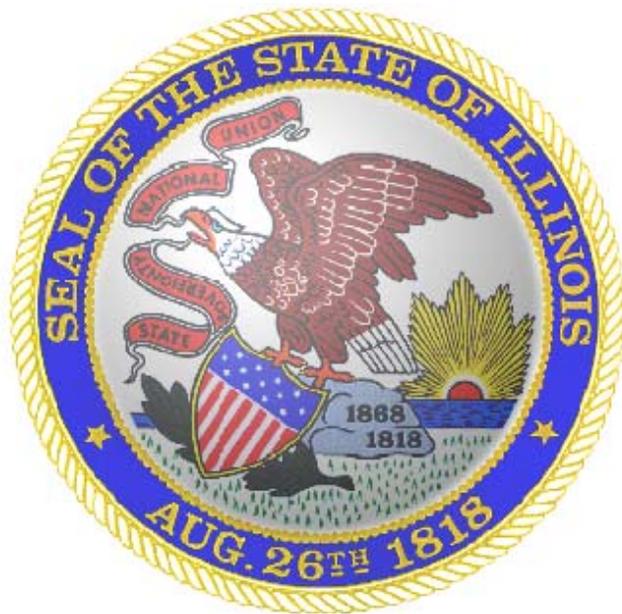


ILLINOIS STATE BOARD OF EDUCATION

Fiscal Year 2009 Proposed Budget



**Rod R. Blagojevich
Governor**

**Jesse H. Ruiz
Chairman**

**Christopher A. Koch, Ed.D.
State Superintendent of Education**

February 2008

To: The Honorable Rod R. Blagojevich, Governor
 The Honorable Members of the General Assembly
 The People of the State of Illinois

The State Board of Education is pleased to submit its proposed budget for fiscal year 2009 to you for your consideration.

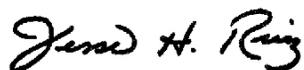
The Board was extremely pleased that more than \$550 million in new general revenue funds was designated for education in the fiscal year 2008 budget. With this increase, the Governor and the General Assembly has provided nearly \$6 billion in new funding for education since fiscal year 2003. The Board has tried to continue to build on this historic achievement with its fiscal year 2009 budget recommendation. In making its budget request this year, the Board took into consideration various factors, including the state's financial condition and other priorities that must be funded by the state. With that in mind, the Board is requesting a total appropriation of \$9.7 billion, which is \$433.6 million, or 4.7 percent, more than the fiscal year 2008 appropriated level. The requested general funds appropriation of \$7.4 billion is \$305.4 million, or 4.3 percent, more than the fiscal year 2008 budget.

As it has done with its past two budget proposals, the Board sought the input of its fellow Illinois residents in developing a budget for fiscal year 2009. Eight public hearings were held around the state and testimony was taken from approximately 150 groups and individuals. Additionally, the Board heard requests during their monthly meetings and received written input from various constituents.

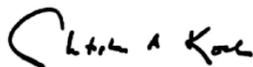
The Board relied heavily on the input of stakeholders in developing the fiscal year 2009 budget. Additionally, in developing this budget, the Board attempted to recommend funding in areas that would provide the most equitable benefit to all Illinois schools. The agency's budget includes a recommended \$125 increase in the General State Aid foundation level, continued funding to maintain mandated categorical reimbursements at 100 percent, as well as an increase of \$22.2 million to increase special education personnel reimbursement for certified personnel by \$500. This increase would be the second increase to the reimbursement level in as many years, which had not been raised since 1985 prior to last year's increase. The Board is also requesting \$45 million to continue to expand the Preschool for All program.

The Board thanks the Governor and the General Assembly for continuing to support education in Illinois and looks forward to working with you in the budget finalization process in the coming months.

Sincerely,



Jesse H. Ruiz, Chairman
State Board of Education



Christopher A. Koch, Ed.D.
State Superintendent of Education

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Illinois State Board of Education

Jesse H. Ruiz
Chairman
Chicago

Dr. Christopher J. Ward
Vice Chair
Lockport

Dr. Vinni M. Hall
Secretary
Chicago

Dr. Andrea S. Brown
Goreville

Dean E. Clark
Glen Ellyn

Dr. David J. Fields
Danville

Brenda J. Holmes
Springfield

Joyce E. Karon
Barrington

**The State Board of Education
currently has one vacancy**

Christopher A. Koch, Ed.D.
State Superintendent of Education



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Illinois State Board of
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Alzina Office Building
100 North First Street
Springfield, Illinois 62777
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Comprehensive Strategic Plan

Pursuant to Public Act 93-1036, the Illinois State Board of Education developed a five-year Comprehensive Strategic Plan for Elementary and Secondary Education. The plan reflects the input of education constituents throughout Illinois and was composed through thoughtful deliberations by members and staff of the State Board of Education. The State Board of Education adopted this Comprehensive Strategic Plan on August 31, 2005.

Mission

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.

Vision

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.

Goals

Enhancing Literacy

Foster the 21st Century literacy skills of reading fluency, numeracy, scientific literacy and global awareness by providing support for effective instruction and broad approaches to impact all students.

Improving Educator Quality for All Children

Expand and improve the pool of highly qualified educators by supporting the preparation, recruitment and retention of educators with expertise both in content areas and child development.

Expanding Data-Informed School Management and Support Practices

Support the utilization of data to assist school districts in providing more effective operational practices, opportunities to pool shared services and flexibility in balancing their budgets to increase educational outcomes.

The complete plan can be viewed at the State Board of Education's website:

http://www.isbe.net/pdf/strategic_plan_2005.pdf



Executive Summary

Budget Highlights – Fiscal Year 2009 Request

Proposed Fiscal Year 2009 Budget

\$000s	FY08 Enacted	FY09 Request	\$ Change	% Change
General Funds	\$7,058,491.4	\$7,363,923.8	\$305,432.4	4.33%
Other State Funds	\$44,530.9	\$43,652.3	(\$878.6)	(1.97%)
Federal Funds	\$2,165,673.5	\$2,294,730.3	\$129,056.8	5.96%
TOTAL	\$9,268,695.8	\$9,702,306.4	\$433,610.6	4.68%
<i>Reappropriations</i>	\$26,611.8	\$42,826.5		
GRAND TOTAL	\$9,295,307.6	\$9,745,132.9		

General State Aid

\$000s	FY08 Enacted	FY09 Request	\$ Change	% Change
General State Aid	\$4,454,500.0	\$4,522,158.8	\$67,658.8	1.52%
Hold Harmless	\$20,700.0	\$27,830.8	\$7,130.8	34.45%
TOTAL	\$4,475,200.0	\$4,549,989.6	\$74,789.6	1.67%

Foundation Level (actual \$)	\$5,734	\$5,859	\$125	2.18%
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Mandated Categoricals

\$000s	FY08 Enacted	FY09 Request	\$ Change	% Change
Illinois Free Lunch/Breakfast	\$21,000.0	\$26,258.7	\$5,258.7	25.04%
Orphanage Tuition	\$11,500.0	\$11,600.0	\$100.0	0.87%
Sp Ed – Children Requiring Sp Ed Services	\$314,600.0	\$325,495.6	\$10,895.6	3.46%
Sp Ed – Orphanage Tuition	\$79,400.0	\$101,800.0	\$22,400.0	28.21%
Sp Ed – Personnel Reimbursement	\$420,100.0	\$448,310.4	\$28,210.4	6.72%
Sp Ed – Private Tuition	\$139,400.0	\$151,600.0	\$12,200.0	8.75%
Sp Ed – Summer School	\$10,000.0	\$11,000.0	\$1,000.0	10.00%
Sp Ed – Transportation	\$353,400.0	\$383,300.0	\$29,900.0	8.46%
Transportation – Regular/Vocational	\$317,500.0	\$339,500.0	\$22,000.0	6.93%
TOTAL	\$1,666,900.0	\$1,798,864.7	\$131,964.7	7.92%

Proration Levels	FY08 Budgeted	FY08 Actual	FY09 Proposed
Illinois Free Lunch/Breakfast	100.0%	*	100.0%
Orphanage Tuition	100.0%	100.0%	100.0%
Sp Ed – Children Requiring Sp Ed Services	100.0%	100.0%	100.0%
Sp Ed – Orphanage Tuition**	100.0%	100.0%	100.0%
Sp Ed – Personnel Reimbursement	100.0%	99.4%	100.0%
Sp Ed – Private Tuition	100.0%	100.0%	100.0%
Sp Ed – Summer School	100.0%	100.0%	100.0%
Sp Ed – Transportation	100.0%	99.4%	100.0%
Transportation – Regular/Vocational	100.0%	100.0%	100.0%

* Actual proration will not be known until the end of the fiscal year.

**Almost \$8 million in liability was carried over into FY08 from FY07 under the borrowing provisions allowed in the School Code. This carryover will continue into FY09. The FY09 request includes funding to eliminate this carryover.

Early Childhood Education

\$000s	FY08 Enacted	FY09 Request	\$ Change	% Change
Early Childhood	\$347,861.4	\$392,861.4	\$45,000.0	12.94%

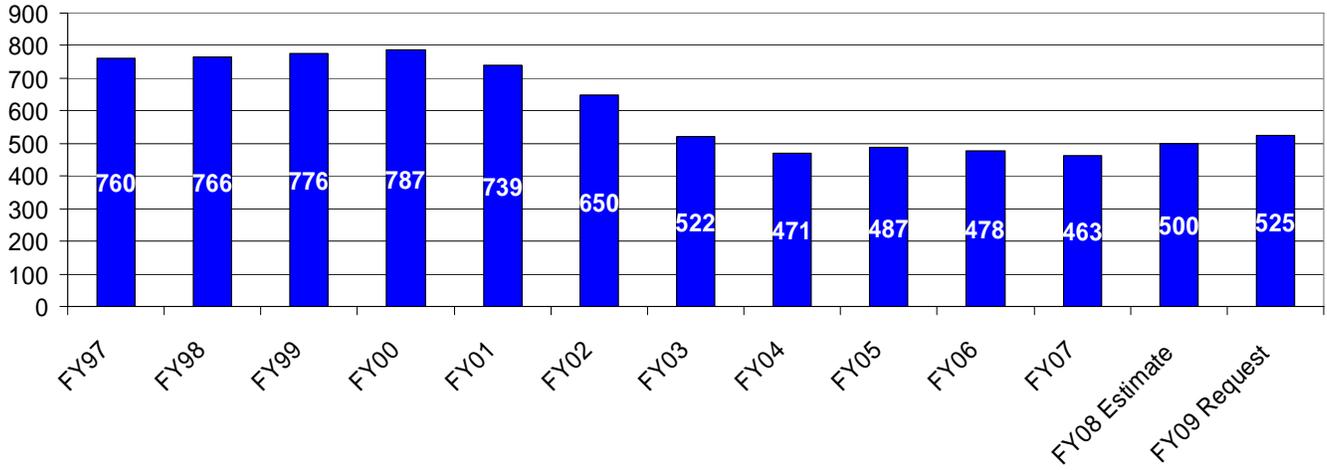
	FY08 Estimated	FY09 Proposed	# Change	% Change
Children Served	90,435	99,435	9,000	9.95%

Other Programs

\$000s	FY08 Enacted	FY09 Request	\$ Change	% Change
Adler Planetarium	\$0	\$200.0	\$200.0	100.00%
After School Matters	\$0	\$1,000.0	\$1,000.0	100.00%
Agricultural Education	\$2,881.2	\$3,381.2	\$500.0	17.35%
Arts and Foreign Language	\$0	\$4,000.0	\$4,000.0	100.00%
Assessments	\$17,382.0	\$29,982.0	\$12,600.0	72.49%
Autism	\$100.0	\$450.0	\$350.0	350.00%
Bilingual Education	\$74,552.0	\$75,652.0	\$1,100.0	1.48%
Blind and Dyslexic	\$1,018.8	\$1,343.8	\$325.0	31.90%
Charter Schools Start-Up Grants	\$0	\$500.0	\$500.0	100.00%
Children's Mental Health Partnership	\$3,000.0	\$4,500.0	\$1,500.0	50.00%
Community and Residential Services Authority	\$541.8	\$575.0	\$33.2	6.13%

\$000s	FY08 Enacted	FY09 Request	\$ Change	% Change
Continued Reading Improvement Block Grant	\$0	\$3,000.0	\$3,000.0	100.00%
Educator Misconduct Investigations	\$0	\$750.0	\$750.0	100.00%
Grow Your Own Teachers	\$3,000.0	\$3,750.0	\$750.0	25.00%
Growth Model	\$3,000.0	\$5,000.0	\$2,000.0	66.67%
Homeless Education	\$0	\$3,000.0	\$3,000.0	100.00%
Illinois Economic Education	\$250.0	\$272.5	\$22.5	9.00%
Museum of Science and Industry	\$0	\$200.0	\$200.0	100.00%
National Board Certification	\$11,485.0	\$13,242.5	\$1,757.5	15.30%
Online Library Resources	\$0	\$2,500.0	\$2,500.0	100.00%
Parent Mentor Collaborative Pilot Project	\$0	\$200.0	\$200.0	100.00%
Philip J. Rock Center	\$3,394.5	\$3,577.8	\$183.3	5.40%
Response to Intervention	\$0	\$3,890.0	\$3,890.0	100.00%
Regional Offices of Education	\$6,970.0	\$7,990.0	\$1,020.0	14.63%
Regional Superintendents' and Assistants' Salaries	\$8,950.0	\$9,450.0	\$500.0	5.59%
Standards Aligned Classroom	\$0	\$700.0	\$700.0	100.00%
Superintendent Mentoring	\$0	\$250.0	\$250.0	100.00%
Systemically Non-Compliant Schools	\$0	\$500.0	\$500.0	100.00%
Teach for America	\$450.0	\$650.0	\$200.0	44.44%
Technology for Success	\$4,169.7	\$6,669.7	\$2,500.0	59.96%
Truant Alternative and Optional Education	\$20,078.1	\$23,078.1	\$3,000.0	14.94%
TOTAL	\$161,223.1	\$210,254.6	\$49,031.5	30.41%

Headcount



ILLINOIS STATE BOARD OF EDUCATION
FY2009 Budget Recommendation

\$000s	FY08	FY09	Change from FY08	
	Enacted	Request	\$	%
GENERAL FUNDS				
ADMINISTRATION				
Personal Services	14,637.4	18,700.3	4,062.9	27.76%
Retirement Pick-Up	546.7	202.6	(344.1)	(62.94%)
Retirement	855.0	1,213.8	358.8	41.96%
Social Security/Medicare	731.4	795.4	64.0	8.75%
Contractual	5,857.2	6,362.2	505.0	8.62%
Travel	313.7	313.7	0.0	0.00%
Commodities	59.1	59.1	0.0	0.00%
Printing	85.2	85.2	0.0	0.00%
Equipment	70.9	70.9	0.0	0.00%
Telecommunications	468.6	468.6	0.0	0.00%
Operation of Automotive Equipment	20.0	20.0	0.0	0.00%
Subtotal, Operations	23,645.2	28,291.8	4,646.6	19.65%
TOTAL - ADMINISTRATION	23,645.2	28,291.8	4,646.6	19.65%
GRANTS				
General State Aid	4,454,500.0	4,522,158.8	67,658.8	1.52%
General State Aid - Hold Harmless	20,700.0	27,830.8	7,130.8	34.45%
Subtotal, General State Aid	4,475,200.0	4,549,989.6	74,789.6	1.67%
Illinois Free Lunch/Breakfast	21,000.0	26,258.7	5,258.7	25.04%
Orphanage Tuition	11,500.0	11,600.0	100.0	0.87%
Sp Ed - Funding for Children Requiring Special Education Services	314,600.0	325,495.6	10,895.6	3.46%
Sp Ed - Orphanage Tuition	79,400.0	101,800.0	22,400.0	28.21%
Sp Ed - Personnel Reimbursement	420,100.0	448,310.4	28,210.4	6.72%
Sp Ed - Private Tuition	139,400.0	151,600.0	12,200.0	8.75%
Sp Ed - Summer School	10,000.0	11,000.0	1,000.0	10.00%
Sp Ed - Transportation	353,400.0	383,300.0	29,900.0	8.46%
Transportation - Regular/Vocational	317,500.0	339,500.0	22,000.0	6.93%
Subtotal, Mandated Categoricals	1,666,900.0	1,798,864.7	131,964.7	7.92%
Charter Schools - Transition Impact Aid	3,421.5	3,421.5	0.0	0.00%
Charter Schools - Start Up Grants	0.0	500.0	500.0	n/a
District Consolidation Costs	7,850.0	7,850.0	0.0	0.00%
Fast Growth Grants	7,500.0	7,500.0	0.0	0.00%
Gifted Education	5,000.0	5,000.0	0.0	0.00%
Homeless Education	0.0	3,000.0	3,000.0	n/a
School Safety and Ed Improvement Block Grant (ADA Block Grant)	74,841.0	74,841.0	0.0	0.00%
School Breakfast Incentive Program	723.5	723.5	0.0	0.00%
Transitional Assistance	5,000.0	5,000.0	0.0	0.00%
Textbook Loan Program	42,826.5	42,826.5	0.0	0.00%
Subtotal, Distributive Grants	147,162.5	150,662.5	3,500.0	2.38%
Continued Reading Improvement Block Grant	0.0	3,000.0	3,000.0	n/a
Reading Improvement Block Grant	76,139.8	76,139.8	0.0	0.00%
Subtotal, Reading Improvement	76,139.8	79,139.8	3,000.0	3.94%
Early Childhood Education	347,861.4	392,861.4	45,000.0	12.94%
Subtotal, Early Childhood	347,861.4	392,861.4	45,000.0	12.94%
Grow Your Own Teachers	3,000.0	3,750.0	750.0	25.00%
National Board Certification	11,485.0	13,242.5	1,757.5	15.30%
Principal Mentoring Program	3,100.0	3,100.0	0.0	0.00%
Superintendent Mentoring	0.0	250.0	250.0	n/a
Teach for America	450.0	650.0	200.0	44.44%
Teacher and Administrator Mentoring and Induction Program ⁽¹⁾	5,000.0	14,000.0	9,000.0	180.00%
Teacher Mentoring	7,000.0	0.0	(7,000.0)	(100.00%)
Teacher Mentoring Pilot Program	2,000.0	0.0	(2,000.0)	(100.00%)
Teacher of the Year	135.0	135.0	0.0	0.00%
Subtotal, Ensuring Quality Educational Personnel	32,170.0	35,127.5	2,957.5	9.19%
Alternative Learning/Regional Safe Schools	18,535.5	18,535.5	0.0	0.00%
Bilingual Education - Chicago	40,896.6	41,500.0	603.4	1.48%
Bilingual Education - Downstate	33,655.4	34,152.0	496.6	1.48%
Extended Learning Opportunities (Summer Bridges)	22,238.1	22,238.1	0.0	0.00%

\$000s	FY08	FY09	Change from FY08	
	Enacted	Request	\$	%
Truant Alternative and Optional Education	20,078.1	23,078.1	3,000.0	14.94%
Subtotal, Academic Difficulty	135,403.7	139,503.7	4,100.0	3.03%
Technology for Success ⁽²⁾	4,169.7	6,669.7	2,500.0	59.96%
Technology Immersion Pilot Project ⁽³⁾	5,000.0	5,000.0	0.0	0.00%
Subtotal, Learning Technologies	9,169.7	11,669.7	2,500.0	27.26%
Agricultural Education	2,881.2	3,381.2	500.0	17.35%
Career and Technical Education Programs	38,562.1	38,562.1	0.0	0.00%
Illinois Governmental Internship Program	129.9	129.9	0.0	0.00%
Jobs for Illinois Graduates	4,000.0	4,000.0	0.0	0.00%
Subtotal, Career Preparation	45,573.2	46,073.2	500.0	1.10%
Assessments, including Bilingual Assessments	17,382.0	29,982.0	12,600.0	72.49%
Growth Model	3,000.0	5,000.0	2,000.0	66.67%
Standard Aligned Classroom	0.0	700.0	700.0	n/a
System of Support	3,342.7	3,342.7	0.0	0.00%
Subtotal, Standards/Assessments/Accountability	23,724.7	39,024.7	15,300.0	64.49%
Intermediate Service Center - South Cook	0.0	0.0	0.0	n/a
Regional Superintendent Initiatives	500.0	500.0	0.0	0.00%
Regional Offices of Education - Salaries	8,950.0	9,450.0	500.0	5.59%
Regional Offices of Education - School Services ⁽⁴⁾	6,318.0	7,318.0	1,000.0	15.83%
Regional Offices of Education - Bus Driver Training ⁽⁴⁾	50.0	70.0	20.0	40.00%
Regional Offices of Education - Supervisory Expenses ⁽⁴⁾	102.0	102.0	0.0	0.00%
Subtotal, Regional Offices	15,920.0	17,440.0	1,520.0	9.55%
Strategic Plan	500.0	500.0	0.0	0.00%
Subtotal, Strategic Plan	500.0	500.0	0.0	0.00%
Bullying Prevention	0.0	0.0	0.0	n/a
Security for Schools	0.0	0.0	0.0	n/a
Subtotal, School Security and Bullying Prevention	0.0	0.0	0.0	n/a
Adler Planetarium	0.0	200.0	200.0	n/a
Advance Placement Classes	1,646.9	1,646.9	0.0	0.00%
Aerospace Education Initiative - Chicago	920.0	920.0	0.0	0.00%
After School Programs	3,000.0	3,000.0	0.0	0.00%
After School Matters	0.0	1,000.0	1,000.0	n/a
Agudath Israel of America for School Transportation	1,200.0	1,200.0	0.0	0.00%
Arts and Foreign Language	0.0	4,000.0	4,000.0	n/a
Autism	100.0	450.0	350.0	350.00%
Belleville School District 118 - Franklin School (After School)	75.0	75.0	0.0	0.00%
Belleville School District 118 - Henry Raab School (After School)	75.0	75.0	0.0	0.00%
Blind and Dyslexic	1,018.8	1,343.8	325.0	31.90%
Building with Books	0.0	0.0	0.0	n/a
Chicago Public Schools - Abraham Lincoln School	30.0	30.0	0.0	0.00%
Chicago Public Schools - Agassiz School	30.0	30.0	0.0	0.00%
Chicago Public Schools - Alcott School	30.0	30.0	0.0	0.00%
Chicago Public Schools - Audubon School	30.0	30.0	0.0	0.00%
Chicago Public Schools - Bell School	30.0	30.0	0.0	0.00%
Chicago Public Schools - Blaine School	30.0	30.0	0.0	0.00%
Chicago Public Schools - Burley School	30.0	30.0	0.0	0.00%
Chicago Public Schools - Coonley School	30.0	30.0	0.0	0.00%
Chicago Public Schools - Drummond School	30.0	30.0	0.0	0.00%
Chicago Public Schools - Hamilton School	30.0	30.0	0.0	0.00%
Chicago Public Schools - Jahn School	30.0	30.0	0.0	0.00%
Chicago Public Schools - Lakeview High School	25.0	25.0	0.0	0.00%
Chicago Public Schools - Lane Tech High School	25.0	25.0	0.0	0.00%
Chicago Public Schools - Lincoln Park High School	25.0	25.0	0.0	0.00%
Chicago Public Schools - Mayer School	30.0	30.0	0.0	0.00%
Chicago Public Schools - Prescott School	30.0	30.0	0.0	0.00%
Chicago Public Schools - Waters School	30.0	30.0	0.0	0.00%
Chicago Youth Center ABC/BBR (Youth Programs)	25.0	25.0	0.0	0.00%
Children's Mental Health Partnership	3,000.0	4,500.0	1,500.0	50.00%
Class Size Reduction Pilot Project	8,000.0	8,000.0	0.0	0.00%
Classroom Cubed ⁽²⁾	2,000.0	2,000.0	0.0	0.00%
Community Action Council (After School)	40.0	40.0	0.0	0.00%
Community and Residential Services Authority	541.8	575.0	33.2	6.13%
Community Organization Programs	3,000.0	3,000.0	0.0	0.00%
Concerned Organization Who Cares (After School)	25.0	25.0	0.0	0.00%
Educator Misconduct Investigations	0.0	750.0	750.0	n/a
Hard to Staff Schools Incentives	3,000.0	3,000.0	0.0	0.00%

\$000s	FY08	FY09	Change from FY08	
	Enacted	Request	\$	%
Healthy Kids/Healthy Minds/Expanded Vision	0.0	0.0	0.0	n/a
Illinois Economic Education	250.0	272.5	22.5	9.00%
Literature for All of Us "Theolene Simpson Academy" (General Operating Expenses)	20.0	20.0	0.0	0.00%
Materials Center for the Visually Impaired	2,121.0	2,121.0	0.0	0.00%
Metro East Consortium for Child Advocacy	217.1	217.1	0.0	0.00%
Minority Transition Programs	578.8	578.8	0.0	0.00%
Museum of Science and Industry	0.0	200.0	200.0	n/a
Online Library Resources	0.0	2,500.0	2,500.0	n/a
Parent Mentor Collaborative Pilot Project	0.0	200.0	200.0	n/a
Parental Participation Pilot Project	100.0	100.0	0.0	0.00%
Philip J. Rock Center and School	3,394.5	3,577.8	183.3	5.40%
Re-Enrolling Students Program of the Alternative Schools Network	4,000.0	4,000.0	0.0	0.00%
Response to Intervention	0.0	3,890.0	3,890.0	n/a
Rural Learning Initiative	4,000.0	4,000.0	0.0	0.00%
Systemically Non-Compliant Schools	0.0	500.0	500.0	n/a
Targeted Interventions	4,000.0	4,000.0	0.0	0.00%
Tax Equivalent Grants	222.6	222.6	0.0	0.00%
Temporary Relocation Expense Fund Deposit	100.0	100.0	0.0	0.00%
Transportation Reimbursements to Parents/Guardians	11,954.7	11,954.7	0.0	0.00%
Subtotal, Targeted Initiatives	59,121.2	74,775.2	15,654.0	26.48%
TOTAL - GRANTS	7,034,846.2	7,335,632.0	300,785.8	4.28%
TOTAL - GENERAL FUNDS	7,058,491.4	7,363,923.8	305,432.4	4.33%
Textbook Loan Program - Reappropriation	22,609.3	42,826.5		
After School Programs - Reappropriation	2,100.0	0.0		
Community Organization Programs - Reappropriation	1,902.0	0.0		
Security for Schools - Reappropriation	0.6	0.0		
Arts and Foreign Language - Reappropriation	0.0	0.0		
TOTAL - GENERAL FUNDS w/ Reappropriation	7,085,103.2	7,406,750.3		
OTHER STATE FUNDS				
ADMINISTRATION				
Personal Services	924.0	147.0	(777.0)	(84.09%)
Retirement Pick-Up	29.7	0.0	(29.7)	(100.00%)
Retirement	39.1	1.8	(37.3)	(95.40%)
Social Security/Medicare	57.1	5.0	(52.1)	(91.24%)
Refunds	0.0	0.0	0.0	n/a
Group Insurance	223.5	40.0	(183.5)	(82.10%)
Subtotal, Operations	1,273.4	193.8	(1,079.6)	(84.78%)
Ordinary and Contingent Expenses - Indirect Cost Recovery	7,015.2	7,015.2	0.0	0.00%
Teacher Certificate Fee Revolving Fund	1,399.0	1,600.0	201.0	14.37%
Subtotal, Lump Sums	8,414.2	8,615.2	201.0	2.39%
TOTAL - ADMINISTRATION	9,687.6	8,809.0	(878.6)	(9.07%)
GRANTS				
Charter Schools Revolving Loan Fund	20.0	20.0	0.0	0.00%
Drivers Education Fund	17,929.6	17,929.6	0.0	0.00%
ISBE Teacher Certificate Institute Fund	1,008.9	1,008.9	0.0	0.00%
School District Emergency Financial Assistance Fund	1,000.0	1,000.0	0.0	0.00%
School Technology Revolving Loan Fund	5,000.0	5,000.0	0.0	0.00%
State Board of Education Special Purpose Trust Fund	8,484.8	8,484.8	0.0	0.00%
Temporary Relocation Expenses Revolving Grant Fund	1,400.0	1,400.0	0.0	0.00%
Subtotal, Grants	34,843.3	34,843.3	0.0	0.00%
TOTAL - GRANTS	34,843.3	34,843.3	0.0	0.00%
TOTAL - OTHER STATE FUNDS	44,530.9	43,652.3	(878.6)	(1.97%)
FEDERAL FUNDS				
ADMINISTRATION				
Personal Services	14,990.7	15,490.7	500.0	3.34%
Retirement Pick-Up	663.5	100.0	(563.5)	(84.93%)
Retirement	2,137.1	2,350.8	213.7	10.00%
Social Security/Medicare	814.5	900.0	85.5	10.50%
Group Insurance	3,400.8	3,500.0	99.2	2.92%
Contractual	16,764.8	18,850.5	2,085.7	12.44%
Travel	1,780.0	1,780.0	0.0	0.00%
Commodities	389.0	405.0	16.0	4.11%

\$000s	FY08	FY09	Change from FY08	
	Enacted	Request	\$	%
Printing	448.0	498.0	50.0	11.16%
Equipment	616.0	616.0	0.0	0.00%
Telecommunications	459.0	459.0	0.0	0.00%
Subtotal, Operations	42,463.2	44,950.0	2,486.8	5.86%
TOTAL - ADMINISTRATION	42,463.2	44,950.0	2,486.8	5.86%
GRANTS				
Career and Technical Education - Basic	55,000.0	55,000.0	0.0	0.00%
Career and Technical Education - Tech Prep	5,000.0	5,000.0	0.0	0.00%
Subtotal, Career and Technical Education	60,000.0	60,000.0	0.0	0.00%
Child Nutrition Programs	475,000.0	525,000.0	50,000.0	10.53%
Subtotal, Child Nutrition	475,000.0	525,000.0	50,000.0	10.53%
Individuals with Disabilities Education Act	550,000.0	570,000.0	20,000.0	3.64%
Individuals with Disabilities Education Act - Deaf and Blind	380.0	450.0	70.0	18.42%
Individuals with Disabilities Education Act - Model Outreach	400.0	400.0	0.0	0.00%
Individuals with Disabilities Education Act - Preschool	25,000.0	25,000.0	0.0	0.00%
Individuals with Disabilities Education Act - State Improvement	2,500.0	2,500.0	0.0	0.00%
Subtotal, Individuals with Disabilities Act	578,280.0	598,350.0	20,070.0	3.47%
NCLB - Title I - Advanced Placement Program	2,000.0	2,000.0	0.0	0.00%
NCLB - Title I	642,000.0	675,000.0	33,000.0	5.14%
NCLB - Title I - Reading First	50,000.0	60,000.0	10,000.0	20.00%
NCLB - Title II - Enhancing Education Through Technology	20,000.0	20,000.0	0.0	0.00%
NCLB - Title II - Math/Science Partnerships	9,000.0	9,000.0	0.0	0.00%
NCLB - Title II - Teacher/Principal Training	135,000.0	135,000.0	0.0	0.00%
NCLB - Title II - Transition to Teaching	1,000.0	1,000.0	0.0	0.00%
NCLB - Title III - Language Acquisition	40,000.0	40,000.0	0.0	0.00%
NCLB - Title IV - 21st Century/Community Service Programs	45,000.0	55,000.0	10,000.0	22.22%
NCLB - Title IV - Safe and Drug Free Schools	15,000.0	15,000.0	0.0	0.00%
NCLB - Title V - Charter Schools	2,500.0	6,000.0	3,500.0	140.00%
NCLB - Title V - Innovative Programs	8,000.0	8,000.0	0.0	0.00%
NCLB - Title VI - Rural and Low Income Schools	1,500.0	1,500.0	0.0	0.00%
NCLB - Title X - Homeless Education	3,250.0	3,250.0	0.0	0.00%
Subtotal, NCLB (excluding Assessments)	974,250.0	1,030,750.0	56,500.0	5.80%
Assessments	23,780.3	23,780.3	0.0	0.00%
Subtotal, Assessments	23,780.3	23,780.3	0.0	0.00%
Congressional Special Projects	5,000.0	5,000.0	0.0	0.00%
Integration of Schools and Mental Health Systems	400.0	400.0	0.0	0.00%
Learn and Serve America	2,500.0	2,500.0	0.0	0.00%
ONPAR	2,000.0	2,000.0	0.0	0.00%
Refugee Children	2,000.0	2,000.0	0.0	0.00%
Subtotal, Other Grants	11,900.0	11,900.0	0.0	0.00%
TOTAL - GRANTS	2,123,210.3	2,249,780.3	126,570.0	5.96%
TOTAL - FEDERAL FUNDS	2,165,673.5	2,294,730.3	129,056.8	5.96%
GRAND TOTAL	9,268,695.8	9,702,306.4	433,610.6	4.68%
GRAND TOTAL w/ Reappropriation	9,295,307.6	9,745,132.9		

Notes:

- (1) Includes Teacher and Administrator Mentoring, Teacher Mentoring, and Teacher Mentoring Pilot Program lines in FY09
- (2) Classroom Cubed was part of this line item in FY07
- (3) The Technology Immersion Pilot Project was funded through the Capital Development Board in FY07
- (4) ROE Bus Driver Training and ROE Supervisory Expenses were part of the ROE Services line item in FY07

ILLINOIS STATE BOARD OF EDUCATION
Federal Grant Awards - FY2004-2008

\$000s	FY04	FY05	FY06	FY07	FY08	Change - FY07-08	
						\$	%
Career and Technical Education - Basic	45,306.6	44,777.8	45,595.3	44,823.5	45,113.4	289.9	0.65%
Career and Technical Education - Tech Prep	4,153.8	4,052.4	4,052.4	4,052.4	4,052.4	0.0	0.00%
Subtotal, Career and Technical Education	49,460.4	48,830.1	49,647.6	48,875.9	49,165.8	289.9	0.59%
Individuals with Disabilities Education Act	393,133.9	446,657.6	467,485.2	466,849.6	474,790.0	7,940.4	1.70%
Individuals with Disabilities Education Act - Deaf and Blind	335.4	335.4	335.4	335.4	335.4	0.0	0.00%
Individuals with Disabilities Education Act - General Supervision	0.0	442.0	0.0	0.0	0.0	0.0	n/a
Individuals with Disabilities Education Act - Model Outreach	175.0	175.0	0.0	0.0	0.0	0.0	n/a
Individuals with Disabilities Education Act - Preschool	17,934.2	17,944.0	17,812.9	17,650.5	17,650.5	0.0	0.00%
Individuals with Disabilities Education Act - State Improvement	1,400.0	1,400.0	1,850.0	1,850.0	3,700.0	1,850.0	100.00%
Subtotal, Individuals with Disabilities Act	412,978.6	466,954.0	487,483.6	486,685.5	496,476.0	9,790.5	2.01%
NCLB - Title I - Advanced Placement Program	948.7	1,007.7	1,066.2	889.1	TBD	TBD	TBD
NCLB - Title I - Basic	478,793.2	523,252.5	538,322.7	539,609.6	593,136.3	53,526.8	9.92%
NCLB - Title I - Comprehensive School Reform	12,737.0	12,416.8	8,370.8	0.0	0.0	0.0	n/a
NCLB - Title I - Even Start	9,026.5	9,315.1	8,399.8	3,830.6	3,479.2	(351.4)	(9.17%)
NCLB - Title I - Migrant Education	2,409.8	2,399.6	2,361.3	1,904.3	1,914.0	9.7	0.51%
NCLB - Title I - Migrant Incentive Grant	0.0	120.7	133.9	86.6	86.6	(0.0)	(0.05%)
NCLB - Title I - Neglected and Delinquent	1,738.5	1,943.5	1,970.8	1,388.3	1,283.1	(105.2)	(7.58%)
NCLB - Title I - Reading First	35,016.8	39,093.5	39,356.6	38,927.2	41,265.7	2,338.5	6.01%
NCLB - Title II - Enhancing Education Through Technology	25,908.3	27,637.9	19,931.1	11,005.7	12,020.6	1,015.0	9.22%
NCLB - Title II - Math/Science Partnerships	3,408.9	5,309.9	6,309.7	6,457.6	7,119.7	662.1	10.25%
NCLB - Title II - Teacher/Principal Training	114,308.9	114,949.9	114,334.7	113,310.5	114,978.4	1,667.9	1.47%
NCLB - Title II - Transition to Teaching	0.0	271.8	493.5	659.7	551.4	(108.2)	(16.41%)
NCLB - Title II - Troops to Teachers*	156.3	156.3	158.4	0.0	0.0	0.0	n/a
NCLB - Title III - Language Acquisition	23,087.7	25,929.2	24,732.1	28,836.5	27,485.0	(1,351.4)	(4.69%)
NCLB - Title IV Community Service Grants	2,056.3	0.0	0.0	0.0	0.0	0.0	n/a
NCLB - Title IV - 21st Century/Community Service Programs	22,987.1	39,450.4	40,627.7	39,818.5	40,166.7	348.1	0.87%
NCLB - Title IV - Safe and Drug Free Schools	15,024.7	14,073.7	14,021.8	11,043.5	11,043.5	0.0	0.00%
NCLB - Title V - Charter Schools	1,077.9	1,856.3	0.0	0.0	3,704.7	3,704.7	#DIV/0!
NCLB - Title V - Foreign Language Assistance	70.0	0.0	0.0	0.0	0.0	0.0	n/a
NCLB - Title V - Innovative Programs	16,256.8	12,419.4	8,326.2	4,154.7	4,111.8	(42.9)	(1.03%)
NCLB - Title VI - Assessments	12,675.1	12,977.7	13,436.5	13,436.5	13,328.8	(107.7)	(0.80%)
NCLB - Title VI - Rural and Low Income Schools	919.4	788.2	537.2	631.1	819.9	188.8	29.91%
NCLB - Title X - Homeless Education	2,230.7	2,528.2	2,609.8	2,615.6	2,841.1	225.5	8.62%
Subtotal, NCLB	780,838.8	847,898.1	845,501.0	818,605.5	879,336.6	60,731.1	7.42%
Congressional Special Projects	1,849.9	2,127.4	644.8	340.0	0.0	(340.0)	n/a
Hurricane Education Recovery Act	0.0	0.0	4,514.6	0.0	0.0	0.0	n/a
Learn and Serve America	864.4	861.9	844.7	745.0	745.0	0.0	0.00%
Refugee Children	1,105.3	765.3	0.0	0.0	0.0	0.0	n/a
School Health Programs	224.9	200.9	250.0	280.1	TBD	TBD	TBD
Subtotal, Other Grants	4,044.5	3,955.5	6,254.2	1,365.1	745.0	(620.1)	(45.42%)
TOTAL - FEDERAL GRANT AWARDS	1,247,322.2	1,367,637.7	1,388,886.3	1,355,532.0	1,425,723.3	70,191.3	5.18%
Child Nutrition Programs**	410,254.8	433,703.4	446,695.7	471,135.3	475,000.0	3,864.7	0.82%
Child Nutrition - Breakfast Start-Up	765.2	0.0	0.0	0.0	0.0	0.0	n/a
Child Nutrition - Team Nutrition	200.0	0.0	200.0	193.4	0.0	(193.4)	n/a
Child Nutrition - Wellness Grant	0.0	0.0	88.7	0.0	0.0	0.0	n/a
Subtotal, Child Nutrition	411,220.0	433,703.4	446,984.4	471,328.7	475,000.0	3,671.3	0.78%
GRAND TOTAL - ALL FEDERAL FUNDING	1,658,542.2	1,801,341.1	1,835,870.7	1,826,860.7	1,900,723.3	73,862.6	4.04%

* Moved to the Illinois Department of Veterans' Affairs in FY07.

** Child Nutrition is a reimbursement program. FY04-07 represents actual expended amounts. FY08 represents the state appropriation.



Program Pages

Advanced Placement

Legislative Reference - 105 ILCS 302

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	n/a	\$1,500,000	\$1,500,000	\$1,646,942	\$1,646,900
Change from	n/a	n/a	n/a	\$146,942	(\$42)
Prior Year	n/a	n/a	n/a	9.80%	(0.00%)

Program Goal

To increase the number of low-income students benefiting from pre-Advanced and/or Advanced Placement courses and highly trained teachers, and to increase the availability and range of schools serving students in grades 6 through 12 that offer pre-Advanced and/or Advanced Placement courses.

Purpose

The purpose of the program is to encourage school districts with a high percentage of low-income students to establish or expand programs designed to offer the rigorous coursework necessary for students to succeed in postsecondary education or in the work place. Funding also is available to provide training for teachers and administrators in the necessary content knowledge and instructional skills needed to prepare students for success in pre-Advanced Placement and Advanced Placement courses and examinations.

Reimbursement/Distribution Method

Funds are awarded through a request-for-proposals process for eligible school districts, (those serving grades 6 through 12 where 40 percent or more of the students are from low-income families) to establish programs designed to:

- Start new or expand existing Advanced Placement and/or pre-Advanced Placement programs, such as teacher training, promotional materials for students and parents, and student assistance efforts to prepare students

to enroll in Advanced Placement courses; and/or

- Ensure students currently enrolled in Advanced Placement courses successfully complete those courses and take the examination following completion of those courses

Funds may be used for teacher stipends, for training or curriculum planning, classroom materials, online materials, test preparation activities as well as materials to promote programs with parents, students and counselors. At least half of the grant is to be used for professional development and staff support services from the *College Board*.

Population and Service Levels

The State Board of Education awarded 28 grants in fiscal year 2006 for a three-year period. Those awardees, listed below, are in their final year of funding.

- South Holland School District 150
- Community High School District 218
- City of Chicago School District 299 (multiple schools)
- Noble Network of Charter School
- North Lawndale College Prep
- Youth Connection Charter School
- Astoria Community Unit School District 1
- School District U-46
- Aurora West Unit School District 129
- Aurora East Unit School District 131
- Community Unit School District 60
- Decatur School District 61
- Sparta Community Unit School District 140

- Peoria School District 150
- Springfield School District 186
- Sterling Community Unit School District 5
- Crete-Monee School District 201-U

Additionally professional development activities offered through the *College Board* are available on a limited basis to all teachers and administrators, with priority given to teachers and administrators in school districts receiving grant awards.

Agricultural Education

Legislative Reference - 105 ILCS 5/2-3.80

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$1,881,200	\$2,381,200	\$2,881,200	\$2,881,200	\$3,381,200
Change from Prior Year	\$0	\$500,000	\$500,000	\$0	\$500,000
	0.00%	26.58%	21.00%	0.00%	17.35%

Program Goal

To increase utilization of research-based, standards-led instructional practices and curricula that improves student achievement across fundamental learning and career and technical areas.

Purpose

To assist local school districts in developing comprehensive programs in agricultural literacy for pre-K through adult, and agricultural career preparation. Agricultural awareness or literacy programs serve to inform the general public about agriculture which promotes more informed consumers of agricultural products. At the elementary level, this effort also reinforces the Illinois Learning Standards, particularly in science and language arts. Agricultural education at the secondary level prepares students for employment in the agricultural industry or for further education. Technology based curriculum linking the Illinois Learning Standards and Occupational Skill Standards has become a model for all educational programs.

Reimbursement/Distribution Method

Funds are distributed via grants to school districts:

- Approximately 40 percent of funds are distributed by a formula grant to the Education for Employment

regional delivery systems as incentive funds to maintain and/or improve agricultural education programs; and

- Approximately 60 percent of funds are distributed for priority statewide initiatives identified in cooperation with the Illinois Committee for Agricultural Education (ICAE), a statewide agricultural education advisory committee appointed by the governor.

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

Population and Service Levels

	FY07	FY08 (est)
Secondary Students	26,274	27,000
High Schools	309	315
Community Colleges	11	13
Universities	4	4
Agricultural Literacy Coalitions	56	56
Number of individuals reached through Agricultural Literacy Coalitions	449,200	500,000
Percent of Secondary Ag Ed Programs receiving technical assistants visits	96%	97%

Alternative Education – Regional Safe Schools

Legislative Reference - 105 ILCS 5/13A-8

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$17,035,500	\$18,035,500	\$18,535,500	\$18,535,500	\$18,535,500
Change from Prior Year	(\$103,100)	\$1,000,000	\$500,000	\$0	\$0
	(0.61%)	5.87%	2.77%	0.00%	0.00%

Program Goal

To provide alternative education opportunities to students expelled, eligible for expulsion or with multiple suspensions to attain positive educational and career outcomes.

Purpose

To provide alternative education for youth in grades 6-12 who are suspension- or expulsion-eligible students due to gross misconduct and who are administratively transferred to a Regional Safe School Program (RSSP) at the discretion of the local school district in lieu of suspension or expulsion. This program includes academics, age/grade-appropriate work-based learning opportunities, counseling and community service.

Reimbursement/Distribution Method

A base allocation of \$30,000 is awarded per ROE and Chicago Public Schools. Remaining available funds are distributed based on a statutory multi-step weighted formula.

Population and Service Levels

	FY07	FY08 (est)
Expulsion-eligible	1,955	2,000
Suspension-eligible	2,536	2,500
Expelled/Re-admitted	1,070	1,100
Total	5,561	5,600

Arts and Foreign Language

*Legislative Reference – 105 ILCS 5/2-3.65a
Funding Source - State*

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	n/a	\$2,000,000	\$4,000,000	\$0	\$4,000,000
Change from Prior Year	n/a	n/a	\$2,000,000	(\$4,000,000)	\$4,000,000
	n/a	n/a	100.00%	(100.00%)	100.00%

Program Goal

To improve educational achievement of students in fine arts and foreign languages.

Purpose

To develop and implement comprehensive plans for fine arts and foreign language programs.

Reimbursement/Distribution Method

Based on criteria established by the Illinois State Board of Education, in conjunction with

the Illinois Arts Council, grants are awarded on a competitive basis through a request-for-proposal process.

Population and Service Levels

Eligible applicants are school districts that need assistance in providing fine arts and foreign language programming that is currently unavailable or diminishing due to budgetary or programmatic reductions. In fiscal years 2006 and 2007, 39 and 52 projects were funded, respectively.

Assessments

Legislative Reference – 105 ILCS 5/2-3.64 & 14C-3; PL 107-110

Funding Source – State and Federal

Appropriation History*

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$33,142,560	\$32,271,121	\$38,662,300	\$41,162,300	\$53,762,300
State*	\$8,142,560	\$12,271,121	\$16,882,000	\$17,382,000	\$29,982,000
Federal	\$25,000,000	\$20,000,000	\$21,780,300	\$23,780,300	\$23,780,300
Change from Prior Year	(\$6,585,484)	(\$871,439)	\$6,391,179	\$2,500,000	\$12,600,000
	(16.58%)	(2.63%)	19.60%	6.47%	30.61%

* Prior to fiscal year 2007, assessment costs were paid through the agency's contractual services line item. Dollar amounts shown for fiscal years 2005 and 2006 represent actual expenditures.

* Prior to fiscal year 2005, bilingual tests were administered at the local level. Amounts provided to schools for this purpose are not included above.

Federal Grant Award*

	FY05	FY06	FY07	FY08	FY09**
Grant Award	\$12,977,742	\$13,436,543	\$13,436,543	\$13,328,809	TBD
Change from Prior Year	\$302,605	\$458,801	\$0	(\$107,734)	TBD
	2.39%	3.54%	0.00%	(0.80%)	TBD

*Federal grant awards may be spent over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2009 amounts are TBD (to be determined).

Program Goal

To provide funds to pay for the cost of developing and administering state-mandated assessments.

Purpose

To develop and implement grade-level assessments in compliance with the requirements of state law and the federal No Child Left Behind Act (NCLB).

The Illinois State Board of Education (ISBE) administers the following assessments:

- *Illinois Standards Achievement Test (ISAT)* - measures individual student achievement relative to the Illinois Learning Standards. The results give parents, teachers, and schools one measure of student learning and school performance. This test is given in grades three through eight and includes testing in reading, mathematics, science and writing.

- *Prairie State Achievement Examination (PSAE)* - measures individual student achievement relative to the Illinois Learning Standards. The results give parents, teachers, and schools one measure of student learning and school performance. This test is given in grade 11 and includes testing in reading, mathematics, science and writing.
- *Illinois Alternate Assessment (IAA)* – measures the learning of students with significant cognitive disabilities individual student achievement relative to the Illinois Alternate Assessment Frameworks Priorities. Students with significant cognitive disabilities take the IAA if participation in the state's regular assessments – the ISAT or the PSAE – is not appropriate. The IAA is a performance-based assessment administered individually to the student. This test is given in grades 3 through 8 and in grade 11.
- *ACCESS* – ACCESS for ELLs™ is a standards-based, criterion referenced

English language proficiency test designed to measure English language learners' social and academic proficiency in English. This test is given in grades K through 12.

- *Illinois Consumer Education Proficiency Test (ICEPT)* - The School Code of Illinois specifies that public school students in grades 9 through 12 shall be provided instruction in the area of consumer education. The purpose of that instruction is to help students understand concepts that affect fundamental decisions about their personal financial affairs, such as installment purchasing, budgeting, and comparison shopping. Completion of instruction in consumer education is required prior to graduation. Successful performance on the proficiency test exempts students from this course requirement.
- *National Assessment of Educational Progress (NAEP)* - only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-

graders) and subgroups of those populations (e.g., female students, Hispanic students). It includes students drawn from both public and nonpublic schools and reports results for student achievement at grades 4, 8, and 12.

Reimbursement/Distribution Method

ISBE contracts with several companies to provide assessment related services to the State. ISBE's major contractors include:

- *Harcourt* – Test development for ISAT
- *NCS Pearson* – ISAT test administration, scoring, analysis and reporting; and IAA test development, test administration, scoring, analysis and reporting
- *ACT* – PSAT test development, test administration, scoring, analysis and reporting
- *Measurement Inc.* – For ISAT writing, test development, test administration, scoring, analysis and reporting
- *WIDA* – Consortium of states that administers the ACCESS test
- *MetriTech* – Statistical analysis for ISAT, and administration of ICEPT

Population and Service Levels

The majority of assessments are focused on students in grades 3 through 8, and in grade 11, though some assessments span the entire K-12 system.

Autism Project

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	n/a	n/a	\$100,000	\$100,000	\$450,000
Change from	n/a	n/a	n/a	\$0	\$350,000
Prior Year	n/a	n/a	n/a	0.00%	350.00%

Program Goal

Build local capacity to establish and implement effective educational supports and services in the least restrictive environment for students with Autism Spectrum Disorders.

Purpose

Provide consultation, technical assistance and training for families of students with autism and the school staff serving these students.

Reimbursement/Distribution Method

Funds are awarded through a grant agreement with the Illinois Autism Training and Technical Assistance Project. The fiscal agent for this project is the School Association for Special Education in DuPage.

Population and Service Levels

Through the use of the Family Focus Positive Behavior Support Model, families of students

with autism and the schools which serve these students receive intensive support services through this program. Staffs at schools serving such students are also eligible to participate in a five-day experiential training, with ongoing technical assistance and support from the State Board of Education. The funding level proposed for fiscal year 2009 will eliminate the waiting list of approximately 142 families. Approximately 200 families will be served in fiscal year 2009, including current families being provided services, as well as those families on the waiting list.

	FY08	FY09 (est)
Families receiving support services	56	198
Schools receiving support services	70	250
Staff participating in experiential training	200	300

Bilingual Education

Legislative Reference – 105 ILCS 14C

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$64,552,000	\$66,552,000	\$66,552,000	\$74,552,000	\$75,652,000
Change from Prior Year	\$2,000,000	\$2,000,000	\$0.00	\$8,000,000	\$1,100,000
	3.20%	(3.10%)	0.00%	12.02%	1.48%

Program Goal

To implement high-quality programs for Limited-English-Proficient (LEP) students to improve their performance and help them meet the Illinois Learning Standards.

Purpose

To ensure that Transitional Bilingual Education (TBE) students with LEP develop proficient English skills that enables them to participate in the general school program.

Reimbursement/Distribution Method

Funding is available for students receiving five or more class periods of bilingual/English as a Second Language (ESL) instruction per week. Reimbursement is made quarterly on a current-year basis to schools with approved bilingual programs. The amount of each district's grant is determined 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 pro-rated. For fiscal year 2008 it is anticipated that the pro-ration will be approximately 62 percent for downstate schools.

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

The following table shows reimbursement levels:

	FY08	FY09
Chicago	\$40,896,600	\$41,500,000
Downstate	\$33,655,400	\$34,152,000
Total	\$74,552,000	\$75,652,000

Population and Service Levels

School districts with 20 or more LEP students in the same school who speak the same languages are required to provide a Transitional Bilingual Education program that consists of ESL 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 ESL and native language instruction to the extent practical. Of the students served, approximately 80 percent are Spanish-speaking. The remaining students speak one of more than 123 other languages. The following table displays the number of students served:

	FY08	FY09 (est)
Chicago	72,177	73,620
Downstate	118,578	120,949
Total	190,755	194,569

Blind and Dyslexic

Legislative Reference – Not Applicable

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$168,800	\$168,800	\$518,800	\$1,018,800	\$1,343,800
Change from Prior Year	\$0	\$0	\$350,000	\$500,000	\$325,000
	0.00%	0.00%	207.35%	96.38%	31.90%

Program Goal

To assist local school districts, state agencies and other service provider agencies to meet the needs of at-risk students.

Purpose

To increase academic achievement of students with visual and reading impairments by converting printed educational materials into recordings, computerized documents and other accessible formats (digital audio textbooks with navigation features, for example) to enhance the ability of visually impaired children to keep up with their peers.

Reimbursement/Distribution Method

Funds are distributed through a grant to Recording for the Blind and Dyslexic, a non-profit volunteer organization.

Population and Service Levels

Schools apply for membership, and selected schools are able to choose from 100,000 titles or have a textbook converted into digitally recorded text. Resources provided include recorded textbooks, literature, recreational reading material and state-of-the-art assistive technology. Elementary and secondary school students with visual and reading impairments are served by this program. The following table displays service-level information:

	FY07	FY08 (est)
Student served	9,000	11,000
Books circulated	15,000	16,000
Counties served	11	33
Schools served	100	243

Career and Technical Education

Legislative Reference – 105 ILCS 405

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$36,062,100	\$38,062,100	\$38,562,100	\$38,562,100	\$38,562,100
Change from Prior Year	(\$2,266,600)	\$2,000,000	\$500,000	\$0	\$0
	(5.91%)	5.55%	1.31%	0.00%	0.00%

Program Goal

To improve student achievement in academics, career and technical skills, and to promote the transition to post-secondary education.

Purpose

To enable all students to succeed in post-secondary education and career opportunities, the education for employment system will ensure a comprehensive career development system providing career awareness, career exploration and career preparation for K-12 students. In addition, the state funds satisfy the federal matching requirements of the Federal Carl D. Perkins Vocational and Applied Technology Education Act.

Reimbursement/Distribution Method

Funds are distributed through formula grants based on career and technical education credits weighted by local tax and program efficiency factors. Competitive grants are awarded through a request-for-proposals process. In fiscal year 2004, the Illinois Community College Board (ICCB) began receiving an appropriation to support post-

secondary career and technical education that was previously in the State Board of Education's budget.

Population and Service Levels

All of the state's elementary and secondary populations are eligible to participate. Regional delivery systems coordinate the delivery of career awareness, career exploration and career preparation programs.

The following table displays service-level information for career awareness and exploration:

	FY06	FY07
Elementary K-8 Students	1,404,544	1,398,583

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

Secondary Students Served	FY06	FY07
Secondary career preparation program	337,107	340,409
Adult program (served by secondary agencies)	8,943	8,450
Total	346,050	348,859

Career and Technical Education – Basic

Legislative Reference – PL 109-270

Funding Source - Federal

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$50,000,000	\$50,000,000	\$50,000,000	\$55,000,000	\$55,000,000
Change from	\$0	\$0	\$0	\$5,000,000	\$0
Prior Year	0.00%	0.00%	0.00%	10.00%	0.00%

Federal Grant Award*

	FY05	FY06	FY07	FY08	FY09**
Grant Award	\$44,777,773	\$45,595,263	\$44,823,514	\$45,113,401	TBD
Change from	(\$528,819)	\$817,490	(\$771,749)	\$289,887	TBD
Prior Year	(1.17%)	1.83%	(1.69%)	0.65%	TBD

*Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2009 amounts are TBD (to be determined).

Program Goal

To improve student achievement in academics, career and technical skills, and to promote transitioning to post-secondary education.

Purpose

To provide educational opportunities to more fully develop academic and technical skills for career opportunities, specific job training and occupational retraining enabling students to succeed in secondary and post-secondary education. The career and technical education delivery system assists in maintaining and expanding the technical skills of the state's labor force and promotes economic growth and development.

Reimbursement/Distribution Method

The information below shows the grant award allocation at the state level based on the Carl D. Perkins Vocational and Applied Technology Education Act (the Illinois Community College Board (ICCB) receives 40 percent of the grant award):

Grant Award*

- 85% Grants
- 9% Leadership Activities
- 5% Administration
- 1% State Institutions

* Federal legislation requires: 1) a state to maintain fiscal effort per student or aggregate expenditure of vocational and technical education programs; 2) a dollar-for-dollar state administrative funds match; and, 3) no more than 5 percent of the grant award to be used for administration.

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. The secondary school allocations are calculated from census data, with 30 percent of the total based on the 5-17 year-old population and 70 percent based on the 5-17 year-old population below the poverty level. The community college allocations are calculated from Pell Grant count data. The ICCB has the responsibility for post-secondary and adult Career and Technical Education (CTE) programs. Effective in

fiscal year 2003 and in accordance with a Memorandum of Understanding between the Illinois State Board of Education (ISBE) and ICCB, ISBE distributes 60 percent of the funds and ICCB distributes 40 percent of the funds.

Population and Service Levels

Students Served	FY06	FY07
Secondary	337,107	340,409
Community College	254,584	275,277
Total	591,691	615,686

Career and Technical Education – Technical Preparation

Legislative Reference – PL 109-270
Funding Source - Federal

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%

Federal Grant Award*

	FY05	FY06	FY07	FY08	FY09**
Grant Award	\$4,052,360	\$4,052,360	\$4,052,360	\$4,052,360	TBD
Change from Prior Year	(\$101,436) (2.44%)	\$0 0.00%	\$0 0.00%	\$0 0.00%	TBD TBD

*Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2009 amounts are TBD (to be determined).

Program Goal

To improve student achievement and increase the number of students transitioning to post-secondary education and completing a degree in a technical field.

Purpose

To assist students in achieving the Illinois Learning Standards, Illinois Occupational Skill Standards, and workplace skills through an integrated approach to academic and career/technical education. This program provides students opportunities for seamless transitions 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.

Reimbursement/Distribution Method

In accordance with a Memorandum of Understanding between the Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB), ICCB is responsible for the administration of Federal Technical

Preparation funds. ISBE serves as the fiscal agent.

Population and Service Levels

All 39 community college districts and 57 secondary regional vocational systems are involved in planning and implementing programs with federal Tech Prep funds. The following table displays service-level information:

	FY06	FY07
11 th grade Tech Prep students	22,653	23,759
12 th grade Tech Prep students	34,641	34,653
Tech Prep students participating in a work-based learning experience	22,592	20,185

- Approximately 51 percent of all Tech Prep students served were academically and/or economically disadvantaged.
- Approximately 13 percent of all Tech Prep students were students with disabilities.

- Work-based learning experiences range from one-day job shadowing to intense, long-term experiences, and enable students to make better career choices, expose students to current technology and motivate students to stay in school.

Charter Schools Revolving Loan Fund

*Legislative Reference – 105 ILCS 5/27A-11.5
Funding Source - State*

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Change from Prior Year	(\$1,980,000)	\$0	\$0	\$0	\$0
	(99.00%)	0.00%	0.00%	0.00%	0.00%

Program Goal

To provide loan funds to encourage and financially support high-quality charter schools throughout Illinois.

Purpose

To provide loans to charter schools for acquiring and remodeling facilities and to pay start-up costs of acquiring educational materials and supplies, textbooks, furniture and other equipment. These interest-free loans allow a charter school to increase cash flow during the initial term at a time when it is needed most and allow for additional charter schools to initiate operations.

Reimbursement/Distribution Method

Loan applications are available to charter schools once they are certified by the State

Board of Education. Schools may apply for up to \$250 per student. Approved applicants complete a promissory note and repayment schedule and generally receive funds within two weeks. Loan repayments are deposited back into this fund for future use by other charter schools. Full repayment is required by the end of the initial charter term (which is usually five years).

Population and Service Levels

All charter schools within their initial term are eligible to participate in the loan program. The following table displays service-level information:

	FY07	FY08 (est)
Eligible charter schools	17	16
Number of charter school loans	0	0

Charter Schools Transition Impact Aid

*Legislative Reference – 105 ILCS 5/27A-11.5
Funding Source - State*

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$3,421,500	\$3,421,500	\$3,421,500	\$3,421,500	\$3,421,500
Change from Prior Year	(\$272,100)	\$0	\$0	\$0	\$0
	(7.37%)	0.00%	0.00%	0.00%	0.00%

Program Goal

To encourage and financially support high-quality charter schools throughout Illinois.

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.

This funding allows planning to be phased in by local school districts that have charter schools in operation for their first three years through Transition Impact Aid (TIA) grants to districts.

Reimbursement/Distribution Method

TIA funds are provided to school districts with charter schools in their first three years of

operation to reimburse them for a portion of the per capita tuition funds (PCTF) transferred to their schools. Districts receive 90 percent of the PCTF transferred to schools in year one, 65 percent in year two, and 35 percent in year three.

Population and Service Levels

The following table displays service-level information:

District	# of Charter Schools	# of Students Generating TIA	FY08 Projected Transition Impact Aid Payments
Chicago 299	8	2,072	2,236,176
Carpentersville 300	1	564	1,185,324

Child Nutrition Programs

Legislative Reference – PL 1081-265

Funding Source - Federal

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$450,000,000	\$450,000,000	\$475,000,000	\$475,000,000	\$525,000,000
Change from Prior Year	\$25,000,000	\$0	\$25,000,000	\$0	\$50,000,000
	5.88%	0.00%	5.56%	0.00%	10.53%

Federal Grant Award**

	FY05	FY06	FY07	FY08	FY09
Grant Award	\$433,703,400	\$446,695,728	\$471,135,298	TBD	TBD
Change from Prior Year	\$23,448,600	\$12,992,328	\$24,439,570	TBD	TBD
	5.72%	3.00%	5.47%	TBD	TBD

**Child nutrition funds are distributed to states on a reimbursement basis. Fiscal year 2005 through 2007 numbers represent actual expenditures.

Program Goal

Provide leadership and support for sponsoring entities to provide nutritious meals to children enabling children to properly learn and grow.

Purpose

To reimburse participating sponsors for a portion of the cost of providing nutritious meals (breakfast, lunch, supper, and snack) and milk to eligible children.

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 federal reimbursement rates for fiscal year 2008 are:

Per Meal Rates	Less Than 60 percent Free or Reduced-Priced Meals	60 percent or More Free or Reduced-Priced Meals
Paid lunch reimbursement	\$0.23	\$0.25
Reduced-price lunch reimbursement	\$2.07	\$2.09
Free lunch reimbursement	\$2.47	\$2.49

Under the National School Lunch Program and other Child Nutrition Programs, 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 Families (TANF) household.

For the **School Breakfast Program**, the federal reimbursement rates for fiscal year 2008 are:

	Rates	Rates for Severe Need School
Paid breakfast reimbursement	\$0.24	\$0.24
Reduced-price breakfast reimbursement	\$1.05	\$1.31
Free breakfast reimbursement	\$1.35	\$1.61

For snacks served in **After-School Care Programs**, the federal reimbursement rates for fiscal year 2008 are:

	Rates
Paid snack reimbursement	\$0.06
Reduced-price snack reimbursement	\$0.34
Free snack reimbursement	\$0.68

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 fiscal year 2008 the reimbursement rate for purchased milk was set at \$0.17 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 fiscal year 2007 were:

	Operating Rates	Administrative Rates	
		Rural/Self-Prep	Urban/Vended
Breakfasts	\$1.51	\$0.15	\$0.12
Lunches/suppers	\$2.64	\$0.275	\$0.23
Supplements	\$0.61	\$0.075	\$0.06

Federal reimbursement rates for fiscal year 2008 for the **Child and Adult Care Food Program** are:

Child Care Center Rates	Breakfasts	Lunch & Suppers	Supplements
Paid	\$0.24	\$0.23	\$0.06
Reduced	\$1.05	\$2.07	\$0.34
Free	\$1.35	\$2.47	\$0.68

The reimbursement rates for snacks and suppers in the **At-Risk After-School Program** are \$0.68 for snack and \$2.47 for supper.

Day Care Home Rates	Breakfasts	Lunch & Suppers	Supplements
Tier I	\$1.11	\$2.06	\$0.61
Tier II	\$0.41	\$1.24	\$0.17

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 fiscal year 2008, the cash in lieu of commodity rate is \$0.1875 per meal.

In each of these Child Nutrition Programs, sponsors are reimbursed monthly on the basis of the number of reimbursable meals served.

Population and Service Levels

The **National School Lunch Program** and **School Breakfast Program** are two separate voluntary programs available to all public schools, nonprofit private schools and residential child care institutions that agree to operate a nonprofit program which meets federal requirements and offers lunches to all children in attendance. In addition, sponsors may receive reimbursement under the National School Lunch Program for snacks served in after-school care programs meeting specific criteria. The number of sponsors and sites participating in these programs is shown below.

	FY07	FY08 (est)
LUNCH		
Number of Sponsors	1,205	1,215
Number of Sites	4,430	4,450
Number of Meals	185,949,959	187,809,450
BREAKFAST		
Number of Sponsors	731	750
Number of Sites	3,078	3,170
Number of Meals	45,543,187	46,909,485
SNACKS		
Number of Sponsors	174	185
Number of Sites	815	855
Number of Meals	3,842,242	4,034,355

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

Millions	FY07	FY08 (est)
Number of Sponsors	447	450
Number of Sites	843	850
Number of Milks	20,011,369	20,211,475

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 following table displays service-level information:

	FY07	FY08 (est)
Number of Sponsors	126	130
Number of Sites	1,461	1,505

The **Child and Adult Care Food Program** is a voluntary program available to nonprofit and for-profit, nonresidential child care centers, family day care homes, head start centers and outside-of-school-hours child care programs. In addition, legislation allows reimbursement for snacks and/or suppers served to school-age children participating in after-school programs located in an area served by a school in which at least 50 percent of the enrolled children are approved eligible for free or reduced-price meals. The adult care portion of the program is administered by the Department on Aging. Meals/snacks must meet federal requirements. The following table displays service-level information:

	FY07	FY08 (est)
Number of Sponsors	823	850
Number of Sites	11,894	12,000

Children's Mental Health Partnership

Legislative Reference – 405 ILCS 49

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	n/a	n/a	\$3,000,000	\$3,000,000	\$4,500,000
Change from	n/a	n/a	n/a	\$0	\$1,500,000
Prior Year	n/a	n/a	n/a	0.00%	50.00%

Program Goal

To expand and improve the quality of mental health services available to students.

Purpose

The Children's Mental Health Act of 2003 created the Illinois Children's Mental Health Partnership (ICMHP) and charged it with developing a Children's Mental Health Plan, which includes short-term and long-term goals for providing comprehensive, coordinated mental health prevention, early intervention, and treatment services for children from birth to age 18 and for youth ages 19-21 who are transitioning out of key public programs.

The ICMHP includes the State Board of Education, the Department of Human Services, the Department of Children and Family Services, the Department of Juvenile Justice, the Department of Public Health, the Department of Healthcare and Family Services, the Illinois Violence Prevention Authority, the Attorney General, members of the General Assembly, and representatives of community mental health authorities.

Reimbursement/Distribution Method

Funding is earmarked to make service development grants to districts to improve the quality of mental health services available to students.

Population and Service Levels

Since the inception of this program in fiscal year 2007, the member agencies of the ICMHP have developed an interagency agreement to integrate efforts on behalf of school age children. Coaching and staff development have been provided to grantees, and 125 additional schools received access to ongoing Positive Behavior Interventions and Supports (PBIS) technical assistance support. Three hundred parents, school administrators, teachers and other school personnel have participated in Social/Emotional Learning (SEL) training. Sixty-eight participants, including school representatives and community mental health partners, have participated in mental health training and networking sessions.

# of Districts	FY07	FY08 (est)
Social / Emotional Learning Standards Grants	37	37
Social / Emotional Learning Standards Professional Development Grants	8	8
Mental Health Support Grants	15	15
Positive Behavior Interventions and Supports Expansion Grants	70	70

Class Size Reduction Pilot Program

Legislative Reference – 105 ILCS 5/2-3.136

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	n/a	n/a	\$10,000,000	\$8,000,000	\$8,000,000
Change from prior year	n/a	n/a	\$0	(\$2,000,000)	\$0
	n/a	n/a	n/a	(20.00%)	0.00%

Program Goal

To reduce class sizes in grades K through 3 to 15 students.

Purpose

To provide school districts with funding to hire additional kindergarten through third grade, certified teachers for the purpose of decreasing class size to 15 students or lower.

Reimbursement/Distribution Method

Eligible applicants are districts with schools serving kindergarten through grade three classrooms in which the applying school or schools are in Academic Early Warning or Academic Watch status under 105 ILCS 5/2-3.25d of the School Code. Public university laboratory schools approved by the State Board of Education or charter schools serving kindergarten through grade three classrooms and are in either status are also eligible to apply.

An applicant chosen for funding will not be deemed ineligible if the status of the schools being served improves during the grant period.

Population and Service Levels

The following districts will be in the third year of their pilot program in fiscal year 2009:

- Meridian Community Unit School District 101
- Rockford School District 205
- Maywood-Melrose Park-Broadview 89
- Summit School District 104
- Cook County School District 130
- Harvey School District 152
- Hazel Crest School District 152-5
- Cook County School District 156
- Elementary School District 159
- City of Chicago School District 299
- Villa Park School District 45
- Pope County Community Unit District 1
- Mt. Vernon City School 80
- Aurora West Unit School District 129
- Pembroke Community Consolidated School District 259
- North Greene Unit School District 3
- Beardstown Community Unit School District 15
- Springfield School District 186
- Danville Community Consolidated School District 118
- Joliet Public School District 86
- Fairmont School District 89

Community and Residential Services Authority

Legislative Reference – 105 ILCS 5/14-15.01

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$472,700	\$472,700	\$525,000	\$541,800	\$575,000
Change from	\$0	\$0	\$52,300	\$16,800	\$33,200
Prior Year	0.00%	0.00%	11.06%	3.20%	6.13%

Program Goal

To 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.

Purpose

To develop collaborative and coordinated approaches to service planning and service delivery for individuals through the age of 21 who have behavior disorders and/or are severely emotionally disturbed and who typically require coordinated services from multiple agencies. Funds are used to develop and implement a statewide plan for service delivery and maintain an interagency dispute resolution process. The Community and Residential Services Authority (CRSA) currently has eight paid staff and operates under the authority of a 19-member board that includes six unpaid appointees by the governor, unpaid designees of the four legislative leaders and nine designees of state agency directors.

Reimbursement/Distribution Method

This appropriation covers the salaries, benefits and statewide travel of eight staff, reimbursement of travel for board members appointed by the governor and legislative

members, and administrative costs associated with supporting the activities of CRSA. The CRSA developed and controls use of a multiple agency resource pool (\$125,000/year) that is used to fill gaps in services when statutory responsibilities of agencies do not apply. The authority has recouped over \$100,000 in federal revenue since 1993 through Medicaid Administrative Case Management Services which has been returned to the General Revenue Fund.

The State Board of Education acts as the fiscal agent for CRSA.

Population and Service Levels

CRSA receives referrals for dispute resolutions from parents, state agencies, members of the General Assembly and the governor's office. Community collaborations to serve the population (Local Area Networks recommended by CRSA) 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 following table displays service-level information:

	FY07	FY08 (est)
Referrals	561	525

District Consolidation/Annexation Costs

Legislative Reference – S/B 105 ILCS 5/11E-135(a), 135(b), 135(c) and 135(d)

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$3,518,800	\$7,700,000	\$7,850,000	\$7,850,000	\$7,850,000
Change from Prior Year	\$1,849,400	\$4,181,200	\$150,000	\$0	\$0
	110.78%	118.82%	1.95%	0.00%	0.00%

Program Goal

To assure that all schools achieve and maintain financial health.

- Funds to pay the difference between selected negative fund balances among the previously existing districts; and
- Additional funds of \$4,000 for each certified staff person.

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;

Reimbursement/Distribution Method

Financial incentive distributions are made to eligible districts during the fall of the year. Funds to conduct reorganization studies are disbursed throughout the fiscal year. The fiscal year 2008 costs of district consolidation/annexation based on first, second, third, and fourth-year reorganization payments are shown below:

District (Year of Payment)	Certified Employees	Deficit Fund Balance	State Aid	Salary	Totals
Downers Grove SD 58 (4)	\$0	\$0	\$9,480	\$104,579	\$114,059
El Paso-Gridley CUSD 11 (4)	\$0	\$0	\$25,315	\$128,638	\$153,953
Fairfield Public SD 112 (4)	\$220,000	\$0	\$51,185	\$77,269	\$348,454
New Hope CCSD 6 (4)	\$0	\$0	\$5,687	\$4,182	\$9,869
Prairie Central CUSD 8 (4)	\$0	\$0	\$1,257	\$151,276	\$152,533
Sangamon Valley CUSD 9 (4)	\$0	\$0	\$0	\$173,640	\$173,640
Staunton CUSD 6 (4)	\$392,000	\$0	\$114,302	\$134,784	\$641,086
United CUSD 304 (4)	\$0	\$0	\$15,615	\$57,619	\$73,234
Benton CCSD 47 (3)	\$304,000	\$0	\$7,917	\$46,336	\$358,253
Crescent-Iroquois CUSD 249 (3)	\$72,000	\$0	\$0	\$29,958	\$101,958
Monmouth-Roseville CUSD 238 (3)	\$556,000	\$0	\$4,493	\$67,011	\$627,504
Schuyler-Industry CUSD 5 (3)	\$424,000	\$0	\$23,024	\$88,774	\$535,798
Thompsonville CUSD 174 (3)	\$0	\$0	\$596	\$0	\$596
West Carroll CUSD 314 (3)	\$516,000	\$0	\$28,485	\$113,236	\$657,721
West Central CUSD 235 (3)	\$364,000	\$0	\$21,609	\$67,170	\$452,779
Prairieview-Ogden CCSD 197 (2)	\$116,000	\$0	\$35,951	\$8,671	\$160,622
Ashton-Franklin Center CUSD 175 (1)	\$0	\$199,495	\$4,681	\$33,039	\$237,215
Auburn CUSD 10 (1)	\$0	\$237,997	\$49,901	\$76,396	\$364,294
Carthage Elementary SD 317 (1)	\$0	\$0	\$88,848	\$0	\$88,848
Dallas Elementary SD 327 (1)	\$0	\$0	\$43,997	\$0	\$43,997
Illini West HSD 307 (1)	\$0	\$0	\$118,515	\$24,001	\$142,516
LaHarpe Community SD 347 (1)	\$0	\$0	\$53,541	\$0	\$53,541
Thompsonville CUSD 174 (1)	\$0	\$0	\$0	\$16,723	\$16,723

District (Year of Payment)	Certified Employees	Deficit Fund Balance	State Aid	Salary	Totals
United CUSD 304 (1)	\$0	\$0	\$66,731	\$74,635	\$141,366
Western CUSD 12 (1)	\$0	\$0	\$10,264	\$98,363	\$108,627
Total	\$2,964,000	\$437,492	\$781,394	\$1,576,300	\$5,759,186

Population and Service Levels

In fiscal year 2008, 25 consolidated/annexing districts received reorganization incentive payments. The following table shows expenditure data for each of the categories of payment and number of reorganization studies.

Incentive Payment	FY07	FY08
Certified employees	\$5,316,000	\$2,964,000
Deficit fund balances	\$0	\$437,492
State aid differentials	\$510,035	\$781,394
Salary differentials	\$1,460,672	\$1,576,300
Total	\$7,286,707	\$5,759,186
Number of feasibility studies	11	46 (est.)
Money for feasibility studies	\$64,500	\$300,000 (est.)

Reorganization Effective Date	Reorganization Activity	# Districts
7/1/99	1 Consolidation	2
7/1/00	1 Consolidation 1 Annexation	2 1
7/1/01	1 Consolidation	2
7/1/02	0 Consolidation 0 Annexation	0 0
7/1/03	1 Consolidation 4 Annexations	2 4
7/1/04	3 Consolidations 4 Annexations	6 4
7/1/05	5 Consolidations 1 Annexation	11 1
7/1/06	1 Consolidation	2
7/1/07	2 Consolidations 2 Annexations 1 Conversion	4 2 3

Driver Education

Legislative Reference – 105 ILCS 5/27-24.3

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$15,750,000	\$15,750,000	\$17,929,600	\$17,929,600	\$17,929,600
Change from Prior Year	\$0	\$0	\$2,179,600	\$0	\$0
	0.00%	0.00%	13.84%	0.00%	0.00%

Program Goal

To provide eligible entities driver education funding in support of local educational services.

- the number of classroom students times 0.2, and
- the number of students completing behind the wheel training times 0.8.

Purpose

To reimburse local public school districts a portion of the costs of providing driver education. Funds deposited in the Driver Education Fund are generated from a portion of instruction permit and drivers license fees, as well as a portion of 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 either have or will have a valid driver's license, but need additional instruction. The following table displays service-level information:

Reimbursement/Distribution Method

Districts are reimbursed quarterly for students in driver education the prior school year. An amount is calculated for up to one failure and one passing of classroom instruction and one failure and one passing of behind-the-wheel instruction with behind-the-wheel instruction being reimbursed at a higher rate than classroom instruction. The base reimbursement amount is a weighted calculation, dividing the total state appropriation each year by:

	FY07	FY08 (est)
Number of students		
Classroom instruction	122,151	127,092
Behind-the-wheel Instruction	114,190	113,459
Reimbursement per student		
Classroom instruction	\$29.31	\$28.22
Behind-the-wheel instruction	\$124.63	\$126.44

Early Childhood Education

Legislative Reference – 105 ILCS 5/2-3.71, 2-3.71(a), and 2-3.89
Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$243,254,500	\$273,254,500	\$318,254,500	\$347,861,441	\$392,861,400
Change from Prior Year	\$29,848,800	\$30,000,000	\$45,000,000	\$29,606,941	\$44,999,959
	13.99%	12.33%	16.47%	9.30%	12.94%

Program Goal

Illinois students enter school with a foundation of knowledge and skills that allows them to be successful throughout their school experience.

Purpose

To provide funds for early childhood and family education programs and services that will help young children enter school ready to learn.

Programs funded by this initiative include the pre-kindergarten program for children at risk of academic failure (screening and educational programs for at-risk three and four year olds), the Early Childhood Parental Training Program (training in parenting skills for prospective parents and parents of very young children), the Prevention Initiative (a network of child and family service providers that promote the development of at-risk infants and children), and the Preschool for All Children Program (screening and educational programs for three and four year olds based on the following priorities: 1) children who have been identified as being at risk of academic failure, 2) children whose family's income is less than four times the poverty guidelines, and 3) other. All the new funds in fiscal year 2007 and 2008 are supporting Preschool for All Children programs addressing priority one, thus expanding the high-quality educational programs available for at-risk three and four year old children and for

the expansion of coordinated services to at-risk infants, toddlers and their families through the Prevention Initiative.

Reimbursement/Distribution Method

Competitive grants are awarded based on a request-for-proposals process. Eleven percent of the funds must be spent on services for children in the birth-to-three age range.

Chicago District 299 receives 37.0 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

	FY06	FY07	FY08 (est)
Downstate Illinois Projects			
Birth to 3 Prevention Initiative and Parental Training Projects	266	272	262
3-5 Pre-K and Parental Training Projects	526	530	527
3-5 Preschool for All Projects	0	101	179
3-5 Children Served			
Downstate	50,452	55,860	59,310
Chicago Public Schools	26,056	29,326	31,125
Total 3-5 Children Served	76,508	85,186	90,435

Emergency Financial Assistance Fund

Legislative Reference – 105 ILCS 5/1B, 1E or 1F

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$5,333,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from	\$0	(\$4,333,000)	\$0	\$0	\$0
Prior Year	0.00%	(81.25%)	0.00%	0.00%	0.00%

Program Goal

To assist Local Education Agencies (LEAs) in achieving and maintaining financial health.

Purpose

To provide emergency financial assistance to school districts under the provisions of Articles 1B, 1E or 1F of the School Code.

Reimbursement/Distribution Method

Under the provisions of Articles 1B and 1F, the maximum amount of an emergency financial assistance loan shall not exceed \$4,000 per pupil, with an emergency financial assistance grant not exceeding \$1,000 per pupil. Both a loan and grant may be approved. Except as expressly limited a school finance authority created under Article 1E has the powers granted by Article 1B.

Appropriations may be allocated and expended by the Illinois State Board of Education (ISBE) as grants to provide technical and consulting services to school districts to assess their financial condition and by the Illinois Finance Authority as loans which are the subject of an approved petition for emergency financial assistance.

Population and Service Levels

School districts (or school finance authorities) that have an approved petition for emergency financial assistance (and related financial oversight) are eligible to participate. No petition for emergency financial assistance is approved by ISBE unless there is also an established financial oversight panel or school finance authority. Districts that have received emergency financial assistance are listed below:

- FY95 Mount Morris Community Unit School District 261 (Ogle County) - annexed by Oregon Community Unit School District 220
- FY01 Round Lake Area Schools – District 116 (Lake County)
- FY03 Hazel Crest School District 152-5 (Cook County)
- Cairo Community Unit School District 2 (Alexander County)
- Livingston School District 4 (Madison County) – annexed by Staunton Community Unit School District 6
- FY04 Venice Community Unit School District 3 (Madison County)

Extended Learning Opportunities (Summer Bridges)

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$22,238,100	\$22,238,100	\$22,238,100	\$22,238,100	\$22,238,100
Change from Prior Year	(\$2,598,700)	\$0	\$0	\$0	\$0
	(10.46%)	0.00%	0.00%	0.00%	0.00%

Program Goal

To improve the achievement of struggling students who attend low performing schools (over 50 percent of student's not meeting standards) through intensive, extended learning opportunities with an emphasis on reading, writing and reading in the content area of mathematics.

Purpose

To supplement and ultimately modify and improve the regular program of instruction in participating schools and districts. Key features of the program are:

- 90 hours of concentrated instructional time
- 30 hours of professional development for instructional staff
- Small class size
- Extended learning for students who have not met state reading standards or who are recommended for retention
- Curriculum focused on word knowledge, fluency, comprehension, and writing
- Use of research-based and best practices in reading, writing and reading in the content area of mathematics
- Literacy-rich environment with developmentally appropriate and high-interest reading and writing materials and supplies.

Reimbursement/Distribution Method

Funds are distributed through grants to eligible districts and/or consortia based on program

plans that adhere to established requirements and expectations. Grants are approximately \$500 per anticipated student participant and do not exceed the prior year's allocation. Participating districts are also required to provide matching funds of 20 percent of the total budget request.

Chicago District 299 receives 44.0 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

Eligible applicants are school districts, university lab schools, area vocational centers, and charter schools that include one or more schools serving students in grades pre-kindergarten through sixth in which 50 percent or more of the students who have not met state standards in reading as measured by Illinois Standard Achievement Test. Eligible students within these eligible entities are those students in grades pre-kindergarten through sixth that did not meet state standards in reading, were recommended for retention, or were referred to the program by their teacher or teachers. The following table displays service-level information (excludes Chicago District 299):

	FY07	FY08 (est)
Districts eligible	151	169
Districts participating	77	63
Teachers	1,458	903
Students	18,644	12,151

Fast Growth Grants

*Legislative Reference – 105 ILCS 5/18-8.10
Funding Source - State*

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$10,000,000	n/a	n/a	\$7,500,000	\$7,500,000
Change from Prior Year	n/a	n/a	n/a	n/a	\$0
	n/a	n/a	n/a	n/a	0.00%

Program Goal

To provide additional funding to selected school districts for the support of educational services.

Purpose

To provide additional financial assistance to school districts for the expenses related to fast growing student populations.

Reimbursement/Distribution Method

Grant funds are distributed on per pupil basis

to qualifying districts. School districts are eligible based on a comparison of the average daily attendance (ADA) from the two most recent school years. The ADA must have either increased by greater than 1.5 percent for districts with over 10,000 students or greater than 7.5 percent or more for districts with ADA under 10,000.

Population and Service Levels

	FY08
Districts eligible	43
Per pupil grant	\$758.74

General State Aid

*Legislative Reference – 105 ILCS 5/18-8.05
Funding Source - State*

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$3,682,201,200	\$3,903,969,600	\$4,146,118,200	\$4,454,500,000	\$4,522,158,800
Change from Prior Year	\$236,601,200 6.87%	\$221,768,400 6.02%	\$242,148,600 6.20%	\$308,381,800 7.44%	\$67,658,800 1.52%

Program Goal

To provide school districts General State Aid (GSA) funding for the support of educational services.

Purpose

To provide general flexible state aid to schools. GSA represents approximately 63 percent 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 of the School Code.

Reimbursement/Distribution Method

Funds are distributed through formula grants to school districts. The following information describes the many factors that affect GSA payments.

Foundation Level

The following table displays the foundation level information for each school year. Foundation levels are predicated on the legislature appropriating the necessary funding.

	05-06	06-07	07-08	08-09 Proposed
Foundation Level	\$5,164	\$5,334	\$5,734	\$5,859
Change from Prior Year	\$200	\$170	\$400	\$125

Education Funding Advisory Board

Public Act 90-548 created the Illinois Education Funding Advisory Board (EFAB) in December of 1997. The board's primary charge is to make recommendations to the General Assembly (GA) for the foundation level and for the supplemental GSA grant level for districts with high concentrations of children from poverty. The recommended foundation level shall be determined based on a methodology, which incorporates the basic education expenditures of low-spending schools exhibiting high academic performance. The board must submit reports to the GA in January of odd-numbered years.

General State Aid Formula

Fiscal Year 2008 is the tenth year of the new GSA formula, which changed in December 1997 (Public Act 90-548).

The GSA 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 GSA formula is the setting of foundation levels in statute and the guaranteed funding of those levels of support. The foundation level is \$5,734 for the 2007-2008 school year. Most districts receive GSA under this formula. Districts qualifying for this formula have available local resources per pupil less than 93 percent of the foundation level. The second formula is the "Alternate" formula. Districts qualifying for this formula have available local resources per pupil of at

least 93 percent but less than 175 percent of the foundation level. The third formula is the "Flat Grant" formula. Districts qualifying for this formula have available local resources per pupil of at least 175 percent of the foundation level.

The greater of the prior year best three months average daily attendance (B3MADA) or the average of this figure and the two prior years' B3MADA is used to calculate GSA. The formula calculation rates are 3.00 percent for unit districts, 2.30 percent for elementary districts and 1.05 percent 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.

The State Aid Formula has a mechanism to provide additional funding for the impact of poverty in the district. A separate supplemental grant is calculated based on the district's poverty count. It is incorporated within the GSA entitlement and allows additional funding for districts with any low-income students. The district concentration level (DCR) is determined by dividing the district's Department of Human Services (DHS) three-year average low-income count by the B3MADA. If the DCR is less than 15 percent then the district receives a flat grant of \$355 per low-income student. Otherwise, the following formula is used to calculate the poverty grant:

$$[294.25 + (2700 (DCR)^2)] \times \text{low-income count}$$

In fiscal year 2008, no district will receive less in their poverty grant than they received in fiscal year 2003.

CALCULATION OF GENERAL STATE AID

Calculation of Available Local Resources and Local Percentage

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

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

Where:

$$\begin{aligned} \text{RATE} &= 2.30\% \text{ if Elementary} \\ &1.05\% \text{ if High School} \\ &3.00\% \text{ if Unit} \end{aligned}$$

$$\text{Foundation Level (FLEVEL)} = \$5,734 \text{ for } 2007\text{-}2008$$

CPPRT = Corporate Personal Property Replacement Taxes

EAV = Equalized Assessed Valuation

ELR = Extension Limitation Ratio

GSA = General State Aid

OTR = Operating Tax Rate

ADA = The Greater of the Prior Year Best 3 Months Average Daily Attendance or Prior Three-Year Average

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

GSA is calculated using the Foundation formula if the district Local Percentage is less than 93 percent.

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

Alternate Formula

GSA is calculated using the Alternate formula if the district Local Percentage is at least 93 percent but less than 175 percent.

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

$$GSA_{Alternate} = FLEVEL \times ADA \times (.07 - [(Local\ Percentage - .93) / .82] \times .02)$$

Flat Grant Formula

GSA is calculated using the Flat Grant if the district Local Percentage is at least 175 percent.

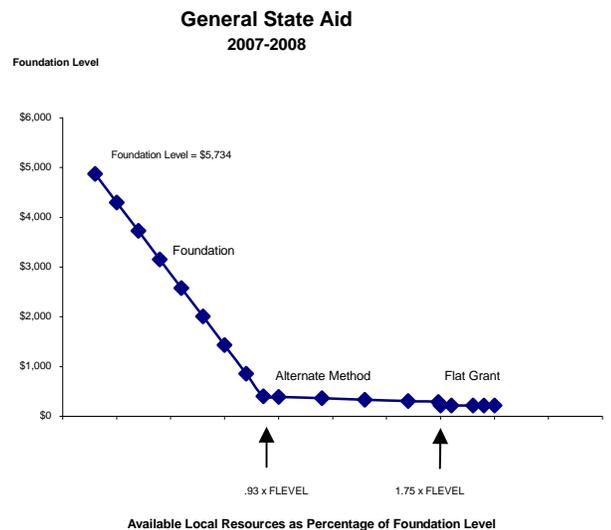
The formula is: $GSA_{Flat\ Grant} = ADA \times \218

Visit the ISBE website at

<http://www.isbe.net/funding> and click on GSA Inquiry to view a school district's GSA entitlement claim form or Claimable Average Daily Attendance.

The following chart shows the relationship between the available local resources and the foundation level. Example: as the local resources increases, the GSA a district receives decreases (inverse relationship). The wealthiest school districts therefore receive the flat grant of \$218 per Average Daily Attendance.

Available Local Resources as Percentage of Foundation Level



Hold Harmless

A hold harmless provision is included in Section 18-8.05(J) of the School Code. If, for any district in 2007-2008, the formula yields less than the sum of the district's 1997-1998 GSA and 1997-1998 Hold Harmless, a separately appropriated grant will be made to hold those districts harmless to the 1997-1998 levels. Districts will be eligible (subject to appropriation) to receive Hold Harmless grants in all subsequent years if the amount of GSA the district receives is below the 1997-1998 levels described above. In fiscal year 2008 there is a possibility of a proration if a transfer or supplemental is not passed.

Laboratory and Alternative/ Safe Schools

Laboratory schools operated by public universities and alternative/safe schools

operated by Regional Superintendents are also eligible for GSA. 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 (or the 3 year average whichever is greater) by the foundation level (\$5,734 for fiscal year 2008).

Collectively, Illinois State University's laboratory school, the University of Illinois' laboratory school and 72 alternative/safe schools received total GSA funding of \$31.6 million in fiscal year 2008.

State Funding Distributions

The 760 districts/programs funded under the foundation computation constitute 80.51 percent of Illinois school districts and receive approximately 96.01 percent of the total GSA allocation. Foundation funded districts account for approximately 78.04 percent of the state ADA student total. The 133 Alternate method districts (14.09 percent of school districts) receive 3.51 percent of the GSA allocation and represent 17.96 percent of the state ADA student total. Flat Grant districts (51 in number and 5.40 percent of total districts) receive 0.48 percent of the GSA allocation and reflect 4.00 percent of the state ADA student total.

Of the 870 regular school districts allotted GSA, 390 (44.83 percent) are unit districts, 102 (11.72 percent) are secondary districts, and 378 (43.45 percent) are elementary districts. Unit districts received 72.12 percent of 2007-2008 GSA funds, secondary districts received 7.54 percent of the funds, and elementary districts received 20.34 percent of the GSA funds.

In applying the GSA formula to the available appropriations in a given year, the Illinois State Board of Education (ISBE) 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 ISBE.) 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 (PTAB) 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. Beginning in fiscal year 2005 the statute was revised to include an annual \$25 million cap for the payment of these EAV adjustments.

General State Aid Payment Schedule

Section 18-11 of the School Code provides for semimonthly GSA payments to be made during the months of August through July. These semimonthly payments are in an amount equal to 1/24 of the total amount to be distributed and are to be made as soon as possible after the 10th and 20th days of each month.

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 in the next month pursuant to Section 18-8 thru 18.10 of the School Code." The governor has exercised this accelerated payment authority in the past several fiscal years.

GSA 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 release GSA warrants (payments) at about 2:00 p.m. on payment day. Typically, 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
REQUIREMENTS FOR GENERAL STATE
AID**

Recognition

GSA 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 cases 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 GSA 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 ISBE 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 ISBE.

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 are 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 legal school holidays. 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 ISBE.

School districts which fail to operate schools for the required number of pupil attendance days may be subject to the loss of GSA. The financial loss is calculated on the basis of a daily penalty of .56818 percent (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 percent daily penalty due to a district's failure to conduct school for the minimum school term due to an Act-of-God/Hazardous Threat or Adverse Weather Day. ISBE's Funding and Disbursements Services Division 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 disabled 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. Regularly enrolled part-time students, enrolled in a block-schedule format of 80 minutes or more may 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 GSA. Pupils are nonclaimable for GSA 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 disabled children below the age of six years who cannot attend two or more clock hours because of their disability or immaturity, a session of not less than one clock hour may

be counted as one-half day of attendance. Disabled pupils less than six years of age may be claimed for GSA for a full day, provided the child's educational needs require, and the student receives, four or more clock hours of instruction.

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.

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 GSA 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 ISBE.

Consult the "Focus on Student Attendance" publication for further details. This publication can be obtained at:
http://www.isbe.net/funding/pdf/focus_student_attendance.pdf

Public Health Requirements

Illinois law requires every school district to report to ISBE by November 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 percent of those students enrolled in a district have had the necessary immunizations or health examinations, 10 percent of each subsequent GSA payment is withheld by the regional superintendent.

Withholding continues until the district is in compliance with the 90 percent 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.

Before and After School Programs

School districts may develop and maintain before- 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. Before- and after-school 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 does not exceed the actual costs of the before- and after-school programs. Attendance at before and after-school programs is not included in the calculation of attendance for GSA purposes.

PROPERTY TAXES

Local Assessment and Taxation of Property

More than 99 percent 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 2007 assessments are sent out in 2008. 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 (DoR), 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

DoR 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 DoR.

Equalization

The responsibility for equalizing the average level of assessments among all counties in the state has been assigned to DoR. 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 DoR provide the foundation for intercounty equalization. This data allows 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 DoR.

Personal Property Replacement Tax

The Illinois Constitution of 1970 abolished the Corporate Personal Property Tax in Illinois as of January 1, 1979. The GA provided for the replacement of revenues derived from this tax by creation of the Personal Property Replacement Tax. DoR certifies each taxing district's share of the replacement revenues collected by the state. Payments are made eight times per year to approximately 6,600 units of local government and school districts.

State-Assessed Property

DoR 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.

Assessment and Equalization

From 1927 until 1971, the statutory assessment of property was 100 percent 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 percent 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 percent 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 percent of the market value. To facilitate the implementation of the law, a three-year transition period was allowed. Counties below 33 1/3 percent were assigned target levels to bring them to 33 1/3 percent 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 (PTAB)

The State PTAB 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 PTAB. Current law allows appeals to PTAB of decisions of the Cook County Board of Review.

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 through 2006, farms were 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. Farm home-sites 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.

Beginning with 2006 assessments, a new soil productivity index scale was utilized. All of the specifics of the new assessments are defined in Bulletin 810 and Publication 122 from DoR.

Exemptions/Tax Relief

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

- General homestead exemption
- Senior citizens homestead exemption
- Homestead improvement exemption
- Disabled veterans' exemption
- 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 Program
- Circuit Breaker Property Tax Relief Program
- Temporary Alternative General Homestead Exemption for Cook County for assessment years 2003 - 2010

Source: Various publications of DoR.

Additional information on the property tax system may be obtained from DoR's website: www.revenue.state.il.us

Population and Service Levels

All school districts, lab schools, alternative schools and Regional Safe Schools are eligible to receive GSA.

General State Aid Average Daily Attendance (ADA) *		
School Year	2005-2006	2006-2007
Elementary	506,727.34	499,681.51
High School	238,345.24	239,807.85
Unit	1,178,891.39	1,163,369.81
Total	1,923,963.97	1,902,859.17

* Excludes average daily attendance (ADA) of the two lab schools, three Intermediate Service Centers, twenty-five alternative schools and the forty-four Regional Safe Schools.

Public universities that operate a laboratory school are eligible to file a claim for GSA. ISBE calculates their claim by utilizing the

maximum of the current best three months average daily attendance or the prior three-year average times the foundation level. Illinois State University will receive GSA funds in the amount of \$5,554,985 for operating two laboratory schools in fiscal year 2008. The University of Illinois will receive \$1,720,601 for operating one laboratory school in fiscal year 2008.

Regional Superintendents who operate ISBE-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 GSA for such students. During the 2006-2007 school year, 24 regional superintendents operated ISBE-approved alternative and/or ALOP schools and 44 regional superintendents operated Regional Safe Schools. In addition, three Intermediate Service Centers offered Safe Schools Programs. Those regional superintendents operating the 25 alternative/Alternative Learning Opportunities Program (ALOP) schools will receive GSA funds in fiscal year 2008 totaling \$10,876,137; the 44 Safe Schools will receive \$11,154,522 and the three Intermediate Service Centers will receive \$2,271,925.

General State Aid – Hold Harmless

Legislative Reference – 105 ILCS 5/18-8.05 (J)

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$30,129,800	\$23,469,800	\$20,211,500	\$20,700,000	\$27,830,800
Change from Prior Year	(\$8,470,200)	(\$6,660,000)	(\$3,258,300)	\$488,500	\$7,130,800
	(21.94%)	(22.10%)	(13.88%)	2.42%	34.45%

Program Goal

To provide eligible entities General State Aid (GSA) and related funding for the support of educational services.

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).

Reimbursement/Distribution Method

Funds are distributed through formula grants to all eligible school districts. Any district that would have received less GSA than it received in the 1997-1998 school year is eligible.

Population and Service Levels

	FY07	FY08
# of Districts	95	80

Grant to Improve the Mental Health of Children

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY05	FY06	FY07 *	FY08	FY09 Proposed
Appropriation	n/a	n/a	n/a	\$400,000	\$400,000
Change from	n/a	n/a	n/a	n/a	\$0
Prior Year	n/a	n/a	n/a	n/a	0.00%

* ISBE did not anticipate receiving this grant when the fiscal year 2007 budget was passed. The appropriation for Congressional Special Projects was used in fiscal year 2007 to expend these funds.

Federal Grant Award

	FY05	FY06	FY07	FY08	FY09*
Grant Award	n/a	n/a	\$340,035	n/a	TBD
Change from	n/a	n/a	n/a	n/a	TBD
Prior Year	n/a	n/a	n/a	n/a	TBD

*State fiscal year 2009 amounts are TBD (to be determined).

Program Goal

To expand and improve the quality of mental health services available to students.

Purpose

Funds from this federal grant are used to provide additional training, technical assistance, and support to the schools and mental health agencies who receive grants under the Children's Mental Health Act of 2003. The grant supports the establishment of comprehensive interagency agreements that increase student access to a full range of mental health prevention, intervention and support services.

Reimbursement/Distribution Method

This grant is funding one project manager at the State Board of Education (ISBE) for 16 months and provides funding for contractual services to collect data and evaluate grant activities. In addition, ISBE provides a sub-grant to the Department of Human Services for a mental health and schools coordinator. This coordinator works collaboratively with ISBE on such functions as identifying and recommending policy and procedure changes to promote service coordination and linkage, cross-system data collection and sharing

where appropriate and other infrastructure building and sustaining activities, coordinating cross-system and within-system training and technical assistance for schools, mental health and other agencies, and collaborating in the design and implementation of the data collection, reporting and evaluation systems established for the initiative.

Population and Service Levels

The following districts are currently receiving technical assistance through this grant:

- Alton Community Unit School District 11
- City of Chicago School District 299
- Egyptian Community Unit School District 5
- Joliet Public School District 86
- Lockport School District 91
- Marshall Community Unit School District 2C
- Oak Lawn Community High School District 229
- Princeville Community Unit School District 326
- Rock Island School District 41
- South Pekin School District 137
- Stark County Community Unit School District 100
- Urbana School District 116

- Vienna School District 55
- Wabash Community Unit School District 348
- Waukegan Community Unit School District 60

Grow Your Own Teachers

Legislative Reference – 110 ILCS 48

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	n/a	\$1,500,000	\$3,000,000	\$3,000,000	\$3,750,000
Change from Prior Year	n/a	n/a	\$1,500,000	\$0	\$750,000
	n/a	n/a	100.00%	0%	25.00%

Program Goal

To prepare highly skilled, committed teachers who will teach in hard-to-staff schools and/or hard-to-fill teaching positions and who will remain in these schools for extended periods of time.

Purpose

To effectively recruit and prepare parent and community leaders and paraeducators to become effective teachers in hard-to-staff schools and teaching positions in schools serving a substantial percentage of low-income students.

Reimbursement/Distribution Method

Candidates are supported by forgivable student loans, provided they teach five years in hard-to-staff schools or positions.

Population and Service Levels

The targeted population includes parent volunteers, community leaders and paraeducators in districts and schools with high teacher turnover and a substantial

number of low-income students. Candidates are identified by consortia comprised of a community organization, a four-year institution of higher education that has an approved teacher education program, and a school or school district that serves a substantial number of students from low-income families and is hard to staff or has hard-to-staff positions. Seven of the 12 Illinois public universities are part of the Grow Your Own (GYO) initiative. Twenty-two school districts, including Chicago Public Schools and two special education joint cooperatives are partners in a GYO consortium.

Three continuation and 13 implementation grants have been approved in fiscal year 2008. Statewide there are 545 candidates. Following are the characteristics of the candidates (based on what has been reported):

- 90 percent are minorities
- 75 percent are between the ages of 30 and 50
- 90 percent attend college in addition to working
- 48 percent of those employed are working in a public school, many as paraprofessionals

Growth Model

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History

	FY 05	FY06	FY07	FY08	FY09 Proposed
Appropriation	n/a	n/a	n/a	\$3,000,000	\$5,000,000
Change from	n/a	n/a	n/a	n/a	\$2,000,000
Prior Year	n/a	n/a	n/a	n/a	66.67%

Program Goal

To allow districts to make better decisions regarding a student's academic progress by providing individualized assessment tools.

Purpose

Growth Model assessments allow schools to identify individual student gains from one year to the next, rather than looking at student proficiency levels compared to a set grade level target. The State Board of Education (ISBE) is providing ACT's® EXPLORE® test to 8th and 9th graders and PLAN® test to 10th grade students. These tests prepare students for high school and college, help them prepare for post-high school choices, and it allows students and educators to gauge academic development and progress so that better decisions about teaching and learning can be made continuously. ISBE is also providing all

school districts access to the Illinois Interactive Report Card, which allows schools to manipulate test data to best meet their needs and make better decisions.

Reimbursement/Distribution Method

ISBE contracts with the ACT® company to provide the EXPLORE® and PLAN® tests. Additionally, ISBE has a contract with Northern Illinois University for the Illinois Interactive Report Card.

Population and Service Levels

All school districts are eligible to participate. In fiscal year 2008, the EXPLORE® test is being provided to 9th grade students and the PLAN® test to 10th grade students. ISBE has requested additional funding in fiscal year 2009 to expand the EXPLORE® testing option to 8th graders.

Illinois Economic Education

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$100,000	\$250,000	\$250,000	\$250,000	\$272,500
Change from Prior Year	\$100,000	\$150,000	\$0	\$0	\$22,500
	100.00%	150.00%	0.00%	0.00%	9.00%

Program Goal

To support Illinois educators in meeting high performance standards and to assist schools in standards-led professional development.

Purpose

To ensure that students will achieve the knowledge and skills in economics required by the Illinois Learning Standards and that teachers are highly qualified to teach in this core curriculum area, as mandated by the federal No Child Left Behind Act.

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 eight 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.

Reimbursement/Distribution Method

Funds are distributed as a grant to the ICEE.

Population and Service Levels

The following table displays service-level information:

	FY07	FY08 (est)
Number of teachers	2,678	2,678
Number of programs	127	127
Number of students impacted	165,528	155,528

Illinois Free Lunch and Breakfast

Legislative Reference – 105 ILCS 125/0.01

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$20,500,000	\$21,000,000	\$21,000,000	\$21,000,000	\$26,258,700
Change from Prior Year	\$935,000	\$500,000	\$0	\$0	\$5,258,700
	4.78%	2.44%	0.00%	0.00%	25.04%

Program Goal

Provide leadership and support for sponsoring entities to provide nutritious meals to children enabling children to properly learn and grow.

Purpose

To provide school districts with a portion of the costs to provide quality nutritious meals to all children who meet the free income-level guidelines established in the National School Lunch Program. The Illinois Free Lunch and Breakfast program provides funding to meet the mandate that all public schools provide a nutritious lunch to all qualifying students and to meet the federal requirement of a state match to ensure further federal funding.

Reimbursement/Distribution Method

Reimbursement is paid monthly based on the number of meals claimed. The statutory reimbursement rate is \$0.15 for each meal served. If the funds appropriated do not meet the statutory reimbursement rate, the rate per meal served is prorated. The Illinois State Board of Education has requested sufficient funding in fiscal year 2009 to meet the statutory reimbursement rate.

	FY07	FY08 (est)
Reimbursement for each free breakfast/lunch served/claimed	\$0.1218	\$0.1150

Chicago District 299 receives 50.7 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

The Illinois Free Lunch and Breakfast Program is a voluntary program available to all public schools, nonprofit private schools, and residential child care institutions that provide nutritious breakfasts and lunches to children who meet the free income-level guidelines.

	FY07	FY08 (est)
Lunch		
Number of Sponsors	1,249	1,260
Number of Sites	4,676	4,700
Number of Meals	61,226,702	61,839,000
Breakfast		
Number of Sponsors	737	760
Number of Sites	3,101	3,200
Number of Meals	23,752,060	24,464,600

Data excludes Chicago Public Schools.

Illinois Governmental Internship Program

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$129,900	\$129,900	\$129,900	\$129,900	\$129,900
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Program Goal

To give high school seniors an opportunity to explore careers in a governmental setting.

Purpose

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

Interns work Monday through Thursday 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 ISBE. On Fridays, interns participate in seminars and gain additional information about careers, as well as, develop an understanding of leadership and the qualities necessary for success in professional environments. Students live in Springfield during their semester of internship.

Reimbursement/Distribution Method

Funds are distributed as a grant to Springfield School District 186 to support the program's administration.

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. Students complete applications which are reviewed and approved by their building principal, district superintendent and regional superintendent before being forwarded to the IGIP office in Springfield. The following table displays service-level information:

	FY07	FY08 (est)
Students participating	36	36

Illinois State Board of Education Teacher Certificate Institute Fund

*Legislative Reference – 105 ILCS 5/3-12 & 5/21-16
Funding Source - State*

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$125,000	\$125,000	\$1,008,900	\$1,008,900	\$1,008,900
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$883,900 707.12%	\$0 0.00%	\$0 0.00%

Program Goal

To support activities associated with Chicago teacher certification.

Purpose

To enable the Illinois State Board of Education (ISBE), serving by statute as the Chicago Regional Office of Education (ROE), to collect fees for teacher certification.

Reimbursement/Distribution Method

Fees collected are used to support teacher institutes and also provide the technology and other resources necessary for the timely and efficient processing of certification requests.

Population and Service Levels

Registration fees collected by ISBE, as the Chicago ROE for teacher certification, are deposited into this fund. Fees collected include:

- Standard certificate - \$5/year for a five-year period
- Substitute certificate - \$5/year for a four-year period
- Initial certificate - \$5/year for a four-year period

Individuals with Disabilities Education Act - Part B

Legislative Reference – PL 108-446

Funding Source - Federal

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$550,000,000	\$550,000,000	\$550,000,000	\$550,000,000	\$570,000,000
Change from Prior Year	\$100,000,000	\$0	\$0	\$0	\$20,000,000
	22.22%	0.00%	0.00%	0.00%	3.64%

Federal Grant Award*

	FY05	FY06	FY07	FY08	FY09**
Grant Award	\$446,657,600	\$467,485,228	\$466,849,594	\$474,790,011	TBD
Change from Prior Year	\$53,523,676	\$20,827,628	(\$635,634)	\$7,940,417	TBD
	13.61%	4.66%	(0.14%)	1.70%	TBD

*Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2009 amounts are TBD (to be determined).

Program Goal

To assist local school districts and service provider agencies to help meet the needs of at-risk students.

Purpose

To provide supplemental funds to ensure all children with disabilities ages 3-21 receive a free appropriate public education in the least restrictive environment. Funds are used for teacher/aides salaries, other personnel (e.g. social workers, psychologists, physical therapists), training, specialized consultants, and instructional supplies, materials and equipment.

Reimbursement/Distribution Method

The information below shows the fiscal year 2008 Individuals with Disabilities Act – Part B grant award allocation at the state level based on the Individuals with Disabilities Education Act:

Grant Award

89% Formula Grants

11% State Set-Aside

50% Room and Board Reimbursement

33% Discretionary Funds

17% Administration

Formula grant funds are distributed to special education cooperatives and independent school districts based on the amount received in fiscal year 2000. Funds in excess of the total base amount required are distributed based on the relative population of children aged 3-21 (85 percent) and on the relative population of those children who are living in poverty (15 percent). Funds are also used to provide room and board costs for children with disabilities placed in private facilities, to fund special discretionary projects, and to pay administrative costs.

Unexpended funds from IDEA, Part B that are initially reserved for room and board

reimbursements are used to pay school districts for the costs of those students with disabilities whose program costs exceed four times the district's per capita tuition rate (see Special Education – Funding for Children Requiring Special Education Services).

Population and Service Levels

The following table displays service-level information:

	FY07	FY08 (est)
Students served	326,539	327,000
School districts	890	890
Dollars allocated to districts	\$418,006,155	\$423,339,806

Individuals with Disabilities Education Act – Preschool, Part B

Legislative Reference – PL 108-446
Funding Source - Federal

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$25,000,000	\$25,000,000	\$25,000,000	\$25,000,000	\$25,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY05	FY06	FY07	FY08	FY09**
Grant Award	\$17,943,956	\$17,812,936	\$17,650,453	\$17,650,452	TBD
Change from Prior Year	\$9,748	(\$131,020)	(\$162,483)	(\$1)	TBD
	0.05%	(0.73%)	(0.91%)	(0.00%)	TBD

*Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2009 amounts are TBD (to be determined).

Program Goal

To support schools developing a comprehensive early learning system that enables all children with disabilities to meet the Illinois Learning Standards by grade three.

Purpose

To help local school districts and special education cooperatives offer more comprehensive programs for children with disabilities - ages three through five - by employing teachers and aides, purchasing materials and supplies, and providing related services, training and consultation.

Reimbursement/Distribution Method

The information below shows the fiscal year 2008 Individuals with Disabilities Education Act (IDEA) – Part B, Preschool grant award allocation at the state level.

Grant Award

- 75% Formula Grants
- 20% Discretionary Grants
- 5% Administration

Formula grants are distributed to local education agencies and special education joint

agreements according to the amount received in fiscal year 1998. Funds in excess of the total base amount required are distributed based on relative populations of children ages three through five (85 percent) and on the relative populations of children in this age range living in poverty (15 percent). Discretionary funds are used to provide statewide program development activities including a child-find campaign, establishment of a regional technical assistance system, in-service training, and special projects. The remaining federal funds are used to pay administrative costs.

Population and Service Levels

School districts and special education cooperatives are eligible to participate. The following table displays service-level information:

	FY07	FY08 (est)
Children served	37,137	37,500
School districts/Special Ed cooperatives	113	118

Individuals with Disabilities Education Act – Deaf and Blind

*Legislative Reference – PL 108-446
Funding Source - Federal*

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$380,000	\$380,000	\$380,000	\$380,000	\$450,000
Change from Prior Year	(\$220,000) (36.67%)	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$70,000 18.42%

Federal Grant Award

	FY05	FY06	FY07	FY08	FY09*
Grant Award	\$335,444	\$335,444	\$335,444	\$335,444	TBD
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	TBD

**State fiscal year 2009 amounts are TBD (to be determined).*

Program Goal

To provide supplemental funds for services for deaf-blind children ages birth through 21.

Purpose

To provide technical assistance, information, and training to address the early intervention, special education, and transitional and related service needs of children with deaf-blindness, and also enhance state capacity to improve services and outcomes for children and their families. Services are coordinated with other state agencies that have responsibilities for providing services to children who are deaf-blind.

Population and Service Levels

	FY08	FY09 (est)
Students served	470	475

	FY06	FY07
Multi-agency training contacts	419	333
Local program contacts	1,136	1,263
Support service contacts	1,300	1,825
Service provider, training contacts	1,861	1,992
Children identified	459	465
Library materials maintained	1,600	1,326
Website visits	55,482	85,810

Reimbursement/Distribution Method

Funds are distributed via a grant to the Philip J. Rock Center and School.

Individuals with Disabilities Education Act – State Program Improvement, Part D

*Legislative Reference – PL 108-446
Funding Source - Federal*

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award

	FY05	FY06	FY07	FY08	FY09
Grant Award	\$1,400,000	\$1,850,000	\$1,850,000	\$3,700,000*	*
Change from	\$0	\$450,000	\$0	\$0	*
Prior Year	0.00%	32.14%	0.00%	0.00%	*

**FY 09 payment was received in FY 08. ISBE not allowed to spend FY 09 funds received until FY 09 fiscal year begins.*

Program Goal

To increase the capacity of school districts to deliver high quality, scientific, research-based instruction, assessment and interventions to students who are at-risk of academic failure.

Purpose

To establish and implement Illinois ASPIRE (Alliance for School-based Problem-solving and Intervention Resources in Education), a coordinated, regionalized system of personnel development designed to increase the capacity of school systems to provide early intervening services aligned with the general education curriculum to at-risk students and students with disabilities, as measured by improved student progress and performance.

Reimbursement/Distribution Method

Grant funds are distributed via annually-renewable grants originally awarded in fiscal year 2006 through a competitive request-for-proposals process to public school districts, special education joint agreements, Regional Offices of Education and public universities.

Population and Service Levels

In order to establish a regionalized structure for the delivery of professional development and technical assistance under Illinois ASPIRE, the state has been divided into four regions—north, central, south and the City of Chicago. In fiscal year 2009, professional development and technical assistance services will be made available to all school districts within each region via approximately 20 to 40 small- and large-scale training events per region, depending on the capacity of each regional project. Because the amount of funding available does not allow all districts to be served in a given year, it is estimated that in fiscal year 2009 Illinois ASPIRE will provide training and technical assistance services to personnel and parents from approximately 150 school districts. In addition, demonstration/data collection sites have been established within each region. In fiscal year 2008, 54 schools in 38 different school districts served as data collection sites, and it is estimated that in fiscal year 2009 the number of sites will increase by an additional 8 to 12 schools.

Jobs for Illinois Graduates

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$3,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000
Change from Prior Year	n/a	\$1,000,000	\$0	\$0	\$0
	n/a	33.33%	0.00%	0.00%	0.00%

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.

Purpose

To assist high school students who are at risk of not graduating from high school and not transitioning into high-quality careers. Jobs for Illinois Graduates (JILG), established in 1996, is an affiliate of the national organization, Jobs for America's Graduates (JAG).

Based on the national JAG curriculum and standards, the JILG curriculum has been aligned with the Illinois Learning Standards and Workplace Skills. Students receive high school credit for their participation. At a minimum, this is a 21-month intense program, with the first nine months devoted to mastering

37 competencies identified by business and industry. This is accomplished by means of classroom activities and the Illinois Career Association.

The Jobs for Illinois Graduates Board of Directors (JILG, Inc.), in concert with the Illinois State Board of Education, serves as an oversight board for program performance and activities.

Reimbursement/Distribution Method

Funds for the program are distributed to the JILG, Inc, to support high schools implementing JILG programs.

Population and Service Levels

In school year 2006-2007, there were 67 programs with approximately 35-40 students in each, serving a total of 4,212 students (2,342 in-school and 1,870 follow-up students).

Learn and Serve America

Legislative Reference – PL 103-82
Funding Source - Federal

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000	2,500,000
Change from Prior Year	\$500,000	\$0	\$0	\$0	\$0
	25.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award

	FY05	FY06	FY07	FY08	FY09
Grant Award	\$861,925	\$844,749	\$745,042*	\$745,042*	\$745,042*
Change from Prior Year	(\$2,438)	(\$17,176)	(\$99,707)	\$0	\$0
	(0.28%)	(1.99%)	(11.80%)	0.00%	0.00%

*Approved three-year federal grant. Yearly grant award received and may be spent over a three year period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.

Program Goal

Promote and support development of high-quality local and regional service-learning opportunities for all Illinois students in grades K-12, as essential components of public and nonpublic school curriculum and instruction.

Purpose

The purpose of this program is to enhance student academic learning, personal and social development, civic responsibility and service to community by encouraging the use of service-learning as a teaching methodology in all Illinois K-12 elementary and secondary schools. This pedagogical approach combines meaningful service to the community with inquiry-based learning, aligned with Illinois Learning Standards. These funds are used to support K-12 local and regional school efforts and partnerships that plan, develop, implement, or expand school-based service-learning programs, provide professional development opportunities for pre-service and veteran teachers to facilitate incorporation of service-learning as part of school curriculum and instruction, and facilitate the development of student leadership and student civic responsibility.

The Illinois State Board of Education (ISBE) currently has an intergovernmental agreement with the Illinois Office of the Lieutenant Governor to administer the program. The terms of this agreement provide for the assumption of programmatic oversight by a member of the Lieutenant Governor's staff under the supervision of ISBE.

Reimbursement/Distribution Method

It is anticipated 45 grants will be awarded in fiscal year 2008, including 39 implementation, operation and expansion grants, as well as, six planning grants awarded on the basis of a request-for-proposals process.

Population and Service Levels

Eligible applicants include local school districts, Regional Offices of Education, public university laboratory schools approved by ISBE, charter schools and area vocational centers. Applicants must form partnerships with one or more public or private nonprofit organization and must invite nonpublic schools into the partnership. The following table displays service-level information:

	FY07	FY08 (est)
Grants	50	45
Students served	65,000	45,000

Materials Center for the Visually Impaired

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

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$1,121,000	\$1,121,000	\$2,121,000	\$2,121,000	\$2,121,000
Change from Prior Year	\$0	\$0	\$1,000,000	\$0	\$0
	0.00%	0.00%	89.21%	0.00%	0.00%

Program Goal

To support the delivery of required services to students with visual disabilities by approving and distributing state funding for special education services.

Purpose

To purchase and distribute on a statewide basis Braille and large-print books, adapted materials, and assistive technology equipment for students with visual disabilities.

Reimbursement/Distribution Method

Funds are awarded per a grant agreement with The Chicago Lighthouse for People Who Are Blind or Visually Impaired to provide services.

Population and Service Levels

Elementary, secondary, and post-secondary students with visual impairments receive materials through the depository. The following table displays service-level information:

Students Served	FY07	FY08 (est)
Elementary/secondary	3,423	3,594
Post secondary	537	564

Metro East Consortium for Child Advocacy

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$217,100	\$217,100	\$217,100	\$217,100	\$217,100
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Program Goal

To provide high-quality, sustained staff development that results in increased student achievement for districts in the Metro East Consortium.

Purpose

The Metro East Consortium for Child Advocacy (MECCA) is a group of six districts that have worked collaboratively to find solutions to their common challenges since 1997. The districts share common educational issues and traditionally have had low-performing students in high-poverty areas. Southern Illinois University at Edwardsville and the Illinois State Board of Education help broker resources and contribute to efficient and effective solutions. The Consortium's mission is to retool the educational workforce through a continuous, comprehensive delivery system that empowers all stakeholders to expand and enhance teaching and learning.

Programs are developed based on system-wide improvement needs as determined by the

MECCA Advisory Board, and all member districts have the opportunity to participate in the system-wide activities.

Reimbursement/Distribution Method

Funds are distributed to the St. Clair County Regional Office of Education.

Population and Service Levels

MECCA provides services to all 50 schools in six districts:

- Brooklyn Unit School District 188
- Cahokia School District 187
- Dupo School District 196
- East St. Louis School District 189
- Madison Community Unit School District 12
- Venice Community Unit School District 3

This group includes approximately 25,480 students, 1,015 teachers and 90 administrators.

Minority Transition Program

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$578,800	\$578,800	\$578,800	\$578,800	\$578,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Program Goal

To provide meaningful academic preparation and cultural exposure to minority students as they transition from middle school to high school and continue through college graduation.

Purpose

To prepare disadvantaged minority youth for college matriculation and graduation. 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.

Reimbursement/Distribution Method

Funds are allocated to the University of Chicago (55 percent) and Chicago State University (45 percent).

Population and Service Levels

The population served includes disadvantaged students from selected Chicago high schools and elementary schools. The following table displays service-level information:

	FY06	FY07
Number of students served	110	115

National Board Certification

Legislative Reference – 105 ILCS 5/21-27

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$4,740,000	\$4,740,000	\$9,605,000	\$11,485,000	\$13,242,500
Change from Prior Year	\$0	\$0	\$4,865,000	\$1,880,000	\$1,757,500
	0.00%	0.00%	102.64%	19.57%	15.30%

Program Goal

To increase the number of Illinois teachers certified by the National Board for Professional Teaching Standards and provide mentoring and professional development to classroom teachers.

Purpose

To provide teachers and school counselors with the opportunity to achieve National Board for Professional Teaching Standards (NBPTS) certification and to support mentoring of future National Board Certified Teachers (NBCTs). State law stipulates that certification by NBPTS is the only means by which Illinois teachers and school counselors can obtain the Illinois Master Certificate, the state's highest certification level. Funds are used to promote interest and participation in the program, provide mentors to candidates and for teachers serving in schools on the Academic Early Warning List or serve in schools with 50 percent or more low-income students, and provide an annual stipend for each teacher and school counselor who meets all NBPTS criteria.

Reimbursement/Distribution Method

Reimbursement is made in accordance with provisions of state law: \$3,000 annual stipends to teachers and school counselors who earn National Board certification and hold an Illinois Master Certificate, and compensation payments to National Board certified teachers for mentoring (\$3,000 in low

performing districts, and \$1,000 in non-low performing districts). Candidate fee subsidies (registration and retakes) are also paid but are not required by statute. Since the program's inception through fiscal year 2008, \$37.6 million, or an average of \$12,563 per National Board Certified teacher, has been expended.

	FY07	FY08 (est)
Stipends	\$5,164,109	\$7,500,000
Mentoring	\$783,000	\$2,000,000
Subsidies	\$2,183,500	\$1,985,000

Population and Service Levels

Any teacher or school counselor who has had three years of experience in the classroom is eligible to seek NBPTS certification. Particular attention is given to recruiting NBPTS candidates from financially or academically at-risk schools and from underrepresented rural areas. A total of 1,450 teachers and school counselors participated in one or more aspects of the NBPTS program in fiscal year 2007, and up to 800 first-time candidates will have gone through the National Board certification process.

	FY07	FY08 (est)
Total participants	1,428	1,800
New candidates	1,258	1,550
NBPTS Certified Educators	431	511
Cumulative growth*	1,986	2,497

* NBPTS teachers and school counselors living in Illinois; subject to change as teachers and school counselors move into or out of Illinois. Certification may have been earned outside Illinois.

Obtaining Necessary Parity Through Academic Rigor (ONPAR)

Legislative Reference –PL 107-110
Funding Source - Federal

Appropriation History

FY05	FY06	FY07	FY08	FY09 Proposed
n/a	n/a	n/a	\$2,000,000	\$2,000,000
n/a	n/a	n/a	n/a	\$0
n/a	n/a	n/a	n/a	0.00%

Federal Grant Award*

FY05	FY06	FY07	FY08	FY09**
n/a	n/a	n/a	\$1,890,401	TBD
n/a	n/a	n/a	n/a	TBD
n/a	n/a	n/a	n/a	TBD

*Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2008 amounts are TBD (to be determined).

Program Goal

To assist and assess students with limited-English proficiency.

Purpose

Funds the research, development and administration of criterion-referenced assessments by building more effective procedures and materials for English language learners (ELLs). Dramatic increases in population of ELLs and the achievement gap requires an accurate measure of academic achievement comparable to students who participate in other state assessments.

Reimbursement/Distribution Method

The State Board of Education contracts with the WIDA Consortium of states, which administers the ACCESS for ELLs™ test for English language learners.

Population and Service Levels

Beginning English language learners in grades 3, 7, and 11 will be assessed.

Orphanage Tuition – Regular Education

Legislative Reference – 105 ILCS 5/18-3

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$17,400,000	\$16,000,000	\$13,130,000	\$11,500,000	\$11,600,000
Change from Prior Year	\$2,749,000	(\$1,400,000)	(\$2,870,000)	(\$1,630,000)	\$100,000
	18.76%	(8.05%)	(21.85%)	(14.17%)	0.87%

Program Goal

To provide eligible entities Regular Education Orphanage funding to support local educational services.

Purpose

To reimburse school districts for providing educational services to children residing in orphanages, foster homes, children's homes, state welfare or penal institutions and state-owned housing in lieu of the local property tax revenue associated with such children.

Reimbursement/Distribution Method

As required by law, payments are vouchered in the current school year via quarterly installments (September 30, December 31, March 31 and August 15) based on an estimated cost calculated from the prior year's claim. Final claims for eligible students for the regular and summer school term must be received at the Illinois State Board of Education (ISBE) on or before July 31 of each year. Final payments are vouchered on or before August 15 based on the average daily attendance for each eligible child multiplied by a weighted factor of 1.2 times the per capita tuition of the school district. In addition, documented costs in excess of the formula calculation may be claimed.

Formula Example:

Average daily attendance (ADA) of eligible pupils is 12.00 days of attendance
 District's per capita tuition charge = \$6,000
 District's reimbursement calculation:
 District's per capita tuition charge of \$6,000 X 1.2 = \$7,200
 ADA 12.00 X \$7,200 = \$86,400 district reimbursement amount

Population and Service Levels

The following table displays service-level information:

	FY07	FY08 (est)
Total claim amount	\$12,149,162	\$11,858,413
Excess cost amount	\$89,878	\$90,000
1.2 per capita amount	\$12,059,284	\$11,768,413
Average daily attendance	1,245.19	1,120.69
Students served	6,457	6,193
Prior Year Liability*	\$0	\$0

*Legislation allows ISBE to borrow from the following year's state appropriation for this program in order to reimburse at 100 percent for the prior year. The figures listed above are the amounts borrowed or estimated to be borrowed to cover the shortfall.

Orphanage Tuition – Special Education

Legislative Reference – 105 ILCS 5/14-7.03

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$106,100,000	\$92,000,000	\$79,400,000	\$79,400,000	\$101,800,000
Change from Prior Year	\$8,730,000	(\$14,100,000)	(\$12,600,000)	\$0	\$22,400,000
	8.97%	(13.29%)	(15.87%)	0.00%	28.21%

Program Goal

To support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.

Purpose

To reimburse school districts for providing special education services to children residing in orphanages, children's homes, foster family homes or other state-owned facilities.

Reimbursement/Distribution Method

As required by law, payments are vouchered in the current school year via quarterly installments (September 30, December 31, March 31 and August 30) based on an estimated cost calculated from the prior year's claim. Final claims are submitted on a per-pupil basis on or before July 15 each year. Final payments are vouchered on or before August 30 based on actual per pupil educational costs for providing service delivery less federal funds and certain limitations on administrative, supervisory and facility use costs.

Formula Example (downstate claims):

Per pupil education cost (less federal funds)	\$30,000
Approved Transportation Costs	500
District reimbursement	\$30,500

Chicago District 299 receives 35.8 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

The following table shows service-level information:

	FY07	FY08 (est)
Total claim amount*	\$87,164,068	\$88,166,959
Chicago District 299	\$28,425,200	\$28,425,200
Summer individual	\$2,989,664	\$3,304,847
Regular individual	\$55,749,204	\$56,436,912
Prior Year Liability**	\$0	\$7,960,854

*Downstate claim data does not include state audit adjustments.

**Legislation allows the Illinois State Board of Education to borrow from the following year's state appropriation for this program in order to reimburse at 100 percent for the prior year.

Eligibility Types – Approved Count*

	FY07	FY08 (est)
State Owned Institution/Facility	122	44
Court Guardianship	176	75
City or County Jail/Detention	258	56
Dept of Children & Family Services	2,547	2,498
Office of State Guardian	7	4
Total	3,110	2,677

Student data exclude Chicago District 299

Parental Participation Pilot Project

Legislative Reference – 105 ILCS 5/2-3.137

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	n/a	n/a	\$100,000	\$100,000	\$100,000
Change from Prior Year	n/a	n/a	n/a	\$0	\$0
	n/a	n/a	n/a	0.00%	0.00%

Program Goal

To provide grants to low performing school districts to encourage parental participation.

Purpose

To provide funds to low performing school districts where enhanced parental participation may mitigate or address problems leading to low performance.

Reimbursement/Distribution Method

The law requires pilot funding be provided to four school districts over a four-year period, one each in the following locations: (1) City of Chicago; (2) Cook County (outside the City of Chicago); (3) DuPage, Kane, Lake, McHenry or Will County; and, (4) the rest of the state.

Awards are made based on a competitive process that considers a district's performance on assessments, numbers of low income and limited English language proficient students, dropout rates, truancy rates, student mobility, student attendance rates, and the methods the district will use to measure the impact the pilot program has on student performance in the district.

A request-for-proposals was issued in fiscal year 2007 for these grant funds. Grant awards were made to Chicago District 299, Reavis Township High School District 220, Madison Community Unit School District 12, and Joliet Public School District 86.

Population and Service Levels

During fiscal year 2007, funds provided enhanced parental programs to approximately 1,200 parents of students who attend 24 schools.

Philip Rock Center and School

Legislative Reference – 105 ILCS 5/14-11.02

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$2,855,500	\$3,055,500	\$3,220,500	\$3,394,500	\$3,577,800
Change from Prior Year	\$0	\$200,000	\$165,000	\$174,000	\$183,300
	0.00%	7.00%	5.40%	5.40%	5.40%

Program Goal

To meet the educational needs of deaf-blind students throughout Illinois.

Purpose

To provide for a statewide center and a school for individuals who are both deaf and blind. Deaf-blind students require highly specialized and personalized teaching approaches and special adaptations in instruction in both the auditory and visual modes to promote maximum learning.

The funds enable the Philip Rock Center to continue community-based and center-based classroom programs and meet inflationary administrative costs. More specifically, funds 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 Philip 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.

Reimbursement/Distribution Method

Funds are distributed to the Philip Rock Center through its administrative agent (Keeneyville School District 20).

Population and Service Levels

In fiscal year 2008, full residential and educational services are being provided to 15 students at the Philip J. Rock Center and School. Statewide, about 470 children/youth that are deaf-blind are eligible for support services through the service center.

Principal Mentoring Program

Legislative Reference – 105 ILCS 5/2-3.53a

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	n/a	n/a	\$800,000	\$3,100,000	\$3,100,000
Change from prior year	n/a	n/a	n/a	\$2,300,000	\$0
	n/a	n/a	n/a	287.50%	0.00%

Program Goal

The principal mentor will provide direct mentoring support to new principals by encouraging and advocating a high level of performance to achieve targeted and observable progress towards becoming an effective instructional leader. The mentor and new principal will connect leadership development efforts to the improvement needs of the school, resulting in a positive impact on the quality of teaching and learning.

Per ISBE rule, mentors receive \$2,000 per each new principal provided services. Additionally, 43 local mentoring entities have been established around the state to provide training and professional development to new principal mentors. ISBE provides \$750 to each mentoring entity per new principal served by mentors associated with each of the local mentoring entities.

Purpose

The purpose of the Illinois New Principal Mentoring program is to provide new principals with the individualized mentoring support they need to successfully transition into effective educational leaders.

Population and Service Levels

	FY08	FY09 (est)
Principals	429	450
Mentors	400	400
Providers	43	45

Reimbursement/Distribution Method

The Illinois State Board of Education (ISBE) contracts with the Illinois Principals Association for the administration of this program.

Reading Improvement Block Grant

Legislative Reference – 105 ILCS 5/2-3.51

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$76,139,800	\$76,139,800	\$76,139,800	\$76,139,800	\$76,139,800
Change from Prior Year	(\$3,081,300)	\$0	\$0	\$0	\$0
	(3.89%)	0.00%	0.00%	0.00%	0.00%

Program Goal

To improve the reading and study skills of children from kindergarten through sixth grade in school districts.

Purpose

To provide students in kindergarten through sixth grade access to scientifically-based reading programs delivered by highly qualified staff, and to provide long-term professional development opportunities for reading instructors. Districts must use funds to develop programs focused on scientifically-based reading research and are accountable for showing how funds directly impact the reading achievement of the population served with programs directly paid for with grant monies.

Use of block grant funds by local districts is limited by law. Districts may use funds from this appropriation to hire personnel to focus on proven best practices of early intervention for K-2 students, establish short-term tutorials for children grades K-2 who are at risk of failing to learn to read, provide continued reading support for students in grades three-six, and continue direct reading instruction for students in grades three-six. Funds may also be used to pay for professional development activities for reading teachers. Districts may use up to 25 percent of their allocation to purchase classroom reading materials.

Two percent of the funds are set aside by law to support statewide leadership, training and professional activities. In past years, funds supported training in early reading intervention

programs, professional development provided in conjunction with recent changes in reading research, Best Practices in Reading Administrators Academies, the Principal's Flip Charts, training in the use of reading assessments and the alignment of reading instructional activities with the Illinois Learning Standards (ILS), federal legislation relative to reading improvement, and additional professional development activities for K-6 teachers.

Reimbursement/Distribution Method

The information below shows the appropriation allocation at the state level:

Appropriation

- 2% Teacher Training/Retraining
- 29.7% Chicago
- 68.3% Downstate

The block grant funds are allocated to school districts based on the following formula: 70 percent of the funds are distributed based on districts' best three months average daily attendance in grades K-6 (approximately \$45/student in fiscal year 2007) and 30 percent of the funds are distributed based on the number of Title I-eligible students who are estimated to be available for attendance in grades K-6 (approximately \$149/student in fiscal year 2007). As required by law, grant payments are made in two equal, semiannual installments.

Chicago District 299 receives 29.7 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

Funds are available to all Illinois elementary and unit school districts, lab schools and charter schools upon submission of an approved application and in compliance with the accountability provisions of the law. The following table displays service-level information (excludes Chicago District 299):

	FY06	FY07	FY 08 (est.)
School districts	767	773	746
Reading teachers, specialists, aides	1,516	1,495	1515
Educators served with 2 percent funds	5,000	0	5,000

Regional Offices of Education

Legislative Reference – 105 ILCS 5/2-3.62, 3-14.23, 18-6 & 6-106.1

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$5,770,000	\$5,570,000	\$7,270,000	\$6,970,000	\$7,990,000
Change from Prior Year	\$2,220,000	(\$200,000)	\$1,700,000	(\$300,000)	\$1,020,000
	62.54%	(3.59%)	30.52%	(4.30%)	14.63%

Program Goal

Statutory responsibilities and contracted services are delivered by the Regional Offices of Education and the Intermediate Service Centers with quality and effectiveness.

Purpose

To support the administrative costs of the Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs), support continuous improvement of and capacity building in the regional and intermediate offices, and support the delivery of specific services.

State law provides for the establishment and operation of regional educational entities that serve the districts in their respective areas and perform identified state functions and services. This includes 45 ROEs, three ISCs in Suburban Cook County outside the City of Chicago and one Chicago ISC (Chicago District 299 acts as the Chicago ISC).

The Regional Superintendents of Education are required by law to carry out specified regulatory functions and provide Administrators' Academy, Computer Technology Education, Directory of Cooperating Consultants, and Staff Development Services in fundamental learning areas, and to provide other services that respond to the needs of local districts and/or the State Board of Education, including providing initial and refresher training to approximately 25,000 school bus drivers annually.

Reimbursement/Distribution Method

ROE School Services

Each ROE and Intermediate Service Center receives a base grant of \$56,006. Remaining funding is calculated using the enrollment for each ROE and ISC service region multiplied by a per pupil amount (determined by the appropriation level).

Chicago District 299 receives 14.9 percent of the appropriation through the Chicago Block Grant.

Bus Driver Training

Each ROE is provided funding based on the number of initial training classes provided. Funding for Bus Driver Training is determined based on the size of the appropriation.

Supervisory Expenses

Each ROE is provided \$1,000 for each county served by their office.

Regional Superintendent Initiatives

Funding in the amount of \$250,000 is provided to each of two Regional Offices of Education – the Madison County Regional Office of Education and the St. Clair County Regional Office of Education.

	FY08	FY09 (est)
ROE School Services	\$6,318,000	\$7,318,000
Bus Driver Training	\$50,000	\$70,000
Supervisory Expenses	\$102,000	\$102,000
Reg. Supt. Initiatives	\$500,000	\$500,000
Total	\$6,970,000	\$7,990,000

Population and Service Levels

All 45 ROEs and four ISCs are eligible for funding through this line item.

Regional Superintendents' and Assistants' Salaries

Legislative Reference – 105 ILCS 5/3-2.5 & 5/18-5
Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$8,788,500	\$8,150,000	\$8,150,000	\$8,950,000	\$9,450,000
Change from Prior Year	\$638,500	(\$638,500)	\$0	\$800,000	\$500,000
	7.83%	(7.27%)	0.00%	9.81%	5.59%

Program Goal

To ensure that all Regional Offices of Education (ROEs) salaries are paid according to statutory requirements.

Purpose

To pay salaries of regional superintendents and assistant superintendents in the ROEs.

Reimbursement/Distribution Method

Salaries are determined by the School Code according to the population of the region as established by the last preceding federal census as stated in statute.

In any region where the appointment of more than one assistant superintendent is authorized, one assistant may be compensated at no more than 90 percent of the regional superintendent's salary, and any other assistants shall be paid at a rate not exceeding 75 percent, depending on the qualifications of the assistant or assistants.

Population and Service Levels

The regional superintendents and their assistants.

School Breakfast Incentive

Legislative Reference – 105 ILCS 125/2.5

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$723,500	\$723,500	\$723,500	\$723,500	\$723,500
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Program Goal

Provide leadership and support for sponsoring entities to provide nutritious meals to children enabling children to properly learn and grow.

Purpose

To ensure that students receive enough food and nutrients so they are capable of learning and performing at a high level. The School Breakfast Incentive Program is designed 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 school breakfast programs.

Reimbursement/Distribution Method

In addition to the federal and state reimbursements mentioned in the Child Nutrition Programs section, the following School Breakfast Incentives are offered to encourage increased participation in school breakfast:

- At least an additional \$0.10 for each breakfast served if the total number of breakfasts served is at least 10 percent greater than the number of breakfasts served in the same month during the preceding year.
- \$3,500 School Breakfast Start-up Grant for each site wanting to start a breakfast program, providing that site does not

currently operate a school breakfast program. Site must agree to operate the program for a three year period and may use funds towards any non-recurring costs related to the start-up of the program.

- Universal Free Breakfast Program (all students eat free) is for schools in which 80 percent or more of the students are eligible to receive free or reduced-price lunches under the National School Lunch Program based on previous year's data. (A school board that receives universal free reimbursement cannot receive the additional \$0.10 reimbursement as described above.)

Population and Service Levels

The School Breakfast Incentive Program is available to all public schools, nonprofit private schools and residential child care institutions. The following table displays service-level information (includes nonpublic schools):

	FY07	FY08 (est)
Sites receiving start-up funds	65	50
Sites in the National School Lunch Program not operating a School Breakfast Program	1,354	1,304

School Safety and Educational Improvement Block Grant (ADA Block Grant)

*Legislative Reference – 105 ILCS 5/2-3.51.5
Funding Source - State*

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$54,841,000	\$64,841,000	\$74,841,000	\$74,841,000	\$74,841,000
Change from Prior Year	\$12,000,000	\$10,000,000	\$10,000,000	\$0	\$0
	28.01%	18.23%	15.42%	0.00%	0.00%

Program Goal

To provide eligible entities Average Daily Attendance (ADA) Block Grant funding for the support of local educational services.

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.

Reimbursement/Distribution Method

Formula grants are based on a district's best three months ADA as reported on the most recent General State Aid claim form. The amount per ADA is determined by the appropriation.

Population and Service Levels

All public schools and laboratory schools receive funds through this appropriation. Beginning in fiscal year 2008, recognized non-public schools are eligible for this grant. The following table displays service-level information:

	FY07	FY08
School districts	873	870
Laboratory schools	2	2
Non-Public Schools*	0	718
Dollars per ADA	\$39.26	**

*Eligible to receive funds in fiscal year 2008.

**Cannot be determined until all non-public school information has been received. This amount will be known by April 2008.

School Technology Revolving Loan Program

Legislative Reference – 105 ILCS 5/2-3.117a

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$7,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
Change from Prior Year	(\$43,000,000)	(\$2,000,000)	\$0	\$0	\$0
	(86.00%)	(28.57%)	0.00%	0.00%	0.00%

Program Goal

To build the capacity of Illinois school districts to ensure that all students are technologically literate through increased eLearning opportunities, improved teacher competencies and equitable access to technology by 2014.

Purpose

To provide funding for technology hardware and software for integrating technology into teaching and learning through low-cost, three-year loans to eligible applicants to help meet their technology goals.

Reimbursement/Distribution Method

Loan applications are approved on a first-come first-served basis until all loan funds are disbursed. Loans are funded once a year. If approved loan requests exceed funds available, eligible applicants that do not receive funding receive first consideration in the next fiscal year in which the grade levels specified on application shall be eligible for funding. Applicants request funding for:

- Establishment of local and wide-area networks

- Scanners, projectors, digital cameras, computers, printers, software, licenses, electrical work directly related to technology
- Staff development directly related to integration of technology hardware

Funds are repaid over a maximum of three years.

Population and Service Levels

All school districts are eligible to participate on a two-year rotating basis: grades K-8 in fiscal year 2008 and grades 9-12 in fiscal year 2009 and each second year thereafter. The population served for fiscal year 2008 includes all eligible applicants that enroll students in grades K-8, except those in which the equalized assessed valuation per pupil in average daily attendance is at the 99th percentile or above. The following table displays service-level information:

	FY07	FY08 (est)
Eligible applicants	516	773
Eligible students	635,434	1,664,004
Grade levels served	9-12	K-8
Dollars loaned	\$2,900,000	\$2,800,000
Number of loans	36	15
Percent eligible districts participating	6.2%	2.0%

Special Education – Funding for Children Requiring Special Education Services (formerly Special Education – Extraordinary)

*Legislative Reference – 105 ILCS 5/14-7.02b
Funding Source - State*

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$243,048,000	\$256,836,200	\$268,892,600	\$314,600,000	\$325,495,600
Change from Prior Year	\$13,546,000 5.90%	\$13,788,200 5.67%	\$12,056,400 4.69%	\$45,707,400 17.00%	\$10,895,600 3.46%

Program Goal

To support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.

Purpose

To supplement funding to local school districts for educational costs associated with special needs students.

Reimbursement/Distribution Method

Per Public Act 93-1022, signed into law on August 24, 2004, beginning in fiscal year 2008 all districts less Chicago District 299 receive their funds based 85 percent on each district's best three months average daily attendance and 15 percent on poverty as reported on the most recent General State Aid claim. In addition to the state funding for this purpose, any unexpended funds from Individuals with Disabilities Education Act, Part B funding that

are initially reserved for room and board reimbursements are used to pay districts for the costs of those students with disabilities whose program costs exceed four times the district's per capita tuition rate. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30 and June 20.

Chicago District 299 receives 29.2 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

The following table shows service-level information:

	FY07	FY08 (est)
Total claim amount	\$268,892,600	\$314,600,000
Chicago District 299	\$78,516,600	\$91,863,200
Downstate	\$190,376,000	\$222,736,800
Actual percent paid	92.2%	100%

Special Education - Personnel Reimbursement

Legislative Reference – 105 ILCS 5/14-13.01

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$360,000,000	\$363,000,000	\$368,500,000	\$420,100,000	448,310,400
Change from Prior Year	\$14,000,000	\$3,000,000	\$5,500,000	\$51,600,000	\$28,210,400
	4.05%	0.83%	1.52%	14.00%	6.72%

Program Goal

To support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.

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.

Reimbursement/Distribution Method

Claims are submitted on or before August 15 and reimbursement is provided for the prior school year. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30 and June 20.

In fiscal year 2008, reimbursement rates for certified and non-certified personnel were increased for the first time since 1985. Grants are calculated at \$9,000 (previously \$8,000) per full-time professional, certified worker and \$3,500 (previously \$2,800), per full-time non-certified worker. The State Board of Education has proposed increasing reimbursement rates for certified workers again in fiscal year 2009 to \$9,500. Additionally, \$400 is provided for readers working with blind or partially seeing children who provide special education services to children and youth with disabilities.

For each full-time certified professional the state reimburses the lesser of:

- The local salary per teacher (defined as total salary minus federal funds); or
- The full time equivalent (FTE) days of the teacher divided by 185 times \$9,000

For each non-certified staff worker, the state reimburses the lesser of:

- The local salary per worker (defined as total salary minus federal funds);
- Half of the total salary (defined as all funds that contribute to total salary); or
- The FTE days of the worker divided by 185 times \$3,500.

Formula example (downstate claims):

Assumes one full-time certified professional

District cost = \$50,000

State reimbursement = \$9,000

Assumes one full-time certified professional and one full-time noncertified worker

District cost = \$70,000 (certified \$50,000 + noncertified \$20,000)

State reimbursement = \$12,500 (\$9,000 + \$3,500)

Chicago District 299 receives 19.1 percent of the appropriation through the Chicago Block Grant.

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. The following table displays service-level information (downstate claim data does not include state audit adjustments):

Service Areas	2005-06	2006-07
Mental impairment	26,924	25,982
Orthopedic impairment	2,539	2,376
Specific learning disability	141,763	141,761
Visual impairment	1,152	1,137
Hearing impairment	3,752	3,337
Deafness (added in 04-05)	286	698
Deaf-blind	43	31
Speech and/or language impairment	72,971	72,723
Behavior/emotional disorder	29,025	28,156
Health impairment	22,320	24,424
Developmental delay	10,188	12,957
Autism	9,455	10,608
Traumatic brain injury	846	873
Multiple disabilities (new 2002)	1,277	1,476
Totals	322,541	326,539

Claim Data	FY07	FY08
Total Claim Amount	\$365,007,112	\$424,193,083
Chicago District 299	\$70,383,500	\$80,239,100
Downstate	\$294,623,612	\$343,953,983
Actual Percent Paid	100%	99.4%

Staff Data	FY07	FY08
Professional Employees (Claimed) *	30,179	30,746
Professional Employees (Full Time Equivalent.) *	27,405	27,981
Non-Certified Employees (Claimed) *	32,823	32,771
Non-Certified Employees (Full Time Equivalent) *	26,435	26,834

* Data exclude Chicago District 299.

Special Education – Private Tuition

Legislative Reference – 105 ILCS 5/14-7.02

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$66,811,500	\$89,082,000	\$109,080,000	\$139,400,000	\$151,600,000
Change from Prior Year	\$7,388,500	\$22,270,500	\$19,998,000	\$30,320,000	\$12,200,000
	12.43%	33.33%	22.45%	27.80%	8.75%

Program Goal

To support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.

Purpose

To provide special education services in private facilities for children with disabilities when the public school system does not have the necessary resources to fulfill the students' educational needs.

Reimbursement/Distribution Method

The Illinois Purchased Care Review Board approves tuition per diem costs for students placed in private facilities.

Claims are submitted on a per-pupil basis on or before August 15 each year. Reimbursement is provided for the prior school year and is based on the difference between \$4,500 and a district's per capita tuition charge and the actual tuition costs per pupil in excess of \$4,500 plus a second per capita tuition charge. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30 and June 20.

Formula example (downstate claims):

Example 1 – District above \$4,500 per capita
 District per capita = \$7,000
 Private Tuition cost = \$20,000

Calculation:

District pays 1st per capita = \$7,000
 District pays 2nd per capita = \$7,000
 State reimbursement = \$6,000

Example 2 – District below \$4,500 per capita

District per capita = \$3,500
 Private Tuition cost = \$20,000

Calculation:

District pays 1st per capita = \$3,500
 State reimbursement on 1st per capita =
 \$1,000 (\$4,500 – \$3,500)
 District pays 2nd per capita = \$3,500
 State reimbursement on 2nd per capita
 = \$12,000 (\$20,000 – (4,500 +
 3,500))
 Total state reimbursement = \$13,000
 (\$1,000 + \$12,000)

Chicago District 299 receives 48.4 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

The following table displays service-level information.

	FY07	FY08 (est)
Total claim amount	\$115,530,499	\$137,526,796
Chicago District 299	\$52,794,700	\$67,469,600
Downstate	\$62,735,799	\$70,057,196
Actual percent paid	89.6%	100%
Students *	7,213	7,638
Per student claim *	\$8,698	\$9,172

* Student data exclude Chicago District 299

Special Education – Summer School

Legislative Reference – 105 ILCS 5/18-4.3

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$6,762,000	\$8,114,400	\$8,694,000	\$10,000,000	\$11,000,000
Change from Prior Year	\$392,000	\$1,352,400	579,600	\$1,306,000	\$1,000,000
	6.15%	20.00%	7.14%	15.02%	10.00%

Program Goal

To support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.

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 Tuition*) or in public school programs (see *Special Education – Funding for Children Requiring Special Education Services*).

Reimbursement/Distribution Method

As required by law, claims are submitted by the first of November and one lump sum payment is made on or before December 15. Formula grants are 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.

Formula example (downstate claims):

District has one eligible special needs summer enrolled pupil

Reported average daily attendance (ADA) for the pupil is 0.24

Multiply the ADA by the statutory weighted equivalent of 1.25 (0.24 X 1.25 = 0.30)

General State Aid (GSA) Entitlement for District = \$2,000,000

District's best three months ADA reported from most recent GSA claim = 630.00

Calculate District's GSA per ADA pupil (\$2,000,000 / 630.00 = \$3,174.60)

District's reimbursement is calculated by multiplying the district ADA per pupil by the weighted equivalent of pupils reported (\$3,174.60 X 0.30 = \$952.38)

Chicago District 299 receives 54.4 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

The following table displays service-level information (downstate claim data does not include state audit adjustments):

	FY07	FY08 (est)
Total claim amount	\$8,824,263	\$9,927,140
Chicago District 299	\$4,729,500	\$5,440,000
Downstate	\$4,094,763	\$4,487,140
Actual percent paid	96.8%	100%

Student data exclude Chicago District 299

System of Support

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$3,552,700	\$5,342,700	\$3,342,700	\$3,342,700	\$3,342,700
Change from Prior Year	(\$22,842,500)	\$1,790,000	(\$2,000,000)	\$0	\$0
	(86.54%)	50.38%	(37.43%)	0.00%	0.00%

Program Goal

Provide technical assistance to low-performing schools in the development of standards-aligned curriculum and assessment through regional service providers to have all students meet Annual Yearly Progress.

Purpose

The System of Support initiative is a major component of the state's plan to provide technical assistance to low-performing schools as identified by the state's assessment program and as required by both state law and the federal No Child Left Behind Act. This support includes: (1) assistance in the development of standards-aligned curriculum and assessments; (2) assistance in forging alliances between schools and their communities in support of student academic progress and success; and, (3) assistance in meeting the instructional needs of under-performing student subgroups. Regional service providers assist identified schools in data analysis and school improvement plan development, standards-aligned curriculum and assessment development, teacher and administrator performance enhancement, and student, parent and community support. The Standards Aligned Classroom (SAC) initiative assists educators in applying principles and practices of a standards-led system to improve

teaching and learning. Teams of educators are trained by the Regional Office of Education/Intermediate Service Center (ROE/ISC) offices and work with the Illinois Learning Standards (ILS) and applicable resources to align their curriculum and assessments.

Reimbursement/Distribution Method

Funds are awarded to qualified regional providers through a competitive bidding process (typically groups of ROEs or ISCs). The size of the award varies depending on the number of status schools the provider proposes to serve and the service plan components included in the provider's proposal. Providers are expected to extend service to other schools in the region that may be moving into status to the extent possible.

Population and Service Levels

The following table displays the number of schools in Academic Early Warning Status and Academic Watch Status.

School Improvement Status	FY07	FY08 (est)
Academic Early Warning	273	158
Academic Watch	578	550

Tax Equivalent Grants

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

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$222,600	\$222,600	\$222,600	\$222,600	\$222,600
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Program Goal

To provide other state funding for the support of local education services.

Purpose

To make up lost property tax revenues where a state institution is located in a school district and the state owns 45 percent or more of the total land area of the district.

Reimbursement/Distribution Method

Funds are distributed through a grant to Chaney-Monge School District 88, which is the only district to qualify for this grant. Stateville Correctional Center covers 47 percent of the district's 3,283 acres. The following table shows the lost tax revenue:

	FY07	FY08 (est)
Lost tax calculation	\$269,059	\$300,629

Teach for America

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$450,000	\$450,000	\$450,000	\$450,000	\$650,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$200,000
	0.00%	0.00%	0.00%	0.00%	44.44%

Program Goal

To recruit, train, place and provide support for Teach for America corps members within high-poverty, low-performing schools in Chicago District 299 and expand to other high-need districts in the State.

Purpose

To provide an alternative route to teacher certification for college graduates who did not originally choose teaching careers by utilizing an extensive mentoring and induction component to support these new teachers in their classrooms. The premise is to recruit only the best and brightest who will form a

bonus corps of talented individuals with greater potential of staying in teaching or other educational leadership jobs to serve under-achieving students.

Reimbursement/Distribution Method

Funds are distributed through a grant to Teach for America-Chicago.

Population and Service Levels

	FY07	FY08 (est)
Chicago teachers	160	430
Chicago students impacted	13,600	38,000

Teacher Mentoring Program

Legislative Reference – 105 ILCS 5/21A

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	n/a	n/a	\$2,000,000	\$14,000,000	\$14,000,000
Change from	n/a	n/a	n/a	\$12,000,000	\$0
Prior Year	n/a	n/a	n/a	600.00%	0.00%

Program Goal

To provide mentoring for new teachers.

lesser amount of grants on a competitive basis. Due to insufficient funding, ISBE has not established a statewide program.

Purpose

To assign a mentor to each new teacher for a period of two years to develop skills and strategies necessary for instructional and leadership excellence.

	FY08	FY09 (est)
Teacher and Administrator Mentoring	\$5,000,000	\$14,000,000
Teacher Mentoring	\$7,000,000	\$0
Teacher Mentoring Pilot Project	\$2,000,000	\$0
Total	\$14,000,000	\$14,000,000

Reimbursement/Distribution Method

Schools receive \$1,200 for each teacher mentored through the Teacher Induction and Mentoring Program. In the event that appropriations are not sufficient to conduct a statewide program, the State Board of Education (ISBE) is authorized to award a

Population and Service Levels

	FY07	FY08 (est)
# of Teachers mentored	938	6,565

Teacher Certificate Fee Revolving Fund

*Legislative Reference – 105 ILCS 5/21-1b
Funding Source - State*

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$1,399,000	\$1,399,000	\$1,399,000	\$1,399,000	\$1,600,000
Change from Prior Year	(\$101,000)	\$0	\$0	\$0	\$201,000
	(6.73%)	0.00%	0.00%	0.00%	14.37%

Program Goal

To 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.

Purpose

To provide the mechanism for the state to receive the \$30 application fee charged for certificates, endorsements or evaluation of credentials. The funds received are deposited into the Teacher Certificate Fee Revolving Fund and are used to provide the technology and other resources necessary for the timely and efficient processing of certification requests.

Reimbursement/Distribution Method

Funds provide for continual enhancement and maintenance to the Teacher Certification Information System (TCIS), the Educator Certification System (ECS) and the Illinois Administrator Academy Management System

(IAAMS), agency teacher certification personnel costs, equipment to link Regional Offices of Education to the Illinois State Board Education (ISBE) computerized teacher certification database, enhancements to software systems, and upgrades to technology used to process certificate and endorsement applications.

Population and Service Levels

Approximately 81,000 applications for teaching, administrative and school service personnel certificates, endorsements and approvals are processed annually. The following table displays service-level information:

	FY07	FY08 (est)
Certificates issued by evaluation	30,971	33,000
Certificates issued by entitlement	15,051	16,000
Letters of deficiency issued	27,000	27,000
Certificates exchanged	915	1,000

Teacher of the Year

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$140,000	\$135,000	\$135,000	\$135,000	\$135,000
Change from Prior Year	(\$10,000)	(\$5,000)	\$0	\$0	\$0
	(6.67%)	(3.57%)	0.00%	0.00%	0.00%

Program Goal

To recognize and utilize exemplary local educators and education programs that promote improved teaching and learning related to the Illinois Learning Standards.

Purpose

To honor outstanding school personnel and identify an Illinois Teacher of the Year (TOY) to serve as an “Ambassador” for the teaching profession who completes a project that is selected and designed to benefit teaching and learning in the state.

Reimbursement/Distribution Method

The district from which the TOY comes receives these grant funds. The grants are based on the TOY’s salary and benefits, substitute costs, and travel and expenses related to his/her project.

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 six categories are nominated and selected, ranging from non-certificated staff through administrators. Through this grant, the TOY is available to address audiences at no cost to the requester. In addition, finalists for TOY are often asked to represent the TOY at events he or she cannot attend. The following table displays service-level information.

	FY06	FY07
Teacher of the Year nominations	90	93
Teacher of the Year presentations/visits	143	182

Technology for Success

Legislative Reference – 105 ILCS 5/2-3.117

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$4,134,700	\$4,969,700	\$4,169,700	\$4,169,700	\$6,669,700
Change from Prior Year	(\$7,365,300)	\$835,000	(\$800,000)	\$0	\$2,500,000
	(64.05%)	20.19%	16.10%	0.00%	59.96%

Program Goal

To provide school districts with technology-based learning resources to improve educational opportunities and student achievement.

Purpose

To provide schools with resources that set a course for the convergence of technology literacy, higher-order thinking, 21st century skills and the Illinois Learning Standards. There are currently two main programs under Technology for Success:

Illinois Virtual High School (IVHS)

The IVHS is a non-degree, non-credit granting program operated by the Illinois Mathematics and Science Academy (IMSA), and offers supplemental online courses to all Illinois public, private and home schooled students. IVHS provides financial incentives for schools in which 25 percent of the students qualify for the federal free and reduced-price lunch program, and serves a large number of at-risk students as well as providing a school-choice option when the student's school does not meet adequate yearly progress.

Learning Technology Centers (LTC)

The State Board of Education (ISBE) provides focus for fifteen Learning Technology Centers (LTCs) to implement "Digital-Age Learning," and works in cooperation with the Regional Offices of Education, Intermediate Service Centers, higher education, special education and vocational education partners. The LTCs are also responsible for providing technical assistance to districts on a wide variety of

topics, including technology planning, e-rate, and infrastructure design. The LTCs conduct grant writing workshops, and offer guidance to school building technology coordinators on setting up and monitoring wireless networks and servers.

Reimbursement/Distribution Method

The IVHS receives grants and contracts consisting of \$1.45 million in state funds, and \$750,000 in federal funds. In addition, IMSA will collect an estimated \$500,000 in course enrollment fees for the IVHS.

The LTC's are allocated funds based on their budget applications and available funds. The Regional Offices of Education serve as fiscal agents for the LTCs.

Population and Service Levels

The following tables show service-level information:

Illinois Virtual High School	FY07	FY08 (est)
Number of High Schools	250	250
Number of Students Served	2,900	2,900
Number of Courses Offered	110	110

Learning Technology Centers	FY07	FY08 (est)
Number of Districts Served	870	870
Number of Students Served	2,077,000	2,150,000

Technology Immersion Pilot Project

Legislative Reference – 105 ILCS 5/2-3.135

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	n/a	n/a	**	\$5,000,000	\$5,000,000
Change from prior year	n/a	n/a	**	n/a	\$0
	n/a	n/a	**	n/a	0.00%

***The Technology Immersion Pilot Program was funded in FY 07 through the Capital Development Board.*

Program Goal

To provide a wireless laptop computer to each student, teacher, and relevant administrator in a participating school and implement the use of software, on-line courses, and other appropriate learning technologies that have been shown to improve academic achievement.

Purpose

Schools participating in this project receive wireless laptops for each student, teacher, and relevant administrator participating in the project that will be used both within the classroom and at home. The schools also can purchase up to \$15,000 in equipment (e.g. servers, hubs, routers, and access points) necessary to ensure successful implementation of the project and integration of technology into the classroom. The purpose of this project is to put laptops in the educational environment.

Reimbursement/Distribution Method

State law required the Illinois State Board of Education to award funds through a competitive process to at least nine schools in seven districts. Three school districts must be located in the counties of DuPage, Kane, Lake,

McHenry, Will, and Cook (outside the city of Chicago). One district must be Chicago District 299. The remaining three districts can be located anywhere else outside of the areas listed above.

Population and Service Levels

	FY 07	FY08	FY09 (est.)
Districts	7	7	7
Schools	9	17	17
Students	2,200	2,006	2,100

The following districts are receiving funding through this grant:

- Chicago District 299
- Woodstock Community Unit School District 200
- Joliet Public School District 86
- Community Consolidated School District 59
- Southeastern Community Unit School District 337
- Calhoun Community Unit School District 40
- Springfield School District 186

Temporary Relocation Assistance Revolving Loan Fund

*Legislative Reference – 105 ILCS 5/2-3.77
Funding Source - State*

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$1,000,000	\$800,000	\$1,400,000	\$1,400,000	\$1,400,000
Change from Prior Year	(\$130,000) (11.50%)	(\$200,000) (20.00%)	\$600,000 75.00%	\$0 0.00%	\$0 0.00%

Program Goal

To assist school districts in providing a safe, temporary environment for learning.

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 a Regional Office of Education (ROE) and approved by the State Superintendent of Education.

The Temporary Relocation Program provides loan and/or grant funds to school districts for eligible costs of implementing the temporary relocation. The Illinois State Board of Education (ISBE) bases the amount of each loan on allowable expenses identified in the district's application, the estimated insurance proceeds to be realized, and the yield from the

local property tax levied. For grants, ISBE bases the amount on how much allowable expenses identified in the application exceed the total of the estimated insurance proceeds and the yield of the tax over a seven-year period.

Reimbursement/Distribution Method

Funding is based on costs for the lease or renovation of facilities and for transportation and other costs associated with the emergency relocation of school operations that will ensure a safe and healthy learning environment for students. Loan payments received from the emergency loan program must be repaid.

Population and Service Levels

The following chart shows those school districts that were able to move students from dangerous environments to safe classrooms.

District	Fiscal Year	Loan Amount	Grant Amount	Total	Students Served
Pana CUSD 8	FY99	\$217,000	\$348,000	\$565,000	1,329
Massac CUSD 1	FY00	\$333,176	\$8,998	\$342,174	2,321
Dongola CUSD 6	FY01	\$31,777	\$179,827	\$211,604	349
Oakland CUSD 5	FY01	\$210,386	\$0	\$210,386	440
Cypress SD 64	FY02, FY03, FY05, FY06	\$14,084	\$850,075	\$864,159	120
Altamont CUSD 10	FY03	\$140,234	\$372,316	\$512,550	182
Gavin SD 37	FY05, FY06	\$555,286	\$352,816	\$908,102	615
Southeastern CUSD 337	FY06, FY07, FY08	\$408,972	\$373,926	\$782,898	182
Casey-Westfield CUSD 4C	FY06, FY07, FY08	\$198,247	\$741,548	\$939,795	367

Textbook Loan Program

Legislative Reference – 105 ILCS 5/18-17

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$29,126,500	\$29,126,500	\$29,126,500	\$42,826,500	\$42,826,500
Change from Prior Year	\$0	\$0	\$0	\$13,700,000	\$0
	0.00%	0.00%	0.00%	47.00%	0.00%

Program Goal

To provide textbooks and textbook substitutes to all eligible recipients as requested for all subject areas.

Purpose

To provide textbooks, instructional computer software and related educational resources such as science kits.

Reimbursement/Distribution Method

Schools enter their requests via an online system from November 15 to March 15. Purchase orders are sent to vendors in March, with shipments made to schools by the end of summer. The annual per-pupil amount is based on available funding.

	FY07	FY08 (est)
Allotment per pupil	\$42.25	\$34.90

Population and Service Levels

All students in public, private and nonprofit elementary and secondary schools are eligible

to participate. In fiscal year 2008, the program changed from a three year cycle (grades K-4, 5-8, and 9-12) to a two year cycle (grades K-6 and 7-12). The following table displays service-level information:

	FY07	FY08 (est)
Students receiving textbooks	689,327	1,227,125
Number of public students	620,405	1,080,772
Percentage of public students	90%	88%
Number of nonpublic students	68,922	146,353
Percentage of nonpublic students	10%	12%

Participants:	FY07	FY08 (est)
Public schools	701	3,223
Nonpublic schools	268	1,203
Grade levels served	9-12	K-6

Title I – Basic, Part A

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$613,400,000	\$610,000,000	\$614,400,000	\$627,075,000	\$645,000,000
Change from Prior Year	\$82,000,000	(\$3,400,000)	\$4,400,000	\$12,675,000	\$17,925,000
	15.43%	(0.55%)	0.72%	2.06%	2.86%

Federal Grant Award*

	FY05	FY06	FY07	FY08	FY09**
Grant Award	\$523,252,496	\$538,322,669	\$539,609,573	\$593,136,349	TBD
Change from Prior Year	\$44,459,286	\$15,070,173	\$1,286,904	\$53,526,776	TBD
	9.29%	2.88%	0.24%	9.92%	TBD

*Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2009 amounts are TBD (to be determined).

Program Goal

Provide Title I Grants to school districts to financially support programs for students at risk of academic failure.

Purpose

To provide supplemental services for children from preschool through grade 12 who are at risk of not meeting the Illinois Learning Standards. Funds support instruction in reading, math, and language arts as well as professional development activities. Funds are used for a variety of expenditures, including instructional salaries, supplies and materials, consultant fees, equipment, and other services in support of supplemental programs for at-risk students. For schools identified for improvement under No Child Left Behind, up to 20 percent of the funding may be used to cover expenditures related to providing School Choice and Supplemental Educational Services (SES).

Reimbursement/Distribution Method

Funds are distributed through formula grants based on the low-income census count.

Population and Service Levels

The information below shows the Title I - Basic, Part A grant award allocation at the state level based on the No Child Left Behind Act.

Grant Award

- 95% Grants
- 4% School Improvement
 - 95% Grants
 - 5% State Educational Agency Activities
- 1% Administration

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.

	FY06	FY07 (est)
Number of Title I districts	847	836
Number of Title I schools	2,300	2,312
Students receiving targeted reading instruction	69,578	76,156
Students receiving targeted math instruction	22,031	25,032
Number of full-time teachers hired	5,789	4,949

Title I – Advanced Placement

*Legislative Reference – P.L. 107-110
Funding Source - Federal*

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000
Change from	\$1,100,000	\$0	\$0	\$0	\$0
Prior Year	122.22%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY05	FY06	FY07**	FY08***	FY09***
Grant Award	\$1,007,695	\$1,066,203	\$889,100	TBD	TBD
Change from	\$58,977	\$58,508	(\$177,103)	TBD	TBD
Prior Year	6.22%	5.81%	(16.61%)	TBD	TBD

**Federal grant awards may be spent out over a 12 month period spanning two state fiscal years. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.*

***Advanced Placement Incentive Program ended 9/30/07.*

****TBD (to be determined) as the grant award will not be received until March 2008 and March 2009 respectively.*

Program Goal

To increase the number of low-income students taking Advanced Placement exams through provision of exam fee reimbursement.

College Board for low-income students who request fee reductions for Advanced Placement exams and to school districts involved in the International Baccalaureate Organization exam program.

Purpose

To assist school districts in offsetting the fees for low-income students who take the annual Advanced Placement exam and International Baccalaureate Organization exam.

Population and Service Levels

All Illinois low-income students who take Advanced Placement or International Baccalaureate Organization exams are eligible to receive test fee reduction funds upon request. In fiscal year 2007, 12,839 fee reduction requests were granted.

Reimbursement/Distribution Method

Advanced Placement Test Fee Program reimbursement funds are provided to the

Title I – Even Start Programs

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$11,000,000	\$12,000,000	\$10,000,000	\$6,000,000	\$4,000,000
Change from Prior Year	\$0	\$1,000,000	(\$2,000,000)	(\$4,000,000)	(\$2,000,000)
	0.00%	9.09%	(16.67%)	(40.00%)	(33.33%)

Federal Grant Award*

	FY05	FY06	FY07	FY08	FY09**
Grant Award	\$9,315,052	\$8,399,805	\$3,830,620	\$3,479,163	TBD
Change from Prior Year	\$288,505	(\$915,247)	(\$4,569,185)	(351,457)	TBD
	3.20%	(9.83%)	(54.40%)	(9.17%)	TBD

**Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2009 amounts are TBD (to be determined).*

Program Goal

To improve educational achievement for low-income families and break the cycle of poverty and illiteracy.

Purpose

To provide low-income families with integrated literacy services for parents and their young children (birth through age seven) and to build community networks which support the family as an educational unit.

Reimbursement/Distribution Method

A request-for-proposals process is used to award competitive grants. Successful first-year proposals are approved for a four-year period. Continuation grants in each subsequent fiscal year are contingent upon a sufficient appropriation and satisfactory project performance. A grant award is at least \$75,000 per year, except in the ninth or subsequent years when the minimum grant award is \$52,500.

Population and Service Levels

Eligible applicants are partnerships composed of both: (1) a school district, Regional Office of Education, an approved public university laboratory school, charter school, or area vocational center; and, (2) a not-for-profit community-based organization, public agency other than a local education agency, an institution of higher education, or a public or private not-for-profit organization of demonstrated quality other than a local education agency. Services include early childhood education, adult literacy, parenting education, interactive literacy activities between parents and their children, and state leadership activities that increase academic achievement for children age birth-seven, and families with adults who are eligible for adult basic education. The following table displays service-level information:

	FY06	FY07
Projects	53	44
Families	2,461	1,292
Adults (parents)	2,609	1,352
Children (students)	3,988	1,939

Title I – Education of Migratory Children, Part C

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$3,200,000	\$3,000,000	\$3,000,000	\$3,000,000	\$4,000,000
Change from Prior Year	\$0	(\$200,000)	\$0	\$0	\$1,000,000
	0.00%	(6.25%)	0.00%	0.00%	33.33%

Federal Grant Award*

	FY05	FY06	FY07	FY08	FY09**
Grant Award	\$2,399,568	\$2,361,303	\$1,920,282	\$1,913,974	TBD
Change from Prior Year	(\$10,239)	(\$38,265)	(\$441,021)	(\$6,308)	TBD
	(0.42%)	(1.59%)	(18.67%)	(0.32%)	TBD

**Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2009 amounts are TBD (to be determined).*

Program Goal

To improve the performance of migrant students as measured by standardized tests.

Purpose

To develop and provide supplemental educational services to migrant children, ages 3 through 21, who have not graduated from high school or received their General Equivalency Degree (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 (ILS) with an emphasis on reading and mathematics. 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, student identification and student recruitment.

Reimbursement/Distribution Method

Migrant funds are discretionary and are distributed to serve communities with documented migrant student populations in amounts determined by negotiations between the State Board of Education and the local

service providers. Supportive services in the areas of professional development, curriculum and identification and recruitment of migrant students are offered through a statewide resource contract.

Population and Service Levels

The Migrant Education Program serves educationally disadvantaged children of seasonal and migratory farm workers. In fiscal year 2007, about 1,900 students qualified for services. Almost all of these students were Hispanic, and many were English language learners. They came to Illinois from Texas, Florida, Washington, Mexico and other areas. Migrant families are highly mobile and often do not remain in one school district for the entire school year.

Eleven summer-term programs and four regular-term programs operated by school districts, a not-for-profit organization and a Regional Office of Education provided supplemental academic services to students in communities with identified migrant student populations. Other supportive services such as transportation, meal programs, art enrichment activities and social services were offered to enhance the summer school component of the program. Additionally, three

statewide resource projects provided support to funded programs in the areas of identification and recruitment of students, health and dental services, and curriculum and professional development. Three Regional Offices of Education conducted outreach to identify and recruit eligible migrant students.

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 migrate between states to seek employment. The following table displays information about migrant students and funded projects:

	FY07	FY08 (est)
Students Summer Program*	801	800
Students Regular Year*	422	400
Number of funded entities	12	13

* These numbers reflect only migrant children served with Migrant Education Program funds. Because the migrant funding is supplemental to existing programs, some migrant children were served by school districts with other state, local or federal funding.

In the 2006-2007 school year, the following entities received funding under this program:

- Arcola Community Unit School District 306
- Aurora East District 131
- Beardstown Community Unit School District 15
- Community Health Partnership of Illinois
- Dekalb Community Unit School District 428
- Hoopston Area Community Unit School District 11
- Illinois Migrant Council
- Kankakee District 111
- Ludlow Community Consolidated School District 142
- Mendota Community Consolidated School District 289
- Princeville Community Unit School District 326
- Rantoul Township High School District 193
- Alexander/Johnson/Massac/Pulaski/ Union Regional Office of Education
- Carroll/JoDaviess/Stephenson Regional Office of Education
- Bureau/Henry/Stark Regional Office of Education
- Madison Regional Office of Education

Title I –Migratory Incentive, Part C

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$120,657	\$209,329	\$265,000	\$375,000	\$300,000
Change from	n/a	\$88,672	\$55,671	\$110,000	(\$75,000)
Prior Year	n/a	73.49%	26.59%	41.51%	(20.00%)

Federal Grant Award*

	FY05	FY06	FY07	FY08	FY09**
Grant Award	\$120,657	\$133,939	\$86,623	\$86,580	TBD
Change from	n/a	\$13,282	(\$47,316)	(\$43)	TBD
Prior Year	n/a	11.00%	(35.33%)	(0.05%)	TBD

*Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2009 amounts are TBD (to be determined).

Program Goal

To provide incentive grants to State Educational Agencies (SEAs) that participate in consortium arrangements with another State or appropriate entity to improve the delivery of services to migrant children whose education is interrupted.

Purpose

Provides financial assistance to States to support high-quality and comprehensive educational programs so that migrant children are provided with appropriate educational and supportive services that: (1) address their special needs in a coordinated and efficient manner; and, (2) give migrant children the opportunity to meet challenging state content and student performance standards.

Reimbursement/Distribution Method

Funds are expended to improve the delivery of services to migrant children through participation in multi-state consortium activities such as *Math Plus* and *ConQIR*. State fiscal

year 2008 funding is the second year of two-year competitive grants awarded to state consortiums.

Population and Service Levels

Math Plus focuses on increasing migrant student achievement in mathematics by operating a multi-state consortium aimed at offering high-quality curriculum, instruction, professional development, and innovative uses of technology through interstate and intrastate collaboration. In Illinois, migrant summer school programs receive math curriculum and classroom materials, parent involvement activities and professional development for teachers.

ConQIR promotes interstate and intrastate coordination among states for quality assurance, reliability, and consistency in migrant child identification and recruitment practices. Illinois receives migrant recruiting materials and processes developed and field-tested by ConQIR to strengthen state migrant identification and recruiting efforts.

Title I – Neglected and Delinquent, Part D

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$4,000,000	\$3,000,000	\$3,000,000	\$2,000,000	\$1,700,000
Change from Prior Year	\$600,000	(\$1,00,000)	\$0	(\$1,000,000)	(\$300,000)
	17.68%	(25.00%)	0.00%	(33.33%)	(15.00%)

Federal Grant Award*

	FY05	FY06	FY07	FY08	FY09**
Grant Award	\$1,943,497	\$1,970,822	\$1,388,300	\$1,283,096	TBD
Change from Prior Year	\$204,975	\$27,325	(\$582,522)	(\$105,204)	TBD
	11.79%	1.41%	(41.96%)	(8.20%)	TBD

**Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2009 amounts are TBD (to be determined).*

Program Goal

To provide interventions appropriate for at-risk, neglected, and delinquent students to increase the percentage of these students meeting the Illinois Learning Standards, particularly in reading and math.

Purpose

To provide supplemental educational services to youths in state institutions for delinquent youth and adults so that they meet the same state standards as other students and transition from institutionalization to further schooling and employment.

Reimbursement/Distribution Method

The State Board of Education annually notifies the Department of Juvenile Justice (DJJ) as to the amount of funds it is eligible to receive based on an annual student survey count collected each October.

Population and Service Levels

The DJJ receives funds to provide supplemental educational services to approximately 1,800 youth who reside in the eight Illinois Youth Centers and nine Correctional Centers.

Title I - Reading First

Legislative Reference – PL 107-110
Funding Source - Federal

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$50,000,000	\$50,000,000	\$50,000,000	\$50,000,000	\$60,000,000
Change from Prior Year	(\$16,000,000) (24.24%)	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$10,000,000 20.00%

Federal Grant Award*

	FY05	FY06	FY07	FY08	FY09**
Grant Award	\$39,093,494	\$39,356,589	\$38,927,249	\$41,265,735	TBD
Change from Prior Year	\$4,076,648 11.64%	\$263,095 0.67%	(\$2,015,666) (5.12%)	\$2,338,486 6.00%	TBD

*Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2009 amounts are TBD (to be determined).

Program Goal

To fund research-based models of K-3 reading improvement and professional development in districts with greatest need so that by 2014 all students will meet or exceed state standards for reading.

Purpose

To use scientifically-based research instructional methods to improve students' reading skills in grades K-3 in qualifying districts and schools, to ensure all students read well by grade three, and to see that teachers in qualifying districts and schools develop and use reading teaching strategies that have foundations in effective, relevant research.

Reimbursement/Distribution Method

The information below shows the Title I - Reading First grant award allocation at the state level based on the No Child Left Behind Act:

Grant Award

- 80% Grants
- 20% State Educational Agency Activities
 - 65% Professional Inservice
 - 25% Technical Assistance
 - 10% Administration

Grants are awarded to eligible districts on a competitive basis through a request-for-proposals process.

Population and Service Levels

Eligible districts are those that have the greatest percentage or number of third-grade students not meeting the Illinois Learning Standards for English Language Arts in reading and have the greatest percentage or number of student's eligible for allocation under Title I. State leadership activities include development of research-based resources and professional development that has consistent content, but is delivered regionally. Products and resources developed under this grant will subsequently be made available statewide. The following table displays service-level information (includes Chicago District 299):

	FY06	FY07	FY 08
Districts	40	20	20
Schools	230	151	148
Teachers	2,519	2,167	2,144
Students	52,998	44,826	44,384

The following districts currently receive funding through this grant:

- Bellwood School District 88
- Maywood-Melrose Park-Broadview 89
- Cicero School District 99

- Dolton Community School District 148
- Harvey School District 152
- Cook County School District 156
- Country Club Hills School District 160
- Park Forest School District 163
- Brookwood School District 167
- City of Chicago School District #299
- Akin Community Consolidated School District 91
- Aurora West Unit School District 129
- Kankakee School District 111
- Madison Community Unit School District 12
- East Alton School District 13
- Scott-Morgan Community Unit School District 2
- Peoria School District 150
- Springfield School District 186
- Joliet Public School District 86
- Fairmont School District 89

Title I – School Improvement

*Legislative Reference – PL 107-110
Funding Source - Federal*

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	n/a	n/a	n/a	n/a	\$20,000,000
Change from Prior Year	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a

Federal Grant Award*

	FY05	FY06	FY07	FY08***	FY09**
Grant Award	n/a	n/a	n/a	\$5,669,746	TBD
Change from Prior Year	n/a	n/a	n/a	n/a	TBD
	n/a	n/a	n/a	n/a	TBD

**Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2009 amounts are TBD (to be determined).*

**** FY08 amount is the amount ISBE has been authorized to spend. A proposal and budget have been submitted to the federal government, but a grant award has not been received. All funds received in fiscal year 2008 may be spent in fiscal year 2009.*

Program Goal

To assist schools identified for improvement, corrective action, and restructuring in order to improve student achievement.

schools and districts improve academic performance, especially in reading and mathematics.

Purpose

To provide funds to be used to leverage change and improve technical assistance, and to support high-quality, sustainable school improvement activities that increase the likelihood that students learn challenging academic content and achieve proficiency.

Population and Service Levels

The information below shows the Title I - School Improvement grant award allocation at the state level based on the No Child Left Behind Act.

Grant Award

95% Grants

5% Administration

Reimbursement/Distribution Method

Funding will be distributed to the regional educational service providers (RESPROS), which will provide technical assistance to help

In fiscal year 2008 there are 379 schools in corrective action or restructuring status and an additional 132 schools in Choice and Supplemental Service status.

Title II - Enhancing Education through Technology

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$35,000,000	\$30,000,000	\$30,000,000	\$20,000,000	\$20,000,000
Change from Prior Year	(\$18,000,000)	(\$5,000,000)	\$0	(\$10,000,000)	\$0
	(33.96%)	(14.29%)	0.00%	(50.00%)	0.00%

Federal Grant Award*

	FY05	FY06	FY07	FY08	FY09
Grant Award	\$27,637,866	\$19,931,136	\$11,005,654	\$12,020,637	\$10,174,097
Change from Prior Year	\$1,729,548	(\$7,706,730)	(\$8,925,482)	\$1,014,983	(\$1,846,540)
	6.68%	(27.88%)	(81.10%)	9.22%	(18.15%)

**Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.*

Program Goal

To improve student literacy in technology and encourage the effective integration of technology resources and systems into curriculum and professional development.

Purpose

To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location or disability, and to encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by state educational agencies (SEA) and local educational agencies (LEA).

Reimbursement/Distribution Method

The information below shows the Title II - Enhancing Education through Technology grant award allocation at the state level based on the No Child Left Behind Act:

Grant Award

- 95% Lea Grants:
 - 50% Formula Allocated to LEAs
 - 50% Competitive to LEAs
- 5% SEA Activities:
 - 40% SEA Activities
 - 60% Grant Administration

Each recipient must use at least 25 percent of its funds to provide ongoing, sustained and intensive, high-quality professional development for both formula and competitive grant funds. The recipient must provide professional development in the integration of advanced technologies, including emerging technologies, into curriculum and instruction and in using those technologies to create new learning environments.

	FY07	FY08 (est)
Dollars granted	\$11,042,436	\$11,050,000
Number of districts participating	800	800
Number of Formula grant projects	675	675
Number of Competitive grant projects	30	27

Population and Service Levels

Competitive Grant:

In November of 2005, a request-for-proposals (RFP) was issued for the second round of competitive grants under this program. The competitive grants were awarded for a three year period. The applications were required to be consistent with the statewide plan and provide children enrolled in private schools, as well as their teachers and other educational personnel, with an opportunity to participate in the program.

An eligible applicant is either a high-need LEA or an eligible local partnership. A "high-need LEA" is a school district that:

- Has at least one school in which 40 percent or more of the children are from low-income families; and
- Serves one or more schools identified for improvement or corrective action under section 1116 of the Elementary and Secondary Education Act (ESEA), or has a substantial need for assistance in acquiring and using technology.

An "eligible local partnership" is a partnership that includes at least one high-need LEA and at least one of the following:

- A school district that can demonstrate that teachers in its schools are effectively integrating technology and proven teaching practices into instruction, based on a review of

relevant research, and that the integration results in improvement in classroom instruction and in helping students meet challenging academic standards; or

- An institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965, as amended, and that has not been identified by the state as low-performing under that Act; or
- A for-profit business or organization that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in instruction; or
- A public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.

The partnership may also include other school districts, Regional Offices of Education, libraries, or other educational entities appropriate to provide local programs.

Formula Grant:

The formula grants are based on the number of Title I students and are awarded to all districts with Title I student populations. LEAs are notified of the level of funding to be received in the fall by the State Board of Education.

Title II – Mathematics and Science Partnership Program

*Legislative Reference – PL 107-110
Funding Source - Federal*

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$8,000,000	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000
Change from Prior Year	n/a	\$1,000,000	\$0	\$0	\$0
	n/a	12.50%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY05	FY06	FY07	FY08	FY09**
Grant Award	\$5,309,858	\$6,309,728	\$6,457,558	\$7,119,671	TBD
Change from Prior Year	\$1,900,920	\$999,870	\$147,830	\$662,113	TBD
	55.76%	18.83%	2.34%	10.25%	TBD

**Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2009 amounts are TBD (to be determined).*

Program Goal

To provide funding to develop partnerships to improve mathematics and science teaching in elementary and secondary schools.

Purpose

To increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers.

Reimbursement/Distribution Method

The funds are distributed to eligible partnerships based on a competitive external and internal review process. Eligible local education agency (LEA) partners must meet federally set criteria based on poverty rate, student achievement and teacher quality issues.

Population and Service Levels

Eligible applicants are partnerships that include an engineering, mathematics, or science department of an institution of higher education and a high-need school district. Other partners may include state education agencies, public charter schools or other public schools, businesses and nonprofit or for-profit organizations concerned with mathematics and science education. Through fiscal year 2008, 25 partnerships have been funded.

The following table displays service-level information:

	FY07	FY08 est
Partnerships	20	25
Teacher Participants	900	1,000

Title II – Teacher/Principal Training

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$150,000,000	\$135,000,000	\$134,830,000	\$135,000,000	\$135,000,000
Change from Prior Year	\$0	(\$15,000,000)	(\$170,000)	\$170,000	\$0
	0.00%	(10.00%)	(0.13%)	0.13%	0.00%

Federal Grant Award*

	FY05	FY06	FY07	FY08	FY09**
Grant Award	\$114,949,928	\$114,334,674	\$113,310,498	\$114,978,370	TBD
Change from Prior Year	\$641,050	(\$615,254)	(\$1,024,176)	\$1,667,872	TBD
	0.56%	(0.54%)	(0.90%)	1.47%	TBD

*Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2009 amounts are TBD (to be determined).

Program Goal

To increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified.

Purpose

To provide funds to increase student academic achievement by reducing class size and elevating teacher and principal quality through recruitment, hiring and retention strategies.

Reimbursement/Distribution Method

The information below shows the Title II - Teacher/Principal Training grant award allocation at the state level based on the No Child Left Behind Act:

Grant Award

- 1% Illinois Board of Higher Education (IBHE)/Illinois State Board of Education Administration
- 99%
 - 95% Local Education Agency (LEA) Grants
 - 2.5% IBHE Partnership

2.5% State Educational Agency Activities

As provided by law, a portion of these funds are set aside for state-level activities to support induction and mentoring, paraprofessional preparation, recruitment, and increasing the number of highly-qualified educators. Funds are allocated based on each local education agency's (LEA's) hold harmless amount (the sum of the fiscal year 2002 allocation for the Illinois America's School Act (IASA) Title II, Dwight D. Eisenhower Professional Development Program and the fiscal year 2002 allocation for the IASA Class-Size Reduction Program). Twenty percent of funds above the hold harmless amount are allocated on the relative enrollments in public and private not-for-profit schools, and 80 percent of funds on the number of children in poverty in the district.

Population and Service Levels

All Illinois school districts are eligible to participate. Teachers in private, not-for-profit elementary and secondary schools are also eligible to participate. Funds may be used to support professional development, induction and mentoring, recruiting, hiring and retaining

highly-qualified teachers, and to reduce class size. In fiscal year 2008 an estimated 926 projects will be reviewed, approved and processed.

Title II - Transition to Teaching

Legislative Reference – PL 107-110
Funding Source - Federal

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$500,000	\$500,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from Prior Year	\$0	\$0	\$500,000	\$0	\$0
	0.00%	0.00%	100.00%	0.00%	0.00%

Federal Grant Award*

	FY05	FY06	FY07	FY08	FY09**
Grant Award	\$271,836	\$493,540	\$659,682	\$551,444	TBD
Change from Prior Year	n/a	\$221,704	\$166,142	(\$108,238)	TBD
	n/a	81.56%	33.66%	(16.41%)	TBD

*Federal grant award may be spent out over a specified period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2009 amounts are TBD (to be determined).

Program Goal

To conduct a quality graduate studies program and support system that ensures high-quality bilingual teachers are trained and certified for employment in Illinois public schools.

Purpose

To identify and assist mid-career professionals and recent college graduates with degrees in areas other than education to become certified bilingual teachers.

Reimbursement/Distribution Method

Elementary certification courses are contracted through Northern Illinois University.

Population and Service Levels

The program partners with Northern Illinois University and school districts that meet the high-need definition set forth by the U.S. Department of Education. Participating districts are:

- Calumet City School District 155
- Chicago District 299
- Chicago Heights School District 170
- Cicero School District 99
- Harvey School District 152
- Joliet School District 86
- North Chicago School District 187
- Posen-Robbins School District 143-5
- Summit School District 104
- West Harvey-Dixmoor School District 147
- Waukegan School District 60
- Zion Elementary School District 6

Eight to nine cohorts of up to 30 participants in an elementary certification program will be formed under a five-year grant period. All participants begin teaching within one year of enrolling. To date, 126 scholars have been enrolled with 92 placed in teaching positions. The following table displays service-level information:

	FY07	FY08 (est)
Number of students in cohort expected to complete program	15	60

Title III - English Language Acquisition

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$40,000,000	\$40,000,000	\$40,000,000	\$40,000,000	\$40,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY05	FY06	FY07	FY08	FY09**
Grant Award	\$25,929,181	\$24,732,083	\$28,836,450	\$27,485,045	TBD
Change from Prior Year	\$2,841,497	(\$1,197,098)	\$4,104,367	(\$1,351,405)	TBD
	12.31%	(4.62%)	16.60%	(4.69%)	TBD

**Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2009 amounts are TBD (to be determined).*

Program Goal

To implement high-quality programs for limited-English-proficient and immigrant students that will help them attain English proficiency, achieve at high levels in core academic subjects and meet the Illinois Learning Standards.

Purpose

To assist school districts in teaching English to limited-English-proficient (LEP) students and to provide high-quality instruction to immigrant children and youth so they can meet the same challenging academic standards expected of all children and youth.

Reimbursement/Distribution Method

The information below shows the Title III - English Language Acquisition grant award allocation at the state level based on the No Child Left Behind Act (NCLB):

Grant Award

- 95% Local Education Agency Grants
- 5% State Education Agency Activities
(no more than 60% for administration)

NCLB requires that 95 percent of the federal allocation to the state be used for Language

Instruction Program for Limited English Proficient Students (LIPLEPS) and Immigration Education Program (IEP) for eligible school districts. Not more than 15 percent of these funds may be reserved for districts to implement programs for immigrant students (IEP). Both programs LIPLEPS and IEP are formula-based grants that provide supplemental funds to school districts that are implementing programs for LEP students with state and local funds. Funding levels for both programs are based on a per-pupil allocation.

LIPLEPS Grants

School districts are eligible to apply for these grants either singly or in consortia with other districts if they meet the following conditions: (1) the district (or each district in a consortium) has a state-approved Transitional Bilingual Education (TBE) program or Transitional Program of Instruction (TPI); (2) the district (or each district in a consortium) is in full compliance with state statutes; and (3) the district (or the consortium) has an enrollment of LEP students that, in the aggregate, generates a minimum grant of \$10,000. School districts are required to consult with nonpublic schools within their attendance area in preparing their grant application. Nonpublic schools enrolling LEP students identified through an English language proficiency assessment are eligible

to participate in the program and their students may be included in the grant application at the discretion of their nonpublic schools. In fiscal year 2008, the final per capita allocation is \$159.

IEP Grants

Eligible applicants are school districts that have met all of the following conditions: (1) report immigrant student enrollments to ISBE during the preceding school year; (2) show a significant increase (either three percent or 50 students, whichever is less) over the average immigrant student enrollment for the preceding two fiscal years; (3) report immigrant student enrollment at a minimum of 10 students; and (4) implement a state-approved Transitional Bilingual Education (TBE) program or a Transitional Program of Instruction (TPI) that is in compliance with statutory requirements. In fiscal year 2008, a total of 47,799 immigrant students were identified. Of this number 12,458 enrolled in eligible school districts that had a minimum of 10 students and showed a significant increase. Of the eligible districts, 52 out of 91 (57 percent) districts serving 10,308 IEP students applied for the funds to provide services. The final per capita allocation is \$270.

Population and Service Levels

The Annual Student Report (ASR) indicates Chicago Public Schools enroll approximately 38 percent of the LEP students in the state. The remaining 62 percent are enrolled in other

districts located primarily in the northern half of the state. Of the students reported by all public schools in the state, approximately 80 percent are Spanish-speaking. The balance spoke one or more of 123 other languages.

There are two programs associated with Title III. The first program, LIPLEPS, serves students whose English language proficiency is below average for their age or grade level. The table below displays number of students served by LIPLEPS:

	FY08	FY09 (est)
Chicago students	72,177	73,620
Downstate students	118,578	120,949
Total	190,755	194,569

The second program, the Immigrant Education Program (IEP), serves only children who were not born in the United States, the District of Columbia, or Puerto Rico, and who have been attending schools in the United States for less than three complete academic years. It is not a requirement that these students be Limited English Proficient (LEP). The following table displays service-level information:

	FY08	FY09 (est)
IEP Students Identified	47,799	49,233
IEP Students Eligible	12,458	12,707
IEP Students Served	10,308	10,617

Title IV – 21st Century Communities Learning Centers

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$45,000,000	\$45,000,000	\$45,000,000	\$45,000,000	\$55,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$10,000,000
	0.00%	0.00%	0.00%	0.00%	22.22%

Federal Grant Award*

	FY05	FY06	FY07	FY08	FY09**
Grant Award	\$39,450,364	\$40,627,741	\$39,818,549	\$40,166,693	TBD
Change from Prior Year	\$16,463,299	\$1,177,377	(\$809,192)	\$348,144	TBD
	71.62%	2.98%	(1.99%)	0.87%	TBD

*Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2009 amounts are TBD (to be determined).

Program Goal

To provide grants for the development of after-school programs.

Purpose

To provide academically focused after-school programs - particularly to students who attend high-poverty, low-performing schools, to help those students meet state and local performance standards in core academic subjects - and to offer families of participating students opportunities for literacy and related educational development.

Reimbursement/Distribution Method

The information below shows the Title IV - 21st Century Communities Learning Centers grant award allocation at the state level based on the No Child Left Behind Act:

Grant Award

95% Grants
3% State Education Agency Activities
2% Administration

Funding is available through a competitive grant process evaluated on need, the quality of project services, the quality of the management plan, the quality of project evaluation and the adequacy of resources of the applicant.

Population and Service Levels

Community Learning Centers primarily serve students attending schools with a high concentration of students from low-income families. The following table displays service-level information:

	FY07	FY08 (est)
Programs	115	114
Schools	348	323

Title IV - Safe and Drug Free Schools and Communities

*Legislative Reference – PL 107-110
Funding Source - Federal*

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$25,000,000	\$20,000,000	\$20,000,000	\$15,000,000	\$15,000,000
Change from Prior Year	\$0	(\$5,000,000)	\$0	(\$5,000,000)	\$0
	0.00%	(20.00%)	0.00%	(25.00%)	0.00%

Federal Grant Award*

	FY05	FY06	FY07	FY08	FY09**
Grant Award	\$14,073,682	\$14,021,782	\$11,043,460	\$11,043,460	TBD
Change from Prior Year	(\$951,062)	(\$51,900)	(\$2,978,322)	\$0	TBD
	(6.33%)	(0.37%)	(21.24%)	0.00%	TBD

**Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2009 amounts are TBD (to be determined).*

Program Goal

To provide grants to local school districts to financially support district drug and violence prevention efforts.

Purpose

To support 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.

Reimbursement/Distribution Method

The information below shows the Title IV - Safe and Drug Free Schools and Communities grant award allocation at the state level based on the No Child Left Behind Act:

Grant Award

- 93% Local Education Agency Grants
- 4% SEA Activities
- 3% Administration

Funds are distributed through formula grants, with 60 percent based on the relative amount of funds received through Title I, Part A for the preceding year, and 40 percent based on the relative enrollments in public and private nonprofit elementary and secondary schools within the boundaries of the school district.

Population and Service Levels

All local education agencies and private, not-for-profit elementary and secondary schools are eligible to participate. In fiscal year 2008 an estimated 924 projects will be reviewed, approved and processed.

Title V – Charter Schools

*Legislative Reference – PL107-110
Funding Source - Federal*

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000	\$6,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$3,500,000
	0.00%	0.00%	0.00%	0.00%	140.00%

Federal Grant Award

	FY05	FY06*	FY07*	FY08	FY09**
Grant Award	\$1,856,309	n/a	n/a	\$3,704,709	TBD
Change from Prior Year	\$778,414	n/a	n/a	n/a	TBD
	72.22%	n/a	n/a	n/a	TBD

**Illinois did not receive an award.*

***State fiscal year 2009 amounts are TBD (to be determined).*

Program Goal

To encourage and financially support high-quality charter schools throughout Illinois.

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.

These funds will serve to assist new charter schools during the critical detailed planning stages and initial start-up of operations through planning and implementation grants. Grants are time-limited and intended to have the most impact in the crucial beginning years of the charter school. As schools are initially chartered for 5 to 10 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 proposal. Pre-proposal planning grants are made available to groups writing charter proposals to present to local school boards.

Reimbursement/Distribution Method

Funds are distributed through competitive grants based on a request-for-proposals process.

Population and Service Levels

Students, schools and districts served are noted below.

	FY07	FY08 (est)
Number of charter schools	34	35
Number of charter school students	19,300	20,500
Number of applications in excess of available seats	8,645	10,995
Number of planning grants	0	5
Number of implementation grants	0	11
Number of pre-proposal grants	0	10

Title V – Innovative Programs

Legislative Reference – PL107-110

Funding Source - Federal

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$21,000,000	\$15,000,000	\$10,000,000	\$8,000,000	\$8,000,000
Change from Prior Year	\$0	(\$6,000,000)	(\$5,000,000)	(\$2,000,000)	\$0
	0.00%	(28.57%)	(33.33%)	(20.00%)	0.00%

Federal Grant Award*

	FY05	FY06	FY07	FY08	FY09**
Grant Award	\$12,419,366	\$8,326,206	\$4,154,710	\$4,111,777	\$0
Change from Prior Year	(\$3,837,392)	(\$4,093,160)	(\$4,171,496)	(\$42,933)	(\$4,111,777)
	(23.60%)	(32.96%)	(50.10%)	(1.03%)	(100.00%)

**Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.*

***Congress eliminated funding for this program in the federal fiscal year 2008 budget (state fiscal year 2009).*

Program Goal

To provide funds to local school districts to support innovative education program strategies.

Purpose

To support local education reform efforts that are consistent with and sustain statewide reform efforts, implement promising educational reform programs, provide for innovation and educational improvement, and assist in meeting the special needs of at-risk and high-cost students.

Reimbursement/Distribution Method

The information below shows the Title V - Innovative Programs grant award allocation at the state level based on the No Child Left Behind Act:

Grant Award

- 85% Local Education Agency Grants
- 15% State Education Agency (SEA) Activities
 - 85% SEA Activities
 - 15% Administration (capped)

Funds are distributed through formula grants to local education agencies, 70 percent of which is based on the relative public and private nonprofit enrollment, with the remaining 30 percent allocated based on the poverty count in each district. To be eligible for the 30 percent, local education agencies (LEAs) must have, at minimum, a low-income count of 20 or 10 percent of the enrollment, whichever is less.

Population and Service Levels

All LEAs are eligible applicants and are required to provide equitable services for private, not-for-profit elementary and secondary schools. In fiscal year 2008 an estimated 940 projects will be reviewed, approved and processed.

Title VI – Rural and Low Income School Programs

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000
Change from Prior Year	\$200,000 15.38%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%

Federal Grant Award*

	FY05	FY06	FY07	FY08	FY09**
Grant Award	\$788,205	\$537,211	\$631,134	\$819,909	TBD
Change from Prior Year	(\$131,199) (14.27%)	(\$250,994) (31.84%)	\$93,923 17.48%	\$188,775 29.91%	TBD

*Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2009 amounts are TBD (to be determined).

Program Goal

To provide rural and low-income districts additional funds to improve student academic achievement.

Purpose

To help rural districts that may lack the personnel and resources to compete effectively for federal competitive grants and that often receive grant allocations in amounts that are too small to be effective in meeting their intended purposes. Funds received under the Rural and Low-Income School Program may be used for:

- Teacher recruitment and retention
- Teacher professional development
- Educational technology as described in Part D of Title II
- Parental involvement activities
- Activities authorized under Part A of Title IV (Safe and Drug-Free Schools and Communities)
- Activities authorized under Part A of Title I (Improving the Academic Achievement of Disadvantaged Children)
- Activities authorized under Title III (Language Instruction for Limited English Proficient and Immigrant Students).

Reimbursement/Distribution Method

The U.S. Department of Education awards formula grants to State Education Agencies (SEAs), who in turn award subgrants to all eligible entities either competitively or on a formula basis. In Illinois, subgrants are awarded to all eligible local education agencies (LEAs) using a formula based on average daily attendance. Funds are awarded during the first quarter of the fiscal year.

Population and Service Levels

Rural and low-income funds support rural districts with school locale codes of six, seven or eight (as assigned by the U.S. Department of Education's National Center for Education Statistics), and a low-income census poverty rate of 20 percent or higher. The following table displays district-level information:

	FY07	FY08 (est)
Eligible districts	19	21
Participating districts	13	21
Instructional expenditures	53%	55%
Improvement of instruction expenditures	12%	10%
Other expenditures	35%	35%

The following districts are receiving funding through this grant:

- Benton Community Consolidated District 47
- Bushnell Prairie City Community Unit School District 170
- Cairo Unified School District 1
- Canton Union School District 66
- Christopher Unified School District 99
- Eldorado Community Unit School District 4
- Frankfort Community Unit School District 168
- Gallatin Community Unit School District 7
- Hardin County Community Unit School District 1
- Havana Community Unit School District 126
- Herrin Community Unit School District 4
- Iroquois County Community Unit School District 9
- LaSalle Elementary School District 122
- Meridian Community Unit School District 101
- Mount Vernon School District 80
- Murphysboro Community Unit School District 186
- Pana Community Unit School District D 8
- Paris-Union School District 95
- Salem School District 111
- Sparta Community Unit School District 140
- Unity Point Community Consolidated School District 140

Title X - Education for Homeless Children

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$3,000,000	\$3,250,000	\$3,250,000	\$3,250,000	\$3,250,000
Change from Prior Year	\$0	\$250,000	\$0	\$0	\$0
	0.00%	8.33%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY05	FY06	FY07	FY08	FY09**
Grant Award	\$2,528,211	\$2,609,817	\$2,615,591	\$2,841,103	TBD
Change from Prior Year	\$297,516	\$81,606	\$5,774	\$225,512	TBD
	13.34%	3.23%	0.22%	8.62%	TBD

**Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2009 amounts are TBD (to be determined).*

Program Goal

To provide support services, outreach and advocacy needed by homeless students to remain enrolled in school and to achieve the Illinois Learning Standards.

Purpose

To address the problems that homeless children and youth face in enrolling, attending and succeeding in school. The state agency ensures that homeless children and youth have equal access to the same free, appropriate public education as provided to other children and youth.

Reimbursement/Distribution Method

Competitive grants are awarded to eligible applicants based on a request-for-proposals process. Based on successful evaluation of the assessment of the stated goals current grantees will continue to provide services to homeless children and youth.

Population and Service Levels

Applicants eligible to receive funding include school districts, Regional Offices of Education and public laboratory schools approved by the State Board of Education. In fiscal year 2007, eight projects were funded as follows:

- One statewide initiative to deliver up-to-date information and technical assistance on the educational rights of homeless children and youth and the responsibilities of schools; and
- Seven regional projects to provide training and assistance to local school district homeless education liaisons and to provide subgrants for services to homeless children and youth and their families and their attendance centers.

Children/Youth Served	FY06	FY07
Pre K	885	951
K - 8	12,947	13,666
9 - 12	4,822	5,204

Transitional Assistance

Legislative Reference – 105 ILCS 5/2-3.131

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$7,700,000	\$11,800,000	\$11,800,000	\$5,000,000	\$5,000,000
Change from Prior Year	\$2,500,000	\$4,100,000	\$0	\$6,800,000	\$0
	48.08%	53.25%	0.00%	(57.63%)	0.00%

Program Goal

To provide eligible entities transitional assistance and related funding for the support of educational services.

Purpose

To guarantee that the State Board will make a transitional assistance payment to school districts in an amount that is equal to the difference between the fiscal year 2008 appropriation and the fiscal year 2007 appropriation for specific programs.

Reimbursement/Distribution Method

Funds are distributed to all eligible districts through a one-time payment in the spring.

Population and Service Levels

Any school district that would receive less funding than it received in the 2006-2007 school year in the specified programs is eligible for these funds. There were 132 school districts that received funds in fiscal year 2007. The list of districts eligible for fiscal year 2008 will be finalized in spring 2008.

Transportation – Regular and Vocational

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

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$261,630,000	\$261,630,000	\$286,118,000	\$317,500,000	\$339,500,000
Change from Prior Year	\$19,206,000	\$0	\$24,488,000	\$31,382,000	\$22,000,000
	7.92%	0.00%	9.36%	10.97%	6.93%

Program Goal

To provide eligible entities funding for Regular and Vocational Transportation to support local educational services.

Purpose

To provide transportation reimbursement to school for students who reside 1.5 miles or more from their attendance center reside more than 1.5 miles with an approved safety hazard or attend a vocational program and are transported by their resident district during the school day.

Reimbursement/Distribution Method

Claims are required to be transmitted to the State Board of Education on or before August 15. Reimbursement is based on prior-year costs and is calculated as the difference between a district's allowable costs and the computed minimum local taxes, determined by a district's General State Aid assessed valuation and a qualifier assigned to each district type. The minimum claim is \$16 times the number of eligible pupils transported. The maximum reimbursement for transporting vocational pupils is 80 percent of allowable costs. As required by law, payments are

vouchered in quarterly installments on or before September 30, December 30, March 30 and June 15.

Below is the actual claim data transmitted by local education agencies, excluding Chicago.

	FY07	FY08
Salaries/benefits	\$139,072,185	\$148,444,326
Purchased services	\$18,505,295	\$18,657,643
Contractual trans. services	\$212,636,369	\$220,677,771
Payments to other districts	\$5,445,479	\$6,233,862
Payments to Transit Carriers	\$518,946	\$708,952
Supplies	\$38,426,379	\$39,549,944
Other Expenses	\$1,645,881	\$2,150,331
Building & Maint (Ed Fund)	\$743,940	\$775,870
Building & Maint (O&M Fund)	\$2,847,311	\$2,900,898
Depreciation	\$33,470,752	\$37,496,067
Indirect costs (reimbursable)	\$11,232,496	\$11,910,052
Offsetting revenue	\$10,528,908	\$12,270,848
Totals	\$475,073,941	\$501,776,564

Chicago District 299 receives 3.9 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

The following table displays service-level information:

	FY07	FY08
Total claim amount	\$300,417,631	\$310,841,232
Chicago District 299	\$11,158,600	\$12,382,500
Downstate	\$289,259,031	\$306,458,732
Actual percent paid	97.2%	100%
Average number of regular students transported over 1.5 miles*	830,446	799,302
Average number of regular Students transported—hazardous conditions*	158,785	157,658
Total eligible pupils transported*	989,231	956,960
Vocational Education students transported *	19,404	19,161

Downstate claim data does not include state audit adjustments.

* Student data exclude Chicago District 299

Transportation – Special Education

Legislative Reference – 105 ILCS 5/14-13.01(b)

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$317,100,000	\$317,100,000	\$326,607,800	\$353,400,000	\$383,300,000
Change from Prior Year	\$28,000,000	\$0	\$9,507,800	\$26,792,200	\$29,900,000
	9.69%	0.00%	3.00%	8.20%	8.46%

Program Goal

To support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.

Purpose

To provide transportation reimbursement to schools for students with disabilities who have special transportation needs as stated in their individualized education program.

Reimbursement/Distribution Method

Claims are required to be transmitted to the State Board of Education on or before August 15. Reimbursement is based on prior-year costs and is based on 80 percent 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. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30 and June 15.

Below is the actual claim data transmitted by local education agencies, excluding Chicago.

	FY07	FY08 (est)
Salaries/benefits	\$60,243,520	\$65,244,396
Purchased services	\$9,623,865	\$10,809,294
Contractual trans. services	\$180,631,347	\$193,260,294
Payments to other districts	\$9,067,886	\$8,508,086
Payments to Transit Carriers	\$561,303	\$678,116
Supplies	\$14,924,368	\$16,142,220
Other Expenses	\$1,046,008	\$1,176,737
Building & Maint (Ed Fund)	\$247,122	\$274,468
Building & Maint (O&M Fund)	\$1,136,538	\$1,219,031
Depreciation	\$13,052,570	\$14,853,319
Indirect costs (reimbursable)	\$4,744,570	\$5,185,384
Offsetting revenue	\$5,754,922	\$6,370,225
Totals	\$301,034,019	\$323,721,570

Chicago District 299 receives 30.7 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

More than 25 percent 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 service-level information:

	FY07	FY08 (est)
Total claim amount	\$331,888,006	\$357,262,502
Chicago District 299	\$100,268,600	\$108,493,800
Downstate	\$231,619,406	\$248,768,702
Actual percent paid	98.3%	99.4%
Students *	74,703	83,671

Downstate claim data does not include state audit adjustments.

* Student data exclude Chicago District 299

Transportation Reimbursement to Parents

Legislative Reference – 105 ILCS 5/29-5.2

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$14,454,700	\$14,454,700	\$14,454,700	\$11,954,700	\$11,954,700
Change from Prior Year	(\$44,700)	\$0	\$0	(\$2,500,000)	\$0
	(0.31%)	0.00%	0.00%	(20.91%)	0.00%

Program Goal

To provide funding for parents who transport children when transportation services are not offered for free from public schools.

Purpose

To reimburse parents or guardians of eligible students for qualified transportation expenses. Schools are required to submit student eligibility criteria for this initiative which 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 either live 1.5 miles or more from the school attended or live within 1.5 miles from the school attended with the parent/guardian having received verification from the Illinois Department of Transportation that a serious safety hazard exists (similar to the safety hazard mechanism in regular/vocational transportation reimbursement)
- The parent/guardian resided within Illinois during the time period expenses were incurred
- The school the pupil attended is located within Illinois and satisfies the Illinois compulsory attendance law (Section 26-1 of the School Code)

- The parent/guardian incurred expenses for transporting the pupil to and from school
- The pupil did not have access to transportation to and from school provided entirely at public expense.

Reimbursement/Distribution Method

Parents must report cost information at the school their child attends by June 30. The school must transmit all costs to the State Board of Education by July 31. Payments to eligible parents are usually made in one lump sum in December. Formula grants are based on the appropriation level divided by the number of eligible students. Parents receive the lesser between the actual cost of providing transportation and the calculated statewide amount per pupil.

Population and Service Levels

The following table displays service level information:

	FY07	FY08 (est)
Students served	116,996	117,221
# public	33,977	35,913
% public	29%	31%
# nonpublic	83,019	81,308
% nonpublic	71%	69%
Claim level	\$124.59	\$102.13

Truant Alternative and Optional Education

Legislative Reference – 105 ILCS 5/2-3.66

Funding Source - State

Appropriation History

	FY05	FY06	FY07	FY08	FY09 Proposed
Appropriation	\$15,578,100	\$17,578,100	\$18,078,100	\$20,078,100	\$23,078,100
Change from Prior Year	(93,500)	\$2,000,000	\$500,000	\$2,000,000	\$3,000,000
	(0.60%)	12.84%	2.84%	11.06%	14.94%

Program Goal

To reduce incidences of students dropping out of school and to reduce truancy.

Purpose

To serve students with attendance problems and/or dropouts up to and including those who are 21 years of age, and provide truancy prevention and intervention services to students and their parents and/or serve as part-time or full-time options to regular school attendance. Truancy prevention and intervention programs integrate resources of the school and community to meet the needs of the students and parents. Optional education programs serve as part-time or full-time options to regular school attendance and offer modified instructional programs or other services designed to prevent students from dropping out of school.

Reimbursement/Distribution Method

Funds are awarded on a competitive, request-for-proposals basis for a three-year period,

with continuation funding contingent upon satisfactory performance. Eligible applicants include local school districts, Regional Offices of Education, community colleges, university laboratory schools, charter schools and area vocational centers.

Chicago District 299 receives 26.8 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

The population served has shifted more toward truants and high school dropouts and away from potential dropouts. The following table displays service-level information:

Type of students served	FY06	FY07
Chronic truants	7,822	10,319
Truants	53,797	39,977
High school dropouts	2,379	2,477
Potential dropouts	3,820	4,706
Total served	67,818	57,479



Appendix

New Line Items in Fiscal Year 2009

Adler Planetarium

Adler Planetarium is located in Chicago. This funding will be used to assist the Adler in providing interactive videoconferences, podcasts and web-based resources to allow for classroom instruction for those unable to visit Adler Planetarium, materials and activities for field trips to the museum, professional development workshops and classroom kits for teachers in the Chicago Public Schools, a preschool program pilot project, various after school initiatives, and a new 11th grade earth and space science unit for the Chicago Public Schools.

After School Matters

After School Matters is a non-profit organization that partners with the City of Chicago, Chicago Public Schools, the Chicago Park District, the Chicago Public Library, the Chicago Department of Children and Youth Services, and other community-based organizations to provide out-of-school activities for Chicago teens. Funding provided by the State Board of Education would support after school programming in the Chicago area.

Charter Schools Start-Up Grants

Charter Schools Start-Up grants are authorized in the School Code (105 ILCS 5/27A-11.5), though funding has never been specifically appropriated for this purpose. Grants are to be made to charter schools in their initial charter term in order to assist with start up costs. Up to \$250 per student can be awarded to charter schools. It is anticipated that up to 20 charter schools would qualify for this grant in fiscal year 2009.

Continued Reading Improvement Block Grant

This program is similar to the Reading Improvement Block Grant, however, it is for grades 7 through 12. The Continued Reading Improvement Block Grant was established in statute (105 ILCS 5/2-3.51a) but has never been funded.

Educator Misconduct Investigations

The School Code requires the State Superintendent and Regional Superintendents, upon receipt of evidence of (among other things) immorality and unprofessional conduct, to take certain action with respect to an individual's certificate. When doing so, the State Superintendent or the Regional Superintendent must afford the individual a right to a hearing before a hearing officer. (If the individual has been convicted of certain listed offenses, then the revocation is automatic and thus no hearing is required). The State Board of Education (ISBE) currently lacks the resources to conduct investigations and has proposed that an outside entity be hired to systematically review cases, determine which individuals should have further action taken against them, and then prosecute those individuals before a hearing officer. Furthermore, going forward, ISBE wants to have a system in place where such an entity can review matters to determine if further prosecution of a case is necessary.

Museum of Science and Industry

The Museum of Science and Industry provides various opportunities for hands-on learning experiences through their educational programs. The museum provides education through field trips, learning labs, and video conferencing. Additionally, the museum provides professional development opportunities for teachers on how to use science in the classroom.

Online Databases

Online databases are much like having a library full of books, except that the material can be accessed online. The goal of this is to provide students and teachers at schools with limited library resources access to those resources, as well as to assist schools that already have access to broaden their access. The State Board of Education will purchase licenses for a handful of online databases (which are yet to be determined; examples include Encyclopedia Britannica Online, Maps 101, FirstSearch) and schools will be able to

use those licenses for their teachers and students.

Homeless Education

The State Board of Education (ISBE) receives funding for homeless education through Title X – Education of Homeless Children under the No Child Left Behind Act. In fiscal year 2008, the agency received a grant in the amount of \$2,841,103 to serve this population. Though it is difficult to estimate the number of children eligible for homeless education services, it has been estimated that tens of thousands of children could be eligible for services. Funding provided to ISBE is used to provide technical assistance and the rights of homeless children, as well as grants for services to homeless children and youth. The state funding requested for homeless education would supplement the federal funding already being provided.

Parent Mentor Collaborative Pilot Project

Funding would be distributed to three Chicago neighborhood associations: Logan Square Neighborhood Association, SouthWest Organizing Project, and the Organization of the Northeast. This project assigns parents to classrooms to assist teachers and to learn how school works, to be able to better assist their children, and to learn English.

Response to Intervention (RtI)

These services (using scientific research-based interventions) are designed to provide targeted instruction to students that are having difficulty learning as much or as quickly as the state standards require. The intent is to provide the needed help immediately rather than waiting for the student to fall far behind. Funding will be used for:

- Training 36 trainer/coaches to train building teams
- Training 3,100 building teams (4-5 members: principal, general/special education teachers, support staff) to lead the process in each building and to pay substitutes for teachers participating in the training

- Training and ongoing coaching to successfully implement the interventions
- Preparing staff to provide immediate targeted academic help to the kinds of students that do not make Adequate Yearly Progress (AYP)

Standards Aligned Classroom

The Standards Aligned Classroom (SAC) initiative has been funded through existing line items in the State Board of Education's budget prior to fiscal year 2009. SAC is a professional development opportunity for teachers who are interested in understanding the Illinois Learning Standards and learning how to align lessons and assessments to the standards. Additionally, teachers learn how to conduct appropriate classroom assessments and then learn how to align those assessments and their student's performance to the Illinois Learning Standards.

Superintendent Mentoring

All new superintendents in Illinois will be required to participate in a Superintendent Mentoring Program for his or her first two school years as a superintendent. The program will match an experienced superintendent with a new superintendent to provide guidance and help the new superintendent in the development of his or her professional growth. Mentors will be assigned to new superintendents based on similarity of grade level or type of district, learning needs of the new superintendent, and geographical proximity of the mentor to the new superintendent. The new superintendent, in collaboration with the mentor, shall identify areas for improvement of the new superintendent's professional growth, including analyzing data and applying it to practice, aligning professional development and instructional programs, building a professional learning community, effective board relations, facilitating effective meetings, developing distributive leadership practices and facilitating organizational change.

Systemically Non-Compliant Schools

The State Board of Education (ISBE) is requesting funding to support agency activities involving schools and/or school districts that may be failing in multiple areas (e.g. financially, academically, or administratively). ISBE currently does not have a comprehensive system in place to deal with schools and/or school districts with multiple problems.

New Staffing Requested in Fiscal Year 2009

Headcount	Cost
General Funds	12.0
Federal Funds	\$917,100
TOTAL	25.0
	\$2,200,300

Assessments (Two Positions)

One professional position for Math Assessment – With the full implementation of mathematic assessments in grades three through eight and grade 11 as required by state and federal law, a full-time staff position is needed. In addition to the assessment pursuant to the No Child Left Behind Act in place now, Illinois will also have to do a plan and then implementation of a modified assessment for students covering all of the assessed grades. This full-time position would be used to meet the demands of developing these federal and state required mathematics assessments, prepare informational materials, and provide technical assistance/professional preparation for local school personnel.

One professional position for Bilingual Assessment – In recent years ISBE has had assistance in this area from a retired bilingual educator serving under contract for a limited period of time. While the state assessment of limited English proficient (LEP) students has changed for 2008, all such students are being assessed regarding achieving state standards. The expertise of a full-time staff member is needed to coordinate closely with the English Language Learning Division and the Data Analysis and Progress Reporting Division; conduct professional preparation sessions for local school personnel; research information about accommodations and communicate possible options to the field; and assist with test development of the Prairie State Achievement Exam (PSAE) and the Illinois Standards Achievement Test (ISAT) as needed to ensure the LEP population is assessed as accurately as possible for 2009. This person will also be involved in the development of a new LEP assessment (e.g. design, item development, piloting, and training) which Illinois has formally committed to creating.

Career and Technical Education (One Position)

One professional position for Perkins Programs - The new Perkins legislation includes new requirements for accountability and data collection at the local level and collaboration with post-secondary partners. Performance data gathering, reporting, and analysis will be crucial to the smooth delivery of funding from the Federal level to the State level. Going against the recent trend of reducing staff numbers by reducing field service, the new Perkins legislation requires local involvement with performance data in new ways. Tasks to be completed include:

- Design, draft and completion of accountability portion of the State Plan;
- Collection and reporting of eight to ten additional accountability measures;
- Development a new reporting system to replace the present obsolete systems;
- Coordination of trend analysis of data between the State Board of Education and the Illinois Community College Board;
- Development of performance targets with local educational units, requiring supervision and technical assistance;
- Responsibility to improve performance of field professionals not directly accountable to the Agency, requiring support and coaching in order to reach performance goals and maintained the supply of funds from the Federal government.
- A new performance system will need to be developed, requiring both expertise in Career and Technical Education (CTE) fields as well as data and programming literacy.
- Data literacy will be necessary for our CTE administrators in the field and will require data interpretation training. Travel throughout the State will be crucial to ensure success.

- A manual of accountability and data interpretation will need to be developed and training undertaken for CTE administrators in the field.
- The Agency will need to provide continuous support in the interpretation of local data. The Division of Career and Technical Education is requesting one new staff person for these duties.

Curriculum and Instruction (One Position)

One professional position for Class Size Reduction Pilot Project, State and Federal Advance Placement, and Reading Improvement Block Grant – Currently, a contractual employee is managing the Class Size Reduction Pilot Project, the Division Administrator is managing Advanced Placement programs, and one of two positions for administering the Reading Improvement Block Grant is vacant. These programs need permanent oversight by a professional employee to ensure that the programs are managed properly.

Data Systems (Six Positions)

Two professional positions for Student Information System/Assessments – The Agency’s contract (IBM) to develop the Student Information System (SIS) expires June 30, 2008. ISBE currently does not have staff available to continue the support and enhancements that will be necessary in the future.

One professional position for Commodities System - The Agency’s contract (Fidelis - \$139,725) to support and enhance the Commodities System has expired. There are many new enhancements needed to the system in the near future as well as support required for the system. The agency does not have the staff necessary to maintain and upgrade this system.

One professional position for Child Nutrition System – The agency is currently contracting with three programmer analysts to assist one ISBE staff in the support and re-write of the Child Nutrition System. Once the re-write is completed, the agency will need one additional

staff person to maintain and support the Child Nutrition System.

Two professional positions for System Support - ISBE continues to add on a monthly basis to its 200+ supported applications with no systems being retired. Analysts have too many applications to support in an efficient and timely manner. With the increase of web-based applications designed for district, school and other entities use, our customer base has increased tremendously and requires changes and support in a timely manner.

Early Childhood (Two Positions)

Two professional positions and one support position for Early Childhood Block Grant/Preschool for All - In the past five years, the funding for the state Early Childhood Block Grant (ECBG), including Pre-Kindergarten, Preschool for All, and 0-3 programs, has increased by \$165 million, from \$184 million to \$349 million. This represents an 89% increase in ECBG funding and consequent responsibilities fallen to the Early Childhood Division. At the same time, division headcount in the has declined by 42%. The Preschool for All program projects a five-year roll-out, which began in fiscal year 2007, to make free preschool available to every 3 and 4 year old in the state whose parents choose to participate. This rollout includes many new providers each year, as well as many special projects associated with it that require staff time, above and beyond the management of the competitive grant process and educational leadership.

English Language Learning (Four Positions)

Four professional positions – These positions are required to come into compliance with the Title III comprehensive monitoring plan and to be able to address questions posed by the U.S. Civil Rights Division’s investigation into our monitoring activities. In 2005, the U.S. Department of Education cited ISBE for not monitoring school districts. ISBE has an approved comprehensive monitoring plan with the Office of English Language Acquisition (OELA) on how Title III LIPLEP and Immigrant

Education Program services will be provided and how funding will be used. The plan states that the Division of English Language Learning must monitor 100 districts and complete 100 follow-up visits for the districts monitored the previous year. The Division currently has seven professional staff which, in addition to required monitoring, is also responsible for the Transition to Teaching program, Immigrant Education Program, Migrant Education Program, Visiting Teacher Exchange Program, bilingual assessments, and Title III accountability. ISBE is currently in violation of the approved comprehensive monitoring plan as the Division has only conducted two compliance monitoring visits in this fiscal year. In a document dated December 11, 2006, the U.S. Department of Justice Civil Rights Division, notified the Division that it is seeking an explanation of the actions the Division has taken to monitor districts in 2006, 2007 and 2008.

External Assurance (One Position)

One professional position for field work - ISBE's current external audit plan requires 22 staff positions to complete required field work. There are currently 12 staff positions available to complete these audits.

Federal Programs (Three Positions)

One professional position for Non-Public School Improvement Technical Assistance in Central and Southern Illinois - The Illinois State Board of Education does not currently have anyone to assist non-public schools with Title I school improvement issues in the southern half of the state. The result is that the Agency is not providing the support required by No Child Left Behind (NCLB).

Two professional positions for Program Monitoring - ISBE is not currently providing program monitoring required by NCLB, including required visits to districts determined to be out of compliance with NCLB. A 2005 Federal audit cited ISBE for this. As the number of districts and schools in School Improvement Status and/or Academic Early Warning and Watch Status grows these

positions will become critical to complying with NCLB and State law.

School Business and Support (One Position)

One professional staff position for Regional Financial Consulting – This position is being requested to assist with overseeing school districts with financial non-compliance issues such as A-133 findings, audit/management letters that cite financial discrepancies such as inappropriate use of activity funds, review complaints ISBE receives regarding financial issues, and assist with monitoring such panels as voluntary oversight panels, financial oversight panels and school finance authorities, and review financial audit notes to determine districts with financial discrepancies. This position will also assist with providing financial forecasting, financial analysis, and completing budgets to area school districts. This position would be headquartered in the northern collar county area or in northern Cook County.

Legal (Two Positions)

Two investigators for educator misconduct issues – Currently, the State Superintendent is required to initiate suspension or revocation proceedings against certificate holders upon receipt of evidence of, for example, immorality or unprofessional conduct. However, upon receipt of an allegation of such conduct, the agency does not have any trained investigators on staff to vigorously pursue the facts and determine whether there is sufficient evidence to move forward with a hearing. Other states have entire departments devoted to educator ethics/misconduct, including states that have up to 10 investigators.

Special Education (Two Positions)

One professional position for the State special education complaint system - ISBE is responsible for monitoring special education requirements and entities to examine compliance with applicable state and federal laws. This position would be responsible for investigating written complaints to verify and ensure the provision of special education services to eligible students. Currently, the

division has only two staff members to investigate the complaints throughout the State full-time. One of those individuals also coordinates the complaint system which includes reviewing all correspondence received in the division. The average number of complaints received during a school year is around 150, so other staff members are required to assist with the overflow.

One professional position for the Due Process System - ISBE is responsible for maintaining a special education due process system to

address disagreements between school districts and parents. Currently, we have one staff member that maintains the due process system. Although not all requests result in a due process hearing, on average there are 300-400 requests filed each year. This position would be responsible for assisting in the maintenance of the due process system, in the training of hearing officers, working with the evaluation entity, and working with stakeholders in identifying inefficiencies in the system and developing a plan of action to address those inefficiencies.



ILLINOIS STATE BOARD OF EDUCATION
Fiscal Year 2009 Proposed Budget