



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001

www.isbe.net

Ronald J. Gidwitz
Chairman

Ernest R. Wish
State Superintendent of Education
and Chief Executive Officer

January 14, 2002

The Honorable George H. Ryan, Governor
The Honorable James "Pate" Philip, Senate President
The Honorable Emil Jones, Senate Democratic Leader
The Honorable Michael J. Madigan, Speaker of the House
The Honorable Lee A. Daniels, House Republican Leader
Honorable Members of the General Assembly

Dear Governor Ryan and Members of the General Assembly:

The State Board of Education is proud to present its 2001 Annual Report and Fiscal Year 2003 Proposed Budget.

This joint Annual Report and Proposed Budget Book has been compiled for the General Assembly in compliance with three statutes: Sections 5/1A-4E, 5/2-3.11 and 5/2-3.47 of the *School Code*. As required, this report includes an analysis of the condition of education in Illinois and a plan of action to address identified needs and problems to meet the challenge of preparing students for the 21st Century. Also stipulated in the law, we have included data when available that reflect the previous fiscal year (through June 30, 2001).

The report is presented in four main components:

- Part I – An Overview of Education in Illinois
- Part II – The Education Challenges in Illinois
- Part III – Financial Resources
- Part IV – Demographic, Financial and Statistical Data

We believe this report shows that Illinois has made important strides in education; however, there is more that needs to be done for Illinois education to be *Second to None*. We look forward to working with you on behalf of all Illinois students.

Sincerely,

Ronald J. Gidwitz, Chairman
State Board of Education

Ernest R. Wish
State Superintendent of Education
and Chief Executive Officer

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State Superintendent of Education and
Chief Executive Officer

**2001 Annual Report
Proposed Budget Fiscal Year 2003**

January 2002

For updated information and more news regarding the Illinois State Board of Education, please visit the ISBE homepage on the internet at www.isbe.net.

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Resource Links for Part I & Part II

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- ACT: <http://www.act.org/news/releases/2001/08-15-01.html>
<http://www.act.org/news/data.html>
<http://www.state.il.us/PressReleases/>
- Profile of Illinois Students and Schools:
<http://www.isbe.net/research/profile01/profile01.htm>
- SAT:
<http://www.state.il.us/PressReleases/>
- TIMSS:
<http://nces.ed.gov/timss>

Achievement Gap

- AFT Evaluation of Illinois Learning Standards:
<http://www.aft.org/edissues/>
- Achievement Data by School District:
<http://206.166.105.86/>
- Education Level of Prisoners:
<http://www.idoc.state.il.us/>
- Education Level of Welfare Recipients:
<http://www.state.il.us/agency/dhs/>
- Illinois Alternate Assessment:
<http://www.isbe.net/spec-ed/>
- Illinois Learning Standards:
<http://www.isbe.net/ils/Default.htm>
- Illinois Measure of Annual Growth in English:
<http://www.isbe.net/assessment/IMAGE.htm>
- Illinois School Report Cards:
<http://206.166.105.128/ReportCard/rchome.asp>
- Implementation of Illinois Learning Standards:
http://www.isbe.net/research/pdffiles/ILS_Year_3.pdf
- Performance Standards:
<http://www.isbe.net/ils/descriptors.htm>
- Remediation Rates in Community College:
<http://www.iccb.state.il.us/>
- Schools Without Walls:
<http://206.166.105.128/schwow/>
- Snapshot of Early Literacy:
<http://www.isbe.net/readingwebd.htm>
- Standards-Aligned Classroom Project:
<http://www.isbe.net/board/meetings/sept01meeting/SACevlrpt.pdf>
- Student Safe School Audit:
<http://www.isbe.net/safeschools/PDF/schoolsafetyudit.pdf>
- Technology in Illinois:
<http://www.isbe.net/board/meetings/dec01meeting/techcover.pdf>

Educator Gap

Importance of Teaching in Achievement:

<http://www.edtrust.org/main/>

Inequities in Access to Qualified Teachers:

<http://www.edtrust.org/main/>

Educator Supply and Demand:

<http://www.isbe.net/research/SupDemand01/TSAD01.pdf>

Illinois State Report Card on Teacher Preparation:

<http://www.isbe.net/teachers/t2.htm>

Induction and Mentoring programs:

<http://www.isbe.net/board/meetings/octmeeting>

National Board of Professional Teaching Standards/Illinois:

<http://www.isbe.net/board/meetings/dec01meeting/nbptsdata.pdf>

Standards for Certification:

<http://www.isbe.net/profdevelopment/ipts.htm>

Standards for Teacher Preparation Programs:

<http://www.isbe.net/profdevelopment/ncate.htm>

Certificate Renewal:

<http://www.isbe.net/recertification/teach.htm>

Education Job Vacancies:

<http://www.iasaedu.org/Jobbank/default.htm>

Funding Gap

Report on Federal Funds for Illinois Schools:

<http://www.isbe.net/federal/fedfunding.pdf>

Financial Condition of Illinois School Districts:

<http://206.166.105.128/ilearn/ASP/index.asp>

EFAB:

<http://www.isbe.net/EFAB/>

School Construction Program:

<http://www.isbe.net/construction/default.htm>

Teacher Retirement System:

<http://www.trs.state.il.us/>

No Child Left Behind

Federal Requirements:

<http://edworkforce.house.gov/issues/107th/education/nclb/conference/leglanguage/leglanguage.pdf>

The 21st CENTURY CHALLENGE
MAKING ILLINOIS EDUCATION *SECOND TO NONE*

P a r t I

An Overview of Education in Illinois

Illinois State Board of Education

THE 21ST CENTURY CHALLENGE

MAKING ILLINOIS EDUCATION *SECOND TO NONE*

Vision for Illinois Education

The Illinois public schools will enable all students to succeed in post-secondary education *and* career opportunities, to be effective life-long learners, and to participate actively in our democracy.

In September 2001, the State Board of Education adopted this vision for Illinois education in the 21st Century. Although it is a vision that reflects the traditional responsibilities of public schools to prepare students for adult life, it focuses on a future that will be profoundly different from the future for which we, our parents and our grandparents were prepared.

A majority of jobs already require some kind of post-secondary education or training, and that trend is expected to accelerate in the future. Our students must be prepared to be life-long learners who are able to keep pace with the rapid explosion and obsolescence of knowledge in the workplace, as well as in virtually all other aspects of their lives.

Increasingly, the future for Illinois students will require that they know much more than just facts and figures. Our young people must be able to access, analyze, evaluate and use information. They must be able to think critically, work collaboratively with others throughout the world, and solve problems in creative and innovative ways. They must be able to use current and emerging technologies to support these applications of learning, and they must be prepared to use their knowledge as the basis for active participation in our democracy and our economy.

Ultimately, it is not enough to educate well those students who have high abilities and strong motivation. Our school system must ensure that all students develop the knowledge and skills that will allow them to succeed in a complex and global society.

THE 21ST CENTURY CHALLENGE

MAKING ILLINOIS EDUCATION *SECOND TO NONE*

Ensuring that all Illinois students develop the knowledge and skills necessary for success in the 21st Century is a challenge both broader and more difficult than the challenges that have faced our public schools in the past. Achieving success will require long-term strategic plans that seek quantum leaps as well as continuous improvement, and actions that combine research and educational best-practices with creativity and innovation.

The role of the State Board of Education in relation to this challenge is defined by law and by the Board's mission statement. This statement, and the goals that accompany it, emphasize the leadership responsibility of the Board within a context of collaboration with all of the other stakeholders. The goals also emphasize the role of local school districts as the primary agent for delivering education to Illinois' two million students.

MISSION OF THE ILLINOIS STATE BOARD OF EDUCATION

The Illinois State Board of Education will provide leadership, advocacy, and support for the work of school districts, policymakers and citizens in making Illinois education Second to None.

STATE BOARD OF EDUCATION GOALS

1. The Illinois State Board of Education will support local districts in helping *all* students meet the Illinois Learning Standards and in closing the achievement gap.
2. The Illinois State Board of Education will generate policies, programs, products and services that support local district efforts to ensure student success.
3. The Illinois State Board of Education will provide advocacy and leadership for adequate and equitable funding of Illinois public schools.
4. The Illinois State Board of Education will work with partners in all sectors of government, education and private enterprise to support continuous improvement of Illinois education.

This Annual Report and Proposed Budget . . .

examines the status of the Illinois public school system in relation to the challenge of preparing students for the 21st Century. It begins with an overview of education in Illinois and then describes, in some depth, four significant challenges that face Illinois now and in the years ahead. This report also identifies accomplishments during the past year, describes areas in which we need to do more if we are to meet our responsibilities to Illinois students, and presents specific budget proposals aligned with the goals for Illinois education and the educational challenges and gaps described in this report.

Overview of Illinois Education

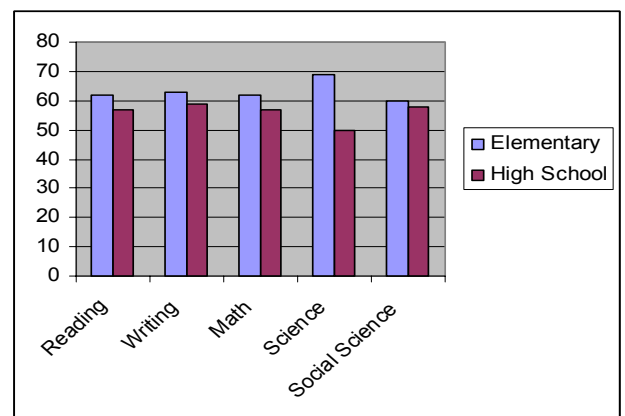
Illinois can take justifiable pride in many aspects of the education being provided for its two million public school students. Overall, however, there are extreme variations in student achievement, and much remains to be done to assure that all students are able to succeed in the 21st Century.

At one end of the continuum, some Illinois students and schools are achieving at very high levels in relation to both the Illinois Learning Standards and other students and schools.

- ★ Illinois leads the country in the number of students with perfect ACT scores. Fifty-eight students achieved perfect scores.
- ★ Our students' **Advanced Placement scores** are the nation's highest for the second year in a row.
- ★ Illinois scores on the Third International Mathematics and Science Study (TIMSS) for 1999 (announced in 2001) were above the national and international averages. Students at Naperville District 203 scored higher in science than the students in any other country, state or district in the world.
- ★ Illinois received a grade of "A" for its college preparation rate on Measuring Up 2000, the National Report Card for Higher Education.

Across all grades and subjects, 69% of Illinois districts increased the number of students who met or exceeded the Illinois Learning Standards on the 2001 ISAT.

Percent of ISAT and PSAT Scores that Meet or Exceed Standards



Unfortunately, these strong performances are counter-balanced by the fact that a critical number of Illinois students and schools are performing below – and in many cases, well below – the standards we have set for them.

- ★ 25% of grade 11 Illinois students did not meet the Illinois Learning Standards in any area assessed on the PSAE. Eleven percent of Illinois students meet standards in just one area.
- ★ Across all subject areas and grade levels, 36.9% of all ISAT scores and 44.3% of all PSAE scores were in either the “below standards” or “academic warning” categories.
- ★ Statewide, 594 elementary schools in 65 districts were placed on the Academic Early Warning List in 2001. In these schools, more than 50% of the ISAT scores have not met the Illinois Learning Standards for two consecutive years.

The bottom line for Illinois education is that some of our students are being educated extremely well and a majority of them are meeting the Illinois Learning Standards. **However, at a time when we need to educate all students to new and higher standards for success in the 21st Century, more than one-third of Illinois students are not achieving at acceptable levels.**

In addition, statewide performance averages mask critical achievement differences among students according to language background, economic background, and other conditions.

- ★ White and Asian/Pacific Islander students performed significantly better than Black, Hispanic or Native American students on both ISAT and PSAE tests of reading. Eighty-six percent of White students meets or exceeds the 3rd grade reading standards, compared to 33% of Black students and 47% of Hispanic students
- ★ Students with “at-risk” characteristics -- including those who are disabled, limited-English-proficient, migrant, and economically disadvantaged -- had considerably lower scores than students not considered to be “at risk.” Only 16% of Black students and 23% of Hispanic students meet the 8th grade math standards, compared to 60% of White students.

These disaggregated achievement data are particularly troubling when examined in the context of Illinois’ student population. **As the enrollment in Illinois schools has increased during the past decade, the number and proportion of Illinois students with characteristics that are strongly correlated with being at risk of academic failure have also increased.**

- ★ More than one-third of Illinois students (36.9%) are from low-income families.

- ★ 6.3% of Illinois students are limited-English-proficient (LEP); and
- ★ 14.9% are classified as having one or more disabilities requiring an Individual Educational Plan.

In addition, Illinois students are increasingly diverse. Students who are Black, Hispanic, Asian/Pacific Islander or Native American made up 39.9% of the enrollment in 2001, up from 34.1% in 1991. The increase in minority percentage was accounted for mainly by increases among Hispanic students. For more demographic data, refer to the Part IV of this document.

These factors do not represent insurmountable barriers. Two separate analyses of Illinois data have identified a group of schools in which the students are succeeding in spite of high-poverty and other risk factors. Illinois minority students are making greater improvement on the ACT (a nationally-recognized college entrance exam) than minority students elsewhere in the nation, and a recent State Board analysis of achievement by Illinois' Hispanic students showed improvement in reading across the grades.

Nonetheless, the increased diversity and “at-risk” characteristics of Illinois students substantially increase the challenge for the public schools and make it all the more critical that all students have high-quality and equitable learning opportunities.

That, in turn, emphasizes the importance of a strong and sufficient educator workforce and a funding system that assures at least an adequate level of resources for all districts. Unfortunately, Illinois is facing a shortage of appropriately-trained teachers, particularly in districts with large percentages of at-risk students. In addition, many local districts are facing serious financial problems and the inequity of resources in Illinois earned our State an “F” on the *Education Counts 2002* state report card.

The next section of this report examines these issues in greater detail and provides recommendations for State and local actions.

The 21st CENTURY CHALLENGE
MAKING ILLINOIS EDUCATION *SECOND TO NONE*

P a r t I I

The Education Challenges in Illinois

ILLINOIS STATE BOARD OF EDUCATION

The Challenges Facing Illinois Education

- ★ **Improving Achievement and Closing Achievement Gaps**
- ★ **Bolstering the Educator Workforce**
- ★ **Making Funding Adequate and Equitable**
- ★ **“No Child Left Behind”**

Improving Achievement and Closing Achievement Gaps



Improving Achievement and Closing Achievement Gaps



Achievement Matters

Student achievement at each school level has a significant impact on later success.

- ★ A child who hasn't learned to read by the end of the third grade may never be able to catch up and could have difficulty throughout his or her school career.
- ★ A student who doesn't learn algebraic concepts in elementary school will probably not be able to meet the math standards for high school.
- ★ A student who doesn't meet the Illinois Learning Standards by 11th grade will find it difficult to succeed in the workplace and in post-secondary school.

The consequences of failing to bring all students to a high level of achievement are significant.

- ★ **50%** of Illinois welfare recipients are high school dropouts.
- ★ **18%** of community college students enroll in at least one remedial course.
- ★ **30%** of prisoners in the Illinois Department of Corrections institutions can't read at a 6th grade level.

**"The best way to predict the future is to help shape it."
Unknown**

Standards Define Expectations

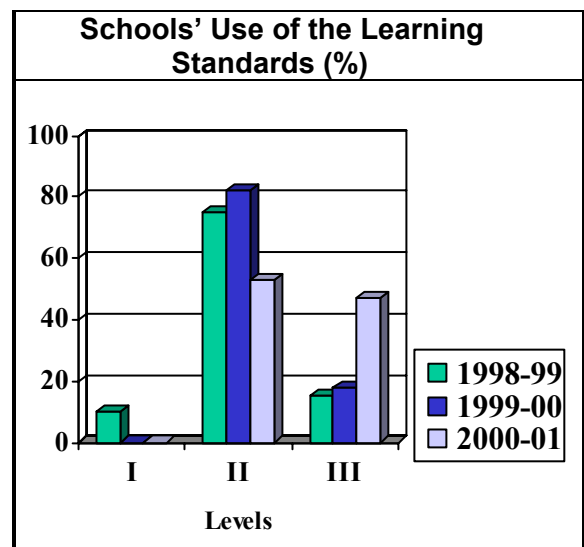
The **Illinois Learning Standards**, adopted in 1997, define what Illinois students should know and be able to do in six fundamental learning areas: Reading, Mathematics, Writing, Science, Social Sciences, Fine Arts and Physical Development/Health. Additional standards are available for Foreign Languages.

The State Board of Education has further developed **grade-by-grade performance standards** that include detailed descriptions of student knowledge and skills, ways of teaching and measuring their achievement, and samples of student work that meets and exceeds the Standards. These materials are available online via the State Board Website (www.isbe.net/assessment/perfdef.htm).

The **Standards Aligned Classroom Project** provides training for teachers to bring these materials into their classrooms. The training is offered through every Regional Office of Education and Intermediate Service Center in the state.

Schools are steadily increasing their use of the Illinois Learning Standards. A University of Illinois evaluation shows schools moving from Level 1 (awareness but little use) to Level 3 (consistent use) since 1998.

High schools are still showing lower levels of implementation of the Learning Standards than elementary and middle schools. However, high schools made the largest increase in implementation in FY01, substantially closing the gap among school types.



The predominant implementation activities at all levels were teacher professional development and integration of the Standards into district and school policies and procedures. Some improvements are evident in the alignment of curriculum and instruction with the Standards, but more work is needed in this area.

As more teachers gear their lessons to the Standards, more students will have the opportunity to gain the knowledge and skills they need to succeed after high school.

What Does It Mean to “Meet Standards”?

Here is an example of work done by an Illinois 8th grade student that meets the expectations outlined in the Illinois Learning Standards. A full array of sample lessons and student work examples is available on the State Board website at www.isbe.net.

Date 4/17/01

The Sales Leader

Three realtors work for the same company. Each is being considered for sales leader of the year. The sales leader of the year is given a \$5000 bonus, so each of the individuals is trying hard to make the case that they should be the person selected, based on their sales data. The chart provided on the next page shows the value of each home sold during the year by each realtor.

- A. Discuss how each person might make a case for being the sales leader, based on the data provided. Be sure to include a comparison of measures of central tendency for each realtor as part of your analysis.

First I took the chart and found the mean, median, and mode for each. With this data I concluded that number 1 could say he has the most profits since he has \$8,640,000. Also number 2 could go for the most houses sold he has 43 houses. Then number 3 could say he sell an even amount of house in and through the year 24 houses the first half of year and 24 the second half he also could say he sells a house for much more money and has no cheap prices as do the others.

Realtor #	Mean	Median	Mode
Realtor #1 (46 houses)	190	190	190
Realtor #2 (43 houses)	136	145	135
Realtor #3 (48 houses)	179	175	175

- B. Which person do you think should be declared the sales leader, and why?

I think realtor #2 should be sales leader because even though he made 20 less than #1 in time he will make up for that and more because he sells many more houses than the others. If he keeps this up he can get cheap per houses so he will sell more and while #1 sells 1 house for 150 and #3 sells one for 175 he will sell 3 houses for 90 and get a 40 and get almost as much as the 2 combined. He is going to make out a lot better in the end. Realtor #2 should be the sales leader of the year.

A. Organize, describe and make predictions from existing data. Determine the best measure of central tendency from mean, median and mode

B. Discuss how data can be manipulated to represent different points of view

Sales Month	Realtor #1	Realtor #2	Realtor #3
January	90, 125, 200	80, 90, 100, 130, 140, 155	125, 145, 225, 255
February	150, 225, 0575	75, 95, 105, 115, 130, 150	145, 160, 195
March	130, 175, 205, 215	85, 120, 125, 130, 140	120, 145, 190, 200
April	125, 155, 180, 300	80, 145, 160, 180, 220	125, 140, 160, 175, 175,
May	125, 140, 160, 175, 175, 190	100, 110, 120, 165, 170	110, 140, 165, 190, 210
June	125, 145, 225, 255	90, 145, 155, 190, 200	175, 180, 190
July	110, 140, 165, 190, 210	95, 110, 145, 165, 170	115, 140, 175, 195, 225
August	135, 150, 200, 290	100, 115, 125, 145, 170	170, 175, 180, 190
September	120, 145, 190, 190	110, 125, 135, 150, 165	150, 225, 375
October	115, 140, 175, 195, 225	145, 165, 175, 190, 200	100, 135, 190, 195
November	135, 150, 165, 190	95, 105, 115, 135, 145, 175	140, 150, 165
December	150, 200	100, 125, 145, 190, 195	175, 180, 195, 210

State Tests Measure Achievement

The state measures student achievement in grades 3-8 using **the Illinois Standards Achievement Test**. First administered in 1999, these tests measure students' mastery of the Illinois Learning Standards. Performance data is available by student groups (racial/ethnic, low-income, and students with Individualized Education Plans).

Students in 11th grade took the **Prairie State Achievement Examination** for the first time in April 2001. Illinois is unique in the nation for embedding a nationally-recognized college entrance exam (the ACT) and workplace readiness exams (ACT's Work Keys tests) into the state standards-based high school test.

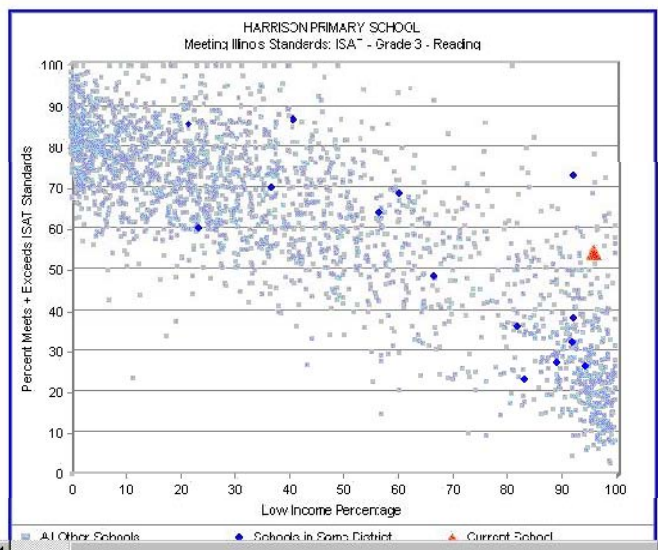


The Illinois Alternate Assessment (IAA), a portfolio-based assessment of students with disabilities whose participation in other state assessments would be inappropriate even with accommodations, was implemented for the first time in 2000-2001.

With the introduction of these assessments and improvements to the Illinois Measure of Annual Growth in English (IMAGE), which is administered to students with limited English proficiency, the achievement of all Illinois students is being measured against the Illinois Learning Standards. New federal requirements will result in increased testing in reading and math by the 2005-2006 school year.

The State Board of Education website (www.issbe.net/assessment/isat.htm) provides viewers with **online sample tests** for the ISAT series.

Last year, the State Board collaborated with the Illinois Business Roundtable and the North Central Regional Education Laboratory to create the **Illinois School Improvement Website (ILSI)** (<http://ilsisbe.net>). This website allows viewers to see how any school participating in ISAT is performing compared to all other participating schools. Schools can be compared on the basis of various characteristics such as low-income population, mobility and expenditure per pupil. PSAE data will be added this year.

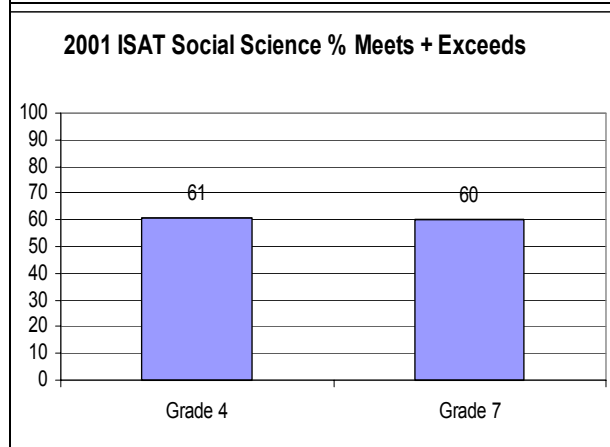
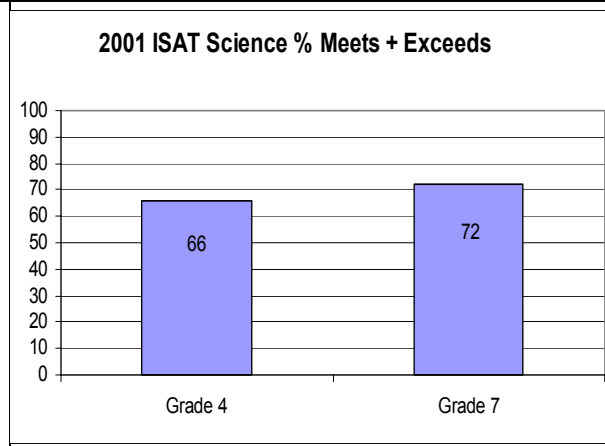
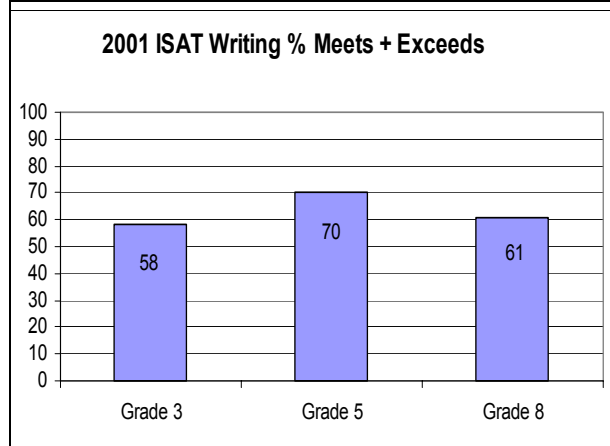
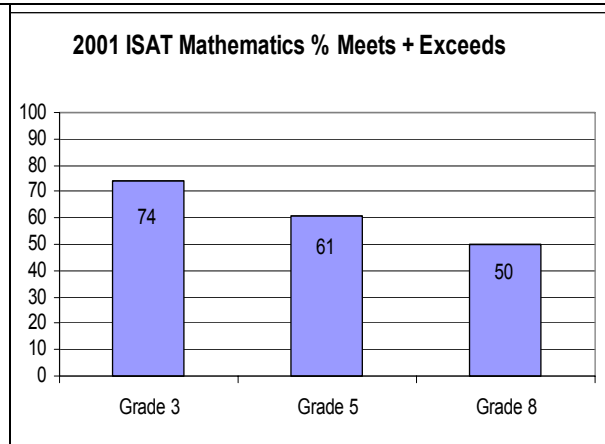
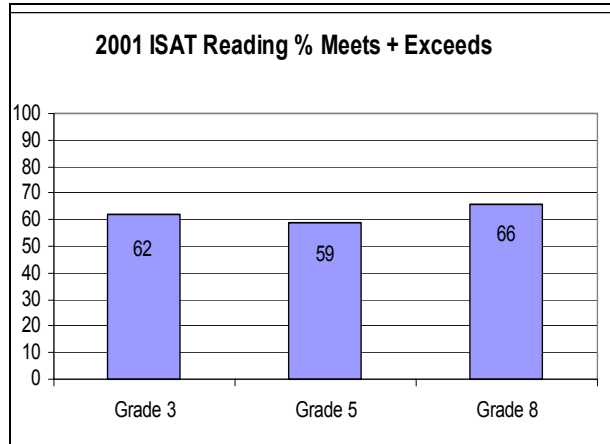


The ILSI website makes it possible for achievement data to be viewed as tables, as graphs or as “scattergrams,” as shown at the left. This in turn makes it possible to identify local, regional and statewide patterns and trends.

A grant to Illinois by the Gates Foundation is being used to train Illinois administrators in analyzing and making decisions on the basis of student achievement data and other information provided on the ILSI website.

Elementary Achievement Data – ISAT

A majority of elementary students meet or exceed the Illinois Learning Standards in each of the learning areas tested by the ISAT in 2001. For any grade level and for any subject tested, between $\frac{1}{2}$ and $\frac{3}{4}$ of students are meeting or exceeding these standards.



Given the still-variable implementation of the Standards in local curriculum, these results are not necessarily surprising – and some would say they are encouraging. However, these achievement levels are a long way from where we want and need to be. The State Board of Education initially set a goal of 80% “meets and exceeds” by 2006. The new federal law requires annual improvement, over a twelve-year period, to 100% of students meeting state standards.

Reading and Math

Reading and mathematics are essential foundations for other learning, so student achievement in these areas is particularly important. Overall, 62% of the 2001 ISAT scores in reading and math are in the “meets” or “exceeds” range. However, this means that almost 40% of Illinois students are not meeting the Standards in these either of these subjects.

Moreover, despite the fact that student mathematics performance on the 2001 ISAT improved over last year (see next page), it declines at each successive grade level – i.e., from 3rd to 5th to 8th grade. Reading performance similarly declines for students at successive grade levels, with 5th graders performing more poorly against the standards than did 3rd graders.

These data indicate that additional efforts are needed to assure that local curricula are aligned to the Illinois Learning Standards, that all teachers are able to support the reading and mathematics development of their students, and that additional support is provided to students who are not performing well in reading and/or mathematics.

ISAT Achievement Levels - 1999-2001

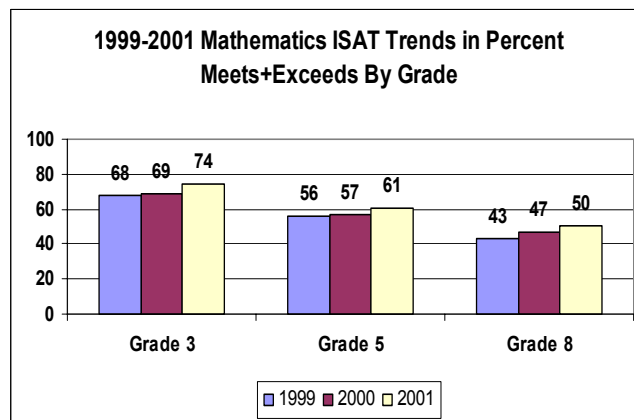
Trend information about elementary student achievement was available for the first time in 2001, with three years of data for math, reading and writing and two years of data for science and social science. These data have limited value for making judgments, since they cover such a brief period and do not compare performances by the same group of students. Nonetheless, these data tell us whether we are going in the right direction and provide a baseline for future analyses.

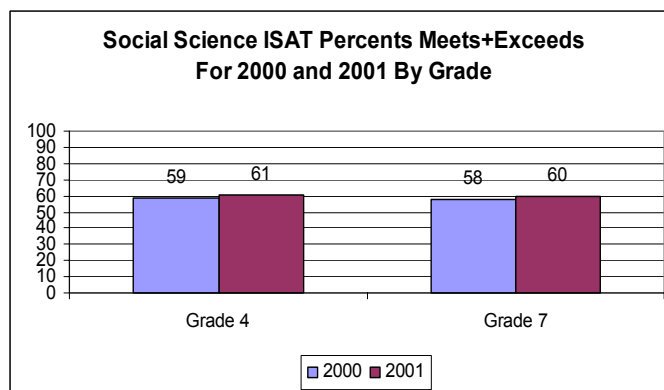
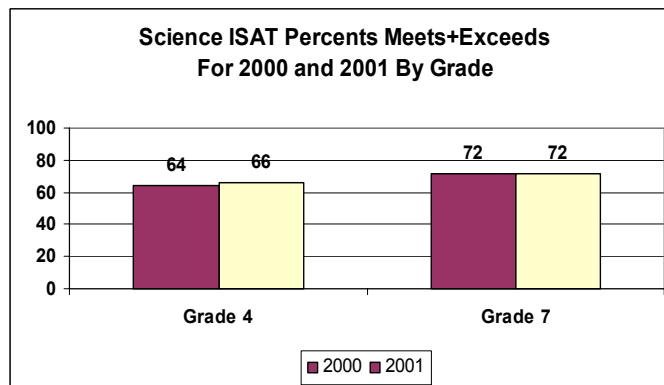
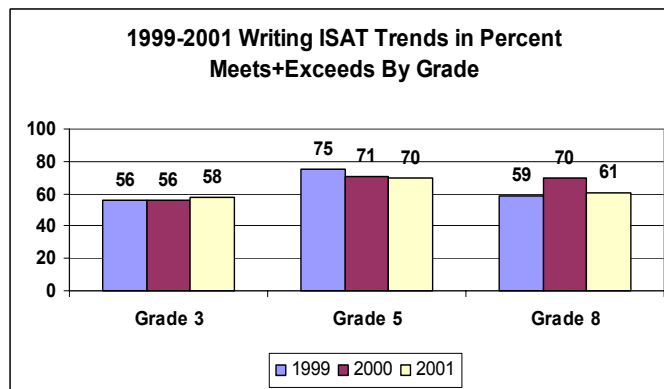
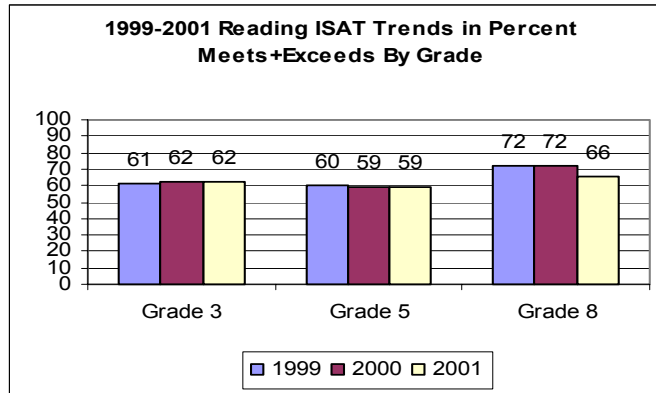
Overall, the number of students who meet or exceed the standards in 2001 increased over the number in 2000 in **69% of Illinois districts**.

Minor increases in student achievement are evident in some grades and subjects over the three-year period.

- ★ 3rd and 4th grade performance has improved slightly across all subjects.
- ★ Mathematics performance has shown some improvements at each grade level over three years.
- ★ Modest improvements have occurred in the % of “meets and exceeds” scores in both science and social science.

Reading performance is relatively flat over the three year period for the 3rd and 5th grades, but it declined in grade 8 in 2001. It is important to note that these reading levels reflect increased numbers of IEP students who participated in the test over the three year period (7.2% in 1999, 8.0% in 2000 and 12.5% in 2001). Many of these students have reading difficulties.



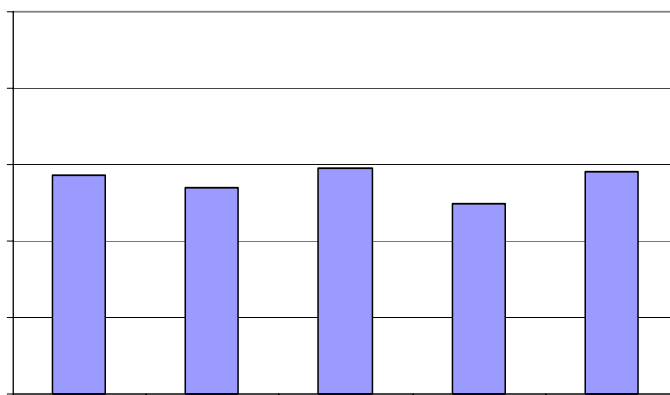


High School Achievement Data - PSAE

More than half of the students participating in the first administration of the Prairie State Achievement Examination (PSAE) meet or exceed the standards. These performance results will now serve as the baseline for 11th graders' mastery of the Learning Standards.

The composite ACT score for students who took the PSAE was 19.4. In 2000, the ACT composite score for students who self-selected based on their intent to enroll in higher education was just two points higher, at 21.5.

2001 PSAE Results
% Meeting + Exceeding Standards



The test identified 10,000 students who indicated they had not intended to attend college, yet scored well enough on the exam to qualify for college entrance at many Illinois institutions of higher education. The test opened up new opportunities for these students and provides others with a valuable credential regarding high school achievement, workplace readiness and college preparation.

Despite these encouraging results, more than 40% of Illinois' 11th grade students who took the PSAE did not meet the Illinois Learning Standards in any of the subject areas.

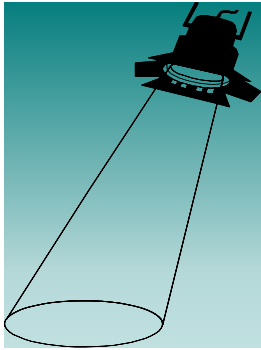
Learning Opportunities Aligned to the Standards

Research shows that high school students who take a core curriculum (4 years of English and 3 years each of mathematics, science and social science) score higher on achievement tests. **The average score on the ACT portion of the PSAE for students taking the core curriculum was 22.2, compared to a 17.7 average for students who were not taking a core curriculum.**

Research also shows that even students with learning gaps learn more when they take a rigorous core curriculum. Yet only about 33% of poor and minority students take a core curriculum in high school, compared to 61% nationwide, according to ACT.

One reason so many Illinois students do not take the core curriculum is that it is not required. Graduation from high school in Illinois requires only 3 years language arts, 2 years of mathematics (one of which may be computer technology), 1 year of science, 2 years of social studies (one of which must be American History) and 1 year of art, music or foreign language. The General Assembly can expect proposals to increase graduation requirements.

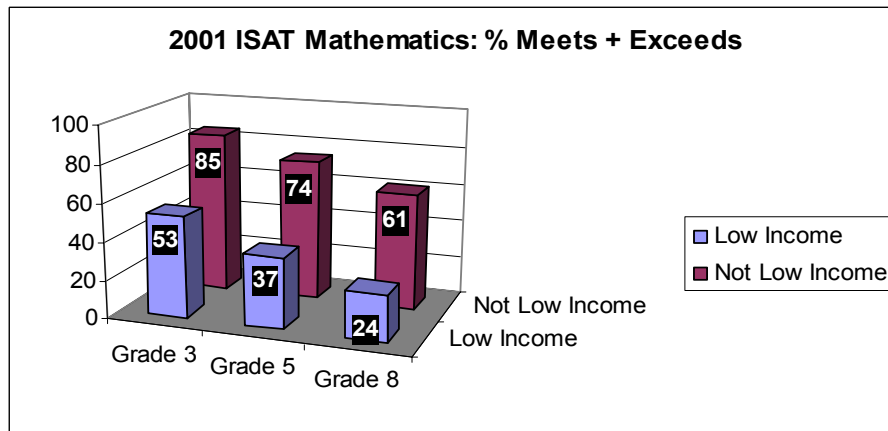
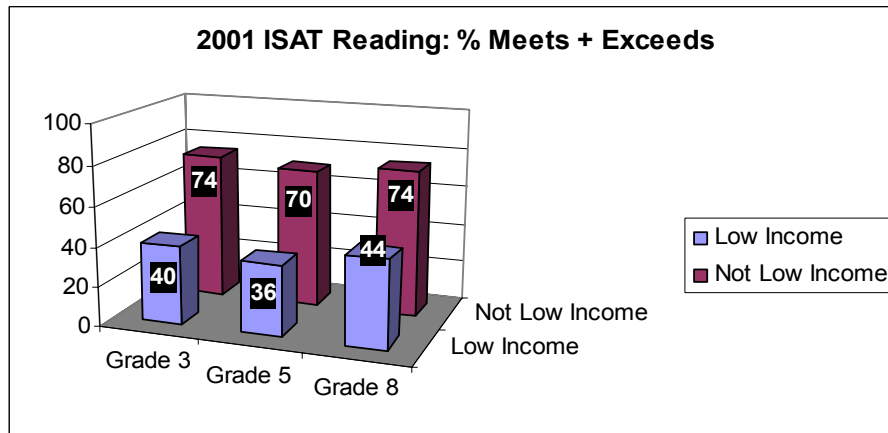
Spotlight on Achievement Gaps



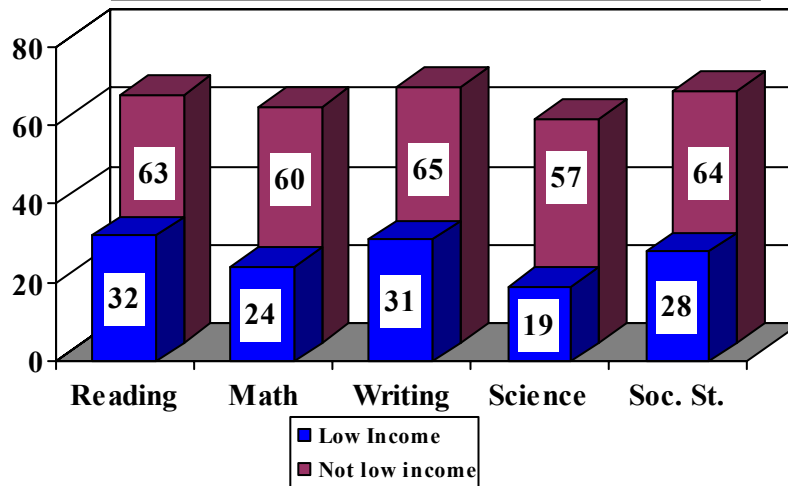
One of the most useful features of state testing is that it highlights those areas where students are not achieving. This information is crucial to state policymaking and decisions about how to use limited education resources.

Like most states in the nation, Illinois data show several disturbing achievement gaps, especially for low-income and minority students.

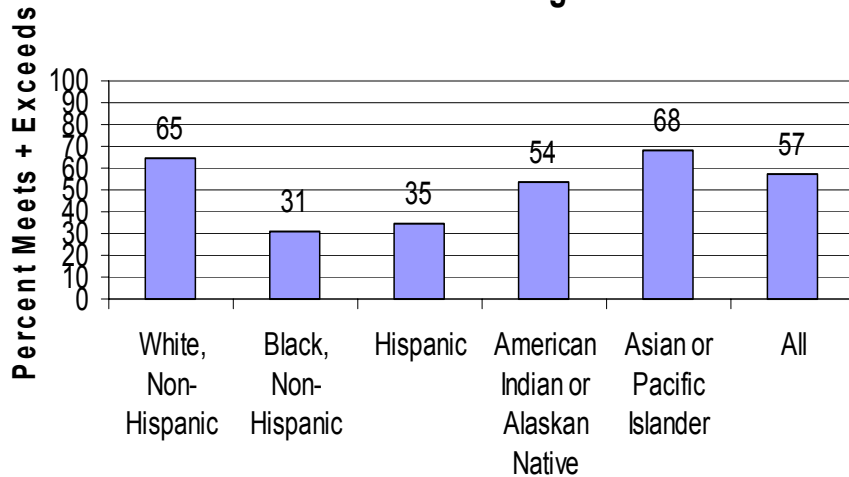
Poverty is by far the biggest factor accounting for differences in student performance. Nearly 70% of the variation in test scores can be attributed to income status. However, the achievement gap is also evident when data are analyzed by ethnic and racial groups.



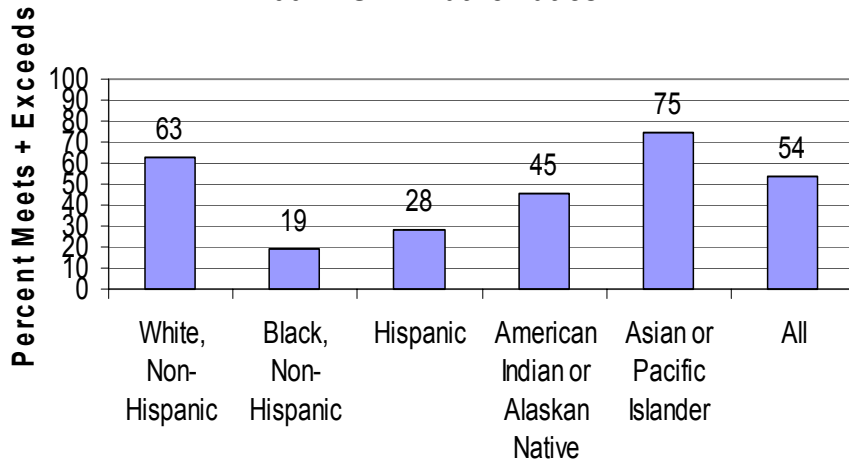
**Percent Meeting + Exceeds for 2001 PSAE
By Student Poverty Status**



2001 PSAE Reading



2001 PSAE Mathematics



The Achievement Gap and the Warning List

Based on the 2000 and 2001 ISAT data, 594 elementary schools have been placed on the **State Academic Early Warning List**. In these schools, 50% or more of the students did not meet the Illinois Learning Standards for two consecutive years.

The 2001 Warning List schools are located in 65 district located all over the state (see Academic Early Warning List map on page 308). About half of the schools are located in one-school districts and the other half are in urban school districts.

	FY01	FY02
Districts	12	65
Schools	416*	594
Students	13,068	104,624
Teachers	700	3,740

* Does not include Chicago schools

Not surprisingly, given the disaggregated data described in the previous pages, these districts and schools have high concentrations of low-income and minority students.

However, **poverty is not an insurmountable obstacle**. National evidence of this fact is described in the Highlight on the following page.

In Illinois, 92 elementary and middle schools have been identified that have more than 50% low income students and always have more than 50% of students meeting or exceeding standards on every ISAT test. The State Board is studying these schools that consistently “beat the odds” and bring their poverty students to high levels of achievement to find out how they accomplish these results.

Even though the AEWL schools are located in just 8% of Illinois districts, they impact the lives and futures of thousands of Illinois students. Thus, **one of the critical responsibilities of the State of Illinois during FY02 and beyond will be to provide help and assistance in turning things around.**

System of Support

The State Board of Education will provide a System of Support for the Academic Warning List schools that combines its own experiences with a limited number of low-performing schools during the past few years with the insights obtained from state and national studies of high-risk, high-performing schools. This will be a formidable challenge. The stakes may become ever higher in FY03 when two years of high school data will be available to determine which secondary schools are eligible for the Early Academic Warning List.

However, attention cannot be limited to the Warning List schools. If achievement in Illinois is to reach the levels necessary for success in the 21st Century, state and local leaders must also initiate strategies that impact all students.

Highlight: *Dispelling the Myth Revisited*

In December 2001, the Education Trust published a study that identified thousands of schools serving poor and minority students that are among the highest performing in their states. *Eighty-four of those schools are in Illinois.*

The schools met these criteria:

- ★ Had math and/or reading levels in the top 1/3 of all schools in the state
- ★ Ranked in the top 1/3 of the state for high poverty levels and/or ranked in the top 1/3 of the state for African-American and Latino enrollments.

These schools share some important characteristics...

- ★ **Extensive use of state and local standards** to design curriculum and instruction, assess student work and evaluate teachers;
- ★ **Increased instruction time for reading and mathematics;**
- ★ **Substantial investment in professional development for teachers** focused on instructional practices that help students meet academic standards;

“Twenty years ago Ron Edmonds asked, ‘How many effective schools would you have to see to be persuaded of the educability of poor children?’...Our new analysis identifies not hundreds, but thousands of high-achieving high-poverty and high-minority schools. Naysayers can no longer dismiss such schools as outliers.”

Kati Haycock
Executive Director
The Education Trust

- ★ **Comprehensive systems to monitor individual student performance** and to provide help to struggling students before they fall behind;
- ★ **Parental involvement** in efforts to get students to meet standards;
- ★ **State and district accountability systems** with real consequences for adults in the school; and
- ★ **Use of assessments to help guide instruction and resources**, and as a healthy part of everyday teaching and learning.

The complete Education Trust report contains state-by-state lists of schools along with achievement and demographic data. It is available at www.edtrust.org.

Improving Achievement and Closing Achievement Gaps

State Accomplishments

Hundreds of teachers and other educators worked with the State Board of Education to develop Performance Standards linked to the Illinois Learning Standards. The Performance Standards include grade-by-grade Performance Descriptors, examples of student work that meets the Standards and classroom-level assessments/performance levels appropriate to each Standard. This material and relevant curriculum and instruction strategies are being shared with teachers through workshops, CDs and on the State Board website.

The new Prairie State Achievement Test (PSAE) and the Illinois Alternate Assessment (IAA) were launched in FY01.

Actions taken to improve the Illinois system of standards, assessment and accountability earned Illinois an A- grade on the *Quality Counts 2002* ranking of states. Only six other states (Florida, Kentucky, Louisiana, Maryland, Massachusetts, and New York) received an A or A-.

Illinois was also recognized by the American Federation of Teachers for “being a leader in the development of a strong standards-based system.”

Governor Ryan launched the *Illinois Reads* initiative. The *Illinois Reads* website (www.illinoisreads.org) was developed to provide up-to-date information on reading and serve as a clearinghouse of reading and literacy resources in Illinois.

The “Snapshot of Early Literacy” was developed in 2001 to serve as a diagnostic reading assessment for individual children. It has been made available for all kindergarten and first grade teachers.

Legislation authorizing the **Reading Improvement Block Grant** was re-focused on direct service for students, especially in the early grades, and on teacher training. The changes to the law also increased accountability for improving student reading levels.

“Reading Kits” were distributed to thousands of Illinois educators (35,000 in just the first mailing). The kits are designed to provide pre-kindergarten through second grade teachers, elementary administrators and child care providers with resources that will help them help children become better readers.

Governor Ryan hosted the Illinois Mathematics Summit to develop strategies for closing the mathematics achievement gap. Participants in the Summit focused on improving teacher preparation programs, providing sustained professional development opportunities to improve mathematics instruction, aligning curriculum, instruction and local assessment with the Mathematics Learning Standards, coordinating curriculum in mathematics, and improving the recruitment and retention of mathematics teachers.

Early childhood education programs were expanded and improved via an additional \$4 million appropriation; however, waiting lists still include thousands of Illinois pre-kindergarten children.

An Early Learning website was created to provide educators, parents and caretakers with high-quality information and tools to get the most out of each child's early years.

Curriculum resources were added to the ISBE technology website, including "The Sue Project," a joint project with the Field Museum focusing on its famous T. Rex dinosaur.

Illinois was ranked **2nd in the nation** (up from 49th just five years ago) in the use of digital technology in K-12 education and the State Board's technology program was identified as a "best practice" for the nation.

The Illinois Virtual High School (IVHS) was launched as a pilot in the spring 2001 semester and is now in the first full year of operation. The IVHS brings additional learning opportunities to the more than 300 students who are participating in the virtual educational program.

The Student Advisory Council to the State Board of Education developed and field tested a "Student Safe School Audit." This complements the Safe School Audit developed earlier by the State Board and is designed to engage students in creating and maintaining a safe and appropriate learning environment.

The **Alternative Learning Opportunities Act** was enacted in 2001. The program is intended to provide an array of learning experiences based on the Illinois Learning Standards but designed to meet the needs of students who have not succeeded in traditional classrooms.

The Illinois School Report Card was redesigned to provide disaggregated achievement information. The goal of this action, which is consistent with the new federal regulations, was to provide information to the public about the performance of groups of students, e.g., by ethnic background.

The **Summer Bridges** program provided intensive learning opportunities for 28,000 students in 118 districts. Evaluations continue to indicate highly positive results in reading and writing.

Illinois received federal funding for reading improvement in 16 districts that exhibit the greatest need.

Professional development programs focused on reading were provided to K-2 teachers ("Meeting the Challenge Training") and 3-12 teachers ("Creating Independence through Student-Owned Strategies – CRISS").

A broadly-representative task force studied options for making preschool programs universally available to Illinois children.

Partners in the Baldrige in Education initiative provided leadership for integrating the Baldrige principles into Illinois education.

Performance levels or "cut scores" were adopted for student performance in physical development and fine arts. Students in grades 4 and 7 are administered test questions in these two areas as part of the ISAT science and social science tests, respectively. High school students in grade 9-10 participate in a voluntary test of these learning areas.

Public forums and other planning activities were conducted to establish a foundation for the development of a new five-year state plan for special education.

Closing the Achievement Gaps



The State Board of Education has made eliminating achievement gaps a top priority. Some of the solutions lie with state leadership and resources. Others require school districts to redirect their efforts and resources toward proven practices that raise the achievement of all students.

State Leadership

Provide early childhood education that prepares students for kindergarten

Continue to provide materials, research and resources to boost early reading skills and close reading achievement gaps in the early grades

Implement the recommendations of the Governor's 2001 Mathematics Summit

Require a core curriculum for all high school students based on the Illinois Learning Standards

Hold school districts accountable for the achievement of all students.

State Action

Eliminate at-risk Pre-Kindergarten program waiting lists.
Develop a long-term plan for universal student access to quality Pre-K programs.

Evaluate the effects of Reading Block Grant and other funds directed toward proven best practices.
Expand training for teachers to use the Illinois Snapshot of Early Literacy (ISEL information is available on the Illinois Reads website at www.isbe.net) and other reading resources.

Provide resources for teacher recruitment, training and professional development in mathematics.
Coordinate mathematics curriculum and instruction to reflect the Learning Standards and higher education requirements.

Revise state minimum graduation requirements.
Ensure that vocational and applied learning courses are based on the Learning Standards.
Develop a research-based K-12 curriculum that schools can use to help all students meet the Learning Standards.

Establish a reporting system highlights achievement and achievements gaps.
Provide a system of support for districts with low-performing schools.
Provide research on best practices in schools that are closing achievement gaps.

Local Leadership

Adopt local board policies that specifically address achievement gaps.

Deliver a coordinated curriculum that helps students meet the Learning Standards K-12.

Focus professional development on meeting student needs, especially those with achievement gaps.

Study and adapt the best practices of all schools that consistently bring all students to high levels of achievement.

Local Action

Assign highly competent teachers to the neediest students.
Regularly report achievement and progress data to parents and the public.
Allocate resources based on data.
Adjust the school calendar to meet student needs and to add teacher time.

Assure that lessons are structured to help students meet the Standards.
Eliminate repetitive or redundant lessons.
Assure that by the time students leave 8th grade, they are fully prepared for high school coursework.

Assist all teachers to use classroom assessment carefully and constructively.
Provide teachers with accurate data and feedback on student achievement.

Provide opportunities for teachers to work together to use best practices in their classrooms.
Provide opportunities for teachers to learn from others who have successfully raised achievement for disadvantaged students.

STATE BOARD BUDGET REQUEST – FY03

The State Board of Education's budget for elementary and secondary education includes a significant number of line items that address the goal of improving student achievement and closing the achievement gap. These are listed on the following page, along with a five-year history of funding for each.

The budget request for FY03 was developed in the context of the state's financial circumstances. Increases in funding are requested only for four programs that are regarded as especially critical to continued efforts to improve student achievement and close the achievement gap. These four areas are **Academic Early Warning, Assessments, Early Childhood** and **Summer Bridges**. Funding for some previous programs is eliminated. The remainder of the budget requests are proposed at the FY02 level.

Achievement Gaps Funding History



<u>State</u>	<u>FY98</u>	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>Aggregate 5-Year Total</u>	<u>FY03 Request</u>
AEWL	0.0	2,000.0	3,500.0	4,350.0	4,350.0	14,200.0	12,350.0
Agriculture Education	1,429.7	1,500.0	2,000.0	2,000.0	2,500.0	9,429.7	2,000.0
Alt. /Reg. Safe	15,000.0	15,352.0	15,352.0	16,852.0	18,852.0	81,408.0	18,852.0
Arts Planning K-6	499.7	499.7	499.7	499.7	499.7	2,498.5	499.7
Assessm't Basic Skill	550.0	655.0	914.7	914.7	914.7	3,949.1	914.7
Assessm't Bilingual	400.0	600.0	865.0	865.0	865.0	3,595.0	865.0
Assessm't Cons. Ed	150.0	150.0	154.4	154.4	154.4	763.2	154.4
Assessm't ISAT/PSAE	5,740.0	10,555.0	17,162.9	17,162.9	18,062.9	68,683.7	22,562.9
Bilingual Education	55,552.0	55,552.0	55,552.0	62,552.0	62,552.0	291,760.0	62,552.0
Bridge/Classroom	0.0	0.0	13,000.0	23,000.0	26,000.0	62,000.0	29,000.0
Career Awareness	1,057.3	1,117.8	1,117.8	1,117.8	1,117.8	5,528.5	1,117.8
Career & Tech Prog.	52,874.5	52,874.5	52,874.5	53,874.5	53,874.5	266,372.5	53,874.5
Corey H. Compliance	0.0	0.0	1,000.0	1,000.0	1,000.0	3,000.0	500.0
Early Childhood	134,104.5	154,171.8	170,171.8	180,171.8	184,171.8	822,791.7	198,671.8
Early Intervention	12,000.0	0.0	0.0	45,740.0	71,480.0	129,220.0	71,480.0
Family Literacy	0.0	0.0	0.0	1,000.0	1,000.0	2,000.0	1,000.0
GED Testing	210.0	210.0	210.0	210.0	210.0	1,050.0	210.0
Gifted Education	19,695.8	19,695.8	19,695.8	19,695.8	19,695.8	98,479.0	19,695.0
Hispanic Dropout	374.6	374.6	374.6	599.6	599.6	2,323.0	599.6
IL Economic Ed.	0.0	0.0	150.0	150.0	150.0	450.0	150.0
IL Govern. Internship	129.9	129.9	129.9	129.9	129.9	649.5	129.9
IL Learning Partn.	0.0	0.0	500.0	500.0	500.0	1,500.0	500.0
IL Partn. Academy	600.0	600.0	600.0	600.0	600.0	3,000.0	600.0
Jobs for IL Graduates	2,800.0	2,800.0	2,800.0	4,000.0	6,000.0	18,400.0	6,000.0
Learning Standards	1,286.5	1,286.5	1,286.5	1,786.5	1,786.5	7,432.5	1,786.5
Lng Imp/Quality Assur.	9,026.5	9,026.5	9,026.5	9,026.5	9,026.5	45,132.5	9,026.5
Math Statewide	0.0	0.0	0.0	1,000.0	1,000.0	2,000.0	1,000.0
Metro East Consor.	0.0	250.0	250.0	250.0	250.0	1,000.0	250.0
Middle Level Schools	0.0	0.0	0.0	100.0	100.0	200.0	100.0
Minority Transition	300.0	300.0	300.0	300.0	600.0	1,800.0	600.0
Parental Involvement	0.0	0.0	500.0	1,500.0	1,500.0	3,500.0	1,500.0
Reading Imp. Bl. Gt.	47,389.5	83,389.5	83,389.5	83,389.5	83,389.5	380,947.5	83,389.5
Reading Imp. Stwd.	1,000.0	0.0	2,500.0	3,000.0	4,000.0	10,500.0	4,000.0
ROE - Technology	0.0	500.0	500.0	500.0	500.0	2,000.0	500.0
Sch. Brkfst. Incentive	0.0	0.0	0.0	1,000.0	1,000.0	2,000.0	750.0
Scientific Literacy	8,583.0	8,583.0	8,583.0	8,583.0	8,583.0	42,915.0	8,583.0
Tech. for Success	43,750.0	46,250.0	48,750.0	49,250.0	49,250.0	237,250.0	49,250.0
Truant Alt. Opt. Ed.	17,460.0	17,460.0	18,660.0	18,660.0	19,660.0	91,900.0	19,660.0
Urban Ed. Grants	1,450.0	1,450.0	1,450.0	1,450.0	1,450.0	7,250.0	1,450.0

Achievement Gaps Funding History (cont'd)

Federal	FY98	FY99	FY00	FY01	FY02	Aggregate 5-Year Total	FY03 Request
21st Century Program	0.0	0.0	0.0	0.0	0.0	0.0	40,000.0
Advanced Placement	0.0	0.0	160.0	800.0	800.0	1,760.0	800.0
Building Linkages	0.0	0.0	350.0	700.0	700.0	1,750.0	700.0
Character Education	0.0	1,000.0	1,000.0	1,000.0	1,000.0	4,000.0	1,000.0
Child Nutrition	320,000.0	350,000.0	385,000.0	405,000.0	405,000.0	1,865,000.0	425,000.0
Early Reading First	0.0	0.0	0.0	0.0	0.0	0.0	5,000.0
Ed. for Homeless	1,300.0	1,300.0	1,600.0	1,600.0	1,600.0	7,400.0	3,000.0
Emergency Immigrant	7,500.0	11,250.0	12,000.0	12,000.0	12,000.0	54,750.0	12,000.0
Foreign Language	200.0	500.0	500.0	500.0	150.0	1,850.0	150.0
Gear Up	0.0	0.0	3,500.0	6,000.0	6,000.0	15,500.0	6,000.0
IDEA - Deaf/Blind	255.0	255.0	255.0	280.0	280.0	1,325.0	280.0
IDEA - Preschool	25,000.0	25,000.0	25,000.0	25,000.0	25,000.0	125,000.0	25,000.0
IDEA - State Imp.	0.0	2,000.0	2,000.0	2,000.0	2,000.0	8,000.0	2,000.0
Language Acquisition	0.0	0.0	0.0	0.0	0.0	0.0	19,000.0
Learn & Serve America	1,042.0	2,000.0	2,000.0	2,000.0	2,000.0	9,042.0	2,000.0
Reading Excellence	0.0	0.0	30,000.0	30,000.0	30,000.0	90,000.0	20,000.0
Reading First	0.0	0.0	0.0	0.0	0.0	0.0	33,000.0
Refugee Children	0.0	0.0	1,500.0	2,500.0	2,500.0	6,500.0	2,500.0
Rural Ed. Achievement	0.0	0.0	0.0	0.0	0.0	0.0	5,000.0
School Imp. & Acct.	0.0	0.0	0.0	0.0	15,000.0	15,000.0	15,000.0
School to Work	10,750.0	20,000.0	24,000.0	28,000.0	18,000.0	100,750.0	18,000.0
State Assessments	0.0	0.0	0.0	0.0	0.0	0.0	12,300.0
Technology Literacy	27,500.0	17,995.0	20,000.0	21,000.0	21,000.0	107,495.0	40,000.0
Title I - Comp. Sch.	0.0	7,000.0	8,000.0	8,000.0	12,000.0	35,000.0	14,000.0
Title I - Even Start	4,500.0	7,500.0	5,150.0	7,000.0	11,500.0	35,650.0	11,500.0
Title I - Imp. Exp.	3,000.0	3,000.0	3,000.0	3,000.0	3,000.0	15,000.0	3,000.0
Title I - Migrant Ed.	3,155.0	3,155.0	3,155.0	3,155.0	3,155.0	15,775.0	3,155.0
Title I - Neg/Delinquent	1,600.0	1,600.0	2,600.0	2,600.0	2,600.0	11,000.0	2,600.0
Title II--Eisenhower	13,000.0	14,000.0	14,000.0	14,000.0	23,000.0	78,000.0	20,000.0
Title VI--Innovative Ed.	16,000.0	16,000.0	16,000.0	17,000.0	18,600.0	83,600.0	18,600.0
Voc. Ed. Basic	41,000.0	43,500.0	43,500.0	43,500.0	43,500.0	215,000.0	46,500.0
Voc. Ed. Tech Prep	5,000.0	6,000.0	6,000.0	6,000.0	5,000.0	28,000.0	5,000.0

TOTAL ACHIEVEMENT FUNDING

	Aggregate 5-Year Total	FY03 Request
State Total	2,728,878.9	686,124.8
Federal Total	<u>2,932,147.0</u>	<u>812,085.0</u>
Grand Total	5,661,025.9	1,498,209.8

Bolstering the Educator Workforce



Bolstering the Educator Workforce

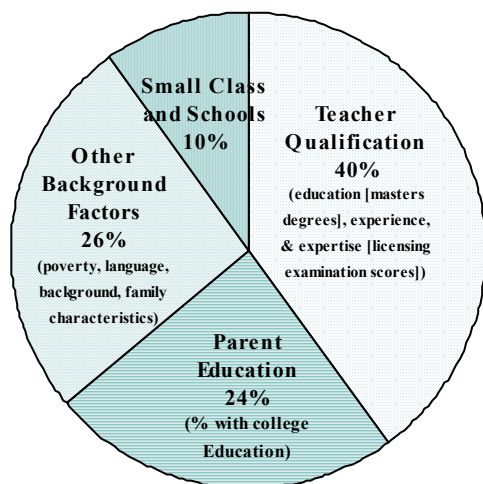
Educator Quality Matters

Educator quality is one of the most critical factors in student learning.

Once students begin their formal education, teachers and administrators are the key purveyors of learning. They create and control the conditions in which learning takes place, and their individual knowledge and skills have a determinative impact on what, how much and how well their students learn.

Numerous studies indicate that student achievement is shaped by the educator workforce.

Average Proportion of Variance in Student Test Scores (Grades 1-7) Explained By:



The chart at left uses national statistics, and is but one example of evidence that teacher quality is critical to learning.

In New York, differences in teacher qualifications accounted for 90% of differences in student performance within similar student populations.

Other studies in Boston, Dallas and New York show that consecutive years of effective teachers create strong cumulative learning gains for elementary students.

William Sanders, who has gained national recognition for his research on the critical “value-added” elements in education, has reported that “of all the contextual variables...studied to date (e.g., class size, socio-economic status, student variability in classrooms, etc.), the single largest factor affecting the academic growth of ...students is the difference in effectiveness of individual classroom teachers.”

“Parents have always known that it matters which teachers their children get. That is why those with the time and skills to do so work very hard to assure that, by hook or by crook, their children are assigned to the best teachers...Good teaching matters – a lot.”

Kati Haycock, Director, The Education Trust

The Education Summit

In December 2001, Governor Ryan convened an Education Summit to study the status of Illinois' educator workforce, and make recommendations for resolving identified problems.

The Governor's action recognized the critical role educators play in student achievement and that Illinois and the nation are facing two critical challenges: **assuring sufficient numbers of teachers and administrators to staff our schools and maintaining and improving the quality of that workforce...**

"We can talk all we want about putting more money into the classrooms, but a classroom full of eager children will not succeed without a good teacher."

Governor George H. Ryan

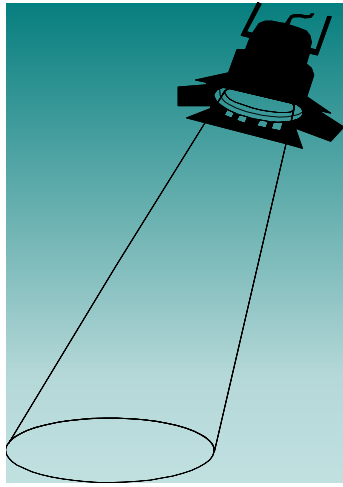
The State Board of Education worked closely with the Joint Education Committee and the Illinois Education Research Council to provide background information for the Summit delegates. This included a white paper prepared by the Joint Education Committee in response to House Resolution 250, passed in the spring of 2001.

Summit delegates included legislators, K-12 and higher education leaders, parent representatives, employers, commerce and community leaders and education researchers. Their discussions covered a full range of educator supply and quality issues, including recruitment, preparation, retention and professional development.

After gathering public feedback on their initial recommendations, the Summit delegates will reconvene in Springfield in early 2002, to develop conclusions and recommendations into a legislative and budget agenda for consideration during the spring 2002 session of the General Assembly.

Summit information is available at www.isbe.net/summit/ or www.state.il.us.gov.

Spotlight on Educator Workforce Gaps



More than 42,000 Illinois public school students began the 2000-2001 school year without qualified teachers in their classrooms.

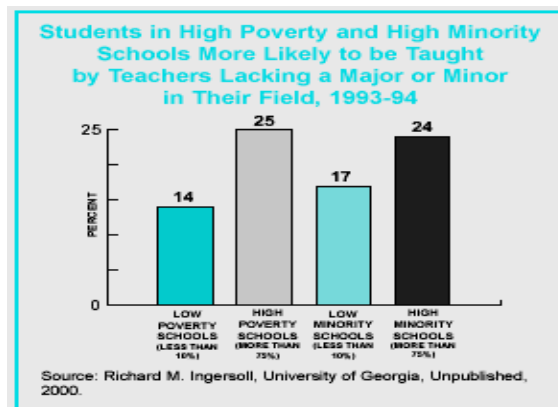
- ★ There were 2,225 “unfilled” teaching positions in Illinois during the 2000-01 school year.
- ★ Other teaching positions were “filled” by placing fully-certified teachers in classes for which they had little or no preparation (“out-of-field”) and/or employing under-qualified staff – i.e., those with emergency, provisional or substitute certificates.

There is no comprehensive statewide information available about how many teachers are teaching “out-of-field.” However, based on the anecdotal reports of local administrators and the number who are teaching on emergency and provisional certificates (see below), it is believed to be a substantial number. The new federal law will require that Illinois not only quantify but also alleviate this problem within four years.

According to the October, 2001 Illinois State Report Card on Teacher Preparation, almost three percent of the teaching force – 3,520 individuals or 2.7% – were teaching in Illinois schools on a certificate that meets the federal definition as a “waiver.” These under-qualified teachers were concentrated in high-poverty districts, where 5.4% of the teachers held temporary or provisional certificates.

Over and over again, state and national evidence indicates that the least-qualified teachers are often teaching in our toughest schools, where students struggle with a lack of early education opportunities and home support for learning.

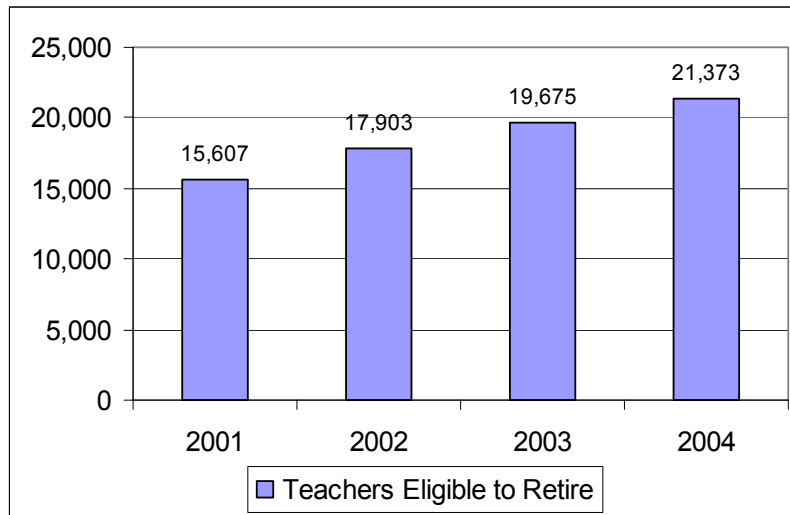
The evidence also indicates that traditional course-based requirements for certification have not ensured that Illinois teachers had strong content-area knowledge in their teaching fields.



The State Board of Education has adopted new standards-based requirements for certification and teacher preparation programs and is working closely with the Board of Higher Education to assist higher education institutions in redesigning their programs. These boards and other partners are also working together to close certification loopholes, increase alternative routes to certification, and expand opportunities for master-level certification by the [National Board of Professional Teaching Standards](#).

The Educator Supply Gap

Research reports and testimony from local district administrators confirm that Illinois is experiencing a shortage of appropriately qualified educators in many specific subject areas, and in specific types of districts or parts of the state. That shortage is expected to worsen as a significant percentage of Illinois' certified teachers become eligible to retire within the next five years.



One factor contributing to the shortage is a decline in the image of teaching as a profession. Only 3% of Illinois' 11th graders indicated on a recent questionnaire that they are "fairly certain" they would like to teach as a career. The State Board's Student Advisory Council 2001 survey of more than 300 of their peers indicated that few had any interest in becoming a teacher. The survey also found that the most critical detriments to teaching as a career choice are (1) the salary teachers receive, which is perceived as insufficient for the challenge, and (2) the school environment, which is perceived as negative due to student behavior and lack of respect for teachers.

The same detriments also cause many individuals who do become teachers to leave the profession within the first few years. The following factors are cited by those who leave the profession:

Lacking certification	38%
Teaching salary too low	24%
School environment	24%
School discipline	22%
No induction/mentoring program	22%

Teacher salaries are lower than those of competing professions that require similar education levels, and they are growing at a slower rate than the cost of living. Many teachers, including some of the best, feel that the only options for professional and financial advancement are to leave the profession or move out of the classroom and into administration.

Support for the Beginning Teacher

The number of teachers who leave the profession after a few years represents a serious problem. Nationally, 15% of new teachers exit during their first year, another 15% depart after the second year, and an additional 10% do not return for their third year. In urban and rural areas, the attrition rate approaches 50%.

About 30% of Illinois teachers are leaving the profession within the first five years. Although this aggregate attrition rate is below the national figures, it represents a serious drain on the supply of teachers in Illinois schools.

Fixing the “Hole in the Bucket”

Research indicates that this situation can be changed. Programs that provide intensive support for beginning teachers can reduce attrition by at least 60%. Several studies report that 95% of beginning teachers who experience the support of effective “induction and mentoring” programs during the initial years remain in teaching after three years, and of those, 80% remain in the field after five years.

Other research shows that beginning teachers who are provided with an Induction and Mentoring program become more effective as teachers more rapidly than their peers who do not receive such support. The chart below shows the benefits that accrue to mentor teachers and their schools.

<u>For Beginning Teachers</u>	<u>For Teachers who Mentor</u>	<u>For Schools and Districts</u>
Accelerated success and effectiveness in the school	Leadership development	New teachers are supported in their entry to the profession
Greater self-confidence	Collegial support	New teachers remain in the profession; districts have fewer costs for hiring and training
Heightened job satisfaction	Renewed growth and job satisfaction	New teachers offer fresh perspective, ideas and input to the school
Professional and personal growth	Sharing of pedagogical strategies	Opportunities for pedagogical input in the development of new teachers
Professional commitment	Facilitation and exploration of new ideas	Sharing of teaching strategies, problem solving and reflection contribute to the learning community – teachers, students, administrators and parents
Peer support		

Illinois discussions about induction and mentoring have generated strong support for this concept and led to development of beginning teacher support programs in a number of local districts. However, there has been no action on the adoption of a statewide program.

The *Quality Counts 2002* report gives Illinois a “C” grade for its teacher quality initiatives, the same grade as last year. The Illinois “score” is lower than eleven other states and appears to be strongly influenced by the state’s lack of a statewide program for induction and mentoring.

Bolstering the Educator Workforce

State Accomplishments

The program of support for certification of Illinois teachers by the National Board of Professional Teaching Standards (NBPTS) continued to demonstrate success.

- ★ More than 400 Illinois teachers participated in one or more aspects of the NBPTS program.
- ★ Effective December 2001, Illinois had 347 National Board-certified teachers, including 162 certified this year. This figure is up from 20 in 1997-98.
- ★ Illinois is ninth in the nation in the number of NBPTS-certified teachers.

Requirements for Initial and Standard Certification were redesigned and significantly strengthened.

- ★ Standards were adopted for all teaching fields, replacing coursework requirements and providing specific expectations about what teachers need to know and be able to do. The new requirements include the Illinois Professional Teaching Standards, other “common core” standards in special education, English/language arts and technology, and standards in each of the content areas for which certificates are issued.
- ★ A more rigorous test of basic skills, the Enhanced Basic Skills Test, was field-tested in FY01 and administered for the first time in September 2001. This test is one of the requirements for the Initial Teaching Certificate.
- ★ Background work was completed on the development of the common core of knowledge and content area tests required for the Initial Certificate. Design of the tests will occur in FY02 and FY03.
- ★ A series of Language Proficiency tests in 14 languages and English were developed with the assistance of bilingual educators and higher education faculty.

Requirements to ensure the quality of Illinois' educator preparation programs were also redesigned and strengthened.

- ★ The State Board adopted the 2000 Standards of the National Council on Accreditation of Teacher Education (NCATE) as the standards for teacher preparation programs in Illinois.
- ★ The Board completed the design of a rigorous new procedure for review and accreditation of educator preparation programs and conducted training for participants in that program, including members of the State Teacher Certification Board. The new program review system began in the fall of 2001.

- ★ Technical assistance and support, including several statewide workshops, were provided for teacher preparation programs to help them align their programs with the new standards and procedures. This process will result in a major transformation of many programs.
- ★ The State Board of Education adopted policies that allow teacher preparation programs to require students to pass the Enhanced Basic Skills Test as a condition for admission to the program, and/or to require that students pass all of the tests for the Initial Certificate (i.e., the Enhanced Basic Skills Test and the common core and content area tests) prior to official program completion.
- ★ A system of data collection and analysis was implemented to support the development of an annual report card on teacher preparation. The first such report card was submitted to the federal government in October 2001.

The new requirements for certificate renewal were implemented for more than one-third of the State's Standard Certificate holders.

- ★ More than 170,000 certificates were exchanged beginning in February 2000.
- ★ The State Board provided support and technical assistance, including an on-line help desk, for local districts, review committees, and individual teachers.
- ★ The State Board developed an on-line Certificate Renewal Tracking System (CERTS) that significantly reduces the time and paper-work burden on individual teachers and the local review committees.
- ★ The State Board of Education, the State Teacher Certification Board, and the teacher organizations conducted surveys and workshops to identify problems associated with implementation of the new requirements.
- ★ The State Board also completed design of the multi-year evaluation of the certificate renewal system required by law and awarded a contract for its implementation.

An online system of teacher certification was field-tested, resulting in a significant reduction in the time for recent graduates of teacher preparation programs to receive their certification. This system is now being expanded.

The State Board collaborated with several partners in the development of an online system of educator recruitment. This system, which is being implemented in FY 02, allows job seekers to review vacancies and school district demographics, while employers may review resumes and email candidates for employment.

Targeted professional development was provided for Illinois teachers by the State Board and its partners in specific initiatives (e.g., math and reading improvement), the Regional Offices of Education (e.g., implementation of learning standards), local school districts, and higher education institutions.

Closing the Educator Gaps



The Governor's Education Summit was convened in November 2001 specifically to address educator quality and quantity gaps.

Delegates developed preliminary recommendations in four areas:

★ **Recruitment...**

- ...that attracts the best and brightest candidates, including job-changers
- ...that concentrates on specified shortage areas by subject, certification, and
- ...that concentrates on hard-to-staff schools

★ **Preparation...**

- ...that assures that candidates fully meet new standards
- ...that includes essential content knowledge for all teachers
- ...that is available through a variety of flexible program options

★ **Retention...**

- ...support for new teachers and administrators that includes induction and mentoring
- ...solutions that address systemic issues such as educator compensation and working conditions

★ **Professional Development...**

- ...that is based on research and conforms to national standards
- ...that focuses on teaching the Illinois Learning Standards
- ...that is available through a variety of flexible delivery options

STATE BOARD BUDGET REQUEST – FY03

The State Board's budget recommendations for bolstering the educator workforce have been developed to respond to the needs and priority concerns identified by the Summit participants, as well as to long-standing Board commitments to specific teacher quality initiatives such as Induction and Mentoring programs, professional development for teachers and the NBPTS program.

The budget recommendations include requests for increased or new funding in only three programs that are regarded as critical to continued efforts to bolster the educator workforce. These programs are **Mentoring, Induction and Recruitment, National Board Certification** and **ROE School Services**. The remainder of the budget requests are proposed at the FY02 level.

Educator Gaps Funding History



<u>State</u>	<u>FY98</u>	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>Aggregate 5-Year Total</u>	<u>FY03 Request</u>
Admin. Academy	858.0	858.0	858.0	858.0	858.0	4,290.0	858.0
IL Scholars Program	1,104.3	1,704.3	2,554.3	2,554.3	2,554.3	10,471.5	2,554.3
Leadership Development	350.0	350.0	350.0	350.0	350.0	1,750.0	350.0
Mentoring & Induction	0.0	0.0	0.0	0.0	0.0	0.0	5,000.0
Nat'l Board Cert.	0.0	75.0	75.0	1,075.0	1,075.0	2,300.0	2,075.0
Prof. Dev. Statewide	0.0	0.0	1,500.0	3,000.0	2,000.0	6,500.0	2,000.0
ROE-Sch. Bus Dr. Trng.	0.0	50.0	50.0	50.0	50.0	200.0	50.0
ROE-School Services	11,771.4	12,360.0	12,360.0	12,360.0	12,360.0	61,211.4	14,585.0
ROE-Supervisory Exp.	102.0	102.0	102.0	102.0	102.0	510.0	102.0
TAMS	5,500.0	5,500.0	5,500.0	5,500.0	7,001.9	29,001.9	4,900.0
Teacher Cert. Rev. Fund	450.0	450.0	1,200.0	1,200.0	1,200.0	4,500.0	1,200.0
Teacher Framework	0.0	400.0	400.0	515.0	515.0	1,830.0	515.0
Teacher of the Year	110.0	150.0	150.0	150.0	150.0	710.0	150.0

<u>Federal</u>	<u>FY98</u>	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>Aggregate 5-Year Total</u>	<u>FY03 Request</u>
Christa McAuliffe	78.0	75.0	75.0	75.0	75.0	378.0	75.0
Class Size Reduction	0.0	0.0	51,000.0	56,000.0	81,000.0	188,000.0	50,000.0
Teacher Quality	0.0	0.0	0.0	0.0	0.0	0.0	115,000.0
Troops to Teachers	0.0	100.0	150.0	150.0	150.0	550.0	150.0

TOTAL EDUCATOR FUNDING

	<u>Aggregate 5-Year Total</u>	<u>FY03 Request</u>
State Total	123,274.8	34,339.3
Federal Total	<u>188,928.0</u>	<u>165,225.0</u>
Grand Total	312,202.8	199,564.3

Making Funding Equitable and Adequate



Making Funding Equitable and Adequate

Money Matters



Money makes a difference. It affects the quality and equity of learning opportunities for students, and it can also profoundly affect their achievement levels. This is particularly true for students from low-income families, who are often at risk for academic problems and whose services generally cost more. These students tend to be concentrated in schools with the least resources.

Admittedly, money is not the only variable that impacts student achievement, but it can be the determining factor in each district's ability to

- ★ attract and retain highly-qualified teachers;
- ★ provide essential resources such as technology, books and lab equipment;
- ★ establish class sizes that correspond to research findings;
- ★ provide supportive services that meet students' special needs; and
- ★ ensure that school buildings are safe and educationally appropriate.

Overview

Revenues available to Illinois' public elementary and secondary schools totaled almost \$18 billion in FY02.

In Illinois, as in most other states, education is financed through a combination of state, local, and federal monies. The state portion of these 2000-01 revenues was \$6,785.1 million (37.7%), the local share was an estimated \$9,331.6 million (51.9%), and the federal share was \$1,868.0 million (10.4%). These relative shares are shown in Tables 2.1 and 2.2 below. For a more in-depth financial review, refer to the [State, Local and Federal Financing section in Part III](#) of this document.

Table 2.1

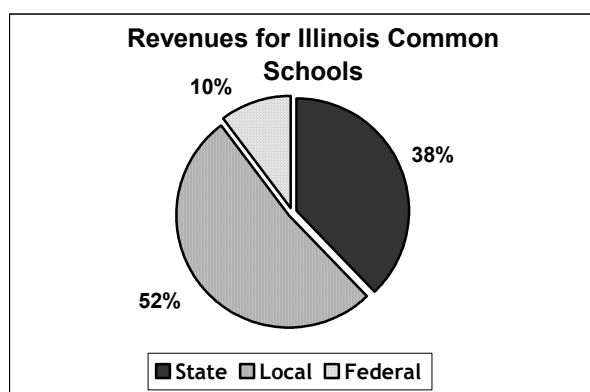
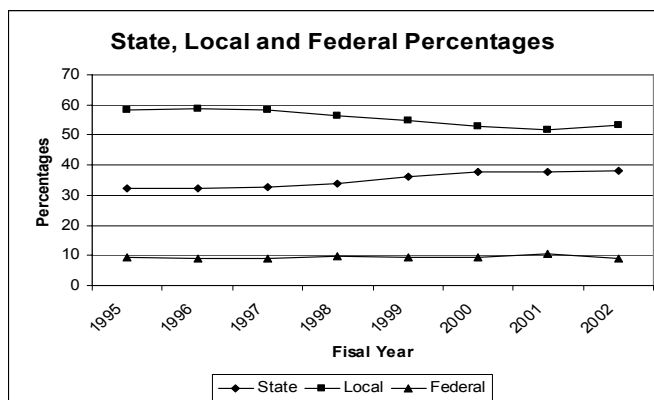


Table 2.2

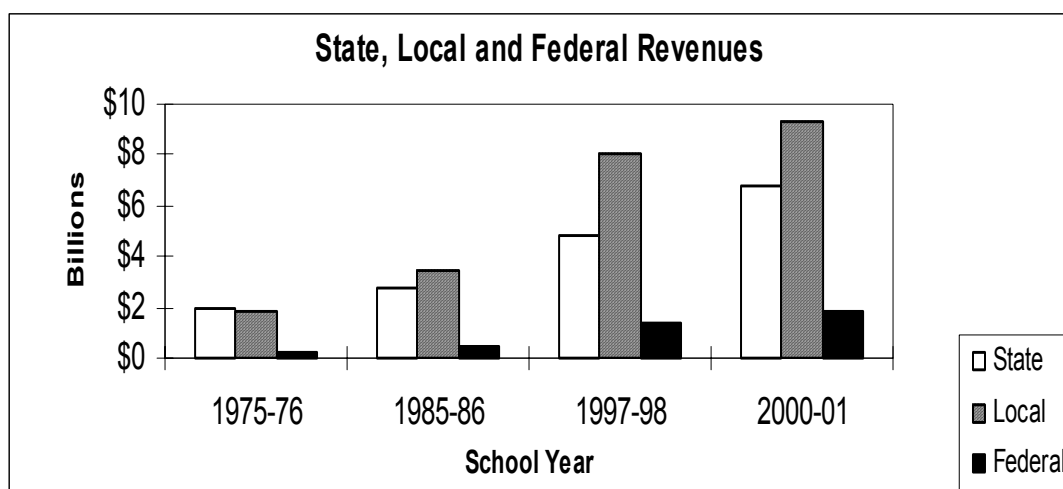


For the third consecutive year, the state allocated 51 percent of new revenues to education. More than \$303 million additional dollars were appropriated for elementary and secondary education in FY02, with the total state general funds appropriation exceeding \$6 billion.

Consequently, the state's share has risen somewhat, while federal funds are also growing in both dollars and in their proportionate share of total revenue for our schools.

Despite this growth in state and federal funding, local property tax dollars continue to pay the largest share of education costs in Illinois public schools, as they have for more than 25 years.

**Table 2.3
State, Local and Federal Revenues
1975-76 through 2000-01**

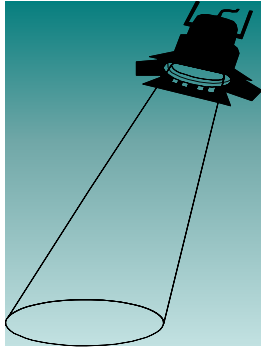


Many local school districts are beginning to feel the squeeze of inflation, rising costs for critical budget items such as teacher salaries and fuel for heating and transportation, and limitations on their ability to increase the tax on their revenue base. As a result:

- ★ 425 districts in 85 counties, nearly half the districts in Illinois, had expenses that exceeded their revenues in FY00, the last year for which such data are available; and
- ★ Illinois schools spent \$885 million more than they took in, a significant increase in deficit spending when compared to the \$31 million deficit spending figure of five years earlier.

These circumstances have significantly increased public awareness of the funding gaps in the Illinois public school system.

Spotlight on the Funding Gaps



The “Haves and Have-Nots”

There are significant disparities in local wealth among school districts in Illinois.

Table 2.4 dramatically illustrates the gap between the Equalized Assessed Valuation (EAV) per pupil levels for each type of school district in Illinois.

**Table 2.4
Highest and Lowest EAV/Pupil
by District Type**

District Type	District	Highest EAV/Pupil	District	Lowest EAV/Pupil
Elementary	Rondout #72	\$1,330,511	Logan CCSD 110	\$16,484
High School	Lake Forest SD #115	\$1,095,459	Thompsonville SD 112	\$79,488
Unit	Reed-Custer CSD #255U	\$556,768	East St. Louis SD #189	\$9,052

Although these figures show the breadth of the gap, a more accurate picture of the system-wide problem is visible by focusing on the distribution without the extremes. Table 2.5 describes the gap in EAV per pupil by district type between the 95th and 5th percentiles.

**Table 2.5
Equalized Assessed Value per Pupil
By District Type**

District Type	EAV/Pupil 95 th Percentile	EAV/Pupil 5 th Percentile	Ratio 95 th / 5 th
Elementary	\$428,234	\$43,937	9.7
High School	\$728,270	\$115,464	6.3
Unit	\$131,830	\$29,917	4.4

Table 2.5 shows that, even when the outliers are eliminated, the variation in EAV per pupil is great, with elementary districts showing nearly 10:1 ratio between the 95th and 5th percentiles. This substantial variation in property wealth contributes to similarly wide variation in local property tax revenue generated when the EAV is multiplied by the local tax rate (Table 2.6).

Table 2.6
Local Property Tax Revenue per Pupil
by District Type

District Type	Local Revenue/Pupil 95 th Percentile	Local Revenue/Pupil 5 th Percentile	Ratio 95 th / 5 th
Elementary	\$8,657	\$1,109	7.8
High School	\$12,157	\$2,043	6.0
Unit	\$5,412	\$1,054	5.1

Table 2.6 shows that the variation between the 95th and 5th percentiles of tax revenues per pupil, while not always as great as the variation in EAV per pupil, is quite significant.

The Poverty Factor

In general, it costs more to educate students from low-income families because they are disadvantaged and at risk of academic failure. *Education Week* recently indicated that “students in poverty are estimated to need 1.2 times as much money (as other students do).”

However, the districts in which most low-income students live generally have fewer local resources. In fact, districts in Illinois that have low concentrations of poor students have approximately 1.5 times more EAV and property tax revenues than districts with high concentrations of poor students. **Thus, the districts with the most significant educational challenges in Illinois have the fewest local financial resources.**

Overall, the percentage of low-income students in Illinois schools increased from 29.1% of the enrollment in 1991 to 36.9% in 2001. Pupils are considered low-income if they are from families receiving public aid, are living in institutions for neglected or delinquent children, are being supported in foster homes with public funds, or are eligible for free or reduced-price lunches.

Leveling the Playing Field



So how can the gap between the “haves and have-nots” be closed?

Opinions are divided. Some people believe that all districts should be “equal,” i.e., have the same level of financial resources. Others believe that districts can have varying levels of resources as long as the poor-wealth districts are ensured enough funds to provide equitable educational opportunities for all students.

Illinois has traditionally operated on the premise that variations in basic resources of local districts are acceptable . . .

- ★ **if** a sufficient level of resources is available to all districts so they can provide adequate and equitable educational opportunities for all students, **and**
- ★ **if** districts with high concentrations of low-income students get supplemental funding to help cover the additional cost of educating these students.

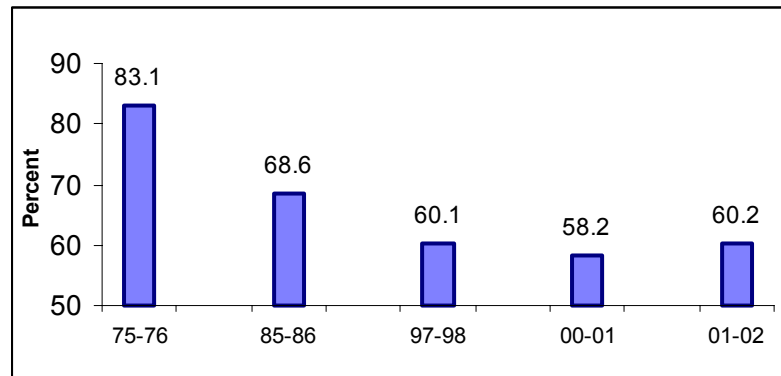
The General State Aid formula’s foundation level is used to achieve these purposes in Illinois. The “foundation level” represents a funding level per pupil, derived through a combination of state and local resources that enables districts to provide an “adequate” education for all students. Funding is equalized by **giving districts with fewer local resources a greater portion of state money to help them reach the foundation level and provide “adequate” educational opportunities for all students.** For more specific information on the GSA formula, see page 67.

This strategy is compromised, however, by the following.

- ★ The foundation level identified in 1997 as “adequate” (based on expenditures of *high-achieving, low-spending schools*) has expired and is being incrementally increased on the basis of what the state can afford each year rather than what is needed to provide an “adequate” basic education.
- ★ The **General State Aid (GSA)** formula distributes some funds to districts that have local resources above the guaranteed foundation level. Providing GSA to these districts via the Alternate Method and the Flat Grant calculations is non-equalizing and often exacerbates the gap in resources available to local districts.
- ★ Most of the line items in the education budget, including block grants and large categorical programs, such as special education, are distributed *regardless* of the level of local resources. This further increases the resource gap between districts.

- ★ The percentage of state funds distributed through the foundation formula has significantly declined in recent years. At the same time, the proportion of state funds distributed through non-equalizing grants has increased. In 1975-76, general state aid accounted for approximately 83% of non-retirement General Revenue Fund State appropriations for elementary and secondary education. At that time, the State funded twenty-two special or categorical programs. In 2001-2002, GSA accounts for approximately 60% percent of non-retirement general revenue funding and there are more than sixty categorical programs.

Table 2.7
General State Aid as a Percentage of State Appropriations
for Elementary and Secondary Education



The Spending Gap

The gap in per pupil spending between and among Illinois districts is based on several variables, including available resources. Not surprisingly, districts with high property wealth, particularly dual districts (separate elementary and secondary districts), are generally higher-spending. However, the spending gap is also related to choices about taxes and expenditures that are made by local districts and communities.

The range of per student expenditures in Illinois is one of the largest in the nation -- from \$3,871 to \$16,641 in 1999. The chart below shows the variation in per pupil expenditures by district type between the 95th and 5th percentiles.

Table 2.8
Operating Expenditure per Pupil
by District Type

	95th Percentile	5th Percentile	95th / 5th
Elementary	\$10,052	\$4,815	2.1
High School	\$14,159	\$6,129	2.3
Unit	\$8,052	\$5,156	1.6

Adequacy and Equity – As Others See Us

The failure to provide an adequate level of funds distributed in an equitable way earned Illinois a grade of “C+” for adequacy and an “F” for equity in the *Quality Counts 2002* ranking of the states published by *Education Week*. Only five states received a lower adequacy grade and only one state’s numeric score was lower than Illinois’ equity grade.

The “adequacy” grade of “C+” was based on:

- ★ Education spending per student, adjusted for regional cost differences (\$6,968 compared to national average of \$7,079);
- ★ The percentage of students in districts with per pupil spending at or above the national average (48.9% at or above the national average of \$5,281);
- ★ Percent of total taxable resources spent on education (3.2% compared to the national average of 3.5%); and
- ★ The average annual rate of change in education expenditures per pupil, adjusted for inflation (1.6 compared to the national average of 1.0).

The “equity” grade of “F” was based on:

- ★ A “state equalization score” that reflected the proportion of state funding (approximately 39%) adjusted by a factor that compares state funding to district wealth;
- ★ A wealth-neutrality score that includes both state and local funding to determine the extent to which funding is a function of property wealth; and
- ★ Two other indices: the McLoone Index and the Coefficient of Variation.

Although these factors have not been used in Illinois as they are used in the *Quality Counts* report, they were applied to all states equally and the grades Illinois received should be taken seriously.

More information about the Illinois rankings in the *Quality Counts 2002* report may be found on the *Education Week* website at (<http://www.edweek.org/sreports/qc02/>).

Funding for School Infrastructure

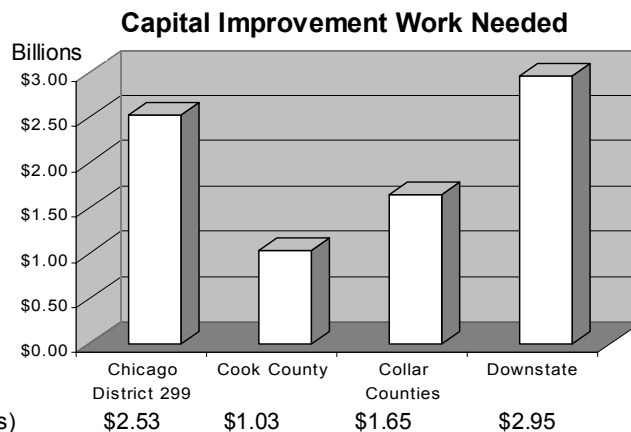
By the mid-1990s, the condition of Illinois school buildings was so deplorable that policy-makers began to rethink the traditional view of school construction funding as the sole responsibility of local districts. The Illinois School Construction Program was created by the General Assembly in 1997, to be jointly administered by the State Board of Education and the Capital Development Board. Since then, with the adoption of *Illinois First*, more than \$2.1 billion in state-funded grants have been awarded to help districts replace aging classrooms and construct additional classrooms to relieve overcrowding.

	FY98	FY99	FY00	FY01	FY02
State Appropriation	\$30M	\$327M	\$540M	\$500M	\$740M
Grants Awarded by CDB	5	784	110	69	109

Because the program included a local match requirement, the total generated for school construction during this period was more than \$5 billion. The program has been particularly successful in assisting districts pass local building referendum to meet their local match.

As a result of these actions, since the law was passed in December 1997, the School Construction Act has made possible the construction of 211 new schools. More than eight hundred renovations/additions were undertaken during this period and, under a separate funding program, 877 maintenance grants have been awarded.

However, based on the most recent 1999 survey, more than \$8 billion of additional construction and repair work is needed within the next five years. In excess of \$5 billion is still needed.

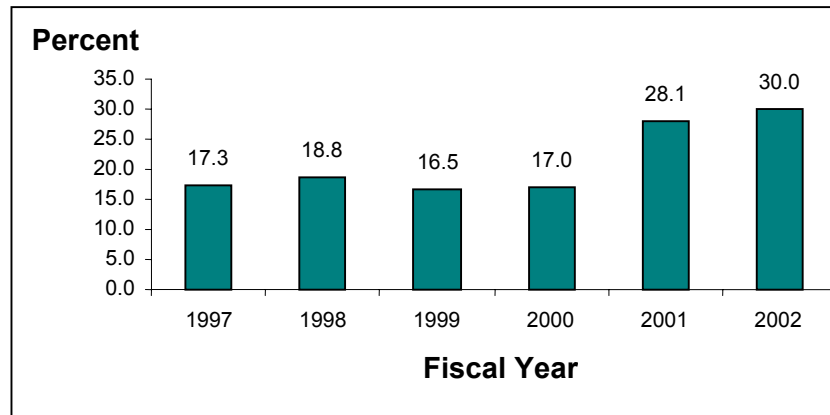


The funding for the maintenance grant program (\$12.5M) ended in FY2001, and the bonding authority for the School Construction Program is nearly depleted, with just \$70M remaining. There are 186 school districts, including Chicago Public Schools 299, on the FY02 Priority Ranking that are entitled, with an unfunded need of approximately \$1 billion. **There is no dedicated revenue source to continue the School Construction Program.**

Funding for the Teacher Retirement System

Annual appropriations to the Illinois Teacher's Retirement System are taking an ever-larger part of the education budget. The increases in those annual contributions are detailed in Table 2.9.

Table 2.9
Retirement Increases as Percentage of State Appropriation Increases
for Elementary and Secondary Education



This clearly shows that increase in contributions to the teacher retirement systems, while fairly stable in the past, are beginning to account for a substantial portion of the total increase each year. The proposed FY03 budget request (\$123M growth) represents 49% of the retirement increase as a percentage of state appropriation increases.

While the General Assembly adopted a short term funding solution last fall for the Teachers' Retirement Insurance Program (TRIP) shortage, deliberations continue for a long term solution that is financially sound and equitable to all parties. Such a solution is likely to require the state and education community to provide additional new resources.

Making Funding Equitable and Adequate

State Accomplishments

The Governor's office, the Illinois State Board of Education, the Illinois Board of Higher Education and the Illinois Community College Board worked collaboratively to increase the visibility and impact of Illinois on education initiatives and finances at the federal level. With the assistance of a Washington-based firm, the effort was extremely successful.

- ★ Federal funding for education in Illinois was increased by more than 12% over previous levels (receiving over \$222 million in new entitlement funds in December 2001 for 2002-2003).
- ★ The Agriculture appropriation bill was amended as a direct result of Illinois efforts to ensure that the state can claim after-school snacks and suppers (previously limited to a six states, two of them through a competitive program). The supper provision is particularly important since it will help districts ensure better nutrition and better achievement for their students. An estimated \$30M annually will come to Illinois to support eligible children with this service.
- ★ Illinois was successful in competing for 13 new competitive federal and foundation grants in Illinois.
- ★ ISBE received over \$5M in special project funds in December 2001 for use in 2002-03.
- ★ Illinois education representatives in Washington have based their efforts on a common set of priorities and program goals.
- ★ Illinois educators were consulted about the direction and potential implications of major legislative initiatives.
- ★ Illinois programs were used as the model for revisions to federal program models (e.g., the Homeless Students program).

State funding for P-12 education was increased.

- ★ 51% of new state funding was dedicated to education.
- ★ The foundation level for Illinois schools was increased by \$135 for the 2001-2002 school year.
- ★ Additional funds were provided for the GSA poverty grant.

- ★ Mandated categorical programs were fully funded.
- ★ State appropriations for **early childhood programs** were increased.
- ★ Start-up funding was provided for the new **Alternative Learning Opportunities Act**.
- ★ School construction grants were funded at \$740M.

Two modifications were made to the State's block grant funding programs.

- ★ The Professional Development Block Grant was eliminated, with funds allocated to the School Improvement Block Grant and targeted programs which emphasize teacher professional development, e.g., reading and early childhood
- ★ The requirements for the **Reading Improvement Block Grant** were modified, to focus the use of the funds on research-based activities and to require greater accountability for results.

State Board staff initiated data collection to provide information that will strengthen the analysis and accountability system and support the development of an in-depth "school finance report card" for each Illinois school district.

The Education Funding Advisory Board made interim recommendations for the foundation level and continued its study of changes needed to improve the adequacy and equity of Illinois' school funding system. Of particular note:

- ★ A report by school finance expert John Augenblick provided insight into problems with the current system and options for the future.
- ★ Attention was focused on the criteria for identification of low-income students and alternatives to the current criteria, eligibility for free lunch.

Closing the Funding Gaps



What Can and Should the State of Illinois Do?

In 2000, Governor George Ryan appointed a five-member Education Funding Advisory Board (EFAB), chaired by former State Superintendent Robert Leininger, to analyze the state's current methodology for funding education and make recommendations for significant reform. The group plans to submit a comprehensive plan for school funding reform in the late spring or early summer of 2002.

No final decisions have been made and many options are on the table. With the assistance of financial research specialists, and in consultation with local educators, stakeholder groups and the State Board, EFAB is exploring all aspects of the funding gap. Four working groups were formed to study the critical components of funding reform.

- ★ Revenue
- ★ Property taxes
- ★ Categorical Funding
- ★ School District Reorganization

Revenue: State Dollars vs. Local Property Taxes

To better equalize school funding and reduce education's dependence on local property taxes, the state would need to provide additional funding to make up for local revenue lost in property tax relief and provide whatever state dollars are also needed to fund the overall commitment to education. Another alternative, of course, is for the state to do nothing to the local tax base and spend those funds toward its total commitment to education instead. Either option would require a significant increase in state revenue generated by either raising the income tax, or raising the sales tax rates/broadening the sales tax base.

As a "rule of thumb," given the current General State Aid formula, an additional \$100 on the foundation level would cost the state \$150 million. If the foundation level were raised from \$4,560 to the most recent average per-pupil tuition charge, \$6,122, the cost to the state would be an additional \$2.5 billion.

The Poverty Factor

EFAB must also find a funding strategy to address the additional costs of educating students from low-income families. The current formula provides up to about a 45% differential for high-poverty districts, yet financial consultant John Augenblick reported to EFAB that a weighting for low income students would vary from 37% to 51%, depending on concentration in the district.

The poverty component is statutorily based on the decennial census. The 2000 census figures necessary to update this component will not be available until next fall, after the start of the fiscal year. The Education Funding Advisory Board, in consultation with the State Board of Education has been exploring alternative measures that can be updated more frequently than every ten years. Until EFAB has a chance to finalize its recommendations, the State Board of Education recommends no change to the poverty component of the general state aid formula.

Poverty Level (2001-2002)	
0% to 10%	-- \$ 355 x Low Income
10% to 20%	-- \$ 675 x Low Income
20% to 35%	-- \$1,190 x Low Income
35% to 50%	-- \$1,333 x Low Income
50% to 60%	-- \$1,680 x Low Income
More than 60%	-- \$2,080 x Low Income

Categorical Funding

The State currently appropriates funds for an excess of 60 categorical and line-item programs. These grants are generally distributed to districts on a non-equalizing basis, that is, all districts get the same amount (e.g., per pupil or per teacher), regardless of their ability to support the education program with local resources. At the same time, local administrators maintain that the paperwork associated with these myriad programs is a hardship on school districts, especially small districts with limited resources. It has also been suggested that current categorical programs be eliminated in favor of a few block grants. Depending on the mechanism used to distribute these grants, this could help to narrow the funding gap.

School District Reorganization

Without question, the biggest stumbling block to narrowing the funding gap is the number of school districts that exist in Illinois and their diversity in

- ★ size (*geographic and enrollment*)
- ★ wealth
- ★ taxing authority (*elementary districts vs. high school districts*)
- ★ property assessment (*e.g., Cook County assesses different types of property at different levels*)
- ★ organizational structure (*dual districts vs. units*)

If school district reorganization is not forthcoming, one alternative EFAB might consider is to share the property tax base at some different level, e.g., multi-district, county, etc. This would “spread the wealth” and narrow the funding gap.

STATE BOARD BUDGET REQUEST – FY03

The State Board’s budget recommendations for making funding adequate and equitable include requests for increased funding in three areas that are regarded as critical to continued efforts to improve education funding. These areas are General State Aid and Hold Harmless, Mandated Categorical Grants, and Retirement. The remainder of the budget requests are proposed at the FY02 level.

Funding Gaps History



<u>State</u>	<u>FY98</u>	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>Aggregate 5-Year Total</u>	<u>FY03 Request</u>
Blind & Dyslexic	0.0	175.0	175.0	175.0	175.0	700.0	175.0
Ch. Sch. Rev.Fund	0.0	0.0	1,000.0	2,000.0	2,000.0	5,000.0	2,000.0
Com./Res. Serv.	262.4	345.0	358.8	500.0	500.0	1,966.2	500.0
District Consolidation	7,243.7	4,460.0	3,613.0	7,200.0	4,200.0	26,716.7	4,200.0
Driver Education	16,538.0	16,577.4	16,618.8	16,650.0	16,650.0	83,034.2	16,450.0
Emergency Fin. Asst.	805.0	805.0	805.0	805.0	2,160.0	5,380.0	805.0
General State Aid	2,470,515.8	2,923,000.0	2,982,563.6	3,005,000.0	3,231,727.7	14,612,807.1	3,284,000.0
GSA - Hold Harmless	55,185.0	58,000.0	48,000.0	65,000.0	34,662.2	260,847.2	50,000.0
IL Free Lunch/Bkfst	15,650.0	16,516.8	19,500.0	20,500.0	21,500.0	93,666.8	21,500.0
Illinois Charter Sch.	0.0	0.0	11,000.0	11,000.0	11,000.0	33,000.0	8,000.0
ISBE Agency Ops	23,662.8	24,674.0	25,711.0	27,129.1	28,089.0	129,265.9	27,589.0
Low Inc. Disabilities	1,500.0	1,500.0	1,500.0	1,500.0	1,500.0	7,500.0	1,500.0
Mat'l's Center	869.1	919.1	1,062.0	1,162.0	1,162.0	5,174.2	1,162.0
Orph. Tuition Reg.	15,200.0	14,410.1	16,000.0	16,000.0	14,500.0	76,110.1	14,000.0
Philip J. Rock Center	2,456.6	2,556.6	2,760.0	2,960.0	2,960.0	13,693.2	2,960.0
Private Bus. & Voc.	0.0	0.0	100.0	150.0	150.0	400.0	150.0
ROE - Audits	442.0	506.3	506.3	506.3	506.3	2,467.2	506.3
ROE - Salaries	6,461.5	6,461.5	7,311.5	7,225.0	7,875.0	35,334.5	8,150.0
ROE - Serv. to Chgo.	870.0	870.0	870.0	1,020.0	1,020.0	4,650.0	1,020.0
Sch. Tech. Rev. Fund	500.0	500.0	500.0	15,000.0	15,000.0	31,500.0	500.0
Sch. Tech. Rev. Loan	0.0	30,000.0	50,000.0	50,000.0	50,000.0	180,000.0	50,000.0
Sch. Safety Block Gt.	56,500.0	58,328.4	42,594.4	111,594.4	72,000.0	341,017.2	26,534.8
Sp. Ed. Ext. Services	113,616.1	130,761.1	208,419.7	241,500.0	233,969.9	928,266.8	248,000.0
Sp. Ed. Orph. Tuition	124,000.0	127,092.1	128,500.0	127,000.0	108,620.8	615,212.9	101,810.0
Sp. Ed. Pers. Reimb.	220,031.3	228,698.3	283,498.6	298,500.0	314,611.0	1,345,339.2	331,100.0
Sp. Ed. Priv. Tuition	32,336.9	35,270.6	49,235.6	48,000.0	48,858.9	213,702.0	49,500.0
Sp. Ed. Summer Sch.	3,131.8	3,395.6	5,600.0	6,500.0	6,043.7	24,671.1	6,700.0
Sp. Ed. Trans.	132,866.7	141,138.9	181,492.1	192,000.0	226,076.3	873,574.0	253,000.0
Subst. Abuse	5,468.3	840.6	2,750.0	2,750.0	2,750.0	14,558.9	2,750.0
Tax Equivalent Gt.	180.1	185.8	185.8	185.8	216.0	953.5	222.6
Temp. Rel. Rev.	0.0	565.0	565.0	1,130.0	1,130.0	3,390.0	1,130.0
Textbook Loan	24,192.1	24,192.1	24,192.1	30,192.1	30,192.1	132,960.5	30,192.0
Transp. - Parents	10,120.0	10,120.0	10,120.0	16,120.0	15,120.0	61,600.0	15,120.0
Transportation - Reg.	134,000.0	155,582.6	195,716.3	208,500.0	227,929.4	921,728.3	251,500.0

Funding Gaps History (cont'd)

<u>Federal</u>	<u>FY98</u>	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>Aggregate 5-Year Total</u>	<u>FY03 Request</u>
Charter Schools	2,500.0	2,500.0	2,500.0	2,500.0	2,500.0	12,500.0	2,500.0
IDEA – Basic	160,000.0	180,000.0	200,000.0	280,000.0	350,000.0	1,170,000.0	400,000.0
Title I – Basic	360,000.0	350,000.0	350,000.0	360,000.0	400,000.0	1,820,000.0	450,000.0
Title I - Capital Exp.	2,200.0	3,000.0	3,000.0	3,000.0	3,000.0	14,200.0	500.0
Title IV - Drug-Free	25,000.0	27,000.0	27,000.0	28,000.0	24,500.0	131,500.0	25,000.0
Title VI Ren/SE/Tech	0.0	0.0	0.0	0.0	45,000.0	45,000.0	35,000.0

TOTAL FUNDING

	<u>Aggregate 5-Year Total</u>	<u>FY03 Request</u>
State Total	24,548,243.9	5,809,398.4
Federal Total	<u>3,193,200.0</u>	<u>913,000.0</u>
Grand Total	27,741,443.9	6,722,398.4

“No Child Left Behind”



“No Child Left Behind”



The recently reauthorized Elementary and Secondary Education Act (ESEA) significantly “ups the ante” for Illinois and all other states. The new law increases the accountability each state will have for ensuring and reporting on the academic success of all of their students. At the same time, it increases the availability of funds to support the requirements and programs included in the law, and provides additional flexibility in the use of these funds.

The theme of this law is also its purpose – to ensure that no child is left behind in achieving academic success. To this end, Illinois will need to:

- ★ Test all students in grades 3-8 and once in high school in reading and mathematics;
- ★ Test students at three grades in science;
- ★ Ensure that all teachers are appropriately qualified for their teaching assignments;
- ★ Set a timeline, not to exceed 12 years, for all students (100%) to become academically proficient based on state standards and the state assessments;
- ★ Hold all schools accountable;
- ★ Require local school districts to report to parents on teacher qualifications; and
- ★ Issue “report cards” to the public regarding student achievement, graduation rates, the number of failing schools, and other defined variables.

The ESEA goal of ensuring academic success for all students is consistent with our state’s vision for Illinois’ educational system. Equally important, the ESEA requirements provide an opportunity to develop the comprehensive standards-led system that can make that vision a reality.

The challenges described in the preceding sections – Improving Achievement and Closing the Achievement Gap, Bolstering the Educator Workforce, and Making Funding Adequate and Equitable – are all interconnected.



- ★ Without adequate funding, schools cannot attract and retain highly competent staff.
- ★ Without highly competent teachers and administrators, students cannot achieve their learning potential.

As pointed out in a report by The Education Trust, “If we only took the simple step of assuring that poor and minority children had highly-qualified teachers, almost half of the achievement gap would disappear.”

- ★ To date, Illinois has made important strides toward improving the Illinois education system:
- ★ The state has established achievement expectations and raised standards for teacher certification.
- ★ Illinois has provided significant financial resources for targeted programs in reading and mathematics, for helping at-risk students and for teacher training in all subjects.
- ★ Incremental increases have raised the foundation funding level for state aid for schools.

However, in order to significantly improve all three interlocking components of Illinois public education, much more must be done. Without a strong commitment to solve these three gaps simultaneously, real educational excellence for Illinois students is just an empty promise.

The *No Child Left Behind Act of 2001* provides an impetus to make such a commitment. Without doubt, the implementation timelines will be daunting. However, this law is an unprecedented opportunity to renew our efforts to improve the state educational system and truly leave no Illinois child behind. (See Part III for federal budget figures)

The State of Illinois has both the resources and the obligation to prepare for its future through a strong education for all students—but leadership and collective will are necessary to make a bright future a reality.

The 21st CENTURY CHALLENGE
MAKING ILLINOIS EDUCATION *SECOND TO NONE*

P a r t I I I

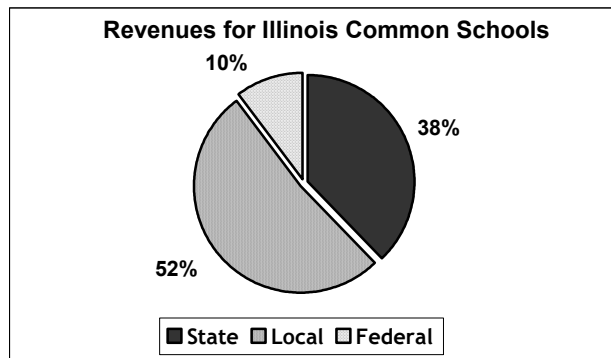
Financial Resources

ILLINOIS STATE BOARD OF EDUCATION

State, Local and Federal Financing for Illinois Public Schools

Revenues

Revenues for Illinois common schools for the 2000-2001 school year (FY01) total an estimated \$17,984.7 million. In Illinois, as in most other states, education is financed through a combination of state, local, and federal monies. The state portion of these 2000-01 revenues is \$6,785.1 million (37.7%), the local share is an estimated \$9,331.6 million (51.9%), and the federal share is \$1,868.0 million (10.4%). These figures are shown below and in [Table 3.1](#) of the appendix.



State Funding

State revenues that support Illinois elementary and secondary schools are provided for a variety of legislatively established programs. The majority of the state support for schools (45.1%) is allotted through the General State Aid (GSA) formula. For FY01, a total of \$3.061 billion in General State Aid, including Hold Harmless amounts, will be distributed to 894 school districts, the laboratory schools at Illinois State University and the University of Illinois, 46 safe schools, and 19 alternative schools. The amount provided to each school district varies with its relative wealth (as measured by property values) and the number of students attending its schools. (Note: Reference the back of this section for a thorough discussion of the provisions of the General State Aid law).

Other major state financial support for school districts is in the form of categorical and special program grants and grants for school reform and improvement initiatives. State categorical grants provide funds for special education, transportation, vocational education, school lunch and breakfast, bilingual education, textbooks, gifted and remedial student programs, and school construction. Reform and school improvement programs, most enacted in 1985, provide additional grants for at-risk programs such as preschool education, truancy and dropout prevention projects, and elementary school reading programs.

The state also provides the employer's (school district) contributions to the two pension systems in which Illinois elementary and secondary teachers participate. State appropriations, including supplemental payments for the Illinois Teachers' Retirement System and the Chicago Teachers' Pension and Retirement System, totaled \$774.8 million for FY01.

State support for education also includes state appropriations for educational purposes other than the operation of the common schools. Among these items are capital projects funding, support for public and nonpublic school equipment purchases, and literacy program grants.

Refer to [Table 3.11](#) and [Table 3.12](#) – Summary of State and Federal Appropriations for a line by line breakdown of these appropriations.

Local Funding

The primary source of local funding for Illinois schools is the local property tax. The estimates of local revenues in this publication are based upon the local real property tax authority of schools and the receipts of corporate personal property replacement taxes, (Refer to [Table 3.2](#)). Excluded from these estimates are proceeds from the sale of bonds, income from the sale of property or equipment, investment income, fees and assessments, revenues from food program sales, and other miscellaneous income such as impact fees from real estate developers.

Illinois real property values and related taxes are established on a calendar-year basis. Property assessments for the 2000 calendar year provide the basis for property tax revenues distributed in calendar year 2001. State-directed equalization factors (multiplier adjustments) are designed to assure equal valuation treatment across Illinois' 102 counties. Equalized Assessed Valuations (EAVs) represent the taxable property base for schools as certified by the Illinois Department of Revenue.

The actual local property tax revenues for 2000-01 used in this publication are based on approximations of the property tax levies for the 1999 tax year. They represent tax extensions in 2000. This \$8,775.2 million is based upon certified EAVs and tax rates for 1999. Actual property tax receipts to a district in 2000-01 will vary as a result of collection differences, local accounting practices, and the tax levies adopted in December 1999.

The other major source of local revenue for schools is Corporate Personal Property Replacement Tax (CPPRT) revenues. Until 1979, Illinois law allowed the taxation of the personal property of businesses. This revenue source was eliminated in 1979 and replaced with an alternative tax on Illinois businesses. The CPPRT imposes a state-collected tax on the net income of businesses (corporations, partnerships, and trusts) and on invested capital of public utilities. The proceeds of this tax are distributed to local taxing bodies in proportion to the relative share of personal property taxes received by these local taxing bodies prior to 1979. Collectively, public schools receive approximately 52% of the replacement revenues generated by the CPPRT. The remaining revenues are distributed to over 5,000 other units of local government.

The Illinois Department of Revenue reported that \$556.4 million in CPPRT was distributed to local schools in the 2000 calendar year.

Federal Funding

Primarily, federal financial support for the nation's schools is provided through grants and reimbursements made to the state from the U.S. Department of Education and the U.S. Department of Agriculture. Most federal financial aid is directed toward the support of students from low-income households or is limited to special programs or populations.

Virtually all federal support for schools in Illinois is granted to the Illinois State Board of Education (ISBE) and distributed to local school districts. Just over \$1,868.0 million for various federal programs and ISBE administrative services was appropriated by the Illinois General Assembly for the 2000-01 school year (Refer to [Table 3.1](#)).

The two largest federal funding sources are for special education (\$678.1 million) and the U.S. Department of Agriculture's school food program (\$405.0 million). Other significant federal funding is provided for the Improving America's Schools Act, Title 1 (IASA) program (\$386.8 million) and vocational education (\$90.5 million). Note: "vocational education" also includes technical preparation, technology literacy and adult education.

The only significant federal funding provided directly to local schools in Illinois is Federal Impact Aid. This assistance, which offsets the loss of potential local property taxes attributable to federal use of property in a district, is estimated to be \$16.0 million for the 2000-01 school year.

State Sources of Revenues

For FY01, state revenues from all funds total an estimated \$37.8 billion. Major sources of state revenues are federal grants and reimbursements (approximately 25.5% of estimated total 2001 revenues), individual and corporate income taxes (24.1%), the Retailers Occupation and Use (sales) Tax (17.9%), motor fuel taxes and fees (6.9%), and gross proceeds of the Illinois State Lottery (2.1%). Taxes on alcohol, tobacco, pari-mutuel betting, real estate transfers, and private car sales, along with various other fees, licensure, and transaction proceeds, are included as part of total state revenues. The state also raises revenues from the sale of general obligation and other bonds.

[Figure 3.1](#) (top portion) or [Table 3.3](#) depict projected state revenues from all funds, by major source, for FY00 and 01. The ratio of revenues from all sources show a slight variance from FY00 to FY01. The revenues from income taxes, sales taxes, and state lottery decreased as proportions of the total, while the share from road taxes, bond proceeds, federal aid and the grouping "all other" increased.

State revenues and appropriations (spending authority) are accounted for by assignment to various fund groupings. The general funds, the largest fund grouping, constitute the majority of appropriation authority.

Funding for Illinois schools is provided primarily through the “general funds” grouping of state revenue. This grouping includes the General Revenue Fund, the Common School Fund, the Education Assistance Fund, and the School Infrastructure Fund. Included in the revenue accounting of these general funds are the net proceeds from the Illinois State Lottery, which are deposited to the Common School Fund (Refer to [Table 3.5](#)). The major sources of revenue to the state’s general funds are the income tax, the sales tax, federal aid, the public utilities tax, and net lottery proceeds. [Figure 3.1](#) (lower portion) and [Table 3.3](#) show by source the revenues of the state’s general funds for FY00 and an estimate of comparable revenues for FY01.

As shown in [Figure 3.1](#) or [Table 3.3](#), the revenues of the general funds are projected to be \$24.2 billion in FY01, an increase of \$1.0 billion over FY00. Increases in income taxes (\$8.9 to \$9.1 billion) and sales tax (\$6.0 to \$6.2 billion) are shown from FY00 to FY01. However, in both instances the proportional share declined. For income taxes, the percentage declined from 38.4% to 37.6%. The decline for sales tax was 25.9% to 25.4% (FY00 are actual numbers and FY01 are estimated).

State Lottery Proceeds

The Illinois State Lottery was enacted in 1973. The first lottery proceeds were available in FY75. Until mid-1985, lottery proceeds were deposited to the state's General Revenue Fund. As a result, lottery proceeds benefit education and other state-operated programs and services. The 1985 change in state law provided that all net lottery proceeds be deposited to the Common School Fund.

As a result of this 1985 legislation, all net lottery proceeds are dedicated solely to elementary and secondary education. This fact, however, has become a source of public confusion. Some Illinois citizens mistakenly believe that this shift in state accounting practices provided additional revenues to support education. This is not the case.

The proceeds of the Illinois State Lottery for FY01 represent 2.1% of state revenues. Approximately 34.3% of sales of the state lottery become net revenue for the state. In FY01, lottery sales of \$1.430 billion generated approximately \$490 million in net proceeds for state government. (Approximately 65.7%, of the gross proceeds from the lottery are used to make payments to prizewinners and to cover administration costs).

[Table 3.5](#) provides a comparison of net lottery proceeds to total appropriations for elementary and secondary education from FY75 to FY01.

The \$490 million in lottery proceeds expected for FY01 does clearly assist the state in funding elementary and secondary education. Lottery revenues represent about 7.2% of the state appropriations supporting elementary and secondary education.

Uses of State Revenues

The revenues and appropriations of the State of Illinois support a wide range of programs and services. In addition to direct and contracted services such as public assistance, mental health, corrections, highway construction and maintenance, the state provides a wide range of grants and reimbursements to units of local government, including school districts. The state also collects and distributes certain revenues on behalf of units of local government (local sales taxes and regional transportation taxes).

Across all funds, state government appropriations for spending in FY01 totaled \$47.9 billion, an increase from FY00 of \$4.1 billion, which is an increase of 9.4%. The FY00 and FY01 distributions of appropriations for all funds are shown in [Figure 3.2](#) or in [Table 3.4](#).

Approximately \$11.5 billion, or 26.2%, of the total state FY00 appropriations across all funds are for elementary and secondary and higher educational purposes. The total for elementary and secondary education are \$8.1 billion, or approximately 18.6%, of all state appropriations. A comparison with FY01 shows \$12.5 billion of all appropriations for education from all funds (26.1%) and \$8.9 billion (18.6%) for elementary and secondary education. This total for both fiscal years includes federal education funds appropriated to the Illinois State Board of Education, as well as appropriations made to other state agencies.

The total (all funds) appropriations, reflected on the top portion of [Figure 3.2](#), support a wide variety of state government activities. A more traditional view of state government activities is represented by the operating budget of the state, reflecting the appropriations from the state's general funds. The bottom portion of [Figure 3.2](#) reflects appropriations from the general funds. The "general funds" are appropriated from the General Revenue Fund, the Common School Fund, the Education Assistance Fund, and the School Infrastructure Fund. Excluded from the general funds are the state's various capital building and transportation funds, activities associated with most debt service, certain state distributive aid, revolving funds, and university income funds.

[Figure 3.2](#) or [Table 3.4](#) also provide comparative information on the appropriations from the state's general funds for various services. The FY01 appropriation total of \$22.4 billion for operating purposes and for elementary and secondary education represents an increase of \$1.1 billion or (5.3%) from the comparable FY00 appropriations.

Since most education appropriations are from the state's general funds, education overall represents a larger share of the state's operating budget appropriations than of the total appropriations. Appropriations for all educational activity (higher education and elementary & secondary schools) were 37.4% of the General Funds appropriations for FY01. Elementary and secondary education appropriations for FY01 represent 26.3% of total general funds appropriations.

There are significant differences between the revenues shown in [Figure 3.1](#) and appropriations shown in [Figure 3.2](#) (and in [Tables 3.3](#) and [3.4](#)). These differences are largely attributable to interfund transfers. [Table 3.3](#), State Revenues by Source, 2000 and 2001, and [Table 3.4](#), Appropriations by Major Purpose, 2000 and 2001, show data illustrated in [Figure 3.1](#) and [Figure 3.2](#).

Proportions of State, Local and Federal Education Funding

Table 3.1 depicts the support levels and the relative share of funding for public elementary and secondary education in Illinois from 1978-79 through 2000-01.

For most years, federal funding includes amounts unspent in prior years and re-appropriated in the subsequent year. The state appropriation totals in Table 3.1 include original appropriations and supplementals. Additionally, state totals include amounts appropriated for educationally related purposes other than the operation of the common schools.

The local funds in Table 3.1 are further examined in Table 3.2. The local property tax figures in Table 3.2 represent approximations of available tax revenues. Since most school districts operate on a cash accounting basis and local receipts/revenues can be income generated from current or prior-year tax extensions, and because some of these data are derived from estimates and some are self-reported, revenues from local sources in a given fiscal year are impossible to validate. In addition, local revenues are not as readily comparable year to year as are state and federal revenues.

The figures in the column entitled “Property Tax Revenues” are tax extensions--the product of equalized assessed property values multiplied by the total tax rate as set by each district. These figures represent accrued revenues generated from the total tax rate of each district. Actual local property tax receipts for a given school district can be affected by tax distribution delays, protested tax payments, property assessment appeals, and tax revenues not paid to school districts as a result of Enterprise Zones or Tax Increment Financing areas.

For tax years 1977 and 1978, the amounts in the column labeled “Property Tax Revenues” of Table 3.2 include corporate personal property taxes and real property taxes. Since 1979, with the abolition of the Corporate Personal Property Tax (CPPT), the state has collected the Corporate Personal Property Replacement Tax (CPPRT) and distributed these tax revenues by formula to school districts. The CPPRT revenues from 1979 forward are reflected in the column entitled “CPP Replacement Fund.”

For comparative purposes, Table 3.1 depicts the relative share of state, local and federal funding using data in the column labeled “Total Regular Revenues” from Table 3.2 as the local share. This figure excludes “Other Local Revenues,” specified in footnote “a” of Table 3.1, as these funds are not the product of taxation and are not comparable from an accounting perspective to the revenues from property taxes and corporate personal property replacement taxes.

A separate annual publication of the State Board of Education, *Illinois Public Schools Financial Statistics and Local Property Tax Data*, reports local revenues for all school districts.

The Inflation Factor

The education community is often reminded that we are the primary consumers of state and local tax dollars. An examination of the raw numbers tells only part of the story and an important element is left out of the analysis. The impact of inflation – the purchasing power of 2001 dollars adjusted for inflation – often gives a more accurate picture of available resources for elementary and secondary education.

Total Funding

Total funding for elementary and secondary education has increased from \$11.71 billion in FY95 to \$17.98 billion in FY01, an increase of 53.5%. However, when adjusted for the erosion of purchasing power due to inflation, the real increase in purchasing power between FY95 and FY01 is 30.3%. (FY01 revenues were converted to 1995 dollars using the implicit price deflator for the Gross Domestic Product. (Refer to [Figure 3.4](#) or [Table 3.9](#).)

State Funding

Since FY95, state funding for elementary and secondary education has increased from \$3.79 billion to \$6.78 billion in FY01 or by 78.9%. When adjusted for inflation, the real increase in purchasing power due to state funding is 52.0%. (Refer to [Figure 3.4](#).)

Local Funding

During the same period of time, local funding has increased from \$6.84 billion to \$9.33 billion, or 36.4%. When applying the same adjustment for inflation used for state funding, the \$9.33 billion converts to \$7.92 billion in purchasing power. In terms of constant (1995) dollars, spending from local sources increased by \$1.08 billion, or 15.8%. (Refer to [Figure 3.5](#).)

Federal Funding

Between 1995 and 2001, federal funding for elementary and secondary education has increased from \$1.08 billion to \$1.87 billion, or 73.1%. When adjusted for inflation, the \$1.87 billion in 2001 has \$1.59 billion of purchasing power. This represents an increase of 47.2%. (Refer to [Figure 3.5](#).)

Current Dollar Comparison (\$ in Billions)

Source Funding	FY95	FY01	\$ Change	% Increase
State	\$3.79	\$6.78	\$2.99	78.9
Local	6.84	9.33	2.49	36.4
Federal	<u>1.08</u>	<u>1.87</u>	<u>0.79</u>	<u>73.1</u>
Total	<u>\$11.71</u>	<u>\$17.98</u>	<u>\$ 6.27</u>	<u>53.5%</u>

Inflation and Per-Pupil Appropriation

In FY76, fall enrollment totaled 2,265,570. Enrollment subsequently declined each of the following 13 years, reaching a low of 1,790,566 in FY89. Beginning in FY90 and continuing through FY01, fall enrollments have increased annually to 2,051,021, although they remain 9.5% below the level in FY76. In FY95, total appropriations per pupil enrolled were \$6,100.2. By FY01, that figure had grown to \$8,768.7 or a nominal increase of 43.7%. However, in real dollar terms, per pupil appropriations grew from \$6,100.2 to \$7,441.1 or an increase of 22.0%. (Refer to [Table 3.9](#).)

General State Aid

An Overview

FY01 is the third year of the new General State Aid formula, which was enacted as Public Act 90-548 in December 1997. No changes were made for the 2000-2001 school year.

General State Aid Formula

The General State Aid Formula is basically a foundation approach with three separate calculations, depending on the amount of property wealth of the local school district. The first formula is referred to as the "Foundation" formula. A significant provision of the General State Aid formula is the setting of foundation levels in statute and the guaranteed funding of those levels of support. The foundation level is \$4,425 in 2000-01 and is guaranteed by statute through a continuing appropriation in case the actual appropriation is insufficient. Under current law, 2000-2001 is the last year of the continuing appropriation. Most districts receive General State Aid under this formula. Districts qualifying for this formula have available local resources per pupil less than 93% of the foundation level. The second formula is the "Alternate" formula. Districts qualifying for this formula have available local resources per pupil at least 93%, but less than 175% of the foundation level. The third formula is the "Flat Grant" formula. Districts qualifying for this formula have available local resources per pupil at least 175% of the foundation level.

The best three months average daily attendance continues to be the measure of pupils. Only the prior year average daily attendance is used to calculate General State Aid. The formula calculation rates are 3.00% for unit districts, 2.30% for elementary districts and 1.05% for high school districts. These rates are used for formula calculation purposes only. There is no required tax rate for access to the formula. The Flat Grant in the formula is \$218 per student.

Poverty/Low Income Component

The State Aid Formula has a mechanism to provide additional funding for the impact of poverty in the district. A separate calculation is used. A district must have at least 20% of its students designated as low income in order to qualify for any additional funding. In 2000-2001, districts with at least 20% but less than 35% low-income concentration receive \$800 for each low-income student. Districts with at least 35% but less than 50% low-income concentration receive \$1,273 for each low-income student. Districts with at least 50% but less than 60% low-income concentration receive \$1,640 for each low-income student. Districts with at least a 60% low-income concentration receive \$2,050 for each low-income student.

Calculation of Available Local Resources and Local Percentage

$$\text{Available Local Resources} = (\text{GSA EAV} \times \text{RATE} + \text{CPPRT}) / \text{ADA}$$

$$\text{Local Percentage} = \frac{\text{Available Local Resources}}{\text{FLEVEL}}$$

Where:

$$\text{RATE} = 2.30\% \text{ if Elementary} \quad 1.05\% \text{ if High School} \quad 3.00\% \text{ if Unit}$$

$$\text{FLEVEL} = \$4,425 \text{ for 2000-2001}$$

CPPRT = Corporate Personal Property Replacement Taxes

ADA = Prior Year Best 3 Months Average Daily Attendance

GSA EAV = smaller of (Budget Year EAV, Extension Limitation EAV)

And Where:

$$\text{Extension Limitation EAV} = \text{Prior Year EAV} \times \text{Extension Limitation Ratio (ELR)}$$

$$\text{ELR} = (\text{Budget Year EAV} \times \text{Budget Year Limiting Rate}) / (\text{Prior Year EAV} \times \text{Prior Year OTR})$$

Foundation Formula

General State Aid is calculated using the Foundation formula if the district Local Percentage is less than 93%.

The formula is: $\text{GSA Foundation} = (\text{FLEVEL} - \text{Available Local Resources}) \times \text{ADA}$

Alternate Formula

General State Aid is calculated using the Alternate formula if the district Local Percentage is at least 93% but less than 175%.

This formula provides between 7% and 5% of the FLEVEL per ADA. The formula is:

$$\text{GSA Alternate} = \text{FLEVEL} \times \text{ADA} \times \left[.07 - \left(\frac{\text{Local Percentage} - .93}{.82} \right) \times (.02) \right]$$

Flat Grant Formula

General State Aid is calculated using the Flat Grant if the district Local Percentage is at least 175%.

The formula is: $\text{GAS Flat Grant} = \text{ADA} \times \218

Visit the ISBE website at www.isbe.net/funding/funding.htm and click on GSA inquiry to view a school district's General State Aid entitlement claim form or Claimable Average Daily Attendance.

Hold Harmless

A hold harmless provision is included in Section 18-8.05 (J) of the law. If, for any district in 2000-2001, the formula yields less than the sum of the district 1997-98 General State Aid and 1997-98 Hold Harmless, a separately appropriated grant will be made to hold those districts harmless to the 1997-98 levels. Districts will be eligible (subject to appropriation) to receive Hold Harmless grants in all subsequent years if the amount of General State Aid the district receives is below the 1997-98 levels described above. Under the current law, 2000-2001 is the last year of the continuing appropriation.

Laboratory and Alternative Schools and Safe Schools

Laboratory schools operated by public universities and alternative schools operated by Regional Offices of Education and Educational Service Regions are also eligible for General State Aid. Since these schools have no property tax base, the GSA entitlements for such districts are calculated in a special manner. The GSA provided to a laboratory, alternative school or safe school is determined by multiplying the school's best three months average daily attendance for the prior school year by the foundation level (\$4,425 for FY01).

Collectively, Illinois State University's laboratory school, the University of Illinois laboratory school and 65 alternative/safe schools received total GSA funding of \$16.90 million in FY01.

State Funding Distributions

The 769 districts funded under the foundation computation constitute 80.0% of Illinois school districts and receive approximately 96.3% of the total GSA allocation. Foundation funded districts account for approximately 78.2% of the state ADA student total. The 150 Alternate method districts (15.6% of school districts) receive 3.3% of the GSA allocation and represent 19.4% of the state ADA student total. Flat Grant districts (42 in number and 4.3% of total districts) receive 0.4% of the GSA allocation and reflect 2.4% of the state ADA student total.

Of the 894 regular school districts allotted General State Aid, 408 (45.6%) are unit districts, 103 (11.5%) are secondary districts, and 383 (42.9%) are elementary districts. Unit districts received 73.9% of 2000-01 GSA funds, secondary districts received 5.6% of the funds, and elementary districts received 20.5% of the GSA funds.

In applying the General State Aid formula to the available appropriations in a given year, the State Board of Education takes into consideration certain financial adjustments. It is common for a district to have an audit adjustment to a prior year's GSA claim. (Audits to determine the accuracy of each district's GSA claim are conducted by staff of the State Board of Education.) Such audits result in either upward or downward adjustments to a district's current-year payments. In addition, some districts qualify in certain years for GSA adjustments as a result of changes in prior-year equalized assessed valuations due to adverse court decisions or Property Tax Appeal Board decisions (See Sections 2-3.33, 2-3.51 and 2-3.84 of the School Code). Generally, there is a net increase to the yearly aggregate GSA entitlement as a result of these prior-year adjustments.

General State Aid Payment Schedule

Section 18-11 of the School Code provides for semi-monthly General State Aid payments to be made during the months of August through July. These semi-monthly payments are in an amount equal to 1/24 of the total amount to be distributed. The School Code provides that General State Aid payments are to be made “as soon as may be after the 10th and 20th days of each of the months”

A provision in the State Finance Act authorizes the governor to notify the state treasurer and the state comptroller to “effect advance distribution to school districts of amounts that otherwise would be payable pursuant to Section 18-8.05 of the School Code.” The governor has exercised this accelerated payment authority in the past several fiscal years. In FY90, FY91 and FY94, both September payments were advanced and paid at the same time the second payment of August was made. In FY92, FY93 and FY95, the September payments were made in August, but after the regular second payment was made. There was no advance distribution in FY96 and FY97. However, in FY98 there was one advance payment; two advance payments in FY99; and two advance payments in FY00 & FY01 were made in June of each fiscal year.

General State Aid payments, while designated for specific districts, are paid to Illinois’ regional school superintendents. Regional superintendents in turn are obliged to distribute these payments, with any attributable interest income, to each district within their regions.

The State Comptroller’s Office releases GSA warrants (payments) at about 2:00 p.m. on payment day. Regional superintendents from DuPage, Macon, and the St. Clair regions have representatives who pick up their warrants. Forty-one regional superintendents have the warrants deposited directly into the Illinois Public Treasurers’ Investment Pool. Most of the remaining regional superintendents have designated Springfield bank personnel to pick up the warrants. Local Springfield bankers forward payments by wire the next working day to the local bank designated by each regional superintendent. School district treasurers in Cook County receive their districts’ GSA payments by wire transfer from the Comptroller’s Office.

Typically, warrants (payments) are available on the 11th and 21st days of the month, or on the following working day if the payment date falls on a weekend or a holiday.

Attendance, Calendar and Special Requirements for General State Aid

Recognition

General State Aid is distributed to Illinois school districts that maintain “recognized district” status. Recognized district status is achieved pursuant to the periodic compliance reviews of a district by the office of the Regional Superintendent of Schools. Recognition activities are designed to assure that districts comply with the required standards of state law. Any school district that fails to meet the standards established for recognition by the State Superintendent of Education for a given year is ineligible to file a claim upon the Common School Fund for the subsequent school year. In case of non-recognition of one or more attendance centers in a school district otherwise operating recognized schools, the entitlement of the district is to be reduced in the proportion that the average daily attendance (ADA) in the non-recognized attendance center, or centers, bears to the ADA in the school district.

Plan Requirements

In addition to the general requirement of maintaining recognition, school districts must also adhere to a variety of other legislated standards in order to receive state financial support. Several of these are enumerated in the sections which follow.

The Supplemental General State Aid law requires all school districts, except Chicago, with more than 1,000 and less than 50,000 pupils in average daily attendance (ADA), to submit an annual plan to the State Board of Education describing the use of the state funds generated as a result of that district's low-income pupils. This plan is intended to provide for the improvement of instruction with a priority of meeting the needs of educationally disadvantaged children. These plans are submitted in accordance with rules and regulations promulgated by the State Board of Education.

Chicago District 299 is required to submit a plan describing the distribution of \$261 million to its attendance centers based on the number of students eligible to receive free or reduced-price lunches or breakfasts under the federal Child Nutrition Act of 1966. Funds received by an attendance center shall be used at the discretion of the principal and local school council for programs to improve educational opportunities for children from low-income households.

School Calendar

Public schools in Illinois are required to adopt a calendar that provides for 185 school days, including at least 180 days of pupil attendance and will allow for up to five emergency closure days during the school year. Up to four days of the 180 days of actual pupil attendance may be utilized for scheduled teacher institutes and in-service training. Requirements for the school calendar are the same for those school districts which operate on a full-year basis.

Teacher institutes are approved for each district by the respective regional superintendent of schools. Equivalent professional educational experiences such as visitations to educational facilities are allowable as approved training.

Under certain conditions teacher in-service training and parent-teacher conferences may be provided in partial-day increments. Section 18-8.05 provides specific guidance concerning the computation of pupil attendance for state aid purposes for such partial-day attendance.

Section 24-2 of the School Code provides for a number of legal school holidays. Teachers may not be required to teach on national holidays or the state school holidays: Columbus Day, Veterans' Day, and the days which honor the births of Abraham Lincoln, Martin Luther King, Jr. and Casimir Pulaski. As a result of a 1994 court decision, the state cannot mandate Good Friday as a state holiday; however, individual school districts may elect to observe Good Friday as a non-attendance day. If the school district decides to teach on a legal school holiday, they are required to file a waiver for approval with the ISBE.

School districts which fail to operate schools for the required number of pupil attendance days may be subject to the loss of General State Aid. The financial loss is calculated on the basis of a daily penalty of .56818% (1 divided by 176) for each day of required operation not met.

Under certain circumstances, a district may not be penalized for failure to meet the required school calendar requirement. These circumstances and the required waivers and approvals are described in the paragraphs which follow.

- **Act-of-God/Hazardous Threat or Adverse Weather Day.** When a school district is unable to conduct school as a result of an Act-of-God/Hazardous Threat or Adverse Weather, a district may be granted a day towards the official school calendar. Section 18-12 of the School Code allows the State Superintendent of Education to waive the .56818% daily penalty due to a district's failure to conduct school for the minimum school term due to an Act-of-God/Hazardous Threat of Adverse Weather Day. The State Board of Education's Center for School Financial Services, Division of Funding and Disbursement Services is responsible for reviewing a district's Act-of-God/Hazardous Threat or Adverse Weather request.

- **Energy Shortage.** When the State Superintendent of Education declares that an energy shortage exists during any part of the school year for the state or a designated portion of the state, a district may operate the attendance centers in the district four days a week during the shortage. When such a declaration is made, a district's GSA entitlement is not reduced, provided the district extends each school day by one clock hour of school work. State law provides that district employees are not to suffer any reduction in salary or benefits as a result of this declaration. A district may operate all attendance centers on this revised schedule or may apply the schedule to selected attendance centers.

Pupil Attendance

Section 18-8.05 of the School Code provides that a day of pupil attendance is to include not less than five clock hours of teacher-supervised instruction. Additional provisions apply to a district's calculation of pupil attendance for part-time school enrollment, services to handicapped or hospitalized students, tuition-related services, dual-attendance nonpublic school children, and other special circumstances.

Resident pupils enrolled in nonpublic schools may be enrolled concurrently in public schools on a shared-time or dual-enrollment plan and may be included as claimable pupils by public school districts. Dual-enrolled pupils are counted as one-sixth of a day for each class period of instruction of 40 minutes or more in attendance in a public school district. Public Act 92-0029 allows regularly enrolled part-time students, enrolled in a block schedule format, 80 minutes or more to be counted based upon a proportion of minutes of school work completed each day to the minimum number of minutes school work was in session that day.

Exceptional children attending approved private institutions, either in or outside Illinois, may be included as claimable pupils on the basis of days attended if the district pays the tuition costs. Local school boards may send eligible children to an out-of-state public school district and claim them for General State Aid. Pupils are nonclaimable for General State Aid if the district is claiming full reimbursement of tuition costs under another state or federally funded program or is receiving tuition payments from another district or from the parents or guardians of the child.

For handicapped children below the age of six years who cannot attend two or more clock hours because of handicap or immaturity, a session of not less than one clock hour may be counted as one-half day of attendance. Handicapped pupils less than six years of age may be claimed for General State Aid for a full day, provided the child's educational needs require, and the student receives, four or more clock hours of instruction.

Section 10-22.5a of the School Code allows foreign-exchange students and/or nonresident pupils of eleemosynary (charitable) institutions attending a public school district on a tuition-free basis to be claimed for General State Aid purposes. A cultural exchange organization or charitable institution desiring to negotiate a tuition-free agreement with a public school district must obtain written approval from the Illinois State Board of Education.

A session of not less than one clock hour of instruction for hospitalized or homebound pupils on the site or by telephone to the classroom may be counted as one-half day of attendance. These pupils must receive four or more clock hours of instruction to be counted for a full day of attendance. If the attending physician for such a child has certified that the child should not receive as many as five hours of instruction in a school week, reimbursement is computed proportionately to the actual hours of instruction. A physician must certify that the student requires the "homebound" instruction for medical reasons and for a minimum of two consecutive weeks.

Consult the Focus on Student Attendance publication for further details. This publication can be obtained at: www.isbe.net/FAS/FOSA/focuson.htm

Public Health Requirements

Illinois law requires every school district to report to the Illinois State Board of Education by October 15 of each year the number of children who have received, the number who have not received, and the number exempted from necessary immunizations and health examinations. If less than 90% of those enrolled in a district on October 15 have had the necessary immunizations or health examinations, 10% of each subsequent General State Aid payment is withheld by the regional superintendent. Withholding continues until the district is in compliance with the 90% requirement.

State law also provides that a child is to be excluded from school for noncompliance with rules and regulations promulgated by the Illinois Department of Public Health for health examinations and immunizations. Under such circumstances the child's parent or legal guardian is considered in violation of the compulsory attendance law (Section 26-1). These parents or legal guardians are subject to any penalty imposed under Section 26-10.

Extended-Day Programs

School districts may develop and maintain before-school and after-school programs for students in kindergarten through the sixth grade. The programs may include time for homework, physical exercise, afternoon nutritional snacks and education offerings which are in addition to those offered during the regular school day. Extended-day programs in a district are to be under the supervision of a certified teacher or a person who meets the requirements for supervising a day care center under the Illinois Child Care Act. Additional employees who are not so qualified may also be employed for such programs.

The schedule of these programs may follow the work calendar of the local community, rather than the regular school calendar. Parents or guardians of the participating students are responsible for providing transportation for the students to and from the programs. The school board may charge parents of participating students a fee that doesn't exceed the actual costs of the before-and-after-school programs. Attendance at extended-day programs is not included in the calculation of attendance for General State Aid purposes.

Property Taxes

Local Assessment and Taxation of Property

More than 99% of all property is assessed locally. In township counties, the township is the assessment unit. In "commission" counties, where there is no township government, property assessment is performed at the county level. (The 17 commission counties are Alexander, Calhoun, Edwards, Hardin, Johnson, Massac, Menard, Monroe, Morgan, Perry, Pope, Pulaski, Randolph, Scott, Union, Wabash, and Williamson.)

The property tax cycle extends over two years. The tax year is the year of assessment and reflects the value of property as of January 1. The tax bills are distributed and the taxes are paid in the year following the tax year.

In Illinois, all real property is required to be reviewed and reassessed every four years, except in Cook County. Between these quadrennial assessments, properties whose condition has significantly changed or that has been incorrectly assessed are subject to reassessment. Clark, Crawford, Edgar, Lake, Madison, Menard, and St. Clair counties are divided into four assessment districts and Cook County is divided into three assessment districts. In these counties one district is reassessed each year on a rotating basis. Farmland is revalued every year based on the respective productivity index (see farmland later in this section.)

Once boards of review complete their adjustments and finalize assessments and the state has certified an equalization factor to the county, taxes are extended by the county clerk. Tax rates are computed by dividing the levy for each fund in a particular district by the equalized assessed valuation of the district. If the computed rate is higher than the applicable statutory tax rate limit, then the legal maximum rate is applied. The rates may be further reduced in districts affected by the Property Tax Extension Limitation Law.

Tax bills on 2000 assessments are sent out in 2001. Property taxes are normally collected in two installments due in June and September, except in Cook County, where the first installment is due in March and the second in June. With county board approval, counties can collect taxes in four installments.

Property taxes are locally raised, locally administered, and locally spent. All property taxes are spent by taxing districts that serve the area from which the taxes are collected.

State Role in Property Tax Administration

Although the property tax is a local tax, the state, through the Local Government Services Bureau of the Department of Revenue, has the statutory duty and responsibility to "direct and supervise" the local assessment process.

The bureau is involved with the local administration of the property tax in a number of ways, including providing technical assistance, maintaining taxing district maps, approving exemptions, equalizing assessments among counties, administering the personal property replacement tax, and assessing some property.

Technical Assistance

The Department of Revenue publishes appraisal and assessment manuals, performs complex commercial and industrial appraisals at assessors' requests, and provides a variety of other technical services. The department also conducts training programs for assessors and board of review members on property tax assessment procedures.

Taxing District Maps

The department prepares and maintains taxing district maps for all counties in the state. The maps maintained by the department outline boundaries of counties, political townships, municipalities, and taxing districts such as park districts, school districts, sanitary districts, community college districts, fire protection districts, and other property tax districts. In addition, the department maps detail major rivers, lakes, and railroads.

One of the main reasons for maintaining such maps is to ensure correct allocation of the assessed values of the operating property of railroads to the various taxing districts. The detail for the preparation of these maps is obtained from each county clerk. New districts, dissolutions, and changes in existing districts must be reported to the department by the county clerks under the provisions of Section 110.125 of the Illinois Administrative Code (86 Ill. Adm. Code, Part 110). Updating taxing boundaries based on the changes submitted by county clerks will be facilitated with the department's change to a Geographic Information System (GIS).

Approval of Exemptions

The department approves non-homestead exemption applications submitted by county boards of review or appeals. The decision of a local board of review or appeals to exempt any real property is not final until approved by the Department of Revenue.

Equalization

The responsibility for equalizing the average level of assessments among all counties in the state has been assigned to the department. The guiding principle in any assessment program is uniformity. In terms of the state's involvement, uniformity in assessed values is necessary for 1) equally distributing the tax burden in districts that lie in more than one county, 2) providing a fair basis for the distribution of some state grants-in-aid, 3) applying tax rate and bonded indebtedness limitations to units of local government, and 4) maintaining the statutory assessment level.

The sales ratio studies conducted annually by the department provide the foundation for intercounty equalization. These data allow the comparison of assessed values and market values and are used to calculate the equalization factors, which are certified annually to each county. The equalization factors are used to adjust assessments in a county by a given percentage to bring county assessment levels to the statutory standard. Taxes are extended on assessed values after equalization. Sales ratio study results are published and distributed annually by the Department of Revenue.

Personal Property Replacement Tax

The Illinois Constitution of 1970 abolished the Corporate Personal Property Tax in Illinois as of January 1, 1979. The General Assembly provided for the replacement of revenues derived from this tax by creation of the Personal Property Replacement Tax. The Department of Revenue certifies each taxing district's share of the replacement revenues collected by the state. Payments are made eight times per year to approximately 6,700 units of local government and school districts.

State-Assessed Property

The Department of Revenue is responsible for the assessment of railroad-operating real estate and pollution-control facilities. The department certifies these assessments to county officials for inclusion in the local tax base. Taxes on these properties are collected and spent locally.

PROPERTY TAX DEVELOPMENTS

Assessment and Equalization

From 1927 until 1971, the statutory assessment of property was 100% of fair cash value. In the late 1960s and early 1970s, assessing authorities had generally been assessing property at a lower level. In 1971, statutory amendments changed the definition of "fair cash value" to mean 50% of the actual value of property in all counties not classifying real property for taxation purposes.

In the 1960s and early 1970s, statutory changes were made to the method of calculating the county equalization factors. For some time the multipliers were issued only for the quadrennial assessment years, and there was a period when the multipliers were frozen. The Illinois Supreme Court decision dated April 16, 1975, *Hamer v. Lehnhauser*, 60 Ill. 2d 400 indicated that differences in assessment and equalization practices would not be permitted to continue. The legislature realized that if the 50% level was immediately mandated, many counties' equalized assessed valuation would go up substantially. As a result, an additional amendment was passed.

This amendment directed the Department of Local Government Affairs to equalize county average assessment levels annually at the statutory assessment level. Effective as of the 1975 tax year, the statutory level was set at 33 1/3% of the market value. To facilitate the implementation of the law, a three-year transition period was allowed. Counties below 33 1/3% were assigned target levels to bring them to 33 1/3% in three steps. All counties were protected by a provision that no multiplier would be assigned that would reduce a county's total equalized assessed value, excluding new property, below the 1974 equalized assessed value.

The validity of the state multiplier was upheld by the Supreme Court in two cases brought under Administrative Review Law contesting the Cook County multiplier. The first case, *Airey v. Department of Revenue*, 116 Ill. 2d 528, 1987, upheld the methodology of the department. The second, *Advanced Systems, Inc. v. J. Thomas Johnson*, 126 Ill. 2d 484, 1989, upheld the hearing process used for the multipliers.

Property Tax Appeal Board

The State Property Tax Appeal Board was created in 1967. The board hears appeals of decisions of county boards of review and may revise assessments of property based on evidence presented at its hearings. State assessments are not subject to review by the Property Tax Appeal Board. Current law allows appeals to the Property Tax Appeal Board of decisions of the Cook County Board of Appeals for residential property beginning with the 1996 assessment year and for other property beginning with the 1997 assessment year.

Farmland

Prior to the late 1970s farmland was assessed like all other property on the basis of fair market value. With the passage of legislation in 1977, the assessment of farmland began to move toward agricultural-use valuation. Use-value assessments recognize a difference between value in use and value in exchange (market value) and are generally lower than market value assessments.

In the early years (1977-1979), the department certified a top value to each county based upon a three-part formula which considered value of agricultural products sold in the county, value of principal crops in the county, and average sale price of farmland in the county. This top value was assigned to the best land in the county, and the value was reduced downward proportionately for less productive land.

For tax years 1981 and following, farms are assessed according to "agricultural economic value," which is defined by law. To be eligible for assessment as a farm, a tract of land must have been used for agricultural purposes for the two preceding years. An agricultural economic value based on the net income of farms in Illinois is the basis of the assessment of farmland. Farm homesites and dwellings are assessed at one-third of the market value; farm buildings are assessed at one-third of their respective contribution to the farm's productivity.

Exemptions/Tax Relief

The Illinois Constitution of 1970 provided the authority to grant homestead exemptions. Presently, there are five types of homestead exemptions:

- ❑ General owner-occupied homestead exemption,
- ❑ Senior citizens homestead exemption,
- ❑ Homestead improvement exemption,
- ❑ Disabled veterans' exemption, and
- ❑ Senior citizens assessment freeze homestead exemption.

Various forms of tax relief are authorized in the existing law. These include, but are not limited to, the following:

- ❑ General Authority Tax Abatements,
- ❑ Enterprise Zones,
- ❑ Tax Increment Financing,
- ❑ Tax Increment Allocation Redevelopment Act,
- ❑ Economic Development Area Tax Increment Allocation Act,
- ❑ County Economic Development Project Area Property Tax Allocation Act,
- ❑ County Economic Development Project Area Tax Increment Allocation Act,
- ❑ Industrial Jobs Recovery Law,
- ❑ Economic Development Project Area Tax Increment Allocation Act,
- ❑ Senior Citizens Real Estate Tax Deferral Law, and
- ❑ Circuit Breaker Property Tax Relief Program.

Source: Various publications of the Illinois Department of Revenue.

Note: Additional information on the property tax system may be obtained from the Illinois Department of Revenue at: www.revenue.state.il.us/taxinformation/

State Education Agency

Overview of Agency Operations

Led by a **nine-member board**, representative of the state both politically and geographically, and by the State Superintendent of Education, the State Board of Education seeks to deliver to all 2 million Illinois students an educational system that is *Second to None*, providing first-class service for all stakeholders, and supporting continuous improvement and innovative programs and services.

The State Board of Education is a relatively small agency made up primarily of professional staff who administer programs established pursuant to the School Code and distribute funds to school districts.

The State Board of Education's FY2003 Budget requests a total appropriation of \$8,528 M, in state general funds \$6,457 M, federal funds \$1,938 M and other state funds \$133 M.

TABLE 3.10
PROPOSED BUDGET FOR FY03
ELEMENTARY AND SECONDARY EDUCATION
(000's of Dollars)

	Appropriated		Proposed		\$ Change	% Change
	Fiscal Year 2000	Fiscal Year 2001	Fiscal Year 2002	Fiscal Year 2003	Fiscal Years 2002-2003	Fiscal Years 2002-2003
State General Funds:						
Education & Admin	\$4,898,289.0	\$5,122,828.0	\$5,334,778.0	\$5,461,778.0	\$127,000.0	2.4%
Teacher Retirement	678,743.7	774,821.7	872,871.7	995,871.7	\$123,000.0	14.1%
School Construction	122,600.0	134,224.0	50,800.0	50,800.0	\$0.0	0.0%
Driver Education Fund	16,618.8	16,650.0	16,650.0	16,450.0	(\$200.0)	-1.2%
Other Funds	71,028.4	101,061.5	83,738.0	65,878.0	(\$17,860.0)	-21.3%
Federal Funds	<u>1,553,201.9</u>	<u>1,958,040.6</u>	<u>1,624,145.6</u>	<u>1,937,880.6</u>	<u>\$313,735.0</u>	<u>19.3%</u>
Total	\$7,340,481.8	\$8,107,625.8	\$7,982,983.3	\$8,528,658.3	\$545,675.0	6.8%

The Budget supports many important statewide efforts to improve the quality and availability of educational opportunities for all children while also recognizing the fiscal realities facing the State. The largest portion of the State Board's budget is distributive aid to school districts. Over \$4.6 B (71%) of the FY03 general funds budget is for General State Aid (GSA), General State Aid Hold Harmless and state reimbursement for mandated categorical programs.

An additional \$995.8 M (15%) is for the state's contribution to the Teacher Retirement Systems. These programs are not only the largest portions of the Board's budget, but they also account for the largest portion of FY03 growth as well. They comprise a \$265.6 M increase that includes \$67.6 M for General State Aid (a \$4,680 foundation level) and Hold Harmless, \$123.0 M for teacher retirement (including \$8.0 M for the Teachers Retired Insurance Program), and \$75.0 M to fully fund mandated categorical grants for the fourth year in a row.

The State Board's Strategic Priorities continue to be organized around an accountability system that fosters continuous improvement in teaching and learning. Fundamental to this system is the implementation of Illinois Learning Standards and state assessment of student achievement of those Standards. Agency programs have been organized and focused to address three main "gaps" in the ability of school districts and others to achieve these Standards: the funding gap - general funding for all districts to achieve those standards; the achievement gap - targeted supports for those not meeting standards; and the educator gap - initiatives to improve the quality and quantity of teachers and administrators in the field.

The FY03 discretionary initiatives below were chosen by the Board as critical interventions to provide such targeted support to teachers, school administrators, local boards of education, parents and others to help them help students achieve the Standards.

Standards, Assessment and Accountability	\$36.3 M
Early Childhood Initiative, Ages 0-8	\$198.7 M
High-Quality Educators	\$17.2 M
Students and Schools at Risk of Academic Difficulty	\$149.3 M

The Board also set priorities to better allocate and align fiscal and human resources and improve accountability within the state education agency. The agency has established clear goals and business plans for all expenditures that relate to the Board's priorities and continue to work to identify indicators that measure performance and results toward those goals.

Most recently the new Superintendent has announced a three step plan to make the agency more efficient and effective over the next three months. The first phase announced January 7th streamlined the organization of upper management by reducing the number of direct reports to the Superintendent from 12 to 7 and by reducing the total number of upper management from 21 to 13. The second phase, to be announced at the end of January, will finalize the remainder of the management structure and restructure agency work to focus on priorities and critical functions, provide on-site supervision of all staff, and consolidate financial and data management. The final phase will incorporate the findings of two pro-bono studies being conducted by Hewitt and Deloitte & Touche to improve processes and fine-tune the organizational structure.

During the last year the agency accomplished a number of reforms to improve Illinois education and the State Board itself and this three step plan builds on those accomplishments. .

The overall goal of the agencies management and educational improvement efforts is to reduce bureaucracy, eliminate red tape, and increase accountability to create a high-quality education system for all students and a high-performing education agency for all taxpayers.

Agency headcount has been reduced to from a recent high of 806 to 722 (a reduction of 84 staff or 10.4%).

The agency has made significant progress in implementing a management training and evaluation program. All managers have attended process improvement training at Motorola University and training in the Lincoln/Baldrige criteria for performance excellence. All managers are involved in a 360° evaluation and improvement plan process. The number of findings concerning critical issues continues to drop in external audits. The agency is requiring all divisions to have business plans with performance measures. The focus now is to incorporate quality service and communication strategies into the plans and to refine the performance measures.

The agency is working more cooperatively with other state agency partners by participating in the Joint Education Committee and the Governor’s Education Funding Advisory Board, Early Childhood Task Force, Illinois READS, Illinois Workforce Advantage, and School Code Revision Commission. The agency is also working with our state BIE-IN partners to establish common education system goals.

The agency is committed to provide better services and products to schools including the Illinois Virtual High School, various electronic data systems to help understand, monitor and improve schools (e.g., LSI - Illinois School Improvement, ILEARN - Illinois Local Education Agency Retrieval Network, and Early Childhood Web site), the CERTS system for teachers to electronically file and process their five-year professional development plans, and the E-Grant System. Communications with the field have been improved through the Superintendents Bulletin on-line and School House meetings. Feedback mechanisms and evaluation components are being incorporated into all materials, trainings and contracts.

The State Board of Education is committed to doing more, doing it better, and getting it done with less staff. The agency has streamlined management, cut overhead costs, eliminated non-essential functions, reduced staff, increased the use of e-government technology, and improved communications, coordination and services to school districts.

The FY03 operations budget for the Illinois State Board of Education includes (dollars in thousands):

<u>Categories</u>	<u>Pers. Svcs. And Related</u>	<u>Other</u>	<u>Total</u>
GRF Operations	\$22,989.0	\$4,600.0	\$27,589.0
GRF Lump Sums	7,570.0	57,342.9	64,912.9
Other State Lump Sums	868.3	3,274.7	4,143.0
Federal Operations	17,583.4	11,551.0	29,134.4
Federal Lump Sums	<u>1,260.4</u>	<u>8,294.5</u>	<u>9,554.9</u>
Total	\$50,271.1	\$85,063.1	\$135,334.2

Of this total operations cost only \$68 M are clearly operations of the agency including the cost of staff and administration (travel, printing, equipment, commodities, etc.). Other costs within this overall amount are more akin to grants in that they fund services to local school districts or other external activities and costs. Examples of external costs are materials/supplies and services that we purchase for schools are the state achievement tests, equipment for Technology Hubs, services and fees for GED testing, curriculum materials for schools, outside reviewers for school improvement visits and services of outside auditors for school districts.

Table 3.11
FY03 State GRF and Other Lump Sums
(Dollars in 000's)

Program	FY03 Approp	Admin	Grant
Personal Services Lump Sums			
AEWL	12,350.0	550.0	11,800.0
Alternative Education Opportunities Act	1,000.0	15.0	985.0
Alternative Education - Regional Safe Schools	17,852.0	50.0	17,802.0
Career Awareness	7,247.7	175.0	7,072.7
Career and Technical Education	53,874.5	1,200.0	52,674.5
Charter Schools (includes revolving loan)	8,000.0	1,525.0	6,475.0
Debt Administration (Other)	800.0	800.0	0.0
Technology for Success	49,250.0	17,225.0	32,025.0
Early Childhood Block Grant	198,671.8	739.5	197,932.3
ISBE Regional Services	3,444.3	2,100.0	1,344.3
Math Statewide	1,000.0	1,000.0	0.0
Parent Involvement	1,500.0	50.0	1,450.0
Parent/Guardian Transportation	15,120.0	120.0	15,000.0
Private Business & Vocational Schools (Other)	150.0	150.0	0.0
Professional Development Statewide	2,000.0	950.0	1,050.0
Reading Improvement - Statewide	4,000.0	4,000.0	0.0
Reading Improvement Block Grant	83,389.5	389.5	83,000.0
Scientific Literacy	8,583.0	1,600.0	6,983.0
Standards, Assessment & Accountability	35,809.7	28,800.0	7,009.7
Substance Abuse and Violence Prevention	2,750.0	275.0	2,475.0
Summer Bridges	29,000.0	300.0	28,700.0
Teacher Certification Revolving Fund (Other)	1,200.0	1,200.0	0.0
Truant/Dropout/Optional Education	19,660.0	340.0	19,320.0
Fiscal Agent Responsibility			
Community/Residential Services Authority	500.0	500.0	0.0
Non-Personal Services Lump Sums			
Academic Difficulty	2,649.6	100.0	2,549.6
Corey H. Compliance	500.0	500.0	0.0
District Consolidation	4,200.0	0.0	4,200.0
Family Literacy	1,000.0	1,000.0	0.0
IL Middle-Level Schools	100.0	0.0	100.0
IL Scholars Program	2,554.3	0.0	2,554.3
ISBE Fund (Other)	350.0	350.0	0.0
ISBE Special Purpose Fund (Other)	50.0	50.0	0.0
ISBE Tech	256.3	256.3	0.0
Metro East Consortium	250.0	0.0	250.0
Minority Transition	600.0	0.0	600.0
ROE School Services	14,737.0	0.0	14,737.0
School Technology Revolving Fund (Other)	500.0	500.0	0.0
State Trust Fund (Other)	1,093.0	1,093.0	0.0
Teachers Academy for Math & Science	4,900.0	0.0	4,900.0
Teacher Education	2,740.0	2,154.6	585.4

The State Board of Education will identify the administrative component of each lump sum in the FY03 appropriations to further clarify how education funds are used. The cost of operations will decrease by approximately \$17.3 M, including \$3.1 M in personal services & related benefits. While mandated union personal services and benefits increases will be met, lower headcount and lower operating costs in travel, commodities and equipment will account for the FY03 reduction.

Table 3.11 displays the detailed line-item appropriations for FY01, FY02 and the recommended appropriations for FY03. The Proposed FY03 Budget was adopted by the State Board of Education on January 4, 2002. Certain programs are combined in the following Proposed FY03 Budget descriptions, but will be broken out in the appropriation bill.

Table 3.12 displays the detailed line-item federal grant appropriations and expenditures for FY01 and FY02 plus the recommended appropriation for FY03. Federal grant appropriations are estimated based on the anticipated federal grant award and the amount of carryover funds from the prior fiscal year. Federal funds that are not expended in the current state fiscal year are carryover funds for use in the next state fiscal year. Federal funds are based on the federal fiscal year cycle of October through September of the following year and usually have to be expended within 27 months from the beginning of the awarded fiscal year.

Table 3.11
Illinois State Board of Education
Proposed FY03 Budget
(Dollars in 000's)

Initiatives	FY01 Final	FY02 Final	FY03 Proposed	FY02-FY03 \$ Change
DISTRIBUTIVE GRANTS	<u>4,453,387.0</u>	<u>4,679,567.6</u>	<u>4,773,462.7</u>	<u>93,895.1</u>
General State Aid *	2,994,715.0	3,231,727.6	3,284,000.0	52,272.4
GSA - Hold Harmless *	65,845.0	34,662.1	50,000.0	15,337.9
School Safety & Ed Improvement Block Grant	111,594.4	72,000.0	26,534.8	-45,465.2
District Consolidation Costs	4,200.0	4,200.0	4,200.0	0.0
Early Intervention	45,740.0	71,480.0	71,480.0	0.0
Gifted Education Reimbursement	19,695.5	19,695.8	19,695.8	0.0
Illinois Charter Schools	11,000.0	11,000.0	8,000.0	-3,000.0
Low Incidence Disabilities	1,500.0	1,500.0	1,500.0	0.0
School Breakfast Incentive Program	1,000.0	1,000.0	750.0	-250.0
Textbook Loan Program - New *	30,192.1	30,192.1	30,192.1	0.0
<u>Mandated Categoricals *</u>	<u>1,167,905.0</u>	<u>1,202,110.0</u>	<u>1,277,110.0</u>	<u>75,000.0</u>
Illinois Free Lunch/Breakfast	20,500.0	21,500.0	21,500.0	0.0
Orphanage Tuition 18-3 (Reg. Ed)	16,000.0	14,500.0	14,000.0	-500.0
Sp Ed - Extraordinary Services	228,367.5	233,969.9	248,000.0	14,030.1
Sp Ed - Orphanage Tuition 14-7.03	127,000.0	108,620.8	101,810.0	-6,810.8
Sp Ed - Personnel Reimbursement	300,225.0	314,611.0	331,100.0	16,489.0
Sp Ed - Private Tuition	48,000.0	48,858.9	49,500.0	641.1
Sp Ed - Summer School	6,500.0	6,043.7	6,700.0	656.3
Sp Ed - Transportation	205,875.0	226,076.3	253,000.0	26,923.7
Transportation - Regular/Vocational	215,437.5	227,929.4	251,500.0	23,570.6
STANDARDS/ASSESSMENT/ACCOUNTABILITY	<u>32,309.7</u>	<u>32,309.7</u>	<u>36,309.7</u>	<u>4,000.0</u>
Corey H. Compliance	1,000.0	1,000.0	500.0	-500.0
Standards, Assessments & Accountability	31,309.7	31,309.7	35,809.7	4,500.0
ENSURING QUALITY ED PERSONNEL	<u>15,474.1</u>	<u>15,596.0</u>	<u>17,194.3</u>	<u>1,598.3</u>
Certificate Renewal Administrative Payment	1,000.0	1,000.0	0.0	-1,000.0
Illinois Scholars Program	2,554.3	2,554.3	2,554.3	0.0
Mentoring, Induction & Recruitment	0.0	0.0	5,000.0	5,000.0
Professional Development - Statewide	3,000.0	2,000.0	2,000.0	0.0
Teacher Education	1,740.0	1,740.0	2,740.0	1,000.0
Teachers Academy for Math & Science	5,880.0	7,001.9	4,900.0	-2,101.9
Vocational Education Staff Development	1,299.8	1,299.8	0.0	-1,299.8
READING & MATHEMATICS	<u>96,972.5</u>	<u>97,972.5</u>	<u>97,972.5</u>	<u>0.0</u>
Family Literacy	1,000.0	1,000.0	1,000.0	0.0
Mathematics Statewide	1,000.0	1,000.0	1,000.0	0.0
Reading Improvement Block Grant	83,389.5	83,389.5	83,389.5	0.0
Reading Improvement Statewide	3,000.0	4,000.0	4,000.0	0.0
Scientific Literacy	8,583.0	8,583.0	8,583.0	0.0
BIRTH TO EIGHT	<u>180,171.8</u>	<u>184,171.8</u>	<u>198,671.8</u>	<u>14,500.0</u>
Early Childhood	180,171.8	184,171.8	198,671.8	14,500.0

Table 3.11
Illinois State Board of Education
Proposed FY03 Budget
(Dollars in 000's)

Initiatives	FY01 Final	FY02 Final	FY03 Proposed	FY02-FY03 \$ Change
ACADEMIC DIFFICULTY	<u>132,313.6</u>	<u>138,313.6</u>	<u>149,313.6</u>	<u>11,000.0</u>
Academic Difficulty	2,649.6	2,649.6	2,649.6	0.0
AEWL - System of Support	4,350.0	4,350.0	12,350.0	8,000.0
Alternative Learning/Regional Safe Schools	16,852.0	18,852.0	18,852.0	0.0
Bilingual Education	62,552.0	62,552.0	62,552.0	0.0
Bridge/Classroom/Extended Days Programs	23,000.0	26,000.0	29,000.0	3,000.0
Substance Abuse & Violence Prevention	2,750.0	2,750.0	2,750.0	0.0
Parental Involvement Campaign	1,500.0	1,500.0	1,500.0	0.0
Truant Alternative Optional Education	18,660.0	19,660.0	19,660.0	0.0
LEARNING TECHNOLOGIES				
Technology for Success	49,250.0	49,250.0	49,250.0	0.0
SCHOOL INFRASTRUCTURE				
Temporary Relocation Programs	565.0	565.0	565.0	0.0
CAREERS PREPARATION	<u>61,122.2</u>	<u>63,122.2</u>	<u>63,122.2</u>	<u>0.0</u>
Agricultural Education	2,000.0	2,000.0	2,000.0	0.0
Career Awareness & Development	5,247.7	7,247.7	7,247.7	0.0
Career and Technical Education Programs	53,874.5	53,874.5	53,874.5	0.0
REGIONAL SERVICES	<u>23,581.3</u>	<u>23,831.3</u>	<u>26,331.3</u>	<u>2,500.0</u>
ISBE Regional Services	3,444.3	3,444.3	3,444.3	0.0
ROE – Salaries	7,625.0	7,875.0	8,150.0	275.0
ROE - School Services	12,512.0	12,512.0	14,737.0	2,225.0
ADMINISTRATION				
Administration	28,775.5	28,345.3	27,845.3	-500.0
TARGETED INITIATIVES	<u>22,402.8</u>	<u>21,733.0</u>	<u>21,739.6</u>	<u>6.6</u>
Blind & Dyslexic	175.0	175.0	175.0	0.0
Community/Residential Services Authority	500.0	500.0	500.0	0.0
Illinois Economic Education	150.0	150.0	150.0	0.0
Illinois Learning Partnership	500.0	500.0	500.0	0.0
Materials Center for the Visually Impaired	1,162.0	1,162.0	1,162.0	0.0
Middle Level Schools	100.0	100.0	100.0	0.0
Metro East Consortium for Child Advocacy	250.0	250.0	250.0	0.0
Minority Transition Program	300.0	600.0	600.0	0.0
Philip J. Rock Center & School	2,960.0	2,960.0	2,960.0	0.0
Tax Equivalent Grants	185.8	216.0	222.6	6.6
Transportation Reimbursements to Parents	16,120.0	15,120.0	15,120.0	0.0
Programs Eliminated/Transferred from FY01	26,502.5	0.0	0.0	0.0
Sub-Total - GENERAL FUNDS	\$5,122,828.0	\$5,334,778.0	\$5,461,778.0	\$127,000.0

Table 3.11
Illinois State Board of Education
Proposed FY03 Budget
(Dollars in 000's)

Initiatives	FY01 Final	FY02 Final	FY03 Proposed	FY02-FY03 \$ Change
OTHER GRF FUNDS				
RETIREMENT SYSTEMS (1)	<u>774,821.7</u>	<u>872,871.7</u>	<u>995,871.7</u>	<u>123,000.0</u>
* Downstate	709,777.0	807,827.0	930,827.0	123,000.0
Chicago	65,044.7	65,044.7	65,044.7	0.0
TOTAL - GENERAL FUNDS (2)	\$5,897,649.7	\$6,207,649.7	\$6,457,649.7	\$250,000.0
OTHER NON - GRF FUNDS				
School Infrastructure				
<u>School Infrastructure Fund</u>				
Administration	800.0	800.0	800.0	0.0
School Maintenance Projects	73,000.0	0.0	0.0	0.0
School Maintenance Projects - Reappropriation	424.0	0.0	0.0	0.0
Transfer to School Technology Revolving Loan	10,000.0	0.0	0.0	0.0
<u>School Construction Fund</u>				
Debt Service Grant	0.0	0.0	0.0	0.0
<u>School Technology Revolving Loan Program</u>				
School Technology Revolving Loan	<u>50,000.0</u>	<u>50,000.0</u>	<u>50,000.0</u>	<u>0.0</u>
Sub-Total School Infrastructure	134,224.0	50,800.0	50,800.0	0.0
<u>Illinois' Future Fund</u>				
Legislative Initiatives - Reappropriation	<u>11,893.5</u>	<u>2,345.0</u>	<u>0.0</u>	<u>-2,345.0</u>
Sub-Total Illinois' Future Fund	11,893.5	2,345.0	0.0	-2,345.0
<u>Driver Education</u>				
Administration	900.0	900.0	700.0	-200.0
Grants	<u>15,750.0</u>	<u>15,750.0</u>	<u>15,750.0</u>	<u>0.0</u>
Sub-Total Driver Ed.	16,650.0	16,650.0	16,450.0	-200.0
State Pension Fund	57,180.0	58,600.0	58,600.0	0.0
<u>Other Funds</u>				
Build Illinois Fund	200.0	0.0	0.0	0.0
Charter Schools Revolving Loan Fund	2,000.0	2,000.0	2,000.0	0.0
Emergency Financial Assistance Fund	1,355.0	2,160.0	805.0	-1,355.0
ISBE Fund	50.0	50.0	350.0	300.0
ISBE Special Purpose Trust Fund	10.0	10.0	50.0	40.0
ISBE State Trust Fund	1,093.0	1,093.0	1,093.0	0.0
Private Business & Vocational Schools Fund	150.0	150.0	150.0	0.0
School Technology Revolving Fund	15,000.0	15,000.0	500.0	-14,500.0
Teacher Certification Fee Revolving Fund	1,200.0	1,200.0	1,200.0	0.0

Table 3.11
Illinois State Board of Education
Proposed FY03 Budget
(Dollars in 000's)

Temporary Relocation Revolving Fund	1,130.0	1,130.0	1,130.0	0.0
Tobacco Settlement Recovery Fund	<u>10,000.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>
Sub-Total Other Funds	31,988.0	22,793.0	7,278.0	-15,515.0
<u>Federal Funds</u>				
Administration	32,380.6	32,380.6	32,380.6	0.0
Grants	<u>1,925,660.0</u>	<u>1,591,765.0</u>	<u>1,905,500.0</u>	<u>313,735.0</u>
Sub-Total Federal	1,958,040.6	1,624,145.6	1,937,880.6	313,735.0
TOTAL - ALL FUNDS	\$8,107,625.8	\$7,982,983.3	\$8,528,658.3	\$545,675.0

Footnotes:

- * FY02 assumes a supplemental/transfer for GSA & HH, Textbook Loan, MCAT's and Retirement appropriations.
- (1) Retirement cost to support Public Act 88-593, which required reducing the unfunded liability of the teacher pension fund.
- (2) FY01 and FY02 does not include the Textbook Loan reappropriations of \$21,641.9 and \$18,871.1, respectively.

Table 3.12
Proposed FY03 Budget
Federal Grant Programs
(Dollars in 000's)

Initiatives	FY01 Approp	FY02 Approp	FY03 Request	FY02-FY03 \$ Change
Advanced Placement Fee Payment Program	800.0	800.0	800.0	0.0
Assistive Technology	0.0	555.0	0.0	-555.0
Building Linkages Project	700.0	700.0	700.0	0.0
Career & Technical Ed - Basic Grant	43,500.0	43,500.0	46,500.0	3,000.0
Career & Technical Ed - Technical Preparation	6,000.0	5,000.0	5,000.0	0.0
Character Education	1,000.0	1,000.0	1,000.0	0.0
Charter Schools	2,500.0	2,500.0	2,500.0	0.0
Child Nutrition Programs	405,000.0	405,000.0	425,000.0	20,000.0
Christa McAuliffe Fellowships	75.0	75.0	75.0	0.0
Gear Up Program	6,000.0	6,000.0	6,000.0	0.0
Goals 2000: Educate America Act	50,000.0	15,000.0	0.0	-15,000.0
Individuals with Disabilities Education Act	280,000.0	350,000.0	400,000.0	50,000.0
IDEA - Deaf & Blind	280.0	280.0	280.0	0.0
IDEA - Model Outreach	0.0	0.0	200.0	200.0
IDEA - Preschool	25,000.0	25,000.0	25,000.0	0.0
IDEA - State Improvement Grant	2,000.0	2,000.0	2,000.0	0.0
IDEA - Transition for Youth with Disabilities	800.0	800.0	0.0	-800.0
Learn and Serve America	2,000.0	2,000.0	2,000.0	0.0
Linking Technology	3,000.0	300.0	0.0	-300.0
Medicaid Matching Fund	370,000.0	0.0	0.0	0.0
Refugee Children	2,500.0	2,500.0	2,500.0	0.0
School-to-Work (DOL)	28,000.0	18,000.0	18,000.0	0.0
Title I - Economically Disadvantaged				
Basic (Part A)	360,000.0	400,000.0	450,000.0	50,000.0
Capital Expense	3,000.0	3,000.0	500.0	-2,500.0
Comprehensive School Reform	8,000.0	12,000.0	14,000.0	2,000.0
Even Start	7,000.0	11,500.0	13,000.0	1,500.0
Improvement Expense	3,000.0	3,000.0	3,000.0	0.0
Migrant Education (Part C)	3,155.0	3,155.0	3,155.0	0.0
Neglected & Delinquent (Part D)	2,600.0	2,600.0	2,600.0	0.0
Reading: Early Reading First	0.0	0.0	5,000.0	
Reading: Excellence Act (old Title II)	30,000.0	30,000.0	20,000.0	-10,000.0
Reading: First	0.0	0.0	33,000.0	33,000.0
School Improvement & Accountability	0.0	15,000.0	15,000.0	0.0
Title II - Teacher Quality				
Class Size Reduction	56,000.0	81,000.0	50,000.0	-31,000.0
Eisenhower Prof Dev (Math/Science)	140,000.0	23,000.0	20,000.0	-3,000.0
State Grants	0.0	0.0	120,000.0	120,000.0
Technology Literacy	21,000.0	21,000.0	40,000.0	19,000.0
Teacher Quality Enhancement	3,500.0	3,500.0	0.0	-3,500.0
Troops to Teachers	150.0	150.0	150.0	0.0
Title III - English Language Acquisition				
Emergency Immigrant Education	12,000.0	12,000.0	12,000.0	0.0
Foreign Language Assistance (old Title VII)	500.0	150.0	150.0	0.0
Language Acquisition	0.0	0.0	20,000.0	20,000.0

Table 3.12
Proposed FY03 Budget
Federal Grant Programs
(Dollars in 000's)

Initiatives	FY01 Approp	FY02 Approp	FY03 Request	FY02-FY03 \$ Change
Title IV - Safe & Drug Free				
Community Services	0.0	0.0	2,100.0	2,100.0
Safe & Drug-Free Schools	28,000.0	24,500.0	25,000.0	500.0
21st Century Program	0.0	0.0	40,000.0	40,000.0
Title V – Innovation				
Innovative Ed Program Strategies (old Title VI)	17,000.0	18,600.0	18,600.0	0.0
Renovation/Sp Ed/Technology (old Title VI)	0.0	45,000.0	35,000.0	-10,000.0
Rural Education Achievement	0.0	0.0	5,000.0	5,000.0
State Assessments	0.0	0.0	12,500.0	12,500.0
Title X				
Education for Homeless Children (McKinney)	1,600.0	1,600.0	3,000.0	1,400.0
Congressional Special Projects	0.0	0.0	5,190.0	5,190.0
Total Federal Funds	\$1,925,660.0	\$1,591,765.0	\$1,905,500.0	\$308,735.0

New Federal Funding – “No Child Left Behind”

Federal funding for Illinois will substantially increase in state FY03, due to HR 1, the No Child Left Behind Act of 2001. Under this act, schools across the nation will receive funding assistance to help improve overall student performance and close the achievement gap between America’s rich and poor students.

Key points of this new law include: stronger accountability for results; expanded flexibility for local control; expanded options for parents; emphasis on research-based teaching methods that work; assessment for all students; accountability for all students; public reporting; and highly qualified personnel.

HR 1 will supply Illinois with approximately \$222.2M new dollars in entitlement funds from USDE and USDA. Since this document was going to print when the new legislation was signed into law the federal detailed budget remained the same names as FY02. In summary, the *No Child Left Behind Act* has the following impact on Illinois.:

- Increases federal education funding for Illinois to more than \$1.7 billion to help local schools ensure that no child is left behind – nearly \$230 million more than last year, and a 34.2% increase over 2000 levels.
- Increases total Title I funding to more than \$490.4 million to boost the quality of education for disadvantaged children of Illinois – more than \$101 million more than last year, and a 40.5% increase over 2000 levels.
- Provides more than \$32.8 million in funding for Reading First to ensure that every public school child in Illinois learns to read at or above grade level by the third grade (Title).
- Requires every classroom in Illinois to have a highly-qualified teacher and provides more than \$115.5 million to train and retain skilled educators (Title II).
- Combines categorical bilingual and immigrant education grants giving Illinois an estimated \$19.1 million in Language Acquisition grants (Title III).
- Provides an estimated \$19.1 million to help ensure safe and drug-free schools in Illinois (Title IV).
- Provides an estimated \$12.5 million to fund after-school programs for at-risk children in Illinois (Title IV).
- Provides parents and local schools increased flexibility and choice with an estimated \$16.4 million in Innovative Program grants (Title V).

Table 3.13 details the federal entitlement grants and how they align with the new program categories.

Table 3.13
Illinois State Board of Education
Federal Entitlement Grants
(Dollars in 000's)

	Entitlement Grants FY02	Approp FY02	Entitlement Grants FY03	Approp FY03
DEPARTMENT OF EDUCATION				
Title I, Improving Academic Achievement				
Basic Grants	366,700.0	400,000.0	434,400.0	450,000.0
Capital Expenses	311.7	3,000.0	0.0	500.0
Comprehensive School Reform	8,300.0	12,000.0	11,500.0	14,000.0
Even Start	9,220.0	11,500.0	9,270.0	13,000.0
Migrant	2,100.0	3,155.0	2,200.0	3,155.0
Neglected & Delinquent	2,000.0	2,600.0	2,100.0	2,600.0
* Reading First	0.0	0.0	32,800.0	33,000.0
Title II, Teacher Quality				
Class Size Reduction	67,800.0	81,000.0	0.0	50,000.0
Eisenhower Professional Development	17,800.0	23,000.0	0.0	20,000.0
** State Grants	0.0	0.0	115,525.9	120,000.0
Technology Literacy	17,100.0	21,000.0	25,600.0	40,000.0
Title III, English Language Acquisition and Language Enhancement (was Title VII)				
Emergency Immigrant	8,260.2	12,000.0	0.0	12,000.0
*** Language Acquisition	0.0	0.0	19,163.9	20,000.0
Title IV, 21st Century				
Community Service	0.0	0.0	2,087.7	2,100.0
Safe and Drug Free	17,500.0	24,500.0	19,100.0	25,000.0
*** 21st Century	0.0	0.0	12,250.7	40,000.0
Title V, Innovation and Flexibility				
Innovative Education (was Title VI)	16,400.0	18,600.0	16,400.0	18,600.0
Rural and Low Income Schools	0.0	0.0	1,368.0	5,000.0
School Renovation	42,603.2	45,000.0	0.0	35,000.0
State Assessments	0.0	0.0	12,301.1	12,500.0
Title X, General				
Homeless Services	1,400.0	1,600.0	2,117.0	3,000.0
Other				
Career & Technical Ed. - Basic	41,100.0	43,500.0	44,250.9	46,500.0
Career & Technical Ed. - Tech Prep	4,000.0	5,000.0	4,150.9	5,000.0
IDEA - State Grants	280,000.0	350,000.0	336,431.2	400,000.0
DEPARTMENT OF AGRICULTURE				
**** Child and Adult Care Food Program	350,000.0	405,000.0	373,000.0	425,000.0
TOTALS	1,252,595.1	1,462,455.0	1,476,017.3	1,795,955.0

* Reading Excellence Act of \$10.0M in FY00, FY01 and FY02 continues on; Early Reading First will be a competitive grant.

** Teacher Quality Enhancement grant continues on; Troops to Teachers is part of Teacher Quality now Transition to Teaching grant continues on. Hold harmless incorporates Eisenhower and Class Size Reduction prior funding into this program.

*** Combines bilingual education, foreign language assistance and emergency immigrant assistance funding.

**** USDE will continue to pay for Year 2 and Year 3 grants to LEAs. It is estimated that the entitlement grants in this line to ISBE will grow, reaching about \$38.8M when all of the funding would be from the state level to the local level. Those local payments in Year 2 and Year 3 would be about \$21M.

***** Includes the after-school snacks and suppers aspect.

In addition to the Proposed FY03 Budget, the State Board is also requesting a FY02 GRF transfer bill in the spring Legislative session. This transfer will fund: General State Aid at the statutory requirements and all mandated categorical grants at 100% for the third consecutive year. Also in FY02, the State Board has reserved \$25.0 M at the request of the Governor to help balance the state budget due to the effects of the national recession exacerbated by the tragic events of September 11th.

Table 3.14
FY02 General Revenue Funds Transfer Request
Dollars in (000's)

	FY02 Approp <u>Original</u>	FY02 Approp <u>Revised</u>	Approp <u>\$ Change</u>
General State Aid	\$3,225,000.0	\$3,231,727.7	\$6,727.7
Sp Ed - Private Tuition (48.4% block)	42,500.0	48,858.9	6,358.9
Sp Ed - Extraordinary Services (29.2% block)	230,800.0	233,969.9	3,169.9
Sp Ed – Transportation (30.7% block)	223,800.0	226,076.3	2,276.3
Sp Ed - Summer School (54.4% block)	5,400.0	6,043.7	643.7
GSA - Hold Harmless	37,000.0	34,662.2	-2,337.8
Orphanage Tuition 18-3 (Regular)	17,300.0	14,500.0	-2,800.0
Sp Ed - Personnel Reimbursement (19.1% block)	318,200.0	314,611.0	-3,589.0
Sp Ed - Orphanage Tuition 14-7.03 (35.8% block)	113,000.0	108,620.7	-4,379.3
Transportation - Regular/Vocational (3.9% block)	<u>234,000.0</u>	<u>227,929.4</u>	<u>-6,070.6</u>
Totals	\$4,447,000.0	\$4,447,000.0	\$0.0

Table 3.15
FY02 General Revenue Funds Reserve
(Dollars in 000's)

	FY02 <u>Approp</u>	\$25M <u>Reserve</u>
School Safety & Ed Improvement Block Grant	\$72,000.0	\$2,000.0
Early Intervention	71,480.0	4,000.0
Career and Technical Education Programs	53,874.5	2,000.0
Agency Administration	28,345.3	4,525.0 *
Alternative Learning Opportunities	18,852.0	1,000.0
Illinois Charter Schools	11,000.0	3,200.0
Scientific Literacy	8,583.0	1,000.0
Teachers Academy for Math & Science	7,001.9	1,500.0
District Consolidation Costs	4,200.0	500.0
Substance Abuse & Violence Prevention	2,750.0	250.0
Academic Difficulty	2,649.6	25.0
Agricultural Education	2,000.0	50.0
Low Incidence Disabilities	1,500.0	1,500.0
Parental Involvement Campaign	1,500.0	500.0
Vocational Education Staff Development	1,299.8	1,299.8
Family Literacy	1,000.0	750.0
School Breakfast Incentive Program	1,000.0	250.0
Temporary Relocation Programs	565.0	565.0
Illinois Learning Partnership	500.0	100.0
Metro East Consortium for Child Advocacy	250.0	25.0
Middle Level Schools	<u>100.0</u>	<u>25.0</u>
Total Reserves	\$5,339,168.1	\$25,064.8

* Includes other operation lump sums in addition to Agency Administration.

The net impact to Chicago Public Schools as a result of these transfers and Reserve is an increase of \$2.5 M.

Closing Achievement Gaps



Achievement Gaps Funding History

<u>State</u>	<u>FY98</u>	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>Aggregate 5-Year Total</u>	<u>FY03 Request</u>
AEWL	0.0	2,000.0	3,500.0	4,350.0	4,350.0	14,200.0	12,350.0
Agriculture Ed	1,429.7	1,500.0	2,000.0	2,000.0	2,500.0	9,429.7	2,000.0
Alt. /Reg. Safe	15,000.0	15,352.0	15,352.0	16,852.0	18,852.0	81,408.0	18,852.0
Arts Planning K-6	499.7	499.7	499.7	499.7	499.7	2,498.5	499.7
Assm't Basic Skill	550.0	655.0	914.7	914.7	914.7	3,949.1	914.7
Assm't Bilingual	400.0	600.0	865.0	865.0	865.0	3,595.0	865.0
Assm't Cons. Ed	150.0	150.0	154.4	154.4	154.4	763.2	154.4
Assm't ISAT/PSAE	5,740.0	10,555.0	17,162.9	17,162.9	18,062.9	68,683.7	22,562.9
Bilingual Education	55,552.0	55,552.0	55,552.0	62,552.0	62,552.0	291,760.0	62,552.0
Bridge/Classroom	0.0	0.0	13,000.0	23,000.0	26,000.0	62,000.0	29,000.0
Career Awareness	1,057.3	1,117.8	1,117.8	1,117.8	1,117.8	5,528.5	1,117.8
Career & Tech Prog.	52,874.5	52,874.5	52,874.5	53,874.5	53,874.5	266,372.5	53,874.5
Corey H. Comp.	0.0	0.0	1,000.0	1,000.0	1,000.0	3,000.0	500.0
Early Childhood	134,104.5	154,171.8	170,171.8	180,171.8	184,171.8	822,791.7	198,671.8
Early Intervention	12,000.0	0.0	0.0	45,740.0	71,480.0	129,220.0	71,480.0
Family Literacy	0.0	0.0	0.0	1,000.0	1,000.0	2,000.0	1,000.0
GED Testing	210.0	210.0	210.0	210.0	210.0	1,050.0	210.0
Gifted Education	19,695.8	19,695.8	19,695.8	19,695.8	19,695.8	98,479.0	19,695.0
Hispanic Dropout	374.6	374.6	374.6	599.6	599.6	2,323.0	599.6
IL Economic Ed.	0.0	0.0	150.0	150.0	150.0	450.0	150.0
IL Govern. Intern.	129.9	129.9	129.9	129.9	129.9	649.5	129.9
IL Learning Partn.	0.0	0.0	500.0	500.0	500.0	1,500.0	500.0
IL Partn. Academy	600.0	600.0	600.0	600.0	600.0	3,000.0	600.0
JILG	2,800.0	2,800.0	2,800.0	4,000.0	6,000.0	18,400.0	6,000.0
Learning Standards	1,286.5	1,286.5	1,286.5	1,786.5	1,786.5	7,432.5	1,786.5
LIQA	9,026.5	9,026.5	9,026.5	9,026.5	9,026.5	45,132.5	9,026.5
Math Statewide	0.0	0.0	0.0	1,000.0	1,000.0	2,000.0	1,000.0
Metro East Consor.	0.0	250.0	250.0	250.0	250.0	1,000.0	250.0
Middle Level	0.0	0.0	0.0	100.0	100.0	200.0	100.0
Minority Transition	300.0	300.0	300.0	300.0	600.0	1,800.0	600.0
Parental Involv.	0.0	0.0	500.0	1,500.0	1,500.0	3,500.0	1,500.0
Reading Imp. Bl.	47,389.5	83,389.5	83,389.5	83,389.5	83,389.5	380,947.5	83,389.5
Reading Imp. Stwd.	1,000.0	0.0	2,500.0	3,000.0	4,000.0	10,500.0	4,000.0
ROE - Technology	0.0	500.0	500.0	500.0	500.0	2,000.0	500.0
Sch. Bk. Incentive	0.0	0.0	0.0	1,000.0	1,000.0	2,000.0	750.0
Scientific Literacy	8,583.0	8,583.0	8,583.0	8,583.0	8,583.0	42,915.0	8,583.0
Tech. for Success	43,750.0	46,250.0	48,750.0	49,250.0	49,250.0	237,250.0	49,250.0
Truant Alt. Opt. Ed.	17,460.0	17,460.0	18,660.0	18,660.0	19,660.0	91,900.0	19,660.0
Urban Ed. Grants	1,450.0	1,450.0	1,450.0	1,450.0	1,450.0	7,250.0	1,450.0

Achievement Gaps Funding History (cont'd)

Federal	FY98	FY99	FY00	FY01	FY02	Aggregate 5-Year Total	FY03 Request
21st Century Program	0.0	0.0	0.0	0.0	0.0	0.0	40,000.0
Advanced Placement	0.0	0.0	160.0	800.0	800.0	1,760.0	800.0
Building Linkages	0.0	0.0	350.0	700.0	700.0	1,750.0	700.0
Character Education	0.0	1,000.0	1,000.0	1,000.0	1,000.0	4,000.0	1,000.0
Child Nutrition	320,000.0	350,000.0	385,000.0	405,000.0	405,000.0	1,865,000.0	425,000.0
Early Reading First	0.0	0.0	0.0	0.0	0.0	0.0	5,000.0
Ed. for Homeless	1,300.0	1,300.0	1,600.0	1,600.0	1,600.0	7,400.0	3,000.0
Emergency Immigrant	7,500.0	11,250.0	12,000.0	12,000.0	12,000.0	54,750.0	12,000.0
Foreign Language	200.0	500.0	500.0	500.0	150.0	1,850.0	150.0
Gear Up	0.0	0.0	3,500.0	6,000.0	6,000.0	15,500.0	6,000.0
IDEA - Deaf/Blind	255.0	255.0	255.0	280.0	280.0	1,325.0	280.0
IDEA - Preschool	25,000.0	25,000.0	25,000.0	25,000.0	25,000.0	125,000.0	25,000.0
IDEA - State Imp.	0.0	2,000.0	2,000.0	2,000.0	2,000.0	8,000.0	2,000.0
Language Acquisition	0.0	0.0	0.0	0.0	0.0	0.0	19,000.0
Learn & Serve America	1,042.0	2,000.0	2,000.0	2,000.0	2,000.0	9,042.0	2,000.0
Reading Excellence	0.0	0.0	30,000.0	30,000.0	30,000.0	90,000.0	20,000.0
Reading First	0.0	0.0	0.0	0.0	0.0	0.0	33,000.0
Refugee Children	0.0	0.0	1,500.0	2,500.0	2,500.0	6,500.0	2,500.0
Rural Ed. Achievement	0.0	0.0	0.0	0.0	0.0	0.0	5,000.0
School Imp. & Acct.	0.0	0.0	0.0	0.0	15,000.0	15,000.0	15,000.0
School to Work	10,750.0	20,000.0	24,000.0	28,000.0	18,000.0	100,750.0	18,000.0
State Assessments	0.0	0.0	0.0	0.0	0.0	0.0	12,300.0
Technology Literacy	27,500.0	17,995.0	20,000.0	21,000.0	21,000.0	107,495.0	40,000.0
Title I - Comp. Sch.	0.0	7,000.0	8,000.0	8,000.0	12,000.0	35,000.0	14,000.0
Title I - Even Start	4,500.0	7,500.0	5,150.0	7,000.0	11,500.0	35,650.0	11,500.0
Title I - Imp. Exp.	3,000.0	3,000.0	3,000.0	3,000.0	3,000.0	15,000.0	3,000.0
Title I - Migrant Ed.	3,155.0	3,155.0	3,155.0	3,155.0	3,155.0	15,775.0	3,155.0
Title I - Neg/Delinquent	1,600.0	1,600.0	2,600.0	2,600.0	2,600.0	11,000.0	2,600.0
Title II--Eisenhower	13,000.0	14,000.0	14,000.0	14,000.0	23,000.0	78,000.0	20,000.0
Title VI--Innovative Ed.	16,000.0	16,000.0	16,000.0	17,000.0	18,600.0	83,600.0	18,600.0
Voc. Ed. Basic	41,000.0	43,500.0	43,500.0	43,500.0	43,500.0	215,000.0	46,500.0
Voc. Ed. Tech Prep	5,000.0	6,000.0	6,000.0	6,000.0	5,000.0	28,000.0	5,000.0

Academic Early Warning List (AEWL) – System of Support (state)

Legislative Reference: Not Applicable	Program Goal: Intervene with districts and schools that are in academic difficulty so that all students meet or exceed the Illinois Learning Standards.	FY98	\$0
		FY99	\$2,000,000
Board Goal: Student Achievement		FY00	\$3,500,000
		FY01	\$4,350,000
		FY02	\$4,350,000
		FY03	\$12,350,000
		\$ Change	\$8,000,000
		% Change	183.9%

Purpose and Rationale: The goal for Illinois education is to ensure that all students meet the Illinois Learning Standards. Currently, approximately 40% of students throughout the state do not meet the Standards and in a significant number of schools, the percentage of students who do not meet the Standards is much, much higher.

Illinois law requires that the state focus on the lowest-performing schools, holding them accountable for the academic performance of their students and providing external intervention to support improved achievement or enact major changes to school organization and operation (e.g., assignment of students to other schools). Schools that do not meet the threshold of “50% of students who meet or exceed the Illinois Learning Standards” are placed on the Academic Early Warning List (AEWL). After a school has been on the Warning List for two consecutive years, the State Board of Education is authorized by law to place the school on the Academic Watch List and implement specific oversight requirements.

Schools named to the Academic Early Warning List have generally been struggling for years and need external guidance and support in order to make the systemic changes that will reverse their circumstances. The State Board of Education has developed a “System of Support” to provide such assistance and support for the schools on the Academic Warning List. This system is designed to help districts improve the performance of their students, avoid placement on the Watch List, and eventually move off of the Academic Warning List.

Program Activities: The State Board of Education assures continuing oversight and assistance to Chicago schools on the Academic Warning List through an agreement with Chicago School District 299. The agreement holds that district accountable for providing support to the district’s low performing schools and for improving student performance in those schools.

The System of Support for all other schools on the Academic Early Warning List is based on research about best practices, particularly with students and schools in academic difficulty, ISBE experiences and “lessons learned” from work with low-performing schools during the past three years, and the unique circumstances in each district. The support program for FY02 and beyond will include a focus on the district which is responsible for the Warning List school(s), an “audit” of the system components that impact student achievement (from curriculum to teacher credentials to resources), development of a district/school-specific plan for improvement, a

performance agreement between the district and the State Board of Education, grants to support the implementation of local improvement plans, and on-going technical assistance and support from external experts. It will also include statewide professional development programs based on the common needs of the Warning List schools. The State Board will align its own resources, including other grant funds and staff support, to ensure that all efforts are consistent with the improvement plans of Warning List schools, coordinated with each other and designed to achieve maximum impact.

Population and Service Levels: 594 elementary schools in 65 districts have been named to this year’s Academic Early Warning List. This is a significant increase over previous years (see chart below, parts of which do not include Chicago) and it substantially increases the amount of support that will be needed, as indicated in the request for an additional \$8 million for the System of Support.

	<u>FY01</u>	<u>FY02</u>
Districts	12	65
Schools	416*	594
Students	13,068	104,624
Teachers	700	3,740

* Includes 368 Chicago schools.

The FY02 Academic Early Warning List is the first to reflect the new Illinois Learning Standards and the more rigorous state assessments built on those Standards. Because two years of data are required, the FY02 list includes only elementary and middle level/junior high schools. The FY03 list will include high schools, so the number of districts and schools involved in the System of Support is expected to increase again next year.

Reimbursement/Distribution Method: The appropriation is used to provide grants to school districts and ROE’s based on approved district and school improvement plans and to support other elements of the System of Support.

Performance Measures: The success of the System of Support program will be evaluated using the following measures:

- Improved student achievement levels in Academic Warning List schools.
- Number of AEWL schools that demonstrate improved student achievement each year*.
- Number of AEWL schools that become eligible for removal from the AEWL within three years.
- Number of AEWL schools that become eligible for the Academic Warning List.
- Completion of annual SBE business plan activities.

* The definition now used to determine “adequate yearly progress” will be modified to reflect the new ESEA requirements for reaching 100% of students meeting state standards over a twelve-year period.

Evaluation activities will include analysis of state and local assessment data, as well as data and information gained from district performance agreements, teacher surveys, classroom observations, interviews, satisfaction surveys, district/school academic achievement results, and progress on school improvement plans.

The FY01 program of support for downstate schools previously named to the AEWL based on IGAP data achieved the following results:

- 50% of the schools made adequate yearly progress
- 54% of the schools improved reading scores in third grade
- 58% of the schools improved reading scores in fifth grade
- 15 of the 18 schools with “Educators-in-Residence improved composite performance, with a range of 2.5% to 29%.

Expansion of the Academic Warning and Watch List system was suspended during the transition to the new Standards-based assessments, so no AEWL schools were named to the Watch List during this period.

Advanced Placement Fee Payment Program (federal)

Legislative Reference: PA 80:1029 (CFDA 84.300A) Board Goal: Student Achievement	Program Goal: Increased teacher utilization of researched- based standards-led instructional practices and curricula that improve student achievement.	FY98	\$0
		FY99	\$0
		FY00	\$800,000
		FY01	\$800,000
		FY02	\$800,000
		FY03	\$800,000
		\$ Change	\$0
		% Change	0%

Purpose: This program assists school districts in offsetting the fees for the Advanced Placement Exam and International Baccalaureate Program exam for low-income students taking these college credit exams. It also provides support for program development, teacher training and on-line learning for advanced placement courses.

Population and Service Levels: All high schools that are offering the Advanced Placement and the International Baccalaureate Program are eligible for fee reduction funds and on-line learning opportunities. Targeted districts are eligible for program development support.

	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03 (est.)</u>
Fee reduced Exams	3,748	3,802	3,712	4,000

Reimbursement/Distribution Method: The College Board bills the state for students who receive fee reductions. School districts involved in the International Baccalaureate apply to the state for fee reductions. Advanced Placement contractors bill the state for students approved for on-line services.

Performance Measures & Activities: For FY03, trend data will be used to analyze: the proportion of low-income students receiving fee subsidies compared to other Advanced Placement students to measure gap/closure; the proportion of low-income students successfully completing courses and passing AP exams; aggregate scores on AP exams; and the number of students and schools participating in AP for the first time and requesting fee subsidies, grants and scholarships.

Below is current available data on the Advanced Placement Fee Reduction program. Each AP exam is given a score from 1 to 5 (5 being the top score), and a student will usually receive credit from the college if he or she scores 3, 4, or 5 on an exam.

	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>
Number of Exams	1,424	2,861	3,822	4,155
Number of Candidates	959	1,690	2,242	*
Number of scores = 5	121	198	304	363
Number of scores = 4	134	183	288	344
Number of scores = 3	219	287	458	517
Number of scores ≥ 3	474	668	1,050	1,224

* Data is unavailable at this time.

Agricultural Education (state)

Legislative Reference: 2-3.80 of the School Code	Program Goal: Increased utilization of research-based, standards-led instructional practices and curricula that improve student achievement across fundamental learning and career and technical areas.	FY98 FY99 FY00 FY01 FY02 FY03 \$ Change % Change	\$1,429,700 \$1,500,000 \$2,000,000 \$2,000,000 \$2,000,000 \$2,000,000 \$0 0%
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Purpose: To assist local school districts in developing comprehensive programs in agricultural literacy, P/K-Adult and agricultural career preparation. Agricultural awareness or literacy programs serve to inform the general public about agriculture and, therefore, foster more informed consumers of agricultural products. At the elementary level, this effort also reinforces the Illinois Learning Standards particularly in the area of science. Agricultural education at the secondary level prepares students for employment in the agricultural industry or for further education. Technology-based curriculum linking the Learning Standards and Occupational Skill Standards has become a model for all educational programs.

Population and Service Levels:

	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03 (est)</u>
Secondary students	24,301	24,765	26,000	27,500
Post-Secondary students	4,287	4,231	4,368	4,500
High Schools	306	310	314	320
Community Colleges	28	29	30	30
Universities	4	4	4	4
Agriscience Kits	50,000	110,000	123,500	130,000
Teachers Inserviced	7,519	8,015	8,750	9,250

Reimbursement/Distribution Method: Grants to school districts based on two following categories:

- Approximately one-half formula grant to the Education for Employment regional delivery systems as incentive funds to maintain and/or improve agricultural education programs.
- Approximately one-half for priority statewide initiatives identified in cooperation with the Illinois Committee for Agricultural Education (ICAE), a state agricultural education advisory committee appointed by the Governor.

Chicago District 299 receives 1.1% of the final appropriation through the Chicago Block Grant.

Performance Measures & Activities: The following are examples of FY02 agricultural education activities that have resulted from this funding:

- statewide coordination of the Facilitating Coordination in Agricultural Education (FCAE) project;
- two new CD-Roms were produced that contained standards-based instructional materials;
- the statewide teacher inservice program was expanded to include two additional regional workshops;
- 13 minigrants were funded to develop model educational program activities;
- 12 new agri-science-integrated educational kits were developed;
- \$700,000 of local support was leveraged to expand agriculture awareness programs, P/K-Adult;
- two new CD-Roms were produced to enhance integration of instructional & communications technology in the classroom.

In addition, the 2001 Illinois Agricultural/Horticultural Education Report indicates that:

- Professional Development Plans have been implemented by 81% of the agricultural/horticultural teachers;
- The June 2001 IAVAT Professional Development workshops were attended by 78% of the agricultural/horticultural teachers;
- 63% of the CTE students continue their education after high school;
- 76% of the agricultural/horticultural programs receive academic course credit in either math, science, social studies, language arts, or consumer economics;
- CTE Associate Degree individuals earn 20%-30% more than high school graduates;
- 71% of the agricultural/horticultural programs offer leadership development through planned FFA activities integrated in all their courses;
- K-8 Agriscience kits have been utilized by 46% of the secondary programs for agricultural awareness activities.

Alternative Education – Alternative Learning Opportunities Act (state)

Legislative Reference: 13A-8 of the School Code	Program Goal: By FY 2003, the Alternative Learning Opportunities program will be fully implemented statewide.	FY98 \$0 FY99 \$0 FY00 \$0 FY01 \$0 FY02 \$1,000,000 FY03 \$1,000,000 \$ Change \$ % Change %
Board Goal: Student Achievement		

Purpose: The Alternative Learning Opportunities Program provides options to enhance the likelihood of school success for students at risk of not meeting the state’s Learning Standards due to social, emotional or behavioral factors that affect the student’s ability to succeed or motivation to participate in the regular school program. The student’s regular school program must be unable to provide the supports, interventions, and other services needed in order for the student to improve his or her academic performance.

Population and Service Levels: In year one, 15 programs will be approved to offer Alternative Learning Opportunities programs. A minimum of 15 programs will be awarded planning grants for implementation in FY03.

Reimbursement/Distribution Method: Programs meeting specified criteria will be approved by the agency. Once approved, programs may apply for grant funding on a competitive basis. Programs that are awarded grant funding will receive excess costs for program expenses based on the average daily attendance for program expenses over and above the per capita tuition rate. Grant awards will be based both on budgeted enrollment and on the most recent Average Daily Attendance. Up to \$2,000 in funding based on ADA may be awarded within a two-year funding cycle. Up to 20% of the available funding may be awarded to districts in the form of planning grants. These grants are funded for a period of one year to ensure that programs are designed effectively and supported by the local community. Programs may be funded for additional funding cycles based on available funding and their ability to meet the requirements for program continuation.

Performance Measures & Activities: FY02 is the first year for this program; baseline data for the following measures will be collected at the completion of the program’s initial year:

- Number of approved programs
- Number of students enrolled
- Percent of students achieving one or more positive outcomes
- Percent of students meeting program standards for academic achievement
- Percent of students meeting both program and district targets for improving academic achievement
- Percent of students with improved attendance
- Percent of students with improved achievement
- Percent of students who received academic credit
- Percent of students who graduated from elementary school
- Percent of students who graduated from high school

Alternative Education – Regional Safe Schools (state)

<p>Legislative Reference: 13A-8 of the School Code</p> <p>Board Goal: Student Achievement</p>	<p>Program Goal: By 2003, RSSP will provide each student enrolled with access to age/grade appropriate career development programs including career planning, workplace learning and transition planning to post-secondary education and/or employment and will fully implement a data management system to monitor program outcomes.</p>	<table> <tr><td>FY98</td><td style="text-align: right;">\$15,000,000</td></tr> <tr><td>FY99</td><td style="text-align: right;">\$15,352,000</td></tr> <tr><td>FY00</td><td style="text-align: right;">\$15,352,000</td></tr> <tr><td>FY01</td><td style="text-align: right;">\$16,852,000</td></tr> <tr><td>FY02</td><td style="text-align: right;">\$17,852,000</td></tr> <tr><td>FY03</td><td style="text-align: right;">\$17,852,000</td></tr> <tr><td>\$ Change</td><td style="text-align: right;">\$0</td></tr> <tr><td>% Change</td><td style="text-align: right;">0.0%</td></tr> </table>	FY98	\$15,000,000	FY99	\$15,352,000	FY00	\$15,352,000	FY01	\$16,852,000	FY02	\$17,852,000	FY03	\$17,852,000	\$ Change	\$0	% Change	0.0%
FY98	\$15,000,000																	
FY99	\$15,352,000																	
FY00	\$15,352,000																	
FY01	\$16,852,000																	
FY02	\$17,852,000																	
FY03	\$17,852,000																	
\$ Change	\$0																	
% Change	0.0%																	

Purpose: The Regional Safe Schools Program provides alternative education for suspension-eligible and expulsion-eligible students in grades 6 through 12 who are administratively transferred at the discretion of local school districts in lieu of suspension or expulsion.

Population and Service Levels: In FY01, more than 4,000 students were served in the Regional Safe Schools Program. Currently, the program has 111 sites to provide services statewide. The program also provides statewide coordination of professional development, technical assistance and evaluation to ensure the effective delivery of services.

Reimbursement/Distribution Method: Funds are awarded based on a two-part formula calculation. The first establishes a foundation level for each Regional Office of Education (ROE) and Intermediate Service Center (ISC). The remaining funds are awarded to each ROE and ISC based on the average daily attendance for school districts in the area compared to all other regional areas. The formula is indexed using a ratio of the region's low-income count over the state's low-income count.

Performance Measures & Activities: Student outcomes for the Regional Safe School Program are provided below. It should be noted that according to an RSSP external audit (conducted by ISU), approximately 85% of school districts agreed to participate in the program, and approximately 72% of school districts actually sent students to RSSP in FY00.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>
Improved Behavior	68.7%	70.5%	80.1%
Academic Credit Received (H.S. students)	46.6%	71.8%	80.7%
Returned to Home School	40.0%	30.8%	40.1%
Advanced in Elementary Grade	43.2%	54.0%	54.7%
Elementary School Graduation (8 th grade)	34.1%	39.6%	45.0%
High school Graduation (12 th grade students)	24.6%	45.9%	39.6%
GED Test Completed (H.S. students)	0.4%	0.2%	1.0%
Employment (H.S. students)	11.0%	22.3%	23.7%
Dropped Out of the Program	13.0%	13.0%	8.1%
Dropped from the Program	7.3%	4.1%	5.9%
Moved Out of District	3.9%	3.3%	2.7%

Bilingual Education (state)

Legislative Reference: Article 14C of the School Code	Program Goal: Improve the performance of at-risk students and schools in academic difficulty as measured by standardized tests and other performance measures by implementing high-quality programs for Limited English Proficient (LEP) students that help them to meet the Illinois Learning Standards.	FY98 FY99 FY00 FY01 FY02 FY03 \$ Change % Change	\$55,552,000 \$55,552,000 \$55,552,000 \$62,552,000 \$62,552,000 \$62,552,000 \$0 0.0%
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Purpose: The purpose of Transitional Bilingual Education (TBE) is to ensure that students with limited-English proficiency (LEP) develop proficient English skills that enable them to participate in the general school program. School districts with 20 or more students in the same school who speak the same languages are required to provide a transitional bilingual program that consists of English as a Second Language and native language instruction in the academic content areas. If there are fewer than 20 such students in one school, a Transitional Program of Instruction (TPI) must be provided. This program requires English as a Second Language and native language instruction to the extent practical.

Population and Service Levels: In FY02, Chicago and 272 downstate school districts received reimbursement for providing transitional bilingual education programs to an estimated 131,173 students whose English proficiency was below average for their age or grade level. Chicago serves about 50 percent of the students; the remaining 50 percent are served in other districts located primarily in the northern half of the state. Of the students served, approximately 80% are Spanish-speaking; the balance speaks one of more of 95 other languages.

In FY02, Chicago programs have enrolled an estimated 65,254 students: Of those students, 59,326 are in TBE programs and 5,928 are in TPI programs. In downstate programs, an estimated 65,919 students are enrolled: 49,276 in TBE programs and 16,643 in TPI programs. Service levels as reported by districts in the program applications are shown in the following table.

<u>Students Served</u>	<u>FY00</u>	<u>FY01*</u>	<u>FY02</u>	<u>FY03 (est.)</u>
Chicago	62,092	62,300	65,254	68,517
Downstate	<u>55,977</u>	<u>64,145</u>	<u>65,919</u>	<u>69,215</u>
Totals	118,069	126,445	131,173	137,732

*New funding guidelines implemented in FY01 affected the reporting of number of students served. To qualify for funding in FY01, LEP students had to receive a minimum of five class periods of Bilingual/ESL services per week. Those students receiving fewer than five were NOT eligible for funding.

Reimbursement/Distribution Method: Reimbursement is made quarterly on a current-year basis to schools with approved bilingual programs. The amount of each district's grant is influenced by the size of the student population, amount and intensity of bilingual/ESL services received by students and the grade levels of eligible students. When the total of approved budgets exceeds the downstate appropriation, reimbursements are prorated (72% in FY99 and 64% in FY00). In FY01, the pro-ration went up to 77%. The pro-ration was higher last year for two reasons. First, there was an increase of \$3.5 million in appropriations. The other reason was that a number of districts were not reimbursed because their claims did not meet the deadline for reimbursement. For FY02, based on current figures, it is anticipated that the pro-ration will be at 64%. The following table represents the appropriation level received by Chicago School District 299, and downstate for each of the last four consecutive years.

	<u>FY99/00</u>	<u>FY01/02</u>
Chicago*	\$31,833,200	\$35,333,200
Downstate	<u>\$23,718,800</u>	<u>\$27,218,800</u>
Totals	\$55,552,000	\$62,552,000

* Chicago District 299 receives its funding through the Chicago Block Grant.

Performance Measures & Activities: Below represents data on a sample of students transitioned from TBE/TPI programs three years ago:

<u>Chicago FY00</u>	<u>Meeting Standards</u>	<u>Exceeding Standards</u>	<u>Total</u>
Reading			
Grade 3	32.0%	12.0%	44.0%
Grade 6	35.3%	5.9%	41.2%
Grade 8	59.8%	5.4%	65.2%
Math			
Grade 3	32.0%	20.0%	52.0%
Grade 6	64.7%	0.0%	64.7%
Grade 8	20.6%	2.1%	22.7%
Writing			
Grade 3	36.0%	0.0%	36.0%
Grade 6	23.5%	0.0%	23.5%
Grade 8	53.6%	4.0%	57.6%

<u>Downstate FY00</u>	<u>Meeting Standards</u>	<u>Exceeding Standards</u>	<u>Total</u>
Reading			
Grade 3	42.5%	14.9%	57.4%
Grade 6	40.3%	12.9%	53.2%
Grade 8	35.7%	2.7%	38.4%
Math			
Grade 3	48.1%	22.1%	70.2%
Grade 6	40.6%	21.6%	62.2%
Grade 8	17.4%	2.7%	20.1%
Writing			
Grade 3	50.8%	2.2%	53.0%
Grade 6	49.4%	14.8%	64.2%
Grade 8	38.6%	3.8%	42.4%

Bridge/Classroom/Extended Day Programs (state)

Legislative Reference: Not Applicable	Program Goal: The achievement of struggling students who attend low performing schools (over 50% of students not meeting standards) is improved through intensive, extended learning opportunities. The emphasis is on reading, writing and reading in the content area of mathematics.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">FY98</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>FY99</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>FY00</td> <td style="text-align: right;">\$13,000,000</td> </tr> <tr> <td>FY01</td> <td style="text-align: right;">\$23,000,000</td> </tr> <tr> <td>FY02</td> <td style="text-align: right;">\$26,000,000</td> </tr> <tr> <td>FY03</td> <td style="text-align: right;">\$29,000,000</td> </tr> <tr> <td>\$ Change</td> <td style="text-align: right;">\$3,000,000</td> </tr> <tr> <td>% Change</td> <td style="text-align: right;">11.5%</td> </tr> </table>	FY98	\$0	FY99	\$0	FY00	\$13,000,000	FY01	\$23,000,000	FY02	\$26,000,000	FY03	\$29,000,000	\$ Change	\$3,000,000	% Change	11.5%
FY98	\$0																	
FY99	\$0																	
FY00	\$13,000,000																	
FY01	\$23,000,000																	
FY02	\$26,000,000																	
FY03	\$29,000,000																	
\$ Change	\$3,000,000																	
% Change	11.5%																	

Rationale and Purpose: Many students who attend low performing schools are at significant risk of academic failure and often are so far behind in reading and writing achievement that they need more help than can be provided in the regular classroom. This PreK-6 program provides additional, highly-focused learning opportunities to students who do not meet state learning standards or have been recommended for retention. In addition, it seeks to increase the knowledge and skills of their teachers, and ultimately modify and improve the regular program of instruction in participating schools and districts.

Program Activities: The “Summer Bridges” program provides summer and, when appropriations permit, after-school programs designed to supplement the district’s ongoing educational program and improve students’ reading and writing skills. (In summer 2001, this was expanded to include reading in the content area of mathematics). The program activities are research-based and provide intensive instruction for students and professional development for school and district teachers. Characteristics of the program include small class size, at least 90 hours of prime instructional time, 30 hours of professional development for all instructional staff, development of a literacy-rich environment with developmentally appropriate and high-interest reading and writing materials, support for parent/family literacy and home connections, provision of a healthy snack or meal, and reporting to parent(s) on each child’s progress.

Population and Service Levels: Thousands of students in school districts statewide are eligible to receive services through these programs based on a tiered eligibility process. Participating districts often form consortia for planning, professional development and evaluation purposes.

The levels of participation since field-testing in 1998 and 1999 have increased as follows:

	<u>FY00</u>	<u>FY01</u>	<u>FY02 (est.)</u>	<u>FY03 (proj.)</u>
Districts	32	94	118	125
Teachers	800	1,700	2,500	2,500
Students	10,308	24,492	28,000	32,000

Based on an analysis of 2001 ISAT data, 132 districts will have schools eligible to participate in Summer Bridges 2002 (FY03). Thirty percent of districts participating in summer 2001 no longer meet the criteria for participation in summer 2002.

Reimbursement/Distribution Method: Funds are distributed via grants to districts and/or consortia for efforts that adhere to specific requirements and expectations established by the State Board of Education.

A small portion of funds is used to support leadership activities, such as professional development, coordination and program evaluation. In addition, each district provides matching funds of up to 20% of the total budget request.

Chicago receives 44.0% of the final grant appropriation as part of the Chicago Block Grant.

Performance Measures: The statewide success of the Summer Brides program will be evaluated using the following measures:

- Percentage of eligible students supported by the available funds.
- Achievement gains by participating students.
- Percentage of students originally recommended for retention who meet promotion criteria.
- Percentage of teachers who report improvement in their personal knowledge and skills.
- Percentage of teachers and parents who report improved student attitudes.
- Completion of ISBE business plan activities.

All Summer Bridges programs include an evaluation of measurable results and every student receives a pre- and post-assessment at the district level. This approach accommodates differences in the criteria districts use for admission to the program, individual priorities for measures of success, and differences in the tests used to determine achievement levels. A statewide report summarizes this data.

The 2001 Summer Bridges program resulted in the following:

- 118 districts and 28,000 students were served by the program. This was 10% of the eligible students in these districts and left a waiting list of more than 1,300 students.
- More than two-thirds of students gained at least one grade level based on reports of local assessment results; 10% or more of the students in each grade gained two or more levels. Based on a sample of students, the largest growth was in 3rd grade reading.
- 92% of the total number of students recommended for retention were recommended for promotion as a result of participation in the program.
- 96% of the teachers in the program indicated they had increased their knowledge of reading best practices and 97% reported that their ability to help students read had increased.
- 92% of teachers reported that students' attitudes toward reading had improved through participation in the program.

Building Linkages Project (federal)

Legislative Reference: Not Applicable	Program Goal: Develop high-quality, problem-based, interdisciplinary teaching and assessment curriculum units and a framework model which can be replicated across the United States.	<table style="width: 100%; border-collapse: collapse;"> <tr><td>FY98</td><td style="text-align: right;">\$0</td></tr> <tr><td>FY99</td><td style="text-align: right;">\$0</td></tr> <tr><td>FY00</td><td style="text-align: right;">\$350,000</td></tr> <tr><td>FY01</td><td style="text-align: right;">\$700,000</td></tr> <tr><td>FY02</td><td style="text-align: right;">\$700,000</td></tr> <tr><td>FY03</td><td style="text-align: right;">\$700,000</td></tr> <tr><td>\$ Change</td><td style="text-align: right;">\$0</td></tr> <tr><td>% Change</td><td style="text-align: right;">0.0%</td></tr> </table>	FY98	\$0	FY99	\$0	FY00	\$350,000	FY01	\$700,000	FY02	\$700,000	FY03	\$700,000	\$ Change	\$0	% Change	0.0%
FY98	\$0																	
FY99	\$0																	
FY00	\$350,000																	
FY01	\$700,000																	
FY02	\$700,000																	
FY03	\$700,000																	
\$ Change	\$0																	
% Change	0.0%																	
Board Goal: Collaboration																		

Purpose: The purpose of this award from the USDE is to create a career-cluster curricular framework for the industry area of Transportation, Distribution, and Logistics that can be replicated across the United States.

Program and Service Levels: This effort is focused on implementing curricular frameworks for use at the secondary and post-secondary levels in multiple states. It involves the formation of a partnership with multiple states from academic and vocational education and coalitions of employers and trade associations in this industry sector.

Reimbursement/Distribution Method: Competitive grants were awarded to national pilot sites in July 2000 for \$15,000 each to be spread over FY01 and FY02.

Performance Measures & Activities: Specific performance and process indicators include the following:

- Endorsement of a curricular framework for the transportation industry that is based on existing industry and state academic standards;
- Completion of curriculum units-pilot testing and evaluation;
- Implementation of the curricular model as the foundation for development of curriculum at the pilot sites;
- Existence of instructional strategies and materials that teach and assess competency in academic and technical knowledge;
- Implementation and evaluation of technical assistance and professional development for pilot sites;
- Development of effective methods for measuring and documenting student progress; and
- National dissemination of project products electronically and in print.

In addition, long-term performance measures include: improved student achievement in science and mathematics in pilot sites; increased understanding of the transportation, distribution and logistics industry sector; and increased student participation in occupations relating to the transportation, distribution and industry sector.

Career and Technical Education – Basic (federal)

Legislative Reference: 20 USC 2301 et. seq.	Program Goal: To improve student achievement in academic, career and technical skill proficiencies and promote transitioning to post-secondary education.	FY98	\$41,000,000
		FY99	\$43,500,000
Board Goal: Policies and Services		FY00	\$43,500,000
		FY01	\$43,500,000
		FY02	\$43,500,000
		FY03	\$46,500,000
		\$ Change	\$3,000,000
		% Change	6.9%

Purpose: The career and technical education delivery system provides educational opportunities for students in career clusters, specific job training and occupational retraining. This system assists in maintaining and expanding the technical skills of the state's labor force and promotes economic growth and development.

During FY03, efforts will focus on program improvement and curriculum revision. Staff development to enhance student achievement of technical, workplace readiness, and academic skills necessary for employment and continuing education will be ongoing. The major activities include:

- Curriculum development and dissemination efforts;
- Improvement of programs through a statewide system of performance standards and measures;
- Professional development including workshops, seminars and institutes for instructors and administrators;
- Locally-initiated projects for expansion or modernization of programs through curriculum renewal, staff development and instructional equipment;
- Assessment and data analysis;
- Services designed to enhance student success such as career guidance, counseling, and elimination of sex-bias and stereotyping;
- Services for special populations including students with disabilities, disadvantaged students, limited-English-proficient students, potential dropouts, single parents and homemakers, and persons seeking careers in nontraditional fields; and
- Incorporating effects of new and emerging technologies into curricula, instruction, and instructional equipment.

Population and Service Levels: The following number of secondary and community college career and technical education students benefit from this federal fund source:

	<u>FY00</u>	<u>FY 01</u>	<u>FY 02 (est.)</u>
Secondary	328,312	335,029	337,000
Community College	<u>260,416</u>	<u>277,144</u>	<u>280,000</u>
Total	588,728	612,173	617,000

Reimbursement/Distribution Method: Federal funds are distributed to eligible recipients through allocation formulas or on a competitive basis according to the provisions of the Carl D. Perkins Vocational and Applied Technology Education Act.

Performance Measures & Activities: In FY01, the USDE approved new performance indicators (see below). The most recent results for these indicators from statewide performance data for secondary students indicate that:

1. High School Graduation 96% of CTE senior concentrators graduated from high school.*
2. Career and Technical Proficiencies Attainment 50% of CTE concentrators met or exceeded the State Learning Standards for workplace skills attainment.
3. Post High School Placement 81% of CTE concentrators entered postsecondary education, employment in Illinois, or the military. Others entered other advanced training programs, or were employed or enrolled out-of-state.
4. Non-traditional Participation 17% of CTE concentrators were enrolled in programs that lead to non-traditional employment.
5. Non-traditional Completion 16% of CTE concentrators completed programs that lead to non-traditional employment.

* In the future, academic achievement will be measured by scores on the Prairie State Achievement Exam.

Career and Technical Education – Career and Technical Education (state)

Legislative Reference: 105 ILCS 405	Program Goal: To improve student achievement in academic, career and technical skill proficiencies and promote transitioning to post-secondary education.	FY98	\$46,874,500
		FY99	\$46,874,500
Board Goal: Policies and Services		FY00	\$46,874,500
		FY01	\$47,874,500
		FY02	\$47,874,500
		FY03	\$47,874,500
		\$ Change	\$0
		% Change	0.0%

Purpose: To maintain and expand the skill base of the state's labor force and promote economic development by improving career and technical skills and promoting the transition of students to post-secondary education. Recent initiatives include analyzing the status of career and technical education to update the curriculum and staff development to improve workplace readiness and academic skills.

Population and Service Levels: All of the state's elementary, secondary, postsecondary and adult populations are eligible to participate. Regional delivery systems and community colleges coordinate the delivery of employment preparation programs for youth and adults. Service levels are displayed in the following table:

Students Served	<u>FY00</u>	<u>FY01</u>	<u>FY02 (est.)</u>
Secondary Program	328,312	335,029	337,000
Adult Program (served by secondary agencies)	<u>13,577</u>	<u>13,123</u>	<u>13,000</u>
Total	341,889	348,152	350,000

Reimbursement/Distribution Method: Formula grants based on career and technical education credits weighted by local tax and program efficiency factors and competitive grants through a request for proposals process.

Performance Measures & Activities: Funds will provide for maintenance of K-12 programs (\$28,161,410); administrative grants to maintain the regional delivery system detailed in the Education for Employment policy (\$4,254,729); professional development, curriculum development, and purchase of instructional equipment (\$2,500,000); vocational student leadership organizations (\$220,000); the Early School Leaver Program (ESLP) and Work Experience and Career Exploration Programs (WECEP) (\$2,838,361); system accountability (\$400,000).

In FY01, the USDE approved new performance indicators (see below). The most recent results for these indicators from statewide performance data for secondary students indicate that:

- | | |
|--|--|
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| 3. Post High School Placement | 81% of CTE concentrators entered postsecondary education, employment in Illinois, or the military. Others entered other advanced training programs, or were employed or enrolled out-of-state. |
| 4. Non-traditional Participation | 17% of CTE concentrators were enrolled in programs that lead to non-traditional employment. |
| 5. Non-traditional Completion | 16% of CTE concentrators completed programs that lead to non-traditional employment. |

* In the future, academic achievement will be measured by scores on the Prairie State Achievement Exam.

Career and Technical Education – Technical Preparation (federal)

Legislative Reference: 20 USC 2371 et seq. Board Goal: Policies and Services	Program Goal: To improve educational attainment and increase the number of students transitioning to post-secondary education and completing a degree in a technical field.	FY98	\$5,000,000
		FY99	\$6,000,000
		FY00	\$6,000,000
		FY01	\$6,000,000
		FY02	\$5,000,000
		FY03	\$5,000,000
		\$ Change	\$0
		% Change	0.0%

Purpose: This program assists students in achieving the Illinois Learning Standards, Illinois Occupational Skills Standards, and workplace skills through an integrated approach to academic and career/technical education. It provides students opportunities for a seamless transition to post-secondary education, employment (in technical occupations) and life-long learning. Technical Preparation (Tech Prep) provides strengthened partnerships between education, business, industry and labor.

Population and Service Levels: All 39 community college districts and 59 secondary regional vocational systems are involved in planning and implementing Tech Prep. Combined federal and state Tech Prep funds serve the following numbers of students:

During FY99 – FY01 Tech Prep funding supported the following numbers:

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>
11 th Grade Tech Prep Students	29,281	27,839	26,535
12 th Grade Tech Prep Students	<u>30,788</u>	<u>32,116</u>	<u>26,606</u>
Total 11 th /12 th Grade Tech Prep Enrollment	60,069	59,955	53,141

- Approximately 44% of all Tech Prep students served (grades 9-12) were academically or economically disadvantaged;
- Approximately 10% of all Tech Prep students (grades 9-12) were students with disabilities;
- Approximately 5% of all Tech Prep students served (grades 9-12) were enrolled in non-traditional programs.

The most recent data, FY00, Tech Prep funding impacted the following:

- 3,793 employers were involved with Tech Prep consortia in curriculum development;
- 1,758 employers provided teachers with industry internships;
- 1,022 members of organized labor were partners with Tech Prep consortia;
- 3,093 high school teachers participated on high school Tech Prep Teams--this number included 1,719 academic and 1,374 vocational instructors;
- 660 Community College Instructors participated on Tech Prep Teams--this number included 336 vocational and 324 academic instructors.

Reimbursement/Distribution Method: Funds are awarded to a consortia of community colleges, secondary vocational regional systems, universities and private-sector partners via allocation grants.

Performance Measures & Activities: The most recent data, FY01, show the following outcomes:

- 56% of the Tech Prep students transition from high school to the community college (an increase of 1% over FY00); and
- 37,556 Tech Prep students participated in a work-based learning experience. These experiences, for students in grades 9-12, ranged from one day job shadowing up to intense long term experiences and enable students to make better career choices, expose them to current technology and motivate them to stay in school.

Career and Technical Education – Technical Preparation (state)

Legislative Reference: Not Applicable	Program Goal: To improve educational attainment and increase the number of students transitioning to post-secondary education and completing a degree in a technical field.	FY98	\$5,000,000
		FY99	\$5,000,000
Board Goal: Policies and Services		FY00	\$5,000,000
		FY01	\$5,000,000
		FY02	\$5,000,000
		FY03	\$5,000,000
		\$ Change	\$0
		% Change	0.0%

Purpose: This program assists students in achieving the Illinois Learning Standards, Illinois Occupational Skills Standards, and workplace skills through an integrated approach to academic and career/technical education. It provides students the skills for a seamless transition to post-secondary education, employment (in technical occupations) and life-long learning. Technical Preparation (Tech Prep) provides strengthened partnerships between education, business, industry and labor.

Population and Service Levels: All 39 community college districts, 59 secondary regional vocational systems and over 500 high schools are involved in planning and implementing Tech Prep. Combined federal and state Tech Prep funds serve the following number of students:

During FY99 – FY01 Tech Prep funding supported the following numbers:

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>
11 th Grade Tech Prep Students	29,281	27,839	26,535
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The most recent data, FY00, support the following numbers:

- 3,793 employers were involved with consortia in curriculum development;
- 3,093 high school teachers participated as a part of their local high school Tech Prep Team--this number included 1,719 academic and 1,374 vocational instructors;
- 660 community college instructors participated on Tech Prep Teams--this number included 336 vocational and 324 academic instructors;
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- 1,022 members of organized labor were partners with consortia.

Reimbursement/Distribution Method: Funds are awarded to community colleges, secondary vocational regional systems, universities and private-sector partners via allocation grants.

Performance Measures & Activities: The most recent data, FY01, show the following outcomes:

- Approximately 56% of the Tech Prep students transition from high school to the community college (an increase of 1% over FY00).
- 37,556 Tech Prep students participated in a work-based learning experience. These experiences, for students in grades 9-12, ranged from one day job shadowing up to intense long term experiences and enable students to make better career choices, expose them to current technology and motivate them to stay in school.
- An estimated 2,000 academic and career and technical educators annually participate in the Connections Conferences. These conferences are designed to promote new instructional strategies such as integration of academic and technical curriculum, contextual learning and work-based learning. Approximately 50% are first-time participants.
- Activities for FY03 include implementing and refining the Tech Prep Evaluation System for all Tech Prep consortia.

Career and Technical Education – Work-Based Learning (state)

Legislative Reference: Not Applicable	Program Goal: Increase the quality and availability of career and technical education opportunities that support student transitions to further education and employment. Improve the quality and availability of student work-based learning (WBL) experiences in order to aid transition to further career and technical education or employment.	FY98	\$1,000,000
		FY99	\$1,000,000
Board Goal: Policies and Services		FY00	\$1,000,000
		FY01	\$1,000,000
		FY02	\$1,000,000
		FY03	\$1,000,000
		\$ Change	\$0
		% Change	0.0%

Purpose: To assure all students have the skills and competencies necessary to succeed in high-skilled, high-wage careers by providing work-based learning options. Students apply academic and Career and Technical education classroom instruction through workplace-based learning activities.

Population and Service Levels: The secondary Education for Employment (EFE) Regional Delivery Systems, business-industry partners and other appropriate partners are eligible to participate. During FY02, 53 EFE Regional Delivery Systems were funded.

Reimbursement/Distribution Method: Competitive grants through a request for applications process that includes a grant review by staff.

Performance Measures & Activities: Approximately 17,677 11th and 12th grade students directly benefited by participating in work-based learning activities through this grant. An additional 53,200 students benefited indirectly through improved systems of work-based learning with 619 high schools. Forty-five (45) Education for Employment Regional Career and Technical Education Systems collaborated with business and industry partners to provide these skill level development programs. Participation in the program required the development of a team that consists of secondary and postsecondary academic and occupational instructors, as well as private sector, counseling and administrative representatives.

Career Awareness & Development Programs – Career Awareness & Development (state)

Legislative Reference: Not Applicable	Program Goal: Increase the quality and availability of career and technical education opportunities that support student transitions to further education and employment.	FY98	\$1,057,300
		FY99	\$1,117,800
Board Goal: Policies and Services		FY00	\$1,117,800
		FY01	\$1,117,800
		FY02	\$1,117,800
		FY03	\$1,117,800
		\$ Change	\$0
		% Change	0.0%

Purpose: The career awareness and development program helps students connect classroom learning to the workplace by providing opportunities for students to identify their interests, goals, aptitudes and abilities, to explore the world of work, and to develop decision-making and life-planning skills. The grants will provide opportunities for teachers of elementary grades in 1,700 schools to learn about career development, to visit businesses so they may learn how to make instruction more relevant, and to prepare classroom instruction to assist students with career planning.

Population and Service Levels: This program serves elementary school programs throughout the state. Approximately 600 school districts and 190 separate elementary buildings in Chicago Public School District 299 are affected. Staff development will be provided to 5,000 instructors, 300 counselors and 170 administrators.

Reimbursement/Distribution Method: Formula-driven grants are available to Regional Offices of Education and Intermediate Service Centers.

Performance Measures & Activities: Outcomes from the program include:

	<u>FY00</u>	<u>FY01</u>
Increase in training activities	100%	55%
Increase in elementary personnel visiting business & industry sites	55%	64%
Increase in use of individualized career plans by students	300%	72%
Increase in use of career information systems	23%	44%

Career Awareness & Development Programs – Illinois Governmental Internship (state)

Legislative Reference: Not Applicable	Program Goal: To give high school seniors an opportunity to explore careers in a governmental setting.	FY98	\$129,900
		FY99	\$129,900
Board Goal: Policies and Services		FY00	\$129,900
		FY01	\$129,900
		FY02	\$129,900
		FY03	\$129,900
		\$ Change	\$0
		% Change	0.0%

Purpose: The Illinois Governmental Internship Program (IGIP), which is co-sponsored by the State Board of Education and the Springfield Public Schools, provides high school seniors an opportunity to explore careers while working for government agencies in Springfield.

Monday through Thursday, Illinois Governmental Interns work under the guidance of management-level personnel in agencies such as the Attorney General's Office, Governor's Office, Illinois Information Services, Department of Children and Family Services and the State Board of Education. On Fridays, while participating in seminars, interns gain additional information about careers as well as develop an understanding of leadership and the qualities necessary for success in a professional environment. The combination of job and classroom experiences creates an exciting and educational semester for the interns. Students live in Springfield during their semester of internship.

Population and Service Levels: Students from any public or private high school in Illinois may apply during their junior year for participation in the fall or spring semester of their senior year.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02 (est.)</u>
Students Participating	40	35	42	38

Reimbursement/Distribution Method: Funds are distributed based on a grant to Springfield School District #186 to support the program administration.

Students complete applications available in their high school's guidance office. The applications are reviewed and approved by the building principal, district superintendent and regional superintendent before being forwarded to the Illinois Governmental Internship Program office in Springfield.

Performance Measures & Activities: Outcomes of the program include the following:

- 99.95% of all the interns pursue college after graduation from high school. This semester all students will be going to a college or university. One student will be graduating this fall and will be attending the University of Illinois beginning in January of 2002.
- Many students after college graduation find employment in state government or become employed in Illinois public and private schools. For example, the assistant principal at Elmhurst High School was an intern; the history teacher at Greenville school district was an intern. (A first-time survey has been sent to all previous IGIP students to determine the student's current employment, etc. Results of the survey will be ready by the beginning of the 2002-2003 school year.)
- An active recruiting program began in FY01.

Below are examples of other performance measures/activities associated with the Governmental Internship Program:

- Interns develop academic and personal growth goals, which are approved by sponsors and program staff.
- Three on-site visitations are conducted by coordinators to:
 1. Discuss individual learning objectives (initial visitation);
 2. Determine to what extent the objectives are being met (middle-term visitation); and
 3. Conduct an oral program assessment (final visitation).
- Weekly log reviews are conducted.
- Student speeches are assessed.
- Portfolio reviews are conducted.
- Evaluation instrument is completed which includes a mid-term sponsor evaluation, a program staff final evaluation, an intern summary and a student exit interview.
- Up to 2 ¹/₂ high school credits are awarded based upon demonstrated learning.

Career Awareness & Development Programs – Jobs for Illinois Graduates (state)

Legislative Reference: Not Applicable	Program Goal: To provide at-risk students with academic, leadership, career development, job attainment and workplace skills leading to a successful career, and/or further education and training upon completion of high school.	FY98	\$2,800,000
		FY99	\$2,800,000
Board Goal: Policies and Services		FY00	\$2,800,000
		FY01	\$4,000,000
		FY02	\$6,000,000
		FY03	\$6,000,000
		\$ Change	\$0
	% Change	0.0%	

Purpose: Jobs for Illinois Graduates (JILG) assists high school students who are at risk of not graduating from high school and not transitioning into high quality careers. This is achieved by providing the students with core competencies including: career development, job attainment, basic skills (reading and math), job survival and employability skills, and leadership skills. Students receive high school credit for their class in the JILG program.

Population and Service Level: In FY01, JILG served approximately 2,000 in-school youth and provided continued services and follow-up to an additional 2,000 students who participated in the program during the 1999-2000 school year. As of November 2001, the Jobs for Illinois Graduates program is operating in 90 senior-year programs and five multi-year programs (sophomore, junior, senior model). The program is currently (FY02) serving approximately 3,000 in-school students and 2,000 students in follow-up and has exceeded the national performance standards for FY97, FY98, FY99, FY00 and FY01.

With the additional \$2 million received for FY02, JILG has started 33 new programs. This represents approximately 22% of Illinois high schools that now have a JILG program in their school.

Reimbursement/Distribution Method: Funds are generally awarded on a competitive basis through a request for proposals process. Priority will be given to areas of the state where programs currently do not exist and schools showing the highest drop-out rate and economic need.

Performance Measures & Activities: In addition to the national Jobs for America's Graduates (JAG) standards, the JILG curriculum has been aligned with the Illinois Learning Standards and workplace skills. In FY01, over ninety-five percent (95%) of the JILG students received a high school diploma either at the expected date of graduation or within the follow-up year through GED or other educational services. JILG surpassed all four of the national JAG standards in 2001 as they have done since 1997. End-of-year statistics are compiled and available for distribution by July following each school year.

<u>Performance Areas</u>	<u>JAG Standard</u>	<u>FY00 IL Results</u>	<u>FY01 IL Results</u>
Graduation	90%	94.67%	95.20%
Employment Rate	60%	69.52%	70.40%
Full-Time Jobs	60%	71.84%	71.84%
Full-Time Placement (school/training & job)	80%	90.83%	91.71%

Character Education (federal)

<p>Legislative Reference: EASE Act of 195 Title X, Part A</p> <p>Board Goal: Collaboration</p>	<p>Program Goal: To help local school districts improve the quality of education and achieve the National Education Goals.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">FY98</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>FY99</td> <td style="text-align: right;">\$1,000,000</td> </tr> <tr> <td>FY00</td> <td style="text-align: right;">\$1,000,000</td> </tr> <tr> <td>FY01</td> <td style="text-align: right;">\$1,000,000</td> </tr> <tr> <td>FY02</td> <td style="text-align: right;">\$1,000,000</td> </tr> <tr> <td>FY03</td> <td style="text-align: right;">\$1,000,000</td> </tr> <tr> <td>\$ Change</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>% Change</td> <td style="text-align: right;">0.0%</td> </tr> </table>	FY98	\$0	FY99	\$1,000,000	FY00	\$1,000,000	FY01	\$1,000,000	FY02	\$1,000,000	FY03	\$1,000,000	\$ Change	\$0	% Change	0.0%
FY98	\$0																	
FY99	\$1,000,000																	
FY00	\$1,000,000																	
FY01	\$1,000,000																	
FY02	\$1,000,000																	
FY03	\$1,000,000																	
\$ Change	\$0																	
% Change	0.0%																	

Purpose: To improve the quality of education, assist all students to meet challenging learning standards, and contribute to the achievement of the National Education Goals by supporting pilot projects that design and implement character education programs.

Population and Service Levels: Chicago Public Schools 299, serving as the lead local educational agency (LEA), four other school districts and seven external partners will promote character education model development and pilot testing in 17 K-12 schools over a three-year period.

Reimbursement/Distribution Method: Funds are distributed based on a three-year grant to Chicago Public Schools 299 as the lead school district, in association with four other school districts and seven external partners.

Performance Measures & Activities: "The School Community Partnership: Bringing Out the Best in Students" project will focus on improving student academic achievement and helping to ensure that Illinois students meet high performance standards through instruction in 12 specific character traits, while making a positive impact on students' character development and the perceptions of teachers, parents, and others. Annual progress reports will be submitted to U.S.D.E.

- The Character Education grant has just completed the second year and is in the process of completing an evaluation for next year. The current year (F02) is the final year of this grant.

Child Nutrition Programs (federal)

Legislative Reference: 45 USC 1751 et seq. & 1771 et seq.	Program Goal: All sponsoring organizations receive the support needed to provide nutritious meals and nutrition education to improve the health of children to improve the learning environment and to ensure children are ready and able to learn.	<table style="width: 100%; border-collapse: collapse;"> <tr><td>FY98</td><td style="text-align: right;">\$320,000,000</td></tr> <tr><td>FY99</td><td style="text-align: right;">\$350,000,000</td></tr> <tr><td>FY00</td><td style="text-align: right;">\$385,000,000</td></tr> <tr><td>FY01</td><td style="text-align: right;">\$405,000,000</td></tr> <tr><td>FY02</td><td style="text-align: right;">\$405,000,000</td></tr> <tr><td>FY03</td><td style="text-align: right;">\$425,000,000</td></tr> <tr><td>\$ Change</td><td style="text-align: right;">\$20,000,000</td></tr> <tr><td>% Change</td><td style="text-align: right;">4.9%</td></tr> </table>	FY98	\$320,000,000	FY99	\$350,000,000	FY00	\$385,000,000	FY01	\$405,000,000	FY02	\$405,000,000	FY03	\$425,000,000	\$ Change	\$20,000,000	% Change	4.9%
FY98	\$320,000,000																	
FY99	\$350,000,000																	
FY00	\$385,000,000																	
FY01	\$405,000,000																	
FY02	\$405,000,000																	
FY03	\$425,000,000																	
\$ Change	\$20,000,000																	
% Change	4.9%																	

Purpose: The purpose of these programs is to reimburse sponsors for a portion of the cost of providing nutritious meals to eligible children.

The school nutrition programs, National School Lunch, School Breakfast, and the After school Programs are designed to provide students with enough food containing the proper nutrients and calories so that the students will be able to perform at a higher level. The community based programs, Child and Adult Care Food Program and Summer Food Service Program are designed to provide children with nutritious meals to assist in ensuring that children are healthy and able to learn when they begin school or return to school after the summer break. Although these programs are primarily designed to provide a benefit to the entire community in assisting to ensure that the children receive proper nutrition and are healthier, reducing the burden on a community, more and more school districts are participating in these programs. As schools grow and provide more early childhood education, after school programs, and extended summer programs, the Child and Adult Care Food Program and the Summer Food Service Program take care of the basic needs of the children and provide nutritious meals for students during longer school hours.

Population and Service Levels: The National School Lunch Program is a voluntary program available to all public schools, private schools, and residential child care institutions that agree to operate a nonprofit program which meets federal requirements and offers lunches to all children in attendance. In addition, recent legislation allows schools to receive reimbursement under the National School Lunch Program for snacks served in after-school care programs meeting specific criteria. The number of lunches/snacks served is shown below.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02 (Est.)</u>	<u>FY03 (Proj.)</u>
Lunches Served	167,460,144	172,987,751	174,718,993	176,466,183	178,230,845
Snacks Served	0	612,662	1,268,530	1,281,215	1,294,027

The School Breakfast Program is a voluntary program available to all public schools, private schools and residential child care institutions that agree to operate a nonprofit program offering breakfast meals which meet federal requirements to all children in attendance. The number of breakfasts served is shown below.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02 (Est.)</u>	<u>FY03 (Proj.)</u>
Breakfasts Served	32,505,956	34,366,383	44,250,003	48,675,003	53,542,504

The Special Milk Program is a voluntary program available to public schools, private schools, residential child care institutions, day care centers, and camps that agree to operate a nonprofit milk program and do not have a federally funded food service program. Kindergarten students attending half-day sessions when lunch is not available may receive benefits. The number of one-half pints of milk served is provided below.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02 (Est.)</u>	<u>FY03 (Proj.)</u>
One-Half Pints Served	20,563,151	20,221,662	19,613,935	19,810,074	20,008,175

The Summer Food Service Program is a voluntary program available to public schools; private schools; residential camps; state, local, municipal and county government entities; and private not-for-profit organizations not participating in other child nutrition programs during the summer months. The intent of the program is to serve nutritious meals during the summer months to children who during the school year receive free or reduced-price meals through the National School Lunch and Breakfast Programs. The number of meals served is shown below.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02 (Est.)</u>	<u>FY03 (Proj.)</u>
Breakfasts Served	1,066,735	1,074,713	918,258	927,441	936,715
Lunches Served	4,125,812	3,950,443	3,471,427	3,506,141	3,541,203
Suppers Served	25,549	27,707	25,137	25,388	25,642
Supplements Served	958,260	960,835	1,245,092	1,257,543	1,270,118

The Child and Adult Care Food Program is a voluntary program available to nonprofit, nonresidential child care centers; family day care homes; Head Start centers; and outside-of-school-hours child care programs. In addition, recent legislation allows reimbursement for snacks served to school-age children participating in after-school programs located in an area served by a school in which at least 50% of the enrolled children are approved eligible for free or reduced-price meals. The adult care portion of the program is administered by the Department on Aging. Meals/snacks must meet federal requirements. The number of meals/snacks served is provided below.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02 (Est.)</u>	<u>FY03 (Proj.)</u>
Breakfasts Served	16,520,875	17,714,644	18,446,737	19,000,139	19,570,143
Lunches Served	20,583,163	21,840,465	22,487,257	23,161,875	23,856,731
Suppers Served	5,033,542	5,588,012	5,712,341	5,883,711	6,060,223
Supplements Served	25,703,687	27,624,112	28,393,403	29,245,205	30,122,561
Snacks Served	0	168,808	279,677	288,067	296,709

Reimbursement/Distribution Method: For the National School Lunch Program, the federal government provides a basic level of reimbursement for all lunches plus supplemental reimbursement for free and reduced-price lunches. The reimbursement rates for FY02 are shown below.

<u>Per Meal Rates</u>	<u>Less Than 60% Free or Reduced-Priced Meals</u>	<u>60% or More Free or Reduced-Priced Meals</u>
Paid lunch reimbursement	\$0.20	\$0.22
Reduced-price lunch reimbursement	\$1.69	\$1.71
Free-lunch reimbursement	\$2.09	\$2.11

Under the National School Lunch Program and other Child Nutrition Programs that have a means test, applicants for free or reduced-price meals must meet the federal income guidelines or be determined as categorically eligible for free meals as a member of a Food Stamp or Temporary Assistance to Needy Family (TANF) household.

For the School Breakfast Program, the federal reimbursement rates for FY02 are provided below.

	<u>Rates</u>	<u>Rates for Severe Need School</u>
Paid Breakfast Reimbursement	\$0.21	\$0.21
Reduced-Price Breakfast Reimbursement	\$0.85	\$1.07
Free Breakfast Reimbursement	\$1.15	\$1.37

In addition to federal reimbursement, the lunch and breakfast programs in Illinois are supported by the Illinois Free Breakfast and Lunch Program which contributes up to \$.15 per free meal and the School Breakfast Incentive Program which may contribute up to an additional \$.10 per breakfast served when the school district increases their breakfast participation by 10%.

The Special Milk Program provides federal funds to reimburse schools for all or a portion of the cost of providing milk to students through two different means. The first is reimbursement for milk purchased by students, and the second is reimbursement for milk provided free to eligible, needy students. In FY02, the reimbursement rate for purchased milk was set at .1450 cents per half-pint. Reimbursement for free milk is at the actual dairy cost per half-pint.

Federal reimbursement rates for the Summer Food Service Program for FY01 are listed below.

	<u>Operating Rates</u>	<u>Administrative Rates</u>	
		<u>Rural/Self-Prep</u>	<u>Urban/Vended</u>
Breakfasts	\$1.28	\$0.1275	\$0.1000
Lunches/Suppers	\$2.23	\$0.2325	\$0.1925
Supplements	\$0.52	\$0.0625	\$0.0500

Federal reimbursement rates for FY02 for the Child and Adult Care Food Program are listed below.

<u>Child Care Centers Rates</u>	<u>Breakfasts</u>	<u>Lunch & Suppers</u>	<u>Supplements</u>
Paid	\$0.21	\$0.20	\$0.05
Reduced	\$0.85	\$1.69	\$0.28
Free	\$1.15	\$2.09	\$0.57

<u>Day Care Homes Rates</u>	<u>Breakfasts</u>	<u>Lunch & Suppers</u>	<u>Supplements</u>
Tier I	\$0.96	\$1.78	\$0.53
Tier II	\$0.36	\$1.07	\$0.14

In addition to the reimbursement, sponsors in the Child and Adult Care Food Program also receive cash in lieu of commodities based on the number of lunches and suppers served. For FY02, the cash in lieu of commodity rate is .1500 cents per meal.

In each of these Child Nutrition Programs, sponsors are reimbursed monthly on the basis of claims submitted.

Performance Measures & Activities: Earlier studies and research dealing with Nutrition and Education have conclusively pointed out that students who receive a nutritious meal are better prepared to learn. Results from these studies and research pointed out that there is a:

- decline in discipline problems;
- improved ability for students to concentrate;
- increase in attendance and a decrease in tardiness; and
- increase in educational seat time due to less illness and trips to the school nurse.

Current research and studies are beginning to make a direct link between students who eat a nutritious meal and an increase in academic performance.

- Increase in Math Scores - A University of Rochester study found that iron-deficient children were more than twice as likely to score below average on standardized math tests. Average math scores for iron-deficient children with or without anemia were about six points lower than those with normal iron levels. The average math score for normal youngsters was 93.7, 87.4 for iron-deficient children without anemia and 86.4 for those with anemia.
- University of Minnesota results from the "Fast Break to Learning" universal breakfast program showed that schools participating in this program improved academic achievement more than the control group of schools.
- New York Times Article "When there's Simply Not Enough Food for Thought", posed the question "What is the most efficient way to raise low-income pupils' achievement? Poor children who got a free breakfast at school were compared with children who were eligible but who did not participate. Those with breakfast gained about three percentile points on standardized tests, and attendance also improved, at a price of only about a dollar a day per child. This is more than most education reforms can accomplish at the cost."
- Data from the Third National Health and Nutrition Examination Survey found that 6-11 year old food-insufficient children had significantly lower math scores and were more likely to have repeated a grade, have seen a psychologist and have had difficulty getting along with other children. Teenagers were more likely to have seen a psychologist, have been suspended from school, and have had difficulty getting along with other children.

Corey H. Compliance – Special Education (state)

Legislative Reference: 23 IL Adm. Code CH.I.S. 226-125 (A) (f), LRE	Program Goal: Implementation of the Corey H. Settlement Agreement.	FY98	\$0
		FY99	\$0
Board Goal: Student Achievement		FY00	\$1,000,000
		FY01	\$1,000,000
		FY02	\$1,000,000
		FY03	\$500,000
		\$ Change	-\$500,000
		% Change	-50.0%

Purpose: To implement the federal court order including attorney’s fees, cost of the court monitor and a portion of the annual training and staff development grant to the Chicago Public Schools. Judge Robert W. Gettleman (Case #92 C 3409 Class Action suit Corey H. vs. Illinois State Board of Education, in the United States District Court for Northern District of Illinois) ordered ISBE to ensure that Chicago School District #299 provide education in a least restrictive environment (LRE) and that ISBE re-train Chicago teaching staff to implement this LRE mandate. These funds will augment Individuals with Disabilities Education Act (IDEA) funds to address the settlement agreement between ISBE and the plaintiffs in the Corey H. class action lawsuit.

Population and Service Levels: Chicago School District #299 has approximately 425,000 students, 32,000 teaching staff, and 52,000 students with disabilities in 553 schools.

Reimbursement/Distribution Method: Direct payment of legal fees; Grant to Chicago School District #299.

Performance Measures & Activities: The court monitor and judge assure performance under the court order. Measures include:

- The successful implementation of a revised teacher certification system (i.e., implementation of the Learning Behavior Specialist I and II certifications for special education teachers as well as special education standards for general education teachers).
- Monitoring reports for each of 35 Chicago Public Schools for the 2001-2002 school year, which will, in turn, lead to District 299’s compliance with the Individuals with Disabilities Education Act including student placements in the least restrictive environment.
- Student performance outcomes reported annually as part of the Illinois Improvement Plan for Special Education.
- Additional reports, reviews, and deliverables which are specified in the 54 page document, “Corey H. Implementation Plan.”

Early Childhood Block Grant (state)

Legislative Reference: 2-3.71 of the School Code	Program Goal: Illinois students enter school with a foundation of knowledge and skills that allows them to be successful throughout their school experience.	FY98 FY99 FY00 FY01 FY02 FY03 \$ Change % Change	\$134,104,500 \$154,171,800 \$170,171,800 \$180,171,800 \$184,171,800 \$198,671,800 \$14,500,000 7.9%
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Rationale and Purpose: Research about early childhood education consistently shows important benefits for young children and for society. Dr. Craig Ramey and colleagues have shown that high-quality pre-kindergarten programs have the following results:

- higher IQ test performance;
- language and cognitive performance;
- language development; and
- social responsiveness.

The Early Childhood Block Grant builds on this research by providing funds for early childhood and family education programs and services that will help young children enter school ready to learn.

Program Activities: Programs funded by this initiative include the Pre-kindergarten Program for Children at Risk of Academic Failure (screening and educational programs for at-risk 3-4 year olds), the Early Childhood Parental Training Program (training in parenting skills for prospective parents and parents of very young children), and the Prevention Initiative (a network of child and family service providers that promote the development of at-risk infants and children).

Population and Service Levels: Preschool programs serve children age three to five years who have been identified at risk of academic failure. Parent education programs serve parents of children age five years and under who are district residents, and the prevention initiative supports at-risk families of children under the age of three.

Service levels for the Pre-kindergarten Program for Children At-Risk are shown below. The decrease in numbers served is the result of fewer children served in Chicago Public Schools, and more children participating in full-day programs.

	<u>FY98</u>	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>
Number of Projects	388	405	407	417
Number of Participating Districts	607+	607+	607+	609
Total Number of Children Served	45,854	49,934	53,386	52,637
Chicago Public Schools	N/A	N/A	19,646	19,256
Downstate School Districts	N/A	N/A	33,740	33,381
Number of Children on Waiting Lists	10,352	7,939	7,265	8032
Percentage of Eligible Children Served	65%	71%	73%	70%

Although more than 52,000 students are being served by state-funded pre-kindergarten programs, an additional 8,000 children are not being served because of lack of funds. The parents of these “waiting list children” have requested that their children’s names be placed on a waiting list in their districts in the event that additional funds become available. The number of at-risk, unserved children may actually be much larger, since the official waiting list does not include the names of eligible children who were referred to other programs, or whose parents did not give permission to place the children on the waiting list.

The FY03 proposed funding increase is intended to reduce the current waiting list numbers by 50%.

Reimbursement/Distribution Method: Competitive grants based on a request for proposals process. Eight percent of the funds must be spent on services for children in the birth to three age range.

Chicago District 299 receives 37.1% of the final appropriation through the Chicago Block Grant.

Performance Measures: The success of the Early Childhood Block Grant program will be evaluated over time using the following measures:

- Service levels compared to need (e.g., waiting lists for early childhood education programs and services, particularly the Pre-kindergarten Program)
- Teacher ratings of the kindergarten readiness of children who participated in the Pre-Kindergarten program,
- Long-term achievement of students who participated in the Pre-kindergarten Program,
- Completion of ISBE business plan.

The most current data (FY01) indicate that 80% of children who participated in the Pre-Kindergarten Program for At-Risk children were rated by their teachers as average or above average for kindergarten readiness.

Education for Homeless Children (federal)

<p>Legislative Reference: 42 USC 11301 et seq.</p> <p>Board Goal: Student Achievement</p>	<p>Program Goal: The primary goal of this program is to provide support services, outreach and advocacy needed by homeless students to remain enrolled in school and to achieve the Illinois Learning Standards.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr><td>FY98</td><td style="text-align: right;">\$1,300,000</td></tr> <tr><td>FY99</td><td style="text-align: right;">\$1,300,000</td></tr> <tr><td>FY00</td><td style="text-align: right;">\$1,600,000</td></tr> <tr><td>FY01</td><td style="text-align: right;">\$1,600,000</td></tr> <tr><td>FY02</td><td style="text-align: right;">\$1,600,000</td></tr> <tr><td>FY03</td><td style="text-align: right;">\$3,000,000</td></tr> <tr><td>\$ Change</td><td style="text-align: right;">\$1,400,000</td></tr> <tr><td>% Change</td><td style="text-align: right;">87.5%</td></tr> </table>	FY98	\$1,300,000	FY99	\$1,300,000	FY00	\$1,600,000	FY01	\$1,600,000	FY02	\$1,600,000	FY03	\$3,000,000	\$ Change	\$1,400,000	% Change	87.5%
FY98	\$1,300,000																	
FY99	\$1,300,000																	
FY00	\$1,600,000																	
FY01	\$1,600,000																	
FY02	\$1,600,000																	
FY03	\$3,000,000																	
\$ Change	\$1,400,000																	
% Change	87.5%																	

Purpose: To make school districts aware of the rights of homeless children and to encourage homeless families to enroll their children and keep them in school.

Population and Service Levels: Of the approximately 25,000 homeless Illinois children, nearly half receive direct services through nineteen local programs and many more are indirectly helped through one statewide technical assistance project.

Reimbursement/Distribution Method: Competitive grants to school districts based on a request for proposals process. Districts often sub-grant special services to private non-profit agencies.

Performance Measures & Activities: Beginning in FY02, baseline data will be collected for the following performance outcomes and activities that will occur with the grant funds:

- Support services will be provided for students to remain enrolled in educational programs and achieve the Illinois Learning Standards.
- Impact and effectiveness of Chicago's homeless education program will improve.
- Technical assistance will be provided to the Chicago Public Schools program.
- Effectiveness of local activities will be evaluated.
- Quality of data will be improved and reporting requirements met.

Emergency Immigrant Education (federal)

<p>Legislative Reference: IASA of 199 – Title VII Part C (CFDA 84.162A)</p> <p>Board Goal: Student Achievement</p>	<p>Program Goal: ISBE will implement high-quality programs for limited-English proficient students that help them to meet the Illinois Learning Standards.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr><td>FY98</td><td style="text-align: right;">\$7,500,000</td></tr> <tr><td>FY99</td><td style="text-align: right;">\$11,250,000</td></tr> <tr><td>FY00</td><td style="text-align: right;">\$12,000,000</td></tr> <tr><td>FY01</td><td style="text-align: right;">\$12,000,000</td></tr> <tr><td>FY02</td><td style="text-align: right;">\$12,000,000</td></tr> <tr><td>FY03</td><td style="text-align: right;">\$12,000,000</td></tr> <tr><td>\$ Change</td><td style="text-align: right;">\$0</td></tr> <tr><td>% Change</td><td style="text-align: right;">0.0%</td></tr> </table>	FY98	\$7,500,000	FY99	\$11,250,000	FY00	\$12,000,000	FY01	\$12,000,000	FY02	\$12,000,000	FY03	\$12,000,000	\$ Change	\$0	% Change	0.0%
FY98	\$7,500,000																	
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FY01	\$12,000,000																	
FY02	\$12,000,000																	
FY03	\$12,000,000																	
\$ Change	\$0																	
% Change	0.0%																	

Purpose: This program provides funds for educational services for immigrant children and youth enrolled in elementary and secondary public and nonpublic schools. The services include specialized instruction or support by ESL/bilingual teachers/aides/tutors, purchasing of materials/equipment, tutorials, mentoring or academic/career counseling, family literacy and parent outreach activities, staff development activities, etc.

Program and Service Levels: Children who were not born in the United States, or in any of its possessions or territories, and who have been attending schools in the United States for less than three complete academic years are eligible to participate. The term excludes children of foreign diplomats, United States citizens' children who were born abroad, and children of foreign residents temporarily in the United States for business or pleasure. Eligible school districts are districts in which the number of such immigrant children, ages 3-21, enrolled in the district, inclusive of nonpublic schools, is at least 500, or is equal to at least three percent of the total number of students enrolled, whichever is less.

	<u>1999-00</u>	<u>2000-01</u>
Number of Eligible Immigrant Children	54,618	53,145
Number of School Districts	91	99

Reimbursement/Distribution Method: This is a formula grant program. The grant funds are initially generated by the immigrant student count reported by school districts that complete and submit a report and application in the fall. The districts and the student figures they submit then become part of the ISBE grant application for these funds. The grant award notification from the U.S. Department of Education is received by ISBE prior to the start of the following school year, at which time per-student allocations are determined by dividing the funds available to districts by the total immigrant student count. The district's grant amount equals the per-student allocation multiplied by the immigrant student numbers reported the previous fall. Funding information notices are sent out in late summer/early fall to the school districts that applied for this grant.

Performance Measures & Activities:

- All performance measures are determined by the local school districts that receive these formula grants.
- Funds from the Emergency Immigrant Education program are usually used to supplement bilingual programs (Transitional Bilingual Education Programs/Transitional Programs of Instruction) in eligible districts; therefore, data provided under the Bilingual program are the most applicable. Below represents data on a sample of students transitioned from TBE/TPI programs three years ago:

<u>Chicago FY00</u>	<u>Meeting Standards</u>	<u>Exceeding Standards</u>	<u>Total</u>
Reading			
Grade 3	32.0%	12.0%	44.0%
Grade 6	35.3%	5.9%	41.2%
Grade 8	59.8%	5.4%	65.2%
Math			
Grade 3	32.0%	20.0%	52.0%
Grade 6	64.7%	0.0%	64.7%
Grade 8	20.6%	2.1%	22.7%
Writing			
Grade 3	36.0%	0.0%	36.0%
Grade 6	23.5%	0.0%	23.5%
Grade 8	53.6%	4.0%	57.6%

<u>Downstate FY00</u>	<u>Meeting Standards</u>	<u>Exceeding Standards</u>	<u>Total</u>
Reading			
Grade 3	42.5%	14.9%	57.4%
Grade 6	40.3%	12.9%	53.2%
Grade 8	35.7%	2.7%	38.4%
Math			
Grade 3	48.1%	22.1%	70.2%
Grade 6	40.6%	21.6%	62.2%
Grade 8	17.4%	2.7%	20.1%
Writing			
Grade 3	50.8%	2.2%	53.0%
Grade 6	49.4%	14.8%	64.2%
Grade 8	38.6%	3.8%	42.4%

Family Literacy (state)

Legislative Reference: Not Applicable	Program Goal: To use family literacy activities to enable parents or primary care givers to support their children's learning, particularly in the Board's priority area of reading and math.	FY98	\$0
		FY99	\$0
Board Goal: Student Achievement		FY00	\$0
		FY01	\$1,000,000
		FY02	\$1,000,000
		FY03	\$1,000,000
		\$ Change	\$0
		% Change	0.0%

Purpose: To provide leadership for high-quality family literacy activities and programs in reading and numeracy for the state's children and their families. Parents are trained to teach their children and partner in the education process as well as provide assistance that leads to economic self-sufficiency. This program, which supports Illinois' performance indicator system, also provides high-quality professional development and local program support.

Population and Service Levels: All Illinois children, birth-to 8-years-old; their teachers and administrators; teacher and para-professional preparation programs; and teacher educators, parent, and adult and family literacy programs. Priority will be given to schools, districts and communities where children and their families are in greatest need. Priority activities will be those that will ensure that Illinois children learn to read by the end of third grade and are competent in early mathematics.

Reimbursement/Distribution Method: Contracts and/or grants to service providers.

Performance Measures & Activities: Beginning in FY02 data will be collected for the following measurements:

Achievement of Performance objective for adults:

- Achievement in reading, writing, English language acquisition, problem solving and numeracy
- Receipt of a high school diploma or GED
- Entry into postsecondary school, job retraining program or employment or career advancement

Achievement of Performance objective for children:

- Improving ability to read at grade level or reading readiness
- School attendance
- Grade retention and promotion

Gear Up (federal)

Legislative Reference: Not Applicable	Program Goal: To increase the performance of at-risk middle-level students, especially low-income, minority first-generation students, as measured on standardized tests and other measures, so that they will be academically prepared for high school course work necessary for college admission.	FY98	\$0
		FY99	\$0
Board Goal: Collaboration		FY00	\$3,500,000
		FY01	\$6,000,000
		FY02	\$6,000,000
		FY03	\$6,000,000
		\$ Change	\$0
		% Change	0.0%

Purpose: This program will provide support to ensure that low-income and minority students are academically and financially prepared for college. The Illinois GEAR-UP Alliance plan has three major components, all targeting middle schools, to increase the number of college-bound students among low-income, first-generation students:

1. To create and coordinate a network of local middle-school partnerships that a) offer opportunities to share information on best practices and promising new strategies; b) support direct student activities such as college visits and an annual student leadership conference; and c) provide professional development to teachers, principals, counselors, and other service providers.
2. To create a comprehensive early awareness communication campaign that encourages middle-school students and their families to consider and pursue a college education and to help them plan ahead, both educationally and financially.
3. To develop and implement an academic and career-planning early intervention system that gives middle-school students and their families needed information on how their academic performance relates to the Illinois Learning Standards, the Illinois Occupational Skill Standards, and college admission requirements, and how their skills and interests relate to potential careers.

Population and Service Levels: The Illinois GEAR-UP Alliance plan targets middle schools to increase college attendance among low-income, first-generation, college-attending students in selected regions of the state. Service will be provided to students and their families, teachers, principals, counselors and other service providers.

Reimbursement/Distribution Method: If federal funding is approved, the funds will cover administrative costs for ISBE, Illinois Community College Board, Illinois Board of Higher Education and Illinois Student Assistance Commission and the costs of implementing grant activities in selected regions of the state.

Performance Measures & Activities: ISBE has requested a state appropriation for this program in the past, but has not been successful in receiving the federal grant. If the program is federally funded, performance activities will include:

- creation of a network of local middle-school partnerships;
- creation of a public awareness campaign to encourage college attendance; and
- implementation of an academic and career-planning early intervention system.

Ultimately, the goal of this program will be to increase the number of students who attend post-secondary institutions who come from a background of no prior post-secondary attendance in the family.

Gifted Education Reimbursement (state)

Legislative Reference: Article 14A of the School Code	Program Goal: Provide Gifted Education Grants to local school districts to financially support programs for gifted students.	FY98 FY99 FY00 FY01 FY02 FY03 \$ Change % Change	\$19,695,800 \$19,695,800 \$19,695,800 \$19,695,800 \$19,695,800 \$19,695,800 \$0 0.0%
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Purpose: To increase academic achievement of gifted students by recruiting high-quality educators, providing professional development, and establishing special instructional programs, curriculum, and materials.

Population and Service Levels: The gifted program is designed to serve students in grades K-12 whose mental development is accelerated beyond the average or who have demonstrated a specific aptitude or talent and can profit from specially planned educational services. They include students with exceptional ability in academic subjects, creativity, and the arts.

<u>Number of:</u>	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>
Districts	887	900	900	900
Students	89,159	156,310	158,000	162,000
Reimbursement Rate	\$225.00	\$200.00	\$200.00	\$210.00

Reimbursement/Distribution Method: Grants to districts distributed in one of two ways--based on a formula basis (5% of the average daily attendance) or a personnel method dependent on the number of teachers providing gifted program services. All school districts and laboratory schools are required to provide services to all gifted K-12 students in all fundamental learning areas. Each district is required to develop a local Comprehensive Gifted Plan that outlines how students will be identified and how personnel will be used.

Chicago District 299 receives 21.1% of the final appropriation through the Chicago Block Grant.

Performance Measures & Activities: Review, approve, process, and fund approximately 900 projects in FY03. Data exclude Chicago Public Schools (District #299).

<u>Funding Level</u>	<u>FY00 Number of Districts</u>	<u>FY01 Number of Districts</u>
\$214 - \$2,000	71	71
\$2,001 - \$10,000	390	382
\$10,001 - \$50,000	371	365
Greater than \$50,000	61	61

<u>Funds Provided</u>	<u>FY00 Percent of Total</u>	<u>FY01 Percent of Total</u>
Teacher Salaries and Benefits	59.8%	61.5%
Equipment	1.3%	0.7%
Instructional Materials and Supplies	15.0%	12.7%
Professional Development	14.3%	16.6%
Other	9.6%	8.5%
(salaries for program coordinators, identification of gifted students, pupil transportation costs, and tuition for students)		

IDEA – Deaf & Blind, Part C (federal)

Legislative Reference: 20 USC 1400 et seq.	Program Goal: To assist local school districts, state agencies and other service provider agencies to meet the needs of at-risk students.	FY98	\$255,000
		FY99	\$255,000
Board Goal: Student Achievement		FY00	\$255,000
		FY01	\$280,000
		FY02	\$280,000
		FY03	\$280,000
		\$ Change	\$0
	% Change	0.0%	

Purpose: Supplemental funds for deaf-blind children ages birth through 21. Funds are used to provide technical assistance to teachers serving students who are deaf-blind; for a comprehensive resource library; on a statewide census of students; and for other educational services.

Population and Service Levels:

	<u>FY01</u>	<u>FY02</u>	<u>FY03 (est.)</u>
Students Served	495	475	480

Reimbursement/Distribution Method: A grant to the Philip J. Rock Center & School and administrative costs.

Performance Measures & Activities: Specific activities included inservice training and technical assistance for professionals serving this population, a comprehensive resource library, maintenance of a statewide census of students who are deaf-blind. Technical assistance has been provided as follows:

- Consultation services were provided to over 1,160 professional, paraprofessional and family member of students who are deaf-blind;
- Direct training opportunities were provided to over 150 persons; and
- Information referrals and services for books, materials, equipment etc. were provided to over 800 persons statewide.

IDEA – Preschool (federal)

Legislative Reference: 20 USC 1431 et seq.	Program Goal: Build a system that enables all children to achieve Illinois Learning Standards by grade three through supporting schools in establishing comprehensive Early Learning Systems	FY98	\$25,000,000
		FY99	\$25,000,000
Board Goal: Student Achievement		FY00	\$25,000,000
		FY01	\$25,000,000
		FY02	\$25,000,000
		FY03	\$25,000,000
		\$ Change	\$0
	% Change	0.0%	

Purpose: To employ teachers/aides and purchase materials/supplies to supplement a comprehensive special education program for children with disabilities ages three through five.

Population and Service Levels: All School Districts and special education cooperatives are eligible to participate.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>
Children (last statewide child count in FY99)	27,220	27,689	28,788
School Districts/Sp. Education Cooperatives	100	100	100

Reimbursement/Distribution Method: Formula grant (80%) distributed to approximately 100 local education agencies and special education joint agreements, ultimately benefiting all elementary and early childhood programs in Illinois. Discretionary funds (20%) are used to provide statewide program development activities including a child-find campaign, establishment of a regional technical assistance system, inservice training, and special projects.

Performance Measures & Activities: With these funds, teachers and aides will be employed, materials and supplies will be purchased, and related services, training and consultation will be provided to help local school districts/special education cooperatives offer more comprehensive programs for children with disabilities, ages three through five.

	<u>FY00</u>	<u>FY01</u>	<u>FY02*(est)</u>
Teachers Salaries/Instructional Cost	35%	36%	35%
Support Personnel *	30%	30%	30%
Subgrants to	23%	22%	20%
Administration	5%	5%	6%
Other	7%	7%	2%

* Examples of support personnel are Social Workers, Psychologists, health specialists and speech teachers.

IDEA – State Improvement, Part D (federal)

Legislative Reference: 20 USC 1451 et seq.	Program Goal: To increase the knowledge and ability of school districts and special education joint agreement staff to appropriately educate students with disabilities in the least restrictive environment.	FY98	\$0
		FY99	\$2,000,000
Board Goal: Student Achievement		FY00	\$2,000,000
		FY01	\$2,000,000
		FY02	\$2,000,000
		FY03	\$2,000,000
		\$ Change	\$0
		% Change	0.0%

Purpose: To help state educational agencies and their partners, including parents, reform and improve the delivery systems for educational services for children with disabilities. Funds are used for professional development, parental training, interagency agreements, technical assistance and dissemination of best practices.

Population and Service Levels: Approximately 270,000 children with disabilities are served by approximately 53,000 professional and nonprofessional special education personnel. Most of these children are also served to some degree by regular education personnel and by other state agency and community services personnel. All of these individuals and the parents of the children with disabilities are eligible to participate in the activities funded by the State Improvement Grant.

Reimbursement/Distribution Method: Competitive grants or contracts to school districts, universities, community organizations and others through a request for proposals process. At least 75% of the funds must be used for professional development of service providers and parents. A small portion of the funds may be used to support administration of the program.

Performance Measures & Activities: The State Improvement Grant is a five-year federal grant that began in FY01. The project evaluation began in FY02, and more detailed evaluation results are expected to be available at the end of FY02. Preliminary data from FY01 show the following results:

- **Educator Academies:** At least 110 individuals enrolled in coursework through the five Educator Academies. Approximately 34 of these individuals were expected to receive certification or approval in his/her area of need by June 30, 2001. Others will continue coursework in the coming year(s) to ensure that increased numbers of personnel are prepared to serve children with disabilities.
- **Professional Development Academies:** Over 4700 individuals received training in topics related to special education through eight Professional Development Academies (PDAs). The majority of PDA contact people reported a high degree of satisfaction with the numerous workshops that were offered.
- **Faculty Institutes:** The first Faculty Institute of the project was conducted at two sites in June 2001. 53 higher education faculty members received up-to-date information on standards based special education teacher certification and current issues in special education. Participants rated the Institute program to be of extremely high quality (overall rating of 3.9 on a 4.0 scale).

- Drive Around Conferences: The first Drive-Around Conferences, which are designed to better prepare parents of students with disabilities to participate in their children's education, were held at five sites around the state in September 2001. Approximately 230 participants, of whom 48% were parents, 33% were professionals, and 11% were consumers, received information on the IDEA requirements for the state alternate assessment. Preliminary feedback indicated that as a result of the conferences, participants felt they had a better understanding of state assessment requirements and alternate assessment. Of the participants who completed evaluation forms, approximately 80% indicated that they learned about new resources and support organizations for parents.

Because the SIG is a five-year project, activities and estimated number of participants will be similar from year to year. In FY03, the State Board of Education will fulfill its obligations under the third year of the five-year federal State Improvement Grant, including:

- Five Educator Academies: Approximately 50 special education teachers and related services personnel will receive formal preparation leading toward a certificate designation in their respective fields. While these academies are expected to reduce shortages, the level of expected impact will be better known at the end of year two (FY02).
- Eight Professional Development Academies: Training on key special education topics and best practices will be provided to approximately 2,000 teachers, related services personnel and administrators in Chicago Public Schools District 299 and approximately 4,000 personnel in other parts of the state to improve their ability to appropriately serve students with disabilities in the least restrictive environment.
- Five Drive-Around Conferences: Approximately 600 parents will participate and be better prepared to be involved in their children's education.
- Faculty Institutes: Approximately 200 college and university faculty will participate, and coursework for teacher candidates will reflect current best practice and legal requirements in special education.

Newly developed evaluation and reporting forms were disseminated to all grant recipients in October of 2001. Grantees will report their progress and performance to ISBE three times per grant year. Data will include a description of the geographic area served, problem/needs statements, an action plan, project personnel information, quantifiable achievements (number of participants trained, types of individuals trained, changes in skill and knowledge levels, etc.), impact of the action plan, summaries of training evaluations, etc. The evaluation and reporting forms will be reviewed and revised as necessary with input from grantees to ensure measurable outcome data is obtained.

Illinois Economic Education (state)

Legislative Reference: Not applicable	Program Goal: To support Illinois educators in meeting high performance standards and to assist schools in standards-led professional development.	<table style="width: 100%; border-collapse: collapse;"> <tr><td>FY98</td><td style="text-align: right;">\$0</td></tr> <tr><td>FY99</td><td style="text-align: right;">\$0</td></tr> <tr><td>FY00</td><td style="text-align: right;">\$150,000</td></tr> <tr><td>FY01</td><td style="text-align: right;">\$150,000</td></tr> <tr><td>FY02</td><td style="text-align: right;">\$150,000</td></tr> <tr><td>FY03</td><td style="text-align: right;">\$150,000</td></tr> <tr><td>\$ Change</td><td style="text-align: right;">\$0</td></tr> <tr><td>% Change</td><td style="text-align: right;">0.0%</td></tr> </table>	FY98	\$0	FY99	\$0	FY00	\$150,000	FY01	\$150,000	FY02	\$150,000	FY03	\$150,000	\$ Change	\$0	% Change	0.0%
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Board Goal: Policies and Services																		

Purpose: The goal of this initiative is to assure that all youth leave high school with the knowledge and skills needed to be effective participants in the economy and contributing members of society. Recognizing that an economically literate citizenry is essential to the strength and health of the Illinois economy, the Illinois Council on Economic Education (ICEE) works to meet this goal. The Council, through its network of nine university-based centers, offers teachers and school districts curriculum resources and training to teach K-12 educators the fundamental economic concepts and skills needed to understand and succeed in the market economy.

Population and Service Levels: The Council anticipates reaching over 2,000 teachers this year through a variety of programs. Through this initiative, the Council will provide a minimum of 50 programs during 2001-2002 for K-12 educators, with primary focus on K-8 teachers. All programs will connect curriculum to state standards and personal finance (consumer education) mandates in Illinois.

Reimbursement/Distribution Method: Funds are distributed based on a grant to the Illinois Council on Economic Education.

Performance Measures & Activities: The Council recommends a minimum of 30 contact hours of inservice work for all K-8 teachers. Through its centers, ICEE will offer in-depth training in fundamental economic principles and reasoning skills combined with effective pedagogy for classroom application.

- Continue to work towards the goal of 30 minimum contact hours of inservice work for all K-8 teachers.
- To reach at least 2,000 teachers through a variety of programs (reached over 2,700 in FY01).
- Will provide a minimum of 50 programs for K-12 educators with primary focus on K-8 teachers.
- Will connect curriculum to State Standards and personal finance mandates in Illinois.

Illinois Learning Partnership (state)

Legislative Reference: Not Applicable	Program Goal: To support Illinois educators in meeting high performance standards and to assist schools in standards-led professional development.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 100px;">FY98</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>FY99</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>FY00</td> <td style="text-align: right;">\$500,000</td> </tr> <tr> <td>FY01</td> <td style="text-align: right;">\$500,000</td> </tr> <tr> <td>FY02</td> <td style="text-align: right;">\$500,000</td> </tr> <tr> <td>FY03</td> <td style="text-align: right;">\$500,000</td> </tr> <tr> <td>\$ Change</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>% Change</td> <td style="text-align: right;">0.0%</td> </tr> </table>	FY98	\$0	FY99	\$0	FY00	\$500,000	FY01	\$500,000	FY02	\$500,000	FY03	\$500,000	\$ Change	\$0	% Change	0.0%
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Board Goal: Policies and Services																		

Purpose: The purpose of the Illinois Learning Partnership is to continuously and significantly improve learning in the public schools. The Partners have committed themselves, individually and collectively, to systemic change. The twenty Partners, representing all of the major statewide education organizations, several universities, businesses, and community groups have committed themselves to creating a learning community that can be replicated in each district and among districts throughout Illinois. The Illinois Learning Partnership identifies collaborative culture, effective practice in teaching and learning, and the use of data in frameworks to create learning communities. The strategy is to replicate at the district level and among Districts a similar partner scaffold.

The Illinois Learning Partnership focuses on:

- Creating learning communities, in districts, within schools, among districts, and among the Partner organizations;
- Enhancing the capacity to expand collaborative approaches to improve teaching and learning;
- Aligning the efforts of its Partner organizations to support teaching and learning throughout the system.

Population and Service Levels: Local education agencies which choose to participate in the ILP process.

Reimbursement/Distribution Method: Grant to the Illinois Learning Partnership which then supports and links school districts in 17 Regional Learning Networks.

Performance Measures & Activities: The Illinois Learning Partnership will measure these results:

- Increase district-level capacity for shared decision making by providing leadership training to 20 districts;
- Host a significant conference to focus on increasing student achievement and to secure the support of the Partner Organizations in behalf of designated low performing districts;
- Use the website to create learning communities not bounded by geography and provide additional services to districts and Partner Organizations;
- Create new learning networks supported by national and state organizations to improve teaching and learning.

Learn and Serve America (federal)

<p>Legislative Reference: 42 U.S.C. 12501 et seq., Public Law 103-82 (94.004)</p> <p>Board Goal: Collaboration</p>	<p>Program Goal: To develop high-quality service-learning programs in elementary and secondary schools that support teachers in learning to use service as a teaching method.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr><td>FY98</td><td style="text-align: right;">\$1,042,000</td></tr> <tr><td>FY99</td><td style="text-align: right;">\$2,000,000</td></tr> <tr><td>FY00</td><td style="text-align: right;">\$2,000,000</td></tr> <tr><td>FY01</td><td style="text-align: right;">\$2,000,000</td></tr> <tr><td>FY02</td><td style="text-align: right;">\$2,000,000</td></tr> <tr><td>FY03</td><td style="text-align: right;">\$2,000,000</td></tr> <tr><td>\$ Change</td><td style="text-align: right;">\$0</td></tr> <tr><td>% Change</td><td style="text-align: right;">0.0%</td></tr> </table>	FY98	\$1,042,000	FY99	\$2,000,000	FY00	\$2,000,000	FY01	\$2,000,000	FY02	\$2,000,000	FY03	\$2,000,000	\$ Change	\$0	% Change	0.0%
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Purpose: To engage young people in service to their communities to enrich academic learning, promote personal growth, and develop productive citizenship. Funds are used to encourage teachers to create, develop and offer service-learning opportunities; introduce young people to a broad range of education, training, and careers; and develop local service-learning partnerships.

Population and Service Levels: An estimated 43,000 students statewide involving 3,125 staff/volunteers (approximately 2,500 of which are teachers) in 107 local education agencies will be served.

Reimbursement/Distribution Method: Competitive grants based on a request for proposals process.

Performance Measures & Activities: Results from the following activities will be used to determine the performance of existing programs:

Provide opportunities for students to engage in work-based and service-learning experiences.

- In FY01, 71 implementation grants were distributed, serving approximately 64,122 students
- In FY02, it is projected that 107 implementation grants will be distributed, serving approximately 43,000 students.
- Actual participation data will be collected in May 2002.

Provide information about service learning as pedagogy.

- In FY01, seven sessions of Service Learning 101 were offered to a combined audience of about 120 people; a statewide conference attended by about 250 people; a print newsletter was distributed to about 1,200 subscribers; and an electronic newsletter was sent to a few hundred email addresses.
- In FY02, nine sessions of Service Learning 101 were offered to a combined audience of about 160 people; one session of Service Learning 201 was offered to an audience of about 36 people. A Statewide conference will be held; print and electronic newsletter distribution numbers are approximately the same as FY01.

Increase the scope of service-learning programs through the Corporation for National Service grants.

- In FY01, 71 implementation grants were distributed.
- In FY02, 107 implementation grants will be distributed.

Mathematics Statewide (state)

Legislative Reference: Not Applicable	Program Goal: All Illinois students meet or exceed the Illinois Learning Standards in mathematics.	<table style="width: 100%; border-collapse: collapse;"> <tr><td>FY98</td><td style="text-align: right;">\$0</td></tr> <tr><td>FY99</td><td style="text-align: right;">\$0</td></tr> <tr><td>FY00</td><td style="text-align: right;">\$0</td></tr> <tr><td>FY01</td><td style="text-align: right;">\$1,000,000</td></tr> <tr><td>FY02</td><td style="text-align: right;">\$1,000,000</td></tr> <tr><td>FY03</td><td style="text-align: right;">\$1,000,000</td></tr> <tr><td>\$ Change</td><td style="text-align: right;">\$1,000,000</td></tr> <tr><td>% Change</td><td style="text-align: right;">0.0%</td></tr> </table>	FY98	\$0	FY99	\$0	FY00	\$0	FY01	\$1,000,000	FY02	\$1,000,000	FY03	\$1,000,000	\$ Change	\$1,000,000	% Change	0.0%
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% Change	0.0%																	
Board Goal: Student Achievement																		

Rationale and Purpose: Mathematics knowledge and skills are essential to life in the 21st Century. In fact, many people believe “mathematics literacy” is as fundamental as the more traditional form of literacy – i.e., competence in reading and the language arts. In this context, the performance of Illinois students in mathematics is alarming. Just 50% of 8th graders and 54% of 11th graders meet or exceed the mathematics standards on the 2001 state assessments. Math performance is best at grade 3 (74% meet or exceed standards), but it declines at grade 5 (61%). Many reasons are given for this circumstance, including three that are believed to have particular impact: a lack of focus on the importance of mathematics achievement in today’s world; local curricula that are not aligned to the standards; and teachers who do not have the knowledge and skills to provide effective mathematics instruction. The purpose of this initiative is to provide visibility, leadership and support for raising student achievement in mathematics.

Program Activities: This initiative supports actions by the State Board of Education to create a level of public and policy maker commitment to improved mathematics achievement and to identify and resolve systemic problems contributing to low student performance in mathematics. This specifically includes identifying effective teaching strategies; educating stakeholders on curriculum and pedagogy issues; and providing the vehicles to reach these goals, including access to current, research-based resources and statewide professional development about mathematics instruction. A Mathematics Summit convened by Governor Ryan in 2001 provided the foundation for a comprehensive plan that engages many stakeholders.

The goals of the program include ensuring that:

- Materials that support and exemplify the Illinois Learning Standards reflect current research on mathematics and achievement,
- All pre-service and in-service teachers and administrators in Illinois have access to high-quality research-based training and professional development, and
- Teachers, administrators, post-secondary personnel, parents and other stakeholders receive training in supporting mathematics achievement.

Population and Service Levels: The Statewide Mathematics Initiative impacts all public school students, teachers, administrators, teacher preparation programs, teacher educators, and parents.

Materials have been developed for training middle-school teachers, elementary teachers, administrators, post-secondary institutions, parents, and other key stakeholders in both mathematical content and pedagogy. Hundreds of teachers, administrators, and others have now had the opportunity to learn the mathematics that was not part of the curriculum they experienced as a student (e.g. probability and statistics). A web site has also been developed as a portal for all interested in mathematics education in Illinois.

Reimbursement/Distribution Method: Competitive, request for proposals process. Priority will be given to activities that ensure that the Illinois Learning Standards and curricular models reflect results of recent international studies of effective mathematics programs.

Performance Measures & Activities: The success of this initiative will be evaluated through the following measures.

- An evaluation component and measure of performance for each activity funded by this initiative.
- Number of students who meet or exceed state standards on the ISAT in Mathematics.
- Completion of the ISBE business plan for FY03.

Although statewide mathematics ISAT scores from FY99, FY00 and FY01 show an increase in the percent of students who meet or exceed state standards in each grade, mathematics performance consistently declines from 3rd to 5th to 8th grade (see below).

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>
Grade 3	68%	69%	74%
Grade 5	56%	57%	61%
Grade 8	43%	47%	50%

Metro East Consortium for Child Advocacy (state)

Legislative Reference: Not Applicable	Program Goal: To provide high-quality, sustained staff development that results in increased student achievement for districts in the Metro East Consortia.	FY98	\$0
		FY99	\$250,000
Board Goal: Student Achievement		FY00	\$250,000
		FY01	\$250,000
		FY02	\$250,000
		FY03	\$250,000
		\$ Change	\$0
		% Change	0.0%

Purpose: The Metro East Consortium for Child Advocacy (MECCA), a consortium of six districts (Brooklyn, Cahokia, Dupo, East St. Louis, Madison and Venice) that share common educational issues and have traditionally low-performing students in high-poverty areas, has worked since 1997 to find collaborative solutions to its districts' common challenges. The State Board and Southern Illinois University at Edwardsville are also partners in the Consortium to broker resources and contribute to efficient and effective solutions. Goals for the 1998-99 and 1999-00 school years focused on the areas of professional development, extended learning, early childhood education and comprehensive school reform. 2000-01 goals were restricted to professional development and extended learning at the middle grades. The Consortium's current mission is to retool the educational workforce through a continuous, comprehensive delivery system that empowers all stakeholders to expand and enhance teaching and learning.

The state Summer Bridges program was designed and piloted by the Consortium.

Population and Service Levels: The consortium of these six districts and all of their 45 schools receive services through MECCA.

Reimbursement/Distribution Method: Funds are distributed in grants to member districts, Regional Office of Education and/or Southern Illinois University.

Performance Measures & Activities: The MECCA consortium has placed an emphasis on three areas of professional development during FY02: leadership development, balanced literacy at the elementary grades, and data-driven decision making. Nearly 800 teachers have participated in staff development on balanced literacy. Almost 100 administrators and building leaders are engaged in a two-year course of leadership development focused on data and research-based continuous improvement planning. The average per person cost for the teacher and leader training is approximately \$275. MECCA is still in its formative stages and has not yet reached a critical mass of teachers; however, given resources and time, all districts will implement consistent instructional practices in a balanced literacy program resulting in improved student achievement.

Results of the MECCA initiative include the following:

- From 1999 to 2001, four of the six MECCA districts showed an increase in the number of students meeting or exceeding state reading standards in all schools and two districts showed mixed results.
- Overall, third grade reading scores in MECCA districts fell by an average of 6% over the three years in the does not meet categories on the ISAT.
- Between 1999 and 2001, fifth grade reading scores on the state assessment generally showed improvement. Of the six districts, three showed an increase and three had mixed results. Overall, fifth grade reading scores improved by 4% in the meets/exceeds categories of ISAT.
- Individual districts are using nationally normed tests such as the ITBS and Metropolitan to document student progress and modify curriculum and instruction. The districts report that local results are demonstrating improvement in reading skills.

Performance measures for FY03 will be:

- Increased student achievement--MECCA will demonstrate up to 5% gains as evidenced by scores on district and state reading and math assessments.
- A positive culture for learning--MECCA teachers and students will increase knowledge and skills through powerful learning opportunities as evidenced through fulfillment of the state teacher recertification requirements and application of skills in the classroom. Teacher pre- and post-surveys will be used to measure growth as well as the number of teachers who fulfill recertification and/or advanced (NBPTS) requirements.
- Effective mechanisms for universal access to professional development resources and opportunities--through local, state and federal funding, MECCA will provide resources (time, material, personnel) for multiple and varied professional development opportunities and experiences to all of its stakeholders.

Middle-Level Schools (state)

Legislative Reference: Not Applicable	Program Goal: To increase the performance of Illinois middle-level students as measured on standardized tests and other measures of performance by increasing the number of schools providing developmentally appropriate learning to these students including the development of models for effective middle-grades practices in different content areas.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td>FY98</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>FY99</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>FY00</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>FY01</td> <td style="text-align: right;">\$100,000</td> </tr> <tr> <td>FY02</td> <td style="text-align: right;">\$100,000</td> </tr> <tr> <td>FY03</td> <td style="text-align: right;">\$100,000</td> </tr> <tr> <td>\$ Change</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>% Change</td> <td style="text-align: right;">0.0%</td> </tr> </table>	FY98	\$0	FY99	\$0	FY00	\$0	FY01	\$100,000	FY02	\$100,000	FY03	\$100,000	\$ Change	\$0	% Change	0.0%
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FY01	\$100,000																	
FY02	\$100,000																	
FY03	\$100,000																	
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Purpose: Through this grant, ISBE is able to provide technical support, through mentoring and networking for teachers and administrators in schools serving early adolescent students (10-15 years old) which helps to meet the needs of these students more effectively. The grant also allows for ongoing research to assess the effectiveness of middle-school reform in the state.

Reimbursement/Distribution Method: A grant is awarded to the Association of Illinois Middle Level Schools (AIMS) to deliver agreed-upon services to eligible middle schools in the state.

Population and Service Levels: This grant provides funds to the Association of Illinois Middle Level Schools (AIMS) to support networking and technical assistance activities for 140 schools participating in the Illinois Middle Grades Network and other schools undertaking middle grades reform.

Performance Measures & Activities:

- Research carried out in Illinois schools and published in the prestigious *Kappan* Journal in 1997 concluded that students in schools implementing effective middle-grades practices perform better on standardized achievement tests. This research suggests that the more effectively middle-school practices are implemented, the better the outcomes. Analysis was conducted on the 34 new schools in the network of 140 schools with four years of longitudinal data about the effects of middle grades practices on various student outcomes. This data is still in the analysis and development stage and has not been finalized at this time.
- Through this grant, research to continue to evaluate the effectiveness of the Illinois Middle Grades Network will yield comparisons between the performance of students in participating schools and matched non-network schools in meeting the Illinois Learning Standards. This grant is in its 3rd year of a three-year grant. Data collected in 2001 is currently being finalized and should be available by the end of FY02. Data was not collected the first year.

Minority Transition Program (state)

Legislative Reference: Not Applicable	Program Goal: To provide meaningful academic preparation and cultural exposure to students as they transition from middle school to high school and continue through college graduation.	FY98 FY99 FY00 FY01 FY02 FY03 \$ Change % Change	\$300,000 \$300,000 \$300,000 \$300,000 \$600,000 \$600,000 \$0 0.0%
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Purpose: The Minority Transition Program prepares disadvantaged minority youth for college matriculation and graduation through a wide range of programs and activities. Specific activities are designed to involve students in grades 5-12, their parents, and members of their communities in projects, which introduce them to the many issues involved in enrolling students in higher education. This program also supports the Future Teachers of Chicago in promoting the interest of the teaching profession to primarily minority students.

Population and Service Levels: The population served includes disadvantaged students from selected Chicago high schools and elementary schools. Approximately 100 students in grades 5-12 are served annually.

Reimbursement/Distribution Method: Grant to the University of Chicago, Chicago State University and the Future Teachers of Chicago.

Performance Measures & Activities: Criteria and performance measures will be established for FY03.

Parent Involvement (state)

Legislative Reference: Not Applicable	Program Goal: Increase community and parental involvement with local schools to provide increased student opportunities and support services that enable students to meet or exceed the Illinois Learning Standards.	<table style="width: 100%; border-collapse: collapse;"> <tr><td>FY98</td><td style="text-align: right;">\$0</td></tr> <tr><td>FY99</td><td style="text-align: right;">\$0</td></tr> <tr><td>FY00</td><td style="text-align: right;">\$500,000</td></tr> <tr><td>FY01</td><td style="text-align: right;">\$1,500,000</td></tr> <tr><td>FY02</td><td style="text-align: right;">\$1,500,000</td></tr> <tr><td>FY03</td><td style="text-align: right;">\$1,500,000</td></tr> <tr><td>\$ Change</td><td style="text-align: right;">\$0</td></tr> <tr><td>% Change</td><td style="text-align: right;">0.0%</td></tr> </table>	FY98	\$0	FY99	\$0	FY00	\$500,000	FY01	\$1,500,000	FY02	\$1,500,000	FY03	\$1,500,000	\$ Change	\$0	% Change	0.0%
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FY03	\$1,500,000																	
\$ Change	\$0																	
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Board Goal: Student Achievement																		

Purpose: To improve academic achievement by involving parents in their children’s education.

Population and Service Levels: The 150 elementary schools in the Summer Bridges program and other schools with low academic performance.

Reimbursement/Distribution Method: Grant to the Illinois Family Education Center and its regional Parent Connections Centers.

Performance Measures & Activities: The following baseline data was collected in April 2001. A student performance outcome measurement project has been commissioned that will be completed in January 2003.

- Implement Reading School-Home Links, aligned to Illinois Learning Standards, in K-3 classrooms in 150 schools and train teachers in their use.
- Train 1,500 parents in the *Reading at Home* and *Studying at Home* curricula.
- Provide Parental Leadership Institute for parent-leaders in 150 schools.
- Support with technical assistance and funding a Family Reading Night and Family Resource Library in each of the 150 schools.
- Train and certify Parent Educators (paraprofessionals working in schools with families) throughout the state.
- Provide Community Leadership Institutes in conjunction with cooperating Regional Offices of Education.
- Maintain and continue to build Families & Schools websites created during the FY01 year.
- Field-test the parent engagement projects developed in the FY01 fiscal year in the areas of middle school, high school, special education, and English as a Second Language.

Reading Improvement Block Grant (state)

Legislative Reference: 2 - 3.51 of the School Code	Program Goal: A significant annual increase in the percentage of students in Grades 3 and 5 will meet or exceed state standards in reading so that by 2005, 80% of all students will meet and exceed state standards for reading.	FY98	\$47,389,500
		FY99	\$83,389,500
Board Goal: Student Achievement		FY00	\$83,389,500
		FY01	\$83,389,500
		FY02	\$83,389,500
		FY03	\$83,389,500
		\$ Change	\$0
	% Change	0.0%	

Rationale and Purpose: Reading is fundamental to success in virtually all other aspects of education, so it is critical that students develop a strong foundation as early as possible. The Reading Improvement Block Grant program is designed to improve reading achievement and study skills of students from kindergarten through sixth grade. Revisions to the legislation in FY01 focus funding on proven best practices of early intervention for K-2 students, programs of continued reading support for students in grades 3-6, teacher training and greater local district accountability for showing how the funds directly impact the reading achievement of the target population.

Program Activities: The use of the block grant funds by local districts is limited by law, as described above.

A portion of the funds is set aside by law to support statewide leadership and training activities. In FY01, these funds supported the production of approximately 30,000 reading kits that were delivered to every elementary principal, and every kindergarten, first, and second grade teacher in the state. The FY02 statewide leadership training funds are being used to support the Reading Recovery Teacher Training Center at National Louis University, 24 Reading Recovery Coordination sites across the state, and staff development activities for early reading intervention programs.

Population and Service Levels: Funds are available to all Illinois districts upon submission of an approvable application and compliance with the accountability provisions of the law. Over time, the program has served the following.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02 (est.)</u>
School Districts	793	793	793	793
Teachers Affected	5,801	7,100	7,100	7,100
Students	290,979	291,000	295,000	300,000

The above data exclude Chicago Public Schools, District 299.

Reimbursement/Distribution Method: The block grant funds are allocated to school districts based on the following formula: 70% of the funds are distributed based on districts' best three months average daily attendance in grades K-6 (approximately \$56/student in FY02) and 30% of the funds are distributed based on the number of ESEA-Title I-eligible students who are estimated to be available for attendance in grades K-6 (approximately \$109/student in FY02). Grant payments are made in two equal, semiannual installments.

Chicago District 299 receives 29.7% of the final appropriation through the Chicago Block Grant.

Performance Measures & Activities: The success of this program is evaluated through the following measures.

- Number of students meeting or exceeding state reading standards to 85% by 2004.
- Reduction in the number of elementary grade referrals to special education programs as a result of early reading intervention programs.
- Reduction in the number of students retained in first grade as a result of early reading intervention.
- Completion of the ISBE business plan.

The following are the most recent ISAT results for reading and writing.

	FY00 Students meeting or exceeding IL Learning Standards	FY01 Students meeting or exceeding IL Learning Standards
Grade 3 Reading	62%	62%
Grade 5 Reading	59%	59%
Grade 3 Writing	56%	58%
Grade 5 Writing	71%	70%

Reading Improvement Statewide (state)

Legislative Reference: Not Applicable	Program Goal: A significant annual increase in the percentage of students in grades 3, 5, 8, and 10 will meet or exceed state standards in reading so that by 2005, 80% of all students will meet or exceed state standards for reading.	FY98	\$1,000,000
		FY99	\$0
		FY00	\$2,500,000
		FY01	\$3,000,000
		FY02	\$4,000,000
		FY03	\$4,000,000
		\$ Change	\$0
		% Change	0.0%

Rationale and Purpose: The importance of reading as the foundation for student achievement is understood and accepted by educators, parents and policymakers. The Statewide Reading Improvement Initiative is designed to provide leadership and support for raising student achievement in reading throughout Illinois through the Illinois Reads Initiative.

Program Activities: The Illinois Reads Initiative includes the following activities:

- collaborate with the Early Childhood Initiative to complete year-by-year performance standards and student profiles in reading that will help focus staff development and improved instruction for children 3-8 years old;
- provide greater numbers of teachers and administrators with access to current, research-based resources and statewide professional development about reading instruction in order to improve teaching and learning;
- raise the awareness of school personnel about effective models of early reading intervention and classroom-based assessment and help school districts implement them to reduce student referrals to special education; and
- collaborate with the Governor's Office and the staff from ISBE Community and Family Partnerships Division to improve Family Literacy Programs and provide family resources, statewide.

Activities that ensure Illinois students learn to read with accuracy, fluency, and understanding by the end of third grade and that are maintained and increased throughout the students' school careers have been given top priority. In FY03, professional development and resources will be supplemented at grades pre-K through 3 and expanded to address the needs of teachers teaching reading in grades 4 through 9. Professional development includes the Meeting the Challenge Training (K-2) and Creating Independence through Student-owned Strategies (CRISS) (3-12). Greater emphasis will be placed on making professional development programs available to administrators. Also, classroom instructional resources have been provided to improve reading instruction and achievement through the Reading Kits and ongoing Monographs series.

Population and Service Levels: The Illinois Reads Initiative affects all public school students, teachers, administrators, teacher preparation programs, teacher educators, and parents. Service levels over the life of this program are as follows.

	<u>FY00</u>	<u>FY01</u>	<u>FY02 (est.)</u>	<u>FY 03 (proj.)</u>
ROE/ISC	35	49	49	49
Teachers/Administrators	2,000	7,000	10,000	12,500
Reading Kits	0	35,000	70,000	110,000
Monographs	0	30,000	45,000	45,000

Reimbursement/Distribution Method: Funds are provided as direct services through contracts and publication for services based on a request-for-proposals process.

Performance Measures & Activities: The success of this program will be evaluated based on the following measures.

- Evaluation results of individual initiatives,
- Teacher knowledge and skills regarding reading instruction,
- Teacher and administrator access to reading support materials, and
- Completion of SBE business plan.

Refugee Children (federal)

Legislative Reference: Section 412(c)(1)(A)(iii) Immigration and Nationality Act [8 USC 1522 (b)(5)]	Program Goal: To improve the performance of at-risk refugee students by facilitating their integration into Illinois schools.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">FY98</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>FY99</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>FY00</td> <td style="text-align: right;">\$1,500,000</td> </tr> <tr> <td>FY01</td> <td style="text-align: right;">\$2,500,000</td> </tr> <tr> <td>FY02</td> <td style="text-align: right;">\$2,500,000</td> </tr> <tr> <td>FY03</td> <td style="text-align: right;">\$2,500,000</td> </tr> <tr> <td>\$ Change</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>% Change</td> <td style="text-align: right;">0.0%</td> </tr> </table>	FY98	\$0	FY99	\$0	FY00	\$1,500,000	FY01	\$2,500,000	FY02	\$2,500,000	FY03	\$2,500,000	\$ Change	\$0	% Change	0.0%
FY98	\$0																	
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FY03	\$2,500,000																	
\$ Change	\$0																	
% Change	0.0%																	
Board Goal: Student Achievement																		

Purpose: The purpose of this program is to better prepare refugee students for schooling in Illinois and attaining the learning standards. This program covers some of the costs of educating refugee children by local school districts in which significant numbers of refugee children reside. The services provided in this program are intended to address needs that are currently either not served or are underserved.

Population and Service Levels: Eligible students who entered the U.S. under any of the following Immigration and Naturalization Service (INS) categories: 1) refugees or asylees, individuals seeking or having been granted political asylum admitted under either sections 212 (d)(5), 207 or 208 of the Immigration and Nationality Act; 2) Cuban and Haitian entrants, granted parole or other special status; and 3) certain Vietnamese Amerasians, children of American military personnel, admitted as immigrants or for permanent residence. Districts with eligible students qualify to participate.

Services are for 1) students in the form of after-school academic support, cultural/school orientation, summer and Saturday programs, counseling, mentoring, social activities and mental health services; 2) parents in the form of cultural orientation, family outreach, home visits, language interpreting, translation and mediation; and 3) school staff in the form of cultural orientation and assistance in communication with families.

Reimbursement/Distribution Method: The grant provides for the Illinois Department of Human Services Bureau of Refugee & Immigrant Services to support and coordinate services under a contractual agreement in Chicago and seven other geographic area clusters in the state. A grant is also awarded to the Office of Language and Cultural Education, Chicago Public Schools, to provide direct services to refugee students in newcomer centers and coordinate services with community-based organizations.

These funds are to be used to supplement other state and federal resources.

Performance Measures & Activities:

- Evaluation of subcontracts with DHS-funded refugee social service and mental health providers.
- Evaluation data on refugee students served, school districts impacted, and program activities will be collected, analyzed and disseminated.
- Semi-annual reports detailing project accomplishments will be prepared by ISBE and submitted to the funding agency, the office of Refugee Resettlement, Department of Health and Human Services, in FY02.

In the summer of 2001, 1,000 Chicago Public Schools students in grades 2-7 participated in an intensive five-week refugee ESL summer school program. 324 Chicago Public Schools high school students participated in a seven-week intensive ESL credited summer school class. During the 2000-01 school year, twenty-seven refugee high school students attended the Newcomer Program designed for refugee students who have gaps in their schooling.

Eleven refugee social service agencies offered support services to 1,391 students. Some of the services provided included tutoring (578 students); counseling (329 students); home visits (268 students); individual parent education (214 students); and mental health counseling (65 students). Students served spoke 38 languages and attended 179 schools in 37 school districts. Twelve agencies conducted individual teacher consultations and presentations to groups of school staff at 73 schools throughout the state. An independent evaluation of the social service agencies funded found that “as a result of this grant a large number of children and schools received services provided by a comprehensive web of agencies.”

Twelve agencies were funded to provide services, as summarized in the table below:

TOTAL NUMBER OF CHILDREN SERVED:		
AGENCY ACRONYM: Agency Name	Types of Service Provided	# Children Served
AHS: Asian Human Services	Mental health	20
BHACC: Bosnian Herzegovinian American Community Center	Social Services, School Support	119
CC: Catholic Charities	Social Services, School Support	124
CHO: Community Health Outreach/Heartland Alliance	Mental Health	56
ECIRMAC: East Central Illinois Refugee Mutual Assistance Center	Social Services, School Support	63
HACC: Heartland Alliance/ Chicago Connections	Social Services, School Support	199
IRIM: Interchurch Refugee & Immigration Ministries	Social Services, School Support	245
*JFCS: Jewish Family and Community Service	School Support	N/A
RVC: Rock Valley College	Social Services, School Support	31
VAI: Vietnamese Association of Illinois	Social Services, School Support	243
WR-C: World Relief Chicago	Social Services, School Support	99
WR-D: World Relief DuPage	Social Services, School Support	192
Total		1,391

*JFCS provided school support services only and no direct services to children

School Breakfast Incentive (state)

Legislative Reference: Article 712 of the School Code	Program Goal: All sponsoring organizations receive the support needed to provide nutritious meals and nutrition education to improve the health of children, to improve the learning environment and to ensure children are ready and able to learn.	<table style="width: 100%; border-collapse: collapse;"> <tr><td>FY98</td><td style="text-align: right;">\$0</td></tr> <tr><td>FY99</td><td style="text-align: right;">\$0</td></tr> <tr><td>FY00</td><td style="text-align: right;">\$0</td></tr> <tr><td>FY01</td><td style="text-align: right;">\$1,000,000</td></tr> <tr><td>FY02</td><td style="text-align: right;">\$1,000,000</td></tr> <tr><td>FY03</td><td style="text-align: right;">\$750,000</td></tr> <tr><td>\$ Change</td><td style="text-align: right;">-\$250,000</td></tr> <tr><td>% Change</td><td style="text-align: right;">-25.0%</td></tr> </table>	FY98	\$0	FY99	\$0	FY00	\$0	FY01	\$1,000,000	FY02	\$1,000,000	FY03	\$750,000	\$ Change	-\$250,000	% Change	-25.0%
FY98	\$0																	
FY99	\$0																	
FY00	\$0																	
FY01	\$1,000,000																	
FY02	\$1,000,000																	
FY03	\$750,000																	
\$ Change	-\$250,000																	
% Change	-25.0%																	
Board Goal: Student Achievement																		

Purpose: To encourage school districts to increase the number of school buildings that offer school breakfast programs and to increase the number of students that participate in the program. The School Breakfast Program provides students with enough food containing the proper nutrients and calories so that the students will be able to perform at a higher level.

Population and Service Levels: All public and private schools and residential child-care institutions are eligible to participate. The targeted population and breakfasts served is shown below:

	FY01		FY02 (Est.)		FY03 (Proj.)	
	#	\$	#	\$	#	\$
Additional Breakfasts	1,266,264	\$126,626	3,250,000	\$325,000	3,250,000	\$325,000
Schools starting program	72	\$259,543	75	\$262,500	75	\$262,500
Illinois Universal Free schools	41	\$36,266	60	\$412,500	60	\$412,500

Reimbursement/Distribution Method: Reimbursement and grant funding provides the following:

- Additional reimbursement of \$.10 for each breakfast served over and above the number of breakfasts served in the same month during the preceding year, provided that the number of breakfasts served by the sponsor in that month is at least 10% greater than the number of breakfasts served in the same month during the preceding year.
- Grant funding to pay a portion of the start-up costs to encourage individual schools that do not currently operate a school breakfast program to start one. First priority is given to schools in which 50% or more of their students are eligible for free and reduced-price meals under the National School Lunch Act. The amount of the grant is up to \$3,500 for each school.
- Illinois Universal Free Breakfast schools additional reimbursement in an amount equal to the difference between the current amount reimbursed by the federal government for a free breakfast and the actual amount reimbursed by the federal government for that reduced-price or paid breakfast. Schools are required to have 80% or more of the students eligible to receive a free or reduced price lunch under the National School Lunch Act.

Performance Measures & Activities: Earlier studies and research dealing with Nutrition and Education have conclusively pointed out that students who receive a nutritious meal are better prepared to learn. Results from these studies and research point out that there is a:

- Decline in discipline problems
- Improved ability for students to concentrate
- Increase in attendance and a decrease in tardiness
- Increase in educational seat time due to less illness and trips to the school nurse

Current research and studies are beginning to make a direct link between students who eat a nutritious meal and an increase in academic performance.

- Increase in Math Scores - A University of Rochester study found that iron-deficient children were more than twice as likely to score below average on standardized math tests. Average math scores for iron-deficient children with or without anemia were about six points lower than those with normal iron levels. The average math score for normal youngsters was 93.7, 87.4 for iron-deficient children without anemia and 86.4 for those with anemia.
- University of Minnesota results from the "Fast Break to Learning" universal breakfast program showed that schools participating in this program improved academic achievement more than the control group of schools.
- New York Times Article "When there's Simply Not Enough Food for Thought", posed the question "What is the most efficient way to raise low-income pupils' achievement? Poor children who got a free breakfast at school were compared with children who were eligible but who did not participate. Those with breakfast gained about three percentile points on standardized tests, and attendance also improved, at a price of only about a dollar a day per child. This is more than most education reforms can accomplish at the cost."
- Data from the Third National Health and Nutrition Examination Survey found that 6-11 year old food-insufficient children had significantly lower math scores and were more likely to have repeated a grade, have seen a psychologist and have had difficulty getting along with other children. Teenagers were more likely to have seen a psychologist, have been suspended from school, and have had difficulty getting along with other children.

School-to-Work (federal)

Legislative Reference: 20 USC 6101 et seq.	Program Goal: This initiative is designed to improve the quality and relevance of education by infusing the key elements of Education-to-Careers into statewide school reform initiatives and local school improvement planning efforts.	FY98 FY99 FY00 FY01 FY02 FY03 \$ Change % Change	\$10,750,000 \$20,000,000 \$24,000,000 \$28,000,000 \$18,000,000 \$18,000,000 \$0 0.0%
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Purpose: To prepare every student for a personally and professionally rewarding life. Key elements include career guidance and development; instruction, which integrates academic content and workplace skills; smooth transitions between levels of education and into careers; and community/work-based learning experiences.

Population and Service Levels: All students, kindergarten through grade 16, are eligible to participate.

Reimbursement/Distribution Method: Competitive grants to various state agency partners, business and labor partners and 39 regional Education-to-Career partnerships through a request for proposals process based on federal guidelines and criteria established by the State ETC Steering Committee. In March 1998, the State Board of Education received a federal School-to-Work implementation grant. The fourth year of funding (FY02) is being distributed among partners of the Illinois Education-to-Careers initiative. FY02 was the final year of federal support, however, the state and its partners have until September 30, 2006, to expend all funds. Therefore an appropriation for \$12,000,000 for FY03 is necessary. This will allow Illinois to spend all remaining carry over funds.

Performance Measures & Activities: Each local partnership has conducted a self-assessment to document accomplishments in FY00. The partnerships conducted this assessment again in FY01 and documented changes in 11 criteria established by the State Steering Committee. Two statewide assessments were conducted in October 2000 by federal contractors. The State Steering Committee authorized a performance-based external audit that provided statewide and regional partnership data and was completed in the spring of 2001.

- During 1998-99 and 2000-01, 80% of secondary schools offered school based learning activities, which are intended to connect academic and work-related curriculum.
- More than twelve thousand private business establishments offered work-based learning positions in 2000-01, almost twice as many as the 6,705 sites in 1998-99.
- Participation in mentoring activities among secondary students increased from 6,000 in 199 to 12,000 students in 2001.
- Participation in job shadowing in 2000-01 was five times that of 1995-96, for a total of almost 46,000.

Scientific Literacy (state)

Legislative Reference: 2-3.94 of the School Code	Program Goal: Increase the performance of Illinois students in science and mathematics as measured on standardized tests and other measures of performance by increasing the number of schools providing developmentally appropriate learning to these students.	FY98 FY99 FY00 FY01 FY02 FY03 \$ Change % Change	\$8,583,000 \$8,583,000 \$8,583,000 \$8,583,000 \$8,583,000 \$8,583,000 \$0 0.0%
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Rationale and Purpose: Knowledge and skills in mathematics and science are essential in today's complex and technology-based world. However, Illinois students have historically performed poorly in these areas (particularly at advanced levels). The Scientific Literacy program is designed to improve the context for student achievement in these areas, specifically by improving the knowledge and skills of teachers and administrators in the areas of science, mathematics and educational technology and supporting the development of alternative curriculum models that reflect recent research in science, mathematics and education technology.

Program Activities: The specific activities of this program change from year to year but focus on professional development and curriculum building. Plans for FY 2003, include the development of a systemic plan that coordinates efforts to improve the quality of mathematics and science teaching in Illinois; activities designed to increase the number of quality mathematics and science teachers in Illinois; and projects that will improve the learning and working environment for Illinois students and teachers.

Population and Service Levels: This is a statewide leadership and technical assistance program serving teachers and students in grades K-12 in Illinois public schools.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03 (est.)</u>
Students	200,000	210,000	230,000	250,000	250,000
Teachers	10,000	10,000	10,000	10,000	10,000
ROE's/ISC's	47	47	47	47	47
Grants	85	84	86	87	87

Reimbursement/Distribution Method: Funds are distributed to participating agencies based on a competitive, request-for-proposals process and to Regional Offices of Education through set-aside grants based on the number of students served.

Chicago District 299 receives 1.1% of the final appropriation through the Chicago Block Grant.

Performance Measures & Activities: The success of this initiative will be evaluated through the following measures.

- An evaluation by each agency that receives a scientific literacy grant, designed to measure the specific and unique purpose of the grants.
- Increase in student performance in mathematics and science.
- Completion of the ISBE business plan.

Review of previous projects indicate that the majority of participating agencies achieved their goals and were able to improve instruction and learning in mathematics and science and also to increase the use of technology to achieve these goals.

As seen below, statewide mathematics ISAT scores from FY99, FY00 and FY01 show an increase in the percent of students who meet or exceed state standards in each grade; however, math performance consistently declines from 3rd to 5th to 8th grade (see below). Statewide science scores from FY00 and FY01 show an increase in the number of students who meet or exceed at the 4th grade level and the rate of meets or exceeds stays constant at the 7th grade level.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>
Math			
Grade 3	68%	69%	74%
Grade 5	56%	57%	61%
Grade 8	43%	47%	50%
Science			
Grade 4	N/A	64%	66%
Grade 7	N/A	72%	72%

Standards, Assessment & Accountability – Arts Planning for Grades K-6 (state)

Legislative Reference: Section 2-3.65 of the School Code Board Goal: Student Achievement	Program Goal: Provide K-6 Comprehensive Arts Grants to local school districts for the development of comprehensive arts programs.	FY98	\$499,700
		FY99	\$499,700
		FY00	\$499,700
		FY01	\$499,700
		FY02	\$499,700
		FY03	\$499,700
		\$ Change	\$0
		% Change	0.0%

Purpose: To improve teaching and learning in the fundamental learning area of Fine Arts (music, drama, dance, and visual arts) and improve student achievement of the Illinois Learning Standards. Funds can be used for professional development, curriculum materials, consultants, and other expenses related to developing a comprehensive arts education program within a school. Grants enable local leadership in organizing, planning, and implementing model programs.

Population and Service Levels: All unit and elementary districts and laboratory schools are eligible to participate. In FY00, 22 planning projects were funded; and in FY01, 21 planning projects were funded. In FY02, 21 planning projects were funded. Twenty planning grants are expected to be funded in FY03.

Reimbursement/Distribution Method: Competitive grants through a request for proposals process.

Chicago District 299 receives 12.9% of the final appropriation through the Chicago Block Grant.

Performance Measures & Activities:

- Funds 20-22 districts to develop curriculum and assessment in the areas of music, drama, dance, and visual arts.
- Districts develop a product that demonstrates current-year work that can be shared with other districts.
- Project is developing a trainer-of-trainers model for sharing data.

Standards, Assessment & Accountability – Learning Improvement & Quality Assurance (state)

Legislative Reference: 2-3.25 & 2-3.63/4 of the School Code Board Goal: Student Achievement	Program Goal: The Quality Assurance process will promote and monitor school improvement and student achievement in Illinois schools.	FY98	\$9,026,500
		FY99	\$9,026,500
		FY00	\$9,026,500
		FY01	\$9,026,500
		FY02	\$9,026,500
		FY03	\$9,026,500
		\$ Change	\$0
		% Change	0.0%

Purpose: To provide a system of support for districts with schools whose composite state test scores indicate that less than 50% of their students are achieving state learning standards. The system of support will focus on assessing districts' present capacity for improving their low-performing schools, developing a district improvement plan that addresses identified deficiencies, assistance with and accountability for the implementation of the plan and reassessment to measure growth in capacity. The ultimate purpose of this activity will be the removal of schools from the Academic Early Warning List (AEWL). Schools whose students are not achieving 50% of the state learning standards are candidates for the AEWL. The District Continuous Improvement Planning Process will assist districts to build the capacity to improve their low-performing schools so that students in these schools make adequate yearly progress in meeting state learning standards as measured by state assessments.

Population and Service Levels: In FY03, it is projected that the District Continuous Improvement Planning Process will serve over 825 schools in approximately 180 districts. This is estimated to include 600 elementary schools from 65 districts and 225 high schools from 115 districts. Of the total number of these schools, approximately 400 are located in the City of Chicago. Regional Offices of Education will provide services to these school districts and schools by training and assisting schools in conducting internal reviews. Services will be delivered by 23 staff from the Accountability Division with assistance from 30 Educators in Residence and appropriate staff from the Regional Offices of Education.

Reimbursement/Distribution Method: Approximately \$4.3 million dollars will be distributed to school districts with low-performing schools for the development and implementation of their district improvement plans. Approximately \$1.5 million will be distributed to ROEs for providing direct assistance to school districts in the implementation of district improvement plans.

Chicago District 299 receives 4.9% of these funds as part of the Chicago Block Grant.

Performance Measures & Activities: The strategic performance measure for this activity will be schools' composite scores on state assessments. Schools will be eligible for the Academic Early Warning List if their composite score on state assessments indicate that less than 50% of their students have met state standards. In addition, schools on the Academic Early Warning List are expected to make Adequate Yearly Progress as determined by Title I requirements.

Using adapted Education Criteria for Performance Excellence, the District Continuous Improvement Planning (DCIP) process will conduct an initial assessment of districts' capacity to improve their low-performing schools. Identified deficiencies will be addressed in the District's Improvement Plan including performance measures for each activity proposed to address those deficiencies. To ensure implementation of District Improvement Plans, DCIP staff will conduct periodic monitoring visits at critical completion times specified in district plans. Further, following the completion of planned activities by districts, DCIP staff will reassess districts' capacity for improving their low-performing schools. The DCIP process will be measured using a customer satisfaction feedback instrument. All districts participating in the process will be required to complete this at mid-term and final district improvement plan implementation stages.

Standards, Assessment & Accountability – Learning Standards (state)

Legislative Reference: Section 2-3.64 of the School Code	Program Goal: To increase the percentage of schools fully implementing the Illinois Learning Standards to 70%.	FY98	\$1,286,500
		FY99	\$1,286,500
Board Goal: Student Achievement		FY00	\$1,286,500
		FY01	\$1,786,500
		FY02	\$1,786,500
		FY03	\$1,786,500
		\$ Change	\$0
		% Change	0.0%

Purpose: To provide standards-based resources to all school districts for every subject and grade: classroom assessments, scoring rubrics and samples of student work that meets the standards; “kids’ language” versions of the standards, standards portfolios, and posters and other materials to make students more aware of the standards. To market and promote the standards through professional associations (e.g., Illinois Math Teachers Association). To establish local partnerships programs to serve as models for business, parental and community involvement in the standards. To train 2,200 teachers how to align curriculum and instruction to the standards. To seek public commentary in the 5-year update of the standards.

Population and Service Levels: CDs with 900 classroom assessments, 1800 samples of student work, “kid’s language” and other classroom resources will be sent to 4,500 schools to be used by all Illinois teachers and administrators. The 10 professional associations for educators (i.e., English, math, social science, science, fine arts, physical education/health, and foreign languages, superintendents, principals, school boards) will publicize the standards and provide standards-based resources to their 20,000+ members. Fifteen state business and community organizations will disseminate materials to publicize the standards to their 25,000+ members. Five community-based sites will be established to model exemplary community involvement in the standards. CDs with materials and strategies for involving parents, business and other community members in the standards will be sent to 4,500 schools. Approximately 2,200 teachers will be trained in the aligning curriculum/instruction to the standards. Over 5,000 individuals are expected to become involved in the standards updating initiative.

Reimbursement/Distribution Method: Competitive contracts for professional services, printing, distribution and staff development will be issued through requests for proposals.

Performance Measures & Activities: A five-year external evaluation is underway to determine the percentage of Illinois schools that are standards-led. The first evaluation report for the 1998-99 school year (baseline data) showed only 15% of schools were implementing the Standards. The August 2001 report found that 43% were implementing the Standards and all other schools were making progress toward implementing them. The FY2002 investment in developing, distributing and providing training for the performance standards and classroom assessments is expected to raise the number of schools implementing Standards to 65%.

The status of and projections for implementation of the Illinois Learning Standards are below:

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u> <u>(proj.)</u>	<u>FY03</u> <u>(proj.)</u>
Level 1 (maintenance of non-ILS system)	11%	0%	0%	0%	0%
Level 2 (awareness & exploration of ILS system)	74%	83%	57%	40%	23%
Level 3 (transitioned to an ILS system)	15%	17%	43%	55%	65%
Level 4 (infrastructure supports ILS system)	0%	0%	0%	5%	10%
Level 5 (predominantly ILS-led system)	0%	0%	0%	0%	2%
Average ILS implementation (scale of 1-5)	2.44	2.61	2.77	2.95	3.20

Standards, Assessment & Accountability – Student & Teacher Assessment Programs (state)

Legislative Reference: 2-3.63 & 27-1 of the School Code	Program Goal: To develop and implement the assessment programs (ISAT, PSAE, IMAGE, ICEPT) and Illinois Certification Testing for the state.	FY98	\$6,840,000
		FY99	\$11,960,000
Board Goal: Student Achievement		FY00	\$19,097,000
		FY01	\$19,097,000
		FY02	\$19,997,000
		FY03	\$24,497,000
		\$ Change	\$4,500,000
		% Change	22.5%

Purpose: To measure and hold students and schools accountable for high academic achievement, the State Board has developed the Illinois Learning Standards and the following tests - the Illinois Standards Achievement Test (ISAT), the Prairie State Achievement Examination (PSAE), the Illinois Measure of Annual Growth in English (IMAGE), and the Illinois Consumer Education Proficiency Test (ICEPT). The ISAT tests all eligible public school students in grades 3, 5, and 8 in reading, mathematics and writing, all eligible public school students in grades 4 and 7 in science and social science, and samples of eligible public school students in grades 4 and 7 in fine arts and physical development/health. The PSAE tests all eligible students in reading, mathematics, writing, science and social science at grade 11. The IMAGE tests all eligible Limited English Proficient (LEP) students in grades 3 – 11 in English-language reading and writing proficiency. The ICEPT tests the consumer proficiency of high school students who choose to take it.

The State Board is required to develop a new teacher certification testing system aligned with recently developed standards. Applicants seeking a teaching certificate must successfully complete a test of basic skills and one of a series of content tests appropriate to the certificate type. Teacher candidates will also be required to pass a common core knowledge test for the non-renewable, Initial Certificate which is valid for 4 years of teaching. After completing 4 years of teaching on the Initial Certificate, a teacher must meet the requirements for the 5-year, renewable, Standard Certificate. A new enhanced Basic Skills test was developed for implementation September 2001 and a Request For Sealed Proposals for development of content tests and a common core knowledge test was released during FY 01.

A new series of language proficiency tests were implemented in July 2001. Applicants for bilingual certification are required to pass the language test appropriate to their teaching assignment.

Population and Service Levels: The population served in FY01 by the four state testing programs includes all students in grades 3, 4, 5, 7, and 8 tested by ISAT; all students in grade 11 tested by PSAE; all eligible LEP students in grades 3 – 11 tested by IMAGE; and all high school students applying to take the ICEPT. The total is approximately one million students annually.

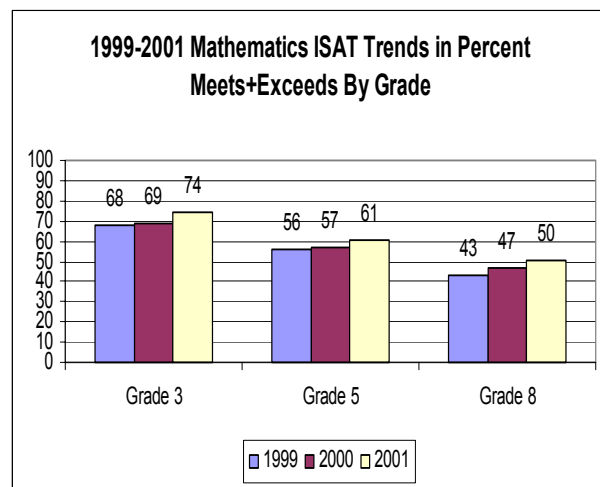
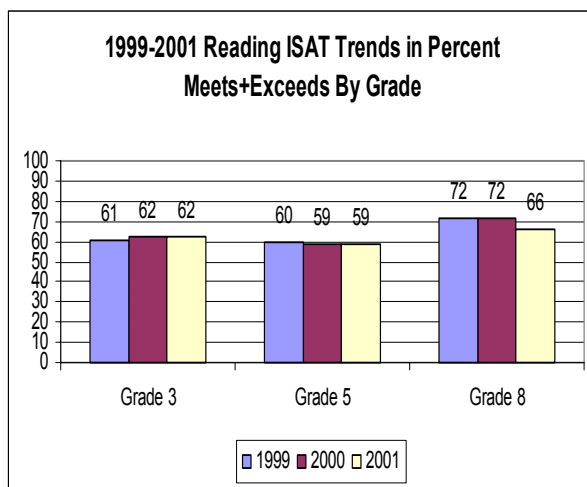
	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02 (est.)</u>
Students Testing:				
ISAT	695,568 *	709,616 *	735,314*	750,000**
PSAE	N/A	N/A	113,012	125,000
IMAGE	31,133	33,893	36,600	45,000
ICEPT	12,565	12,187	12,500	12,500
Teacher Testing:				
Basic Skills/Content	35,000	40,201	43,000	43,000
Language Proficiency	1,100	1,200	1,200	1,200

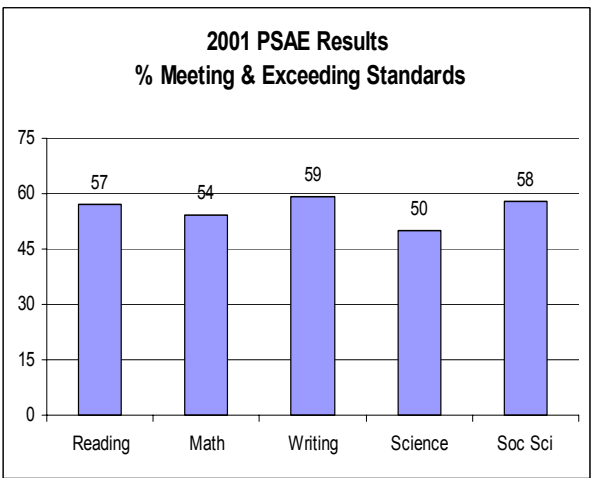
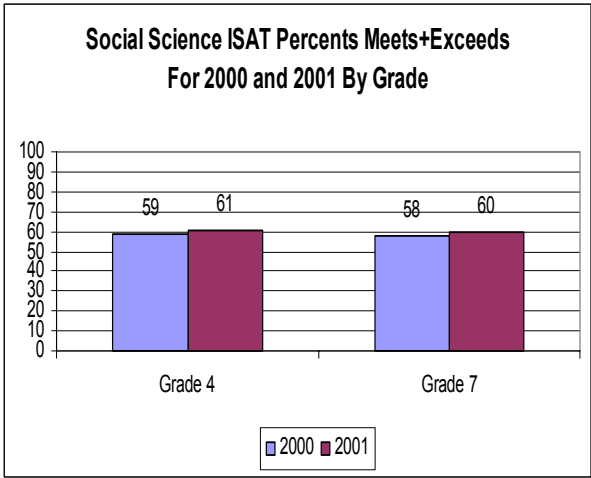
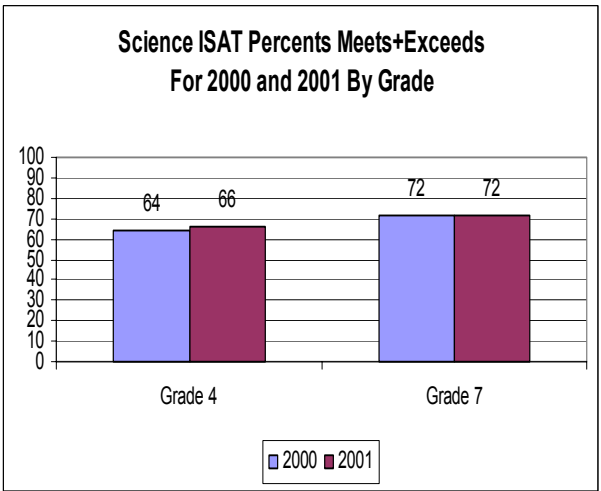
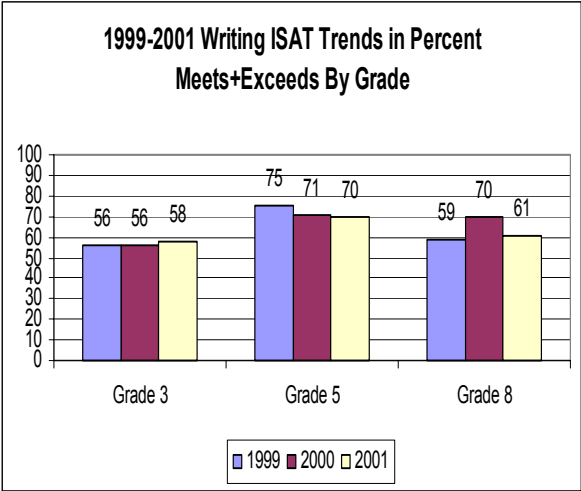
* Tested grades 3, 5, 8 & 10 in reading, writing and math.

** Tested grades 3, 5 & 8 (and grade 10 by voluntary participation) in reading and math; grades 4 and 7 in science, social science, fine arts and physical development/health.

Reimbursement/Distribution Method: Competitive contracts through a request for proposals process for developing test items, printing, distribution, scoring and score reporting and for technology enhancements for certification testing.

Performance Measures & Activities: Student scores and performance levels will be returned to schools, students, and parents. School, district, and state results will be returned to schools and districts. They will also be published in the School Report Card. Activities include: developing new tests aligned with the Illinois Learning Standards; printing, distribution, administration, retrieval, and scanning of tests and test data; scoring of multiple-choice and open-ended responses; statistical analysis of the data; and technical assistance to districts and schools in the effective use of test results. Content standards have been developed for the certification tests, which align with Learning Standards. Development of new tests for implementation in 2002 and 2003 will begin in the current year. Funds will support test development and test review by appropriate constituent. The following are the most recent FY01 ISAT and PSAE scores. For additional assessment data refer to the Demographics Section of this document.





Statewide Regional Programs – GED Testing (state)

Legislative Reference: 3-15.12 of the School Code.	Program Goal: Increase the number of students transitioning to post-secondary education and a career while simultaneously maintaining the current rate structure to ensure the GED Testing Program is available to adults in need of secondary credential.	FY98	\$210,000
		FY99	\$210,000
Board Goal: Student Achievement		FY00	\$210,000
		FY01	\$210,000
		FY02	\$210,000
		FY03	\$210,000
		\$ Change	\$0
	% Change	0.0%	

Purpose: The GED Testing Program is an affordable alternative for adults in need of a secondary credential. It subsidizes application fees for those taking the GED test and offsets the increased cost of test battery rental and electronic scoring. A new series of GED Tests will be introduced nationally on January 1, 2002. Consequently, the Regional Offices of Education will incur increased costs that are not negotiable, thus creating a potential financial crisis for the GED Testing Program in Illinois. Additional costs of the 2002 series includes an increase in leasing fees for test batteries, an increase in the per person fee assessed to jurisdictions for first-time examinees, and the establishment of a statewide electronic scoring system.

Population and Service Levels: Approximately 40,000 candidates take the GED each year.

Reimbursement/Distribution Method: Contract with the American Council on Education to pay per-person fees assessed for first-time examinees and increased leasing fees for test batteries.

Performance Measures & Activities: Results of the GED tests are presented below. As indicated, approximately sixty-two percent of those completing the test battery typically meet the state requirements for passing and receive the GED credential.

<u>Calendar Year</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>
Number of first-time test-takers	24,650	24,308	24,251
Number who completed entire battery	31,665	31,953	32,282
Pass Rate	62.0%	62.0%	61.3%
Number taking all or part of GED Test	37,759	37,147	38,635

Statewide Regional Programs – ROE/ISC Technology (state)

Legislative Reference: 2-3.62 of the School Code	Program Goal: To improve and support the delivery of learning technology initiatives and services to local school districts.	FY98	\$0
		FY99	\$500,000
Board Goal: Policies and Services		FY00	\$500,000
		FY01	\$500,000
		FY02	\$500,000
		FY03	\$500,000
		\$ Change	\$0
		% Change	0.0%

Purpose: This initiative enables staff in each Regional Office of Education (ROE) and Intermediate Service Center (ISC) and at ISBE to assist districts throughout the state in implementing statewide technology initiatives that support academic performance in the classroom.

Population and Service Levels: Services are provided to all public schools in Illinois connected via the state-provided network that provides learning technology services through Regional Office of Education and Intermediate Service Center connections. Additionally, this network gives ROE's and ISC's access to statewide, regionally-based software designed to improve the efficiency of their operations.

Reimbursement/Distribution Method: In FY02, \$300,000 of the funds were provided to the Regional Offices of Education and Intermediate Service Centers (excluding Chicago) through grants of \$6,250 which support computer needs (hardware, software, and support) and support learning technology services for local school districts. The remainder of the appropriation, is used by ISBE to implement and support a statewide, regionally based accounting software system.

Performance Measures & Activities: Grant applications will be reviewed and approved, and programs will be monitored for compliance with grant deliverables and the yearly expenditure report. Beginning in FY01, an annual report will be compiled and published in December of each year. In FY02, grant applications will include a section that requests information on how the funds are helping to affect education. The statewide accounting system is reviewed for customer satisfaction, savings of personnel time, reduction in audit findings, and satisfaction of audit firms in completion of the financial audits.

Student At-Risk Programs – Hispanic Student Dropout Prevention (state)

Legislative Reference: Not Applicable	Program Goal: By 2003, 75% of high school students receiving services under the Hispanic Student Dropout prevention program will complete high school while 85% of elementary students enrolled in the program will improve their attendance and will be promoted to the next grade.	FY98	\$374,600
		FY99	\$374,600
Board Goal: Student Achievement		FY00	\$374,600
		FY01	\$599,600
		FY02	\$599,600
		FY03	\$599,600
		\$ Change	\$0
	% Change	0.0%	

Purpose: The Hispanic Student Dropout program provides supplemental, optional and alternative education programs to Hispanic students to ensure that cultural and language differences do not create barriers to their success in school. Services provided through this program include summer school, night school, after school, career counseling and tutorial programs. In addition, career counseling and academic programming during after-school hours is provided.

Population and Service Levels: The Hispanic population is the fastest growing in Illinois, a state with the fourth largest Hispanic population in the country. In 1999, Hispanic students were 12% of the Illinois student population. By 2005, almost one in five of the K-12 student population in Illinois will be Hispanic. In FY02, 10 grants serving 1,300 students were awarded (excluding Chicago, which receives its funds through the Chicago Block Grant).

Reimbursement/Distribution Method: Grants are awarded to eligible agencies through a competitive request for proposals process.

Chicago District 299 receives 56.1% of the final appropriation through the Chicago Block Grant.

Performance Measures & Activities: Student outcomes for the Hispanic Student Dropout Prevention Program are provided below (FY01 data is currently being analyzed):

	<u>FY99</u>	<u>FY00</u>
Improved Attendance	49.6%	35.3%
Improved Achievement	47.6%	56.2%
Academic Credit Received (H.S. students)	71.0%	78.4%
Elementary School Graduation (8 th grade)	4.3%	17.2%
High School Graduation	66.4%	46.0%

Student At-Risk Programs – Illinois Partnership Academy (state)

Legislative Reference: Not Applicable	Program Goal: Increased teacher utilization of research-based, standards-led instructional practices and curricula that improve student achievement across fundamental learning and career and technical areas.	FY98	\$600,000
		FY99	\$600,000
Board Goal: Student Achievement		FY00	\$600,000
		FY01	\$600,000
		FY02	\$600,000
		FY03	\$600,000
		\$ Change	\$0
	% Change	0.0%	

Purpose: To foster high school reform and restructuring for school improvement. A Partnership Academy is a school-within-a-school organized around a career theme and operated as a business-education partnership. Academies are designed for grades 9 or 10 through 12 and integrate Illinois Learning Standards, Occupational Skill Standards, and the Workplace Skills into a rigorous program of study that prepares students for both postsecondary education and careers. Funds may be used for mentoring, to form business-education partnerships, attend state-level professional development inservices, develop exemplary curriculum materials, visit demonstration sites, pay for substitute teachers, and pay for other reform-related costs associated with establishment of an Academy.

Population and Service Levels:

	<u>FY00</u>	<u>FY01</u>	<u>FY02 (est.)</u>	<u>FY03 (proj.)</u>
Academies	45	38	39	39
Districts	27	27	30	30
Students	1,794	1,866	2,250	2,500

Reimbursement/Distribution Method: Funds are awarded on a competitive basis through a request for proposals process.

Performance Measures & Activities: Local and statewide annual performance assessment will be carried out to measure student achievement, student attendance, credit accrual and progression towards on-time graduation. Statewide program evaluation data for implemented Academies show:

	<u>FY97</u>	<u>FY98</u>	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>
Attendance Rate	91.8%	90.0%	92.0%	89.0%	90.4%
Credits Earned Toward O-Time Grad.	99.7%	105.0%	103.0%	101.0%	105.0%
GPA 4.0 Scale – College Prep Core	2.09	2.27	2.37	2.41	2.44
ACT Baseline Score	n/a	n/a	n/a	n/a	17.39

Illinois received Outstanding Career Academy and Outstanding Academy Student awards in 2001 from the National Career Academy Coalition.

Student At-Risk Programs – Urban Education Partnership Grants (state)

Legislative Reference: Not Applicable	Program Goal: The goal of this program is to increase student achievement through forming partnerships between education stakeholders and community and family members.	FY98	\$1,450,000
		FY99	\$1,450,000
Board Goal: Student Achievement		FY00	\$1,450,000
		FY01	\$1,450,000
		FY02	\$1,450,000
		FY03	\$1,450,000
		\$ Change	\$0
	% Change	0.0%	

Purpose: To improve student achievement through partnerships among educational stakeholders, the community and family members. All partnerships must be led by a building principal and must include an external business, social service agency, community-based organization, or local government unit.

Population and Service Levels: Currently approximately 17,350 students and 1,174 teachers within 50 urban and urban-like school districts participate.

Reimbursement/Distribution Method: Competitive grants up to \$30,000 per year to schools based on a request for proposals process. Trends in allowable costs are shown below in Performance Measure & Activities.

Chicago District 299 receives 25.1% of the final appropriation through the Chicago Block Grant.

Performance Measures & Activities: Current activities, including the funding of 50 grants, will continue. The following criteria are used to determine the success of each grant at the end of the three year cycle:

- 95% of programs will increase the development and maintenance of partnerships.
- 80% of all programs will improve the involvement of parents and families.
- 80% of all programs will improve knowledge and skills of program staff.
- 70% of all programs will improve student achievement of the Illinois Learning Standards.

Technology for Success (state)

Legislative Reference: P.A. 89-21 Board Goal: Policies and Services	Program Goal: Illinois students have equitable and adequate access to learning technologies and technology-based resources, and Illinois schools effectively use technology to improve learning opportunities and achievement.	FY98	\$43,750,000
		FY99	\$46,250,000
		FY00	\$48,750,000
		FY01	\$49,250,000
		FY02	\$49,250,000
		FY03	\$49,250,000
		\$ Change	\$0
% Change	0.0%		

Purpose: Current and emerging technologies provide unique opportunities to help achieve the Illinois vision of education for the 21st Century. These technologies make it possible for all Illinois students to have equal, high-quality learning opportunities regardless of where they live. Technologies make learning possible at any time and any place; support the development of higher-order thinking skills and the ability to apply them to complex circumstances; and allow personalization of learning that can assist each student meet his or her individual goals and potential. This program is designed to ensure that appropriate technology is available and that it is integrated into teaching and learning. Funds are used pursuant to a state technology plan, which has been updated to provide goals and direction for the next 3-5 years.

Activities: Funds provided by this program are used to build local and area wide networks; provide technology infrastructure and equipment for school districts; provide curriculum, online educational, resources, software and other technology tools which help all students learn; support staff development that help teachers and school administrators to use technology to enhance learning environments; provide support for e-learning; and provide administrative leadership for appropriate and effective use of technology throughout Illinois. The State Board works collaboratively with the Governor's Office, the Illinois Board of Higher Education and other entities such as the Illinois Century Network to ensure maximum coordination of technology leadership and initiatives.

The recommended level of funding will:

- Enhance educational and administrative services offered over the Illinois Century Network—a high-speed Internet connection for local schools.
- Offer greater variety in course offerings to students through the state's Virtual High School (IVHS). Virtual classrooms could eventually provide as many as 600,000 students with access to college-level courses.
- Provide schools with additional grant dollars that target specific technology needs in the classrooms.
- Enable local educators to obtain needed staff development to ensure that they appropriately use technology to help all students achieve the Illinois Learning Standards.
- Conduct technology assessments that assure the state and the general public that Illinois receives the expected returns on its investments in technology for teaching and learning.
- Implement a revised state technology plan that guides statewide technology initiatives for local schools and recommends funding levels that support those initiatives. This plan will build on the state's efforts of helping school districts integrate technology plans into the school improvement process.

- Close the gap that exists between low- and high-poverty schools by providing assistance to poorer districts to remove barriers that prevent their students and teachers from having adequate access to technology and telecommunications.
- Expand instructional and technical assistance to local schools through the Regional Learning Technology Centers.

Population and Service Levels: All school districts, university laboratory schools, charter schools, Area Vocational Centers, Regional Offices of Education, Intermediate Service Centers, and non-public schools (to the extent permitted by law) are eligible to participate.

Reimbursement/Distribution Method: Formula grants to school districts and ROE's based on competitive grants and contracts to school districts, ROE's, educational and technology consultants, technology and telecommunication companies, and others through a request for proposals process.

Performance Measures: The effectiveness of the Technology for Success program will be evaluated in the future using measures and benchmarks that are being identified as part of the revised state plan. This will include measures such as the following:

- Student access to current and emerging technologies
- Student access to technology-based learning resources
- Student and teacher competence in the use of learning technologies
- Integration of technology in teaching and learning
- Completion of SBE business plan activities

In the spring of 2001, the Progress and Freedom Foundation and the Center for Digital Government released the results of a year-long study of the use of digital technology in states throughout America. The data showed that, within just five years, Illinois had moved from 49th to 4th place in the nation in the use of digital technology, with progress at the K-12 level ranked 2nd in the nation. In December of 2001, Illinois received notice that it is now tied for first in the nation in the use of digital technology in education.

In addition, the Center for Digital Government cited the Learning Technologies program at the Illinois State Board of Education as a "best practice" for the nation and named Illinois as the state having made the most overall progress in the use of digital technology. In these instances, Illinois truly has become *Second to None*.

The accomplishments that contributed to these rankings included the following.

- More than 98% of Illinois school districts have a community-based technology plan that has been approved by peer review panels.
- Almost all Illinois school districts (98.9%) and a majority of school buildings (84%) are now connected to the Internet. Both of these ratios are above the national average.
- The ratio of students to instructional computer (4.9) is now equal or better than the national average. The ratio of students to multimedia computers is 8.0 vs. the national average of 7.9.
- Illinois students and teachers have access to a broad array of learning resources through state-funded projects like Marco Polo, Sue the Dinosaur, Museums in the Classroom, commercial online educational resources, and the new Schools Without Walls (<http://www.isbe.net/learn-technology>).

- Illinois students have access to expanded curricular opportunities through the new Illinois Virtual High School (IVHS) (<http://www.ivhs.k12.us>). More than 300 students in 57 public school districts are participating in 46 full-semester courses through IVHS this fall. Additional students will be served through AP review courses that are non-credit and open 60 days before the May College Board AP exams.
- Almost one-fourth of Illinois school districts are taking advantage of cable television or satellite broadcasts to expand curriculum opportunities for their students. Nearly 24% of Illinois school districts now report student participation in classes from remote sites via cable TV or satellite; in 1995, only 5% of school districts participated student participation in such classes.
- The Illinois School Improvement Website (ILSI) (<http://ilsis.isbe.net/>) has been cited as an exemplary model by the National Association of Elementary School Principals. ILSI provides student achievement information that allows educators analyze their own school's performance and compare it with schools of comparable size and characteristics. The website also supports data-driven decisions about school improvement, informs parents and community members about their schools, and provides easy access to a variety of resources and tools related to the Learning Standards.
- Illinois has received national recognition for its Assistive Technology programs for students with disabilities (<http://www.isbe.net/assistive>). The National United Cerebral Palsy Association has identified the Illinois Assistive Technology Exchange Network (ATEN) as one of two programs in the country that is providing new, innovative or particularly successful programs for students for students with disabilities.
- Illinois was chosen as a recipient of a \$2,250,000 grant from the Bill and Melinda Gates Foundation. The grant, which was sought by a coalition of state education, business and government leaders and is administered through Illinois State University, is part of the Foundation's commitment to develop strong leadership in education. The program is providing local superintendents and principals with "a timely and comprehensive approach to bringing the use of technology into the mainstream of school administration." That includes the opportunity to learn how to use technology; how to support the use of technology in their schools; and how to recognize, support and encourage the appropriate use of technology in the classroom." A special emphasis of the Project training thus far has been on using technology for data analysis and school improvement planning.

Technology Literacy - Enhancing Education through Technology (federal)

Legislative Reference: 20 USC 6801 et seq. Board Goal: Policies and Services	Program Goal: Provide school districts with the technology tools and research-proven software that they can use to help all of their students achieve the Illinois Learning Standards especially in reading and mathematics.	FY98	\$27,500,000
		FY99	\$17,995,000
		FY00	\$20,000,000
		FY01	\$21,000,000
		FY02	\$21,000,000
		FY03	\$40,000,000
		\$ Change	\$19,000,000
		% Change	90.5%

Purpose: To increase academic achievement by integrating technology into teaching and learning. Schools are urged to form partnerships with higher education, business and industry, libraries and community groups to develop and implement statewide and national programs.

Population and Service Levels: All school districts are eligible to apply for these funds. Currently, more than 200 school districts participate in this federal program.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>
Applying Districts	500+	450+	400+	300+
Participating Districts	176	160	136	180

Reimbursement/Distribution Method: Competitive and non-competitive grants will be awarded to school districts that submit applications to the Illinois State Board of Education. These applications shall describe how the applicant will improve academic achievement of all students and improve the capacity of all teachers to provide instructions through the use of educational technology. School districts must consult with nonpublic schools during the development of their application. Five percent of the funds can be used for administrative purposes at the state level.

Performance Measures & Activities: Evaluations of the effectiveness of these programs must be based on actual student achievement and they must be data-driven. Since FY01, school districts have been asked to respond to the following question in their Technology Literacy Challenge Fund (TLCF) Grant Performance Report: *To what extent have students that were targeted for TLCF service demonstrated improvement in their academic subjects?* In summary:

- One percent of the districts reported no improvement in student achievement toward meeting the Illinois Learning Standards.
- Twenty-three percent of the districts reported that less than 50 percent of their students have shown improved achievement toward meeting the Illinois Learning Standards.
- Forty-two percent of the districts reported that 50 percent of their students have shown improved achievement toward meeting the Illinois Learning Standards.
- Thirty-one percent of the districts indicated that over 50 percent of their students have shown improved achievement toward meeting the Illinois Learning Standards.
- Three percent of the districts reported that 100 percent of their students have shown improved achievement toward meeting the Illinois Learning Standards.

Title I – Comprehensive School Reform Demonstration Program (federal)

Legislative Reference: IASA of 1994, PL 103-382 (CFDA 84.332A)	Program Goal: Improve the performance of at-risk students and schools in academic difficulty as measured by standardized tests and other performance measures.	FY98	\$0
		FY99	\$7,000,000
Board Goal: Student Achievement		FY00	\$8,000,000
		FY01	\$8,000,000
		FY02	\$12,000,000
		FY03	\$14,000,000
		\$ Change	\$2,000,000
		% Change	16.7%

Purpose: This program is designed to improve public education by providing competitive grants to school districts to pursue comprehensive school reform as part of a district-wide school improvement strategy. Schools, working with their central offices, teachers and parents select a comprehensive school reform model based on reliable research and effective practices that fit their students' needs to achieve the Illinois Learning Standards. Funds are used for design implementation costs including consultant/trainer fees, professional development release time, evaluation costs and other costs associated with the implementation of comprehensive reform designs.

Population and Service Levels: Funds will be targeted to districts that have schools with 50% or fewer students meeting State Standards. In FY01, approximately 88 districts and more than 600 schools were eligible to compete for these funds.

Reimbursement/Distribution Method: Funds are awarded on a competitive, criterion-reference basis through a request-for-proposals process. By federal law, each successful school must receive a minimum of \$50,000 per year for up to three years. The recommended level of funding is based upon the anticipated federal grant award. Grants are renewable for an additional two years based upon the availability of funds in the federal appropriation and the successful implementation of the comprehensive reform designs.

A new portfolio application was designed and districts and schools in FY01 worked towards meeting all the requirements of the portfolio. Nineteen districts serving 75 schools were funded in FY02 with an additional 13 schools to receive funding in the fall.

Performance Measures & Activities:

- Successful Spring 2002 Comprehensive School Reform Demonstration program competition;
- Subsequent implementation leading to improved student performance (on the ISAT/PSAE after 3 years) at schools receiving grants.

Title I – Even Start Programs (federal)

Legislative Reference: 20 USC 6361 et seq. Board Goal: Student Achievement	Program Goal: To break the cycle of poverty and illiteracy by improving educational opportunities for low-income families and to help the families become more involved in and supportive of their children's learning.	FY98	\$4,500,000
		FY99	\$7,500,000
		FY00	\$5,150,000
		FY01	\$7,000,000
		FY02	\$11,500,000
		FY03	\$11,500,000
		\$ Change	\$0
		% Change	0.0%

Purpose: To build community networks which support the family as an educational unit. Services include early childhood education, parent education, and state leadership activities that increase academic achievement.

Population and Service Levels: All children, ages birth-8, and families with adults who are eligible for adult basic education who reside in an elementary area designated for participation in Title I. An estimated 2,500 families, students and parents from 55 local education agencies will be served in FY02.

Reimbursement/Distribution Method: Competitive grants to school districts, Regional Offices of Education or community-based organizations based on a request for proposals process.

Performance Measures & Activities: Performance measurement data for Illinois' Even Start program is currently being collected; baseline data will be available after July 2002. General objectives for the program include:

- Program outcomes include the development of high-quality instructional programs that promote adult literacy, training for parents to support the educational growth of their children, and developmentally appropriate early childhood education services designed to prepare children to start school and stay with their class.
- Adults increase their basic skills and competitiveness in the job market, gain self-esteem and self-confidence and take control of their lives.
- Children who participate in Even Start have better academic performance, attendance rates, motivation to learn, family support, class behavior, relationships with others, and concept of self, than peers not participating.

Title I – School Improvement Expense (federal)

Legislative Reference: IASA of 1994 PL 103-382	Program Goal: To improve the performance of at-risk students and schools in academic difficulty as measured by standardized tests and other performance measures.	FY98	\$3,000,000
		FY99	\$3,000,000
Board Goal: Student Achievement		FY00	\$3,000,000
		FY01	\$3,000,000
		FY02	\$3,000,000
		FY03	\$3,000,000
		\$ Change	\$0
		% Change	0.0%

Purpose: This program provides resources to support ISBE's System of Support activities. Specifically, funds from this fund source are used to provide interventions at a number of schools identified as Title I School Improvement schools and eligible for ISBE's system of support.

Population and Service Levels: Funds will be targeted to districts that have schools which have 50% or fewer students meeting state standards. In FY01, approximately 88 districts and over 600 schools were eligible to compete for these funds.

Reimbursement/Distribution Method: These funds will be allocated as grants to school districts for eligible schools and approved interventions such as intensive reading interventions, comprehensive reform design adoption and implementation of extended learning opportunities.

Performance Measures & Activities: This direction represents a departure from previous years where funds were allocated to Regional Offices of Education to support school-wide planning in their region. Now funds are combined with others to serve more districts. Performance will be measured through ISAT/PSAE results.

Because schools receiving funds through this appropriation are schools identified as in need of improvement, the performance measure will be an increase in the number of students meeting Illinois Learning Standards as measured annually by the ISAT/PSAE that satisfies federal improvement requirements (fewer than 50% of students not meeting standards in 5 years).

Title I – Migrant Education, Part C (federal)

Legislative Reference: 20 USC 6391 et seq.	Program Goal: To improve the performance of at-risk students, as measured by standardized tests and other performance measures, by increasing the number of schools providing developmentally appropriate learning for these students.	FY98	\$3,155,000
		FY99	\$3,155,000
Board Goal: Student Achievement		FY00	\$3,155,000
		FY01	\$3,155,000
		FY02	\$3,155,000
		FY03	\$3,155,000
		\$ Change	\$0
	% Change	0.0%	

Purpose: This program provides funds to school districts and community agencies that can develop and provide supplemental educational services to migrant children, ages 3 through 21, who have not graduated from high school or received their GED. This program provides interventions that are appropriate for at-risk migrant students, in order to increase the percentage of these students meeting the Illinois Learning Standards with an emphasis on reading & math. Funds are generally used for such services as teacher and teacher aide salaries for summer and regular-term services to students and families, support of teacher training and coordinating services in resource projects, and student identification and recruitment.

Population and Service Levels: Students being served are educationally disadvantaged and are children of seasonal and migratory farm workers. In FY02, about 4,000 students will qualify for services of which approximately 3,000 in fourteen areas of the state will be served. About 99% of these students are Hispanic of Mexican and Mexican-American origin and generally come from Texas, Florida, Washington, and Mexico. Fourteen summer-term programs and 6 regular-term programs located throughout the state operate under Local Education Agencies (LEAs) that provide direct services to the student population. Projections call for a possible increase of 10-20% more students in Boone, Winnebago, and St. Clair counties for FY03. Other supportive services such as health and dental care, meal programs and social services are used to enhance the instructional program during the summer school component of the program through the LEAs. Additionally, three programs operate statewide as resource projects to LEAs in the areas of Identification and Recruitment of students, health and dental services, and curriculum and professional development.

Migrant children are eligible for program services for 36 months after their last move, even after their parents decide to settle and they no longer choose to migrate between states to seek employment.

Reimbursement/Distribution Method: Migrant Funds are discretionary and are distributed to Local Education Agencies (LEAs) in amounts determined by negotiations between the State Board of Education and the local service providers. Supportive services in the areas of comprehensive health, professional development, and identification and recruitment of migrant students are provided through resource providers awarded grants in the grant proposal process.

Performance Measures & Activities: The performance target is an estimated 3,000 students served in the various programs in FY02 and FY03. Below are the ISAT/PSAE results in percentage figures for migrant students in Illinois in 2001:

<u>Grade/Subject</u>	Level 1 Academic <u>Warning</u>	Level 2 Below <u>Standards</u>	Level 3 Meets <u>Standards</u>	Level 4 Exceeds <u>Standards</u>	Meets + Exceeds <u>Standards</u>
3 Reading	22	43	26	9	35
3 Math	20	33	35	13	47
3 Writing	17	42	40	2	42
4 Science	19	35	41	5	46
4 Soc. Stud.	26	33	40	1	41
5 Reading	5	63	23	10	33
5 Math	13	42	41	4	45
5 Writing	14	34	45	8	53
7 Science	20	23	52	5	57
7 Soc. Stud	4	56	39	1	40
8 Reading	0	47	47	6	53
8 Math	14	59	23	4	27
8 Writing	11	56	31	2	33
PSAE Reading	35	44	17	4	21
PSAE Math	28	46	22	4	26
PSAE Writing	30	47	20	3	23
PSAE Science	40	41	15	3	18
PSAE SS	32	46	16	6	22

Title I – Neglected and Delinquent, Part D (federal)

Legislative Reference: 20 USC 6421 et seq.	Program Goal: To provide interventions that are appropriate for at-risk neglected and delinquent students in order to increase the percentage of these students meeting the Illinois Learning Standards with an emphasis on reading and math.	FY98	\$1,600,000
		FY99	\$1,600,000
Board Goal: Student Achievement		FY00	\$2,600,000
		FY01	\$2,600,000
		FY02	\$2,600,000
		FY03	\$2,600,000
		\$ Change	\$0
		% Change	0.0%

Purpose: The purpose of this program is to provide educational services to children in local and state (Department of Corrections) institutions for neglected or delinquent children and youth so that such children:

- have the opportunity to meet the same challenging state content standards and challenging state student performance standards as other students, and
- make a successful transition from institutionalization to further schooling and employment.

In addition, this program helps prevent at-risk youth from dropping out of school and provides dropouts and youth returning from institutions with a support system to ensure their continued education.

Population and Service Levels: There are currently 32 local education agencies statewide that receive Title I Neglected or Delinquent funding, serving approximately 62 institutions for the creation of supplemental educational programs for 2,295 (2001) and 2,271 (2002) students in institutions, a decrease of 24 students. The Department of Corrections receives funding to serve a target population of 29 state correctional institutions. The funding is used to provide services in approximately 14 correctional institutions to 4,170 (2001) and 4,074 (2002) incarcerated residents, a decrease of 96 students. The number of students (aged 5-17) to be served is based on an annual student survey count from each institution, completed by the institution and the Department of Corrections.

Reimbursement/Distribution Method: The State Board of Education annually notifies each institution and the Department of Corrections as to the amount of funds they are eligible to receive based on the survey described above.

Performance Measures & Activities:

- Services are evaluated based on an application process.
- Illinois is involved in a national evaluation project commissioned by the U.S. Department of Education on the effectiveness of this program. The data has been collected, visits are being made to sites and a final report will be submitted to USDE by the subcontractor.
- The Neglected or Delinquent population does not take the state tests. Instead, this population is tested by the local district using various testing instruments. Test data is maintained at the district and the neglected or delinquent institutions.
- An evaluation study for Title I Neglected or Delinquent students is planned for 2003.

Title I – School Improvement and Accountability (federal)

Legislative Reference: Executive Order on Supporting Schools in Academic Difficulty; FY2000 Federal Appropriations Bill	Program Goal: To improve the performance of at-risk students and schools in academic difficulty as measured by standardized tests and other performance measures.	FY98	\$0
		FY99	\$0
Board Goal: Student Achievement		FY00	\$0
		FY01	\$0
		FY02	\$15,000,000
		FY03	\$15,000,000
		\$ Change	\$0
		% Change	0.0%

Purpose: This program provides resources to support ISBE's System of Support activities. Specifically, funds from this fund source are used to provide interventions at a number of schools identified as Title I School Improvement schools and eligible for ISBE's system of support.

Population and Service Levels: Funds will be targeted to districts that have schools which have 50% or fewer students meeting state standards. In FY01, approximately 88 districts and over 600 schools and were eligible to compete for these funds.

Reimbursement/Distribution Method: These funds will be allocated as grants to school districts for eligible schools and approved interventions such as intensive reading interventions, comprehensive reform design adoption and implementation of extended learning opportunities.

Performance Measures & Activities: Since schools receiving funds through this appropriation are schools identified as in need of improvement, the performance measure will be an increase in the number of students meeting Illinois Learning Standards as measured annually by the ISAT/PSAE that satisfies federal improvement requirements (fewer than 50% of students not meeting standards in 5 years).

Title II – Eisenhower Professional Development (federal)

Legislative Reference: 20 USC 6601 et seq.	Program Goal: Provide Title II Grants to local school districts to financially support district professional development, particularly in mathematics and science.	FY98	\$13,000,000
		FY99	\$14,000,000
Board Goal: Student Achievement		FY00	\$14,000,000
		FY01	\$14,000,000
		FY02	\$23,000,000
		FY03	\$20,000,000
		\$ Change	-\$3,000,000
		% Change	-13.0%

Purpose: To provide sustained and intensive high-quality professional development in the core academic subjects.

Population and Service Levels: All Illinois school districts and teachers in private, not-for-profit elementary and secondary schools are eligible to participate.

Reimbursement/Distribution Method: Formula grants to local education agencies or through Regional Offices of Education based on relative enrollments in public and private not-for-profit schools (50%) and on the relative amount each LEA received under Part A of Title I the preceding fiscal year (50%).

Performance Measures & Activities:

	<u>FY00</u>	<u>FY01</u>	<u>FY02 (est.)</u>
Professional Development			
Math (# of teachers)	30,500	36,000	42,000
Science (# of teachers)	26,500	30,500	34,000
Projects Funded	637	651	657

Title II – Reading Excellence Act (federal)

Legislative Reference: 20 USC 6601 et seq.	Program Goal: Fund research-based models of K-3 reading improvement and professional development in 30 – 40 of Illinois' schools in greatest need so that the most effective of these models can be shared statewide to increase the number of schools meeting or exceeding Standards so that by 2005, 80% of all students will meet and exceed state standards for reading.	FY98	\$0
		FY99	\$0
Board Goal: Student Achievement		FY00	\$30,000,000
		FY01	\$30,000,000
		FY02	\$30,000,000
		FY03	\$20,000,000
		\$ Change	-\$10,000,000
		% Change	-33.3%%

Purpose: The purpose of the Reading Excellence Act is to: 1) use research-based instructional methods to see that students, K – 3, in qualifying districts and schools learn to read well by grade 3; 2) see that teachers in qualifying districts and schools develop and use teaching strategies for the teaching of reading that have foundations in effective, relevant research; 3) expand family literacy programs; 4) provide early literacy intervention to children who are experiencing reading difficulties and reduce their referrals to special education; and 5) identify successful models of K – 3 instruction and intervention for replication and dissemination statewide.

Participating schools will implement early intervention programs based on relevant reading research. ISBE will help schools develop implementation plans. These plans will include targeted professional development for teachers, purchase of literacy materials, implementation of extended learning opportunities, parent learning and connections strategies, and implementation of reading programs that result in improved student learning. State leadership activities will include development of research-based materials and resources for schools, statewide and regional professional development, providing qualified reading coaches to schools with greatest need, and partnering with other organizations and agencies to align resources and activities. Family literacy and early childhood activities will also be provided.

Population and Service Levels: This program funds 45 schools in 17 districts serving students up to grades 3 who are at greatest risk of academic failure. All staff and students, K – 3, in funded schools will participate in reading improvement activities. Students at risk of reading failure will receive targeted, ongoing tutorial assistance in addition to improved classroom instruction, resources and classroom materials. Support will also be provided for the feeder pre-K programs and for all students' families. These districts include approximately 40% of Illinois students. A consortium of University faculty will work with ROE's/ISC's to provide two years of ongoing staff development for all K – 3 staff in every funded building. An independent evaluator will monitor the progress of the participating schools and districts. Products and resources developed under this grant will subsequently be made available statewide. A list of the funded districts follows.

The following districts received Reading Improvement Subgrants: Chicago 299, Elgin U 46, Ford Heights 169, Kankakee 111, Pembroke CC 259, Peoria 150, Quincy 172, Rock Island 41 Rockford 205, and Springfield 186. In addition, the following districts received tutorial assistance: Chicago 299, Meredosia/Chambersburg 11, Springfield 186, Southernmost Delta Empowerment Zone (districts included: Vienna Elementary 55, Century Unit 100, Cypress Elementary 64, Meridian Unit 101, Cairo Unit 1, and Egyptian Unit 5)

Reimbursement/Distribution Method: Grants were awarded to districts on a competitive basis through a request-for-proposals process. FY01 was the first year Illinois received a three-year grant award for \$37.8 million.

Performance Measures & Activities:

- 17 competitive local grants ranging in size from \$50,000 to \$1,000,000 per school year were awarded to 17 eligible districts.
- A university consortium has been contracted to provide two years of ongoing professional development and resources through on-site training, weekend seminars, summer institutes and distance-learning.
- ISBE staff and staff from 10 ROE's/ISC's are supervising implementation in all 45 schools.
- 45 REA teacher-leaders are being hired with local grant funds to provide building-level leadership in reading and to meet regularly with ISBE staff and university consortium members.
- 45 REA tutorial coordinators are being hired with local grant funds to implement a multi-tiered intervention system in each school and to meet regularly with ISBE staff and university consortium members.
- The 17 district-level REA coordinators act as liaisons between districts, ISBE, university consortium members, ROE/ISC staff and external evaluators.
- An exemplary principals' cadre of 50 outstanding principals in Illinois is mentoring the 45 REA-funded principals.
- An independent evaluator has been contracted to evaluate implementation and effects. The first round of program-wide assessments are in progress.
- A professional development needs assessment survey has been completed.
- 17 local evaluators have been identified to act as the liaison between the district and the external evaluation team.

Title VI – Innovative Education Program Strategies (federal)

Legislative Reference: 20 USC 7301 et seq. Board Goal: Student Achievement	Program Goal: Provide Title VI Grants to local school districts to support innovative education program strategies.	FY98	\$16,000,000
		FY99	\$16,000,000
		FY00	\$16,000,000
		FY01	\$17,000,000
		FY02	\$18,600,000
		FY03	\$18,600,000
		\$ Change	\$0
% Change	0.0%		

Purpose: To support local education reform efforts that are consistent with statewide reform efforts; improve student achievement relative to the Illinois Learning Standards; support state and local efforts to accomplish the National Education Goals; enable state and local education agencies to implement promising educational reform programs; provide for innovation and educational improvement, including library services and instructional and media materials; and meet the special needs of at-risk and high-cost students.

Population and Service Levels: All local education agencies and students in private, not-for-profit elementary and secondary schools are eligible to participate.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02 (est)</u>
School Districts	895	932	944	946
Public School Students	2,589,101	2,482,656	3,204,266	3,300,000
Non Public Students	426,459	361,790	363,486	364,000
Public Staff Training	127,817	119,036	118,128	120,000
Non Public Staff Training	48,260	44,421	58,992	60,000

Reimbursement/Distribution Method: Formula grant to local education agencies, 85% of which is based on their relative enrollment in public and private nonprofit schools, and 15% of which is an adjustment to provide more to those with greater numbers or percentages of children whose education costs more than the average child.

Performance Measures & Activities: Review, approve, process, and fund approximately 900 projects. A statewide summary of budgets for Title VI grants show the following distribution of funds by activities:

	<u>FY00</u>	<u>FY01</u>	<u>FY02*(est)</u>
Instructional Salaries,			
Materials, Supplies & Equip.	27.6%	26.7	31.1
Training and Technical Assistance	15.9	18.9	16.0
Educational Media Services	25.7	23.4	36.7
Support Services & Community Outreach	24.4	25.0	12.2
Administration	3.4	3.0	2.0
Other	3.0	3.0	2.0

Individual districts are required to set priorities for use of the money. Funds may be used to pilot local ideas and local educational innovations. Funds must be used to supplement current state and local funds.

Title VII – Foreign Language (federal)

Legislative Reference: Title VII, Part B of the IASA, entitled Foreign Language Assistance Program.	Program Goal: To support initiatives that promote systemic approaches to improving and expanding foreign language teaching and learning opportunities for K-12 students.	FY98	\$200,000
		FY99	\$500,000
Board Goal: Collaboration		FY00	\$500,000
		FY01	\$500,000
		FY02	\$150,000
		FY03	\$150,000
		\$ Change	\$0
	% Change	0.0%	

Purpose: To promote expanded and technologically enhanced foreign language study for Illinois elementary and secondary school students. The Illinois Online Foreign Language Learning Initiative will: 1) develop online curricula that will promote sequential, standards-based study of a variety of languages, beginning in elementary school; 2) conduct intensive summer professional development programs to prepare expert foreign language practitioners to become online instructors of the curricula developed through this program; and 3) promote two-way language learning by linking non-native English speakers with Illinois foreign language learners.

Population and Service Levels: K-12 school districts

Reimbursement/Distribution Method: A grant will be awarded to the Illinois Council for the Teaching of Foreign Languages and contracts will be let for course and content development/production.

Performance Measures & Activities: At the conclusion of the grant period, at least two stages each of five foreign language curricula will be available online for use by elementary through high school students throughout Illinois. In the first year of this three-year project, one or more stage 1 or 2 courses will be developed in French, German, Spanish and Japanese. A directory of native speakers in the target languages will be developed and 50 expert foreign language practitioners will receive training to become online instructors of the curricula. Base-line data will be collected for the first of a three-year evaluation that will include the number of teachers trained, courses developed, and students served.

FY02 was the first year that Illinois received the Title VII Foreign Language federal grant.

Truant/Dropout/Optional Education (state)

Legislative Reference: 2-3.66 and 201-1 of the School Code	Program Goal: By 2004, every student educated in an alternative setting will have access to a career development program that includes career planning, work-based learning, transition planning, entrepreneurship and/or community service.	FY98 FY99 FY00 FY01 FY02 FY03 \$ Change % Change	\$17,460,000 \$17,460,000 \$18,660,000 \$18,660,000 \$19,660,000 \$19,660,000 \$0 0.0%
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Purpose: The Truant Alternative and Optional Education (TAOEP) Program helps schools establish projects that offer modified instructional and other services to prevent students from being truant and/or from dropping out of school. These projects offer prevention services such as counseling, mentoring, tutoring, child care and home visits. In addition, the program provides optional education programs for students beyond the age of compulsory attendance who have dropped out of school.

Population and Service Levels: Service levels for the TAOEP program are reflected below:

	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03 (est.)</u>
Students Served	29,500	32,500	34,000	37,000
Programs	78	79	79	81

Reimbursement/Distribution Method: Funds are awarded on a competitive, request for proposals basis on a three-year cycle. Local school districts, Regional Offices of Education, community colleges and laboratory schools are eligible to apply.

Chicago District 299 receives 26.8% of the final appropriation through the Chicago Block Grant.

Performance Measures & Activities: For the first time in 6 years there has been a drop in the number of Chronic Truants:

<u>FY96</u>	<u>FY97</u>	<u>FY98</u>	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>
41,811	43,847	44,203	46,332	47,411	44,227

Also, the number of high school dropouts has decreased for the third straight year:

<u>FY98</u>	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>
38,469	35,934	34,146	34,008

Other performance measures are to:

- Maintain overall positive outcomes at 88%. (FY99 was 88% and FY00 was 86%)
- Increase the number of programs providing career preparation and education programs in conjunction with ETC, CTE and/or workforce Investment (WIA). (Five new programs provided career preparation in FY01)
- Align curriculum of existing instructional programs with State Learning Standards. (Data not available at this time)

Closing the Educator Workforce Gap



Educator Gaps Funding History



<u>State</u>	<u>FY98</u>	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>Aggregate 5-Year Total</u>	<u>FY03 Request</u>
Admin. Academy	858.0	858.0	858.0	858.0	858.0	4,290.0	858.0
IL Scholars Program	1,104.3	1,704.3	2,554.3	2,554.3	2,554.3	10,471.5	2,554.3
Leadership Development	350.0	350.0	350.0	350.0	350.0	1,750.0	350.0
Mentoring & Induction	0.0	0.0	0.0	0.0	0.0	0.0	5,000.0
Nat'l Board Cert.	0.0	75.0	75.0	1,075.0	1,075.0	2,300.0	2,075.0
Prof. Dev. Statewide	0.0	0.0	1,500.0	3,000.0	2,000.0	6,500.0	2,000.0
ROE-Sch. Bus Dr. Trng.	0.0	50.0	50.0	50.0	50.0	200.0	50.0
ROE-School Services	11,771.4	12,360.0	12,360.0	12,360.0	12,360.0	61,211.4	14,585.0
ROE-Supervisory Exp.	102.0	102.0	102.0	102.0	102.0	510.0	102.0
TAMS	5,500.0	5,500.0	5,500.0	5,500.0	7,001.9	29,001.9	4,900.0
Teacher Cert. Rev. Fund	450.0	450.0	1,200.0	1,200.0	1,200.0	4,500.0	1,200.0
Teacher Framework	0.0	400.0	400.0	515.0	515.0	1,830.0	515.0
Teacher of the Year	110.0	150.0	150.0	150.0	150.0	710.0	150.0

<u>Federal</u>	<u>FY98</u>	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>Aggregate 5-Year Total</u>	<u>FY03 Request</u>
Christa McAuliffe	78.0	75.0	75.0	75.0	75.0	378.0	75.0
Class Size Reduction	0.0	0.0	51,000.0	56,000.0	81,000.0	188,000.0	50,000.0
Teacher Quality	0.0	0.0	0.0	0.0	0.0	0.0	115,000.0
Troops to Teachers	0.0	100.0	150.0	150.0	150.0	550.0	150.0

Administrators' Academy (state)

Legislative Reference: Section 2-3.53 of the School Code	Program Goal: To manage, support, evaluate and initiate improvement of the Administrators' Academy.	FY98	\$858,000
		FY99	\$858,000
Board Goal: Student Achievement		FY00	\$858,000
		FY01	\$858,000
		FY02	\$858,000
		FY03	\$858,000
		\$ Change	\$0
	% Change	0.0%	

Purpose: The Academy is the legislatively authorized provider of statewide, regionally-based required professional development opportunities for school administrators. The Academy provides training for administrators in evaluating certified personnel, elective professional development related to school improvement, and accountability and instructional leadership.

Population and Service Levels: The population served includes all elementary and secondary school administrators in Illinois.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>
Administrators	9,400	9,400	11,000	11,000

Reimbursement/Distribution Method: Formula grants are distributed to 44 Regional Offices of Education (ROE's) and four Intermediate Service Centers (ISC's), including the ISC for Chicago School District #299.

Chicago District 299 receives 13.5% of the final appropriation through the Chicago Block Grant.

An independent evaluation of the Administrators' Academy by MGT of America reported that the annual state funding for Illinois Administrators in FY99 was \$114 per academy participant as compared to \$1,375 per academy participant in California and \$2,167 in Georgia. While corporate averages vary greatly for resources devoted to leadership training, largely due to determining the Return on Investment (ROI), the industry average ranges from \$500 to \$3,500 annually per participant, or 35% of company income.

Performance Measures & Activities: Content information is relevant and useful to administrators.

- Administrators' Academy courses are approved by ISBE staff who review applications and determine relevance and timeliness of content. Academy course descriptions are on file at ISBE and are reviewed annually for usefulness. New approval criteria strongly recommend that courses contain an application and/or reflection component.
- ROEs and ISCs are responsible for maintaining evaluation forms for each Administrator Academy offering. These data reflect the relevance and usefulness to administrators.
- Proposed Rules changes will require each school administrator to create a professional development plan and apply the new knowledge and skills at the school or district level.

Professional development activities align with the Professional School Leaders Standards and the Illinois Learning Standards.

- In response to the MGT of America evaluation and recommendations, as of FY02 Administrators' Academy courses align to the Professional School Leaders Standards and the Illinois Learning Standards for state approval. Credit cannot be awarded to administrators without course approval and 397 Academy courses have been reviewed and approved as of December 1, 2001. The Continuous Improvement Partnership (CIP), advisory committee to the Academy, represents all major Illinois stakeholders and practitioners and fully supports the increasingly higher standards required for Academy course design and delivery.

A variety of instructional delivery techniques provided by trained instructors meet the needs of multiple learning styles.

- It is an FY02 requirement that a variety of instructional delivery techniques be provided by Administrators' Academy trainers. Course approval requires documentation of delivery techniques that focus on adult learning styles and offer adequate variety to meet those multiple styles. Prior to FY02, the majority of Academy courses were limited to lecture and discussion. Problem-solving, real-life application, research, increased use of visuals, and networking are now prevalent in course design and delivery.

Evaluations, provided for each activity, are part of the continuous improvement plan for the provider.

- Evaluations for each Administrators' Academy course are kept on file at the ROEs and ISCs. MGT of America found that, for the most part, participants were satisfied with the course offerings and content, though some courses were more relevant than others. At the time the study was conducted, the predominant method of delivery was lecture, followed by small group discussions. Delivery techniques have changed significantly since the new requirements have gone into place, as indicated by course proposals.

Accurate records on professional development are maintained and administrators are informed of their status regarding compliance with Academy credits.

- The Division of Certificate Renewal receives from district superintendents a letter of assurances that identifies any local school administrator who has not participated in annual professional development within the district, and/or has not participated in at least one Administrators' Academy program per two-year phase. A follow-up letter from ISBE notifies such individuals of non-compliance and specifies a deadline by which the requirements must be met for renewal of the administrative certificate.
- Local school districts are responsible for maintaining a district professional development plan for their administrators. The ROEs review those plans in the compliance visits to the local school districts.
- Proposed changes (FY03) in the Administrative Rules governing the Administrators' Academy will require each school building administrator to submit a professional development plan to the district superintendent for approval. The building administrators will keep a portfolio of professional development activities in which he or she has engaged and the results of applying new knowledge and skills. District superintendents will review the portfolios with the building administrators to determine professional growth.

Christa McAuliffe Fellowship (federal)

Legislative Reference: ESEA of 1995, as amended by the Improving America's Schools Act of 1994	Program Goal: Recognize and utilize exemplary local educators and education programs that promote improved teaching and learning related to the Illinois Learning Standards.	FY98 \$78,000 FY99 \$75,000 FY00 \$75,000 FY01 \$75,000 FY02 \$75,000 FY03 \$75,000 \$ Change \$0 % Change 0.0%
Board Goal: Student Achievement		

Purpose: The federally funded Christa McAuliffe Fellowship program is a method of identifying and promoting exemplary educators and their innovative ideas for improving teaching and learning tied to the Illinois Learning Standards. One or more fellowships are awarded to exemplary teachers to implement projects they have designed to improve teaching and learning.

Population and Service Levels: One or more fellowships are awarded to Illinois public school teachers. In FY02, two projects for \$15,000 each and three projects for \$1,000 each were awarded. FY03 funds will support the awarding of one or more fellowships.

Reimbursement/Distribution Method: Fellowships are awarded on a competitive basis through an evaluation of proposals submitted by teachers.

A selection committee comprised of seven members who represent administrators, teachers, parents and higher education, identify finalists who are then formally interviewed on videotape. The fellows are selected based on their proposals and the interviews. They also became part of ISBE's pool of distinguished educators. Individuals from that pool are referred to school districts and other organizations for presentations and workshops, and are also asked to serve on state, regional and national education committees, boards of directors and task forces.

Performance Measures & Activities: After a project is completed, the fellow submits a report of the project and its impact. These reports are forwarded to appropriate agency staff for review and possible replication in local districts and/or statewide. Sample projects, which are all directly linked to the Illinois Learning Standards, include:

- a multi-district astronomy project that incorporated students from rural areas;
- three separate "clean-river" projects (two in the northern portion of the state, and one in the western part of the state) that have brought together districts and communities, made a connection between nonpublic and public school students, and included students of all ages/grades; and
- a reading instruction project that forms a partnership between teachers, students, and Aurora University's School of Education.

Expanded efforts by ISBE to market the McAuliffe Fellowship Program among teachers statewide has resulted in a 210 percent increase in proposals submitted over the past three years.

Class Size Reduction Program (federal)

<p>Legislative Reference: Public Law 106-13, Consolidated Appropriations Act, 2000</p> <p>Board Goal: Student Achievement</p>	<p>Program Goal: Provide Class-Size Reduction Grants to local school districts to support reduction in class sizes, particularly at the early elementary level.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr><td>FY98</td><td style="text-align: right;">\$0</td></tr> <tr><td>FY99</td><td style="text-align: right;">\$0</td></tr> <tr><td>FY00</td><td style="text-align: right;">\$51,000,000</td></tr> <tr><td>FY01</td><td style="text-align: right;">\$56,000,000</td></tr> <tr><td>FY02</td><td style="text-align: right;">\$81,000,000</td></tr> <tr><td>FY03</td><td style="text-align: right;">\$50,000,000</td></tr> <tr><td>\$ Change</td><td style="text-align: right;">-\$31,000,000</td></tr> <tr><td>% Change</td><td style="text-align: right;">-38.3%</td></tr> </table>	FY98	\$0	FY99	\$0	FY00	\$51,000,000	FY01	\$56,000,000	FY02	\$81,000,000	FY03	\$50,000,000	\$ Change	-\$31,000,000	% Change	-38.3%
FY98	\$0																	
FY99	\$0																	
FY00	\$51,000,000																	
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FY02	\$81,000,000																	
FY03	\$50,000,000																	
\$ Change	-\$31,000,000																	
% Change	-38.3%																	

Purpose: To reduce class size to a national average of 18 students in grades K-3. Funds are used for teacher recruitment, hiring and training; for new teachers to take state competency tests; and for professional development.

Population and Service Levels: School districts and teachers in private, not-for-profit elementary and secondary schools are eligible to participate.

In FY01, districts reported hiring 1,272 full-time teachers and 789 part-time teachers with Class-Size Reduction funds. Of those teachers 1,514 were hired for first through third grades. In FY02, 880 districts received funding to support salaries of new teachers to reduce class size. In FY03, funding will support 900 districts.

Reimbursement/Distribution Method: Formula grants based on low-income census (80%) and public and non-public enrollment (20%).

Performance Measures & Activities:

- Review, approve, process, and fund approximately 900 projects in FY03.
- Fund approximately 1,800 teachers in FY03 to reduce class size, primarily in grades K-3.
- Fund professional development activities (approximately 10% of grant funds).
- Statewide average class-size is decreasing at the lower elementary level. (Grade 2 data are not collected.)

	<u>FY98</u>	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>
Kindergarten	22.1	21.8	21.3	20.9
Grade 1	22.8	22.3	21.6	21.6
Grade 3	23.2	23.0	22.4	22.3

Illinois Scholars Program (state)

Legislative Reference: Not Applicable	Program Goal: To increase the number of minorities entering the teaching profession.	FY98	\$1,104,300
		FY99	\$1,704,300
		FY00	\$2,554,300
		FY01	\$2,554,300
		FY02	\$2,554,300
		FY03	\$2,554,300
		\$ Change	\$0
		% Change	0.0%

Purpose: To recruit students, particularly minorities, into teaching careers, particularly in urban areas. High school students are nominated in their junior year by teachers, counselors or principals, based on their capacity to become great teachers. Selected in the fall of their senior year, Illinois (Golden Apple) Scholars are mentored through college and into their teaching careers by exemplary educators. In return for professional and financial assistance, Scholars agree to teach for five years within eight years of graduation in "high need" Illinois schools defined by placement on the federal "Perkins Loan" list or by school scores <50% on PSAE or ISAT.

Population and Service Levels: Twelve hundred talented students are nominated in their high school junior year or college sophomore year by teachers, counselors or principals, based on their potential to become great teachers. From this group, 100 are selected in their senior year or college sophomore year to participate in the program and are then mentored through college and into their teaching careers by exemplary educators. Similar to the distribution of the school-age population in Illinois, approximately 70% of the scholars are selected from Cook, Lake, DuPage, McHenry and Will counties, and 30% of the scholars are selected from the remaining downstate counties. The focus is on recruiting minority and low-income students. Currently 58% are minority (27% African-American, 21% Latino/Hispanic, 6% Asian/Pacific Islander and 4% multi-racial). Using the Department of Human Services income guidelines, 56% of the Scholars are from low income-households.

- Scholars receive financial assistance for four years (or two years if selected in college) in return for satisfactory completion of college and certification requirements at one of 40 participating Illinois institutions of higher education.
- Scholars receive paid summer internships for participation in the activities of the six-week Golden Apple Summer Institute. Activities include teaching internships in urban schools, classes on the art and craft of teaching designed and presented by the award-winning teachers of the Golden Apple Foundation, including advanced preparation for the first years of teaching.
- Scholars receive mentoring and professional support through the Golden Apple network at each university campus.

Reimbursement/Distribution Method: Grant to the Golden Apple Foundation.

Performance Measures & Activities:

- The number of Golden Apple Scholars will be maintained at 100 for FY02. That will increase the total number of teachers currently teaching or soon to be placed in the neediest schools in Illinois to almost 700. In FY 01, 205 Scholars are teaching in Illinois.
- The Center for Ongoing Renewal and Enrichment (CORE), a summer program for teaching Scholars, provides directed professional development experiences for teaching Scholars.
- Access to high-quality mentors will be provided to teaching Scholars during their beginning years of teaching.
- Continuing support will be provided to the almost 500 undergraduate persons in the Scholars teacher preparation program and teaching program.
- The program acquired approval to act as a Provider and offer CEU and CPDU credits for professional development activities for all teachers.
- Harvard University named the Golden Apple Scholars of Illinois program as one of fifteen finalists (out of 1,200 programs nominated nationwide) for its Innovations in American Government Award, presented to outstanding programs that use public funds to further the public good.
- The University of Illinois at Chicago (UIC) published a study (2001) of the GASI program and concluded that compared to traditionally prepared teachers, Golden Apple Scholars "were clearly superior in instructional behavior, reflective practice, professional development activity, and displayed more sophisticated classroom management skills." The study "confirm(ed) statistically stronger desirable teacher dispositions. . . stronger belief in student capacity to learn, and less inclined to believe some students are unreachable."

Regional Office of Education Programs – School Bus Driver Training (state)

<p>Legislative Reference: 3-14.23 of the School Code & 6-106.1 Vehicle Code.</p> <p>Board Goal: Policies and Services</p>	<p>Program Goal: Illinois pupil transportation services will have zero-tolerance for school bus-related fatalities and a reduction in the occurrence of student injuries.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr><td>FY98</td><td style="text-align: right;">\$0</td></tr> <tr><td>FY99</td><td style="text-align: right;">\$50,000</td></tr> <tr><td>FY00</td><td style="text-align: right;">\$50,000</td></tr> <tr><td>FY01</td><td style="text-align: right;">\$50,000</td></tr> <tr><td>FY02</td><td style="text-align: right;">\$50,000</td></tr> <tr><td>FY03</td><td style="text-align: right;">\$50,000</td></tr> <tr><td>\$ Change</td><td style="text-align: right;">\$0</td></tr> <tr><td>% Change</td><td style="text-align: right;">0.0%</td></tr> </table>	FY98	\$0	FY99	\$50,000	FY00	\$50,000	FY01	\$50,000	FY02	\$50,000	FY03	\$50,000	\$ Change	\$0	% Change	0.0%
FY98	\$0																	
FY99	\$50,000																	
FY00	\$50,000																	
FY01	\$50,000																	
FY02	\$50,000																	
FY03	\$50,000																	
\$ Change	\$0																	
% Change	0.0%																	

Purpose: To provide initial and refresher training for school bus drivers.

Population and Service Levels: Of the 25,000 school bus drivers in Illinois, approximately 20,000 require annual refresher training and 5,000 require initial training annually. Classes are coordinated through the Regional Offices of Education and taught by school bus driver instructors certified by the State Board of Education.

Reimbursement/Distribution Method: Formula grants to 45 Regional Offices of Education for cost of training school bus drivers. The distribution of funds is based upon the number of initial classes provided for school bus drivers as required by statute. The Regional Offices are paid \$120 per initial training class. These funds supplement other funds to cover the cost of providing these classes.

Performance Measures & Activities: School bus driver training is provided, as required by law.

Regional Office of Education Programs – School Services (state)

Legislative Reference: Section 2-3.62 of the School Code	Program Goal: Statutory responsibilities and contracted services are delivered by the Regional Offices of Education and the Intermediate Service Centers with quality and effectiveness.	FY98	\$11,771,400
		FY99	\$12,360,000
		FY00	\$12,360,000
		FY01	\$12,360,000
		FY02	\$12,360,000
		FY03	\$14,585,000
		\$ Change	\$2,225,000
		% Change	18.0%

Rationale and Purpose: State law provides for the establishment and operation of regional educational entities that serve the districts in their respective areas and perform identified state functions and services. This includes 45 Regional Offices of Education (ROE), three Intermediate Service Centers (ISC) in Suburban Cook County outside the City of Chicago, and one Chicago Intermediate Service Center. Chicago School District #299 acts as the Chicago Intermediate Service Center. The Regional Superintendents of Education are required by law to carry out specified regulatory functions and the ROEs and ISCs are required by statute to provide the following programs and services: Administrators' Academy; Computer Technology Education; Directory of Cooperating Consultants; Education of Gifted Children; and Staff Development Services in Fundamental Learning Areas. In addition, the law authorizes the ROEs and ISCs to provide other services that respond to the needs of local districts in their respective areas and/or the needs of the State Board of Education.

The purposes of this appropriation are to provide funds for the salaries of 45 Regional Superintendents and their assistants, which are set by law; support the administrative costs of the 45 Regional Offices of Education and 4 Intermediate Service Centers; support continuous improvement of and capacity building in the regional and intermediate offices; and support the delivery of specific services.

Program Activities: Each ROE and ISC develops a Regional Improvement Plan that identifies the scope, content and evaluation of their programs and services. Many of these plans have emphasized professional development programs for teachers and administrators in their area, including the very successful Standards-Aligned Classroom Project. The increase in funding for this appropriation in FY03 will support the required increase in ROE salaries in FY03 and enhance the capacity of regional offices to deliver high-quality support and leadership for their local districts. In addition, it will support development and delivery of mentoring training and other services that support beginning teachers.

Population and Service Levels: The 45 ROE's and four ISC's assist all public schools in their respective areas.

Reimbursement/Distribution Method: The salaries to Regional Superintendents and their assistants are paid directly by the state. The remainder of the funds in this appropriation are distributed by grants to and contracts with the 45 ROE's and four ISC's. Each submits an application including their regional improvement plan.

Chicago District 299 receives 14.9% of the final appropriation through the Chicago Block Grant.

Performance Measures: The effectiveness of this program will be evaluated through the following measures:

- Compliance of regional entities with all statutory responsibilities and appropriate use of funds, as evidenced through audits of regional offices,
- Satisfaction of local districts with the services provided by Regional Offices of Education and the Intermediate Service Centers, and
- Evaluation of effectiveness of contracted programs and services (e.g., mentor training).

Regional Office of Education Programs – Supervisory Expense Fund (state)

Legislative Reference: Section 18-6 of the School Code	Program Goal: Provide other state funding to support educational services.	FY98 FY99 FY00 FY01 FY02 FY03 \$ Change % Change	\$102,000 \$102,000 \$102,000 \$102,000 \$102,000 \$102,000 \$0 0.0%
Board Goal: Funding			

Purpose: Funds distributed to Regional Offices of Education for supervisory duties.

Population and Service Levels: The 45 regional superintendents who cover all 102 counties of the state are eligible to participate.

Reimbursement/Distribution Method: Formula grant based on \$1,000 for each regional superintendent for each county supervised.

Performance Measures & Activities: The State Board collects no data or has any measures to determine the effectiveness of this program.

Statewide Professional Development – Professional Development Statewide (state)

Legislative Reference: 5/2-3.59 & 3.62 School Code Board Goal: Student Achievement	Program Goal: To implement a system for continuous professional development leading to certificate renewal for teachers by 2003 that will add value to the quality of teachers in every classroom.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">FY98</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>FY99</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>FY00</td> <td style="text-align: right;">\$1,500,000</td> </tr> <tr> <td>FY01</td> <td style="text-align: right;">\$3,000,000</td> </tr> <tr> <td>FY02</td> <td style="text-align: right;">\$2,000,000</td> </tr> <tr> <td>FY03</td> <td style="text-align: right;">\$2,000,000</td> </tr> <tr> <td>\$ Change</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>% Change</td> <td style="text-align: right;">0.0%</td> </tr> </table>	FY98	\$0	FY99	\$0	FY00	\$1,500,000	FY01	\$3,000,000	FY02	\$2,000,000	FY03	\$2,000,000	\$ Change	\$0	% Change	0.0%
FY98	\$0																	
FY99	\$0																	
FY00	\$1,500,000																	
FY01	\$3,000,000																	
FY02	\$2,000,000																	
FY03	\$2,000,000																	
\$ Change	\$0																	
% Change	0.0%																	

Purpose: Implement the teacher certificate renewal process, assist school districts and deliver other training activities to teachers across the state, and assist educators in applying the principles and practices of a standards-led education system to improve teaching and learning.

Population and Service Levels: All teachers in the state, ROEs, and local and regional professional development entities.

Reimbursement/Distribution Method: Competitive grants and contracts through a request for proposals process.

Performance Measures & Activities: Research indicates that well-prepared teachers are the greatest source of positive impact on student achievement (Linda Darling Hammond, NCTAF 1998). Eighty percent of teachers in selected schools will participate in professional development programs. In FY02, educators are being assisted to align schools and district-level curriculum with the Illinois Learning Standards.

Teacher Certification Fee Revolving Fund (other)

Legislative Reference: Section 21-12 of the School Code	Program Goal: Ensure that all candidates for teaching, administrative and school service personnel certificates meet the established requirements through the use of a highly effective technical and informational support system.	FY98	\$450,000
		FY99	\$450,000
Board Goal: Student Achievement		FY00	\$1,200,000
		FY01	\$1,200,000
		FY02	\$1,200,000
		FY03	\$1,200,000
		\$ Change	\$0
		% Change	0.0%

Purpose: The Teacher Certification Revolving Fund was created to receive the application fees charged for certificates, endorsements or evaluation of credentials. The funds received shall be used to provide the technology and other resources necessary for the timely and efficient processing of certification requests.

Population and Service Levels: Approximately 41,000 applications for teaching, administrative and school service personnel certificates, endorsements and approvals are processed annually. Beginning February 2000 however, the Division has been authorized to exchange 4-year teaching certificates for 5 year certificates thus, approximately 110,000 certificates were exchanged in Fiscal Year 01.

Reimbursement/Distribution Method: Funds provide for temporary personnel assistance during high demand periods; equipment to link ROE's to the ISBE computerized teacher certification database; enhancements to the software system; and upgrades to the technology used to process certificate and endorsement applications.

Performance Measures & Activities:

- Teacher Certification Information System (TCIS) software has been upgraded to utilize the new 32-bit operating system which has significantly improved the overall efficiency of the system for agency users. Regional Offices of Education will be upgraded by January 2002.
- Approximately 129,077 teaching certificates were issued during the fiscal year.
- Approximately 43,000 applications for new certificates, endorsements and approvals were processed within 2-3 weeks of receipt.
- State Teacher Certification Board held ten regular monthly meetings and a smaller group held additional special meetings with members of the State Board.
- Four intensive training sessions were held for ROE staff and tapes were provided for use at the local level.
- Processed approximately 2,300 out-of-state applications according to the Interstate Agreement.
- All federal timelines were met for reporting state certification testing data for teacher education program completers.
- Nearly 50,000 special education certificates were issued within 30 days through the exchange process.
- Approximately 18,500 applications were processed through the ISBE Regional Office in Chicago.

Teacher Education Programs – Mentoring, Induction & Recruitment (state)

Legislative Reference: Not Applicable	Program Goal: Increased numbers of teachers enter and remain in the classroom; fully-qualified teachers are available in all schools.	FY98	\$0
		FY99	\$0
Board Goal: Student Achievement		FY00	\$0
		FY01	\$0
		FY02	\$0
		FY03	\$5,000,000
		\$ Change	\$5,000,000
		% Change	N/A

Rationale and Purpose: Illinois is experiencing a shortage of teachers in several subject areas or disciplines, as well as in certain geographic areas and in districts with large numbers of high-risk schools. This situation, which is expected to become more serious in the years ahead, is the result of many factors, including a decreased interest in teaching as a profession. Only 3% of current high school juniors indicated on a recent questionnaire that they are “fairly certain” they wish to enter teaching. Those who do choose to enter the profession are leaving in increasing rates. Thirty percent of Illinois’ beginning teachers are leaving the classroom within the first five years. Some of these beginning teachers simply find they do not like teaching, many more choose to leave because they have received little or no support in meeting the overwhelming challenges of today’s classrooms.

This program will seek to reverse these trends and, by establishing high-quality, research-based recruitment and retention programs, assure a sufficient supply of high-quality teachers in Illinois schools. In particular, the funds will be used to establish “Induction and Mentoring” programs that meet quality standards and are available to all beginning teachers in the public schools. These programs will be designed to provide support for beginning teachers and to assist in their continuing professional development. The expected result, given the evidence of other states, will be that beginning teachers become better teachers more quickly and remain in the classroom at higher rates.

The recruitment initiatives will be designed to bring additional teachers into the profession, increase the number of teachers in areas of shortage, and assure that all schools, including those with high-poverty levels and in rural areas, have fully qualified teachers.

Program Activities: Recruitment strategies will be implemented that

- attract the best and brightest candidates, including job-changers,
- concentrate on specified shortage areas by subject, certification, and
- concentrate on hard-to-staff schools.

Induction and Mentoring programs will be implemented to provide

- induction and mentoring support for beginning teachers,
- professional development that enhances the knowledge and skills of beginning teachers and responds to their unique needs,
- formative assessment of teaching practice, and
- opportunities for peer group discussions with experienced teachers about the practice of teaching.

Population and Service Levels: The focus of the Induction and Mentoring program will be on teachers who are entering the classroom for the first time. More than 6,000 beginning teachers now enter the classroom each year; that number could increase to as many as 8,000 per year in the near future as retirements of experienced teachers accelerate.

The recruitment program will focus on young people who are considering career opportunities (beginning in the middle grades), adults who may wish to change careers, and current teachers who might be encouraged to teach in high-poverty schools.

Reimbursement/Distribution Method: Induction and Mentoring funds will be distributed to school districts through grants based the number of beginning teachers in each one. Recruitment funds will be used for grants, contracts and other costs of new initiatives.

Performance Measures: The effectiveness of this program over time will be evaluated through the following measures:

- Increase in level of interest in becoming a teacher,
- Increase in percentage of individuals who complete Illinois preparation programs and enter Illinois classrooms,
- Number of districts providing an Induction and Mentoring program that meets state standards,
- Decrease in attrition rates of beginning teachers,
- Decrease in shortages in identified subjects, district-types and geographic areas.

Teacher Education Programs – National Board Certification (state)

Legislative Reference: Public Act 91-606	Program Goal: : Increase in number of Illinois teachers who seek certification by the National Board for Professional Teaching Standards, increased participation by rural and/or minority candidates, and continuing increase in the number of NBPTS-certified teachers in Illinois.	FY98	\$0
		FY99	\$75,000
Board Goal: Student Achievement		FY00	\$75,000
		FY01	\$1,075,000
		FY02	\$1,075,000
		FY03	\$2,075,000
		\$ Change	\$1,000,000
		% Change	93.0%

Rationale and Purpose: State law stipulates that certification by the National Board of Professional Teaching Standards (NBPTS) is the only means through which Illinois teachers can obtain the state's highest teacher certification level – the Illinois Master Teaching Certificate. The National Board was created in 1987 to develop a system for recognition of highly accomplished teaching. Over time, National Board certification has become synonymous with professional teaching excellence, and a research report has validated the relationship between the advanced teaching skills of Board-certified educators and enhanced student learning. In addition, the process through which teachers prepare for the NBPTS assessment has been increasingly recognized as an exceptionally valuable professional development experience for all candidates. Thus, teacher participation in the NBPTS program benefits the individual candidates and the students and schools they serve. State support for the program enhances the quality of the teaching force in Illinois schools and gives all teachers an opportunity to seek advanced recognition of their professional.

Program Activities: State funds for this program, supplemented by contributions from the Illinois Business Roundtable, the Illinois Education Association, and the Illinois Federation of Teachers, are used by the State Board for the following purposes: promote interest and participation in the NBPTS certification program; pay the application fee for selected candidates; support candidates as they prepare for the formal assessment by providing mentors, discussion groups and workshops; provide a one-time stipend of \$3000 for each teacher who achieves NBPTS certification and who is employed in an Illinois school district; and provide formal assistance to candidates who need to retake one or two components of the assessment in order to achieve NBPTS certification. State law (105 ILCS 5/21-27) also authorizes the Board to provide additional compensation for NBPTS-certificate holders who agree to become mentors for other teachers, although funding has not yet been sufficient to support this provision at a significant level.

During FY03, the State Board will continue to expand its NBPTS-support activities. Particular attention will be given to maintaining growth in the program and recruiting NBPTS candidates who are minority and/or from rural areas.

Population and Service Levels: Any teacher who has had three years of experience in the classroom is eligible to seek NBPTS certification. A total of 435 teachers participated in one or more aspects of the NBPTS program in FY01 and a similar number are participating in this year's program.

Reimbursement/Distribution Method: With the proposed funding, the Illinois State Board of Education will pay the National Board registration fee of \$2,300 for up to 600 eligible candidates in FY03. Candidates are chosen through a rigorous application process developed by the state's National Board Design Team. The requested funding level also provides support to teachers recommended by individual school districts (i.e., District 299) and other entities (e.g., the Illinois Business Roundtable, the Illinois Education Association, the Illinois Federation of Teachers, etc.). Finally, the funds will be used to pay the one-time stipends earned by candidates who earn the NBPTS certificate and, to the extent possible, reimburse National Board-certified teachers for mentoring under the provisions of the state law.

Performance Measures & Activities: The success of the Illinois program to support NBPTS candidates will be measured by:

- Number of program participants each year
- Extent to which participants represent the makeup and geography of the state
- Number of candidates who achieve NBPTS certification each year
- Total number of Illinois teachers who have been certified by NBPTS

Effective December 2001, Illinois had 347 nationally-certified teachers, up from 20 in 1997-1998. One hundred and sixty-two of them were notified of their certification in December, 2001, nearly doubling the number certified the previous year. These figures make Illinois ninth in the nation in both the total number of NBPTS certified teachers and the number certified this year. The Illinois pass rate continues to exceed the national average.

Participation in the program is most extensive in northern Illinois, particularly in Chicago and the suburbs. There has been limited participation by rural-area teachers and, except in Chicago, the participants are not ethnically diverse.

The goals for FY03 are to

- increase the number of Illinois' teacher participants from 435 in FY01 and FY02 to 600,
- increase the number of Illinois teachers certified by the National Board for Professional Teaching Standards to 650, and
- increase the participation of rural and ethnically diverse National Board candidates outside Chicago by 10%.

Teacher Education Programs – Teacher of the Year Award (state)

Legislative Reference: Not applicable	Program Goal: Recognize and utilize exemplary local educators and education programs that promote improved teaching and learning related to the Illinois Learning Standards.	FY98	\$110,000
		FY99	\$150,000
Board Goal: Student Achievement		FY00	\$150,000
		FY01	\$150,000
		FY02	\$150,000
		FY03	\$150,000
		\$ Change	\$0
		% Change	0.0%

Purpose: This program honors outstanding school personnel, and identifies an Illinois Teacher of the Year (TOY) to serve as an “Ambassador” for the teaching profession and to complete a project that is selected and designed to benefit teaching and learning in the state.

The Teacher of the Year, selected each spring, acts as an “Ambassador for Teaching” during the first semester and travels around the state speaking to students, teachers, civic groups, parent groups, college classes and news media, as well as speaking at inservice workshops, career nights, and other forums. For the following semester, the TOY receives a one-semester sabbatical to pursue graduate work, or to develop and implement an approved semester-long project, (e.g. implementing the Illinois Learning Standards, improving teacher recruitment or retention, etc.)

Population and Service Levels: The Those Who Excel/Teacher of the Year program is available to all public and nonpublic schools in Illinois. Candidates from seven categories (including Teacher of the Year) are nominated and selected, ranging from noncertificated staff through administrators. Through this grant, the Teacher of the Year can be provided to audiences without cost to the requester. In addition, finalists for Teacher of the Year are often asked to represent the Teacher of the Year at events he/or she cannot attend.

Reimbursement/Distribution Method: One local district receive these grant funds during any given fiscal year. The grants are based on the Teacher of the Year’s salary and benefits, substitute costs, travel and expenses related to his/her project.

Performance Measures and Activities: Applications from candidates in all seven categories are collected, reviewed, scored and winners are chosen by May 1.

- Annual banquet to honor winners is conducted by May 1st. Ninety-eight nominations for Illinois Teacher of the Year were considered at the state level for FY02, an increase of 5% over FY01. A winner was selected from a pool of 12 finalists from across the state.
- In FY02, the Illinois Teacher of the Year made presentations to over 100 groups throughout the state, sharing her science knowledge and expertise and promoting the importance of the teaching profession.
- The current Illinois Teacher of the Year, as well as former Illinois Teachers of the Year, are invaluable to agency staff when planning strategies for retaining teachers, recruitment of teachers, and professional development issues.
- The Illinois Teacher of the Year participates in a forum held in Washington, D.C. each year and brings back to Illinois ideas about how to improve teaching and learning.

Teacher Education Programs – Program Redesign and Accreditation (state)

Legislative Reference: 5/21-0.01 et. al. School Code (P.A. 90-548)	Program Goal: All Illinois educator preparation programs meet the new state standards and successfully prepare candidates for certification.	FY98	\$0
		FY99	\$400,000
Board Goal: Student Achievement		FY00	\$400,000
		FY01	\$515,000
		FY02	\$515,000
		FY03	\$515,000
		\$ Change	\$0
	% Change	0%	

Rationale and Purpose: The quality of the education workforce in Illinois begins with the quality of its preparation programs. The State Board of Education is required by law to establish standards for certification of Illinois educators and to evaluate and approve all Illinois higher education programs (including alternate route programs) that prepare teachers and other educators for such certification. These responsibilities are to be carried out in consultation with the Illinois State Teacher Certification Board (STCB). Funding from this appropriation has been used in recent years to engage Illinois educators in the development of new standards for certification and to promote teacher quality initiatives, including the adoption of rigorous standards for the approval of teacher training institutions. (This line item was previously known as “The Illinois Framework” to reflect the comprehensive improvement plan known by that name.)

The standard-setting process is now virtually complete, and the emphasis has shifted to supporting the redesign of teacher education programs, implementation of the improved system of standards-based accreditation of educator preparation programs, and supporting continuous improvement of programs which have been identified as having deficiencies.

Program Activities: The most recent standards of the National Council on the Accreditation of Teacher Education (commonly known as “NCATE 2000”) have been adopted as the standards for teacher education programs in Illinois. Higher education institutions must meet these standards now. Programs corresponding to the new special education standards for non-categorical certificates must be in place by July 2002 and programs aligned with all other content area standards must be implemented by July 2003.

This funding program will provide technical assistance and support for higher education institutions during this period of major transition and enhance the implementation of a new, multi-faceted process for evaluation and accreditation of each teacher education program. That process is modeled after the NCATE accreditation process and depends on the involvement of highly-qualified Illinois educators in various aspects of the program reviews. Funding will also be used to provide technical assistance for teacher education programs which are identified as in need of improvement and support for institutions that wish to develop an alternate route to certification for teachers and/or administrators. Finally, the appropriation will support actions necessary to assure the state’s compliance with the federal Title II reporting requirements.

Population and Service Levels: This program will serve all of the 57 teacher preparation programs in Illinois.

Reimbursement/Distribution Method: The appropriation will support the development, redesign, accreditation and continuous improvement of educator preparation programs in Illinois. For FY03, this includes:

- training for a minimum of 50 individuals to serve on site visits based on NCATE 2000 standards and procedures;
- completion of five-day review visits to 8 teacher training institutions in the 2002-2003 academic year;
- appointment and training of 20 curriculum review panels to assure program compliance with established standards;
- two technical assistance workshops on performance-based assessments and standards-based program design provided to colleges and universities;
- program quality control through review of annual reports submitted by teacher education institutions regarding identified unmet standards and weaknesses, visits to those institutions, and other necessary actions;
- technical assistance to institutions identified as at-risk and low-performing;
- preparation of annual statewide data reports, including the annual Title II institutional and State report; and
- creation of three additional alternative routes to teacher certification programs and one additional alternative route to administrative certification.

Performance Measures & Activities: The success of the Illinois program of support for high-quality educator preparation programs will be evaluated through the following measures:

- Number of Illinois educator preparation institutions which hold full approval, the number identified as “at risk” and “low performing” and the number with identified unmet standards and weaknesses.
- Number of new alternate route to certification programs for teachers and administrators.
- Completion of annual business plan activities.

Teachers' Academy for Math and Science (state)

Legislative Reference: Not Applicable	Program Goal: To create and facilitate a continuous improvement system for Illinois schools that ensures excellence in the teaching and learning of mathematics and science so that every child is equipped with the knowledge, skills and competencies to function in and contribute meaningfully in a global society.	<table style="width: 100%; border-collapse: collapse;"> <tr><td>FY98</td><td style="text-align: right;">\$5,500,000</td></tr> <tr><td>FY99</td><td style="text-align: right;">\$5,500,000</td></tr> <tr><td>FY00</td><td style="text-align: right;">\$5,500,000</td></tr> <tr><td>FY01</td><td style="text-align: right;">\$5,500,000</td></tr> <tr><td>FY02</td><td style="text-align: right;">\$7,001,900</td></tr> <tr><td>FY03</td><td style="text-align: right;">\$4,900,000</td></tr> <tr><td>\$ Change</td><td style="text-align: right;">-\$2,101,900</td></tr> <tr><td>% Change</td><td style="text-align: right;">-30.0%</td></tr> </table>	FY98	\$5,500,000	FY99	\$5,500,000	FY00	\$5,500,000	FY01	\$5,500,000	FY02	\$7,001,900	FY03	\$4,900,000	\$ Change	-\$2,101,900	% Change	-30.0%
FY98	\$5,500,000																	
FY99	\$5,500,000																	
FY00	\$5,500,000																	
FY01	\$5,500,000																	
FY02	\$7,001,900																	
FY03	\$4,900,000																	
\$ Change	-\$2,101,900																	
% Change	-30.0%																	

Purpose: The Teachers' Academy for Mathematics and Science (TAMS), established in Chicago with funding from the U.S. Department of Energy, the National Science Foundation and the State Board of Education, works to systemically reform mathematics and science education in selected schools by emphasizing professional development and peer support for teachers. The Teachers' Academy is providing on-site mathematics, science and technology professional development to selected schools, especially low-performing schools.

Population and Service Levels: TAMS provides services to a selected number of schools in Chicago each year. Since 1998, they have worked with selected schools in Cahokia #187, E. Aurora #131, Elgin U-46, East St. Louis #189, and Joliet #86. The number fluctuates as the schools gain interest in the services available that address the needs they identify in their home school.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03 (est.)</u>
Schools	30	30	32	47	47
Students	10,000	10,000	10,000	20,000	20,000
Teachers	500	500	500	950	950

As of the 2000-2001 school year, the Academy has worked with 134 schools (92 in Chicago, 21 in East St. Louis, 15 in Joliet, and 2 each in Aurora, Elgin and Cahokia), and more than 4,000 teachers who teach an ethnically diverse population of students. Additionally, TAMS has worked with over 1,500 parents in the past decade and has, as a part of their Comprehensive Staff Development Program (CSDP), a leadership component that works with principals and school leaders.

Reimbursement/Distribution Method: Funds are distributed based on a grant to the Teachers' Academy for Mathematics and Science.

The Academy uses the following criteria to determine target markets, where the Academy seeks out a partnership opportunity with the local system that will help build the leadership capacity to support the change process and sustain the improvements over time:

- low-performing schools;
- urban-like conditions (low income and high minority enrollments);
- willingness of teachers and others to participate in professional development programs;
- schools with authority to decide to devote time for professional development; and
- support by local formal education entities.

Performance Measures & Activities: During FY03, the Teachers' Academy for Mathematics and Science will continue to offer training to schools in Chicago, Joliet and East St. Louis. In Chicago, 11 schools were recruited to participate in an "engagement year" program carried out during FY02, its expected those schools, as well as others more in Chicago, to start the Academy's intensive program during FY03. In addition, the Academy will work with "graduated" schools to sustain their success. The Academy will also offer further content training for teachers, directed at specific Illinois Learning Standards.

The Teachers' Academy for Mathematics and Science has analyzed IGAP/ISAT scores for schools that have participated in Academy training and found that Academy schools have outgained statewide scores in mathematics and science. Academy staff helped schools embed multiple types of assessments in teaching and learning. Students have benefited from the positive changes in their classroom cultures and have consistently shown greater gains over time (in terms of achievement on standardized tests) than non-academy schools.

ISAT data indicated schools which just completed the two years of Academy instruction increased student performance in third grade math from 1999-2001, compared to other state schools (based on individual student score averages).

- In East St. Louis, the percentage of students meet or exceed state standards went from 48% in 1999 to 60% in 2001 in the eight Academy schools which completed instruction in 2001.
- In Joliet, the percentage of students who met or exceeded standards went from 23% in 1999 to 71% in 2001 in the Academy school which completed instruction in 2001.
- For other schools in the state, the percentage went from 68% in 1999 to 74% in 2001.

Third grade improved performance continues to persist over time. For example, Chicago schools which completed instruction in the Academy's program between 1993 and 1999 still, on average, continue to outperform other Chicago public schools (based on individual student score averages).

- In Chicago, the percentage of students in Academy schools who meet or exceed standards increased 9 percentage points from 36% in 1999 to 45% in 2001, while percentages in other schools in the district increased 6 percentage points from 41% to 47%.

The East St. Louis schools which just completed two years of Academy instruction also improved proportionately more than other state schools in fifth grade math from 1999 to 2001 (based on individual student score averages).

- In East St. Louis, the percentage of students in Academy schools who meet or exceed standards increased from 16% in 1999 to 36% in 2001. In Joliet, the increase was from 11% to 17%. The increase in the other schools in the state was from 56% to 61% during that period.

While positive effects have been documented school-wide, students in classrooms taught by Academy-trained teachers performed even better. Children taught by Academy trained teachers in Chicago have outperformed their peers in the same schools in ISAT scores by an average of 15% in third and fifth grade math as well as in fourth grade science after the first year of the program.

Troops to Teachers (federal)

Legislative Reference: Not Applicable	Program Goal: Operate a highly effective technical and informational support system that ensures high-quality educators are certificated for employment in Illinois schools.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 100px;">FY98</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>FY99</td> <td style="text-align: right;">\$100,000</td> </tr> <tr> <td>FY00</td> <td style="text-align: right;">\$150,000</td> </tr> <tr> <td>FY01</td> <td style="text-align: right;">\$150,000</td> </tr> <tr> <td>FY02</td> <td style="text-align: right;">\$150,000</td> </tr> <tr> <td>FY03</td> <td style="text-align: right;">\$150,000</td> </tr> <tr> <td>\$ Change</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>% Change</td> <td style="text-align: right;">0.0%</td> </tr> </table>	FY98	\$0	FY99	\$100,000	FY00	\$150,000	FY01	\$150,000	FY02	\$150,000	FY03	\$150,000	\$ Change	\$0	% Change	0.0%
FY98	\$0																	
FY99	\$100,000																	
FY00	\$150,000																	
FY01	\$150,000																	
FY02	\$150,000																	
FY03	\$150,000																	
\$ Change	\$0																	
% Change	0.0%																	
Board Goal: Student Achievement																		

Purpose: The goal of the federal legislation is to help improve American education by providing mature, motivated, experienced and dedicated personnel for the nation's classrooms. To accomplish this, the State Board, in cooperation with the U.S. Department of Defense, will help implement a program authorized by Public Law 102-484 to provide opportunities for military personnel, Department of Defense, Department of Energy and other civilian personnel adversely affected by the military "drawdowns," to prepare for and secure employment in public education.

The main objectives include: 1) assisting military and civilian personnel affected by military reductions to enter a new career in public education; 2) providing positive role models for the nation's public school students; and 3) helping relieve teacher shortages, especially in the subjects of math and science.

Population and Service Levels: To date, approximately 85 military personnel have entered the Illinois program.

Reimbursement/Distribution Method: Administrative costs associated with supporting the Troops to Teachers program are paid.

Performance Measures & Activities:

- Make two visits per year for each Illinois military base to present certification information to teacher candidates.
- Increase the number of teacher candidates enrolled in preparation programs by 25.
- Increase the number of military personnel awarded substitute teacher certificates by 25.
- Establish a partnership with Southern Illinois University to provide teacher education courses to military personnel stationed at bases served by SIU-C in an effort to increase recruitment into teaching.
- Track inquiries and follow-up calls to applicants to determine the degree of success in obtaining admission to a teacher preparation program or gaining employment in an Illinois school.

In July 2001, states were informed that substitute teachers could now be counted as hires (in the past, only full/part-time teachers were included in this category). Data is currently being adjusted to accommodate this change and should be available by the end of FY02. It is anticipated that this reporting change will substantially increase the number of Troops to Teachers hires.

Closing the Funding Gaps



Funding Gaps Funding History

State	FY98	FY99	FY00	FY01	FY02	Aggregate 5-Year Total	FY03 Request
Blind & Dyslexic	0.0	175.0	175.0	175.0	175.0	700.0	175.0
Ch. Sch. Rev.Fund	0.0	0.0	1,000.0	2,000.0	2,000.0	5,000.0	2,000.0
Com./Res. Serv.	262.4	345.0	358.8	500.0	500.0	1,966.2	500.0
District Consolidation	7,243.7	4,460.0	3,613.0	7,200.0	4,200.0	26,716.7	4,200.0
Driver Education	16,538.0	16,577.4	16,618.8	16,650.0	16,650.0	83,034.2	16,450.0
Emergency Fin. Asst.	805.0	805.0	805.0	805.0	2,160.0	5,380.0	805.0
General State Aid	2,470,515.8	2,923,000.0	2,982,563.6	3,005,000.0	3,231,727.7	14,612,807.1	3,284,000.0
GSA - Hold Harmless	55,185.0	58,000.0	48,000.0	65,000.0	34,662.2	260,847.2	50,000.0
IL Free Lunch/Bkfst	15,650.0	16,516.8	19,500.0	20,500.0	21,500.0	93,666.8	21,500.0
Illinois Charter Sch.	0.0	0.0	11,000.0	11,000.0	11,000.0	33,000.0	8,000.0
ISBE Agency Ops	23,662.8	24,674.0	25,711.0	27,129.1	28,089.0	129,265.9	27,589.0
Low Inc. Disabilities	1,500.0	1,500.0	1,500.0	1,500.0	1,500.0	7,500.0	1,500.0
Mat'ls Center	869.1	919.1	1,062.0	1,162.0	1,162.0	5,174.2	1,162.0
Orph. Tuition Reg.	15,200.0	14,410.1	16,000.0	16,000.0	14,500.0	76,110.1	14,000.0
Philip J. Rock Center	2,456.6	2,556.6	2,760.0	2,960.0	2,960.0	13,693.2	2,960.0
Private Bus. & Voc.	0.0	0.0	100.0	150.0	150.0	400.0	150.0
ROE - Audits	442.0	506.3	506.3	506.3	506.3	2,467.2	506.3
ROE - Salaries	6,461.5	6,461.5	7,311.5	7,225.0	7,875.0	35,334.5	8,150.0
ROE - Serv. to Chgo.	870.0	870.0	870.0	1,020.0	1,020.0	4,650.0	1,020.0
Sch. Tech. Rev. Fund	500.0	500.0	500.0	15,000.0	15,000.0	31,500.0	500.0
Sch. Tech. Rev. Loan	0.0	30,000.0	50,000.0	50,000.0	50,000.0	180,000.0	50,000.0
Sch. Safety Block Gt.	56,500.0	58,328.4	42,594.4	111,594.4	72,000.0	341,017.2	26,534.8
Sp. Ed. Ext. Services	113,616.1	130,761.1	208,419.7	241,500.0	233,969.9	928,266.8	248,000.0
Sp. Ed. Orph. Tuition	124,000.0	127,092.1	128,500.0	127,000.0	108,620.8	615,212.9	101,810.0
Sp. Ed. Pers. Reimb.	220,031.3	228,698.3	283,498.6	298,500.0	314,611.0	1,345,339.2	331,100.0
Sp. Ed. Priv. Tuition	32,336.9	35,270.6	49,235.6	48,000.0	48,858.9	213,702.0	49,500.0
Sp. Ed. Summer Sch.	3,131.8	3,395.6	5,600.0	6,500.0	6,043.7	24,671.1	6,700.0
Sp. Ed. Trans.	132,866.7	141,138.9	181,492.1	192,000.0	226,076.3	873,574.0	253,000.0
Subst. Abuse	5,468.3	840.6	2,750.0	2,750.0	2,750.0	14,558.9	2,750.0
Tax Equivalent Gt.	180.1	185.8	185.8	185.8	216.0	953.5	222.6
Temp. Rel. Rev.	0.0	565.0	565.0	1,130.0	1,130.0	3,390.0	1,130.0
Textbook Loan	24,192.1	24,192.1	24,192.1	30,192.1	30,192.1	132,960.5	30,192.0
Transp. - Parents	10,120.0	10,120.0	10,120.0	16,120.0	15,120.0	61,600.0	15,120.0
Transportation - Reg.	134,000.0	155,582.6	195,716.3	208,500.0	227,929.4	921,728.3	251,500.0

Federal	FY98	FY99	FY00	FY01	FY02	Aggregate 5-Year Total	FY03 Request
Charter Schools	2,500.0	2,500.0	2,500.0	2,500.0	2,500.0	12,500.0	2,500.0
IDEA - Basic	160,000.0	180,000.0	200,000.0	280,000.0	350,000.0	1,170,000.0	400,000.0
Title I - Basic	360,000.0	350,000.0	350,000.0	360,000.0	400,000.0	1,820,000.0	450,000.0
Title I - Capital Exp.	2,200.0	3,000.0	3,000.0	3,000.0	3,000.0	14,200.0	500.0
Title IV - Drug-Free	25,000.0	27,000.0	27,000.0	28,000.0	24,500.0	131,500.0	25,000.0
Title VI Ren/SE/Tech	0.0	0.0	0.0	0.0	45,000.0	45,000.0	35,000.0

Blind & Dyslexic – Special Education (state)

Legislative Reference: Not Applicable	Program Goal: To assist local school districts, state agencies and other service provider agencies to meet the needs of at-risk students.	FY98	\$0
		FY99	\$175,000
Board Goal: Student Achievement		FY00	\$175,000
		FY01	\$175,000
		FY02	\$175,000
		FY03	\$175,000
		\$ Change	\$0
		% Change	0.0%

Purpose: Increase academic achievement of students with visual and reading impairments by converting printed educational materials into recordings, computerized documents and other accessible formats.

Population and Service Levels: Elementary and secondary school students with visual and reading impairments.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02 (est)</u>
Students Served	2,108	2,938	3,052	3,200

Reimbursement Information: Grant to Recording for the Blind and Dyslexic, a non-profit volunteer organization.

Performance Measures & Activities: In FY01, 3,052 Illinois elementary and secondary school students used a total of 5,375 textbooks that were converted to tape or compact disc, reflecting an increase of 114 students from last year. These 2001 statistics translate to a cost per child of \$57.33, which is down from \$59.56 the previous year, and a cost of only \$32.58 per book for the conversion process. This service greatly enhances the ability of visually or perceptually impaired children to keep up with their peers. We anticipate that these numbers will continue to increase in the year ahead.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02 (est)</u>
Textbook Converted	5,617	5,606	5,375	5,600
Average Cost per Textbook	\$83.02	\$59.56	\$57.33	57.00

Charter Schools (federal)

Legislative Reference: 20 USC 8061-8067 Board Goal: Funding	Program Goal: Provide Charter School Grants to encourage and financially support high-quality charter schools throughout Illinois.	FY98	\$2,500,000
		FY99	\$2,500,000
		FY00	\$2,500,000
		FY01	\$2,500,000
		FY02	\$2,500,000
		FY03	\$2,500,000
		\$ Change	\$0
		% Change	0.0%

Purpose: To offer parents, teachers and other responsible parties the opportunity to form innovative and accountable public schools exempt from all but the most essential state laws and regulations.

The amount recommended will serve three purposes. One is to assist new charter schools in the critical detailed planning stages through planning and design grants. Another is to assist charter schools with implementation in their initial years. Grants are time-limited and intended to have the most impact in the crucial beginning years of the charter school. As schools are now initially chartered for five to ten years, it is essential that the start-up be as smooth as possible to assure that instruction occurs from the first day and that the school can meet the accountability measures noted in the charter proposals. For schools that have completed at least three successful years of operation, dissemination grant funds will be made available to share successful practices with other charter schools as well as other public schools.

Population and Service Levels: It is anticipated that there would be three planning grants, five dissemination grants, and six implementation grants in 2002-2003.

	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03 (est.)</u>
Number of charter schools	17	19	23	25
Number of charter school students	5,600	7,500	9,000	9,500

Reimbursement/Distribution Method: Competitive grants based on a request for proposals process.

Performance Measures & Activities:

- Planning, implementation, and dissemination grants will be made available.
- Technical assistance and leadership efforts will be provided to charter schools.
- Charter school directors will be able to focus more on implementing educational programs and less on conducting fund-raising activities.
- Illinois Student Achievement Test (ISAT) or Prairie State Achievement Examination (PSAE) results (as applicable) will measure charter school student performance.
- The three-year evaluation begun in FY00 by Western Michigan University staff will be completed.

The State Board of Education submits an annual report to the Governor and General Assembly each January that details school and student performance information. It notes student assessment data from the ISAT by school as well as other factors about the schools. The full report is available upon request.

FY00 data indicated:

- One school exceeded the state performance on ISAT at all grade levels and in all subject areas tested in 1999-2000. Another school met or exceeded state performance in five of eight grade levels and subject areas tested.
- In 11 of 17 schools, the demand exceeded the number of seats available in 1999-2000.
- Nine of 17 schools had a school year exceeding 180 days in 1999-2000.

FY01 data indicates:

- Seven of 19 charter schools performed better than their districts on 2001 ISAT tests.
- Twelve of 19 schools reported a demand for enrollment that exceeded the number of seats available.
- Eight of 19 schools had a school year exceeding 180 days.

Charter Schools (state)

<p>Legislative Reference: 27A-11 of the School Code, as amended by Public Acts 91-405 and 91-407.</p> <p>Board Goal: Funding</p>	<p>Program Goal: Provide Charter School Grants to encourage and financially support high-quality charter schools throughout Illinois.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr><td>FY98</td><td style="text-align: right;">\$0</td></tr> <tr><td>FY99</td><td style="text-align: right;">\$0</td></tr> <tr><td>FY00</td><td style="text-align: right;">\$11,000,000</td></tr> <tr><td>FY01</td><td style="text-align: right;">\$11,000,000</td></tr> <tr><td>FY02</td><td style="text-align: right;">\$11,000,000</td></tr> <tr><td>FY03</td><td style="text-align: right;">\$8,000,000</td></tr> <tr><td>\$ Change</td><td style="text-align: right;">-\$3,000,000</td></tr> <tr><td>% Change</td><td style="text-align: right;">-27.3%</td></tr> </table>	FY98	\$0	FY99	\$0	FY00	\$11,000,000	FY01	\$11,000,000	FY02	\$11,000,000	FY03	\$8,000,000	\$ Change	-\$3,000,000	% Change	-27.3%
FY98	\$0																	
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FY02	\$11,000,000																	
FY03	\$8,000,000																	
\$ Change	-\$3,000,000																	
% Change	-27.3%																	

Purpose: To offer parents, teachers and other responsible parties the opportunity to form innovative and accountable public schools exempt from all but the most essential state laws and regulations.

With the charter schools funds, the State Board of Education will make start-up grants and facility revolving loans available to charter schools in the initial years of their charters. This funding will also allow planning to be phased in locally in school districts that have charter schools in operation for their first three years. More details about the charter schools initiative and available resources are described in the charter schools federal funds portion of this document.

Illinois charter schools continue to report that a lack of start-up funds and facility financing are the most significant barriers to successful opening and operation of charter schools.

Population and Service Levels: The loan funds would be used for approximately 6-10 Illinois charter schools in FY03. The start-up grant provision would be used in FY03 for approximately 20 charter schools operating within the first term of their charters. The Transition Impact Aid funds would be distributed to 6-8 school districts.

	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03 (est.)</u>
Number of charter schools	17	19	23	25
Number of charter school students	5,600	7,500	9,000	9,500

Reimbursement/Distribution Method: Entitlement grants for loans and start-up funds. Loan funds are repaid to a state revolving loan fund for future use by other charter schools. Formula grants for Transition Impact Aid are available to school districts with charter schools, other than those sponsored directly by school boards, whether authorized by local boards of education or the State Board of Education.

In FY03, \$6,800,000 will be allocated to Transition Impact Aid, start-up grants, and administrative costs.

Performance Measures & Activities:

- Loans will be made available to 6-10 charter schools.
- Start-up grants will be made available to approximately 20 charter schools.
- Transition Impact Aid will be distributed to approximately 6-8 local school districts.
- Charter school directors will be able to focus more on implementing educational programs and less on conducting fund-raising activities.
- Illinois Student Achievement Test (ISAT) or Prairie State Achievement Examination (PSAE) results (as applicable) will measure charter school student performance.
- The three-year evaluation begun in FY00 by Western Michigan University staff will be completed.

The State Board of Education submits an annual Charter School report to the Governor and General Assembly each January that details school and student performance information. The following information highlights the report:

FY00 data indicated:

- One school exceeded the state performance on ISAT at all grade levels and in all subject areas tested in 1999-2000. Another school met or exceeded state performance in five of eight grade levels and subject areas tested.
- In 11 of 17 schools, the demand exceeded the number of seats available in 1999-2000.
- Nine of 17 schools had a school year exceeding 180 days in 1999-2000.

FY01 data indicates:

- Seven of 19 charter schools performed better than their districts on 2001 ISAT tests.
- Twelve of 19 schools reported a demand for enrollment that exceeded the number of seats available.
- Eight of 19 schools had a school year exceeding 180 days.

Charter Schools Revolving Loan Fund (other)

<p>Legislative Reference: 27A-11 of the School Code, as amended by Public Acts 91-405 and 91-407.</p> <p>Board Goal: Funding</p>	<p>Program Goal: Provide Charter Schools Revolving Loan Funds to encourage and financially support high-quality charter schools throughout Illinois.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr><td>FY98</td><td style="text-align: right;">\$0</td></tr> <tr><td>FY99</td><td style="text-align: right;">\$0</td></tr> <tr><td>FY00</td><td style="text-align: right;">\$1,000,000</td></tr> <tr><td>FY01</td><td style="text-align: right;">\$2,000,000</td></tr> <tr><td>FY02</td><td style="text-align: right;">\$2,000,000</td></tr> <tr><td>FY03</td><td style="text-align: right;">\$2,000,000</td></tr> <tr><td>\$ Change</td><td style="text-align: right;">\$0</td></tr> <tr><td>% Change</td><td style="text-align: right;">0.0%</td></tr> </table>	FY98	\$0	FY99	\$0	FY00	\$1,000,000	FY01	\$2,000,000	FY02	\$2,000,000	FY03	\$2,000,000	\$ Change	\$0	% Change	0.0%
FY98	\$0																	
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FY01	\$2,000,000																	
FY02	\$2,000,000																	
FY03	\$2,000,000																	
\$ Change	\$0																	
% Change	0.0%																	

Purpose: Charter schools are designed to encourage educational excellence and improve student learning relative to the Illinois Learning Standards, both in new schools and within the existing public schools. Charter schools offer parents, teachers and other responsible parties the opportunity to form innovative public schools that will be exempt from all but the most essential state laws and rules. Accountability for “inputs” is exchanged for accountability for “results.”

This funding element allows charter schools to obtain additional resources for facility improvement (e.g., renovation or additional purchases). This loan is available on a no-interest basis and must be repaid within the charter’s first term.

Population and Service Levels: The loan funds would be used by approximately six to ten Illinois charter schools in FY03.

	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03 (est)</u>
Number of charter schools	17	19	23	25
Number of charter school students	5,600	7,500	9,000	9,500

Reimbursement/Distribution Method: Loan applications will be available to charter schools certified by the State Board of Education. Charters are eligible to apply for \$250 per student. Payments received by the charter school governing board from the loan fund go back to the state into a revolving loan fund for future use by other charter schools. In FY03, \$2,000,000 will be allocated to the Charter Schools Revolving Loan Fund.

Performance Measures & Activities:

- Loans will allow Illinois charter schools to defray some of the initial costs for facility renovation or acquisition.
- Other performance measures are addressed in another portion of the document, under Charter Schools – State.

Children with Low-Incidence Disabilities – Special Education (state)

Legislative Reference: Not Applicable	Program Goal: To assist local school districts and special education joint agreements in helping meet the needs of at-risk students.	FY98	\$1,500,000
		FY99	\$1,500,000
Board Goal: Student Achievement		FY00	\$1,500,000
		FY01	\$1,500,000
		FY02	\$1,500,000
		FY03	\$1,500,000
		\$ Change	\$0
		% Change	0.0%

Purpose: Supplemental services to students with low-incidence disabilities, including salaries of teachers, aides, and related service personnel; specialized diagnostics; technical assistance; program supervision and consultation; instructional, technological and related services; resource referral; and inservice training.

Population and Service Levels: Joint agreements and independent special education school districts are eligible to participate.

	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>
Children	14,080	14,175	14,225
School Districts/Sp Education Cooperatives	108	108	108

Reimbursement/Distribution Method: Formula grant to 108 special education joint agreements/school districts based on the IDEA formula - 85% enrollment and 15% poverty.

Performance Measures & Activities: These funds supplement any needed special education and related services, including teacher salaries, aides, and related service personnel. Performance is assured through the regulatory compliance monitoring conducted by the State Board of Education.

The State Board has no measures or performance data to determine the effectiveness of this program.

Community/Residential Services Authority (state)

Legislative Reference: 14-15.01 of the School Code	Program Goal: To actively advocate, plan, and promote the development and coordination of a full array of prevention and intervention services to meet the unique needs of children and adolescents who are behavior-disordered or severely emotionally disturbed.	FY98 FY99 FY00 FY01 FY02 FY03 \$ Change % Change	\$262,400 \$345,000 \$358,000 \$500,000 \$500,000 \$500,000 \$0 0.0%
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Purpose: To develop coordinated interagency approaches to services for behavior-disordered and severely emotionally disturbed youth, through the age of 21. Funds are used to develop and implement a statewide plan for service delivery and maintain an interagency dispute resolution process. The Authority is an 18-member Board including six appointees by the Governor, four legislators, and eight state agency directors.

Population and Service Levels: The Community/Residential Service Authority (CRSA) receives referrals for dispute resolution from parents, state agencies, members of the General Assembly, and the Governor's Office. Community collaborations to serve the population, e.g., Local Area Networks (LANs), continue to address greater numbers of children and families in need. If these children's and adolescents' needs are unable to be addressed at the local level, CRSA is called upon to resolve issues relating to service plan implementation and funding of services. The chart below shows referrals for the past three years and projects referrals for FY01 and 02.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02 (est.)</u>	<u>FY03 (proj.)</u>
Referrals	406	510	549	585	624

Reimbursement/Distribution Method: This appropriation covers the salary, benefits and statewide travel of eight staff, reimbursement of travel for Board members appointed by the Governor and legislative members, and administration costs associated with supporting the activities of the Authority.

The Authority has recouped over \$100,000 in federal revenue since 1993 through Medicaid Administrative Case Management Services. Medicaid reimbursement is expected to equal approximately 8% to 10% of the Authority's annual budget.

Performance Measures & Activities:

- Contractual research obligations related to the population served are met;
- Statewide operations assure that the Authority meets statutory mandates;
- Number of cases addressed and satisfaction surveys reports returned;
- The CRSA Statewide Plan for Services to the population is in place and is working through the development of local systems of care or Local Area Networks; and
- All human service agencies are placing fewer children in costly, out-of-home and out-of-community residential settings.

District Consolidation/Annexation Costs (state)

<p>Legislative Reference: Sections 18-8 A.5. (m), 18-8.2, 18-8.3, & 18-8.5 of the School Code</p> <p>Board Goal: Funding</p>	<p>Program Goal: To assure that all schools achieve and maintain financial health.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr><td>FY98</td><td style="text-align: right;">\$7,243,700</td></tr> <tr><td>FY99</td><td style="text-align: right;">\$4,460,000</td></tr> <tr><td>FY00</td><td style="text-align: right;">\$3,613,000</td></tr> <tr><td>FY01</td><td style="text-align: right;">\$7,200,000</td></tr> <tr><td>FY02</td><td style="text-align: right;">\$4,200,000</td></tr> <tr><td>FY03</td><td style="text-align: right;">\$4,200,000</td></tr> <tr><td>\$ Change</td><td style="text-align: right;">\$0</td></tr> <tr><td>% Change</td><td style="text-align: right;">0.0%</td></tr> </table>	FY98	\$7,243,700	FY99	\$4,460,000	FY00	\$3,613,000	FY01	\$7,200,000	FY02	\$4,200,000	FY03	\$4,200,000	\$ Change	\$0	% Change	0.0%
FY98	\$7,243,700																	
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FY02	\$4,200,000																	
FY03	\$4,200,000																	
\$ Change	\$0																	
% Change	0.0%																	

Purpose: To encourage school district reorganization through consolidation or annexation, the following financial incentives are available:

- Funding of Reorganization Feasibility Studies, available through Regional Offices of Education.
- Supplemental state aid payments for four years to a new or annexing district.
- Supplementary state support for four years for new districts to pay the difference in salaries.
- Difference between selected negative fund balances among the previously existing districts.
- Additional funds of \$4,000 for each certified staff person.
- Funding to evaluate the educational and financial benefits or need for reorganization e.g. task-force, study, contract.

Population and Service Levels: In FY02, 20 reorganization feasibility studies will be provided funding and seven consolidated/annexing districts received reorganization incentive payments. The FY03 estimated cost is based upon the funding of 25-30 reorganization studies; second, third, and fourth-year reorganization payments and includes costs of potential reorganizations resulting from Reorganization Feasibility Studies conducted in FY02.

Reimbursement/Distribution Method: FY03 financial incentive distributions will be made to eligible districts during the fall of 2002. Funds to conduct reorganization studies will be disbursed throughout fiscal year 2003.

Performance Measures & Activities: In FY02, 20 reorganization feasibility studies will be provided funding and seven consolidated/annexing districts received reorganization incentive payments.

Incentive Payment	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02(est.)</u>
Supplemental State Aid	\$176,414	\$38,136	\$38,136	\$38,136
Salary Differentials	\$586,356	\$694,072	\$927,133	\$603,313
Deficit Fund Balances	0	0	0	0
Certificated Employee	\$3,208,000	\$2,876,000	\$2,212,000	\$2,848,000
Reorganization Studies	<u>0</u>	<u>0</u>	<u>0</u>	<u>\$200,000</u>
Total	\$3,970,770	\$3,608,208	\$3,177,269	\$3,689,449

<u>Reorganization Effective Date</u>	<u>Reorganization Activity</u>	<u># Districts</u>
7/1/98	2 Consolidations/1 Annexation	4/1
7/1/99	1 Consolidation	2
7/1/00	1 Consolidation/1 Annexation	2/1
7/1/01	1 Consolidation	2

Beginning in FY02, funds are being used to support reorganization feasibility studies. Results of these studies will be available in 2002.

Driver Education (other)

Legislative Reference: Section 27-24.3 of the School Code	Program Goal: Provide eligible entities Driver Education funding in support of local educational services.	FY98 FY99 FY00 FY01 FY02 FY03 \$ Change % Change	\$16,538,000 \$16,577,400 \$16,618,800 \$16,650,000 \$16,650,000 \$16,450,000 -\$200,000 -1.2%
Board Goal: Student Achievement			

Purpose: To reimburse local public school districts for costs of driver education. Funds are from driver's license fees and a portion of the fines levied for certain motor vehicle violations.

Population and Service Levels: Every district that maintains grades 9 through 12 must offer classroom and behind-the-wheel training. High school pupils in public and nonpublic schools in the district are eligible to enroll in the course, as are all other residents between the ages of 15 and 21 who have valid driver's licenses.

	<u>FY00</u>	<u>FY01</u>	<u>FY02 (est.)</u>	<u>FY03 (proj.)</u>
Number of Students:				
Classroom Instruction	121,005	119,256	120,000	120,000
Behind-the-Wheel Instruction	123,333	126,350	126,000	126,000
Reimbursement Per Student:				
Classroom Instruction	\$25.66	\$26.30	\$24.00	\$24.00
Behind-the-Wheel Instruction	\$102.71	\$99.32	\$100.80	\$100.80

Reimbursement/Distribution Method: Reimbursement to school districts for a portion of the prior year's per-pupil costs of classroom and behind-the-wheel instruction.

Performance Measures & Activities: Honor 2001-02 driver education claims at approximately \$2,880,000 for classroom instruction (120,000 estimated students) and approximately \$12,870,000 for behind-the-wheel training (126,000 estimated students).

Emergency Financial Assistance Fund (other)

Legislative Reference: 5/1B-8 of the School Code	Program Goal Assist Local Education Agencies (LEAs) in achieving and maintaining financial health.	FY98 FY99 FY00 FY01 FY02 FY03 \$ Change % Change	\$805,000 \$805,000 \$805,000 \$805,000 \$2,160,000 \$805,000 -\$1,355,000 -62.7%
Board Goal: Policies and Services			

Purpose: Emergency financial assistance to districts. Appropriations may be allocated and expended by the State Board as grants or loans to school districts which are subject of an approved petition for emergency financial assistance and financial oversight panel under Article 1B of the School Code.

Population and Service Levels: School districts that have the approved petition for emergency financial assistance and financial oversight panel are eligible to participate. In accordance with Article 1B-4, no petition for emergency financial assistance shall be approved by the State Board unless there is also established a financial oversight panel.

Mount Morris CUSD 261 and Round Lake are the only two districts that have petitioned and received assistance. Round Lake Area Schools--District 116 has previously received emergency financial assistance grant funds totaling \$1,355,000. Mt. Morris CUSD 261 was subsequently annexed by Oregon CUSD 220 (Ogle County).

Reimbursement/Distribution Method: Formula grant, \$250.00 per pupil, and loans based on district enrollment, \$1,000.00 per pupil loan. The maximum amount of an emergency financial assistance loan shall not exceed \$1,000 times the number of pupils enrolled during the school year ending June 30th prior to the date of approval by the State Board of the petition for emergency financial assistance.

Performance Measures & Activities: Petitions for emergency financial assistance are reviewed for compliance with Article 1B, and eligible school districts receive financial assistance based on available appropriations.

Extraordinary Services – Special Education (state)

Legislative Reference: 14-7.02(a) of the School Code	Program Goal: Support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.	FY98	\$113,616,100
		FY99	\$130,761,100
Board Goal: Funding		FY00	\$208,419,700
		FY01	\$228,367,500
		FY02	\$233,969,900
		FY03	\$248,000,000
		\$ Change	\$14,030,100
		% Change	6.0%

FY02 Appropriation assumes passage of transfer legislation.

Purpose: To reimburse local school districts and special education cooperatives, up to a maximum of \$2,000 per child above the resident district's per capita tuition charge, for high-cost public school services to students with disabilities.

Population and Service Levels: Eligible students are those with costs in excess of 1½ times the district per capita tuition charge. The following table shows service-level information:

	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03 (est.)</u>
Total Claim Amount	\$207,167,893	\$219,405,689	\$233,938,168	\$248,000,000
Chicago District 299	60,858,600	66,683,300	68,319,200	72,416,000
Downstate	146,309,293	152,722,389	165,618,968	175,584,000
Actual Percent Paid	100%	100%	100%	100%
Students	90,103*	96,432*	101,963*	107,061*
Per Student Claim	\$1,624*	\$1,584*	\$1,624*	\$1,640*

Downstate claim data does not include state audit adjustments.

* Student data exclude Chicago District #299.

Reimbursement/Distribution Method: Reimbursement is provided for the prior school year and is based on the actual costs of educating a child with a disability, less the per capita tuition charge of the district, up to a maximum of \$2,000 per child. The actual cost of educating a child with a disability is reduced by any funds received under other special education reimbursement programs.

Chicago District 299 receives 29.2% of the final appropriation through the Chicago Block Grant.

The legislation formula was last amended in PA79-853, effective June 1975.

General State Aid (state)

Legislative Reference: Section 18-8.05 of the School Code	Program Goal: Provide school districts General State Aid funding for the support of educational services.	FY98	\$2,470,515,800
		FY99	\$2,923,000,000
Board Goal: Funding		FY00	\$2,982,563,600
		FY01	\$3,005,000,000
		FY02	\$3,231,727,700
		FY03	\$3,284,000,000
		\$ Change	\$52,272,300
	% Change	1.6%	

FY02 Appropriation assumes passage of transfer legislation.

Purpose: To provide general flexible state aid to schools. General State Aid (GSA) represents approximately 51.6% of state funds for elementary and secondary education.

The only portion of these funds that is targeted or categorical in nature is the low-income weighted portion for Chicago Public Schools as prescribed in Section 18-8.05.

Population and Service Levels: All school districts, lab schools, alternative schools and Regional Safe Schools are eligible to receive GSA.

School Year	Best Three Months Average Daily Attendance (ADA) *		
	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>
Elementary	475,477.60	481,257.03	488,836.13
High School	203,167.39	206,675.52	212,893.50
Unit	<u>1,118,347.40</u>	<u>1,126,357.06</u>	<u>1,143,104.12</u>
Total	1,796,066.39	1,814,289.61	1,844,833.75

* Excludes average daily attendance (ADA) of the two lab schools, three Intermediate Service Centers, nineteen alternative schools and the forty-three Regional Safe Schools.

Public universities that operate a laboratory school are eligible to file a claim for General State Aid. The State Board of Education calculates their claim by utilizing the best three months average daily attendance times the foundation level. Illinois State University will receive General State Aid funds in the amount of \$4,205,741 for operating two laboratory schools in FY02. The University of Illinois will receive \$1,277,321 for operating one laboratory school in FY02.

Regional Superintendents who operate State Board of Education-approved alternative schools and Regional Safe Schools Programs are eligible to receive state funding. For any alternative school operated by a regional superintendent to be eligible for state aid under this provision, every school district that sends students to such a school must approve the application of the regional superintendent for General State Aid for such students. During the 2000-2001 school year, 19 regional superintendents operated State Board of Education-approved alternative schools and 43 regional superintendents operated Regional Safe Schools. In addition, three Intermediate School Centers offered Safe Schools Programs. Those regional superintendents operating the 19 alternative schools will receive General State Aid funds in FY02 totaling \$4,725,859; the 43 Safe Schools will receive \$6,270,830 and the three Intermediate Service Centers will receive \$1,220,392.

Reimbursement/Distribution Method: Formula grant to school districts.

Foundation Level. The following table displays the foundation levels from 1996-97 through 2001-02 school years. Foundation levels are predicated on the legislature appropriating the necessary funding.

Per Pupil Support Level (Foundation Level)

<u>FY98</u>	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>
1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
\$3,132	\$4,225	\$4,325	\$4,425	\$4,560	\$4,680

For additional General State Aid information and data refer the Funding section and the Demographics Section of this document.

General State Aid – Hold Harmless (state)

Legislative Reference: Section 18-8.05 (J) of the School Code	Program Goal: To provide eligible entities General State Aid and related funding for the support of educational services.	FY98	\$55,185,000
		FY99	\$58,000,000
Board Goal: Funding		FY00	\$48,000,000
		FY01	\$65,000,000
		FY02	\$34,662,200
		FY03	\$50,000,000
		\$ Change	\$15,337,800
		% Change	44.2%

FY02 Appropriation assumes passage of transfer legislation.

Purpose: To annually guarantee that each district will not receive less GSA than it did in the 1997-1998 school year (defined as the amount of net GSA plus GSA Hold Harmless).

Population and Service Levels: Any district that would have received less General State Aid than it received in the 1997-1998 school year.

Reimbursement/Distribution Method: Formula grants to all eligible school districts.

Illinois Free Lunch and Breakfast (state)

Legislative Reference: 105 ILCS 125	Program Goal: All sponsoring organizations receive the support needed to provide nutritious meals and nutrition education to improve the health of children, to improve the learning environment and to ensure children are ready and able to learn.	FY98 FY99 FY00 FY01 FY02 FY03 \$ Change % Change	\$15,650,000 \$16,516,800 \$19,500,000 \$20,500,000 \$21,500,000 \$21,500,000 \$0 0.0%
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Purpose: To encourage public and private schools and other sponsors to provide free breakfasts and lunches to needy children. The Illinois Free Lunch and Breakfast Program is designed to provide school districts with additional funding to provide quality nutritious meals, breakfast and lunch, to students who do not have access to nutritious meals outside of the school system. In addition the program provides funding to:

- meet the mandate that all public schools provide a nutritious meal to all free students
- meet the federal requirement of a state match to ensure further federal funding

Population and Service Levels: Children who meet the income-level guidelines of the National School Lunch Program are eligible to participate. The numbers of free breakfasts and lunches served are provided below.

	<u>FY00</u>	<u>FY01</u>	<u>FY02 (Est.)</u>	<u>FY03 (Proj.)</u>
Amount Claimed	19,500,000	\$20,500,000	\$21,500,000	\$21,500,000
Less Chicago Amount	<u>\$9,886,500</u>	<u>\$10,393,500</u>	<u>\$10,900,500</u>	<u>\$10,900,500</u>
Balance Remaining	\$9,613,500	\$10,106,500	\$10,599,500	\$10,599,500
<u>Downstate</u>				
Free Breakfasts Served	14,237,958	14,480,158	15,928,174	17,520,991
Free Lunches Served	47,039,473	47,647,205	48,123,677	48,604,914
Actual Percent Paid	100%	100%	100%	100%

Reimbursement/Distribution Method: Reimbursement of current-year costs to schools and other sponsors of \$0.15 for each free breakfast and lunch served.

Chicago District 299 receives 50.7% of the final appropriation through the Chicago Block Grant.

Performance Measures & Activities: Earlier studies and research dealing with Nutrition and Education have conclusively pointed out that students who receive a nutritious meal are better prepared to learn. Results from these studies and research point out that there is a:

- decline in discipline problems;
- improved ability for students to concentrate;
- increase in attendance and a decrease in tardiness; and
- increase in educational seat time due to less illness and trips to the school nurse.

Current research and studies are beginning to make a direct link between students who eat a nutritious meal and an increase in academic performance.

- Increase in Math Scores - A University of Rochester study found that iron-deficient children were more than twice as likely to score below average on standardized math tests. Average math scores for iron-deficient children with or without anemia were about six points lower than those with normal iron levels. The average math score for normal youngsters was 93.7, 87.4 for iron-deficient children without anemia and 86.4 for those with anemia.
- University of Minnesota results from the “Fast Break to Learning” universal breakfast program showed that schools participating in this program improved academic achievement more than the control group of schools.
- New York Times Article “When there’s Simply Not Enough Food for Thought”, posed the question “What is the most efficient way to raise low-income pupils’ achievement?” Poor children who got a free breakfast at school were compared with children who were eligible but who did not participate. Those with breakfast gained about three percentile points on standardized tests, and attendance also improved, at a price of only about a dollar a day per child. This is more than most education reforms can accomplish at the cost.”
- Data from the Third National Health and Nutrition Examination Survey found that 6-11 year old food-insufficient children had significantly lower math scores and were more likely to have repeated a grade, have seen a psychologist and have had difficulty getting along with other children. Teenagers were more likely to have seen a psychologist, have been suspended from school, and have had difficulty getting along with other children.

Individuals with Disabilities Education Act (IDEA) Basic, Part B (federal)

Legislative Reference: 20 USC 1400 et seq.	Program Goal: To assist local school districts and service provider agencies to help meet the needs of at-risk students.	FY98	\$160,000,000
		FY99	\$180,000,000
Board Goal: Student Achievement		FY00	\$200,000,000
		FY01	\$280,000,000
		FY02	\$350,000,000
		FY03	\$400,000,000
		\$ Change	\$50,000,000
	% Change	14.3%	

Purpose: Supplemental funds to provide all children with disabilities ages 3 through 21 a free appropriate public education in the least restrictive environment. Funds are used for teacher/aides salaries; other personnel such as social workers, psychologists, and physical therapists; training; specialized consultants; and instructional supplies, materials and equipment.

Population and Service Levels: Over 85 percent of these funds go to school districts and special education cooperatives. Almost 300,000 students with disabilities will benefit from services through these funds in FY02. Service levels are shown below.

	<u>FY98</u>	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>
Students Served	264,516	281,137	287,475	297,355
School Districts	899	899	899	899
\$ to Districts	116,482,000	\$149,765,000	\$171,595,000	\$210,000,000

Reimbursement/Distribution Method: Formula grant, 85% of which is distributed through 92 special education joint agreements to all 899 School Districts. The remaining 15% is used to provide room and board costs for children with disabilities placed in private facilities, to fund special discretionary projects and to pay administrative costs.

Performance Measures & Activities: Federal funds are combined with state and local funds to provide children with disabilities free and appropriate public education, including special education and related services. To be eligible for these funds special education programs must have approved policies and procedures assuring compliance with all state and federal laws pertaining to education of children with disabilities.

Materials Center for the Visually Impaired – Special Education (state)

Legislative Reference: Section 14-11.01 of the School Code Board Goal: Funding	Program Goal: Support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.	FY98	\$869,100
		FY99	\$919,100
		FY00	\$1,062,000
		FY01	\$1,162,000
		FY02	\$1,162,000
		FY03	\$1,162,000
		\$ Change	\$0
		% Change	0.0%

Purpose: To purchase Braille and large-print books, adapted materials, and equipment for students with visual disabilities.

Population and Service Levels: Approximately 3,124 elementary and secondary and 400 post-secondary students with visual impairments receive materials through the depository.

Reimbursement/Distribution Method: Grant to Springfield District #186.

Performance Measures & Activities: Materials for the visually impaired are available statewide through the Materials Center.

Orphanage Tuition – Regular Education (state)

Legislative Reference: 18-3 of the School code	Program Goal: To provide eligible entities Regular Education Orphanage funding to support local educational services.	FY98	\$15,200,000
		FY99	\$14,410,000
Board Goal: Funding		FY00	\$16,000,000
		FY01	\$16,000,000
		FY02	\$14,500,000
		FY03	\$14,000,000
		\$ Change	-\$500,000
		% Change	-3.4%

FY02 Appropriation assumes passage of transfer legislation.

Purpose: To reimburse school districts for providing educational services to children residing in orphanages, children's homes, and state-owned housing in lieu of the local property tax revenue associated with such children.

Population and Service Levels: The following table displays service-level information:

	<u>FY00</u>	<u>FY01</u>	<u>FY02 (est.)</u>	<u>FY03 (proj.)</u>
Total Claim Amount	\$14,356,760	\$12,819,063	\$14,500,000	\$14,000,000
Excess Cost Amount	1,072,783	467,472	2,000,000	1,500,000
1.2 Per Capita Amount	13,283,977	12,351,591	12,500,000	12,500,000
Average Daily Attendance	1,803.80	1,712.65	1,750.00	1,750.00
Students Served	8,943	8,356	8,500	8,500

Reimbursement/Distribution Method: Formula grants based on 1.2 times per capita tuition for each eligible child attending school in the district and documented excess costs. Per Public Act 92-94 which takes effect January 1, 2002, tuition costs for the summer term will be able to be claimed in addition to the regular term. The law requires carrying forward prior-year claims that were not fully paid.

Orphanage Tuition – Special Education (state)

Legislative Reference: 14-7.03 of the School Code	Program Goal: Support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.	FY98	\$124,000,000
		FY99	\$127,092,100
Board Goal: Funding		FY00	\$128,500,000
		FY01	\$127,000,000
		FY02	\$108,620,800
		FY03	\$101,810,000
		\$ Change	-\$6,810,800
	% Change	-6.3%	

FY02 Appropriation assumes passage of transfer legislation.

Purpose: To reimburse school districts for providing special education services to children residing in orphanages, children's homes, and state-owned facilities.

Population and Service Levels: The following table shows service-level information:

	<u>FY00</u>	<u>FY01</u>	<u>FY02 (est.)</u>	<u>FY03 (proj.)</u>
Total Claim Amount	\$114,165,227	\$111,855,693	\$106,556,978	\$101,810,000
Chicago District 299	46,003,000	45,466,000	38,886,200	36,448,000
Summer Individual	2,023,423	2,569,248	1,364,665	1,500,000
Summer Group	641,032	228,203	106,113	0
Regular Individual	56,842,826	59,518,726	62,500,000	63,862,000
Regular Group	8,654,946	4,073,516	3,700,000	0
<u>Service Levels</u>				
Students Claimed Individually	5,873*	5,644*	5,419*	5,315*
Students in Group programs (ADE)	658*	249*	194*	0
Group programs	19*	10*	8*	0
Districts with Group Programs	15*	6*	4*	0
ROE's with Group Programs	2*	2*	2*	0

Claim data does not include state audit adjustments.

* Student data exclude Chicago District #299.

Reimbursement/Distribution Method: Formula grant based on current-year claims for maintaining classes with certain limitations on administrative, supervisory and facility use costs.

Chicago District 299 receives 35.8% of the final appropriation through the Chicago Block Grant.

The legislation formula was last amended in PA79-797, effective July 1973.

Personnel Reimbursement – Special Education (state)

Legislative Reference: 14-13.01 of the School Code.	Program Goal: Support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.	FY98	\$220,031,300
		FY99	\$228,698,300
Board Goal: Funding		FY00	\$283,498,600
		FY01	\$300,225,000
		FY02	\$314,611,000
		FY03	\$331,100,000
		\$ Change	\$16,489,000
		% Change	5.2%

FY02 Appropriation assumes passage of transfer legislation.

Purpose: To employ staff to serve children and youth with disabilities, ages 3 - 21 years old. Specialized staff includes teachers, school social workers, school nurses, school psychologists, school counselors, physical and occupational therapists, individual or classroom aides, readers, administrators and others.

Population and Service Levels: The majority of pupils ages 3 - 21 who receive special education and related services are served in the public school sector by personnel reimbursed by this funding formula.

<u>Service Areas</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>
Mental Impairment	27,174	27,552	27,954	28,607
Physical Impairment	3,225	3,248	3,269	3,285
Specific Learning Disability	126,065	128,827	131,718	135,022
Visual Impairment	1,160	1,180	1,086	1,150
Hearing Impairment	3,526	3,665	3,690	3,746
Deaf-Blind	65	74	69	86
Speech and/or Language Impairment	69,272	71,389	71,757	73,842
Behavior/Emotional Disorder	29,731	30,137	30,260	30,585
Health Impairment	5,103	6,329	7,861	9,776
Developmental Delay	4,535	5,158	5,412	6,123
Autism	2,305	2,904	3,661	4,330
Traumatic Brain Injury	<u>630</u>	<u>674</u>	<u>703</u>	<u>764</u>
Totals	272,791	281,137	287,440	297,316

<u>Claim & Staff Data</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03 (est.)</u>
Total Claim Amount	\$283,566,751	\$300,216,880	\$314,424,504	\$331,100,000
Chicago District 299	54,148,200	57,343,000	60,090,700	63,240,100
Downstate	229,418,551	242,873,880	254,333,804	267,859,900
Actual Percent Paid	100%	100%	100%	100%
Professional Employees (Claimed)	25,489*	26,287*	27,108*	27,921*
Professional Employees (F.T.E.)	22,576*	23,632*	24,228*	24,713*
Non-Certified Employees (Claimed)	24,023*	25,905*	27,903*	29,856*
Non-Certified Employees (F.T.E.)	18,317*	19,980*	21,371*	22,653*

Downstate claim data does not include state audit adjustments.

* Student data exclude Chicago District #299.

Reimbursement/Distribution Information: Formula grant based on \$8,000 for each full-time professional worker and \$2,800 for each full-time noncertified worker providing special education services to children and youth with disabilities.

Chicago District 299 receives 19.1% of the final appropriation through the Chicago Block Grant.

The legislation formula was last amended in PA84-126, effective August 1985.

Philip Rock Center and School – Special Education (state)

Legislative Reference: 14-11.02 of the School Code Board Goal: Student Achievement	Program Goal: To assist local school districts, state agencies and other service provider agencies to meet the needs of all at-risk students throughout Illinois.	FY98	\$2,456,600
		FY99	\$2,556,600
		FY00	\$2,760,000
		FY01	\$2,960,000
		FY02	\$2,960,000
		FY03	\$2,960,000
		\$ Change	\$0
		% Change	0.0%

Purpose: Provides full residential and educational services for individuals who are both deaf and blind. These individuals are few in number in Illinois but have intense service needs.

Population and Service Levels: Currently 20 students are provided full residential/educational services at the Philip J. Rock Center and School. Statewide, approximately 460 persons who are deaf-blind are eligible for support services through the service center.

Reimbursement/Distribution Method: Grant to the Rock Center.

Performance Measures & Activities: The funds will enable the Rock Center to continue community-based and center-based classroom programs and meet inflationary administrative costs. More specifically, funds will support salaries and benefits for 55 full-time and 30 part-time employees; transportation, food and lodging associated with residential placement; building rent; and educational services for students. The Rock Center also serves as the state's resource for technical assistance and training to all school personnel and families in Illinois on behalf of all school-aged children who are deaf-blind.

Private Business & Vocational Schools Fund (other)

Legislative Reference: Private Business & Voc. Schools Act. PA 91-143	Program Goal: By 2003, PBVS will improve services to its schools and students by reducing the turnaround time on transcript requests, improving electronic reporting and data management of PBVS information, and reducing the number of schools operating without corresponding state approval.	FY98	\$0
		FY99	\$0
Board Goal: Policies and Services		FY00	\$100,000
		FY01	\$150,000
		FY02	\$150,000
		FY03	\$150,000
		\$ Change	\$0
		% Change	0.0%

Purpose: The Private Business and Vocational Schools program facilitates and promotes both high-quality education and responsible business practices in each of the private business and vocational schools enrolling students in Illinois. In addition, this program maintains transcripts from private business and vocational schools that are now closed.

Population and Service Levels: In FY02, more than 100,000 students attended the state's private business and vocational schools. In FY01, more than 2,000 requests for transcripts were received from students that attended private business and vocational schools that are now closed.

Reimbursement/Distribution Method: Subject to appropriation, the agency will recapture and invest the Private Business and Vocational Schools Fund to upgrade records and retrieval, and data management systems for private business and vocational schools.

Performance Measures & Activities: Approximately 5,000 records are scanned and tested with the new record retrieval system and by 2003, turnaround time for transcript requests will be reduced from 90 days to 7 days.

Private Tuition – Special Education (state)

Legislative Reference: 14-7.02 of the School Code	Program Goal: Support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.	FY98	\$32,336,900
		FY99	\$35,270,600
Board Goal: Funding		FY00	\$49,235,600
		FY01	\$48,000,000
		FY02	\$48,858,900
		FY03	\$49,500,000
		\$ Change	\$641,100
	% Change	1.3%	

FY02 Appropriation assumes passage of transfer legislation.

Purpose: To provide special education services in private facilities for children with disabilities where the public school system does not have the necessary resources to fulfill their educational needs. The Illinois Purchased Care Review Board approves tuition costs for students placed in such private facilities.

Population and Service Levels: The following table displays service level information.

	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03 (est.)</u>
Total Claim Amount	\$46,722,242	\$45,991,352	\$45,855,404	\$49,500,000
Chicago District 299	23,830,000	23,232,000	23,647,700	23,958,000
Downstate	22,892,242	22,759,352	25,207,704	25,542,000
Actual Percent Paid	100%	100%	100%	100%
Students	4,646*	4,820*	4,816*	4,825*
Per Student Claim	\$4,927*	\$4,722*	\$5,234*	\$5,294*

Downstate claim data does not include state audit adjustments.

* Student data exclude Chicago District #299.

Reimbursement/Distribution Method: Formula grant based on the difference between \$4,500 and a district's per capita tuition charge and the costs in excess of \$4,500 plus a second per capita tuition charge.

Chicago District 299 receives 48.4% of the final appropriation through the Chicago Block Grant.

The legislation formula was last amended in PA80-1405, effective August 1978.

Regional Superintendents' Salaries (state)

Legislative Reference: 3-2.5 & 18-5 of the School Code	Program Goal: ISBE fiscal/accounting process meets all Agency and State obligations according to statutory requirements.	<table style="width: 100%; border-collapse: collapse;"> <tr><td>FY98</td><td style="text-align: right;">\$6,461,000</td></tr> <tr><td>FY99</td><td style="text-align: right;">\$6,461,000</td></tr> <tr><td>FY00</td><td style="text-align: right;">\$7,311,500</td></tr> <tr><td>FY01</td><td style="text-align: right;">\$7,255,000</td></tr> <tr><td>FY02</td><td style="text-align: right;">\$7,875,000</td></tr> <tr><td>FY03</td><td style="text-align: right;">\$8,150,000</td></tr> <tr><td>\$ Change</td><td style="text-align: right;">\$275,000</td></tr> <tr><td>% Change</td><td style="text-align: right;">3.5%</td></tr> </table>	FY98	\$6,461,000	FY99	\$6,461,000	FY00	\$7,311,500	FY01	\$7,255,000	FY02	\$7,875,000	FY03	\$8,150,000	\$ Change	\$275,000	% Change	3.5%
FY98	\$6,461,000																	
FY99	\$6,461,000																	
FY00	\$7,311,500																	
FY01	\$7,255,000																	
FY02	\$7,875,000																	
FY03	\$8,150,000																	
\$ Change	\$275,000																	
% Change	3.5%																	
Board Goal: Funding																		

Purpose: To pay salaries of regional superintendents and assistant superintendents in Regional Offices of Education (ROEs).

Population and Service Levels: The regional superintendents and their assistants.

Reimbursement/Distribution Method: Salaries are determined by the General Assembly according to the population of the region as established by the last preceding federal census as stated in statute.

In any region in which the appointment of more than one assistant superintendent is authorized, one assistant may be compensated at no more than 90 percent of the regional superintendent's salary, and any other assistants shall be paid at a rate not exceeding 75 percent, in each case depending on the qualifications of the assistant.

Beginning July 1, 2000, the salary that the regional superintendent receives shall be adjusted annually to reflect the percentage increase, if any, in the most recent Consumer Price Index, as defined and officially reported by the United States Department of Labor, Bureau of Labor Statistics, except that no annual increment may exceed 2.9%. If the percentage of change in the Consumer Price Index is a percentage decrease, the salary that the regional superintendent receives shall not be adjusted for that year.

Retirement Systems (state)

Legislative Reference: 18-7 of the School Code.	Program Goal: To pay the statutorily required state share of the actuarial liability of the Teachers' Retirement System. To provide a state subsidy to the Chicago Teachers' Retirement System.	FY98	\$521,189,400
		FY99	\$611,829,700
Board Goal: Funding		FY00	\$678,743,700
		FY01	\$774,821,700
		FY02	\$872,871,700
		FY03	\$995,871,700
		\$ Change	\$123,000,000
	% Change	14.1%	

Purpose: To pay the statutorily required state share of the actuarial liability of the Teachers' Retirement System including the Teachers' Retired Health Insurance Program and to subsidize the Chicago Teachers' Retirement System.

Population and Service Levels: Chicago appropriation for the Chicago Teachers' Retirement Fund and the Downstate appropriation for the Downstate Teachers' Retirement System. The Downstate appropriation also includes funding for teachers' health benefits, pension, and guarantee minimum supplement.

Reimbursement/Distribution Method: Appropriation to the Chicago Teachers' Retirement Fund and Teachers' Retirement System.

	<u>Chicago Systems</u>	<u>Downstate Systems</u>	<u>TRS Total</u>	<u>Pension Fund</u>
FY 1998	\$65,044,700	\$456,144,700	\$521,189,400	\$37,868,300
FY 1999	\$65,044,700	\$546,785,000	\$611,829,700	\$44,615,100
FY 2000	\$65,044,700	\$613,699,000	\$678,743,700	\$55,600,000
FY 2001	\$65,044,700	\$709,777,000	\$774,821,700	\$57,000,000
FY 2002	\$65,044,700	* \$807,871,000	\$872,871,700	\$58,600,000
FY 2003 (Request)	\$65,044,700	* \$930,827,000	\$995,871,100	\$58,600,000

* Includes additional funding for Teachers' Retirement Insurance Program (TRIP) per P.A. 92-505 for \$7M and \$8M in FY02 and FY03, respectively.

Performance Measures & Activities: Retirement cost to support Public Act 88-593, which required reducing the unfounded liability of the teacher pension fund.

Title IV - Safe & Drug-Free Schools and Communities (federal)

Legislative Reference: 20 USC 7101 et seq.	Program Goal: Provide Title IV Grants to local school districts to financially support district drug and violence prevention efforts.	FY98	\$25,000,000
		FY99	\$27,000,000
Board Goal: Student Achievement		FY00	\$27,000,000
		FY01	\$28,000,000
		FY02	\$24,500,000
		FY03	\$25,000,000
		\$ Change	\$500,000
		% Change	2.0%

Purpose: Supports the national education goal that every school in the United States will be free of drugs, violence, firearms and alcohol, and will offer a disciplined environment conducive to learning.

Population and Service Levels: All local education agencies and students in private, not-for-profit elementary and secondary schools are eligible to participate. About 890 School Districts have participated during the first half of FY02.

Reimbursement/Distribution Method: Formula grants based on student enrollment (70%) and competitive grants for those determined to have the greatest need for additional drug and violence prevention programs or to support demonstration and exemplary programs (30%).

Performance Measures & Activities:

- Review, approve, process, and fund approximately 900 projects in FY03.
- Number of students bringing handguns or other firearms to school has decreased by 65% over the past three years.
- Number of students being referred by schools for substance abuse treatment has decreased by 10% over the past three years.

School Infrastructure Fund Administration (other)

Legislative Reference: 30 ILCS 105/6z-45	Program Goal: To administer programs that impact on the improvement of school facilities for students in Illinois.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td>FY98</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>FY99</td> <td style="text-align: right;">\$600,000</td> </tr> <tr> <td>FY00</td> <td style="text-align: right;">\$600,000</td> </tr> <tr> <td>FY01</td> <td style="text-align: right;">\$600,000</td> </tr> <tr> <td>FY02</td> <td style="text-align: right;">\$800,000</td> </tr> <tr> <td>FY03</td> <td style="text-align: right;">\$800,000</td> </tr> <tr> <td>\$ Change</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>% Change</td> <td style="text-align: right;">0.0%</td> </tr> </table>	FY98	\$0	FY99	\$600,000	FY00	\$600,000	FY01	\$600,000	FY02	\$800,000	FY03	\$800,000	\$ Change	\$0	% Change	0.0%
FY98	\$0																	
FY99	\$600,000																	
FY00	\$600,000																	
FY01	\$600,000																	
FY02	\$800,000																	
FY03	\$800,000																	
\$ Change	\$0																	
% Change	0.0%																	
Board Goal: Policies and Services																		

Purpose: To administer and implement the School Construction Program, including processing applications, conducting on-site visits, approving facility plans, calculating grant indexes, developing standards for projects, awarding “entitlements,” and developing priority ranking of grants. The increase in administrative costs is to support the development/implementation of a statewide school facilities data base needed to determine long-range capital projections for school facilities.

Population and Service Levels: All school districts that meet minimum enrollment requirements and that demonstrate inadequate housing for students are eligible to participate. Currently this excludes approximately one hundred and twenty five districts that do not meet the enrollment threshold required in the statute.

Reimbursement/Distribution Method: State Board administrative costs.

Performance Measures & Activities: To date, the School Construction Program has positively affected the learning environments of 242,500 students, 9,700 classrooms have been built, 211 new schools have been constructed and 808 renovations/additions have been completed. A total of 319 districts (including Chicago Public Schools District 299) have received a grant award as part of the program.

School Safety & Educational Improvement Block Grant (state)

Legislative Reference: Section 2-3.51.5 of the School Code	Program Goal: Provide eligible entities General State Aid, ADA Block Grant and related funding for the support of local education services.	FY98	\$56,500,000
		FY99	\$58,328,400
Board Goal: Funding		FY00	\$42,594,400
		FY01	\$111,594,400
		FY02	\$72,000,000
		FY03	\$26,534,800
		\$ Change	-\$45,465,200
		% Change	-63.1%

Purpose: To provide additional flexible funds to school districts for use in: school safety; report cards; criminal background investigations; textbooks and software; teacher training and curriculum development; school improvements; and remediation.

Population and Service Levels: All public schools and laboratory schools.

	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03 (est.)</u>
School Districts	896	896	893	893
Laboratory Schools	2	2	2	2

Reimbursement/Distribution Method: Formula grant based on a district's best three months average daily attendance as reported by the 2001-02 General State Aid claim form.

Prior to FY01, the school report card and criminal background investigation were not parts of the School Safety & Educational Block Grant.

Performance Measures & Activities: Similar to GSA, the ultimate measure of school district performance is their results on the state assessments. The state board collects total expenditure data from school districts and lab schools for costs associated with school safety; report cards; criminal background investigation; textbooks and software; teacher training and curriculum development; and school improvement.

School Technology Revolving Fund (other)

Legislative Reference: 2-3.117a of the School Code	Program Goal: Provide school districts with low cost online course offerings and software for low income students through the Illinois Virtual High School to improve access and equity to high-quality teaching and learning opportunities to students achieve the Illinois Learning Standards and prepare for post secondary education and careers	<table style="width: 100%; border-collapse: collapse;"> <tr><td>FY98</td><td style="text-align: right;">\$500,000</td></tr> <tr><td>FY99</td><td style="text-align: right;">\$500,000</td></tr> <tr><td>FY00</td><td style="text-align: right;">\$500,000</td></tr> <tr><td>FY01</td><td style="text-align: right;">\$15,000,000</td></tr> <tr><td>FY02</td><td style="text-align: right;">\$15,000,000</td></tr> <tr><td>FY03</td><td style="text-align: right;">\$500,000</td></tr> <tr><td>\$ Change</td><td style="text-align: right;">-\$14,500,000</td></tr> <tr><td>% Change</td><td style="text-align: right;">-96.7%</td></tr> </table>	FY98	\$500,000	FY99	\$500,000	FY00	\$500,000	FY01	\$15,000,000	FY02	\$15,000,000	FY03	\$500,000	\$ Change	-\$14,500,000	% Change	-96.7%
FY98	\$500,000																	
FY99	\$500,000																	
FY00	\$500,000																	
FY01	\$15,000,000																	
FY02	\$15,000,000																	
FY03	\$500,000																	
\$ Change	-\$14,500,000																	
% Change	-96.7%																	

Purpose: To provide low income students to benefit from technology as a learning tool by offering subsidized online course enrollments at low or no cost to students that meet federal criteria for Free and Reduced Lunch program and support course development and online tutorial needs for IVHS registered low income students.

Population and Service Levels: Public and non public secondary level students may benefit from the revolving fund. Service levels to districts will be equitable and proportional to need and available funds.

Reimbursement/Distribution Method: Fees collected from districts, schools, and individuals for licensing or sublicensing Illinois Virtual High school course offerings are deposited to the Revolving Fund and are used to reimburse the state for costs associated with course development and or bulk license acquisition from vendors/partners. Volume discounts from bulk purchase/bundling of courses may result in lesser cost to the state than to regular/non low income end users. Fee proceeds above and beyond acquisition costs will be used to subsidize and/or provide scholarship opportunities for districts or other eligible entities with low income students who may benefit from the IVHS but might not otherwise afford the tuition charge for online courses.

Performance Measures & Activities: Promote the use of technology in the classroom and beyond to offer low income students the opportunity to access online courses through the Illinois Virtual High School via the internet to achieve the Illinois Learning Standards. Promote increased access and equity of opportunity for low income students to become technologically literate and to enroll in college core, dual credit, advanced placement, upper level Mathematics and Science, foreign language and career and technical courses via the IVHS.

	<u>FY01</u>	<u>FY02 (est.)</u>	<u>FY03 (proj.)</u>
Public Schools	124	161	200
Public School Student enrollments	291	525	1,000
Public School Low income Student enrollments	195	250	300
Nonpublic Schools	1	8	65
Nonpublic Student enrollments	1	5	150
Non Public Low income Student enrollments	0	1	30
Grade Levels Served	9 - 12	8 - 12	8 - 12

School Technology Revolving Loan Program (other)

Legislative Reference: 2-3.121 of the School Code	Program Goal: Provide school districts with the technology tools and research-proven software that they can use to help all of their students achieve the Illinois Learning Standards especially in reading and mathematics.	FY98	\$0
		FY99	\$30,000,000
Board Goal: Policies and Services		FY00	\$50,000,000
		FY01	\$50,000,000
		FY02	\$50,000,000
		FY03	\$50,000,000
		\$ Change	\$0
		% Change	0.0%

Purpose: To provide school technology hardware. Funds are used to make three-year loans to school districts. The state transferred \$60M from the School Infrastructure Fund to the School Technology Revolving Loan Fund between FY99 and FY01. In addition, loan payments and interest earnings are deposited in the fund. Approximately \$30M is now available each year for three-year loans.

Population and Service Levels: All school districts on a three-year rotating basis by grade: grades K-4 in FY02, grades 5-8 in FY03, and grades 9-12 in FY04 and each third year thereafter. The population served for FY03 includes all school districts that enroll students in grades 5-8, except those in which the equalized assessed valuation per pupil in average daily attendance is at the 99th percentile or above. Approximately 791 districts are eligible for loans in FY03. Eligible districts serve approximately 619,999 students.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03 (est.)</u>
Eligible School Districts	786	786	505	780	780
Eligible School Students	769,783	594,490	551,957	794,588	595,000
Grade Levels Served	K - 4	5 - 8	9 - 12	K - 4	5 - 8

Reimbursement/Distribution Method: Loan applications are approved on a first-come first-served basis until all loan funds are disbursed. If approved loan requests exceed funds available, the school districts with the lowest equalized assessed valuation per pupil by type of district are funded first. Schools request funding in the following categories:

- establishment of local and wide-area networks;
- scanners, projectors and digital cameras;
- computers, printers, monitors, software, licenses (most frequently requested); and
- electrical work directly related to technology.

Approximately 35% of districts request and receive approval for expenditures in all four categories.

Performance Measures & Activities: The number of districts participating in the program to date has increased 63% from the first year of the program. The below table shows the data for the program with the fourth year (FY02) of the program not yet complete.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02 (to date)</u>
Dollars Loaned	\$10,395,915	\$15,110,467	\$18,513,743	\$7,376,900
Number of Loans	86	131	73	53
% Eligible Districts Participating	11.0%	16.7%	14.5%	6.8%
First time Repeat	N/A	40	14	24
Repeat Participants	N/A	40	30	43
Total New Districts	86	91	43	10
Cumulative New Districts	86	177	220	230
% Increase First Year (FY99)	N/A	51.4%	60.1%	62.6%

Since the inception of the program in FY99:

- approximately \$51.3 million (344 loans) have been loaned to eligible school districts;
- approximately 230 different districts or 26% of total eligible districts in the state have participated in the program;
- seventy-eight school districts are repeat participants in the program;
- twenty-seven unit districts of the seventy-eight repeat districts have participated each year (4 years) since the inception of the program.

If all eligible districts applied for the maximum amount for which they are entitled in the funding formula (5-8 enrollment X \$150 + base amount of \$25,000), this appropriation would cover about 27% of the requests. However, historically, since all eligible districts do not apply for a technology loan, the funding level has been adequate.

Statewide Regional Programs – ISBE Services as ROE (state)

Legislative Reference: Section 2-3.105 of the School Code	Program Goal: Administer ISBE educational programs delivered by the Regional Offices of Education and the Intermediate Service Centers and monitor the continuous improvement process for improvement in the delivery of professional development services to educators throughout Illinois.	FY98	\$870,000
		FY99	\$870,000
Board Goal: Funding		FY00	\$870,000
		FY01	\$1,020,000
		FY02	\$1,020,000
		FY03	\$1,020,000
		\$ Change	\$0
	% Change	0.0%	

Purpose: The State Board of Education acts as the Regional Superintendent for Chicago School District #299, including providing GED testing to Chicago and suburban Cook County, issuing teachers' certificates and conducting bus driver training. By statute, ISBE ensures that the external financial audits are completed for the 45 regional offices and the 3 ISCs.

Population and Service Levels: The State Board will:

- provide Cook County with GED testing services for approximately 20,000 persons per year through 15 sites;
- process approximately 15,000 certificate exchanges for the new standard certificate;
- process approximately 15,000 applications for certification;
- conduct compliance monitoring of Chicago public schools;
- provide truancy services to Chicago Public schools;
- conduct required data collection and reporting; and,
- perform 48 financial audits compliant with all recognized standards.

Reimbursement/Distribution Method: In FY03, the GED testing services were distributed via competitive requests for proposals while the teacher certification and bus driver training were administration costs. ROE audits are contracted with public accounting firms via the required state bidding process.

Performance Measures & Activities: The State Board is to perform the Regional Superintendent's duties for the City of Chicago as required by statute. Audits are measured by the detail timetables, budgets, and quality review of the work performed.

Below represents the number of certificates issued by ISBE Chicago Regional Office and all other

<u>Certificates Issued</u>	<u>FY97</u>	<u>FY98</u>	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>
Chicago	18,748	18,911	21,498	21,756	25,889
All Other Regions	<u>7,661</u>	<u>6,516</u>	<u>6,928</u>	<u>7,070</u>	<u>7,903</u>
Total	26,409	25,427	28,426	28,826	33,792

Statewide Regional Programs – Regional Superintendents' Audits (state)

Legislative Reference: 2-3.17a of the School Code Board Goal: Student Achievement	Program Goal: Meet statutory audit requirements to audit all ROE/ISC offices and identify ways management may improve effectiveness, efficiency, and compliance.	FY98	\$442,000
		FY99	\$506,300
		FY00	\$506,300
		FY01	\$506,300
		FY02	\$506,300
		FY03	\$506,300
		\$ Change	\$0
		% Change	0.0%

Purpose: To produce high-quality, consistent and timely annual financial audits of the Regional Offices of Education and Intermediate Service Centers, as required by law.

Reimbursement/Distribution Method: Funds for professional services will be awarded on a competitive basis through a request for proposals process. Other required support services will be provided with minimal funding.

Population and Service Levels: The 45 Regional Offices of Education and the three Intermediate Service Centers.

Performance Measures & Activities: All contract terms are met, including timelines; agency's follow-up on the status of recommendations is monitored; and all parties receive timely reporting.

Substance Abuse & Violence Prevention (state)

Legislative Reference: Not Applicable	Program Goal: Provide Substance and Violence Prevention Grants to local school districts to financially support drug and violence prevention efforts.	FY98 FY99 FY00 FY01 FY02 FY03 \$ Change % Change	\$5,468,300 \$840,600 \$2,750,000 \$2,750,000 \$2,750,000 \$2,750,000 \$0 0.0%
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Purpose: To train teachers, staff, and administrators in the areas of substance abuse and violence prevention to remove barriers to learning for at-risk students such as poor attendance, behavior, grades and personnel relationships.

Population and Service Levels: All School Districts and ROE's are eligible.

	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>
Number of Awards	8	8	8
Districts Served	325	300	332
Teachers Served	11,500	10,000	12,000

Reimbursement/Distribution Method: Competitive grants based on request for proposals.

Chicago District 299 receives 3.6% of the final appropriation through the Chicago Block Grant.

Performance Measures & Activities:

Growth in support of building administrators for the Student Assistance Programs (SAP)

	<u>FY00</u>	<u>FY01</u>
Attend meetings related to SAP	51%	68%
Provide training	39%	54%
Provide substitute pay	39%	52%
Offer release time	24%	39%
Offer flexible schedules	17%	39%
Fund paid coordinator	17%	25%

Types of problems addressed by Student Assistance Programs (SAP)

	<u>FY00</u>	<u>FY01</u>
School academic problems	80%	96%
School behavioral problems	73%	93%
School attendance	63%	82%
Peer relationship problems	63%	77%
Personal drug problems	51%	61%
Personal alcohol problems	51%	57%
Emotional problems	56%	71%

Teacher perception of effectiveness in working with problem behaviors

	<u>FY00</u>	<u>FY01</u>
Perception of teacher effectiveness in:		
Observing/identifying problem behaviors in students	95%	99%
Documenting problem behaviors in students	81%	90%
Talking with students about their problem behaviors	85%	92%
Referring students for assistance	83%	91%

Summer School – Special Education (state)

Legislative Reference: 18-4.3 of the School Code	Program Goal: Support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.	FY98	\$3,131,800
		FY99	\$3,395,600
Board Goal: Funding		FY00	\$5,600,000
		FY01	\$6,500,000
		FY02	\$6,043,700
		FY03	\$6,700,000
		\$ Change	\$656,300
		% Change	10.9%

FY02 Appropriation assumes passage of transfer legislation.

Purpose: To provide educational services through the summer for students with disabilities so that they do not lose what progress was made during the regular academic year in private placements (see *Special Education-Private Special Education Tuition*) or in public school programs (see *Special Education-Extraordinary Services*).

Population and Service Levels: Service levels are as follows:

	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03 (est.)</u>
Total Claim Amount	\$5,275,070	\$5,940,107	\$6,043,636	\$6,700,000
Chicago District 299	3,046,400	3,536,000	3,287,800	3,644,800
Downstate	2,228,670	2,404,107	2,755,836	3,055,200
Actual Percent Paid	100%	100%	100%	100%
Districts	597*	598*	600*	602*
Enrollment	10,586*	11,500*	12,420*	13,000*

Downstate claim data does not include state audit adjustments.

* Student data exclude Chicago District #299.

Reimbursement/Distribution Method: Formula grant based on the number of special education students enrolled in one or more courses offered for at least 60 clock hours in the summer session.

Chicago District 299 receives 54.4% of the final appropriation through the Chicago Block Grant.

The legislation formula was last amended in PA79-1350, effective August 1976.

Tax Equivalent Grants (state)

Legislative Reference: Section 18-4.4 of the School Code	Program Goal: Provide other state funding for the support of local education services.	FY98 FY99 FY00 FY01 FY02 FY03 \$ Change % Change	\$180,100 \$185,800 \$185,800 \$185,800 \$216,000 \$222,600 \$6,600 3.1%
Board Goal: Funding			

Purpose: To make up lost property tax revenues where a state institution is located in a school district and the state owns 45% or more of the total land area of the district.

Population and Service Levels: Chaney-Monge School District 88 in Will County is the only district affected. The Illinois State Penitentiary covers 47% of the Chaney-Monge District's 3,283 acres.

Reimbursement/Distribution Method: Grant to Chaney-Monge School District. In FY02, the total calculated lost tax revenue was \$216,585 for a final proration of 99.7%.

Performance Measures & Activities: Tax equivalent grants are reviewed and issued to all eligible school districts. The Chaney-Monge School District total estimated lost tax revenue for FY03 is approximately \$222,600.

Temporary Relocation Revolving Loan Fund (other)

Legislative Reference: 2-3.77C of the School Code	Program Goal: To assist school districts in providing a safe temporary environment for learning.	FY98	\$0
		FY99	\$565,000
Board Goal: Policies and Services		FY00	\$565,000
		FY01	\$1,130,000
		FY02	\$1,130,000
		FY03	\$1,130,000
		\$ Change	\$0
		% Change	0.0%

Purpose: To pay school district emergency relocation expenses incurred as a result of fire, earthquake, tornado or other natural or man-made disaster or school building condemnation made by an ROE and approved by the State Superintendent of Education.

Since FY99, a General Fund appropriation of \$565,000 has been deposited into the Temporary Relocation Revolving Loan Fund for the purpose of making loans to school districts in need.

Population and Service Levels: The following chart shows those school districts that were able to move students from dangerous environments to safe classrooms.

	<u>District</u>	<u>Loan Amount</u>	<u>Grant Amount</u>	<u>Total</u>	<u>Students Served</u>
FY99	Pana CUSD #8	\$217,000	\$348,000	\$565,000	1,329
FY00	Massac CUSD #1	333,176	8,998	\$342,174	2,321
FY01	Dongola CUSD #66	31,777	179,827	\$211,604	349
FY02	Oakland CUSD #5	210,386	0	210,386	440

Reimbursement/Distribution Method: Formula grants based on costs for the lease or renovation of facilities and for transportation and other costs associated with the emergency relocation of school operations that will ensure a safe and healthy learning environment for students. Payments received from the emergency loan program will pay into the fund in future years.

Performance Measures & Activities: This program has provided a safe environment for 4,439 students since its inception. A safety net of state funding is critical to guarantee full compliance with the Health/Life Safety Code under emergency circumstances when districts lack sufficient financial resources to provide alternative educational facilities. The requested amount is estimated to be sufficient to address three to five districts with emergencies. This could affect up to 8,500 students.

Textbook Loan Program (state)

Legislative Reference: Section 18-17 of the School Code	Program Goal: Textbooks & textbook substitutes will be distributed to all eligible 5-8 recipients as requested for all subject areas.	FY98 FY99 * FY00 * FY01 * FY02 * FY03 * \$ Change % Change	\$24,192,100 \$24,192,100 \$24,192,100 \$30,192,100 \$30,192,100 \$30,192,100 \$0 0.0%
Board Goal: Funding			

* Shows only the original appropriation amount. Since FY99 their also has been a reappropriation to this line.

Purpose: To provide textbooks and instructional computer software.

Population and Service Levels: All students in public, private and non-profit elementary and secondary schools are eligible to participate. The agency annually establishes which grades are eligible and calculates a per pupil amount. The following table displays service-level information.

	<u>FY00</u>	<u>FY01</u>	<u>FY02 (est.)</u>	<u>FY03 (est.)</u>
Students Receiving Textbooks	683,640	640,474	915,000	721,950
Public Students	598,180	572,545	783,460	663,770
Non Public Students	85,460	67,929	127,540	88,180
Participants:				
Public School Districts	794	510	789	789
Nonpublic Schools	480	263	600	480
Grade Levels Served	5 - 8	9 - 12	K - 4	5 - 8

Reimbursement/Distribution Method: Students request to participate in the program and select titles from a state list. The agency orders from the publishing companies for delivery to the schools and pays the publishing companies upon notification of receipt by the schools.

Performance Measures & Activities: The performance measure is the efficient loan of textbooks to eligible students. The allotment per pupil including shipping costs is shown below:

	<u>FY00</u>	<u>FY01</u>	<u>FY02 (est.)</u>	<u>FY03 (est.)</u>
Allotment per pupil	\$35.39	\$47.14	\$33.15	\$41.82

Publishers ship books beginning in May; however, many schools are unable to inventory materials and confirm receipt until after the end of the fiscal year. Therefore, a reappropriation has been necessary to fully distribute since FY99.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>
New Appropriation	\$24,192,100	\$24,192,100	\$30,192,100	\$30,192,100
Re appropriation	\$22,872,843	\$24,192,100	\$21,641,886	\$18,871,114

Title I – Basic, Part A (federal)

Legislative Reference: 20 USC 6311 et seq.	Program Goal: Provide Title I Grants to school districts to financially support programs for students at risk of academic failure.	FY98	\$360,000,000
		FY99	\$350,000,000
Board Goal: Student Achievement		FY00	\$350,000,000
		FY01	\$360,000,000
		FY02	\$400,000,000
		FY03	\$450,000,000
		\$ Change	\$50,000,000
		% Change	12.5%

Purpose: Supplemental services for children from preschool through grade 12 who are at risk of not meeting the Illinois Learning Standards. Funds support instruction in reading, math, and language arts as well as professional development activities. Funds will be used for a variety of expenditures, including instructional salaries, supplies and materials, consultant fees, equipment, and other services in support of supplemental programs for at-risk students.

Population and Service Levels: All Illinois local education agencies that have a low-income census count of at least ten (or two percent of their school-age population) are eligible to receive direct assistance.

	<u>FY00</u>	<u>FY01</u>	<u>FY02 (est.)</u>
Number of Title I districts	764	788	795
Number of Title I schools	2,164	2,174	2,190
Students receiving targeted reading instruction	101,118	101,499	101,600
Students receiving targeted mathematics instruction	33,189	33,312	33,400

Reimbursement/Distribution Method: Formula grants based on low-income census count.

Performance Measures & Activities: The Title I grant will allow districts to hire approximately 3,300 full-time teachers and reach approximately 102,000 at-risk students who will receive direct instruction in reading and mathematics in FY03.

Percent of Students in Title I Schools Meeting or Exceeding Standards

(Assessment results are shown for all students in Title I schools including those not served)

Subject	FY00 ISAT			FY01 ISAT/PSAE		
	Grade 3	Grade 8	Grade 10	Grade 3	Grade 8	Grade 11
Reading	59%	67%	*	56%	55%	50%
Mathematics	65%	37%	*	67%	38%	45%

* FY00 Grade 10 ISAT data cannot be compared to PSAE.
FY01 Grade 11 data will be baseline for future years.

Title I – Capital Expense (federal)

Legislative Reference: IASA of 1994, Public Law 103-382 (CFDA 84.216A) Board Goal: Student Achievement	Program Goal: Provide capital expense grant funds to school districts to support non-instructional program costs for private school students at risk of academic failure.	FY98	\$2,200,000
		FY99	\$3,000,000
		FY00	\$3,000,000
		FY01	\$3,000,000
		FY02	\$3,000,000
		FY03	\$500,000
		\$ Change	-\$2,500,000
		% Change	-83.3%

Purpose: Capital expenses related to the provision of “comparable Title I services” to children attending private schools.

Population and Service Levels: Funds will be provided to approximately 18 school districts for costs of providing non-instructional goods and services to K-12 private school students receiving Title I services.

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>
Districts Served:	15	15	12	8
Private School Students Served:	9,330	9,435	9,540	9,017

Reimbursement/Distribution Method: Funds are distributed based upon capital expenses incurred as outlined in the local education agency’s application.

Performance Measures & Activities:

- Review, approve, process, and fund approximately 18 projects in FY02.
- Neutral sites for instruction were leased.
- Noninstructional technicians were hired to maintain computer hardware and software at private schools.
- Districts received reimbursement for transportation costs necessary to provide instruction to private school students (e.g., public school teacher mileage reimbursement, bus contracts, fuel).
- Approximately 9,000 at-risk students in private schools benefited from this program.

Title VI – Renovation/Special Education/Technology (federal)

Legislative Reference: Not applicable	Program Goal: To assist schools in providing a safe and effective learning environment for their students.	FY98	\$0
		FY99	\$0
Board Goal: Policies and Services		FY00	\$0
		FY01	\$0
		FY02	\$45,000,000
		FY03	\$35,000,000
		\$ Change	-\$10,000,000
		% Change	-22.2%

Purpose: To provide funds for school repair and renovation, activities under Part B of the Individuals with Disabilities Education Act (IDEA), and technology activities that are carried out in connection with school repair and renovation.

Population and Service Levels: High poverty school districts (those with 30% or greater child poverty or school districts with at least 10,000 poor students) are eligible to apply for 75% of the funds which are set aside for school repair and renovation. School districts may also compete for the remaining 25% set aside for IDEA activities and technology activities carried out in connection with school repair and renovation.

Reimbursement/Distribution Method: Seventy-five percent of the funds will be awarded through competitive grants to high poverty school districts, which will receive shares of the repair and renovation funds that are proportionate to their share of the state's Title I, Part A allocation. Twenty-five percent of the funds will be awarded to school districts through competitive grants.

Performance Measures & Activities:

- Each school district will submit a report to ISBE describing the use of the fund.
- ISBE will submit a report on the use of the funds to the Secretary of Education by December 31, 2002.
- Each entity receiving funds allocated under this program shall submit a report on its uses of the funds to the Secretary of Education no later than December 31, 2002.

Transportation – Regular and Vocational (state)

Legislative Reference: 29-5 of the School Code	Program Goal: To provide eligible entities funding for Regular and Vocational Transportation to support local educational services.	FY98	\$134,000,000
		FY99	\$155,582,600
Board Goal: Funding		FY00	\$195,716,300
		FY01	\$215,437,500
		FY02	\$227,929,400
		FY03	\$251,500,000
		\$ Change	\$23,570,600
	% Change	10.3%	

FY02 Appropriation assumes passage of transfer legislation.

Purpose: To provide transportation to school for students who reside 1.5 miles or more from their attendance center and who must walk through a safety hazard area or attend a vocational program and are transported by their resident district during the school day.

Population and Service Levels: Service levels are as follows:

	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03 (est.)</u>
Total Claim Amount	\$195,075,878	\$215,485,315	\$232,808,475	\$251,500,000
Chicago District 299	7,632,900	8,402,100	8,889,200	9,808,500
Downstate	187,442,978	207,083,215	223,919,275	241,691,500
Actual Percent Paid	100%	100%	100%	100%
Regular Students Transported				
Over 1.5 miles	741,320*	767,975*	773,407*	781,141*
Students Transported– Hazardous Conditions	<u>117,634*</u>	<u>122,505*</u>	<u>129,053*</u>	<u>135,506*</u>
Total Eligible Pupils Transported	858,954*	890,480*	902,460*	916,647*
Vocational Education Students Transported	19,328*	20,665*	20,139*	20,250*

Downstate claim data does not include state audit adjustments.

* Student data exclude Chicago District #299.

Reimbursement/Distribution Method: Formula grant based on prior-year claims of the difference between a district's allowable costs and the computed minimum local taxes, determined by a district's General State Aid assessed valuation and a qualifier assigned to each district type. The minimum claim is \$16.00 times the number of eligible pupils transported. The maximum reimbursement for transporting vocational pupils is 80% of allowable costs.

	<u>1998/99</u>	<u>1999/00</u>	<u>2000/01</u>	<u>2001/02(est.)</u>
Salaries/Benefits	\$96,073,526	\$104,150,839	\$109,176,962	\$113,544,040
Purchased Services	9,332,902	9,480,823	11,277,165	13,307,055
Contractual Trans. Services	146,513,214	158,265,490	171,426,167	185,140,260
Payments to Other Districts	2,688,235	2,730,659	3,085,109	3,455,322
Supplies	17,260,488	21,266,382	24,171,927	27,314,278
Depreciation	28,482,678	31,323,726	33,419,054	35,424,197
Indirect Costs (reimbursable)	7,434,340	8,176,582	8,789,938	9,405,234
All Other Expenses	3,686,242	4,131,687	4,586,869	5,091,425
Offsetting Revenue	<u>(6,434,009)</u>	<u>(7,165,632)</u>	<u>(7,140,375)</u>	<u>(7,120,000)</u>
Total	\$305,037,616	\$332,360,556	\$358,792,816	\$385,561,811

Chicago District 299 receives 3.9% of the final appropriation through the Chicago Block Grant.

The legislation formula was last amended in March 1965.

Transportation – Reimbursement to Parents (state)

Legislative Reference: 29-5.2 of the School Code Board Goal: Funding	Program Goal: Provide funding for parents who transport children when transportation services are not offered for free from public schools.	FY98	\$10,120,000
		FY99	\$10,120,000
		FY00	\$10,120,000
		FY01	\$16,120,000
		FY02	\$15,120,000
		FY03	\$15,120,000
		\$ Change	\$0
		% Change	0.0%

Purpose: To reimburse parents or guardians of eligible students for qualified transportation expenses. Student eligibility criteria for this initiative include the following:

- The pupil must be under age 21 at the close of the school year;
- The pupil must be a full-time student in grades K-12;
- The pupil must live either: 1) 1 1/2 miles or more from the school attended; or 2) within 1 1/2 miles of the school attended, where a verified safety hazard exists (similar to the safety hazard mechanism in regular/vocational transportation reimbursement); and
- The pupil did not have access to transportation to and from school provided entirely at public expense.

Population and Service Levels: The following table displays service level information:

	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03 (est.)</u>
Claimed Amount	\$72,740,945	\$77,881,194	\$87,655,200	\$98,173,824
Students Served:				
Public	24,194	24,600	27,577	30,886
Nonpublic	82,777	86,304	90,467	94,086
Claim Level	\$94.35	\$148.98	\$129.00	\$120.00
Actual Percent Paid	55%	67%	53%	50%

Reimbursement/Distribution Method: Formula grant based on the appropriation level divided by the number of eligible students. Claimants receive the lesser of the actual cost of providing transportation and the average pupil reimbursement paid to public schools (approximately \$240).

Performance Measures & Activities: Reimbursement claims are reviewed, approved and payments issued to parents and guardians for 118,044 transported pupils.

Transportation – Special Education (state)

Legislative Reference: 14-13.01(b) of the School Code	Program Goal: Support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.	FY98	\$132,866,700
		FY99	\$141,138,900
Board Goal: Funding		FY00	\$181,492,100
		FY01	\$205,875,000
		FY02	\$226,076,300
		FY03	\$253,000,000
		\$ Change	\$26,923,700
		% Change	11.9%

FY02 Appropriation assumes passage of transfer legislation.

Purpose: To provide transportation to schools for students with disabilities who have special transportation needs.

Population and Service Levels: More than 25% of all identified pupils with disabilities require special transportation services to and from special education programs due to the program location and/or the students' disabilities. The following table displays the service-level information:

	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03 (est.)</u>
Total Claim Amount	\$182,846,872	\$202,884,366	\$228,706,454	\$253,000,000
Chicago District 299	55,718,100	63,203,600	69,405,500	77,671,000
Downstate	127,128,772	143,680,766	159,300,954	175,329,000
Actual Percent Paid	100%	100%	100%	100%
Students	64,317*	65,574*	68,549*	71,291*

Downstate claim data does not include state audit adjustments.

* Student data exclude Chicago District #299.

Reimbursement/Distribution Method: Formula grants based on 80% of the "allowable costs" of transportation. The district may place a child in either a public or approved private setting to receive the necessary special education and related services. These settings may be for day and/or residential services.

	<u>1998/99</u>	<u>1999/00</u>	<u>2000/01</u>	<u>2001/02(est.)</u>
Salaries/Benefits	\$32,190,763	\$35,257,847	\$40,562,341	\$46,646,692
Purchased Services	4,038,984	4,664,489	5,821,568	7,218,744
Contractual Trans. Services	99,904,486	112,497,928	122,417,844	132,211,272
Payments to Other Districts	7,694,077	8,760,638	8,430,499	8,500,000
Supplies	5,615,219	7,419,343	8,506,763	9,697,710
Depreciation	8,823,268	10,246,584	11,380,282	12,632,113
Indirect Costs (reimbursable)	2,473,170	2,798,459	3,293,391	3,853,267
All Other Expenses	1,148,093	1,418,361	2,083,979	3,473,000
Offsetting Revenue	<u>(2,995,528)</u>	<u>(3,473,252)</u>	<u>(3,370,475)</u>	<u>(3,300,000)</u>
Totals	\$158,892,532	\$179,590,397	\$199,126,192	\$220,932,798

Chicago District 299 receives 30.7% of the final appropriation through the Chicago Block Grant.

The legislation formula was last amended in July 1965.

The 21st CENTURY CHALLENGE
MAKING ILLINOIS EDUCATION *SECOND TO NONE*

Part IV

Demographic, Financial and Statistical Data

SCHOOL RECOGNITION

Districts with less than Full Recognition Status 2001-2002 School Year

<u>County/District</u>	<u>Recommended Recognition Status for 2001-2002</u>
Bureau <i>Neponset CCSD 307</i> <i>Hall HSD 502</i>	<i>From Pending Further Review to Fully Recognized</i> <i>From Pending Further Review to Fully Recognized</i>
Cass <i>A-C Central CUSD 262</i>	<i>From Pending Further Review to Fully Recognized</i>
Champaign <i>Ludlow CCSD 142</i>	Pending Further Review (Compliance Issues)
Cook <i>Mannheim SD 83</i> <i>Bellwood SD 88</i> <i>Calumet SD 132</i> <i>West Harvey-Dixmoor SD 147</i> <i>Oak Lawn CHSD 229</i>	Pending Further Review (Interim Superintendent) Pending Further Review (Interim Superintendent) On Probation (Compliance Issues) <i>From Pending Further Review to Fully Recognized</i> Pending Further Review (Interim Superintendent)
DuPage <i>Lake Park HSD 108</i>	Pending Further Review (Interim Superintendents)
Franklin <i>Logan CCSD 110</i>	Pending Further Review (Supt not properly certified)
Hancock <i>Warsaw CUSD 316</i> <i>LaHarpe CUSD 335</i> <i>Dallas City CUSD 336</i>	<i>From Pending Further Review to Fully Recognized</i> Pending Further Review (Interim Superintendent) <i>From Pending Further Review to Fully Recognized</i>
Henry <i>Kewanee CUSD 229</i>	<i>From Pending Further Review to Fully Recognized</i>
Jefferson <i>Waltonville SD 1</i>	Pending Further Review (Interim Superintendent)
Kane <i>St. Charles CUSD 303</i> <i>- St. Charles East High School</i> <i>- Wredling Middle School</i>	Pending Further Review (Health/Life Safety Issues)
Kankakee <i>Pembroke CCSD 259</i>	From Pending Further Review to On Probation (Compliance Issues)
Lake <i>Antioch SD 34</i> <i>Fox Lake Grade SD 114</i>	<i>From Pending Further Review to Fully Recognized</i> <i>From Pending Further Review to Fully Recognized</i>
McHenry <i>Huntley SD 158</i> <i>Marengo Union Elem SD 165</i>	Pending Further Review (Financial Policy Issues) <i>From Pending Further Review to Fully Recognized</i>
Morgan <i>Meredosia-Chambersburg</i> <i>CUSD 11</i> <i>- Meredosia-Chambersburg H.S.</i>	Pending Further Review (Certification Issues)

St. Clair	<i>East St. Louis SD 189</i>	<i>From Pending Further Review to Fully Recognized</i>
Vermilion	Armstrong Twp HSD 225	Pending Further Review (Interim Superintendent)
Will	Fairmont SD 89 <i>Taft SD 90</i>	Pending Further Review (Interim Superintendent) <i>From Pending Further Review to Fully Recognized</i>
Winnebago	<i>Durand CUSD 322</i>	<i>From Pending Further Review to Fully Recognized</i>

Interim Superintendents for 2001-2002

<u>County</u>	<u>District</u>	<u>Interim Superintendent</u>
Cook	Mannheim SD 83 Bellwood SD 88 Oak Lawn CHSD 229	Dr. Joh F. Ludolph Ms. C. Rebecca Montoya-Kostro Dr. Ben Nowakowski
DuPage	Lake Park HSD 108	Dr. Thomas Rich and Dr. Stephen Berry
Hancock	LaHarpe CUSD 335	Mr. Jerry Arthur
Jefferson	Waltonville SD 1	Mr. Fred Edwards
Vermilion	Armstrong Twp HSD 225	Bob Yeazel
Will	Fairmont SD 89	Dr. Marvin Maaske

STATE, LOCAL & FEDERAL FINANCING

Table 3.1

Estimated State, Local and Federal Funds Appropriated for the Common Schools 1980-81 through 2000-01 (\$ In millions)

Year*	State \$	% State	Local \$ ^a	% Local	Federal \$	% Federal	Total \$
2000-01	\$6,785.1 ^b	37.7%	\$9,331.6 ^c	51.9%	\$1,868.0 ^b	10.4%	\$17,984.7
1999-00	6,354.0	37.8	8,907.0	52.9	1,565.8	9.3	16,826.8
1998-99	5,654.4	36.1	8,571.1	54.7	1,434.3	9.2	15,659.8
1997-98	4,849.3	33.9	8,052.0	56.2	1,417.9	9.9	14,319.2
1996-97	4,307.1	32.7	7,700.9	58.5	1,152.9	8.8	13,160.9
1995-96	3,994.8	32.1	7,339.8	58.9	1,123.7	9.0	12,458.3
1994-95	3,792.6	32.4	6,841.0	58.4	1,080.6	9.2	11,714.2
1993-94	3,611.5	32.9	6,453.4	58.9	901.0	8.2	10,965.9
1992-93	3,475.4	33.4	6,078.1	58.4	862.9	8.3	10,416.4
1991-92	3,433.9	35.2	5,555.8	57.0	762.5	7.8	9,752.2
1990-91	3,499.6	37.7	5,060.7	54.5	718.7	7.8	9,279.0
1989-90	3,487.5	39.4	4,709.5	53.1	666.8	7.5	8,863.8
1988-89	3,000.1	37.8	4,308.3	54.2	639.4	8.0	7,947.8
1987-88	2,866.4	39.0	3,910.7	53.2	579.2	7.9	7,356.3
1986-87	2,985.4	41.8	3,634.9	50.9	519.8	7.3	7,140.1
1985-86	2,767.9	41.0	3,481.3	51.6	494.8	7.3	6,744.0
1984-85	2,427.9	39.2	3,323.0	53.6	449.6	7.3	6,200.5
1983-84	2,236.1	38.2	3,182.9	54.3	442.4	7.6	5,861.4
1982-83	2,103.2	38.1	2,974.4	53.9	441.3	8.0	5,518.9
1981-82	2,243.3	40.2	2,844.9	50.9	499.6	8.9	5,587.8
1980-81	2,328.1	43.1	2,595.9	48.1	473.4	8.8	5,397.4

^a Includes local real property tax revenues as estimated by the total property tax extension of districts and Corporate Personal Property Replacement Funds for the years 1980-81 through 2000-01. For prior years, the total includes real and personal property tax revenues. Not included as local revenue are proceeds from investment income, income from school food services, and revenue generated through fees and assessments.

^b Appropriated amount, including original appropriations and supplementals (see State and Federal Appropriations for Fiscal Year 2001).

^c Actual based upon 1999 EAVs and tax rates, plus actual Corporate Personal Property Replacement Tax receipts beginning with 1980-1981.

* Fiscal years and school years start July 1 and end June 30. Tax years start January 1 and end December 31. The state and federal funds shown are based on fiscal years while local funds are based on tax (calendar) years. For example, the 2000-01 year includes actual state and federal appropriations for state Fiscal Year 2001 and local revenues accruing to school districts from the 1999 tax year. 1999 property taxes are payable to the districts in calendar year 2000, usually after July 1st.

Table 3.2

**Elementary and Secondary School Income from Local Sources
(\$ In millions)**

Tax Year	Calendar Year Collected	Property Tax Revenues ^a	CPP Replacement Fund	Total Regular Revenues ^b
1999	2000	\$8,775.2 ^c	\$556.4 ^d	\$9,331.6
1998	1999	8,405.7	501.3	8,907.0
1997	1998	8,057.6	513.5	8,571.1
1996	1997	7,583.6	468.4	8,052.0
1995	1996	7,278.1	422.8	7,700.9
1994	1995	6,914.0	425.8	7,339.8
1993	1994	6,476.9	364.1	6,841.0
1992	1993	6,109.1	344.3	6,453.4
1991	1992	5,773.6	304.5	6,078.1
1990	1991	5,253.2	302.6	5,555.8
1989	1990	4,738.4	322.3	5,060.7
1988	1989	4,361.9	347.6	4,709.5
1987	1988	3,968.9	339.4	4,308.3
1986	1987	3,571.3	339.4	3,910.7
1985	1986	3,334.2	300.7	3,634.9
1984	1985	3,187.0	294.3	3,481.3
1983	1984	3,088.0	235.0	3,323.0
1982	1983	2,980.0	202.9	3,182.9
1981	1982	2,768.0	206.4	2,974.4
1980	1981	2,567.0	277.9	2,844.9
1979	1980	2,307.0	288.9	2,595.9
1978	1979	2,485.0	e	2,485.0
1977	1978	2,298.0		2,298.0

^a For the tax years 1979 through 1999, this represents accrued revenue estimated from real property taxes only. For tax years prior to 1979, this represents estimated accrued revenue from real property taxes and Corporate Personal Property Taxes. Revenues are derived by multiplying the total tax rate times the applicable equalized assessed property base for the tax year.

^b "Total Regular Revenues" is the sum of "Property Tax Revenues" and "CPP Replacement Fund."

^c Based upon final 1999 EAVs and 1999 tax rates.

^d Actual payments to be made by the Illinois Department of Revenue for calendar year 2000.

^e Reported with "Property Tax Revenues" prior to 1979.

Table 3.3

State Revenues by Source
(\$ In millions)

ALL FUNDS BY SOURCE

	FY 2000		FY 2001	
Income Taxes	\$8,923	25.2%	\$9,120	24.1%
Sales Taxes	6,633	18.7%	6,774	17.9%
Federal Aid	9,014	25.4%	9,667	25.5%
Road Taxes	2,365	6.7%	2,614	6.9%
Bond Proceeds	988	2.8%	1,425	3.8%
State Lottery (Gross)	815	2.3%	801	2.1%
All Other	6,724	18.9%	7,447	19.7%
Total	\$35,462	100.0%	\$37,848	100.0%

GENERAL FUNDS BY SOURCE

	FY 2000		FY 2001	
Income Taxes	\$8,923	38.4%	\$9,120	37.6%
Sales Taxes	6,027	25.9%	6,150	25.4%
Federal Aid	3,891	16.7%	4,190	17.3%
Public Utility	1,116	4.8%	1,160	4.8%
State Lottery (Net)	515	2.2%	490	2.0%
All Other	2,778	12.0%	3,120	12.9%
Total	\$23,250	100.0%	\$24,230	100.0%

NOTE: FY 2000 amounts are actual; FY 2001 amounts are current estimates.

Source: Data provided by Illinois Bureau of the Budget - February 2001.

Table 3.4

**Appropriations By Major Purpose
(\$ In millions)**

<u>FY 2000*</u>	<u>General Funds</u>	<u>% of Total</u>	<u>All Funds</u>	<u>% of Total</u>
Elementary & Secondary	\$5,578	26.2%	\$8,136	18.6%
Higher Education	2,354	11.1%	3,330	7.6%
Department of Public Aid	4,913	23.1%	6,932	15.8%
Department of Transportation	100	0.5%	6,327	14.5%
Health & Human Services	4,915	23.1%	7,018	16.0%
Public Protection & Justice	1,492	7.0%	2,820	6.4%
Environment & Natural Resources	288	1.3%	1,960	4.5%
Legislative, Judicial, Attorney General	410	1.9%	466	1.1%
All Other	1,244	5.8%	6,762	15.5%
Total	\$21,294	100.0%	\$43,751	100.0%
Education	\$7,932	37.3%	\$11,466	26.2%
Department of Public Aid	4,913	23.1%	6,932	15.8%
Environment & Natural Resources	288	1.3%	1,960	4.5%
Public Protection & Justice	1,492	7.0%	2,820	6.4%
Health & Human Services	4,915	23.1%	7,018	16.0%
Department of Transportation	100	0.5%	6,327	14.5%
All Other	1,654	7.7%	7,228	16.6%
Total	\$21,294	100.0%	\$43,751	100.0%
FY 2001*				
Elementary & Secondary	\$5,903	26.3%	\$8,930	18.6%
Higher Education	2,484	11.1%	3,576	7.5%
Department of Public Aid	5,129	22.9%	7,165	15.0%
Department of Transportation	89	0.4%	7,272	15.2%
Health & Human Services	5,186	23.1%	7,722	16.1%
Public Protection & Justice	1,590	7.1%	3,048	6.4%
Environment & Natural Resources	292	1.3%	2,135	4.5%
Legislative, Judicial, Attorney General	439	2.0%	505	1.0%
All Other	1,303	5.8%	7,545	15.7%
Total	\$22,415	100.0%	\$47,898	100.0%
Education	\$8,387	37.4%	\$12,506	26.1%
Department of Public Aid	5,129	22.9%	7,165	15.0%
Environment & Natural Resources	292	1.3%	2,135	4.5%
Public Protection & Justice	1,590	7.1%	3,048	6.4%
Health & Human Services	5,186	23.1%	7,722	16.1%
Department of Transportation	89	0.4%	7,272	15.2%
All Other	1,742	7.8%	8,050	16.7%
Total	\$22,415	100.0%	\$47,898	100.0%

* FY 2000 amounts are actual; FY 2001 do not include supplementals.

Source: Data provided by Illinois Bureau of the Budget – February 2001.

Table 3.5

**Net Lottery Proceeds Compared
To Total Appropriations
For Elementary and Secondary Education
Fiscal Years 1975 through 2001
(\$ In millions)**

<u>Fiscal Year</u>	<u>Total Appropriations</u>	<u>Net Lottery Proceeds</u>	
		<u>Amount</u>	<u>% of Total</u>
2000	6,354.0	515.0	8.1
1999	5,654.4	540.0	9.6
1998	4,849.3	565.0	11.7
1997	4,307.1	590.2	13.7
1996	3,994.8	594.1	14.9
1995	3,792.7	588.3	15.5
1994	3,611.5	552.1	15.3
1993	3,475.4	587.4	16.9
1992	3,433.9	610.0	17.8
1991	3,499.6	590.0	16.9
1990	3,487.5	594.0	17.0
1989	3,000.1	586.1	19.5
1988	2,866.4	524.4	18.3
1987	2,985.4	553.1	18.5
1986	2,767.9	551.8	19.9
1985 ^b	2,427.9	502.8	20.7
1984	2,236.1	365.4	16.3
1983	2,103.2	216.3	10.3
1982	2,243.3	138.6	6.2
1981	2,328.1	90.4	3.9
1980	2,218.5	33.2	1.5
1979	2,128.9	32.6	1.5
1978	2,040.9	33.5	1.6
1977	2,000.6	43.6	2.2
1976	1,988.1	76.0	3.8
1975	1,631.0	55.2	3.4

Net Lottery Proceeds are provided by the Illinois Bureau of the Budget – February 2001.

^a Estimate.

^b Beginning FY 1985, net lottery proceeds were deposited into the Common School Fund.

Table 3.6

**Illinois Public School Districts by Type
1978-79 through 2000-01**

<u>School Year</u>	<u>Elementary Districts</u>	<u>Secondary Districts</u>	<u>Unit Districts</u>	<u>Total Districts</u>
2000-01	383	103a	408	894b
1999-00	384	103	409	896
1998-99	385	104	408	897
1997-98	388	106	406	900
1996-97	392	107	405	904
1995-96	392	107	408	907
1994-95	395	110	410	915
1993-94	400	110	414	924
1992-93	406	111	415	932
1991-92	410	113	423	946
1990-91	415	114	424	953
1989-90	418	115	428	961
1988-89	422	117	433	972
1987-88	423	119	439	981
1986-87	428	122	443	993
1985-86	431	122	444	997
1984-85	433	124	448	1,005
1983-84	435	125	447	1,007
1982-83	435	125	448	1,008
1981-82	437	125	448	1,010
1980-81	438	125	448	1,011
1979-80	438	125	448	1,011
1978-79	438	125	448	1,011

^a

^b Includes two non-operating districts.

Does not include five state-operated school systems (the Illinois Department of Corrections school district, two state laboratory schools, the Illinois Mathematics and Science Academy, and the Illinois Department of Rehabilitation state schools).

Source: Fall Housing Enrollment Report, Research Division, ISBE.

Table 3.7

**Public and Nonpublic Pre-Kindergarten
Through Grade 12 Fall Pupil Enrollment^a
1978-79 through 2000-01**

<u>School Year</u>	<u>Public</u>	<u>Nonpublic</u>	<u>Total</u>
2000-01	2,051,021	323,231	2,374,252
1999-00	2,018,316	323,869	2,342,185
1998-99	2,011,814	322,664	2,334,478
1997-98	1,996,184	321,406	2,317,590
1996-97	1,974,824	320,880	2,295,704
1995-96	1,948,089	323,438	2,271,527
1994-95	1,920,289	320,290	2,240,579
1993-94	1,898,494	317,102	2,215,596
1992-93	1,877,785	315,995	2,193,780
1991-92	1,843,394	315,247	2,158,641
1990-91	1,816,182	318,625	2,134,807
1989-90	1,792,356	322,666	2,115,022
1988-89	1,790,566	328,280	2,118,846
1987-88	1,806,357	332,033	2,138,390
1986-87	1,819,392	339,680	2,159,072
1985-86	1,821,278	348,994	2,170,272
1984-85	1,829,619	352,079	2,181,698
1983-84	1,849,045	352,518	2,201,563
1982-83	1,875,770	353,412	2,229,182
1981-82	1,919,111	353,259	2,272,370
1980-81	1,979,545	353,622	2,333,167
1979-80	2,038,912	353,066	2,391,978
1978-79	2,106,239	353,152	2,459,391

^a **Source:** Fall Housing Enrollment Report, Research Division, ISBE.

Table 3.8

Illinois Public School Finance Statistics ^a

	District Type ^b	Per Capita Tuition Charge	Operating Expense per Pupil
1999-00 AVERAGES	Elementary	\$6,014	\$6,959
	Secondary	9,901	10,765
	Unit	5,496	7,124
	ALL DISTRICTS	6,122	7,483
	Chicago SD 299	5,340	8,047
1998-99 AVERAGES	Elementary	\$5,857	\$6,613
	Secondary	9,567	10,305
	Unit	5,484	6,816
	ALL DISTRICTS	6,032	7,146
	Chicago SD 299	5,622	7,827
1997-98 AVERAGES	Elementary	\$5,454	\$6,193
	Secondary	8,963	9,662
	Unit	5,188	6,359
	ALL DISTRICTS	5,678	6,682
	Chicago SD 299	5,512	7,325
1996-97 AVERAGES	Elementary	\$5,341	\$5,979
	Secondary	8,648	9,265
	Unit	4,793	5,875
	ALL DISTRICTS	5,367	6,280
	Chicago SD 299 (10 mos.)	4,976	6,630
1995-96 AVERAGES	Elementary	\$5,101	\$5,684
	Secondary	8,341	8,975
	Unit	4,788	5,850
	ALL DISTRICTS	5,269	6,157
	Chicago SD 299	5,362	7,102

^a The Operating Expense per Pupil and Per Capita Tuition Charge rankings by district type for each district are included in Table 7 of the *Illinois Public Schools Financial Statistics and Local Property Tax Data*, a separate State Board of Education publication that is disseminated annually.

^b Elementary School Districts: Pre-K—8.
 Secondary (High) School Districts: 9—12.
 Unit School Districts: Pre-K—12.

Table 3.9

Total Appropriations Per Pupil Enrolled, Current Dollars and Constant Dollars
Fiscal Years 1976 through 2001

Fiscal Year	Total Appropriations			Total Appropriations Per Pupil Enrolled		% Change in Constant Dollars
	Current Dollars ^a	Constant 1995 Dollars ^a	Fall Enrollment	Current Dollars ^b	Constant 1995 Dollars ^b	Per Pupil Enrolled
76	\$4.11	\$10.31	2,265,570	\$1,814.7	\$4,552.2	0.0
77	4.27	10.13	2,234,100	1,910.3	4,534.5	-0.4
78	4.60	10.23	2,179,282	2,112.9	4,693.3	3.5
79	4.85	10.07	2,106,239	2,304.5	4,782.8	1.9
80	5.24	9.81	2,038,912	2,569.9	4,813.7	0.6
81	5.40	9.09	1,979,545	2,726.6	4,593.4	-4.6
82	5.59	8.75	1,919,111	2,911.7	4,561.3	-0.7
83	5.52	8.18	1,875,770	2,942.2	4,361.1	-4.4
84	5.86	8.34	1,849,045	3,170.0	4,508.2	3.4
85	6.20	8.46	1,829,619	3,389.0	4,624.2	2.6
86	6.74	8.91	1,821,278	3,702.9	4,891.5	5.8
87	7.14	9.11	1,819,392	3,924.4	5,008.8	2.4
88	7.36	9.04	1,806,357	4,072.5	5,007.0	0.0
89	7.95	9.47	1,790,566	4,438.7	5,289.9	5.6
90	8.86	10.17	1,792,356	4,945.3	5,674.1	7.3
91	9.28	10.21	1,816,182	5,109.1	5,624.4	-0.9
92	9.75	10.53	1,843,394	5,290.4	5,710.1	1.5
93	10.42	10.99	1,877,785	5,547.2	5,854.5	2.5
94	10.97	11.30	1,898,494	5,776.1	5,950.7	1.6
95	11.71	11.71	1,920,289	6,100.2	6,100.2	2.5
96	12.46	12.16	1,948,089	6,395.1	6,242.8	2.3
97	13.16	12.54	1,974,824	6,664.3	6,352.3	1.8
98	14.32	13.36	1,996,184	7,173.3	6,690.6	5.3
99	15.66	14.32	2,011,814	7,783.9	7,119.2	6.4
00	16.83	14.78	2,018,316	8,337.0	7,321.9	2.8
01	17.98	15.26	2,051,021	8,768.7	7,441.1	1.6

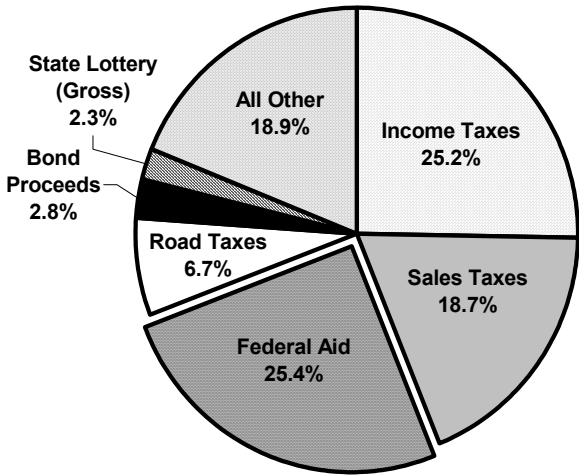
^aIn Billions^bIn Whole Dollars

Figure 3.1

STATE REVENUES BY SOURCE

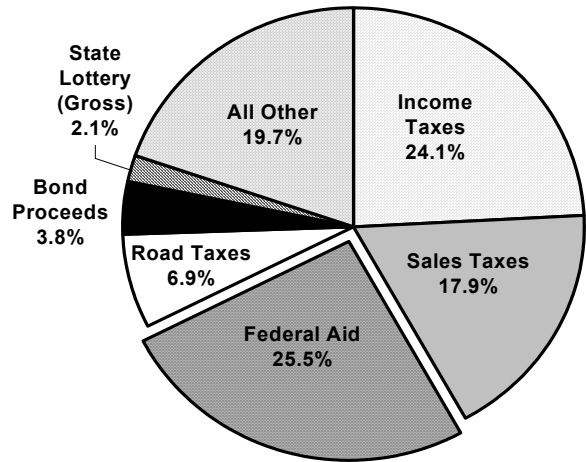
ALL FUNDS

FY 2000



(Actual)

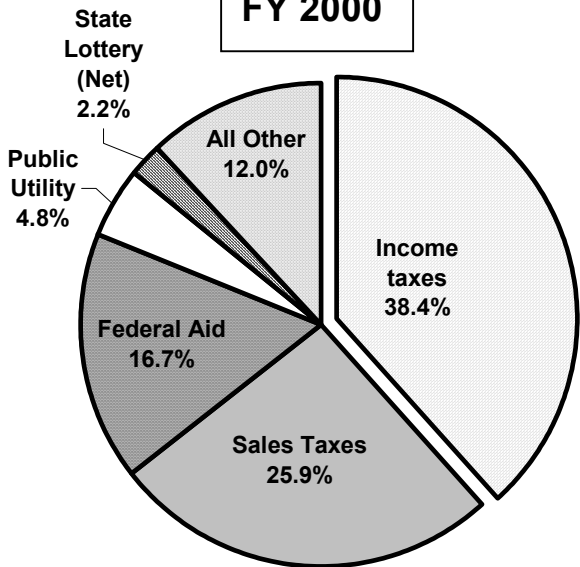
FY 2001



TOTAL: \$37.848 Billion (Estimate)

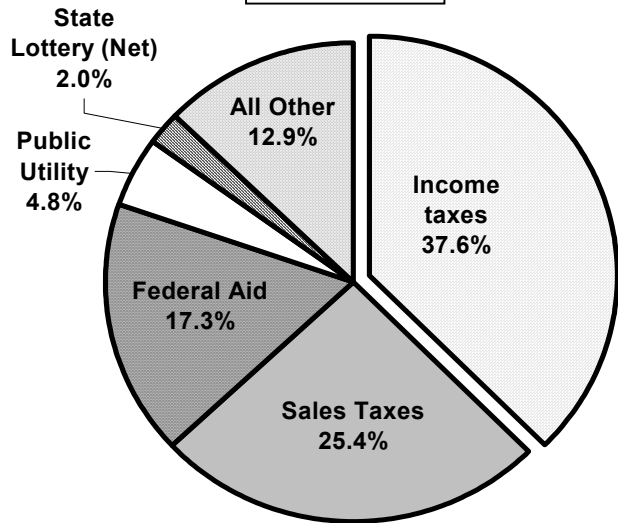
GENERAL FUNDS

FY 2000



TOTAL: \$23.250 Billion (Actual)

FY 2001



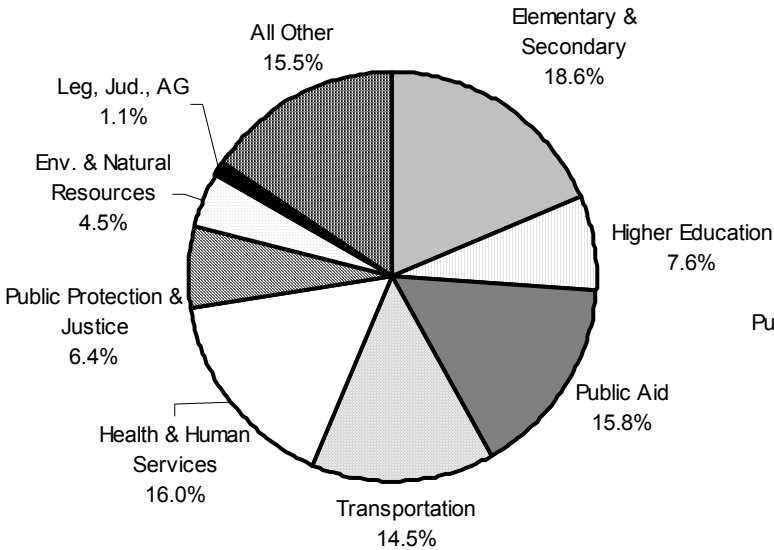
TOTAL: \$24.230 Billion (Estimate)

Figure 3.2

APPROPRIATIONS BY MAJOR PURPOSE

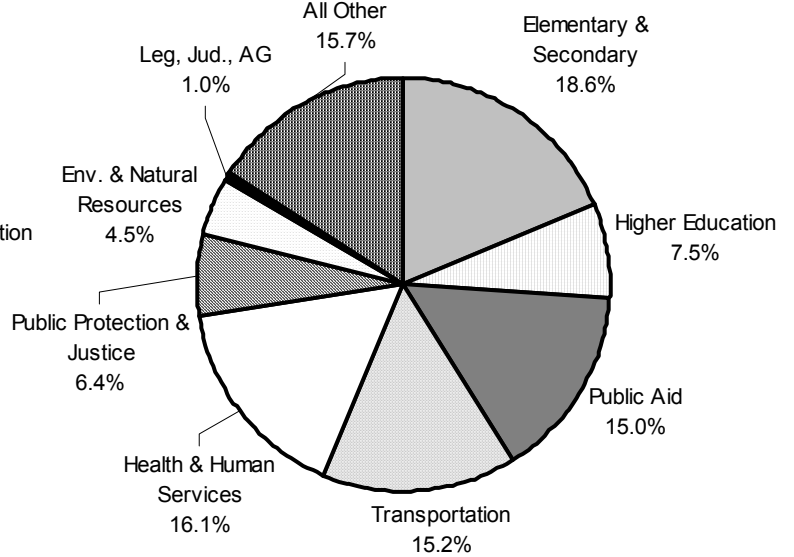
ALL FUNDS

FY 2000



TOTAL: \$43.751 Billion (Actual)

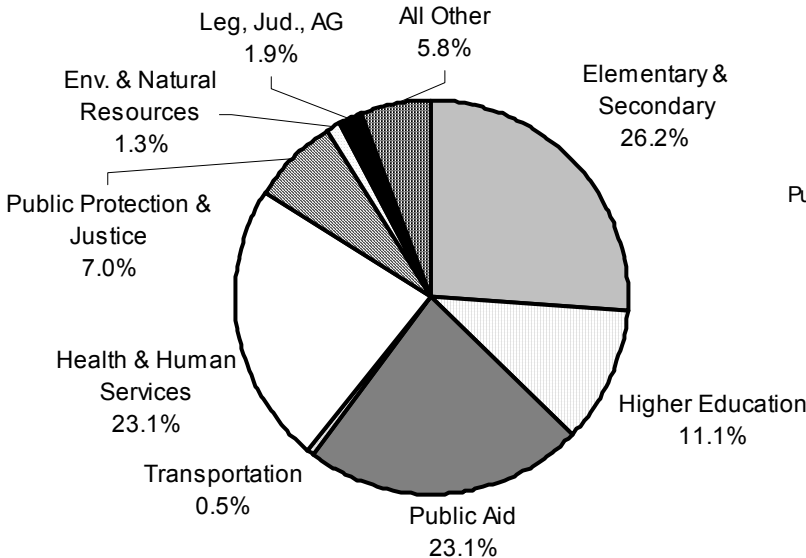
FY 2001



TOTAL: \$47.898 Billion (Actual)

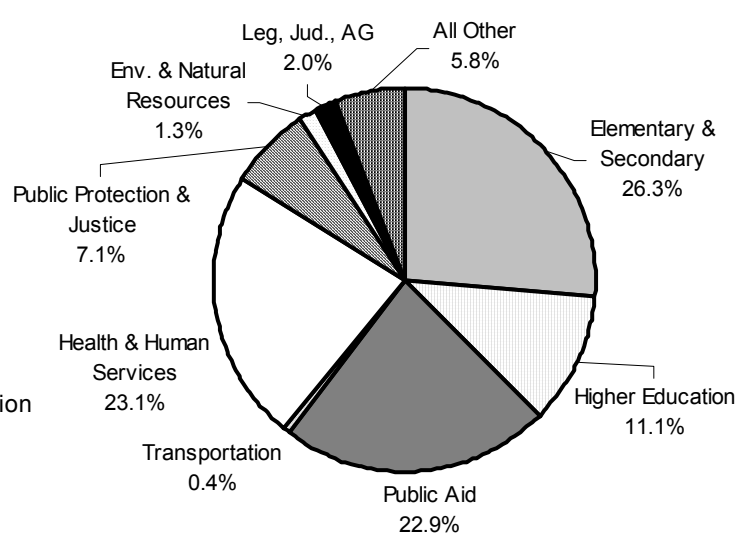
GENERAL FUNDS

FY 2000



TOTAL: \$21.294 Billion (Actual)

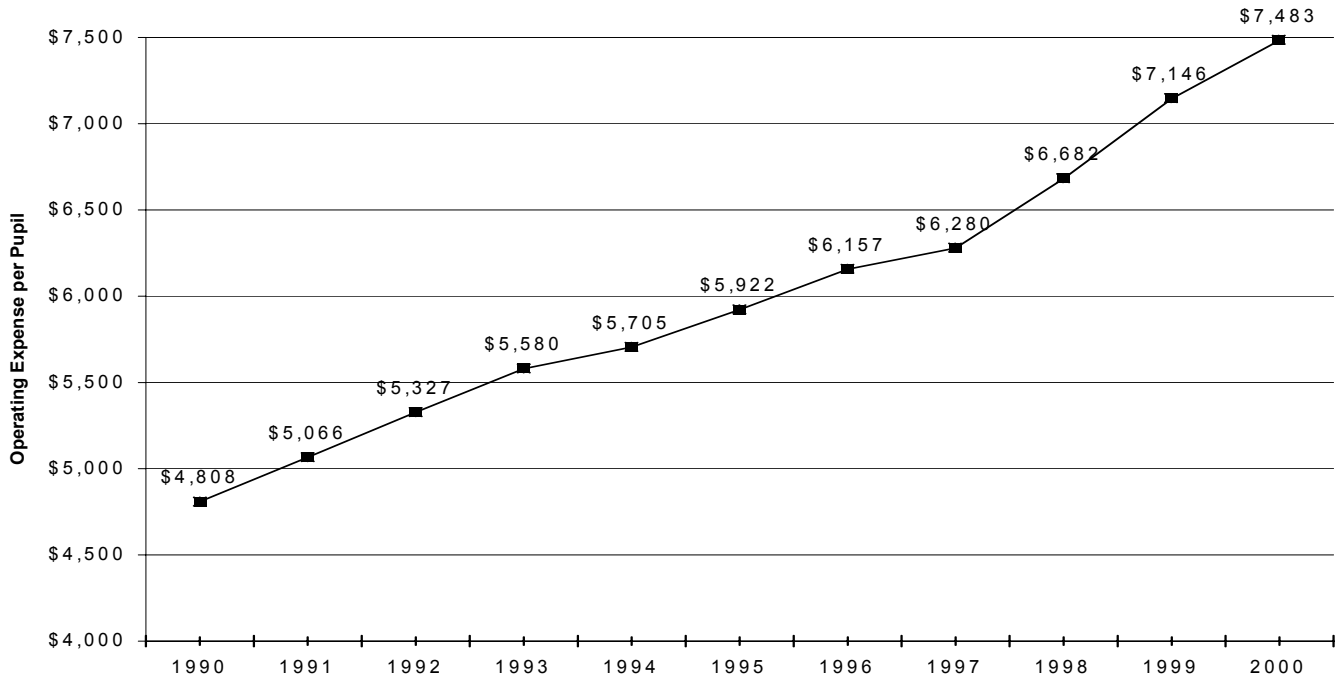
FY 2001



TOTAL: \$22.415 Billion (Actual)

Figure 3.3

State Average Operating Expense per Pupil – FY90 to FY00



Average Operating Expense per Pupil by Type of District – FY90 to FY00

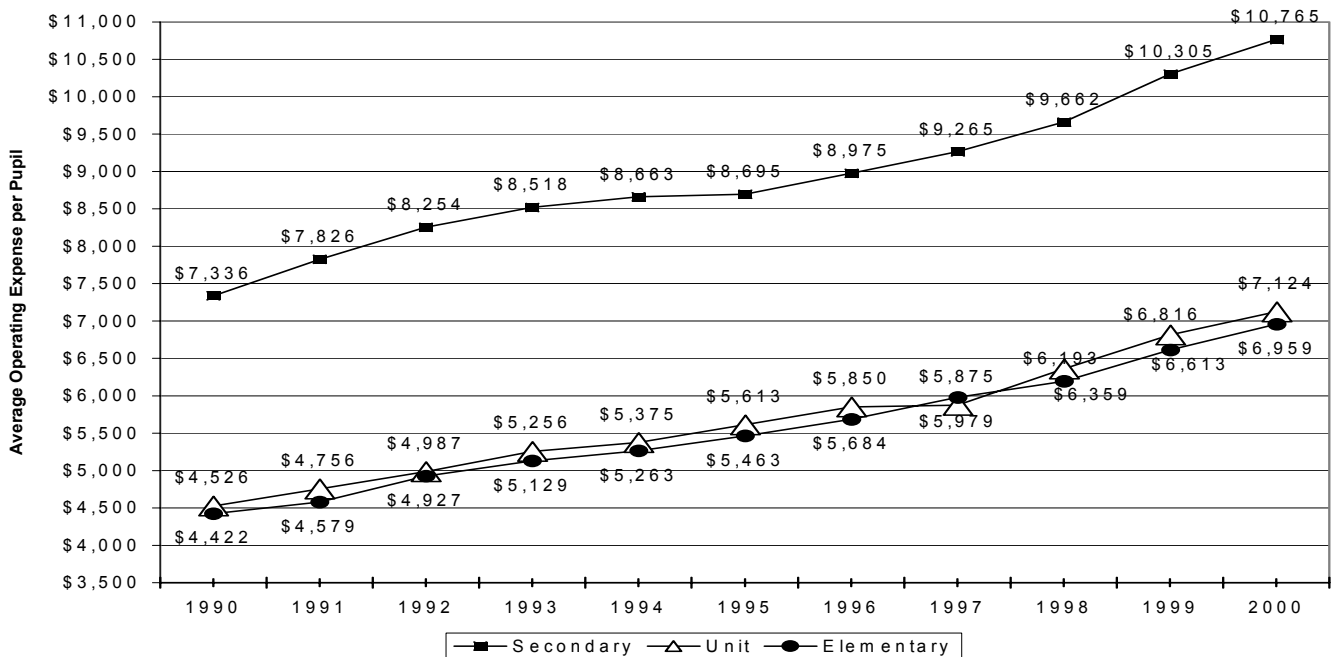
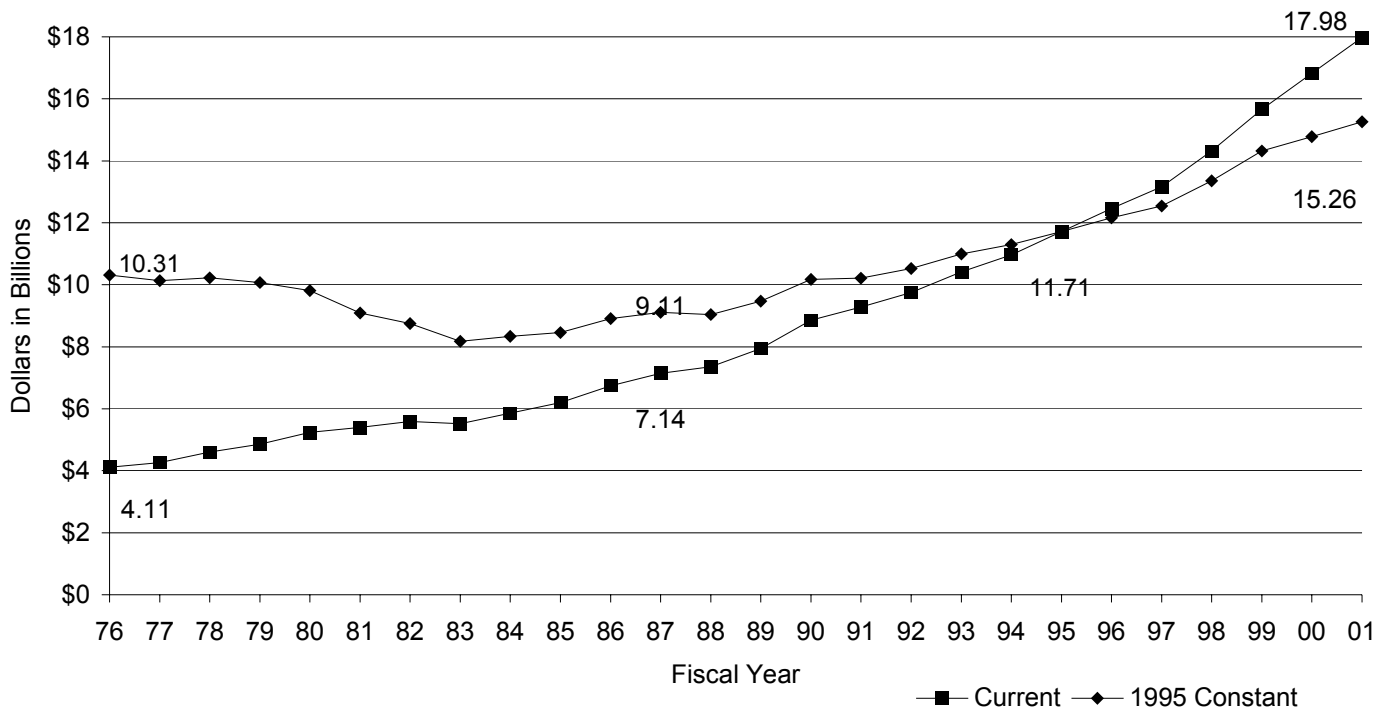


Figure 3.4

TOTAL FUNDING

Current Dollars vs. 1995 Constant Dollars
Elementary and Secondary Education



STATE FUNDING

Current Dollars vs. 1995 Constant Dollars
Elementary and Secondary Education

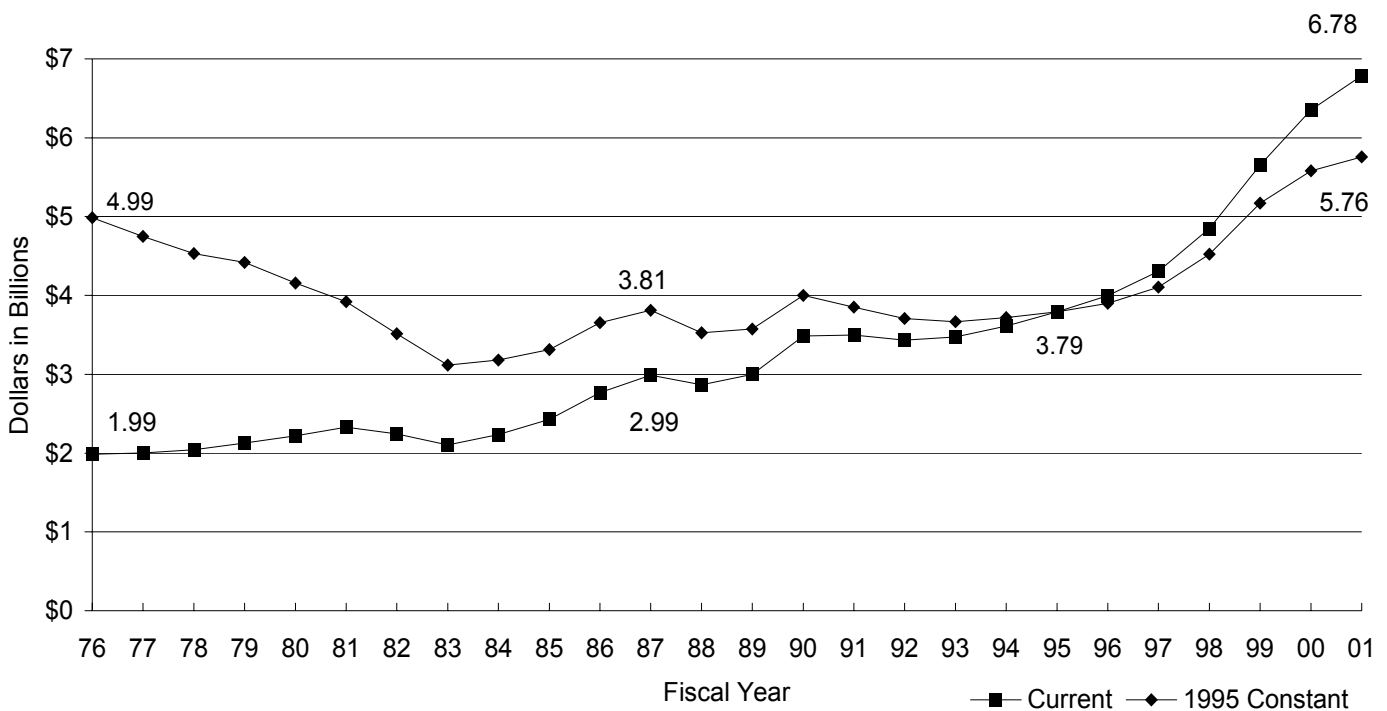
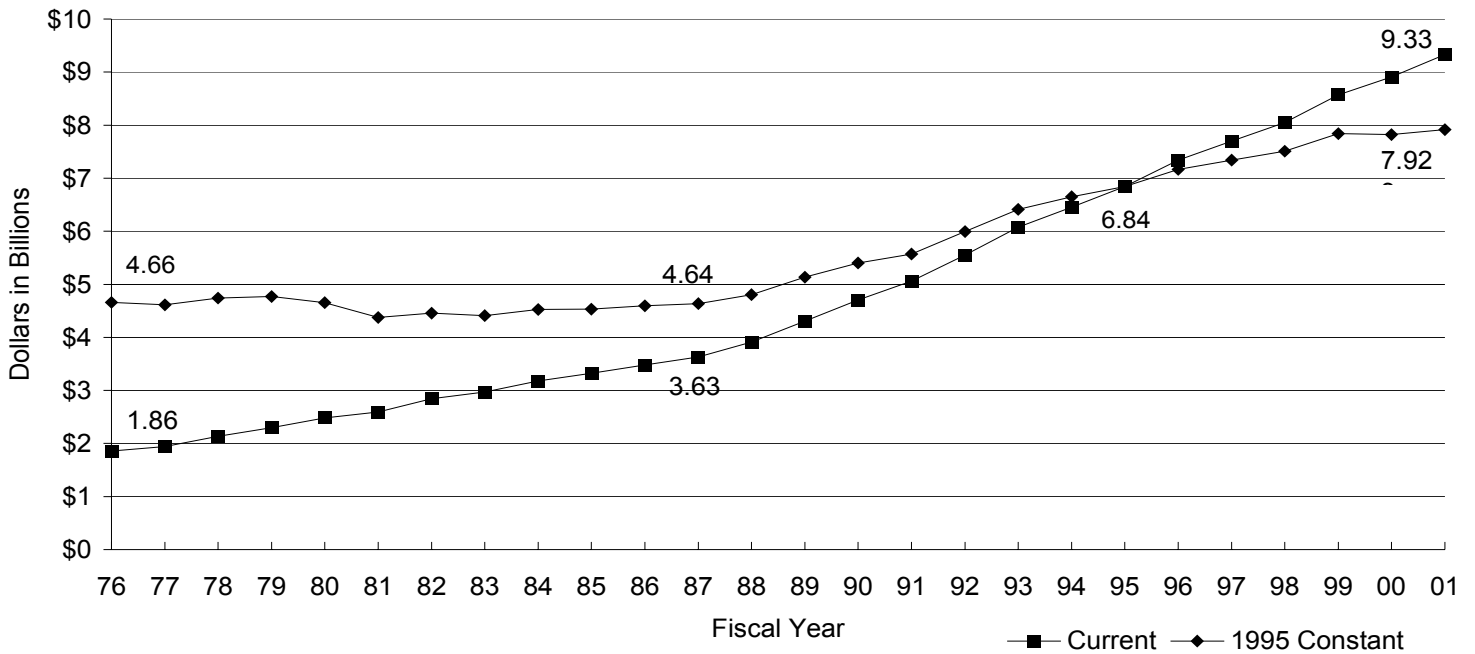


Figure 3.5

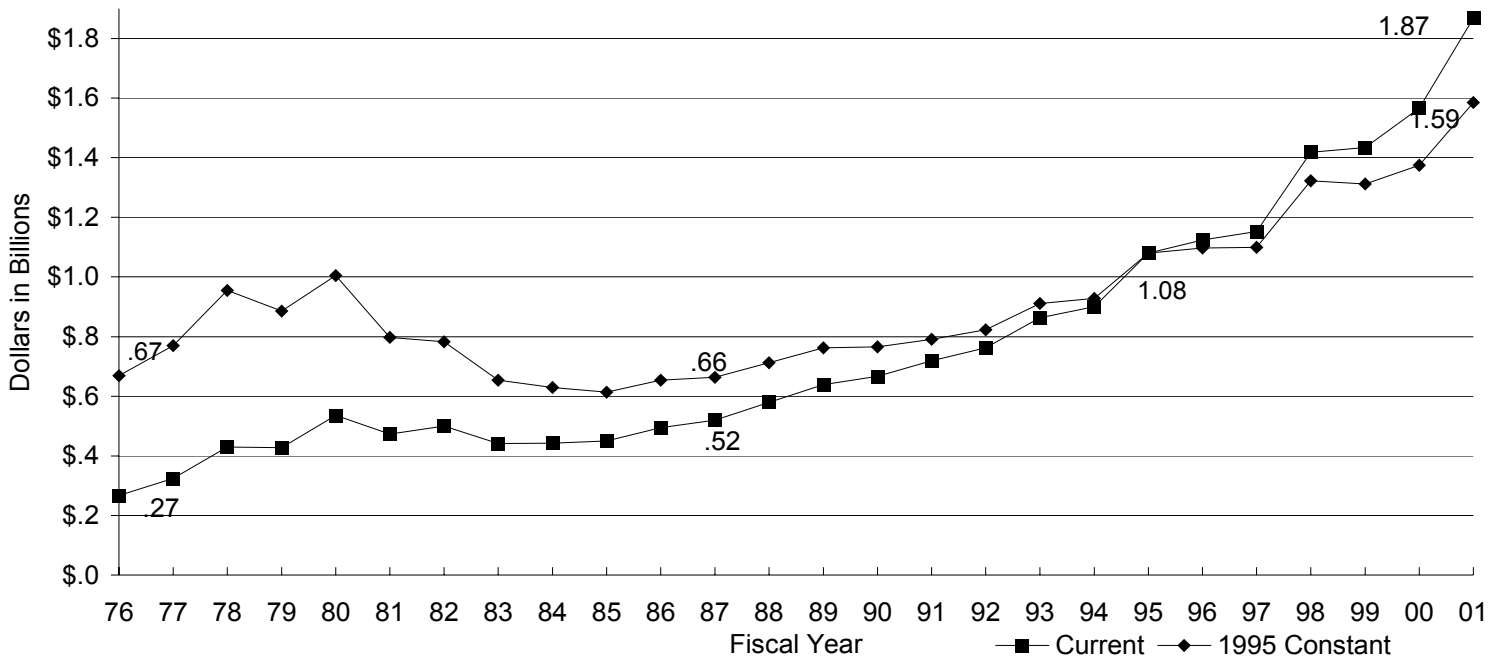
LOCAL FUNDING

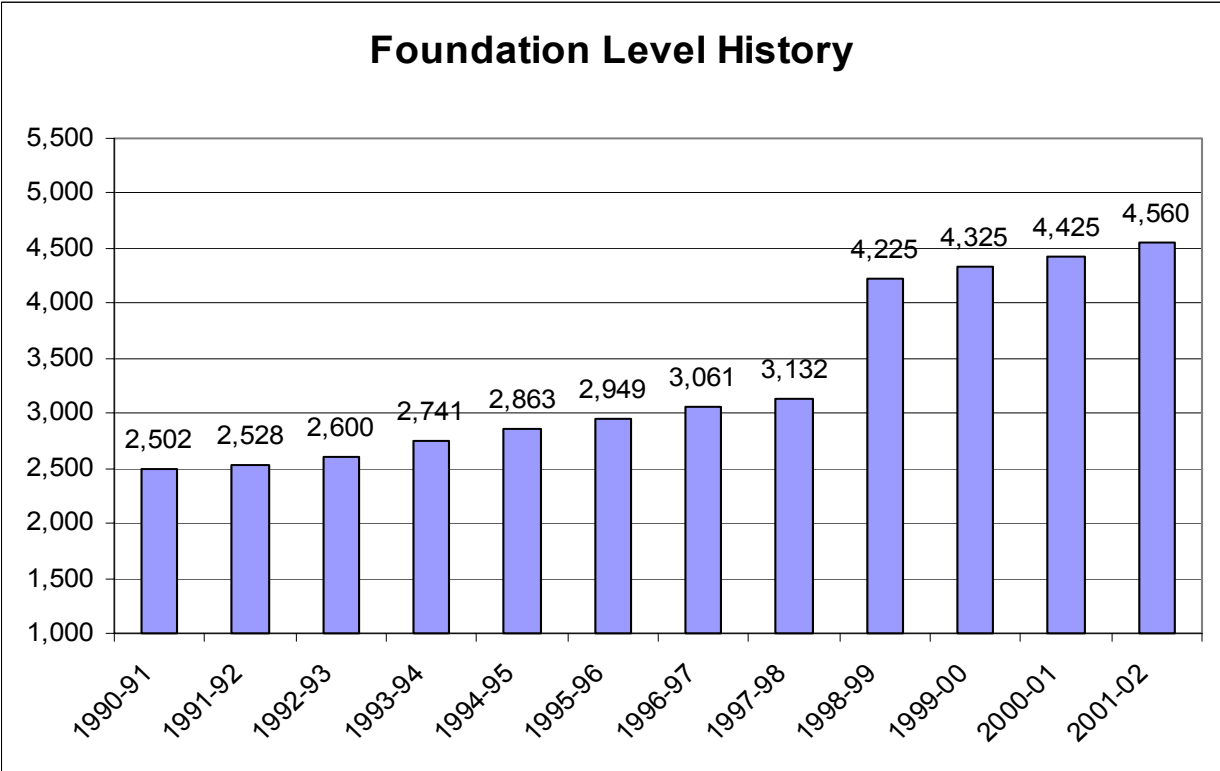
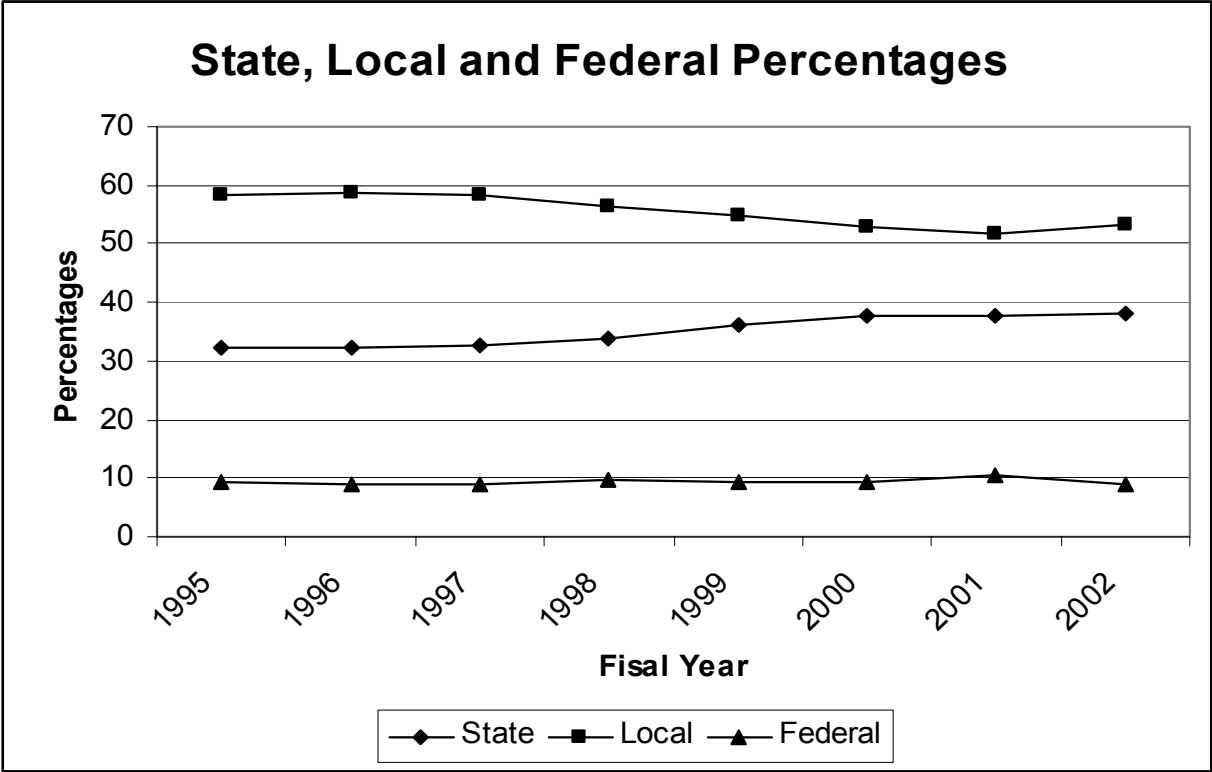
Current Dollars vs. 1995 Constant Dollars
Elementary and Secondary Education



FEDERAL FUNDING

Current Dollars vs. 1995 Constant Dollars
Elementary and Secondary Education





SCHOOLS AND DISTRICTS

A Profile of Illinois Public Schools in 2000-2001 (based on regular public schools only)

SUMMARY

893 districts	82.6% graduation rate
3,907 schools	5.8% dropout rate
1,983,991 students	17.5% mobility rate
36.7% low-income enrollment	6.1% LEP enrollment

TRENDS

Number of school districts declined: The number of school districts declined from 955 in 1990 to 893 in 2001. In 2001, there were 383 elementary districts, 103 high school districts, and 407 unit districts, making a total of 893 public school districts.

Number of public schools increased: The number of public schools declined from 3,903 in 1990 to 3,821 in 1996, then increased to 3908 on 2001.

Increase in average school size: The average school size increased by about 1.2% from 458 in 1991 to 514 in 2001.

Student enrollment continued to increase: Student enrollment in the regular Illinois public schools increased steadily from 1,790,742 in 1991 to 2,007,170 in 2001. In the last decade, student enrollment increased by 216,428 or about 12%. (Enrollment reported here includes only students in regular public schools.)

Increase in low-income students: The percentage of low-income students increased from 29.1% of the enrollment in 1991 to 36.9% in 2001.

Mobility rate declined: The mobility rate declined slightly from 20.6% in 1991 to 17.2% in 2001.

Percent minority increased: Students who are either black, Hispanic, Asian/Pacific Islander or Native American made up 39.9% of the enrollment in 2001, up from 34.1% in 1991. The increase in minority percentage is accounted for mainly by increases among Hispanic students.

LEP students increased in the last decade: The percentage of Limited-English-Proficient (LEP) students increased from 4.1% in 1991 to 6.3% in 2001. LEP students include those who are eligible for bilingual education.

Decline in dropout rate since 1993: The dropout rate declined from 6.2% in 1993 to 5.7% in 2001.

Chronic truancy generally unchanged: The chronic truancy rate was 2.2% in 2001. The same as when first reported in 1993 at 2.2%.

Elementary and secondary pupil-teacher ratios (PTR) decline in recent years: The elementary PTR declined from 20.0:1 in 1998 to 19.1:1 in 2001. The secondary PTR declined from 18.5:1 in 1998 to 18.0:1 in 2001. Pupil-teacher ratios in elementary schools are consistently higher than the pupil-teacher ratios in high schools.

Minorities account for 15.3% of the teaching force: While minorities account for 39.9% of the students enrolled, only 15.3% of the classroom teachers are from minority groups. Teachers who were either black, Hispanic, Asian/Pacific Islander, or Native American, declined from 16.1% of the teaching force in 1991 to 15.3% in 2001.

Declining trend in percent of male teachers: There is a clear downward trend in the percent of male teachers, declining from 28.0% of the teaching force in 1991 to 24.1% in 2001.

Teaching experience (years) declined in 2001: The average teaching experience of Illinois public school teachers declined from a high of 16.0 years in 1993, to a low of 14.2 years in 1995, largely as a result of the state's Early Retirement Incentive (ERI) program. Since then, the average teaching experience has increased, reaching 15.0 years in 1999, then declining to 14.5% in 2001.

Percent of teachers with graduate degrees generally unchanged: In 2001, teachers who had a master's degree or above accounted for 46.0% of the classroom teachers in Illinois public schools, compared to 45.2% in 1991.

Average teacher salary increased by 38% since 1991: The average teacher salary increased from \$34,709 in 1991 to \$47,929 in 2001. When adjusted for inflation, the average teacher salary increased by approximately 6% between 1991 to 2001.

Average administrator salary increased by 52% since 1991: The average administrator salary increased from \$55,535 in 1991 to \$84,314 in 2001. When adjusted for inflation, the average administrator salary increased by approximately 17% between 1991 and 2001.

Statewide operating expenditure per pupil (OEPP) increased: Between 1990 and 2000, statewide operating expenditure per pupil (OEPP) increased by 56%. The statewide OEPP increased 56% from \$4,808 in 1990 to \$7,483 in 2000. After adjusting for inflation, the OEPP increased by about 19% in the ten-year period.

High school OEPP substantially higher than elementary and unit OEPP: Between 1980 and 2000, the high school OEPP increased from \$7,336 to \$10,765. In 2000, the

OEPP for high school districts (\$10,765) was about 55% more than the elementary OEPP of \$6,959 and about 51% more than the unit OEPP of \$7,124.

Average class size declined for the lower elementary and high school grades:

The average class size declined for kindergarten, Grade 1, and Grade 3, increased slightly for Grade 6 and Grade 8, and declined for high school.

How Illinois Ranks Among the States

Number of Districts (1999-00)

1	Texas	1,183
3	Illinois	899
50	Hawaii	1
	United States	14,716

Public School Enrollment (fall 1999)

1	California	5,946,421
5	Illinois	2,027,600
51	District of Columbia	77,194
	United States	46,540,114

Number of Teachers (1999-00)

1	California	284,629
5	Illinois	127,035
51	District of Columbia	4,766
	United States	2,885,590

Average Teacher Salary (1999-00)

1	New Jersey	\$52,174
9	Illinois	\$46,486
51	South Dakota	\$29,072
	United States	\$41,724

Per Capita Personal Income (1998)

1	Connecticut	\$37,700
8	Illinois	\$28,976
51	Mississippi	\$18,998
	United States	\$26,482

Per Student Expenditure (1999-00)

1	New York	\$9,797
30	Illinois	\$6,149
51	Utah	\$4,036
	United States	\$6,627

NATIONAL PERSPECTIVE
The Ranking of Illinois Among the States,
including the District of Columbia (Source: U.S. Census Bureau)

RANK	STATE	
Total Resident Population, 2000		
1	California	33,871,648
5	Illinois	12,419,293
51	Wyoming	493,782
	United States	281,421,906
Population Ages 5-17 as Percentage of Total Population 1998		
1	Utah	23.7%
23	Illinois	19.0%
51	Dist of Columbia	13.8%
	United States	18.8%
Public School Students Enrolled Per Teacher 1999		
1	Utah	21.5
18	Illinois	16.0
51	Vermont	12.3
	United States	16.1
Public High School Graduates, 1999-00		
1	California	303,409
6	Illinois	112,511
51	Dist. of Columbia	2,687
	United States	2,510,622
Public School Per Student Revenue, 1999-00		
1	Connecticut	\$11,401
32	Illinois	\$6,890
51	Utah	\$5,076
	United States	\$7,574
Revenue from Local Government, 1999-00 (for public elementary and secondary schools)		
1	New Hampshire	87.8%
3	Illinois	66.2%
50	Hawaii	2.3%
	United States	42.4%
Revenue from State Government, 1999-00 (for public elementary and secondary schools)		
1	Hawaii	87.8%
49	Illinois	27.3%
50	New Hampshire (N/A for District of Columbia)	8.5%
	United States	50.7%
Revenue from Federal Government, 1999-00 (for public elementary and secondary schools)		
1	Dist. of Columbia	16.6%
31	Illinois	6.5%
51	New Jersey	3.2%
	United States	6.9%

Sources for National Perspective: (1) U.S. Census Bureau and (2) National Education Association. 1999. *Rankings and Estimates: Rankings of the States 2000 and Estimates of School Statistics 2001*.

**Number of Public School Districts by Type and Enrollment
1990-91 and 1999-00**

	Elementary Districts		Secondary Districts		Unit Districts		TOTAL*	
	1990-91	2000-01	1990-91	1999-00	1990-91	1999-00	1990-91	1999-00
25,000 or More	0	0	0	0	3	3	3	3
10,000 to 24,999	2	3	2	2	9	15	13	20
5,000 to 9,999	7	11	4	7	22	23	33	41
2,500 to 4,999	34	52	21	25	30	28	85	106
1,000 to 2,499	103	100	30	27	119	128	252	255
600 to 999	66	56	16	17	100	85	181	158
300 to 599	60	54	19	12	117	106	196	172
Less than 300	143	107	19	11	24	20	186	138
TOTAL	415	383	111	101	424	408	950	893

* In 1990-91 three (3) nonoperating districts, one (1) Department of Corrections district and four (4) state-operated districts increased the total number of organized districts from 950 to 958.

In 2000-01, two (2) nonoperating districts, one (1) Department of Corrections district and four (4) state-operated districts increased the total number of organized districts from 892 to 898.

Number of Public and Nonpublic Attendance Centers

	Public		Nonpublic		
	1990-91	2000-01	1990-91	2000-01	
Elementary	2,672	2,651	Elementary	1,010	1,022
Junior High	576	600	Secondary	120	123
High School	673	663	Unit	158	153
Special Education and Others	260	368	Special Education	132	102
Total	4,181	4,282		1,420	1,401

THE STUDENTS

Public School Enrollment Comparison 1990-91 with 2000-01

Grade Level	1999-00 Enrollment		Percent Change
Pre-K	23,892	47,417	98.5%
Pre-K Bilingual	641	1,472	129.6%
Pre-K Spec. Ed.	9,770	11,823	21.0%
Kindergarten	139,976	147,619	5.5%
1 st Grade	145,354	161,147	10.9%
2 nd Grade	134,153	159,858	19.2%
3 rd Grade	134,540	161,530	20.1%
4 th Grade	135,844	160,495	18.2%
5 th grade	139,366	160,537	15.2%
6 th Grade	134,204	158,587	18.2%
7 th Grade	129,512	151,830	17.2%
8 th Grade	128,637	149,045	15.9%
Ungraded Elementary	1,108	*	*%
Elem. Spec. Ed.	47,895	*	*%
Elementary Total	1,304,892	1,471,360	12.8%
9 th Grade	132,303	165,220	24.9%
10 th Grade	127,060	150,473	18.4%
11 th Grade	114,080	132,793	16.4%
12 th Grade	105,541	124,760	18.2%
Ungraded Secondary	4,892	*	*%
Sec. Spec. Ed.	27,414	*	*%
Post. Grad.	5,225	4,186	-19.9%
Secondary Total	516,515	577,432	11.8%
TOTAL	1,821,407	2,048,792	12.5%

* Starting with the 1998-99 school year, the student classifications of elementary and secondary special education and nongraded were not used. These students are reported in appropriate grade levels.

**Public School Enrollment
by Racial/Ethnic Distribution Comparison
1990-91 with 2000-01**

	1990-91		1999-00	
	Number of Students	Percent	Number of Students	Percent
White Non-Hispanic	1,193,858	65.5	1,224,508	54.9
Black Non-Hispanic	396,087	21.7	436,568	21.3
Hispanic	179,405	9.8	315,446	15.4
Asian or Pacific Islander	49,782	2.7	68,706	3.3
American Indian or Alaskan Native	2,275	0.1	3,474	0.2
TOTAL	1,821,407		2,048,792	
Total Percent of Minority Students		34.5%		40.2

**Nonpublic School Enrollment* Comparison
1990-91 with 2000-2001**

Grade Level	1990-91 Enrollment	2000-01 Enrollment	Percent Change from 1990-91 to 1999-00
Pre-K	25,597	36,889	+ 44.1%
Pre-K Spec. Ed	262	93	- 64.5%
Kindergarten	26,584	28,137	+ 5.8%
1 st Grade	26,900	26,066	- 3.1%
2 nd Grade	25,274	25,124	-0.6%
3 rd Grade	24,450	24,253	-0.8%
4 th Grade	24,124	23,794	-1.4%
5 th Grade	24,306	23,294	- 4.2%
6 th Grade	23,248	22,013	- 5.3%
7 th Grade	21,307	21,109	-0.9%
8 th Grade	21,449	19,935	- 7.1%
Ungraded Elem.	1,789	1,590	- 11.1%
Elem. (K-8) Spec. Ed.	3,272	2,520	- 23.0%
9 th Grade	17,692	17,617	-0.4%
10 th Grade	15,927	16,796	+ 5.5%
11 th Grade	15,006	15,640	+ 4.2%
12 th Grade	14,456	14,840	+ 2.7%
Ungraded Secondary	1,205	947	- 21.4%
Sec. (9-12) Spec. Ed.	3,122	2,719	- 12.9%
TOTAL**	318,625	323,376	+ 1.590%

* Nonpublic schools report data on a voluntary basis. Voluntary registration of nonpublic elementary and secondary schools on an annual basis went into effect July 1, 1977.

** Some nonpublic schools reported total enrollment only, which is included in the "Total."

Bilingual Education Enrollment

2000-01

Native Language	Chicago		Downstate		State Total	
	Number	Percent	Number	Percent	Number	Percent
Spanish	49,027	79.58	60,070	76.12	109,097	77.63
Polish	3,399	5.52	2,800	3.55	6,199	4.41
Serbian	991	1.61	553	0.70	1,544	1.10
Arabic	890	1.44	1,526	1.93	2,416	1.72
Urdu	1,147	1.86	1,154	1.46	2,301	1.64
Korean	226	0.37	1,675	2.12	1,901	1.35
Gujarati	194	0.31	1,409	1.79	1,603	1.14
Cantonese	1 090	1.77	361	0.46	1,451	1.03
Russian	256	0.42	791	1.00	1,047	0.75
Vietnamese	522	0.85	557	0.71	1,079	0.77
Pilipino	326	0.53	542	0.69	868	0.62
Japanese	21	0.03	818	1.04	839	0.60
Assyrian	342	0.56	256	0.32	598	0.43
Albanian (Gheg)	212	0.34	438	0.56	650	0.46
Romanian	338	0.55	214	0.27	552	0.39
Mandarin	111	0.18	533	0.68	644	0.46
Bulgarian	218	0.35	358	0.45	576	0.41
Hindi	122	0.20	290	0.37	412	0.29
Ukrainian	198	0.32	240	0.30	438	0.31
Panjabi	24	0.04	320	0.41	344	0.24
Malayalam	37	0.06	271	0.34	308	0.22
Bosnian	275	0.45	202	0.26	477	0.34
Lithuanian	81	0.13	416	0.53	497	0.35
French	118	0.19	204	0.26	322	0.23
Others	1,445	2.35	2,920	3.70	4,365	3.11
TOTALS	61,610	100.00	78,918	100.00	140,528	100.00

Reasons for Exiting Transitional Bilingual Education Programs

2000-01 Exits

	Chicago		Downstate		State Total	
	Number	Percent	Number	Percent	Number	Percent
Transitioned	1,842	2.99	8,596	10.89	10,438	7.43
Parental Withdrawal	993	1.61	717	0.91	1,710	1.22
Graduated	0	0.00	1,787	2.26	1,787	1.27
Dropped Out	800	1.30	297	0.38	1,097	0.78
Transferred	4,637	7.53	3,516	4.46	8,153	5.80
Other/Unknown	1,514	2.46	2,711	3.44	4,225	3.01
TOTAL LEAVING	9,786	15.88	17,624	22.33	27,410	19.51
TOTAL SERVED	61,610	100.00	78,918	100.00	140,528	100.00

Reasons for Exiting Transitional Bilingual Education Programs Prior Exits*

	State Total	
	Number	Percent
Transitioned	2,340	43.08
Parental Withdrawal	118	2.17
Graduated	293	5.39
Dropped Out	73	1.34
Transferred	1264	23.27
Other/Unknown	1,344	24.74
TOTAL PRIOR EXITS	5,432	100.00

* Students who exited prior to the 1999-2000 school year and whose exit was not reported last year

Need to Continue the Program

An analysis of the data from the Annual Student Report shows that the number of limited English proficient students has increased substantially. In 1996-97, 133,815 limited English proficient students were served in bilingual programs in Illinois schools. In 2001, that number increased to 140,528. This represents an increase of 5.0% over the number of students served in FY97. Clearly, the continuing growth of the limited English proficient population in Illinois is indicative of an ongoing need for Transitional Bilingual Education and Transitional Programs of Instruction.

Recommendations for Improvement of Programs

The Annual Student Report data collection effort for 2000-01 included the implementation of a new reporting option for school districts called "The LEP Student Profile Form." This form provides a means for school districts to develop a body of student data for gauging the effect of their programs while also providing a means to fulfill state reporting requirements. With the first year's reporting experience now completed, an evaluation of this reporting form should be undertaken to determine the extent to which it is fulfilling its intended objectives and to identify the ways in which local school districts are using the form to meet local evaluation needs.

Illinois Public Secondary School Dropout Data 2000-01

	White Non-Hispanic			Black Non-Hispanic			Hispanic			Asian-Pacific Islander			Am. Indian-Alaskan			Total		
	Number	Enroll.	Rate	Number	Enroll.	Rate	Number	Enroll.	Rate	Number	Enroll.	Rate	Number	Enroll.	Rate	Number	Enroll.	Rate
9 th Grade																		
Male	1,287	51,612	2.5%	2,760	18,352	15.0%	1,494	12,364	12.1%	87	2,991	2.9%	12	156	7.7%	5,640	85,475	6.6%
Female	985	48,552	2.0%	2,084	17,197	12.1%	1,125	11,014	10.2%	66	2,656	2.5%	9	166	5.4%	4,260	79,585	5.4%
10 th Grade																		
Male	1,741	49,931	3.5%	2,079	13,446	15.5%	1,125	9,804	11.5%	97	2,926	3.3%	7	136	5.1%	5,049	76,243	6.6%
Female	1,288	45,508	2.7%	1,742	14,216	12.3%	846	9,448	9.0%	46	2,554	1.8%	5	143	3.5%	3,927	73,869	5.3%
11 th Grade																		
Male	2,170	46,357	4.7%	1,345	10,142	13.3%	881	7,486	11.8%	83	2,769	3.0%	10	134	7.5%	4,489	66,888	6.7%
Female	1,678	43,928	3.8%	1,305	11,306	11.5%	680	7,436	9.1%	57	2,603	2.2%	11	115	9.6%	3,731	65,390	5.7%
12 th Grade																		
Male	2,352	42,737	5.5%	950	7,763	12.2%	619	5,690	10.9%	89	2,495	3.6%	6	99	6.1%	4,016	58,784	6.8%
Female	1,521	40,819	3.7%	856	9,170	9.3%	452	5,874	7.7%	50	2,503	2.0%	8	113	7.1%	2,887	58,479	4.9%
Total Sec.																		
Male	7,550	190,637	4.0%	7,134	49,703	14.4%	4,119	35,344	11.7%	356	11,181	3.2%	35	525	6.7%	19,194	287,390	6.7%
Female	5,472	180,807	3.0%	5,987	51,889	11.5%	3,103	33,774	9.2%	219	10,316	2.1%	33	537	6.1%	14,814	277,323	5.3%
All Secondary	13,022	371,444	3.5%	13,121	101,592	12.9%	7,222	69,118	10.4%	575	21,497	2.7%	68	1,062	6.4%	34,008	564,713	6.0% *

Source: Illinois State Board of Education End of the Year Report for School Year 1999-00.

* This rate is comparable to the statewide percent reported in prior years.

SCHOOL REPORT CARD
Selected School Report Card Variables: Statewide Trend Data
(for regular public schools only)

Report Card Variable	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Student Enrollment											
White	65.9%	65.6%	65.5%	65.2%	64.7%	64.0%	63.3%	62.6%	62.0%	61.1%	60.1%
Black	21.4%	21.1%	20.8%	20.7%	20.6%	20.6%	20.6%	20.8%	20.8%	20.9%	20.9%
Hispanic	9.9%	10.4%	10.7%	11.0%	11.6%	12.2%	12.8%	13.3%	13.9%	14.6%	15.4%
Asian/Pacific Islander	2.7%	2.8%	2.8%	2.9%	3.0%	3.1%	3.1%	3.2%	3.2%	3.3%	3.4%
Native American	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%
Total Number	1,790,742	1,815,128	1,835,740	1,854,222	1,880,376	1,906,599	1,931,871	1,951,998	1,962,026	1,983,991	2,007,170
Low-Income Enrollment	29.1%	32.0%	30.3%	33.5%	34.0%	34.9%	35.7%	36.3%	36.1%	36.7%	36.9%
LEP Enrollment	4.4%	4.8%	5.0%	5.2%	5.6%	5.9%	6.1%	6.3%	6.4%	6.1%	6.3%
Dropout Rate			6.2%	7.0%	6.8%	6.5%	6.4%	6.2%	5.9%	5.8%	5.7%
Student Attendance Rate	93.5%	93.6%	93.4%	93.2%	93.4%	93.5%	93.8%	93.9%	93.6%	93.9%	93.7%
Student Mobility Rate	20.6%	20.4%	20.0%	18.8%	19.3%	18.8%	18.4%	18.2%	18.1%	17.5%	17.2%
Chronic Truancy Rate			2.2%	2.4%	2.4%	2.3%	2.3%	2.3%	2.3%	2.4%	2.2%
Number of Chron. Truants	34,427	34,141	38,599	42,314	43,666	42,974	42,546	43,167	43,332	45,109	42,813
Average Class Size											
Kindergarten	22.5	22.2	22.4	22.7	22.7	23.0	22.5	22.1	21.8	21.3	20.9
Gr 1	22.6	22.7	22.8	22.9	23.1	22.7	23.1	22.8	22.3	21.6	21.6
Gr 3	23.1	23.0	23.5	23.7	23.5	22.8	23.5	23.2	23.0	22.4	22.3
Gr 6	23.7	24.1	24.1	24.3	24.1	23.8	24.7	24.3	23.8	23.9	24.0
Gr 8	22.4	22.7	23.5	23.9	23.5	22.9	23.0	23.5	23.1	22.9	22.6
High School	19.0	19.2	19.6	19.9	19.7	19.5	19.3	18.9	18.3	18.4	18.2
Oper Expend Per Pupil	\$4,808	\$5,066	\$5,327	\$5,579	\$5,705	\$5,922	\$6,158	\$6,281	\$6,682	\$7,146	\$7,483
Graduation Rate	78.0%	80.8%	81.4%	78.0%	80.7%	80.5%	81.6%	81.8%	81.9%	82.6%	83.2%

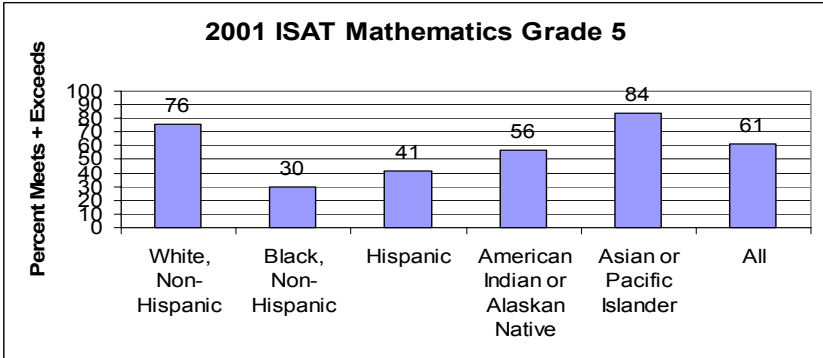
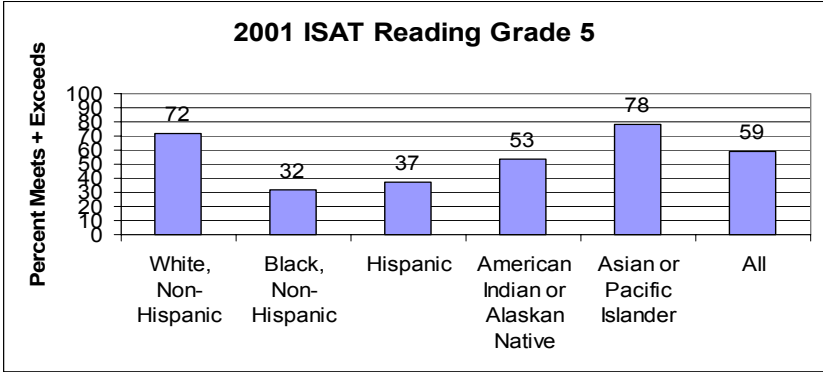
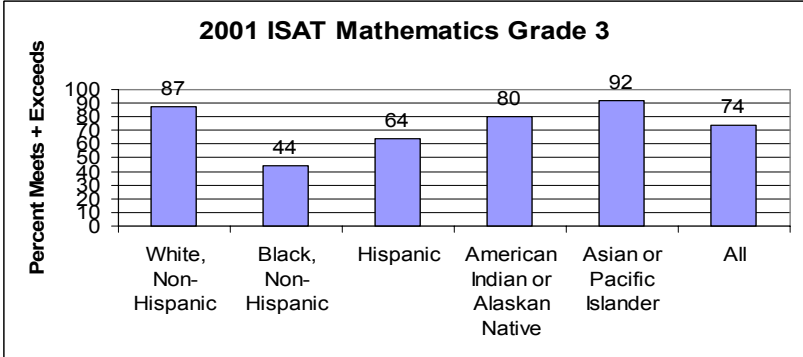
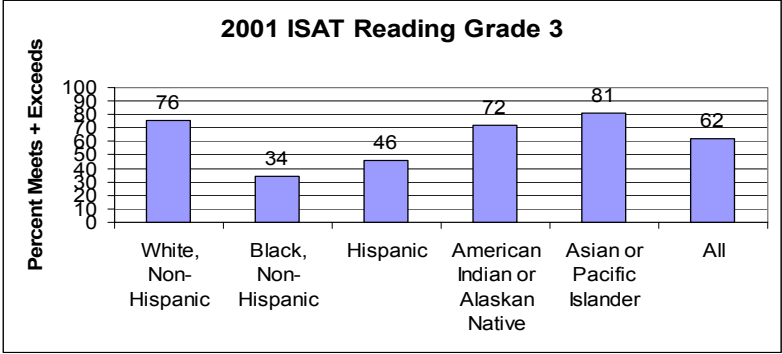
STUDENT PERFORMANCE

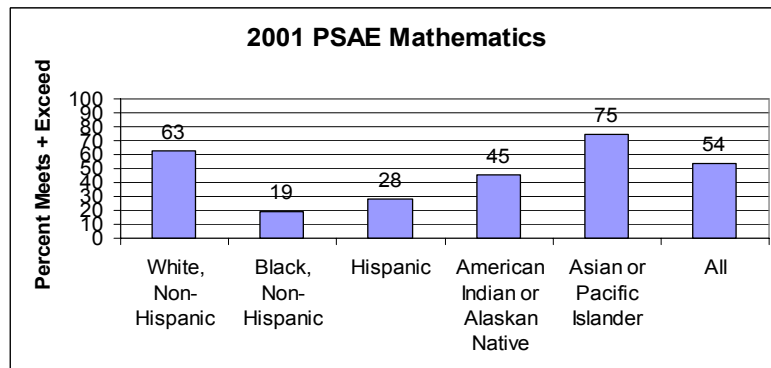
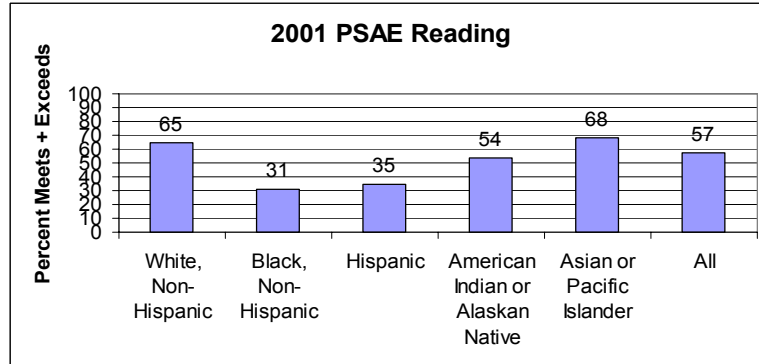
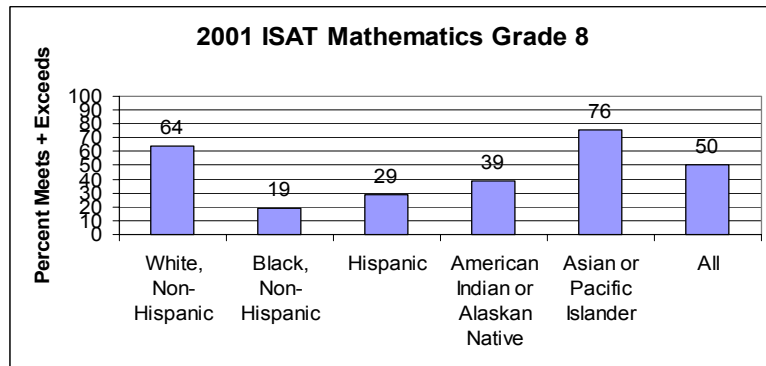
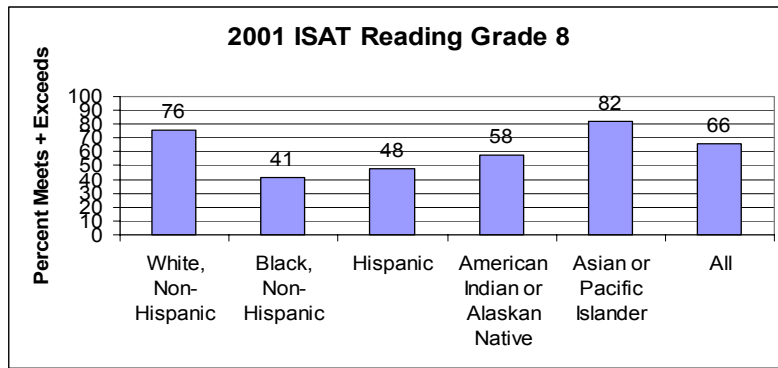
Illinois Standards Achievement Test (ISAT)

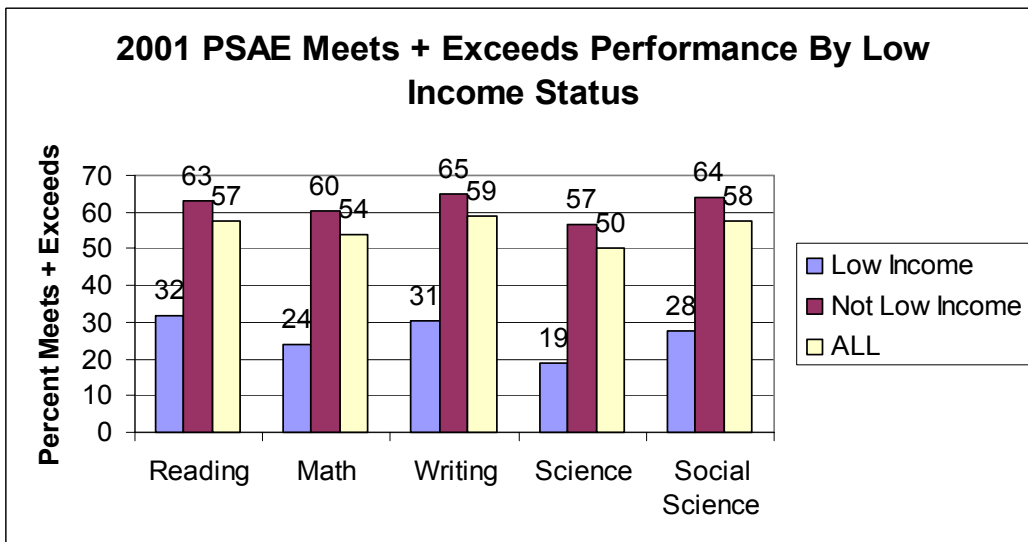
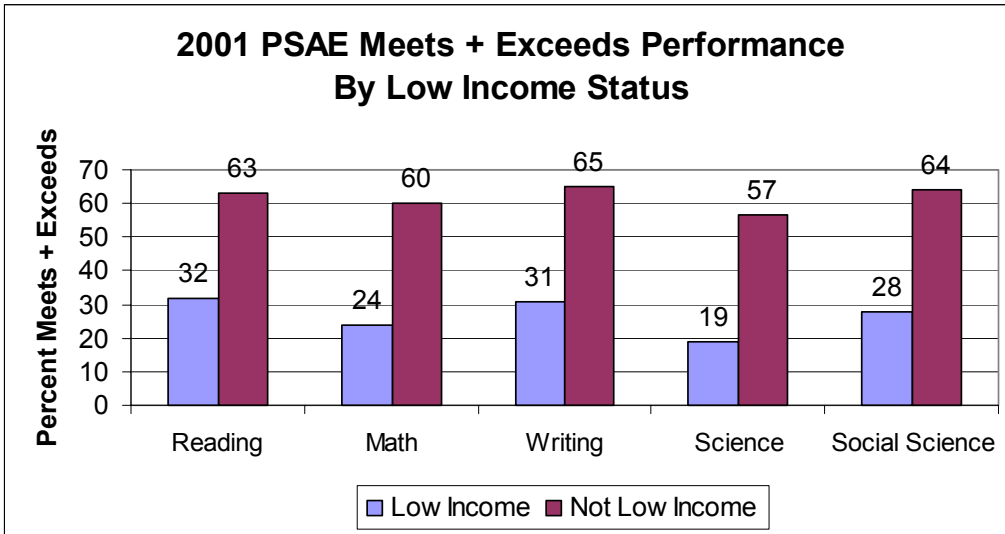
Based on their ISAT scores, students are placed in performance levels: The cut-off scores for these levels were established with the help of Illinois elementary and secondary educators. The distribution (percents) of students at each level is shown below.

Reading		Grade 3		Grade 5		Grade 8	
		1998-99	2000-01	1998-99	2000-01	1998-99	2000-01
Level 1	Academic Warning	8	7	1	1	1	1
Level 2	Below Standards	31	31	38	40	27	34
Level 3	Meets Standards	44	43	37	34	54	56
Level 4	Exceeds Standards	17	19	24	25	18	10
Mathematics		Grade 3		Grade 5		Grade 8	
		1998-99	2000-01	1998-99	2000-01	1998-99	2000-01
Level 1	Academic Warning	12	8	6	4	5	1
Level 2	Below Standards	20	18	39	34	52	42
Level 3	Meets Standards	47	46	53	55	36	37
Level 4	Exceeds Standards	21	28	3	6	7	13
Writing		Grade 3		Grade 5		Grade 8	
		1998-99	2000-01	1998-99	2000-01	1998-99	2000-01
Level 1	Academic Warning	9	9	2	4	5	6
Level 2	Below Standards	35	33	23	27	36	32
Level 3	Meets Standards	50	55	52	58	56	55
Level 4	Exceeds Standards	6	3	23	12	3	7
Science		Grade 4		Grade 7			
		1999-00	2000-01	1999-00	2000-01		
Level 1	Academic Warning	1	8	12	2		
Level 2	Below Standards	35	26	16	38		
Level 3	Meets Standards	51	54	54	47		
Level 4	Exceeds Standards	13	11	18	13		
Social Science		Grade 4		Grade 7			
		1999-00	2000-01	1999-00	2000-01		
Level 1	Academic Warning	11	11	3	2		
Level 2	Below Standards	30	28	39	38		
Level 3	Meets Standards	53	55	46	47		
Level 4	Exceeds Standards	6	6	12	13		

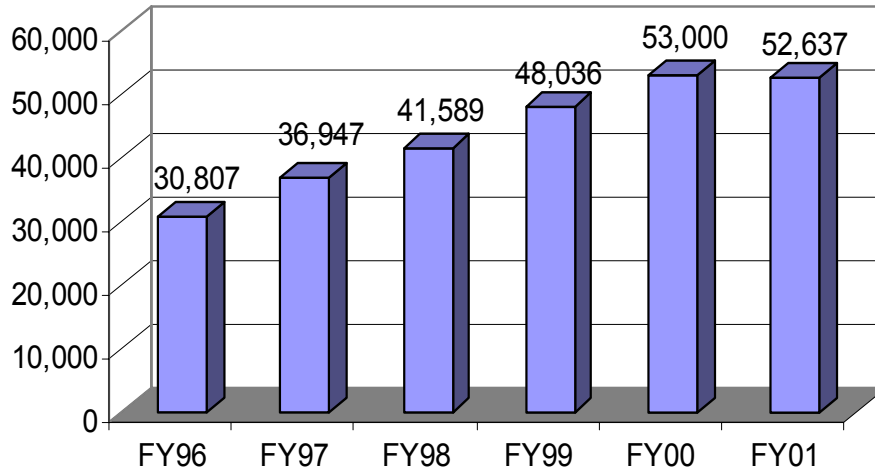
Note: ISAT was administered for the first time in 1998-99 for reading, mathematics, and writing, and in 1999-00 for science and social science. Since 1999-00 was a transition year for high school assessment, the tenth grade ISAT assessments were voluntary. Hence, some schools did not administer the ISAT and state level data were not computed.



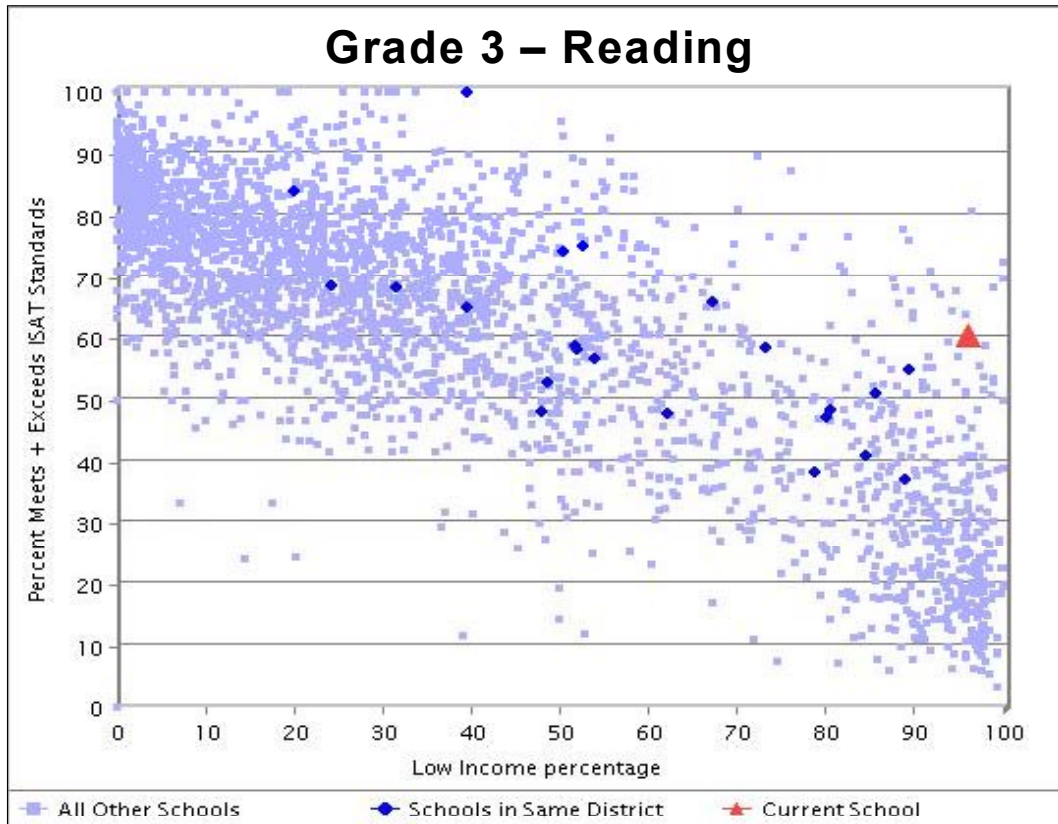




Number of Prekindergarten Children Ready for Kindergarten



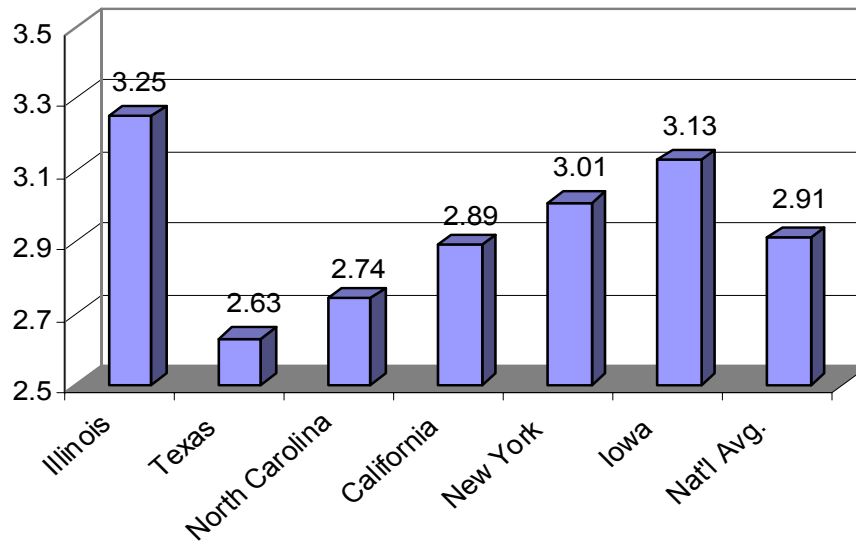
The decrease in number of children served in FY01 is due to Chicago serving fewer children and more programs going to all-day and 5-day programs.



The Illinois School Improvement Web site (<http://ilsis.isbe.net>) is designed to: help educators use data driven decisions in their school improvement process; provide easy access to excellent resources and tools; and enhance communication among educators, parents, and the business community in order for them to work together towards one vision to make Illinois schools *Second to None*.

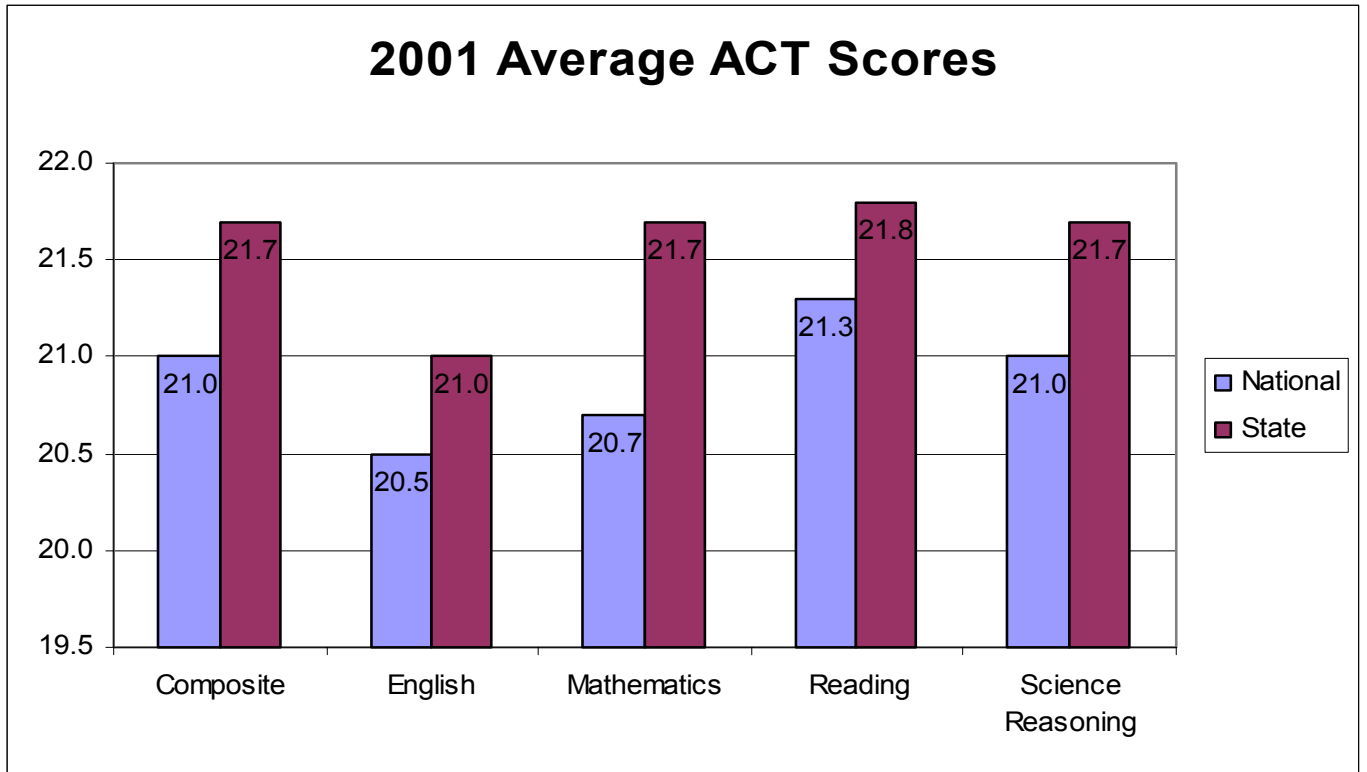
The above chart represents a scattergram showing how all schools performed on the 3rd grade reading ISAT. The triangle mark represents the selected school for comparison. The light square marks represent all the schools 3rd grade reading ISAT scores. The dark square marks represent all the schools in the same school district.

2001 Advanced Placement Performance Illinois *Second to None*

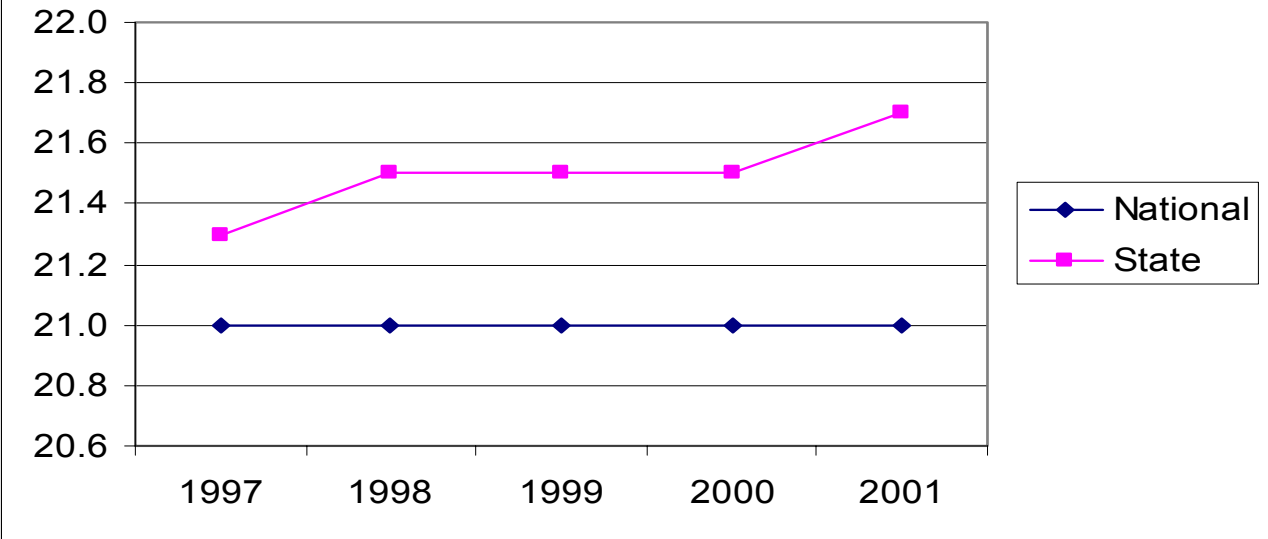


American College Testing (ACT)

Illinois	Composite	English	Mathematics	Reading	Science Reasoning	Students Tested
1995-96	21.2	20.7	20.8	21.5	21.3	80,029
1996-97	21.2	20.7	21.0	21.5	21.3	86,802
1997-98	21.4	20.7	21.4	21.5	21.4	89,452
1998-99	21.4	20.9	21.4	21.6	21.3	88,026
1999-00	21.5	20.9	21.5	21.7	21.4	90,450
2000-01	21.6	21.1	21.5	21.8	21.6	89,311
Nation						
2000-01	21.0	20.5	20.7	21.3	21.0	1,069,772



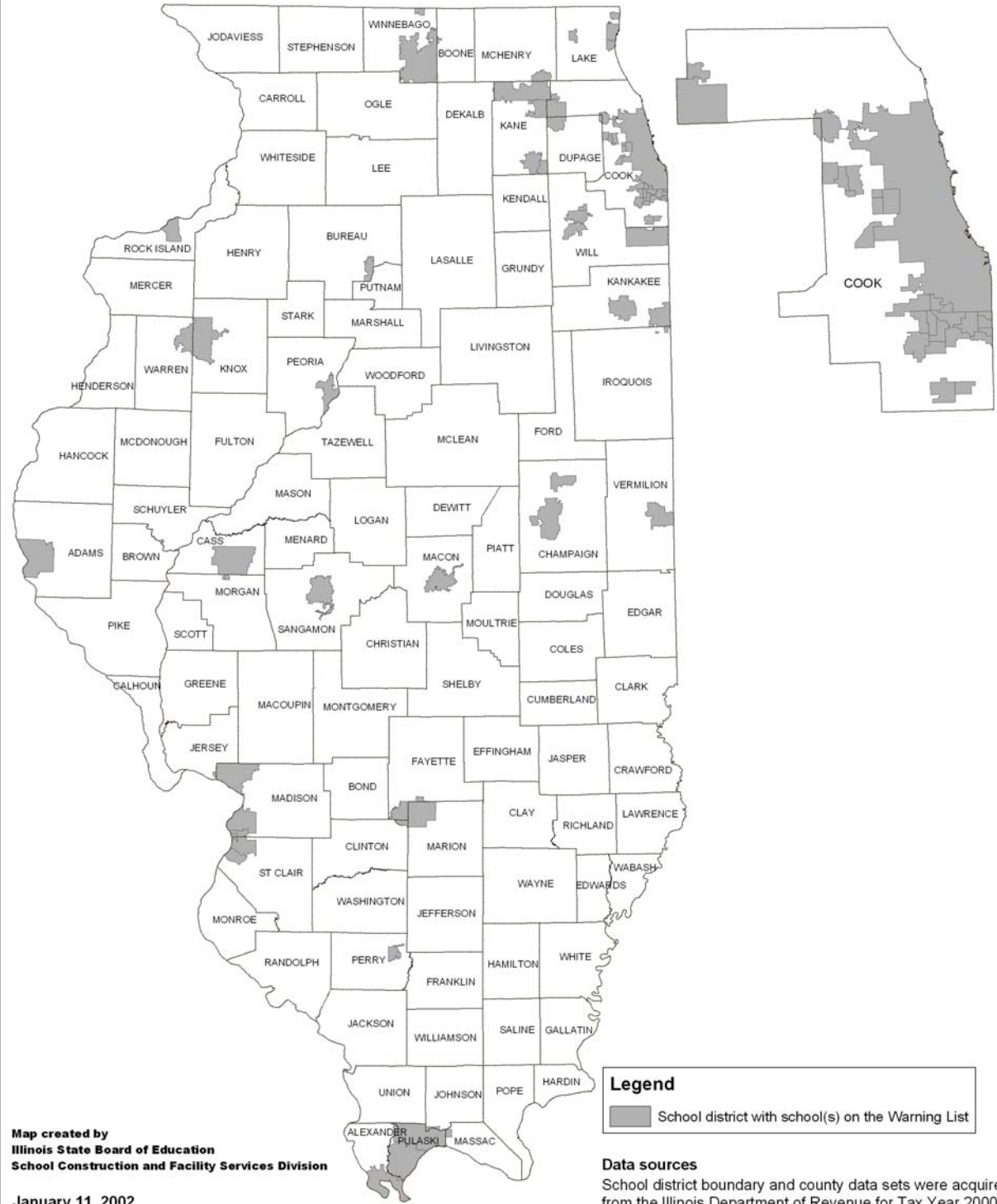
Five-Year Change in ACT Composite Scores



High School Graduates

	Public	Nonpublic	Total
1995-96	104,626	14,520	119,146
1996-97	110,170	15,036	125,206
1997-98	114,611	15,481	130,092
1998-99	112,557	15,169	127,726
1999-00	111,835	15,114	126,949
2000-01	110,624		

Illinois State Board of Education
 School Districts with School(s) on the 2001 Academic Early Warning List



Legend
 [Shaded Box] School district with school(s) on the Warning List

Map created by
 Illinois State Board of Education
 School Construction and Facility Services Division
 January 11, 2002

Data sources
 School district boundary and county data sets were acquired from the Illinois Department of Revenue for Tax Year 2000.

THE EDUCATORS

Public and Nonpublic School Personnel (FTE) 2000-01*

	<u>Public</u>	<u>Nonpublic</u>
Pre-Kindergarten Teachers	1,529.2	1,731.0
Kindergarten Teachers	4,926.3	1,502.6
Elementary Teachers	70,023.2	11,104.4
Secondary Teachers	31,726.2	4,415.1
Special Education Teachers	22,207.4	978.0
Administrators	1,696.4	2,365.9
Principals and Assistant Principals	5,198.2	--a
Pupil Personnel Specialists	8,112.2	974.7
Supervisors	4,365.4	740.0
Other Certificated Staff	<u>2,808.6</u>	<u>--b</u>
Total Certified Personnel	152,593.1	23,811.7

^a Included in administrators above.

^b Not applicable.

Number of Selected Full-Time Personnel by Gender 1999-00

<u>Staff Category</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Regional Supts	33	7	40
District Supts	734	118	852
Other Admin Staff*	444	277	721
Principals	1,879	1,724	3,603
Asst Principals	806	764	1,570

* Includes Assistant Superintendents, Business Managers, and Administrative Assistants

Median/Mean Salaries for Selected Full-Time Personnel 1999-00*

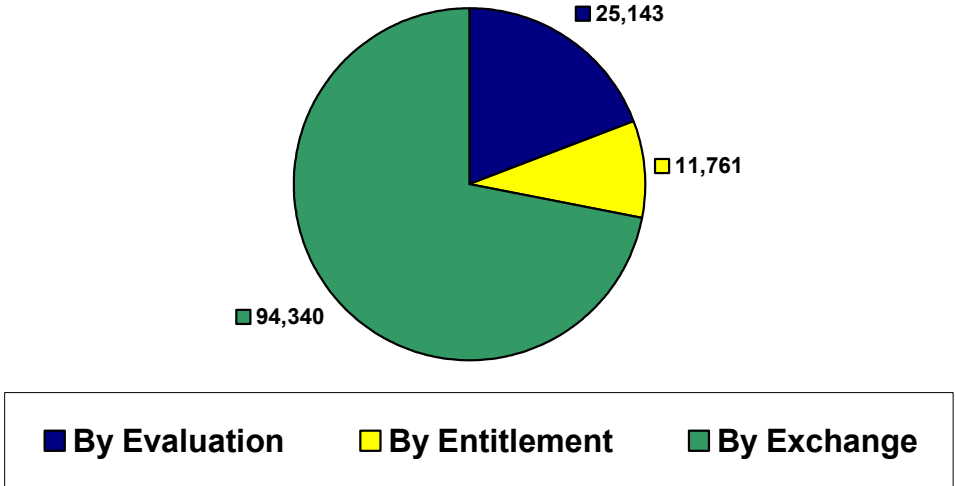
<u>Staff Category</u>	<u>Median</u>	<u>Mean</u>
Regional Superintendents	\$ 82,673	\$ 82,715
District Superintendents	98,816	108,226
District Administrative Staff	97,700	97,386
Principals	75,011	81,004
Assistant Principals	73,808	74,328
Pupil Personnel Specialists	53,191	52,281
Supervisors	67,937	70,880
Special Education & Speech Correction Staff	43,801	46,350
Elementary Teachers (Pre-K-8)	43,629	45,831
Secondary Teachers (9-12)	49,898	53,866
All Classroom Teachers (Pre-K-12)	44,977	47,865
First-Year Teachers	30,326	31,150

* Data now include Chicago, District 299. Salaries include board-paid retirement, extra duty pay, flexible benefit plans, bonus payments, and retirement incentives.

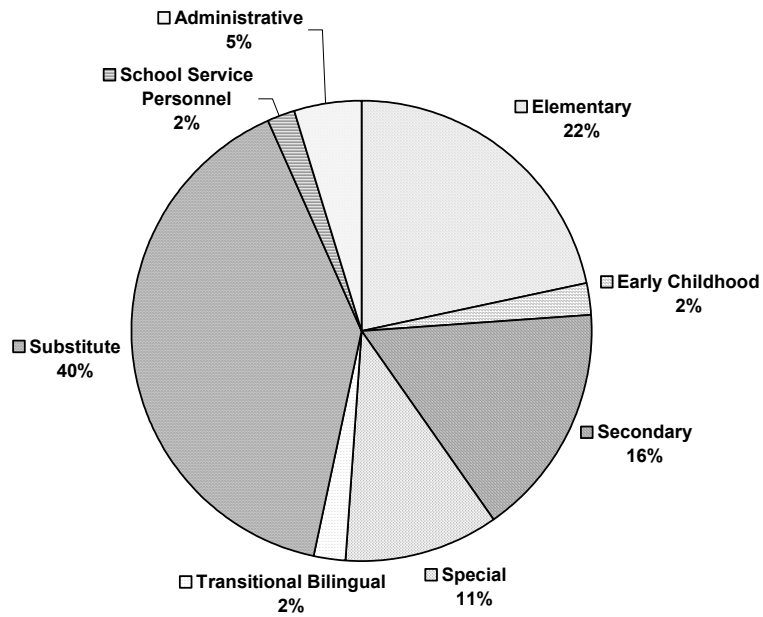
**Public School Pupil-to-Teacher Ratios
1990-91 – 2000-01**

<u>School Year</u>	<u>Elementary</u>	<u>Secondary</u>	<u>Special Education</u>
1990-1991	19.8	16.7	5.0
1991-1992	19.8	16.9	5.1
1992-1993	19.7	17.2	5.0
1993-1994	19.9	18.0	4.9
1994-1995	19.7	18.1	4.9
1995-1996	19.5	17.9	4.8
1996-1997	20.1	18.7	NA
1997-1998	20.0	18.4	NA
1998-1999	19.6	18.3	NA
1999-2000	19.3	18.1	NA
2000-2001	19.1	18.0	NA

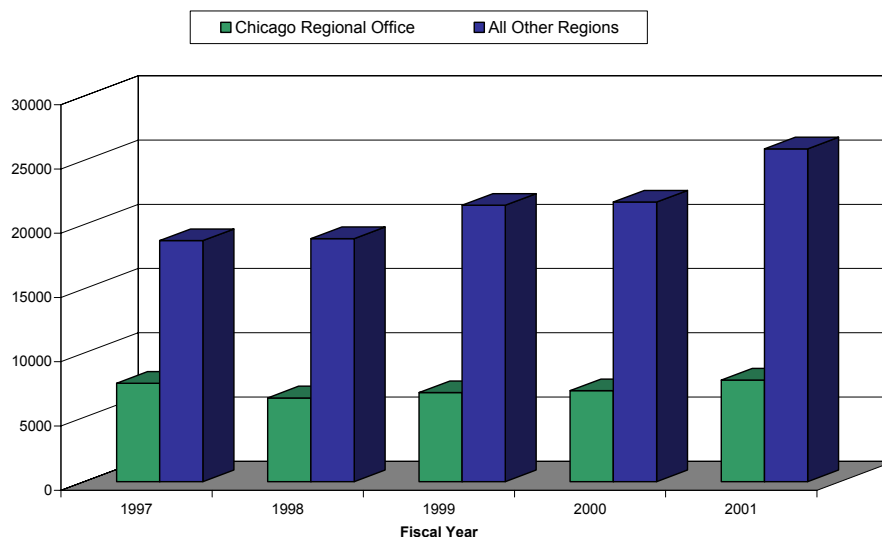
**TOTAL NUMBERS OF CERTIFICATES ISSUED BY
EVALUATION, ENTITLEMENT & EXCHANGE
DURING FY 01**



**PERCENTAGES OF TYPES OF NEW CERTIFICATES ISSUED
DURING FY 01**



**Number of New Certificates Issued by
ISBE Chicago Regional Office
Compared to All Other Regions
Five Year Period: FY 97 to FY 01**



**Number of Certification Tests Administered
By Test Fields, by Test Year
Five Year Period: October 1996 to July 2001**

Test Field	1996-1997	1997- 1998	1998-1999	1999-2000	2000-2001
Early Childhood	1,013	952	945	932	964
Elementary	5,890	5,743	6,168	6,151	6,482
Special Education—All categories	3,556	3,404	3,938	3,757	3,640
Sciences—All disciplines	524	581	674	675	766
Math & Computer Science	504	493	537	561	553
Foreign Language—All languages	272	338	336	382	363
English, Speech, Media, Reading, & ESL	1,296	1,240	1,351	1,361	1,444
History & Social Science	1,064	1,111	1,196	1,219	1,213
Art, Music, Theatre, & Dance	791	733	791	826	861
Vocational/Technical—All fields	324	283	303	284	331
Health and Physical Education	932	942	860	814	932
School Service Personnel—All fields	730	784	838	783	876
Administrative—All types	2,485	2,524	2,578	2,564	2,008
Basic Skills	15,382	15,949	16,852	17,581	21,755

SPECIAL EDUCATION

Number of Students Receiving Special Education by Disability, Ages 3-21, Unduplicated Count

<u>Disability Category</u>	<u>2000-01</u>	<u>1999-00</u>	<u>1998-99</u>	<u>1997-98</u>	<u>1996-97</u>
Mental Impairment	28,607	27,958	27,552	27,174	26,660
Physical Impairment	3,285	3,269	3,248	3,225	3,282
Specific Learning Disability	135,022	131,721	128,827	126,064	121,672
Visual Impairment	1,150	1,087	1,180	1,160	1,209
Hearing Impairment	3,746	3,692	3,665	3,526	3,499
Deaf-Blind	86	69	74	65	67
Speech/Language	73,842	71,761	71,389	69,263	68,474
Behavior/Emotional Disorder	30,585	30,279	30,137	29,731	29,120
Health Impairment	9,776	7,861	6,329	5,086	4,485
Developmental Delay	6,123	5,412	5,158	4,535	3,750
Autism	4,330	3,662	2,904	2,305	1,754
Traumatic Brain Injury	764	704	674	630	535
Total	297,316	287,475	281,137	272,764	264,507

Number of Students with Disabilities By Gender, Ages 3-21, Unduplicated Count

<u>Gender</u>	<u>2000-01</u>	<u>1999-00</u>	<u>1998-99</u>	<u>1997-98</u>	<u>1996-97</u>
Male	198,011	191,851	188,063	182,475	176,744
Female	99,305	95,624	93,074	90,289	87,763
Total	297,316	287,475	281,137	272,764	264,507

Number of Students with Disabilities by Race/Ethnic Group, Ages 3-21, Unduplicated Count

<u>Ethnic Groups</u>	<u>2000-01</u>	<u>1999-00</u>	<u>1998-99</u>	<u>1997-98</u>	<u>1996-97</u>
White	191,047	188,139	185,427	181,085	176,979
Black	69,373	66,061	64,515	62,716	60,931
Hispanic	33,118	29,816	27,988	25,840	23,664
Asian or Pacific Islander	3,434	3,171	2,959	2,876	2,700
American Indian or Alaskan Native	344	288	248	247	233
Total	297,316	287,475	281,137	272,764	264,507

Number of Students with Disabilities By Age, Unduplicated Count

<u>Age</u>	<u>2000-01</u>	<u>1999-00</u>	<u>1998-99</u>	<u>1997-98</u>	<u>1996-97</u>
3	5,679	5,056	5,039	4,813	4,693
4	9,662	9,346	9,263	8,987	8,564
5	13,446	13,287	12,918	12,660	12,656
6	16,677	16,098	16,300	16,041	16,064
7	19,678	19,772	19,842	19,900	19,537
8	22,696	22,595	23,086	22,510	21,834
9	24,427	24,598	24,133	23,312	22,370
10	25,235	24,448	23,889	22,738	21,737
11	24,665	23,836	22,803	21,641	21,144
12	24,198	22,690	21,746	21,244	20,124
13	23,090	21,973	21,505	20,474	19,349
14	21,940	21,154	20,386	19,164	18,670
15	20,790	19,780	18,626	18,300	17,891
16	18,499	17,148	16,761	16,349	16,526
17	14,847	14,395	13,891	13,830	13,224
18	8,149	7,890	7,623	7,527	6,886
19	2,274	2,151	2,143	2,101	2,082
20	1,106	1,065	984	972	963
21	258	193	199	201	193
Total	297,316	287,475	281,137	272,764	264,507

**Number of Students with Disabilities by Primary Language, Ages 3-21,
Unduplicated Count**

<u>Primary Language</u>	<u>2000-01</u>	<u>1999-00</u>	<u>1998-99</u>	<u>1997-98</u>	<u>1996-97</u>
English	287,392	277,825	270,649	263,403	255,508
Arabic	211	216	233	227	255
Mandarin	15	16	16	21	15
Cantonese	48	48	65	50	43
French	12	14	9	5	4
German	3	5	5	4	6
Greek	33	38	41	47	62
Kashmiri	1	1	2	0	1
Hindustani	6	5	4	6	6
Hindi	20	24	27	21	18
Italian	29	29	32	25	33
Japanese	8	15	8	9	6
Korean	53	66	70	71	69
Lithuanian	11	5	4	3	5
Pilipino	51	56	68	69	65
Polish	336	341	404	364	329
Serbo-Croatian	52	53	46	41	38
Spanish	8,408	8,044	8,710	7,694	7,358
Vietnamese	61	57	87	75	77
Others	237	252	264	263	256
Assyrian	57	70	75	81	90
Cambodian	13	17	28	30	27
Gujarati	74	80	94	78	55
Lao	6	6	3	3	6
Romanian	24	27	34	33	50
Russian	40	41	46	35	39
Urdu	115	124	113	106	86
Total	297,316	287,475	281,137	272,764	264,507

Number of Students Receiving Related and Other Services, Ages 3-21, Duplicated Count*

<u>Related and Other Services</u>	<u>2000-01</u>	<u>1999-00</u>	<u>1998-99</u>	<u>1997-98</u>	<u>1996-97</u>
Adapted Physical Education	8,567	9,026	9,305	9,383	9,371
Aide-Class	68,912	67,237	66,011	65,996	61,849
Aide-Individual Student	7,206	6,538	6,136	5,238	4,519
Art Therapy	872	678	547	442	450
Audiology	2,986	2,826	2,868	2,922	2,866
Braillist/Reader	123	122	115	107	99
Counseling Services	10,266	10,576	10,064	10,503	10,452
Consultant Services	3,082	2,113	2,012	2,012	2,314
Adapted Drive Education	90	57	37	56	78
Interpreter Services	952	881	910	925	835
Assistive Device	1,677	1,535	1,611	1,576	1,459
Music Therapy	773	749	727	817	760
Occupational Therapy	24,995	22,464	20,508	18,596	17,036
Outdoor Education	456	493	574	702	895
Orientation and Mobility	976	871	916	874	739
Other Related Services	10,669	10,331	5,428	5,933	5,858
Parent Counseling	1,025	1,137	1,496	1,417	1,529
Psychological Services	8,657	8,886	8,966	8,841	8,802
Physical Therapy	11,241	10,542	10,184	9,585	9,145
Psychiatric Services	1,126	886	906	896	877
Recreation	686	621	634	659	806
School Health Services	14,051	13,399	12,418	11,936	10,932
Speech/Language Services	62,763	60,825	60,046	58,954	56,587
Social Work Services	56,697	52,925	50,425	47,362	43,990
Transportation (Special)	72,377	71,625	72,683	71,011	69,529
Vocational Education	5,946	5,788	6,365	6,834	7,245
Vocational/Habilitation/Rehabilitation	1,786	1,798	1,715	1,645	1,724
Transition Services	4,602	4,195	4,165	4,290	4,021
Rehabilitation Counseling	44	14	17	66	24
Students reported with no related services	131,609	127,888	127,418	122,557	120,886

*This chart states the number of related and other services reported for eligible students by school districts. One student could be reported as receiving up to 8 services.

Educational Placement of Special Education Children, Ages 3-21, Unduplicated Count

<u>Least Restrictive Environment</u>	<u>2000-01</u>	<u>1999-00</u>	<u>1998-99</u>	<u>1997-98</u>	<u>1996-97</u>
Special education outside the regular class less than 21% of day	113,106	111,490	107,220	101,791	84,104
Special education outside the regular class from 21% to no more than 60% of school day	78,997	73,972	73,359	72,845	86,922
Special education outside regular class for more than 60% of school day	87,092	84,074	82,519	80,040	75,189
Public separate facility	11,173	11,008	11,025	11,072	10,694
Private separate facility	5,441	5,255	5,164	5,006	4,925
Public residential facility	495	681	804	866	851
Private residential facility	631	628	651	673	739
Homebound/hospital	381	367	395	471	1,083
Total	297,316	287,475	281,137	272,764	264,507

Number of Students with Disabilities Exiting School, Ages 14-21, Unduplicated Count

<u>Reason for Exiting School</u>	<u>2000-01</u>	<u>1999-00</u>	<u>1998-99</u>	<u>1997-98</u>	<u>1996-97</u>
Returned to Regular Education		2,908	2,873	3,800	3,057
High School Diploma		7,772	7,999	7,276	7,072
Certificate of Completion		165	173	169	190
Reached Maximum Age		575	533	526	511
Died		99	93	95	91
Moved, Continuing School		6,942	6,110	5,663	4,343
Moved, Unknown if Continuing School		3,782	3,879	5,105	3,688
Dropped Out of School		5,388	4,545	4,781	4,532
Total		27,631	26,205	27,415	23,484

Special Education Personnel by Full-Time Equivalency

<u>Teachers employed to provide special education</u>	<u>2000-01</u>	<u>1999-00</u>	<u>1998-99</u>	<u>1997-98</u>	<u>1996-97</u>
Early Childhood		1,107.957	1,050.192	1,023.458	1,017.300
Mental Retardation		2,821.889	2,548.270	2,510.146	2,458.436
Hearing Impaired		719.298	707.492	691.840	679.709
Speech/Language		3,256.472	3,070.208	2,965.488	2,774.229
Visually Impaired		268.323	250.798	258.621	244.793
Serious Emotional		2,567.695	2,395.844	2,289.283	2,099.982
Orthopedic		414.418	367.596	357.023	362.383
Specific Learning Disability		6,496.377	5,901.673	5,663.192	5,296.578
Autism		33.212	33.637	30.833	36.489
Traumatic Brain		1.333	1.329	2.329	1.829
Cross-Categorical		5,118.406	5,007.499	4,883.661	4,707.337
		22,805.38	21,334.53	20,675.87	19,679.06
Total Special Education Teachers		0	8	4	5
<u>Other Special Education and Related Services Personnel</u>					
Vocational Education Teachers		153.479	158.856	150.801	152.597
Adapted Physical Education Teachers		232.040	209.323	210.583	178.541
Psychologists		1,783.710	1,736.886	1,703.649	1,614.886
School Social Workers		2,725.523	2,592.339	2,434.492	2,291.035
Occupational Therapists		575.373	511.475	468.435	456.747
Audiologists		43.441	43.372	44.100	46.444
		22,937.67	21,014.17	19,312.17	17,660.02
Teacher Aides		0	5	5	4
Recreation Specialists		11.000	8.000	10.969	12.000
Diagnostic and Evaluation Staff		13.400	15.442	15.900	13.900
Physical Therapists		304.084	285.378	267.308	266.623
Counselors		1,074.354	984.361	953.763	958.803
Supervisors/Administrators		905.649	862.039	858.102	822.864
Interpreters		173.890	172.426	158.313	166.484
Rehabilitation Counselors		3.333	2.000	3.953	4.000
Other Professional Staff		1,215.054	1,205.709	1,135.168	1,082.337
Non-Professional Staff		3,887.630	3,616.063	3,481.414	3,305.188
		36,039.63	33,417.84	31,209.12	29,032.47
Total Other Special Education Staff		0	4	5	3
Total Staff		0	2	9	8

**ILLINOIS STATE BOARD OF EDUCATION
MANDATED CATEGORICAL GRANTS RATE ANALYSIS**

Program	School Code Reference	Reimbursement Rate (amount)	Last Rate Change to School Code
Illinois Free Lunch/Breakfast	105 ILSC 5/125	\$0.15 per meal	PA76-875, effective August 1969
Orphanage Tuition 18-3 (Regular)	5/18-3	actual cost	PA90-644, effective July 1998
Sp. Ed. - Extraordinary Services	5/14-7.02 (a)	\$2,000 per child	PA79-853, effective June 1975
Sp. Ed. - Orphanage Tuition - 14.7	5/14-7.03	actual cost	PA79-797, effective July 1973
Sp. Ed. - Personnel Reimbursement	5/14-13.01	\$8,000 per certified full time worker	PA84-126, effective August 1985
Sp. Ed. - Private Tuition	5/14-7.02	actual cost less 2 per capita tuition	PA80-1405, effective August 1978
Sp. Ed. - Summer School	5/18-4.3	actual cost	PA79-1350, effective August 1976
Sp. Ed. - Transportation	5/14-13.01(b)	80% of allowable cost	Laws of 1965, effective July 1965
Transportation - Regular/Vocational	5/29-5	80% of allowable cost	Laws of 1961, effective March 1965