

# Illinois State Board of Education



## Fiscal Year 2012 Proposed Budget

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

**Jesse H. Ruiz**  
Chairman

February, 2011

To: The Honorable Governor Patrick 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 2012 budget is respectfully submitted for your consideration. This Board is committed to providing stability and certainty to children, parents and schools despite the fiscal challenges we collectively face. We believe in the transformative power of education in our communities. Through our proposed Fiscal Year 2012 budget priorities, we seek to secure the future of Illinois.

Well-educated citizens drive innovation and create new enterprises. While recognizing the need for fiscal austerity, we still cannot afford to mortgage the future of children in their classrooms. The least expensive and most effective solution to today's challenges is to provide school children with the education they will need to fuel future economic security. We must prepare them to graduate career and college ready so they may fully participate, and represent Illinois in the global economy.

From October through December 2010, the Illinois State Board of Education held a series of public hearings throughout the state that assisted us in receiving feedback from constituents preparing our budget. Hearing participants were asked to demonstrate the alignment of their budget proposals with the Board's three strategic goals:

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

Participants were also asked to respond to three guiding questions:

1. The state Board has prioritized General State Aid (GSA), Mandated Categoricals (MCATs), such as Special Education, Transportation, and Early Childhood, as budget priorities in the past. Should this focus continue during tough economic times?
2. The state has been unable to provide timely payments to districts for two consecutive years, thus making local planning difficult. What actions should be taken to address this situation?
3. In each of the last two years, the state budget has been supplemented by \$1 billion from federal stimulus funds. How should education expenditures change in the future with likely reduced federal spending, but no decrease in federally mandated programs? Should the state impose cost savings due to these reduced federal funds or leave cuts to the discretion of local districts?

It was overwhelmingly clear from the testimony we received at the Board's budget hearings that in difficult economic times, what is most important is to have state funds reach as many students as possible in a way that allows school districts maximum flexibility to meet local needs. In developing the budget, the Board was ever-mindful of the state's economic situation and the impact on cash flow and tax revenues. The Board is also cognizant of the recommendations from the Education Funding Advisory Board (EFAB) to increase the GSA foundation level to \$8,360 at a cost of nearly \$4 billion.

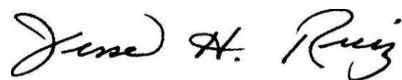
The Board remains committed to public education, advocacy and to our belief that equal educational opportunity is the best long-term solution to the economic crisis. Thus, the Board is recommending a budget for Fiscal Year 2012 that increases General Funds support by \$709.5 million (10.2%).

The recommended budget increases funding for GSA by \$532.2 million (11.6%), and for MCATs by \$157.9 million (8.9%). The GSA foundation level would increase \$297, from \$6,119 to \$6,416.

The Board is also recommending a \$9.3 million increase in funding to advance school reform initiatives and to create additional mechanisms to increase district accountability. This budget also includes a \$2 million state investment in Educator Quality and Support that will leverage \$2 million in additional private funding.

Despite the daunting financial challenges we face together this is an exciting time for education in Illinois filled with possibilities for positive reforms. We appreciate your continued support for Illinois' educational reform agenda and look forward to working with you as we finalize a budget for our students. Our budget proposal is posted at [http://www.isbe.net/budget/FY12\\_budget\\_recommendation.pdf](http://www.isbe.net/budget/FY12_budget_recommendation.pdf)

Sincerely,



Jesse H. Ruiz, Chairman  
State Board of Education



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

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*Chicago*

**Melinda A. LaBarre**  
*Springfield*

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



**Springfield Office**  
Illinois State Board of Education  
Alzina Office Building  
100 North First Street  
Springfield, Illinois 62777  
217-782-4321 (phone)  
217-524-4928 (fax)  
217-782-1900 (TTY)

**Chicago Office**  
Illinois State Board of Education  
James R. Thompson Center  
100 West Randolph Street  
Chicago, Illinois 60601  
312-814-2220 (phone)  
312-814-2282 (fax)  
312-814-5821(TTY)

# ILLINOIS STATE BOARD OF EDUCATION

## Mission and Goals

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### 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.*

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### 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.

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# Illinois State Board of Education

100 North First Street, Springfield, Illinois 62777-0001  
www.isbe.net

**Jesse H. Ruiz**  
Chairman

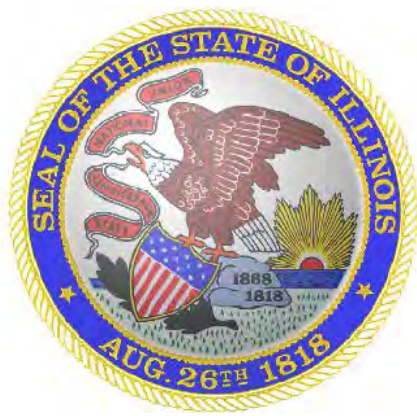
**Christopher A. Koch, Ed.D.**  
State Superintendent of Education

## Illinois State Board of Education FY 2012 Budget Hearings

### Location Contact Information

DATE	DAY	LOCATION	TIME
October 18	Monday	<b>CHICAGO</b> James R. Thompson Center Rm. 16-503 100 W. Randolph, Chicago	1 – 4:30 pm
October 27	Wednesday	<b>SPRINGFIELD</b> Crowne Plaza Hotel	3 - 5 pm
November 3	Wednesday	<b>MUNDELEIN</b> Carl Sandburg School Multi-Purpose Room Mundelein S.D. #75 855 W. Hawley Street, Mundelein	5 - 7 pm
November 8	Monday	<b>BELLEVILLE</b> St. Clair County Regional Office of Education 1000 S. Illinois Street, Belleville	3 – 5 pm
November 15	Monday	<b>DEKALB</b> DeKalb Regional Office of Education 2500 N. Annie Glidden Rd, DeKalb	4 - 6 pm
November 30	Tuesday	<b>CHAMPAIGN</b> Robeson Pavilion Room C, Champaign Public Library, 200 W. Green Street, Champaign	4 - 6 pm

The Finance and Audit Committee FY 2012 Budget Hearings will be accessible to persons with disabilities. Persons planning to attend who need special accommodations should contact the Board office no later than the day before the meeting they wish to attend. Contact the Superintendent's office at the State Board of Education, Phone: 217-782-2221; TTY/TDD: 217-782-1900; Fax: 217-785-3972



## **Executive Summary**



# ILLINOIS STATE BOARD OF EDUCATION

## Executive Summary

### **Funding Principles**

Although the passage of Senate Bill 2505 by the Illinois General Assembly on January 11, 2011 and its signing by Governor Quinn on January 13, 2011 into Public Act 96-1496 improved the revenue outlook for Illinois, fiscal year 2012 is still anticipated to be a tight budget year for the state and its education community. Illinois' backlog of unpaid bills remains substantial. At the end of January, the statewide backlog of unprocessed vouchers totaled \$5.3 billion. Providers have waited unprecedented periods of time to receive payment and much of the new revenue will likely be used to stabilize the state's financial position rather than to expand programs. During the last three years, state funding for pre-K through 12 education has been reduced while being supplemented by stimulus funds received through the American Recovery and Reinvestment Act's State Fiscal Stabilization Funds and Ed Jobs Funds.

**In making this year's budget request, the Board focused on advocating for the school children of Illinois and the need for adequate education funding. Education is an investment with long term economic benefit. Preparing our young citizens for college and careers will ultimately help ensure the long-term prosperity of the state's economy.**

The Board's decisions regarding programs and funding are 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 Board's strategic plan goals:
  - 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 Illinois State Board of Education (ISBE) budget is devoted to General State Aid (GSA) and Mandated Categoricals (MCATs). They are received by virtually all districts in the state. These two elements comprise more than 92 percent of the proposed fiscal year 2012 General Funds budget, slightly higher than the percentage they comprised of the fiscal year 2011 budget.

## **Budget at a Glance**

The current budget proposal reflects a total appropriation of \$11.60 billion. The General Funds portion of this request is \$7.66 billion, \$709.5 million (10.2%) greater than ISBE's fiscal year 2011 allocation.

The fiscal year 2012 proposal includes:

- A \$532.1 million (11.6%) increase in GSA, which provides an additional \$297 to the fiscal year 2011 GSA foundation level of \$6,119, increasing it by 4.9 percent to \$6,416 and to increase the minimum poverty grant 3.5 percent from \$355 to \$374.27 and the maximum poverty grant 3.5 percent from \$2,994.25 to \$3,099.05;
- a \$157.9 million (8.9%) increase to fully fund MCATs and to restore Regular Transportation;
- a \$3.5 million (5.5%) increase in Bilingual education;
- limited increases in agency operations, totaling \$2.3 million (9.1%) to fund anticipated contractual requirements and the potential return of the retirement contribution to the agency's budget;
- a \$2.9 million (725.0%) increase to Learning Standards and Assessment Implementation to improve the overall coherence between standards, curriculum, assessment and college entry requirements;
- a \$2.8 million (29.7%) increase in funding for Educator Quality and Support to leverage \$2.0 million in private funding and increase the quality of teachers and school leaders in Illinois; and
- \$9.3 million in funding for new programs to continue reform efforts in Illinois and to enhance district accountability.

## **General State Aid**

For fiscal year 2012, the Board is recommending a \$532.1 million increase in GSA to fund an increase in the foundation level and an increase in the GSA Supplemental Poverty Grant. This would be used to raise the foundation level \$297 (4.6%) to \$6,416 from the fiscal year 2011 level of \$6,119. The Board is also recommending that the parameters of the Poverty Grant portion of GSA be increased by 3.5 percent, the average annual increase in the Employment Cost Index (ECI) since fiscal year 2004. The per student amount of the Poverty Grant has not been increased since the formula was established in fiscal year 2004. The minimum grant would rise from \$355 to \$374.28 and the maximum grant from \$2,994.25 to \$3,099.05. Over the last decade, the percentage of Illinois students living in poverty has increased from 36.9 percent in 2001 to 45.4 percent in 2010.

These increases are not as great as those proposed by the Education Funding Advisory Board (EFAB). In its January 2011 report, EFAB recommended a GSA Foundation Level of \$8,360 for fiscal year 2012. EFAB recommended adjusting the per pupil range for the Poverty Grant by the ECI in each year since the formula was established in fiscal year 2004. This would change the minimum Poverty Grant of \$355 per pupil, to \$471.98 and the maximum possible grant per pupil from \$2,994.25 to \$3,980.88. The estimated cost of these two recommendations is nearly \$4.0 billion.

## **Mandated Categoricals**

The proposed budget includes fully funding MCATs for fiscal year 2012, which would require a \$157.9 million (8.9%) increase in funding. More than 85 percent of this increase is attributable to the restoration of the Regular Transportation line item. The Board is recommending that Regular Transportation be increased by \$134.9 million (69.5%) from \$212.5 million in fiscal year 2011.

## **Bilingual Education**

ISBE is proposing a \$3.5 million (5.5%) increase in Bilingual Education funding during fiscal year 2012. Demographic trends continue to show a growing population of English Language Learners (ELLs) in Illinois. This proposed increase in funding would help address projected growth in the number of students served due to an increase in Pre-K ELLs and an increase in the number of ELLs who will be eligible due to new exit criteria.

## **Early Childhood**

For fiscal year 2012, ISBE is proposing level funding for Early Childhood Education with \$1.5 million from this line being specifically allocated to the Kindergarten Readiness Assessment.

## **Regional Superintendents and Assistant Superintendents**

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

## **New Budget Line Items**

The Board, as noted earlier, has recommended limited new programs. These programs, which are critical to Illinois' continuing school reform, include the following:

### Lowest Performing Schools

The Board recommending \$5.0 million in funding for fiscal year 2012 to conduct an external audit for each of the 80 individual schools identified as the lowest performing on state assessments. ISBE would also seek direct intervention in up to five school districts. The audits would provide a comprehensive examination to assess the overall structure, curriculum, instruction, finances, program effectiveness, human capital and governance in order to provide foundational information to target strategies and interventions. This funding would also provide on-site leadership and support to schools most in need.

### State and District Technology Support (formerly Technology for Success)

Previously, the ISBE budget has included Technology for Success, which provided school districts with resources to support the convergence of technology literacy, higher-order thinking, 21<sup>st</sup> century skills and the Illinois Learning Standards through two main programs: the Illinois Virtual School (IVS) and Learning Technology Centers (LTC). As the use of technology in local districts has greatly expanded, staff recommends that funding for technology programs be increased by \$2.9 million to provide more comprehensive support to school districts, educators and other ISBE customers.

### Digitized Educational Materials Program

Many of the budget requests received by ISBE at the Board's budget email address (isbefy12@isbe.net), sought to re-establish the textbook loan program. This program originally provided hardcopy textbooks, workbooks and other materials for students. In an electronic age, the Board is not recommending that this program be re-implemented, but the procurement and administrative processes established for it could be used for a new program for electronic educational materials for students. The Board is recommending that \$500,000 in funding be used in fiscal year 2012 to conduct a feasibility study for creating a program which would include digital educational materials and aids. The study would consider any enhancements needed to local and wide area networks (e.g., network servers and hardware such as servers, hubs, modems, network adapter cards, transceivers, surge protection, uninterruptible power systems, and network administration software) necessary for students to directly access electronic textbooks in the classroom or at home via laptops, notebooks, SMART Boards, Kindles™ and other devices.

### District Accountability System

The Board is recommending that \$900,000 in funding be used in fiscal year 2012 to begin development of a district accountability system that assigns responsibility, reports results and rewards successes using a consistent and research based set of standards. This accountability system would move beyond the compliance requirements in our state recognition process to include a focus on student achievement, teaching and learning, leadership and governance and the financial health of school districts.

### Performance Evaluations

This new \$500,000 budget line item would provide a state funding source to support the work of the statutory Performance Evaluation Advisory Council (PEAC) and school districts' efforts to revamp teacher and principal performance evaluations. Teacher and principal performance evaluations will need to incorporate student growth as a significant factor. The state, with the assistance of the PEAC, will need to develop systems to assist school districts in a transformational effort to establish performance standards and make evaluations more meaningful.

### Teach for America—Minority Recruitment

While the percentage of minority students in public schools in the state has increased sharply in the last decade from 36.9 percent in 2001 to 47.2 percent in 2010, the percentage of minority teachers has declined from 15.3 percent in 2001 to 14.8 percent in 2010. A diverse group of Teach for America (TFA) alumni testified at the ISBE budget hearings providing data concerning TFA's impact. They stated that TFA empowers corps members with the tools to lead their students to academic gains. The program has a track record of developing leadership skills to drive transformational change. The Board recommended \$1,225,000 in funding for TFA for fiscal year 2012 to expand its ability to recruit teachers and leaders who share the racial and socioeconomic backgrounds of the students served. This \$1 million increase will leverage an additional \$1 million in private funding.

### Teacher/Principal Pipeline (University of Chicago)

The Board recommended that \$1.3 million be used in fiscal year 2012 to begin development of a pipeline to recruit effective teachers and principals. Effective school leadership has been shown to be a key to turning around ineffective schools. This initiative would enhance the state's ability to recruit effective leaders and leverage at least \$1 million in private funding.

### **Agency Operations**

#### Salaries and Related Benefits

Despite a critical and ongoing need for additional resources, the Board is not seeking additional staffing levels in fiscal year 2012. Management will continue to work to maintain adequate staffing levels within the bounds created by these limits in spending authority. The American Federation of State, County, and Municipal Employees contract contained no salary increases in fiscal year 2010 and a three percent increase in salary in both fiscal year 2011 and fiscal year 2012. Agency management is currently negotiating a new contract with the Illinois Federation of State Office Educators for fiscal year 2010. Depending on the outcome of these negotiations, additional operations funding may be needed in fiscal year 2012. The fiscal year 2012 Board recommendation also seeks a \$1.8 million increase to accommodate the return of the retirement contribution line item to the agency budget.

# Budget Highlights – Fiscal Year 2012 Request

## Proposed Fiscal Year 2012 Budget

\$000s	FY11 At 01/13/2011	FY12 Request	\$ Change	% Change
General Funds				
Appropriations	\$6,953,924.0	\$7,663,398.0	\$709,474.0	10.20%
Reappropriations	\$42,826.5	\$0	(42,826.5)	(100.00%)
Total General Funds	\$6,996,750.5	\$7,663,398.0	\$666,647.5	9.53%
Other State Funds	\$188,873.9	\$229,880.8	\$41,006.9	21.71%
Federal Funds	\$4,127,209.5	\$3,710,834.4	(\$416,375.0)	(10.09%)
<b>GRAND TOTAL</b>	<b>\$11,312,833.9</b>	<b>\$11,604,113.2</b>	<b>\$291,279.4</b>	<b>2.57%</b>

## General State Aid

\$000s	FY11 At 01/13/2011	FY12 Request	\$ Change	% Change
General State Aid	\$4,600,305.1	\$5,132,502.9	\$532,197.8	11.57%
<b>TOTAL</b>	<b>\$4,600,305.1</b>	<b>\$5,132,502.9</b>	<b>\$532,197.8</b>	<b>11.57%</b>

<b>Foundation Level</b> (actual \$)	<b>\$6,119</b>	<b>\$6,416</b>	<b>\$297</b>	<b>4.85%</b>
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## Mandated Categoricals

\$000s	FY11 At 01/13/2011	FY12 Request	\$ Change	% Change
Illinois Free Lunch/Breakfast	\$26,300.0	\$32,875.0	\$6,575.0	25.00%
Orphanage Tuition	\$13,000.0	\$13,000.0	\$0.0	0.00%
Sp Ed – Children Requiring Sp Ed Services	\$334,236.8	\$343,375.7	\$9,138.9	2.73%
Sp Ed – Orphanage Tuition	\$120,200.0	\$101,700.0	(\$18,500.0)	(15.39%)
Sp Ed – Personnel Reimbursement	\$457,871.6	\$465,700.0	\$7,828.4	1.71%
Sp Ed – Private Tuition	\$183,223.1	\$186,700.0	\$3,476.9	1.90%
Sp Ed – Summer School	\$11,296.5	\$11,200.0	(\$96.5)	(0.85%)
Sp Ed – Transportation	\$422,185.2	\$436,800.0	\$14,614.8	3.46%
Transportation – Regular/Vocational	\$212,533.3	\$347,400.0	\$134,866.7	63.46%
<b>TOTAL</b>	<b>\$1,780,846.5</b>	<b>\$1,938,750.7</b>	<b>\$157,904.2</b>	<b>8.87%</b>

<b>Proration Levels</b>	<b>FY11 Budgeted</b>	<b>FY11 Actual</b>	<b>FY12 Proposed</b>
Illinois Free Lunch/Breakfast	80.0%	80.0%	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	98.0%	100.0%	100.0%
Sp Ed – Private Tuition	86.0%	100.0%	100.0%
Sp Ed – Summer School	93.0%	100.0%	100.0%
Sp Ed – Transportation	99.0%	100.0%	100.0%
Transportation – Regular/Vocational	57.0%	74.0%	100.0%

### Early Childhood Education

<b>\$000s</b>	<b>FY11 At 01/13/2011</b>	<b>FY12 Request</b>	<b>\$ Change</b>	<b>% Change</b>
Early Childhood Education	\$342,235.3	\$340,711.8	(\$1,523.5)	(0.45%)
Kindergarten Readiness		\$1,523.5	\$1,523.5	n/a
Early Childhood Total	\$342,235.3	\$342,235.3	\$0.0	0.00%

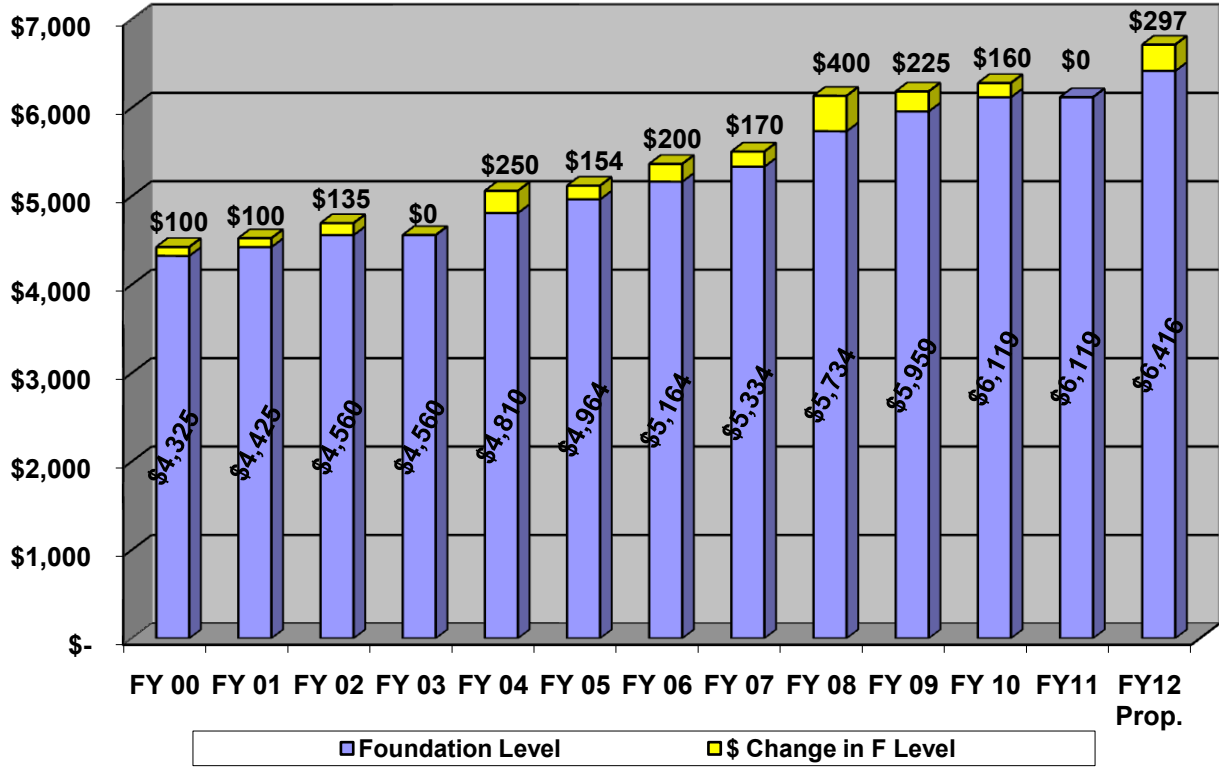
	<b>FY10 Actual</b>	<b>FY11 Estimated</b>	<b># Change</b>	<b>% Change</b>
Children Served	91,910	87,242	(4,668)	(5.08%)

### Other Programs

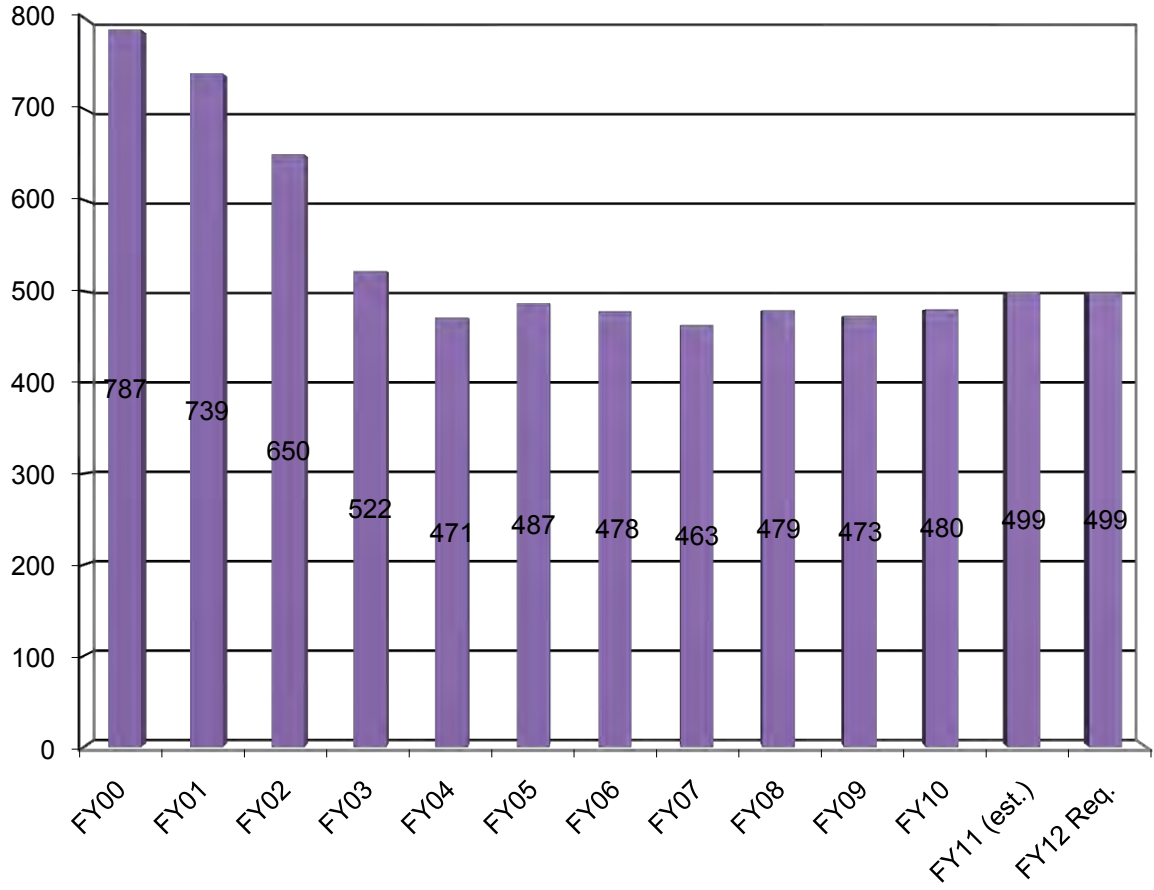
<b>\$000s</b>	<b>FY11 At 01/13/2011</b>	<b>FY12 Request</b>	<b>\$ Change</b>	<b>% Change</b>
Academic Improvement	\$447,933.2	\$451,433.2	\$3,500.0	0.78%
Educator Quality and Support	\$9,440.2	\$12,240.2	\$2,800.0	29.66%
Other Statewide District Categorical Assistance	\$3,700.0	\$4,600.0	\$900.0	24.32%
Regional Offices of Education	\$12,782.9	\$14,420.0	\$1,637.1	12.81%
School Reform and Accountability	\$5,958.6	\$15,322.8	\$9,364.2	157.15%
Special Education	\$6,490.5	\$6,507.8	\$17.3	0.27%
Standards and Assessments	\$30,206.7	\$33,106.7	\$2,900.0	9.60%
Student Health and Safety Initiatives	\$27,375.9	\$27,375.9	\$0.0	0.00%
Miscellaneous	\$4,222.6	\$222.6	(\$4,000.0)	(94.73%)

\*Total in Academic Improvement includes Early Childhood Education figures which are shown separately above.

General State Aid Foundation Level and Annual Dollar Change  
 In Foundation Levels  
 Fiscal year 2000 – fiscal year 2012 Proposed



Illinois State Board of Education Headcount History  
(as of June 30)



**ILLINOIS STATE BOARD OF EDUCATION  
FY12 Board Budget Recommendation**

\$000s	FY11 At 01/13/2011	FY12 Request	FY12 Increase (Decrease)	
			\$	%
<b>GENERAL FUNDS</b>				
<b>GRANTS</b>				
<b><i>General State Aid</i></b>				
General State Aid	4,600,305.1	5,132,502.9	532,197.8	11.6%
<b><i>Subtotal, General State Aid</i></b>	<b><i>4,600,305.1</i></b>	<b><i>5,132,502.9</i></b>	<b><i>532,197.8</i></b>	<b><i>11.6%</i></b>
<b><i>Mandated Categoricals</i></b>				
Personnel Reimbursement (Special Ed)	457,871.6	465,700.0	7,828.4	1.7%
Funding for Children Requiring Sp Ed Services	334,236.8	343,375.7	9,138.9	2.7%
Orphanage Tuition (Special Ed)	120,200.0	101,700.0	(18,500.0)	(15.4%)
Private Tuition (Special Ed)	183,223.1	186,700.0	3,476.9	1.9%
Summer School (Special Ed)	11,296.5	11,200.0	(96.5)	(0.9%)
Transportation (Special Ed)	422,185.2	436,800.0	14,614.8	3.5%
<b><i>Subtotal, Mandated Categoricals (Special Ed)</i></b>	<b><i>1,529,013.2</i></b>	<b><i>1,545,475.7</i></b>	<b><i>16,462.5</i></b>	<b><i>1.1%</i></b>
Illinois Free Lunch/Breakfast	26,300.0	32,875.0	6,575.0	25.0%
Orphanage Tuition	13,000.0	13,000.0	0.0	0.0%
Transportation - Regular/Vocational	212,533.3	347,400.0	134,866.7	63.5%
<b><i>Total, Mandated Categoricals</i></b>	<b><i>1,780,846.5</i></b>	<b><i>1,938,750.7</i></b>	<b><i>157,904.2</i></b>	<b><i>8.9%</i></b>
<b><i>Standards, Assessments and Accountability</i></b>				
Assessments	26,334.7	26,334.7	0.0	0.0%
Growth Model	2,400.0	2,400.0	0.0	0.0%
Response to Intervention	1,072.0	1,072.0	0.0	0.0%
Learning Standards and Assessments Implementation	400.0	3,300.0	2,900.0	725.0%
<b><i>Subtotal, Standards, Assessments and Accountability</i></b>	<b><i>30,206.7</i></b>	<b><i>33,106.7</i></b>	<b><i>2,900.0</i></b>	<b><i>9.6%</i></b>
<b><i>Academic Improvement</i></b>				
Early Childhood Education	342,235.3	340,711.8	(1,523.5)	(0.4%)
Kindergarten Readiness		1,523.5	1,523.5	NA
Arts and Foreign Language	1,280.0	1,280.0	0.0	0.0%
Bilingual Education	63,381.2	66,881.2	3,500.0	5.5%
<b><i>College and Career Readiness</i></b>				
Advance Placement Classes	527.0	527.0	0.0	0.0%
Agricultural Education	1,947.6	1,947.6	0.0	0.0%
Career and Technical Education Programs	38,562.1	38,562.1	0.0	0.0%
<b><i>Subtotal College and Career Readiness</i></b>	<b><i>\$41,036.7</i></b>	<b><i>\$41,036.7</i></b>	<b><i>0.0</i></b>	<b><i>0.0%</i></b>
<b><i>Subtotal, Academic Improvement</i></b>	<b><i>447,933.2</i></b>	<b><i>451,433.2</i></b>	<b><i>3,500.0</i></b>	<b><i>0.8%</i></b>

**School Reform and Accountability**

Lowest Performing Schools		5,000.0	5,000.0	NA
Statewide System of Support	1,002.8	1,002.8	0.0	0.0%
Children's Mental Health Partnership	1,620.0	1,620.0	0.0	0.0%
State and District Technology Support	3,335.8	6,300.0	2,964.2	88.9%
Digitized Educational Materials Program		500.0	500.0	NA
District Accountability System		900.0	900.0	NA
<b>Subtotal, School Reform and Accountability</b>	<b>5,958.6</b>	<b>15,322.8</b>	<b>9,364.2</b>	<b>157.2%</b>

**Regional Offices of Education**

Regional Offices of Education - Bus Driver Training	70.0	70.0	0.0	0.0%
Regional Offices of Education - Salaries	8,262.8	9,400.0	1,137.2	13.8%
Regional Offices of Education - School Services	4,450.1	4,950.0	499.9	11.2%
<b>Subtotal, Regional Offices of Education</b>	<b>12,782.9</b>	<b>14,420.0</b>	<b>1,637.1</b>	<b>12.8%</b>

**Special Education**

Autism	100.0	100.0	0.0	0.0%
Blind and Dyslexic	816.6	816.6	0.0	0.0%
Community and Residential Services Authority	575.0	592.3	17.3	3.0%
Materials Center for the Visually Impaired	1,421.1	1,421.1	0.0	0.0%
Philip J. Rock Center and School	3,577.8	3,577.8	0.0	0.0%
<b>Subtotal, Special Education</b>	<b>6,490.5</b>	<b>6,507.8</b>	<b>17.3</b>	<b>0.3%</b>

**Educator Quality and Support**

National Board Certification	2,756.4	2,000.0	(756.4)	(27.4%)
Performance Evaluations		500.0	500.0	NA
Principal Mentoring Program	830.8	900.0	69.2	8.3%
Teach for America – Minority Recruitment	225.0	1,225.0	1,000.0	444.4%
University of Chicago – Teacher/Principal Pipeline		1,300.0	1,300.0	NA
Teacher and Administrator Mentoring Programs	5,628.0	6,315.2	687.2	12.2%
<b>Subtotal, Educator Quality and Support</b>	<b>9,440.2</b>	<b>12,240.2</b>	<b>2,800.0</b>	<b>29.7%</b>

**Other Statewide District Categorical Assistance**

District Consolidation Costs	3,700.0	4,600.0	900.0	24.3%
<b>Subtotal, Other Statewide District Categorical Assistance</b>	<b>3,700.0</b>	<b>4,600.0</b>	<b>900.0</b>	<b>24.3%</b>

**Student Health and Safety Initiatives**

Alternative Learning/Regional Safe Schools	9,341.9	9,341.9	0.0	0.0%
Re-Enrolling Students – Alternative Schools Network	3,600.0	0.0	(3,600.0)	(100.0%)
Re-Enrolling Students – IHOPE		3,600	3,600	NA
School Breakfast Incentive Program	361.8	361.8	0.0	0.0%
Truant Alternative and Optional Education	14,059.0	14,059.0	0.0	0.0%
<b>Subtotal, Student Health &amp; Safety Init before lump sums</b>	<b>27,009.0</b>	<b>27,009.0</b>	<b>0.0</b>	<b>0.0%</b>
Educator Misconduct Investigations--Lump Sum	375.0	375.0	0.0	0.0%
<b>Subtotal, Student Health and Safety Initiatives</b>	<b>27,375.9</b>	<b>27,375.9</b>	<b>0.0</b>	<b>0.0%</b>

**Miscellaneous**

After School Matters	4,000	0.0	(4,000)	(100.0%)
Tax Equivalent Grants	222.6	222.6	0.0	0.0%
<b>Subtotal, Miscellaneous</b>	<b>4,222.6</b>	<b>222.6</b>	<b>(4,000.0)</b>	<b>(94.7%)</b>

<b>TOTAL - GRANTS</b>	<b>6,929,099.4</b>	<b>7,636,482.8</b>	<b>707,220.6</b>	<b>10.2%</b>
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**ADMINISTRATION --GENERAL FUNDS**

Personal Services	16,036.3	16,517.4	481.1	3.0%
Retirement Pick-Up	191.8	197.6	5.8	3.0%
Retirement		1,751.0	1,751.0	NA
Social Security/Medicare	517.6	533.1	15.5	3.0%
<b>Subtotal</b>	<b>16,745.7</b>	<b>18,999.1</b>	<b>2,253.4</b>	<b>13.5%</b>
Contractual	6,554.5	6,554.5	0.0	0.0%
Travel	332.5	332.5	0.0	0.0%
Commodities	71.3	71.3	0.0	0.0%
Printing	88.5	88.5	0.0	0.0%
Equipment	146.2	146.2	0.0	0.0%
Telecommunications	461.8	461.8	0.0	0.0%
Operation of Automotive Equipment	23.8	23.8	0.0	0.0%
<b>Subtotal, Operations</b>	<b>24,424.3</b>	<b>26,677.7</b>	<b>2,253.4</b>	<b>9.2%</b>
Strategic Plan	237.5	237.5	0.0	0.0%
<b>Subtotal, Lump Sums</b>	<b>237.5</b>	<b>237.5</b>	<b>0.0</b>	<b>0.0%</b>

<b>TOTAL - ADMINISTRATION AND LUMP SUMS</b>	<b>24,661.8</b>	<b>26,915.2</b>	<b>2,253.4</b>	<b>9.1%</b>
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<b>TOTAL - GENERAL FUNDS</b>	<b>6,953,924.0</b>	<b>7,663,398.0</b>	<b>709,474.0</b>	<b>10.2%</b>
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Textbook Loan Program - Reappropriation	42,826.5	0.0	(42,826.5)	(100.0%)
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<b>TOTAL - GENERAL FUNDS w/ Reappropriations</b>	<b>7,996,750.5</b>	<b>7,663,398.0</b>	<b>666,647.5</b>	<b>9.5%</b>
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**OTHER STATE FUNDS****ADMINISTRATION--OTHER STATE FUNDS**

Personal Services	164.8	164.8	0.0	0.0%
Retirement Pick-Up	0.0	0.0	0.0	N/A
Retirement	3.1	10.0	6.9	222.6%
Social Security/Medicare	6.3	6.3	0.0	0.0%
Group Insurance	41.2	41.2	0.0	0.0%
<b>Subtotal, Operations</b>	<b>215.4</b>	<b>222.3</b>	<b>6.9</b>	<b>3.2%</b>
Ordinary & Contingent Exp - Indirect Cost Recovery	7,015.2	7,015.2	0.0	0.0%
Ordinary & Contingent Exp - Teacher Cert. Fees - Chicago	2,208.9	2,208.9	0.0	0.0%
Ordinary & Contingent Exp - Teacher Certificate Fees	3,700.0	3,700.0	0.0	0.0%
Ordinary & Contingent Exp - School Infrastructure Fund	600.0	600.0	0.0	0.0%
<b>Subtotal, Lump Sums</b>	<b>13,524.1</b>	<b>13,524.1</b>	<b>0.0</b>	<b>0.0%</b>
<b>TOTAL - ADMINISTRATION</b>	<b>13,739.5</b>	<b>13,739.5</b>	<b>6.9</b>	<b>0.1%</b>

**GRANTS--OTHER STATE FUNDS**

Charter Schools Revolving Loan Fund	20.0	20.0	0.0	0.0%
Drivers Education Fund	24,229.6	24,229.6	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%
Capital Development Fund	25,000.0	25,000.0	0.0	0.0%
Capital Development Fund – Energy Efficiency Gants		41,000.0	41,000.0	NA
Build Illinois Bond Fund	10,000.0	10,000.0	0.0	0.0%
School Infrastructure Fund Reappropriation (School Maintenance)	100,000.0	100,000.0	0.0	0.0%
<b>Subtotal, Grants</b>	<b>175,134.4</b>	<b>216,134.4</b>	<b>41,000.0</b>	<b>23.4%</b>

**TOTAL – GRANTS**

<b>175,134.4</b>	<b>216,134.4</b>	<b>41,000.0</b>	<b>23.4%</b>
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**TOTAL--OTHER STATE FUNDS**

<b>188,873.9</b>	<b>229,880.8</b>	<b>41,006.9</b>	<b>21.7%</b>
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**FEDERAL FUNDS****ADMINISTRATION****Operations**

Personal Services	16,225.7	16,755.7	500.0	3.1%
Retirement Pick-Up	105.5	105.5	0.0	0.0%
Retirement	4,644.5	6,825.0	2,180.5	46.9%
Social Security/Medicare	1,129.0	1,179.0	50.0	4.4%
Group Insurance	3,903.6	4,510.9	607.3	15.6%
<b>Subtotal</b>	<b>26,038.3</b>	<b>29,376.1</b>	<b>3,337.8</b>	<b>12.8%</b>
Contractual	24,310.0	24,310.0	0.0	0.0%
Travel	2,030.0	2,030.0	0.0	0.0%
Commodities	410.0	410.0	0.0	0.0%
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%
<b>Subtotal, Operations</b>	<b>54,361.3</b>	<b>57,699.1</b>	<b>3,337.8</b>	<b>6.1%</b>

**TOTAL-- ADMINISTRATION**

<b>54,361.3</b>	<b>57,699.1</b>	<b>3,337.8</b>	<b>6.1%</b>
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**GRANTS****Career and Technical Education**

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%
<b>Subtotal, Career and Technical Education</b>	<b>60,000.0</b>	<b>60,000.0</b>	<b>0.0</b>	<b>0.0%</b>

**Child Nutrition**

Child Nutrition Programs	725,000.0	725,000.0	0.0	0.0%
Child Nutrition Programs - ARRA	3,657.3	914.33	(2,743.0)	(75.0%)
<b>Subtotal, Child Nutrition</b>	<b>728,657.3</b>	<b>725,914.3</b>	<b>(2,743.0)</b>	<b>(0.4%)</b>

**Individuals with Disabilities Act**

Individuals with Disabilities Education Act	650,000.0	650,000.0	0.0	0.0%
Individuals with Disabilities Education Act - ARRA	506,479.8	354,535.9	(151,943.9)	(30.0%)
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 – Preschool - ARRA	18,311.5	12,818.0	(5,493.5)	(30.0%)
Individuals with Disabilities Education Act - State Improvement	3,200.0	3,700.0	500.0	15.6%
<b>Subtotal, Individuals with Disabilities Act</b>	<b>1,203,841.3</b>	<b>1,046,903.9</b>	<b>(156,937.4)</b>	<b>(13.0%)</b>

**NCLB (excluding Assessments)**

NCLB - Title I - Advanced Placement Program	2,000.0	3,000.0	1,000.0	50.0%
NCLB - Title I – Basic Part A	710,000.0	710,000.0	0.0	0.0%
NCLB – Title I – Basic Part A – ARRA	420,263.5	256,924.2	(163,339.3)	(38.9%)
NCLB – Title I – Education of Migratory Children, Part C	4,000.0	4,000.0	0.0	0.0%
NCLB – Title I – Even Start Programs	4,000.0	4,000.0	0.0	0.0%
NCLB – Title I – Migratory Incentive, Part C	300.0	300.0	0.0	0.0%
NCLB – Title I – Neglected and Delinquent, Part D	1,700.0	1,700.0	0.0	0.0%
NCLB - Title I - Reading First	20,000.0	0.0	(20,000.0)	(100.0%)
NCLB - Title I – School Improvement	30,000.0	30,000.0	0.0	0.0%
NCLB – Title I – School Improvement – ARRA	124,201.0	124,201.0	0.0	0.0%
NCLB - Title I - Striving Readers	1,500	50,000.0	48,500.0	3,233.3%
NCLB - Title II - Enhancing Education Through Technology	20,000.0	20,000.0	0.0	0.0%
NCLB - Title II - Enhancing Education Through Technology-ARRA	26,523.2	18,566.2	(7,957.0)	(30.0%)
NCLB - Title II - Math/Science Partnerships	12,000.0	12,000.0	0.0	0.0%
NCLB - Title II - Teacher/Principal Training	135,000.0	157,000.0	22,000.0	16.3%
NCLB - Title II - Transition to Teaching	300.0	0.0	(300.0)	(100.0%)
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	60,500.0	5,500.0	10.0%
NCLB - Title IV - Safe and Drug Free Schools	15,000.0	15,000.0	0.0	0.0%
NCLB - Title V - Charter Schools	9,000.0	9,000.0	0.0	0.0%
NCLB - Title VI - Rural and Low Income Schools	2,000.0	2,000.0	0.0	0.0%
NCLB - Title X - Homeless Education	3,500.0	5,000.0	1,500.0	42.9%
NCLB - Title X - Homeless Education - ARRA	2,581.6	645.4	(1,936.2)	(75.0%)
<b>Subtotal, NCLB (excluding Assessments)</b>	<b>1,638,869.3</b>	<b>1,523,836.8</b>	<b>(115,032.5)</b>	<b>(7.0%)</b>

**Assessments**

Assessments	23,780.3	23,780.3	0.0	0.0%
ONPAR	2,000.0	2,000.0	0.0	0.0%
<b>Subtotal, Assessments</b>	<b>25,780.3</b>	<b>25,780.3</b>	<b>0.0</b>	<b>0.0%</b>

**Other Grants**

Congressional Special Projects	5,000.0	5,000.0	0.0	0.0%
Learn and Serve America	2,500.0	2,500.0	0.0	0.0%
Longitudinal Data System	3,900.0	3,900.0	0.0	0.0%
Longitudinal Data System - Infrastructure		5,000.0	5,000.0	NA
Longitudinal Data System – ARRA	4,300.0	4,300.0	0.0	0.0%
Race to the Top	400,000.0	0.0	(400,000.0)	(100.0%)
Education Jobs Program - ARRA		250,000.0	250,000.0	NA
<b><i>Subtotal, Other Grants</i></b>	<b>415,700.0</b>	<b>270,700.0</b>	<b>(145,000.0)</b>	<b>(34.9%)</b>
<b>TOTAL - GRANTS</b>	<b>4,072,848.2</b>	<b>3,653,135.3</b>	<b>(419,712.8)</b>	<b>(10.3%)</b>
<b>TOTAL - FEDERAL FUNDS</b>	<b>4,127,209.5</b>	<b>3,710,834.4</b>	<b>(416,375.0)</b>	<b>(10.1%)</b>
<b>GRAND TOTAL</b>	<b>11,270,007.4</b>	<b>11,604,113.2</b>	<b>334,105.9</b>	<b>3.0%</b>





## Program Pages



# Advanced Placement

*Legislative Reference - 105 ILCS 302  
Funding Source - State*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$1,646,942	\$1,646,900	\$823,450	\$527,000	<b>\$527,000</b>
Change from	\$146,942	(\$42)	(\$823,450)	(\$296,450)	<b>\$0</b>
Prior Year	9.80%	(0.00%)	(50.00%)	(36.00%)	<b>0.00%</b>

### 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 six 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 six 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 Illinois State Board of Education will award new grants in fiscal year 2012 through a competitive grant process to be held in spring of 2011.

# After School Matters

*Legislative Reference –Not Applicable  
Funding Source - State*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$3,600,000	\$500,000	\$5,000,000	\$4,000,000	\$0
Change from Prior Year	(\$3,400,000) (49.00%)	(\$3,100,000) (86.11%)	\$4,500,000 900.00%	(\$1,000,000) (20.00%)	(\$4,000,000) (100.00%)

### Program Goal

To provide a network of out-of-school opportunities, including apprenticeships, drop-in programs for teens in underserved communities in the Chicago area.

### Purpose

To align key public partnerships with the City of Chicago, the Chicago Public Schools, the Chicago Park District, the Chicago Department of Children and Youth Services, the Chicago Department of Cultural Affairs and the Chicago Public Library with the resources of private and non-profit organizations to offer compelling, after-school programs to Chicago teens. These partnerships give After School Matters access to community assets such as availability of public parks and community centers, expanded development and recruitment of program instructors, security to ensure participant safety during programs, and increased collaborations in

the network of out-of-school opportunities. This allows After School Matters to offer more than 7,500 after-school opportunities to teens through 86 programs in the fall, and 155 programs in the spring, operating 30 days, taking place at 184 locations through campuses anchored by Chicago Public high schools and elementary schools and community-based organizations throughout the city of Chicago.

### Reimbursement/Distribution Method

Funds are distributed as a grant to After School Matters.

### Population and Service Levels

The following table displays service-level information:

	FY10	FY11 (est)
Number of students impacted	4,682	5,432

# Agricultural Education

*Legislative Reference - 105 ILCS 5/2-3.80*

*Funding Source - State*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$2,881,200	\$3,381,200	\$3,043,100	\$1,947,600	<b>\$1,947,600</b>
Change from Prior Year	\$0 0.00%	\$500,000 17.35%	(\$338,100) (10.00%)	(\$1,095,500) (36.00%)	<b>\$0</b> <b>0.00%</b>

### 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. Program and curriculum development, growth, and implementation as well as data collection and professional development are delivered. Agricultural awareness or literacy programs serve to inform the general public about agriculture which promotes more informed consumers of agricultural products. At the elementary and secondary 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 and assessment based curriculum linking the Illinois Learning Standards and Occupational Skill Standards has become a model for all educational programs. Postsecondary linkages and current industry workforce issues are also addressed.

### Reimbursement/Distribution Method

Funds are distributed via grants to school districts:

- Approximately 30 percent of funds are distributed by a formula grant to the Education for Employment regional delivery systems as incentive funds to grow and improve agricultural education programs.
- Approximately 55 percent of funds are distributed for priority statewide initiatives identified in cooperation with the Illinois Committee for Agricultural Education and a governor appointed statewide Agricultural Education Advisory Committee. Facilitating Coordination in Agricultural Education staff provides field support for implementation of these initiatives.
- Approximately 15 percent of the funds are distributed through the Growing Agricultural Science Teachers grant application process focused on training, retaining, and recruiting agricultural science teachers.

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

## **Population and Service Levels**

The following table displays service-level information:

	<b>FY10</b>	<b>FY11 (est)</b>
Secondary Students (unduplicated)	25,596	26,500
High Schools	318	319
Community Colleges	26	27
Universities	4	4
Agricultural Literacy Coalitions	64	65
Number of individuals reached through Agricultural Literacy Coalitions	488,084	500,000
Percent of Secondary Ag Ed Programs receiving technical assistants visits	94%	100%

# Alternative Education – Regional Safe Schools

Legislative Reference - 105 ILCS 5/13A-8

Funding Source - State

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$18,535,500	\$18,535,500	\$16,682,000	\$9,341,900	<b>\$9,341,900</b>
Change from Prior Year	\$0	\$0	(\$1,853,500)	(\$7,340,100)	<b>\$0</b>
	0.00%	0.00%	(10.00%)	(44.00%)	<b>0.00%</b>

### 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 through 12 who are suspension- or expulsion-eligible due to gross misconduct and who are administratively transferred to a Regional Safe School Program 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 Regional Office of Education and Chicago Public Schools. Remaining available funds are distributed based on a statutory multi-step weighted formula.

### Population and Service Levels

The following table displays service-level information:

	FY10	FY11 (est)
Expulsion-eligible	3,005	2,400
Suspension-eligible	2,172	1,700
<b>Total</b>	<b>5,177</b>	<b>4,100</b>

# Arts and Foreign Language

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$0	\$4,000,000	\$2,000,000	\$1,280,000	<b>\$1,280,000</b>
Change from Prior Year	(\$4,000,000) (100.00%)	\$4,000,000 n/a	(\$2,000,000) (50.00%)	(\$720,000) (36.00%)	<b>\$0</b> <b>0.00%</b>

### Program Goal

To fund two types of grant programs to assist Illinois public schools in either 1) planning or 2) implementing quality programming in arts and/or foreign language study.

### Purpose

To fund arts education and foreign language education programs in the public schools.

### Reimbursement/Distribution Method

Based on criteria established by 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. Planning grants are available for a one-year grant period to provide resources to Illinois public school districts in developing

comprehensive action plans aimed at enhancing or expanding the quality of arts and/or foreign language programs in their schools. Implementation grants are available for a three-year period. These grants provide outside supports for districts in their efforts to expand course offerings and experiences for students in the arts and/or foreign language areas. Grants in these programs have a matching fund requirement.

### 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. Each fiscal year, new grant funds are awarded to eligible school districts through a competitive process.

# 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\*

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$42,688,623	\$53,762,300	\$52,387,100	\$47,942,100	<b>\$47,942,100</b>
<i>State*</i>	\$18,908,323	\$29,982,000	\$28,606,800	\$26,334,700	<b>\$26,334,700</b>
<i>Federal</i>	\$23,780,300	\$23,780,300	\$23,780,300	\$23,780,300	<b>\$23,780,300</b>
Change from Prior Year	\$4,026,323 10.41%	\$11,073,677 25.94%	(\$1,375,200) (4.59%)	(\$2,272,100) (7.94%)	<b>\$0</b> <b>0.00%</b>

*Dollar amounts shown represent actual General Revenue Fund expenditures.*

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12
Grant Award	\$13,328,809	\$13,269,377	\$13,215,809	\$13,152,557	\$0
Change from Prior Year	(\$107,734) (0.80%)	(\$59,432) (0.45%)	(\$53,568) (0.40%)	(\$63,252) (0.48%)	\$0 0.00%

*\*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, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

### Program Goal

To provide funds to pay for the cost of all aspects of state-mandated assessments, including but not limited to test development, test administration, scoring, and reporting.

### Purpose

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

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

- *Illinois Standards Achievement Test (ISAT)*. As part of the school accountability system, this assessment 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 three through eight), and science (grades four and seven).

- *Prairie State Achievement Examination (PSAE)*. Measures individual student achievement relative to the Illinois Learning Standards. The results give parents, teachers, schools, districts, and the state one measure of student learning and performance. The PSAE is given to grade 11 students for accountability purposes and to grade 12 students who have not yet satisfied the PSAE diploma requirement and are not exempt. The PSAE includes tests in reading, mathematics, and science.
- *Illinois Alternate Assessment (IAA)*. Measures the learning of students with significant cognitive disabilities and individual student achievement relative to the IAA 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 three through eight and in grade 11 in the same content areas as ISAT and PSAE.

- **ACCESS.** ACCESS for English language learners' (ELLs)<sup>™</sup> is a standards-based, criterion referenced English language proficiency test designed to measure ELLs social and academic proficiency in English. This test is given in grades kindergarten through 12 for Title III accountability purposes.
- **National Assessment of Educational Progress (NAEP).** 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 four, eight and 12.

### **Reimbursement/Distribution Method**

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

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

### **Population and Service Levels**

The majority of assessments are focused on students in grades three through eight, and in grade 11, though some assessments span the entire kindergarten through grade 12 system. Approximately 1.3 million students are assessed annually.

# Autism Project

*Legislative Reference – Not Applicable  
Funding Source - State*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$100,000	\$100,000	\$100,000	\$100,000	<b>\$100,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Program Goal

To build local capacity to establish and implement effective educational supports and services in the least restrictive environment for students with Autism Spectrum Disorders (ASD).

### Purpose

To provide consultation, technical assistance and training for families of students with ASD 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 (IATTAP). 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 ASD and the schools which serve these students receive intensive support services through this program. Staff at schools serving such students is

also eligible to participate in a five-day experiential practicum, with ongoing coaching, technical assistance and support from the Illinois State Board of Education's IATTAP coaches to assist them in building capacity to effectively educate children with ASD and other significant needs in the least restrictive environment. The funding level proposed for fiscal year 2012 will continue to work down the waiting list of approximately 100 families and provide coaching and follow up support to 50 additional school teams attending the experiential practicum during summer 2011. Approximately 100 families will be served in fiscal year 2012, including current families being provided services, as well as those families on the waiting list.

The following table displays service-level information:

	FY10	FY11 (est)
Families receiving FFPBS support services	34	60
Schools receiving support services	122	125
Staff participating in experiential training	179	210
Staff participating in online training	1,278	3,000

# Bilingual Education

Legislative Reference – 105 ILCS 14C  
Funding Source - State

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$74,552,000	\$75,652,000	\$68,086,800	\$63,381,200	<b>\$66,881,200</b>
Change from Prior Year	\$8,000,000 12.02%	\$1,100,000 1.48%	(\$7,565,200) (10.00%)	(\$4,705,600) (6.91%)	<b>\$3,500,000</b> <b>5.52%</b>

### 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 appropriation, reimbursements

are prorated. For fiscal year 2011 it is anticipated that the pro-ration will be approximately 80 percent for Illinois school districts serving LEP students.

### 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 TBE 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 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 service-level information:

	FY11	FY12 (est*)
Students served	172,532	175,982

\*Anticipating a 2 percent increase in pre-K English Language Learning (ELL) students as a result of rule revisions requiring pre-K ELL students to be identified and served.

# Blind and Dyslexic

*Legislative Reference – Not Applicable  
Funding Source - State*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$1,018,800	\$1,218,800	\$816,600	\$816,600	<b>\$816,600</b>
Change from	\$500,000	\$200,000	(\$402,200)	\$0	<b>\$0</b>
Prior Year	96.38%	19.63%	(33.00%)	0.00%	<b>0.00%</b>

### Program Goal

To assist local school districts, state agencies and other service provider agencies meeting 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 print disabled 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 64,000 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:

	FY10	FY1 (est)
Students served	14,527	14,112
Books circulated	25,496	31,476

# Career and Technical Education

*Legislative Reference – 105 ILCS 405  
Funding Source - State*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$38,562,100	\$38,562,100	\$38,562,100	\$38,562,100	<b>\$38,562,100</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### 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 2003, the Illinois Community College Board began receiving an appropriation to support post-

secondary career and technical education that was previously in the Illinois 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 coordinates the delivery of career awareness, career exploration and career preparation programs.

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

	FY09	FY10
Elementary K-8 Students	1,384,234	1,391,641

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

Secondary Students Served	FY09	FY10
Secondary career preparation program	324,584	308,184
Adult program (served by secondary agencies)	7,260	8,122
<b>Total</b>	<b>331,844</b>	<b>316,306</b>

# Career and Technical Education – Basic

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$55,000,000	\$55,000,000	\$55,000,000	\$55,000,000	\$55,000,000
Change from	\$5,000,000	\$0	\$0	\$0	\$0
Prior Year	10.00%	0.00%	0.00%	0.00%	0.00%

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12**
Grant Award	\$45,113,401	\$44,936,238	\$44,837,143	\$45,107,893	TBD
Change from	\$289,887	(\$177,163)	(\$99,095)	\$270,750	TBD
Prior Year	0.65%	(0.39%)	(0.22%)	0.60%	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 2012 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 assists in maintaining and expanding the technical skills of the state's labor force and promotes economic growth and development.

### Reimbursement/Distribution Method

The information below shows the grant award allocation at the state level based on the Carl D. Perkins 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 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**

The following table displays service-level information:

<b>Students Served</b>	<b>FY09</b>	<b>FY10</b>
Secondary	324,584	308,184
Community College	261,968	205,718
<b>Total</b>	<b>586,552</b>	<b>513,902</b>

# Career and Technical Education – Technical Preparation

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	<b>\$5,000,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	<b>\$0</b> <b>0.00%</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12**
Grant Award	\$4,052,360	\$4,049,329	\$4,049,330	\$4,049,330	TBD
Change from Prior Year	\$0 0.00%	(\$3,031) (0.07%)	\$1 0.00%	\$0 0.00%	TBD

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

\*\*State fiscal year 2012 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, 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:

	FY09	FY10
12 <sup>th</sup> grade Tech Prep students	32,995	22,156

- Approximately 29 percent of all Tech Prep students served were economically disadvantaged.
- Approximately 16 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

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$20,000	\$20,000	\$20,000	\$20,000	<b>\$20,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### 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 Illinois

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 (SAMS #567) 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:

	FY10	FY11 (est)
Eligible charter schools	13	17
Number of charter school loans	1	2

# Child Nutrition Programs

*Legislative Reference – PL 1081-265*

*Funding Source - Federal*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$475,000,000	\$525,000,000	\$675,000,000	\$725,000,000	\$725,000,000
Change from	\$0	\$50,000,000	\$150,000,000	\$50,000,000	\$0
Prior Year	0.00%	10.53%	28.57%	7.41%	0.00%

## Federal Grant Award\*\*

	FY08**	FY09**	FY10**	FY11	FY12
Grant Award	\$500,957,367	\$534,811,496	\$591,615,281	TBD	TBD
Change from	\$29,822,069	\$33,854,129	\$56,803,785	TBD	TBD
Prior Year	6.33%	6.76%	10.62%	TBD	TBD

*\*\*Child nutrition funds are distributed to states on a reimbursement basis. Fiscal year 2008 through fiscal year 2010 numbers represent actual expenditures for the federal fiscal year.*

### Program Goal

To 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 2011 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	\$0.26	\$0.28
Reduced-price lunch reimbursement	\$2.32	\$2.34
Free lunch reimbursement	\$2.72	\$2.74

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 the Supplemental Nutrition Assistance Program, Temporary Assistance to Needy

Families, homeless household or a participant in the federally funded Head Start Program.

For the **School Breakfast Program**, the federal reimbursement rates for fiscal year 2011 are:

	Rates	Rates for Severe Need Schools
Paid breakfast reimbursement	\$0.26	\$0.26
Reduced-price breakfast reimbursement	\$1.18	\$1.46
Free breakfast reimbursement	\$1.48	\$1.76

For snacks served in **After-School Care Programs**, the federal reimbursement rates for fiscal year 2011 are:

	Rates
Paid snack reimbursement	\$0.06
Reduced-price snack reimbursement	\$0.37
Free snack reimbursement	\$0.74

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 2011 the reimbursement rate for purchased milk was set at \$0.1775 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 2010 were:

	Operating Rates	Administrative Rates	
		Rural/ Self-Prep	Urban/ Vended
Breakfasts	\$1.68	\$0.1675	\$0.1325
Lunches/ suppers	\$2.94	\$0.3075	\$0.2550
Supplements	\$0.68	\$0.0825	\$0.0650

Federal reimbursement rates for fiscal year 2011 for the **Child and Adult Care Food Program** are:

Child Care Center Rates	Breakfasts	Lunch & Suppers	Supplements
Paid	\$0.26	\$0.26	\$0.06
Reduced	\$1.18	\$2.32	\$0.37
Free	\$1.48	\$2.72	\$0.74

The reimbursement rates for snacks and suppers in the **At-Risk After-School Program** are \$0.74 for snack and \$2.72 for supper.

Day Care Home Rates	Breakfasts	Lunch & Suppers	Supplements
Tier I	\$1.19	\$2.22	\$0.66
Tier II	\$0.44	\$1.34	\$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 2011, the cash in lieu of commodity rate is \$0.2025 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.

	FY10	FY11 (est)
<b>LUNCH</b>		
Number of Sponsors	1,207	1,187
Number of Sites	4,492	4,429
Number of Meals	195,223,952	193,000,000
<b>BREAKFAST</b>		
Number of Sponsors	778	772
Number of Sites	3,313	3,285
Number of Meals	58,409,668	53,000,000
<b>SNACKS</b>		
Number of Sponsors	188	169
Number of Sites	808	743
Number of Meals	4,103,099	4,000,000

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.

	FY10	FY11 (est)
Number of Sponsors	424	400
Number of Sites	732	663
Number of Milks	16,100,817	17,000,000

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.

	FY10	FY11
Number of Sites	141	184
Number of Students	46,930	65,317
Allocation per Student	\$50.74	\$50.349

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:

	FY10	FY11 (est)
Number of Sponsors	143	147
Number of Sites	1,743	1,795

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. Reimbursement is also allowed for meals served to children and disabled adults living in emergency shelters. 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:

	FY10	FY11 (est)
Number of Sponsors	822	820
Number of Sites	11,934	12,000

# Child Nutrition Programs - ARRA

*Legislative Reference – PL 1081-265 The American Recovery and Reinvestment Act of 2009  
Funding Source – Federal (CFDA 10.579)*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$0	\$3,657,300	\$3,657,300	\$3,657,300	<b>\$914,300</b>
Change from Prior Year	\$0	\$3,657,300	\$0	\$0	<b>(\$2,743,000)</b>
	0.00%	100.00%	0.00%	0.00%	<b>(75.00%)</b>

## Federal Grant Award

	FY08	FY09**	FY10	FY11	FY12
Grant Award	\$0	\$3,657,300	\$0	\$0	\$0
Change from Prior Year	\$0	\$3,657,300	(\$3,657,300)	\$0	\$0
	0.00%	100.00%	(100.00%)	0.00%	0.00%

*\*\*Child nutrition funds are distributed to states on a reimbursement basis.*

### Program Goal

To improve school cafeterias so sponsoring entities can provide nutritious meals to children enabling children to properly learn and grow.

### Purpose

To reimburse districts for the costs associated with purchasing new equipment for school cafeterias.

### Reimbursement/Distribution Method

The competitive grants were awarded to 84 districts to purchase equipment for 254 schools that proposed to improve the quality of meals, increase energy efficiency of cafeteria operations and boost participation in school meals programs. Priority was given to those programs in which at least 50 percent of the students were eligible for free and reduced meals.

# Children's Mental Health Partnership

*Legislative Reference – 405 ILCS 49  
Funding Source - State*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$3,000,000	\$3,000,000	\$2,700,000	\$1,620,000	<b>\$1,620,000</b>
Change from	\$0	\$0	(\$300,000)	(\$1,080,000)	<b>\$0</b>
Prior Year	0.00%	0.00%	(10.00%)	(40.00%)	<b>0.00%</b>

### 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 recommendations 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 Illinois State Board of Education, a member of ICMHP, has taken those recommendations into consideration as staff plan for the integration of a three tier public health model to address the mental health needs of all students into the continuous improvement process for schools.

### Reimbursement/Distribution Method

Funding is earmarked to make service development grants and to provide professional development to districts and schools to improve the quality of mental health services.

### Population and Service Levels

Since the inception of this program in fiscal year 2007, coaching and staff development have been provided to grantees, and 200 additional schools received access to ongoing Positive Behavior Interventions and

Supports technical assistance support. Over 300 parents, school administrators, teachers and other school personnel have participated in Social/Emotional Learning (SEL) training. Over 100 participants, including school representatives and community mental health partners, have participated in mental health training and networking sessions. Additional training materials and on-line modules will be developed. Coaches from other initiatives will be cross-trained and participating schools will receive training and technical assistance. The following table displays service-level information:

	FY10	FY11 (est)
SEL Standards Grants	3 grants	0
SEL Standards Professional Development Grants	8 grants to ROEs or providers; serving approx. 100 schools	0
Mental Health Support Grants	12	7
PBIS Expansion Grant	125 additional schools; not grants	248 additional schools; not grants
Integration of SEL/School Mental Health within State's System of Support Process	N/A	Development of Training Materials & On-line Modules; Cross-Training Existing Coaching Networks within ISBE Initiatives

# Community and Residential Services Authority

*Legislative Reference – 105 ILCS 5/14-15.01  
Funding Source - State*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$541,800	\$575,000	\$575,000	\$575,000	<b>\$592,300</b>
Change from Prior Year	\$16,800 3.20%	\$33,200 6.13%	\$0 0.00%	\$0 0.00%	<b>\$17,300 3.01%</b>

### 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 to 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 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 Illinois 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:

	FY10	FY11 (est)
Referrals	396	425

# Digitized Educational Materials Program

Legislative Reference – Not Applicable  
Funding Source - State

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	n/a	n/a	n/a	n/a	<b>\$500,000</b>
Change from Prior Year	n/a	n/a	n/a	n/a	<b>n/a</b>
	n/a	n/a	n/a	n/a	<b>n/a</b>

### Program Goal

To conduct a feasibility study for creating a program which would include educational materials and aids for the establishment of local and wide area networks (e.g., network servers and hardware such as servers, hubs, modems, network adapter cards, transceivers, surge protection, uninterruptible power systems, and network administration software) necessary for students to directly access electronic textbooks in the classroom or at home via laptops, notebooks, SMART Boards, Kindles™ and other devices.

### Purpose

A large number of budget requests received during public comment on the fiscal year

2012 Illinois State Board of Education (ISBE) fiscal year 2012 budget request urged ISBE to seek funding to re-establish the Textbook Loan Program. This Program originally provided hardcopy textbooks, workbooks and other materials for students.

In an electronic age, ISBE does not recommend that this program be re-implemented, but the procurement, ordering, and distribution processes established for it would be used for a new program for electronic educational materials to serve students.

### Reimbursement/Distribution Method

### Population and Service Levels

Service level data are not available.

# District Accountability System

*Legislative Reference – Not Applicable*  
*Funding Source - State*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	n/a	n/a	n/a	n/a	<b>\$900,000</b>
Change from Prior Year	n/a	n/a	n/a	n/a	<b>n/a</b>
	n/a	n/a	n/a	n/a	<b>n/a</b>

### Program Goal

To begin development of a district accountability system that assigns responsibility, reports results and rewards successes using a consistent and research based set of standards, indicators and external review and validation.

### Purpose

This new \$900,000 budget line item would be used to begin development of a district accountability system that assigns responsibility, reports results and rewards successes using a consistent and research based set of standards. This accountability

system would move beyond the compliance requirements in our state recognition process to include a focus on student achievement, teaching and learning, leadership and governance and the financial health of school districts, and stakeholder engagement.

### Reimbursement/Distribution Method

Funding would be distributed through a competitive, request for proposal process.

### Population and Service Levels

Service level data are not available.

# 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

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$7,850,000	\$7,850,000	\$3,700,000	\$3,700,000	<b>\$4,600,000</b>
Change from Prior Year	\$0	\$0	(\$4,150,000)	\$0	<b>\$900,000</b>
	0.00%	0.00%	(52.87%)	0.00%	<b>24.32%</b>

### Program Goal

To assure that all schools achieve and maintain financial health.

### 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;

- 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.

### 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 2011 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
Ashton-Franklin Center CUSD 175 (4)	\$0	\$0	\$4,681	\$33,039	\$37,720
Auburn CUSD 10 (4)	\$400,000	\$0	\$49,901	\$76,396	\$526,297
Carthage Elementary SD 317 (4)	\$140,000	\$0	\$88,848	\$0	\$228,848
Dallas Elementary SD 327 (4)	\$96,000	\$0	\$43,997	\$0	\$139,997
Illini West HSD 307 (4)	\$144,000	\$0	\$118,515	\$24,001	\$286,516
LaHarpe Community SD 347 (4)	\$104,000	\$0	\$53,541	\$0	\$157,541
Thompsonville CUSD 174 (4)	\$116,000	\$0	\$0	\$16,723	\$132,723
United CUSD 304 (4)	\$0	\$0	\$66,731	\$74,635	\$141,366
Western CUSD 12 (4)	\$236,000	\$0	\$10,264	\$98,363	\$344,627
Flanagan-Cornell Unit 74 (3)	\$144,000	\$0	\$0	\$0	\$144,000
Nauvoo-Colusa CUSD 325 (3)	\$4,000	\$0	\$0	\$5,953	\$9,953
Warsaw CUSD 316 (3)	\$8,000	\$0	\$0	\$0	\$8,000
Cissna Park CUSD 6 (2)	\$8,000	\$0	\$0	\$0	\$8,000
Mercer County School District 404 (2)	\$488,000	\$0	\$7,750	\$116,244	\$611,994
Paris Cooperative High School (2)	\$196,000	\$0	\$0	\$0	\$196,000
North Mac CUSD 34 (1)	\$0	\$0	\$7,046	\$248,007	\$255,053
<b>Total</b>	<b>\$2,084,000</b>	<b>\$0</b>	<b>\$451,274</b>	<b>\$693,361</b>	<b>\$3,228,635</b>

**Population and Service Levels**

In fiscal year 2011, 16 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	FY10	FY11
Certified employees	\$2,088,000	\$2,084,000
Deficit fund balances	\$0	\$0
State aid differentials	\$480,179	\$451,274
Salary differentials	\$454,025	\$693,361
<b>Total</b>	<b>\$3,022,204</b>	<b>\$3,228,635</b>
Number of feasibility studies	8	43 (est.)
Money for feasibility studies	\$51,000	\$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
7/1/09	1 Consolidation 1 Deactivation 1 Cooperative HS	2 1 2
7/1/10	1 Consolidation	2

# Driver Education

*Legislative Reference – 105 ILCS 5/27-24.3  
Funding Source - State*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$17,929,600	\$17,929,600	\$17,929,600	\$24,229,600	<b>\$24,229,600</b>
Change from Prior Year	\$0	\$0	\$0	\$6,300,000	<b>\$0</b>
	0.00%	0.00%	0.00%	35.14%	<b>0.00%</b>

### Program Goal

To provide eligible entities driver education funding in support of local high school driver education programs.

- 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 (SAMS 031) 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 nine 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:

	FY10	FY11
<b>Number of students</b>		
Classroom instruction	123,609	120,820
Behind-the-wheel Instruction	106,577	110,309
<b>Reimbursement per student</b>		
Classroom instruction	\$29.05	\$40.11
Behind-the-wheel instruction	\$134.75	\$175.70

# Early Childhood Education and Kindergarten Readiness

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$347,861,441	\$380,261,400	\$342,235,300	\$342,235,300	<b>\$342,235,300</b>
Kindergarten Readiness	\$0	\$0	\$0	\$0	<b>\$1,523,500</b>
Change from Prior Year	\$29,606,941 9.30%	\$32,419,959 9.32%	(\$38,025,800) (10.00%)	\$0 0.00%	<b>\$1,523,500</b> <b>0.00%</b>

### Program Goal

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

### Purpose

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

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

### 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. The fiscal year 2012 appropriation request includes \$1,523,500 for Kindergarten Readiness.

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

### Population and Service Levels

The following tables display service-level information:

	FY10	FY11 (est)
<b>Downstate Illinois Projects</b>		
Birth to 3 Prevention Initiative and Parental Training Projects	268	236
3-5 Pre-K and Parental Training Projects	521	491
3-5 Preschool for All Projects	199	183
<b>3-5 Children Served</b>		
Downstate	66,248	62,863
Chicago Public Schools	25,662	24,379
Total 3-5 Children Served	91,910	87,242

# Educator Misconduct Investigations

*Legislative Reference – Not Applicable  
Funding Source - State*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$0	\$375,000	\$375,000	\$375,000	<b>\$375,000</b>
Change from Prior Year	\$0	\$375,000	\$0	\$0	<b>\$0</b>
	n/a	n/a	0.00%	0.00%	<b>0.00%</b>

### Program Goal

To conduct investigations of evidence of teacher or administrator professional misconduct and, where appropriate, to initiate a hearing process to suspend or revoke educator certificates.

the hearing officers to whom these certification actions are brought. Finally, this line item is used to support, where necessary, investigations of applicants seeking Illinois certification.

### Purpose

Section 21-23 of the School Code authorizes the state superintendent to initiate the suspension or revocation of an educator's certificate if evidence exists of incompetence, immorality, or other misconduct. This line item supports the investigatory and legal work necessary to ensure that, where and when appropriate, the incompetence and misconduct of educators is addressed through the suspension or revocation of certificates. Further, the line item supports payments to

### Population and Service Levels

This program began in 2009 and additional investigations were conducted in fiscal years 2010 and 2011. The potential exists for additional notifications of misconduct to the agency resulting from the enactment of P.A. 96-43, which, among other things, requires school district superintendents and state's attorneys to inform the state superintendent of matters that may generate investigations and hearings, as well as the state superintendent's commitment to initiate certification actions where appropriate upon evidence of incompetence.

# Emergency Financial Assistance Fund

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	<b>\$1,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### 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)
- FY10    Proviso Township High School District 209 (Cook County)
- FY11    Proviso Township High School District 209 (Cook County)

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

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	<b>\$2,000,000</b>
Change from Prior Year	\$2,000,000 100.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	<b>\$0 0.00%</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12**
Grant Award	\$1,890,401	\$0	\$0		TBD
Change from Prior Year	\$1,890,401 100.00%	(\$1,890,401) (100.00%)	\$0 0.00%		TBD

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

*\*\*State fiscal year 2012 amounts are TBD (to be determined).*

### Program Goal

To develop a computer-based mathematics assessment for students with limited-English proficiency.

### Purpose

This grant funds the research, development, and administration of criterion-referenced assessments by building more effective procedures and materials for English language learners (ELLs). A dramatic increase in both the population of ELL students and the achievement gap between

ELL students and native English students requires an accurate measure of academic achievement.

### Reimbursement/Distribution Method

The Illinois State Board of Education contracts with the Wisconsin Center for Education Research.

### Population and Service Levels

Beginning ELL students in grades three, seven and 11 will be assessed.

# General State Aid

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
State	\$4,454,500,000	\$3,551,272,300	\$3,809,529,400	\$4,600,305,100	<b>\$5,132,502,900</b>
ARRA	\$0	\$1,038,987,600	\$790,775,700	\$0	<b>\$0</b>
Appropriation	\$4,454,500,000	\$4,590,259,900	\$4,600,305,100	\$4,600,305,100	<b>\$5,132,502,900</b>
Change from Prior Year	\$308,381,800 7.44%	\$135,759,900 3.05%	\$10,045,200 0.22%	\$0 0.00%	<b>\$532,197,800 11.57%</b>

### 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 66 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.

	08-09	09-10	10-11	11-12 Proposed
Foundation Level	\$5,959	\$6,119	\$6,119	\$6,416
Change from Prior Year	\$225	\$160	\$0	\$297

#### *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*

The current formula was created in December 1997 by Public Act 90-548 and implemented in fiscal year 1999. Changes for fiscal year 2011 include the requirement that the Illinois Department of Revenue (DoR) provide tax rates from the county

where the majority of a district's Equalized Assessed Value is located. Also changed is the method of proration. Beginning in fiscal year 2011, if appropriated funds are not sufficient to fully pay the claim, the entire gross GSA claim is prorated, rather than prorating the supplemental poverty payment first.

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 \$6,119 for the 2010-11 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 ratio (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:

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

The fiscal year 2012 recommended appropriation includes increasing the components of this formula by 3.5 percent.

In fiscal year 2011, no district receives less in their poverty grant than 33 percent of what they received in fiscal year 2003. This poverty hold harmless expires after fiscal year 2011.

### **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:

- RATE = 2.30% if Elementary
- 1.05% if High School
- 3.00% if Unit

Foundation Level (FLEVEL) = \$6,119 for fiscal year 2011

CPPRT = Corporate Personal Property Replacement Taxes

EAV = Equalized Assessed Valuation

ELR = Extension Limitation Ratio

GSA = General State Aid

OTR = Operating Tax Rate

ADA = 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:

Extension Limitation EAV = Prior Year EAV x Extension Limitation Ratio (ELR)

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

#### Foundation Formula

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

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

#### Alternate Formula

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

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

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

#### Flat Grant Formula

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

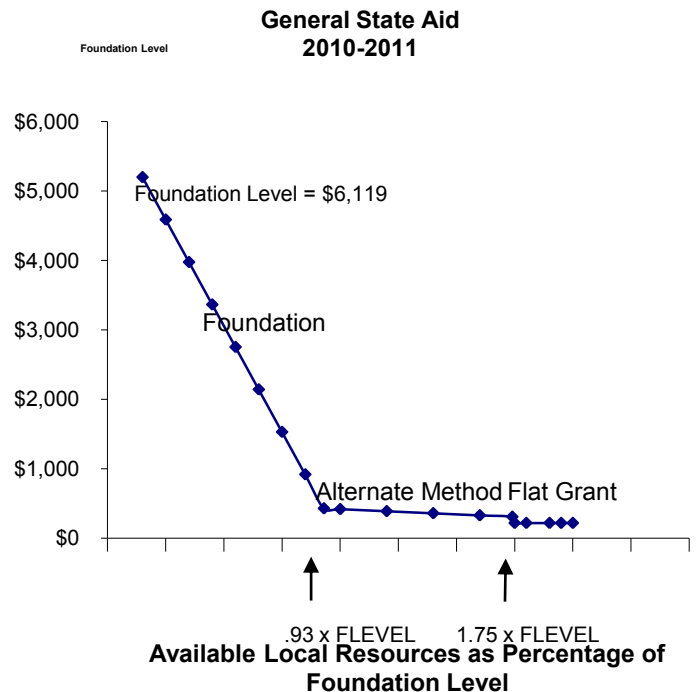
The formula is: 
$$\text{GSA Flat Grant} = \text{ADA} \times \$218$$

Visit the ISBE website at

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

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

#### Available Local Resources as Percentage of Foundation Level



#### Hold Harmless

A hold harmless provision is included in Section 18-8.05(J) of the School Code. When funded, if for any district the formula yields less than the sum of the district's 1997-1998 GSA and 1997-1998 Hold Harmless, a separately appropriated grant may be made to hold those districts harmless to the 1997-1998 levels. Districts will be eligible (subject to appropriation) to receive Hold Harmless grants in all subsequent years if the amount of GSA the district receives is below the 1997-1998 levels described above. In fiscal year 2011 no funding is provided for this grant program and none are recommended for fiscal year 2012.

### *Laboratory and Alternative/ Safe Schools*

Laboratory schools operated by public universities and alternative/safe schools operated by regional superintendents are also eligible for GSA. Since these schools have no property tax base, the GSA entitlements for such districts are calculated in a special manner. The GSA provided to a laboratory, alternative school or safe school is determined by multiplying the school's best three months average daily attendance for the prior school year (or the three year average whichever is greater) by the FLEVEL (\$6,119 for fiscal year 2011).

Collectively, Illinois State University's laboratory school, the University of Illinois' laboratory school and 73 alternative/safe schools received total GSA funding of \$37.2 million in fiscal year 2011.

### *State Funding Distributions*

The 714 districts/programs funded under the foundation computation constitute 75.8 percent of Illinois school districts and receive approximately 93.9 percent of the total GSA allocation. Foundation funded districts account for approximately 73.0 percent of the state ADA student total. The 161 Alternate method districts (17.1 percent of school districts) receive 5.4 percent of the GSA allocation and represent 21.9 percent of the state ADA student total. Flat Grant districts (67 in number and 7.1 percent of total districts) receive 0.7 percent of the GSA allocation and reflect 5.1 percent of the state ADA student total.

Of the 867 regular school districts allotted GSA, 388 (44.8 percent) are unit districts, 101 (11.6 percent) are secondary districts, and 378 (43.6 percent) are elementary districts. Unit districts received 71.3 percent of 2010-2011 GSA funds, secondary districts received 7.6 percent of the funds, and elementary districts received 21.1 percent of the GSA funds.

In applying the GSA formula to the available appropriations in a given year, 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.

### *GSA 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 10<sup>th</sup> and 20<sup>th</sup> days of each month.

The state comptroller's office release GSA warrants (payments) at about 2:00 p.m. on payment day. Typically, payments are available on the 11<sup>th</sup> and 21<sup>st</sup> days of the month or on the following working day if the payment date falls on a weekend or a holiday.

### **TREATMENT OF Property Tax Extension Limitation Law (PTELL) DISTRICTS**

PTELL was approved for collar counties (DuPage, Kane, Lake, McHenry and Will) in 1991 and for Cook County in 1994. Since that time other counties have been allowed to vote on the issue of whether to make their districts subject to PTELL.

After the implementation of the new GSA funding formula in fiscal year 1999, an adjustment was added to the amount of

assumed local resources available to PTELL districts. For districts subject to PTELL, GSA calculations assume the lesser of either their real EAV or their Extension Limitation EAV. For many of the PTELL districts, the Extension Limitation EAV is less than their actual EAV, resulting in a greater GSA formula payment. The table below depicts the size of the benefit of this PTELL adjustment and the number of districts that have benefitted from the change.

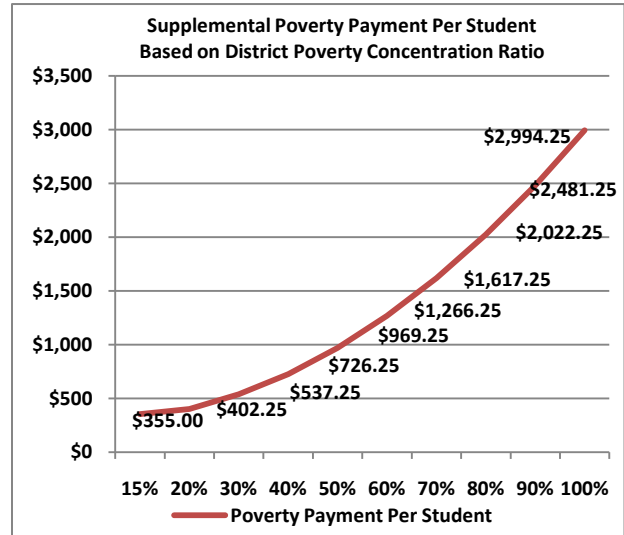
FY	Effect on GSA in Millions	Districts Benefitting	Districts Subject to PTELL	Total Districts Statewide
2000	\$45.9	97	369	896
2001	\$52.1	255	387	894
2002	\$101.5	353	436	893
2003	\$199.1	292	455	893
2004	\$205.2	299	460	888
2005	\$357.3	353	458	881
2006	\$580.6	326	459	874
2007	\$624.1	307	461	873
2008	\$805.5	348	461	870
2009	\$789.0	296	461	869
2010	\$792.6	365	460	869
2011	\$680.4	403	460	867

**GROWTH IN THE SUPPLEMENTAL POVERTY GRANT**

GSA grants consist of the formula grant, equalized against local resources and the supplemental poverty grant paid based on the ratio of low-income students in a district. The current formula pays pupils based on the following formula:

$$\$294.25 + \$2,700 \times (\text{DCR})^2 \times \text{Low-Income Pupils}$$

Where DCR represents the district concentration ratio of low-income students. This formula results in greater payments per low-income pupil as the percentage of low-income pupils in a district increases. This curvilinear formula is depicted in the graph below.



Beginning with fiscal year 2004, DHS low-income count is used to determine a district's low-income count and district concentration ratio. Below is a table that illustrates the recent growth in the poverty portion of GSA funding with dollars listed in millions.

FY	Chicago Share	State Total
2003	\$221.7	\$ 388.2
2004	\$235.4	\$ 418.4
2005	\$254.1	\$ 459.5
2006	\$285.5	\$ 532.6
2007	\$354.8	\$ 675.4
2008	\$413.8	\$ 785.4
2009	\$496.6	\$ 941.4
2010	\$581.6	\$1,119.3
2011	\$667.0	\$1,349.1

## **ATTENDANCE, CALENDAR, AND REQUIREMENTS FOR GSA**

### *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 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 minimum term of 185 days, which includes five proposed emergency days, to ensure at least 176 days of pupil attendance. Up to four of these 185 days may be scheduled as teacher institute. 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 legal school holidays. Teachers are not required to work on legal school holidays. If the school district decides to work on a legal school holiday, they are required first to complete the process described in this Section of the School Code. 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.

School districts which fail to operate schools for the required number of pupil attendance

days may be subject to the loss of GSA. The financial loss is calculated on the basis of a daily penalty of .56818 percent (1 divided by 176) for each day of required operation not met.

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

- *Act-of-God/Hazardous Threat or Adverse Weather Day.* When a school district is unable to conduct school as a result of an Act-of-God/Hazardous Threat or Adverse Weather, a district may be granted a day towards the official school calendar. Section 18-12 of the School Code allows the state superintendent of education to waive the .56818 percent daily penalty due to a district's failure to conduct school for the minimum school term due to an Act-of-God/Hazardous Threat or Adverse Weather Day. ISBE's Funding and Disbursements Services Division is responsible for reviewing a district's Act-of-God/Hazardous Threat or Adverse Weather request.
- *Energy Shortage.* When the state superintendent of education declares that an energy shortage exists during any part of the school year for the state or a designated portion of the state, a district may operate the attendance centers in the district four days a week during the shortage. When such a declaration is made, a district's GSA entitlement is not reduced, provided the district extends each school day by one clock hour of school work. State law provides that district employees are not to suffer any reduction in salary or benefits as a result of this declaration. A district may operate all attendance centers

on this revised schedule or may apply the schedule to selected attendance centers.

#### *Pupil Attendance*

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

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

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

For disabled children below the age of six years who cannot attend two or more clock hours because of their disability or immaturity, a session of not less than one clock hour may be counted as one-half day

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

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

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

Consult the GSA Frequently Asked Questions for further details. This document may be found at: [http://www.isbe.net/funding/pdf/gsa\\_faq.pdf](http://www.isbe.net/funding/pdf/gsa_faq.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 2009 assessments are sent out in 2010. 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 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*

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](http://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.

<b>General State Aid Average Daily Attendance (ADA) *</b>		
<b>School Year</b>	<b>2008-2009</b>	<b>2009-2010</b>
Elementary	497,306.94	495,778.03
High School	240,693.24	240,129.08
Unit	1,157,742.72	1,156,329.25
<b>Total</b>	<b>1,895,742.90</b>	<b>1,892,236.36</b>

\* Excludes ADA of the two lab schools, three intermediate service centers, 26 alternative schools and the 44 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 multiplied by the foundation level. The Illinois State University school year 2010-11 GSA claim is in the amount of \$5,875,097 for operating two laboratory schools in fiscal year 2010. The University of Illinois claim is in the amount of \$1,848,611 for operating one laboratory school in fiscal year 2010.

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 fiscal year 2011, 26 regional superintendents operated ISBE-approved alternative and/or Alternative Learning Opportunities Program (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/ALOP schools have a total fiscal year 2011 GSA claim of \$15,079,603; the 44 Safe Schools have a total claim of \$11,943,370 and the three intermediate service centers have a total claim of \$2,459,532.

# Growth Model

*Legislative Reference – Not Applicable  
Funding Source - State*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$3,000,000	\$3,000,000	\$3,000,000	\$2,400,000	<b>\$2,400,000</b>
Change from Prior Year	\$3,000,000	\$0	\$0	(\$600,000)	<b>\$0</b>
	n/a	0.00%	0.00%	(20.00%)	<b>0.00%</b>

### 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 academic gains from one year to the next, as opposed to comparing student academic performance to grade level proficiency levels. The Illinois State Board of Education (ISBE) is allowing districts to administer ACT’s® EXPLORE® test to eighth or ninth graders and PLAN® test to ninth or tenth grade students. Only one grade can be administered for the EXPLORE® and one grade can administered for the PLAN® test. 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. ISBE is also providing all school districts access to the Illinois Interactive Report Card. This web site allows schools to disaggregate 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 2011, the EXPLORE® test is being provided to eighth or ninth grade students and the PLAN® test to ninth or tenth grade students, per district decisions.

# ILLINOIS HOPE AND OPPORTUNITY PATHWAYS THROUGH EDUCATION (IHOPE) – RE-ENROLLING STUDENTS

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$0	\$0	\$0	\$0	<b>\$3,600,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$3,600,000</b>
	0.00%	0.00%	0.00%	0.00%	<b>n/a</b>

### Program Goal

To develop a comprehensive system to re-enroll significant numbers of high school dropouts in programs that will enable them to earn their high school diploma or General Education Diploma (GED).

### Purpose

To award grants, subject to appropriation, to Regional Offices of Education, educational service regions and school districts organized under Article 34 of the school code. The objective is to develop partnerships with school districts, public community colleges, and community groups to assist in establishing instructional programs and other services designed to re-enroll high school dropouts. Established programs shall allow high school dropouts up to and including age 21 notwithstanding Section 26-2 of the School Code, to re-enroll in an educational program in conformance with rules adopted by the Illinois State Board of Education (ISBE). Programs may include comprehensive year round programs; programs combining work and study; online programs in which students take courses and complete onsite, supervised tests; dual enrollment in which

students attend high school classes in combination with community college classes; or students who attend community college while simultaneously earning high school credit. All programs must be in accordance with Section 5. of the School Code amended by adding 105 ILCS 5/2-3.66b.

### Reimbursement/Distribution Method

Funds are distributed as grants to Regional Offices of Education and School Districts that have submitted and have an approved plan from the ISBE. In order to distribute funding based upon the need to ensure delivery of programs that will have the greatest impact, Illinois Hope and Opportunities Pathways Through Education (IHOPE) program funding must be distributed based upon the proportion of dropouts in the educational service region or school district, as compared to the total number of dropouts in the state. This formula shall employ the dropout data provided by school districts to ISBE.

### Population and Service Levels

Service level data are not available.

# Illinois Free Lunch and Breakfast

*Legislative Reference – 105 ILCS 125/0.01  
Funding Source - State*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$21,000,000	\$26,300,000	\$26,300,000	\$26,300,000	<b>\$32,875,000</b>
Change from	\$0	\$5,300,000	\$0	\$0	<b>\$6,575,000</b>
Prior Year	0.00%	25.24%	0.00%	0.00%	<b>25.00%</b>

### Program Goal

To 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 2012 to meet the statutory reimbursement rate.

	FY10	FY11(est)
Reimbursement for each free breakfast/lunch served/claimed	\$0.1239	\$0.1100

*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.

The following table displays service-level information:

	FY10	FY11(est)
<b>Lunch</b>		
Number of Sponsors	1,247	1,231
Number of Sites	4,687	4,618
Number of Meals	75,275,512	70,000,000
<b>Breakfast</b>		
Number of Sponsors	781	782
Number of Sites	3,339	3,316
Number of Meals	29,251,479	29,000,000

*Data excludes Chicago District 299.*

# Illinois State Board of Education Teacher Certificate Institute Fund

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$1,008,900	\$1,008,900	\$1,008,900	\$2,208,900	<b>\$2,208,900</b>
Change from	\$0	\$0	\$0	\$1,200,000	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	118.94%	<b>0.00%</b>

### Program Goal

To support activities associated with Chicago teacher certification.

and other resources necessary for the timely and efficient processing of certification requests.

### 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. Fees collected are deposited into this fund (SAMS #159).

### Population and Service Levels

Registration fees collected by ISBE, serving 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

### Reimbursement/Distribution Method

Fees collected are used to support teacher institutes and also provide the technology

# Individuals with Disabilities Education Act – Deaf and Blind

*Legislative Reference – PL 108-446  
Funding Source – Federal (CFDA 84.326C)*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$380,000	\$450,000	\$450,000	\$450,000	\$450,000
Change from	\$0	\$70,000	\$0	\$0	\$0
Prior Year	0.00%	18.42%	0.00%	0.00%	0.00%

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12
Grant Award	\$335,444	\$335,444	\$335,444	\$335,444	\$335,444
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

*\*Federal grant awards may be spent out over a five 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, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

### 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.

### Reimbursement/Distribution Method

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

### Population and Service Levels

The following table displays service-level information:

	FY10	FY11 (est)
Students served	440	445

	FY09	FY10
Multi-agency training contacts	1,264	2,880
Local program contacts	1,357	1,876
Support service contacts	1,081	618
Service provider, training contacts	1,821	1,704
Children identified	439	440
Library materials maintained	1,350	900
Website visits	30,575	41,902

# Individuals with Disabilities Education Act - Part B

Legislative Reference – PL 108-446  
Funding Source – Federal (CFDA 84.027A)

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$550,000,000	\$570,000,000	\$570,000,000	\$650,000,000	<b>\$650,000,000</b>
Change from Prior Year	\$0 0.00%	\$20,000,000 3.64%	\$0 0.00%	\$80,000,000 14.04%	<b>\$0</b> <b>0.00%</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12**
Grant Award	\$474,790,011	\$481,310,879	\$503,378,371	\$502,945,975	TBD
Change from Prior Year	\$7,940,417 1.70%	\$6,520,868 1.35%	\$22,067,492 4.58%	(\$432,396) (0.09%)	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, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2012 amounts are TBD (to be determined).

## Program Goal

To assist local school districts and service provider agencies to help meet the needs of students with disabilities ages 3-21.

## 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 (IDEA) –Part B grant award allocation at the state level based on the IDEA:

### Grant Award

- 89% Formula Grants
- 11% State Set-Aside
  - 50% Room and Board Reimbursement
  - 33% Discretionary Funds
  - 17% Administration

Formula grant funds are distributed to special education cooperatives and independent school districts based on the

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

Unexpended funds from IDEA, Part B that are initially reserved for room and board reimbursements are used to pay school districts for the costs of those students with disabilities whose program costs exceed four times the district's per capita tuition rate (see Special Education – Funding for Children Requiring Special Education Services).

## Population and Service Levels

The following table displays service-level information:

	FY10	FY11 (est)
Students served	312,533	315,000
School districts	126	125
Dollars allocated to districts	\$451,176,189	\$460,000,000

# Individuals with Disabilities Education Act - Part B ARRA

*Legislative Reference – PL 108-446; The American Recovery and Reinvestment Act of 2009 – PL 111-05  
Funding Source – Federal (CFDA 84.391A)*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$0	\$253,240,000	\$506,479,800	\$506,479,800	<b>\$354,535,900</b>
Change from	\$0	\$253,240,000	\$253,239,800	\$0	<b>(\$151,943,900)</b>
Prior Year	0.00%	100.00%	100.00%	0.00%	<b>(30.00%)</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12
Grant Award	\$0	\$506,479,800	\$0	\$0	\$0
Change from	\$0	\$506,479,800	(\$506,479,800)	\$0	\$0
Prior Year	0.00%	100.0%	(100.0%)	0.00%	0.00%

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

### Program Goal

To assist local school districts and service provider agencies to help meet the needs of students with disabilities ages 3-21.

### 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.

American Recovery and Reinvestment Act (ARRA) funds are a onetime infusion of funds available through September 30, 2011. The ARRA Individuals with Disabilities Education Act (IDEA) funds will provide an opportunity for local education agencies (LEAs) to implement innovative strategies to improve outcomes for children with disabilities.

### Reimbursement/Distribution Method

The information below shows the fiscal year 2010 IDEA – Part B grant award allocation at the state level based on the IDEA:

### Grant Award

100% Formula Grants

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.

### Population and Service Levels

The following table displays service-level information:

	FY10	FY11 (est)
Students served	312,533	315,000
School districts	125	125
Dollars allocated to districts	\$275,056,345	\$45,457,246

# Individuals with Disabilities Education Act – Preschool, Part B

*Legislative Reference – PL 108-446  
Funding Source – Federal (CFDA 84.173A)*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$25,000,000	\$25,000,000	\$25,000,000	\$25,000,000	<b>\$25,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12**
Grant Award	\$17,650,452	\$17,369,463	\$17,369,463	\$17,369,453	TBD
Change from	(\$1)	(\$280,989)	\$0	(\$10)	TBD
Prior Year	(0.00%)	(1.59%)	0.00%	(0.00%)	TBD

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

*\*\*State fiscal year 2012 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 age 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 2010 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:

	FY10	FY11(est)
Children served	37,403	37,405
School districts/Special Ed cooperatives	120	120
Dollars to Districts	\$13,003,871	\$13,500,000

# Individuals with Disabilities Education Act – Preschool, Part B - ARRA

*Legislative Reference – PL 108-446. The American Recovery and Reinvestment Act of 2009 – PL 111-05  
Funding Source – Federal (CFDA 84.392A)*

### Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$0	\$9,155,500	\$18,311,500	\$18,311,500	<b>\$12,818,000</b>
Change from	\$0	\$9,155,500	\$9,156,000	\$0	<b>(\$5,493,500)</b>
Prior Year	0.00%	100.00%	100.00%	0.00%	<b>(30.00%)</b>

### Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12
Grant Award	\$0	\$18,311,491	\$0	\$0	\$0
Change from	\$0	\$18,311,491	(\$18,311,491)	\$0	\$0
Prior Year	0.00%	100.00%	(100.00%)	0.00%	0.00%

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

### Program Goal

To support schools providing appropriate special education programs for children with disabilities ages three through five.

### Purpose

To help local school districts and special education cooperatives offer comprehensive programs for children with disabilities ages three through five. Funds are used for teacher/aide salaries, other personnel providing related services (e.g. social workers, psychologists, and physical therapists), materials and supplies, training and consultation. American Recovery and Reinvestment Act (ARRA) funds are a one-time infusion of funds available through September 30, 2011. The ARRA Individuals with Disabilities Education Act (IDEA) funds will provide an opportunity for local education agencies (LEAs) to implement innovative strategies to improve outcomes for children with disabilities.

### Reimbursement/Distribution Method

The information below shows the fiscal year 2010 IDEA – Part B, Preschool grant award allocation at the state level.

#### *Grant Award*

100% Formula Grants

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:

	FY10	FY11(est)
Children served	37,403	37,405
School districts/Special Ed cooperatives	116	120
Dollars to Districts	\$9,466,627	\$4,272,704

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

*Legislative Reference – PL 108-446  
Funding Source – Federal (CFDA 84.027A)*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$2,500,000	\$2,500,000	\$3,200,000	\$3,200,000	<b>\$3,700,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$700,000 28.00%	\$0 0.00%	<b>\$500,000</b> <b>15.63%</b>

## Federal Grant Award

	FY08	FY09	FY10	FY11*	FY12
Grant Award	\$3,700,000	\$0	\$1,850,000	\$2,785,373	\$1,164,627
Change from Prior Year	\$1,850,000 100.00%	(\$370,000) (100.00%)	\$1,850,000 100.00%	\$935,373 100.05%	(\$1,620,746) (58.19%)

*\*Fiscal year 2011 reflects ~1.25 years of grant award, which includes a prepayment totaling 41 percent (\$810,373) of the fiscal year 2012 grant amount.*

### Program Goal

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

### Purpose

To establish and implement the Illinois Response to Intervention (Rtl) Network, which will be responsible for scaling up implementation of a coordinated, statewide system of personnel development that will increase the capacity of school systems to establish and use a multi-tiered model of scientific, research-based instruction, intervention, and assessment to improve the progress and performance of all students, including those with disabilities. This responsibility will include the recruitment, training, and support of a cadre of regionally based (within the six Regional Office of Education (ROE) areas and the City of Chicago) external coaches who will, in turn, provide training, coaching, and mentoring support in Rtl to identified district sites. Other activities under the project will include

delivery of training for parents and working with institutions of higher education (IHEs) to incorporate Rtl content into their educator preparation programs

In addition, carryover funds resulting from a one-year no-cost extension of Illinois' prior federal grant were utilized in the first three months of fiscal year 2011 to complete activities begun under Illinois Alliance for School-based Problem-solving and Intervention Resources in Education (ASPIRE), which provided professional development and technical assistance in Rtl to district and school teams throughout the state.

### Reimbursement/Distribution Method

The U.S. Department of Education awards State Program Improvement funds to states on a multi-year basis, with grant awards running on the federal fiscal year (October 1 – September 30). In September 2010, the Illinois State Board of Education was awarded a new five-year grant which will extend through September 30, 2015. Grant funds will be distributed via annually-renewable grants, which were originally

awarded in fiscal year 2011 through a competitive request for proposals (RFP) process, to ROEs and/or Intermediate Service Centers and to one or more IHEs. In accordance with the federal grant requirements, annually-renewable grants will also be provided to each of the two federally-funded Illinois Parent Training and Information Centers.

In addition, as a result of the aforementioned one-year no-cost extension, carryover funds from Illinois' previous five-year federal grant award will be distributed via annually-renewable grants originally awarded in fiscal year 2006 through a competitive RFP process to public school districts, special education joint agreements, ROEs, and public IHEs.

### **Population and Service Levels**

In order to establish a regionalized structure for the delivery of professional development, technical assistance, and coaching under the Illinois Rtl Network, project staff will be regionally-based within each of the six ROE areas and the City of Chicago. It is

projected that in fiscal year 2012, the project will be able to recruit, train, and support approximately 90 external coaches, who will in turn, provide training, coaching, and mentoring support in Rtl to approximately 90 district sites across the state. At least 70 percent of these sites will be low-performing districts that have high percentages of students from low-income backgrounds, thus ensuring that the project serves districts with the greatest level of need.

In conjunction with the one-year no-cost extension of Illinois' previous five-year federal grant award, it is projected that in the first three months of fiscal year 2011, Illinois ASPIRE completed delivery of professional development and technical assistance services via approximately 10 to 20 small and large-scale training, coaching, and networking events per region, depending on the needs within each region and the capacity of each regional project.

# Learn and Serve America

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000	<b>\$2,500,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award

	FY08	FY09	FY10	FY11	FY12
Grant Award	\$745,042*	\$745,042	\$759,334	\$925,635*	\$925,635
Change from	\$0	\$0	\$14,292	\$166,301	\$0
Prior Year	0.00%	0.00%	1.92%	21.90%	0.00%

\*Approved three-year federal grant. Yearly grant award 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, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

## Program Goal

To 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.

## Reimbursement/Distribution Method

It is anticipated that 40 grants will be awarded in fiscal year 2011.

## Population and Service Levels

Eligible applicants include local school districts, Regional Offices of Education, public university laboratory schools approved by Illinois State Board of Education, 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:

	FY10	FY11 (est.)
Grants	46	40
Students served	57,000	52,000

# Learning Standards and Assessment Implementation

Legislative Reference – Not Applicable  
Funding Source - State

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$0	\$0	\$500,000	\$400,000	<b>\$3,300,000</b>
Change from Prior Year	\$0	\$0	\$500,000	(\$100,000)	<b>\$2,900,000</b>
	0.00%	0.00%	n/a	(20.00%)	<b>725.00%</b>

### Program Goal

To ensure the continuation of the review of standards by Illinois K-12, community college and higher education teachers and to improve the overall coherence between standards, curriculum, assessment and college entry requirements.

### Purpose

The Illinois State Board of Education (ISBE) is working with the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), the Illinois Business Roundtable, and the Office of the Governor to review and align K-12 standards in Illinois. Ultimately, the standards will align with national and international benchmarks in each area.

ISBE would then provide professional development to school districts and teachers to show how to align classroom assessments and student performance to the Illinois Learning Standards.

### Population and Service Levels

This program commenced in Illinois in August 2008 as the American Diploma

Project. ISBE continues to work closely with IBHE, ICCB, the Illinois Business Roundtable, and office of the Governor to review and align K-12 standards. Funding requested for fiscal year 2012 would ensure the continuation of this review. The \$2.9 million increase would be comprised of five components. First, \$1.0 million would be sought to support for the development & dissemination of curriculum frameworks aligned to the new common core standards in English Language Arts (ELA) and Mathematics. Second, \$1.0 million would be used to develop and implement statewide content institutes in Mathematics aligned to the new Common Core Math standards. Third, \$500,000 would be used to develop and support intensive review of high school course curriculum to assess alignment to the new standards in Math and ELA in grades 9-12. Fourth, \$200,000 would provide incentive grants to Illinois postsecondary institutions to redesign teacher preparation programs aligned to new standards and assessments. Finally, \$200,000 would be used to expand the Illinois College and Career readiness regional partnerships to ten additional sites.

# Longitudinal Data System: ARRA

*Legislative Reference – PL 107-279 The American Recovery and Reinvestment Act of 2009 – PL 111-05  
Funding Source – Federal (CFDA 84.384A)*

## Appropriation History\*

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$0	\$0	\$0	\$4,300,000	<b>\$4,300,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$4,300,000 n/a	<b>\$0 0.00%</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12
Grant Award	\$0	\$0	\$0	\$11,869,819	\$0
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$11,869,819 n/a	(\$11,869,819) (100.00%)

*\*Federal grant award is good until 6/30/2013. The State Plan allows for the money to be spent throughout this time. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, ISBE can only spend amounts equal to what has been awarded by the federal government*

### Program Goal

To continue development and implementation of the technical and management systems needed for the Illinois State Board of Education (ISBE) and its education partners to manage, link and analyze P-20 education data in Illinois.

### Purpose

To enable State Education Agencies to design, develop, and implement statewide, longitudinal data systems to efficiently and accurately manage, analyze, disaggregate and use individual student data.

Funding is to be used for statewide data systems that, in addition to P-12 data, also include postsecondary and workforce information. These systems will have the capacity to link individual student data across time and databases, including matching teachers to students, promoting interoperability for easy matching and linking of data across institutions and states, and protecting student privacy consistent with applicable privacy protection laws.

In December, ISBE applied for a Longitudinal Data System (LDS) grant which will be paid from American Recovery and Reinvestment Act funding. Should ISBE qualify for this funding, it is anticipated that approximately \$4.3 million in grant funding will be received. This one time infusion of funding into the program would be used to accelerate development of the data systems to include not only K-12 education, but also data on preschool and postsecondary education and workforce information, and promote linkages with other data systems.

### Reimbursement/Distribution Method

Funding will be disbursed to appropriate vendors determined through a request for proposals process.

### Population and Service Levels

The LDS will serve educators from preschool through postsecondary education and help state policy makers improve education policy and practice.

# Longitudinal Data System: State and Federal

*Legislative Reference – PL 107-279  
Funding Source – State and Federal (CFDA 84.369A)*

## Appropriation History\*

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$0	\$0	\$2,950,000	\$3,900,000	<b>\$3,900,000</b>
<i>State</i>	\$0	\$0	\$250,000	\$0	<b>\$0</b>
<i>Federal</i>	\$0	\$0	\$2,700,000	\$3,900,000	<b>\$3,900,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$2,950,000 n/a	\$950,000 32.20%	<b>\$0</b> <b>0.00%</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12
Grant Award	\$0	\$0	\$1,186,666	\$2,691,911	\$2,522,086
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$1,186,666 n/a	\$1,505,245 126.85%	(\$169,825) (6.31%)

*\*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, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

### Program Goal

To continue development and implementation of the technical and management systems needed for the Illinois State Board of Education and its education partners to manage, link and analyze P-20 education data in Illinois.

### Purpose

To enable state education agencies to design, develop, and implement statewide, longitudinal data systems to efficiently and accurately manage, analyze, disaggregate and use individual student data.

Funding is to be used for statewide data systems that, in addition to P-12 data, also include postsecondary and workforce information. These systems will have the

capacity to link individual student data across time and databases, including matching teachers to students, promoting interoperability for easy matching and linking of data across institutions and states, and protecting student privacy consistent with applicable privacy protection laws.

### Reimbursement/Distribution Method

Funding will be disbursed to appropriate vendors determined through a request for proposals process.

### Population and Service Levels

The Longitudinal Data System will serve educators from preschool through postsecondary education and help state policy makers improve education policy and practice.

# Lowest Performing Schools

*Legislative Reference – Not Applicable  
Funding Source - State*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	n/a	n/a	n/a	n/a	<b>\$5,000,000</b>
Change from	n/a	n/a	n/a	n/a	<b>n/a</b>
Prior Year	n/a	n/a	n/a	n/a	<b>n/a</b>

### Program Goal

To allow for support and, where necessary, intervention, for up to 80 schools statewide identified as the lowest performing on state assessments.

### Purpose

The purpose of this funding is to provide additional state support in the reform area of turning around our lowest performing schools. In Illinois, thousands of students attend chronically failing schools. Many students in these schools cannot read or compute basic math problems at grade level. In an effort to bring equal educational opportunities to all Illinois children, intervention and turnaround of the failing schools must be a priority.

### Reimbursement/Distribution Method

Funding would be distributed through a competitive, request for proposal process.

### Population and Service Levels

The recommended funding would be used to conduct an external audit for each of the 80 individual schools identified as the lowest performing on state assessments. Illinois State Board of Education would also seek direct intervention in up to five school districts. The audits would provide a comprehensive examination to assess the overall structure, curriculum, instruction, finances, program effectiveness, human capital and governance in order to provide foundational information to target strategies and interventions. This funding would also provide on-site leadership and support to schools most in need.

# Materials Center for the Visually Impaired

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$2,121,000	\$2,121,000	\$1,421,100	\$1,421,100	<b>\$1,421,100</b>
Change from	\$0	\$0	(\$699,900)	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	(32.99%)	0.00%	<b>0.00%</b>

### 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:

	FY10	FY11 (est)
Elementary/secondary students served	3,640	3,640
Post secondary students served	534	534

# National Board Certification

Legislative Reference – 105 ILCS 5/21-27  
Funding Source - State

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$11,485,000	\$11,485,000	\$5,742,500	\$2,756,400	\$2,000,000
Change from Prior Year	\$1,880,000 19.57%	\$0 0.00%	(\$5,742,500) (50.00%)	(\$2,986,100) (52.00%)	(\$756,000) (27.44%)

### Program Goal

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

### Purpose

To provide teachers and school counselors the opportunity to achieve 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 NBCTs 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 2011, \$56.5 million, or an average of \$11,433 per NBCT, has been expended.

	FY10	FY11
Stipends	\$5,742,500	\$2,756,400
Mentoring	\$0	\$0
Subsidies	\$0	\$0

### 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.

	FY10	FY11 (est)
New candidates	1,100	900
New NBCTs	771	500
Total NBCTs*	4,692	5,200

\*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

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$11,500,000	\$11,600,000	\$13,000,000	\$13,000,000	<b>\$13,000,000</b>
Change from Prior Year	(\$1,630,000) (14.17%)	\$100,000 0.87%	\$1,400,000 12.07%	\$0 0.00%	<b>\$0</b> <b>0.00%</b>

### 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 – Regular Term:  
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:

	FY10	FY11 (est)
Total claim amount	\$11,916,587	\$12,330,177
Summer (actual)	\$353,641	\$324,177
Excess cost amount	\$5,864	\$6,000
1.2 per capita amount	\$11,557,082	\$12,000,000
Prior Year Liability*	\$1,645,483	\$644,859

\*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

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$79,400,000	\$101,800,000	\$120,200,000	\$120,200,000	<b>\$101,700,000</b>
Change from Prior Year	\$0	\$22,400,000	\$18,400,000	\$0	<b>\$18,500,000</b>
	0.00%	28.21%	18.07%	0.00%	<b>15.39%</b>

### 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 tables display service-level information:

	FY10	FY11 (est)
Total claim amount*	\$106,373,519	\$107,100,487
Chicago District 299	\$43,031,600	\$43,031,600
Summer individual	\$4,444,556	\$4,040,887
Regular individual	\$58,897,363	\$60,028,000
Prior Year Liability**	\$13,114,836	\$0

\*Downstate claim data do 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

	FY10	FY11 (est)
State Owned Institution/Facility	149	150
Court Guardianship	40	40
City or County Jail/Detention	209	210
Dept of Children & Family Services	2,474	2,500
Office of State Guardian	9	10
<b>Total</b>	<b>2,881</b>	<b>2,910</b>

Student data exclude Chicago District 299

# Performance Evaluations

*Legislative Reference – Not Applicable  
Funding Source - State*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	n/a	n/a	n/a	n/a	<b>\$500,000</b>
Change from Prior Year	n/a	n/a	n/a	n/a	<b>n/a</b>
	n/a	n/a	n/a	n/a	<b>n/a</b>

### Program Goal

To support school districts' efforts to revamp teacher and principal performance evaluations to ensure Illinois schools are staffed by great teachers and leaders.

### Purpose

This new \$500,000 budget line item would provide a state funding source to support the work of the statutory Performance Evaluation Advisory Council (PEAC) and school districts' efforts to revamp teacher and principal performance evaluations. Pre-qualification training programs must be developed to prepare and certify evaluators

based on state models. Teacher and principal performance evaluations will incorporate both performance and student growth factors. The Illinois State Board of Education, with the assistance of the PEAC, will develop systems, which include training programs, to assist school districts in a transformational effort to establish evaluation tools that will make evaluations more meaningful.

### Reimbursement/Distribution Method

### Population and Service Levels

Service level data are not available.

# Philip Rock Center and School

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$3,394,500	\$3,577,800	\$3,577,800	\$3,577,800	<b>\$3,577,800</b>
Change from	\$174,000	\$183,300	\$0	\$0	<b>\$0</b>
Prior Year	5.40%	5.40%	0.00%	0.00%	<b>0.00%</b>

### 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. More specifically, funds support salaries and benefits for 48 full-time and 30 part-time employees, transportation, food and lodging associated with residential placement, staff training, community access, 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 2010, full residential and educational services are being provided to 15 students at the Philip J. Rock Center and School. Statewide, about 440 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

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$3,100,000	\$3,100,000	\$2,077,000	\$830,800	<b>\$900,000</b>
Change from prior year	\$2,300,000	\$0	(\$1,023,000)	(\$1,246,200)	<b>\$69,200</b>
	287.50%	0.00%	(33.00%)	(60.00%)	<b>8.33%</b>

### Program Goal

To direct mentoring support to first year 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.

### Purpose

To provide first-year and second-year principals, when applicable, with the individualized mentoring support they need to successfully transition into effective and successful educational leaders resulting in a higher retention rate in Illinois schools. The mentor and first-year 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. Effective May 21, 2010, the program goal applies to principals who may participate in a second year of mentoring if it is determined by the state superintendent that sufficient funding exists. [105 ILCS 5/2-3.53a(a)]

### 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 first-year principal to whom services are provided. Additionally, 42 local mentoring entities, established around the state, provide training and professional development to new principal mentors. ISBE provides \$750 annually to each mentoring entity per first-year principal served by mentors associated with each of the local mentoring entities. If it is determined that adequate funding exists, the same fees structure will apply to mentors and mentoring entities for second-year principals.

### Population and Service Levels

The following table displays service-level information:

	FY10	FY11 (est)
Principals	308	250
Mentors	422	422
Providers	42	42

# 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

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$6,970,000	\$6,990,000	\$4,233,100	\$4,450,100	<b>\$4,950,000</b>
Change from Prior Year	(\$300,000) (4.30%)	\$20,000 0.29%	(\$2,756,900) (39.44%)	(\$217,000) (5.13%)	<b>\$499,900</b> <b>11.23%</b>

### Program Goal

To deliver statutory responsibilities and contracted services by the Regional Offices of Education (ROEs) and the Intermediate Service Centers (ISCs) with quality and effectiveness.

### Purpose

To support the administrative costs of the ROEs and 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 44 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 Illinois State Board of Education, including providing initial and refresher training to approximately 25,000 school bus drivers annually.

### Reimbursement/Distribution Method

#### ROE School Services

For fiscal year 2010 each ROE and ISC receives a base grant of \$43,880. 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

ROEs receive \$1,000 for each county served by their office.

	FY10	FY11 (est)
ROE School Services	\$4,950,100	\$4,950,100
Bus Driver Training	70,000	70,000
Supervisory Expenses	102,000	0
<b>Total</b>	<b>\$5,122,100</b>	<b>\$5,020,100</b>

### Population and Service Levels

All 44 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

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$8,950,000	\$9,100,000	\$9,100,000	\$8,262,800	<b>\$9,400,000</b>
Governor's Reserve	n/a	n/a	n/a	(\$837,200)	n/a
Original Appropriation	\$8,950,000	\$9,100,000	\$9,100,000	\$9,100,000	<b>\$9,400,000</b>
Change from Prior Year	\$800,000 9.81%	\$15,000 1.68%	\$0 0.00%	(\$837,200) (9.20%)	<b>\$1,137,200</b> <b>13.76%</b>

### 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 44 regional superintendents and their assistants.

# Response to Intervention (RTI)

Legislative Reference – Not Applicable  
Funding Source - State

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$0	\$2,000,000	\$1,340,000	\$1,072,000	<b>\$1,072,000</b>
Change from	\$0	\$2,000,000	(\$660,000)	(\$268,000)	<b>\$0</b>
Prior Year	0.00%	n/a	(33.00%)	(20.00%)	<b>0.00%</b>

### 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 building teams (four to five 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.
- Ongoing coaching to support school implementation.
- Preparing staff to provide immediate targeted academic help to students that do not make adequate progress.

### Population and Service Levels

Professional development activities will be available for all administrators and teachers in an effort to serve all students.

# School Technology Revolving Loan Program

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	<b>\$5,000,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	<b>\$0 0.00%</b>

### Program Goal

To build the capacity of Illinois school districts to ensure that all students are technologically literate through increased technology integration, 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 (SAMS #569).

### Population and Service Levels

All school districts are eligible to participate on a two-year rotating basis: grades 9 through 12 in fiscal year 2011 and grades 5 through 8 in fiscal year 2012 and each second year thereafter. The population served for fiscal year 2011 includes all eligible applicants that enroll students in grades 9 through 12, except those in which the equalized assessed valuation per pupil in average daily attendance is at the 99<sup>th</sup> percentile or above. The following table displays service-level information:

	FY11	FY12 (est.)
Eligible applicants	496	761
Eligible students	632,119	1,375,812
Grade levels served	9-12	K-8
Dollars loaned	\$800,000	\$1,475,000
Number of loans	8	8
Percent eligible districts participating	1.6%	1.0%

# Special Education - Personnel Reimbursement

Legislative Reference – 105 ILCS 5/14-13.01  
Funding Source - State

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$420,100,000	\$426,100,000	\$459,600,000	\$457,871,600	<b>\$465,700,000</b>
Change from Prior Year	\$51,600,000	\$6,000,000	\$33,500,000	(\$1,728,400)	<b>\$7,828,400</b>
	14.00%	1.43%	7.86%	(0.38%)	<b>1.71%</b>

### 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 through 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 Illinois 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 non-certified worker

District cost = \$70,000  
(certified \$50,000 + non-certified \$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 through 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 do not include state audit adjustments):

<b>Service Areas</b>	<b>2008-09</b>	<b>2009-10</b>
Cognitive disability (renamed Mental Impairment August 2007)	23,510	22,122
Orthopedic impairment	2,203	2,053
Specific learning disability	130,813	124,414
Visual impairment	1,199	1,185
Hearing impairment	3,385	3,368
Deafness (added in 2004-2005)	707	667
Deaf-blind	35	39
Speech and/or language impairment	71,307	68,213
Emotional disability (renamed Behavior/emotional disorder August 2007)	24,969	23,876
Other health impairment	26,219	26,556
Developmental delay	1,827	2,014
Autism	17,719	22,044
Traumatic brain injury	13,764	15,224
Multiple disabilities (new 2002)	804	758
<b>Totals</b>	<b>318,461</b>	<b>312,533</b>

<b>Claim Data</b>	<b>FY10</b>	<b>FY11</b>
Total Claim Amount	\$454,401,220	\$458,457,758
Chicago District 299	\$87,783,600	\$87,783,600
Downstate	\$366,617,620	\$370,674,158
Actual Percent Paid	100%	100%

<b>Staff Data</b>	<b>FY10</b>	<b>FY11</b>
Professional Employees (Claimed) *	32,270	32,327
Professional Employees (Full Time Equivalent) *	28,695	28,869
Non-Certified Employees (Claimed) *	34,034	34,074
Non-Certified Employees (Full Time Equivalent) *	27,895	28,272

\*Data exclude Chicago District 299

# Special Education – Private Tuition

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$139,400,000	\$151,600,000	\$181,100,000	\$183,223,100	<b>\$186,700,000</b>
Change from Prior Year	\$30,320,000 27.80%	\$12,200,000 8.75%	\$29,500,000 19.46%	\$2,123,100 1.17%	<b>\$3,476,900</b> <b>1.90%</b>

### 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 1<sup>st</sup> per capita = \$7,000  
District pays 2<sup>nd</sup> 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 1<sup>st</sup> per capita = \$3,500  
State reimbursement on 1<sup>st</sup> per capita = \$1,000 (\$4,500 – \$3,500)  
District pays 2<sup>nd</sup> per capita = \$3,500  
State reimbursement on 2<sup>nd</sup> 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:

	FY10	FY11
Total claim amount	\$182,133,938	\$183,012,184
Chicago District 299	\$87,652,400	\$87,652,400
Downstate	\$94,481,538	\$95,359,784
Actual percent paid	99%	97.7%
Students*	8,613	9,222
Per student claim*	\$10,970	\$10,340

\*Student data exclude Chicago District 299

# 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

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$314,600,000	\$331,051,100	\$351,378,400	\$334,236,800	<b>\$343,375,700</b>
Change from Prior Year	\$45,707,400 17.00%	\$16,451,100 5.23%	\$20,327,300 6.14%	(\$17,141,600) 4.88%	<b>\$9,138,900</b> <b>2.73%</b>

### 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 (GSA) 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.

P.A. 95-0705 amended the statute further. The new law stated that, for fiscal year 2008 and each fiscal year thereafter, individual school districts must not receive payments

under that section totaling less than they received for fiscal year 2007 (commonly referred to as a "hold harmless" provision). The language further stated that any "hold harmless" funding is to be "computed last and shall be separate calculation from any other calculation set forth in [Section 14-7.02b]." The "other calculation" referenced in the new language is the existing split of the entire appropriation, 85 percent based on each district's average daily attendance and 15 percent on poverty which were used in GSA. Thus, under the new statutory scheme, the agency determines the 85-15 calculation for each district and, if the amount calculated for any district is less than what the district received in fiscal year 2007, the district is eligible for hold harmless. A separate supplemental appropriation is required to bring such districts back to their fiscal year 2007 level.

*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:

	FY10	FY11
Total claim amount	\$334,236,800	\$334,236,800
Chicago District 299	\$97,597,100	\$97,597,100
Downstate	\$236,639,700	\$236,639,700
Hold Harmless	\$17,141,599	\$17,651,269
Actual percent paid	100%	100%

# Special Education – Summer School

Legislative Reference – 105 ILCS 5/18-4.3  
Funding Source - State

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$10,000,000	\$11,000,000	\$11,700,000	\$11,296,500	<b>\$11,200,000</b>
Change from Prior Year	\$1,306,000 15.02%	\$1,000,000 10.00%	\$700,000 6.36%	(\$403,500) (3.45%)	<b>(\$96,500)</b> <b>(0.85%)</b>

### 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 November 1 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):

	FY10	FY11
Total claim amount	\$11,602,507	\$11,296,429
Chicago District 299	\$6,364,800	\$6,364,800
Downstate	\$5,237,707	\$4,931,629
Actual percent paid	100%	100%

# State and District Technology Support Formerly Technology for Success

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$4,169,700	\$4,169,700	\$4,169,700	\$3,335,800	<b>\$6,300,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	(\$833,900) (20.00%)	<b>\$2,964,200</b> <b>88.86%</b>

### Program Goal

To provide school districts with technology-based learning resources to improve educational opportunities and student achievement and provide the Illinois State Board of Education (ISBE) with the technology infrastructure sufficient to support these initiatives.

### Purpose

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

#### Illinois Virtual School (IVS)

The IVS is a non-degree, non-credit granting program that offers supplemental online courses to all Illinois public, private and home schooled students. IVS 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. In fiscal year 2011, IVS provided an outreach instrument for self-paced online ISBE professional development modules.

#### Learning Technology Centers (LTC)

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.

ISBE is seeking \$3.0 million additional funding for fiscal year 2012 to continue these initiatives and to help improve the technological infrastructure needed for efficient support. Technology shared services initiatives in the school districts would also be piloted in up to five local school districts to leverage state and local technology efficiencies and identify best practices in systems design.

### Reimbursement/Distribution Method

The IVS receives grants and contracts consisting of \$1.16 million in state funds. In addition, Peoria Regional Office of Education will collect an estimated \$500,000 in course enrollment fees for the IVS.

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 display service-level information:

<b>Illinois Virtual School</b>	<b>FY11</b>	<b>FY12 (est)</b>
Number of Schools	305	356
Number of Students Served	4,750	5,750
Number of Courses Offered	145	150

<b>Learning Technology Centers</b>	<b>FY11</b>	<b>FY12 (est)</b>
Number of Districts Served	870	870
Number of Students Served	2,100,000	2,100,000

# System of Support

*Legislative Reference – Not Applicable  
Funding Source - State*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$3,342,700	\$3,342,700	\$1,671,400	\$1,002,800	<b>\$1,002,800</b>
Change from	\$0	\$0	(\$1,671,300)	(\$668,600)	<b>\$0</b>
Prior Year	0.00%	0.00%	(50.00%)	(40.00%)	<b>0.00%</b>

### Program Goal

To provide technical assistance to low-performing schools in the development of standards-aligned curriculum and assessment through regional service providers so 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 service level information:

	FY10	FY11 (est)
Academic Early Warning	685	713
Academic Watch	719	979

# Tax Equivalent Grants

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$222,600	\$222,600	\$222,600	\$222,600	<b>\$222,600</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### 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 displays service level information:

	FY10	FY11
Lost tax calculation	\$343,212.23	\$357,534.22

# Teach for America – Minority Recruitment

Legislative Reference – Not Applicable  
Funding Source - State

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$450,000	\$450,000	\$225,000	\$225,000	<b>\$1,225,000</b>
Change from	\$0	\$0	(\$225,000)	\$0	<b>\$1,000,000</b>
Prior Year	0.00%	0.00%	(50.00%)	0.00%	<b>444.44%</b>

### 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.

For fiscal year 2012, Teach for America has committed to expanding its efforts to recruit teachers and leaders who share the racial and socioeconomic backgrounds of the students served. The Illinois State Board of Education has recommended an additional

\$1.0 million in funding for this purpose. Notably, this \$1.0 million increase will leverage an additional \$1.0 million in private funding to assist in this endeavor.

### 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:

	FY10	FY11 (est)
Chicago teachers	350	400
Chicago students impacted	20,000	23,000

# Teacher & Administrator Mentoring Program

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$14,000,000	\$14,000,000	\$9,380,000	\$5,628,000	<b>\$6,315,200</b>
Change from Prior Year	\$12,000,000 600.00%	\$0 0.00%	(\$4,620,000) (33.00%)	(\$3,752,000) (40.00%)	<b>\$687,200</b> <b>12.21%</b>

### Program Goal

To provide mentoring for new teachers.

### 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.

### 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 Illinois State Board of Education (ISBE) is authorized to award a lesser amount of grants on a competitive basis.

Due to insufficient funding, ISBE has not established a statewide program.

### Population and Service Levels

The following table displays service-level information:

	FY10	FY11 (est)
# of Teachers mentored	4,086	2,373
Teacher Mentoring Pilot Projects	64	45

# Teacher & Principal Pipeline (University of Chicago)

Legislative Reference – Not Applicable  
Funding Source - State

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	n/a	n/a	n/a	n/a	<b>\$1,300,000</b>
Change from	n/a	n/a	n/a	n/a	<b>n/a</b>
Prior Year	n/a	n/a	n/a	n/a	<b>n/a</b>

### Program Goal

To improve the quality of teachers and principals with a focus on content and instruction to benefit the learning needs of Illinois students

### Purpose

To work with Illinois colleges, universities, and other partners to improve preparation of teachers and principals and increase the recruitment of diverse teacher candidates to meet the needs of low performing and high need schools. Focus will be on development of programs which enhance content knowledge to address the common core standards and reading, develop selection criteria, partner with public school districts, and recruit diverse candidates into

these programs. Support will also be available to support preparation of principals to meet new requirements with a focus on full time, extended year-long internships.

### Reimbursement/Distribution Method

Through the University of Chicago, The Chicago Community Trust will provide \$1 million of matching private support to this initiative with the intention of growing the program over the next five years. Dollars appropriated will be used to leverage that support.

### Population and Service Levels

Service level data are not available.

# Teacher Certificate Fee Revolving Fund

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$1,399,000	\$1,600,000	\$1,600,000	\$3,700,000	<b>\$3,700,000</b>
Change from Prior Year	\$0	\$201,000	\$0	\$2,100,000	<b>\$0</b>
	0.00%	14.37%	0.00%	131.25%	<b>0.00%</b>

### 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 (SAMS #016) 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, the Educator Certification System and the Illinois Administrator Academy

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

### Population and Service Levels

Approximately 80,000 applications for teaching, administrative and school service personnel certificates, endorsements and approvals are processed annually. The following table displays service-level information:

	FY10	FY11 (est)
Certificates issued by evaluation	33,400	34,000
Certificates issued by entitlement	16,155	16,500
Letters of deficiency issued	18,884	14,000
Certificates exchanged	0	0

# Temporary Relocation Assistance Revolving Loan Fund

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$1,400,000	\$1,400,000	\$2,000,000	\$1,400,000	<b>\$1,400,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$600,000 42.86%	(\$600,000) (30.00%)	<b>\$0</b> <b>0.00%</b>

### 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, mine subsidence, 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
Gillespie CUSD #7	FY10, FY11	\$242,550	\$505,353	\$747,903	736

# Title I – Advanced Placement

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	<b>\$3,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$1,000,00</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>50.00%</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12**
Grant Award	\$945,454	\$1,215,842	\$1,215,842	\$1,524,310	TBD
Change from	\$56,354	\$270,388	\$0	\$308,468	TBD
Prior Year	6.34%	28.60%	0.00%	25.37%	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, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*TBD (to be determined) as the grant award will not be received until March 2012.*

### 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.

### Reimbursement/Distribution Method

Advanced Placement Test Fee Program reimbursement funds are provided to the

Participation is open to all Illinois high schools. The number of reimbursed student exam fees for the May 2010 exam administration surpassed 26,000.

# Title I – Basic, Part A

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$627,075,000	\$645,000,000	\$710,000,000	\$710,000,000	\$710,000,000
Change from Prior Year	\$12,675,000 2.06%	\$17,925,000 2.89%	\$65,000,000 10.08%	\$0 0.00%	\$0 0.00%

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12**
Grant Award	\$593,136,349	\$593,810,555	\$635,103,455	\$613,254,546	TBD
Change from Prior Year	\$53,526,776 9.02%	\$674,206 0.11%	\$41,292,900 6.50%	(\$21,848,909) (3.44%)	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 2012 amounts are TBD (to be determined).*

### Program Goal

To 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 the No Child Left Behind Act, 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 10 (or two percent of their school-age population) are eligible to receive direct assistance.

The following table displays service-level information:

	FY09	FY10 (est)
Number of Title I districts	875	875
Number of Title I schools	2,511	2,500
Students receiving targeted and school wide reading instruction	621,627	621,000
Students receiving targeted and school wide mathematics instruction	467,290	468,000
Number of full-time teachers hired	6,483	6,400

# Title I – Basic, Part A - ARRA

Legislative Reference – PL 107-110; The American Recovery and Reinvestment Act of 2009 – PL 111-05  
Funding Source – Federal (CFDA 84.389A)

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$0	\$148,074,400	\$420,263,500	\$420,263,500	<b>\$256,924,200</b>
Change from	\$0	\$148,074,400	\$272,189,100	\$0	<b>(\$163,339,300)</b>
Prior Year	0.00%	n/a	183.82%	0.00%	<b>(38.87%)</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12
Grant Award	\$0	\$420,263,561	\$0	\$0	\$0
Change from	\$0	\$420,263,561	(\$420,263,561)	\$0	\$0
Prior Year	0.00%	n/a	(100.00%)	0.00%	0.00%

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

### Program Goal

To provide additional Title I grant funds to eligible school districts for support of programs for students at risk of academic failure. The additional resources will enable districts to serve more students and increase the quality of the services provided.

up to 20 percent of the funding may be used to cover expenditures related to providing School Choice and Supplemental Educational Services.

### Reimbursement/Distribution Method

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

### Purpose

To provide additional 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,

### Population and Service Levels

The information below shows the ARRA Title I - Basic, Part A – grant award allocation at the state level:

- 96% ARRA Title I Basic Grants
- 4% School Improvement Grants

There are 735 local educational agencies eligible for Title I ARRA funds. These funds may be applied for and expended during fiscal years 2009, 2010 and 2011.

# Title I – Education of Migratory Children, Part C

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$3,000,000	\$4,000,000	\$4,000,000	\$4,000,000	<b>\$4,000,000</b>
Change from	\$0	\$1,000,000	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	33.33%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12**
Grant Award	\$1,965,908	\$1,885,064	\$1,936,131	\$1,984,328	TBD
Change from	\$45,626	(\$80,844)	\$51,067	\$48,197	TBD
Prior Year	2.38%	(4.11%)	2.71%	2.49%	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, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2012 amounts are preliminary grant awards.*

### Program Goal

To improve the performance of migrant students as measured by standardized tests and academic progress assessments.

### Purpose

To develop and provide supplemental educational services to migrant children, through the age of 21, who have not graduated from high school or received their General Education Development Certificate. This program provides interventions that are appropriate for at-risk migrant students in order to increase the percentage of these students meeting the Illinois Learning Standards with an emphasis on reading 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 Illinois 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 (MEP) serves educationally disadvantaged children of seasonal and migratory farm workers. In fiscal year 2010, about 1,919 migrant children and youth qualified for services. Almost all of these were Hispanic, and many were English language learners. They came to Illinois from Texas, Florida, Mexico and other areas. Migrant families are highly mobile and often do not remain in one school district for the entire school year.

Eleven summer-term programs and nine fall or regular-term programs operated by school districts, not-for-profit organizations,

a community college and Regional Offices of Education provided recruiting and 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.

Migrant children are eligible for program services for 36 months after their last qualifying move, even after their parents decide to settle and they no longer migrate between states to seek employment. The following table displays service-level information:

	FY09	FY10 (est)
Students Summer Program*	907	811
Students Regular Year*	394	417
Number of funded entities	15	15

\*These numbers reflect only migrant children served with MEP 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 2009-2010 school year, the following entities received funding under this program:

- Beardstown Community Unit School District 15
- Community Health Partnership of Illinois
- Hoopston Area Community Unit School District 11
- Illinois Migrant Council
- Kankakee School District 111
- Ludlow Community Consolidated School District 142
- Mendota Community Consolidated School District 289
- Parkland College District 505
- Princeville Community Unit School District 326
- Rantoul Township High School District 193
- Thomasboro Community Consolidated School District 130
- Urbana School District 116
- Alexander/Johnson/Massac/Pulaski/Union Regional Office of Education
- Champaign/Ford 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

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$6,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000
Change from Prior Year	(\$4,000,000) (40.00%)	(\$2,000,000) (33.33%)	\$0 0.00%	\$0 0.00%	\$0 0.00%

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12**
Grant Award	\$3,479,163	\$2,462,307	\$2,582,905	\$2,511,754	TBD
Change from Prior Year	(\$351,457) (9.17%)	(\$1,016,856) (29.23%)	\$120,598 4.66%	(\$71,151) (2.75%)	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, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2012 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 through seven and families with adults who are eligible for adult basic education. The following table displays service-level information:

	FY09	FY 10
Projects	17	17
Families	501	643
Adults (parents)	519	666
Children (students)	750	889

# Title I –Migratory Incentive, Part C

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$375,000	\$300,000	\$300,000	\$300,000	<b>\$300,000</b>
Change from	\$110,000	(\$75,000)	\$0	\$0	<b>\$0</b>
Prior Year	41.51%	(20.00%)	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12**
Grant Award	\$86,580	\$73,321	\$76,923	\$66,666	TBD
Change from	(\$43)	(\$13,259)	\$3,602	(\$10,257)	TBD
Prior Year	(0.05%)	(15.31%)	4.91%	(13.33%)	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, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2012 amounts are TBD (to be determined).*

### Program Goal

To provide incentive grants to state educational agencies 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 including *Mathematics Achievement and Success Through Engagement in Resources for Migrant*

Students (*MASTERS*) and *Solutions for Out of School Youth (SOSY)*. State fiscal year 2011 funding was the first year of two-year competitive grants awarded to state consortiums.

### Population and Service Levels

*MASTERS* 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.

*SOSY* supports the provision of services based on scientifically-based research to improve the educational attainment of underserved migrant out-of-school youth. The project utilizes innovative technology and gives partner states access to a clearinghouse of educational materials and resources to build capacity to identify and serve out-of-school migrant youth.

# Title I – Neglected and Delinquent, Part D

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$2,000,000	\$1,700,000	\$1,700,000	\$1,700,000	<b>\$1,700,000</b>
Change from Prior Year	(\$1,000,000) (33.33%)	(\$300,000) (15.00%)	\$0 0.00%	\$0 0.00%	<b>\$0</b> <b>0.00%</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12**
Grant Award	\$1,283,096	\$970,422	\$993,326	\$1,193,188	TBD
Change from Prior Year	(\$105,204) (8.20%)	(\$312,674) (24.37%)	\$22,904 2.36%	\$119,862 20.12%	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, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2012 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 youth 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 Illinois 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 1,476 youth who reside in the eight Illinois Youth Centers and seven Correctional Centers.

# Title I – School Improvement

*Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.377A)*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$0	\$20,000,000	\$30,000,000	\$30,000,000	<b>\$30,000,000</b>
Change from	\$0	\$20,000,000	\$10,000,000	\$0	<b>\$0</b>
Prior Year	0.00%	n/a	50.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11**	FY12**
Grant Award	\$5,669,746	\$19,201,628	\$24,133,931	TBD	TBD
Change from	\$5,669,746	\$13,531,882	\$4,932,303	TBD	TBD
Prior Year	100.00%	238.67%	25.69%	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, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2011 and 2012 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 best practice to improve student achievement and move the school toward making adequate yearly progress and out of improvement status.

### Purpose

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

### Population and Service Levels

The information below shows the Title I - School Improvement grant award allocation at the state level based on the NCLB Act.

#### *Grant Award*

95% Grants  
5% Administration

### Reimbursement/Distribution Method

Funds are distributed through a grant process to regional service providers that work with eligible schools to implement

In fiscal year 2011 there are 498 schools in corrective action or restructuring status and an additional 420 schools in Choice and Supplemental Service status.

# Title I – School Improvement - ARRA

*Legislative Reference – PL 107-110; The American Recovery and Reinvestment Act of 2009 – PL 111-05  
Funding Source – Federal (CFDA 84.388A)*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$0	\$62,000,000	\$124,201,000	\$124,201,000	<b>\$124,201,000</b>
Change from Prior Year	\$0 0.00%	\$62,000,000 100.00%	\$62,201,000 100.32%	\$0 0.00%	<b>\$0 0.00%</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12
Grant Award	\$0	\$124,200,955	\$0	\$0	\$0
Change from Prior Year	\$0 0.00%	\$124,200,955 n/a	(\$124,200,955) (100.00%)	\$0 0.00%	\$0 0.00%

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

### 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 districts for intensive assistance to schools identified as in need of improvement under section 1116 of the No Child Left Behind (NCLB) reauthorization.

### Population and Service Levels

The information below shows the ARRA Title I - School Improvement grant award allocation at the state level based on the NCLB Act.

#### *Grant Award*

- 95% Grants
- 5% Administration

### Reimbursement/Distribution Method

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

In fiscal year 2009 there were 420 schools in corrective action or restructuring status and an additional 301 schools in Choice and Supplemental Service status.

# Title I – Striving Readers

*Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.371A)*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12
Appropriation	\$0	\$0	\$727,359	\$1,500,000	<b>\$49,500,000</b>
Change from	\$0	\$0	\$727,359	\$772,641	<b>\$48,000,000</b>
Prior Year	0.00%	0.00%	n/a	106.23%	<b>3,200.00%</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12**
Grant Award	\$0	\$0	\$727,359	\$1,044,261	TBD
Change from	\$0	\$0	\$727,359	\$316,902	TBD
Prior Year	0.00%	0.00%	n/a	43.57%	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, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2012 amounts are TBD (to be determined).*

### Program Goal

To implement a Striving Readers project that includes an intensive, supplemental intervention for struggling readers and an independent evaluation of the impact of this intervention.

### Purpose

Scientifically-based research instructional methods and design will be implemental to measure the success of the instructional methods used to improve students' reading skills.

### Reimbursement/Distribution Method

Six high schools in four Illinois districts will participate in the Striving Readers Project.

Additional funds support the services of the external evaluator.

### Population and Service Levels

Four districts serving six high schools have been selected to participate in the intervention and the research study.

The following table displays service-level information:

	FY11	FY12
Districts	4	4
Schools	6	6
Teachers	6	6
Students	750	750

# Title I – Striving Readers Comprehensive Literacy Plan Grant

*Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.371B)*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$0	\$0	\$0	\$500,000	<b>\$500,000</b>
Change from Prior Year	\$0	\$0	\$0	\$500,000	<b>\$0</b>
	0.00%	0.00%	0.00%	n/a	<b>0.00%</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12**
Grant Award	\$0	\$0	\$0	\$302,049	TBD
Change from Prior Year	\$0	\$0	\$0	\$302,049	TBD
	0.00%	0.00%	0.00%	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, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2012 amounts are TBD (to be determined).*

### Program Goal

To write a state Comprehensive Literacy Plan for children ages birth to grade 12 for submission to the United States Department of Education.

### Purpose

Establish a State Literacy Team with varied stakeholder representation to produce, refine and update a Comprehensive Literacy Plan.

### Reimbursement/Distribution Method

All formula grant funds for the Comprehensive Literacy Plan will be used for administrative purposes.

### Population and Service Levels

All students, teachers and schools in Illinois will be served by the creation of a Comprehensive Literacy Plan.

# Title II - Enhancing Education through Technology

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$20,000,000	\$20,000,000	\$20,000,000	\$20,000,000	<b>\$20,000,000</b>
Change from Prior Year	(\$10,000,000) (33.33%)	\$0 0.00%	\$0 0.00%	\$0 0.00%	<b>\$0</b> <b>0.00%</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12**
Grant Award	\$12,020,637	\$10,174,097	\$10,796,398	\$3,945,919	TBD
Change from Prior Year	\$1,014,983 9.22%	(\$1,846,540) (15.36%)	\$622,301 6.12%	(\$6,850,479) (63.45%)	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 2012 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.

### Grant Award

- 95% LEA Grants:
  - 100% Competitive to LEAs
- 5% SEA Activities:
  - 40% SEA Activities
  - 60% Grant Administration

### 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).

Recipients of competitive grants must use at least 25 percent of funds to provide quality professional development for school staff.

### Population and Service Levels

#### Competitive Grant:

In June 2009, a request for proposals (RFP) was issued for competitive grants under this program. The competitive grants were awarded for a three-year period. The applications were required to be consistent with the statewide plan and provide children enrolled in private schools, as well as their teachers and other educational personnel, with an opportunity to participate in the program. There are currently 17 funded programs in Illinois.

### 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:

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.

# Title II - Enhancing Education through Technology ARRA

*Legislative Reference – 107-110. The American Recovery and Reinvestment Act of 2009 – PL 111-05  
Funding Source – Federal (CFDA 84.386A)*

## Appropriation History

ARRA	FY08	FY09	FY10	FY11	FY12
Appropriation	\$0	\$0	\$26,497,894	\$26,523,200	<b>\$18,566,200</b>
Change from	\$0	\$0	\$26,497,894	\$25,3060	<b>(\$7,957,000)</b>
Prior Year	0.00%	0.00%	n/a	0.10%	<b>(30.00%)</b>

## Federal Grant Award\*

ARRA	FY08	FY09	FY10	FY11	FY12
Grant Award	\$0	\$26,497,894	\$0	\$0	<b>\$0</b>
Change from	\$0	\$26,497,894	(\$26,497,894)	\$0	<b>\$0</b>
Prior Year	0.00%	n/a	(100.00%)	0.00%	<b>0.00%</b>

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

### Program Goal

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

### Grant Award

- 95% LEA Grants:
  - 100% Competitive to LEAs
- 5% SEA Activities:
  - 40% SEA Activities
  - 60% Grant Administration

### 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).

Recipients of grants must use at least 25 percent of funds to provide professional development.

### Population and Service Levels

In November 2009, a request for proposals was issued for competitive grants under this program. 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.

### Reimbursement/Distribution Method

The American Recovery and Reinvestment Act (ARRA) Title II - Enhancing Education through Technology grant award allocation is as follows:

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, 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.

# Title II – Mathematics and Science Partnership Program

*Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.366B)*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$9,000,000	\$9,000,000	\$15,000,000	\$12,000,000	<b>\$12,000,000</b>
Change from	\$0	\$0	\$6,000,000	(\$3,000,000)	<b>\$0</b>
Prior Year	0.00%	0.00%	66.67%	(20.00%)	<b>0.00%</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12**
Grant Award	\$7,119,671	\$6,250,212	\$6,574,300	\$6,513,736	TBD
Change from	\$662,113	(\$869,459)	\$324,080	(\$60,564)	TBD
Prior Year	10.25%	(12.21%)	5.18%	(0.92%)	TBD

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

*\*\*State fiscal year 2012 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 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 not-for-profit or for-profit organizations concerned with mathematics and science education.

The following table displays service-level information:

	FY11	FY12 (est)
Partnerships	39	45
Teacher Participants	2,500	3,225

# Title II – Teacher/Principal Training

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$135,000,000	\$135,000,000	\$135,000,000	\$135,000,000	<b>\$157,000,000</b>
Change from Prior Year	\$170,000 0.13%	\$0 0.00%	\$0 0.00%	\$0 0.00%	<b>\$22,000,000</b> <b>16.30%</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12**
Grant Award	\$114,978,370	\$114,622,074	\$115,492,459	\$115,368,939	TBD
Change from Prior Year	\$1,667,872 1.47%	(\$356,296) (0.31%)	\$870,385 0.76%	(\$123,520) (0.11%)	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, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2012 amounts are TBD (to be determined).*

### Program Goal

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

### Purpose

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

### Reimbursement/Distribution Method

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

#### *Grant Award*

- 1% Illinois Board of Higher Education (IBHE)/Illinois State Board of Education Administration
- 99% 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 2011 an estimated 880 projects will be reviewed, approved and processed.

# Title III - English Language Acquisition

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$40,000,000	\$40,000,000	\$40,000,000	\$40,000,000	<b>\$40,000,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12**
Grant Award	\$27,485,045	\$27,696,340	\$31,053,511	\$30,536,177	TBD
Change from Prior Year	(\$1,351,405)	\$211,295	\$3,357,171	(\$517,334)	TBD
	(4.69%)	0.77%	12.12%	(1.67%)	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, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2012 amounts are TBD (to be determined).*

### Program Goal

To implement high-quality programs for Limited-English-Proficient (LEP) 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 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 2011, the final per capita allocation is \$195.

### *IEP Grants*

Eligible applicants are school districts that have met all of the following conditions: (1) report immigrant student enrollments to Illinois State Board of Education 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 2011, a total of 27,957 immigrant students were identified (excluding Chicago, a district that normally reports about 15,000 immigrant students annually). Of this number, 7,423 enrolled in eligible school districts that had a minimum of 10 students and showed a significant increase. Of the eligible districts, 34 out of 78 (43.5 percent) districts serving 1,433 IEP students applied

for the funds to provide services. The final per capita allocation is \$400.

### **Population and Service Levels**

The Annual Student Report (ASR) indicates Chicago Public Schools enroll approximately 33 percent of the LEP students in the state. The remaining 67 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:

	<b>FY11</b>	<b>FY12 (est.)</b>
Chicago students	56,935	58,073
Downstate students	115,597	117,909
<b>Total</b>	<b>172,532*</b>	<b>175,982</b>

\*This number is based on ELLs reported on the Student Information System.

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:

	<b>FY11</b>	<b>FY12 (est.)</b>
IEP Students Identified	27,957	27,957*
IEP Students Eligible	7,423	7,423
IEP Students Served	1,433	4,850

\*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

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$15,000,000	\$15,000,000	\$15,000,000	\$15,000,000	\$15,000,000
Change from Prior Year	(\$5,000,000) (25.00%)	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12**
Grant Award	\$11,043,460	\$9,347,816	\$9,347,816	\$0	TBD
Change from Prior Year	\$0 0.00%	(\$1,695,644) (15.34%)	\$0 0.00%	(\$9,347,816) (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, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2012 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% State Education Agencies 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.

Funding for fiscal year 2011 is no longer available. The funds will be available only through carryover money from fiscal year 2010.

### Population and Service Levels

In fiscal year 2011, 441 local education agencies and private, nonprofit elementary and secondary schools will use their carryover funds in the total amount of 1,776,922.00.

# Title IV – 21<sup>st</sup> Century Communities Learning Centers

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$45,000,000	\$55,000,000	\$55,000,000	\$55,000,000	<b>\$60,500,000</b>
Change from Prior Year	\$0 0.00%	\$10,000,000 22.22%	\$0 0.00%	\$0 0.00%	<b>\$5,500,000</b> <b>10.00%</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12**
Grant Award	\$40,166,693	\$48,340,920	\$43,572,569	\$47,178,849	TBD
Change from Prior Year	\$348,144 0.87%	\$8,174,227 20.35%	(\$4,768,351) (9.86%)	\$3,606,280 8.28%	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, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2012 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 - 21<sup>st</sup> 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:

	FY10	FY11 (est)
Programs	130	129
Schools	382	370

# Title V – Charter Schools

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$2,500,000	\$6,000,000	\$9,000,000	\$9,000,000	<b>\$9,000,000</b>
Change from	\$0	\$3,500,000	\$3,000,000	\$0	<b>\$0</b>
Prior Year	0.00%	140.00%	50.00%	0.00%	<b>0.00%</b>

## Federal Grant Award

	FY08	FY09	FY10	FY11*	FY12**
Grant Award	\$3,704,709	\$3,461,999	\$3,981,595	\$0	TBD
Change from	\$0	(\$242,710)	\$519,596	(\$3,981,595)	TBD
Prior Year	n/a	(7.01%)	15.00%	(100.00%)	TBD

\*Illinois did not receive an award.

\*\*State fiscal year 2012 amounts are TBD (to be determined).

## Program Goal

To provide funding via federal Public Charter Schools Program grants to eligible applicants to increase the number of high-quality charter schools in Illinois.

## Purpose

To offer students, parents, teachers and other responsible parties increased educational opportunities in the form of innovative and accountable public schools that are 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 pre-charter planning, program design, 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.

## Reimbursement/Distribution Method

Competitive grant funds are distributed through a request for proposals process. *Pre-Charter Planning* grants go to not-for-profit charter school developers while *Program Design* and *Implementation* grants go to charter schools. Charters may receive planning and implementation grants in the same year.

## Population and Service Levels

The following table displays service-level information:

	FY10	FY11 (est)
Number of eligible charter schools	17	20
Number of charter school students	36,057	40,500
Number of applications in excess of available seats	n/a	n/a
Number of pre-charter planning grants	7	12
Number of program design grants	10	6
Number of implementation grants	7	14

# Title VI – Rural and Low Income School Programs

*Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.358B)*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$1,500,000	\$1,500,000	\$1,500,000	\$2,000,000	<b>\$2,000,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$500,000 33.33%	<b>\$0</b> <b>0.00%</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12**
Grant Award	\$819,909	\$733,638	\$940,745	\$1,390,201	TBD
Change from Prior Year	\$188,775 29.91%	(\$86,271) (10.52%)	\$207,107 28.23%	\$449,456 47.78%	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, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2012 amounts are TBD (to be determined).*

### Program Goal

To provide rural and low-income districts additional funds to improve student academic achievement.

- Activities authorized under Title III (Language Instruction for Limited English Proficient and Immigrant Students)
- School Improvement activities (districts that failed to make adequate yearly progress)

### 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)

### Reimbursement/Distribution Method

The U.S. Department of Education awards formula grants to State Education Agencies, 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 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:

	<b>FY10</b>	<b>FY11 (est)</b>
Eligible districts	29	40
Participating districts	29	40
Instructional expenditures	61%	60%
Improvement of instruction expenditures	8%	10%
Other expenditures	31%	30%

# Title X - Education for Homeless Children

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$3,250,000	\$3,250,000	\$3,250,000	\$3,500,000	<b>\$5,000,000</b>
Change from Prior Year	\$0	\$0	\$0	\$250,000	<b>\$1,500,000</b>
	0.00%	0.00%	0.00%	7.69%	<b>42.86%</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12**
Grant Award	\$2,841,103	\$2,536,192	\$2,384,225	\$2,696,886	TBD
Change from Prior Year	\$225,512	(\$304,911)	(\$151,967)	\$312,661	TBD
	8.62%	(10.73%)	(5.99%)	13.11%	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, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2012 amounts are TBD (to be determined).*

### Program Goal

To provide support and technical 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 Illinois State Board of Education. In fiscal year 2011, 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.

The following table displays service-level information:

	FY10	FY11 (est)
Pre K Children	1,746	2,267
K – 8 Children	21,835	28,386
9 – 12 Children	9,786	12,722

# Title X - Education for Homeless Children - ARRA

*Legislative Reference – PL 107-110; The American Recovery and Reinvestment Act of 2009  
Funding Source – Federal (CFDA 84.387A)*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$0	\$0	\$2,581,600	\$2,581,600	<b>\$645,400</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$2,581,600 n/a	\$0 0.00%	<b>(\$1,936,200)</b> <b>(75.00%)</b>

## Federal Grant Award\*

	FY08	FY09	FY10	FY11	FY12
Grant Award	\$0	\$2,581,569	\$0	\$0	\$0
Change from Prior Year	\$0 0.00%	\$2,581,569 n/a	(\$2,581,569) (100.00%)	\$0 0.00%	\$0 0.00%

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

### Program Goal

To provide support and technical 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

For the American Recovery and Reinvestment Act (ARRA) Homeless funds,

one-time formula grants are awarded to eligible district based on the number of homeless students identified in the Student Information System.

### Population and Service Levels

Eligible recipients for ARRA Homeless funds include school districts, Applicants eligible to Regional Offices of Education and public laboratory schools approved by the Illinois State Board of Education.

The following table displays service-level information:

	FY10
Districts Served	654
Students Served	21,523

# Transportation – Regular and Vocational

*Legislative Reference – 105 ILCS 5/29-5  
Funding Source - State*

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$317,500,000	\$339,500,000	\$351,100,000	\$212,533,300	<b>\$347,400,000</b>
Governor's Reserve	n/a	n/a	n/a	\$65,000,000	n/a
Original Appropriation	\$317,500,000	\$339,500,000	\$351,100,000	\$277,533,300	<b>\$347,400,000</b>
Change from Prior Year	\$31,382,000 10.97%	\$22,000,000 6.93%	\$11,600,000 3.42%	(\$138,566,700) (39.47%)	<b>\$134,866,700</b> <b>63.46%</b>

### 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 less 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 Illinois 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.

	FY10	FY11
Salaries/benefits	\$161,040,787	\$164,919,840
Purchased services	\$26,876,374	\$26,928,981
Contractual trans. services	\$238,825,336	\$245,202,894
Payments to other districts	\$9,759,317	\$9,616,463
Payments to Transit Carriers	\$1,585,516	\$1,128,491
Supplies	\$42,866,281	\$41,175,564
Other Expenses	\$2,226,657	\$2,708,090
Building & Maint (Ed Fund)	\$827,754	\$766,139
Building & Maint (O&M Fund)	\$4,352,666	\$3,994,090
Depreciation	\$43,015,464	\$44,719,033
Indirect costs (reimbursable)	\$13,241,741	\$13,488,930
Offsetting revenue	(\$17,322,797)	(\$16,881,095)
<b>Totals</b>	<b>\$527,295,096</b>	<b>\$537,767,420</b>

*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:

	<b>FY10</b>	<b>FY11</b>
Total claim amount	\$340,240,501	\$336,893,885
Chicago District 299	\$13,692,900	\$7,995,400
Downstate	\$326,547,601	\$328,898,485
Actual percent paid	100%	74%
Average number of regular students transported over 1.5 miles*	799,619	800,818
Average number of regular Students transported– hazardous conditions*	166,454	163,413
Total eligible pupils transported*	966,073	964,231
Vocational Education students transported *	17,749	17,461

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

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$353,400,000	\$383,300,000	\$429,700,000	\$422,185,200	<b>\$436,800,000</b>
Change from Prior Year	\$26,792,200 8.20%	\$29,900,000 8.46%	\$46,400,000 12.11%	(\$7,514,800) (1.75%)	<b>\$14,614,800 3.46%</b>

### 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 Illinois 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.

Below is the actual claim data transmitted by local education agencies, excluding Chicago District 299:

	FY10	FY11
Salaries/benefits	\$72,368,037	\$74,361,511
Purchased services	\$19,874,116	\$21,730,903
Contractual trans. services	\$211,305,782	\$220,234,209
Payments to other districts	\$11,654,685	\$10,537,274
Payments to Transit Carriers	\$284,829	\$622,008
Supplies	\$17,936,218	\$17,646,938
Other Expenses	\$1,340,157	\$1,597,562
Building & Maint (Ed Fund)	\$351,365	\$284,847
Building & Maint (O&M Fund)	\$1,810,177	\$1,746,649
Depreciation	\$18,286,494	\$19,264,683
Indirect costs (reimbursable)	\$6,328,330	\$6,504,631
Offsetting revenue	(\$5,967,101)	(\$7,195,613)
<b>Totals</b>	<b>\$355,573,089</b>	<b>\$367,335,602</b>

*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:

	<b>FY10</b>	<b>FY11</b>
Total claim amount	\$416,376,371	\$425,813,387
Chicago District 299	\$131,917,900	\$131,917,900
Downstate	\$284,458,471	\$293,895,487
Actual percent paid	100%	100%
Students *	95,624	85,151

Downstate claim data does not include state audit adjustments.

\*Student data exclude Chicago District 299

# Truant Alternative and Optional Education

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

## Appropriation History

	FY08	FY09	FY10	FY11	FY12 Proposed
Appropriation	\$20,078,100	\$20,078,100	\$18,070,300	\$14,059,000	<b>\$14,059,000</b>
Change from Prior Year	\$2,000,000 11.06%	\$0 0.00%	(\$2,007,800) (10.00%)	(\$4,011,300) (22.20%)	<b>\$0</b> <b>0.00%</b>

### 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 through a competitive request for proposals process 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 following table displays service-level information:

Type of Students served	FY10	FY11 (est)
Chronic truants	6,924	6,000
Truants	60,228	40,000
High school dropouts	2,123	2,000
Potential dropouts	4,323	4,000
<b>Total served</b>	<b>73,598</b>	<b>52,000</b>

