

ILLINOIS STATE BOARD OF EDUCATION

Fiscal Year 2010 Proposed Budget



Jesse H. Ruiz
Chairman

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



Illinois State Board of Education

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www.isbe.net

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Chairman

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State Superintendent of Education

February, 2009

To: The Honorable Governor Pat Quinn
The Honorable Members of the Illinois General Assembly
The People of the State of Illinois

The Illinois State Board of Education's (ISBE) proposed Fiscal Year 2010 budget is respectfully submitted for your consideration. In challenging economic times, the budget represents our shared belief that education is the foundation for the future. Better educated students will contribute toward strengthening Illinois' economy in the future, and are one of our most important investments the state can make.

To assist in its budget preparation, the Board held public hearings throughout the state from September through December of 2008. Hearing participants were asked to demonstrate the alignment of their budget proposals with the Board's three strategic goals: (1) Every student will demonstrate academic achievement and be prepared for success after high school; (2) Every student will be supported by highly prepared and effective teachers and school leaders; and (3) Every school will offer a safe and healthy learning environment for all students.

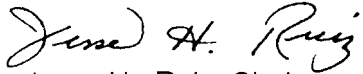
It was clear from the Board's budget hearings that, given the difficult economic times, what was most important was to reach as many students as possible with our state funding and to do so in a way that allowed school districts as much flexibility as possible. To that end, the Board focused on General State Aid (GSA) and Mandated Categoricals (MCATS). When examining possible increases to GSA, the Agency staff looked to the methodology the Education Funding Advisory Board (EFAB) used when last convened. Using the EFAB methodology, we calculated that the foundation level would need to be increased from \$5,959 to \$7,388 — which would translate into a \$2.15 billion increase in funding over fiscal 2009. The Board did not believe such an increase to be reasonable, but did recommend a modest increase in GSA of \$114.2 million. Moreover, the Board recommended fully funding MCATS — which would require an increase of approximately \$144 million. In developing the budget, the Board was ever-mindful of the State's economic situation and the impact on cash flow and tax revenues.

As you will notice, the Board developed a new budget and financial reporting format to improve communication. Budget line items are grouped according to the Board's strategic priorities. Dollars from smaller programs were redistributed to achieve the aforementioned goal of serving more Illinois children, and to maximize the value of Illinois taxpayers' investment in education. The budget proposal reflects a total appropriation of \$9.97 billion. This is an increase in the General Revenue Fund (GRF) budget of \$173.4 million (2.3 percent.)

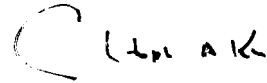
Our budget request may be adjusted by an anticipated increase in federal funds due to the recent passage of the American Recovery and Reinvestment Act of 2009. New federal dollars will hopefully help to improve education funding and stimulate the economy, but even with that extra federal assistance the Board understands Illinois still faces fiscal grave difficulties in developing a GRF budget.

We appreciate your continuing support of education in Illinois, and renew our commitment to serve the more than 870 school districts across the state. The Board and the Agency looks forward to working with you to maximize the utilization of state and federal funding streams. ISBE also embraces transparency in all aspects of government, so you may review our proposed budget on our agency website at www.isbe.net.

Sincerely,



Jesse H. Ruiz, Chairman
State Board of Education



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

Table of Contents

State Board of Education	1
Illinois State Board of Education Mission and Goals	2
Illinois State Board of Education FY2010 Budget Hearings	3
Executive Summary	
Executive Summary	7
Fiscal Year 2010 Budget Highlights	14
Fiscal Year 2010 Budget Recommendation.....	17
Programs	
Advanced Placement.....	25
Agricultural Education	27
Alternative Education – Regional Safe Schools	28
Arts and Foreign Language	29
Assessments State and Federal (Title VI).....	30
Autism Project.....	32
Bilingual Education	33
Blind and Dyslexic	34
Career and Technical Education.....	35
Career and Technical Education – Basic.....	36
Career and Technical Education – Technical Preparation	38
Charter Schools Revolving Loan Fund	40
Charter Schools Transition Impact Aid.....	41
Child Nutrition Programs.....	42
Children’s Mental Health Partnership	45
Class Size Reduction Pilot Program	46
Community and Residential Services Authority	47
District Consolidation/Annexation Costs	48
Driver Education	50
Early Childhood Education	51
Educator Misconduct Investigators	52
Emergency Financial Assistance Fund	53
Enhanced Assessment Instruments:	
Obtaining Necessary Parity Through Academic Rigor (ONPAR).....	54
Extended Learning Opportunities (Summer Bridges).....	55
Fast Growth Grants.....	56
General State Aid	57
General State Aid – Hold Harmless	68
Grow Your Own Teachers	69
Growth Model	70
Illinois Economic Education	71
Illinois Free Lunch and Breakfast	72
Illinois Governmental Internship Program	73
Illinois State Board of Education Teacher Certificate Institute Fund	74
Individuals with Disabilities Education Act – Deaf and Blind	75
Individuals with Disabilities Education Act – Part B.....	76

Individuals with Disabilities Education Act – Preschool, Part B.....	77
Individuals with Disabilities Education Act – State Program Improvement, Part D ..	79
Integration of Schools and Mental Health Systems.....	80
Jobs for Illinois Graduates	81
Learn and Serve America	82
Materials Center for the Visually Impaired	83
Metro East Consortium for Child Advocacy	84
Minority Transition Program	85
National Board Certification	86
Orphanage Tuition – Regular Education	87
Orphanage Tuition – Special Education	88
Parental Participation Pilot Project.....	89
Philip Rock Center and School	90
Principal Mentoring Program	91
Reading Improvement Block Grant	92
Regional Office of Education	94
Regional Superintendents’ and Assistants’ Salaries	95
Response to Intervention (RTI)	96
School Breakfast Incentive	97
School Safety and Educational Improvement Block Grant (ADA Block Grant)	98
School Technology Revolving Loan Program	99
Special Education – Funding for Children Requiring Special Education Services (formerly Special Education – Extraordinary)	100
Special Education – Personnel Reimbursement	101
Special Education – Private Tuition	103
Special Education – Summer School	104
System of Support	105
Tax Equivalent Grants	106
Teach for America	107
Teacher & Administrator Mentoring Program.....	108
Teacher Certificate Fee Revolving Fund	109
Teacher of the Year	110
Technology for Success	111
Temporary Relocation Assistance Revolving Loan Fund	112
Textbook Loan Program	113
Title I – Advanced Placement	114
Title I – Basic, Part A	115
Title I – Education of Migratory Children, Part C.....	116
Title I – Even Start Programs.....	118
Title I – Migratory Incentive, Part C.....	119
Title I – Neglected and Delinquent, Part D	120
Title I – Reading First	121
Title I – School Improvement	123
Title II – Enhancing Education through Technology	124
Title II – Mathematics and Science Partnership Program	126
Title II – Teacher/Principal Training	127
Title II – Transition to Teaching.....	128
Title III – English Language Acquisition	129
Title IV – Safe and Drug Free Schools and Communities.....	131
Title IV – 21st Century Communities Learning Centers	132

Title V – Charter Schools	133
Title V – Innovative Programs	134
Title VI – Rural and Low Income School Programs	135
Title X – Education for Homeless Children	136
Transitional Assistance	137
Transportation – Regular and Vocational	138
Transportation – Special Education	140
Transportation Reimbursement to Parents	142
Truant Alternative and Optional Education	143

Appendix

Staffing Needs Justification.....	147
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ILLINOIS STATE BOARD OF EDUCATION

Mission and Goals

MISSION

The Illinois State Board of Education will provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education, and share accountability for doing so with Districts and Schools.

GOAL 1

Every student will demonstrate academic achievement and be prepared for success after high school.

GOAL 2

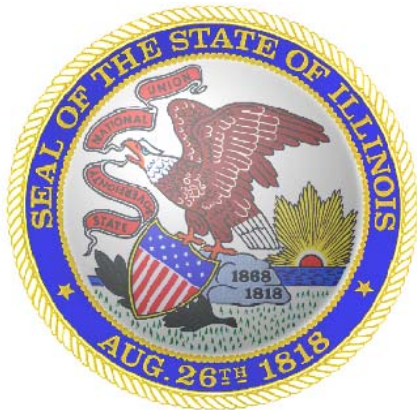
Every student will be supported by highly prepared and effective teachers and school leaders.

GOAL 3

Every school will offer a safe and healthy learning environment for all students.

**Illinois State Board of Education
FY 2010 Budget Hearings**

<u>DATE</u>	<u>DAY</u>	<u>SITE</u>	<u>TIME</u>
September 16, 2008	Tuesday	NORMAL School Cafeteria, Normal Community H.S. 3900 East Raab Road, Normal	6 – 8 pm
October 7, 2008	Tuesday	CHICAGO Chicago Urban League 4510 S. Michigan Avenue, Chicago	4 – 6 pm
October 14, 2008	Tuesday	MACOMB Hancock/McDonough ROE Office 130 S. LaFayette, Suite 200, Macomb	6 – 8 pm
October 22, 2008	Wednesday	SPRINGFIELD Plaza G, Crowne Plaza Hotel 3000 S. Dirksen Parkway, Springfield	4 – 6 pm
October 27, 2008	Monday	BELLEVILLE St. Clair County Regional Office 1000 South Illinois Street, Belleville	4 – 6 pm
November 6, 2008	Thursday	CHARLESTON Eastern Illinois University Effingham Room, MLK, Jr. University Union	6 – 8 pm
December 3, 2008	Wednesday	WHEATON Learning Center, Briar Glen Elementary 1800 Briarcliffe Boulevard, Wheaton	6 – 8 pm



Executive Summary

ILLINOIS STATE BOARD OF EDUCATION

Executive Summary

Funding Principles

Fiscal year 2010 is anticipated to be a tight budget year for the state and for this agency. It is projected that the economy will continue to decline and that it will be difficult to fund growth in the Illinois State Board of Education (ISBE) budget. **In making this year's budget request, the Board sought to impact the long term economic fortunes of the State through having a better educated and prepared workforce.**

The Board's decisions regarding programs and funding were based upon three key principles:

- 1) Support for the largest number of children in need with the greatest flexibility for districts;
- 2) Alignment with the strategic plan goals adopted by the board in August 2008:
 - Every student will demonstrate **academic achievement** and be prepared for success after high school.
 - Every student will be supported by **highly prepared and effective teachers** and school leaders.
 - Every school will offer a **safe and healthy learning environment** for all students; and,
- 3) Introduction of only minimal new programs and mandates in order to conserve scarce resources and maintain focus (i.e., the agency is quite cognizant of the State of Illinois, the economy and other external factors in its decision making).

Each year, most of the ISBE budget is devoted to General State Aid (GSA) and Mandated Categorys (MCATs). These two elements comprise 88 percent of the proposed fiscal year 2010 budget. They are received by virtually all districts in the state. In fiscal year 2009, GSA and MCATs comprised 86 percent of the budget. In fiscal year 2008, they comprised 87 percent.

Budget at a Glance

The current budget proposal reflects a total appropriation of \$9.97 billion. This is an increase in the General Revenue Fund (GRF) budget of **\$173.4 million or 2.3 percent over fiscal year 2009.**

The proposal includes:

- a \$130 increase in the GSA foundation level at an additional cost of \$114.3 million;
- an \$8 million reduction in GSA Hold Harmless based on a 50 percent proration (the goal being to phase out the Hold Harmless over three years);
- a \$144.7 million increase to fully fund MCATs;

- a \$7.9 million increase in bilingual education across the state;
- a \$110.2 million redistribution of funds from a number of programs to GSA, based on the Board's desire to provide as much flexibility as possible to Illinois school districts;
- a \$12.5 million increase in early childhood programs for COLA adjustments and administrative costs;
- limited increases in agency operations, totaling \$5.2 million which includes \$1.9 million for the addition of 32 full time equivalents to the agency's GRF headcount;
- a \$4 million infusion for programs, such as the further development of P-20 longitudinal database and Illinois' participation in the American Diploma Project;
- a \$2.5 million program to establish an on line data system; and
- a \$1.5 million increase in the statewide system of support for programs related to the development of standards aligned curriculum for high schools. We will work with the state's lowest performing schools to embrace innovative new learning models.

General State Aid

The Board directed staff to perform a calculation of the GSA foundation level according to the methodology used by the Education Funding Advisory Board (EFAB). The calculation methodology was most recently used in 2005, the last year that EFAB convened. Staff reviewed the calculation with the ISBE Board at its December meeting.

The calculation resulted in a foundation level of \$7,388, which is \$1,429 more than the current foundation level of \$5,959 for fiscal 2009. To fund GSA at the EFAB methodology foundation level of \$7,388 for fiscal year 2010 would require a \$2.15 billion increase in GSA compared to fiscal year 2009.

Significant increases in the GSA foundation level have been made in prior years. In the proposed fiscal year 2010 budget, a \$130 increase in the GSA foundation level to \$6,089 is recommended. This would require a \$114.3 million increase in funding. In fiscal year 2009, the foundation level rose \$225 and funding increased \$135.8 million.

Hold Harmless

The fiscal year 2010 budget recommendation begins to phase out the GSA Hold Harmless. We expect to continue reductions and eliminate these payments over the course of the next three years. The Hold Harmless line item was originally intended to transition school districts by addressing reductions in funding levels received in 1997, nearly 12 years ago. The proposed Hold Harmless of \$18.1 million would result in a **decline** of \$8 million in fiscal year 2010 compared to the \$26.1 million in fiscal year 2009. Maintaining Hold Harmless at 100 percent would instead require a \$10.1 million **increase** to \$36.2 million in fiscal year 2010.

Mandated Categoricals

The proposed budget includes fully funding MCATs, resulting in a \$144.7 million increase in fiscal year 2010. These programs include special education, transportation and school breakfast/lunch.

Assessments

The agency selects, develops, and administers various statewide tests to measure individual academic achievement in accordance with state law and the requirements of the federal No Child Left Behind Act (NCLB). ISBE contracts with various vendors to provide assessment related services. In fiscal year 2010, a \$2.5 million increase is being recommended for assessments. Additional funds are requested for new bilingual testing materials. This is estimated at a cost of \$1.8 million. The remaining increase is anticipated for psychometric services, writing skills, a detailed third party review of data processing procedures, and administrative costs.

New Budget Line Items

The Board, as noted earlier, has recommended limited new programs. Those include the following:

P-20 Longitudinal Data System: ISBE has requested \$2 million in funding for a Longitudinal Data System (LDS). The LDS will allow for the integration of all ISBE Systems that collect student-level data to connect it with other data collected by the agency (e.g. staff, special education, and career and technical education) and would allow for ISBE data to be linked to Illinois Community College Board (ICCB) and Illinois Board of Higher Education (IBHE) data. This integration is needed to support the analysis of the factors that contribute to student performance. **A more robust data system will allow us to better track the growth of individual students.**

With an LDS, pre-k to 12 data maintained by ISBE could be linked to postsecondary and employment data to analyze the impact of educational programs on student outcomes. The LDS will reduce the data burden on school districts and facilitate state and federal reporting. Ultimately, ISBE would develop an education data warehouse.

American Diploma Project and Standard Training Materials for Teachers. The American Diploma Project work in Illinois commenced in August of 2008. ISBE staff is working closely with the IBHE, the ICCB, the Illinois Business Roundtable, and Office of the Governor to review and align our K-12 standards. The funding requested here would ensure the continuation of the review of standards by Illinois K-12, community college and higher education teachers and will help to improve overall coherence between standards, curriculum, assessment and college entry requirements. ISBE would provide professional development to school districts and teachers to show how to align classroom assessments and student performance to the Illinois Learning Standards. These projects would cost \$2 million.

On-line data system will provide material that can be accessed on line by students with limited library resources. ISBE would purchase licenses for several online databases through an RFP process. Schools would get economies of scale from a volume purchase of licenses for encyclopedias, maps, and research. Teachers and students at schools would then be able to use the databases at a lower cost than that of individual school districts or schools making the purchases. The Board has recommended \$2.5 million for this program.

Bilingual Education

Demographic trends have identified a growing and shifting population of English Language Learners (ELLs) in Illinois. Currently, there are more than 166,000 ELLs statewide with a growth of 9,790 additional students in 2009 compared to the prior year. As has been the case for many years, this growth is primarily outside District 299 (Chicago).

For at least the last decade, actual expenditures incurred by school districts outside District 299 have greatly exceeded budgeted appropriations. In fiscal year 2009, the appropriation of \$34.2 million for school districts outside of District 299 (referred to as “Bilingual Education – Downstate” in the fiscal year 2009 budget) resulted in a 66.1 percent prorated reimbursement for such districts, with total payments averaging \$314 per student. The block grant for District 299, however, is not based on actual expenditures. In fiscal year 2009, for example, the appropriation of \$41.5 million for District 299 equaled \$720 per Chicago ELL.

The State Superintendent proposes a statewide calculation of \$500 per ELL for the FY 2010 bilingual education appropriation, regardless of their location within the state. This would require a change to Article 1D of the School Code. The proposed new method would require a net increase of \$7.9 million throughout Illinois--a \$12.7 million decrease in Chicago and a \$20.6 million increase for the rest of the State. Some additional funds have been included for administrative costs.

Early Childhood

For fiscal year 2010, we are proposing an increase of \$12.5 million. Rather than adding additional slots, this amount would be used as a COLA adjustment for existing programs and certain administrative costs. There are now 96,000 children enrolled in pre-kindergarten programs across the state.

Statewide System of Support

The Statewide System of Support (SOS) provides technical assistance to schools in the development of standards aligned curriculum to assist students in meeting Annual Yearly Progress. The SOS provides assistance in developing a standards-led system to improve teaching and learning. In fiscal year 2010, an addition \$1.5 million is proposed for SOS to assist six low performing high schools at a cost of \$250,000 per district.

Regional Superintendents and Assistant Superintendents

Early Retirement Option: The Teacher’s Retirement System currently takes the position that ISBE is responsible for the employer contribution for Regional Superintendents and Assistant Superintendents (but not other employees of the Regional Offices of Education) who take advantage of the Early Retirement Option. ISBE has not historically itemized a budget line for such payments. To best ensure that such money will be available, the agency recommends such a line item this year and going forward. As a result of discussions with the President of the Illinois Association of Regional Superintendents of Schools, the State Superintendent recommends that such line include \$400,000 in fiscal year 2010.

Salaries: State law (105 ILCS 5/3-2.5) requires salaries for Regional Superintendents and Assistant Superintendents to be adjusted for the Consumer Price Index (CPI) each year. The

impact of the CPI, staffing changes, and other personal services costs will cause an increase in this line item.

School Services: The amount reflected as an increase in this line is a reclassification from prior years when the \$500,000 amount had been shown separately as the superintendent initiatives line item. The Board recommends that this amount be combined into the large line item School Services. There is a corresponding \$500,000 decrease in the superintendent initiatives line item.

Community and Residential Services Authority

The Community and Residential Services Authority (CRSA) provides services to behavior-disordered youth. For fiscal year 2010, a \$25,000 increase to \$600,000 was requested by the CRSA Board for salary increases for staff and administrative costs. ISBE acts as the fiscal agent for CRSA.

Educator Misconduct

This line item was first in the ISBE budget in fiscal year 2009 to address costs related to the superintendent's investigation of educator misconduct and to initiate action to suspend or revoke educator certificates where appropriate. The line item also funds payments to hearing officers for certification actions. In October 2008, the Attorney General's Office approved the assignment of an outside law firm to assist the agency with investigations and prosecutions before the State Teacher Certification Board. Because the agency will have the outside counsel for a full year in fiscal year 2010 and will require hearing officers, a \$120,000 increase in the line item is requested.

Agency Operations

Despite growth in the overall ISBE GRF budget from \$5.8 billion in fiscal year 2005 to \$7.4 billion in fiscal year 2009, the operations budget has declined. Agency Operations were \$33.1 million in fiscal year 2005 and have dropped to \$24.3 million in fiscal year 2009. With the loss of \$1.8 million due to funds sweeps in fiscal year 2009 and two new union contracts expected to be in place during fiscal year 2010, additional operational funding is desperately needed. From fiscal year 2004 to fiscal year 2009 sweeps of ISBE accounts totaled \$28.1 million.

Funds Sweeps – In fiscal year 2009, funds were swept from Teacher Certification, Driver's Education and School Technology. A loss in teacher certification funds could result in a teacher certification backlog. Driver's Education has experienced an increased need for staffing in light of the new legislation passed last year. The lack of resources in technology support remains a complaint in the school districts as requirements for data management increase under NCLB. In prioritizing staffing needs, the agency is requesting additional appropriations from the GRF to maintain staffing in Teacher Certification. The agency is attempting to absorb the impact of the sweeps in the other divisions.

Union Contracts – The contract for the union representing agency clerical and operations workers – the American Federation of State, County and Municipal Employees (AFSCME) -- is currently being negotiated after expiring at the end of fiscal year 2008. Additionally, the union representing professional staff – the Illinois Federation of State Office Educators (IFSOE) – is in the final year of its contract. IFSOE contract negotiations will begin in a few months.

Servers and Personal Computers (Contractual and Equipment) – The agency currently operates and maintains dozens of computer programs that are accessed online by school districts, teachers, researchers and others. A solid technological infrastructure is needed to support these systems. The agency has made a significant investment in software in recent years and has plans for a new longitudinal data system. In fiscal year 2009, the board authorized an investment in new servers to mitigate the risk of system failure and enhance customer service. The agency leased servers at an annual cost of \$330,000.

Besides the new server lease contract, technology costs will rise as desktop and laptop computers are replaced. Agency desktop and laptop computers are old and cause delays and inefficiencies. Thirty five percent are over five years old--well beyond their recommended useful life. We normally replace some computers as part of our planned rotation depending upon equipment failures and staffing changes. However, much of the agency's inventory of laptops and desktops are Gateway, a brand that has gone out of business. It is unclear whether these 410 computers will be supported and if parts will be available so more may need to be replaced.

Personnel Services Costs

The need for additional staff in the agency is critical. Staffing levels have declined as agency expenditures and programs have grown. For fiscal year 2010, building a foundation for the future, we are requesting 32 additional positions. Last year, we requested 25 new positions. The General Assembly passed our requested increases for fiscal year 2009. However, our staffing additions and increases in personal services expenses were later vetoed by the then-Governor.

The need for new positions was balanced with the need to control costs. Positions were prioritized by senior staff. Only the most critical positions were requested after being evaluated.

Among our requests for new positions this year are four positions in Teacher Certification. Technically, it is not the positions that are new—only the funding source. In past years, these positions had been funded from the Teacher Certification Fund, but that fund has been subject to sweeps. In October, 2008, an amendment was made to the State Finance Act to create the fiscal year 2009 Budget Relief Fund. State law (30 ILCS 105/8.46) authorized sweeps of various funds. The Comptroller's Office was directed to remove \$250,000 from the Teacher Certification Fund by this law. These resources are desperately needed. In fiscal year 2010, we propose an addition to the GRF for these positions. We want to avoid staffing shortages and a potential backlog in the 81,000 applications that are processed by ISBE's Teacher Certification Division each year.

Our requests for additions to general fund staff are summarized below:

- Data Systems Application Support (6)
- Early Childhood Program Monitors(5)
- Teacher Certification (4)
- English Language Learning Compliance Monitors(4)
- Data Stewards (e.g. persons responsible to assist with data reporting and integrity) (3)
- Grants and Programs System of Support (3)
- External Assurance Auditors (2)
- Educator and School Development Internal Consultants (1)

- Field Professional Training and Development Specialist(1)
- School Business Services internal financial consultants to districts (1)
- Governmental relations aide (1)
- Data Researcher (1)

The June 30, 2009 fiscal year end headcount is projected at 499. These 32 new positions for GRF in fiscal year 2010 would cost an additional \$1.9 million. **Four other federally funded positions would also be added and bring the agency headcount to 535.**

Budget Highlights – Fiscal Year 2010 Request

Proposed Fiscal Year 2010 Budget

\$000s	FY09 Enacted	FY10 Request	\$ Change	% Change
General Funds	\$7,410,284.2	\$7,583,700.0	\$173,415.8	2.34%
Other State Funds	\$43,652.3	\$43,667.6	\$15.3	0.04%
Federal Funds	\$2,295,036.9	\$2,298,008.1	\$2,971.2	0.13%
TOTAL	\$9,748,973.4	\$9,925,375.7	\$176,402.3	1.81%
<i>Reappropriations</i>	\$40,070.5	\$42,826.5		
GRAND TOTAL	\$9,789,043.9	\$9,968,202.2		

General State Aid

\$000s	FY09 Enacted	FY10 Request	\$ Change	% Change
General State Aid	\$4,590,259.9	\$4,704,523.5	\$114,263.6	2.49%
Hold Harmless	\$26,106.4	\$18,109.9	(\$7,996.5)	-30.63%
TOTAL	\$4,616,366.3	\$4,722,633.4	\$106,267.1	2.30%

Foundation Level (actual \$)	\$5,959	\$6,089	\$130	2.18%
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Mandated Categoryicals

\$000s	FY09 Enacted	FY10 Request	\$ Change	% Change
Illinois Free Lunch/Breakfast	\$26,300.0	\$26,300	\$0.0	0.00%
Orphanage Tuition	\$11,600.0	\$13,000.0	\$1,400.0	12.07%
Sp Ed – Children Requiring Sp Ed Services	\$331,051.1	\$334,236.8	\$3,185.7	0.96%
Sp Ed – Orphanage Tuition	\$101,800.0	\$120,200.0	\$18,400	18.07%
Sp Ed – Personnel Reimbursement	\$426,100.0	\$459,600.0	\$33,500.0	7.86%
Sp Ed – Private Tuition	\$151,600.0	\$181,100.0	\$29,500.0	19.46%
Sp Ed – Summer School	\$11,000	\$11,700.0	\$700.0	6.36%
Sp Ed – Transportation	\$383,300.0	\$429,700.0	\$46,400.0	12.11%
Transportation – Regular/Vocational	\$339,500.0	\$351,100.0	\$11,600.0	3.42%
TOTAL	\$1,782,251.1	\$1,926,936.8	\$144,685.7	8.12%

Proration Levels	FY09 Budgeted	FY09 Actual	FY10 Proposed
Illinois Free Lunch/Breakfast	100.0%	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%	96.6%	100.0%
Sp Ed – Private Tuition	100.0%	96.6%	100.0%
Sp Ed – Summer School	100.0%	100.0%	100.0%
Sp Ed – Transportation	100.0%	96.9%	100.0%
Transportation – Regular/Vocational	100.0%	100.0%	100.0%

Early Childhood Education

\$000s	FY09 Enacted	FY10 Request	\$ Change	% Change
Early Childhood	\$380,261.4	\$392,761.4	\$12,500.0	3.29%

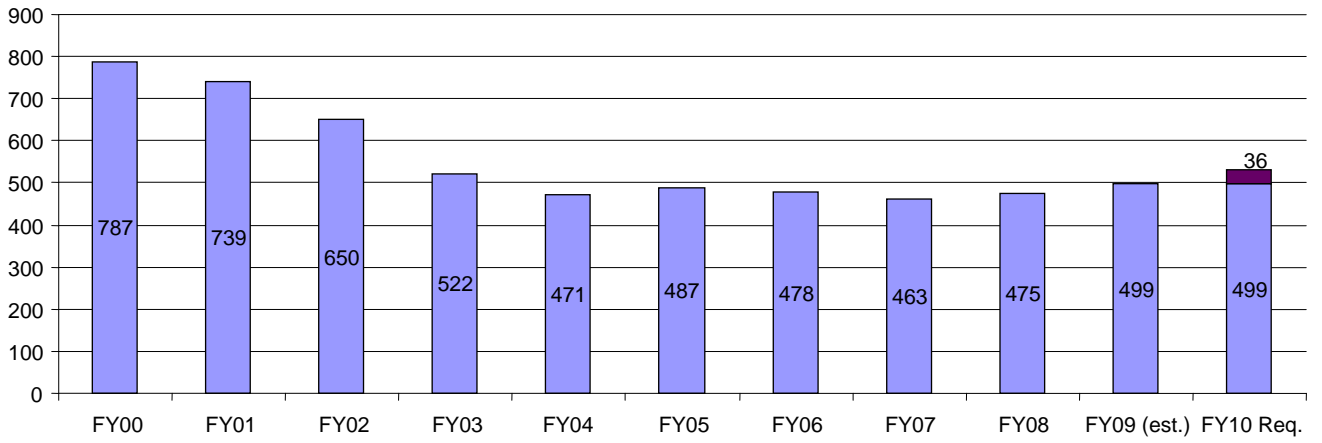
	FY09 Estimated	FY10 Proposed	# Change	% Change
Children Served	91,808	97,496	5,688	6.20%

Other Programs

\$000s	FY09 Enacted	FY10 Request	\$ Change	% Change
Curriculum and Instruction*	\$693,771.7	\$676,848.0	(\$16,923.7)	-2.44%
Educator Quality and Support	\$37,137.1	\$31,670.0	(\$5,467.1)	-14.72%
Other School Transportation	\$13,154.7	\$0	(\$13,154.7)	-100.00%
Other Statewide District Categorical Assistance	\$55,535.1	\$7,121.5	(\$48,413.6)	-87.18%
Regional Offices of Education	\$16,090.0	\$17,309.0	\$1,219.0	7.58%
Special Education	\$10,592.6	\$10,967.6	\$375.0	3.54%
Standards and Assessments	\$34,982.0	\$41,514.2	\$6,532.2	18.67%
Student Health and Safety Initiatives	\$125,653.1	\$118,773.1	(\$6,880.0)	-5.48%

*Totals in Curriculum and Instruction includes Early Childhood Education figures which are shown separately above

ISBE Headcount History (as of June 30)



ILLINOIS STATE BOARD OF EDUCATION
FY10 Board Budget Recommendation

\$000s	FY09 Enacted	FY10 Request	FY10 Increase (Decrease)	
			\$	%
GENERAL FUNDS				
GRANTS				
<i>General State Aid</i>				
General State Aid	4,590,259.9	4,704,523.5	114,263.6	2.5%
General State Aid - Hold Harmless	26,106.4	18,109.9	(7,996.5)	-30.6%
Subtotal, General State Aid	4,616,366.3	4,722,633.4	106,267.1	2.3%
<i>Mandated Categoricals</i>				
Personnel Reimbursement (Special Ed)	426,100.0	459,600.0	33,500.0	7.9%
Funding for Children Requiring Sp Ed Services	331,051.1	334,236.8	3,185.7	1.0%
Orphanage Tuition (Special Ed)	101,800.0	120,200.0	18,400.0	18.1%
Private Tuition (Special Ed)	151,600.0	181,100.0	29,500.0	19.5%
Summer School (Special Ed)	11,000.0	11,700.0	700.0	6.4%
Transportation (Special Ed)	383,300.0	429,700.0	46,400.0	12.1%
Subtotal, Mandated Categoricals (Special Ed)	1,404,851.1	1,536,536.8	131,685.7	9.4%
Illinois Free Lunch/Breakfast	26,300.0	26,300.0	0.0	0.0%
Orphanage Tuition	11,600.0	13,000.0	1,400.0	12.1%
Transportation - Regular/Vocational	339,500.0	351,100.0	11,600.0	3.4%
Total, Mandated Categoricals	1,782,251.1	1,926,936.8	144,685.7	8.1%
<i>Standards, Assessments and Accountability</i>				
Assessments	29,982.0	32,514.2	2,532.2	8.4%
Growth Model	3,000.0	3,000.0	0.0	0.0%
Longitudinal Data System	0.0	2,000.0	2,000.0	N/A
Response to Intervention	2,000.0	2,000.0	0.0	0.0%
ADP and Standards materials and training for teachers	0.0	2,000.0	2,000.0	N/A
Subtotal, Standards, Assessments and Accountability	34,982.0	41,514.2	6,532.2	18.7%
<i>Curriculum and Instruction</i>				
Adler Planetarium	200.0	0.0	(200.0)	-100.0%
Advance Placement Classes	1,646.9	1,646.9	0.0	0.0%
Aerospace Education Initiative - Chicago	920.0	0.0	(920.0)	-100.0%
After School Matters	500.0	0.0	(500.0)	-100.0%
After School Programs	9,700.0	0.0	(9,700.0)	-100.0%
Agricultural Education	3,381.2	3,381.2	0.0	0.0%
Arts and Foreign Language	4,000.0	4,000.0	0.0	0.0%
Bilingual Education - Chicago School District 299	41,500.0	28,819.5	(12,680.5)	-30.6%
Bilingual Education - Outside Chicago School District 299	34,152.0	54,737.5	20,585.5	60.3%
Career and Technical Education Programs	38,562.1	38,562.1	0.0	0.0%
Class Size Reduction Pilot Project	8,000.0	0.0	(8,000.0)	-100.0%
Classroom Cubed	2,000.0	0.0	(2,000.0)	-100.0%
Early Childhood Education	380,261.4	392,761.4	12,500.0	3.3%
Extended Learning Opportunities (Summer Bridges)	22,238.1	22,238.1	0.0	0.0%
Gifted Education	7,000.0	0.0	(7,000.0)	-100.0%

Illinois Governmental Internship Program	129.9	0.0	(129.9)	-100.0%
Jobs for Illinois Graduates	4,000.0	0.0	(4,000.0)	-100.0%
Minority Transition Programs	578.8	0.0	(578.8)	-100.0%
Museum of Science and Industry	200.0	0.0	(200.0)	-100.0%
On-Line Database	0.0	2,500.0	2,500.0	N/A
Parental Participation Pilot Project	100.0	0.0	(100.0)	-100.0%
Reading Improvement Block Grant	76,139.8	76,139.8	0.0	0.0%
Rural Technology Initiative	4,000.0	0.0	(4,000.0)	-100.0%
Statewide System of Support	3,342.7	4,842.7	1,500.0	44.9%
Targeted Interventions	4,000.0	0.0	(4,000.0)	-100.0%
Tax Equivalent Grants	222.6	222.6	0.0	0.0%
Technology for Success (IVHS and LTC's)	4,169.7	4,169.7	0.0	0.0%
Technology Immersion Pilot Project	0.0	0.0	0.0	N/A
Textbook Loan Program	42,826.5	42,826.5	0.0	0.0%
Community Organization Programs	0.0	0.0	0.0	N/A
Various After School Programs	0.0	0.0	0.0	N/A
Subtotal, Curriculum and Instruction	693,771.7	676,848.0	(16,923.7)	-2.4%

Regional Offices of Education

Regional Offices of Education - Supt. Initiatives	500.0	0.0	(500.0)	-100.0%
Regional Offices of Education - Bus Driver Training	70.0	70.0	0.0	0.0%
Regional Offices of Education - Early Retirement Option	0.0	400.0	400.0	N/A
Regional Offices of Education - Salaries	9,100.0	9,919.0	819.0	9.0%
Regional Offices of Education - School Services	6,318.0	6,818.0	500.0	7.9%
Regional Offices of Education - Supervisory Expenses	102.0	102.0	0.0	0.0%
Subtotal, Regional Offices of Education	16,090.0	17,309.0	1,219.0	7.6%

Special Education

Autism	100.0	450.0	350.0	350.0%
Blind and Dyslexic	1,218.8	1,218.8	0.0	0.0%
Children's Mental Health Partnership	3,000.0	3,000.0	0.0	0.0%
Community and Residential Services Authority	575.0	600.0	25.0	4.3%
Materials Center for the Visually Impaired	2,121.0	2,121.0	0.0	0.0%
Philip J. Rock Center and School	3,577.8	3,577.8	0.0	0.0%
Subtotal, Special Education	10,592.6	10,967.6	375.0	3.5%

Educator Quality and Support

Chicago Principals and Administrators Association	1,000.0	0.0	(1,000.0)	-100.0%
Grow Your Own Teachers	3,500.0	3,500.0	0.0	0.0%
Hard to Staff Schools Incentives	3,000.0	0.0	(3,000.0)	-100.0%
Illinois Economic Education	250.0	0.0	(250.0)	-100.0%
Metro East Consortium for Child Advocacy	217.1	0.0	(217.1)	-100.0%
National Board Certification	11,485.0	11,485.0	0.0	0.0%
Principal Mentoring Program	3,100.0	2,100.0	(1,000.0)	-32.3%
Teach for America	450.0	450.0	0.0	0.0%
Teacher Mentoring Programs	14,000.0	14,000.0	0.0	0.0%
Teacher of the Year	135.0	135.0	0.0	0.0%
Subtotal, Educator Quality and Support	37,137.1	31,670.0	(5,467.1)	-14.7%

<u>Other Statewide District Categorical Assistance</u>				
Charter Schools - Transition Impact Aid	3,421.5	3,421.5	0.0	0.0%
District Consolidation Costs	7,850.0	3,700.0	(4,150.0)	-52.9%
Fast Growth Grants	7,500.0	0.0	(7,500.0)	-100.0%
Transitional Assistance	36,763.6	0.0	(36,763.6)	-100.0%
Subtotal, Other Statewide District Categorical Assistance	55,535.1	7,121.5	(48,413.6)	-87.2%
<u>Student Health and Safety Initiatives</u>				
ADA Block Grant	74,841.0	74,841.0	0.0	0.0%
Alternative Learning/Regional Safe Schools	18,535.5	18,535.5	0.0	0.0%
Healthy Kids - Chicago	3,000.0	0.0	(3,000.0)	-100.0%
Healthy Kids - Cicero and Berwyn	1,000.0	0.0	(1,000.0)	-100.0%
Homeless Education	3,000.0	0.0	(3,000.0)	-100.0%
Re-Enrolling Students – Alternative Schools Network	4,000.0	4,000.0	0.0	0.0%
School Breakfast Incentive Program	723.5	723.5	0.0	0.0%
Truant Alternative and Optional Education	20,078.1	20,078.1	0.0	0.0%
Subtotal, Student Health & Safety Init before lump sums	125,178.1	118,178.1	(7,000.0)	-5.6%
Temporary Relocation Expense Fund Deposit--Lump Sum	100.0	100.0	0.0	0.0%
Educator Misconduct Investigations--Lump Sum	375.0	495.0	120.0	32.0%
Subtotal, Student Health and Safety Initiatives	125,653.1	118,773.1	(6,880.0)	-5.5%
<u>Other School Transportation</u>				
Agudath Israel of America for School Transportation	1,200.0	0.0	(1,200.0)	-100.0%
Transportation Reimbursements to Parents/Guardians	11,954.7	0.0	(11,954.7)	-100.0%
Subtotal, Other School Transportation	13,154.7	0.0	(13,154.7)	-100.0%
TOTAL - GRANTS	7,385,533.7	7,553,773.6	168,239.9	2.3%
ADMINISTRATION --GENERAL FUNDS				
Personal Services	15,587.0	19,085.1	3,498.1	22.4%
Retirement Pick-Up	202.4	213.9	11.5	5.7%
Retirement	855.0	1,455.6	600.6	70.2%
Social Security/Medicare	731.4	731.4	0.0	0.0%
Subtotal	17,375.8	21,486.0	4,110.2	23.7%
Contractual	5,857.2	6,757.2	900.0	15.4%
Travel	313.7	350.0	36.3	11.6%
Commodities	59.1	75.0	15.9	26.9%
Printing	85.2	93.2	8.0	9.4%
Equipment	70.9	153.9	83.0	117.1%
Telecommunications	468.6	486.1	17.5	3.7%
Operation of Automotive Equipment	20.0	25.0	5.0	25.0%
Subtotal, Operations	24,250.5	29,426.4	5,175.9	21.3%
Strategic Plan	500.0	500.0	0.0	0.0%
Subtotal, Lump Sums	500.0	500.0	0.0	0.0%
TOTAL - ADMINISTRATION AND LUMP SUMS	24,750.5	29,926.4	5,175.9	20.9%
TOTAL - GENERAL FUNDS	7,410,284.2	7,583,700.0	173,415.8	2.3%

After School Programs - Reappropriation	0.0	0.0	0.0	N/A
Textbook Loan Program - Reappropriation	40,070.5	42,826.5	2,756.0	6.9%
Community Organization Programs - Reappropriation	0.0	0.0	0.0	N/A
Security for Schools - Reappropriation	0.0	0.0	0.0	N/A
TOTAL - GENERAL FUNDS w/ Reappropriations	7,450,354.7	7,626,526.5	176,171.8	2.4%

OTHER STATE FUNDS

ADMINISTRATION--OTHER STATE FUNDS

Personal Services	147.0	160.0	13.0	8.8%
Retirement Pick-Up	0.0	0.0	0.0	N/A
Retirement	1.8	3.0	1.2	66.7%
Social Security/Medicare	5.0	6.1	1.1	22.0%
Group Insurance	40.0	40.0	0.0	0.0%
Subtotal, Operations	193.8	209.1	15.3	7.9%
Ordinary & Contingent Exp - Indirect Cost Recovery	7,015.2	7,015.2	0.0	0.0%
Ordinary & Contingent Exp - Teacher Cert. Fees - Chicago	1,008.9	1,008.9	0.0	0.0%
Ordinary & Contingent Exp - Teacher Certificate Fees	1,600.0	1,600.0	0.0	0.0%
Subtotal, Lump Sums	9,624.1	9,624.1	0.0	0.0%
TOTAL - ADMINISTRATION	9,817.9	9,833.2	15.3	0.2%

GRANTS--OTHER STATE FUNDS

Charter Schools Revolving Loan Fund	20.0	20.0	0.0	0.0%
Drivers Education Fund	17,929.6	17,929.6	0.0	0.0%
School District Emergency Financial Assistance Fund	1,000.0	1,000.0	0.0	0.0%
School Technology Revolving Loan Fund	5,000.0	5,000.0	0.0	0.0%
State Board of Education Special Purpose Trust Fund	8,484.8	8,484.8	0.0	0.0%
Temporary Relocation Expenses Revolving Grant Fund	1,400.0	1,400.0	0.0	0.0%
Subtotal, Grants	33,834.4	33,834.4	0.0	0.0%
TOTAL - GRANTS	33,834.4	33,834.4	0.0	0.0%

TOTAL--OTHER STATE FUNDS	43,652.3	43,667.6	15.3	0.0%
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FEDERAL FUNDS

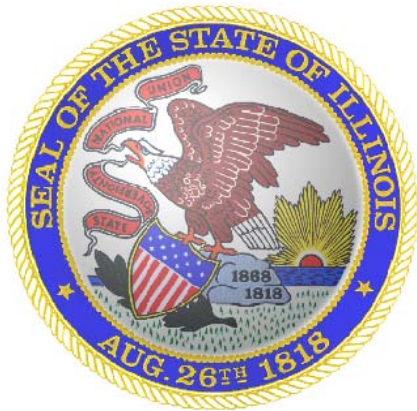
ADMINISTRATION			0.0	
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Operations

Personal Services	15,490.7	15,905.7	415.0	2.7%
Retirement Pick-Up	100.0	105.5	5.5	5.5%
Retirement	2,655.4	3,769.5	1,114.1	42.0%
Social Security/Medicare	900.0	1,125.0	225.0	25.0%
Group Insurance	3,502.0	3,634.1	132.1	3.8%
Subtotal	22,648.1	24,539.8	1,891.7	8.4%
Contractual	18,850.5	19,900.0	1,049.5	5.6%
Travel	1,780.0	1,805.0	25.0	1.4%
Commodities	405.0	410.0	5.0	1.2%
Printing	498.0	498.0	0.0	0.0%
Equipment	616.0	616.0	0.0	0.0%
Telecommunications	459.0	459.0	0.0	0.0%

<i>Subtotal, Operations</i>	45,256.6	48,227.8	2,971.2	6.6%
TOTAL-- ADMINISTRATION	45,256.6	48,227.8	2,971.2	6.6%
GRANTS				
<i>Career and Technical Education</i>				
Career and Technical Education - Basic	55,000.0	55,000.0	0.0	0.0%
Career and Technical Education - Tech Prep	5,000.0	5,000.0	0.0	0.0%
<i>Subtotal, Career and Technical Education</i>	60,000.0	60,000.0	0.0	0.0%
<i>Child Nutrition</i>				
Child Nutrition Programs	525,000.0	525,000.0	0.0	0.0%
<i>Subtotal, Child Nutrition</i>	525,000.0	525,000.0	0.0	0.0%
<i>Individuals with Disabilities Act</i>				
Individuals with Disabilities Education Act	570,000.0	570,000.0	0.0	0.0%
Individuals with Disabilities Education Act - Deaf and Blind	450.0	450.0	0.0	0.0%
Individuals with Disabilities Education Act - Model Outreach	400.0	400.0	0.0	0.0%
Individuals with Disabilities Education Act - Preschool	25,000.0	25,000.0	0.0	0.0%
Individuals with Disabilities Education Act - State Improvement	2,500.0	2,500.0	0.0	0.0%
<i>Subtotal, Individuals with Disabilities Act</i>	598,350.0	598,350.0	0.0	0.0%
<i>NCLB (excluding Assessments)</i>				
NCLB - Title I - Advanced Placement Program	2,000.0	2,000.0	0.0	0.0%
NCLB - Title I	675,000.0	675,000.0	0.0	0.0%
NCLB - Title I - Reading First	60,000.0	60,000.0	0.0	0.0%
NCLB - Title II - Enhancing Education Through Technology	20,000.0	20,000.0	0.0	0.0%
NCLB - Title II - Math/Science Partnerships	9,000.0	9,000.0	0.0	0.0%
NCLB - Title II - Teacher/Principal Training	135,000.0	135,000.0	0.0	0.0%
NCLB - Title II - Transition to Teaching	1,000.0	1,000.0	0.0	0.0%
NCLB - Title III - Language Acquisition	40,000.0	40,000.0	0.0	0.0%
NCLB - Title IV - 21st Century/Community Service Programs	55,000.0	55,000.0	0.0	0.0%
NCLB - Title IV - Safe and Drug Free Schools	15,000.0	15,000.0	0.0	0.0%
NCLB - Title V - Charter Schools	6,000.0	6,000.0	0.0	0.0%
NCLB - Title V - Innovative Programs	8,000.0	8,000.0	0.0	0.0%
NCLB - Title VI - Rural and Low Income Schools	1,500.0	1,500.0	0.0	0.0%
NCLB - Title X - Homeless Education	3,250.0	3,250.0	0.0	0.0%
<i>Subtotal, NCLB (excluding Assessments)</i>	1,030,750.0	1,030,750.0	0.0	0.0%
<i>Assessments</i>				
Assessments	23,780.3	23,780.3	0.0	0.0%
ONPAR	2,000.0	2,000.0	0.0	0.0%
<i>Subtotal, Assessments</i>	25,780.3	25,780.3	0.0	0.0%
<i>Other Grants</i>				
Congressional Special Projects	5,000.0	5,000.0	0.0	0.0%
Integration of Schools and Mental Health Systems	400.0	400.0	0.0	0.0%
Learn and Serve America	2,500.0	2,500.0	0.0	0.0%

Refugee Children	2,000.0	2,000.0	0.0	0.0%
Subtotal, Other Grants	9,900.0	9,900.0	0.0	0.0%
TOTAL - GRANTS	2,249,780.3	2,249,780.3	0.0	0.0
TOTAL - FEDERAL FUNDS	2,295,036.9	2,298,008.1	2,971.2	0.1%
GRAND TOTAL	9,748,973.4	9,925,375.7	176,402.3	1.8%
GRAND TOTAL w/ Reappropriations	9,789,043.9	9,968,202.2	179,158.3	1.8%



Program Pages

Advanced Placement

Legislative Reference - 105 ILCS 302

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$1,500,000	\$1,500,000	\$1,646,942	\$1,646,900	\$1,646,900
Change from	n/a	n/a	\$146,942	(\$42)	\$0
Prior Year	n/a	n/a	9.80%	(0.00%)	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 18 grants in fiscal year 2009 for a three-year period. Those awardees, listed below, are in their final year of funding.

- Community High School District 218
- Decatur Public School District 61
- Galesburg Community Unit School District 205
- J. Sterling Morton District 201
- Kankakee School District 111
- Peoria Public School District 150
- Quincy Public School District 172
- Rockford Public School District 205
- Sparta Community Unit School District 140
- Springfield Public School District 186
- Sterling Community Unit School District 5
- Thornton Fractional Township High School District 215

- Chicago Public School District 299
ACT Charter School
- Chicago Public School District 299
Hyde Park Academy
- Chicago Public School District 299
Lane Tech College Prep High
School
- Chicago Public School District 299
North Lawndale College Prep
- Chicago Public School District 299
Philips Academy High School

- Chicago Public School District 299
Von Stueben Metro Science High
School

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

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$2,381,200	\$2,881,200	\$2,881,200	\$3,381,200	\$3,381,200
Change from Prior Year	\$500,000	\$500,000	\$0	\$500,000	\$500,000
	26.58%	21.00%	0.00%	17.35%	0.00%

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, math, 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 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

	FY08	FY09 (est)
Secondary Students (unduplicated)	26,673	27,000
High Schools	318	320
Community Colleges	21	23
Universities	4	4
Agricultural Literacy Coalitions	61	64
Number of individuals reached through Agricultural Literacy Coalitions	496,468	535,000
Percent of Secondary Ag Ed Programs receiving technical assistants visits	95%	97%

Alternative Education – Regional Safe Schools

Legislative Reference - 105 ILCS 5/13A-8

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$18,035,500	\$18,535,500	\$18,535,500	\$18,535,500	\$18,535,500
Change from Prior Year	\$1,000,000	\$500,000	\$0	\$0	\$0
	5.87%	2.77%	0.00%	0.00%	0.00%

Program Goal

To provide alternative education opportunities to students 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

	FY08	FY09 (est)
Expulsion-eligible	1,957	1,950
Suspension-eligible	2,490	2,490
Expelled/Re-admitted	1,064	1,060
Total	5,511	5,500

Arts and Foreign Language

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

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$2,000,000	\$4,000,000	\$0	\$4,000,000	\$4,000,000
Change from Prior Year	n/a	\$2,000,000	(\$4,000,000)	\$4,000,000	\$0
	n/a	100.00%	(100.00%)	100.00%	0.00%

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: State and Federal (Title VI)

Legislative Reference – 105 ILCS 5/2-3.64 & 14C-3; PL 107-110
Funding Source – State and Federal (CFDA 84.369A)

Appropriation History*

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$32,271,121	\$38,662,300	\$42,688,623	\$53,762,300	\$56,294,500
State*	\$12,271,121	\$16,882,000	\$18,908,323	\$29,982,000	\$32,514,200
Federal	\$20,000,000	\$21,780,300	\$23,780,300	\$23,780,300	\$23,780,300
Change from Prior Year	(\$871,439) (2.63%)	\$6,391,179 19.60%	\$4,026,323 10.41%	\$11,073,677 25.94%	\$2,532,200 4.70%

* Prior to fiscal year 2007, assessment costs were paid through the agency's contractual services line item. Dollar amounts shown for fiscal years 2006 through 2008 represent actual GRF expenditures.

* Prior to fiscal year 2005, bilingual tests were administered at the local level. Beginning in fiscal year 2006, expenditures include bilingual testing costs.

Federal Grant Award*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	\$13,436,543	\$13,436,543	\$13,328,809	\$13,269,377	TBD
Change from Prior Year	\$458,801 3.54%	\$0 0.00%	(\$107,734) (0.80%)	(\$59,432) (4.48%)	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 2010 amounts are TBD (to be determined).

Program Goal

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

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 and mathematics

(grades 3-8), science (grades 4 and 7), and writing (grades 3, 5, 6, and 8).

- *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. The PSAE is given in grade 11 and includes testing in reading, mathematics, science and writing. Current state legislation indicates a grade 12 retake opportunity. The board has proposed legislation to require that should the test be retaken it will be done at the parents' expense. This will reduce the financial burden on the state.
- *Illinois Alternate Assessment (IAA)* – measures the learning of students with significant cognitive disabilities and 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 in the same content areas as ISAT and PSAE.

- **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. This assessment is given twice a year.
- **National Assessment of Educational Progress (NAEP)** – is the 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:

- **Pearson (formerly Harcourt)** – Test development and scoring for ISAT.
- **Pearson** – Test administration, scoring, analysis and reporting for the ISAT.
- **Pearson** – Test development, administration, analysis, scoring and reporting for the IAA.
- **ACT** – Test development, administration, scoring, analysis and reporting for the PSAE.
- **WIDA** – Consortium of states that administers the ACCESS test.
- **MetriTech** – Test development, administration, analysis, scoring and reporting for 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

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	n/a	\$100,000	\$100,000	\$100,000	\$450,000
Change from Prior Year	n/a	n/a	\$0	\$0	\$350,000
	n/a	n/a	0.00%	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 2010 will eliminate the waiting list of approximately 142 families. Approximately 180 families will be served in fiscal year 2010, including current families being provided services, as well as those families on the waiting list.

	FY08	FY09 (est)
Families receiving support services	35	180
Schools receiving support services	118	250
Staff participating in experiential training	124	200
Staff participating in online training	1,020	1,500

Bilingual Education

Legislative Reference – 105 ILCS 14C

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$66,552,000	\$66,552,000	\$74,552,000	\$75,652,000	\$83,557,000
Change from Prior Year	\$2,000,000 (3.10%)	\$0.00 0.00%	\$8,000,000 12.02%	\$1,100,000 1.48%	\$7,905,000 10.45%

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 2009 it is anticipated that the pro-ration will be approximately 62 percent for downstate schools.

Chicago District 299 receives 54.9 percent of the appropriation through the Chicago Block Grant.

The following table shows reimbursement levels:

	FY09	FY10
Chicago	\$41,500,000	\$28,819,500
Downstate	\$34,152,000	\$54,737,500
Total	\$75,652,000	\$83,557,000

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:

	FY09	FY10 (est*)
Chicago	74,789	76,284
Downstate	114,450	116,739
Total	189,239	193,023

* Estimated a 2% increase

Blind and Dyslexic

Legislative Reference – Not Applicable

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$168,800	\$518,800	\$1,018,800	\$1,218,800	\$1,218,800
Change from	\$0	\$350,000	\$500,000	\$200,000	\$0
Prior Year	0.00%	207.35%	96.38%	19.63%	0.00%

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 (e.g., digital audio textbooks with navigation features) 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:

	FY08	FY09 (est)
Students served	11,000	12,000
Books circulated	16,000	17,000

Career and Technical Education

Legislative Reference – 105 ILCS 405

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$38,062,100	\$38,562,100	\$38,562,100	\$38,562,100	\$38,562,100
Change from Prior Year	\$2,000,000	\$500,000	\$0	\$0	\$0
	5.55%	1.31%	0.00%	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 Regional Delivery Systems 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 [Carl D. Perkins Career and Technical Education Act](#) of 2006.

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. The Education for Employment 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:

	FY07	FY08
Elementary K-8 Students	1,398,583	1,395,066

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

Secondary Students Served	FY07	FY08
Secondary career preparation program	340,409	329,467
Adult program (served by secondary agencies)	8,450	7,717
Total	348,859	337,184

Career and Technical Education – Basic

Legislative Reference – PL 109-270
Funding Source – Federal (CFDA 84.048A)

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$50,000,000	\$50,000,000	\$55,000,000	\$55,000,000	\$55,000,000
Change from Prior Year	\$0	\$0	\$5,000,000	\$0	\$55,000,000
	0.00%	0.00%	10.00%	0.00%	0.00%

Federal Grant Award*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	\$45,595,263	\$44,823,514	\$45,113,401	\$44,936,238	TBD
Change from Prior Year	\$817,490	(\$771,749)	\$289,887	(\$177,163)	TBD
	1.83%	(1.69%)	0.65%	(0.39%)	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 2010 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 Education for Employment Regional Delivery Systems assist 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 Career and Technical Education Act](#) of 2006 (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 Career and Technical Education Act of 2006. 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	FY07	FY08
Secondary	340,409	329,467
Community College	275,277	259,639
Total	615,686	589,106

Career and Technical Education – Technical Preparation

Legislative Reference – PL 109-270
Funding Source – Federal (CFDA 84.243A)

Appropriation History

	FY06	FY07	FY08	FY09	FY10 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*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	\$4,052,360	\$4,052,360	\$4,052,360	\$4,049,329	TBD
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	(\$3,031) (0.07%)	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 2010 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:

	FY07	FY08
11 th grade Tech Prep students	23,759	21,053
12 th grade Tech Prep students	34,653	31,780
Tech Prep students participating in a work-based learning experience	20,185	11,321

- Approximately 50 percent of all Tech Prep students served were academically and/or economically disadvantaged.
- Approximately 12 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

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	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, 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:

	FY08	FY09 (est)
Eligible charter schools	13	17
Number of charter school loans	0	1

Charter Schools Transition Impact Aid

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

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$3,421,500	\$3,421,500	\$3,421,500	\$3,421,500	\$3,421,500
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	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	FY09 Projected Transition Impact Aid Payments
Chicago 299	8	2,611	\$2,491,913
Carpentersville 300	1	500	\$818,939
Beardstown CUSD 15	1	40	\$67,009
CUSD 5 McLean & Woodford Counties	1	20	\$43,640

Child Nutrition Programs

Legislative Reference – PL 1081-265

Funding Source - Federal

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$450,000,000	\$475,000,000	\$475,000,000	\$525,000,000	\$525,000,000
Change from Prior Year	\$0	\$25,000,000	\$0	\$50,000,000	\$0
	0.00%	5.56%	0.00%	10.53%	0.00%

Federal Grant Award**

	FY06	FY07	FY08	FY09	FY10
Grant Award	\$446,695,728	\$471,135,298	\$500,957,367	TBD	TBD
Change from Prior Year	\$12,992,328	\$24,439,570	\$29,822,069	TBD	TBD
	3.00%	5.47%	6.33%	TBD	TBD

**Child nutrition funds are distributed to states on a reimbursement basis. Fiscal year 2005 through 2008 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 2009 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	\$0.24	\$0.26
Reduced-price lunch reimbursement	\$2.17	\$2.19

Free lunch reimbursement	\$2.57	\$2.59
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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, Temporary Assistance to Needy Families (TANF), homeless household or a participant in the federally funded Head Start Program.

For the **School Breakfast Program**, the federal reimbursement rates for fiscal year 2009 are:

	Rates	Rates for Severe Need School
Paid breakfast reimbursement	\$0.25	\$0.25
Reduced-price breakfast reimbursement	\$1.10	\$1.38
Free breakfast reimbursement	\$1.40	\$1.68

For snacks served in **After-School Care Programs**, the federal reimbursement rates for fiscal year 2009 are:

	Rates
Paid snack reimbursement	\$0.06
Reduced-price snack reimbursement	\$0.35
Free snack reimbursement	\$0.71

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 2009 the reimbursement rate for purchased milk was set at \$0.1825 per half-pint. Reimbursement for free milk is at the average dairy cost per half-pint.

Federal reimbursement rates for the **Summer Food Service Program** for fiscal year 2008 were:

	Operating Rates	Administrative Rates	
		Rural/ Self-Prep	Urban/ Vended
Breakfasts	\$1.57	\$0.1575	\$0.1225
Lunches/ suppers	\$2.75	\$0.2875	\$0.2375
Supplements	\$0.64	\$0.0775	\$0.0625

Federal reimbursement rates for fiscal year 2009 for the **Child and Adult Care Food Program** are:

Child Care Center Rates	Breakfasts	Lunch & Suppers	Supplements
Paid	\$0.25	\$0.24	\$0.06
Reduced	\$1.10	\$2.17	\$0.35
Free	\$1.40	\$2.57	\$0.71

The reimbursement rates for snacks and suppers in the **At-Risk After-School Program** are \$0.71 for snack and \$2.57 for supper.

Day Care Home Rates	Breakfasts	Lunch & Suppers	Supplements
Tier I	\$1.17	\$2.18	\$0.65
Tier II	\$0.43	\$1.31	\$0.18

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 2009, the

cash in lieu of commodity rate is \$0.2075 per meal.

The **Fresh Fruit and Vegetable Program** provides selected schools federal funds to provide and serve fresh fruits and vegetables free of charge to students at school at times other than during the meal periods. Allocation of funds is based on a per student allocation and must be between \$50 and \$75 per student.

Child Nutrition Programs sponsors are reimbursed monthly on the basis for the number of reimbursable meals served or actual costs for the Fresh Fruit and Vegetable Program.

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.

	FY08	FY09(est)
LUNCH		
Number of Sponsors	1,196	1,200
Number of Sites	4,405	4,420
Number of Meals	189,604,394	194,344,504
BREAKFAST		
Number of Sponsors	734	750
Number of Sites	3,126	3,175
Number of Meals	47,588,354	49,967,772
SNACKS		
Number of Sponsors	181	185
Number of Sites	826	830
Number of Meals	3,912,171	3,990,414

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	FY08	FY09 (est)
Number of Sponsors	441	450
Number of Sites	831	840
Number of Milks	19,486,046	19,486,046

The **Fresh Fruit and Vegetable Program** is a competitive grant program available to public schools, nonprofit private schools, and residential child care institutions. Selected schools must be elementary schools, participate in the National School Lunch Program, and have 50 percent or more of the students qualify for free and reduced-price meals.

	FY09	FY10 (est)
Number of Sites	68	*
Number of Students	21,445	*
Allocation per Student	\$54.25	*

* Allocation must be between \$50 and \$75, number of sites and students will depend on the number and size of schools that apply and awarded the competitive grant.

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:

	FY08	FY09(est)
Number of Sponsors	136	142
Number of Sites	1,264	1,327

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:

	FY08	FY09 (est)
Number of Sponsors	822	836
Number of Sites	12,225	12,415

Children's Mental Health Partnership

Legislative Reference – 405 ILCS 49

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	n/a	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000
Change from Prior Year	n/a	n/a	\$0	\$0	\$0
	n/a	n/a	0.00%	0.00%	0.00%

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 to 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. The following table displays service-level information:

# of Districts	FY08	FY09 (est)
Social/Emotional Learning Standards Grants	35	38
Social/Emotional Learning Standards Professional Development Grants	8 (ROEs and other tech assistance providers)	8 (ROEs and other tech assistance providers)
Mental Health Support Grants	15	15
Positive Behavior Interventions and Supports Expansion Grant	227 districts served. \$500,000 of CMHP funds assisted with expansion of infrastructure to support districts.	Est. 300 districts served. \$500,000 of CMHP funds assisted with expansion of infrastructure to support districts.

Class Size Reduction Pilot Program

Legislative Reference –105 ILCS 5/2-3.136

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	n/a	\$10,000,000	\$8,000,000	\$8,000,000	\$0
Change from prior year	n/a	\$0	(\$2,000,000)	\$0	(\$8,000,000)
	n/a	n/a	(20.00%)	0.00%	(100.00%)

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 completed 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

A new grant competition will be held in March 2009 to select eligible applicants for the new three year grant. The board recommends redistributing this grant.

Community and Residential Services Authority

Legislative Reference – 105 ILCS 5/14-15.01

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$472,700	\$525,000	\$541,800	\$575,000	\$600,000
Change from Prior Year	\$0	\$52,300	\$16,800	\$33,200	\$25,000
	0.00%	11.06%	3.20%	6.13%	4.35%

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:

	FY08	FY09 (est)
Referrals	406	425

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

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$7,700,000	\$7,850,000	\$7,850,000	\$7,850,000	\$3,700,000
Change from Prior Year	\$4,181,200	\$150,000	\$0	\$0	(\$4,150,000)
	118.82%	1.95%	0.00%	0.00%	(52.87%)

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 2009 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
Benton CCSD 47 (4)	\$320,000	\$0	\$7,917	\$46,336	\$374,253
Crescent-Iroquois CUSD 249 (4)	\$76,000	\$0	\$0	\$29,958	\$105,958
Monmouth-Roseville CUSD 238 (4)	\$560,000	\$0	\$4,493	\$67,011	\$631,504
Schuyler-Industry CUSD 5 (4)	\$416,000	\$0	\$23,024	\$88,774	\$527,798
Thompsonville CUSD 174 (4)	\$0	\$0	\$596	\$0	\$596
West Carroll CUSD 314 (4)	\$488,000	\$0	\$28,485	\$113,236	\$629,721
West Central CUSD 235 (4)	\$376,000	\$0	\$21,609	\$67,170	\$464,779
Prairieview-Ogden CCSD 197 (3)	\$120,000	\$0	\$35,951	\$8,671	\$164,622
Ashton-Franklin Center CUSD 175 (2)	\$260,000	\$0	\$4,681	\$33,039	\$297,720
Auburn CUSD 10 (2)	\$396,000	\$0	\$49,901	\$76,396	\$522,297
Carthage Elementary SD 317 (2)	\$152,000	\$0	\$88,848	\$0	\$240,848
Dallas Elementary SD 327 (2)	\$88,000	\$0	\$43,997	\$0	\$131,997
Illini West HSD 307 (2)	\$124,000	\$0	\$118,515	\$24,001	\$266,516
LaHarpe Community SD 347 (2)	\$120,000	\$0	\$53,541	\$0	\$173,541
Thompsonville CUSD 174 (2)	\$120,000	\$0	\$0	\$16,723	\$136,723
United CUSD 304 (2)	\$324,000	\$0	\$66,731	\$74,635	\$465,366
Western CUSD 12 (2)	\$220,000	\$0	\$10,264	\$98,363	\$328,627
Nauvoo-Colusa CUSD 325 (1)	\$0	\$0	\$0	\$5,953	\$5,953
Total	\$4,160,000	\$0	\$558,553	\$750,266	\$5,468,819

Population and Service Levels

In fiscal year 2009, 18 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	FY08	FY09
Certified employees	\$2,964,000	\$4,160,000
Deficit fund balances	\$437,492	\$0
State aid differentials	\$781,394	\$558,553
Salary differentials	\$1,576,300	\$750,266
Total	\$5,759,186	\$5,468,819
Number of feasibility studies	4	46 (est.)
Money for feasibility studies	\$25,000	\$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
7/1/08	1 Hybrid Formation 2 Deactivations	2 2

Driver Education

Legislative Reference – 105 ILCS 5/27-24.3

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$15,750,000	\$17,929,600	\$17,929,600	\$17,929,600	\$17,929,600
Change from Prior Year	\$0	\$2,179,600	\$0	\$0	\$0
	0.00%	13.84%	0.00%	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 from the prior school year. An amount per student is calculated for one pass or two attempts of classroom instruction and one pass or two attempts of 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:

	FY08	FY09 (est)
Number of students		
Classroom instruction	127,902	132,801
Behind-the-wheel Instruction	113,459	117,467
Reimbursement per student		
Classroom instruction	\$28.22	\$27.01
Behind-the-wheel instruction	\$126.44	\$122.14

Early Childhood Education

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

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$273,254,500	\$318,254,500	\$347,861,441	\$380,261,400	\$392,761,400
Change from Prior Year	\$30,000,000	\$45,000,000	\$29,606,941	\$32,419,959	\$12,500,000
	12.33%	16.47%	9.30%	9.32%	3.29%

Program Goal

Illinois students enter school with a foundation of knowledge and skills that allow 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. The new funds in fiscal years 2007, 2008 and 2009 support 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 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

The tables below display service-level information:

	FY07	FY08	FY09 (est)
Downstate Illinois Projects			
Birth to 3 Prevention Initiative and Parental Training Projects	272	274	282
3-5 Pre-K and Parental Training Projects	530	527	527
3-5 Preschool for All Projects	101	178	249
3-5 Children Served			
Downstate	55,860	60,815	64,104
Chicago Public Schools	29,326	30,993	33,392
Total 3-5 Children Served	85,186	91,808	97,496

Educator Misconduct Investigators

Legislative Reference – Not Applicable

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	n/a	n/a	n/a	\$375,000	\$495,000
Change from Prior Year	n/a	n/a	n/a	n/a	\$120,000
	n/a	n/a	n/a	n/a	n/a

Program Goal

Conduct investigations of evidence of teacher or administrator immorality professional conduct.

Purpose

To examine evidence of teacher, administrator or school service personnel immoral or unprofessional conduct with respect to the possible for future or suspension of certification.

To ensure that allegations regarding educators are systematically investigated and reviewed by a hearing officer where

appropriated. Where individuals are convicted of certain listed offenses the revocation of the certificate is automatic and no hearing is required.

This funding will allow the State Board of Education to make funds available to conduct investigations using an outside entity to perform the initial review of cases.

Population and Service Levels

This program began in 2009. It is anticipated that investigations will be conducted in fiscal year 2010.

Emergency Financial Assistance Fund

*Legislative Reference – 105 ILCS 5/1B, 1E or 1F
Funding Source - State*

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from	(\$4,333,000)	\$0	\$0	\$0	\$0
Prior Year	(81.25%)	0.00%	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)

Enhanced Assessment Instruments: Obtaining Necessary Parity Through Academic Rigor (ONPAR)

*Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.368A)*

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	n/a	n/a	\$2,000,000	\$2,000,000	\$2,000,000
Change from	n/a	n/a	n/a	\$0	\$0
Prior Year	n/a	n/a	n/a	0.00%	0.00%

Federal Grant Award*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	n/a	n/a	\$1,890,401	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

**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 2010 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 the 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 World Class Instructional Design and Assessment (WIDA) Consortium of states.

Population and Service Levels

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

Extended Learning Opportunities (Summer Bridges)

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$22,238,100	\$22,238,100	\$22,238,100	\$22,238,100	\$22,238,100
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	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 six that did not meet state standards in reading, were recommended for retention, or were referred to the program by their teachers. The following table displays service-level information (excludes Chicago District 299):

	FY08	FY09 (est)
Number of districts eligible	169	206
Number of districts participating	63	77
Number of teachers participating	903	1,068
Number of students served	12,151	24,637

Fast Growth Grants

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

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	n/a	n/a	\$7,500,000	\$7,500,000	\$0
Change from Prior Year	n/a	n/a	n/a	\$0	(\$7,500,000)
	n/a	n/a	n/a	0.00%	(100.00%)

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. The board recommends redistributing this grant.

Population and Service Levels

	FY09
Districts eligible	36
Per pupil grant	\$1,006.71

General State Aid

Legislative Reference – 105 ILCS 5/18-8.05

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$3,903,969,600	\$4,146,118,200	\$4,454,500,000	\$4,590,259,900	\$4,704,523,500
Change from Prior Year	\$221,768,400 6.02%	\$242,148,600 6.20%	\$308,381,800 7.44%	\$135,759,900 3.05%	\$114,263,600 2.49%

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 62 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.

	06-07	07-08	08-09	09-10 Proposed
Foundation Level	\$5,334	\$5,734	\$5,959	\$
Change from Prior Year	\$170	\$400	\$225	\$

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 2009 is the eleventh 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 \$5,959 for the 2008-2009 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:

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

In fiscal year 2009, 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:

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

$$\text{Foundation Level (FLEVEL)} = \$5,959 \text{ for } 2008\text{-}2009$$

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:

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

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

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 three year average whichever is greater) by the [foundation level](#) (\$5,959 for fiscal year 2009).

Collectively, Illinois State University's laboratory school, the University of Illinois' laboratory school and 73 alternative/safe schools received total GSA funding of \$34.9 million in fiscal year 2009.

State Funding Distributions

The 750 districts/programs funded under the foundation computation constitute 79.45 percent of Illinois school districts and receive approximately 95.67 percent of the total GSA allocation. Foundation funded districts account for approximately 77.12 percent of the state ADA student total. The 138 Alternate method districts (14.62 percent of school districts) receive 3.78 percent of the GSA allocation and represent 18.39 percent of the state ADA student total. Flat Grant districts (56 in number and 5.93 percent of total districts) receive 0.55 percent of the GSA allocation and reflect 4.49 percent of the state ADA student total.

Of the 869 regular school districts allotted GSA, 390 (44.88 percent) are unit districts, 101 (11.62 percent) are secondary districts, and 378 (43.50 percent) are elementary districts. Unit districts received 72.19 percent of 2008-2009 GSA funds, secondary districts received 7.61 percent of the funds, and elementary districts received 20.20 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 June. These semimonthly payments are in an amount equal to 1/22 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.

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 of 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 2008 assessments are sent out in 2009. 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	2006-2007	2007-2008
Elementary	499,681.51	499,281.01
High School	239,807.85	240,750.68
Unit	1,163,369.81	1,158,662.04
Total	1,902,859.17	1,898,693.73

* Excludes average daily attendance (ADA) of the two lab schools, three Intermediate Service Centers, twenty-six 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 \$5,766,584 for operating two laboratory schools in fiscal year 2009. The University of Illinois will receive \$1,800,452 for operating one laboratory school in fiscal year 2009.

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 2007-2008 school year, 25 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 26 alternative/Alternative Learning Opportunities Program (ALOP) schools will receive GSA funds in fiscal year 2009 totaling \$12,983,767; the 44 Safe Schools will receive \$11,757,941 and the three Intermediate Service Centers will receive \$2,583,048.

General State Aid – Hold Harmless

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

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$23,469,800	\$20,211,500	\$20,700,000	\$26,106,400	\$18,109,900
Change from Prior Year	(\$6,660,000) (22.10%)	(\$3,258,300) (13.88%)	\$488,500 2.42%	\$5,406,400 26.12%	(\$7,996,500) (30.63%)

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.

In fiscal year 1999 (the first year of the program) there were 261 districts eligible to

receive funding, while in fiscal year 2009 there are 86 districts. Out of the 86 districts, 23 districts have received funding every year since fiscal year 1999, 14 districts have been eligible in intermittent years since fiscal year 1999 and 49 districts were not originally eligible under the revised formula in fiscal year 1999.

A recommendation has been made to phase out this provision over a four year period. The fiscal year 2010 proposed appropriation reflects a 50 percent reduction.

Population and Service Levels

	FY08	FY09
# of Districts	80	86

Grow Your Own Teachers

Legislative Reference – 110 ILCS 48

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$1,500,000	\$3,000,000	\$3,000,000	\$3,500,000	\$3,500,000
Change from	n/a	\$1,500,000	\$0	\$500,000	\$0
Prior Year	n/a	100.00%	0%	16.67%	0.00%

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

Funds are distributed through grants to consortia that consist of, at minimum, a school district or districts or a group of schools within a district, a four-year college or university that has an approved teacher education program, and a community based organization. Grantees were initially selected for multi-year via a competitive RFP process and receive continued funding based on progress toward the goals and objectives in the initial proposal.

Population and Service Levels

The targeted population includes parent volunteers, community leaders and

paraeducators in districts and schools with a substantial number of low-income students. Candidates are selected by the consortia. Eight of the 12 Illinois public universities are part of the Grow Your Own (GYO) initiative. Twenty-five school districts, including Chicago District 299 and East St. Louis School District #189, and two special education joint cooperatives belong to GYO consortia.

Sixteen continuation grants were approved for funding in fiscal year 2009. As of June 2008, 479 candidates were enrolled in GYO. However, consortia are currently recruiting and enrolling more candidates so a higher enrollment number is expected at the end of fiscal year 2009. Philliber Research Associates, Inc. reports the following information about candidates:

- 90 percent are minorities
- 78 percent are between the ages of 30 and 50
- 85 percent attend college in addition to working
- 56 percent of the GYO candidates are currently employed by or volunteering in participating public schools

Growth Model

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	n/a	n/a	\$3,000,000	\$3,000,000	\$3,000,000
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 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 allowing districts to choose administering ACT’s® EXPLORE® test to 8th or 9th graders and PLAN® test to 9th or 10th grade students. These tests assist students in preparation 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 2009, the EXPLORE® test is being provided to 8th or 9th grade students and the PLAN® test to 9th or 10th grade students, per district decisions.

Illinois Economic Education

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$250,000	\$250,000	\$250,000	\$250,000	\$0
Change from Prior Year	\$150,000	\$0	\$0	\$0	(\$250,000)
	150.00%	0.00%	0.00%	0.00%	(100.00%)

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. The Illinois Council on Economic Education (ICEE), 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. The board recommends redistributing this grant.

Population and Service Levels

The following table displays service-level information:

	FY08	FY09 (est)
Number of teachers	1,250	1,500
Number of programs	45	50
Number of students impacted	156,250	187,500

Illinois Free Lunch and Breakfast

Legislative Reference – 105 ILCS 125/0.01

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$21,000,000	\$21,000,000	\$21,000,000	\$26,300,000	\$26,300,000
Change from Prior Year	\$500,000	\$0	\$0	\$5,300,000	\$0
	2.44%	0.00%	0.00%	25.24%	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 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 2010 to meet the statutory reimbursement rate.

	FY08	FY09(est)
Reimbursement for each free breakfast/lunch served/claimed	\$0.1174	\$0.15

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.

	FY08	FY09 (est)
Lunch		
Number of Sponsors	1241	1,250
Number of Sites	4,647	4,700
Number of Meals	63,277,198	66,441,058
Breakfast		
Number of Sponsors	741	750
Number of Sites	3,152	3,210
Number of Meals	24,924,084	26,419,529

Data excludes Chicago Public Schools.

Illinois Governmental Internship Program

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$129,900	\$129,900	\$129,900	\$129,900	\$0
Change from Prior Year	\$0	\$0	\$0	\$0	(\$129,900)
	0.00%	0.00%	0.00%	0.00%	(100.00%)

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 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. The board recommends redistributing this grant.

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:

	FY08	FY09 (est)
Students participating	23	23

Illinois State Board of Education Teacher Certificate Institute Fund

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

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$125,000	\$1,008,900	\$1,008,900	\$1,008,900	\$1,008,900
Change from Prior Year	\$0 0.00%	\$883,900 707.12%	\$0 0.00%	\$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 – Deaf and Blind

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

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$380,000	\$380,000	\$380,000	\$450,000	\$450,000
Change from Prior Year	\$0	\$0	\$0	\$70,000	0
	0.00%	0.00%	0.00%	18.42%	0.00%

Federal Grant Award*

	FY06	FY07	FY08	FY09	FY10*
Grant Award	\$335,444	\$335,444	\$335,444	\$335,444	TBD
Change from Prior Year	\$0	\$0	\$0	\$0	TBD
	0.00%	0.00%	0.00%	0.00%	TBD

*State fiscal year 2010 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

	FY09	FY10 (est)
Students served	422	432

	FY07	FY08
Multi-agency training contacts	333	602
Local program contacts	1263	1395
Support service contacts	1825	1250
Service provider, training contacts	1992	1832
Children identified	409	422
Library materials maintained	1328	1350
Website visits	85,810	131,790

Reimbursement/Distribution Method

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

Individuals with Disabilities Education Act - Part B

Legislative Reference – PL 108-446

Funding Source - Federal

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$550,000,000	\$550,000,000	\$550,000,000	\$570,000,000	\$570,000,000
Change from	\$0	\$0	\$0	\$20,000,000	\$0
Prior Year	0.00%	0.00%	0.00%	3.64%	0.00%

Federal Grant Award*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	\$467,485,228	\$466,849,594	\$474,790,011	\$481,310,879	TBD
Change from	\$20,827,628	(\$635,634)	\$7,940,417	\$6,520,868	TBD
Prior Year	4.66%	(0.14%)	1.70%	1.37%	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 2010 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 2009 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).

	FY08	FY09 (est)
Students served	322,683	325,000
School districts	114	119
Dollars allocated to districts	\$423,339,806	\$425,000,000

Population and Service Levels

The following table displays service-level information:

Individuals with Disabilities Education Act – Preschool, Part B

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

Appropriation History

	FY06	FY07	FY08	FY09	FY10 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*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	\$17,812,936	\$17,650,453	\$17,650,452	\$17,369,463	TBD
Change from Prior Year	(\$131,020)	(\$162,483)	(\$1)	(\$280,989)	TBD
	(0.73%)	(0.91%)	(0.00%)	(1.59%)	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 2010 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 2009 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:

	FY08	FY09 (est)
Children served	37,035	39,000
School districts/Special Ed cooperatives	106	106
Dollars to Districts	\$13,256,985	\$13,500,000

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

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

Appropriation History

	FY06	FY07	FY08	FY09	FY10 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

	FY06	FY07	FY08*	FY09*	FY10
Grant Award	\$1,850,000	\$1,850,000	\$3,700,000*	\$0.0	\$1,850,000
Change from	\$450,000	\$0	\$0	\$0	\$0
Prior Year	32.14%	0.00%	0.00%	0.00%	0.00%

**FY 08 reflects two years of grant award, which includes FY09 amount.*

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 Alliance for School-based Problem-solving and Intervention Resources in Education (ASPIRE), 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 2010, 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 2010 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 2009, 63 schools in 39 different school districts served as data collection sites, and it is estimated that in fiscal year 2010 the number of sites will increase by an additional six schools.

Integration of Schools and Mental Health Systems

Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.215M)

Appropriation History

	FY06	FY07*	FY08	FY09	FY10 Proposed
Appropriation	n/a	n/a	\$400,000	\$400,000	\$400,000
Change from	n/a	n/a	n/a	\$0	\$0
Prior Year	n/a	n/a	n/a	0.00%	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*

	FY06	FY07	FY08	FY09**	FY10**
Grant Award	n/a	\$340,035	n/a	TBD	TBD
Change from	n/a	n/a	n/a	TBD	TBD
Prior Year	n/a	n/a	n/a	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 and 2010 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 funds 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. A sub-grant to the Department of Human Services funds a mental health and schools coordinator.

Population and Service Levels

Fifteen districts are currently receiving technical assistance through this grant.

Jobs for Illinois Graduates

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$0
Change from	\$1,000,000	\$0	\$0	\$0	(\$4,000,000)
Prior Year	33.33%	0.00%	0.00%	0.00%	(100.00%)

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. The board recommends redistributing this grant.

Population and Service Levels

In school year 2007-2008, there were 53 programs with approximately 35-40 students in each, serving a total of 3,695 students (1,896 in-school and 1,799 follow-up students).

Learn and Serve America

Legislative Reference – PL 103-82
Funding Source – Federal (CFDA 94.004)

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award

	FY06	FY07	FY08	FY09	FY10
Grant Award	\$844,749	\$745,042*	\$745,042*	\$745,042*	TBD
Change from Prior Year	(\$17,176)	(\$99,707)	\$0	\$0	TBD
	(1.99%)	(11.80%)	0.00%	0.00%	TBD

**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 2009.

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:

	FY08	FY09 (est.)
Grants	45	45
Students served	52,000	55,000

Materials Center for the Visually Impaired

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

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$1,121,000	\$2,121,000	\$2,121,000	\$2,121,000	\$2,121,000
Change from Prior Year	\$0	\$1,000,000	\$0	\$0	\$0
	0.00%	89.21%	0.00%	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:

	FY08	FY09 (est)
Elementary/secondary students served	3,396	3,566
Post secondary students served	549	560

Metro East Consortium for Child Advocacy

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$217,100	\$217,100	\$217,100	\$217,100	\$0
Change from	\$0	\$0	\$0	\$0	(\$217,100)
Prior Year	0.00%	0.00%	0.00%	0.00%	(100.00%)

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. The board recommends redistributing this grant.

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 14,821 students, 1,067 teachers and 93 administrators.

Minority Transition Program

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$578,800	\$578,800	\$578,800	\$578,000	\$0
Change from Prior Year	\$0	\$0	\$0	\$0	(\$578,000)
	0.00%	0.00%	0.00%	0.00%	(100.00%)

Program Goal

To provide academic preparation and cultural exposure to minority students as they prepare for college.

Purpose

To prepare disadvantaged minority youth for college matriculation and graduation. 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 in higher education.

Reimbursement/Distribution Method

Funds are allocated to the University of Chicago (55 percent) and Chicago State University (45 percent). The board recommends redistributing this grant.

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:

	FY08	FY09 (est)
Number of students served	115	115

National Board Certification

Legislative Reference – 105 ILCS 5/21-27

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$4,740,000	\$9,605,000	\$11,485,000	\$11,485,000	\$11,485,000
Change from Prior Year	\$0	\$4,865,000	\$1,880,000	\$0	\$0
	0.00%	102.64%	19.57%	0.00%	0.00%

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 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 to 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 subsidy (registration and retakes) payments are not required by statute. Since the program's inception through fiscal year 2009, \$48.0 million, or an average of \$15,042 per National Board Certified teacher, has been expended.

	FY08	FY09 (est)
Stipends	\$6,294,000	\$9,000,000
Mentoring	\$1,273,500	\$2,000,000
Subsidies	\$2,866,960	\$485,000

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. Preference is given to recruiting NBPTS candidates from financially or academically at-risk schools and from underrepresented rural areas. A total of 2,147 teachers and school counselors participated in the NBPTS program in fiscal year 2008, and 1,444 first-time candidates will have gone through the National Board certification process.

	FY09	FY10 (est)
Total participants	2,147	3,000
New candidates	1,444	1,800
NBPTS Certified Educators	703	900
Cumulative growth*	3,191	4,000

* 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.

Orphanage Tuition – Regular Education

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

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$16,000,000	\$13,130,000	\$11,500,000	\$11,600,000	\$13,000,000
Change from Prior Year	(\$1,400,000)	(\$2,870,000)	(\$1,630,000)	\$100,000	\$1,400,000
	(8.05%)	(21.85%)	(14.17%)	0.87%	12.07%

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. Per P.A. 95-0793 effective August 8, 2008 claims for eligible students served in the regular term must be received at the Illinois State Board of Education (ISBE) on or before July 15. 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. Claims for eligible students served in the summer term must be received at ISBE on or before

November 1. Final payments are vouchered on or before December 15 based on actual costs. In addition, documented costs in excess of the formula calculation for students served in the regular term 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:

	FY08	FY09 (est)
Total claim amount	\$13,065,336	\$12,050,000
Excess cost amount	\$611,803	\$50,000
1.2 per capita amount	\$12,453,533	\$12,000,000
Prior Year Liability*	\$0	\$1,646,739

*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 that were borrowed to cover the shortfall for the previous year.

Orphanage Tuition – Special Education

Legislative Reference – 105 ILCS 5/14-7.03

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$92,000,000	\$79,400,000	\$79,400,000	\$101,800,000	\$120,200,000
Change from Prior Year	(\$14,100,000)	(\$12,600,000)	\$0	\$22,400,000	\$18,400,000
	(13.29%)	(15.87%)	0.00%	28.21%	18.07%

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:

	FY08	FY09 (est)
Total claim amount*	\$88,467,134	\$98,228,108
Chicago District 299	\$28,425,200	\$36,444,400
Summer individual	\$3,304,847	\$4,041,233
Regular individual	\$56,737,087	\$57,742,475
Prior Year Liability**	\$7,960,854	\$16,432,390

*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

	FY08	FY09 (est)
State Owned Institution/Facility	144	150
Court Guardianship	97	97
City or County Jail/Detention	292	300
Dept of Children & Family Services	2,498	2,525
Office of State Guardian	7	7
Total	3,038	3,079

Student data exclude Chicago District 299

Parental Participation Pilot Project

Legislative Reference – 105 ILCS 5/2-3.137

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	n/a	\$100,000	\$100,000	\$100,000	\$0
Change from Prior Year	n/a	n/a	\$0	\$0	(\$100,000)
	n/a	n/a	0.00%	0.00%	(100.00%)

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. The board recommends redistributing this grant.

Population and Service Levels

During fiscal year 2009, funds provided enhanced parental programs to approximately 1,200 parents of students who attend 17 schools.

Philip Rock Center and School

*Legislative Reference – 105 ILCS 5/14-11.02
Funding Source - State*

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$3,055,500	\$3,220,500	\$3,394,500	\$3,577,800	\$3,577,800
Change from Prior Year	\$200,000	\$165,000	\$174,000	\$183,300	\$0
	7.00%	5.40%	5.40%	5.40%	0.00%

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 2009, 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

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	n/a	\$800,000	\$3,100,000	\$3,100,000	\$2,100,000
Change from prior year	n/a	n/a	\$2,300,000	\$0	(\$1,000,000)
	n/a	n/a	287.50%	0.00%	(32.26%)

Program Goal

The Illinois New Principal Mentoring Program provides direct mentoring support to new principals and their mentors by demonstrating, 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.

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 and successful educational leaders producing a higher retention rate in Illinois schools.

Reimbursement/Distribution Method

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

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

Population and Service Levels

	FY09	FY10 (est)
Principals	435	450
Mentors	299	299
Providers	43	43

Reading Improvement Block Grant

Legislative Reference – 105 ILCS 5/2-3.51

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$76,139,800	\$76,139,800	\$76,139,800	\$76,139,800	76,139,800
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	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):

	FY 08	FY 09 (est.)
School districts	746	750
Reading teachers, specialists, aides	1,525	1,550
Educators served with 2 percent funds	5,000	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

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$5,570,000	\$7,270,000	\$6,970,000	\$6,990,000	\$6,990,000
Change from Prior Year	(\$200,000) (3.59%)	\$1,700,000 30.52%	(\$300,000) (4.30%)	\$20,000 0.29%	\$0 0.00%

Program Goal

To deliver statutory responsibilities and contracted services 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 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 is determined based on 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 ROEs – the Madison County ROE and the St. Clair County ROE.

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

Population and Service Levels

All 45 ROEs and four ISCs are eligible for funding.

Regional Superintendents' and Assistants' Salaries

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

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$8,150,000	\$8,150,000	\$8,950,000	\$9,100,000	\$9,919,000
Change from Prior Year	(\$638,500) (7.27%)	\$0 0.00%	\$800,000 9.81%	\$15,000 1.68%	\$819,000 9.00%

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(s).

Population and Service Levels

The 45 regional superintendents and their assistants.

Response to Intervention (RTI)

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	n/a	n/a	n/a	\$2,000,000	\$2,000,000
Change from Prior Year	n/a	n/a	n/a	\$0	\$0
	n/a	n/a	n/a	n/a	n/a

Program Goal

To provide targeted instruction to students having difficulty learning through the use of scientifically research – based interventions.

Purpose

To provide the needed help immediately to assist a student before he/she falls behind.

Reimbursement/Distribution Method

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 3,1000 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

Population and Service Levels

It is anticipated that up to schools will be eligible for this grant in fiscal year 2010.

School Breakfast Incentive

Legislative Reference – 105 ILCS 125/2.5

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$723,500	\$723,500	\$723,500	\$723,500	\$723,500
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	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 that starts 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):

	FY08	FY09 (est)
Sites receiving start-up funds	54	50
Sites in the National School Lunch Program not operating a School Breakfast Program	1,279	1,245
Sites participating in the Universal Free Breakfast Program*	--	27

* Universal Free Breakfast Program was not funded in fiscal year 2008.

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

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

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$64,841,000	\$74,841,000	\$74,841,000	\$74,841,000	\$74,841,000
Change from Prior Year	\$10,000,000	\$10,000,000	\$0	\$0	\$0
	18.23%	15.42%	0.00%	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 2009, recognized non-public schools are eligible for this grant. The following table displays service-level information:

	FY08	FY09
School districts	870	869
Laboratory schools	2	2
Non-Public Schools*	657	652
Dollars per ADA	\$35.88	\$36.01

*Became eligible to receive funds in fiscal year 2008.

School Technology Revolving Loan Program

Legislative Reference – 105 ILCS 5/2-3.117a
Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
Change from Prior Year	(\$2,000,000)	\$0	\$0	\$0	\$0
	(28.57%)	0.00%	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 2009 includes all eligible applicants that enroll students in grades 9-12, 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:

	FY09	FY10 (est)
Eligible districts	507	773
Eligible students	644,486	1,398,896
Grade levels served	9-12	K-8
Dollars loaned	\$2,000,000	\$1,900,000
Number of loans	20	19
Percentage of eligible districts participating	3.9%	2.5%

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

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$256,836,200	\$268,892,600	\$314,600,000	\$331,051,100	\$334,236,800
Change from Prior Year	\$13,788,200 5.67%	\$12,056,400 4.69%	\$45,707,400 17.00%	\$16,451,100 5.23%	\$3,185,700 0.96%

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 district expenditures for students with disabilities.

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:

	FY08	FY09 (est)
Total claim amount	\$314,600,000	\$331,051,100
Chicago District 299	\$91,863,200	\$96,666,900
Downstate	\$222,736,800	\$234,384,200
Actual percent paid	100%	100%

Special Education - Personnel Reimbursement

Legislative Reference – 105 ILCS 5/14-13.01

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$363,000,000	\$368,500,000	\$420,100,000	\$426,100,000	\$459,600,000
Change from Prior Year	\$3,000,000	\$5,500,000	\$51,600,000	\$3,637,000	\$33,500,000
	0.83%	1.52%	14.00%	0.86%	7.86%

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 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 180 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 180 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	2006-07	2007-08
Cognitive disability (renamed Mental Impairment August 2007)	25,982	24,730
Orthopedic impairment	2,376	2,341
Specific learning disability	141,761	136,742
Visual impairment	1,137	1,184
Hearing impairment	3,337	3,794
Deafness (added in 04-05)	698	335
Deaf-blind	31	27
Speech and/or language impairment	72,723	72,905
Emotional disability (renamed Behavior/emotional disorder August 2007)	28,156	26,625
Other health impairment	24,424	25,858
Developmental delay	12,957	13,397
Autism	10,608	12,239
Traumatic brain injury	873	843
Multiple disabilities (new 2002)	1,476	1,663
Totals	326,539	322,683

Claim Data	FY08	FY09
Total Claim Amount	\$424,635,806	\$439,072,647
Chicago District 299	\$80,690,400	\$81,385,100
Downstate	\$343,944,983	\$357,687,547
Actual Percent Paid	100%	96%

Staff Data	FY08	FY09
Professional Employees (Claimed) *	30,745	31,456
Professional Employees (Full Time Equivalent) *	27,980	27,980
Non-Certified Employees (Claimed) *	32,771	34,130
Non-Certified Employees (Full Time Equivalent) *	26,834	27,273

* Data exclude Chicago District 299

Special Education – Private Tuition

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

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$89,082,000	\$109,080,000	\$139,400,000	\$151,600,000	\$181,000,000
Change from Prior Year	\$22,270,500	\$19,998,000	\$30,320,000	\$12,200,000	\$29,400,000
	33.33%	22.45%	27.80%	8.75%	19.39%

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.

	FY08	FY09 (est)
Total claim amount	\$137,526,796	\$154,295,920
Chicago District 299	\$67,469,600	\$73,374,400
Downstate	\$70,057,196	\$80,921,520
Actual percent paid	100%	96.6%
Students*	7,638	7,796
Per student claim*	\$9,172	\$10,380

* Student data exclude Chicago District 299

Special Education – Summer School

Legislative Reference – 105 ILCS 5/18-4.3

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$8,114,400	\$8,694,000	\$10,000,000	\$11,000,000	\$11,700,000
Change from Prior Year	\$1,352,400	579,600	\$1,306,000	\$1,000,000	\$700,000
	20.00%	7.14%	15.02%	10.00%	6.36%

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):

	FY08	FY09 (est)
Total claim amount	\$9,926,195	\$10,854,376
Chicago District 299	\$5,440,000	\$5,984,000
Downstate	\$4,486,195	\$4,870,376
Actual percent paid	100%	100%

Student data exclude Chicago District 299

System of Support

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$5,342,700	\$3,342,700	\$3,342,700	\$3,342,700	\$4,842,700
Change from Prior Year	\$1,790,000	(\$2,000,000)	\$0	\$0	\$1,500,000
	50.38%	(37.43%)	0.00%	0.00%	44.87%

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	FY08	FY09 (est)
Academic Early Warning	231	648
Academic Watch	584	600

Tax Equivalent Grants

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

Appropriation History

	FY06	FY07	FY08	FY09	FY10 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:

	FY08	FY09 (est)
Lost tax calculation	\$300,329	\$315,015

Teach for America

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$450,000	\$450,000	\$450,000	\$450,000	\$450,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Program Goal

To provide an alternative route to teacher certification for college graduates who did not originally choose teaching careers.

Purpose

To recruit, train, place and provide support for Teach for America corps members within high-poverty, low-performing schools in Chicago School District 299. A mentoring and induction component supports these new teachers in their classrooms.

Reimbursement/Distribution Method

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

Population and Service Levels

The following table displays service-level information:

	FY08	FY09 (est)
Chicago teachers	430	580
Chicago students impacted	19,000	50,000

Teacher & Administrator Mentoring Program

Legislative Reference – 105 ILCS 5/21A

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	n/a	\$2,000,000	\$14,000,000	\$14,000,000	\$14,000,000
Change from	n/a	n/a	\$12,000,000	\$0	\$0
Prior Year	n/a	n/a	600.00%	0.00%	0.00%

Program Goal

To provide mentoring for new teachers.

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. This program combines the previous Teacher and Administrator Mentoring, Teacher Mentoring, and Teacher Mentoring Pilot projects.

	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. In the event that appropriations are not sufficient to conduct a statewide program, the State Board of Education (ISBE) is authorized to award a lesser amount of grants on a competitive basis.

Population and Service Levels

The following table displays service-level information:

	FY08	FY09 (est)
# of Teachers mentored	2,062	2,500

Teacher Certificate Fee Revolving Fund

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

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$1,399,000	\$1,399,000	\$1,399,000	\$1,600,000	\$1,600,000
Change from Prior Year	\$0	\$0	\$0	\$201,000	\$0
	0.00%	0.00%	0.00%	14.37%	0.00%

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:

	FY08	FY09 (est)
Certificates issued by evaluation	30,246	30,000
Certificates issued by entitlement	15,357	15,000
Letters of deficiency issued	27,000	27,000
Certificates exchanged	527	7,500*

* Includes over 7,000 LBSL certificates to be exchanged for LBSI certificates.

Teacher of the Year

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$135,000	\$135,000	\$135,000	\$135,000	\$135,000
Change from Prior Year	(\$5,000)	\$0	\$0	\$0	\$0
	(3.57%)	0.00%	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.

	FY07	FY08
Teacher of the Year nominations	81	88
Teacher of the Year presentations/visits	93	90

Technology for Success

Legislative Reference – 105 ILCS 5/2-3.117
Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$4,969,700	\$4,169,700	\$4,169,700	\$4,169,700	\$4,169,700
Change from Prior Year	\$835,000	(\$800,000)	\$0	\$0	\$0
	20.19%	16.10%	0.00%	0.00%	0.00%

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 (LTCs)

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. 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	FY09	FY10 (est)
Number of High Schools Served	227	227
Number of Students Served	4,314	4,314
Number of Courses Offered	112	131

Learning Technology Centers	FY09	FY10 (est)
Number of Districts Served	871	871
Number of Students Served	2,100,000	2,100,000

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 #66	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, FY09	\$408,972	\$457,045	\$866,017	182
Casey-Westfield CUSD 4C	FY06, FY07, FY08, FY09	\$198,247	\$1,106,608	\$1,304,855	367

Textbook Loan Program

Legislative Reference – 105 ILCS 5/18-17

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$29,126,500	\$29,126,500	\$42,826,500	\$42,826,500	\$42,826,500
Change from Prior Year	\$0	\$0	\$13,700,000	\$0	\$0
	0.00%	0.00%	47.00%	0.00%	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

Districts/schools enter their requests via an online system from December 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. For fiscal year 2009, distribution was based upon 2007 fall enrollment figures for grades 7-12.

	FY08	FY09 (est)
Allotment per pupil	\$34.90	\$40.00

Population and Service Levels

All students in public, private and ISBE recognized private and/or 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 tables display service-level information:

	FY08	FY09 (est)
Students receiving textbooks	1,227,125	1,060,063
Number of public students	1,080,772	962,229
Percentage of public students	88%	91%
Number of nonpublic students	146,353	97,834
Percentage of nonpublic students	12%	9%

Participants:	FY08	FY09 (est)
Public schools/districts	1,308	1,474
Nonpublic schools	961	1,007
Grade levels served	K-6	7-12

Title I – Advanced Placement

Legislative Reference – P.L. 107-110
Funding Source – Federal (CFDA 84.330B)

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY06	FY07	FY08**	FY09***	FY10***
Grant Award	\$1,066,203	\$889,100	\$945,454	TBD	TBD
Change from	\$58,508	(\$177,103)	\$56,354	TBD	TBD
Prior Year	5.81%	(16.61%)	6.34%	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 2009 and March 2010 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 2008, 14,331 fee reduction requests were granted.

Reimbursement/Distribution Method

[Advanced Placement Test Fee Program](#)
reimbursement funds are provided to the

Title I – Basic, Part A

*Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.010A)*

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$610,000,000	\$614,400,000	\$627,075,000	\$645,000,000	\$645,000,000
Change from Prior Year	(\$3,400,000)	\$4,400,000	\$12,675,000	\$17,925,000	\$0
	(0.55%)	0.72%	2.06%	2.89%	0.00%

Federal Grant Award*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	\$538,322,669	\$539,609,573	\$593,136,349	\$593,980,302	TBD
Change from Prior Year	\$15,070,173	\$1,286,904	\$53,526,776	\$843,953	TBD
	2.88%	0.24%	9.92%	0.14%	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 2010 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.

	FY07	FY08 (est)
Number of Title I districts	807	806
Number of Title I schools	2,341	2,350
Students receiving targeted and school wide reading instruction	525,209	525,220
Students receiving targeted and school wide mathematics instruction	376,728	376,735
Number of full-time teachers hired	5,198	5,200

Title I – Education of Migratory Children, Part C

*Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.144F)*

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$3,000,000	\$3,000,000	\$3,000,000	\$4,000,000	\$4,000,000
Change from Prior Year	(\$200,000)	\$0	\$0	\$1,000,000	\$0
	(6.25%)	0.00%	0.00%	33.33%	0.00%

Federal Grant Award*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	\$2,361,303	\$1,920,282	\$1,965,908	\$1,885,064	TBD
Change from Prior Year	(\$38,265)	(\$441,021)	45,626	(\$80,844)	TBD
	(1.59%)	(18.67%)	2.38%	(4.11%)	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 2010 amounts are preliminary grant awards.*

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 2008, about 2,000 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.

Twelve summer-term programs and five regular-term programs operated by school districts, a not-for-profit organization, a community college and Regional Offices 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, two statewide resource projects provided support to funded programs in the areas of identification and recruitment of students, curriculum and professional development, and health and dental services. Four 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:

	FY08	FY09 (est)
Students Summer Program*	816	800
Students Regular Year*	348	400
Number of funded entities	17	17

* 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 2007-2008 school year, the following entities received funding under this program:

- 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 School District 111
- Kankakee Community College District 520
- Ludlow Community Consolidated School District 142
- Mendota Community Consolidated School District 289
- Princeville Community Unit School District 326
- Rantoul Township High School District 193
- Urbana School District 116
- 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
- Lee/Ogle Regional Office of Education

Title I – Even Start Programs

*Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.213C)*

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$12,000,000	\$10,000,000	\$6,000,000	\$4,000,000	\$4,000,000
Change from Prior Year	\$1,000,000	(\$2,000,000)	(\$4,000,000)	(\$2,000,000)	\$0
	9.09%	(16.67%)	(40.00%)	(33.33%)	0.00%

Federal Grant Award*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	\$8,399,805	\$3,830,620	\$3,479,163	\$2,420,012	TBD
Change from Prior Year	(\$915,247)	(\$4,569,185)	(351,457)	(\$1,059,151)	TBD
	(9.83%)	(54.40%)	(9.17%)	(30.44%)	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 2010 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:

	FY07	FY08
Projects	44	33
Families	1,292	951
Adults (parents)	1,352	980
Children (students)	1,939	1345

Title I –Migratory Incentive, Part C

*Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.144F)*

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$209,329	\$265,000	\$375,000	\$300,000	\$300,000
Change from Prior Year	\$88,672	\$55,671	\$110,000	(\$75,000)	\$0
	73.49%	26.59%	41.51%	(20.00%)	0.00%

Federal Grant Award*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	\$133,939	\$86,623	\$86,580	\$71,488	TBD
Change from Prior Year	\$13,282	(\$47,316)	(\$43)	(\$15,092)	TBD
	11.00%	(35.33%)	(0.05%)	(17.43%)	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 2010 amounts are TBD (to be determined).*

Program Goal

To provide incentive grants to State Educational Agencies (SEAs) that participate in consortium arrangements with other States 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 *Mathematics Achievement = Success (MAS)* and *Opportunities for*

Success for Out of School Youth (OSY). State fiscal year 2009 funding is the first year of two-year competitive grants awarded to state consortiums.

Population and Service Levels

MAS 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.

OSY aims to elevate the quantity and quality of services provided to underserved migrant out-of-school youth. The project will design, develop, and disseminate to partner states a system for the identification and recruitment, assessment, and delivery of services to migrant out-of-school youth and the professional development to support it.

Title I – Neglected and Delinquent, Part D

Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.013A)

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$3,000,000	\$3,000,000	\$2,000,000	\$1,700,000	\$1,700,000
Change from Prior Year	(\$1,00,000)	\$0	(\$1,000,000)	(\$300,000)	\$0
	(25.00%)	0.00%	(33.33%)	(15.00%)	0.00%

Federal Grant Award*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	\$1,970,822	\$1,388,300	\$1,283,096	970,422	TBD
Change from Prior Year	\$27,325	(\$582,522)	(\$105,204)	(\$312,674)	TBD
	1.41%	(41.96%)	(8.20%)	(24.37%)	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 2010 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 1,397 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 (CFDA 84.357A)

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$50,000,000	\$50,000,000	\$50,000,000	\$60,000,000	\$60,000,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$10,000,000 20.00%	\$0 0.00%

Federal Grant Award*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	\$39,356,589	\$38,927,249	\$41,265,735	\$14,504,845	TBD
Change from Prior Year	\$263,095 0.67%	(\$2,015,666) (5.12%)	\$2,338,486 6.00%	(\$26,760,890) (64.85%)	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 2010 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):

	FY07	FY 08	FY 09
Districts	20	20	20
Schools	151	148	147
Teachers	2,167	2,144	2,135
Students	44,826	44,384	44,225

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 (CFDA 84.377A)*

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	n/a	n/a	n/a	\$20,000,000	\$20,000,000
Change from Prior Year	n/a	n/a	n/a	n/a	\$0
	n/a	n/a	n/a	n/a	0.00%

Federal Grant Award*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	n/a	n/a	\$5,669,746	\$19,201,628	TBD
Change from Prior Year	n/a	n/a	n/a	\$13,531,882	TBD
	n/a	n/a	n/a	238.67%	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 2010 amounts are TBD (to be determined).*

Program Goal

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

research based strategies and practices that will improve student achievement and move the school toward making adequate yearly progress and out of improvement status.

Purpose

To provide funds to eligible school districts for intensive assistance to schools identified as in need of improvement under section 1116 of the No Child Left Behind reauthorization.

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

Funds are distributed through a competitive grant process to school districts for eligible schools that demonstrate the greatest need and the strongest commitment to implement

In fiscal year 2009 there are 395 schools in corrective action or restructuring status and an additional 163 schools in Choice and Supplemental Service status.

Title II - Enhancing Education through Technology

Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.318X)

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$30,000,000	\$30,000,000	\$20,000,000	\$20,000,000	\$20,000,000
Change from Prior Year	(\$5,000,000)	\$0	(\$10,000,000)	\$0	\$0
	(14.29%)	0.00%	(50.00%)	0.00%	0.00%

Federal Grant Award*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	\$19,931,136	\$11,005,654	\$12,020,637	\$10,174,097	TBD
Change from Prior Year	(\$7,706,730)	(\$8,925,482)	\$1,014,983	(\$1,846,540)	TBD
	(27.88%)	(81.10%)	9.22%	(18.15%)	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 2010 amounts are TBD (to be determined).

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, 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 based on requirements of 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

Recipients of both formula and competitive grants must use at least 25 percent of funds to provide professional development.

	FY08	FY09 (est)
Dollars granted	\$11,841,522	\$11,135,022
Number of districts participating	640	650
Number of Formula grant projects	640	650
Number of Competitive grant projects	25	41

Population and Service Levels

Competitive Grant:

In March 2008, a request-for-proposals (RFP) was issued for the third round of

competitive grants under this program. The competitive grants were awarded for a one 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 (CFDA 84.366B)*

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000
Change from Prior Year	\$1,000,000	\$0	\$0	\$0	\$0
	12.50%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	\$6,309,728	\$6,457,558	\$7,119,671	\$6,250,212	TBD
Change from Prior Year	\$999,870	\$147,830	\$662,113	(\$869,459)	TBD
	18.83%	2.34%	10.25%	(12.21%)	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 2010 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:

	FY08	FY09 est
Partnerships	25	25
Teacher Participants	1,000	1,500

Title II – Teacher/Principal Training

*Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.367A)*

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$135,000,000	\$134,830,000	\$135,000,000	\$135,000,000	\$135,000,000
Change from Prior Year	(\$15,000,000)	(\$170,000)	\$170,000	\$0	\$0
	(10.00%)	(0.13%)	0.13%	0.00%	0.00%

Federal Grant Award*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	\$114,334,674	\$113,310,498	\$114,978,370	\$114,622,074	TBD
Change from Prior Year	(\$615,254)	(\$1,024,176)	\$1,667,872	(\$356,296)	TBD
	(0.54%)	(0.90%)	1.47%	(0.31%)	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 2010 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/
Illinois State Board of Education Admin
- 99% Grants
 - 95% Local Education Agency 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, principal leadership and mentoring, and increasing the number of highly-qualified educators. Local education agency funds are allocated based on each local education agency'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 2009 an estimated 930 projects will be reviewed, approved and processed.

Title II - Transition to Teaching

*Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.350B)*

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$500,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from Prior Year	\$0	\$500,000	\$0	\$0	\$0
	0.00%	100.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	\$493,540	\$659,682	\$551,444	\$115,143	TBD
Change from Prior Year	\$221,704	\$166,142	(\$108,238)	(\$436,301)	TBD
	81.56%	33.66%	(16.41%)	(79.12%)	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 highly qualified 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 in the program. To date, 195 scholars have been enrolled in the program with 106 assigned to teaching positions. An additional 28 scholars have been enrolled in an Early Childhood bilingual cohort using this same program model with 13 assigned to teach in early childhood classrooms. This special cohort is funded with Early Childhood Education funds. The following table displays service-level information:

	FY08	FY09 (est)
Number of students in cohorts expected to complete the program	12	20

Title III - English Language Acquisition

*Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.365A)*

Appropriation History

	FY06	FY07	FY08	FY09	FY10 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*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	\$24,732,083	\$28,836,450	\$27,485,045	\$27,696,340	TBD
Change from Prior Year	(\$1,197,098)	\$4,104,367	(\$1,351,405)	211,295	TBD
	(4.62%)	16.60%	(4.69%)	0.77%	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 2010 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. 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 2009, the final per capita allocation is \$174.

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 TBE program or a TPI that is in compliance with statutory requirements. In fiscal year 2009, a total of 43,274 immigrant students were identified (excluding Chicago, a district that normally reports about 15,000 immigrant students annually). Of this number, 12,178 enrolled in eligible school districts that had a minimum of 10 students and showed a significant increase. Of the eligible districts, 53 out of 100 (53 percent) districts serving 10,308 IEP students applied for the funds to provide services. The final per capita allocation is \$165.

Population and Service Levels

The Annual Student Report (ASR) indicates Chicago Public Schools enroll

approximately 37 percent of the LEP students in the state. The remaining 63 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:

	FY09	FY10 (est.)
Chicago students	53,057	54,118
Downstate students	89,876	91,674
Total	142,933*	145,792

*This number is based on fiscal year 2009 application

The second program, the 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 LEP. The following table displays service-level information:

	FY09	FY10 (est.)
IEP Students Identified	43,274*	44,139*
IEP Students Eligible	12,178	12,422
IEP Students Served	10,308	10,514

*Chicago did not report last year; it normally reports about 15,000 immigrant students annually.

Title IV - Safe and Drug Free Schools and Communities

*Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.186A)*

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$20,000,000	\$20,000,000	\$15,000,000	\$15,000,000	\$15,000,000
Change from Prior Year	(\$5,000,000) (20.00%)	\$0 0.00%	(\$5,000,000) (25.00%)	\$0 0.00%	\$0 0.00%

Federal Grant Award*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	\$14,021,782	\$11,043,460	\$11,043,460	\$9,347,816	TBD
Change from Prior Year	(\$51,900) (0.37%)	(\$2,978,322) (21.24%)	\$0 0.00%	(1,695,644) (15.34%)	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 2010 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

In fiscal year 2009, 918 local education agencies and private, not-for-profit elementary and secondary schools are eligible to participate.

Title IV – 21st Century Communities Learning Centers

Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.287C)

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$45,000,000	\$45,000,000	\$45,000,000	\$55,000,000	\$55,000,000
Change from Prior Year	\$0	\$0	\$0	\$10,000,000	\$0
	0.00%	0.00%	0.00%	22.22%	0.00%

Federal Grant Award*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	\$40,627,741	\$39,818,549	\$40,166,693	\$48,340,920	TBD
Change from Prior Year	\$1,177,377	(\$809,192)	\$348,144	\$8,174,227	TBD
	2.98%	(1.99%)	0.87%	20.35%	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 2010 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:

	FY08	FY09 (est)
Programs	112	101
Schools	304	311

Title V – Charter Schools

*Legislative Reference – PL107-110
Funding Source – Federal (CFDA 84.282A)*

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$2,500,000	\$2,500,000	\$2,500,000	\$6,000,000	\$6,000,000
Change from	\$0	\$0	\$0	\$3,500,000	\$0
Prior Year	0.00%	0.00%	0.00%	140.00%	0.00%

Federal Grant Award

	FY06*	FY07*	FY08	FY09	FY10**
Grant Award	n/a	n/a	\$3,704,709	\$3,461,999	TBD
Change from	n/a	n/a	n/a	(\$242,710)	TBD
Prior Year	n/a	n/a	n/a	(7.01%)	TBD

**Illinois did not receive an award.*

***State fiscal year 2010 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

The following table displays service-level information:

	FY08	FY09 (est)
Number of charter schools	35	39
Number of charter school students	26,635	35,000
Number of applications in excess of available seats	13,532	15,000
Number of planning grants	2	3
Number of implementation grants	5	2
Number of pre-proposal grants	3	5

Title V – Innovative Programs

*Legislative Reference – PL107-110
Funding Source – Federal (CFDA 84.298A)*

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$15,000,000	\$10,000,000	\$8,000,000	\$8,000,000	\$8,000,000
Change from Prior Year	(\$6,000,000)	(\$5,000,000)	(\$2,000,000)	\$0	\$0
	(28.57%)	(33.33%)	(20.00%)	0.00%	0.00%

Federal Grant Award*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	\$8,326,206	\$4,154,710	\$4,111,777	\$0	TBD
Change from Prior Year	(\$4,093,160)	(\$4,171,496)	(\$42,933)	(\$4,111,777)	TBD
	(32.96%)	(50.10%)	(1.03%)	(100.00%)	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.*

***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 (CFDA 84.358B)

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%

Federal Grant Award*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	\$537,211	\$631,134	\$819,909	\$733,638	TBD
Change from Prior Year	(\$250,994) (31.84%)	\$93,923 17.48%	\$188,775 29.91%	(\$86,271) (10.52%)	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 2010 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:

	FY08	FY09 (est)
Eligible districts	21	24
Participating districts	21	24
Instructional expenditures	50%	51%
Improvement of instruction expenditures	7%	9%
Other expenditures	43%	40%

Title X - Education for Homeless Children

Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.196A)

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$3,250,000	\$3,250,000	\$3,250,000	\$3,250,000	\$3,250,000
Change from Prior Year	\$250,000	\$0	\$0	\$0	\$0
	8.33%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY06	FY07	FY08	FY09	FY10**
Grant Award	\$2,609,817	\$2,615,591	\$2,841,103	\$2,536,192	TBD
Change from Prior Year	\$81,606	\$5,774	\$225,512	(\$304,911)	TBD
	3.23%	0.22%	8.62%	(10.73%)	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 2010 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 2008, 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	FY07	FY08
Pre K	951	1,384
K - 8	13,666	17,715
9 - 12	5,204	7,139
Total	19,821	26,238

Transitional Assistance

Legislative Reference – 105 ILCS 5/2-3.131

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$11,800,000	\$11,800,000	\$5,000,000	\$36,763,600	\$0
Change from Prior Year	\$4,100,000	\$0	\$6,800,000	\$31,763,600	(\$36,763,600)
	53.25%	0.00%	(57.63%)	635.27%	(100.00%)

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 2009 appropriation and the fiscal year 2008 appropriation for specific programs.

Reimbursement/Distribution Method

Funds are distributed to all eligible districts through a one-time payment in the spring. The board recommends redistributing this grant.

Population and Service Levels

Any school district that would receive less funding than it received in the 2007-2008 school year in the specified programs is eligible for these funds. There were 79 school districts that received funds in fiscal year 2008. The list of districts eligible for fiscal year 2009 will be finalized in spring 2009.

Transportation – Regular and Vocational

Legislative Reference – 105 ILCS 5/29-5

Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$261,630,000	\$286,118,000	\$317,500,000	\$339,500,000	\$351,100,000
Change from Prior Year	\$0	\$24,488,000	\$31,382,000	\$22,000,000	\$11,600,000
	0.00%	9.36%	10.97%	6.93%	3.42%

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.

	FY08	FY09 (est)
Salaries/benefits	\$148,444,326	\$148,052,033
Purchased services	\$18,657,643	\$22,776,279
Contractual trans. services	\$220,677,771	\$230,998,845
Payments to other districts	\$6,233,862	\$8,735,582
Payments to Transit Carriers	\$708,952	\$992,002
Supplies	\$39,549,944	\$50,402,187
Other Expenses	\$2,150,331	\$3,449,130
Building & Maint (Ed Fund)	\$775,870	\$700,376
Building & Maint (O&M Fund)	\$2,900,898	\$6,452,356
Depreciation	\$37,496,067	\$40,100,689
Indirect costs (reimbursable)	\$11,910,052	\$12,861,398
Offsetting revenue	(\$12,270,848)	(\$15,082,776)
Totals	\$477,234,868	\$510,438,101

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:

	FY08	FY09 (est)
Total claim amount	\$310,662,832	\$333,561,602
Chicago District 299	\$12,204,100	\$13,240,500
Downstate	\$298,458,732	\$320,321,102
Actual percent paid	100%	100%
Average number of regular students transported over 1.5 miles*	799,302	799,466
Average number of regular Students transported—hazardous conditions*	157,658	159,591
Total eligible pupils transported*	956,960	959,057
Vocational Education students transported *	19,161	18,475

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

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$317,100,000	\$326,607,800	\$353,400,000	\$383,300,000	\$429,700,000
Change from Prior Year	\$0 0.00%	\$9,507,800 3.00%	\$26,792,200 8.20%	\$29,900,000 8.46%	\$46,400,000 12.11%

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 20. The board recommends redistributing this grant.

Below is the actual claim data transmitted by local education agencies, excluding Chicago.

	FY08	FY09 (est)
Salaries/benefits	\$65,224,396	\$69,951,156
Purchased services	\$10,809,051	\$19,002,385
Contractual trans. services	\$193,260,294	\$200,587,309
Payments to other districts	\$8,508,086	\$9,662,605
Payments to Transit Carriers	\$678,116	\$922,222
Supplies	\$16,142,220	\$21,839,844
Other Expenses	\$1,176,737	\$1,714,287
Building & Maint (Ed Fund)	\$274,468	\$271,529
Building & Maint (O&M Fund)	\$1,219,031	\$1,618,117
Depreciation	\$14,853,319	\$16,512,875
Indirect costs (reimbursable)	\$5,185,384	\$6,311,516
Offsetting revenue	(\$6,370,225)	(\$5,017,378)
Totals	\$310,960,877	\$343,376,467

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:

	FY08	FY09 (est)
Total claim amount	\$357,969,902	\$392,374,274
Chicago	\$109,201,200	\$117,673,100

District 299		
Downstate	\$248,768,702	\$274,701,174
Actual percent paid	100%	96.9%
Students *	86,671	92,746

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

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$14,454,700	\$14,454,700	\$11,954,700	\$11,954,700	\$0
Change from Prior Year	\$0	\$0	(\$2,500,000)	\$0	(\$11,954,700)
	0.00%	0.00%	(20.91%)	0.00%	(100.00%)

Program Goal

To provide funding for parents who transport children when transportation services are not offered for free from public schools.

- 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.

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)

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:

	FY08	FY09 (est)
Students served	117,221	117,700
# public	35,913	36,790
% public	31%	31%
# nonpublic	81,308	80,910
% nonpublic	69%	69%
Claim level	\$102.13	\$101.85

Truant Alternative and Optional Education

Legislative Reference – 105 ILCS 5/2-3.66
Funding Source - State

Appropriation History

	FY06	FY07	FY08	FY09	FY10 Proposed
Appropriation	\$17,578,100	\$18,078,100	\$20,078,100	\$20,078,100	\$20,078,100
Change from Prior Year	\$2,000,000	\$500,000	\$2,000,000	\$0	\$0
	12.84%	2.84%	11.06%	0.00%	0.00%

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

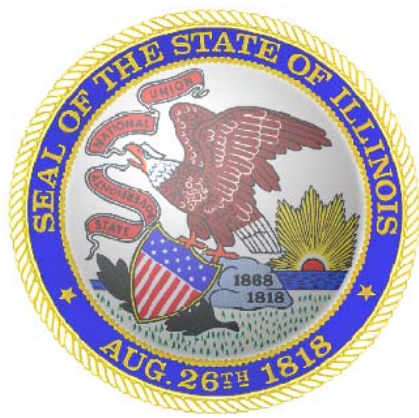
period, with continuation funding contingent upon satisfactory performance. Eligible applicants include local school districts, Regional Offices of Education, community colleges, university laboratory schools, charter schools and area vocational centers.

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	FY08	FY09 (est)
Chronic truants	9,460	9,500
Truants	40,777	40,700
High school dropouts	2,478	2,500
Potential dropouts	5,331	5,300
Total served	58,046	58,000



Appendix

STAFFING NEEDS JUSTIFICATION

ISBE requests 36 positions (32 general revenue fund and 4 federal positions) to be added to our authorized headcount of 500. With the recent passage of the U.S. Federal Recovery and Reinvestment Act of 2009, there may be a need for additional staffing to fulfill the monitoring, processing, and reporting requirements of the act.

Standards and Assessment (Two Positions)

One professional position for Data Steward - Data stewards will play a key role in reducing data redundancy and increasing the accuracy of data across the agency. As such, four data stewards will be needed and assigned responsibility for other ISBE Centers besides Standards and Assessments. Special Education and Support Services, School Support Services for All Schools, and Fiscal Support Services will require Data Stewards. Data stewards will report to the Longitudinal Data Systems project sponsors (i.e. Assistant Superintendents or the Chief Financial Officer) in each of these functions.

Across the agency, data is being maintained in more than 210 separate systems. With the establishment of a Longitudinal Data System, there will be a need to provide support, management, and guidance for improving the accuracy and actual use of data that are internal and external to the agency. This would help verify data is accurate that is received for the school districts and supplied to them. They will have the following responsibilities:

- Lead technical assistance workshops/training in data quality and how to use the data for analysis and research.
- Identify business rules for each ISBE Center.
- Work with internal and external individuals to reduce data redundancy.
- Train staff in usage of data systems, data analysis and research.
- Identify research and analyses that would be useful for each ISBE Center

One professional position for Data Researcher: Education issues and strategies are ever evolving. The agency would like a position in Assessments to conduct research on education issues related to programs and services to help ISBE carry out its mission. This includes efforts to envision, write, design and conduct research activities that have been identified as necessary for policy, planning and budgeting purposes. The researcher would determine the overall design and strategic plan for a research agenda that advances ISBE's educational policy. This position would also develop research proposals for corporate and/or philanthropic funds in support of the agenda.

Data Systems (Six Positions)

One professional position for Student Information System/Assessments – The Agency currently contracts with IBM for further applications development for the Student Information System (SIS). ISBE does not have staff available to continue customer support and needed enhancements to the system. A full-time professional position is needed to meet the continued growth of data collections and reporting analysis demands. SIS collects student demographic, enrollment, assessment scores and early childhood program data and tracks and reports on over 2.1 million students. The data collection from Illinois public schools continues to grow and additional data collections are added to the system each year.

One professional position for E-Grants System (EGMS) – A full-time professional position is needed to meet the continued growth of data collections and reporting analysis demands.

EGMS collects grant applications and budgets electronically, provides electronic approvals and feeds the agency reimbursement system the data necessary for project tracking and payments. New grant data collections are added to EGMS each year as well as changes to existing grants. There is a backlog of requests to add grants to this system due to inadequate staffing. Currently, ISBE only has one-half of an FTE to provide support to twenty different complex grant programs on this system. The Agency is relying on a contractor to provide support. The lack of in-house support is problematic as there are not resources readily available for troubleshooting.

One professional position for Child Nutrition System –

A full-time professional position is needed to meet the continued growth of data collections, changes and reporting analysis demands. Nutrition programs fall into four main categories: National School Lunch Program, Child and Adult Care Centers, Child and Adult Care Homes, and Summer Food Service Programs. Each program has unique federal regulations that ISBE must ensure participant compliance. Program processing includes application submissions, budget submissions, monthly claim filings, participant monitoring, and federal reporting. The Agency is currently contracting with three programmer analysts to assist one ISBE.

One professional position for Cash Receipts, Fiscal and HR Systems - A full-time professional position is needed to meet the continued growth and reporting analysis demands of the agency's cash receipts system (CRS). CRS is used by the agency to reconcile all cash transactions with our accounting system MIDAS (Management Information Data Accounting System). This analyst will support the budget process, vendor activity, spending requests, obligations, expenditures, receipts, reports, reconciliation of Comptroller data, and approval of transactions. The analyst will also serve as the backup for the Human Resource Management System (HRMS). HRMS is the agency's personnel system, budget scenario system and payroll interface to CMS.

One professional position for Multiple System Support - A full-time professional position is needed for upgrading the technology for over 100 applications from the older Visual Basic 6 programming language to the latest programming language Visual Basic.Net. This is an intense conversion and is necessary as vendor support for the older language will soon be terminated. The agency will benefit from new features and performance improvements from Visual Basic.Net compared to the older systems. The analyst will provide programming and reporting services, user support and system maintenance for other agency applications. ISBE continues to add on a monthly basis to its 200+ supported applications. 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, our customer base has increased tremendously and more resources are required to provide adequate and timely support.

One professional position for Educator/Teacher Certification - A full-time professional position is needed to meet the continued growth of data collections and reporting analysis demands for teacher and administrator certification. The Educator Certification System is used by the division to monitor all phases of the certification process. The system tracks teacher certificates from issue through recertification, teacher qualifications and professional development. The system has an automated certification fee collection module which interfaces with cash receipts.

Early Childhood (Five Positions)

Five professional positions for Early Childhood Block Grant/Preschool for All - In the past five years, the funding for the state Early Childhood Block Grant (ECBG), including Prekindergarten, Preschool for All, and 0-3 programs, has increased dramatically. At the same time, division headcount has declined. The following additions to Early Childhood staff are recommended:

One professional position for Early Childhood Data Research - With the increased funding (\$184 to \$380 million from FY04 to FY09) and public interest in the state-funded Preschool for All and Prevention Initiative programs, the need for current and varied data reports has increased far beyond our current capacity to respond. Early Childhood data is generated in a number of internal and external systems, the division needs a professional position dedicated to gathering and reporting early childhood data.

Two professional positions for Bilingual Early Childhood Education - More than 1/3 of the more than 90,000 children served in Preschool for All are ELL students. Staff with expertise in providing services to these children is needed to provide guidance and technical assistance to programs and to coordinate with the English Language Learning Division.

Two professional positions for Preschool for All - The rapid growth of Preschool for All has created a great need for additional Early Childhood division staff to provide technical assistance and oversight to funded entities, including public school districts, child care centers, and faith-based organizations. Additional staff is necessary to assure that state funds are used according to ISBE grant requirements, and that programs are operating at the highest level of quality to deliver the best outcomes for children.

Educator and School Development (Two Positions)

One professional position for Data Steward for Educator and School Development - See above description.

One professional position for a Principal Consultant- This position would assist in Educator and School Development by evaluating information to support granting recognition to nonpublic and charter schools. The position would help coordinate public school compliance with directives from the regional offices of education. There has been some concern about timely responses from ROE's in securing timely responses to requests from the State Board and other officials. It will monitor Illinois teacher professional development. The position will evaluate university professional preparation programs for educator certificates.

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 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 (Two Positions)

Two professional positions - ISBE currently has less than half the professionals available to conduct monitoring of CPS programmatic and fiscal issues. Federal regulations require the Agency to monitor all of its sub-recipients. ISBE is out of compliance by not monitoring CPS. The Division needs these positions to conduct monitoring activities for CPS. The ISBE external audit plan requires 22 staff positions to complete required field work. There are currently 12 staff positions available to complete these audits. A position is needed to conduct desk reviews and assist in the risk analysis necessary for the development of the annual audit plan.

Funding and Disbursements (One position)

One professional position for Data Steward reporting to Funding and Disbursements - See above description. This resource would be shared across Fiscal Support Services by other finance and related systems including Fiscal and Budgets. This position would be responsible for data management for all accounting and financial reporting systems such as MIDAS and FRIS.

Government relations (One position)

One support position for Clerical Support – Additional support staff is needed to handle mail and distribution of information to the General Assembly and legislative staffers. Besides providing general clerical support with new projects, complete filing, and to generally help to better administer the needs of legislative customers and education stakeholders who interact with the division.

Grants and Programs (Six Positions)

ISBE is not currently providing sufficient program monitoring, including visits to districts determined to be out of compliance with NCLB. 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.

Earlier this year, an internal staffing audit was conducted. It was noted that additional staff members are needed to support the many schools/districts with improving their current school or district improvement designation and supporting their internal efforts of improving student achievement for all students. 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.

Three professional positions for Adequate Yearly Progress – These positions are being requested to support the Statewide System of Support. Across the state, there are approximately 558 schools in federal status and 815 in state status. These are districts that are in need of additional assistance due to not making Adequate Yearly Progress (AYP). The division currently has two staff members assigned to assisting all the districts in both federal and state school improvement status, not to mention, the other duties that are assigned to them. The division is not able to meet the needs of the schools, districts and students of Illinois with this staffing level.

Three professional positions for Program Monitoring - This position will allow the Illinois State Board of Education to provide greater expertise and technical assistance to school districts. Currently there are insufficient field based staff to provide review and monitoring services to all school districts throughout the state. Staff would provide assistance to districts and determine compliance with Federal programs. These three positions would be financed using federal funding.

Special Education (One Position)

One professional position for Data Steward for Special Education See above description. This position would be financed using federal funding.

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.

State Superintendent's Office (One position)

One professional position for Professional Development – This position will assist with training education administrators in the new data reporting requirements, performance requirements, including working to conduct technical assistance to the districts, develop performance data information, establish systems of accountability, and conduct technical assistance visits to develop corrective action plans, as necessary. Focused on external profession development in the districts, the position would assist with coordination of administrator academies, assisting in adopting national professional development standards, and improving performance of professionals outside the agency through training, support and coaching.

Teacher Certification (Four positions)

Four professional positions for Principal Consultants - New positions are required in order to maintain a 30-60 day turn around for issuing teacher's certificates. Historically, there have been problems with backlogs in this division. It is important to maintain adequate staffing here as there are constantly new applications coming in to be processed.

