Illinois State Board of Education

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Appendix A:

Measurements of Interim Progress for Academic Achievement, Graduation Rates, and English Language Proficiency

Appendix A: Measurements of Interim Progress

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English Learners), consistent with the state's minimum number of students. For academic achievement and graduation rates, the state's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

A. Academic Achievement

The baseline for the long-term goals and measurements of interim progress use 2016 PARCC results for English/Language Arts and mathematics. The data for grades 9-12 is unable to be disaggregated insofar as the 2016 administration of the PARCC exam in ELA and Mathematics occurred at the end of specific courses.[1] From this baseline, measures of interim progress for all learners in Illinois were determined. These measures of interim progress are not the result of a three-year composite average of data. As indicated previously, once a three-year composite average are available for academic indicators, ISBE will revisit and revise the measurements of interim progress currently identified in the ESSA State Plan for Illinois.

Benchmark and Measurement of Interim Progress: English Language Arts Grades 3-8																		
ELA		**All**	**Male**	**Female**	**White**	**Black**	**Hispanic**	**Asian**	**Hawaiian/ Pacific Islander**	**Native American**	**Two or More Races**	**LEP**	**Not LEP**	**Migrant**	**IEP**	**Not IEP**	**Low Income**	**Not Low Income**
2016	Grade3-8	36.5	30.0	43.2	45.9	18.1	25.0	66.4	49.3	29.0	39.4	9.7	39.1	6.7	7.9	40.8	21.9	51.7
2019	Grade3-8	46.5	41.3	52.0	54.2	31.6	37.2	70.8	56.9	40.4	48.9	24.8	48.6	22.3	23.3	50.0	34.7	58.9
2022	Grade3-8	56.6	52.5	60.8	62.4	45.1	49.4	75.3	64.6	51.9	58.4	39.8	58.2	37.9	38.7	59.3	47.4	66.1
2025	Grade3-8	66.6	63.8	69.5	70.7	58.5	61.6	79.7	72.2	63.3	67.9	54.9	67.7	53.6	54.1	68.5	60.2	73.2
2028	Grade3-8	76.6	75.0	78.3	79.0	72.0	73.8	84.1	79.8	74.8	77.4	69.9	77.3	69.2	69.5	77.7	73.0	80.4
2031	Grade3-8	86.7	86.3	87.1	87.2	85.5	85.9	88.5	87.5	86.2	86.8	85.0	86.8	84.8	84.9	86.9	85.7	87.6
2032	Grade3-8	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 3	35.5	31.3	39.8	44.8	19.9	23.9	65.0	55.3	29.4	39.1	18.7	39.8	3.2	11.0	39.2	22.1	51.0
2019	Grade 3	45.7	42.3	49.2	53.3	33.0	36.3	69.7	61.8	40.8	48.6	32.1	49.2	19.5	25.8	48.7	34.8	58.3
2022	Grade 3	55.9	53.3	58.6	61.8	46.2	48.7	74.4	68.3	52.1	58.2	45.4	58.6	35.8	40.6	58.3	47.6	65.6
2025	Grade 3	66.2	64.3	68.0	70.2	59.3	61.1	79.1	74.8	63.5	67.7	58.8	68.0	52.0	55.4	67.8	60.3	72.9
2028	Grade 3	76.4	75.3	77.5	78.7	72.5	73.5	83.8	81.3	74.9	77.3	72.2	77.5	68.3	70.3	77.3	73.0	80.3
2031	Grade 3	86.6	86.3	86.9	87.2	85.6	85.9	88.4	87.8	86.2	86.8	85.5	86.9	84.6	85.1	86.8	85.8	87.6

[1] Beginning in 2017, Illinois administers the SAT at no cost and during the school day to every student in the 11th grade.

2032	Grade 3	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 4	36.9	31.8	42.2	47.2	18.7	24.3	66.1	47.8	28.3	41.8	6.1	40.4	0.0	10.2	41.1	22.0	53.5
2019	Grade 4	46.9	42.7	51.2	55.2	32.1	36.6	70.6	55.7	39.9	50.8	21.8	49.7	16.9	25.2	50.3	34.8	60.3
2022	Grade 4	56.8	53.6	60.1	63.3	45.4	48.9	75.1	63.6	51.4	59.9	37.6	59.0	33.8	40.1	59.4	47.5	67.2
2025	Grade 4	66.8	64.5	69.1	71.3	58.8	61.3	79.5	71.5	63.0	68.9	53.3	68.3	50.6	55.1	68.6	60.3	74.0
2028	Grade 4	76.7	75.5	78.1	79.3	72.2	73.6	84.0	79.5	74.6	78.0	69.0	77.6	67.5	70.1	77.8	73.0	80.9
2031	Grade 4	86.7	86.4	87.0	87.3	85.5	85.9	88.5	87.4	86.1	87.0	84.8	86.9	84.4	85.0	86.9	85.8	87.7
2032	Grade 4	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 5	35.3	29.7	41.3	45.3	16.3	22.8	66.6	41.8	24.6	38.4	2.9	37.9	2.9	7.4	39.7	20.0	51.5
2019	Grade 5	45.6	41.0	50.4	53.7	30.1	35.4	71.0	50.8	36.9	48.1	19.2	47.7	19.2	22.9	49.1	33.1	58.7
2022	Grade 5	55.8	52.3	59.6	62.1	43.9	48.0	75.4	59.9	49.1	57.8	35.6	57.4	35.6	38.4	58.6	46.3	65.9
2025	Grade 5	66.1	63.6	68.7	70.4	57.8	60.6	79.8	68.9	61.4	67.4	51.9	67.2	51.9	53.9	68.0	59.4	73.2
2028	Grade 5	76.3	74.9	77.8	78.8	71.6	73.2	84.2	78.0	73.7	77.1	68.2	77.0	68.2	69.4	77.4	72.5	80.4
2031	Grade 5	86.6	86.2	87.0	87.2	85.4	85.8	88.5	87.0	85.9	86.8	84.6	86.7	84.6	84.8	86.9	85.6	87.6
2032	Grade 5	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 6	34.9	27.6	42.5	44.3	16.0	23.7	63.8	48.3	29.1	37.2	2.2	36.7	9.7	5.9	39.3	20.4	49.6
2019	Grade 6	45.2	39.3	51.4	52.9	29.9	36.1	68.7	56.1	40.5	47.1	18.7	46.7	24.8	21.7	48.8	33.5	57.2
2022	Grade 6	55.6	51.0	60.3	61.4	43.8	48.6	73.6	63.9	51.9	57.0	35.1	56.7	39.8	37.4	58.3	46.5	64.8
2025	Grade 6	65.9	62.7	69.2	70.0	57.6	61.0	78.5	71.8	63.4	66.9	51.6	66.7	54.9	53.2	67.8	59.6	72.3
2028	Grade 6	76.2	74.4	78.1	78.6	71.5	73.4	83.5	79.6	74.8	76.8	68.1	76.7	69.9	69.0	77.3	72.6	79.9
2031	Grade 6	86.6	86.1	87.0	87.1	85.4	85.9	88.4	87.4	86.2	86.7	84.5	86.7	85.0	84.7	86.8	85.7	87.5
2032	Grade 6	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 7	37.3	28.8	46.3	46.4	17.7	26.2	68.6	50.0	31.6	39.2	2.9	39.1	17.9	6.3	42.0	22.3	52.0
2019	Grade 7	47.2	40.3	54.5	54.6	31.3	38.2	72.6	57.5	42.6	48.7	19.2	48.6	31.4	22.0	51.0	35.0	59.1
2022	Grade 7	57.1	51.8	62.7	62.8	44.8	50.1	76.6	65.0	53.5	58.3	35.6	58.2	44.9	37.7	60.0	47.7	66.3
2025	Grade 7	66.9	63.2	70.9	70.9	58.4	62.1	80.6	72.5	64.5	67.8	51.9	67.7	58.5	53.4	69.0	60.4	73.4
2028	Grade 7	76.8	74.7	79.1	79.1	71.9	74.1	84.7	80.0	75.4	77.3	68.2	77.3	72.0	69.1	78.0	73.1	80.5
2031	Grade 7	86.7	86.2	87.3	87.3	85.5	86.0	88.7	87.5	86.4	86.8	84.6	86.8	85.5	84.8	87.0	85.8	87.6
2032	Grade 7	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 8	39.1	30.8	47.7	47.4	19.6	29.5	68.8	53.1	31.4	41.1	3.4	40.9	7.7	6.5	43.8	25.0	52.4

2019	Grade 8	48.6	41.9	55.6	55.4	32.8	40.8	72.8	60.0	42.4	50.3	19.6	50.1	23.1	22.2	52.5	37.2	59.5
2022	Grade 8	58.2	53.0	63.6	63.4	46.0	52.2	76.8	66.9	53.4	59.4	35.9	59.3	38.6	37.8	61.1	49.4	66.5
2025	Grade 8	67.7	64.1	71.5	71.4	59.2	63.5	80.7	73.9	64.4	68.6	52.1	68.5	54.0	53.5	69.8	61.6	73.6
2028	Grade 8	77.3	75.2	79.4	79.4	72.4	74.9	84.7	80.8	75.4	77.8	68.4	77.7	69.4	69.1	78.5	73.8	80.6
2031	Grade 8	86.8	86.3	87.4	87.3	85.6	86.2	88.7	87.7	86.3	86.9	84.6	86.9	84.9	84.8	87.1	85.9	87.7
2032	Grade 8	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

Benchmark and Measurement of Interim Progress: Mathematics Grades 3-8																		
Math		**All**	**Male**	**Female**	**White**	**Black**	**Hispanic**	**Asian**	**Hawaiian/ Pacific Islander**	**Native American**	**Two or more races**	**LEP**	**Not LEP**	**Migrant**	**IEP**	**Not IEP**	**Low Income**	**Not Low Income**
2016	Grade3-8	31.6	30.9	32.4	40.7	12.4	20.5	66.5	43.2	24.2	33.5	13.1	33.5	9.4	8.3	35.2	17.4	46.6
2019	Grade3-8	42.6	42.0	43.2	49.9	27.0	33.5	70.9	52.0	36.5	44.1	27.5	44.1	24.5	23.6	45.5	31.0	54.7
2022	Grade3-8	53.5	53.1	54.0	59.2	41.5	46.6	75.3	60.8	48.9	54.7	41.9	54.7	39.6	38.9	55.8	44.6	62.9
2025	Grade3-8	64.5	64.1	64.8	68.4	56.1	59.6	79.7	69.5	61.2	65.3	56.4	65.3	54.7	54.3	66.0	58.2	71.0
2028	Grade3-8	75.4	75.2	75.6	77.7	70.6	72.6	84.1	78.3	73.6	75.9	70.8	75.9	69.9	69.6	76.3	71.9	79.2
2031	Grade3-8	86.4	86.3	86.4	86.9	85.2	85.7	88.5	87.1	85.9	86.5	85.2	86.5	85.0	84.9	86.6	85.5	87.3
2032	Grade3-8	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 3	39.6	39.4	39.8	50.7	19.1	27.9	73.5	49.1	30.3	41.5	25.7	43.2	12.9	15.9	43.2	25.0	56.7
2019	Grade 3	49.1	48.9	49.2	58.1	32.4	39.5	76.6	56.8	41.5	50.6	37.8	52.0	27.4	29.8	52.0	37.2	62.9
2022	Grade 3	58.5	58.4	58.6	65.4	45.7	51.2	79.7	64.4	52.7	59.7	49.8	60.8	41.8	43.7	60.8	49.4	69.2
2025	Grade 3	68.0	67.9	68.0	72.8	59.0	62.8	82.8	72.1	63.9	68.8	61.9	69.5	56.3	57.6	69.5	61.6	75.4
2028	Grade 3	77.4	77.4	77.5	80.2	72.3	74.5	85.9	79.8	75.1	77.9	73.9	78.3	70.7	71.5	78.3	73.8	81.7
2031	Grade 3	86.9	86.8	86.9	87.5	85.6	86.1	89.0	87.4	86.3	87.0	86.0	87.1	85.2	85.4	87.1	85.9	87.9
2032	Grade 3	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 4	30.5	30.4	30.6	40.3	11.8	18.3	64.6	41.7	22.3	33.5	6.7	33.3	0.0	10.0	33.7	16.1	46.5
2019	Grade 4	41.7	41.6	41.7	49.6	26.5	31.7	69.4	50.8	35.0	44.1	22.3	43.9	16.9	25.0	44.3	30.0	54.7
2022	Grade 4	52.8	52.8	52.9	58.9	41.1	45.2	74.1	59.8	47.7	54.7	37.9	54.6	33.8	40.0	54.8	43.8	62.8
2025	Grade 4	64.0	63.9	64.0	68.3	55.8	58.6	78.9	68.9	60.4	65.3	53.6	65.2	50.6	55.0	65.4	57.7	71.0
2028	Grade 4	75.1	75.1	75.2	77.6	70.5	72.1	83.7	77.9	73.1	75.9	69.2	75.8	67.5	70.0	75.9	71.5	79.1
2031	Grade 4	86.3	86.3	86.3	86.9	85.1	85.5	88.4	87.0	85.8	86.5	84.8	86.5	84.4	85.0	86.5	85.4	87.3
2032	Grade 4	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

2016	Grade 5	31.7	31.0	32.5	40.8	12.2	20.3	67.8	42.8	24.5	32.5	5.4	33.9	14.3	7.8	35.4	17.0	47.2
2019	Grade 5	42.6	42.1	43.3	50.0	26.8	33.4	72.0	51.7	36.8	43.3	21.3	44.4	28.5	23.2	45.6	30.7	55.2
2022	Grade 5	53.6	53.1	54.1	59.3	41.4	46.4	76.1	60.5	49.1	54.1	37.1	54.9	42.7	38.6	55.9	44.4	63.3
2025	Grade 5	64.5	64.2	64.8	68.5	56.0	59.5	80.3	69.4	61.3	64.8	53.0	65.5	56.9	54.0	66.1	58.1	71.3
2028	Grade 5	75.4	75.3	75.6	77.7	70.6	72.6	84.5	78.2	73.6	75.6	68.9	76.0	71.1	69.5	76.4	71.8	79.3
2031	Grade 5	86.4	86.3	86.4	86.9	85.1	85.6	88.6	87.1	85.9	86.4	84.7	86.5	85.3	84.9	86.6	85.4	87.3
2032	Grade 5	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 6	28.7	28.2	29.2	37.7	9.5	17.4	63.4	37.8	22.1	30.5	3.8	30.2	12.9	5.7	32.2	14.2	43.4
2019	Grade 6	40.2	39.8	40.6	47.5	24.6	31.0	68.4	47.6	34.8	41.7	20.0	41.4	27.4	21.5	43.0	28.4	52.1
2022	Grade 6	51.7	51.4	52.0	57.3	39.7	44.6	73.4	57.4	47.6	52.8	36.1	52.6	41.8	37.3	53.9	42.6	60.9
2025	Grade 6	63.2	63.0	63.4	67.1	54.8	58.2	78.4	67.2	60.3	64.0	52.3	63.8	56.3	53.1	64.7	56.8	69.6
2028	Grade 6	74.7	74.6	74.8	76.9	69.9	71.9	83.4	77.0	73.0	75.1	68.5	75.1	70.7	68.9	75.6	71.1	78.4
2031	Grade 6	86.2	86.1	86.2	86.7	85.0	85.5	88.3	86.7	85.8	86.3	84.6	86.3	85.2	84.7	86.4	85.3	87.1
2032	Grade 6	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 7	27.3	26.0	28.7	35.0	9.4	17.2	63.3	37.9	22.5	29.0	3.3	28.6	13.8	4.7	30.7	13.7	40.6
2019	Grade 7	39.1	38.0	40.2	45.3	24.5	30.9	68.3	47.7	35.2	40.4	19.6	40.1	28.1	20.7	41.8	28.0	49.9
2022	Grade 7	50.8	50.0	51.7	55.6	39.6	44.5	73.3	57.4	47.8	51.9	35.8	51.6	42.4	36.7	52.9	42.3	59.1
2025	Grade 7	62.6	62.0	63.2	65.9	54.7	58.2	78.3	67.2	60.5	63.3	52.1	63.1	56.7	52.7	64.1	56.6	68.4
2028	Grade 7	74.3	74.0	74.7	76.3	69.9	71.8	83.3	77.0	73.1	74.8	68.3	74.7	71.0	68.7	75.2	70.9	77.7
2031	Grade 7	86.1	86.0	86.2	86.6	85.0	85.5	88.3	86.7	85.8	86.2	84.6	86.2	85.2	84.7	86.3	85.2	86.9
2032	Grade 7	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 8	31.8	30.3	33.5	40.4	11.9	21.6	66.4	49.2	22.5	32.6	5.0	33.3	0.0	5.2	35.9	17.6	45.5
2019	Grade 8	42.7	41.5	44.1	49.7	26.5	34.4	70.8	56.9	35.2	43.4	20.9	43.9	16.9	21.1	46.0	31.2	53.8
2022	Grade 8	53.6	52.7	54.7	59.0	41.2	47.3	75.3	64.5	47.8	54.1	36.9	54.6	33.8	37.0	56.2	44.8	62.2
2025	Grade 8	64.5	63.9	65.3	68.3	55.8	60.1	79.7	72.2	60.5	64.9	52.8	65.2	50.6	52.9	66.3	58.3	70.5
2028	Grade 8	75.5	75.1	75.9	77.6	70.5	72.9	84.1	79.8	73.1	75.7	68.8	75.8	67.5	68.8	76.5	71.9	78.9
2031	Grade 8	86.4	86.3	86.5	86.9	85.1	85.7	88.5	87.5	85.8	86.4	84.7	86.5	84.4	84.7	86.6	85.5	87.2
2032	Grade 8	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

Benchmark and Measure of Interim Progress: High School English Language Arts																	
		All	Male	Female	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or more races	LEP	Not LEP	Migrant	IEP	Not IEP	Low Income	Not Low Income
2016	Grade9-12	34.1	27.1	41.4	42.8	14.7	22.9	61.2	45.0	26.0	39.0	3.1	35.5	0.0	6.3	37.6	20.3	44.8
2019	Grade9-12	44.6	38.9	50.5	51.7	28.8	35.5	66.6	53.4	38.0	48.6	19.4	45.7	16.9	22.0	47.4	33.4	53.3
2022	Grade9-12	55.1	50.7	59.6	60.5	42.9	48.1	72.0	61.9	50.0	58.1	35.7	55.9	33.8	37.7	57.3	46.4	61.8
2025	Grade9-12	65.5	62.5	68.7	69.4	57.1	60.6	77.4	70.3	62.0	67.7	52.0	66.2	50.6	53.4	67.1	59.5	70.2
2028	Grade9-12	76.0	74.3	77.9	78.2	71.2	73.2	82.8	78.8	74.0	77.3	68.3	76.4	67.5	69.1	76.9	72.6	78.7
2031	Grade9-12	86.5	86.1	87.0	87.1	85.3	85.8	88.2	87.2	86.0	86.8	84.6	86.6	84.4	84.8	86.7	85.6	87.2
2032	Grade9-12	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

Benchmark and Measures of Interim Progress: High School Mathematics																	
		All	Male	Female	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or more races	LEP	Not LEP	Migrant	IEP	Not IEP	Low Income	Not Low Income
2016	Grade9-12	21.8	20.7	22.9	28.3	8.7	16.4	44.3	33.6	18.3	24.2	6.0	22.9	12.5	4.5	24.0	13.5	29.7
2019	Grade9-12	34.6	33.7	35.5	39.9	23.9	30.2	52.9	44.2	31.7	36.5	21.8	35.5	27.0	20.5	36.4	27.8	41.0
2022	Grade9-12	47.4	46.7	48.1	51.4	39.2	44.0	61.4	54.8	45.2	48.9	37.5	48.1	41.6	36.6	48.8	42.2	52.3
2025	Grade9-12	60.2	59.7	60.6	63.0	54.4	57.8	70.0	65.3	58.6	61.2	53.3	60.6	56.1	52.6	61.1	56.5	63.6
2028	Grade9-12	73.0	72.7	73.2	74.6	69.7	71.6	78.6	75.9	72.1	73.6	69.0	73.2	70.6	68.6	73.5	70.9	74.9
2031	Grade9-12	85.7	85.7	85.8	86.1	84.9	85.4	87.1	86.5	85.5	85.9	84.8	85.8	85.2	84.7	85.9	85.2	86.2
2032	Grade9-12	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

B. Graduation Rates

The baseline data provided in the chart does not include data from the college and career readiness indicator. ISBE will have a three-year average for the four-year, five-year, and six-year adjusted graduation rate at the conclusion of the 2017-2018 for most subgroups (the former English Learners and children formally with a disability subgroups will have a three-year average in 2020). Once a three-year average for the four-year graduation rates is available, ISBE will revisit and revise the measurements of interim progress currently identified in the ESSA State Plan for Illinois.

Benchmark and Measures of Interim Progress: 4-Year Graduation Rate

4-Year Graduation	All	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or More Races	LEP	IEP	Low Income
2016	85.5	90.4	74.6	81.3	93.6	84.8	79.3	84.7	71.9	70.6	76.7
2019	86.3	90.0	77.5	82.9	90.0	85.8	81.3	85.7	75.3	74.2	79.2
2022	87.2	90.0	80.4	84.6	90.0	86.8	83.3	86.7	78.7	77.9	81.7
2025	88.0	90.0	83.3	86.2	90.0	87.7	85.3	87.7	82.1	81.5	84.2
2028	88.9	90.0	86.2	87.8	90.0	88.7	87.3	88.7	85.5	85.2	86.7
2031	89.7	90.0	89.0	89.5	90.0	89.7	89.3	89.7	88.9	88.8	89.2
2032	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

ISBE will also utilize five-year and six-year extended cohort graduation rates as a part of its accountability system. Moreover, including the five and six year graduation rates ensures that those students who require additional time to graduate are recognized. The baseline data provided in the chart does not include data from the college and career readiness indicator. ISBE will have a three-year average for the five-year and six-year adjusted graduation rate at the conclusion of the 2017-2018 for most subgroups (the former English Learners and children formally with a disability subgroups will have a three-year average in 2020). Once a three-year average for the five-year and six-year graduation rates is available, ISBE will revisit and revise the measurements of interim progress currently identified in the ESSA State Plan for Illinois.

Benchmark and Measures of Interim Progress: 5-Year Adjusted Cohort Graduation Rate											
5-Year Graduation	**All**	**White**	**Black**	**Hispanic**	**Asian**	**Hawaiian/ Pacific Islander**	**Native American**	**Two or More Races**	**LEP**	**IEP**	**Low Income**
2016	85.5	91.4	79.2	84.2	95.5	88.4	82.4	87.3	77.8	75.1	81.8
2019	88.1	90.0	81.2	85.3	90.0	88.7	83.8	87.8	80.1	77.9	83.3
2022	88.6	90.0	83.3	86.4	90.0	89.0	85.3	88.3	82.4	80.7	84.9
2025	89.0	90.0	85.3	87.5	90.0	89.3	86.7	88.8	84.7	83.5	86.4
2028	89.4	90.0	87.3	88.6	90.0	89.6	88.1	89.3	87.0	86.3	88.0
2031	89.9	90.0	89.3	89.6	90.0	89.9	89.5	89.8	89.2	89.1	89.5
2032	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

Benchmark and Measures of Interim Progress: 6-Year Adjusted Cohort Graduation Rate											
6-Year Graduation	**All**	**White**	**Black**	**Hispanic**	**Asian**	**Hawaiian/ Pacific Islander**	**Native American**	**Two or More Races**	**LEP**	**IEP**	**Low Income**
2016	87.7	91.6	79.9	85.0	95.9	84.5	90.6	88.3	78.8	76.5	82.2
2019	88.5	90.0	81.8	85.9	90.0	85.5	90.0	88.6	80.9	79.0	83.7
2022	88.9	90.0	83.7	86.9	90.0	86.6	90.0	88.9	83.0	81.6	85.1
2025	89.2	90.0	85.6	87.8	90.0	87.6	90.0	89.3	85.1	84.1	86.6

2028	89.6	90.0	87.5	88.8	90.0	88.6	90.0	89.6	87.2	86.6	88.1
2031	89.9	90.0	89.4	89.7	90.0	89.7	90.0	89.9	89.3	89.2	89.5
2032	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

C. English Language Proficiency

The target of 90 percent readiness is based on the goals adopted by the Board in September of 2015. The long-term goals adopted by ISBE in September 2015 are significantly more ambitious than previous board goals insofar as the goals are more comprehensive, inclusive of all student populations, and identify targets for readiness and achievement throughout the continuum of each and every child's P-12 schooling. A baseline will be established for required state content assessments over the most recent three years of ELP assessment data in consideration of WIDA's standard setting.

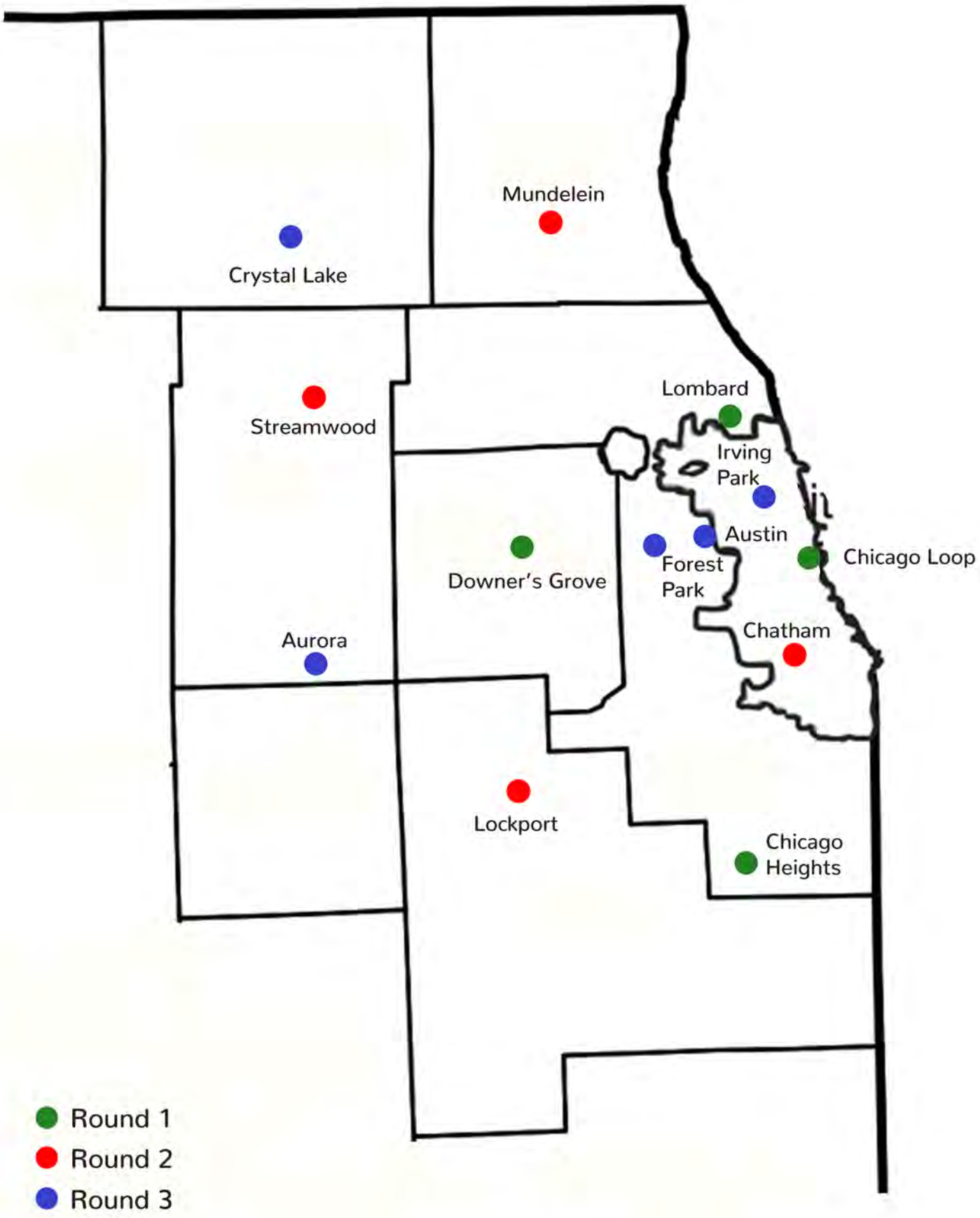
The measures of interim progress for all learners in Illinois shared below is not the result of a three-year composite average of data. As indicated previously, once a three-year composite average are available for academic indicators, ISBE will revisit and revise the measurements of interim progress currently identified in the ESSA State Plan for Illinois.

Once the baseline for ACCESS of ELs within each school has been established, the 90 percent targets to 2032 will be back mapped with the timeline of interim goals determined by the State Board.

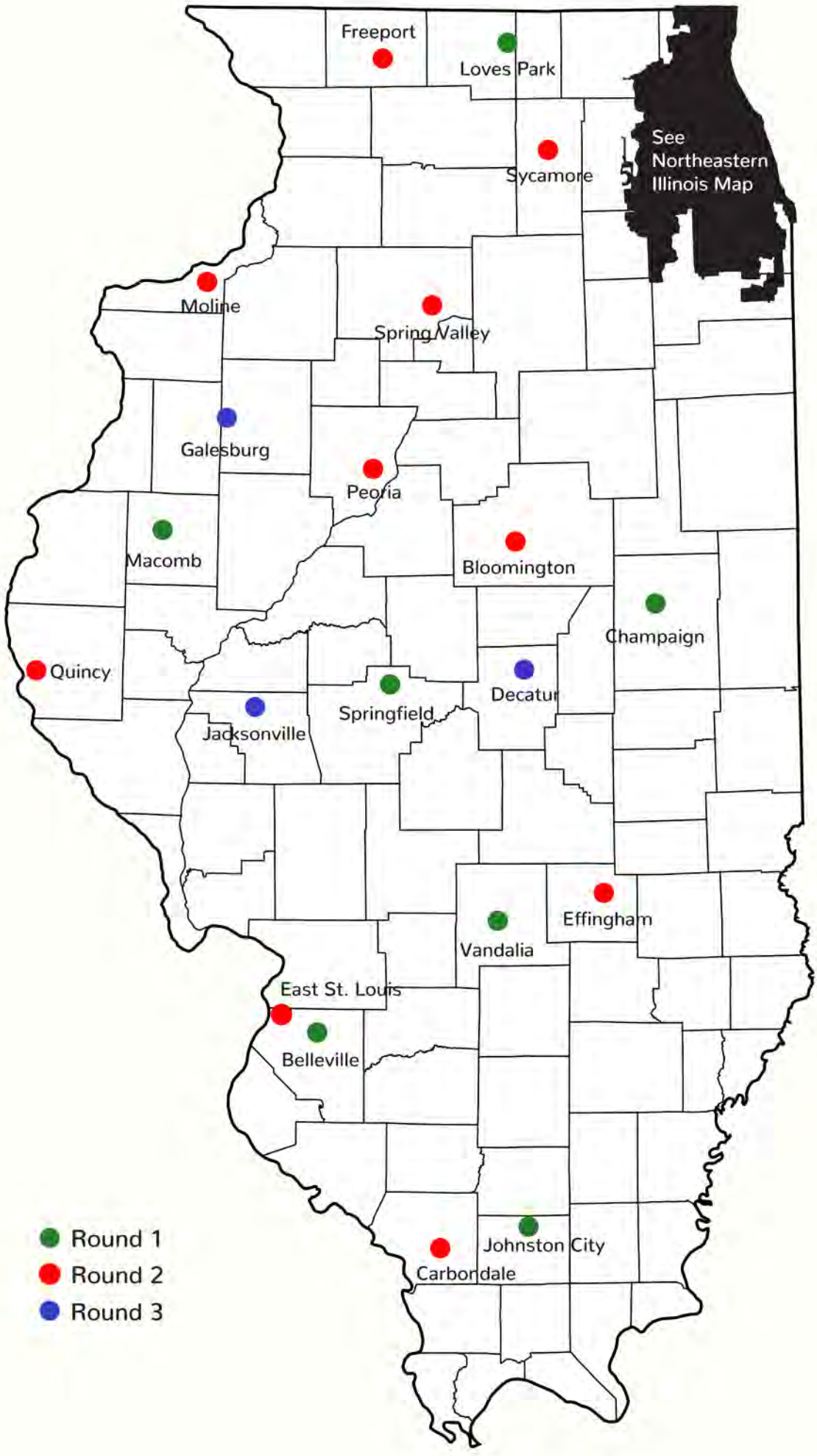
ELP Assessment	All - EL
2016	63.0
2017	22.1
2020	35.7
2023	49.3
2026	62.9
2029	76.5
2032	90.0

APPENDIX B:

List of Stakeholder Meetings and
Maps of Listening Tour Locations



Northeastern Illinois


Freeport
Loves Park
See Northeastern Illinois Map
Sycamore
Moline
Spring Valley
Galesburg
Peoria
Macomb
Bloomington
Champaign
Quincy
Decatur
Springfield
Jacksonville
Effingham
Vandalia
East St. Louis
Belleville
Johnston City
Carbondale
Round 1
Round 2
Round 3

December 10, 2015 **ESSA passed**

1. January 19, 2016 DuPage Congressional Briefing
2. January 29 Webinar with ROE 4
3. February 22 NCLB Conference – ESSA Overview Presentation
4. February 23 NCLB Conference – ESSA Overview Presentation
5. February 24 NCLB Conference – ESSA Overview Presentation
6. February 24 Consolidated Committee of Practitioners
7. February 29 Balanced Accountability Measure Committee
8. March 2 State Homeless Conferences
9. March 7 P-20 Council
10. March 9 Balanced Accountability Measure Committee
11. March 14 Federal Congressional Briefing Call
12. March 22 Stakeholders Meeting (IPA, IFT, IEA, IASA, IARSS, LEND, IASBO, LUDA, and ED-RED)
13. April 3 – 6 ESSA Implementation Workshop
14. April 11 Gifted Webinar
15. April 12 Title I Association Meeting
16. April 18 ROE 50 St. Clair County Listening Tour
17. April 18 ROE 4 Boone/Winnebago Listening Tour
18. April 19 Consortium for Education Change Think Tank on ESSA
19. April 19 South Cook ISC Listening Tour
20. April 21 ROE 19 DuPage Listening Tour
21. April 21 ROE 9 Champaign Ford Listening Tour
22. April 25 ROE 3 Bond, Christian, Effingham, Fayette, Montgomery Listening Tour
23. April 26 North Cook ISC Listening Tour
24. April 27 ROE 51 Listening Tour
25. April 27 ROE 26 Fulton, Hancock, McDonough, Schuyler Listening Tour
26. May 3 NCLB/ESSA Technical Assistance Meeting Alsip
27. May 4 NCLB/ESSA Technical Assistance Meeting Rockford
28. May 5 NCLB/ESSA Technical Assistance Meeting Arlington Heights
29. May 5 Balanced Accountability Measure Committee
30. May 10 NCLB/ESSA Technical Assistance Meeting Peoria
31. May 11 NCLB/ESSA Technical Assistance Meeting Springfield
32. May 12 NCLB/ESSA Technical Assistance Meeting Effingham
33. May 17 ROE 21 Effingham Listening Tour
34. May 19 City of Chicago Listening Tour
35. May 23 ESSA meeting with Schusterman Family Foundation
36. June 6 Webinar with ROE 3
37. June 6 Meeting with Illinois Network of Charter Schools
38. June 7 Stakeholders Meeting (IPA, IFT, IEA, IASA, IASB, IASA, IASB, IASBO, LUDA, and IARSS)
39. June 8 Presentation at ROE 8
40. June 14 ESSA Stakeholder Meeting (IPA, IFT, IEA, IASA, IARSS, LEND, IASBO, LUDA, and ED-RED)
41. June 13 P20 Council
42. June 14 Stakeholder Webinar
43. June 17 House Elementary and Secondary Education Curriculum and Policy Committee Subject Matter hearing
44. June 29 Meeting with children's and aid on foster care provisions
45. July 8 Accountability Workgroup

46. July 22	Accountability Workgroup
47. August 4	Special Education Directors Conference
48. August 15	Accountability Workgroup
49. August 29	Balanced Accountability Measure Committee
50. August 30	P20 Council
51. September 6	Stakeholders Meeting (IPA, IFT, IEA, IASA, IARSS, LEND, IASBO, LUDA, ED-RED)
52. September 6	Freeport Listening Tour including meetings with local legislators
53. September 7	Moline-Coal Valley Listening Tour including meetings with local legislators
54. September 8	Spring Valley Listening Tour including meetings with local legislators
55. September 9	ESSA Stakeholder Meeting (IPA, IFT, IEA, IASA, IARSS, LEND, IASBO, LUDA, ED-RED)
56. September 9	Mini-Accountability Working Group
57. September 12	P20 Council
58. September 13	Bloomington Listening Tour including meetings with local legislators
59. September 15	Mundelein Listening Tour including meetings with local legislators
60. September 16	DELL Conference
61. September 19	Carbondale Listening Tour including meetings with local legislators
62. September 19-21	Title I Directors Conference intensive ESSA workshops
63. September 20	Effingham Listening Tour including meetings with local legislators
64. September 20	Effingham Listening Tour including meetings with local legislators
65. September 21	Quincy Listening Tour including meetings with local legislators
66. September 21	Balanced Accountability Measure Committee
67. September 22	Peoria Listening Tour including meetings with local legislators
68. September 22	Consolidated Committee of Practitioners
69. September 23	Will County ROE including meetings with local legislators
70. September 26	Lockport Listening Tour including meetings with local legislators
71. September 27	East St. Louis Listening Tour including meetings with local legislators
72. September 27	Chicago Listening Tour including meetings with local legislators
73. September 28	U46 Listening Tour including meetings with local legislators
74. September 30	Illinois Reading Conference
75. October 5	DeKalb Listening Tour including meetings with local legislators
76. October 6	LUDA Conference
77. October 25	Balanced Accountability Meeting
78. November 7	ESSA Meeting – Department of Juvenile Justice – Harrisburg
79. November 15	House Subcommittee Meeting on ESSA
80. November 28	Jacksonville Listening Tour
81. November 28	Balanced Accountability Meeting
82. December 1	Aurora Listening Tour
83. December 5	Forest Park Listening Tour
84. December 5	Balance Accountability Meeting
85. December 6	Austin Town Hall Listening Tour, Chicago
86. December 7	Crystal Lake Listening Tour
87. December 7	IASA Advisory Committee
88. December 7	Galesburg Listening Tour
89. December 8	Decatur Listening Tour
90. December 12	P20 Council
91. December 14	Stakeholders Meeting
92. December 16	Balanced Accountability Meeting
93. December 20	Partners 4 Meeting
94. January 11	P20 Council

APPENDIX C:

PARCC Language Table

PARCC Language Table

Year 3 PARCC Top 10 Native Languages

FY15-FY16 Data - Native Languages

Language	CO	DC	IL	MD	NJ	NM	RI	TOTAL
Amharic	952	691		1,161				2,804
Arabic	1,928	127	6,658	950	1,227	540	185	11,615
Bengali		64			357			421
Cape Verdean								0
Chinese Mandarin	1,183	219	2,963	1,293	592		176	6,426
Creoles & Pidgins (Portuguese-Based)					214		466	680
French	640	397		1,837			68	2,942
German		55						55
Gujarati			1,701		490			2,191
Haitian Creole					1,448			1,448
Hindi								0
Hmong								0
Igbo								0
Japanese								0
Karen								0
Keres						1,841		1,841
Khmer/Khmai							145	145
Korean	720		1,093	653	531	173		3,170
Laotian							52	52
Marshallese								0
Marshallese								0
Navajo						14,032		14,032
Nepali	894							894
Polish			6,615					6,615
Portugese					618		266	884
Punjabi								0
Russian	1,236	113	1,359					2,708
Somali	1,006							1,006
Spanish	106,022	10,759	168,736	44,869	47,694	83,054	8,167	469,301
Tagalog		95	1,856	508				2,459
Telugu								0
Tewa						390		390
Towa						248		248
Twi								0
Ukraine								0
Urdu			2,936	812	314			4,062
Vietnamese	2,163	122	1,321	950		821	39	5,416
Wolof							51	51
Yiddish								0
Zuni						1,065		1,065

TOP 10 Languages		
	Year 1 2014-2015	Year 2 2015-2016
1	Spanish	Spanish
2	Arabic	Arabic
3	Navajo	Navajo
4	Chinese Mandarin	Chinese Mandarin
5	Vietnamese	Vietnamese
6	Portugese	Portugese
7	Haitian Creole	Polish
8	Polish	Haitian Creole
9	Somali	Urdu
10	Marshallese	Russian
	AR, CO, DC, IL, MA, MD, NJ, NM, MS, OH, RI	CO, DC, IL, MA, MD, NJ, NM, RI

APPENDIX D:

2015 Illinois Equity Plan

APPENDIX D: EDUCATOR EQUITY DIFFERENCES IN RATES

Instructions: Each SEA must complete the appropriate table(s) below. Each SEA calculating and reporting student-level data must complete, at a minimum, the table under the header "Differences in Rates Calculated Using Student-Level Data".

DIFFERENCES IN RATES CALCULATED USING STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an **ineffective** teacher	Differences between rates	Rate at which students are taught by an **out-of-field** teacher	Differences between rates	Rate at which students are taught by an **inexperienced** teacher	Differences between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students enrolled in schools receiving funds under Title I, Part A	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Differences between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students enrolled in schools receiving funds under Title I, Part A	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

APPENDIX D: EDUCATOR EQUITY EXTENSION

Instructions: If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.

DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an **ineffective** teacher[1]	Differences between rates	Rate at which students are taught by an **out-of-field** teacher[2]	Differences between rates	Rate at which students are taught by an **inexperienced** teacher[3]	Differences between rates
Low-income students	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	1.8	.1.8	8.5	4.1
Non-low-income students	Box B: enter rate as a percentage		0		4.4	
Minority students	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	1.7	1.6	8.6	3.2
Non-minority students	Box D: enter rate as a percentage		.1		5.4	

[1] The 2016-17 school year was the first year in which all schools must collect data on teacher effectiveness that includes both teacher practice and student growth. Thus, data for the differences between differences the rates in which low-income and non-low income students and minority and non-minority students are taught by ineffective teachers will be available in October 2017.

[2] 2014 school level data was used for these calculations.

[3] 2014 district level data was used for these calculations.

Illinois State Board of Education

2015 Illinois Equity Plan

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Executive Summary

As part of the *Excellent Educators for All Initiative*, the Illinois State Board of Education (ISBE) collaborated with stakeholders to develop an equity plan. This plan outlines approaches that will decrease the percentage of inexperienced teachers who work with children attending high-poverty or high-minority school districts by increasing the retention of teachers in these school districts.

The development of the equity plan occurred in three phases. The first phase, beginning in August of 2014, used the Illinois Equity Plan submissions from 2006 and 2009-10 as a starting point. Stakeholders were asked to broadly consider programming, data, oversight, and context when thinking about the 2015 submission. The result of this work was the identification of the central claim and question, *"Children in high-poverty/high-minority districts are taught by less experienced educators. Less experienced can be understood as less effective. Thus, a central question to investigate is: 'How to support less experienced teachers so they may become more experienced and more effective?'"*

The second phase commenced in December 2014. During this phase, stakeholders contemplated data from the Equity Profile for Illinois and suggested other data that would assist in focusing and refining stakeholder consideration of probable causes, potential remedies, and possible implementation strategies to lessen the percentage of inexperienced teachers who work in school districts identified as high poverty or high minority.

The third phase occurred in late April and through May 2015. During this phase, the draft equity plan was shared with stakeholder groups that will continue to provide feedback as this work continues for additional feedback prior to submission.

Three probable causes were identified:

1. Lack of an equitable funding formula for local school districts, which results in disparities in teacher salaries between districts (funding).
2. Lack of continuity in the recruitment and retention of educators (supports), and
3. Lack of awareness of community (practices and values) once in a high-needs school district (cultural competency).

In order to remedy these probable causes, stakeholders recommended an approach beginning in the fall of 2015 that would:

1. Utilize current ISBE communication strategies to ensure that teacher candidates and practicing teachers are aware of federal loan forgiveness programming.
2. Utilize current ISBE communications strategies to ensure that districts are aware of how they can use Title II funds to support professional development including, but not limited to: recruitment and retention programming (e.g.,

induction and mentoring programming), professional development (e.g., pedagogical, content, and the establishment of professional learning communities) and programming that would assist teachers in supporting the academic and social and emotional growth of their charges.

3. Develop, with teacher preparation institutions, best practices for preparing individuals who wish to teach in high-poverty and/or high-minority districts and ensuring that these individuals have ample opportunity to engage in regular and prolonged field experiences in these districts.
4. Award grants to local education agencies (LEAs) for a three-year period that requires the development of programming focusing on retention, the use of teacher leaders as instructional leaders within the school, and programming that utilizes the talents of parents and community members.

As this work will be ongoing, stakeholder groups will receive updates on data and progress. If necessary, and based upon data, approaches to programming and communication will be modified. So too, information on the project will be shared on the ISBE website and through other means used by ISBE to communicate with the field.

Introduction

As part of the *Excellent Educators for All Initiative*, what follows is the Educator Equity Plan prepared by the Illinois State Board of Education (ISBE). Work for this project began in early August 2014 and is ongoing. This work, which occurred in three phases, supports other ISBE initiatives as well as work of a variety of organizations in Illinois interested in public schools, approaches to educator preparation, and equity for all children.

This document is organized in six parts:

1. Information on the process through which ISBE engaged with stakeholders in this work.
2. Data on equity gaps and required definitions.
3. Possible causes of the equity gap.
4. Potential remedies for the identified causes.
5. Measures, method, and timeline that ISBE will use to evaluate progress toward eliminating the identified equity gaps.
6. The process and timelines by which ISBE will publicly report on progress in eliminating the identified gaps.

Current ISBE initiatives that correspond with the work presented herein include:

- Requested budget lines for teacher induction and mentoring programming.
- Requested budget lines for principal induction and mentoring programming.
- Requested budget lines for diverse teacher educator recruitment.
- Modification to statute that would streamline the application process and issuance of the professional educator license for out-of-state educators.
- Modification to statute that would expand the use of funds currently limited to the issuance of licenses. This expansion would allow ISBE to fund programming for recruitment and retention and professional development.
- Development of a teacher leader endorsement pathway for educators.
- Providing services to priority districts through the Illinois Center for School Improvement (CSI). Services are designed to raise student achievement by equipping district leaders with proven strategies for implementing aligned, consistent, high-quality instructional practices that directly correlate with high student performance.
- Ongoing work to support communication and work between school districts and families (ISBE Family Engagement Framework).

The first three initiatives identified above are requested each fiscal year but have not received funding in recent years. Thus, ISBE sees the *Excellent Educators for All Initiative* as an opportunity to collect data that can be used to more completely and

persuasively support these requests. Moreover, the modifications to statute will provide funding for programming identified as important by stakeholder groups. Also, since the teacher leader endorsement in Illinois is in its infancy, collecting data on the use of teacher leaders can inform the field and ISBE on current practices and their efficacy. Finally, capitalizing on the Family Engagement Framework, developed in concert between ISBE and multiple stakeholder groups, supports the recommendations made by stakeholders participating in the *Excellent Educators for All Initiative*.

1. Describe and provide documentation of the steps the state education agency (SEA) took to consult with LEAs, teachers, principals, pupil services personnel, administrators, other staff, and parents regarding the State Equity Plan.

The development of the State Equity Plan for Illinois occurred in three phases. First, upon release of the information regarding the project from the U.S. Department of Education (ED), staff from ISBE began meeting with stakeholders to introduce the project while informing groups that the Equity Profile would not arrive until sometime in the fall. This work occurred from August through the middle of November of 2014. Second, after receipt of the Equity Profile for Illinois from ED, the data was shared with stakeholders and ISBE staff. From this, a series of claims was developed and, in order to contemplate probable causes and potential remedies, additional data was identified. This work took place in December 2014 through March 2015. Most importantly, through this work, stakeholders provided feedback leading to the identification of three probable causes. Once the conversations with stakeholder groups resulted in the identification of the same themes, work began on strategies for implementation.

The groups listed below were selected for four reasons (Table One: Stakeholder Groups). First, due to the time constraints for this work as well as ISBE staffing, extant groups were identified. Second, these groups meet regularly and have interest in public education, accountability, teacher education, educator recruitment and retention, and ensuring the all children have access to high-quality educational opportunities. Third, the groups consist of representatives from multiple organizations including, but not limited to: teacher unions, administrator organizations, parent groups, civil rights groups, institutions of higher education, school district teachers and administrators, Title I directors, policy groups, and staff from ISBE. This sort of representation is critical insofar as it provides a foundation for members with different views to work together in order to develop a common understanding of issues. Fourth, the membership for the multiple stakeholder groups comes from across Illinois. This is essential insofar as Illinois has 857 school districts and issues surrounding any possible implementation must be mindful of the multiple contexts within these districts.

In the phase one of this work, stakeholders contemplated the possible causes for the disparities between high-poverty and high-minority school districts in comparison to low-poverty and low-minority school districts in general. Potential causes were identified throughout the continuum of educator preparation and professional practice. Once the Equity Profile for Illinois was received from ED, potential causes were differently contextualized insofar as the claims developed from data afforded stakeholders opportunity to ground ideas in practices within the pipeline from recruitment through retirement as opposed to points in the pipeline in general. Also, ISBE used data from the 2013-14 Illinois School Report Card in order to provide additional information as stakeholders continued to identify probable

causes and potential remedies. Similar to the ED data, school district data was organized through categorizing districts in quartiles. See Appendix A: 2013-14 Lowest Quartile Districts (Minority) and Appendix B: 2013-14 Lowest Quartile Districts (Poverty).

TABLE ONE: STAKEHOLDER GROUPS

Stakeholder Groups	Description
The Diverse Educator Recruitment Advisory Group	Consists of ethnically diverse teachers with one to three years of experience teaching in an Illinois public school.
The State Educator Preparation and Licensure Board	Consists of 10 practicing teachers - three of whom teach in CPS; three district administrators – one of whom works in CPS; five faculty from institutions of higher education – three from public institutions and two from private institutions; and one regional superintendent of schools.
The Consolidated Committee of Practitioners	Consists representatives from local educational agencies; administrators, including the administrators of programs described in other parts of this title (Title I administrators);teachers, including vocational educators; parents; members of local school boards; representatives of private school children; and pupil services personnel.
The Center for School Improvement Roundtable	Consists of staff from Illinois CSI, ISBE senior staff, and regional superintendents. Illinois CSI works with priority districts in Illinois.
TheP-20 Subcommittee for Teacher and Leader Effectiveness	Consists of faculty from higher education, staff from governmental agencies (e.g., the Illinois Board of Higher Education, the Illinois State Board of Education, the Illinois Community College Board), teachers, district administration, teacher and administrator organizations (Illinois Education Association, Illinois Federation of Teachers, Illinois Principal Association), advocacy groups (e.g., Golden Apple, Ounce of Prevention, Grow Your Own, and Illinois Action for Children), policy groups (e.g., Advance Illinois, the Large Unit School District Association, and the Center for Educational Policy), staff from Teach for America and New Leaders, Regional Offices of Education, community organizations, and the Illinois Business Roundtable.
Illinois Alliance of Administrators of Special Education	Consists of special education directors for school districts and special education cooperatives in Illinois.
The Illinois Association of School Administrators	Consists of district superintendents.
The Illinois PTA subcommittee.	Consists of Illinois PTA members.
Advance Illinois Educator Advisory Group	Consists of teachers, many of whom have received National Board Certification; business leaders; and school personnel who work in district offices in the area of data and accountability.
The Latino Policy Forum English Learner Workgroup	Consists of ESL/Bilingual directors for public school districts in Illinois and college and university faculty specializing in ESL/Bilingual.
The Student Advisory Committee	Members are selected by application and interview. The students come from across Illinois. Typically, these individuals are in their junior or senior year of high school.
The Illinois Association of School Boards	A voluntary organization of local boards of education dedicated to strengthening public schools.
ISBE Staff	Members include executive and senior staff: Deputy Superintendent and Chief Education Officer, Chief Performance Officer, Director of Assessment, Assistant Superintendent of Innovation and Improvement, Assistant Superintendent for Specialized Services, Assistant

	Superintendent for Language and Early Childhood Development, and Assistant Superintendent for Educator Effectiveness.

PHASE ONE:

Table Two includes the meeting dates, groups, and the general topics discussed in each meeting (Table Two: Phase One Meetings). Additional detail on the aforementioned is provided in a subsequent section.

TABLE TWO: PHASE ONE MEETINGS

Date/Group	General Topics
August 4-5, 2014 - Chicago, Illinois Diverse Educator Recruitment Advisory Group	DERAG members identified metrics that may provide insight into probable causes for the disparity between high/low-poverty and minority schools/districts such as: administrator retention, teacher retention, role of educator preparation programming in high-needs schools/districts, loan forgiveness, and induction and mentoring.
September 5, 2014 – Springfield, Illinois State Educator Preparation and Licensure Board	SEPLB members focused upon the importance of recruitment and retention (pipeline) for teachers and administrators, induction and mentoring, professional learning communities (needed support for and consistency in), professional development, and supporting less experienced educators and ways of keeping them in high-needs schools/districts.
September 19, 2014 - Springfield, Illinois Consolidated Committee of Practitioners	CCOP members focused upon the importance of the school supporting the community and the community supporting the school/district when considering how to keep recruit and retain educators. CCOP members suggested the importance of school/district/community partnerships, ongoing professional development, and importance of district flexibility to recruit and retain educators, educator preparation (the role or districts in informing higher education of district/educator needs).
October, 22, 2014 – Bloomington, Illinois CSI Roundtable Meeting	Roundtable members emphasized the importance of recruitment and retention of educators in high-needs districts. Members suggested the need for targeted supports for teachers and administrators in their work, the importance of school/district/community partnerships.
October, 29, 2014 – Bloomington, Illinois P-20 Subcommittee for Teacher and Leader Effectiveness	Subcommittee members focused upon the recruitment and retention in districts. Members considered the potential role of teacher leader in this work, induction and mentoring and funding, diverse educator recruitment.
November 7, 2014 – Springfield, Illinois State Educator Preparation and Licensure Board	SEPLB members considered the educator pipeline (middle school through first years of teaching). Members suggested programming (induction and mentoring, professional learning communities, and professional development) that would assist in the retention of educators in high-needs schools/districts.
November 14, 2014 – Springfield, Illinois ISBE Staff	ISBE staff suggested focusing on the educator recruitment pipeline and retention in high-needs schools/districts. Staff identified induction and mentoring and professional development as levers that may assist with the recruitment and retention of educators in high-poverty/minority districts and additional data points that may be instructive the development of the equity plan.

PHASE TWO:

Table Three includes the meeting dates, groups, and the general topics discussed in each meeting organized by probable causes, potential remedies, and possible implementation strategies (Table Three: Phase Two Meetings). Additional detail on the aforementioned is provided in a subsequent section.

TABLE THREE: PHASE TWO MEETINGS

Date/Group	Probable Causes	Potential Remedies	Possible Implementation Strategies
December 5, 2014 – Springfield, Illinois State Educator Preparation and Licensure Board	SEPLB members suggested that underlying causes of lower retention rates in high-needs districts may be the result of inequitable funding of public schooling in Illinois and lack of programming for teachers and administers new to a district.	Members focused upon the following potential remedies: state money/programming to support the recruitment and retention of educators and potential programming supporting increased retention.	
December 10, 2014 - Roundtable Meeting, Springfield, Illinois, and Chicago, Illinois V-TEL Illinois Center for School Improvement	Members focused upon Claim One (percentage of teachers taught by less experienced teachers) and Claim Five (salary disparity between districts).		Use Title I administrative funds to support grants in high-needs districts to implement programming.
January, 14, 2015 - Roundtable Meeting, Springfield, Illinois, and Chicago, Illinois V-TEL Illinois Center for School Improvement	At this meeting, Roundtable members suggested additional data to support claims from the 12/10/2014 meeting (Educator Retention, Student Achievement, Limited English Proficiency (LEP), Special Education (SPED), per pupil expenditure).		Use TI administrative funds for grants to support school districts in the lowest quartile for poverty or minority in developing induction and mentoring programming.
February, 18, 2015 – Springfield, Illinois Illinois Alliance of Administrators of Special Education (IAASE)	Members of IAASE examined the Equity Profile for Illinois. The group identified weak educator preparation (e.g., lack of field experiences, work with special needs children) as a probable cause for lack of retention in high-needs districts.	Members suggested targeted partnerships between high-needs districts and Institutions of Higher Education (IHE) in order to develop robust field extended field experiences.	Support partnerships between IHE and high-poverty/high-minority districts to create a pipeline of experiences and employment opportunities for teacher candidates in these schools/districts.
February, 19, 2015 – Springfield, Illinois Illinois Association of School Administrators (IASA)	Members of IASA examined the Equity Profile for Illinois. Possible causes identified by this group include the relationship of recruitment to retention and the need for teachers and administrators to know more than how to run a	Members of IASA emphasized the need for districts to have flexibility and funding in order to recruit and retain teachers.	Provide funding to districts to support retention strategies based upon district need and community context.

	school and teach content.		
February 26, 2015 – Phone Diverse Educator Recruitment Advisory Group	DERAG members examined the Equity Profile and identified funding (salaries and lower operational costs or high-poverty/minority districts) as a central causes of lower retention/less experienced teachers in high-poverty/minority districts.	DERAG members suggested that induction and mentoring, professional development targeted to an educator's content area, and the importance of loan forgiveness	Provide funding to districts to support programming such as induction and mentoring and professional development in order to increase retention in districts.
March 3, 2015 – Phone Illinois PTA	Members of Illinois PTA identified the importance of PTA developing family engagement frameworks that can support the work of schools/districts and teachers. Without this, teachers may be more likely to leave a district once other opportunities present themselves.	ILPTA members suggested the importance of schools/districts and parents developing programming that not only supports children in their learning but also capitalizes on the unique skill sets of the parents within their districts.	Require participating districts with ISBE grants to develop and implement both programs for and with parents in order to support new hires and less experienced teachers in learning about the community and its values.
March 4, 2015 – Springfield, Illinois Advance Illinois Educator Advisory Group	AIEAG members identified the variability in preparation programs, funding, the need for teachers to be trained in/aware of the need for cultural responsiveness in their teaching as potential causes as to why teachers leave positions in high-needs districts.	Group members suggested the utilization of teacher leaders, and, in addition to induction and mentoring programs for teachers, also make sure administrators have access to I & M or PLC programming.	Tie receipt of grants to metrics that provide information on the efficacy of teacher leaders and induction and mentoring programming.
March 11-March 30, 2015 Illinois Association of School Boards	Information from IASB members suggests that teachers accept positions in a district primarily because of salary and benefits, that location of a district is a reason why some educators do not stay in a district.	IASB members suggested that avenues for parental involvement, loan forgiveness, and induction and mentoring programming could lead to a higher retention rate in school districts.	Tie receipt of grants to metrics that provide information on the efficacy of induction and mentoring programming, parental programming and, if possible, the percentage of teachers who participate in loan forgiveness.
March 16, 2015 – Phone IAASE Subcommittee	Members agreed that retention in high-poverty/minority districts is tied to programming, funding, and the ability for the teacher to understand the values of a community and school.		While grants can require districts to provide evidence for efficacy of offerings, understanding that district contexts vary and that ISBE should allow space for these differing contexts when creating grant requirements and metrics is essential.
March 17, 2015 – Chicago, Illinois	Members emphasized the importance of "targeted	Programming that allows for the development of an	

Latino Policy Forum English Learner Workgroup	programming" in increasing retention (induction and mentoring, professional development), but that these are probably only as effective as the "health" of the school/district culture. Members also identified the importance of school/district and community partnerships in increasing familiarity with values within a school/district or community.	optimal relationship between schools/district and communities.
March 17, 2015 – Springfield, Illinois Student Advisory Group	Members identified a general lack of support and teachers "being too busy" as reasons why teachers may leave a district.	Support for teachers when they start working in a district. Members who are enrolled in districts with professional learning communities (PLCs) observed that when teachers "had time to meet with one another, they are able to help us more."

PHASE THREE:

During April and May 2015, drafts of this work were reviewed by ISBE staff, the Consolidated Committee of Practitioners, the State Educator Preparation and Licensure Board, P-20 Subcommittee for Teacher and Leader and Effectiveness, and through a virtual review sponsored by CCSSO (Table Four: Phase Three Meetings).

TABLE FOUR: PHASE THREE

Date/Group	Comments
April 28, 2015 V-TEL Springfield, Illinois, and Chicago, Illinois Consolidated Committee of Practitioners	CCOP members suggested a modification in the notion that a district, even with effective programming, may not be able to show increases in retention as some districts have effective induction and mentoring and professional development programming -- so much so that teachers are actively hired away.
May 1, 2015 Springfield, Illinois State Educator Preparation and Licensure Board	SEPLB members suggested as part of the grant application process that the application process allows for districts to both show need and potential for programming as well as programming that has been demonstrated to be effective.
May 12, 2015 V-TEL Springfield, Illinois, and Chicago, Illinois Roundtable Meeting	ISBE staff suggested that a more deliberate connection between the requirements of the grant be tempered by a need to support district innovation, the importance of supporting practices that are already effective (PLCs), and consideration of the role of the teacher leader as one who expressly assists less experienced educators as they develop their practice.
June 2, 2013 Bloomington, Illinois P-20 Subcommittee for Teacher and Leader	Considering that there are monies available for four pilots during 2015-18, programming and resultant efficacy should focus upon ascertaining what works in

Effectiveness	these districts and, based upon collected data, potentially refining the approach when this work moves to scale.

2. Identify equity gaps.

- Define key terms:
  - Inexperienced teacher;
  - Unqualified teacher;
  - Out-of-field teacher;
  - Poor student;
  - Minority student; and
  - Any other key terms used by the SEA such as "effective" or "highly effective."

ISBE determined that it would be in the best interest of the project to ascertain if the required definitions had already been developed and, if so, their regulatory or statutory reference. Specifically, this determination was made to ensure that data, if regularly collected by ISBE from school districts, would, in fact, derive from a commonly understood definition used by districts and stakeholders (Table Five: Key Terms).

TABLE FIVE: KEY TERMS

Term	Proposed Definition	Notes	Applicable Reference(s)
Inexperienced teacher	A teacher who has less than one (1) year of teaching experience.	A veteran teacher for purposes of NCLB/HQ is considered to be a teacher with at least one (1) year of teaching experience.	23 Ill Admin. Code 25, Appendix D
Unqualified teacher	A teacher who does not hold a valid license.	Illinois would consider an unqualified teacher and out-of-field teacher to both be out of compliance for assignment.	105 ILCS 5/21B -15 23 Ill Admin. Code 1.705-1.790
Out-of-field teacher	A teacher who holds a valid license but does not meet the minimum qualifications for assignment.	Illinois would consider an unqualified teacher and out-of-field teacher to both be out of compliance for assignment.	105 ILCS 5/21B -15 23 Ill Admin. Code 1.705-1.790
Poor student/ low-income student	District level free/reduced lunch counts	Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals.	Federal Register, Vol. 79, No. 43 (Page 12467)

Minority student	Any non-white student	Our fall housing reports use the following racial demographics: Hispanic, Asian, Indian, Black, OPI, White, and 2/More.	Fall Housing Reports
Effective teacher	A teacher who has received a "proficient" rating in his/her most recent performance evaluation rating.	Given that we have a four-category rating system, it seems reasonable to view performance evaluation ratings of "proficient" as "effective."	105 ILCS 5/24A-5 23 Ill Admin. Code 50.100 (c) (2)
Highly effective teacher[1]	A teacher who has received an "excellent" rating in his/her most recent performance evaluation rating.	Given that we have a four-category rating system, it seems reasonable to view performance evaluation ratings of "excellent" as "highly effective."	105 ILCS 5/24A-5 23 Ill Admin. Code 50.100 (c) (2)

- Using the most recent available data for all public elementary and secondary schools in the state (i.e., both Title I and non-Title I schools), calculate equity gaps between the rates at which:
    - poor children are taught by "inexperienced," "unqualified," or "out-of-field" teachers compared to the rates at which other children are taught by these teachers; and
    - minority children are taught by "inexperienced," "unqualified," or "out-of-field" teachers compared to the rates at which other children are taught by these teachers.

In Illinois, there are three systems (each of which collect a portion of the following information): student enrollment, student course assignment, teacher course assignment, teacher assignment by school, and educator licensure. Currently, IBSE IT staff is working to align these systems. ISBE will not have data on the percentage of inexperienced teachers working in high-poverty and/or high-minority districts until November 2015. While Illinois does not currently have this data, information identified in the Educator Equity Profile, using 2011-2012 data and provided by the Department of Education provides insight into the equity gaps between high poverty and minority districts and high and low poverty districts (Figure One: Percentage of teachers in their first year of teaching).

In order to ensure compliance in regard to assignability, Illinois utilizes its network of Regional Offices of Education (ROE). A ROE completes regular audits in order to ascertain if a district is hiring and assigning individuals with appropriate licensure to teach courses for which they are highly qualified. According to the most recent annual recognition visits from 2013-14, 1 percent of districts that underwent a

[1] In Illinois, full implementation of teacher evaluation will not occur until the 2016-17 school year. Additionally, ISBE will begin piloting a data collection system through which districts can submit evaluation ratings beginning in the summer of 2015. At the time this plan was created, data relevant to the identification of "highly effective teacher" is incomplete.

recognition visit were not in compliance. The greater majority of these districts serve poor and minority children. This supports data from the 2011-12 Equity Profile on the equity gap between the rates at which poor and minority children are taught by inexperienced, unqualified, or out-of-field teachers (Figure One A: Percentage of teachers without proper certification or licensure; Figure Two: Percentage of classes taught by unqualified teachers – district; Figure Two A: Percentage of classes taught by unqualified teachers – school).

Where appropriate, data is provided at both the district and school level. This approach provides an additional level of confidence that, in fact, the equity gaps identified at the district level are supported by school level data. Table six provides the cut points for district and school analysis used in the examination of equity gaps (Table Six: Equity Gap: Cut points).

TABLE SIX: Equity Gap: Cut Points

	School	District
High Poverty (Top 25%)	76.6	57.6
Low Poverty (Bottom 25%)	28.7	28.2
High Minority (Top 25%)	76.7	38.9
Low Minority (Bottom 25%)	9.4	5.5

The figures that follow all use the following designations:
All = All School Districts in Illinois
LMQ = Lowest Quartile Minority School District
HMQ = Highest Quartile Minority School District
LPQ = Lowest Quartile Poverty School District
HPQ= Highest Quartile Minority School District

FIGURE ONE: Percentage of teachers in their first year of teaching

FIGURE ONE A: Percentage of teachers without proper certification or licensure

FIGURE TWO: Percentage of classes taught by unqualified teachers (District)

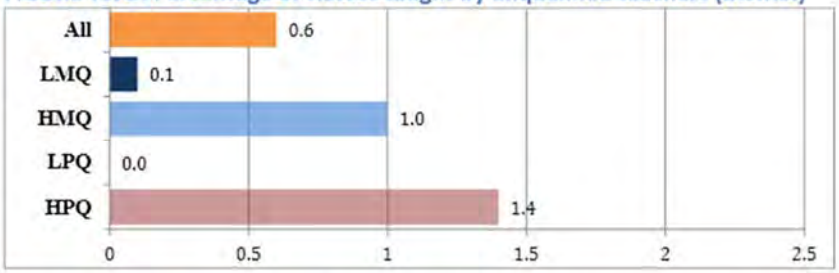
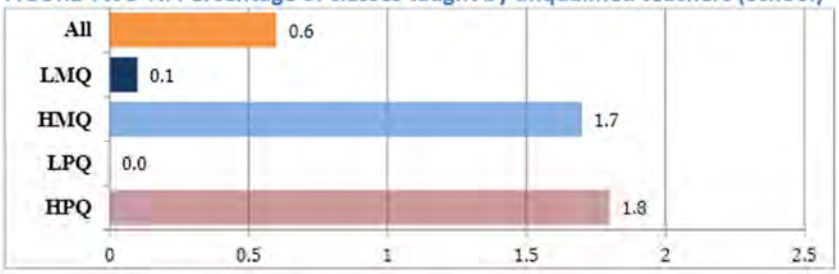


FIGURE TWO-A: Percentage of classes taught by unqualified teachers (School)



Additionally, ISBE collects data on the equity gap for those teachers teaching out of field in high-poverty or high-minority districts and teachers in low-poverty and low-minority districts (Figure Three: Percentage of teachers teaching out of field – District and Figure Three A: Percentage of teachers teaching out of field –School). The data presented in Figure Three supports the data provided by ED and ISBE data from annual recognition visits insofar as children in high-poverty or high-minority districts are taught more frequently by teachers who are teaching out of field. This suggests that high-poverty and high-minority districts may have a greater challenge to fill positions with properly licensed individuals.

FIGURE THREE: Percentage of teachers teaching out of field (District)

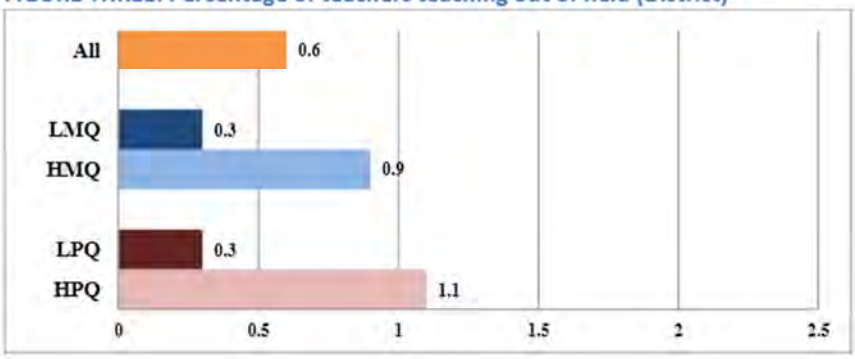
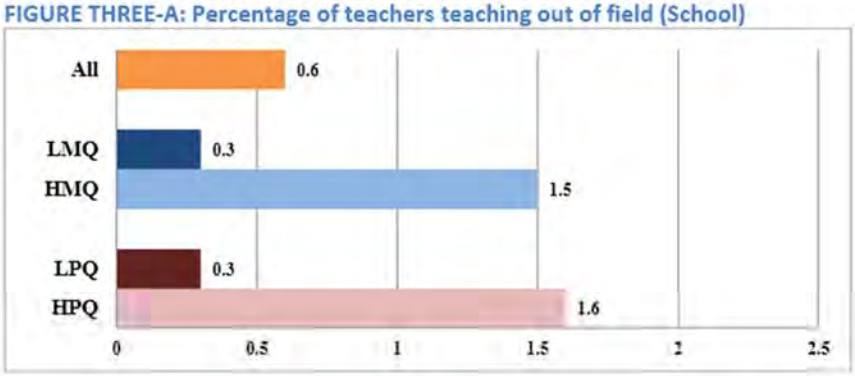


FIGURE THREE-A: Percentage of teachers teaching out of field (School)



Data on the percentage of students in Illinois school districts that meet or exceed standards also suggests that children who attend school in high-poverty and high-minority districts do not perform as well on state exams as those children who do not attend such schools (Figure Four: 2013-14 Percentage of Students who meet or exceed standards – District and Figure Four A: 2013-14 Percentage of Students who meet or exceed standards – School).

FIGURE FOUR: 2013-14 Percentage of Students who meet or exceed standards (District)

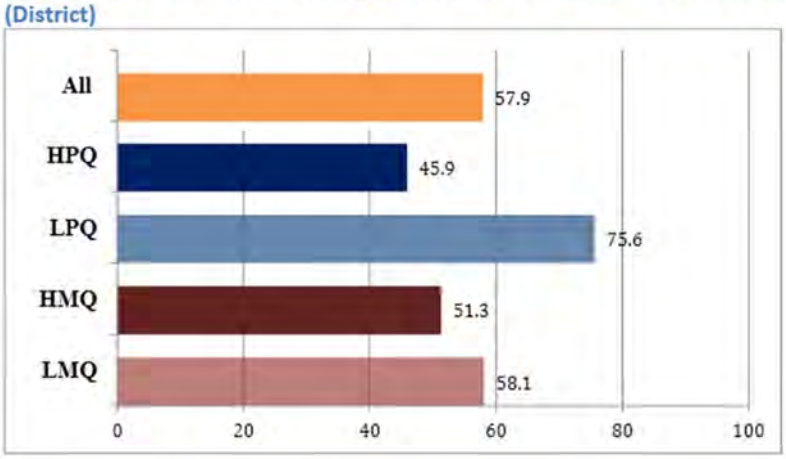
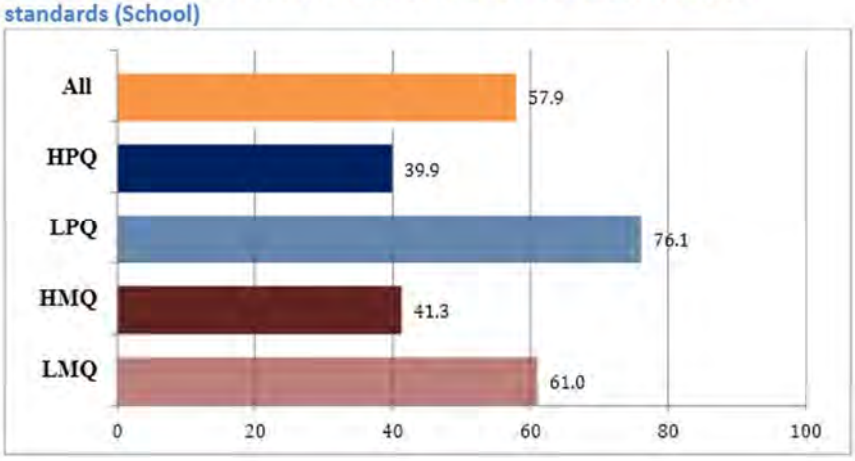


FIGURE FOUR-A: 2013-14 Percentage of Students who meet or exceed standards (School)



3. Explain the likely cause(s) of the identified equity gaps.

Most generally, the probable causes of the equity gaps are:

- Lack of an equitable funding formula for local school districts, which results in disparities in teacher salaries between districts (funding).
- Lack of continuity in the recruitment and retention of educators (supports), and
- Lack of awareness of community (practices and values) once in a high-needs school district (cultural competency).

Prior to a detailed consideration of each of these causes, a narrative providing an explanation for how these probable causes were identified is presented.

PHASE ONE:
During the first phase of this work and based upon the information shared by ED in July 2014, context for previous the Illinois Equity Plan submissions of 2006 and 2010 Equity Plan was shared. Using the 2010 Equity Plan as a starting point, stakeholder groups were informed of the scope of the project and were asked to respond to the following query:

Using the 2010 Equity Plan, consider what should be part of the 2015 submission.
Think about:
Programming (actual and/or ideally)
Data (current and/or desired)
Oversight (a 'system' in order to track data and/or pathways of program implementation)
Context (how might the requirements, actual and/or ideally, look in urban, suburban, and rural areas)

At this point, without having received the Equity Profile from ED, stakeholders were asked to work in small groups and consider as many of the aforementioned categories as possible. After the small group work occurred, the entire group was reconvened and each category was discussed in turn. Due to the ambiguity of the categories, as well as their interdependency, not all categories received equal emphasis. For instance, while *oversight* is undoubtedly important, without a clear sense of *programming*, *data*, and *context* it was understandably challenging to contemplate potential systems of oversight.

Most generally, stakeholders identified the following (Table Seven: Initial Categories):

TABLE SEVEN: Initial Categories

Category	Considerations
Programming	• Recruitment and Retention - Teachers (pipeline) • Recruitment and Retention – Administrators

	• Mentoring and Induction Programming • Quality of Educator Preparation Programs • Programming for linking teacher candidates to employment in high-needs schools/districts • Teacher Leaders • Parents/Community
Data	• Administrative Effectiveness • Administrator Retention • Teacher Retention • Teacher Effectiveness • Educational Attainment of Teachers • Scope of Mentoring and Induction Programming • Quality of Mentoring and Induction Programming • Information on school/district/community/family partnerships • LEP students in high-poverty/high-minority schools/districts • SPED in high-poverty/high-minority schools/districts • Per Pupil Expenditure Comparison between high-needs districts and those that are not (instructional budget) • Per Pupil Expenditure Comparison between high-needs districts and those that are not (operational budget) • Teacher/Student Ratio (Elementary) • Teacher/Student Ratio (High School)
Oversight	• Requirements need to allow for variability of district programming • Dependent upon requirements/decisions from ISBE
Context	• Requirements need to allow for variability of district programming

The result of this work was the identification of a frame that would serve as a foundation for Phase Two of the project.

Children in high-poverty/high-minority districts are taught by less experienced educators. Less experienced can be understood as less effective. Thus, a central question to investigate is: 'How to support less experienced teachers so they may become more experienced and more effective?"

PHASE TWO:

Phase Two took the aforementioned assumption and resultant question as a starting point in discussions with stakeholders. Stakeholders received the Illinois Equity Profile and from this five claims were identified (Table Eight: Claims).

TABLE EIGHT: CLAIMS

Claims
Data suggests that children who are students in districts identified as high poverty and/or high minority are regularly taught by less experienced teachers than those students who attend schools in districts that are not high poverty and/or high minority.
Data suggests that children who are students in districts identified as high poverty and/or high minority are more frequently taught by teachers without the proper licensure in comparison to those students who attend schools in districts that are not high poverty and/or high minority.
Data suggests that children who are students in districts identified as high poverty and/or high minority are more frequently taught by teachers that are not identified as highly qualified in comparison to those students who attend schools in districts that are not high poverty and/or high minority.
Data suggests that children who are students in districts identified as high poverty and/or high minority are more frequently taught by who are absent for 10 or more days in comparison to those students who attend

schools in districts that are not high poverty and/or high minority.
Data suggests that teachers in districts identified as high poverty and/or high minority have a lower salary than teachers in districts that are not high poverty and/or high minority.

These claims mirror data in the Illinois Equity Profile and, using the aforementioned assumption, served as a way to focus and refine stakeholder consideration of the possible causes and potential remedies for each claim. Proceeding in this way afforded ISBE and stakeholders the ability to understand if there were common causes and similar remedies across claims.

While this frame couples children in high-poverty and high-minority districts, data provided distinguished between children in high-poverty and high-minority districts. Stakeholders believe that the suggested correctives will assist districts in the recruitment and retention of educators as well as provide inexperienced educators additional opportunity to learn with and from parents and community members.

Stakeholders demonstrated greater interest in the first and fifth claims. Supporting less experienced teachers in becoming more experienced and effective teachers as well as the disproportionality of salary between low- and high-poverty/minority districts were the areas from which probable causes, possible remedies, and potential implementation were identified. Stakeholders identified lack of experience as a more critical and actionable issue than those surrounding licensure and absenteeism. The lack of highly qualified teachers or teachers with the proper licensure was perceived to be tied to the challenges a district has in recruiting and retaining teachers in the first place.

In what follows, additional context is provided to frame the probable cause. The identified probable causes and data supporting these create a constellation within which the probable causes, when intermingled, create an environment that makes it challenging to recruit and retain educators within high-poverty and high- minority districts. Additional data points that demonstrate additional equity gaps are also shared in support of these ideas. These provide an additional level of confidence that the probable causes are reasonable in light of the data supplied by ED as well as the ideas from the various stakeholder groups.

PROBABLE CAUSE ONE:
Probable Cause: Lack of an equitable funding formula for local school districts, which results in disparities in teacher salaries between districts (funding).

Context: Illinois is currently working on statutory changes to how school districts are funded. Specifically, there is a large disparity in funding between districts depending upon location. While teacher salary is only one aspect of a budget for a district, the amount of salary one receives becomes important when considering that the majority of young teachers have student loans to repay. So too, high-poverty

and high-minority districts have a lower operational and instructional budget from which to provide resources to teachers and students.

Additional data: Data from the 2013-14 Illinois School Report Card is instructive insofar as it suggests that those who work in high-poverty or high-minority districts regularly work with a greater number of students (Figure Five: Student/Teacher Ratio: Elementary – District, Figure Five A: Student/Teacher Ratio: Elementary – District, Figure Six: Student/Teacher Ratio: High School – District, and Figure Six A: Student/Teacher Ratio: High School - School).

FIGURE FIVE: Student/Teacher Ratio: Elementary – District

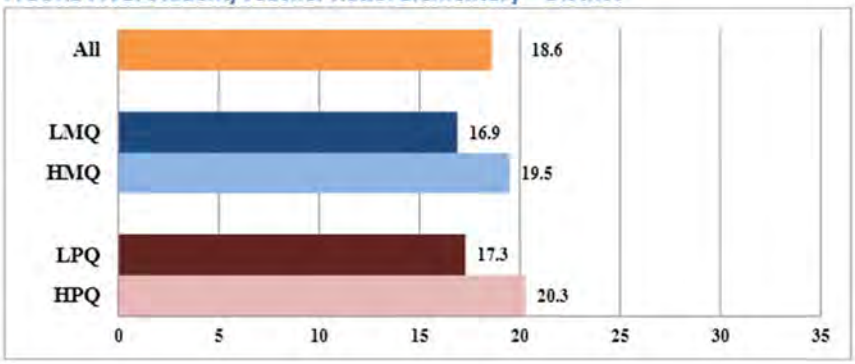


FIGURE FIVE-A: Student/Teacher Ratio: Elementary – School

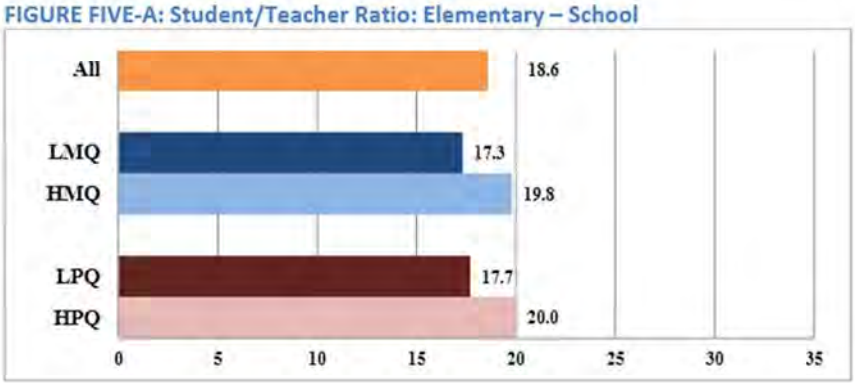


FIGURE SIX: Student/Teacher Ratio: High School – District

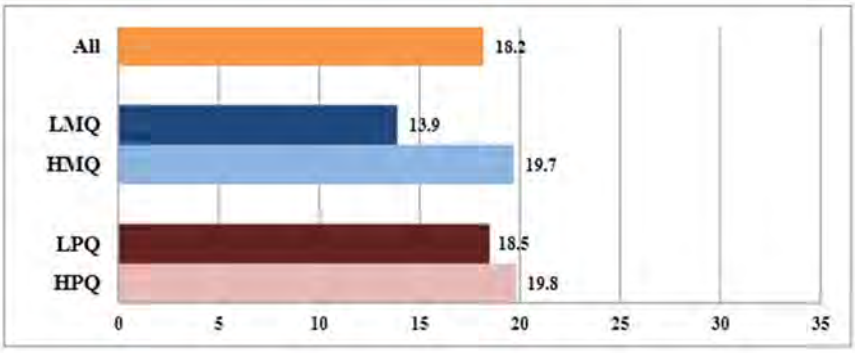
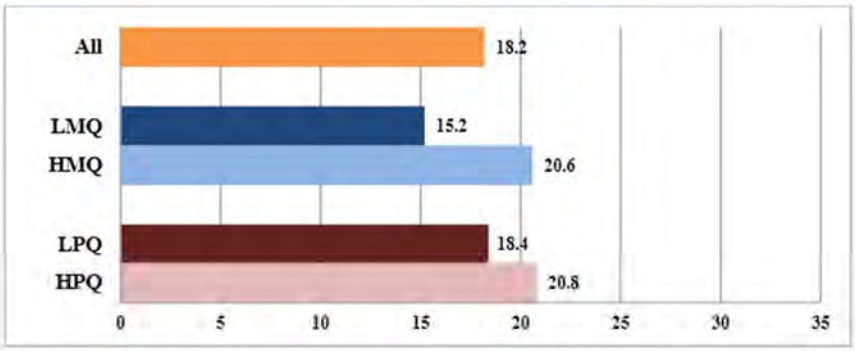


FIGURE SIX-A: Student/Teacher Ratio: High School – School

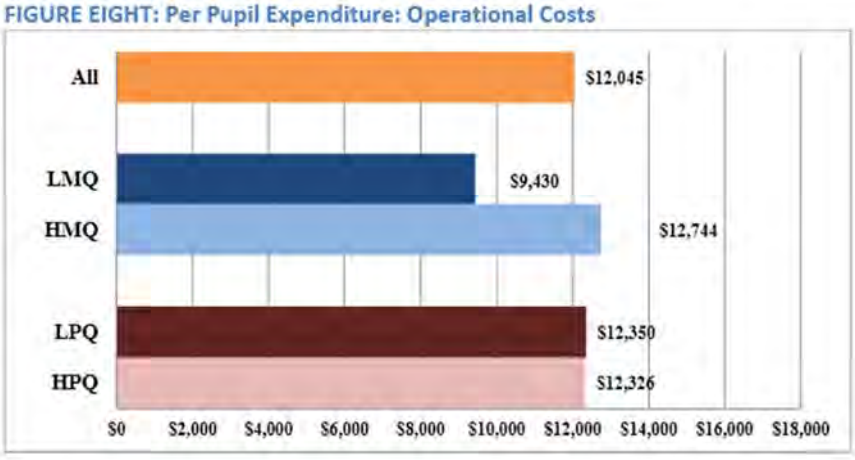


Further, data on instructional and operational costs, coupled with information on student achievement, suggest that although high- and low-poverty school districts receive equal funding for instructional and operational costs and high-minority school districts receive more funding for instructional and operational costs than low-minority school districts, the highest quartile poverty and minority school districts still lag in student achievement when compared to the lowest quartile school districts (Figure Seven: Per Pupil Expenditure: Instructional Costs, Figure Eight: Per Pupil Expenditure: Operational Costs). Understood in this way, ensuring that districts are funded equitably and that districts can offer competitive salary packages is essential *between* districts, but it is only one part of the larger constellation. In addition, assuring that programming *within* districts is of high

quality, meaningful, and represents both best practices as well as community values is essential.

FIGURE SEVEN: Per Pupil Expenditure: Instructional Costs

FIGURE EIGHT: Per Pupil Expenditure: Operational Costs



PROBABLE CAUSE TWO

Probable Cause: Lack of continuity in the recruitment and retention of educators (supports).

Context: Induction and mentoring programs have not been funded in Illinois since 2011. In the 2015 legislative session, ISBE has submitted proposed language that would modify statute and extend the use of a funding stream to include recruitment and retention programming and professional development. The proposed language includes modifications to current Illinois requirements of educators trained out of state. This particular point is germane insofar as increasing the pool of potential applicants may, in fact, allow for the hiring of more-experienced teachers, who have worked in high-poverty and/or high-minority districts in other states and wish to do so in Illinois.

During the summer of 2014, the P-20 Subcommittee on Teacher and Leader Effectiveness also asked ISBE to release an RFI. The purpose of the RFI was to learn about current recruitment and retention practices in Illinois as well as interested organizations in developing a diverse educator recruitment pipeline. The aforementioned proposed statutory change will provide monies for this work.

Additional Data: This second probable cause is supported by additional data demonstrating equity gaps between high- and low-poverty/minority school districts from the 2013-14 Illinois School Report Card (Figure Nine: Teacher Retention: 2012-14 – District, Figure Nine A: Teacher Retention: 2012-14 – School, Figure Ten: Principal Turnover: 2012-14 – District, and Figure Ten A: Principal Turnover: 2012-14 –School). In effect, in high-poverty and high-minority school districts, 20 percent of the teaching force leaves within three years. Considering the amount of time and resources required to hire teachers as well as lower starting salaries, fewer dollars available for supports, and the importance of a strong instructional leader in the retention of teachers in his or her school, these metrics suggest that the lack of stability in the teaching corps and the higher turnover in district personnel within high-poverty and high-minority districts may be a result of the availability of programmatic and administrative supports and/or the implementation of targeted and extended supports available to educators new to a district.

FIGURE NINE: Teacher Retention: 2012-14 – District

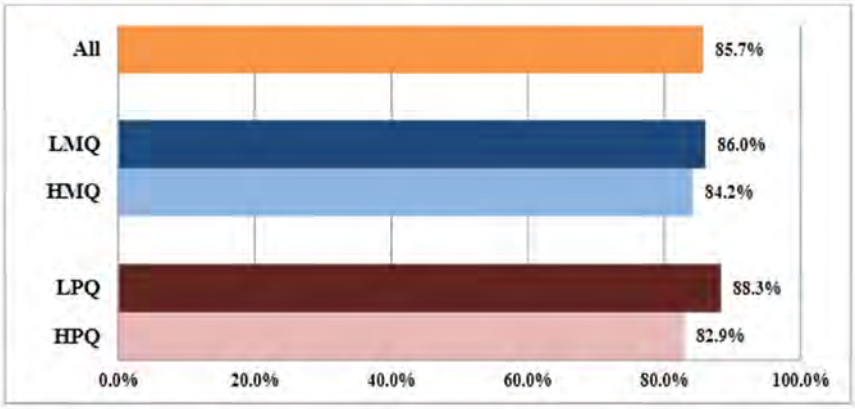


FIGURE NINE-A: Teacher Retention: 2012-14 – School

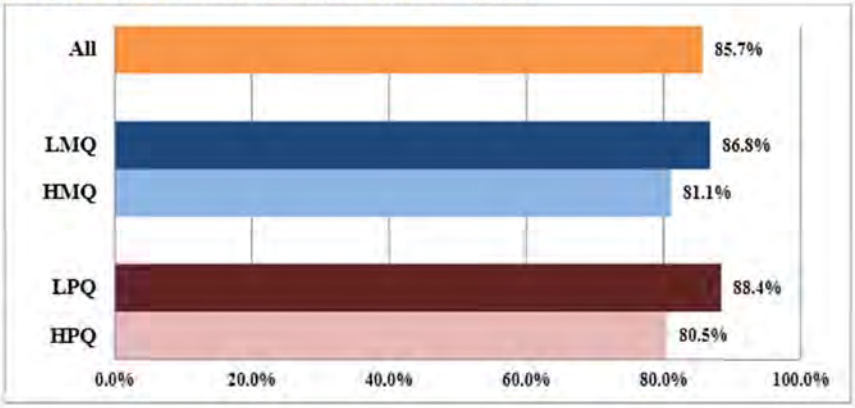


FIGURE TEN: Principal Turnover: 2012-14 – District

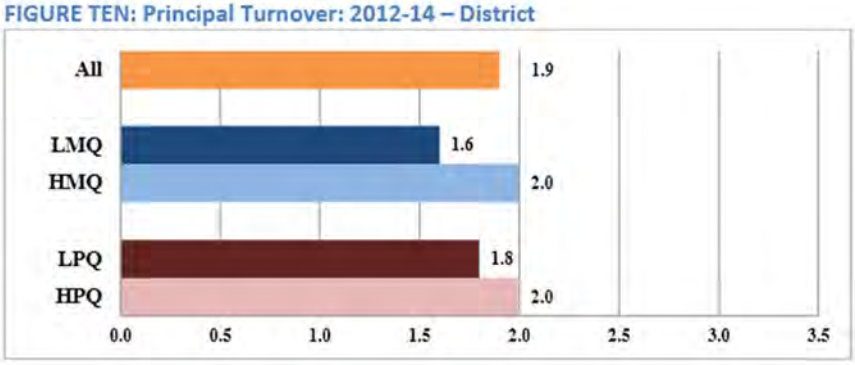
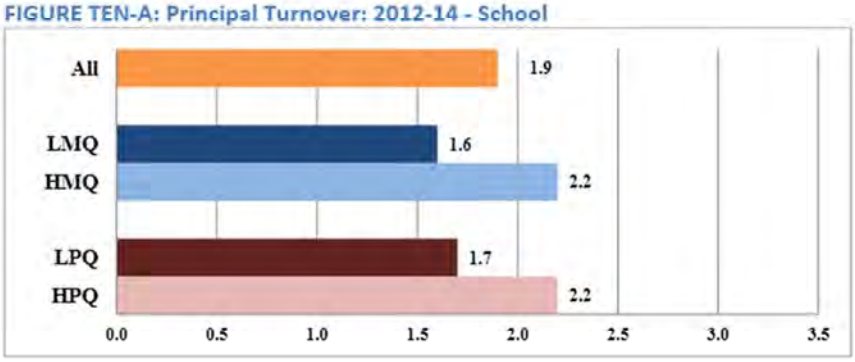


FIGURE TEN-A: Principal Turnover: 2012-14 - School



PROBABLE CAUSE THREE

Probable Cause: Lack of awareness of community (practices and values) once in a high-needs school district (cultural competency).

Context: Stakeholders intuitively acknowledged that disparity in funding and lack of recruitment and retention programs could lead to higher levels of attrition from *any* district. So too, stakeholders also identified the importance, especially in - poverty and high-minority districts, of understanding the community, its practices and values, and expectations for schooling. Further, any program of support (e.g., induction and mentoring or professional development that would target instructional practices, classroom management, or parental engagement) would need to consider how this programming may be understood and valued by the larger community.

Additional data: There are three metrics that assist in supporting the notion of needing other programming/supports for teachers in high-poverty or high-minority districts. Unlike previous data that can be more easily tied to the identified probable cause, the data for the third claim (cultural competency) is not as clear. First, teachers in high-minority school districts do, on average, hold higher educational credentials than those who work in low-minority school districts. However, teachers in high-poverty school districts do not share this characteristic (Figure Eleven: Percentage of teachers with advanced degrees – District and Figure Eleven A: Percentage of teachers with advanced degrees - School).

FIGURE ELEVEN: Percentage of teachers with advanced degrees (District)

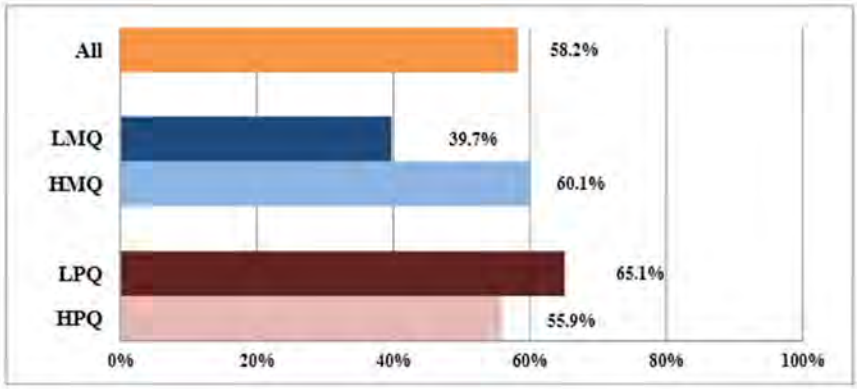
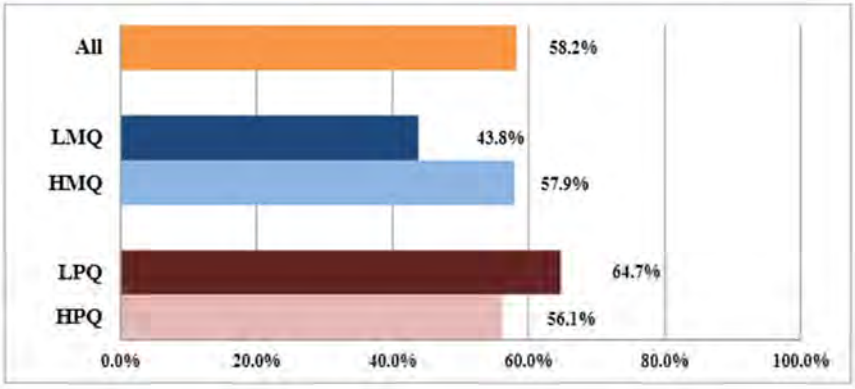


FIGURE ELEVEN-A: Percentage of teachers with advanced degrees (School)

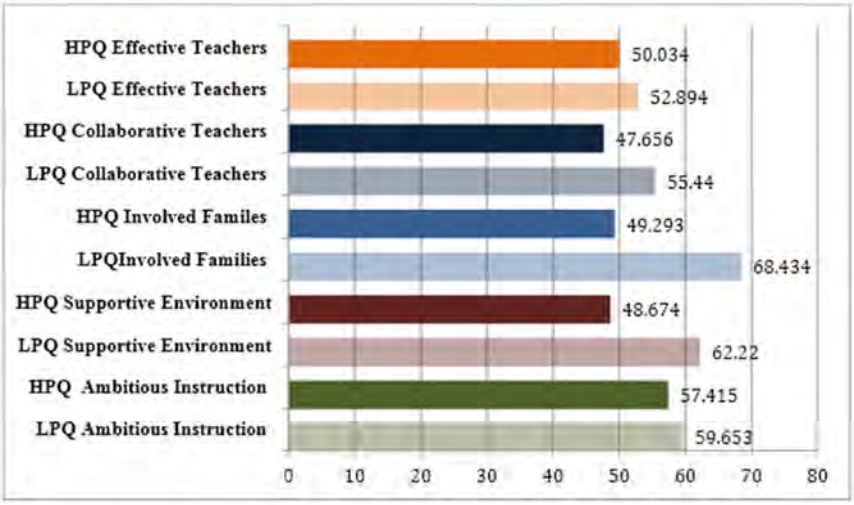


While is it possible to assume that the greater a teacher's educational attainment the more effective she or he is in the classroom, aggregate data from the 5 Essentials survey provides additional clarity to this instance. The Illinois 5Essentials Survey was first released in 2013 and is a diagnostic tool that equips schools with fine-grained data on five leading indicators of school environment:

- Effective Leaders
- Collaborative Teachers
- Involved Families
- Supportive Environment
- Ambitious Instruction

The survey was administered to teachers and sixth- through 12th-grade students in spring 2014 in schools that did not offer the survey in 2013 and in Race to the Top School Districts. Data suggest that in all five areas, teachers and students in the lowest quartile poverty districts perceived that their teachers were more effective and collaborative, had more parental involvement, and taught and learned in environments that supported ambitious instruction (Figure Twelve: 5 Essentials – Low/High-Poverty School Districts).

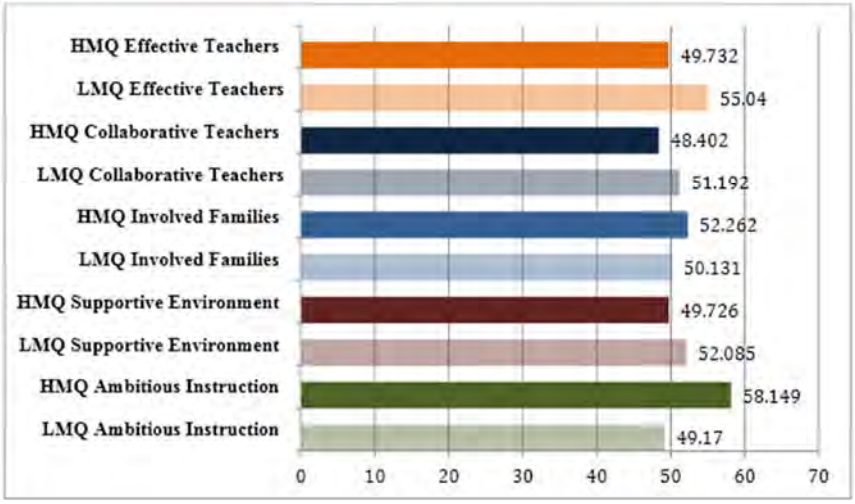
FIGURE TWELVE: 5 Essentials – Low/High-Poverty School Districts



Data for minority school districts suggest that teachers and students in the lowest quartile minority school districts perceived that their teachers were more effective

and collaborative, and teachers taught and students learned in supportive environments. Students and teachers in the highest quartile minority school districts report that their districts have greater family involvement and ambitious instruction than is perceived to occur in the lowest quartile minority districts. When data on student achievement is included (Figure Four: 2013-14 Percentage of Students who meet or exceed standards), however, there is a discrepancy between the perception of students and teachers in regard to ambitious instruction and actual student achievement.

FIGURE THIRTEEN: 5 Essentials – Low/High-Minority School Districts



Second, the percentage of LEP students in high-poverty and high-minority school districts identifies that there are a higher percentage of LEP students in high-poverty and high-minority school districts than in low-poverty and low-minority school districts. (Figure Fourteen: Percentage of LEP students in high-poverty or high-minority districts and Figure Fourteen A: Percentage of LEP students in high-poverty or high-minority schools).

FIGURE FOURTEEN: Percentage of LEP students in high-poverty or high-minority districts

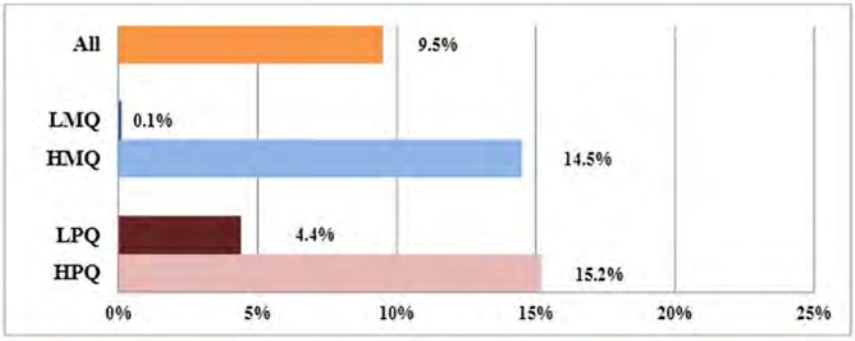
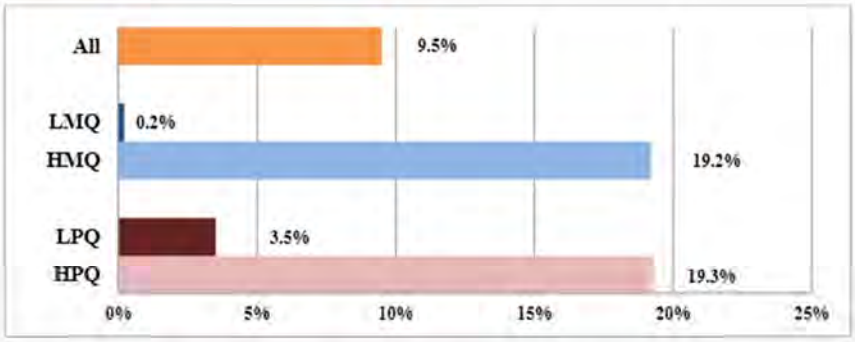


FIGURE FOURTEEN-A: Percentage of LEP students in high-poverty or high-minority schools



Third, similar to portions of the data on educational attainment, the percentage of children in special education in high-poverty or high-minority school districts (Figure Fifteen: Percentage of SPED students in high-poverty or high-minority districts and Figure Fifteen A: Percentage of SPED students in high-poverty or high-minority schools) shows that, on average, fewer students identified for special education services attend high-minority districts than those who attend low-minority districts. Yet, a higher percentage of students who attend high-poverty districts are identified for special education services. Additional data suggests that the difference between the percentage of students attending low/high-minority districts identified for special education services is a result of more students receiving services for speech and/or language impairments and specific learning disabilities (Figure Sixteen: Percentage of students receiving special education services in high/low-minority districts).

FIGURE FIFTEEN: Percentage of SPED students in high-poverty or high-minority districts

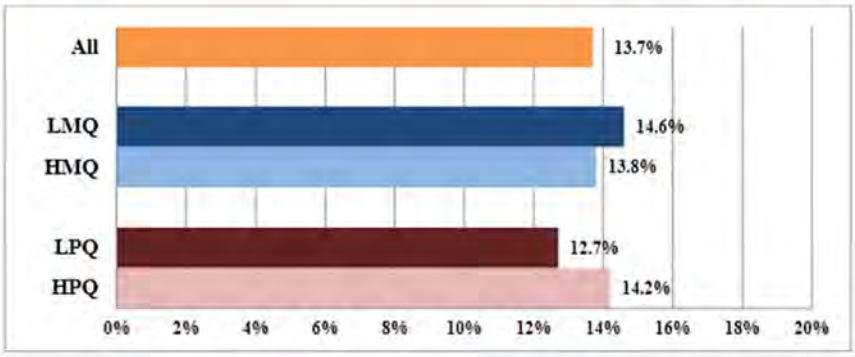


FIGURE FIFTEEN-A: Percentage of SPED students in high-poverty or high-minority schools

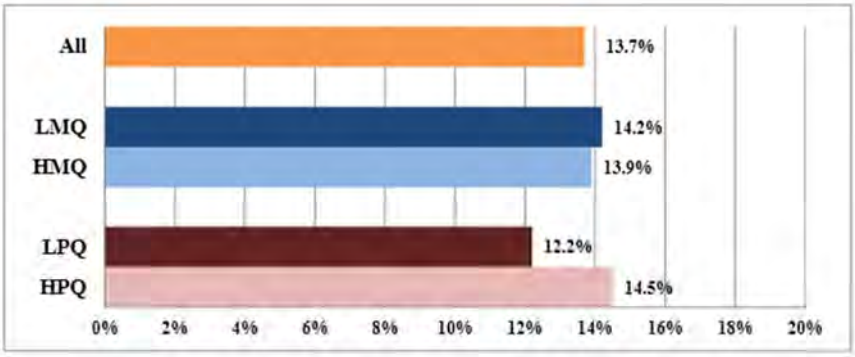
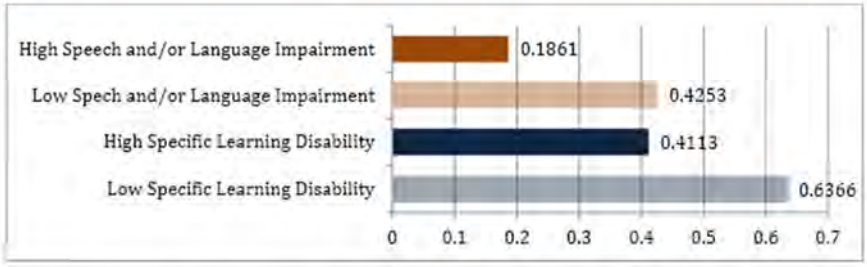


FIGURE SIXTEEN: Percentage of students receiving special education services in high/low-minority districts



The additional data shared for this third claim does, in general, support the notion that teachers in high-poverty and high-minority districts often have less educational attainment and less experience and have to work with a larger percentage of children identified as LEP or for special education services. Further, with few exceptions, students and teachers in low-minority and poverty districts perceive their teachers were more effective and collaborative, had more parental involvement, and taught and learned in environments that supported ambitious instruction than those teachers in high-minority/poverty districts. School districts that serve high numbers of minority children or children who live in poverty may require additional and targeted professional development encompassing best practices in pedagogy as well as ways of ensuring that parental talents are used to support the growth of students.

As suggested previously, each probable cause is one part of a larger constellation. Whereas the first probable cause may be understood as something requiring a remedy between districts, the second and third probable causes require remedies within districts. Any approach developed to eliminate equity gaps must include consideration of need both within and between districts and be cognizant of current state and district context. Illinois, due to the way districts are currently funded as well as recent lack funding for targeted programming, requires an approach that acknowledges both the current strengths of the system as well as its limitations.

Thus, as indicated in a previous portion of this document, ISBE has multiple ongoing initiatives in various states of implementation. In addition to the requested budget lines for teacher induction and mentoring programming, principal induction and mentoring programming, and diverse teacher educator recruitment, ISBE has proposed modification to statute that would streamline the application process and issuance of the professional educator license for out-of-state educators and expand the use of funds currently limited to the issuance of licenses to include recruitment and retention programming and professional development. So too, the development of a teacher leader endorsement pathway for educators, ensuring that districts that participate in a grant opportunity receive additional support through the Illinois

Center for School Improvement (CSI). Continuing to work toward more meaningful communication between schools/districts and families will provide a foundation from which to lessen the identified equity gaps.

4. Set forth the SEA's Steps to Eliminate Identified Equity Gaps.

- Describe the strategies the SEA will implement to eliminate the identified equity gaps with respect to both (1) poor students and (2) minority students, including how the SEA determined that these strategies will be effective. An SEA may use the same strategy to address multiple gaps.

Data provided by ED and additional data from ISBE suggest that there are multiple equity gaps that result in children in high-poverty/minority districts being taught by less experienced educators. Stakeholders identified three probable causes for these gaps:

1. Lack of an equitable funding formula for local school districts, which results in disparities in teacher salaries between districts (funding).
2. Lack of continuity in the recruitment and retention of educators (supports), and
3. Lack of awareness of community (practices and values) once in a high-needs school district (cultural competency).

As stated previously, these three probable causes are viewed as part of a larger constellation that require work to ensure equity within and between districts. Moreover, one way of forwarding portions of this work is to develop a plan that will acknowledge that less experienced educators require supports and forms of financial relief that will allow them to become more experienced and effective educators in a district.

Considering current Illinois context, stakeholders identified an approach that focuses upon extant federal loan forgiveness programs for working in high-poverty districts, opportunities for teacher candidates to have regular and rich field experiences in these districts prior to licensure, providing modest grants over a three-year period to a small number of pilot districts in order to collect promising practices on teacher leadership, recruitment and retention programming (e.g., induction and mentoring programs, other professional development), and family engagement while also capitalizing on extant programing within Illinois.

Stakeholders believe this general approach accurately identifies root causes and were very clear that these approaches would provide district flexibility within the identified root causes. Put differently, there was a desire for district flexibility in the programming and delivery of supports and developing cultural competency in educators. More specifically, through competitive grants, ISBE will be able to learn about best practices in the highest quartile poverty and minority districts. Efficacy will be shared through required data submissions from districts and from

institutions of higher education who train teachers. The intent of an approach that contemplates the educator pipeline is to determine the most appropriate supports as a teacher candidate becomes a licensed educator. This assumption, by working with and learning from both institutions of higher education and school districts, will also make clear the reasonable scope of responsibilities each organization ought to provide to new educators. By understanding the scopes of responsibility, ISBE will be better positioned to lessen the equity gap whereby children who attend schools in high-minority and/or high-poverty districts are taught by less experienced educators than those children who attend schools in low-poverty and/or low-minority districts.

Specifically, ISBE will:

- Utilize current ISBE communication strategies to ensure that teacher candidates and practicing teachers are aware of federal loan forgiveness programming
- Utilize current ISBE communications strategies to ensure that districts are aware of how they can use Title II funds to support professional development including, but not limited to: recruitment and retention programming (e.g., induction and mentoring programming), professional development (e.g., pedagogical, content, and the establishment of professional learning communities) and programming that would assist teachers in supporting the academic and social and emotional growth of their charges.
- Develop, with teacher preparation institutions, best practices for preparing individuals who wish to teach in high-poverty and/or high-minority districts and ensuring that these individuals have ample opportunity to engage in regular and prolonged field experiences in these districts.
- Award to LEAs grants for a three-year period that require: the development of recruitment and retention programming (e.g., induction and mentoring, PLCs, other professional development), the use of teacher leaders as instructional leaders within the school, and programming that capitalizes on the skills of parents and community members and supports family engagement.

Include timelines for implementing the strategies.

The timeline shared below emphasizes the need for ongoing communication, a targeted approach to collecting data that will inform statewide policy for the *Excellent Educators for All Initiative*, and continuing to meet with stakeholder groups to ensure that there is opportunity for refinement of policies as this project continues. An initial three-year timeline was determined based upon the length of the grants to school districts. Data collected from the pilot districts and districts throughout Illinois as well as information from teacher preparation programs will assist ISBE in increasing the scope of this work statewide during and after the grant expires.

2015-16:

- Share the appropriate use of Title II funds and loan forgiveness in light of the *Excellent Educators for All Initiative* with school districts, IHE, and other organizations that prepare and support teachers.
- Organize and facilitate no less than two meetings per year for IHE to share best practices in the recruitment and placement of teacher candidates in high-poverty and/or high-minority districts.
- Share information on the grant opportunity through a webinar.
- Award competitive grants to school districts ($150,000 each year for three years) that develop programming on induction and mentoring, professional development/teacher leadership, parental collaboration. Applicants must:
    - Receive Title I funds
    - Receive Title II funds
    - Be identified as a priority district
    - Have a district enrollment under 10,000 students
    - Have a three-year teacher retention rate under 80%
    - Receive services from Illinois CSI
    - Be in the lowest quartile for high-poverty and high-minority students
    - Provide rationale, grounded in research/best practice, or other district level data, for the development and/or effective previous implementation regarding recruitment and retention programming and other programming for new teachers
    - Provide rationale or other district level data for the development and/or effective previous implementation of the teacher leader in the district (e.g., scope of responsibilities based upon district need)
    - Provide rationale, grounded in research/best practice, or other district level data, for the development and/or effective previous implementation regarding family engagement practices
- Collect data on equity gaps: Educator Retention (teacher and principal), Unqualified Teachers, Teachers Teaching Out of Field, Students Meeting Standards, Per Pupil Expenditures (instructional and operational costs), Teachers with Advanced Degrees, 5 Essentials Data, SPED, LEP.
- Continue to meet with stakeholder groups regarding the *Excellent Educators for all Initiative* (the State Educator Preparation and Licensure Board, the Consolidated Committee of Practitioners, and the P-20 Subcommittee on Teacher and Leader Effectiveness).

2016-17:

- Share the appropriate use of Title II funds and loan forgiveness in light of the *Excellent Educators for All Initiative* with school districts, IHE, and other organizations that prepare and support teachers.
- Continue to meet with IHE and collect data on best practices in recruitment and retention of teacher candidates.
- Organize and facilitate biannual meetings between staff at those school districts receiving grants.
- Collect data on program implementation and efficacy for pilot school districts receiving grants.
- Collect data on equity gaps: Educator Retention (teacher and principal), Unqualified Teachers, Teachers Teaching Out of Field, Students Meeting Standards, Per Pupil Expenditures (instructional and operational costs), Teachers with Advanced Degrees, 5 Essentials Data, SPED, LEP.
- Meet with stakeholder groups regarding the *Excellent Educators for all Initiative* (the State Educator Preparation and Licensure Board, the Consolidated Committee of Practitioners, and the P-20 Subcommittee on Teacher and Leader Effectiveness).

2017-18:

- Share the appropriate use of Title II funds and loan forgiveness in light of the *Excellent Educators for All Initiative* with school districts, IHE, and other organizations that prepare and support teachers.
- Meet with IHE and collect data on best practices in recruitment and retention of teacher candidates.
- Meet biannually with grant recipients.
- Collect data on program implementation and efficacy for pilot school districts receiving grants.
- Collect data on equity gaps: Educator Retention (teacher and principal), Educator Evaluation Ratings, Unqualified Teachers, Teachers Teaching Out of Field, Students Meeting Standards, Per pupil expenditures (instructional and operational costs), Teachers with advanced degrees, 5 Essentials data, SPED, LEP.
- Meet with stakeholder groups regarding the *Excellent Educators for all Initiative* (the State Educator Preparation and Licensure Board, the Consolidated Committee of Practitioners, and the P-20 Subcommittee on Teacher and Leader Effectiveness).

Describe how the SEA will monitor its LEAs' actions, in accordance with ESEA sections 9304(a)(3)(B) and 1112(c)(1)(L), to "ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers."

Continuous monitoring in the form of data and stakeholder input is essential in ensuring that the result of the programming assists in guaranteeing that children who attend high-poverty and/or high-minority districts are not taught at a higher rate by less experienced teachers. This monitoring will take three forms.

First, ISBE utilized Regional Offices of Education to monitor compliance in a variety of areas. One of these is that educators working in a district are properly licensed. Second, ISBE currently monitors and regularly audits districts that receive Title I and II funding. It will continue to utilize this practice to ensure compliance with the allocation of funding for these districts and their programming. Third, and in particular to those districts that are awarded a grant, ISBE will facilitate biannual meetings of recipients both to share promising practices supported by data and through the submission of data.

Additionally, the work with teacher preparation programs and school districts shall focus upon two things: recruitment into the profession and retention once one is a licensed teacher. If the assumption upon which this work has developed is accurate, then two overarching notions must be supported. First, those individuals who have a sense of calling to work in high-poverty and/or high-minority districts must have ample opportunity to work in those settings while in a teacher preparation program. Also, since teacher preparation programs cannot prepare a teacher for everything she or he will encounter once the teacher of record, it is imperative that a district have targeted supports to assist in transitioning from a teacher candidate to a professional educator.

In Illinois, due to a lack of funding for induction and mentoring and other recruitment and retention programs, the development and implementation of these programs statewide is inconsistent. Thus, the grants that will support the development and implementation of these programs will not only ensure that these pilot districts have programming for new educators, but also provide ISBE with data on efficacy. Specifically, obtaining data on program structure and efficacy will assist ISBE when it requests funding for induction and mentoring programming in its annual budget.

So too, requiring the pilot districts to develop and implement professional growth offerings that assist inexperienced teachers in learning more about their craft,

students, and community makes it more likely that educators will feel supported in their work and connected to the larger school/district community. Having familiarity of these things may make it more likely that an educator will remain in the district and become more experienced and, hopefully, more effective over time.

Both of the aforementioned require coordination at the district level. In the case of teacher preparation programs, the IHE and district need to work together to provide placement sites, experienced educators to serve as cooperating teachers, and to ensure placement experiences are indicative of the work for which one will be responsible as a teacher of record. In the case of the pilot districts, Illinois recently wrote administrative rules and has started to approve programs that prepare teacher leaders. This is a new endorsement in Illinois. There was a consistent desire to use teacher leaders as a central piece of this work. In providing funds for districts to utilize teacher leaders in the development and implementation of professional development offerings, there is opportunity for comprehensive and consistent implementation that, when brought to scale, can be useful statewide. Finally, ensuring that districts are both working with and learning from their parents and communities is essential for any district wishing to support its charges.

5. Describe the measures that the SEA will use to evaluate progress toward eliminating the identified equity gaps for both (1) poor students and (2) minority students, including the method and timeline for the evaluation (for example, by establishing an equity goal and annual targets for meeting that goal, or by reducing identified gaps by a minimum percentage every year).

As indicated in the guidance document composed by ED, ISBE determined that an appropriate approach to eliminating equity gaps would be through focusing upon extant federal loan forgiveness programs for working in high-poverty districts, opportunities for teacher candidates to have regular and rich field experiences in these districts prior to licensure, providing modest grants over a three-year period to a small number of pilot districts in order to collect promising practices on teacher leadership and programming (e.g., induction and mentoring programs, other professional development), and family engagement while also capitalizing on extant programing within Illinois. The intention, once the grant period has concluded, is to have practices supported by a robust data set that will allow other districts to begin implementing similar evidenced based programming as well as support future budget requests.

Approaching the question of how to lessen or remove equity gaps in Illinois must be tied to retention in general for new hires or inexperienced teachers as well as teacher effectiveness. Districts need to retain individuals who, over time, can become experienced educators. At the same time, there must be an assurance that experience is more than years taught and include the development or refinement of teaching expertise and positive impact on student achievement.

The notion of "measures that the SEA will be to evaluate progress" is understood broadly insofar as a central part of the larger enterprise requires regular communication as well as discrete performance metrics that will indicate if an approach is both viable and appropriate. ISBE will monitor progress within districts (both those that participate in the competitive grants and those that do not), institutions of higher education with approved educator preparation programs, and through the collection and sharing of data on the identified equity gaps in this document. Proceeding in this way will provide a robust picture.

In 2015-18 there are a number of targeted metrics that will be collected. These are identified in red.

The 2015-16 school year will serve as a benchmark year for grantees and IHE. Knowing what is currently the case will provide ISBE and stakeholders insight into possible courses of action that will result in increasing the retention and effectiveness of new hires/inexperienced teachers statewide (Table Nine: 2015-16 Programming)

TABLE NINE: 2015-16 Programming

Year	Programming	Measures	Delivery
2015-16	Share the appropriate use of Title II funds and loan forgiveness in light of the *Excellent Educators for All Initiative* with school districts, IHE, and other organizations that prepare and support teachers.	• Collect data on if/how much funding is targeted to professional development and recruitment and retention programming in high/low-poverty and/or minority districts. • Collect data on efficacy of programming	Webinars State Superintendent's Weekly Message
2015-16	Organize and facilitate no less than two meetings per year for IHE to share best practices in the recruitment and placement of teacher candidates in - poverty and/or high-minority districts.	• Collect data on institutional partnerships with high-poverty and or high-minority districts and gather specifics on time in placements as well as teacher candidate responsibilities while in placements.	Survey to IHE ascertaining practices. Development of website to share information no later than midyear. Meetings in September/October and February/March
2015-16	Share information on the grant opportunity through a webinar.		Webinars State Superintendent's Weekly Message
2015-16	Award competitive grants to school districts ($150,000 each year for three years) that develop programming on induction and mentoring, professional development/teacher leadership, parental collaboration.	Grantees, for the purposes of creating benchmarks, will need to provide data/information on: • District recruitment practices. • District retention for teachers (by year, over last five years, by grade level, subject area) and principals. • Recruitment and retention programming for new hires and first-year teachers and principals (induction and mentoring, professional learning communities). • Efficacy, substance, and structure of professional	

		development. • Efficacy, substance, and structure of professional development/work focusing upon family/community engagement. • Role for/of Teacher Leader(s) within the district.	
2015-16	Collect data on equity gaps	• Educator Retention (teacher and principal) • Unqualified Teachers • Teachers Teaching Out of Field • Students Meeting Standards • Per Pupil Expenditures (instructional and operational costs) • Teachers with Advanced Degrees • 5 Essentials Data • SPED • LEP	
2015-16	Continue to meet with the State Educator Preparation and Licensure Board, the Consolidated Committee of Practitioners, and the P-20 Subcommittee on Teacher and Leader Effectiveness in order to share information collected from IHE and districts regarding the *Excellent Educators for all Initiative.*		Meetings to occur in fall (September/October) and spring (April/May). Meeting minutes and recommendations will be shared on the ISBE website.

In 2016-17, districts participating in the grant will have had opportunity to implement programming (Table Ten: 2016-17 Programming). The assumption is that the programming will provide information and supports to assist new hires and/or inexperienced teachers in refining their craft and understanding the values and expectations of the school, district, and community. Also, in order to ascertain if the assumption that "more experience means more effective" ISBE will collect data on teacher evaluation and examine this in light of years of experience as well as track the retention of inexperienced teachers in these districts.

Continuing to collect data on how Title II funds are used at the district level and efficacy of programming from IHE will be used to provide suggestions for refinements in districts and IHE. It may be the case that there are districts or IHE that do not have targeted programming or have programming that is not perceived as effective. If so, knowing this can assist ISBE, IHE, and districts in targeting

resources and staff to these places in order to assist them in their work. Data from teacher evaluations can also assist districts in targeting their professional development programming to areas of need.

TABLE TEN: 2016-17 Programming

Year	Programming	Measures	Delivery
2016-17	Share the appropriate use of Title II funds and loan forgiveness in light of the *Excellent Educators for All Initiative* with school districts, IHE, and other organizations that prepare and support teachers.	• Collect data on if/how much funding is targeted to professional development and recruitment and retention programming in high/low-poverty and/or minority districts. • Collect data on efficacy of programming.	Webinars State Superintendent's Weekly Message
2016-17	Continue to meet with IHE regarding best practices in recruitment and retention of teacher candidates.	Collect data on efficacy of programming tied to: • Recruitment and retention (candidate, cooperating teacher, building/district administration). • Field experiences (number of, time required, specific responsibilities/experiences in high-poverty and high-minority school districts). • Cooperating teacher and teacher candidate perception and efficacy of field experiences.	Meetings will occur in September/October and February/March.
2016-17	Organize and facilitate bi-annual meetings between staff at those school districts receiving grants.		Meetings to occur in the fall (October) and spring (March).
2016-17	Collect data on program implementation and efficacy for pilot school districts receiving grants.	Collect data on: • District retention for teachers (by year, over last five years, by grade level, subject area) and principals.. • Scope and effectiveness of recruitment and retention programming. • Scope and effectiveness of professional development. • Scope and effectiveness of programming with/for parents. • Teacher Evaluation	

		Ratings for new hires/inexperienced teachers. • Principal Evaluation Ratings. • Data on scope of responsibilities and efficacy of teacher leader work.	
2016-17	Collect data on equity gaps	• Educator Retention (teacher and principal) • Unqualified Teachers • Teachers Teaching Out of Field • Students Meeting Standards • Per Pupil Expenditures (instructional and operational costs) • Teachers with Advanced Degrees • 5 Essentials Data • SPED • LEP	
2016-17	Continue to meet with the State Educator Preparation and Licensure Board, the Consolidated Committee of Practitioners, and the P-20 Subcommittee on Teacher and Leader Effectiveness in order to share information collected from IHE and districts regarding the *Excellent Educators for all Initiative*.		Meetings to occur in fall (September/October) and spring (April/May). Meeting minutes and recommendations will be shared on the ISBE website.

In 2017-18, Illinois will have been at full implementation of teacher evaluation. ISBE will collect data on teacher evaluation and examine this in light of years of experience as well as track the retention of inexperienced teachers in these districts (Table Eleven: 2017-18 programming). This along with other data will allow ISBE and its stakeholders to consider teacher effectiveness tied to years of experience, retention of new teachers, and the types of programming necessary to support new hires and/or inexperienced teachers. Using this data to continue a statewide conversation on teacher recruitment, retention, and effectiveness will provide school districts in Illinois opportunity to reflect upon and revisit their practices in order to assist their new teachers in gaining comfort, confidence, and competency in their work.

TABLE ELEVEN: 2017-18 Programming

Year	Programming	Measures	Delivery
2017-18	Share the appropriate use of Title II funds and loan forgiveness in light of the	• Collect data on if/how much funding is targeted to professional	Webinars State Superintendent's Weekly Message

	Excellent Educators for All Initiative with school districts, IHE, and other organizations that prepare and support teachers.	development and induction and mentoring in high/low-poverty and/or minority districts. • Collect data on efficacy of programming in districts.	
2017-18	Continue to meet with IHE regarding best practices in recruitment and retention of teacher candidates.	Collect data on efficacy of programming tied to: • Recruitment and retention (candidate, cooperating teacher, building/district administration). • Field experiences (number of, time required, specific responsibilities/experiences in high-poverty and high-minority school districts). • Cooperating teacher and teacher candidate perception and efficacy of field experiences.	Meetings will occur in September/October and February/March
2017-18	Organize and facilitate bi-annual meetings between staff at those school districts receiving grants.		Meetings to occur in the fall (October) and spring (March)
2017-18	Collect data on program implementation and efficacy for pilot school districts receiving grants.	Collect data on: • District retention for teachers (by year, over last five years, by grade level, subject area) and principals. • Scope and effectiveness of recruitment and retention programming. • Scope and effectiveness of professional development. • Scope and effectiveness of programming with/for parents. • Teacher Evaluation Ratings for new hires/inexperienced teachers. • Principal Evaluation Ratings. Data on scope of responsibilities and efficacy of teacher leader work.	
2017-18	Collect Data on Equity Gaps	• Educator Retention (teacher and principal) • Unqualified Teachers • Teachers Teaching Out	

		of Field • Students Meeting Standards • Per Pupil Expenditures (instructional and operational costs) • Teachers with Advanced Degrees • 5 Essentials Data • SPED • LEP	
2017-18	Continue to meet with the State Educator Preparation and Licensure Board, the Consolidated Committee of Practitioners, and the P-20 Subcommittee on Teacher and Leader Effectiveness in order to share information collected from IHE and districts regarding the *Excellent Educators for all Initiative.*		Meeting minutes/recommendations will be shared on the ISBE website.

6. Describe how the SEA will publicly report on its progress in eliminating the identified gaps, including timelines for this reporting.

As part of the *Excellent Educators for All Initiative*, the identified probable causes, additional data and context, as well as their remedies are presented as a first of many necessary steps in order to lessen the equity gaps between those children who attend school in high-poverty/minority districts and those who do not. In addition to continuing to meet regularly with stakeholders in order to keep them abreast of this work, data will be shared on the ISBE website, through webinars, and in the State Superintendent's Weekly Message.

More specifically, the initial work for this project will take place between 2015 and 2018. In order to receive the most accurate data and input ISBE shall:

- Organize and facilitate biannual meetings updating stakeholders on this work.
- Collect data from grantees will be submitted and shared no less than once a year.
- Organize and facilitate biannual meetings with grantees.
- Organize and facilitate biannual meetings with IHE.

As meetings will take place in the fall and spring of each year, information and data will be shared regularly through an ISBE webpage dedicated to the *Excellent Educators for All Initiative*. The webpage will be updated prior to and after each meeting and include meeting agendas, minutes, and data (when applicable) as well as any modifications to the Illinois Equity Plan identified by stakeholders based upon data (Table Twelve: Meeting Timetable). Specifically, data collected and/or submitted by districts or institutions of higher education will be examined in light of the goals established by Illinois in the *Excellent Educators for All Initiative*. When applicable, goals and/or timeline will be modified based upon data as well as initiatives of ISBE and the field. At the conclusion of each fiscal year, ISBE will share a report that summarizes the work that occurred in meetings as well as the data submitted by districts and institutions of higher education or provided by ISBE. This report shall include progress on the lessening of the identified equity gaps.

TABLE TWELVE: Meeting Timetable

Year	Programming	Delivery
2015-16	Share the appropriate use of Title II funds and loan forgiveness in light of the *Excellent Educators for All Initiative* with school districts, IHE, and other organizations that prepare and support teachers.	Webinars State Superintendent's Weekly Message
2015-16	Organize and facilitate no less than two meetings per year for IHE to share best practices in the recruitment and placement of teacher candidates in high-poverty and/or high-minority districts.	Development of website to share information no later than midyear. Meetings in September/October and February/March.

2015-16	Share information on the grant opportunity through a webinar.	Webinars State Superintendent's Weekly Message
2015-16	Continue to meet with the State Educator Preparation and Licensure Board, the Consolidated Committee of Practitioners, and the P-20 Subcommittee on Teacher and Leader Effectiveness in order to share information collected from IHE and districts regarding the *Excellent Educators for all Initiative*.	Meetings to occur in fall (September/October) and spring (April/May). Meeting minutes and recommendations will be shared on the ISBE website.
2015-16	Share data on: efficacy of district programming (recruitment and retention, parent engagement) and funding, IHE recruitment and retention practices, field experiences, cooperating teacher and candidate perceptions of field experience quality, and equity gaps between low- and high-poverty and/or minority districts (retention, unqualified teachers, out-of-field teachers, students meeting standards, per pupil expenditures, degree attainment, SEPD, LEP, and 5 Essentials data).	Information will be shared during meetings as well as on the ISBE website (fall and spring).
2016-17	Share the appropriate use of Title II funds and loan forgiveness in light of the *Excellent Educators for All Initiative* with school districts, IHE, and other organizations that prepare and support teachers.	Webinars State Superintendent's Weekly Message
2016-17	Continue to meet with IHE regarding best practices in recruitment and retention of teacher candidates.	Meetings will occur in September/October and February/March.
2016-17	Organize and facilitate biannual meetings between staff at those school districts receiving grants.	Meetings to occur in the fall (October) and spring (March).
2016-17	Collect data on program implementation and efficacy for pilot school districts receiving grants.	Fall and spring
2016-17	Continue to meet with the State Educator Preparation and Licensure Board, the Consolidated Committee of Practitioners, and the P-20 Subcommittee on Teacher and Leader Effectiveness in order to share information collected from IHE and districts regarding the *Excellent Educators for all Initiative*.	Meetings to occur in fall (September/October) and spring (April/May). Meeting minutes and recommendations will be shared on the ISBE website.
2016-17	Share data on: efficacy of district programming (recruitment and retention, parent engagement) and funding, IHE recruitment and retention practices, field experiences, cooperating teacher and candidate perceptions of field experience quality, and equity gaps between low- and high-poverty and/or minority districts (retention, unqualified teachers, out-of-field teachers, students meeting standards, per pupil expenditures, degree attainment, SEPD, LEP, and 5 Essentials data).	Information will be shared during meetings as well as on the ISBE website (fall and spring).

2017-18	Share the appropriate use of Title II funds and loan forgiveness in light of the *Excellent Educators for All Initiative* with school districts, IHE, and other organizations that prepare and support teachers.	Webinars State Superintendent's Weekly Message
2017-18	Continue to meet with IHE regarding best practices in recruitment and retention of teacher candidates.	Meetings will occur in September/October and February/March.
2017-18	Organize and facilitate biannual meetings between staff at those school districts receiving grants.	Meetings to occur in the fall (October) and spring (March).
2017-18	Collect data on program implementation and efficacy for pilot school districts receiving grants.	Fall and Spring
2017-18	Share data on: efficacy of district programming (recruitment and retention, parent engagement), teacher evaluation, funding, IHE recruitment and retention practices, field experiences, cooperating teacher and candidate perceptions of field experience quality, and equity gaps between low- and high-poverty and/or minority districts (retention, unqualified teachers, our of field teachers, students meeting standards, per pupil expenditures, degree attainment, SEPD, LEP, and 5 Essentials data	Information will be shared during meetings as well as on the ISBE website (fall and spring).
2017-18	Continue to meet with the State Educator Preparation and Licensure Board, the Consolidated Committee of Practitioners, and the P-20 Subcommittee on Teacher and Leader Effectiveness in order to share information collected from IHE and districts regarding the *Excellent Educators for all Initiative.*	Meeting minutes/recommendations will be shared on the ISBE website.

APPENDIX A: 2013-14 LOWEST QURATILE DISTRICTS (Minority)

Lowest Quartile Minority - by District and Locale

District Name	Teachers with Masters+	Percentage Teacher Retention over 3 years	Principal Turnover Ratio within 6 years	Pupil Teacher Ratio - Elementary	Pupil Teacher Ratio - High School	Operating Expenditure per pupil	Instructional Expenditure per pupil	Percentage Emergency/provisional Teachers	Percentage of children in Special Ed	Percentage of children in EL	Percentage Minority
Gen George Patton SD 133	62.3	89.2	2	12.7		3.3	5897	14739	0.3	18	100
Ford Heights SD 169	30	75	1	15.7		0	7383	23743	0	6	99.8
Bellwood SD 88	56.4	81.4	2	16.7		0	5324	11180	26.4	9.2	99.6
Dolton SD 148	51.6	68.9	2	12.6		0.5	6694	13378	1.4	10.8	99.6
Harvey SD 152	55.6	76.8	2	19.7		0	5206	11899	6.2	10.6	99.5
East St Louis SD 189	61.6	70.5	3	21.4	29	1.1	7493	14462	0.7	13.4	99.4
South Holland SD 150	52.8	83.9	2	18.4		0	5221	10383	0.4	8.5	99.3
Dolton SD 149	81.9	77.7	1	23.4		0	7643	14846	1.8	12.3	99.3
Brooklyn UD 188	17	81.8	1	18.7	5.2	0	8288	16480	0	5.9	99.3
Thornton Twp HSD 205	72.3	90.7	3		16.6	0.5	11856	19072	3.2	14.4	99.2
Lindop SD 92	60.9	81.4	3	15.1		0	5913	11063	5.4	9.2	99.1
Pembroke CCSD 259	52.9	75	2	19.2		0	6875	12593	0.4	1.5	98.9
Country Club Hills SD 160	54	77.6	3	16.9		0	6646	12734	0.9	11.9	98.8
Southland College Prep	35.1	77.1	1		14.1	2.6			0.2	10.4	98.7
South Holland SD 151	43.1	85.4	1	16.7		1	5383	11387	16.4	15.6	98.7
Calumet Public SD 132	57.2	28.9	3	16.9		4.5	4313	9142	10.1	10.8	98.4
Maywood-Melrose Park-Broadview 89	65.7	75	3	20.2		0.7	5383	9409	26.2	12.5	98.3
Horizon Science Acad-	26.2		1	17		10.5			5.1	10.3	98.3

Belmont											
W Harvey-Dixmoor PSD 147	50.1	75.2	2	21		0	5511	12827	15.4	13.9	98.1
Calumet City SD 155	48.7	88	2	18		0	6263	13156	15.1	14.4	98.1
Hazel Crest SD 152-5	36.4	70.1	2	14.7		0	6550	13450	0.4	14.3	97.9
Hoover-Schrum Memorial SD 157	54.5	85.6	2	14.3		0	5080	10158	11.3	12.2	97.8
Lincoln ESD 156	73.9	83.6	1	19.8		0	5403	9485	18	11.9	97.7
Prairie-Hills ESD 144	56.3	75.6	2	17.2		0.6	6228	12150	2.7	12.6	97.2
ESD 159	60.9	84.4	2	13.3		0	7649	15059	4.2	14.1	97.1
Posen-Robbins ESD 143-5	54.4	62.9	2	17.1		0.9	4981	9684	24.6	8.2	97
Park Forest SD 163	62.2	75.7	2	21.9		0.9	6443	13013	0.5	15.9	96.7
Proviso Twp HSD 209	73.7	75.6	3		22.4	0	7049	13852	9.5	18	96.6
Rich Twp HSD 227	62.6	79.8	2		20.3	0.9	8992	17040	0.4	19.1	96.5
Murphysboro CUSD 186	28.9	87.8	2	20.3	17.9	0	5883	10617	1.4	19.9	96.5
Cicero SD 99	60.7	81.3	2	21.3		0	5342	9668	50.5	11.3	96.4
Matteson ESD 162	49.2	81.9	2	19.4		0	5961	12471	1	14.2	96.4
Chicago Heights SD 170	45.7	83.9	2	14.7		2	8356	13735	22.1	14.1	96.4
Aurora East USD 131	53.3	84.2	2	19.5	23.8	0.4	5977	10357	34.3	13.5	96.4
Cairo USD 1	25	78.7	3	17.8	9.6	2.8	5921	12448	0	20.5	96.3
Waukegan CUSD 60	56.5	87.3	2	18	18.5	0.8	6638	12412	28.6	12.1	96.1
Madison CUSD 12	42.9	79.3	3	15	10.5	0	7854	14075	0.9	12.7	95.6
Venice CUSD 3	41.7	90.3	1	10.3		0	8892	18561	0	8.6	95.2
Hillside SD 93	56.3	89.8	1	14.1		0	6285	11783	17.5	14.9	95.1
Berkeley SD 87	45.4	81.5	2	17.4		0	4533	8515	29.9	14.4	94.7
Brookwood SD 167	48.4	85.1	2	16.5		0	4996	11846	9.7	10.1	94.6
Sunnybrook SD 171	55.6	86.9	2	15.9		1.4	5097	9906	13	16.4	94.6
Horizon Science Acad-McKinley Pk	30.1			17.2		7			37	8.4	94.6
North Chicago SD 187	64.2	73.8	3	16.6	18	2.7	7202	13640	24.7	15	94.5

Berwyn North SD 98	59.3	91.8	2	20.3		0	6038	8588	26.1	17.7	94.3
J S Morton HSD 201	63.7	89	2		26.6	0.3	5950	11439	9	10.8	92.9
Fairmont SD 89	46.3	66.7	4	15.9		0	6308	15038	10.5	19.4	92.8
CCSD 168	57.7	89.2	2	14.6		0.9	5992	12083	3.3	14.8	92.2
Laraway CCSD 70C	51.2	75.6	1	12.2		0	8566	15471	17.9	16.5	92
Zion ESD 6	53	89.4	2	17.7		1.1	6183	10837	17.2	13.4	91.7
Cahokia CUSD 187	53.2	67.8	2	22.7	20.9	0.4	7179	14015	0.5	21.5	91.2
City of Chicago SD 299	58	81	2	23.5	19.8	2	8624	13791	17	13.8	90.7
Summit SD 104	66.5	81.9	2	20.1		0	6447	11856	34.2	13	90.5
Burnham SD 154-5	48.4	90	2	14.6		0	6497	10869	6.1	8.7	89.8
Thornton Fractional Twp HSD 215	64.7	95.9	3		19.8	0.7	7439	13290	2.2	11.3	89.8
Berwyn South SD 100	61.3	83.7	2	16.3		0.7	6291	10356	25.1	10.5	88.2
CCSD 180	79.3	87.8	2	13.7		0	8907	14504	4.8	20.9	86.4
Joliet PSD 86	53.5	87.1	2	22.3		0	5475	9875	19.7	12.6	86.2
Bloom Twp HSD 206	66.5	86.5	4		24.9	0.6	7959	16509	3.5	14.3	86.1
Mannheim SD 83	57.7	91	1	16.3		0	9486	15909	32.9	14.7	84
Cook County SD 130	54	82.5	2	17.7		0	6636	11652	22.2	14.9	84
Round Lake CUSD 116	59	88.2	2	18.8	19.4	1.2	5762	10683	25.5	14.1	83.3
West Chicago ESD 33	66.7	83.4	2	19		0.8	7102	11624	51.2	12.7	80.8
Rhodes SD 84-5	60.8	87.6	1	13.6		0	9727	15894	36.3	13.1	80.1
Flossmoor SD 161	65.8	86.4	2	15.3		0.6	6908	12268	3.6	12.1	80
DePue USD 103	21.5	80.4	1	13.1	13.5	0	6924	11330	32.7	17.8	79.4
Lansing SD 158	52	82.5	2	18.6		0.7	6095	10234	2.9	15.7	79.1
Marquardt SD 15	74.5	92.5	2	15.2		0	7678	13603	23	10.2	78.9
Queen Bee SD 16	60.5	85.5	2	19.7		0	6567	11688	33	12.7	78.1
Central Stickney SD 110	69	97.3	1	16.6		0	5724	10215	31.3	14.1	77.5
Homewood Flossmoor CHSD 233	78.3	92.4	1		17.1	1.1	9380	17199	0.2	13.8	77.4

Kankakee SD 111	58.9	84.6	2	18.9	17.6	0.1	6559	12014	11.1	12.2	76.7
Addison SD 4	57.5	87.7	2	19.4		0.7	5439	8857	29.6	13.6	76.3
Bensenville SD 2	58.5	86.5	3	15		1.3	8496	13839	34.9	13.3	75.9
Peoria SD 150	40.2	76.7	2	15.8	15.9	1.1	6736	12758	5	16.4	75.9
Forest Park SD 91	61.8	90.6	1	12.4		0	10476	17664	9.9	14.6	75.8
Crete Monee CUSD 201U	59.5	87.9	2	20.1	22.4	0	6145	11637	1.3	5.4	75.8
Sandridge SD 172	36.4	87.8	3	19.5		0	5638	12347	7.7	20.9	74.6
Valley View CUSD 365U	65.5	85.8	2	18.4	21.4	0.1	7520	12114	12.4	14.3	72.6
Gurnee SD 56	69.9	92	2	15.5		0.7	6122	12087	11.1	16.3	72.3
Joliet Twp HSD 204	72.1	91.9	2		23.2	0.9	8039	15370	3.8	17.3	72.2
Beach Park CCSD 3	72.2	92.6	2	16.9		0.6	6385	10853	12.5	19	72.1
Diamond Lake SD 76	53.7	86.6	2	14		0	7455	11701	29	15.6	72
Aurora West USD 129	69.3	88.9	2	21.3	21.1	0	6916	11418	15	12.2	71.1
Zion-Benton Twp HSD 126	59.9	88.9	2		20	1.2	7468	13381	3.4	12.3	70.3
Lyons SD 103	56.8	92.2	2	14.5		0	7113	10916	18.4	16.1	70.1
SD U-46	65	83.6	2	21.6	20.5	0.5	5889	10194	24.5	12.3	68.7
Leyden CHSD 212	80.1	85.1	2		18.3	0	9453	17356	5.1	12.1	67.9
Meridian CUSD 101	50	72.6	3	22.3	16.5	0	6554	11696	0	14.3	67.7
Carbondale ESD 95	51.7	79.2	2	16		0	7019	12355	9.5	12	67
Belle Valley SD 119	56.3	86.4	1	20.9		3.4	4468	10112	0	20	67
Rockford SD 205	61.2	77.8	2	18.1	19.5	0.8	6440	11246	11.5	13.3	66.9
Franklin Park SD 84	61.4	86.7	2	16.5		0	7984	13976	25.9	16.7	66.4
Wheeling CCSD 21	67.5	88.8	2	16.4		0	9287	15655	34.4	9.3	65.3
Union SD 81	51.6	97.1		7.3		3.2	8624	21377	14.7	20.6	64.7
Fenton CHSD 100	70.1	96	1		16	0	10642	18306	6.5	14.2	64.6
Skokie SD 69	65.5	82	2	17.5		0	6963	11707	19.3	12	64.4
Rockdale SD 84	42.9	90.7	2	14.8		0	6803	10608	9.9	10.6	64.4

Homewood SD 153	62.8	83.7	2	13.1		0	6673	11882	1.4	14.4	63.6
East Maine SD 63	66.1	80.8	2	17.7		0.2	6613	10890	32.1	11.4	63.2
Midlothian SD 143	45.6	82.9	2	17.5		0	5553	9424	2	18.4	63.1
Harvard CUSD 50	51.8	86.1	2	18.9	15	0.6	5681	10055	26.9	10.9	63.1
Pontiac-W Holliday SD 105	44.2	87	2	14.8		0	7051	11029	0.6	12	63.1
Richland GSD 88A	64	84.8	2	18.8		0	5819	10211	10	11.3	63.1
Skokie SD 68	70.5	94.1	1	14.1		0	9407	15228	16.1	15.2	62.4
Rantoul City SD 137	33.6	74.3	2	16		2.5	5359	10342	14.9	15.7	62.3
Bremen CHSD 228	76.9	74.6	1		21	0	8951	14385	1.8	15.6	61.9
Keeneyville SD 20	48.2	87.5	2	16		0	6601	11659	17.9	17.2	61.9
Argo CHSD 217	69.9	91.5	2		19.3	0	10023	17135	5.6	15	61.6
Westchester SD 92-5	67.8	84.8	3	19.3		0	6047	10691	8.7	14.5	61.3
Urbana SD 116	50.3	82.3	2	14.6	14	2	7405	13435	9.6	18.3	61.2
Whiteside SD 115	62	90	1	20.7		0	5182	7933	0	24.3	60.9
Decatur SD 61	37.3	78.9	2	19.1	18.6	1.4	4538	10389	0.9	14.4	60.9
CHSD 94	63.7	90.1	1		19.5	0	7944	13343	8	13.3	60.8
Comm Cons SD 59	76.8	91.4	1	15.6		0	8195	14286	33.1	11.6	60.3
Champaign CUSD 4	47.6	86.5	2	15.2	14.8	0.7	7186	12719	7	13.1	60.1
East Prairie SD 73	70.5	95.2	2	13.2		0	7906	12276	19.3	14.5	60
CHSD 218	67	70.9	3		18.9	0	10068	16879	4.6	14.5	60
Skokie SD 73-5	61.7	87.9	2	14.8		0	7761	14243	14.8	15.7	59.6
Atwood Heights SD 125	35.6	95	2	13.8		0	5564	9939	3.2	17.7	59.6
St Anne CHSD 302	24.9	68.6	1		12.7	0	5368	14221	0.4	17.9	59.5
Pleasant Valley SD 62	41.9	82.1	2	20.4		0	3820	7440	0.2	17.6	59
Plano CUSD 88	47.9	84.1	2	16.7	15.9	0	5150	9141	16.4	14	58.5
Steger SD 194	44.3	90.1	1	13.9		0.8	6017	10661	6.4	12.8	58.4
Rock Island SD 41	56.2	88.3	2	20.1	20.3	0.3	6022	9789	8.8	13.9	58.2
East Moline SD 37	48.6	85.2	3	17		2.2	6112	10823	17.2	14.5	57.9

Mundelein ESD 75	56.8	83.8	1	15.2		0.8	5082	9720	23.1	16.9	57.8
Beardstown CUSD 15	30.4	80.6	2	18.2	16.1	2.1	5300	8464	27.5	18.6	57.5
CCSD 62	68.9	87.4	2	16.5		0	9123	15340	31.3	18.4	57.2
Palatine CCSD 15	69.3	88.2	2	19.9		0.5	7293	12070	20.5	12.3	57.1
Schaumburg CCSD 54	49.1	80.3	3	16.3		0.3	8662	13300	19	9.7	56.9
Evanston Twp HSD 202	72.3	89.5	3		12.6	0	11893	22063	1.8	14.7	56.7
DuPage HSD 88	82.4	92.7	2		19.1	0	10208	18857	4.9	13.4	56.4
Maercker SD 60	71.9	89	2	16		0	9659	14691	13	9.6	56.2
Niles Twp CHSD 219	82.4	87.6	3		16.4	0	11844	22361	4.6	13.3	55.8
Danville CCSD 118	51	84.4	2	18.5	16.5	0.3	6062	10560	2.8	14.2	55.8
Evanston CCSD 65	67.4	85.1	2	14.2		1.1	8445	14041	9.8	12.2	55.6
Woodridge SD 68	70.3	87	2	18.2		0.5	7824	13121	18.2	16.7	55.2
Wood Dale SD 7	73.5	87	2	15.8		0	6909	11374	18.5	8.6	54.7
SD 45 DuPage County	63.3	87.7	2	17		0	7158	12508	17.3	16.5	54.1
Schiller Park SD 81	52.5	80.6	1	14.8		1	7100	12978	28.3	10.1	53.7
Springfield SD 186	50.6	87.4	2	18.5	17.9	0.9	7108	12870	0.8	19.7	53.2
CCSD 93	66.9	89	2	15.6		0	8658	14954	16.3	14.2	53.1
Chaney-Monge SD 88	66.7	82.8	2	17.8		0	6221	10097	17.8	20.4	52.4
Woodland CCSD 50	73.3	91.9	2	17.3		0.2	6005	10366	13.5	9.5	52
Mundelein Cons HSD 120	68	89.8	2		20.3	0.9	7731	12501	4	12.5	51.8
Evergreen Park ESD 124	70.6	81.9	2	14.9		0.7	7283	12496	8.1	13.8	51.6
Belleville SD 118	62.3	88.8	2	19.9		0	5987	10524	0.4	19.2	51.2
Evergreen Park CHSD 231	74.5	94.9	1		17.3	0	10115	16177	1.4	14.8	51.1
River Trails SD 26	78.4	91.3	1	12.8		0	9660	16137	16.8	13.1	50.7
West Northfield SD 31	58.8	89.5	2	12.1		0	8762	14667	20.9	6.9	50.6
Komarek SD 94	79.6	91.9	1	12.6		0	7009	10899	9.6	16.6	50.5
Signal Hill SD 181	45.5	86.3	1	12.9		0	5671	8350	0.6	15.1	50.4

Hawthorn CCSD 73	66	84	2	16.1		0.4	6874	12092	19.8	13.7	50.4
Butler SD 53	76.5	87.7	3	12.2		0	10193	18467	2.6	9.8	50.3
Warren Twp HSD 121	58.5	94.7	5		18.9	0	7083	11739	2.5	11.4	50
Harmony Emge SD 175	58.7	92.1	1	22.2		0	5464	10083	0.6	14.1	49.9
Fairview SD 72	70.6	96.1	2	12.3		0	8493	14957	10.5	13.9	49.8
Elmwood Park CUSD 401	70	91.8	1	17.7	19.5	0	7048	11509	12.1	16.4	49.6
Alsip-Hazlgrn-Oaklwn SD 126	61.5	87	2	14.8		0	7409	12133	12.1	15.5	49.3
Golf ESD 67	59.7	79.4	3	17.4		0	7980	13426	6.7	12.3	49
Rantoul Township HSD 193	40.7	89.3	3		15.7	1.6	7527	12419	2.1	4.7	48.9
Grant CCSD 110	68.1	83.1	2	18.1		0	5963	10493	0.1	18.4	48.6
CUSD 300	55.6	88.2	2	19.6	20.9	0.5	5429	10010	11.7	13.6	48.4
Bloomington SD 87	49.4	89.7	2	19.2	17.5	0.6	6152	11704	5.4	12.9	48.1
Central SD 104	28.3	89.3	2	15.6		0	5408	10458	2.9	18.3	48.1
Morton Grove SD 70	75.8	94.8	2	16.5		1.8	7973	12398	17.8	11.6	48.1
Burbank SD 111	63.8	83.9	2	17.5		0.5	5936	10509	29.4	15.8	47.7
Reavis Twp HSD 220	70.9	95.2	3		19.5	0	8454	15298	5.6	13.1	47.4
Indian Prairie CUSD 204	70.3	87.7	2	19.1	18.6	0.3	6832	10637	5.4	10.6	47.1
La Grange SD 105 South	69.9	84.1	2	13.1		0	8203	13817	16.6	16.7	47
Oak Park - River Forest SD 200	68.9	93.3	2		18.8	0	11900	19157	0.5	15.6	46.9
Township HSD 211	72	92.8	1		15.6	0	10332	16790	3.8	11.1	46.5
Belleville Twp HSD 201	62	93.8	1		23.1	0.1	6611	11516	0.1	18.2	46.4
Freeport SD 145	54.4	84.9	2	15.3	15.7	0.6	6097	11190	3.1	13.8	46.3
DeKalb CUSD 428	61.7	88.4	2	20.4	21.5	0	6812	12167	8.7	14.5	46.3
Carbon Cliff-Barstow SD 36	34.6	80.6	1	13		3.8	6991	11511	7.8	5.5	46.3
Arbor Park SD 145	58.5	85	2	23.5		0	5531	10571	11.5	15.5	46.2
Glenbard Twp HSD 87	70.3	90.3	2		19.1	0	9707	14872	3.1	12.8	46

Lincolnwood SD 74	82.6	88.3	2	14.1		0	10979	16856	15.9	14.4	46
River Grove SD 85-5	60.2	90.6	2	16.9		2.2	5480	10177	21.2	14.9	45.5
Carbondale CHSD 165	49.4	92.6	2		16.8	0	8702	13866	2.1	14.3	45.3
Arcola CUSD 306	28.6	71.3	3	16	13.4	0	5341	8537	11.2	20.1	45.1
Momence CUSD 1	48.9	84.4	2	18.4	16.2	0	4554	8997	7.5	15.3	44.6
Oak Park ESD 97	71.6	90.7	1	14.7		0.2	7716	12514	1.7	14.4	44.2
High Mount SD 116	64.6	95.3	2	17.5		0	5490	8998	0.5	16.8	43.9
Niles ESD 71	70.4	84.9	3	10.4		0	10205	16142	9.1	12.7	43.5
Lincolnshire-Prairieview SD 103	71.1	88.3	2	15.5		1.2	8785	15854	6.5	13.2	43.1
Darien SD 61	75.7	88.1	2	17.3		0	6092	9571	12	14.8	43
Rochelle CCSD 231	61.7	86.1	2	16.3		0	5555	8516	20.7	15.3	42.9
Troy CCSD 30C	50.9	86.6	2	18.2		0	5009	9618	6.5	10.9	42.4
Aptakisic-Tripp CCSD 102	72.7	88.5	2	15.5		0	9045	15010	17	11.9	42.4
Rosemont ESD 78	57.1	94	1	12.2		0	9414	14127	9.4	15.7	42.3
Thornton SD 154	60	95.9	2	12.6		0	7152	12112	16	12	42.2
Belvidere CUSD 100	67.5	78.6	2	19.2	21.6	0.4	5808	9811	11.2	14	42.1
Alton CUSD 11	49.9	90.1	2	18.4	21.1	0.4	6754	11057	0.4	19.9	42.1
Mendota CCSD 289	54.8	83.3	2	18.8		0	5303	7870	15.1	18.7	42
Mount Vernon SD 80	56	87.7	2	19.1		0	6661	10465	2.1	18.2	41.6
Plainfield SD 202	58.3	86.9	2	20.4	23.5	0	5544	9028	5.4	13.1	41.4
Moline USD 40	62.9	85.2	2	20.6	23.5	0.2	5990	9488	9.2	11.7	40.8
Indian Springs SD 109	49.9	81.9	2	16.8		0	4534	9491	20	12.2	40.6
Avoca SD 37	74.4	90.6	2	11.3		0	9556	18810	9.4	9.7	40.5
Township HSD 214	75.7	92.2	2		18.5	0.1	11588	19301	4.3	12.2	40.4
Sterling CUSD 5	62.8	85.8	2	21.1	21.4	0	6184	9504	4.9	16.4	40.4
Grayslake CCSD 46	64.7	83.9	2	17.7		0	6383	11689	11.1	14.4	40.3
Silvis SD 34	43.6	83.3	2	17		0	5861	9733	7.2	15.2	40.3

La Salle ESD 122	50.8	87.6	2	19.7		0	6229	9192	12.2	18.8	40.2
Oak Lawn-Hometown SD 123	76	86.4	2	16.9		0	7481	11284	9	15.5	39.9
Woodstock CUSD 200	63.6	86.3	2	20.9	17.8	0.7	6063	11813	13.8	11.5	39.9
Maine Township HSD 207	81.5	92.8	2		17.5	0	12220	18071	4.1	13.7	39.6
Kildeer Countryside CCSD 96	64.1	84.7	2	14.7		0.4	7705	13850	10.1	12.3	39.4
Salt Creek SD 48	57.4	79.8	2	14.1		0	11064	19199	8.7	11.9	39.2
Medinah SD 11	41.8	85.5	3	16.7		0	6208	13234	16.8	14.4	39.1
Riverside-Brookfield Twp SD 208	69.7	94.9	2		21.5	1.3	9974	15879	3.5	10.8	39
United Twp HSD 30	48.1	91.7	2		20.2	2.1	5730	10285	3.2	14.4	39
Spring Valley CCSD 99	44.4	85.2	3	21.2		0	4678	7813	10	13.7	38.9

APPENDIX B: 2013-14 LOWEST QUARTILE DISTRICTS (Poverty)

Lowest Quartile Schools - by District and Locale

District Name	Teachers with Masters+	Percentage Teacher Retention over 3 years	Principal Turnover Ratio within 6 years	Pupil Teacher Ratio - Elementary	Pupil Teacher Ratio - High School	Operating Expenditure per pupil	Instructional Expenditure per pupil	Percentage Emergency/provisional Teachers	Percentage of children in Special Ed	Percentage of children in EL	Percentage Low Income
Ina CCSD 8	25.4	78.8	1	9.7		6457	11769	0	17.8	0	100
Hazel Crest SD 152-5	36.4	70.1	2	14.7		6550	13450	0	14.3	0.4	99.8
Shawnee CUSD 84	33.1	82.2	2	15.6	8.7	6362	11656	0	23.7	0	99.7
Egyptian CUSD 5	35.3	79.7	2	20.3	9.9	5499	9876	0	14.2	0	99.6
East St Louis SD 189	61.6	70.5	3	21.4	29	7493	14462	1.1	13.4	0.7	99.5
Centralia SD 135	48	87.4	2	18.7		6247	10421	0	23	0.2	99.3
Brooklyn UD 188	17	81.8	1	18.7	5.2	8288	16480	0	5.9	0	99.3
Murphysboro CUSD 186	28.9	87.8	2	20.3	17.9	5883	10617	0	19.9	1.4	99.2
Gen George Patton SD 133	62.3	89.2	2	12.7		5897	14739	3.3	18	0.3	99
Cairo USD 1	25	78.7	3	17.8	9.6	5921	12448	2.8	20.5	0	98.7
Rantoul City SD 137	33.6	74.3	2	16		5359	10342	2.5	15.7	14.9	98.7
Madison CUSD 12	42.9	79.3	3	15	10.5	7854	14075	0	12.7	0.9	98.7
Dolton SD 149	81.9	77.7	1	23.4		7643	14846	0	12.3	1.8	98.6
Ludlow CCSD 142	18.8	90.5	2	16.3		6164	11808	0	20.7	15.3	98.2
Harvey SD 152	55.6	76.8	2	19.7		5206	11899	0	10.6	6.2	98.1
Joliet PSD 86	53.5	87.1	2	22.3		5475	9875	0	12.6	19.7	97.8
W Harvey-Dixmoor PSD 147	50.1	75.2	2	21		5511	12827	0	13.9	15.4	97.7
Meridian CUSD 101	50	72.6	3	22.3	16.5	6554	11696	0	14.3	0	96.9
Pembroke CCSD 259	52.9	75	2	19.2		6875	12593	0	1.5	0.4	96.4
Ford Heights SD 169	30	75	1	15.7		7383	23743	0	6	0	95.3
Chicago Heights SD 170	45.7	83.9	2	14.7		8356	13735	2	14.1	22.1	94.9
Lincoln ESD 156	73.9	83.6	1	19.8		5403	9485	0	11.9	18	94.8
Horizon Science Acad-McKinley Pk	30.1			17.2				7	8.4	37	94.3
Horizon Science Acad-Belmont	26.2		1	17				10.5	10.3	5.1	93.5
Maywood-Melrose	65.7	75	3	20.2		5383	9409	0.7	12.5	26.2	93.3

Park-Broadview 89											
Prairie-Hills ESD 144	56.3	75.6	2	17.2		6228	12150	0.6	12.6	2.7	92.8
Cicero SD 99	60.7	81.3	2	21.3		5342	9668	0	11.3	50.5	92.5
Venice CUSD 3	41.7	90.3	1	10.3		8892	18561	0	8.6	0	92.4
Fairmont SD 89	46.3	66.7	4	15.9		6308	15038	0	19.4	10.5	92.4
Cahokia CUSD 187	53.2	67.8	2	22.7	20.9	7179	14015	0.4	21.5	0.5	91.6
Carbon Cliff-Barstow SD 36	34.6	80.6	1	13		6991	11511	3.8	5.5	7.8	90.9
Burnham SD 154-5	48.4	90	2	14.6		6497	10869	0	8.7	6.1	90.8
Calumet Public SD 132	57.2	28.9	3	16.9		4313	9142	4.5	10.8	10.1	90.4
Dolton SD 148	51.6	68.9	2	12.6		6694	13378	0.5	10.8	1.4	89.8
Park Forest SD 163	62.2	75.7	2	21.9		6443	13013	0.9	15.9	0.5	89.4
J S Morton HSD 201	63.7	89	2		26.6	5950	11439	0.3	10.8	9	88.4
Cook County SD 130	54	82.5	2	17.7		6636	11652	0	14.9	22.2	88.1
North Wamac SD 186	21.1	100	1	16.9		4255	8376	0	29	0	87.8
Zion ESD 6	53	89.4	2	17.7		6183	10837	1.1	13.4	17.2	87.6
Bellwood SD 88	56.4	81.4	2	16.7		5324	11180	0	9.2	26.4	87.4
Grand Prairie CCSD 6	23.1	89.5		11.4		5123	10148	0	9	0	87.2
Kankakee SD 111	58.9	84.6	2	18.9	17.6	6559	12014	0.1	12.2	11.1	86
Laraway CCSD 70C	51.2	75.6	1	12.2		8566	15471	0	16.5	17.9	85.9
City of Chicago SD 299	58	81	2	23.5	19.8	8624	13791	2	13.8	17	85.7
Pleasant Valley SD 62	41.9	82.1	2	20.4		3820	7440	0	17.6	0.2	85.6
Berwyn North SD 98	59.3	91.8	2	20.3		6038	8588	0	17.7	26.1	85.3
South Holland SD 151	43.1	85.4	1	16.7		5383	11387	1	15.6	16.4	85.1
Berkeley SD 87	45.4	81.5	2	17.4		4533	8515	0	14.4	29.9	84.1
Mannheim SD 83	57.7	91	1	16.3		9486	15909	0	14.7	32.9	83.7
North Chicago SD 187	64.2	73.8	3	16.6	18	7202	13640	2.7	15	24.7	83.2
Gillespie CUSD 7	56.9	96.1	2	17.9	16.3	4752	8903	0	14.2	0.3	82.7
Rock Falls ESD 13	53.5	87.6	2	20		4655	7915	0	19.7	3.2	82.3
Bloom Twp HSD 206	66.5	86.5	4		24.9	7959	16509	0.6	14.3	3.5	82.1
Mount Vernon SD 80	56	87.7	2	19.1		6661	10465	0	18.2	2.1	82
Dongola USD 66	8.7	77.4	1	14.5	13.8	5829	10160	0	20.5	0	81.3
Summit SD 104	66.5	81.9	2	20.1		6447	11856	0	13	34.2	80.3
Posen-Robbins ESD 143-5	54.4	62.9	2	17.1		4981	9684	0.9	8.2	24.6	80.2
Rockdale SD 84	42.9	90.7	2	14.8		6803	10608	0	10.6	9.9	79.8
La Salle ESD 122	50.8	87.6	2	19.7		6229	9192	0	18.8	12.2	79.1
Rockford SD 205	61.2	77.8	2	18.1	19.5	6440	11246	0.8	13.3	11.5	78.7
Casey-Westfield CUSD 4C	41.2	82.6	2	23.3	17.2	5501	9226	0	17.3	0.3	78.5
Danville CCSD 118	51	84.4	2	18.5	16.5	6062	10560	0.3	14.2	2.8	78.3

Beardstown CUSD 15	30.4	80.6	2	18.2	16.1	5300	8464	2.1	18.6	27.5	77.6
Rich Twp HSD 227	62.6	79.8	2		20.3	8992	17040	0.9	19.1	0.4	77.4
Round Lake CUSD 116	59	88.2	2	18.8	19.4	5762	10683	1.2	14.1	25.5	77.4
Pleasant Hill SD 69	28.6	82.9	1	19.8		4412	8052	0	19.9	0.8	76.9
Sandridge SD 172	36.4	87.8	3	19.5		5638	12347	0	20.9	7.7	76.6
Steger SD 194	44.3	90.1	1	13.9		6017	10661	0.8	12.8	6.4	76.2
DePue USD 103	21.5	80.4	1	13.1	13.5	6924	11330	0	17.8	32.7	76.2
Decatur SD 61	37.3	78.9	2	19.1	18.6	4538	10389	1.4	14.4	0.9	76.1
Tamaroa School Dist 5	76.5	93.5	1	13.9		6365	11463	0	18.7	0	75.7
Creve Coeur SD 76	37.9	90	2	18.2		5353	8682	0	5.7	0.1	75.6
Hoover-Schrum Memorial SD 157	54.5	85.6	2	14.3		5080	10158	0	12.2	11.3	75.5
St Anne CHSD 302	24.9	68.6	1		12.7	5368	14221	0	17.9	0.4	75.5
Sandoval CUSD 501	23.1	73.8	2	17.3	9.8	5863	10957	2.6	19.6	0.6	75.3
Bethel SD 82	18.2	96.8		20.2		5415	9498	0	18.8	0	75.3
Lindop SD 92	60.9	81.4	3	15.1		5913	11063	0	9.2	5.4	74.7
Aurora East USD 131	53.3	84.2	2	19.5	23.8	5977	10357	0.4	13.5	34.3	74.7
Chaney-Monge SD 88	66.7	82.8	2	17.8		6221	10097	0	20.4	17.8	74.7
Kewanee CUSD 229	36.7	86.1	2	18.3	19.1	4803	8102	0.9	17.6	5.4	74.6
Thornton Fractional Twp HSD 215	64.7	95.9	3		19.8	7439	13290	0.7	11.3	2.2	74.4
Lyons SD 103	56.8	92.2	2	14.5		7113	10916	0	16.1	18.4	74.1
CCSD 168	57.7	89.2	2	14.6		5992	12083	0.9	14.8	3.3	73.8
Berwyn South SD 100	61.3	83.7	2	16.3		6291	10356	0.7	10.5	25.1	73.4
Zeigler-Royalton CUSD 188	16.5	86.2	1	21.7	11.2	6654	10679	0	19.9	0	73.4
Peoria SD 150	40.2	76.7	2	15.8	15.9	6736	12758	1.1	16.4	5	73.2
Hillside SD 93	56.3	89.8	1	14.1		6285	11783	0	14.9	17.5	73.1
Rhodes SD 84-5	60.8	87.6	1	13.6		9727	15894	0	13.1	36.3	72.3
Lincoln ESD 27	44.2	84.9	2	17.2		5843	9015	1.1	13	0.1	72.3
Country Club Hills SD 160	54	77.6	3	16.9		6646	12734	0	11.9	0.9	72.1
Monmouth-Roseville CUSD 238	26.6	84.3	2	16.3	17.9	4849	7996	0.8	9.4	12	71.7
Waukegan CUSD 60	56.5	87.3	2	18	18.5	6638	12412	0.8	12.1	28.6	71.5
Midlothian SD 143	45.6	82.9	2	17.5		5553	9424	0	18.4	2	71.4
Brookwood SD 167	48.4	85.1	2	16.5		4996	11846	0	10.1	9.7	71.4
Freeport SD 145	54.4	84.9	2	15.3	15.7	6097	11190	0.6	13.8	3.1	71.4
North Greene CUSD 3	23.9	88.5	2	20.2	13.2	5958	10372	0	25.6	0	71.1
Calumet City SD 155	48.7	88	2	18		6263	13156	0	14.4	15.1	70.6
Irvington CCSD 11	16.7	85	2	10.8		5758	9933	0	29.6	0	70.4

Momence CUSD 1	48.9	84.4	2	18.4	16.2	4554	8997	0	15.3	7.5	70.1
Urbana SD 116	50.3	82.3	2	14.6	14	7405	13435	2	18.3	9.6	69.8
Streator ESD 44	42.9	81.9	2	20.6		7713	11463	0	22.4	6.6	69.4
Willow Springs SD 108	50.4	90.4	1	16.6		6769	12029	0	16.4	5.9	69.3
Sunnybrook SD 171	55.6	86.9	2	15.9		5097	9906	1.4	16.4	13	68.8
South Central CUD 401	24.1	89.3	1	16.5	12.3	5591	9455	0	11.2	0	68.2
Dallas ESD 327	27.8	95.9	2	13		6282	11343	0	20.8	0	68.1
East Moline SD 37	48.6	85.2	3	17		6112	10823	2.2	14.5	17.2	68.1
Raccoon Cons SD 1	42.4	81.6	1	18.2		6233	10250	0	22	0	68
Odin PSD 722	31	89.2	1	13.6	7.6	6122	9209	0	15.8	0	68
Springfield SD 186	50.6	87.4	2	18.5	17.9	7108	12870	0.9	19.7	0.8	68
Thomasboro CCSD 130	14.8	72.5	1	12.2		5962	10765	0	20.5	3.8	67.9
Matteson ESD 162	49.2	81.9	2	19.4		5961	12471	0	14.2	1	67.8
Union SD 81	51.6	97.1		7.3		8624	21377	3.2	20.6	14.7	67.6
Marquardt SD 15	74.5	92.5	2	15.2		7678	13603	0	10.2	23	67.5
ESD 159	60.9	84.4	2	13.3		7649	15059	0	14.1	4.2	67.4
Crete Monee CUSD 201U	59.5	87.9	2	20.1	22.4	6145	11637	0	5.4	1.3	67.2
Galesburg CUSD 205	48.7	86.7	2	16.3	15.9	5057	8686	0	15.3	2.4	67.1
Hoopeston Area CUSD 11	36.5	85.2	1	17.4	15.7	5834	10027	1.1	18	1	66.7
Opdyke-Belle-Rive CCSD 5	36.4	68.8	1	22.4		4899	9149	0	22.6	0	66.3
East Alton-Wood River CHSD 14	52.6	92.2	2		17.1	8575	14687	0	18	0	66.1
Wood River-Hartford ESD 15	48.9	89.5	2	19		5343	8709	0	19.6	0	66.1
Harmony Emge SD 175	58.7	92.1	1	22.2		5464	10083	0	14.1	0.6	66.1
Willow Grove SD 46	28	96.7		16.1		5273	8638	0	22.3	1.6	66
Rochelle CCSD 231	61.7	86.1	2	16.3		5555	8516	0	15.3	20.7	65.5
Central Stickney SD 110	69	97.3	1	16.6		5724	10215	0	14.1	31.3	65.4
CHSD 218	67	70.9	3		18.9	10068	16879	0	14.5	4.6	65.4
East Alton SD 13	37.9	92.2	3	19		6514	10039	0	17.4	0	65.4
Jacksonville SD 117	37.4	81.8	2	14.4	12.2	5684	9389	0	18	1.7	65.4
Pekin PSD 108	61	87.3	2	16.9		5206	9511	0	17.1	0.2	65.4
Argo CHSD 217	69.9	91.5	2		19.3	10023	17135	0	15	5.6	65.3
Granite City CUSD 9	49.7	81.5	3	23.5	22.4	6589	9943	0.3	18.9	2.2	65.2
South Pekin SD 137	21.2	83.3		15.5		5034	9441	0	7.4	0	65
St Anne CCSD 256	49.1	93.8	2	16.6		5589	9516	0	14.5	0.6	64.8
Belleville SD 118	62.3	88.8	2	19.9		5987	10524	0	19.2	0.4	64.8

Addison SD 4	57.5	87.7	2	19.4		5439	8857	0.7	13.6	29.6	64.5
Bensenville SD 2	58.5	86.5	3	15		8496	13839	1.3	13.3	34.9	64.3
Frankfort CUSD 168	43.9	70.4	2	24.7	20.5	7311	10505	0	19.2	0	64.3
Lansing SD 158	52	82.5	2	18.6		6095	10234	0.7	15.7	2.9	64.2
Vienna SD 55	51.4	94.9	2	18.3		5292	9039	0	13.6	1.6	64.1
Queen Bee SD 16	60.5	85.5	2	19.7		6567	11688	0	12.7	33	64
Paris-Union SD 95	52.3	87.7	2	16.1		3873	6354	0	18.6	0.1	63.9
Benton CCSD 47	65.1	95	2	20.6		6416	9288	0	19.5	0.3	63.9
Joppa-Maple Grove UD 38	36.4	83.6	4	15.8	10.1	5937	9964	0	9.6	0	63.7
Valley View CUSD 365U	65.5	85.8	2	18.4	21.4	7520	12114	0.1	14.3	12.4	63.7
Silvis SD 34	43.6	83.3	2	17		5861	9733	0	15.2	7.2	63.6
Cowden-Herrick CUSD 3A	38.7	80.3	1	16.5	12.3	4888	9589	0	19	0	63.5
Marissa CUSD 40	50.3	91	2	20.3	8.1	5595	10175	0	19.5	0	63.4
Belle Valley SD 119	56.3	86.4	1	20.9		4468	10112	3.4	20	0	63.4
Harrisburg CUSD 3	38.2	88.4	2	18.8	17.7	5720	9293	0	16.5	0.1	63.3
Mendota CCSD 289	54.8	83.3	2	18.8		5303	7870	0	18.7	15.1	63.3
Georgetown-Ridge Farm CUD 4	29.3	81.6	2	18	14	5726	9690	1.3	16.1	0.1	63.3
Joliet Twp HSD 204	72.1	91.9	2		23.2	8039	15370	0.9	17.3	3.8	63.3
District 50 Schools	40.5	89.9	2	15.7		4617	7908	0	17.7	0.6	63.2
Chicago Ridge SD 127-5	63.5	92.6	1	16.7		6467	10022	0	16.8	27	63
Ashley CCSD 15	45.9	84.4	1	18.4		5271	8871	0	19.1	0	63
County of Winnebago SD 320	39.3	85.7	3	19.8	18	5512	10210	0	13.9	5	62.9
Johnston City CUSD 1	43.2	91.6	2	22.5	17.1	4767	8479	0	20.9	0	62.9
Roxana CUSD 1	52.3	89.6	2	18.7	14.4	6332	11502	0	14	0.3	62.8
DeSoto Cons SD 86	33.3	80	1	19.8		7281	12915	0	17	0	62.5
Indian Springs SD 109	49.9	81.9	2	16.8		4534	9491	0	12.2	20	62.4
Marseilles ESD 150	42.7	90	1	15.6		5671	10140	0	12.5	1.3	62.4
Rock Island SD 41	56.2	88.3	2	20.1	20.3	6022	9789	0.3	13.9	8.8	62.4
Century CUSD 100	15.2	85.2	1	16.4	10.9	4768	8167	0.7	15.2	0	62.1
Hoyleton Cons SD 29	16.1	100	1	9		7521	14045	0	48.3	0	62.1
Herrin CUSD 4	33.3	92	1	21.5	18.5	4718	8580	0	15.2	0.3	62.1
Christopher USD 99	44.7	88.1	3	13.4	11.9	6255	9826	0	8.2	0	61.9
Alton CUSD 11	49.9	90.1	2	18.4	21.1	6754	11057	0.4	19.9	0.4	61.9
North Palos SD 117	58.3	84.7	2	20		7087	10998	0	11.1	25.5	61.8
Aurora West USD 129	69.3	88.9	2	21.3	21.1	6916	11418	0	12.2	15	61.6

Bartonville SD 66	27.4	75	1	15.9		3789	6746	0	13.9	0.4	61.6
Elverado CUSD 196	28.6	88.5	2	14.9	13.5	5415	9954	1.3	18.9	0	61.5
Schiller Park SD 81	52.5	80.6	1	14.8		7100	12978	1	10.1	28.3	61.4
West Chicago ESD 33	66.7	83.4	2	19		7102	11624	0.8	12.7	51.2	61.3
Buncombe Cons SD 43	0	88.9	1	13		4781	9044	16.7	16.4	0	61.2
Iroquois County CUSD 9	39.8	88.3	2	17.1	15.4	5542	10011	0	14.7	2.3	61.2
Southeastern CUSD 337	35.3	87.1	2	16.5	11.3	5605	10661	1.2	23.4	0	61.1
St Elmo CUSD 202	27.3	87.6	1	16.4	11.8	5294	9256	0	13.5	0	60.9
Ramsey CUSD 204	39.4	89.7	3	16.2	12.7	5776	9003	0	22.9	0	60.8
Spring Valley CCSD 99	44.4	85.2	3	21.2		4678	7813	0	13.7	10	60.8
Rantoul Township HSD 193	40.7	89.3	3		15.7	7527	12419	1.6	4.7	2.1	60.7
Bushnell Prairie City CUSD 170	25.2	88.6	2	16.6	10.5	5876	9304	0	18.9	0.1	60.6
Wheeling CCSD 21	67.5	88.8	2	16.4		9287	15655	0	9.3	34.4	60.4
Wood Dale SD 7	73.5	87	2	15.8		6909	11374	0	8.6	18.5	60.4
Carrier Mills-Stonefort CUSD 2	31.2	81.8	2	16.4	11.3	7055	10777	0	22.1	0	60.3
Cobden SUD 17	38.2	87.8	1	17.3	11	5208	8662	2.2	14.7	9.5	60.2
Dupo CUSD 196	45.3	90.8	1	21.8	18	5077	8994	0	18.9	0.6	60
Centralia HSD 200	34.8	89.4	2		16.8	7342	13514	1.4	19.2	0	59.9
Fairfield PSD 112	30.2	87.7	2	17.7		5420	9185	0	19.6	0	59.9
Gavin SD 37	64.7	87.3	1	20.7		5363	11378	0	16.2	6.2	59.9
East Maine SD 63	66.1	80.8	2	17.7		6613	10890	0.2	11.4	32.1	59.8
Ridgeland SD 122	48.4	82.5	2	20		6064	12066	0	15.5	26.6	59.8
Carbondale ESD 95	51.7	79.2	2	16		7019	12355	0	12	9.5	59.7
SD U-46	65	83.6	2	21.6	20.5	5889	10194	0.5	12.3	24.5	59.5
Milford CCSD 280	27.3	88.2	3	15.8		4847	8665	0	9.6	0	59.5
La Harpe CSD 347	26.6	80.6	1	11.6		6514	12294	0	18.8	0	59.4
Diamond Lake SD 76	53.7	86.6	2	14		7455	11701	0	15.6	29	59.3
United Twp HSD 30	48.1	91.7	2		20.2	5730	10285	2.1	14.4	3.2	59.2
Hardin County CUSD 1	25.8	79.4	2	22.6	18.8	4702	8683	0	21.1	0	59
Armstrong-Ellis Cons SD 61	31.6	97.1	1	6.7		7403	13730	0	9.6	0	58.9
Mattoon CUSD 2	62.4	90.5	1	20.2	19.7	5506	9781	0	16.1	0.1	58.8
Griggsville-Perry CUSD 4	30.6	77.6	2	12.8	12	5864	11545	0	20.9	0	58.7
Massac UD 1	47.7	88.2	2	19.5	16.5	5047	9003	1.5	11	0	58.7

Pana CUSD 8	20.5	89.3	1	16.3	16.2	5250	9198	0	14.9	0.1	58.7
CCSD 180	79.3	87.8	2	13.7		8907	14504	0	20.9	4.8	58.7
Sterling CUSD 5	62.8	85.8	2	21.1	21.4	6184	9504	0	16.4	4.9	58.6
Litchfield CUSD 12	43.2	88.6	2	19.8	17.7	4649	8059	1.3	15	0	58.5
Salem SD 111	44.6	86.5	2	18.9		4942	7396	0	16.3	0	58.5
Streator Twp HSD 40	60	91.5	1		18.1	8223	13226	0.7	19	2.4	58.4
Colona SD 190	31.4	84.3	2	15.8		4739	7256	0	14.9	0	58.2
Patoka CUSD 100	31.8	85.5		15.6	9.3	5628	11163	0	21.7	0	58.1
CUSD 3 Fulton County	22.2	86.2	2	17.7	11.7	5494	10398	0	17.8	0	58
Abingdon-Avon CUSD 276	38.8		1	16	15.4			0	14.9	0	58
Collinsville CUSD 10	53	86.2	2	22.1	20.5	5408	9193	0.3	15	6.5	58
Westville CUSD 2	32.1	84.9	2	18	18.4	4893	8643	0	16.5	0	57.8
High Mount SD 116	64.6	95.3	2	17.5		5490	8998	0	16.8	0.5	57.7
Eldorado CUSD 4	40.5	93.5	2	21.5	17.7	5390	8938	0	14.3	0.1	57.6
Unity Point CCSD 140	31	91.5	2	17.2		6309	9444	0	13.2	9.7	57.6

APPENDIX C: ILLINOIS FEDERATION OF TEACHERS LETTER OF SUPPORT

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April 22, 2015

Jason A. Helfer, PhD
Assistant Superintendent
Teacher and Leader Effectiveness
Illinois State Board of Education
100 N. 1st Street
Springfield, IL 627777

Dear Dr. Helfer,

The Illinois Federation of Teachers is a union that represents 103,000 members, the great majority of whom are educators. We believe our voice to be highly valuable and hope you will consider this input with great care. Please accept our insights regarding the State Equity Plan that ISBE is required to submit to the federal Department of Education.

The Illinois Federation of Teachers recently surveyed our members in order to get a front-line perspective on the issue of equity in our schools; we received nearly 1,000 responses. Many of our members took the time to consider this issue and respond with deeply thoughtful ideas and suggestions.

First and foremost, teachers in the state of Illinois are keenly aware of both the funding imbalances inherent in our state's approach to school financing, as well as the clear lack of funding that is the result of an inadequate taxation system. While we clearly understand that these issues cannot be fixed solely by a State Equity Plan or by ISBE alone, it is necessary to once again underscore the severity of the issues that result from current funding systems and structures. The IFT implores the ISBE to continue to advocate for improvements, as well as ask you to work actively to address them in any ways possible under the current system. As IFT member Ralph Feese from DuPage reflected:

> While financial resources are not the total answer to inequality, it plays a role. The schools do not exist in a vacuum, but reflect the community and can help lead change in the community by addressing changes in behavior/values of students, parents, teachers, administrators, staff, and other stake holders that impact these inequalities.

We must substantively acknowledge and address the destabilizing effects of poverty on students and schools. According to Pisa 2012 Results: *Excellence through Equity, Giving Every Student the Chance to Succeed*, Vol. II, no other factor matters more to student achievement than socio-economic conditions (p. 34).

Continuing to focus on accountability structures that measure the output and go no further, instead of dealing with the root causes of performance because of poverty's impact on the learner is getting us nowhere. We cannot continue to ignore the disease and only consider the symptoms. We need to invest in extra support to understand and counteract the effects of poverty. Illinois must actively and expediently address the effects of child poverty through school, community, and statewide systems of support.

Every child deserves a highly skilled and well prepared teacher but teachers need more support if they are to address the multitude of needs of their students. Supporting beginning teachers through quality induction and mentoring programs will help to get all teachers off to the best start, support them through the important first years and create the foundation for a career of supporting and educating the students of Illinois. Research from the Illinois New Teacher shows that induction and mentoring contributes to the effectiveness of beginning teachers, induction of new teachers saves school districts money, helps new teachers become more effective faster, helps reduce teacher turn over and makes a principals job easier. (http://intc.education.illinois.edu/fact-sheet and http://intc.education.illinois.edu/fact-sheet-reference-list-2013) Returning to Illinois' commitment to and support of quality induction and mentoring programs is a high impact priority for students, teachers and schools.

Schools must prioritize critical collaboration time and meaningful ongoing professional development to support all teachers through all stages of career. According to the TALIS 2013 Report, teachers in the U.S. spend more time teaching than those in any other country. American teachers spend more time on instruction and less time on preparation and collaboration than their international peers. In fact data from the OECD PISA report an average of 45 hours per week spent on direct instruction in the US vs. an average of 38 hours per week in other reported countries. This means that US teachers spend less time on planning, preparation, teamwork, dialog and other tasks. According to "*Collaborative Culture is the Key to Success*" by Andreas Schleicher, OECD Secretary-General – March 2013:

> Schools in Denmark, Finland, Japan, Norway, Shanghai and Sweden have a good history of teamwork and cooperation. They often form networks and share resources and work together to create innovative practice… but this collaborative culture does not fall from the sky and needs to be carefully crafted into policy and practice.

Illinois should be clear through policy and programs that collaboration and significant daily preparation time are required in our schools, for all teachers at every stage of career.

The data are clear: students need teachers with the cultural competence and understanding that comes with a diverse workforce. In December 2013, the Center for the Study of Education Policy at ISU released report on the "*Grow your Own Initiative*". According to the report, "Studies have found that the racial/ethnicity match between teachers and students has a positive impact on

student achievement and growth, especially with minority students (Dee, 2004; Hanushek, Kain, O'Brien, & Rivkin, 2005; Goldhaber & Hansen, 2010).

According to the research, teachers who share similar cultural backgrounds with their students align their teaching and texts to students' backgrounds, more effectively engage students in learning, and have a greater positive impact on academic outcomes (Clewell, Puma, & McKay, 2005; Dee, 2004; Pitts, 2007; Villegas & Irvine, 2010)." Illinois' investment in programs and funding opportunities to create a more diverse educator workforce is integral to increasing equity across the state.

Finally, enough cannot be said about the importance of having high-quality early childhood education programs available for all at-risk children. As a member of the Illinois Early Learning Council, IFT has supported policies and programs that have put Illinois in the forefront of early childhood education.
New research in science and brain development shows that how you engage a child through the first five years shapes that child's ability to be successful in life. Children need to be stimulated every day in ways that help them with their physical, cognitive and social emotional development. The right kind of engagement offered on a continuous basis can help the young child form a healthy foundation of neural pathways in the brain. These brain connections impact a child's ability to think, react, process and grow throughout life. In Illinois, programs that provide exposure to high-quality early learning environments show that these children achieve basic milestones in intellectual, physical, emotional and social development, act curiously, are ready to learn and interact well with other children and caregivers. The long term benefits are higher career readiness, college attendance and graduation rates, greater job stability and earning potential, lower incidence of poverty, greater health, and a lower likelihood to engage in criminal behavior. These early learning efforts translate into achievements that not only benefit each child individually; they also have positive benefits to our society. Research shows that for every one dollar spent on quality in early learning, we reap seven dollars in economic returns to society over the long-term. Illinois must continue to prioritize, support and grow our high-quality early childhood opportunities until we reach every at risk child.

Thank you for time and careful consideration of this input to the State Equity Plan. I am available for a follow up call to answer any questions you may have. Certainly, our staff stands ready to assist you in every way possible.

Sincerely,

Daniel J. Montgomery
President

APPENDIX E:

Illinois Migrant Education Program Identification and Recruitment Manual

Illinois Migrant Education Program

Identification and Recruitment Manual

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Illinois Migrant Education Program

Identification & Recruitment Manual
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INTRODUCTION

The Migrant Education Program (MEP) was created in 1966 as an amendment to Title 1 of the Elementary and Secondary Act of 1965. The MEP (also known as Title 1, Part C), administered by state education agencies, provides supplemental educational services to children/youth who migrate with their parents/guardians or on their own seeking agricultural work. This program and the federal funds that support it help to ameliorate many of the significant educational barriers faced by migrant children/youth. Among these barriers are:

- disruption of instruction;
- disproportionately lower levels of high school graduation;
- insufficient opportunities for learning English;
- inadequate housing and high levels of poverty; and
- difficulty accessing community and school resources.

The MEP works to better ensure that:

- migrant children/youth have access to consistent instruction despite their change of residence;
- credits students earn in one district are applied toward graduation in other districts to which they migrate and to the school from which they intend to graduate; and
- migrant students have access to high-quality, comprehensive services to enable them to meet the same challenging State academic content and achievement standards expected of all children/youth.

For the purposes of the MEP, eligible children/youth are defined as those who:

- are younger than the age of 22 who have not earned a high school diploma or high school equivalency certificate from a granting institution in the United States; and
- are migrant agricultural workers or fishers or have a parent, spouse, or guardian who is a migrant agricultural worker or fisher; and
- have moved due to economic necessity from one school district to another (special conditions apply for Alaska and Hawaii); and
- have changed residence within the preceding 36 months with/to join a parent, spouse, or guardian in order to obtain or seek temporary or seasonal employment in qualifying agricultural or fishing work.

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This law reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and the longstanding commitment to equal opportunity for all students. As the nation transitions to ESSA, the requirements of the previous version of the law, the No Child Left Behind Act of 2001 (Public Law 107-110, Title 1, Part C) remain in effect. State Education Agencies (SEAs) must continue to identify all migrant children/youth within their respective states who are eligible for the MEP. The Illinois State Board of Education (ISBE), the Illinois SEA, administers the MEP and sub-grants funds to Local Operating Agencies (LOAs) to implement the program. The Illinois Migrant Council, a non-profit organization based in Chicago, operates the Illinois Migrant Education Resource Project (IMERP), under a contract with ISBE, to provide training, technical assistance, policy implementation, and program development to the statewide MEP. Areas of focus include Identification and Recruitment (ID&R), curriculum and instruction, professional development, student information transfer, parent involvement, and interstate/intrastate coordination.

The Identification and Recruitment (ID&R) Manual provides important information regarding the Illinois MEP and the responsibilities that local and regional recruiters have in its functioning and success. It is a key tool in ensuring highest quality practices within the Illinois MEP. LOAs are obligated to follow the requirements established by this Manual for identifying and recruiting eligible children/youth; completing the appropriate documentation (written and electronic); maintaining high standards of quality control (according to the State Identification and Recruitment Quality Control Plan as described in Section V of this manual); and building relationships among migrant workers and their families and local communities. The ID&R Manual is endorsed by the ISBE.

Supplements to this manual may be developed and distributed to reflect current MEP regulations and information regarding Illinois' agricultural sector and migrant population.

The ID&R Manual reflects the statutory requirements of the No Child Left Behind Act of 2001 as well as the *Non-Regulatory Guidance* issued on August 2010 and Final Regulations issued July 29, 2008 by the Office of Migrant Education (OME), U.S Department of Education.

I. Identification

and

Recruitment

(ID&R)

Key Personnel Responsible for Identification and Recruitment

The importance of ID&R to the success of the MEP cannot be overstated. The recruitment of MEP-eligible children and youth is the first step towards the provision of supplemental educational and supportive services by local operating agencies and the State of Illinois. Proper eligibility determinations ensure that eligible children and youth receive needed services and prevent resources from being depleted by ineligible children and youth. A coordinated statewide effort among key personnel responsible for ID&R is critical to ensure that all MEP-eligible children and youth in the State are recruited.

State Identification and Recruitment Coordinator

The State Identification and Recruitment Coordinator is responsible for providing leadership, support and technical expertise for the Illinois MEP's ID&R component. The State ID&R Coordinator, in consultation with ISBE, and local IL MEP operating agencies, develops, implements and coordinates a plan to effectively identify and recruit all MEP-eligible children/youth residing in the state. The Coordinator oversees annual certification of recruiters as well as State Quality Control efforts.

State Recruiter

The State Recruiter researches and recruits potentially-eligible populations in targeted areas of Illinois by working with local school districts, social service providers, MEP sub-grantees, employers, businesses and others, as appropriate. The State Recruiter provides ongoing support and technical assistance to recruiters throughout the state on an as-needed basis.

Local Recruiters

Local recruiters are employed by MEP sub-grantees with the primary mission to "identify", or locate, potentially MEP-eligible children/youth, and to "recruit", or complete the required documentation for those individuals determined to be eligible for the MEP. The various components of "recruitment" are as follows:

- gather information about potentially-eligible migrant workers from among any of the following:
    a. self-eligible youth
    b. parents/guardians/spouses
    c. employers
    d. school district staff
    e. social service agencies
    f. community members and organizations
- make a determination about the child's MEP eligibility based on the information gathered from self-eligible youth or parents/guardians/spouses of migrant children/youth;
- document on a Certificate of Eligibility (COE) information that establishes MEP eligibility;
- collect data that is required to enroll eligible children/youth in the New Generation System (NGS), the database used by the Illinois MEP to maintain migrant student data. NGS enables a child's health and education records to be transferred among states that are members of the NGS Consortium and with the national Migrant Student Information Exchange System (MSIX).
- participate in all necessary IL MEP quality control efforts.

In order to achieve these responsibilities, a recruiter must:

- participate in annual identification and recruitment training, and other scheduled training sessions/opportunities, as required
- receive annual certification from IMERP & ISBE;;
- maintain auditable and current records relating to identification and recruitment; and
- serve as a link among the Illinois Migrant Education Resource Project (IMERP), ISBE, schools, parents/guardians, employers, and community agencies.

Recruiters act as representatives of the local education agencies and the MEP in their interactions with families. In many cases, this contact with recruiters is the foundation of the home-school relationship and thereby contributes to the educational success of children/youth. Recruiters provide a link between families and the broader community by referring families to local resources and creating opportunities for interaction

between the migrant community and permanent residents. Sometimes local recruiters are called upon to help conduct regional recruiting activities in areas not covered by another MEP-funded project.

A sample job description for the position of Recruiter is found in the Appendix.

Regional Recruiters

Regional recruiters play a unique role in the IL MEP. They work principally in areas of the state where there are no MEP-funded projects in order to ascertain the presence of potentially-eligible migrant populations. In doing so, they help to ensure that all MEP-eligible children/youth residing in the state are identified and recruited. In addition, regional recruiters are instrumental in identifying new geographic areas to which migrant families/youth have migrated, and, very importantly, to help bring needed education and support services to new groups of migrant children/youth in Illinois.

Regional recruiters have many of the same duties as local recruiters, including identifying potentially eligible children/youth, completing the appropriate documentation for eligible children/youth, and serving as a link between families and local communities. They may also be called upon to assist and support the identification and recruitment work of local MEP projects.

Recruiter Qualifications

Each MEP-funded project is responsible for hiring a recruiter(s) based on its particular needs and circumstances. Projects should consider the following qualities when making hiring decisions:

Educational

- Have at a minimum a high school diploma or GED
- Be able to read, write and speak fluently in English and the language spoken by migrant parents, spouses, and/or students in their homes (typically Spanish or French)

Personal

- Sensitivity to the strengths and challenges of the migrant community
- Ability to work with people by being patient and willing to answer parents' and students' questions, and provide them with information about local resources
- Willingness to work evening and weekend hours when necessary to recruit all MEP-eligible children/youth
- Ability to travel and work independently

Professional

- Attend local, regional, and state trainings
- Ability to complete accurate and timely records and reports
- Ability to serve as a liaison among migrant children/youth and families, schools, and communities
- Willingness and ability to work collaboratively with allied programs (e.g. Migrant and Seasonal Head Start, Community Health Partnership of Illinois, Illinois Migrant Legal Assistance Project)
- Awareness of legal and educational rights that affect migrant children

Weekly MEP Recruiter Log

All Illinois MEP recruiters must document their ID&R efforts on the Recruiter Log on a weekly basis. The log benefits the State's ID&R efforts in several ways:

1. Recruiters have an organized method of recording the locations of migrant populations, the times during which they are present in Illinois, and the qualifying activities they are performing.
2. Recruiters have a means of recording important contact information about the people with whom they network to identify potentially eligible students. These contacts could include educators, service agency personnel, employers, church personnel and all relevant others with whom the recruiter has communicated.
3. Recruiters working in the same geographic area are better able to coordinate efforts, thereby minimizing duplication and increasing outreach to more people.
4. Recruiters have a means for documenting the extent of their efforts in identifying and recruiting MEP-eligible children/youth in their local areas.

5. New recruiters benefit from access to well-kept logs when there is staff turnover. Recruiter logs, when diligently used, benefit the MEP both at the local and state levels, helping to fulfill the requirement of identifying and recruiting all MEP-eligible children/youth in the State. Recruiter logs must be maintained locally and be available for review during technical assistance and monitoring visits.

Recruiting Strategies

Local projects are responsible for the identification and recruitment of MEP-eligible individuals in their entire recruitment region. Recruitment regions are areas of the state for which locally-funded projects or IMERP is responsible for conducting ID&R (see map in the Appendix of this manual for more information). Recruiters should utilize the following strategies when performing their duties:

- Collaborate closely with the State Identification and Recruitment Coordinator – Considering that identifying and recruiting eligible children/youth is most effectively done with the most current and relevant information, it is extremely important that recruiters reach out to those who employ, house, educate, and provide services for migrant children/youth and their families. IMERP has developed a variety of materials that can be used in contacting and communicating with these individuals and agencies, including templates for letters, surveys, press releases, flyers, business cards and PowerPoint presentations. Recruiters are encouraged to work with the State ID&R Coordinator to obtain, customize and disseminate this information for use in recruiting in their local areas.
- Begin recruiting as soon as possible – Recruiters should use the time prior to the arrival of migrant workers in the ID&R area to:
    a. visit MEP families who have "settled out" to determine if they have made another qualifying move during the previous year;
    b. recertify on a child's COE his/her eligibility and continued residence, if the child/youth still resides in IL; and
    c. send out flyers and surveys to families in the district(s) during the regular school year.
- Conduct Outreach –Display posters about the MEP in appropriate locations throughout the community; for example, laundromats, grocery stores, restaurants, libraries, social service providers, businesses, such as those that offer money-wiring services, and other places where people gather.

- Know about the MEP – A recruiter will frequently be asked questions about MEP services and programs. In addition to eligibility requirements, recruiters should be knowledgeable about the MEP and other school and community programs.
- Develop a Comprehensive Plan – Each MEP sub-grantee should develop a strategic plan for covering ID&R in the project's entire recruitment region. The plan should include anticipated migrant arrivals/departures, strategies for recruitment, key contacts, employers, etc. Recruiters should familiarize themselves and contribute ideas to the development of these plans.
- Recruit at Local and Area-School – Build awareness among key school personnel such as principals, teachers, nurses, counselors, campus registrars, school secretaries, attendance clerks, bus drivers, local businesses, and others who can help identify migrant children/youth. Distribute recruiter business cards and MEP flyers to these key staff members. Work with schools in the recruitment area to include questions about families migrating for work on registration forms. Schedule times to screen children/youth for eligibility when their parents/guardians are likely to be present.
- Work with Employers and Crew Leaders – Recruiters should be very familiar with the various farms and qualifying activities that take place in their recruitment area. Enlist the help of employers or crew leaders to encourage families to fully participate in the MEP and send their children to school. Send letters of introduction to employers explaining the services offered to migrant children and youth and the role of the recruiter. Request a time to meet and speak with workers.
- Visit Migrant Labor Camps – The Illinois Department of Public Health publishes a list of Migrant Labor Camps throughout the State. Recruiters should visit the labor camps in their recruitment region when migrant workers are likely to be there. The list of Migrant Labor Camps is found in the Appendix.
- Provide Welcome Packets – Assemble packets of information for newly arriving families. Include emergency phone numbers, directories of social service agencies, school information, student handbooks, churches and other organizations that provide needed services, local businesses, etc. Put the materials in a folder or packet and have them available when families arrive.
- Display Recruiter ID – The recruiter should always wear a recruiter ID provided by the State MEP or local school district when conducting home visits and visiting employers. The name of the recruiter, program, and school district for which the recruiter works should be easily visible.
- Leave Door Knob Messages – Leave these messages to inform a family that a recruiter made an outreach visit and plans to return. Include a phone number where the recruiter can be reached.
- Conduct Surveys –Conducting a survey can range from the formal (distributing data gathering forms to the appropriate individuals/institutions) to the informal (communicating with local individuals who may be aware of the presence of

migrant children/youth). Surveys designed to collect information about the presence of migrant students should be performed:

g. Within Schools – These surveys should be conducted on an ongoing basis throughout the year. Recruiters should be active in building relationships with school personnel who are aware of new enrollees and are able to share such information.

h. In the Field – These surveys include contacts with farmers/employers, plant managers, crew leaders and employment agencies to find out where and when migrant workers are employed. A comprehensive explanation of the MEP, its goals and services, and the recruiter's role should be provided.

i. In the Community – These surveys can help recruiters identify eligible out-of-school youth (OSY) who can be easily overlooked because they are not enrolled in school. To locate secondary-aged, out-of-school youth, it is important to consider that they may be living alone or with others of similar age. Driving in the community may yield some leads when observing places where these youths gather.

- Communicate with Families after Recruitment – Every effort should be made to build ongoing relationships with families that will promote their children's success in academic pursuits, health and wellbeing, and engagement with the wider community. In addition to conducting oneself as a good representative of the community, the school district and the MEP, the recruiter should be prepared to provide referrals for other needed services.
- Prioritize Safety – Recruiters sometimes encounter migrant children/youth and families, and those who employ them, in geographic and residential settings with which they are not familiar. They also conduct recruitment efforts during times outside of usual work hours. With these realities in mind, recruiters should always follow common conventions of safety and those particular to their job as discussed during MEP professional development. No recruiter should ever expose him/herself to potential safety risks in the interest of identifying and recruiting potentially eligible children/youth. Recruiters should consider joining other MEP recruiters or outreach staff from other organizations and conduct outreach as a team. Recruiters must attend the safety training offered at the Statewide MEP Workshop.

Recruiting Out-of-School Youth (OSY)

Out-of-School Youth (OSY) are school-aged youth through the age of 21 who have not earned a high school diploma or high school equivalency certificate and are not enrolled in school. They may have dropped out of a U.S. school or come to this country to work before completing their education. Many travel to find work in agriculture without their families.

Recruiting OSY can require a unique approach for identification and recruitment. Due to their residence on farms and camps, long work hours, determination to work, and other factors, OSY may be reluctant to seek out or avail themselves of MEP services. In addition to the recruiting tips previously listed, the following are additional considerations for recruiting OSY:

- Be knowledgeable of local service providers who are able to serve OSY. They may be able to provide information on eligible youth they may already be serving.
- Be flexible, as OSY oftentimes work long hours, 6-7 days/week. The recruiter may find that recruiting on weekends, early morning or evenings is the only way to meet with OSY – recruit at the convenience of OSY, not that of the recruiter.
- Be careful not to make promises that may be difficult to keep. MEP recruiters are often a crucial link between OSY and the education system, social services and other public entities; they are not the provider of these services. At all times, recruiters must be transparent with OSY and follow up on promises.
- Take advantage of community events that may attract OSY such as soccer games/tournaments and cultural celebrations in the community.
- Reach out to the OSY and families currently enrolled in the program. They are sometimes the best resource to referring other youth in the area.
- Visit www.osymigrant.org for best practices when working with OSY.

Once the recruiter has successfully identified and completed a COE for an OSY, the OSY Profile should be completed and turned in to project personnel responsible for providing services to OSY. The OSY Profile helps the local MEP better identify the specific needs of the OSY being served. The OSY Profile also helps the State MEP gather data to plan and develop a more effective range of services targeted to OSY and their families. See the Appendix of this manual for a copy of the OSY Profile, which is available in English, Spanish and French.

Referrals

What is a Referral?

A referral is the act of directing someone with a need to the appropriate resource for addressing that need. An example would be providing information about local food banks to a family who is experiencing hunger. Referrals are most effective when they include follow up to ensure that the appropriate actions have been taken based on the referral. This could mean calling the referral agency, given the family's permission, and notifying them that one of the MEP families will be contacting them. Recruiters should always follow-up with a family to inquire if the service was received

Referrals are discussed in this manual because much of the educational success of the children/youth enrolled in the MEP is dependent on the families' ability to provide for the physical, emotional, and social needs of their children. In light of the fact that migrant families face numerous barriers and lack many necessary resources, it is important that they are aware of available resources in their host communities.

The Recruiter and the Referral

Recruiters have unique advantages in providing families with referrals to needed resources because of the relationships they build with the families regarding their children's education. Successful recruiter/family relationships can provide the family with a trusted link to the community and its institutions, including schools, churches and other religious organizations, health care and recreational facilities, libraries, and social service agencies.

By referring families to community and state resources that can address their physical, emotional, and social needs, a recruiter:

- attempts to remove barriers to a migrant family's well-being;
- builds trust between him/herself and the family;
- expands the family's knowledge of the community's resources; and
- builds alliances among migrant workers and other community members.

Making Referrals

In order to make useful referrals, a recruiter must learn about a family's needs – such learning begins at the first meeting – and the recruiter must possess a detailed understanding of the resources of the community, before he/she meets with the family. This can best be accomplished by forming positive working relationships directly with agency representatives and indirectly with others in the community who have working experiences with these institutions/agencies.

Recruiters should ask questions to determine if there are family concerns relating to the following:

1. Education
2. Housing
3. Clothing
4. Legal
5. Family Health/Nutrition
6. Finances
7. Cultural/Religious

Can making a referral help with ID&R?

Making referrals may help develop a network of community members who may be able to direct recruiters to potentially eligible children/youth. When contacting an agency to identify services for migrant children/youth and families, recruiters should educate agency employees/volunteers about the MEP's eligibility criteria and services. This exchange promotes the likelihood that community agencies will refer potentially-eligible children/youth to the MEP recruiter. Referrals should be made and received by both agencies and recruiters for the benefit of families, agencies, and the MEP.

Referring a family to the appropriate resource requires planning. Recruiters should maintain essential information for each institution/agency such as:

- Location and hours of operation
- Contact person and information (phone, email, agency brochures, business card)
- Program eligibility criteria
- Services provided and costs

Recruiters should use a variety of methods to acquire this information. Such methods range from simple telephone calls and Internet searches to attending networking sessions with service providers in the area or meeting with agency leaders.

Community Resources

In addition to the traditional resources, recruiters should also be prepared to draw upon "informal resources". Not all aid is housed within a non-profit organization or church facility, and recruiters must therefore be able to connect families with other appropriate resources suited to their particular needs.

What if there is an issue in which the recruiter cannot help the family?

Recruiters may become involved in issues requiring services beyond which they are capable or authorized to handle. Recruiters must realize that their capacity to help a family is limited. Should there be a situation that requires specialized assistance, recruiters should inform their supervisor or the State ID&R Coordinator. If recruiters' physical well-being is ever threatened, they should contact the authorities immediately.

"Cementing" the Referral

A recruiter's referrals may not accomplish their goals if the recruiter fails to follow up with the family who received the referral or the agency to which that family was referred. In the same way that migrant students face barriers to educational services, recruiters must also acknowledge that families experience barriers in accessing services. Follow-up is necessary to ensure that the identified needs have been addressed.

After making a referral, a recruiter can "cement" the referral by contacting the person to whom s/he has referred the family. The recruiter should also contact the family after sufficient time has passed for them to see if the referral was received. By doing so, recruiters increase the likelihood that the family will access the services they need, and they will also develop a stronger working relationship with families and community resources.

When concerns in the following areas arise, consider contacting these institutions for referrals:

- Medical
  1. Health Clinics
  2. County Health Departments
  3. Women, Infants, and Children Program (WIC)
  4. Illinois Poison Center (IPC)
  5. Community Service Groups (e.g. Lions, Kiwanis, Elks)
  6. Red Cross
  7. United Way Programs
  8. Local Hospitals
  9. Community Health Partnership of Illinois (CHP)
  10. www.findahealthcernter.hrsa.gov
- Financial
  11. Illinois Department of Human Services
  12. Illinois Department of Employment Security
  13. Local Churches
  14. Private/Non-Profit Organizations
  15. Center for Economic Progress
- Housing
  16. Landlord/Tenant Associations
  17. Community Service Groups
  18. Local Housing Authority
- Legal
  19. Illinois Migrant Legal Assistance Project (IMLAP)
  20. Local Legal Aid Services
  21. Local Archdiocese Offices
  22. University Law School Clinics
  23. Ayuda Legal Illinois (www.ayudalegalil.org)
  24. Farmworker and Landscaper Advocacy Project (FLAP)
- Clothing
  25. Salvation Army
  26. Local Church Groups
  27. Community Service Groups
  28. Non-Profit/Charitable Organizations
- Food
  29. Women, Infants, and Children Program (WIC)
  30. Local Church Groups
  31. Salvation Army
  32. `Community Service Groups
  33. Non-Profit/Charitable Organizations
  34. Local Food Banks
- Basic Needs
  35. Department of Human Services

Referred services that have been <u>obtained</u> by the family or youth should be entered as a "Referred Service" under Supplemental Programs in the New Generation System (NGS) by a data entry specialist. A list of referred services obtained by migrant families must be maintained by each local MEP. A sample form for keeping track of referrals for needed services is included in the appendix.

McKinney-Vento Education for Homeless Children and Youth (McKinney-Vento) Program

The McKinney-Vento program is designed to address the problems that homeless children and youth face enrolling, attending, and succeeding in school. SEAs, under this program, must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Homeless children and youth should have access to the educational and supportive services that they need to enable them to meet the same challenging state student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States and districts are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

The eligibility requirements for the McKinney-Vento Program are different from the MEP, but many MEP-eligible children and youth also qualify for services funded by the McKinney-Vento Program. MEP recruiters should know the local liaisons for homeless children and youth in their recruitment regions and make referrals as necessary. To search for the current Homeless Liaison by school district, visit http://webapps.isbe.net/homelesschildliaison/.

The McKinney-Vento Act defines "homeless children and youth" as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:

- Children and youth who are:
  - Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as doubled-up);
  - Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
  - Living in emergency or transitional shelters;
  - Abandoned in hospitals; or

- Awaiting foster care placement;

- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children may qualify as homeless because they are living in circumstances described above.

II. Determining Eligibility

Importance of Eligibility Determinations

Assigning the appropriate eligibility status to a prospective MEP child is of the highest importance. By enrolling eligible students in the MEP, recruiters help to increase the educational resources available to migrant students, thus mitigating the negative educational consequences associated with migration. In addition, the number of eligible students identified by the MEP determines the level of funding that a state receives to provide educational assistance to this population. Insufficient identification and recruitment efforts will likely result in a reduction of funds for the MEP. Finally, when recruiters accurately determine a child to be ineligible for the State MEP, they prevent MEP resources from being diverted from children/youth who are legally entitled to them. Recruiters have the opportunity to connect migrant children/youth to the needed educational services by making proper eligibility determinations.

Regulations and Guidance

There are specific conditions that a child/youth must meet in order to be considered a "migratory child" according to the No Child Left Behind Act of 2001. In order to determine eligibility, a recruiter must determine if the worker is performing "qualifying work" and if s/he had the correct circumstances surrounding the move to acquire the work. To do this, all recruiters must have a thorough understanding of what terms define child eligibility and be able to apply those terms to the lives of parents'/guardians'/youths' lives. Simply moving and then working in agricultural or fishing activities, or being in the care of a parent or guardian who does so, does not necessarily mean that a child is eligible for the MEP. The U.S. Department of Education provides specific guidelines for documenting eligibility on a MEP Certificate of Eligibility (COE).

Investigating Eligibility

Recruiters are responsible for investigating whether a child qualifies for the MEP. These "investigations" follow the same line of questioning that any other investigator or reporter uses. If a migratory child is described by each of the questions below, according to the definitions of MEP eligibility, the recruiter's "investigation" will culminate in eligibility documentation. Recruiters should always contact IMERP when challenging eligibility scenarios arise. The questions that establish the boundaries of eligibility are as follows:

1. WHO?
   - Is the child under the age of 22?
   - Is the child lacking a U.S.-issued high school diploma or high school equivalency certificate?
   - Is the child, or does the child have a spouse, parent or guardian who is, a migratory agricultural worker or migratory fisher?
2. WHAT?
   - Has the child changed residence due to economic necessity?
3. WHERE?
   - Was the move across a school district or national boundary?
4. WHY?
   - Did the child move with or to join a parent, spouse, or guardian in order for that person to obtain or seek temporary or seasonal employment in a qualifying agricultural or fishing activity? **or**
   - Did the child move on his/her own in order to obtain or seek temporary or seasonal employment in qualifying agricultural or fishing work? and
5. WHEN?
   - Did this move take place within the preceding 36 months?

What if a family meets most of the eligibility criteria?

None of these questions can independently verify that a child is eligible. A recruiter can determine that a child/youth is eligible only if the answers to ***all*** *questions are "Yes".*

Eligibility Definitions

1. *Qualifying Move*
2. *Change in Residence*
3. *To Obtain*
4. *Temporary Employment*
5. *Seasonal Employment*
6. *Migratory Agricultural Worker*
7. *Migratory Fisher*
8. *Agricultural Activity*
9. *Fishing Activity*
10. *To Join*
11. *Parent*
12. *Guardian*
13. *Self-eligible Youth*

A. A QUALIFYING MOVE is:

- a change from one residence to another residence that occurs due to economic necessity,
- across a school district boundary, or
- from one administrative area to another within a district where that district is the sole district in the state, or
- of greater than 20 miles distance within a school district of more than 15,000 square miles for the purpose of engaging in a fishing activity, or
- to the U.S. from another nation.
- A move that occurred during the preceding 36 months (3 years) from the day the recruiter identifies the parent/guardian/youth.

B. A CHANGE IN RESIDENCE refers to:

- a child/youth leaving the place where he/she currently lives and going to a new place to live, not just to visit. Examples include:
- a change of residence due to economic necessity from the migrant worker's home base to another temporary residence where the worker seeks or obtains qualifying work; or
- a change in residence due to economic necessity from one temporary residence to another temporary residence where the worker seeks or obtains qualifying work; or
- a change in residence due to economic necessity from a temporary residence back to the migrant worker's home base, so long as the worker is returning from a temporary residence where he or she moved due to economic necessity and moved back to the home base in order to seek or obtain qualifying work.

C. IN ORDER TO OBTAIN:

- when used to describe why a worker moved, means that one of the purposes of the move is to obtain qualifying work. This does not have to be the only purpose,

or even the principal purpose of the move, but it must be one of the purposes of the move.

D. TEMPORARY EMPLOYMENT:

- is employment that can be completed throughout the entire year but, for the worker, it lasts for a limited period of time, usually a few months, but no longer than 12 months.
- typically includes employment where the employer states that the worker was hired for a limited time frame or the worker states that s/he does not intend to remain in that employment for longer than 12 months.
- is not dependent upon natural/annual cycles (e.g. processing meat, dairy or certain types of fruits and vegetables).
- has a scheduled termination date that is less than 12 months from start date.

E. SEASONAL EMPLOYMENT:

- is dependent upon natural/annual cycles, such as the planting, cultivating, and harvesting of agricultural crops or the harvesting of clams and oysters, fishing during seasonal runs of fish, and related food processing and commercial fishing that, by its nature, may not be continuous or carried on throughout the year.

F. MIGRATORY AGRICULTURAL WORKER is:

- a person who in the preceding 36 months has made a qualifying move in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.

G. MIGRATORY FISHER is:

- a person who in the preceding 36 months has made a qualifying move in order to obtain temporary or seasonal employment in qualifying fishing work.

H. AGRICULTURAL ACTIVITY is:

- an activity directly related to the production or initial processing of crops, dairy products, poultry, livestock, or the cultivation or harvesting of trees, which consists of work performed for wages or personal subsistence.

(See list of qualifying agricultural activities in the Appendix.)

I. FISHING ACTIVITY is:

- an activity directly related to the catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms which is performed for wages or personal subsistence.

J. TO JOIN refers to:

- a move by the child prior to or after the qualifying worker's move date.
- For a move to be considered a "To join" move, a child and qualifying worker must typically join one another within twelve (12) months. If the recruiter believes that extenuating circumstances have resulted in a period longer than 12 months between these moves, the recruiter should contact IMERP to discuss the individual case. (Refer to chart on page 49 to determine QAD and Residency date.)

K. PARENT refers to:

- a birth parent
- a stepparent parent through adoption

L. GUARDIAN refers to a person who:

- has been appointed to be the legal guardian of a child through formal proceedings in accordance with law;
- stands in the place of a parent to a child whether by accepting responsibility for the child's welfare or by a court order; or
- is the spouse of an eligible "child".

M. SELF-ELIGIBLE YOUTH refers to a person who is:

- a qualifying worker under the age of 22.

Children/youth must make the move to be considered eligible.

It is important to remember that it is the child/youth, not the parent, who is enrolled in the MEP. It is the child/youth who will primarily benefit from MEP services, and it is the child/youth who must make a qualifying move. Children/youth qualify for the MEP either because they move in order to perform qualifying work on their own, or because they have moved with or to join a parent, guardian, or spouse who is/was engaged in qualifying work.

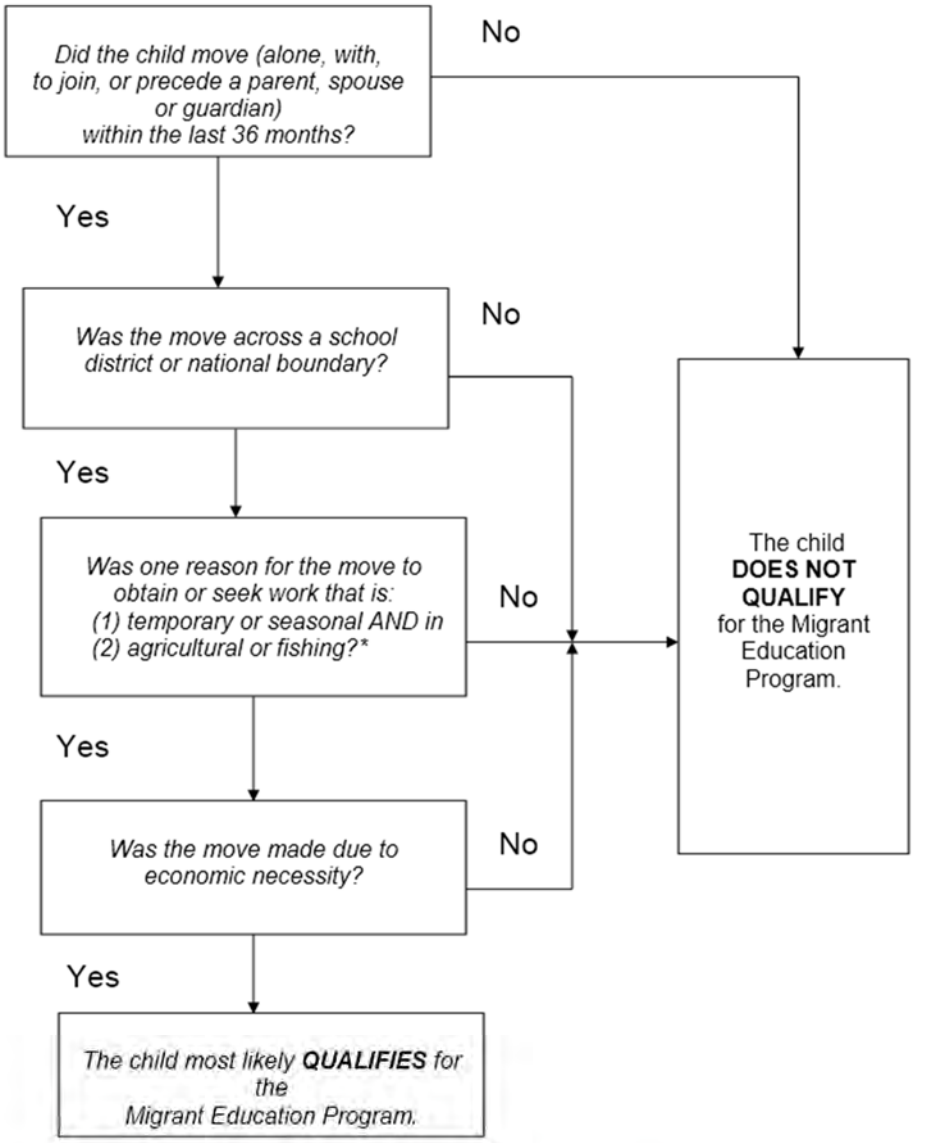
MEP Eligibility Checklist – Eligibility Screening Tool

A recruiter who begins an interview with a family with a thorough understanding of what s/he wants to learn in that interview will be in a much better position to correctly determine eligibility. The MEP Eligibility Checklist will increase the likelihood that appropriate eligibility decisions are made and that the COE is completed properly. Recruiters should utilize the MEP Eligibility Checklist during all interviews. The questions on the Checklist are provided below. (The Checklist itself is found in the Appendix.)

- Have you, your spouse, or anyone in your family done or looked for agricultural-type work in the past three years?
  □ Yes □ No
- Did you or your family move to complete or look for the agricultural work?
  □ Yes □ No
- When was the last time you moved to work in agriculture?
- What type of agricultural work did you or your family member complete?
- How long did you initially think the agricultural work would last?
- If you were unable to find agricultural work, what was the reason?
- Where did you move from? _____ Where did you move to? _____
- Who in the family moved? _____
- Is the money you earn(ed) from the work you obtained (or sought) an economic necessity for you/your family? □ Yes □ No

These questions will allow recruiters to gather basic information about a potentially eligible child. Recruiters will need to ask supplemental questions for additional clarification or other relevant information. As additional support, recruiters can also use the Eligibility Flow Chart to assist them in making eligibility determinations.

Eligibility Flow Chart



* See definition of agricultural and fishing activities on page 21.

Eligibility Practice

Although the definitions provided regarding MEP eligibility offer clear guidance, eligibility determinations will always require careful thought and attention. It is important to remember that all children must meet the eligibility criteria in order to qualify for the MEP. The following scenarios are intended to challenge recruiters to consider why and how they would argue for or against eligibility. Brief discussions will highlight important rules to remember as a recruiter determines eligibility.

Case #1 (Early Moves/Defining "*Soon After*")

Mr. and Mrs. Hernández move from Eagle Pass, TX to Mendota, IL with their two children to process vegetables. Their work begins in September and ends in April, but they arrive in August and do not leave until May so that their children will not miss portions of the school year. In May, they return to their home in Texas. The parents must re-apply for their jobs every year in Mendota.

Does the move from Texas to Mendota make the children MEP-eligible? If so, what comments should be made?

Moves made prior to the beginning of employment always put eligibility in question, and demonstrating eligibility becomes more difficult as more time accumulates between the move and the beginning of employment. MEP Regulations state that if all other eligibility requirements are met, a worker is eligible for the MEP if the worker obtains qualifying work soon after the move. In general, a worker should find qualifying work within 30 days of the move. It is possible, however, that this period of time may vary depending on local conditions in agricultural or fishing operations or personal circumstance which may cause the worker to delay obtaining qualifying work for a limited period of time beyond 30 days (i.e. weather, the school year). A recruiter must document in the "Comments" section of the COE what led the recruiter to conclude that the worker obtained qualifying work "soon after the move." Recruiters must contact IMERP in cases where workers obtain work beyond the 30 days of arrival. As with all

eligibility determinations, a recruiter must conclude that one of the purposes of the move was to seek or obtain qualifying work.

A comment in favor of eligibility would include the following facts:

- This move is part of the Hernández family's yearly migration.
- The time that they spend in Mendota without work is relatively brief.
- Their primary reason for moving to Mendota is to work, as that move generally aligns with their work schedule. The recruiter could argue that the parents were simply trying to schedule their move to accommodate their children's education or pick up short-term work until their agricultural jobs began.

The basis for opposing eligibility would include the following fact:

- The family's early move casts some doubt on whether one of the purposes of the move was to seek or obtain qualifying work.
- The family's early move may suggest that the family did not move due to economic necessity.

Though the family did spend time in Mendota without agricultural work, the presenting facts in this scenario are sufficient to indicate that the children in the family are eligible for the program.

Case #2 (Detecting a "vacation" or "Holiday" move)

Consider the differences between the following migration accounts. Why are these differences important for a recruiter?

- *The Martínez family returned to Kankakee, IL from Guanajuato on January 4. The parents tell the recruiter that they left Kankakee on December 22. The nursery where Mr. Martínez works is closed annually from late December to mid-February. Mr. Martínez will begin work again when the nursery opens in a little more than a month. The family felt fortunate that they had saved enough money to go to Mexico this year. They were unable to save enough over the course of last year, and therefore could not go.*

- *The Carmona family returns to Kankakee from Guanajuato on February 12. The parents tell the recruiter that they left Kankakee on December 22. The nursery where Mr. Carmona works is closed annually from late December to mid-February. He will begin work again when the nursery opens on the coming Monday. The Carmona family relies on the income from the nursery to support themselves throughout the year. Going to Mexico is a method of saving money for this family because they have very few expenses while living there. They also pay no rent on their home in the US during their time away because they end their lease at the end of December every year, and they move into a new apartment when they return in February.*

The recruiter will need to ask clarifying questions of each family to gain more information, but we can already isolate important circumstances that may help determine eligibility. We know that both families work in seasonal jobs because their work is only available for certain times of the year. We also know that their moves away from their home base coincide with the Christmas and New Year holidays; this is a "red flag" that should alert a recruiter to the *possibility* that a family left Kankakee because they took a vacation during the winter school break. According to MEP Regulations, vacation moves, moves to visit sick relatives, or moves that are simply return trips to the home base are not considered qualifying moves. We also know, however, that a qualifying move may bring a family back to their home base if the move was due to economic need and they are returning for qualifying work.

The Martínez family will likely not be able to demonstrate that they needed to leave Kankakee for economic necessity because they returned to Kankakee over a month prior to their agricultural work being available. In all likelihood, the family did not save money from their brief time away because of the added expense of their travel. Furthermore, the scenario indicates that the family was able to take this trip because they had saved sufficient money throughout the year, not because they had to in order to provide for their necessities.

The Carmona family, on the other hand, is better able to demonstrate that they travel for economic reasons because they did not return until the agricultural work was available again. In all likelihood, this fact offsets the "red flag" that they left Kankakee at a time coincident with the winter school holiday. They also indicated that the trip is a necessity if they are to provide for themselves economically, not a reward that they can only afford after a year of sufficient savings. In the event that the recruiter determines the children to be eligible, this information *must* be included in a comment on the COE.

With these circumstances in mind, it is likely that the children in the Martínez family are not MEP-eligible and that the children in the Carmona family are eligible.

Case #3 (Does not obtain qualifying work)

A worker and his family move from the Winter Garden area in Texas to Princeville, IL to work in the pumpkin processing plant, but upon arrival discover that there has been a drastic cutback in the number of positions available. For this reason, they did not acquire qualifying work. The husband and wife obtained non-agricultural jobs in a nearby town.

Are the children in this family eligible for the MEP? If so, what comments are necessary?

Qualifying children on the basis of their parents/guardians seeking, but not obtaining, qualifying employment requires careful investigation and thorough comments. The first step is to determine if one of the purposes of the move was also to seek or obtain qualifying work. A worker who did not obtain qualifying work "soon after a move" (30 days) may *only* be considered to have moved "in order to obtain" qualifying work if:

1. the worker states that one of the purposes of the move was specifically to obtain qualifying work, AND
2. the worker has a prior history of moving to obtain qualifying work; OR

3. there is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available.

In this case, intent to seek or obtain qualifying work can be supported if:

- the worker has a history of qualifying migrant employment which can be verified through using NGS, MSIX or other reliable evidence.
- there is corroborating evidence of the circumstances that prevent the worker from obtaining qualifying work (a flood, crop failure, or worker cutbacks, for example).

Comments in the case of "to seek" must include the name of the employer with whom the worker sought qualifying work, the reason that the work was not obtained, and a statement that the worker has a history of qualifying work.

What if the qualifying move was two years ago?

A recruiter should remember that even though a child may not qualify for the MEP based on a family's most recent move, previous moves, including those where the family did not move from or to the recruiter's area, may qualify a child if those moves meet the definitions of eligibility. It is therefore always important to understand a family's migration history.

Recruiting Temporary Workers in Processing Plants: Plant Characteristics and Strategies for Recruiters

Recruiters should always remember that workers/children must meet all conditions of eligibility in order to be recruited. If such work is determined to meet the requirements as described in the Office of Migrant Education (OME) Non-Regulatory Guidance and the training support of the Illinois Migrant Education Program, the recruiter must still determine if the other eligibility requirements have been satisfied.

When conducting outreach at employment sites, for example in processing plants, recruiters must remember that they are responsible for recruiting particular workers, not all workers in a plant or even all workers doing the same job. Therefore, efforts to recruit workers/their children in plants that operate year-round should focus on workers who intend to work for less than 12 months, as required by federal eligibility guidelines. Eligibility determinations must always be made on the basis of an individual interview with a family.

There are important differences between temporary and seasonal employment that recruiters should take into consideration when interviewing families. The following chart highlights the differences between year-round and seasonal employment.

Year-round versus Seasonal Employment

Year-round	Seasonal
• Operate throughout the year • More prevalent than seasonal processing plants • Goods arrive on a continual basis throughout the year (e.g. fruits and vegetables coming from Latin America during the winter; livestock continuously brought to market) • May have peak periods of production associated with holidays or special events (e.g. turkeys prior to Thanksgiving) • Particular positions may be designated as temporary/seasonal/permanent/probationary • Possible examples: Cargill, Del Monte, Tyson	• Operate seasonally • Less prevalent than year-round processing plants • Process mostly locally produced goods that are only available at certain times of the year (e.g., pumpkins, seed corn) • Workers are hired to complete a specific task that coincides with a peak period of a season or harvest • Most, if not all, positions are seasonal • Possible examples: Seneca Foods Canning Company, Libby's Pumpkins
Recruiting Considerations	**Recruiting Considerations**
• Unless it is for a short duration (less than 1 year), work is rarely considered to be qualifying	• Work is more likely to be considered qualifying

Only positions involving work with the raw product can be considered qualifying for both seasonal and year-round employment.

Workers at agricultural processing plants that operate only at particular times of the year are generally considered seasonal workers, because the availability of their employment is likely determined by seasonal growing patterns. Recruiters should conduct individual interviews with each worker to determine eligibility.

Additionally, the workers at processing plants that operate year-round generally fall into four categories:

- Temporary
- Seasonal
- Permanent
- Probationary

1. *Temporary workers* at processing plants that operate year-round would have this status in the MEP for four reasons:
   - They are hired with a scheduled termination date, usually following a peak period of production.
   - They perform a task that has a clearly defined beginning and end and is not one of a series of activities that together constitutes permanent employment.
   - They take a job with the intention of working temporarily (usually fewer than 12 months) AND/OR
   - They are unlikely to remain employed in an apparently permanent job for more than a few months (no longer than 12 months) because of the nature of the work (techniques for demonstrating the temporary nature of these jobs are discussed below).

2. *Seasonal workers* at processing plants that operate year-round have this status in the MEP because:
   - their position is available only seasonally.

3. *Permanent workers* at processing plants that operate year-round are not eligible for the MEP and include those workers who:
   - take positions that are defined by the employer as being permanent, and
   - intend to leave their jobs after 12 months have elapsed.

4. *Probationary workers* must finish a probationary work period, after which time the worker will usually be hired as a permanent worker.
   - Probationary employees are usually not considered temporary because the company does not inform workers until the probationary period is complete if they will obtain a job.
   - Unless the worker indicates otherwise, s/he will have been working toward the goal of obtaining a permanent job.

Additional Information

It is usually the case that processing plants offer permanent positions because of the incentive to have a stable workforce. For example, one plant in IL hires only approximately 50 temporary workers per year out of approximately 500 line employees. All others are considered permanent workers and are expected to stay indefinitely.

Most plants claim to have low attrition rates, generally well below 50%. The attrition they do have usually prevents the need for annual lay-offs. (Jobs that do experience annual lay-offs would be considered temporary jobs.)

Recruitment Strategies

5. If the *recruiter* concludes that the position is permanent, the eligibility decision must be that the worker and/or his/her children have *not* sought/obtained qualifying work.
6. If the *recruiter* concludes that the position is either temporary or seasonal, the recruiter must then decide if the other conditions of eligibility have been met in order to qualify the worker and/or his/her children.
7. If the *worker* sought *but did not obtain* a job from a processing plant that operates throughout the year, it will be difficult for the recruiter to certify him/her because the worker will likely not have known if s/he would have been offered a temporary position.
    - Likewise, if the worker has applied to a plant that operates throughout the year *and is waiting to know if s/he will be hired*, it will be difficult for the recruiter to qualify the worker and/or his/her children because the recruiter will not know if the worker will be offered a temporary position. The recruiter should return to the worker after a short period of time to inquire about the worker's employment status. The recruiter should decide how long to wait before following up with the worker considering 1) the amount of time likely needed for a hiring decision to be made, and 2) the need to prevent eligible children/youth from missing instructional time.
8. The *following* question is important to ask of processing plant workers when making an eligibility decision:
    - "When you think about your job at the processing plant, including what your supervisor has told you about the job and what your co-workers have told you about the job, do you have any expectations about the length of time you will work there?"

9. *Temporary workers* may respond:
    - "My boss told me that I could only work there until September."
    - "I'm leaving the job in June. I would just like to make enough money to fix my truck so I can get to my next job."
    - "Everyone has told me that they can hardly work there anymore because the job is so hard. Workers get hurt on the job quite often. Most of these people have only been there a few months. I guess I won't be much different and will have to find another job soon."
10. *Seasonal workers* may respond:
    - "Everybody gets laid off in October, so I'll move on after that."
    - "There's no work at the plant after we sort and bag all the corn. I know of another job I can get back in Texas then."
11. *Permanent* workers may respond:
    - "This is the most money I've made in years, so my family and I are staying here."
    - "I have no plans to leave the job or the town. I make enough money, my family is here and my kids are getting a good education at the school."
12. *Probationary* workers may respond:
    - "If I can show the plant that I can do a good job for the first six months, then I think they will probably hire me permanently. I hope they see that I am a hard worker."
13. Recruiters *should* attempt to maintain contact with those workers who indicate that they will be permanently employed. Available documentation should be collected if there are indications that workers who are hired for permanent positions do not in fact remain in those positions permanently. The accumulation of such information may provide a better understanding of plant operations and hiring practices and may result in the accumulation of evidence sustaining the eligibility of previously non-qualifying workers/children.

What To Do When You Don't Believe What You Hear, or Why You Don't Have To "Just Write What the Family Says"

An Illinois MEP recruiter's first obligation is to identify and recruit only eligible children/youth, as defined by the No Child Left Behind legislation. A secondary, but very important recruiter responsibility is to establish rapport and build trust so that families are more inclined to feel comfortable with the recruiter and confident that the MEP will provide a safe environment for their children.

What is a recruiter to do when these responsibilities appear to come into conflict? How can a recruiter make an appropriate eligibility determination without damaging a relationship between the MEP and a family that provides eligibility information that appears to be untrue or inconsistent? How can a recruiter make an ethical determination when a child does not meet eligibility criteria yet experiences a high degree of need, be it for education, food, housing, or other necessities?

The following are suggestions regarding concerns about having sufficient and appropriate information to make the correct eligibility determination, and about making ethical determinations when emotional and personal feelings about a child's need for services tempt a recruiter to recruit an ineligible child.

Making the Appropriate Eligibility Decision

"I don't think the family made a qualifying move."

- Check school attendance records (regular year and summer): Do the dates of the child's school attendance indicate a move at the time stated by the family?
- Check employer records: Does the worker's employment attendance indicate a move at the time stated by the family?
- Check NGS and MSIX records: Are there patterns that emerge in NGS or MSIX regarding the child's Qualifying Arrival Dates (QADs) (e.g. Are QADs recorded every three years?)
- Question the parent's testimony: Do the family's answers to detailed questions reveal non-qualifying reasons for a move (being associated with

Christmas/vacation, not returning for qualifying work, not moving due to economic necessity, conflicting information in the worker's testimony, etc.)?

- Look for a combination of circumstances: Is there a combination of "red-flags" that raise the level of concern regarding eligibility? (These "red-flags" do not necessarily mean the family is ineligible but do indicate that further investigation is advised.)

Possible "Red-flags"
1. Family members having non-agricultural jobs 2. Home ownership 3. Strong community integration with organizations, institutions, or businesses 4. Lengthy residence in one community 5. Consistent participation of children in extra-curricular activities that would complicate migration 6. One parent having an established career 7. Short duration/vacation moves 8. School enrollment/attendance during the period indicated as the time of the move

"I don't think the family was performing (pursuing) qualifying work."

- Be familiar with the crops and employers in the area: What months of the year are workers needed for seasonal crops? How many workers are usually needed? Where do they typically work?
- Be familiar with the local processing plants: Do they employ temporary workers? Can the workers in plants that operate year-round be considered temporary according to the *Non-Regulatory Guidance* (hired for "peak season", had intention to leave prior to one year of employment, hired with a termination date)?
- Other circumstances: Are there "better" jobs available to workers in the area? Does the family seem to be adequately knowledgeable about the work he/she claims to be doing? Does the family's lifestyle (e.g. material possessions) appear to be similar to that of a qualifying worker?

Maintaining a Positive Relationship with the Family

Suspend *Judgment*:: A recruiter should never make an eligibility decision unless he/she is confident in doing so. When the above circumstances alert a recruiter that a family may not be eligible, the recruiter can tell the family that he/she needs to check additional information at the school/migrant program prior to making a decision.

Never *question* a family's honesty: Always emphasize wanting to clarify important details of a family's testimony rather than implying dishonesty.

Offer an explanation: Families that are clearly not eligible for the MEP can immediately be made aware of the reason(s).

Discuss other educational and community services: Maintain familiarity with local educational and supportive services available to non-MEP-eligible families so as to be able to facilitate referrals and the sharing of information regarding available services.

Making Ethical Eligibility Determinations

When *making* eligibility determinations, recruiters in essence make decisions about the expenditure of public funds. This is an important responsibility. Though use of such funds may address the significant short-term needs of children/youth who do not meet MEP eligibility requirements, the long-term consequence will seriously jeopardize the viability of the MEP.

Ethical *determinations* are best made when recruiters understand that they are making decisions about the use of public funds as part of a team of educators, not as individuals. Many determinations about eligibility will require that recruiters collaborate with colleagues. In the same way that recruiters can count on each other and other members of the MEP to assist in eligibility determinations, they can also rely on the same people to reinforce appropriate determinations via the IL MEP's quality control procedures.

III. Certificate Of Eligibility (COE)

Purpose of COE

The COE is the legal document that contains the information required to demonstrate a child's/youth's eligibility for the MEP. It is also an indication of a parent's/guardian's consent for a child/youth to participate in the MEP. The COE is used to enroll eligible migrant children/youth into the New Generation System (NGS), that both allows a migrant child's academic and health information to be accessed by authorized education personnel, and the SEA to adequately document the number of eligible children/youth in the state. Migrant student data entered in NGS are also transferred to the national Migrant Student Information Exchange (MSIX) for purposes of promoting appropriate placement and educational continuity for MEP-eligible children/youth. The IL COE meets the U.S. Department of Education's requirements for documenting the eligibility of migratory children and youth and must be kept on file for 11 years.

ILLINOIS STATE BOARD OF EDUCATION MIGRANT EDUCATION PROGRAM CERTIFICATE OF ELIGIBILITY
School Year 20 _____ – 20 _____

DISTRICT NAME AND NUMBER/AGENCY	SHORT SCHOOL ID	FAMILY ID #	COE# (year and number)	RESIDENCY DATE

A. QUALIFYING MOVE AND WORK SECTION

1. The child(ren) listed on this form moved **FROM** a residence in _____ **TO** a residence in _____
2. The child(ren) moved (complete both a and b):
   a. ☐ on own as worker, OR ☐ **with** the worker, OR ☐ to **join** or **precede** the worker
   b. ☐ The worker: _____ is the child or the child's ☐ parent ☐ spouse ☐ guardian
      i. (Complete if "to join or precede" is checked in 2a.) The worker moved on: _____. The child(ren) moved on: _____ (provide comment)
3. The Qualifying Arrival Date was: _____
4. The worker moved due to economic necessity in order to obtain:
   a. ☐ qualifying work, and obtained qualifying work, OR
   b. ☐ any work, and obtained qualifying work soon after the move, OR
   c. ☐ qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work:
      i. ☐ The worker has a prior history of moves to obtain qualifying work (provide comment), OR
      ii. ☐ There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).
5. The **qualifying work*** _____ was (make a selection in both a and b):
   a. ☐ seasonal OR ☐ temporary employment
   b. ☐ agricultural OR ☐ fishing work * if applicable, check: ☐ personal subsistence (provide comment)
6. Complete if "temporary" is checked in #5a. The work was determined to be temporary employment based on:
   a. ☐ worker's statement (provide comment) OR
   b. ☐ employer's statement (provide comment) OR
   c. ☐ State documentation for _____

B. COMMENTS: (Check applicable boxes)
Must include 2bi, 4c, 5, 6a, and 6b of the Qualifying Move and Work Section, if applicable.
☐ 2bi ☐ 4c ☐ 5 ☐ 6a ☐ 6b ☐ Other

C. FAMILY DATA

1. Male Parent/Guardian (Last Name, First Name)	3. Legal Male Parent/Guardian (Last Name, First Name)	5. Current Address (Street, City, State, Zip)	6. Telephone (Home and Cell) (Include Area Code)	7. Home Base District/State
2. Female Parent/Guardian (Last Name, First Name)	4. Legal Female Parent/Guardian (Last Name, First Name)			

D. CHILD/SCHOOL DATA (List all eligible children/youth)

1. Last Name (Last Name 2)	2. First Name	3. Middle Name	4. Suffix	5. MSS ID	6. Sex	7. Birth Date	8. Gate	9. MB	10. Birthplace (City, State, Country)	NSS ENROLLMENT 11. SSID	12. Enroll Date	13. SR	14. Type

E. PARENT/GUARDIAN/SPOUSE/WORKER SIGNATURE

I understand the purpose of this form is to help the State determine if the child(ren)/youth listed on this form is/are eligible for the Title I, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.
☐ I give permission for my child(ren) to participate in the Migrant Education Program.

Signature _____ Relationship to the Child(ren) _____ Date (mm/dd/yyyy) _____

Language Used to Explain the Contents of This Document: ☐ ENGLISH ☐ SPANISH ☐ OTHER (specify) _____

F. ELIGIBILITY CERTIFICATION

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399(2) and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

Signature of Interviewer _____ Recruiter ID _____ Date (mm/dd/yyyy) _____

Signature of Designated SEA Reviewer _____ Date (mm/dd/yyyy) _____

G. CONTINUED RESIDENCY VERIFICATION (September 1 - August 31) PROVIDED ON REVERSE SIDE FOR 20____-20____ 20____-20____ 20____-20____

LEA Reviewer
Initial
Date

ISBE 20-81 (9/10)

ILLINOIS STATE BOARD OF EDUCATION MIGRANT EDUCATION PROGRAM CERTIFICATE OF ELIGIBILITY
School Year 20 _____ – 20 _____

DISTRICT NAME AND NUMBER/AGENCY	CODE (year and number)

II. CHILD'S ETHNICITY/RACE

CHILD'S NAME (First and Last)	ETHNICITY 1- Hispanic/Latino (Y/N)	RACE (Check one or more, regardless of ethnicity status selected.)					
		1-American Indian or Alaska Native	2- Asian	3- Black or African American	4- Native Hawaiian or Other Pacific Islander	5-White	6-For ISBE Use Only
	☐ Yes ☐ No	☐	☐	☐	☐	☐	
	☐ Yes ☐ No	☐	☐	☐	☐	☐	
	☐ Yes ☐ No	☐	☐	☐	☐	☐	
	☐ Yes ☐ No	☐	☐	☐	☐	☐	
	☐ Yes ☐ No	☐	☐	☐	☐	☐	
	☐ Yes ☐ No	☐	☐	☐	☐	☐	

III. CONTINUED RESIDENCY VERIFICATION (September 1 - August 31)

School Year	Residency Verification Date	Person Interviewed	Relationship	Source of Verification	Signature of Person Verifying	Date (mm/dd/yyyy)

I. RELEASE OF RECORDS

The rules for migrant eligibility, services, student record transfer, and the Family Educational Rights and Privacy Act (FERPA) have been explained to me. I hereby authorize this school district, the Illinois State Board of Education (ISBE), and the New Generation System (NGS) to release, redisclose, transfer, and/or receive my child's educational and health records, including immunization records and standardized test results, to/from other schools, educational agencies and other pertinent agencies. I know that my child's records will be available for me to see and obtain if I so desire. In order to potentially qualify for more education, health or social services, I further consent that student/family information, otherwise confidential under the provisions of FERPA, may be shared or redisclosed to organizations that provide services under the aegis of the following: projects of the ISBE Migrant Education program (MEP), Illinois Migrant Council (IMC), College Assistance Migrant Program (CAMP), High School Equivalency Program (HEP), Migrant Education Even Start Program (MEES), Migrant Seasonal Head Start (MSHS), and child nutrition programs.

Signature _____ Relationship to the Child(ren) _____ Date (mm/dd/yyyy) _____

ISBE 23-61 (9/10)

Sections of the COE

The COE is designed to record the information necessary to document MEP eligibility as determined by Federal statute. The Illinois COE is composed of the following parts:

District Data – identifies information about the school district/agency operating the MEP

- Qualifying Move and Work Section – contains key dates, places and employment information that documents the child's eligibility for the MEP.
- Comments – allows the recruiter to provide additional information or details that clarify the reasons for the recruiter's eligibility determination.
- Family Data – identifies the names of parents and/or guardians and their current address, telephone number and home base school district.
- Child/School Data – identifies the eligible children/youth that have moved with a qualifying worker and their relevant personal and NGS information.
- Parent/Guardian/Spouse/Worker Signature – documents who provided the information regarding the MEP-eligible child(ren)/youth, in what language the interview was conducted, and contains that person's permission/authorization for the COE.
- Eligibility Certification – documents the recruiter's signed and dated confirmation that she/he believes the information on the COE to be accurate. The SEA reviewer also signs and dates the form, documenting her/his confirmation that the information is accurate.

- Child's Ethnicity/Race – documents if the child(ren)/youth on the COE identify as Hispanic/Latino as well as their race.
- Continued Residency Verification (September 1 – August 31) – documents in detail the continued residence in IL of MEP-eligible children/youth for each program year.
- Release of Records – contains the signature of the interviewee, that person's relationship to the child and date of signature which acknowledges that the parent/guardian/spouse/worker has been apprised of his/her FERPA rights and authorizes the release of student records to pertinent agencies.

Items on the COE

District Data

School District Name and Number/Agency – the name of the school district or agency completing the COE and phone number

Short School ID (SSID) – the *identifier* assigned to the school district or local operating agency (LOA). This is the same identification code used by NGS to designate the district or LOA. All SSIDs are comprised of six characters and begin with "IL".

Family ID# – the unique number assigned to a family by NGS.

COE# – the unique number *assigned* by the district to each COE. Illinois COEs are numbered sequentially according to the academic year; e.g., 15-16:01, 15-16: 02, etc. Attempts should be made to maintain the same COE number for a child when academic years change and when new qualifying moves are made. (For example, a COE with a child who made a first qualifying move on July 3, 2015 was numbered 14-15: 32. If the child makes a qualifying move on June 29, 2016, the new COE should be numbered 15-16: 32.

Residency Date – the date that the child arrived in the area of recruitment. All dates should be entered in month/day/year format. In the case that a child is recruited because of a "to join" move, the Residency Date and Qualifying Arrival Date (QAD) are the same date.

Section A – Qualifying Move and Work Section

1. *The child(ren) listed on this form moved **FROM** a residence in* SCHOOL DISTRICT, CITY, STATE, COUNTRY

- This location is the last place of residency before the child(ren) and the parent, spouse or guardian move due to economic necessity in order to obtain qualifying work. "School District" is required when the child(ren) move from a residence in one school district to a residence in another school district within the same U.S. City.

***TO** a residence in* SCHOOL DISTRICT, CITY, STATE

- This location is the place of residency where the child(ren) and the parent, spouse or guardian move due to economic necessity in order to obtain qualifying work. A qualifying move can never be made to a country outside of the United States. "School District" is required when the child(ren) move from a residence in one school district to a residence in another school district within the same U.S. city.

  "School District" is also required when the child(ren) migrate a distance of 20 miles or more to a temporary residence in a school district of more than 15,000 square miles and when the child(ren) move from a residence in one administrative area to a residence in another administrative area within a U.S. State that is comprised of a single school district. This does not apply in IL.

2. *The child(ren) moved (complete both a. and b):*

a. ☐ *on own as a worker, OR* ☐ *with the worker, OR* ☐ *to join or precede the worker.*

- Mark the box "on own as worker" if the child himself or herself moved in order to obtain qualifying work. Only complete the worker's name in 2b.
- Mark the box "with the worker" if the child(ren) moved with a parent, spouse, or guardian in order for the worker to obtain qualifying work.
- Mark the box "to join or precede the worker" if the child(ren) moved either before or after the date the parent, spouse, or guardian moved in order to obtain qualifying work. If this box is marked, also complete "i" under 2b.

b. ☐ *The worker, First and Last Name of Worker is the child or the child's* ☐*parent* ☐*spouse* ☐*guardian.*

- Record the first and last name of the individual who sought or obtained the qualifying work (i.e., parent, spouse, guardian, or child – if on own as worker).
- Mark a box that indicates the child's relationship to the worker (i.e., parent, spouse or guardian). Do not select one of these boxes if "on own as worker" is checked in 2a.

i (Complete if "to join or precede" is checked in 2a) ☐*The worker moved on MM/DD/YYYY. The child(ren) moved on: MM/DD/YYYY. (provide comment)*

- Record the date the worker moved in order to obtain qualifying work. Also record the date the child(ren) moved in order for the parent, spouse, or guardian to obtain qualifying work. The reason for the different moves must be recorded in the Comments section.

3. *The Qualifying Arrival Date was: MM/DD/YYYY.*

- Record the QAD, using the two-digit numbers that refer to the month and day, and the four digits of the year. For example, July 5, 2015, would be written 07/05/2015.

In general, the QAD is the date that both the child and worker complete the move. The child must move on his or her own, or with or to join a parent, guardian or spouse to enable the worker (i.e., child, parent, guardian or spouse) to obtain qualifying work. As referenced in 2a, the child and worker will not always move together, in which case the QAD will be the date the child joins the worker who has already moved, or the date when the worker joins the child who has already moved. The QAD is the date that the child's eligibility for the MEP begins. The QAD is not affected by subsequent non-qualifying moves. For more information on determining the QAD, see the chart below.

Type of Qualifying Move The child…	**Qualifying Arrival Date (QAD)** The QAD is…
…moved <u>with</u> the worker.	…the date the child and the worker both arrive in the district where the worker will look for qualifying work.
…moved <u>before</u> the worker.	…the date the <u>worker arrives</u> in the district to look for qualifying work.
…moved to join the worker <u>after</u> the worker moves.	…the date the <u>child arrives</u> to join the worker.

4. *The worker moved due to economic necessity in order to obtain:*
   - a. ☐ *qualifying work, and obtained qualifying work,* ***OR***
   - b. ☐ *any work, and obtained qualifying work soon after the move,* ***OR***
   - c. ☐ *qualifying work specifically, but did not obtain the work.*
     - *i.* ☐ *The worker has a prior history of moves to obtain qualifying work (provide comment),* ***OR***
     - *ii.* ☐ There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).

a. ☐ *qualifying work, and obtained qualifying work,* ***OR***

- Mark this box if the child, parent, spouse, or guardian moved due to economic necessity in order to obtain temporary or seasonal employment in agricultural or fishing work, and obtained that work.

b. ☐ *any work, and obtained qualifying work soon after the move,* ***OR***

- Mark this box if the child, parent, spouse or guardian, moved due to economic necessity in order to obtain <u>any</u> work, and soon after the move (approximately 30 days) obtained temporary or seasonal employment in agricultural or fishing work.

c. ☐ *qualifying work specifically, but did not obtain the work.*

- Mark this box if the child, parent, spouse, or guardian moved due to economic necessity to obtain temporary or seasonal employment in agricultural or fishing work, but did not obtain that work. If this box is marked, also mark box i, box ii, or both.

i . ☐ *The worker has a prior history of moves to obtain qualifying work (provide comment),* ***OR***

- Mark this box to indicate that the worker has a prior history of moving to obtain temporary or seasonal employment in agricultural or fishing work. Explain this history in the Comments section. For example, the recruiter could write, "qualifying worker moved from Mission, Texas to Mendota, Illinois, to detassel corn in May of 2014 and 2015." The recruiter or the project's data entry specialist could also check NGS/MSIX to see if there is a history or prior moves to obtain qualifying work; and, if so, attach the printout to the COE.

ii. ☐ *There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).*

- Mark this box to indicate that there is other credible evidence that demonstrates that the worker actively sought qualifying agricultural or fishing work soon after the move (approximately 30 days), but the work was not available for reasons beyond the worker's control. For example, a local farmer or grower confirmed that the worker applied for qualifying work but none was available; newspaper clippings document that work was not available because of a recent drought, flood, hail storm, or other disaster in the area. Explain this evidence in the Comments section and attach supporting documentation where available.

5. *The qualifying work** <u>*DESCRIBE AGRICULTURAL OR FISHING WORK*</u> *was (make a selection in both a and b):*

- *Describe agricultural or fishing work.* When describing the specific agricultural or fishing work, the recruiter should describe the worker's action (e.g., "picking") and the crop, livestock, or seafood (e.g., "strawberries"). For example: picking strawberries; packing pumpkins; detasseling corn; sorting seed corn; or packing peaches.

a. ☐ *seasonal* **OR** ☐ *temporary employment*

- Mark the box for "seasonal employment" if the employment occurs only during a certain period of the year because of cycles of nature and that, by its nature, may not be continuous or carried on throughout the year (e.g., detasseling corn, picking peaches, sorting seed corn, packing apples, picking pumpkins).

- Mark the box for "temporary employment" if the employment lasts for a limited period of time, usually a few months, but not longer than 12 months. It typically includes employment where the worker states that s/he does not intend to remain in that employment indefinitely; the employer states that the worker was hired for a limited time frame; or the SEA has determined on some other reasonable basis that the employment is temporary.

b. ☐ *agricultural* **OR** ☐ *fishing work*

- Mark the box for "agricultural work" if the work involves the production or initial processing of crops, dairy products, poultry, or livestock as well as the cultivation or harvesting of trees. The work may be performed either for wages or personal subsistence.

- Mark the box for "fishing work" if the work involves the catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. The work may be performed either for wages or personal subsistence.

*If applicable, check: ☐*personal subsistence (provide comment)*

- (*) Mark the box for "personal subsistence" if the worker and the worker's family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch. Also provide a comment in the Comments section.

6. Complete if "temporary" is checked in #5a. The work was determined to be temporary based on:

a. ☐*worker's statement (provide comment),* **OR**

- Mark this box if the work was determined to be temporary employment based on a statement by the worker or the worker's family (e.g., spouse) if the worker is unavailable (provide comment). For example, the worker states that he or she only plans to remain at the job for a few months. Provide explanatory comments in Comments section.

b. ☐ *employer's statement (provide comment),* ***OR***

c. ☐ *State documentation for* *EMPLOYER* .

- At this time, the IL MEP is not determining temporary employment based on statements provided by an employer or State documentation. The worker's statement is the only means by which a recruiter can determine that the worker does not intend to be doing the qualifying work for more than 12 months.

Section B - Comments

B. COMMENTS: (Check applicable boxes) Must include 2bi, 4c, 5, 6a, and 6b of the Qualifying Move and Work Section, if applicable ☐2bi ☐4c ☐5 ☐6a ☐6b ☐Other

The "Comments" section of the COE is used by recruiters to provide additional information or details that clarify the reasons for the recruiter's eligibility determination. The recruiter should write clear and concise comments so an independent party who has no prior knowledge of the eligibility determination can understand the recruiter's reasoning for determining that the child(ren) is (are) eligible. At a minimum, the recruiter must provide comments that clearly explain items **2bi, 4c, 5, 6a** and **6b** of the Qualifying Move & Work Section. The applicable comment box must be checked.

Further discussion related to Comments starts in the "When to Include Comments" section that follows.

Section C - Family Data

C. FAMILY DATA				
1. Male/ Guardian (Last Name, First Name)	3. Legal Male Parent/ Guardian (Last Name, First Name)	5. Current Address (Street, City, State, Zip)	6. Telephone (Home and Cell) (Include Area Code)	7. Home Base
2. Female Parent/ Guardian (Last Name, First Name)	4. Legal Female Parent/Guardian (Last Name, First Name)			

1. Male Parent/Guardian (Last Name, First Name) – record the name of the male (if any) currently responsible for the child(ren). Record this individual's legal last name (or names) and legal first name. If the male parent has two last names or a hyphenated last name,

record the male parent's last name(s) as it legally exists. The guardian may be a person standing in the place of the parent i.e. a grandparent, spouse, or stepparent with whom the child lives who is responsible for the welfare of the child.

If there is no current parent information disclosed, write a dash (—). If the "child" is the worker and a male, write the child's name for this data element.

2. *Female Parent's Name* – refer to #1 above and substitute "Female" for "Male".

3. *Legal Male Parent/Guardian (Last Name, First Name)* – record the name of the male (if any) legally responsible for the child(ren). If there is no parent information disclosed, write a dash (—).

4. *Legal Female Parent/Guardian (Last Name, First Name)* – refer to #3 above and substitute "Female" for "Male".

NOTE: Recruiters should be aware of challenges encountered in the recording of family members' names. In addition to occasional unique spellings of names, parents and children may sometimes not present their complete name to recruiters (e.g. a mother's maiden name may be given during one interview but not during another). Therefore, attempts should be made to view a document (e.g. birth certificate, school record, employment record, baptismal certificate, etc.) that can verify names and spellings. A birth certificate may have the parent's birth name and not their married/legal name, so the recruiter should always verify that s/he is recording the legal name. If a parent is unwilling to give his/her spouse's name, the recruiter should write a dash (—) in place of the parent's name.

5. *Current Address* – indicate the Street, City, State and Zip Code where the family is currently residing, and where the family will be reached during a home visit. Do not exclusively use the name of a building, employer, orchard, or migrant camp as the address. For example, include the trailer number for families living in a trailer park or the hotel/motel room for families living in hotels/motels.

6. *Telephone (Home and Cell)* – indicate the family's current telephone number (including area code) and cell phone, if applicable. Recruiters should also record a family's alternate phone number, such as one from their home base, relative, or neighbor.

7. *Home Base District/State* – indicate the school district and state the family considers to be their home base.

Section D - Child/School Data

This section includes information for children and youth who have been determined eligible. Recruiters should not include children on a COE who:

- were born after the qualifying move;
- have graduated from high school or obtained a high school equivalency certificate;
- did not make the qualifying move described on the COE.

1. Last name1/ Last name2	2. First Name	3. Middle Name	4. Suffix	5. NGS ID	6. Sex	7. Birth Date	8. Code	9. MB	10. Birthplace (City, State, Country)	11. SSID	12. Enroll Date	13. GR	14. Type

1. *Last Name 1/Last Name 2* – indicate the legal last name of each eligible child in the family. If the child has a multiple or hyphenated last name, include both names (e.g., Ramirez-Garcia). Siblings with different last names should be documented on separate COEs.

2. *First Name* – record the legal first name of each eligible child in the family. This is the name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do <u>not</u> record nicknames or shortened names (e.g., Ale or Alex for Alejandra).

3. *Middle Name* – record the legal middle name of each eligible child in the family. This is the secondary name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do not record nicknames or shortened names (e.g., Mili for Milagros). If the child does not have a middle name, write a dash (—).

4. *Suffix* – record the generation in the family (e.g., Jr., Sr., III, 3rd). Otherwise, write a dash (—).

5. *NGS ID* – indicate the unique NGS number (USID) for each child.

6. *Sex* – indicate the sex of each child using "M" for "male" and "F" for "female".

7. *Birth Date* – indicate the month, day, and year the child/youth was born using XX/XX/XXXX format. A child born on March 12, 2006, would be documented as 03/12/2006.

8. Code – record the last two numbers of the birth date verification code that correspond to the evidence listed below used to confirm each child's birth date:

- 10<u>03</u> – baptismal or church certificate
- 10<u>04</u> – birth certificate
- 10<u>05</u> – entry in family Bible
- 10<u>06</u> – hospital certificate
- 10<u>08</u> – passport
- 10<u>09</u> – physician's certificate
- 10<u>10</u> – previously verified school records
- 10<u>11</u> – State-issued ID
- 10<u>12</u> – driver's license
- 10<u>13</u> – immigration document
- 23<u>82</u> – life insurance policy
- 99<u>99</u> – other

9. *MB (Multiple Birth)* – Record "Y" for "yes" if the child is a twin, triplet, etc. Write a dash (—) to indicate that the child is not a twin, triplet, etc.

10. *Birthplace* – record the city, state and country of birth for each eligible child.

11. *SSID* – indicate the IL short school identifier assigned to the particular school in which the child enrolled. During the regular school year, the SSID corresponds to the school building that student is attending. Non-attendees, both OSY and P0-P5s, are enrolled under the school district SSID.

In the summer, all students are enrolled in the SSID associated with the summer MEP. This includes OSY and P0-P5s. All SSIDs are comprised of 6 characters and begin with "IL".

12. *Enrollment Date* – indicate the date that the child enrolled in school, either during the regular or summer term.

13. *Grade Level* – the grade level recorded should be one of the following:

- P0, P1, P2, P3, P4, P5 for those children who are not school-aged and are not attending a pre-school program. The number following the "P" corresponds to age of the child on September 1 of the program year.
- PK (pre-school) for children enrolled in a pre-school program;
- the grade (K-12) in which the child is enrolled on the date of recruitment;
- the grade in which the child last enrolled during the regular school year, if recruited during the summer;
- OS (out-of-school) for youth who have dropped out of school or have never attended in the United States. (Do not record the grade in which the child was last enrolled prior to dropping out.)

14. *Type* – there are three (3) types of "enrollment" used in the Illinois MEP:

- "S" – means that a child is enrolled in a **S**ummer MEP project.
- "R" – means that a child is enrolled in school during the **R**egular school year. The child does not have to be receiving MEP-funded services.
- "P" – means that a child is a **P**articipant resident only, which means that he/she is eligible for the MEP and has been recruited but is not enrolled in a school (regular or summer). The child/youth may be receiving MEP services.

Section E – Parent/Guardian/Spouse/Worker Signature

E. PARENT/GAURDIAN/SPOUSE/WORKER SIGNATURE

I understand the purpose of this form is to help the State determine if the child(ren)/youth listed on this form is/are eligible for the Title I, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.

☐ I give permission for my child(ren) to participate in the Migrant Education Program.

Signature	Relationship to the Child(ren)	Date (mm/dd/yyyy)

Language used to Explain the Contents of This Document : ☐ English ☐ SPANISH ☐ OTHER (SPECIFY):_____

For a child to participate in the MEP, the parent/guardian/spouse/worker is required to check (√) the box giving permission for the child(ren) to participate, and to sign and date the COE on the day the interview is conducted demonstrating agreement with the statements in Section E.

The person who signs the COE must be the source of the information contained in the document and should verify any information provided by another source. If the parent is unable to sign his or her name, the parent must mark an "X" in the signature section and the recruiter must print the parent's name and relationship to the child in the Comments section. If a parent refuses to sign his or her name, the recruiter must document the parent's refusal in the Comments section and print the parent's name and relationship to the child.

The language used to explain the contents of the COE must also be indicated.

Section F – Eligibility Certification

F. ELIGIBILITY CERTIFICATION

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399(2) and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C 1001.

Signature of Interviewer	Recruiter ID	Date (mm/dd/yyyy)
Signature of Designated SEA Reviewer		Date (mm/dd/yyyy)

Recruiter's Signature, ID and Date – recruiters are required to sign and date the COE to indicate that they have been trained to make eligibility decisions and that they believe that the evidence obtained in the interview suggests MEP eligibility. The signature must be that

of the recruiter who conducts the interview. The recruiter's unique ID also must be recorded.

Signature of SEA Reviewer – after an LEA reviewer has reviewed the COE using the eligibility checklist, signed and dated a COE, it is sent to the IMERP office for further review and filing. Every effort is made to ensure that each COE is complete and accurate. A final review is conducted by the SEA Reviewer who then approves the COE with a signature and date, ensuring that the written documentation is sufficient and that, based on the recorded data, the child(ren) may be enrolled in the MEP.

Section G - Continued Residency Verification

G. CONTINUED RESIDENCY VERIFICATION (September 1 – August 31) PROVIDED ON REVERSE SIDE FOR 20___- 20___ 20___- 20___ 20___- 20___	LEA Reviewer Initials Date

The continued presence of an MEP-eligible child in Illinois into the second and third program years following the year of his/her QAD must be confirmed once annually. This section of the COE allows a recruiter to demonstrate that although the MEP-eligible child has not made a new qualifying move, he/she has been in residence in Illinois at some time during the current MEP program year (September 1 to the following August 31). A child's eligibility extends to 3 years from the QAD. This section provides space on the back of the COE to confirm the residence of the child during each of the three years subsequent to the QAD. Completing this section, as appropriate, is necessary to ensure the continued provision of services in Illinois, to secure funding to offer those services, and to improve the sharing of relevant information with states where the child may travel.

Initials of LEA Reviewer – after the recruiter has signed and dated the COE, it is sent to the LEA Reviewer for further review. This review is part of the effort to ensure that each COE is complete and accurate. After reviewing the COE with the COE Checklist, the LEA Reviewer writes his/her initials and the date to indicate approval of the document.

Back of COE

The program year, district name and number/agency, and the COE number are recorded at the top of the back of the COE.

ILLINOIS STATE BOARD OF EDUCATION MIGRANT EDUCATION PROGRAM CERTIFICATE OF ELIGIBILITY
School Year 20__ - 20__

DISTRICT NAME AND NUMBER/AGENCY	COE# (YEAR AND NUMBER)

Section G. Child's Ethnicity/Race

The Office of Migrant Education, U.S. Department of Education, requires states to collect and report race and ethnicity for each child/youth determined eligible for the MEP. Identification for children should be done by parents/guardians. If a student's parents/guardians decline to indicate race and/or ethnicity, the recruiter is required to indicate race and ethnicity for each child. If the recruiter needs assistance, he/she should contact the local program administrator or IMERP.

CHILD'S NAME (First and Last) – indicate the complete first and last name of each child recorded on the front of the COE.

Ethnicity 1-Hispanic/Latino (Y/N) – choose only one: "Yes" if the child/youth is Hispanic/Latino, or "No" if the child/youth is not Hispanic/Latino. Hispanic/Latino is defined as a person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

Race (Check one or more, regardless of ethnicity status selected.)

1. American Indian or Alaska Native – a person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community attachment.

2. Asian – a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

3. Black or African American – a person having origins in any of the black racial groups of Africa.

4. Native Hawaiian or Other Pacific Islander – a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

5. White – a person having origins in any of the original people of Europe, the Middle East, or North Africa.

6. For DES Use Only – the Data Entry Specialist will indicate the race and ethnicity information according to the NGS database.

Section H – Continued Residency Verification (September 1 – August 31)

G. CONTINUED RESIDENCY VERIFICATION (September 1 – August 31)						
School Year	Residency Verification Date	Person Interviewed	Relationship	Source of Verification	Signature of Person Verifying	Date (mm/dd/yyyy)

School Year – indicate the current program year (e.g. 2015-2016).

Residency Verification Date – indicate the date on which child/youth's residency in Illinois is confirmed.

Person Interviewed – indicate the name of the person who is able to confirm that the child is in residence in Illinois for at least one day during the current program year.

Relationship – indicate how this person is related to the child in the Child/Youth Data section. Examples of acceptable relationships include familial relatives, school personnel, social/educational program personnel, and employers.

Source of Verification – indicate the source of residency verification. **"H"** means that a home visit was made; **"S"** means that a school visit/contact was made; **"O"** means that there was another source of verification.

Signature of Person Verifying – the individual who verifies the continued residency of the child(ren) listed on the COE is required to sign and date this section.

Section I. – Release of Records

H. RELEASE OF RECORDS

The rules for migrant eligibility, services, student records transfer, and the Family Educational Rights and Privacy Act (FERPA) have been explained to me. I hereby authorize this school district, the Illinois State Board of Education (ISBE), and the New Generation System (NGS) to release, redisclose, transfer, and/or receive my child's educational and health records, including immunization records and standardized test results, to/from other schools, educational agencies and other pertinent agencies. I know that my child's records will be available for me to see and obtain if I so desire. In order to potentially qualify for more education, health or social services, I further consent that student/family information, otherwise confidential under the provisions of FERPA, may be shared or redisclosed to organizations that provide services under the aegis of the following: projects of the ISBE Migrant Education Program (MEP), Illinois Migrant Council(IMC), College Assistance Migrant Program (CAMP), High School Equivalency Program (HEP), Migrant Education Even Start Program (MEES), Migrant Seasonal Head Start (MSHS), and child nutrition programs.

Signature _____ Relationship to the Child(ren) _____ Date (mm/dd/yyyy) _____

Collect a signature for the release of records from the worker or parent/guardian of the child(ren) after explaining the Release of Records section. The signature of the interviewee indicates that the rules for migrant eligibility, services, student record transfer, and the Family Education Rights and Privacy Act (FERPA) have been explained and authorizes pertinent agencies to share educational and health records.

When to Include Comments

The Comments section is used to clarify all entries on the COE that are either unclear or need additional explanation. A comment is **required** when:

☐ Move is "To Join" (2bi)	☐ Economic Necessity is unclear
☐ Work is not obtained (4c)	☐ Move is for a brief duration/distance
☐ Qualifying work is "Temporary" (5 and 6a)	☐ Move is back to homebase
☐ Qualifying activity is unusual	☐ Move represents multiple intents
☐ Qualifying activity takes place in a nursery	☐ Qualifying work is fishing work
☐ QAD and Residency Date are different	

1. <u>To Join</u>

- A comment should describe the circumstances of the "To join" move.
- Example: *"The* father *moved 6/04/2016 to find housing. The children moved 6/21/2016 after housing had been secured."*

2. <u>Work is not obtained</u>

- A comment MUST be included when the worker did not obtain qualifying employment as a result of the move. Necessary information includes:
    - when and where the worker applied for qualifying work;
    - the reasons why the work was not obtained; and
    - previous migrant agricultural or fishing work done by the worker.
    - Example: *"Parents came to work at Tanners Orchard, but were not given jobs. Both parents have history of working in orchards."*

What if a worker arrives before work is available?

If a recruiter has reason to believe that a worker who arrives prior to the availability of the qualifying work has children who are MEP-eligible, or is her/himself eligible, and that the worker will likely obtain the qualifying work, then the recruiter should complete a COE for those children based on a "to seek" move. The recruiter should make a comment stating why the worker arrived earlier than work was available and list any reasons that would indicate that the work will be obtained. The recruiter <u>must</u> revisit the family when the work should have been obtained and update the COE Comment on a memo attached to the COE indicating that the work was either obtained or that it was not despite the worker's attempts and why it was not.

3. Temporary Employment

- A comment MUST be included when the worker's activity could be viewed by an independent reviewer as permanent employment (e.g., working at a meat processing plant or milking cows). Appropriate comments may indicate:
    - The activity itself has a clearly defined beginning and end (e.g., digging ditches for spring irrigation, processing Thanksgiving turkeys, temporarily replacing an injured/ill employee/farmer) and is not one of a series of activities for the same employer that is typical of permanent employment;
    - The employer establishes a time frame for completion of the worker's tasks;
    - Example: *"The parents were hired for 90 days to help process turkeys for the holidays."*

4. Unusual Activity

- A comment is needed when the recorded agricultural or fishing activity is unusual for the geographic area such that a reviewer is unlikely to understand that it is a qualifying activity.
- Example: *"Parents came to Illinois for 45 days to process a shipment of pineapple the plant received."* (Qualifying Activity reads "Cutting pineapple").

5. Nursery Work

- Due to types of jobs and responsibilities involved in nursery work and the need to distinguish it from landscaping work, the recruiter should comment that a qualifying activity (e.g. planting trees, cultivating trees) takes place in a nursery and is not landscaping work.
- Example: *"Qualifying activity takes place in a plant nursery. It is not landscaping."*

6. Economic Necessity Is Unclear

- When the qualifying activity or move is of a nature that a reviewer not familiar with the situation would not understand it to be made out of economic necessity for the family, the interviewer must document the circumstances that led him/her to determine that the move was made out of economic necessity. The interviewer is not required to ask the family for proof of income.
- Example: *"Father is a full-time custodian from Sept. to May, but travels to IL to detassel corn during the summer to earn money needed by the family to meet their living expenses."*

7. Brief Duration and/or Distance

- A comment is needed when a move is of such brief duration and/or over such a short distance that one could question whether any migration had occurred (e.g., movement within a city or town that is across school district boundaries). There is no minimum distance requirement for a qualifying move, but the move must be made across school district boundaries, to establish a new residence in order for the worker to obtain qualifying work. If the move is over a very short distance, the recruiter must explain in the comments section the basis for determining that the move qualifies.
- Example: *"The family moves for a brief duration every spring so the entire family can work picking strawberries. The money earned is an economic necessity for the family."*

8. Early Move

- When a worker arrives more than 30 days before the qualifying work was expected to begin, a comment is needed to explain why the worker moved so early.
- Example: *"Father came before work began to secure housing and see if pre-season work was available."*

9. Moves Back to Homebase

- If the worker moves back to his/her homebase for temporary work, the recruiter must document that the worker did not return to their former employer.
- If the worker moves back to his/her homebase for seasonal work, the recruiter must document that the work was available within one month of the worker returning home.
- Example: *"Family lives in Illinois for 8 months to work at a plant nursery and returns to Mexico for 4 months due to the high cost of living in Illinois."*

10. Multiple Intent Moves

- Families/Workers move for many reasons. For a family/worker to be eligible for the MEP, one purpose of the move must be to obtain qualifying work.
- Example: *"Father came to work temporarily in construction and mother came to detassel corn for the season."*

There should be sufficient space in this section for most comments that are written concisely. If additional space is required, however, comments should be continued on a separate sheet of paper, labeled with COE # and attached to the COE.

Common COE Mistakes

Poor Penmanship

- Always print legibly in English, using black or blue ink. Do not use cursive handwriting.

Misspellings

- Take special care in the spelling of country place-names. When in doubt, consult the Appendix section of this manual for the names and abbreviations of the states in Mexico and provinces in Canada.
- Always verify the spelling of family members' names. Refer to a document whenever possible.

Inappropriate Dates

- All dates must be written in month/date/year format.
- A child born or adopted after the QAD does not qualify.
- The QAD cannot be later than the residency date. A QAD can be prior to, or on the same date of, a residency date, but it cannot be after.

Descriptions

- Descriptions of the qualifying activity should be as specific as possible and follow the specific format [verb(ing) + noun].
- COEs with a "To join" date must describe the circumstances of the "To join" move in the Comments section.

Enrollment

- Enrollments must include the student's current grade level, date and enrollment type (**S**ummer, **R**egular, **P**articipant Only).

Comments

- Write concise comments to explain:
  - To join moves
  - Temporary employment
  - Different QAD and Residency Date
  - Early or late moves
- Mark the applicable box indicating why the comment is being provided

Important Things to Remember

- Only currently certified recruiters are authorized to complete COEs. COEs completed by non-authorized personnel will be considered invalid. Recruiters are certified annually.
- A personal interview between the recruiter and a child's parent/guardian/self-eligible youth is required in order to make a determination of eligibility.
- By completing the Migrant Eligibility Checklist, a recruiter will be more likely to make an accurate eligibility determination and identify any red flags that may make the family ineligible.
- The COE must be completed in black or blue ink and should be neat and legible.
- The recruiter should review the completed COE with the interviewee before leaving the home to ensure that all sections have been completed properly and that parents understand their rights according to FERPA.
- A new COE must be completed whenever a child makes a new qualifying move.
- A COE must be completed in English only; COEs completed in Spanish, or any other non-English language, are not valid.

What if a family member cannot read the English version of the COE?

Though a recruiter should not complete the Spanish or French version of the COE for submission, he/she can show the translated Spanish or French COE to the interviewee to better ensure that he/she understands the documentation being completed.

- A separate COE must be completed when children of the same family have:
    - different last names,
    - different QADs, or
    - different Residency Dates.
- A completed COE should include the names of all eligible children/youth from birth through the age of 21. This includes:
    - Pre-school children (P0-P5 and PK),
    - school-aged children/youth (kindergarten – 12th grade); and
    - those who have not attained a high school diploma or GED in the U.S. and are under the age of 22.
- A child **is still eligible** and should be included on the COE if he/she graduated from a high school outside of the U.S. and is under the age of 22, if s/he meets all other eligibility criteria, as long as the child/youth did not enroll in a local college or university

- Children/youth **are not eligible** and should not be included on a COE if they:
  - graduated from a U.S. high school or obtained a high school equivalency diploma, or
  - were born or adopted after the QAD.

- Children/youth lose their eligibility for the following reasons:
  - they turn 22.
  - they graduate from high school or earn a GED.
  - they do not make a new qualifying move within three (3) years of their existing QAD.
  - a quality control effort reveals that the child should not have been determined to be eligible.

Steps to Ensure the COE is Completed Correctly

i. Review the COE with the aid of the COE Review Checklist.

ii. Be sure the COE is signed by the parent/guardian/spouse/worker in section E on the front and section H on the back.

iii. Review the COE for blanks; complete all required items with the appropriate information.

iv. Compare birth dates with the QAD. Birth dates cannot be later than the QAD.

v. Compare the signature date with the QAD. The QAD cannot be later than the date of signature.

vi. Scrutinize the QAD section. Are the date and location correct? Are commas used to separate names of city and state?

vii. Compare the Qualifying Activity and the QAD. For example, if the QAD is in January and the Qualifying Activity is "Detasseling Corn", there is a discrepancy because there is no corn detasseling in Illinois in January.

viii. Review the Comments section. Are there any items requiring a comment that are lacking?

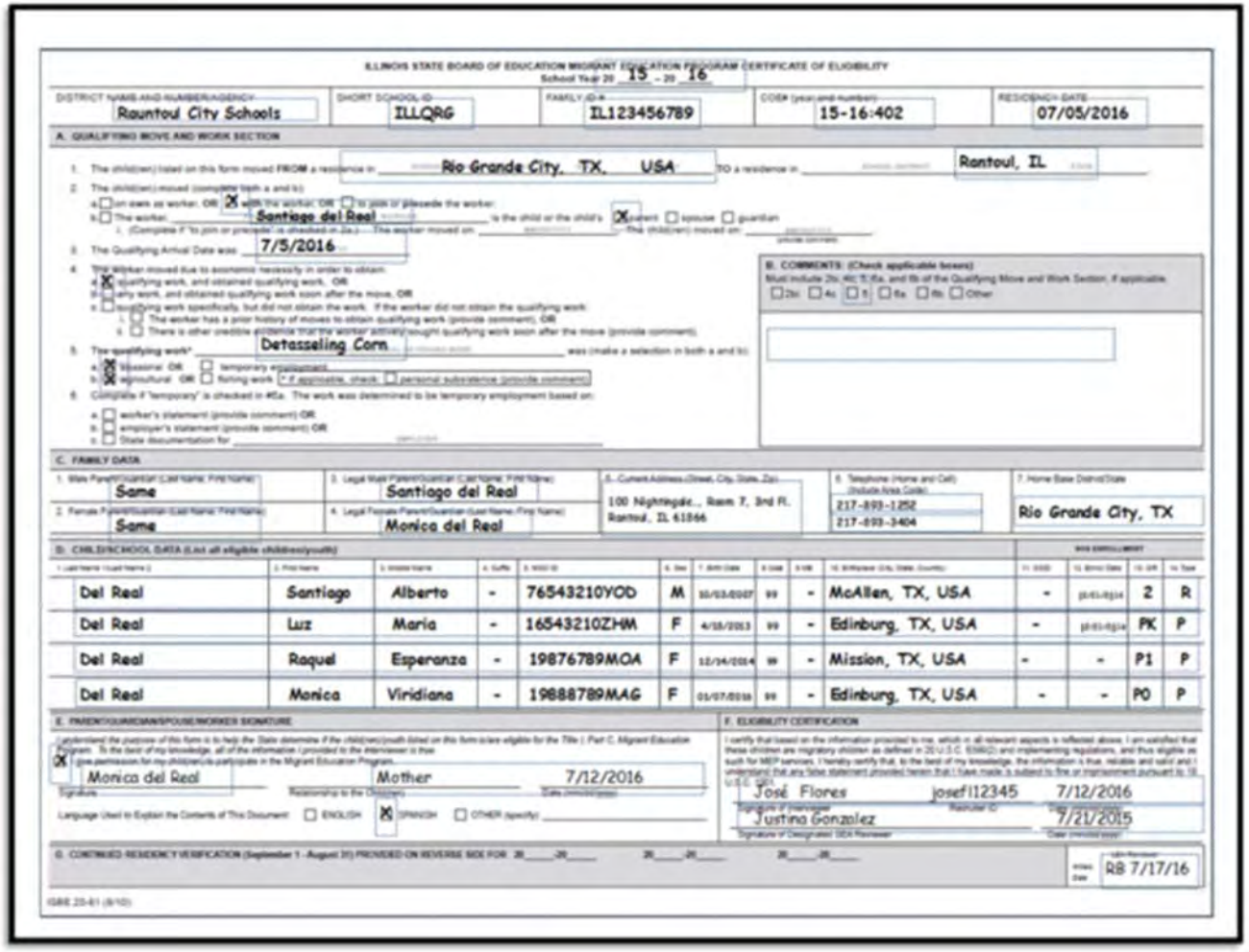
COE Practice

Scenario:

Anedina Ruiz and her husband Alejandro Ruiz recently moved to Onarga, IL, a city within your recruitment area. For the past 4 years, Anedina and Alejandro have moved from Progreso, TX to Onarga to so they can plant seedlings at a plant nursery.

Anedina and Alejandro moved with their three children, Antonio, Raquel and Abigail on July 10, 2016. Their work at the nursery was arranged prior to their arrival and is anticipated to last for 3 months, at which point they will return to Progreso.

Antonio will not be enrolled in the summer migrant program, but Raquel and Abigail begin the summer program on July 13, 2016



ILLINOIS STATE BOARD OF EDUCATION MIGRANT EDUCATION PROGRAM CERTIFICATE OF ELIGIBILITY
School Year 20 15 – 20 16

DISTRICT NAME AND NUMBER/AGENCY	SHORT SCHOOL ID	FAMILY ID #	COE# (year-end-number)	RESIDENCY DATE
Rauntoul City Schools	ILLQRG	IL123456789	15-16-402	07/05/2016

A. QUALIFYING MOVE AND WORK SECTION

1. The child(ren) listed on this form moved FROM a residence in: Rio Grande City, TX, USA TO a residence in: Rantoul, IL
2. The child(ren) moved (complete both a and b):
   a. ☐ on own as worker; OR ☒ with the worker; OR ☐ to join or precede the worker:
   b. ☐ The worker, Santiago del Real, is the child or the child's ☒ parent ☐ spouse ☐ guardian
      i. (Complete if "to join or precede" is checked in 2a.) The worker moved on: _____ The child(ren) moved on: _____
3. The Qualifying Arrival Date was 7/5/2016
4. The worker moved due to economic necessity in order to obtain:
   a. ☒ qualifying work, and obtained qualifying work; OR
   b. ☐ any work, and obtained qualifying work soon after the move; OR
   c. ☐ qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work:
      i. ☐ The worker has a prior history of moves to obtain qualifying work (provide comment); OR
      ii. ☐ There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).
5. The qualifying work* Detasseling Corn was (make a selection in both a and b):
   a. ☒ seasonal; OR ☐ temporary employment;
   b. ☒ agricultural; OR ☐ fishing work * If applicable, check: ☐ personal subsistence (provide comment)
6. Complete if "temporary" is checked in #5a. The work was determined to be temporary employment based on:
   a. ☐ worker's statement (provide comment); OR
   b. ☐ employer's statement (provide comment); OR
   c. ☐ State documentation for _____

B. COMMENTS: (Check applicable boxes)
Must include 2b; 4c; 5; 6a, and 6b of the Qualifying Move and Work Section, if applicable.
☐ 2bi ☐ 4c ☐ 5 ☐ 6a ☐ 6b ☐ Other

C. FAMILY DATA

1. Male Parent/Guardian (Last Name; First Name)	3. Legal Male Parent/Guardian (Last Name; First Name)	5. Current Address (Street, City, State, Zip)	6. Telephone (Home and Cell) (Include Area Code)	7. Home Base District/State
Same	Santiago del Real	100 Nightingale., Room 7, 3rd Fl. Rantoul, IL 61866	217-893-1252 217-893-3404	Rio Grande City, TX
2. Female Parent/Guardian (Last Name; First Name)	4. Legal Female Parent/Guardian (Last Name; First Name)			
Same	Monica del Real			

D. CHILD/SCHOOL DATA (List all eligible children/youth)

1. Last Name	2. First Name	3. Middle Name	4. Suffix	5. MIGRANT ID	6. Sex	7. Birth Date	8. Age	9. MB	10. Birthplace (City, State, Country)	SCHOOL ENROLLMENT 11. SSID	12. Entry Date	13. Grade	14. Type
Del Real	Santiago	Alberto	-	76543210YOD	M	10/03/2007	09	-	McAllen, TX, USA	-	08/01/2014	2	R
Del Real	Luz	Maria	-	16543210ZHM	F	4/15/2013	03	-	Edinburg, TX, USA	-	08/01/2014	PK	P
Del Real	Raquel	Esperanza	-	19876789MOA	F	12/14/2010	05	-	Mission, TX, USA	-	-	P1	P
Del Real	Monica	Viridiana	-	19888789MAG	F	01/07/2010	06	-	Edinburg, TX, USA	-	-	P0	P

E. PARENT/GUARDIAN/SPOUSE/WORKER SIGNATURE

I understand the purpose of this form is to help the State determine if the child(ren)/youth listed on this form is/are eligible for the Title I, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.
☒ I give permission for my child/ren to participate in the Migrant Education Program.

Monica del Real (Signature) | Mother (Relationship to the Child(ren)) | 7/12/2016 (Date)

Language Used to Explain the Contents of This Document: ☐ ENGLISH ☒ SPANISH ☐ OTHER (Specify): _____

F. ELIGIBILITY CERTIFICATION

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399(2) and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

José Flores (Signature of Interviewer) | josef112345 (Recruiter ID) | 7/12/2016 (Date)
Justina Gonzalez (Signature of Designated SEA Reviewer) | 7/21/2015 (Date)

G. CONTINUED RESIDENCY VERIFICATION (September 1 - August 31) PROVIDED ON REVERSE SIDE FOR: 20____-20____ 20____-20____ 20____-20____

Initials of Reviewer: RB | Date: 7/17/16

ISBE 23-61 (8/10)

ILLINOIS STATE BOARD OF EDUCATION MIGRANT EDUCATION PROGRAM CERTIFICATE OF ELIGIBILITY
School Year 20 15 – 20 16

DISTRICT NAME AND NUMBER/AGENCY: Rantoul City Schools

COE# (year and number): 15-16-402

G. CHILD'S ETHNICITY/RACE

CHILD'S NAME (First and Last)	ETHNICITY 1- Hispanic/Latino (Y/N)	RACE (Check one or more, regardless of ethnicity status selected.) 1-American Indian or Alaska Native	2- Asian	3- Black or African American	4- Native Hawaiian or Other Pacific Islander	5-White	6-For DED Use Only
Santiago Alberto Del Real	X Yes ☐ No	☐	☐	☐	☐	X	
Luz Maria Del Real	X Yes ☐ No	☐	☐	☐	☐	X	
Raquel Esperanza Del Real	X Yes ☐ No	☐	☐	☐	☐	X	
Monica Viridiana Del Real	X Yes ☐ No	☐	☐	☐	☐	X	
	☐ Yes ☐ No	☐	☐	☐	☐	☐	
	☐ Yes ☐ No	☐	☐	☐	☐	☐	

H. CONTINUED RESIDENCY VERIFICATION (September 1 - August 31)

School Year	Residency Verification Date	Person Interviewed	Relationship	Source of Verification	Signature of Person Verifying	Date (mm/dd/yyyy)

I. RELEASE OF RECORDS

The rules for migrant eligibility, services, student record transfer, and the Family Educational Rights and Privacy Act (FERPA) have been explained to me. I hereby authorize this school district, the Illinois State Board of Education (ISBE), and the New Generation System (NGS) to release, redisclose, transfer, and/or reserve my child's educational and health records, including immunization records and standardized test results, to/from other schools, educational agencies and other pertinent agencies. I know that my child's records will be available for me to see and obtain if I so desire. In order to potentially qualify for more education, health or social services, I further consent that student/family information, otherwise confidential under the provisions of FERPA, may be shared or redisclosed to organizations that provide services under the aegis of the following: projects of the ISBE Migrant Education program (MEP), Illinois Migrant Council (IMC), College Assistance Migrant Program (CAMP), High School Equivalency Program (HEP), Migrant Education Even Start Program (MEES), Migrant Seasonal Head Start (MSHS), and child nutrition programs.

Signature	Relationship to the Child(ren)	Date (mm/dd/yyyy)
Monica del Real	Mother	7/12/2016

ISBE 23-51 (8/10)

IV. Utilizing

NGS and MSIX

to Support ID&R

New Generation System (NGS)

The New Generation System (www.ngsmigrant.com) serves as the Illinois MEP database. It is a dynamic, web-based interstate information network that allows migrant educators and staff in Illinois and other member consortium states to record and share demographic, educational, and health data about eligible migrant students and families who have made MEP-eligible moves. The system is equipped with a variety of reports that can assist in ID&R. Two of these reports, discussed below, can facilitate recruitment efforts, and should therefore be utilized by all recruiters. Use of NGS is dependent upon obtaining a username and password. For NGS access, contact IMERP-Chicago. Examples of the reports are found in the Appendix. Recruiters should consult with their MEP project's NGS data entry specialist to generate and analyze NGS reports.

End of Eligibility Report

This NGS report indicates the time at which children/youth in a particular SSID will reach the end of their three years of eligibility. Utilizing this report is essential for recruiters because it provides an alert that a visit should be made to a family to determine if another qualifying move has been made. *Not* utilizing this report could hypothetically result in a child losing eligibility, and migrant services being discontinued, even though a recent move has occurred. Recruiters should make visiting the families who, according to this report, have not made a recent qualifying move a first priority when the local MEP project begins. It is important to follow up with families regularly, and complete a new COE for each new QAD, and not just when a child/youth is losing his/her eligibility.

COE Family Report

The COE Family Report contains very useful information about children/youth recruited by a project, organized by family under the heading of the mother of household. Student information previously obtained (e.g., names, birth dates, USIDs, etc.) is listed for each child in the family. Recruiters should attempt to confirm at the time of the interview the presence of all children listed on the COE Family Report and their identifying information. Recruiters must be sure to ask the parent about all MEP-eligible children in the family, by confirming with the parent/guardian that the children listed on the report have made a new move and inquiring if there are children not listed on the report who have also made a

qualifying move. Recruiters should take this report with them during home visits when conducting eligibility interviews, as it provides pertinent information regarding children in the family who previously have been determined to be MEP-eligible

Accessing NGS Reports

Recruiters who are authorized users of NGS can access these reports by logging into NGS, selecting "Reports", then "COE Family Report" or "End of Eligibility Report" under the Data Management Reports column. Recruiters should enter the project's SSID, the enrollment start and end dates between which they want to see children who were recruited. The reports received will include the students' identifying information and their most recent QAD. The reports can also be obtained by clicking on the mailbox icon found on the upper-right hand corner of the NGS screen.

Migrant Student Information Exchange (MSIX)

State migrant student information systems like NGS are linked to MSIX, an online national system developed by the Office of Migrant Education with the purpose of collecting, consolidating and making critical education data available to authorized staff within the MEP along with other authorized users. MSIX does the following:

- Retrieves and views student information;
- contains the minimum data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migrant children;
- produces a single consolidated record for each migrant child that contains information from each state in which the child has been enrolled; and
- provides a means of sending and receiving notifications of moves for migrant students.

Demographic, educational and health data on migrant students in Illinois is maintained in NGS. These data are uploaded to MSIX on a daily basis to ensure timely access by MEP staff in all states. MSIX is another important tool for recruiters, as it can facilitate the identification of potentially-eligible children moving into the state, notify schools and MEP offices of a child's arrival or departure, document previous migratory agricultural history for a family/youth, and assist in maintaining the accuracy of student demographic information as reported on the COE, and subsequently, in the migrant student data systems.

MSIX Student Move Alerts

A key feature of MSIX is the Student Move Alert notification sent via email to the Illinois MSIX Data Administrator and State Lead. These messages are then forwarded to the State ID&R Coordinator and State Recruiter who follow up directly or, in turn, share the information with local MEPs for follow-up depending on the time of year and available staffing. MSIX move alerts contain the following information: name and MSIX ID of the child/youth; the state and possibly the school and/or school district to which they are going; the name, state and contact information of the individual sending the alert; and additional comments, if provided. Immediately upon receipt of a move alert, the recruiter should initiate efforts to locate the family/youth and schedule a time to conduct an eligibility interview. Most of the time, this information is very current and, therefore, can provide timely information about children/youth coming into the recruitment region.

Illinois MEP staff also should send move notifications via MSIX when they become aware of a family moving to another state. Staff is strongly encouraged to provide as much information as possible to aid in locating the family at the next destination.

Use of the MSIX Consolidated Record

Use of the MSIX Consolidated Record should be fully integrated into the process of enrolling a student in school and in the MEP, appropriately placing that student and, for secondary students, ensuring the student's ability to accrue credits toward high school graduation. The MSIX record is a critical link in exchanging student information across school districts and states to facilitate identification and recruitment of MEP-eligible students and to enable students to experience continued educational progress. The following procedures should be taken by recruiters in utilization of the MSIX record:

- Use of the MSIX record to obtain additional information regarding previous migratory agricultural history, including qualifying moves, for a family/youth to assist in documentation of a student's eligibility for the MEP.
- Verify the student's demographic information including the spelling of the student's name, birth place and birth date to ascertain if there are any discrepancies between the COE completed, NGS and MSIX as presented in the MSIX Demographics Screen. Follow up with parents or youth to confirm or change information on the COE or in the data systems, as needed.

IV. Quality Control

(Program Name) MEP ID&R Plan Summer 2016

1) Recruiter Quality Controls

Anyone who completes an IL MEP Certificate of Eligibility (COE) is required to participate in recruiter training in order to ensure that proper eligibility determinations are made and that those determinations are supported by proper documentation. Recruiter trainings emphasize eligibility determinations, documentation, quality control techniques, recruiting strategies, and programmatic and policy updates and changes. Trainings are offered via a variety of venues. To maintain certification, recruiters must participate in training each year.

Local Requirements:

- All recruiters must participate in required training and demonstrate proficiency on an MEP Recruiter Assessment.
- Only trained and certified recruiters complete COEs.

Local MEP Administrators' Responsibilities

- Hire recruiters with the qualities and qualifications delineated in the *Illinois Identification and Recruitment Manual*.
- Facilitate the attendance of recruiters at all State MEP ID&R workshops, minimally at the Annual ID&R Training in the spring and at the June Statewide Workshop, by securing release time on school days and providing needed funds to support participation, or makes other appropriate arrangements for training.
- Coordinate on-site field training for new recruiters and any recruiters that need additional support with the Illinois Migrant Education Program Resource Project (IMERP).
- Provide mentoring opportunities for recruiters, pairing those who are more experienced with those with less experience. If there is no experienced recruiter in the local area, seek to arrange a mentorship with a nearby project or IMERP.
- Provide necessary resources and monitor outreach efforts to make sure recruiters spend approximately 70% of their time actively recruiting migrant children and youth.
- Participate in conference calls, local/regional meetings with State MEP, IMERP, and personnel as they are scheduled.
- Actively participate in training, thereby acquiring updated information and new skills, and sharing ID&R experiences and questions with colleagues.

2) Proper Eligibility Determinations and Documentation Submission Quality Controls

This quality control component is comprised of two distinct, yet interrelated, areas of focus. The first is to review ID&R documentation (COE) for completeness and accuracy, ensuring that every item of the COE contains information and that none of the pieces of information is contradictory. The second is to review the COE to ensure that it adequately describes an eligible child. This means that information does not contravene eligibility guidelines (for example, the child must not be older than 21 at the time of recruitment; the child's most recent move must not be more than three years ago, etc.).

Local Requirements:

- All COEs are inspected using the COE Review Checklist for completeness and accuracy, and to ensure that they characterize an eligible child.
- All necessary corrective actions are taken to ensure that all, and only, eligible children are recruited.
- All recruited children are entered into NGS within established timelines.

Local MEP Recruiters' Responsibilities

- Identify the presence of migrant children and youth by learning about local migration patterns from routine communication with local growers and food processors, community organizations, related programs/agencies, area churches and farmworkers themselves. Contact schools, both within district and in neighboring districts, to identify potentially eligible migrant children.
- Keep all staff informed of eligibility guidelines and solicit everyone's assistance in identifying MEP-eligible children.
- Maintain a flexible schedule so that ID&R can take place when families are available, including evenings and weekends.
- Keep track of recruitment efforts on Recruiter's Log Sheet.
- Visit migrant families within the project's geographic area of recruitment; explain the benefits and eligibility guidelines of the MEP, and interview parents/guardians/self-eligible youth.
    - If recruiters believe, after conducting a thorough interview, that a child is eligible, they document the reasons for eligibility on a properly completed COE. Recruiters make eligibility determinations based on training they have received and guidelines established in the MEP *Draft Non-Regulatory Guidance of August 2010*.
    - Recruiters verify with local school district personnel a student's enrollment date to verify student arrival in the area after interviewing parents.
- Review prior year's COEs and NGS/MSIX data and follow up annually with families to verify their continuing residence and eligibility.
- Assess COEs for completeness, accuracy and eligibility using the COE Review Checklist.

- If upon review, recruiters determine that a COE is not complete and/or accurate, they must take the appropriate corrective action(s).
- Certain mistakes require that the recruiter return to the family to gather new information that will either establish or prohibit eligibility.
- Other mistakes can be corrected without further consultation with the family. Examples include misspellings, omission of a necessary comment, or lack of sufficient detail.
- Every effort must be made to adhere to timelines and requirements outlined in IMERP's document, *Requirements and Timelines: New Generation System and ID&R Data Flow*.

- Sign the COE to indicate that the recruiter believes the information received is accurate and that the recruiter is qualified to determine eligibility.
- Submit all COEs within ***two*** **(*2) days*** of completing them to the project's designated COE reviewer. Take all corrective actions requested by the Local Project COE Reviewer, Illinois Migrant Education Resource Project (IMERP) or the Illinois State Board of Education Division of English Language Learning (ISBE/DELL).

Local Project COE Reviewers' Responsibilities

- Reviewers are trained at least bi-annually by IMERP at the Annual ID&R Training and/or the Statewide Workshop.
- Provide feedback to ID&R staff on what is done properly and what needs improvement.
- Evaluate all COEs (100%) using the Interview Checklist within **two (2) days** of receipt from recruiters.
  - COEs that are determined to be complete and accurate are signed and dated by the COE Reviewer.
    - Photocopies of completed COEs are sent to IMERP - Princeville.
    - Original, completed COEs are filed at the local project site. COEs are properly numbered sequentially, by year; e.g. 15-16:1, 15-16:2, etc.
    - All original COEs are kept on file by the district in a place where they can be accessed for a period of 11 years.
  - Those COEs that the COE Reviewer determines to be incomplete and/or inaccurate are returned to the recruiter for correction.
- Refer cases to IMERP for further consultation when it is decided that additional steps must be taken to determine and/or document eligibility despite the recruiter having attempted to gather sufficient information from the family to make a final eligibility decision.
- Appeal eligibility determination(s) made by IMERP to ISBE, if necessary.
- Submit all reviewed COEs to Data Entry Specialist (DES) within **two (2)** days of review.

Local Project DES' Responsibilities

- Enter completed COEs into NGS within **two (2) business days** of receipt from COE Reviewer.
    - COEs with the names of new students for whom no record is found on NGS are sent (via fax or email) to IMERP-Princeville for generation of a unique student identification (USID) number. Upon receipt, the USID number is written on the original COE and re-sent to IMERP-Princeville in its completed form. The original COE is filed locally.
- Check all COEs for completeness and consistency with data in NGS.
    - Follow up on NGS Implementation Reviews sent back from IMERP-Princeville to correct any conflicting information.

3) Random COE Checks and Quality Control Initiative

Random inspections of completed COEs provide the best means of ensuring that only MEP-eligible children are recruited and served. Re-interviewing is conducted at two levels during each summer. IMERP, in consultation with ISBE, undertakes the first level of re-interviewing, and the sample for this level is taken from among all recruited children in the state. Local projects are expected to cooperate with designated re-interviewers by helping IMERP meet families and fulfill other responsibilities as necessary. Local MEP projects conduct the second level of re-interviews, and the sample for this level is taken from among all children recruited by each particular project. Details regarding re-interviewing at the local level follow.

Local Requirements:

- Inspect a random sample of COEs on file for face validity: Small/medium size projects inspect 3 COEs, Large projects inspect 10 COEs.
- By the 3rd week of the program, re-interview the children on the randomly-drawn sample of COEs to determine if they are MEP-eligible.
- Cease providing MEP services with MEP-funds to recruited ineligible students.

Local MEP Administrators' Summer Responsibilities

- Generate a sample of COEs to be re-interviewed from the website www.random.org
- Submit the sample of children to be re-interviewed to the State ID&R Coordinator to ensure that children sampled at the local level are not sampled again by the state re-interview initiative.
- Examine the COEs in the random sample to ensure that they are complete (all appropriate items contain information), accurate (no information is contradictory), and support MEP-eligibility.

- Select a local re-interviewer, who is *not* the recruiter who completed the COE, to:
    - Re-interview those families described on sampled COEs completed by the local recruiter(s).
    - Document on a daily report log those families that are re-interviewed, that are not available, that have moved or that have refused to be re-interviewed.
- Monitor re-interviewer progress by providing additional training, guidance and feedback as necessary.
- Make eligibility determinations based on analysis of the results of re-interviews.
- Notify in writing the families of any children who are found to be ineligible. The notification must state the grounds for ineligibility and convey that the child(ren) will no longer be served with MEP funds.
    - Inform IMERP-Chicago of eligibility determinations that have proven to be faulty. IMERP-Chicago will then withdraw ineligible children from NGS.
    - Maintain an inactive file of children who were recruited in the MEP and subsequently removed due to faulty eligibility determinations. These records must be maintained on file for 11 years. (Maintain in separate binder.)
- Ensure, to the extent possible, that the needs of misidentified children who are removed from the MEP are addressed with other (local, state and non-MEP federal) resources.

Local Administrators' Fall Responsibilities

- Begin Residency Verification on COEs after September 1 of the next school year. Complete by November 1.
- Check residency in IL of 0-2 year olds that will be turning 3 after September 1.
- Recruiters verify students from summer that are still in the area by contacting local school districts for confirmation of student enrollment in the current school year or by talking with parents.
- Ensure, to the extent possible, that school-aged migrant students who are in the state at the beginning of the school year enroll in local schools by connecting them with the resources necessary (for example, assisting the family with the enrollment process, making a referral to the local clinic to obtain a school physical, etc.).
- COEs are copied from the project's summer binder and are transferred to the fall binder for students who are resident in the area. Create a new binder for fall COEs.
- NGS Data Entry Specialist enters continuing enrollment into NGS once all students are verified.
- Copy of continuing enrollment sheet and COEs are sent to IMERP-Princeville.

Submitted by:

Signature	Date
Name of Administrator	Name of Program

NOTE: In the event that any MEP personnel believe the above described methods have proved insufficient for ensuring that all and only eligible children/youth are being recruited into or served by the IL MEP, that person should immediately contact IMERP/ISBE so that the appropriate steps can be taken to investigate potential problems and thus further promote fidelity with MEP eligibility criteria.

V. Appendix

APPENDIX

1. Sample Recruiter Job Description
2. "What's in Season?" Chart
3. Helpful Internet Resources for ID&R
4. Sample Referral Reporting Form
5. Illinois ID&R Regions
6. End of Eligibility Report Sample
7. COE Family Report Sample
8. 2015 IDPH Migrant Labor Camps
9. OSY Student Profile
10. Spanish OSY Student Profile
11. French OSY Student Profile
12. Family Educational Rights and Privacy Act of 1974 (FERPA)
13. Illinois MEP Qualifying Activities
14. MEP Eligibility Checklist
15. Weekly MEP Recruiter Log
16. Acronyms Used in the MEP
17. Abbreviations
    a. Mexican States
    b. US States and Territories

O. Spanish COE

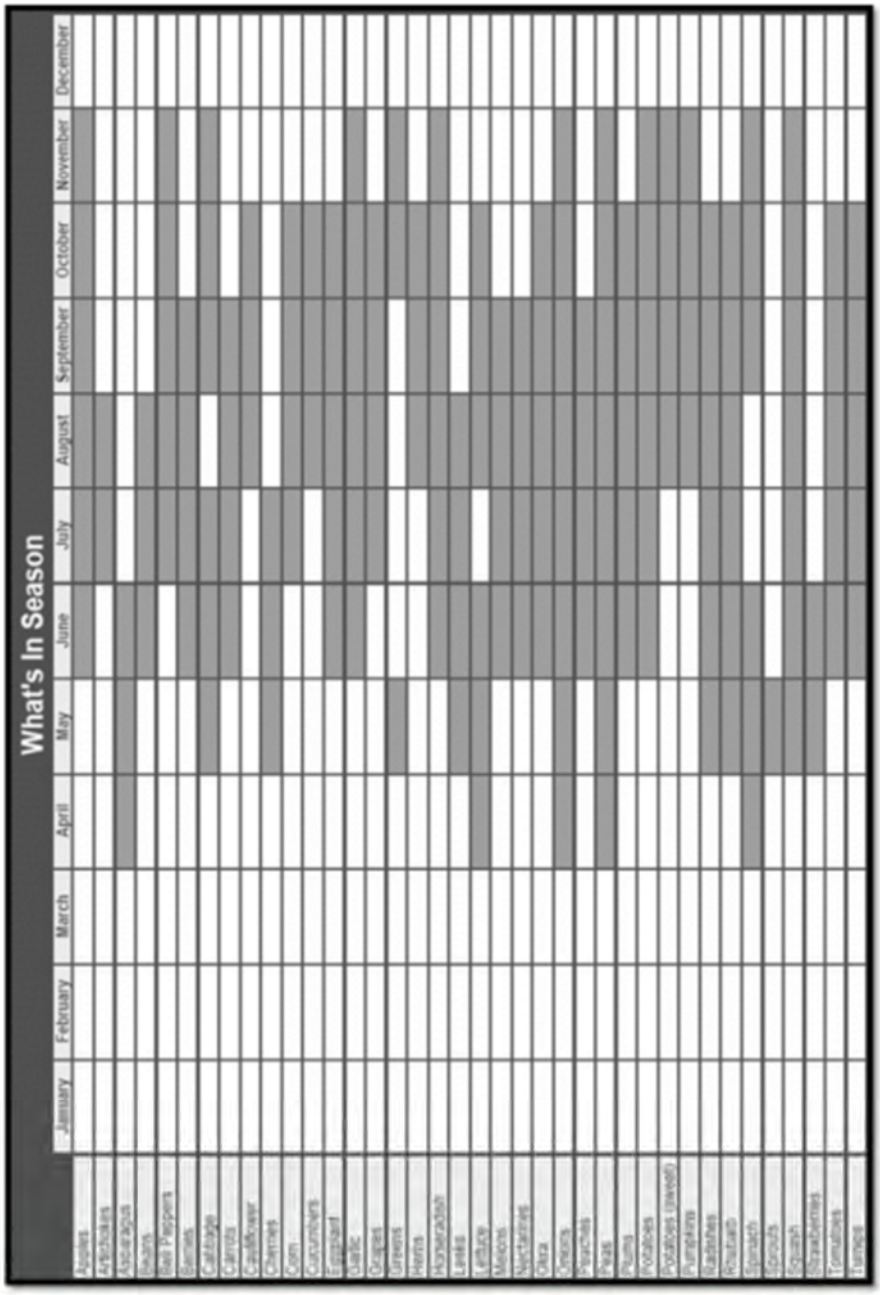
P. French COE

Sample Recruiter Job Description

Local projects are responsible for developing a recruiter job description that best corresponds to local needs and circumstances. The following recruiter duties should be considered when writing a recruiter job description.

- Attend ID&R Training and Statewide MEP Workshop to obtain recruiter certification.
- Identify the presence and location of migrant children/youth/families within the project's assigned recruitment area
- Recruit those identified MEP-eligible migrant children/youth within the area, and encourage children/youth and their parents/guardians to participate in program services.
- Accurately document facts establishing a child's eligibility on a Certificate of Eligibility (COE).
- Become knowledgeable about all Federal and State regulations pertinent to identification and recruitment by studying the ID & R Manual, attending training sessions, and participating in other opportunities for professional development.
- Participate in Quality Control measures as they relate to training, eligibility determinations, and documentation.
- Submit MEP documentation (COEs) to assigned COE reviewer within appropriate time limits.
- Communicate regularly with the State Identification and Recruitment Coordinator about ID & R initiatives.
- Canvas recruitment area for information about potentially-eligible migrant workers.
- Assist State Recruiter with ID&R as requested.
- Develop a recruitment network comprised of migrant families, employers, community institutions, health care and recreational facilities, libraries, religious organizations and social service agencies.
- Effectively collaborate with allied programs on joint outreach efforts including:
  - Migrant and Seasonal Head Start (MSHS)
    - Informing local MSHS staff of eligible children
    - Informing families about MSHS services
    - Informing local MSHS staff within the network of local recruitment partners
  - Community Health Partnership of Illinois (CHP)
    - Informing CHP of potentially eligible program beneficiaries
    - Informing families about services offered by CHP
  - Illinois Migrant Legal Assistance Project (IMLAP)
    - Collaborating with interns and staff attorneys on ID&R and referrals
    - You may request referrals from CHP, MLAP, and MSHS of potentially MEP-eligible children/youth and conduct interviews as necessary.

What's in Season?



Helpful Internet Resources for ID&R

The following Internet resources may be useful in supporting ID&R efforts:

Name of site/organization	Address/Link	Description/Comments
MANTA	www.manta.com	Provides detailed information on businesses. Allows users to perform refined searches by state and crop.
U.S. Department of Labor	www.icert.doleta.gov	Provides information on H-2A job orders.
Illinois Department of Agriculture	www.agr.state.il.us	Provides agricultural news and links to agricultural associations.
United States Department of Agriculture	www.fsa.usda.gov Link to *USDA-Illinois State Farm Service Agency* under *State Offices* tab	Illinois USDA site provides links to county offices that can provide useful information about local agriculture.
University of Illinois Extension	http://web.extension.uiuc.edu/state/	Comprehensive site about a variety of Illinois agricultural issues links to regional offices.
Apples and More	www.urbanext.uiuc.edu/apples/appleorchards.cfm	All apple orchards in Illinois organized by area.
Illinois Farm Direct	www.illinoisfarmdirect.org	Search farms and commodities by region.
Environmental Working Group's Farm Subsidy Database	www.ewg.org/farm/index.php?key=nosign	Find all farms and individuals in Illinois that receive federal subsidies.
Agricultural Businesses by State	http://agrinet.tamu.edu/agbus/ilsic.htm	"AgriNet is a service of the Texas A&M Agricultural Program developed to provide a single starting point to all agricultural resources on the Internet." (AgriNet.edu)
Illinois Farm Bureau	www.ilfb.org	Offers primarily financial information about agriculture.
National Agricultural Statistics Service	http://www.nass.usda.gov http://nassgeodata.gmu.edu/CropScape/	Provides timely, accurate, and useful statistics in service to U.S. agriculture.

Sample

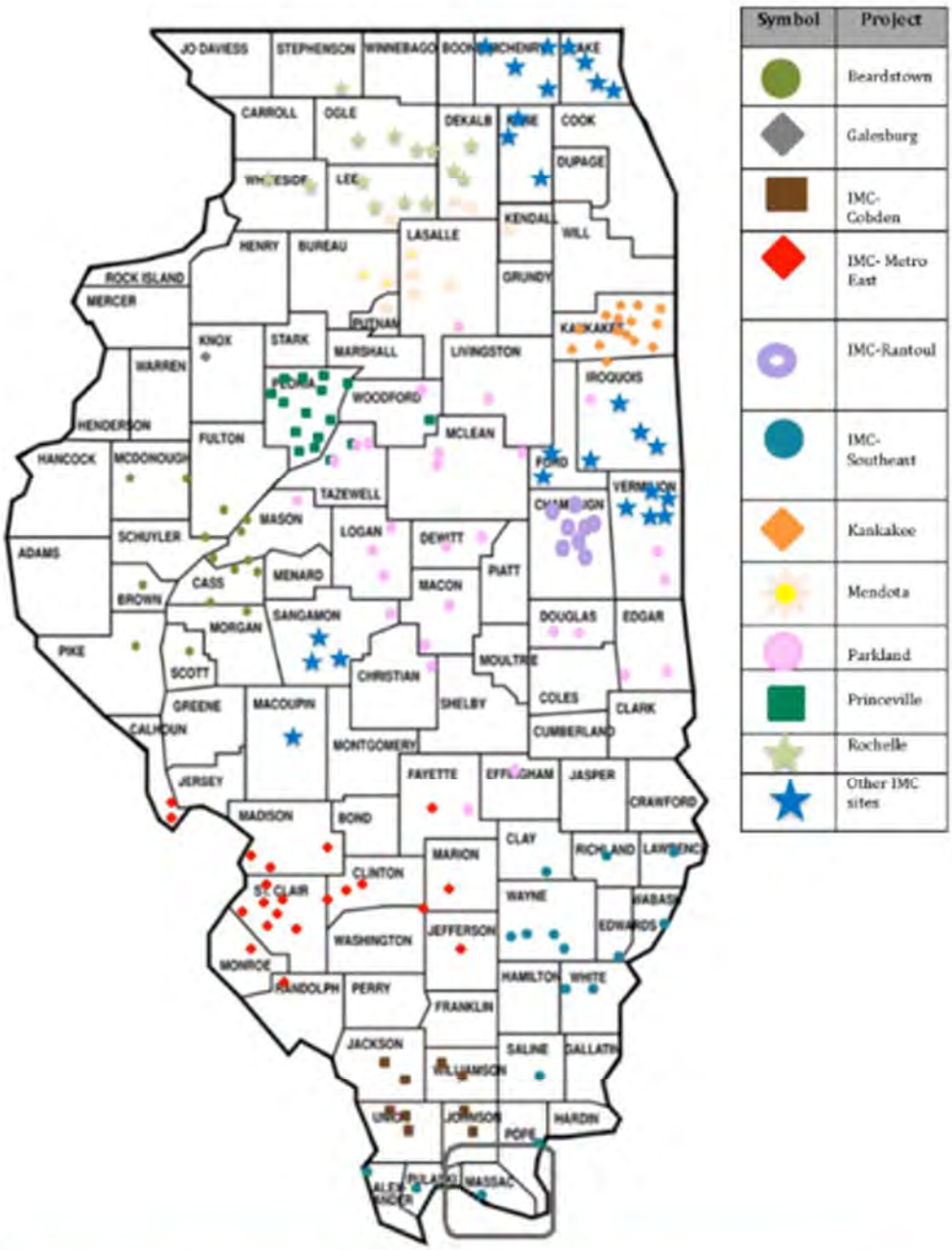
Illinois Migrant Council
Migrant Education Program
Referral Reporting Form

Site: _____ **Date Submitted:** _____

Date	Parent/Student Name	Agency Name	Purpose of Referral	Services Received (√)
7/9/15	Fermin Chavez	Southside Mission	Obtain work shoes	√
7/12/15	Mariela Chavez	Presbyterian Church	Access to the food bank.	√
7/15/15	Saul Chavez	Peoria County Health Dept.	Missing immunizations	√
7/20/15	Jenny Paz	Illinois Central College	GED preparation program	
7/23/15	Lorena Garza	Migrant & Seasonal Head Start	Pre-school care	

Illinois MEP Identification and Recruitment Regions

Each IL MEP project is responsible for conducting ID&R in a particular region of the state. The IL MEP recruitment regions, and the qualifying activities that take place within them, are delineated in the Illinois Recruitment Map and accompanying *Illinois ID&R Towns and Counties 2015-2016* document.


Symbol
Project
Beardstown
Galesburg
IMC-Cobden
IMC- Metro East
IMC-Rantoul
IMC-Southeast
Kankakee
Mendota
Parkland
Princeville
Rochelle
Other IMC sites
JO DAVIESS
STEPHENSON
WINNEBAGO
BOONE
MCHENRY
LAKE
CARROLL
OGLE
DEKALB
KANE
COOK
DUPAGE
WHITESIDE
LEE
KENDALL
WILL
LASALLE
HENRY
BUREAU
GRUNDY
ROCK ISLAND
MERCER
PUTNAM
KANKAKEE
KNOX
STARK
MARSHALL
LIVINGSTON
WARREN
PEORIA
IROQUOIS
WOODFORD
HENDERSON
FULTON
MCLEAN
HANCOCK
MCDONOUGH
FORD
VERMILION
TAZEWELL
CHAMPAIGN
MASON
LOGAN
DEWITT
SCHUYLER
ADAMS
PIATT
CASS
MENARD
MACON
BROWN
DOUGLAS
EDGAR
MORGAN
SANGAMON
PIKE
MOULTRIE
SCOTT
CHRISTIAN
COLES
CLARK
GREENE
MACOUPIN
SHELBY
CALHOUN
CUMBERLAND
MONTGOMERY
JERSEY
FAYETTE
EFFINGHAM
JASPER
CRAWFORD
MADISON
BOND
CLAY
MARION
RICHLAND
CLINTON
ST CLAIR
WAYNE
WABASH
EDWARDS
WASHINGTON
JEFFERSON
MONROE
HAMILTON
WHITE
RANDOLPH
PERRY
FRANKLIN
JACKSON
SALINE
GALLATIN
WILLIAMSON
UNION
JOHNSON
HARDIN
POPE
ALEXANDER
PULASKI
MASSAC

Illinois ID&R Towns and Counties 2015-2016

Symbol	Project	Counties	Current Towns	±Home County	Summer 2016 Initiative
	Beardstown	**Cass**, Schuyler, Mason, Fulton, Morgan, Hancock, McDonough	Astoria, Ashland, Beardstown, Carthage, Havana, Jacksonville, Macomb, Matanzas Beach, Rushville, Virginia	Arenzeville, **Ashland**, **Beardstown**, Bluff Springs, Chandlerville, Hagener, Philadelphia, **Virginia**	Cass County: Arenzeville, Chandlerville Pike County: Pittsfield Scott County: Winchester Brown County: Mt. Sterling
	IMC- Cobden	**Union**, Jackson, Johnson, Williamson	Alto Pass, Anna, Carbondale, Carterville, Cobden, Goreville, Marion, Murphysboro, Vienna	**Alto Pass**, **Anna**, Balcom, **Cobden**, Dongola, Jonesboro, Lick Creek, Mill Creek, Saratoga, Wolf Lake	
	IMC-Galesburg	**Knox**	Galesburg	Albingdon, Altona, Dahinda, East **Galesburg**, Elba Center, Gilson, Henderson, Henderson Grove, Knoxville, Maquon, Oneida, Ontario, Rio, St. Augustine, Truro, Victoria, Waga, Williamsfield, Yates City	
	IMC Metro East	Calhoun, Greene, Madison, St. Clair, Monroe, Randolph, Washington, Clinton, Marion, Jefferson	Albers, Alorton, Belleville, Breese, Caseyville, Centralia, Collinsville, Dupo, Fairmount City, Freeburg, Granite City, Golden Eagle, Highland, Millstadt, Mt. Vernon, New Baden, Red Bud, Salem, Waterloo		
	IMC-Rantoul	**Champaign**	Champaign, Rantoul, Urbana	Allerton, Bondville, Broadlands, **Champaign**, Fisher, Foosland, Gifford, Homer, Ivesdale, Lake of the Woods, Longview, Ludlow, Mahomet, Ogden, Pesotum, Philo, **Rantoul**, Royal, Sadorus, Savoy, Sidney, St. Joseph, Thomasboro, Tolono, **Urbana**	Champaign County: Fisher, Gifford, Ludlow, St. Joseph, Thomasboro
	IMC-Southeast	Clay, Richland, Lawrence, **Wayne**, Edwards, Wabash, White, Saline, Massac	Barnhill, Carmi, Enfield, Fairfield, Flora, Grayville, Harrisburg, Keenes, Lawrenceville, Metropolis, Mount Carmel, Olney, Wayne City		
	Kankakee	**Kankakee**	Bourbannais, Bradley, Chebanse, Kankakee, Momence, St. Anne	**Aroma Park**, Bonfield, **Bourbannais**, **Bradley**, Buckingham, Cabery, Essex, Grant Park, **Hersher**, **Hopkins Park**, Irwin, **Kankakee**, Manteno, **Momence**, Reddick, **St. Anne**, Sun River Terrace, Union Hill	Kankakee County: Bonfield, Buckingham, Cabery, Essex, Grant Park, Irwin, Manteno, Reddick, Sun River Terrace, Union Hill

Symbol	Project	Counties	Current Towns	±Home County	Summer 2016 Initiative
	Mendota	**LaSalle** Putnam, Bureau	DePue, LaSalle, Mendota, Princeton, Spring Valley, Peru	Cedar Point, Dana, Earlville, Grand Ridge, Kangley, **LaSalle**, Leland, Leonore, Lostant, Marseilles, **Mendota**, Naplate, North Utica, Oglesby, Ottawa, **Peru**, Ransom, Ruland, Sheridan, Streator, Tonica, Troy Grove	Putnam County: McNabb. Lee County: West Brooklyn DeKalb County: Sandwich. Somonauk Kendall County: Plano
	Parkland	Douglas, Vermillion, Iroquois, Tazewell, Livingston, McLean, Logan, Dewitt, Effingham	Atlanta, Arcola, Bloomington-Normal, Blue Mound, Cissna Park Clinton, Cropsey, Danville, Decatur, Effingham, *El Paso, Farina, Farmer City, Georgetown, Gibson City, Gilman, Goodfield, Hindsboro, Illiopolis, Kansas, Lincoln, Manito, Minonk, *Morton, Mowequa, Mt. Pulaski, Paris, Paxton, *Pekin, Pontiac, Sibley, Strawn, Streator *Served by Parkland (Summer) & Princeville (Regular).		Any towns where there are leads, as long as time permits and there are no budget constraints.
	Princeville	**Peoria**, Marshall, Woodford	*El Paso, Elderstein, Laura, *Morton, *Pekin, Peoria, Princeville *Served by Parkland (Summer) & Princeville (Regular).	Bartonville, Bellevue, Brimfield, Chillicothe, Dunlap, **Edelstein**, Edwards, Elmwood, Glasford, Hanna City, Hollis, Kingston Mines, **Laura**, Mapleton, **Peoria**, Peoria Heights, **Princeville**, Rome, Trivoli	Peoria County: Bartonville, Brimfield, Chillicothe, Dunlap, Elmwood, Glasford, Hanna City, Mapleton, Peoria Heights, Trivoli
	NIU-Rochelle	**Ogle**, DeKalb, Lee, Whiteside	Amboy, Ashton, Compton, Creston, DeKalb, Dixon, Malta, Morrison, Paw Paw, Rochelle, Rock Falls, Steward, Waterman	Adeline, Byron, **Creston**, Davis Junction, Forreston, Hillcrest, Leaf River, Monroe Center, Mount Morris, Oregon, Polo, **Rochelle**, Stillman Valley, White Rock, Woosung	Ogle County: Byron, Oregon, Stillman Valley Stephenson County: Davis Junction
	Other IMC sites	**Ford, Sangamon, Vermillion**	Gibson City, Hoopeston, Loda, Paxton, Springfield.		Sangamon County: Chatham, Concord Macoupin County: Carlinville Vermillion County: Alvin, Armstrong, Cheneyville, McHenry County: Harvard, Huntley, Spring Grove, Woodstock Kane County: Aurora, Burlington, Hampshire. Lake County: Antioch, Deerfield, Mundelein, Round Lake Beach

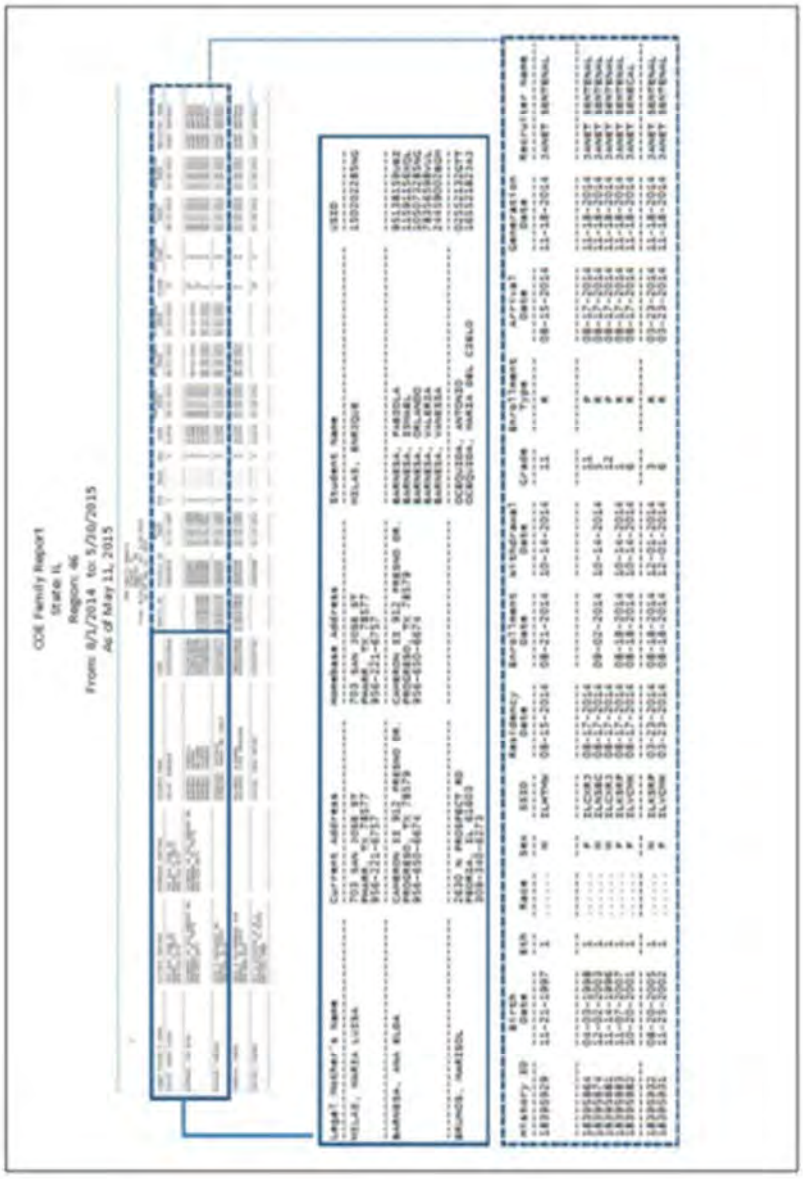
±Towns highlighted in yellow and bolded are towns in Home Counties where projects historically conduct ID&R efforts.

End of Eligibility Report

End of Eligibility Report
State: IL
Region: 46
School Year: 2014/2015
As of May 11, 2015

Grade Level	USID	Student Name	Mother's Name	SSID	Birth Date	QAD	Generation Date
P2	76475575ZDT	LEGA, EMILIANO	FERNANDEZ, IRMA	ILCXRJ	11-06-2011	02-12-2012	11-18-2014
Total:		1					
3	338805503KJ	BURILLO, MARCEL SALVADOR	BURILLO, YOLANDA	ILSHYT	01-16-2006	07-15-2012	01-12-2015
Total:		1					
4	65541751EKI	HERNANDEZ, GUILLERMO	RODRIGUEZ, ROSA	ILNQFY	08-02-2005	02-12-2012	11-18-2014
Total:		1					
5	56930559AZF	ESPINOZA, MIGUEL	RILLEGAS, GRACIELA	ILJTWP	09-11-2003	05-15-2012	11-18-2014
Total:		1					
7	389387255XA	ESPINOZA, MARIA GUADALUPE	RILLEGAS, GRACIELA	ILVCMK	05-21-2000	05-15-2012	11-18-2014
7	75075559YGE	CURILLO, ANDREA NICOLE	CURILLO, YOLANDA	ILSHYT	09-15-2002	07-15-2012	01-12-2015
Total:		2					
9	89005513VRH	BAENZ, ALEXIS MARIE	MURILLO, YOLANDA	ILVXYR	03-29-1998	07-15-2012	01-12-2015
Total:		1					
10	45598898UCS	ESPINOZA, ANTONIO	VILLEGAS, GRACIELA	ILQMWH	10-18-1997	05-15-2012	11-18-2014
10	13355254TQZ	ESPINOZA, JOSE PASCUAL	VILLEGAS, GRACIELA	ILQMWH	05-26-1997	05-15-2012	11-18-2014
10	11055755XFA	PIMENTEL, MARIA GUADALUPE	COVARRUBIAS PIMENTEL, ARACELI	ILQMWH	11-21-1999	03-11-2012	11-18-2014
Total:		3					

COE Family Report



Migrant Labor Camps
Updated by IDPH June 2015

Camp Location	Open From: Open To: Occupancy:
Cass County	
Budget Inn 9457 IL 125 Beardstown, IL	June 25 August 15 (Formerly listed as a camp) 40 workers
Champaign	
Golfview Village 620 Willow Pond Road Rantoul, IL 61866 (217) 893-0101	(Formerly listed as a camp)
Golden Meadows – Various Campus Apartments 3274E 800N Road (Property Management) Champaign, IL 61820	June 30 August 10 (Formerly listed as a camp) 100 workers
Garden Village Apartments 2000 North Mattis Champaign, IL 61866	July 1 August 10 (Formerly listed as a camp) 80 workers
International, Inc. 1507 East Washington Urbana, IL 61802	July 1 August 10 (Formerly listed as a camp) 160 workers
Value Place 1212 West Anthony Drive Champaign, IL 61821 (217) 359-5499	July 1 August 15 (Formerly listed as a camp) 60 workers
Nightingale Camp 100 Nightingale Rantoul, IL 61866 (216) 893-9003	June 15 October 15 450 workers
Clinton	
Home Nursery Housing Camp 5900 Nursery Road Albers, IL 62215 (618) 248-5194	January 1 December 31 88 workers

Coles	
Lakeland Apartments 4213 Lakeland Boulevard Mattoon, IL 61938 (217) 752-6706	June 27 August 10 (Formerly listed as a camp) 44 workers
Douglas	
Whisnand's 350 - 4Th Street Hindsboro, IL 61930 (217) 268-3714	June 20 August 20 55 workers
Jackson	
Echo Valley 144 Peach Rd Carbondale, IL 62903 (618) 684-2471	June 15 October 20 40 workers
Jefferson	
Frey Produce Bluford 22574 E Divide Road Bluford, IL 62814	March 15 November 1 28 workers
Johnson	
Larry Trover Produce 990 Gilead Church Road Vienna, IL 62995 (618) 658-5100	June 25 September 15 40 workers
Kane	
Klein's Quality Produce Llc P O Box 219 - 11N590 Lawrence Rd Burlington, IL 60109 (847) 650-3060 Wilson Nurseries Inc., Camp #1 15N085 Brier Hill Rd Hampshire, IL 60140 (847) 683-9216	May 1 October 31 12 workers March 1 December 5 (Formerly listed as a camp) 48 workers
Lawrence	
Mr. K's Motel 407 State Street Lawrenceville, IL 62439	June 20 October 31 46 workers
Livingston	
Fiesta Motel 951 W. Reynolds Street Pontiac, IL 61764 (815) 844-7103	June 12 July 17 85 workers
Madison	
Keller Farms Camp 435 South Bluff Road Collinsville, IL 62234 (618) 344-8623	October 8 June 1 35 workers

Macon	
Camp Decatur 1730 N. Water St. Decatur, IL 62522	June 22 August 31 95 workers
Mason	
Camp Havana 1020 East Laurel Avenue Havana, IL 62644 (309) 543-4407	June 25 August 15 (Formerly listed as a camp)
Mclean	
Young America – Beck's Hybrids 801 S. University Normal, IL 61761 (309) 454-2338	June 1 August 31 225 workers
Morgan	
Camp Jacksonville 1111 East Morton Avenue Jacksonville, IL 62650 (217) 245-2187	June 25 August 15 90 workers
Peoria	
Camp Pekin Florence Avenue Pekin, IL (217) 486-2211	June 6 August 30 53 workers
Seneca Foods Corp 606 S. Tremont Princeville, IL 61559 (309) 385-4301	April 15 November 10 94 workers
Sangamon	
Camp Springfield 301 & 333 Milton Springfield, IL 62704	June 1 October 30 (Formerly listed as a camp) 240 workers
Camp Mechanicsburg 11380 Darnell Road Mechanicsburg, IL (217) 486-2211	June 22 August 31 (Formerly listed as a camp) 50 workers
St. Clair	
Eckert's Lakeside 1350 White Oaks Club Road Freeburg, IL 62243 (618) 233-0513	February 1 December 15 18 workers
Bluff View Farm Camp 2197 N 81St Caseyville, IL 62232 (618) 910-0328	March 15 October 1

Union	
Flamm Camp 8760 Old Hwy 51N Cobden, IL 62920 Rendleman Orchards 9680 State Hwy. 127N, P.O. Box 159 Alto Pass, IL 62905 (618) 893-2771	March 20 October 10 64 workers May 15 November 1 (Formerly listed as a camp) 24 workers
Vermillion	
J&S Agriculture Various Addresses Company Office 415 Panola Georgetown, IL 61846 (217) 918-4428	June 25 August 10 40 workers
Wayne	
Frey Produce - Barnhill Camp US Hwy 45S Barnhill, IL 62809 Frey Produce – Oak Grove School Highway 242 On CR 100N Keenes, IL 62851 (618) 648-2457	March 15 November 1 26 workers June 1 November 10 68 workers

Please note: This is not a complete list of the migrant camps in the state of Illinois. If you identify other migrant camps in your area, notify the State Identification & Recruitment Coordinator.

Strategies, Opportunities, and Services for Out-of-School Youth (SOSOSY)
OSY STUDENT PROFILE

Date:	**MEP Project Region:**		**COE# or MEP ID:**
Name:		□**Male** □**Female**	**Age:**
Address/Camp:	**Phone:**	**Optional: How long is youth planning on being in the area?**	
Has access to transportation: □Yes □No	**Last grade attended?** (Check)	**When?**	**Where?**
English oral language proficiency: □ Yes □ No	□ 1st grade/*primero de primaria* □ 2nd grade/*segundo de primaria* □ 3rd grade/*tercero de primaria* □ 4th grade/*cuarto de primaria* □ 5th grade/*quinto de primaria* □ 6th grade/*sexto de primaria*	□ 7th grade/*primero de secundaria* □ 8th grade/*segundo de secundaria* □ 9th grade/*tercero de secundaria* □ 10th grade/*primer y segundo semestres de preparatoria (Bachillerato)* □ 11th grade/*tercer y cuarto semestres de preparatoria (Bachillerato)* □ 12th grade/*quinto y sexto semestres de preparatoria (Bachillerato)*	
Home language: □English □Spanish □Other:			
Health needs: □Medical □Vision □Dental □Urgent □Other:		**Advocacy Needs:** □Legal □Childcare □Translation/Interpretation □Other:	
Youth lives: □With a crew □With friends outside of work □With his/her parents/family □With spouse & kids □With kids □Alone		**Reason for leaving school**: □Lacking credits □Needed to work □Missed State test □Other:	
Expressed interests in: □Learning English □Job training □GED □Earning a diploma □Not sure □No interests □Other:		**Availability: (Check)**	
At interview, youth received: □Educational materials □Support services □OSY welcome bag □Referral(s) (list in comments) □Other:		**Youth is a candidate for**: □HS diploma □Pre GED/GED □HEP □Adult Basic Education □Other: □Health education □Job training □Career exploration □ESL □Life skills □PASS □MP3 player □CAMP	
Comments:			

	Su	**M**	**T**	**W**	**Th**	**F**	**Sa**
Morning							
Afternoon							
Evening							

Las Estrategias, Oportunidades y Servicios para los Jóvenes Fuera de la Escuela (SOSOSY)
Perfil del Estudiante OSY

Fecha:	**Región del Proyecto MEP:**		**COE# o MEP ID:**
Nombre:		□**Masculino** □**Femenino**	**Edad:**
Dirección:	**Teléfono:**	**Opcional: Cuánto tiempo está el joven planeando en permanecer en el área?**	

Tiene acceso a transportación?: □Yes □No	**El último grado que asistió?** (Indique)	**Cuando?**	**Donde?**
Dominio del lenguaje oral en inglés □Alto □Mediano □Bajo □Ninguno	□ 1st grade/*primero de primaria*	□ 7th grade/*primero de secundaria*	
El idioma que habla en casa: □ Inglés □Español □ Otro:	□ 2nd grade/*segundo de primaria*	□ 8th grade/*segundo de secundaria*	
	□ 3rd grade/*tercero de primaria*	□ 9th grade/*tercero de secundaria*	
	□ 4th grade/*cuarto de primaria*	□ 10th grade/*primer y segundo semestres de preparatoria (Bachillerato)*	
	□ 5th grade/*quinto de primaria*	□ 11th grade/*tercer y cuarto semestres de preparatoria (Bachillerato)*	
	□ 6th grade/*sexto de primaria*	□ 12th grade/*quinto y sexto semestres de preparatoria (Bachillerato)*	

Necesidades de salud: □ Medico □Visión □Dental □Urgente □Otro:

Necesidades de apoyo: □Legal □Cuidado de los niños □ traducción/interpretación □Otro:

Vivienda – el joven vive con:
□ Con un "crew" □ Con amigos
□ Con sus padres/familia □ Con cónyuge y los niños
□ Con niños □ Solo

Razón por la cual dejo la escuela:
□ Falta de créditos
□ Necesidad de trabajar
□ Falta de prueba estatal
□ Otro:

Interés expresado en:
□ Aprender inglés
□ Entrenamiento del trabajo
□ GED
□ Obtener su diploma
□ No está seguro
□ No tiene intereses
□ Otro:

Disponibilidad: (Marque)

	Do	Lu	Mar	Mier	Juev	Vier	Sa
Mañana							
Tarde							
Noche							

Durante la entrevista el joven recibió:
□ Materiales educativos
□ Servicios de apoyo
□ Bolsa de bienvenida OSY
□ Referencia(s) (incluir en comentarios)
□ Otro:

El joven es un candidato para:
□ Diploma de HS □ Educación de Salud
□ Destrezas para la Vida □ Pre GED/GED
□ Entrenamiento del trabajo □ PASS
□ HEP □ Exploración de Carreras
□ MP3 □ Educación Básico de Adulto
□ Clases de inglés □CAMP □ Otro:

Comentarios:

Stratégies, Opportunités, et Services pour Jeunes Déscolarisés (SOJD)
Profil de l'étudiant JD

Date :	**Projet régional PEM :**	**n° COE ou Identifiant PEM :**
Nom :	□Homme □Femme	**Âge :**
Adresse/Camp :	**Téléphone :**	**Option : Pendant combien de temps le jeune sera-t-il dans la région ?**
Accès aux transports : □Oui □Non	**Dernière classe fréquentée ?** (cochez)	**Quand ?** **Où ?**
Compétences orales en anglais : □ Oui □ Non **Langue parlée à la maison :** □anglais □espagnol □autre :	□ 1st grade/primero de primaria/CPNo □ 2nd grade/segundo de primaria/CE1 □ 3rd grade/tercero de primaria/CE2 □ 4th grade/cuarto de primaria/CM1 □ 5th grade/quinto de primaria/CM2 □ 6th grade/sexto de primaria/6ème	□ 7th grade/primero de secundaria/5ème □ 8th grade/segundo de secundaria/4ème □ 9th grade/tercero de secundaria/3ème □ 10th grade/primer y segundo semestres de preparatoria (Bachillerato)/ 2nde □ 11th grade/tercer y cuarto semestres de preparatoria (Bachillerato)/ 1ère □ 12th grade/quinto y sexto semestres de preparatoria (Bachillerato)/ Tle
Soins nécessaires : □ médicaux □ vision □ dentition □ urgence □autre :		**Soutiens nécessaires :** □ juridique □ garderie □ traduction/interprétation □autre :
Le jeune vit : □en groupe □ avec des amis en dehors du travail □ avec ses parents/sa famille □ avec son époux/se et ses enfants □ avec ses enfants □ tout seul		**Raisons de l'abandon de l'école :** □ un manque de crédits □ devait travailler □ a manqué le test d'état □autre :
Est intéressé par : □ l'anglais □ une formation professionnelle □ l'équivalent du baccalauréat □ obtenir un diplôme □ il n'est intéressé par rien □ il n'a exprimé aucun souhait □autre :		**Disponibilité :** (cochez)

	Di	Lu	Ma	Mer	Jeu	Ven	Sa
Matin							
Après-midi							
Soir							

Pendant l'entretien, le jeune a reçu : □ du matériel scolaire □ du soutien □ le sac de bienvenue JD □ des références (veuillez les énumérer dans la partie commentaires) □autre :	**Le jeune se porte candidat pour :** □ diplôme secondaire □ éducation de santé □ compétences personnelles □ prépa baccalauréat/baccalauréat □ formation professionnelle □PASS □HEP □ exploration de carrière □MP3 □Éducation de base des adultes □ anglais langue étrangère □CAMP □autre :
Commentaires :	

Family Educational Rights and Privacy Act of 1974 (FERPA)

The Illinois Migrant Education Program's (MEP) places emphasis on ensuring that parents/guardians or self-eligible youth understand the significance of the Family Educational Rights and Privacy Act of 1974 (FERPA2). It is required that the parent/guardian or eligible youth sign the COE (Section H). This signature indicates that the recruiter has explained the rules of FERPA during the recruitment interview.

Below are the principal components of FERPA that need to be explicitly stated during the recruitment interview:

- FERPA is a federal law that protects the privacy of student education records.
- It applies to all educational agencies (schools, institutions, etc.) that receive funding under programs administered by the U.S. Department of Education.
- FERPA allows parents/guardians or eligible youth to review the student's educational records that are maintained by the school.
- It allows parents/guardians or eligible youth to request that an education agency correct students' records which they believe to be mistaken or inaccurate.
- FERPA imposes certain restrictions and freedoms on the educational agency's ability to transfer student records.
    - Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record.
    - However, FERPA allows schools to release records without a parent's or eligible student's consent under the following circumstances:
        - A local educational agency is able to transfer records among its own officials.
        - A local educational agency is able to transfer records to other agencies where the student seeks or intends to enroll.
        - A local educational agency is able to transfer records in an electronic format to another State or local operating agency.
        - For those students recruited into the MEP, FERPA allows records to be transferred from local education agencies to other agencies that work in collaboration with the MEP to provide services for MEP students.

Communicating these FERPA rules to parents and self-eligible youth allows them to be better informed about their rights vis-à-vis the school and more knowledgeable about the requirements of schools regarding student records.

[2] FERPA is discussed in Section 444 of the General Education Provisions Act.

Illinois MEP Qualifying Activities

A child or spouse of a migrant worker, or a worker him/herself, must, among other requirements, be engaged in a qualifying work activity in order to be considered MEP-eligible.

A qualifying agricultural activity is:

1) any activity directly related to the production or initial processing of crops, dairy products, poultry, or livestock;

2) any activity directly related to the cultivation or harvesting of trees; or any activity directly related to fish farms.

Common qualifying agricultural activities that take place in Illinois are listed below. This is not a complete list; rather, it provides examples of work activities that recruiters are likely to encounter. A worker's qualifying activity is recorded in Section A on the COE.

Crop / Commodity	Activity
Corn	Detasseling; Preparing corn fields; Planting; Cultivating; Sorting seed corn
Apples / Peaches / Fruits	Picking; Packing
Pumpkins	Picking; Sorting; Packing; Cleaning
Vegetables	Picking; Packing; Planting; Cultivating
Trees, flowers and sod	Planting; Harvesting; Rolling sod
Meat (pork, beef, chicken, turkey)	Killing, Cutting, Packing
Dairy	Milking cows

Examples of **non-qualifying** production and processing activities include the following:

1. Landscaping	2. Clerical services
3. Selling an agricultural or fishing product	4. Repairing or maintaining equipment used for production or processing
5. Transporting a product beyond the processing plant/shed/warehouse/silo	6. Cleaning or sterilizing farm machinery or processing equipment
7. Managing a farm or processing plant	8. Providing babysitting or child care services for farmworkers
9. Accounting/Bookkeeping services	10. Working at a restaurant

MEP Eligibility Checklist:

Determining Migrant Education Program Eligibility

Instructions

The MEP Eligibility Checklist assists the recruiter to gather the information needed to determine MEP eligibility in a systematic and organized manner. It is the screening mechanism that helps determine that children are indeed MEP-eligible before completion of the COE begins. This tool is most effective if all questions on the Checklist are asked in the order that they appear. If there is sufficient evidence that a family's children (or a self-eligible youth) are MEP-eligible after completing the Checklist, the recruiter should proceed with completing a COE.

Basic Migrant Child Eligibility Factors

Age
- The child is younger than age 22

School Completion
- The child does not have a U.S. high school diploma or GED

Move
- The child moved on his or her own as a migratory agricultural worker/migratory fisher OR the child moved with or to join a parent, spouse, or guardian who is a migratory agricultural worker/migratory fisher
- The move was from one school district to another
- The move was a change from one residence to another residence
- The move was due to economic necessity
- The move occurred within the past 36 months

Purpose of Move
- One purpose of the worker's move was to seek or obtain qualifying work

Qualifying Work
- The worker sought or obtained temporary or seasonal employment in agricultural or fishing work (picking, packing, harvesting, raising, planting fruits, vegetables, or meats/animals).

Weekly Illinois Migrant Education Program Recruiter Log

Project _____ Week of _____ Page _____ of _____

Recruiter Name _____ Recruiter Signature _____

Date	Person/Agency Contacted	Location	Contact Type*	Purpose**	Narrative/Comment

*CONTACT TYPE KEY:
Home – Home Visit
School – School Visit
Agency – Agency Visit
Other – Specify

**PURPOSE KEY:
COE – Active I&R/COE Completion
H/S – Home – School Liaison
SS – Social Service Referral/Assistance
I – Information Dissemination
O – Other (Specify)

Please keep logs on site and available for review during site monitoring visit.

Acronyms Used in the MEP

CAMP	=	College Assistance Migrant Program
CHP	=	Community Health Partnership of Illinois
CNA	=	Comprehensive Needs Assessment
COE	=	Certificate of Eligibility
ELL	=	English Language Learner
ESEA	=	Elementary and Secondary Education Act
ESSA	=	Every Student Succeeds Act
FERPA	=	Family Education Rights and Privacy Act of 1974
FY	=	Fiscal Year
GED	=	General Educational Development
HEP	=	High School Equivalency Program
ID&R	=	Identification and Recruitment
IMC	=	Illinois Migrant Council
IMERP	=	Illinois Migrant Education Resource Project
IMLAP	=	Illinois Migrant Legal Assistance Project
IPC	=	Illinois Poison Center
ISBE	=	Illinois State Board of Education
LEP	=	Limited English Proficiency
LEA	=	Local Education Agency
LOA	=	Local Operating Agency
MEP	=	Migrant Education Program (Title 1, Part C)
MSHS	=	Migrant and Seasonal Head Start
MSIX	=	Migrant Student Information Exchange
NASDME	=	National Association of State Directors of Migrant Education
NCLB	=	No Child Left Behind Act of 2001
NGS	=	New Generation System
NRG	=	Non-regulatory Guidance
OME	=	Office of Migrant Education
OS/OSY	=	Out-of-School Youth

PASS	=	Portable Assisted Study Sequence
PFS	=	Priority For Service
QAD	=	Qualifying Arrival Date
SDP	=	Service Delivery Plan
SEA	=	State Education Agency
SOSOSY	=	Strategies, Opportunities, and Services for Out-of-School Youth Consortium
TMIP	=	Texas Migrant Interstate Program
USDE	=	United States Department of Education
WIA	=	Workforce Investment Act
WIC	=	Women, Infants and Children Program

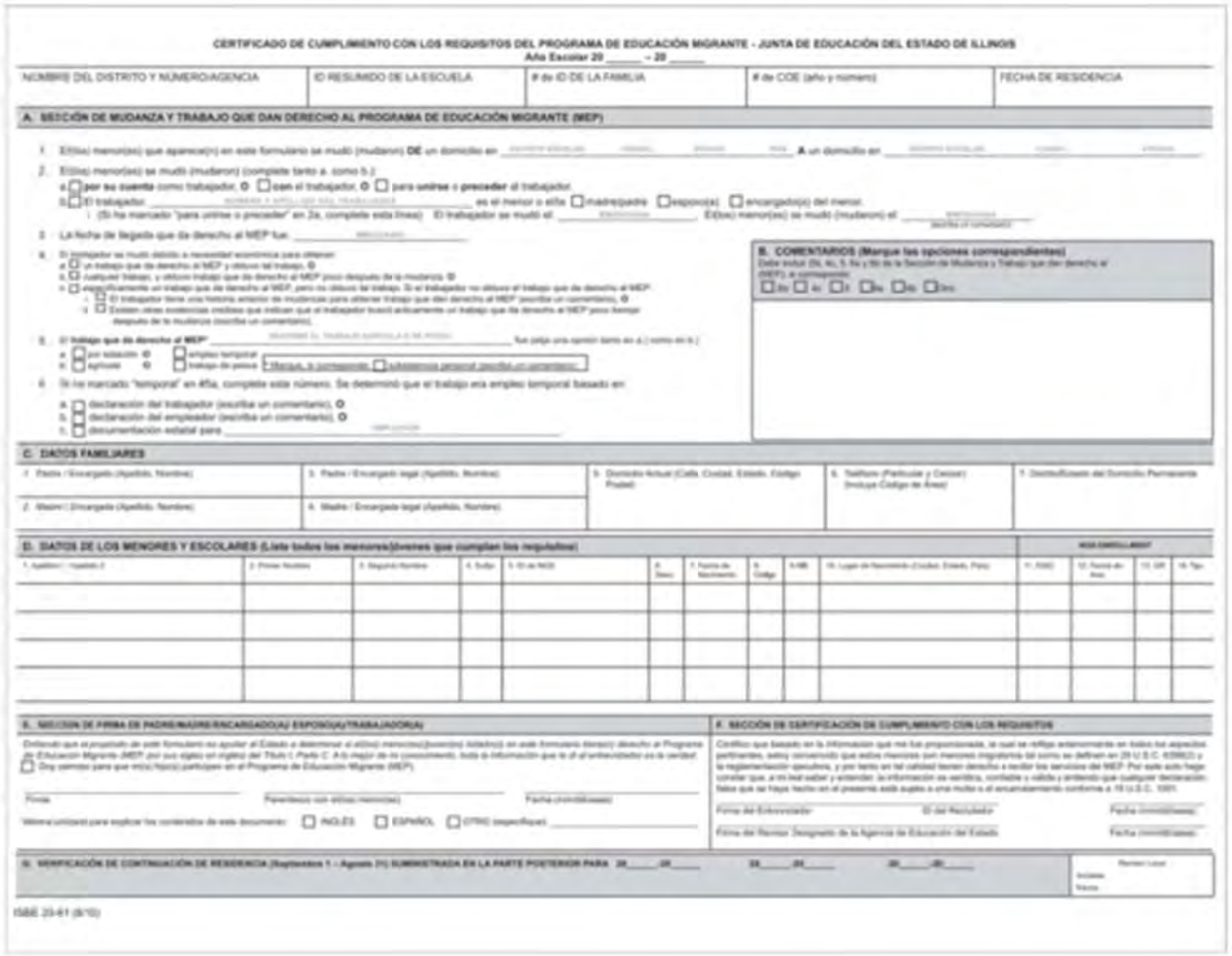
Abbreviations

Mexican States

Aguascalientes	AG	Morelos	MR
Baja California	BN	Nayarit	NA
Baja California Sur	BS	Nuevo León	NL
Campeche	CM	Oaxaca	OA
Chiapas	CS	Puebla	PU
Chihuahua	CH	Querétaro	QE
Coahuila	CU	Quintana Roo	QI
Colima	CL	San Luis Potosí	SL
Durango	DG	Sinaloa	SI
Distrito Federal	DF	Sonora	SO
Guanajuato	GT	Tabasco	TB
Guerrero	GR	Tamaulipas	TM
Hidalgo	HG	Tlaxcala	TL
Jalisco	JA	Veracruz	VE
México	MX	Yucatan	YU
Michoacán	MC	Zacatecas	ZA

U.S. States/Territories

Alabama	AL	Montana	MT
Alaska	AK	Nebraska	NE
American Samoa	AS	Nevada	NV
Arizona	AZ	New Hampshire	NH
Arkansas	AR	New Jersey	NJ
California	CA	New Mexico	NM
Colorado	CO	New York	NY
Connecticut	CT	North Carolina	NC
Delaware	DE	North Dakota	ND
District of Columbia	DC	Northern Mariana Islands	MP
Federated States of Micronesia	FM	Ohio	OH
Florida	FL	Oklahoma	OK
Georgia	GA	Oregon	OR
Guam	GU	Palau	PW
Hawaii	HI	Pennsylvania	PA
Idaho	ID	Puerto Rico	PR
Illinois	IL	Rhode Island	RI
Indiana	IN	South Carolina	SC
Iowa	IA	South Dakota	SD
Kansas	KS	Tennessee	TN
Kentucky	KY	Texas	TX
Louisiana	LA	Utah	UT
Maine	ME	Vermont	VT
Marshall Islands	MH	Virgin Islands	VI
Maryland	MD	Virginia	VA
Massachusetts	MA	Washington	WA
Michigan	MI	West Virginia	WV
Minnesota	MN	Wisconsin	WI
Mississippi	MS	Wyoming	WY
Missouri	MO		



CERTIFICADO DE CUMPLIMIENTO CON LOS REQUISITOS DEL PROGRAMA DE EDUCACIÓN MIGRANTE - JUNTA DE EDUCACIÓN DEL ESTADO DE ILLINOIS
Año Escolar 20 _____ – 20 _____

NOMBRE DEL DISTRITO Y NÚMERO/AGENCIA	ID RESUMIDO DE LA ESCUELA	# de ID DE LA FAMILIA	# de COE (año y número)	FECHA DE RESIDENCIA

A. SECCIÓN DE MUDANZA Y TRABAJO QUE DAN DERECHO AL PROGRAMA DE EDUCACIÓN MIGRANTE (MEP)

1. El/los) menor(es) que aparece(n) en este formulario se mudó (mudaron) **DE** un domicilio en _____ **A** un domicilio en _____.
2. El/los) menor(es) se mudó (mudaron) (complete tanto a. como b.)
   a. ☐ **por su cuenta** como trabajador, O ☐ **con** el trabajador, O ☐ para **unirse** o **preceder** al trabajador.
   b. ☐ El trabajador _____ es el menor o ella ☐ madre/padre ☐ esposo(a) ☐ encargado(a) del menor.
      ↓ (Si ha marcado "para unirse o preceder" en 2a, complete esta línea) El trabajador se mudó el _____. El/los) menor(es) se mudó (mudaron) el _____
3. La fecha de llegada que da derecho al MEP fue: _____
4. El trabajador se mudó debido a necesidad económica para obtener
   a. ☐ un trabajo que da derecho al MEP y obtuvo tal trabajo, O
   b. ☐ cualquier trabajo, y último trabajo que da derecho al MEP poco después de la mudanza, O
   c. ☐ específicamente un trabajo que da derecho al MEP, pero no obtuvo tal trabajo. Si el trabajador no obtuvo el trabajo que da derecho al MEP:
      ↓ ☐ El trabajador tiene una historia anterior de mudanzas para obtener trabajo que den derecho al MEP (escriba un comentario), O
      ↓ ☐ Existen otras evidencias creíbles que indican que el trabajador buscó activamente un trabajo que da derecho al MEP poco después de la mudanza (escriba un comentario).
5. El **trabajo que da derecho al MEP**" _____ fue pesca una opción (entre en a.) como en b.)
   a. ☐ por estación O ☐ empleo temporal
   b. ☐ agrícola O ☐ trabajo de pesca ☐ Marque, si corresponde ☐ subsistencia personal (escriba un comentario)
6. Si ha marcado "temporal" en #5a, complete este número. Se determinó que el trabajo era empleo temporal basado en
   a. ☐ declaración del trabajador (escriba un comentario), O
   b. ☐ declaración del empleador (escriba un comentario), O
   c. ☐ documentación estatal para _____

B. COMENTARIOS (Marque las opciones correspondientes)
Debe incluir (5c, 6c, 5 6a y 5b de la Sección de Mudanza y Trabajo que den derecho al (MEP), a corresponder.
☐ 5b ☐ 6c ☐ 5 ☐ 6a ☐ 6b ☐ 5c

C. DATOS FAMILIARES

1. Padre / Encargado (Apellido, Nombre)	3. Padre / Encargado legal (Apellido, Nombre)	5. Domicilio Actual (Calle, Ciudad, Estado, Código Postal)	6. Teléfono (Particular y Celular) (Incluya Código de Área)	7. Distrito/Estado del Domicilio Permanente
2. Madre / Encargada (Apellido, Nombre)	4. Madre / Encargada legal (Apellido, Nombre)			

D. DATOS DE LOS MENORES Y ESCOLARES (Lista todos los menores/jóvenes que cumplan los requisitos)

1. Apellido / Apellido 2	2. Primer Nombre	3. Segundo Nombre	4. Sufijo	5. ID de NCES	6. Sexo	7. Fecha de Nacimiento	8. Código	9. MB	10. Lugar de Nacimiento (Ciudad, Estado, País)	NCES EMISIÓN ANUAL 11. ID#	12. Fecha de Alta	13. GR	14. Tip.

E. SECCIÓN DE FIRMA DE PADRE/MADRE/ENCARGADO(A)/ ESPOSO(A)/TRABAJADOR(A)

Entiendo que el propósito de este formulario no ayudar al Estado a determinar si el/los) menor(es)(joven(es) listado(s) en este formulario tiene(n) derecho al Programa de Educación Migrante (MEP) por sus siglas en inglés) del Título I, Parte C. A lo mejor de mi conocimiento, toda la información que le di al entrevistador es la verdad.
☐ Doy permiso para que mi(s) hijo(s) participen en el Programa de Educación Migrante (MEP).

Firma _____ Parentesco con el/los) menor(es) _____ Fecha (mm/dd/aaaa) _____

Idioma utilizado para explicar los contenidos de este documento: ☐ INGLÉS ☐ ESPAÑOL ☐ OTRO (especifique) _____

F. SECCIÓN DE CERTIFICACIÓN DE CUMPLIMIENTO CON LOS REQUISITOS

Certifico que basado en la información que me fue proporcionada, se cual se refleja exhaustivamente en todos los aspectos pertinentes, estoy convencido que estos menores son menores migratorios tal como se definen en 20 U.S.C. 6399(2) y la reglamentación ejecutiva, y por tanto en tal calidad tienen derecho a recibir los servicios del MEP. Por este acto hago constar que, a mi real saber y entender, la información es verídica, confiable y válida y entiendo que cualquier declaración falsa que se haya hecho en el presente está sujeta a una multa o al encarcelamiento conforme a 18 U.S.C. 1001.

Firma del Entrevistador _____ El del Reclutador _____ Fecha (mm/dd/aaaa) _____

Firma del Revisor Designado de la Agencia de Educación del Estado _____ Fecha (mm/dd/aaaa) _____

G. VERIFICACIÓN DE CONTINUACIÓN DE RESIDENCIA (Septiembre 1 – Agosto 31) SUMINISTRADA EN LA PARTE POSTERIOR PARA 20_____/20_____ 20_____/20_____ 20_____/20_____

Revisor Local
Iniciales
Fecha

ISBE 23-61 (9/10)

CERTIFICADO DE CUMPLIMIENTO CON LOS REQUISITOS DEL PROGRAMA DE EDUCACIÓN MIGRANTE - JUNTA DE EDUCACIÓN DEL ESTADO DE ILLINOIS
Año Escolar 20 _____ – 20 _____

NOMBRE DEL DISTRITO Y NÚMERO/AGENCIA	# de COE (año y número)

II. ORIGEN ETNICO/RAZA DEL MENOR

NOMBRE DEL MENOR (Nombre y apellido)	ORIGEN ETNICO: 1= Hispano/Latino (S/N)		RAZA (Marque uno o más, sin considerar el origen étnico seleccionado.)					
			1=Indígena americano o nativo de Alaska	2- Asiático	3- Negro o afroamericano	4- Nativo de Hawái o otras islas del Pacífico	5-Blanco	6-Para uso exclusivo de OES
	☐ Sí	☐ No	☐	☐	☐	☐	☐	
	☐ Sí	☐ No	☐	☐	☐	☐	☐	
	☐ Sí	☐ No	☐	☐	☐	☐	☐	
	☐ Sí	☐ No	☐	☐	☐	☐	☐	
	☐ Sí	☐ No	☐	☐	☐	☐	☐	
	☐ Sí	☐ No	☐	☐	☐	☐	☐	

III. VERIFICACIÓN DE CONTINUACIÓN DE RESIDENCIA (1 de Septiembre – 31 de Agosto)

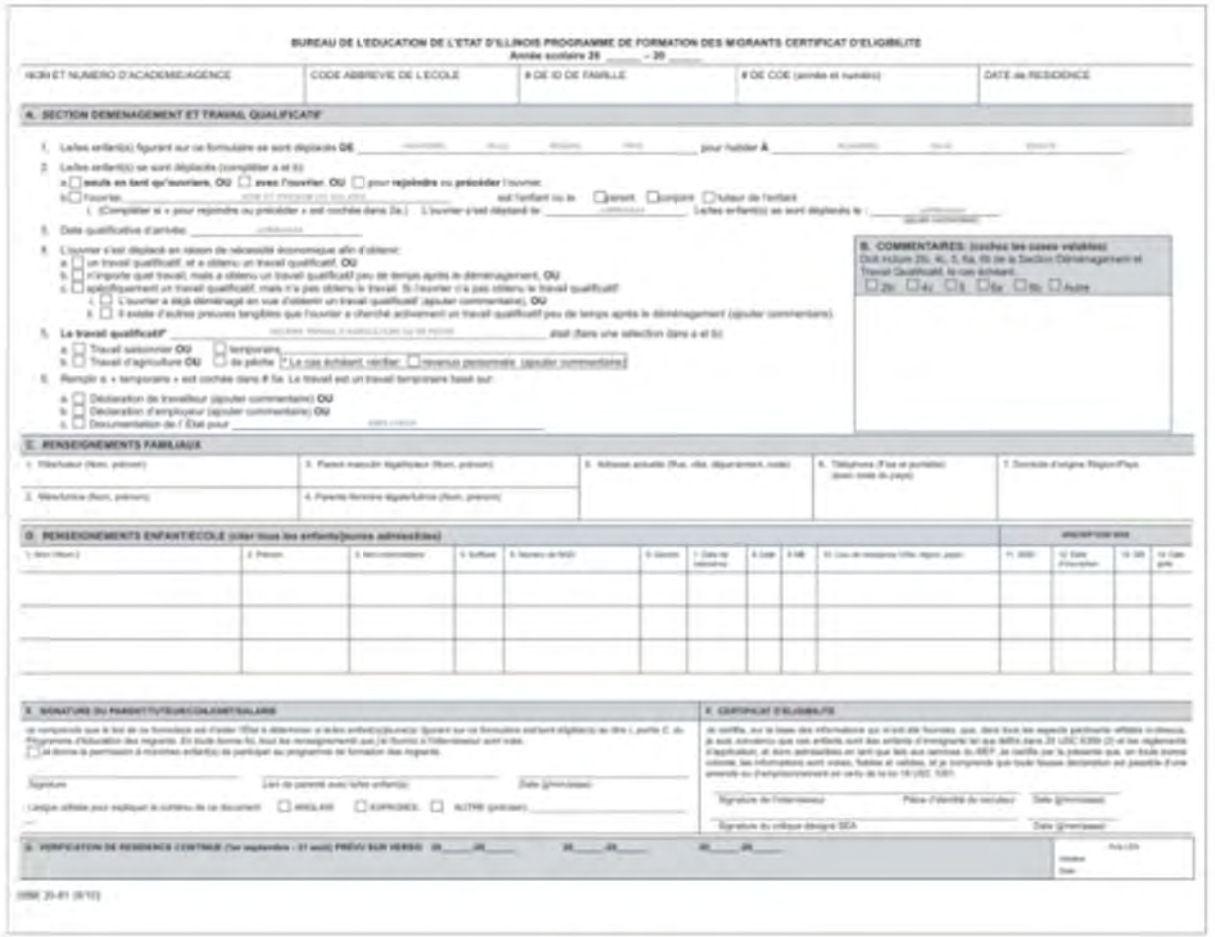
Año Escolar	Fecha de Verificación de Residencia	Persona Entrevistada	Parentesco	Fuente de Verificación	Firma de la Persona que efectúa la Verificación	Fecha (mm/dd/aaaa)

V. PUBLICACIÓN DE LA INFORMACIÓN

Declaro que me han explicado las reglas para el cumplimiento de requisitos para el Programa de Educación Migrante (MEP), sus servicios, la transferencia de registros escolares y la Ley de Privacidad y Derechos Educativos Familiares (FERPA, por sus siglas en inglés). Por medio de la presente autorizo a este distrito escolar, a la Junta de Educación del Estado de Illinois (ISBE, por sus siglas en inglés) y al Sistema de Nueva Generación (NGS, por sus siglas en inglés) a publicar, volver a hacer público, transferir y/o recibir los registros educativos y de salud de mi hijo, incluyendo registros de vacunación y resultados estandarizados de evaluación, desafortunadamente otras escuelas, agencias educativas y otras agencias pertinentes. Estoy al tanto que los registros de mi hijo estarán a mi disposición para que los vea y obtenga una copia, si así lo deseare. Para calificar potencialmente para más servicios de educación, salud o prestaciones sociales, también acepto que la información del alumno y la familia, confidenciales bajo las provisiones de FERPA, sean compartidas o puestas a disposición de organizaciones que suministren servicios con el auspicio de los siguientes: proyectos del Programa de Educación Migrante (MEP) del ISBE, el Consejo Migrante de Illinois (IMC, por sus siglas en inglés), College Assistance Migrant Program (CAMP), High School Equivalency Program (HEP), el Programa de Migrant Education Even Start (MEES), el programa de Migrant & Seasonal Head Start (MSHS) y programas nutricionales para niños.

Firma	Parentesco con el/la menor(es)	Fecha (mm/dd/aaaa)

ISBE 85-81 (9/10)



BUREAU DE L'EDUCATION DE L'ETAT D'ILLINOIS PROGRAMME DE FORMATION DES MIGRANTS CERTIFICAT D'ELIGIBILITE
Année scolaire 20 _____ – 20 _____

NOM ET NUMERO D'ACADEMIE/AGENCE	CODE ABBREVE DE L'ECOLE	# DE ID DE FAMILLE	# DE COE (année et numéro)	DATE de RESIDENCE

A. SECTION DEMENAGEMENT ET TRAVAIL QUALIFICATIF

1. Le/les enfant(s) figurant sur ce formulaire se sont déplacés **DE** _____ pour habiter **À** _____.
2. Le/les enfant(s) se sont déplacés (compléter a et b):
   a. ☐ **seuls en tant qu'ouvriers**, **OU** ☐ **avec** l'ouvrier, **OU** ☐ pour **rejoindre** ou **précéder** l'ouvrier.
   b. ☐ l'ouvrier, _____ (NOM ET PRENOM DU SOUS), est l'enfant ou le ☐parent ☐conjoint ☐tuteur de l'enfant/é.
      i. (Compléter si « pour rejoindre ou précéder » est cochée dans 2a.) L'ouvrier s'est déplacé le _____ (MM/JJ/AAAA). Le/les enfant(s) se sont déplacés le : _____ (MM/JJ/AAAA).
3. Date qualificative d'arrivée: _____ (MM/JJ/AAAA)
4. L'ouvrier s'est déplacé en raison de nécessité économique afin d'obtenir:
   a. ☐ un travail qualificatif, et a obtenu un travail qualificatif, **OU**
   b. ☐ n'importe quel travail, mais a obtenu un travail qualificatif peu de temps après le déménagement, **OU**
   c. ☐ spécifiquement un travail qualificatif, mais n'a pas obtenu le travail. (L'ouvrier n'a pas obtenu le travail qualificatif
      i. ☐ L'ouvrier a déjà déménagé en vue d'obtenir un travail qualificatif (ajouter commentaire), **OU**
      ii. ☐ Il existe d'autres preuves tangibles que l'ouvrier a cherché activement un travail qualificatif peu de temps après le déménagement (ajouter commentaire).
5. **Le travail qualificatif**: _____ (NOM/NOM TRAVAIL D'AGRICULTURE OU DE PECHE) était (faire une sélection dans a et b):
   a. ☐ Travail saisonnier **OU** ☐ temporaire
   b. ☐ Travail d'agriculture **OU** ☐ de pêche (* Le cas échéant, vérifier: ☐ revenus personnels (ajouter commentaire))
6. Rempli si « temporaire » est cochée dans # 5a. Le travail est un travail temporaire basé sur:
   a. ☐ Déclaration de travailleur (ajouter commentaire) **OU**
   b. ☐ Déclaration d'employeur (ajouter commentaire) **OU**
   c. ☐ Documentation de l' Etat pour _____ (MM/JJ/AAAA)

B. COMMENTAIRES: (cochez les cases valables)
Doit inclure 2b, 4c, 5, 6a, 6b de la Section Déménagement et Travail Qualificatif, le cas échéant.
☐ 2b ☐ 4c ☐ 5 ☐ 6a ☐ 6b ☐ Autre

C. RENSEIGNEMENTS FAMILIAUX

1. Père/tuteur (Nom, prénom)	3. Parent masculin légal/tuteur (Nom, prénom)	5. Adresse actuelle (Rue, ville, département, code)	6. Téléphone (Fixe et portable) (avec code du pays)	7. Domicile d'origine Région/Pays
2. Mère/tutrice (Nom, prénom)	4. Parente féminine légale/tutrice (Nom, prénom)			

D. RENSEIGNEMENTS ENFANT/ECOLE (citer tous les enfants/jeunes admissibles)

1. Nom (Nom.)	2. Prénom	3. Nom intermédiaire	4. Suffixe	5. Numéro de SSD	6. Genre	7. Date de naissance	8. Code	9. MB	10. Lieu de naissance (Ville, région, pays)	INSCRIPTION XXX 11. XXX	12. Date d'inscription	13. XXX	14. Date sortie

E. SIGNATURE DU PARENT/TUTEUR/CHEF DE FAMILLE/SALARIE

Je comprends que le but de ce formulaire est d'aider l'Etat à déterminer si le/les enfant(s)/jeune(s) figurant sur ce formulaire sont/sont éligible(s) au titre I, partie C, du Programme d'éducation des migrants. En toute bonne foi, tous les renseignements que j'ai fournis à l'intervieweur sont vrais.
☐ Je donne la permission à mon/mes enfant(s) de participer au programme de formation des migrants.

_____ (Signature) _____ (Lien de parenté avec le/les enfant(s)) _____ (Date (jj/mm/aaaa))

Langue utilisée pour expliquer le contenu de ce document: ☐ ANGLAIS ☐ ESPAGNOL ☐ AUTRE (préciser): _____

F. CERTIFICAT D'ELIGIBILITE

Je certifie, sur la base des informations qui m'ont été fournies, que, dans tous les aspects particuliers affectés ci-dessus, je suis convaincu que ces enfants sont des enfants d'immigrants tel que défini dans 20 USC 6399 (2) et les règlements d'application, et sont admissibles en tant que tels aux services du MEP. Je certifie par la présente que, en toute bonne volonté, les informations sont vraies, fidèles et validées, et je comprends que toute fausse déclaration est passible d'une amende ou d'emprisonnement en vertu de la loi 18 USC 1001.

_____ (Signature de l'intervieweur) _____ (Pièce d'identité du recruteur) _____ (Date (jj/mm/aaaa))

_____ (Signature du critique désigné SEA) _____ (Date (jj/mm/aaaa))

G. VERIFICATION DE RESIDENCE CONTINUE (1er septembre – 31 août) PRÉVU SUR VERSO 20_____/20_____ 20_____/20_____ 20_____/20_____

Avis à EN
Initiales
Date

ISBE 20-81 (8/10)

BUREAU DE L'EDUCATION DE L'ETAT D'ILLINOIS PROGRAMME DE FORMATION DES MIGRANTS CERTIFICAT D'ELIGIBILITE
Année scolaire 20 _____ – 20 _____

NOM ET NUMERO DE DISTRICT/AGENCE	# DU COE (année et numéro)

II. APPARTENANCE ETHNIQUE/RACE DE L'ENFANT

NOM DE L'ENFANT (Nom et prénom)	APPARTENANCE ETHNIQUE 1. Hispanique/Latino (1/Oui)		RACE (Cochez une ou plusieurs cases indépendamment du statut de l'appartenance ethnique sélectionnée.)					
			1-Indien d'Amérique ou Natif d'Alaska	2- Asiatique	3- Noir ou Afro-Américain	4- Natif d'Hawaï ou Autres Iles du Pacifique	5- Blanc	6-Utilisation DPE uniquement
	☐ Oui	☐ Non	☐	☐	☐	☐	☐	
	☐ Oui	☐ Non	☐	☐	☐	☐	☐	
	☐ Oui	☐ Non	☐	☐	☐	☐	☐	
	☐ Oui	☐ Non	☐	☐	☐	☐	☐	
	☐ Oui	☐ Non	☐	☐	☐	☐	☐	
	☐ Oui	☐ Non	☐	☐	☐	☐	☐	

III. MOTIF DE JUSTIFICATIF DE DOMICILE (1er septembre - 31 août)

Année scolaire	Vérification de date de résidence	Personne interrogée	Lien de parenté	Source de vérification	Signature de la personne vérifiant	Date (jj/mm/aaaa)

I. SIGNATURE DES ENREGISTREMENTS

Les règles d'éligibilité, les services, le transfert de dossier de l'élève des migrants, ainsi que la loi sur la vie privée de l'homme et l'éducation familiale (FERPA), m'ont été expliqués. J'autorise cette académie scolaire, le Bureau de l'Education de l'Etat d'Illinois (ISBE), et le système de nouvelle génération (NGS) à publier, révéler, transférer et/ou recevoir des documents éducatifs et de santé de mon enfant, y compris les dossiers de vaccination et les résultats aux tests standardisés, de/vers d'autres écoles, organismes d'enseignement et autres organismes pertinents. Je sais que le dossier de mon enfant me sera disponible pour le consulter et l'obtenir si je le désire. Dans le but d'une qualification potentielle, d'une meilleure éducation, la santé ou les services sociaux, je consens que les informations concernant l'étudiant/famille, autrement confidentielles, en vertu des dispositions de la FERPA, soient partagées ou révélées aux organisations qui fournissent des services sous l'égide de ce qui soit projet du programme d'éducation des migrants ISBE (MEP), Conseil de Migrant d'Illinois (IMC), Programme d'Aide de Migrant pour les Etudes Collégiales (CAMP), Programme d'équivalence d'études secondaires (HEP), Programme d'éducation des migrants Even Start (MEES), Migrants saisonniers Head Start (MSHS), et programmes de nutrition pour enfants.

Signature: _____ Lien de parenté avec l'enfant (s) _____ Date (jj/mm/aaaa): _____

ISBE 23-81 (8/10)

APPENDIX F:

Accountability System Comparisons provide information on the different recommendations from IBAMC, ISBE, and the Governor's Office

Comparison of Accountability Recommendations on the ESSA State Plan for Illinois

ISBE has approached the development of the ESSA State Plan for Illinois as an opportunity to hear from the field and those interested in public education. This opportunity has assisted ISBE staff in refining their thinking in order to develop a state plan that is durable and representative of thinking of stakeholders throughout Illinois. For the purposes of this document, that thinking comes both from those with an interest in developing a state plan that meets the needs of the whole child and from those with technical expertise in accountability. Moreover, it is only through the deep and ongoing consideration of the ideas from stakeholders as well as the recommendations contained herein from the Illinois balanced Accountability Measure workgroup (IBAM) and Governor Rauner, that ISBE staff is able to provide its recommendations. So too, ESSA requires states agencies to review, revise, and renew their state plan no less than every four years.

The overreaching purpose of the accountability system in ESSA is to provide parents, caregivers, and the general public insight into school performance as well as identify schools that require additional support. This insight is premised upon specific goals approved the Illinois State Board of Education in September 2015: More specifically, the following serve as the long-term goals for the ESSA State Plan for Illinois:

- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-graders are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.

In draft #3, ISBE identified that a 15-year timeline will be used, with a three-year benchmark period, in order to establish interim goals. The Department of Education (ED) has indicated that both long-term and interim goals should be based upon the new accountability system a state is developing for the purposes of ESSA.

This document contains the recommendations of ISBE staff, the Illinois Balanced Accountability Measure workgroup (IBAM), and Governor Rauner. In particular, IBAM received recommendations from the P20 Council and the Technical Steering Committee in the development of their recommendations. ESSA also requires that the Governor receive a 30-day review period in which to develop recommendations. The recommendations of Governor Rauner as of February 21, 2017, are included.

The specific recommendations in this document focus in the following areas: ‘n’ size, overall weighting between academic indicators and school quality/student success indicators, weighting of the academic indicators, identification of a growth metric, identification of school quality/student success indicators, weighting of the school quality/student success indicators, and levels of student performance.

The following recommendations are a result of feedback received through listening tours, written feedback, the recommendations of IBAM, Governor Rauner, and ISBE staff deliberations.

	ISBE Staff Recommendation	IBAM Recommendation	Governor's Recommendation
'n' size	20	30	10
Overall Weighting between academic indicators and school quality/student success indicator	75% Academic Indicators 25% School Quality Indicators	51% Academic Indicators 49% School Quality Indicators	80% Academic Indicators 20% School Quality Indicators
Weighting of academic Indicators	**P-8** (75%) • Academic Attainment[1] – 20% • Academic Growth[2] – 50% • EL Proficiency[3] – 5% **9-12** (75%) • Academic Attainment – 20% • Graduation Rate[4] – 50% • EL Proficiency – 5%	**P-8** (51%[5]) • Academic Attainment • Academic Growth • EL Proficiency – no more than 15% **9-12** (51%) • Academic Attainment • Graduation Rate • EL Proficiency – no more than 15%	**K-8** (80%) • Academic Attainment – 20% • Academic Growth – 50% • EL Proficiency – 5% • [Science][6] – 5% **9-12** (80%) • Academic Attainment – 15% • [Growth][7] – 50% • Graduation Rate – 5% • EL Proficiency – 5%

[1] ESSA requires that academic attainment is measured in ELA and Mathematics.

[2] Insofar as growth receives over twice as much weight as attainment in the accountability system, ISBE will provide each school with a growth designation on the Illinois Report Card beginning in the 2019-2020 school year. This designation will provide parents, caregivers, and community members additional information on the interrelationship between growth and attainment as well as highlight those schools that have made substantial gains in growth. There will be a comparison of like schools and an all school comparison on annual growth to proficiency. In both cases, the assigned grade for growth will use an A-F scale. The different levels for the growth designation will be determined by the Technical Advisory Council.

[3] As suggested by stakeholder and recommended by the Governor, ISBE will use a five-year timeline for proficiency, this timeline will begin no earlier than first grade (students can receive services in P and K settings), and proficiency will be calculated using a growth to proficiency metric. Also, ISBE will follow former and report on former ELs through grade 12.

[4] Until a means of measuring growth is established in grades 9-12, ISBE recommends comparing ninth grade on track by cohort to graduation rate. Schools that have 90% or greater of 9th grade student on-track and, in four years, graduate 90% or more of those students will receive the highest designation. Schools in which the graduation rate is below 67% will be eligible for comprehensive support and receive the designation indicating this eligibility regardless of the percentage of the ninth grade cohort on-track.

[5] The IBAM report indicated that members were not able to reach a consensus on weighting. However, members did believe that the weight between the required academic indicators should be distributed and not equal among required indicators.

[6] Proposed for inclusion after the Illinois Science Assessment has undergone standard setting.

[7] ESSA does not require that growth is measured in grades 9 – 12. However, Illinois stakeholders have made it clear that a way of measuring growth is important and P20 recommended that the administration of a second high school assessment is the most accurate way to achieve this. Moreover, the Governor's proposal places the greatest value on student growth. In order to measure this, the state must invest in a yearly high school assessment. Governor Rauner will commit to finding the funds to pay for this assessment.

The following recommendations are a result of feedback received through listening tours, written feedback, the recommendations of IBAM, Governor Rauner, and ISBE staff deliberations.

	ISBE Staff Recommendation	IBAM Recommendation	Governor's Recommendation
			• [Science] – 5%
Growth Metric	Simple linear regression model (i.e., current test scores are regressed on last year's test scores).[8]	Regression model	Student Growth Percentiles and Growth to Proficiency/Target

[8] During the first three years of implementation (2017-2018 school year through 2019-2020 school year), ISBE will also run different statistical treatments on data in order to ensure/identify the most appropriate treatment once there is stable data (e.g., HLM, growth to proficiency, value tables, student growth percentiles). ISBE recommends simple linear regression as there is a lack of prior year data as well as lack or similar performance levels across the various assessments administered in Illinois. Simple linear regression can more easily support these limitations as the accountability system is first implemented.

The following recommendations are a result of feedback received through listening tours, written feedback, the recommendations of IBAM, Governor Rauner, and ISBE staff deliberations.

	ISBE Staff Recommendation	IBAM Recommendation	Governor's Recommendation
Identification of School Quality/School Success Indicators[9]	**P-8**[10] • Chronic Absenteeism • Climate Survey • Fine Arts Participation • [8th Grade On Track] • [P-2 Indicator][11] **9-12** • Chronic Absenteeism[12] • College and Career Readiness[13] • 9th Grade On track • Climate Survey • Fine Arts Participation	**P-8**[14] • Chronic Absenteeism[15] • [8th Grade on Track] **9-12** • Chronic Absenteeism • 9th Grade On Track • [College and Career Readiness]	**K-8** • Chronic Absenteeism • Climate Surveys • [Broad-based curriculum indicator] • [K-2 indicator] **9-12** • Chronic Absenteeism • Climate Survey • 9th Grade on Track • [College and Career Readiness] • [Broad-based curriculum indicator by 2018-2019: AP/IB, Dual Credit; arts coursework; coursework in three of the five curricular areas – CTE, fine arts, world languages, technology/computer sciences, and science or social studies]

[9] The recommendations submitted by IBAM were developed through the work of the IBAM committee as well as that committee's consideration of recommendations submitted to IBAM by the P20 Council.

[10] As recommended by the P20 Council, ISBE intends to capture the gap in resources allocation and its impact on student outcomes and opportunities in the school report card.

[11] P20 recommended an early grades indicator be developed to serve as a school quality/student success indicator.

[12] P20 recommended Chronic Absenteeism as a school quality/student success indicator.

[13] P20 recommended a multi-faceted measure of college and career readiness as a school quality/student success indicator. The Governor's Office is currently working with employers and faculty from higher education to refine the framework shared in draft #2 of the ESSA State Plan for Illinois. The inclusion of the post-secondary faculty aligns with the recommendation received from the Illinois Board of Higher education (IBHE).

[14] Additional indicators recommended by P20 school quality indicators include: science/STEM, early warning, surveys, secondary to post secondary transitions.

[15] The report submitted by IBAM also indicated that the IBAM Quality Framework should, at this time, be used as a "gateway to services" for school support. P20 recommended that the IBAM Quality Framework should be used to conduct a needs assessment for schools identified for services through the ESSA accountability system. ISBE is using the IBAM Quality Framework for this purpose through IL-EMPOWER.

The following recommendations are a result of feedback received through listening tours, written feedback, the recommendations of IBAM, Governor Rauner, and ISBE staff deliberations.

	ISBE Staff Recommendation	IBAM Recommendation	Governor's Recommendation
Weighting of school quality/student success indicator	**P-8 (**25%) • Chronic Absenteeism – 10% • Climate Survey – 5% • Fine Arts Participation – 0% • [8th Grade On Track][16] – 5% • [P-2 Indicator] – 5% **9-12 (**25%) • Chronic Absenteeism – 7.5% • College and Career Readiness – 6.25% • 9th Grade On track – 6.25% • Climate Survey – 5% • Fine Arts Participation – 0%	No Recommendation Provided	**K-8 (**20%) • Chronic Absenteeism – 5% • Climate Surveys – 5% • [Broad-based curriculum indicator] – 5% • [K-2 indicator] – 5% **9-12** (20%) • Chronic Absenteeism – 4% • Climate Survey – 4% • 9th Grade on Track – 4% • [College and Career Readiness] – 4% • [Broad-based curriculum indicator by 2018-2019: AP/IB, Dual Credit; arts coursework; coursework in three of the five curricular areas – CTE, fine arts, world languages, technology/computer sciences, and science or social studies] – 4%

[16] Depending upon school configuration and until such a time when indicators identified parenthetically are available, the total weight of the school quality/school success indicator will be placed upon the available indicator(s) for the school configuration.

The following recommendations are a result of feedback received through listening tours, written feedback, the recommendations of IBAM, Governor Rauner, and ISBE staff deliberations.

	ISBE Staff Recommendation	IBAM Recommendation	Governor's Recommendation
Levels of School Performance	4 levels of performance[17] based upon the accountability system. Schools receiving a Tier 1 or Tier 2 summative rating[18] are eligible to offer peer to peer support services to schools that have been identified to receive either comprehensive (Tier 4) or targeted services (Tier 3).[19] **Tier 4: Lowest-Performing** – Schools eligible for Comprehensive Services **Tier 3: Underperforming** – Schools eligible for Targeted Services **Tier 2: Commendable –** Schools not identified as underperforming or lowest-performing but also not in the top 10% of schools as identified through the accountability system **Tier 1**: **Exemplary** – The top 10% of schools identified through the accountability system. Schools that have one or more low performing subgroups will not be able to receive a Tier 1 or Tier 2 designation.	5 levels and a recommendation that ISBE think about descriptors rather than cut scores.	A 100 point scale that emphasizes growth over attainment, has a greater weight for core academic measures, and measures the extent to which every district in the state is closing the achievement gap. **Rating System** **A**: Exceeds 85 or above [cannot be a targeted school or have less than 95%participation] **B**: Above 75-84 **C**: Meet 65-74 **D**: Approaching 55-64 **F**: Below – Below a score of 55 An overall performance score results from a combination of the score out of 100(.75) of the accountability system added to an equity score 100(.25) derived from "closing the gap" metrics each with a individual weight. Each indicator in the accountability system has its respective "closing the gap" metric and weight (e.g., closing the gap between ELA and Math attainment high needs students and other students and/or closing the chronic absenteeism gap between high needs students and other students).

[17] The ISBE staff recommendation for levels of school performance reflects feedback from the field on draft #3.

[18] A color scheme will be used for the purposes of data visualization (please see pages 77-82 of the ESSA State Plan for Illinois). More specifically, for each indicator within the accountability system, a school will receive a color indication. Additionally, each subgroup within the school and for each indicator will receive a color indication. In this way, parents, caregivers, and community members will be able to see all school performance on each indicator as well as individual subgroup performance.

[19] In addition to highlighting the expertise that exists in Illinois schools, this approach aligns with a recommendation from the College and Career Readiness subcommittee of the P20 Council.