



Evidence-Based Funding and English Learners – The Basics of Funding, Planning, and Reporting

Bilingual Program Directors Meeting
September 23, 2022



Who We Are

- Edwin Sanchez Molina- Principal Consultant, Multilingual
- Luke Corry- Senior Resource Allocation Policy Specialist, Finance



Poll – NOT a Pre-Assessment – True/False

- A. If my neighbor were to ask me how English Learners are funded through EBF, I would know exactly what to say.
- B. Do I know the statutory requirements related to spending EBF dollars that are attributable to EL students? Of course.
- C. I can find the exact dollar amount my district receives in EBF funding for EL students in less than five minutes.
- D. Not only do I know what FRIS stands for, I can find expenditure reports for my district. No sweat.
- E. I have participated in completing the EBF Spending Plan

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Agenda

- What Evidence-Based Funding (EBF) is ***attributable to English Learners***? How is it calculated?
- Where can I identify the actual amount of funding my district receives for English Learners?
- What are the statutory requirements for spending/reporting the use of EBF that is attributable to English Learners?
- How can the redesigned EBF Spending Plan support districts in collaboratively ***deciding how to spend*** their Evidence-Based Funding (EBF) attributable to English Learners?



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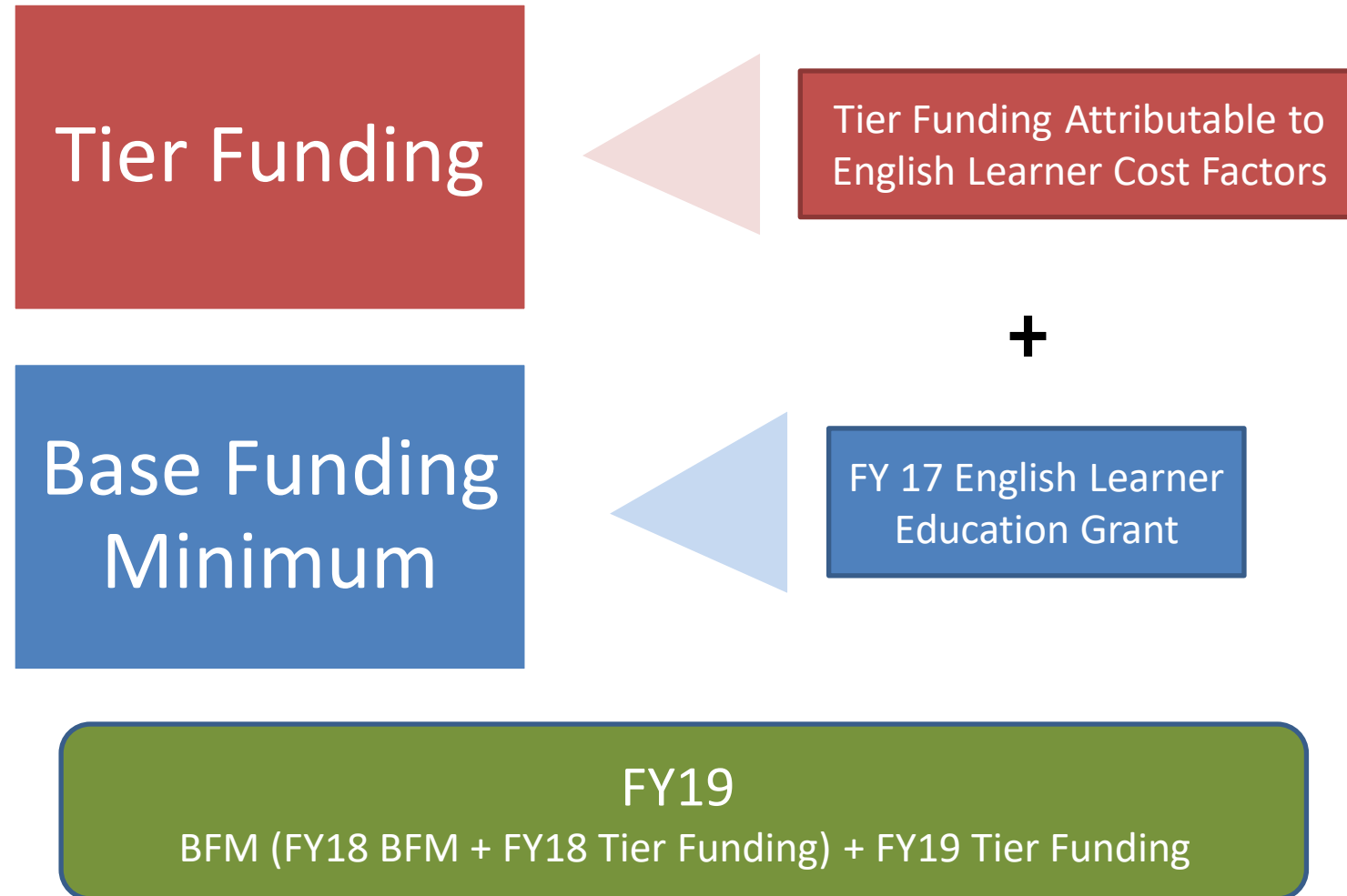


Where did \$s for English Learners go in the EBF transition?

- When implemented for FY18, ***EBF consolidated and replaced*** five grants received in FY17:
 - Gross General State Aid + Stop Loss Grant (if applicable)
 - English Learner Education
 - Special Ed Personnel
 - Special Ed Funding for Children
 - Special Ed Summer School
- Altogether, this money made up a district's FY18 "Base Funding Minimum"
- On top of the Base Funding Minimum, the General Assembly can appropriate ***new money***, called "Tier Funding"



FY 18 & FY19 English Learner Funding within EBF





District Percentage of Adequacy

Evidence-Based Funding compares district resources to the cost of providing an education.

Additional Investments for English Learner students contribute to that cost of providing an education.

That total cost is based on the individual student demographics of each district and is labeled the **“Adequacy Target.”**

$$\boxed{\text{Final Resources}} \div \boxed{\text{Adequacy Target}} = \boxed{\text{Final \% of Adequacy}}$$

Tier	% of New Funding
Tier 1	Receives 50%
Tier 2*	Receives 49% (*Includes Tier 1 and Tier 2 Districts)
Tier 3	Receives 0.9%
Tier 4	Receives 0.1%

Districts Changes in % of Adequacy for FY 18 – 23

	FY 18 Average % of Adequacy	FY 19 Average % of Adequacy	FY 20 Average % of Adequacy	FY 22 Average % of Adequacy	FY 23 Average % of Adequacy	% Change FY 22 v FY 23
Tier 1	59.2%	61.5%	63.6%	65.0%	68.6%	3.6%
Tier 2	74.4%	74.3%	75.8%	76.7%	79.5%	2.8%
Tier 3	94.8%	95.0%	95.6%	95.4%	95.4%	-0.1%
Tier 4	130.1%	128.7%	129.1%	129.4%	131.5%	2.1%

On average Tier 1 districts’ Percent of Adequacy has increased by 2.4% annually.



Additional English Learner Investments in Adequacy Targets (Per-Pupil Ratios)

- **Intervention Teacher** (125:1)
- **Pupil Support** (125:1)
- **Extended Day Teacher** (120:1)
- **Summer School Teacher** (120:1)
- **English Learner Core Teacher** (100:1)

Uses English Learner
Student enrollment

- **Additional investments are based on average teacher salary**



Allocations of EBF English Learner Funding

FY 17 English Learner
Education Grant in
BFM

+

Tier Funding Attributable to
English Learner Cost Factors

(Salaries + Benefits + Substitutes) = English Learner Costs in Adequacy Targets

English Learner Costs in Adequacy Targets / Adequacy Target = Share of Adequacy Target Attributed to English Learners (%)

% Share of Adequacy Target * Tier Funding = Tier Funding Attributed to English Learners

*Amounts are Provided **in Addition to** and **Not in Lieu of All Other Funding** of EBF Cost Factors*

English Learner student funding allocations available at <https://www.isbe.net/ebfdist> –
look for the Student Population Funding Allocation – Summary spreadsheets



English Learner Student Enrollment Used in Calculations

- Enrollment recorded twice each year: October 1 and March 1
- Enrollment for each school year is the average of the October and March enrollment
- Generally, Evidence-Based Funding calculations use the greater of:
 - Three-year average of enrollment
 - The most recent year of enrollment



FY23 Additional EL Funding- Calculation Example

2021EL	2022 EL	2023 EL		3 Year Average		Greater Value
2,534	2,626.5	2,778.5		2,646.3		2,778.5

- Intervention Teacher (125:1) $2,778.5 / 125 =$ 22.22 Intervention Teachers
- Pupil Support (125:1) $2,778.5 / 125 =$ 22.22 Pupil Support
- Extended Day Teacher (120:1) $2,778.5 / 120 =$ 23.15 Extended Day Teachers
- Summer School Teacher (120:1) $2,778.5 / 120 =$ 23.15 Summer School Teachers
- EL Core Teacher (100:1) $2,778.5 / 100 =$ 27.78 English Learner Core Teachers

*Amounts Are Provided **in Addition to** and **Not in Lieu of All Other Funding** of EBF Cost Factors*



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Where can I identify the actual amount of funding my district receives for English Learners?

STUDENT LEARNING



Fenton Community High School District 100

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.

- Assessment
- College & Career
- Early Childhood
- Multilingual
- Research & Data Reporting
- Special Education

LEARNING CONDITIONS



Carolyn Wenz Elementary School (Paris-Union School District 95)

All districts and schools will receive the resources necessary to create safe, healthy, and welcoming meet the unique academic and social and emotional needs of each and every student.

- Finance, Budgets & Funding
- Grants
- Learning Renewal
- Nutrition
- School Wellness
- Student Care
- School Improvement & Accountability

ELEVATING EDUCATORS



John Jay Elementary (Community Consolidated District 59)

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.

- District and School Leadership
- Educator Licensure
- Educator Preparation Providers
- Elevating Educators
- PD Calendar
- Standards & Instruction

www.isbe.net



Where can I identify the actual amount of funding my district receives for English Learners?

[Log Into ELIS](#) [Log Into IWAS](#) [Public School District Lookup](#) [FRIS Inquiry](#) [IL Report Card](#) [About the Agency and Board](#) [Topics A-Z](#)

SCHOOL FINANCE

- Financial Oversight Panels and School Finance Authorities
- Forms / Applications
- Current Publications / Reports
- Archive Publications / Reports

SINGLE AUDIT

SCHOOL DISTRICT REORGANIZATION

- Certified Staff Incentive
- Guidance for Public Act 94-1019
- School District Reorganization Feasibility Studies

EVIDENCE-BASED FUNDING

- Evidence-Based Funding Distribution Calculation
- Evidence-Based Funding Enrollment
- Evidence-Based Funding Spending Plan
- Property Tax Relief Grant

EDUCATION PURCHASING PROGRAM

STATE FUNDING & FORECASTING

- EAV Adjustments & Prior Year Corrections

<https://www.isbe.net/Pages/Finance-Budgets-and-Funding.aspx>






Where can I identify the actual amount of funding my district receives for English Learners?

- Corrections
- Evidence-Based Funding Spending Plan
- General State Aid Archive
- Professional Review Panel
- Property Tax Relief Grant

FY 2023 EBF at a Glance

News and Updates







- Full FY 2023 EBF Calculation 
- FY 2023 EBF Distribution Quick Facts 
- FY23/FY22 Comparative Analysis User Tool 

Calculations

Data Sets

Reports

FY 2023

- FY 2023 EBF Distribution Quick Facts 
- FY 2023 Student Population Funding Allocation - Summary 
- FY 2023 Special Education Funding Allocation Calculation Details 
- **FY 2023 English Learner Education Funding Allocation Calculation Details **
- FY 2023 Low-Income Student Education Funding Allocation Calculation Details 
- FY 2023 Computer Technology Equipment Tier 1 and Tier 2 Funding Allocation Calculation Details 

<https://www.isbe.net/Pages/ebfdistribution.aspx>



Where can I identify the actual amount of funding my district receives for English Learners?

Report Prepared by State Funding & Forecasting Unit, August 2022

1	2	4	5	6	7	8	9	11	12	13	14	15	16	18	19	20	22
Data Elements Used for Expenditure Allocation Calculation								Calculation of Allocated Tier Funding for English Learners							Allocated FY 2023 Base Funding Minimum & Supplemental Funds		
District ID	District Name	Region Factor (CWI)	Final FY 23 Evidence-Based Funding Adequacy Target	FY 23 Evidence-Based Funding Tier \$	Total EL FTE (Includes Intervention, Extended Day, Summer School and EL Core Teachers and Pupil Support Staff)	English Learner FTE for Substitute Calculation (Includes Teacher Positions On	English learner Investments in Adequacy Target (EL Teacher Salaries)	FY 23 EL Investments in Adequacy Target Adjusted for CWI	FY 23 EL Benefits (30% of non-indexed Salary)	EL Teacher Substitutes Costs	Total EL Salary + Benefits	% of EL in Final Adequacy Target	FY 23 Tier Funding for EL Services [A]	EL in FY 22 BFM	FY 22 Calculated Tier \$ for EL	Total EL BFM for FY 23 [B]	Total FY 23 Allocation of EL Funds from State Contribution [A + B]

Three Key Figures

- Column 9: English Learner Investments in Adequacy Target
- Column 16: Tier Funding Attributable to EL students
- Column 22: Total Allocation of EL Funds



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Statutory Requirements

- Bilingual Parent Advisory Committee (BPAC)
 - Required for school districts that have **TBE programs**
 - Consists of bilingual program parents, legal guardians of ELs, TBE/TPI teachers, counselors or other school personnel and EL community leaders
 - Required for districts that have TBE programs
 - Majority of members are parents/guardians of children in the program
Membership is representative of the languages served Gives recommendations to the District regarding the EL program



Statutory Requirements

- Each school district that is required to have a Bilingual Parent Advisory Committee (BPAC):
 - BPAC is required to review the school district's annual **EL Evidence-Based Funding Spending Plan** to ISBE (*Ill. Admin. Code title 23, 228.30 (c)(4)(A)(iii)*).
- Each school district with at least one English learner shall keep an accurate, detailed and separate account of all monies paid out by it for the programs in transitional bilingual education required or permitted by EBF (*105 ILCS 5/14C-12*).



Statutory Requirements

- At least 60% of transitional bilingual education funding received from the State (EL-EBF) must be used for the instructional costs of programs and services authorized under EL-EBF. (*105 ILCS 5/14C-12*).
- Additional investments in English learner students. **In addition to and not in lieu of all other funding.** (*105 ILCS 5/18-8.15*)



English Learner EBF Expenditure Report

- Organizational Units that receive more than \$5,000 in EL EBF funds must submit an expenditure report detailing how EL funds were expended
 - Any funds not expended in the prior fiscal year will appear in the current fiscal year's report
- The report is due annually by July 20 and is currently located in IWAS
- The public can access the expenditure reports through FRIS
- For additional information visit: <https://www.isbe.net/Pages/Multilingual-District-Resources.aspx>



Financial Reimbursement Information System (FRIS)



FRIS INQUIRY

Financial Reimbursement Information System (FRIS) Inquiry is a view only, public system that contains financial data for Local Education Agencies (LEAs) that administer state and federal grant or claim-based projects and receive funding from the Illinois State Board of Education (ISBE). The FRIS Inquiry system is updated nightly and allows the general public access to all approved LEA grant budgets and expenditure reports, as well as grant and claim funds distributed by ISBE. In addition, users have the ability to generate and extract data reports. Please review the online [Quick Help](#) document located in the menu bar if you need assistance with basic navigation.

If you require technical assistance to navigate the system, please contact our Call Center at (217)558-3600 during our business hours: 8 a.m. - 5:00 p.m., Monday - Friday.

If you have questions regarding the data presented in the system, please contact the department staff person in the [Funding and Disbursements](#) department or use the [contact us](#) link on the home screen.

Please view the [FRIS Inquiry Basic Navigation Webinar](#) for basic navigation of the system.

Project

Reflects the most current project information by Fiscal Year-Program-Entity, including project begin and end dates, budget details, expenditure report details, disbursement details, and project freeze information.

Payment

Reflects the most current payment information by project. There are three ways to search for payments: by voucher number, by date range and by amount.

Reports

Frequently requested reports with statewide and project-specific information.

<https://apps.isbe.net/frisinquiry.net>



Financial Reimbursement Information System (FRIS)

- Select Project Year, Entity (District), Program, Search

Project DetailsReport InformationFull Screen

Filters ▾

Project Year*
2022

Entity*
██████████

Program*
Bilingual Ed. - T.P.I. & T.B.E. (3305)

Sub Project*
00

* - Required

Search

- View Allotment, Select Expenditure Icon





Expenditure Detail Report

Expenditure Detail

Expenditure Accounting	Salaries (100)	Employee Benefits (200)	Outstanding Obligation	Indirect Cost	Total
<input type="checkbox"/> Thru: 06/30/2022 Submit: 08/24/2022	79,196.00	1,883.00	0.00	0.00	81,079.00
1000 Instruction	79,196.00	1,883.00			81,079.00
Outstanding Obligation			0.00		0.00
Indirect Cost				0.00	0.00
Exp Split: Current FY: \$0.00 Next FY: \$0.00				0.00	0.00



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Background – ISBE's Strategic Plan

2.2.2: Educate advocates, stakeholders, and LEAs regarding equitably designating funds to focus on specific student populations, including birth-to-5, English Learners, special education, and low-income, resulting in diminishing achievement gaps.

- **2022 Metric:** ISBE will have convened an advisory group to establish a value proposition and guide integration of the EBF Spending Plan into other required plan(s) for maximum resource allocation alignment and benefit for identified student groups.

Advisory Membership

- Representative of organizational unit diversity (size, region, student demographics); program and finance roles included.
- Advocacy stakeholders spanning student groups and professional organizations
 - Including: Illinois Association of School Business Officials, Illinois Federation of Teachers, Illinois Alliance of Administrators of Special Education, Association of Illinois Rural and Small Schools, Illinois Advisory Council on Bilingual Education



Statutory Requirements

- 1. Plan for achieving:**
 - *Student growth*
 - *Progress toward state education goal (defined by ISBE)*
- 2. Intended Use of \$s (BFM, Tier Funding).**
- 3. Intended use of \$s attributable to specific student populations:**
 - *Callout for resources for ELs*
 - *Callout for resources for special education*
 - *Callout for resources for low-income students*
- 4. Format and scope developed by State Superintendent and ISBE**

Due Sept. 30

Equity • Quality • Collaboration • Community



Advisory Group Objectives

The EBF Spending Plan Advisory group will:

1. Identify the EBF Spending Plan value proposition
2. Identify the place of integration most effective for promoting the value proposition
3. Align the substance of the spending plan with the value proposition

How can the EBF Spending Plan be redesigned to provide transparency regarding the intended use of state funds and support productive local dialogue about resource allocation for student groups?

Equity • Quality • Collaboration • Community



Working value proposition

- The EBF Spending Plan will primarily serve to...

Highlight resource allocations for identified student groups (ELs, SPED, low-income) by encouraging explicit connections between state and federal funding streams and ISBE required plans to lessen the planning burden on districts

Support districts in effective engagement of data driven needs assessments in planning support for student groups most in need

Promote fiscal and academic alignment by encouraging conversation between programmatic and financial leaders within a district, which may include teacher-leaders, parents, or other community stakeholders

Support analysis of the relationship between student outcomes and financial resources for organizational units and communities



Guiding Principles

Comply with all
statutory requirements

Engage with transparency to
show district leaders,
parents, and the public the
proposed uses of EBF dollars

Seek to reduce
duplicative effort on the part
of districts

Seek opportunities to embed
equitable requirements in
the plan that recognize and
acknowledge district diversity

Goal = Productive local dialogue about resource allocation

Equity • Quality • Collaboration • Community



Identifying the Place of Integration

Beginning in FY 2024, the EBF Spending Plan will be integrated into the Annual District Budget*:

- Consolidation of reporting requirements
- Leverage transparency of budget
- Encourage planning for use of EBF alongside all revenue streams

Of all integration options considered, the budget provided the greatest opportunity for alignment with the value proposition.

*Organizational units that do not submit a budget will be provided with a spending plan template.



Redesigned Plan Retains Structure of Current Plan

Part I: Strategies to Achieve Student Growth and State Education Goals

- Goals for student success
- Strategies for achieving growth/progress toward goals

Part II: What will you do with Evidence-Based Funds?

- Data sources consulted to determine need
- Stakeholders included in decision making
- Investments from tier funds

Part III: Support for Special Student Groups

- Student group investments (specific to districts)
- Assurances (for EL funds)

Most items continue to allow for selection of response from a provided list.

Key Changes

1. Focus on prioritization
2. Cost Factor Integration
3. Plan for tier funds

Equity • Quality • Collaboration • Community



EBF Spending Plan: Part III supplement

English Learners (EL) Assurances

- Assurance that at least 60% of the district's state funds attributable to ELs will be used for instructional costs of programs and services for ELs, and the remaining balance of state funds attributable to ELs will also be used to serve ELs
- For applicable districts, assurance that the district's Bilingual Parent Advisory Council has reviewed the EBF Spending Plan
- For applicable districts, name of Bilingual Parent Advisory Council chair and date of meeting for EBF Spending Plan review



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- B. Do I know the statutory requirements related to spending EBF dollars that are attributable to EL students? Of course.
- C. I can find the exact dollar amount my district receives in EBF funding for EL students in less than five minutes.
- D. Not only do I know what FRIS stands for, I can find expenditure reports for my district. No sweat.
- E. I am eager to participate in completing the EBF Spending Plan!

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Q&A | Thank You

Questions about Evidence-Based Funding for English Learners?

Best practices to share with others on collaborating to determine spending of Evidence-Based Funding for English Learners?

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EBF Spending Plan team – ebfspendingplan@isbe.net