

Steps for filling out the FY 2020 EBF Spending Plan

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Steps for filling out the FY 2020 EBF Spending Plan

1. Confirm that you are an “Organizational Unit” that must submit an EBF Spending Plan by Sept. 30, 2019

According to 105 ILCS 5/18-8.15, all Organizational Units in the state must complete an annual spending plan:

(9) All Organizational Units in this State must submit annual spending plans by the end of September of each year to the State Board as part of the annual budget process, which shall describe how each Organizational Unit will utilize the Base Minimum Funding and Evidence-Based funding it receives from this State under this Section with specific identification of the intended utilization of Low-Income, English learner, and special education resources. Additionally, the annual spending plans of each Organizational Unit shall describe how the Organizational Unit expects to achieve student growth and how the Organizational Unit will achieve State education goals, as defined by the State Board.

Organizational Units are defined in the same statute as **all Illinois school districts, all laboratory schools, and all Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs).**

Special education co-operatives, state-commissioned charter schools, and other educational entities are NOT defined as Organizational Units and therefore not required to complete a spending plan.

School districts with a state-commissioned charter school within their boundaries are responsible for accounting for all of the EBF dollars attributable to a district within the EBF Spending Plan, including the state commission charter payment that comes out of the district’s EBF allocation. Therefore, the EBF Spending Plan for the district should refer to the dollars sent to the state-commissioned charter school. Please note that ISBE does not necessarily expect districts to have or provide any details about how the state-commissioned charter school will use the dollars. Instead, districts may find themselves using the “other” option for many questions and referring to the charter school in the notes for that “other” option.

School districts that completed the optional working document for the EBF Spending Plan **must still complete an EBF Spending Plan in IWAS**. ISBE provided the optional working document in August 2019 through the updated Annual School District Budget Template and as a separate Excel document available at www.isbe.net/ebfspendingplan so that districts could begin preparing their EBF Spending Plan content even before the IWAS application was released. Any entries into this optional working document did not constitute an official submission but may be used to populate the IWAS application.



As noted in statute, EBF Spending Plans describe an Organizational Unit's **intent to spend** as of submission. The EBF Spending Plans will not be audited, nor are they expected to tie out or otherwise link to a district's Annual Financial Report. The EBF Spending Plans also do not need to be revised to reflect any change in allocations over the course of the year. Although EBF Spending Plans are files available through Freedom of Information Act requests, ISBE will not be proactively publishing any individual plans. Instead, ISBE will gather and report upon aggregate data, and ISBE departments may use EBF Spending Plan information to better support individual Organizational Units.

2. Access the EBF Spending Plan in IWAS

Authorized users will find the EBF Spending Plan application listed under the **Annual category in IWAS**.

Illinois State Board of Education
Darren Reisberg, *Chairman* Dr. Carmen I. Ayala, *State Superintendent of Education*

I W A S I W A S I W A S I W A S I W A S I W A S I W A S

My Systems

Below are systems that you are either authorized to use or are awaiting authorization from either your district (Pending-District), ROE (Pending-ROE) or ISBE (Pending-ISBE). Once you are "Authorized" to access a system, simply click on the system description to use it.

[Click Here for Due Dates](#)

Categories - Click to Expand/Collapse Tree	Authorization
Reporting	
Annual	
EBF Spending Plan	Authorized

The user must have **"District Admin" access** in order to enter and submit the spending plan. The IWAS administrator – generally the superintendent – may log in and then change and approve another individual's role as "District Admin" for the EBF Spending Plan in IWAS. A superintendent should find and select one of the user accounts to change their role and administrator access. The superintendent will reassign the access level to "District Admin" and then click on "Update" button. See the screenshots on the following page. A superintendent may authorize multiple individuals with "District Admin" access.



Illinois State Board of Education
Darren Reisberg, Chairman Dr. Carmen I. Ayala, State Superintendent of Education
Login: TFARQUER

Enter any one or all of the search criteria to search for a user.

User Search

Home
System Listing
Pending Sign Ups
Pending Documents
Change Password
Messages - Inbox
Messages - Archived
Preferences
View Sign Ups
Help
Log Out

Login Name
First Name
Last Name
System Name EBF Spending Plan
Approval Group -- All Groups --

Search Create List of Users Cancel

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Sort List On - ☐ Name ☐ Login Name ☐ RCDT ☐ Status ☐ Last Updated

#	Name	Login Name	RCDT	Status				
	Broadcast Email	YES -- Send system messages to the above email address						
	Email Type	HTML						
	Justification (max 1000 characters)							
	Access Level	<p>Please choose an access level for this person below. Some of the access levels may not be available based upon the RCDT and RCDTS above. Please refer to the access level descriptions for more detailed information.</p> <table border="1"><tr><td><input type="radio"/> Document Author</td><td>Document Author</td></tr><tr><td><input checked="" type="radio"/> District Admin</td><td>District Admin</td></tr></table>			<input type="radio"/> Document Author	Document Author	<input checked="" type="radio"/> District Admin	District Admin
<input type="radio"/> Document Author	Document Author							
<input checked="" type="radio"/> District Admin	District Admin							
	Reasons for Disapproval (max 2000 characters) Show History							
	System Last Updated By	wsrisagu 9/12/2018 1:50:26 PM						
		<input type="button" value="Deactivate"/> <input type="button" value="Update"/>						

3. Notes on working within IWAS

a. Find your individualized EBF Spending Plan

Upon clicking on the EBF Spending Plan IWAS application, all users will see a Welcome screen.

Welcome to the Evidence-Based Funding Spending Plan data collection system

When school systems coordinate their resources in service of common goals grounded in vision and data, great things for students are possible. Money alone may not drive continuous improvement in a school district or school; however, telling the story of where and why districts choose to direct dollars is an important signal of what matters to their community.



Resources for the EBF spending plan are available at www.isbe.net/ebfspendingplan. Any questions specifically regarding the EBF spending plan may be directed to EBFspendingplan@isbe.net.

Please complete the following by September 30, 2019.

Continue

When school districts and laboratory schools click “Continue,” they will proceed directly to their EBF Spending Plan.

When ROEs and ISCs click “Continue,” they may see multiple Plans listed. **ROEs and ISCs must complete one EBF Spending Plan for each EBF allocation they receive.** For example, an ROE running one Regional Safe School and two Alternative Learning Opportunity Programs (ALOPs) receives two EBF allocations: one for the Regional Safe School and one for the ALOPs. This ROE will complete two EBF Spending Plans total.

2020	ALT SCH-BOONE/WINNEBAGO ROE	04000000000092			Fill Application
2020	SAFE SCH-BOONE/WINNEBAGO ROE	04000000000093			Fill Application
2020	ALOP-BOONE/WINNEBAGO ROE	04000000000095			Fill Application

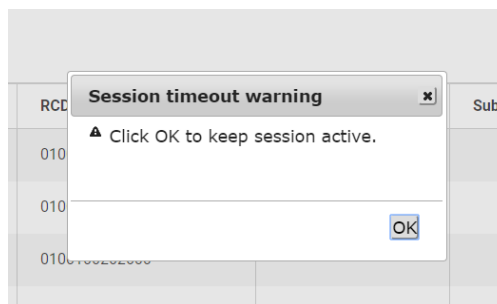
b. Use an IWAS-compatible browser

Based on user tests, the ISBE team recommends using **Google Chrome or Mozilla Firefox** while working with IWAS. The team does **NOT** recommend using Internet Explorer.

c. Watch out for the 20-minute timeout

The IWAS system automatically times out after 20 minutes. If you have been in the application for more than 20 minutes, it will not allow you to take further action like saving or submitting. The ISBE team recommends hitting “save” often to avoid losing work.

UPDATE: The IWAS system will now time out if the user is idle for 20 minutes. A warning popup will appear 2 minutes before the session timeout. Clicking “OK” on the warning popup will reset the time to another 20 minutes.





4. Complete Part I – What effects on student outcomes do you anticipate as a result of your EBF investments and other focused efforts?

Complete Questions 1-3 by using the checkboxes and optional narrative box to indicate your FY 2020 goals in relation to your FY 2020 investments.

5. Complete Part II – What will you do with your EBF Tier Funding? Why?

The EBF Spending Plan IWAS application pre-populates EBF allocation amounts for each Organizational Unit (school district, laboratory school, or ROE/ISC). To learn more about these allocation amounts, visit www.isbe.net/ebfdist for resources like [FY 2020 EBF Distribution Quick Facts](#) and [Full FY 20 EBF Calculation](#).

Complete Questions 4-9 by using the checkboxes and optional narrative boxes to indicate your planned use of EBF Funds and the rationale behind those allocations.

For districts that completed an FY 2020 Consolidated District Plan, Question 4 and text below Question 5 are pre-populated from the Consolidated District Plan. Question 4 checkbox selections can be edited if they do not apply to the thought process used for EBF allocations within the district.

Question 8 is pre-populated from school districts' and laboratory schools' FY 2019 EBF Spending Plan. Checkbox selections can be edited to best reflect FY 2020 intent with regard to EBF funds.

6. Complete Part III – How will you support special student groups through all funds (federal, state, and local), especially in relation to the EBF dollars designated for them?

a. Review EBF allocation amounts for specific student groups

EBF statute provides a calculation for describing what **portion of an entity's EBF Base Funding Minimum and EBF Tier Funding is attributable to three specific student groups**: students from low-income backgrounds, students who are English Learners, and students with Individualized Education Programs (IEPs). The EBF Spending Plan IWAS application pre-populates these EBF student allocation amounts for each Organizational Unit (school district, laboratory school, or ROE/ISC). To learn more about these allocation amounts, visit www.isbe.net/ebfdist for



resources like [FY 2020 Student Population Funding Allocation Summary](#)  and [FY 2020 Student Population Funding Allocation - Full Calculation](#) .

- b. Notice that Question 10 asks not only about EBF funds but about all funds – all federal, all state, and all local funds

Districts, schools, and programs use other fund sources in addition to EBF in order to serve the needs of all students. Question 10 invites reflection upon **how your district serves students using ALL of these funds, not solely EBF funds.**

As a result, users will fill in the first column of Question 10 using checkmarks to indicate any position, program, or service toward which the district, school, or program allocates dollars from any funding source – EBF or otherwise.

Similarly, users will fill in the second through fourth columns of Question 10 entering dollar amounts to indicate any position, program, or service toward which the district, school, or program allocates dollars from any funding source – EBF or otherwise.

- c. Fill in the Question 10 chart: first editable column by marking any investments made to support a general program of instruction

Question 10 in the EBF Spending Plan is designed to invite conversation around what investments benefit all children as part of a general program of instruction vs. what investments are specifically designed to support student needs beyond the general program of instruction. Another way to think about this distinction is to consider what your district would put in place regardless of student need, and then consider where you are putting the additional resources to serve the identified populations, given their specific needs and opportunities.

In the first checkbox column, you will mark your answers to the first part of this question: what investments are made in your students that would be made whether or not they were from low-income backgrounds, had IEPs, or were English Learners?

- d. Fill in the Question 10 chart: second through fourth editable columns by entering any investments made to support the additional needs of specific student groups

Question 10 is designed to invite conversation on what investments benefit all children as part of a general program of instruction vs. what investments are specifically designed to support student needs beyond the general program of instruction. Another way to think about this distinction is to consider what your district would put in place regardless of student need, and then consider where you are putting the additional resources to serve the identified populations, given their specific needs and opportunities.



In the second through fourth editable columns of this chart, you will enter your answers to the second part of this question: what investments are made in your students specifically because you are addressing the specific needs and opportunities that come with their low-income backgrounds, IEPs, or English learning?

For example, for a district with 40% of students coming from low-income backgrounds, the district will distinguish between what investments are made in its students that would be made whether or not they were low-income – vs. – what investments are made for the additional supports that 40% of students may benefit from because they are low-income.

- *Example (recommended as applicable):* District A employs one school psychologist as a matter of principle, regardless of student need, because the district believes that every child should have access to psychological services. District A also knows that the challenges and opportunities raised by the low-income backgrounds of 40% of its students means that the district wants to provide additional school psychological services, and so the district hires an additional school psychologist. In this example, District A will check off “pupil support staff” in the first column of Question 10 to indicate that one school psychologist is considered part of the general program of instruction. District A will also include the salary and benefits of the additional school psychologist in the total dollar amount reported in the second column of Question 10 for “pupil support staff” additionally benefiting low-income students.
- *Non-example (NOT recommended or appropriate):* District Z spends \$500,000 total on core teachers’ salaries and benefits. 40% of District Z students come from low-income backgrounds. District Z enters \$200,000 in the second column for “core teachers” additionally benefiting low-income students, because it is 40% of \$500,000. This number is inappropriate because it does not distinguish between core services vs. the additional services available to students from low-income backgrounds. Instead, District Z should only report the amount of investments that serves low-income students above and beyond the general program of instruction.

(As a side note, EBF uses the low-income student count numbers drawn from the state Dept. of Human Services. These numbers can be found in the calculation files available at www.isbe.net/ebfdist.)

EBF statute requires that districts make this distinction for dollars serving specific student groups, stating that these designated resources should be “in addition to and not in lieu of” all other funding for students. ISBE recognizes that every district may make this distinction differently. In this “refinement year,” ISBE seeks to learn from the field’s ability to communicate the difference between dollars spent on all students vs. dollars spent on students with greater need for additional resources.



- e. Double-check Question 10 by reviewing that the total amounts entered for each specific student group are at least as large as their EBF allocations

EBF Spending Plans will not be accepted for submission if the total amount entered for each student group is not greater than or equal to the EBF allocation for each student group. Users will receive an error message and will be redirected back to Question 10.

Your allocations for these three student groups will likely exceed these minimum EBF amounts as you consider the federal and local dollars allocated for your students as well: the Question 10 table is inclusive of all funds, not solely EBF funds.

Note that there is no sum total reported in the EBF Spending Plan; it does not account for all funds expended in the district. Rather, the focus is on the money specifically going to specific student groups.

7. Complete Question 12 – Article 14C assurances

Question 12 appears only for Organizational Unit receiving EBF funds for students who are English Learners (ELs). The assurances must be completed by any Organizational Unit receiving funds for students who are English Learners.

Organizational Entities must ensure that **at least 60% of state funds attributable to English Learners are used for EL instructional purposes** (Function 1000). Any remaining EBF English Learner funds (beyond the 60% minimum) should be used for other English Learner activities. These requirements derive from Article 14C of Illinois School Code.

Note that the EBF Spending Plan should be separate but aligned to the EL – Bilingual Service Plan. The EBF Spending Plan is separate from the EL expenditure report collected at the end of each fiscal year. The EBF Spending Plan reflects *intent* to spend; the EL expenditure report reflects *actual* spending.

8. Address any outstanding questions by visiting www.isbe.net/ebfspendingplan or by contacting ebfspendingplan@isbe.net

Resources are posted at www.isbe.net/ebfspendingplan to address questions related to the EBF Spending Plan. If questions are not addressed by the posted resources, they may be directed to ebfspendingplan@isbe.net. Please note that questions regarding other topics may not receive a



reply and can be directed instead to our Call Center at (217) 558-3600 between 8 a.m. - 4:30 p.m. CT, Monday - Friday, or else transmitted via <http://webprod1.isbe.net/contactisbe/>.

9. Submit EBF Spending Plan

a. Address any errors that arise upon attempted submission

If you encounter an error upon attempted submission, please double-check that none of the most common errors are applicable:

- The first common error is due to the IWAS system timing out after 20 minutes. If you have been in the application for more than 20 minutes and have not reset the timer, it will not allow you to take further action like saving or submitting. We recommend hitting “save” often to avoid losing work.
- The second common error is due to browser usage. The ISBE team recommend using Google Chrome or Mozilla Firefox while working with IWAS. The team does not recommend using Internet Explorer.
- The third common error is due to Question 10 completion. If the total amount entered for each student group in Question 10 is less than or equal to the minimum EBF amount required to be spent for that student group, the plan will not be accepted for submission. Please correct and try submitting again.

If you are still running into an error unrelated to any of these possible issues, please send a screenshot of the error message to ebfspendingplan@isbe.net, and it will get passed along to the appropriate IWAS IT team.

b. Contact ebfspendingplan@isbe.net if any edits are necessary after submission

Should you discover that edits are necessary to your EBF Spending Plan after hitting “submit,” please contact the EBF Spending Plan Team at ebfspendingplan@isbe.net. Upon request, the team is able to unlock submissions and will contact you to confirm as soon as the plan is available for edits. Upon going back into IWAS, you will see what you previously submitted and can make any desired corrections. Once you hit “submit,” your previous submission will be deleted and replaced with this most recent submission. All re-submissions must be received by September 30, 2019.

10. Provide feedback through survey and/or ebfspendingplan@isbe.net

FY 2020 is a refinement year in which ISBE will actively seek feedback on the EBF Spending Plan and collaboratively refine it for FY21 and beyond. As a first opportunity for feedback, please see the survey questions at the end of the IWAS application.