	0.00%	(14.67%)	0.00%	(14.06%)	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 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	FY23 (proj)
Number of students			
Classroom instruction	95,725	91,045	93,518
Behind-the-wheel Instruction	80,486	81,362	84,691
Reimbursement per student			
Classroom instruction	\$33.43	\$30.20	\$29.41
Behind-the-wheel instruction	\$159.03	\$135.19	\$129.88

Freedom Schools

Legislative Reference – 105 ILCS 5/2-3.186
Funding Source – State

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	N/A	N/A	N/A	\$17,000,000	\$17,000,000
Change from Prior Year	N/A	N/A	N/A	N/A	\$0
	N/A	N/A	N/A	N/A	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 Freedom Schools is to improve the odds of success for children in poverty. Freedom Schools operate in multiple states using a research-based and multicultural curriculum for disenfranchised communities most affected by the opportunity gap and learning loss caused by the pandemic. They focus on expanding the teaching of African American history, developing leadership skills, and providing an understanding of the tenets of the civil rights movement.

Purpose

A Freedom School intentionally and imaginatively implements strategies that emphasize all of the following: racial justice and equity; transparency and building trusting relationships, self-determination, and governance; and community strengths and community wisdom. Such schools utilize current data, best practices, and evidence; shared leadership and collaboration; reflective learning culture; and a whole-child approach to education and literacy.

Reimbursement/Distribution Method

Grants will be competitively bid to eligible entities.

Population and Service Levels

Population and service levels are to be determined based on awarded grants.

Illinois State Board of Education Teacher Certificate Institute Fund

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

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$2,208,900	\$2,208,900	\$2,208,900	\$2,208,900	\$2,208,900
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

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 effectiveness in providing each and every child a high-quality 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.

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.
- Educator License with Stipulations with a Paraprofessional Endorsement - \$5/year for a five-year period.
- Educator License with Stipulations (if applicable) - \$10/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*

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$7,040,000	\$7,070,000	\$7,070,000	\$7,040,000	\$19,040,000
Change from Prior Year	\$0	\$30,000	\$0	(\$30,000)	\$12,000,000
	0.00%	0.43%	0.00%	(0.42%)	170.45%

**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 (CPS) with quality and effectiveness.

Purpose

The purpose of the program is to provide administrative funds for 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).

An increase to this program of \$12 million in fiscal year 2023 will be earmarked to increase the capacity of ROEs/ISCs to assist their districts with addressing truancy and chronic absenteeism as Illinois recovers from

the COVID-19 pandemic. This amount will fund approximately four full-time equivalencies per regional office, inclusive of CPS and the ISCs, based on the average teacher salary from the Evidence-Based Funding formula.

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	FY23 Proposed
ROE School Services	\$6,970,000	\$6,970,000	\$18,970,000
Bus Driver Training	\$100,000	\$ 70,000	\$70,000
Total	\$7,070,000	\$7,040,000	\$19,040,000

Population and Service Levels

	FY19	FY20	FY21	FY22 (est)	FY23 (proj)
Average Number of Professional Development Offerings per ROE	93	140	196	200	210

	FY19	FY20	FY21	FY22 (est)
Chronic Absenteeism Rate (State)	16.5%	11%	21.2%	17%

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

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$11,000,000	\$11,200,000	\$11,400,000	\$11,400,000	\$11,750,000
Change from	\$200,000	\$200,000	\$200,000	\$0	\$350,000
Prior Year	1.85%	1.82%	1.79%	0.00%	3.07%

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

The executive directors and assistant executive directors of the three Suburban Cook County ISCs have been paid from these funds as regional and assistant superintendents since January 1, 2018.

School District Emergency Financial Assistance Fund

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

Appropriation History

	FY19	FY20	FY21	FY22	FY23 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 potential. 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

Under the provisions of Article 1H of the School Code, 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 as follows:

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

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	N/A	N/A	\$2,500,000	\$2,500,000	\$2,500,000
Change from	N/A	N/A	\$2,500,000	\$0	\$0
Prior Year	N/A	N/A	N/A	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.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

Program Mission

The School STEAM Grant Program funds were generated from a one-time specialty ticket made possible through the Illinois State Lottery. The purpose of the grant is to make 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 to provide STEAM instruction. Priority shall be given to programs that provide hands-on experience and to 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 a 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:

	FY22
Eligible schools that meet criteria	2,030
Number of grants awarded* (based on cash availability in fund)	9
K-12 students served	363,085
Female students served	88,578
Number of educators receiving professional learning (PL)	284

Priority Targets	Rantoul	Paris	Chicago Public Schools	E. St. Louis	Berwyn	Community Unit School District 300	Carlinville	Elmwood
Females	567	233	82,307	2,401	400	1,100	458	1,112
Number of educators receiving PL	108	25	12	77	15	0	45	2

*Schools are awarded through the district.

School Technology Revolving Loan Program

Legislative Reference – 105 ILCS 5/2-3.117a
Funding Source - State

Appropriation History

	FY19	FY20	FY21	FY22	FY23 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 K through 8 in fiscal year 2022 and Grades 9 through 12 in FY 2023. They alternate in

each second year thereafter. The population served for FY 2022 included all eligible applicants that enrolled students in Grades K

through 8. The following table displays service-level information:

	FY19	FY20	FY21	FY22 (est)	FY 23 (proj)
Eligible applicants	484	795	484	785	484
Eligible students	616,000	1,346,500	605,000	1,084,412	605,000
Grade levels served	9-12	K-8	9-12	K-8	9-12
Dollars loaned	\$442,300	\$924,435	\$0	\$212,950	\$500,000
Number of loans	4	3	0	2	0
Percent eligible districts participating	1%	1%	0%	1%	1%

Teacher Certificate Fee Revolving Fund

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

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$6,000,000	\$6,000,000	\$6,000,000	\$6,000,000	\$6,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

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 effectiveness in providing each and every child a high-quality 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. All application fees for a Professional Educator License (PEL) and Educator License with Stipulations (ELS) have been \$100 since January 1, 2015, per 105 ILCS 5/21B-40. The application fee for a substitute teaching license is \$50. The application fee is \$150 for out-of-state license applications and \$50 for each subsequent endorsement or approval. Short-term substitute teacher license fees have been \$50 since June 29,

2018, per Public Act 100-0596. 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 Licensure 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 65,000 applications for teaching, administrative, and school service personnel licenses, endorsements, and

approvals are processed annually. The following table displays service-level information:

	FY19	FY20	FY21	FY22 (est)	FY23 (proj)
New Professional Educator Licenses issued by evaluation	7,080*	7,000	3,808	4,928	5,000
New PELs issued by entitlement	4,879	4,900	6,195	6,128	6,000
New Educator License with Stipulations Paraprofessional	8,360	8,500	5,556	12,316	12,000
New ELS (Other)	1,102	1,100	1,045	2,956	3,000
New Substitute Licenses issued	13,833	14,000	11,275	18,860	19,000
Endorsements issued on a PEL or ELS	18,186	20,000	26,308	34,940	35,000

*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

	FY19	FY20	FY21	FY22	FY23 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 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.

so that safe and healthy learning conditions are ensured for students. Loans received from the program must be repaid.

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

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

	FY19	FY20	FY21	FY22	FY23 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%

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23**
Grant Award	\$99,935	\$99,935	\$99,935	\$99,935	TBD
Change from	(\$60,932)	\$0	\$0	\$0	TBD
Prior Year	(37.88%)	0.0%	0.0%	0.0%	TBD

*FY 2023 amounts are to be determined.

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.

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.

The 2021 YRBS is expected to be administered to around 1,500 students in 47 schools during the fall semester. ISBE hopes to attain at least a 70 percent overall response rate.

Black and Gold Initiative

*Legislative Reference – Not Applicable
Funding Source – Federal*

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	N/A	N/A	N/A	\$75,000	\$75,000
Change from Prior Year	N/A	N/A	N/A	\$75,000	\$0
	N/A	N/A	N/A	100.00%	0.00%

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23
Grant Award	N/A	N/A	N/A	N/A	N/A
Change from Prior Year	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A

**This program is funded by an appropriation from the State Coronavirus Urgent Remediation Emergency Fund for costs incurred by December 31, 2024.*

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 supportive learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

Program Mission

The program mission is to improve student outcomes by providing mentoring, educational programming, and violence prevention for Black male high school students in the Champaign-Urbana area.

Purpose

The program provides students with a personal development experience intended to blend both effective leadership and efficient self-disciplinary practices to establish a new understanding of the value of education.

Reimbursement/Distribution Method

The General Assembly appropriated federal funds from the State Coronavirus Urgent Remediation Emergency funds to support the Black and Gold Initiative (BGI) in fiscal year 2022. One discretionary grant award will be disbursed to BGI for the partial provision of student mentoring services.

Population and Service Levels

The BGI provides mentoring services to a high school student cohort group of approximately 21 Black male youths in the Champaign-Urbana area. Selected students participate in BGI's Mentally Investing Now Determines Success (MINDS) Program for 16 days during a 16-week semester in which they focus on developing eight critical life skills, including effective communication, decision-making, goal-setting, respect, teamwork, citizenship, conflict resolution, and time management.

	FY22 (est)	FY23 (proj)
Number of students participating in the program	21	21
Number of mentors providing support to students	10	10
Number of weekly mentorship classes attended by students	13	13

Career and Technical Education – Basic

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

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$55,000,000	\$66,000,000	\$66,000,000	\$66,000,000	\$70,000,000
Change from Prior Year	\$0 0.00%	\$11,000,000 20.00%	\$0 0.00%	\$0 0.00%	\$4,000,000 6.06%

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23**
Grant Award	\$42,270,349	\$44,724,253	\$45,433,749	\$47,207,040	TBD
Change from Prior Year	\$2,811,432 7.12%	\$2,453,904 5.81%	\$709,496 1.59%	\$1,773,291 3.90%	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 2023 amounts are to be determined.

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 effectiveness in providing each and every child a high-quality 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 CTE is to provide educational opportunities to fully develop academic, 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 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 districts to strengthen partnerships with postsecondary schools, 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 opportunity gaps by supporting districts to identify local gaps and root causes and design and implement aligned solutions via 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.

Grant awards are distributed in accordance with the requirements specified in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V):

- 85% Grants
- 8% Leadership Activities
- 5% Administration
- 2% 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 (8 percent of grant award) are conducted according to the provisions of Perkins V.

Population and Service Levels

The following table displays service-level information:

Students Served	FY18	FY19	FY20	FY21	FY22 (est)	FY 23 (proj)
Secondary Students	294,239	290,861	286,237	274,797	280,000	280,000
Community College Students	131,076	128,042	119,269	98,681	114,000	114,000
Total Students	425,315	418,001	405,506	373,478	394,000	394,000

Programs Offered	FY18	FY19	FY20	FY21	FY22 (est)	FY23 (proj)
Secondary Schools Offering Programs	774	774	778	774	774	774
Community Colleges Offering Programs	48	48	48	48	48	48
Total Program	822	822	826	822	822	822

Child Nutrition Programs

*Legislative Reference – PL 111-296 and 7 CFR 210,215,220,225,226, 245
Funding Source – Federal (CFDA 10.541,10.555,10.558,10.560,10.582)*

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$1,062,500,000	\$1,062,500,000	\$1,062,500,000	\$1,062,500,000	\$1,062,500,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23
Grant Award	\$781,800,083	\$788,848,763	\$962,494,045	TBD	TBD
Change from	(\$6,361,117)	\$7,048,680	\$173,645,282	TBD	TBD
Prior Year	(0.81%)	0.90%	22.01%	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 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 2022 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**	\$0.35-0.42	\$0.37-0.44
Reduced-price**	\$3.26-3.33	\$3.28-3.35
Free**	\$3.66-3.73	\$3.68-3.75

A one-time menu certification is required to receive the additional seven cents.

* 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 2022 federal reimbursement rates for the SBP:

	Rates	Rates for Severe Need Schools*
Paid breakfast reimbursement	\$0.33	\$0.33
Reduced-price breakfast reimbursement	\$1.67	\$2.05
Free breakfast reimbursement	\$1.97	\$2.35

* 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 2022 federal reimbursement rates for the After-School Care Snack Program:

	Rates
Paid snack reimbursement	\$0.09
Reduced-price snack reimbursement	\$0.50
Free snack reimbursement	\$1.00

FY 2022 federal reimbursement rates for the Special Milk Program (SMP):

	Rates
Paid special milk	\$0.22
Free special milk	Avg. cost per ½ pint

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

	Operating Rates	Administrative Rates	
		Rural/Self-Prep	Urban/Vended
Breakfasts	\$2.24	\$0.2225	\$0.1750
Lunches/suppers	\$3.91	\$0.4075	\$0.3400
Supplements	\$0.91	\$0.0875	\$0.0875

FY 2022 federal reimbursement rates for the Child and Adult Care Food Program (CACFP):

Child Care Center Rates	Breakfasts	Lunch & Suppers	After-School Snacks
Paid	\$0.33	\$0.35	\$0.09
Reduced	\$1.67	\$3.26	\$0.50
Free	\$1.97	\$3.66	\$1.00

Day Care Home Rates	Breakfasts	Lunch & Suppers	Supplements
Tier I	\$1.40	\$2.63	\$0.78
Tier II	\$0.51	\$1.59	\$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 \$0.2600 per meal for FY 2022.

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 \$0.3975 per meal (\$0.26000 per meal plus 12 percent provision dollars) for FY 2022.

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.

Almost all school districts are utilizing the nationwide waiver flexibilities from the U.S. Department of Agriculture (USDA) in FY 2022 and are providing free meals for all students through the Seamless Summer Option of the National School Lunch Program. This flexibility allows school districts to receive the highest level of federal reimbursement of \$4.3175 for each eligible meal served.

	FY21	FY22 (est)
LUNCH		
Number of Sponsors	234	1063
Number of Sites	453	4,078
Number of Meals	1,734,658	127,747,920
BREAKFAST		
Number of Sponsors	163	700
Number of Sites	341	3,392
Number of Meals	1,132,208	56,570,029
SNACKS		
Number of Sponsors	54	78
Number of Sites	120	608
Number of Meals	343,673	1,221,678

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.

	FY21	FY22 (est)
Number of Sponsors	199	278
Number of Sites	296	452
Number of Milks	1,845,072	4,318,470

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.

	FY21	FY22 (est)
Number of Sites	312	315
Number of Students	108,487	111,741
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 2022 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 2021 estimate is the estimated number of sponsoring organizations and sites that would typically participate in the SFSP.

The following table displays service-level information:

	FY21	FY22 (est)
Number of Sponsors	1,047	523
Number of Sites	4,481	2,238

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:

	FY21	FY22 (est)
Number of Sponsors – Child Care Centers	746	754
Number of Sites – Child Care Centers	2,647	2,673
Number of Sponsors – Child Care Homes	11	11
Number of Sites - Child Care Homes	5,659	5,100

Elementary and Secondary School Emergency Relief Funds

Legislative Reference – PL 116-136; PL 117-2
Funding Source – Federal (CFDA 84.425D; 84.425U)

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	N/A	\$569,500,000	\$7,875,295,000	\$7,781,206,400	\$6,215,389,700
ESSER I	N/A	\$569,500,000	\$569,500,000	\$475,411,400	\$41,543,000
ESSER II	N/A	N/A	\$2,250,805,000	\$2,250,805,000	\$1,162,038,900
ARP ESSER	N/A	N/A	\$5,054,990,000	\$5,054,990,000	\$5,011,807,800
Change from Prior Year	N/A	N/A	\$7,305,795,000	(\$94,088,600)	(\$1,565,816,700)
	N/A	N/A	1282.84%	(1.19%)	(20.12%)

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23**
Grant Award	N/A	\$569,467,218	\$5,620,796,927	\$1,688,609,898	TBD
ESSER I	N/A	\$569,467,218	\$0	\$0	TBD
ESSER II	N/A	N/A	\$ 2,250,804,891	\$0	TBD
ARP ESSER	N/A	N/A	\$ 3,369,992,036	\$ 1,688,609,898	TBD
Change from Prior Year	N/A	N/A	\$5,051,329,709	(\$3,932,187,029)	TBD
	N/A	N/A	887.0%	(69.96%)	TBD

**The ESSER I award is funded by the Coronavirus Aid, Relief, and Economic Security Act and has a funding period through September 30, 2022. The ESSER II award is funded by the Coronavirus Response and Relief Supplemental Appropriations Act and has a funding period through September 30, 2023. ARP ESSER award is funded by the American Rescue Plan Act of 2021 and has a funding period through September 30, 2024.*

***State fiscal year 2023 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 effectiveness in providing each and every child a high-quality education that meets their needs.

Program Mission

The mission of the Elementary and Secondary School Emergency Relief (ESSER) I, II and American Rescue Plan (ARP) Act ESSER

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, II, and ARP ESSER 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, II, and ARP ESSER 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 (EFE) Systems/vocational centers, Regional Offices of Education (ROEs), and special education cooperatives that did not receive allocations 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 the use of 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, II, ARP ESSER funds provide grant opportunities that utilize Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, and American Rescue Plan (ARP) 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 and ARP ESSER 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, II, and ARP ESSER grant award allocation at the state level based on the CARES, CRRSA, and ARP 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
 - 0.5% Administrative costs

The following table displays examples of ESSER I, II, and ARP ESSER scope of service-level information:

Local Education Agencies/Entities # of LEAs/Entities Received Funding			Nonpublic (NP) Schools # of NPs Served		
FY20 (ESSER I)	FY21 (ESSER II)	Est. FY 22 (ARP ESSER)	FY20	FY21	FY22
978	995	939	512	N/A	N/A

Wi-Fi – LEA/Entities								
# of LEA/Entities that purchased Wi-Fi			# of Wi-Fi Hotspots			Amount		
FY20	FY21	FY22 (est)	FY20	FY21	FY22 (est)	FY20	FY21	FY22 (est)
321	130	500	28,494	21,085	25,000	\$14,820,200	\$77,207,891	\$80,000,000

Wi-Fi – Nonpublic Schools								
# of LEA/Entities that purchased Wi-Fi			# of Wi-Fi Hotspots			Amount		
FY20 (est)	FY21	FY22 (est)	FY20	FY21	FY22 (est)	FY20	FY21	FY22 (est)
13	N/A	N/A	99	N/A	N/A	\$28,773	N/A	N/A

Technology Devices – LEA/Entities								
# of LEA/Entities that purchased Technology Devices			# of Technology Devices			Amount		
FY20	FY21	FY22 (est)	FY20	FY21	FY22 (est)	FY20	FY21	FY22 (est)
712	416	900	387,623	548,133	600,000	\$121,123,752	\$81,773,900	\$85,000,000

Technology Devices – Nonpublic Schools								
# of NP that purchased Tech Devices			# of Tech Devices			Amount		
FY20	FY21	FY22 (est)	FY20	FY21	FY22 (est)	FY20	FY21	FY22 (est)
156	N/A	N/A	23,927	N/A	N/A	\$10,362,631	N/A	N/A

Device License – LEA/Entities								
# of LEA/Entities that purchased Device License			# of Device License			Amount		
FY20	FY21	FY22 (est)	FY20	FY21	FY22 (est)	FY20	FY21	FY22 (est)
194	156	250	72,861	37,346	42,000	\$7,547,169	\$5,697,707	\$7,000,000

Tech Devices – Nonpublic Schools								
# of NP that purchased Tech Devices			# of Device License			Amount		
FY20	FY21	FY22 (est)	FY20	FY21	FY22 (est)	FY20	FY21	FY22 (est)
20	N/A	N/A	657	N/A	N/A	\$1,322,460	N/A	N/A

Professional Development – LEA/Entities								
# of LEA/Entities that purchased Professional Development			# of Professional Development			Amount		
FY20	FY21	FY22 (est)	FY20	FY21	FY22 (est)	FY20	FY21	FY22 (est)
251	42	150	251	42	150	\$10,469,115	\$26,484,101	\$23,000,000

Professional Development – Nonpublic Schools								
# of NP that purchased Professional Development			# of Professional Development			Amount		
FY20	FY21	FY22 (est)	FY20	FY21	FY22 (est)	FY20	FY21	FY22 (est)
15	N/A	N/A	2	N/A	N/A	\$256,064	N/A	N/A

ARP ESSER State Education Agency Reserve Funding				
	Subcategory	Amount	FY22 Impact (est.)	FY23 Impact (proj.)
Learning Loss \$252,749,403	Entities Grant Allocations*	\$214,285,715	919 entities	919 entities
	Curriculum Evaluation Tool & Priority Learning Standards PD	\$500,000	N/A ARP funds are not being used until FY23	TBD
	High-Impact Tutoring	\$12,500,000	N/A ARP funds are not being used until FY24	N/A ARP funds are not being used until FY24
	Special Education Cooperatives	\$25,463,688	56 special education cooperatives; 10,178 students targeted in serving schools and where the cooperative is the service provider	56 special education cooperatives; 10,178 students targeted in serving schools and where the cooperative is the service provider
After School Programs \$50,549,881	Entities Grant Allocations*	\$42,857,142	919 entities	919 entities
	Special Education Cooperatives	\$7,692,739	56 special education cooperatives; 10,178 students targeted in serving schools and where the cooperative is the service provider	56 special education cooperatives; 10,178 students targeted in serving schools and where the cooperative is the service provider
Summer Enrichment \$50,549,881	Entities Grant Allocations*	\$42,857,142	919 entities	919 entities
	Special Education Cooperatives	\$7,692,739	56 special education cooperatives; 10,178 students targeted in serving schools and where the cooperative is the service provider	56 special education cooperatives; 10,178 students targeted in serving schools and where the cooperative is the service provider
	Distribution to Non-Title I Entities	\$3,491,979	120 non-Title I entities	120 non-Title I entities
	Digital Divide	\$52,000,000	N/A ARP funds are not being used until FY23	TBD

Other Funding Activities	Assessments	\$9,000,000		
	Principal Mentoring	\$1,200,000		
	Affinity Groups	\$1,000,000	N/A ARP funds will not be used in FY22	TBD
	Social-Emotional Learning Community Partnerships	\$50,000,000		
	Educator Recruitment		N/A these are FY23 programs	200 teachers supported toward earning Professional Educator License with bilingual endorsement 50 districts and cooperatives developing special education teacher retention plans
		\$9,682,721		

*LEAs, ROEs, EFEs, and vocational centers

Emergency Assistance to Non-Public Schools

Legislative Reference – PL 116-260; PL 117-2
Funding Source – Federal (CFDA 84.425R; 84.425V)

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	N/A	N/A	\$167,736,400	\$167,736,400	\$156,661,300
EANS I	N/A	N/A	\$84,490,000	\$84,490,000	\$73,414,900
ARP EANS	N/A	N/A	\$83,246,400	\$83,246,400	\$83,246,400
Change from	N/A	N/A	\$167,736,400	\$0	(\$11,075,100)
Prior Year	N/A	N/A	100.00%	0.00%	(6.60%)

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23**
Grant Award	N/A	N/A	\$84,489,804	\$83,246,346	TBD
EANS I	N/A	N/A	\$84,489,804	\$0	TBD
ARP EANS	N/A	N/A	\$0	\$83,246,346	TBD
Change from	N/A	N/A	\$84,489,804	(\$1,243,458)	TBD
Prior Year	N/A	N/A	100.00%	(1.47%)	TBD

The EANS I award is funded by the Coronavirus Response and Relief Supplemental Appropriations Act and has a funding period through September 30, 2023. ARP EANS award is funded by the American Rescue Plan Act of 2021 and has a funding period through September 30, 2025. These are multi-year awards to the Office of the Governor. The Illinois State Board of Education is the fiscal agent for these awards.

**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 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.

Elevating Educators: 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 student an education that meets their needs.

Program Mission

The mission of the Emergency Assistance to Non-Public Schools (EANS) I and American Rescue Plan (ARP) EANS programs is to provide COVID-19 relief services to all Illinois-registered pre-K through 12 nonpublic schools.

The programs ensure that a proportionate share of services based on low-income count goes to such schools.

Purpose

The purpose of the program is to provide services to nonpublic schools to prevent, prepare for, and respond to the COVID-19 pandemic. Illinois-registered nonpublic schools

are strongly encouraged to explore the use of these services 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

EANS I and ARP EANS programs provide service opportunities that utilize Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act and ARP Act funds to assist Illinois-registered nonpublic schools in reducing barriers to prevent, prepare for, and respond to the COVID-19 pandemic.

EANS I and ARP EANS service allocations are distributed through a competitive award application.

Population and Service Levels

The information below shows the EANS I and ARP EANS service award allocation at the state level based on the CRRSA and ARP Acts. The following table displays examples of EANS I and ARP EANS scope of service-level information:

EANS I				
	FY20	FY21	FY22	FY23
Number of Schools Served	0	301	301	301
Number of Students Served	0	69,956	69,956	69,956

ARP EANS				
	FY20	FY21	FY22	FY23
Number of Schools Served	0	0	TBD	TBD
Number of Students Served	0	0	TBD	TBD

Governor’s Emergency Education Relief Funds

Legislative Reference – PL 116-136; PL 116-260

Funding Source – Federal (CFDA 84.425C)

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	N/A	\$108,500,000	\$240,900,000	\$155,413,400	\$70,486,000
GEER I	N/A	\$108,500,000	\$108,500,000	\$107,508,400	\$24,120,500
GEER II	N/A	N/A	\$132,400,000	\$47,905,000	\$46,365,500
Change from	N/A	N/A	\$132,400,000	(\$85,486,600)	(\$84,927,400)
Prior Year	N/A	N/A	122.03%	(35.49%)	(54.65%)

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23
Grant Award	N/A	\$108,497,757	\$47,904,238	\$11,080	TBD
GEER I	N/A	\$108,497,757	\$0	\$3,012	TBD
GEER II	N/A	N/A	\$47,904,238	\$8,068	TBD
Change from	N/A	N/A	(\$60,593,519)	(\$47,893,158)	TBD
Prior Year	N/A	N/A	(55.85%)	(99.98%)	TBD

**The GEER I award is funded by the Coronavirus Aid, Relief, and Economic Security Act and has a funding period through September 30, 2022. The GEER II award is funded by the Coronavirus Response and Relief Supplemental Appropriations Act and has a funding period through September 30, 2023. These are multi-year awards to the Office of the Governor. The Illinois State Board of Education is the fiscal agent for these awards.*

***State fiscal year 2023 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 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 educators who are prepared through multiple pathways and are

supported in and recognized for their efforts to provide each and every child an education that meets their needs.

Program Mission

The mission of the Governor’s Emergency Education Relief (GEER) I and II programs is to provide services to help close the education divide in three primary areas -- early childhood, K-12, and higher education -- so students can engage in robust and meaningful learning opportunities, whether in-person or at home.

Purpose

GEER I and II funds provide grant opportunities that utilize Coronavirus Aid, Relief, and Economic Security Act and Coronavirus Response and Relief Supplemental Appropriations Act, 2021 funding to assist

entities in reducing barriers to prevent, prepare for, and respond to the COVID-19 pandemic.

Reimbursement/Distribution Method

ISBE is utilizing GEER I and II funds for multiple programs as outlined in the table below.

Program/Purpose	Estimated Allocation
Digital Equity Grants for Connectivity and Devices for Local Education Agencies	\$40,000,000
<u>Early Childhood</u>	<u>\$20,000,000</u>
Student Care Department to Support Student Safety and <u>Social-Emotional Learning</u>	\$2,500,000

Population and Service Levels

The information below shows the GEER I and II grant award allocation at the state level based on the CARES Act.

The following table displays GEER service-level information:

	FY21	FY22 (est)
Digital Equity Grant Recipients	453	0
Early Childhood Education Grant Recipients	166	52
School Districts Served by ISBE Student Care Department	852	852 public school districts 396 nonpublic school districts 134 charter schools

Homeless Children and Youth – American Rescue Plan Act

*Legislative Reference – PL 117-2
Funding Source – Federal (CFDA 84.425W)*

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	N/A	N/A	\$33,115,000	\$33,115,000	\$33,118,500
Change from Prior Year	N/A	N/A	\$33,115,000	\$0	\$3,500
	N/A	N/A	100.00%	0.00%	0.01%

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23
Grant Award	N/A	N/A	\$8,278,217	\$24,850,845	TBD
Change from Prior Year	N/A	N/A	\$8,278,217	\$16,572,628	TBD
	N/A	N/A	100.00%	200.20%	TBD

**This federal grant award is funded by the American Rescue Plan Act Elementary and Secondary Schools Emergency Relief Fund and has a funding period through September 30, 2024.*

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 supportive learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

Program Mission

Students experiencing homelessness have been increasingly underidentified as a result of the COVID-19 pandemic. The critical role of educators and staff in schools and districts to properly identify such students may have been impeded by the remote learning situation. These students have remained underserved by schools, districts, and states. New American Rescue Plan (ARP) Act funding to support students experiencing homelessness has tremendous potential to

expand the systems in Illinois to identify and support the needs of homeless children and youth.

Purpose

The purpose of this program is to support the specific needs of homeless children and youth via the ARP Elementary and Secondary School Emergency Relief – Homeless Children and Youth Fund. Funds will be used to identify homeless children and youth, to provide homeless children and youth with wrap-around services to address the challenges of COVID-19, and to enable homeless children and youth to attend school and fully participate in school activities.

Reimbursement/Distribution Method

Up to 25 percent of the funding will be utilized for state-level activities. The remaining 75 percent will be distributed to existing McKinney-Vento subgrantees and Local

Education Agencies based on a prescribed formula.

and public laboratory schools approved by the Illinois State Board of Education.

Population and Service Levels

Applicants eligible to receive funding include school districts, Regional Offices of Education, Intermediate Service Centers,

	FY22
School Districts and Charter Schools eligible for funding	806
Non-School Districts eligible for funding	6

Individuals with Disabilities Education Act – Deaf and Blind

*Legislative Reference – PL 108-446
Funding Source – Federal (CFDA 84.326T)*

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$500,000	\$800,000	\$800,000	\$800,000	\$800,000
Change from	\$0	\$300,000	\$0	\$0	\$0
Prior Year	0.00%	60.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23**
Grant Award	\$343,838	\$343,838	\$343,838	\$343,838	TBD
Change from	\$8,394	\$0	\$0	\$0	TBD
Prior Year	2.50%	0.00%	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 2023 amounts are to be determined.*

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 effectiveness in providing each and every child a high-quality education that meets their needs.

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:

	FY19	FY20	FY21	FY22 (est)
Students served	351	357	327	335
Number of referrals received	27	26	23	25
Number of service provider contacts	718	2,460	2,038	2,050
Number of family contacts	170	728	1,830	1,830
Number of school districts served	140	133	138	135
Number of trainings provided	9	34	16	15
Number of persons trained	60	120	167	150
Website visits	10,695	9,995	10,985	10,500

Individuals with Disabilities Education Act - Part B

Legislative Reference – PL 108-446
Funding Source – Federal (CFDA 84.027A; 84.027X)

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$754,000,000	\$754,000,000	\$754,000,000	\$949,576,400	\$949,576,400
Change from	\$0	\$0	\$0	\$195,576,400	\$0
Prior Year	0.00%	0.00%	0.00%	25.94%	0.00%

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23**
Grant Award	\$530,733,888	\$534,100,818	\$549,779,217	\$659,957,428	TBD
IDEA Part B	\$530,733,888	\$534,100,818	\$549,779,217	\$556,358,744	TBD
ARP IDEA	\$0	\$0	\$0	\$103,598,684	TBD
Change from	\$12,799,335	\$3,366,930	\$15,678,399	\$110,178,211	TBD
Prior Year	2.47%	0.63%	2.94%	20.04%	TBD

*Federal grant awards may be spent over a 27-month period. ARP IDEA award is funded by the American Rescue Plan Act of 2021 and has a funding period through September 30, 2023. 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 2023 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.

Elevating Educators: Illinois' diverse student population student population will

have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs

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 following information 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 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:

	FY19	FY20	FY21	FY22 (est)
Students served	297,960	300,356	268,462	305,729
School districts/Co-ops	169	683	865	865
District allotments	\$467,700,592	\$469,828,668	\$484,174,213	\$484,174,213

Individuals with Disabilities Education Act – Part B Preschool

Legislative Reference – PL 108-446
Funding Source – Federal (CFDA 84.173A; 84.173X)

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$29,200,000	\$29,200,000	\$29,200,000	\$41,000,000	\$41,000,000
Change from	\$0	\$0	\$0	\$11,800,000	\$0
Prior Year	0.00%	0.00%	0.00%	40.41%	0.00%

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23**
Grant Award	\$17,657,327	\$18,074,298	\$18,199,069	\$27,322,994	TBD
IDEA	\$17,657,327	\$18,074,298	\$18,199,069	\$18,344,525	TBD
ARP IDEA	\$0	\$0	\$0	\$8,978,469	TBD
Change from	\$538,964	\$416,971	\$124,771	\$9,123,925	TBD
Prior Year	3.15%	2.36%	0.69%	50.13%	TBD

*Federal grant awards may be spent over a 27-month period. ARP IDEA award is funded by the American Rescue Plan Act of 2021 and has a funding period through September 30, 2023. 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 2023 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.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs

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 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 below table 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 are eligible to participate. The following table displays service-level information:

	FY19	FY20	FY21	FY22 (est)
Children served	37,428	37,500	22,909	33,960
School districts/ Special Ed co-ops	156	420	815	815
Dollars to districts	\$13,002,347	\$14,185,518	\$13,401,309	\$13,508,419

Individuals with Disabilities Education Act – Part D State Personnel Development

*Legislative Reference – PL 108-446
Funding Source – Federal (CFDA 84.323A)*

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23**
Grant Award	\$1,000,000	\$1,000,000	\$1,200,000	\$4,200,000	TBD
Change from	(\$714,907)	\$0	\$200,000	\$3,000,000	TBD
Prior Year	(41.69%)	0.00%	20.00%	250.00%	TBD

**Awards for this program are multi-year and correspond to a project period through September 30, 2025.*

***State fiscal year 2023 amounts for the federal grant award are to be determined.*

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 effectiveness in providing each and every child a high-quality 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 Personnel Development funds to states on a multi-year basis.

ISBE was awarded a new five-year grant totaling \$9.6 million in October 2020 that will extend through September 30, 2025. Grant funds will be distributed in the amount of \$1.2

million in FY 2021 and \$2.1 million every year after through FY 2025. Grant funds will be distributed to Regional Office of Education (ROE) 9 for coordination with other ROEs.

Population and Service Levels

There were 291,371 students with disabilities ages 3-21 eligible for special education in Illinois during the 2020-21 school year. The IDEA – Part D grant will target initiatives to promote the retention and recruitment of special education teachers. During the 2020-21 school year, there were approximately 600 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.

Preschool Development Grant – Birth through 5

Legislative Reference – PL 111-5
Funding Source – Federal (CFDA 93.434)

Appropriation History

	FY19*	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$0	\$3,750,000	\$15,000,000	\$20,000,000	\$35,000,000
Change from	\$0	\$3,750,000	\$11,250,000	\$5,000,000	\$15,000,000
Prior Year	0.00%	N/A	300.00%	33.33%	75.00%

*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*

	FY19	FY20	FY21	FY22	FY23**
Grant Award	\$3,702,937	\$13,692,341	\$13,414,500	\$13,414,500	TBD
Change from	\$3,702,937	\$9,989,404	(\$277,841)	\$0	TBD
Prior Year	N/A	269.77%	(2.03%)	0.00%	TBD

*Federal grant awards may cross fiscal years and include carryover amounts from a prior year award. 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 2023 amounts are to be determined.

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 effectiveness in providing each and every child a high-quality 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	FY22 (est)	FY23 (proj)
Number of Parent Cafes conducted	4	30	64	50	50
Number of students enrolled in the early childhood higher education program receiving tuition reimbursement	57	40	49	0	0
Number of teachers receiving program supports through institutions of higher education to obtain Early Childhood credentials	0	0	136	135	135

STOP - School Violence Prevention and Mental Health Training

*Legislative Reference – 34 USC 10551-54
Funding Source – Federal (CFDA 16.839)*

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	N/A	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from	N/A	\$1,000,000	\$0	\$0	\$0
Prior Year	N/A	N/A	0.00%	0.00%	0.00%

Federal Grant Award*

	FY19	FY20	FY21**	FY22**	FY23**
Grant Award	\$1,000,000	\$0	\$0	\$0	\$0
Change from	\$1,000,000	(\$1,000,000)	\$0	\$0	\$0
Prior Year	N/A	(100.00%)	N/A	N/A	N/A

**Federal grant awards may be spent over a multi-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.*

*** No new awards are expected for fiscal years 2022 and 2023. The current award expires on Sep. 30, 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

During FY 2022, YMHFA facilitators accommodated 114 personnel in six different Regional Offices of Education or Intermediate Service Centers throughout the state. The populations trained were primarily teachers and administrators, while mental health professionals were third most frequent job category attending the training. A total of 12 sessions for YMHFA were facilitated by our trainers.

Student Care Department

Legislative Reference – 23 Ill. Admin. Code 1.285

Funding Source - Federal

Appropriation History*

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	N/A	N/A	N/A	N/A	N/A
Change from	N/A	N/A	N/A	N/A	N/A
Prior Year	N/A	N/A	N/A	N/A	N/A

*The Student Care Department has been allocated funding from the Governor’s Emergency Education Relief Fund I and the Elementary & Secondary School Emergency Relief Fund II for FY21 through FY23. The State Board of Education intends to fund this Department from COVID-19 pandemic funding sources through FY24 and will seek a General Revenue Fund appropriation in FY25.

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.

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. Furthermore, entities found to not be utilizing these practices properly will be required to adhere to a Corrective Action Plan.

This department is also responsible for the reduction of exclusionary discipline, namely suspensions and expulsions. A primary focus is working with districts who fall into the top 20 percent of exclusionary discipline for suspensions, expulsions, and racial disproportionality. The department assists these districts with providing tools to incorporate implicit bias professional development and/or training to staff.

Program Mission

The mission of this department 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

The Student Care Department provides monitoring and oversight of bullying prevention policies that are formulated by school districts, charter schools, and nonpublic and nonsectarian elementary and secondary schools. This includes the review and approval of 1,321 submissions and amendments to entities’ required bullying policies.

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, authorized 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.

The goals of ISBE are supported by allowing for the development of the inter-departmental Student Care Department, which is 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. Funding 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 department will ensure that all facilities

where time out is implemented meet the standards set out by rule and state law. It 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

The funding 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.

The funding also will support the technical assistance and training provided to school districts, special education cooperatives, nonpublic special education entities, charter schools, and nonsectarian elementary and secondary schools to further reduce behavioral/disciplinary practices deemed harmful to students. It also supports compliance with rules that require entities to submit policies that address bullying in order to provide parents/guardians with resources to assist students affected by bullying.

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	FY22 (proj)	FY23 (proj)
Complaints/reports received	150	4,447	5,000	5,000
Investigations/monitoring/oversight/approvals	150	150	150	1,300
Number of on-site monitoring visits	40	60	120	120
Number of professional development training opportunities	100	100	100	100

Substance Abuse and Mental Health Services

Legislative Reference - 405 ILCS 105
Federal (CFDA 93.243)

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$5,300,000	\$5,300,000	\$5,300,000	\$5,300,000	\$5,300,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23**
Grant Award	\$0	\$0	\$1,800,000	\$1,800,000	TBD
Change from Prior Year	(\$2,355,892)	\$0	\$1,800,000	\$0	TBD
	(100.00%)	N/A	N/A	N/A	TBD

*Federal grant awards may be spent over multiple 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.

**State fiscal year 2023 amount is to be determined.

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. It will accomplish this by meeting project goals related to 1) formalizing plans in the communities 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 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 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.

Teacher Mentoring

Legislative Reference – Not Applicable
Funding Source - Federal

Appropriation History*

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	N/A	N/A	N/A	N/A	N/A
Change from	N/A	N/A	N/A	N/A	N/A
Prior Year	N/A	N/A	N/A	N/A	N/A

*Teacher Mentoring has been allocated funding from Elementary & Secondary School Emergency Relief Fund II for FY22 through FY23. The State Board of Education intends to fund this program from COVID-19 pandemic funding sources through FY23 and may seek a General Revenue Fund appropriation in FY24.

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 effectiveness in providing each and every child a high-quality 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 the COVID-19 pandemic, and unfinished learning among students. 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 its 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 distributed through a competitive grant and utilized to implement a coaching and mentoring program for first- and second-year teachers. 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

The following table displays service-level information for the program funded through the federal Elementary and Secondary School Emergency Relief Fund II:

	FY21	FY22 (est.)
Teachers Mentored	122	240
Virtual Coaches	132	260
Mentors	88	180
Districts Served	15	30

Title I – Basic, Part A

Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.010A)

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$1,033,409,991	\$1,033,900,000	\$1,033,900,000	\$1,151,400,000	\$1,191,400,000
Change from	\$27,331,224	\$490,009	\$0	\$117,500,000	\$40,000,000
Prior Year	2.72%	0.05%	0.00%	11.36%	3.47%

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23**
Grant Award	\$678,373,061	\$671,396,393	668,210,980	685,475,824	TBD
Change from	(\$52,558)	(\$6,976,668)	(\$3,185,413)	\$17,264,844	TBD
Prior Year	(0.01%)	(1.03%)	(0.47%)	2.6%	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 2023 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 effectiveness in providing each and every

child a high-quality 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:

	FY19	FY20	FY21	FY22 (est)	FY23 (proj)
Number of Title I districts	839	849	850	850	850
Number of Title I Schoolwide schools	2,381	2,082	1,983	2,000	2,000
Number of Title I Targeted schools	946	681	751	750	750
Students receiving Schoolwide Title I Program (reading and mathematics instruction)*	949,695	926,317	906,028	915,000	915,000
Students receiving Targeted Title I Program (reading and mathematics instruction)*	47,532	37,518	38,748	40,000	40,000
Students not participating in Title I Program**	1,060,248	1,067,816	1,029,500	1,050,000	1,050,000
Number of Title I public school teachers**	20,813	7,602	5,208	6,000	6,200
Total number of Title I teachers**	20,813	7,602	5,216	6,025	6,250

*Student Information System school year 2019, 2020, and 2021 end-of-year data.

** Employment Information System (EIS) FY 2019, 2020, 20-21 end-of-year data. Teacher count includes ALL EIS teacher codes (Special Education, Resource, etc.).

School Improvement	FY19	FY20	FY21	FY22	FY23 (proj)
Number of Title I School Improvement Comprehensive Schools	189	149	149	231	231
Number of Title I School Improvement Targeted Schools	555	352	352	683	683

Title I – Education of Migratory Children, Part C

*Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.011A)*

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$5,558,109	\$5,000,000	\$5,000,000	\$7,000,000	\$7,000,000
Change from	\$1,917,596	(\$558,109)	\$0	\$2,000,000	\$0
Prior Year	52.67%	(10.04%)	0.00%	40.00%	0.00%

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23**
Grant Award	\$2,104,222	\$2,078,788	\$2,082,946	\$1,985,265	TBD
Change from	\$293,617	(\$25,434)	\$4,158	(\$97,681)	TBD
Prior Year	16.22%	(1.21%)	0.20%	(4.69%)	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 2023 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 effectiveness in providing 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 970 migratory children qualified for services in fiscal year 2021. 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 (61 percent), but children ages 0-5 (15 percent) and out-of-school youth (23 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 fall of 2020 and the spring and summer of 2021.

Six summer-term programs and four 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:

	FY19	FY20	FY21** (est)	FY22** (est)
Students Summer Program*	554	519	494	500
Students Regular Year*	341	357	327	320
Number of funded entities	8	8	7	7

**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 2021 and FY 2022 are estimates due to the reporting period of this program.*

The following entities received funding under this program in the 2020-21 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
- Urbana School District 116

Title I – Migratory Incentive, Part C

*Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.144F)*

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$52,000	\$100,000	\$100,000	\$100,000	\$100,000
Change from Prior Year	(\$20,000) (27.78%)	\$48,000 92.31%	\$0 0.00%	\$0 0.00%	\$0 0.00%

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23**
Grant Award	\$68,182	\$68,182	\$59,288	\$59,242	TBD
Change from Prior Year	\$1,516 2.27%	\$0 0.00%	(\$8,894) (13.04%)	(\$46) (0.08%)	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 2023 amount is to be determined*

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 effectiveness in providing each and every child a high-quality 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 them 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 226 out-of-school youth in FY 2021; 173 of the out-of-school youth participated in the migrant program. The Illinois Migrant Education Program utilized consortium resources in the annual statewide training of 49 recruiters.

	FY18	FY19	FY20	FY21	FY22 (est.)
# of Out-of-School Youth	242	180	207	226	200
Out-of-School Youth Participating in Migrant Program	154	123	152	173	150
Out-of-School Youth Consortium Products Adopted or Adapted	11	6	10	NA*	NA*
# of Recruiters trained with Consortium Resources	38	38	40	49	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

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$1,479,900	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000
Change from	(\$100,000)	\$20,100	\$0	\$0	\$0
Prior Year	(6.33%)	1.36%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23**
Grant Award	\$933,571	\$478,581	\$450,776	\$517,052	TBD
Change from	\$147,725	(\$454,990)	(\$27,805)	\$66,276	TBD
Prior Year	18.80%	(48.74%)	(5.81%)	14.70%	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 2023 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 effectiveness in providing each and every

child a high-quality 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 to further education and employment; 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-four districts received grants in FY 2021 to provide supplemental educational services to 2,357 youth who reside in facilities/institutions.

	FY19	FY20	FY21	FY22 (est)	FY 23 (proj)
Number of participants in Subpart 1 institutions (IDJJ)	6	6	6	5	5
Number of youths residing in Subpart 1 institutions (IDJJ)	855	693	355	190	250
Number of districts receive grant funds	22	23	24	24	24
Number of youths residing in Subpart 2 institutions	1,598	2,173	2,002	1,753	2,000

Title II – Improving Teacher Quality, Part A

*Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.367A)*

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$160,000,000	\$160,000,000	\$160,000,000	\$160,000,000	\$160,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23**
Grant Award	\$81,325,138	\$79,034,080	\$78,180,745	\$76,710,054	TBD
Change from	(\$1,998,449)	(\$2,291,058)	(\$853,335)	(\$1,470,691)	TBD
Prior Year	(2.40%)	(2.82%)	(1.08%)	(1.88%)	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 2023 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 effectiveness in providing each and every

child a high-quality 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 Education 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 (e.g., teachers and 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 790 projects were reviewed, approved, and processed in fiscal year 2021.

	FY19	FY20	FY21	FY22 (est)	FY23 (proj)
Number of LEAs utilizing Title II formula funds	854	856	861	861	861
Number of Ed Leaders Network subscriptions provided	N/A	79,523	103,017	90,000	90,000
Number of new superintendents receiving support services	N/A	241	215	225	225
Number of teacher residency programs funded	N/A	3	6	6	6

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

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$50,400,000	\$50,400,000	\$50,400,000	\$50,400,000	\$50,400,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23**
Grant Award	\$24,944,092	\$24,858,247	\$25,463,457	\$25,481,119	TBD
Change from Prior Year	(\$994,307)	(\$85,845)	\$605,210	\$17,662	TBD
	(3.83%)	(0.34%)	2.43%	0.07%	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 2023 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 effectiveness in providing each and every child a high-quality 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 Immigrant 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 FY2022.

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 October 29, 2021, was 17,771. Of this number, an estimate of 5,000 will receive services under the FY 2022 Title III Immigrant Education Program Grant. The projected per capita allocation is \$150.

Population and Service Levels

Chicago Public Schools enroll approximately 28 percent of the immigrant students in the state, according to the 2020-21 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:

	FY19	FY20	FY21* (est)	FY22 (est)
Chicago students	73,764	73,682	71,662	70,170
Downstate students	175,019	185,421	180,827	182,715
Total	252,881	259,103	252,489	252,885

**EL student count as of the end of the school year.*

Students in the Immigrant Education Program are from downstate. Immigrant

students are not required to be ELs in order to be eligible for Title III services. The following table displays the number of eligible immigrant program students and the eligible immigrant students who are being served through Title III funds:

	FY19	FY20	FY21	FY22 (est)
Eligible Immigrant Education Program Students Identified	24,405	28,264	15,659	17,771
Immigrant Education Program Students Served	9,500	3,840	3,448	5,000

Title IV – 21st Century Community Learning Centers

Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.287C)

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$150,000,000	\$150,000,000	\$125,020,700	\$125,000,000	\$125,000,000
Change from	(\$30,000,000)	\$0	(\$24,979,300)	(\$20,700)	\$0
Prior Year	(16.67%)	0.00%	(16.65%)	(0.02%)	0.00%

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23**
Grant Award	\$51,473,785	\$50,922,148	\$51,305,680	\$49,802,313	TBD
Change from	(\$322,623)	(\$551,637)	\$383,532	(\$1,503,367)	TBD
Prior Year	(0.62%)	(1.07%)	0.75%	(2.93%)	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 2023 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 - 21st 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	FY22 (est)
Grantees	142	142	162	202
Sites	452	460	515	618

Title IV – Student Support and Academic Enrichment, Part A

*Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.424A)*

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$50,000,000	\$50,000,000	\$74,979,300	\$100,000,000	\$100,000,000
Change from Prior Year	\$30,000,000	\$0	\$24,979,300	\$25,020,700	\$0
	150.00%	0.00%	49.96%	33.37%	0.00%

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23**
Grant Award	\$47,066,051	\$49,061,654	\$50,043,672	\$48,486,202	TBD
Change from Prior Year	\$29,463,355	\$1,995,603	\$982,018	(\$1,557,470)	TBD
	167.38%	4.24%	2.00%	(3.11%)	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 2023 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

effectiveness in providing each and every child a high-quality education that meets their needs.

Program Mission

The mission of the program is to provide grants to school districts to improve students' academic achievement by increasing the capacity of states, Local Education Agencies (LEAs), schools, and 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% State Education Agency 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.

	FY19	FY20	FY21	FY22 (est)	FY23 (proj)
Number of Title IV, Part A participating districts	456	502	515	530	530

Title V – Rural and Low-Income School Programs, Part B

*Legislative Reference – P.L. 115-64
Funding Source – Federal (84.358B)*

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,200,000
Change from	\$0	\$0	\$0	\$0	\$200,000
Prior Year	\$0	0.00%	0.00%	0.00%	10.00%

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23**
Grant Award	\$1,536,756	\$1,422,673	\$1,557,886	\$1,300,956	TBD
Change from	\$272,371	(\$114,083)	\$135,213	(\$256,930)	TBD
Prior Year	21.54%	(7.42%)	9.50%	(16.49%)	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 2023 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.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for

their effectiveness in providing 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:

	FY19	FY20	FY21	FY22 (est)	FY23 (proj)
Eligible districts	76	67	72	51	51
Participating districts	74	67	69	51	51

Title X – Education for Homeless Children

*Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.196A)*

Appropriation History

	FY19	FY20	FY21	FY22	FY23 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$7,000,000	\$9,000,000	\$9,000,000
Change from	\$0	\$0	\$2,000,000	\$2,000,000	\$0
Prior Year	0.00%	0.00%	40.00%	28.57%	0.00%

Federal Grant Award*

	FY19	FY20	FY21	FY22	FY23
Grant Award	\$3,609,246	\$3,916,113	\$4,095,516	\$4,379,854	TBD
Change from	\$277,814	\$306,867	\$179,403	\$284,338	TBD
Prior Year	8.34%	8.50%	4.58%	6.94%	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.

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

attending, and learning in school and to ensure that 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 youth experiencing homelessness, provided they satisfy predetermined goals.

Program Mission

The mission of the program is to provide youth experiencing homelessness with support, technical assistance, and advocacy to ensure that they remain enrolled in school and meet or exceed rigorous academic standards.

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 school district homeless education liaisons and award subgrants for services to students experiencing homelessness, their families and attendance centers.

Purpose

The purpose of the program is to address the educational barriers that youth experiencing homelessness encounter when enrolling,

The following table displays end-of-the-year homeless counts:

	FY19	FY20	FY21	FY22 (proj)
PK-12 Students	53,696	49,596	39,651	44,000



Illinois State Board of Education

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