

# Illinois State Board of Education

Fiscal Year 2013  
Proposed Budget



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**Gery J. Chico**  
Chairman

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



# Illinois State Board of Education

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

Gery J. Chico  
Chairman

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

February, 2012

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 (ISBE) respectfully submits its fiscal year 2013 budget recommendation. Last year, Illinois lawmakers enacted landmark legislation for education reform. As a next step, we ask that you continue to support reform by making additional investments in education funding. We face substantial fiscal challenges; however, providing educational opportunity today secures a stronger economy for Illinois' tomorrow. Building a solid academic infrastructure to benefit families and support Illinois' youngest citizens will strengthen our ability to attract corporate investment in our state.

In preparing this budget, the Board was ever-mindful of its commitment to develop young minds through teaching and learning in Illinois. Earlier this fiscal year, in communities across Illinois, the State Board of Education held a series of five public budget hearings. Participants brought forth their proposals and were asked to align them with the Board's goals:

1. Every student will demonstrate academic achievement and be prepared for success after high school.
2. Every student will be supported by highly prepared and effective teachers and school leaders
3. Every school will offer a safe and healthy learning environment for all students.

It is clear to the Board, from the statewide feedback members received; the most important strategy is to use available resources to positively impact the most students with the greatest efficiency. The Board recommends a budget for fiscal year 2013 that increases General Revenue Fund support by \$265.2 million (3.9%). Nearly 76 percent of this proposed increase is for additional funding for General State Aid (GSA). We believe that school districts should be given the flexibility to decide how best to utilize funds for the greatest impact in local communities.

The Illinois State Board of Education proposes to increase funding for GSA by \$201.3 million (11.6%) and the Mandated Categorical programs by \$4.2 million (0.3%). As in recent years, funding for these programs represents nearly 92 percent of the ISBE General Revenue Fund budget proposal.

Targeted investments can result in substantial improvements in educational attainment. Without effective teachers and school leaders, reform efforts will not be able to succeed. In order to support these reforms the Board is recommending a \$5 million increase in funding for Educator Quality and Support. The English Language Learner population continues its rapid growth and an additional investment of \$7 million is being recommended for Bilingual Education.

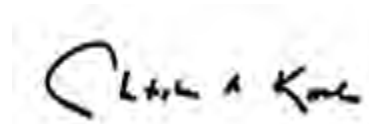
The earliest years of life are critical to developing young minds. The State of Illinois has long been known as a national leader in early childhood education and after several reductions in this area in previous budgets, the time is now to reaffirm our commitment to the state's youngest learners. The Illinois State Board of Education recommends a \$19.9 million increase in funding for Early Childhood Education.

We appreciate your continued support of education in Illinois. It is clear the fiscal challenges are daunting, but those entrusted with taxpayer dollars can invest in education knowing that it is an investment in our future. Well educated citizens will allow Illinois to flourish in the global economy. We join you in our shared commitment to serve school children across the state. The Illinois State Board of Education looks forward to working with you to maximize the impact of both state and Federal funding streams in the education of our children. Together we will continue to spend precious tax dollars wisely and improve the quality of education for all children in Illinois.

Sincerely,



Gery J. Chico, Chairman  
State Board of Education



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

ISBE embraces accountability and transparency in reporting. Our budget proposal is posted at [http://www.isbe.net/budget/FY13\\_budget\\_request.pdf](http://www.isbe.net/budget/FY13_budget_request.pdf).

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# Illinois State Board of Education

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# 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.

### **GOALS**

- 1.) Every student will demonstrate academic achievement and be prepared for success after high school.
- 2.) Every student will be supported by highly prepared and effective teachers and school leaders.
- 3.) Every school will offer a safe and healthy learning environment for all students.



# Illinois State Board of Education

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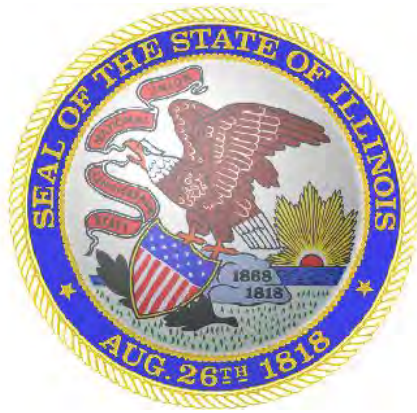
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Chairman

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

## Illinois State Board of Education announces FY 2013 Budget Hearings

DATE	DAY	LOCATION	TIME
October 19	Wednesday	<b>SPRINGFIELD</b> ISBE, Board Room 100 N. First Street, Springfield	4 - 6 pm
October 24	Monday	<b>EDWARDSVILLE</b> Jon Davis Wrestling Center 6168 Center Grove Road, Edwardsville Across the street from Edwardsville high school	3 - 5 pm
October 27	Thursday	<b>CHAMPAIGN</b> Robeson Pavilion Room A & B, Champaign Public Library, 200 W. Green Street, Champaign	3 - 5 pm
November 1	Tuesday	<b>WHEELING</b> Wheeling School Dist. 21, Admin Office 999 W. Dundee Rd., Wheeling	3 - 5 pm
November 29	Tuesday	<b>CHICAGO</b> James R. Thompson Center Rm. 16-503 100 W. Randolph, Chicago	3 - 6 pm

The Finance and Audit Committee FY 2013 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, Goals and Outcomes**

The General Assembly's passage of Senate Bill 2505 and subsequent signing by Governor Quinn on January 13, 2011, into Public Act 96-1496, improved the revenue outlook for Illinois. It is still anticipated, however, that fiscal year 2013 will be a difficult budget year for the state and for the Illinois State Board of Education (ISBE). Although improved from this time last year, the state's backlog of unpaid bills remains substantial. At the end of the first week of February, the backlog totaled more than \$3.9 billion with \$795 million representing payments due to ISBE for school districts and vendors. At the December 2011 State Board meeting, representatives from the Commission on Government Forecasting and Accountability indicated that any growth in revenue for the upcoming fiscal year will likely be used for pension contributions, rather than to expand programs. This has also been widely discussed in the media.

In making this request, the Board sought to balance the state's financial crisis with the need to fund education adequately to help ensure the state's economic recovery and long-term prosperity.

Decisions regarding programs and funding were based upon supporting the largest number of children in need with the greatest flexibility for districts. There was a focus on maintaining only a minimal number of new programs and mandates in order to conserve scarce resources and maintain focus. Since fiscal year 2009, ISBE has eliminated 34 programs which had previously been appropriated at \$245.7 million.

All remaining programs have demonstrated alignment with the strategic plan goals adopted by the State Board in August 2008:

- Every student will demonstrate **academic achievement** and be prepared for success after high school.
- Every student will be supported by **highly prepared and effective teachers** and school leaders.
- Every school will offer a **safe and healthy learning environment** for all students;

### **Budgeting for Results (BFR)**

Section 15 ILCS 20/50-25 of the Illinois Compiled Statutes requires that the Governor and each other constitutional officer of the executive branch in consultation with the appropriation committees of the General Assembly, prioritize outcomes that are most important for each State agency to achieve for the next fiscal year and set goals to accomplish those outcomes according to the priority of the result.

P.A. 96-1529, which was signed into law on February 16, 2011 further refined the requirements for what has become known as the Budgeting for Results (BFR) initiative. This Act required that, beginning with budgets prepared for fiscal year 2013, staff must adhere to a method of

budgeting where every priority must be justified each year according to merit rather than according to the amount appropriated for the preceding year.

The Governor's office refined the outcomes and identified seven results to be achieved for the state in the fiscal year 2013 budget for all agencies.

- 1) Quality Education and Opportunities for Growth and Learning for all Illinois Students**
- 2) Enhanced Economic Well-Being of Residents and Communities
- 3) Protection of Residents' Lives and Property
- 4) Protection of the Most Vulnerable of our Residents
- 5) Improve Access to and Cost Effectiveness of Healthcare
- 6) Improved Quality of Life of Residents
- 7) Improved Efficiency and Stability of State Government

Specific BFR goals were established for the first result focused on education. The results and underlying goals established for the fiscal year 2013 Budget for "Quality Education and Opportunities for Growth and Learning for all Illinois Students" are listed below:

- a. Increase percentage of children entering kindergarten fully ready.
- b. Implement Common Core Standards (including Language Arts and Math) for K-8 Students.
- c. Increase high school graduation rate and demonstrate academic achievement and preparations for success after high school for all students.
- d. Ensure access to educational opportunities for all developmentally disabled and at-risk students.
- e. Support every student with highly prepared and effective teachers and school leaders.
- f. Increase the number of Illinoisans with post-secondary certificates and bachelor degrees, especially minority graduates and STEM (science, technology, engineering, and math) graduates.

The fiscal year 2013 ISBE Budget Book provides service level detail for State Board-administered programs. The Board also publishes a number of other reports throughout the year in accordance with statutes that are intended to help Illinois residents and policy makers evaluate the effectiveness of education programs. ISBE looks forward to working with Illinois policy makers to continue to refine the BFR measures used to determine the most effective use of public funding to reach desired results.

### **Budget Methodology**

Each year, consistent with the desired goals, principles, priorities, results and outcomes, ISBE estimates the level of funding and resources needed by the agency. Most of the ISBE budget is devoted to General State Aid (GSA) and Mandated Categorical Programs (MCATs). They are received by virtually all districts in the state. In fiscal year 2013, these two elements continue to comprise nearly 92 percent of the proposed General Funds budget, as they have in recent years.

The fiscal year 2013 ISBE budget recommendation places the majority of the recommended funding increase in GSA. The \$201.3 million GSA increase being recommended represents

nearly 76 percent of the \$265.2 million increase in General Funds. Historically, funding GSA has been the Board's highest priority as it provides the most flexibility to districts.

Although a number of districts rely more on local resources than state funding, many districts have limited local wealth, and GSA represents at least half of their Operating Expense per Pupil (OEPP). Looking at school district results from the 2009-2010 academic year, the last year for which OEPP data is available, GSA funds at least half of the OEPP for 136 Illinois school districts (or one in six districts)

## **Budget at a Glance**

The current budget proposal reflects a total appropriation of \$10.0 billion. The General Funds portion of this request totals \$7.02 billion. This is a \$265.2 million (3.9%) increase compared to ISBE's fiscal year 2012 General Funds appropriation.

The fiscal year 2013 proposal includes:

- A \$201.3 million increase for GSA though at this level, proration of claims at the statutory \$6,119 GSA foundation level would continue at approximately 96 percent in fiscal year 2013 compared to 95 percent in fiscal year 2012;
- a \$4.2 million increase to MCATs, which would fully-fund all of the lines, except the Regular/Vocational Transportation line, for which level funding is being recommended;
- a \$19.9 million increase in Early Childhood Education;
- \$14.8 million in General Funds to allow for the payment of Regional Superintendents' and Assistant Regional Superintendents' salaries, as well as Regional Office of Education Services grants beginning July 1. Alternative funding sources are being explored in the Streamlining Illinois' Regional Offices of Education Commission, which was established by P.A. 97-619. Should the Commission's recommendations not be completed and implemented by the start of the fiscal year General Funds may be needed. (The Personal Property Replacement Tax (PPRT) Fund was used to fund these expenditures in fiscal year 2012);
- a \$7.0 million increase in Bilingual Education across the state;
- a \$5.8 million increase in Standards, Assessments and Accountability to assess the academic growth of additional students consistent with the parameters which are currently planned for inclusion in the ESEA waiver application and restore the Prairie State Achievement Exam (PSAE) Writing Assessment, which was not administered in either fiscal year 2011 or fiscal year 2012;
- a \$5.0 million increase in funding for Educator Quality and Support to increase the quality of teachers and school leaders in Illinois;
- a \$2.8 million increase in funding for district consolidation incentives and feasibility studies;
- limited increases in agency operations, totaling \$2.7 million to fund anticipated contractual requirements and travel requirements related to direct school interventions;
- a \$2.0 million increase in funding to expand work in individual schools identified as the lowest performing on state assessments; and,
- \$1.0 million for Homeless Education, which was last funded in fiscal year 2009.

## **General State Aid**

In fiscal year 2012, another \$232 million would have been needed to fully fund the statutorily-set \$6,119 foundation level. Rather than reducing the foundation level to \$5,953, which was the maximum that could be supported by fiscal year 2012 funding, the statutory level remained at

\$6,119 and GSA was prorated at 95 percent. It is currently estimated that fiscal year 2012 appropriations would need to be increased by \$404 million to fully fund a \$6,119 foundation level in fiscal year 2013. The Board is recommending \$201.3 million in additional funding for GSA in fiscal year 2013. Although this represents nearly 72 percent of the increased state funding being sought by the Board, it will still require a proration of 96 percent in fiscal year 2013. Should state policy makers choose to change the foundation level to reflect the funds available, the foundation level would need to be set at \$5,972.

### **Mandated Categorical Programs**

The proposed budget includes fully funding all MCATs for fiscal year 2013, except Regular/Vocational Transportation for which the Board is recommending level funding. ISBE is planning to work with stakeholders to develop possible revisions to the Regular/Vocational Transportation funding formula so that districts would be reimbursed based upon miles driven and number of pupils instead of a cost reimbursement. ISBE is gathering input from school districts and other possible changes to the formula are being considered. The Board is recommending that funding for MCAT Programs be increased by \$4.2 million (0.2%) from the \$1.781 billion available in fiscal year 2012. Calculations for the Special Ed line items are based upon actual data. Costs are incurred in one year, and then claims are filed and reimbursed in the following year. Increases in certain MCAT lines are being partially offset by reductions in others. Decreases in the Special Education - Personnel line are due to downstate claims trending down. Also, certain work assignments such as Art, Business Manager, and Bookkeepers are no longer claimable. Decreases in the Funding for Children Requiring Special Education Services line are due to declines in the Special Education students; the statewide child count has dropped in recent years.

### **Early Childhood**

For fiscal year 2013, ISBE is proposing \$345 million in funding for Early Childhood Education, which is a \$19.9 million (6.1%) increase over fiscal year 2012. Although this recommended funding is less than the peak fiscal year 2009 funding of \$380 million, it does restore some funding to this important targeted initiative.

### **Regional Superintendents and Assistant Superintendents**

Public Act 97-619 provided that the salaries for Regional Office of Education (ROE) Superintendents and Assistant Superintendents, as well as the ROE Services line be paid from the Personal Property Replacement Tax (PPRT) Fund and PA 97-620 provided appropriations from the fund for these purposes, but for fiscal year 2012 only. Thus, the ROE salaries and services budget lines' future funding status was left unclear.

PA 97-619 also established the Streamlining Illinois' Regional Offices of Education Commission to explore and examine all duties of ISBE, ROE's and Intermediate Service Centers (ISC's). The Commission will make recommendations as to which pre-K through 12 education duties and responsibilities should be provided regionally. The Commission is also to ensure that its funding recommendations include specifics as to the necessary funding to carry out identified responsibilities. Pending the Commission's report and any legislative action, the Board is seeking appropriations from General Funds to pay for ROE salary and services in fiscal year 2013. Under the Board's recommendation, in the event that the Committee's deliberations are not completed before the end of the spring 2012 legislative session, Regional Superintendents and Assistant Superintendents could continue to be paid in the beginning of fiscal year 2013.

The \$9.8 million being recommended for salaries is based on continuing fiscal year 2012 salary amounts being increased by the COLA provided for in (105 ILCS 5/3-2.5) fiscal year 2013.

### **Bilingual Education**

For fiscal year 2013, ISBE is proposing a \$7.0 million (11.0%) increase in Bilingual Education funding. Demographic trends continue to show a growing and shifting 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 served and an increase in the number of ELLs who will be eligible due to new exit criteria.

### **Standards and Assessments**

Funding for Standards and Assessments was reduced substantially between fiscal year 2011 and fiscal year 2012. The Assessment line was reduced by \$2.3 million (8.7%) and \$2.4 million provided for Growth Model in fiscal year 2011 was completely eliminated in fiscal year 2012.

Illinois is seeking a waiver from the federal No Child Left Behind legislation, which will allow Illinois to create its own accountability system. The success of this accountability system will be reliant upon sufficient funding for Assessments in fiscal year 2013. The Illinois waiver request was submitted in February 2012. Federal review of waiver applications has taken four months or more for other states.

For fiscal year 2013, the Board is recommending that funding be increased by \$5.8 million (24.2%) for Assessments to \$29.8 million. This funding would be used to assess the academic growth of additional students consistent with the parameters which are currently planned for inclusion in the waiver application. \$2.5 million of this funding would be used to restore the Prairie State Achievement Exam (PSAE) Writing Assessment, which was not administered in either fiscal year 2011 or fiscal year 2012.

### **Educator Quality and Support**

One of the cornerstones of the Board's reform agenda is improving the quality of teachers and leaders in Illinois schools. To that end, the Board is recommending funding increases for several initiatives in fiscal year 2013.

#### Performance Evaluations

Timely and effective evaluations of teachers are a critical element of the landmark education reforms enacted last year. For fiscal year 2012, ISBE did not receive an appropriation to support the work of the statutory Performance Evaluation Advisory Council (PEAC) and school districts' efforts to revamp teacher and principal performance evaluations which will include evidence of student growth in learning. The Board is recommending that \$200,000 be provided for this purpose in fiscal year 2013.

#### Principal Mentoring

This program provides new principals with individualized mentoring support needed to successfully transition into effective and successful educational leaders. Such programs have been demonstrated to produce a higher retention rate in Illinois schools. It is estimated that \$1.5 million could be used for this program in fiscal year 2013, but given anticipated funding restrictions, the Board is recommending \$900,000 for this purpose.

### Teacher Mentoring

A number of advocates testified as to the effectiveness of the New Teacher Induction and Mentoring Program at the budget hearings. This program assigns a mentor to each new teacher for a period of two years to develop skills and strategies necessary for instructional and leadership excellence. It is estimated that \$14.1 million could be used for this program in fiscal year 2013, but given anticipated funding restrictions, the Board is recommending that \$3.2 million be provided for this purpose.

### Teach for America—Minority Recruitment

Between fiscal year 2011 and fiscal year 2012, the State increased its contribution by \$1 million for Teach for America (TFA) to \$1.225 million. This increased contribution leveraged an additional \$1 million in private funding. With this funding, TFA – Chicago was able to place 70 new corps members of color in high-need classrooms in the Chicago region. The Board is recommending that \$750,000 in additional state funding be provided for this purpose in fiscal year 2013. Funding TFA at \$1.975 million in fiscal year 2013 would allow for TFA – Chicago to place additional new corps members of color in high-need classrooms in the Chicago region.

### **School Reform and Accountability**

#### Lowest Performing Schools

The Board is recommending \$3.0 million in funding for fiscal year 2013 to expand work in individual schools identified as the lowest performing on state assessments. This would triple the amount of funding to provide on-site leadership and support to schools most in need in fiscal year 2013.

#### **District Consolidation**

##### District Consolidation

Given current fiscal limitations, and administrative efficiencies which could create cost savings, consolidation is again being broadly discussed. Given the continued deliberations of the School District Realignment and Consolidation Commission (HB 1216), or Classrooms First Commission it is possible that additional state funding for feasibility studies and incentives will be required. The Board is recommending an increase of \$2.8 million for this purpose in fiscal year 2013. Of this increase \$1.4 million is already committed and needed for incentive payments payable to individual districts for specific consolidations that are currently underway.

#### **New Budget Line Items**

##### Advanced Placement Classes

In fiscal year 2011, ISBE received \$527,000 in state funding for Advanced Placement Classes. Funding for this purpose was eliminated for fiscal year 2012. For fiscal year 2013, the Board is recommending \$527,000 in funding for Advanced Placement to increase the number of low-income students benefiting from pre-Advanced and/or Advanced Placement courses.

##### Financial Oversight Panel (FOP) and Management Oversight

Given the continuing fiscal crisis, a number of districts beyond the lowest performing districts are struggling financially. This has created increased responsibilities for assisting districts with

financial management. ISBE staff has had to travel more often to more districts. The Board is recommending that \$150,000 in state funding be provided in fiscal year 2013 in a line called Financial Oversight Panel (FOP) and Management Oversight to meet these costs.

### Homeless Education

Although it is difficult to estimate the number of children eligible for Homeless Education services, advocates testified at the Budget Hearings that the number of homeless students has increased by 46 percent in the last three years to more than 42,000 students. In fiscal year 2009, the last time that ISBE received state funding, \$3.0 million was appropriated. In recent years there has been federal ARRA funding for homeless programs, but that funding has come to an end. For fiscal year 2013, the Board is recommending that \$1.0 million in state funding be provided for technical assistance and grants to districts for services to homeless children. Funds would be used to help districts identify homeless children and assist them in maintaining continuity in their education.

### **Agency Operations**

Between fiscal year 2010 and fiscal year 2011, ISBE's General Funds personal services and benefits budget was cut by 10 percent, and other administrative lines were reduced; overall, administrative funding was cut by eight percent between these two fiscal years. Then, between fiscal year 2011 and fiscal year 2012, the Agency's administrative budget was cut again by nearly 10 percent.

Labor costs will increase in fiscal year 2013. The contract for the Illinois Federation of State Office Educators (IFSOE), the union representing professional staff, requires that step increases averaging 3.7 percent be provided in fiscal year 2013. The current contract with American Federation of State, County and Municipal Employees (AFSCME), the union representing agency clerical and operations workers, expires at the end of fiscal year 2012 and negotiations are being planned.

Although funding for salary and benefit lines were not reduced in fiscal year 2012, contractual services was cut by \$2.1 million (31.3%), travel was reduced by \$166,300 (50%), and printing was reduced by \$23,800 (26.9%). Additional funding will be needed for these line items in fiscal year 2013.

The Board is recommending restoration of \$1.5 million of the \$2 million cut from the contractual services budget in fiscal year 2012. This restoration will enable ISBE to meet direct contractual services costs such as rent and utilities; fund needed enhancements to the Student Information System (SIS) and Illinois Report Card; purchase software needed to maintain and protect its network; and continue to pay for audits at Local Education Agencies (LEA's) of disbursements of American Recovery and Reinvestment Act (ARRA) State Fiscal Stabilization Funds (SFSF), which were deposited in GRF and paid by ISBE to districts through GSA and Early Childhood Block grants. Federal regulations require that state funding be used to audit these disbursements because ISBE was not given any of this funding for administrative purposes. The portion of the State Single Audit attributable to these funds will also need to be paid from General Funds. Similar audit costs will need to be budgeted from General Funds for Ed Jobs funding disbursed to LEA's, because, again, no funding was allocated for administrative purposes.

# Budget Highlights – Fiscal Year 2013 Request

## Proposed Fiscal Year 2013 Budget

<b>\$000s</b>	<b>FY12 At 01/31/2012</b>	<b>FY13 Request</b>	<b>\$ Change</b>	<b>% Change</b>
General Funds				
Appropriations	\$6,750,386.6	\$7,015,614.4	\$265,227.7	3.93%
Reappropriations	\$0.0	\$0.0	\$0.0	NA
Total General Funds	\$6,750,386.6	\$7,015,614.4	\$265,227.7	3.93%
Other State Funds	\$66,912.4	\$48,428.9	(\$18,483.5)	(27.62%)
Federal Funds	\$3,580,834.2	\$3,001,847.8	(\$578,986.4)	(16.17%)
<b>GRAND TOTAL</b>	<b>\$10,398,133.2</b>	<b>\$10,065,891.1</b>	<b>(\$332,242.1)</b>	<b>(3.20%)</b>

## General State Aid (GSA)

<b>\$000s</b>	<b>FY12 At 01/31/2012</b>	<b>FY13 Request</b>	<b>\$ Change</b>	<b>% Change</b>
GSA – Formula	\$2,361,036.1	\$2,410,954.7	\$49,917.9	2.11%
GSA – Poverty Grant	\$1,489,562.7	\$1,813,684.9	\$324,122.2	21.76%
PTCELL Adjustment	\$597,505.5	\$424,751.2	(\$172,753.8)	(28.91%)
<b>TOTAL</b>	<b>\$4,448,104.5</b>	<b>\$4,649,390.8</b>	<b>\$201,286.3</b>	<b>4.53%</b>

<b>Foundation Level</b> (actual \$)	<b>\$6,119</b> prorated at 95 %	<b>\$6,119</b> prorated at 96%	<b>\$0.0</b>	<b>0.00%</b>
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## Mandated Categoricals

<b>\$000s</b>	<b>FY12 At 01/31/2012</b>	<b>FY13 Request</b>	<b>\$ Change</b>	<b>% Change</b>
Illinois Free Lunch/Breakfast	\$26,300.0	\$37,200.0	\$10,900.0	41.44%
Orphanage Tuition	\$13,000.0	\$13,000.0	\$0.0	0.00%
Sp Ed – Children Requiring Sp Ed Services	\$343,375.7	\$314,196.1	(\$29,179.6)	(8.50%)
Sp Ed – Orphanage Tuition	\$101,700.0	\$111,000.0	\$9,300.0	9.14%
Sp Ed – Personnel Reimbursement	\$465,700.0	\$440,200.0	(\$25,500.0)	(5.48%)
Sp Ed – Private Tuition	\$177,743.7	\$213,800.0	\$36,056.3	20.29%
Sp Ed – Summer School	\$11,200.0	\$10,100.0	(\$1,100.0)	(9.82%)
Sp Ed – Transportation	\$436,800.0	\$440,500.0	\$3,700.0	0.85%
Transportation – Regular/Vocational	\$205,808.9	\$205,808.9	\$0.0	0.00%
<b>TOTAL</b>	<b>\$1,781,628.3</b>	<b>\$1,785,805.0</b>	<b>\$4,176.7</b>	<b>0.23%</b>

<b>Proration Levels</b>	<b>FY12 Budgeted</b>	<b>FY12 Actual</b>	<b>FY13 Proposed</b>
Illinois Free Lunch/Breakfast	100.0%	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	100.0%	100.0%	100.0%
Sp Ed – Private Tuition	100.0%	87.3%	100.0%
Sp Ed – Summer School	100.0%	100.0%	100.0%
Sp Ed – Transportation	100.0%	100.0%	100.0%
Transportation – Regular/Vocational	100.0%	74.0%	60.0%

### Early Childhood Education

<b>\$000s</b>	<b>FY12 At 01/31/2012</b>	<b>FY13 Request</b>	<b>\$ Change</b>	<b>% Change</b>
Early Childhood Education	\$325,123.5	\$345,000.0	\$19,876.5	6.11%

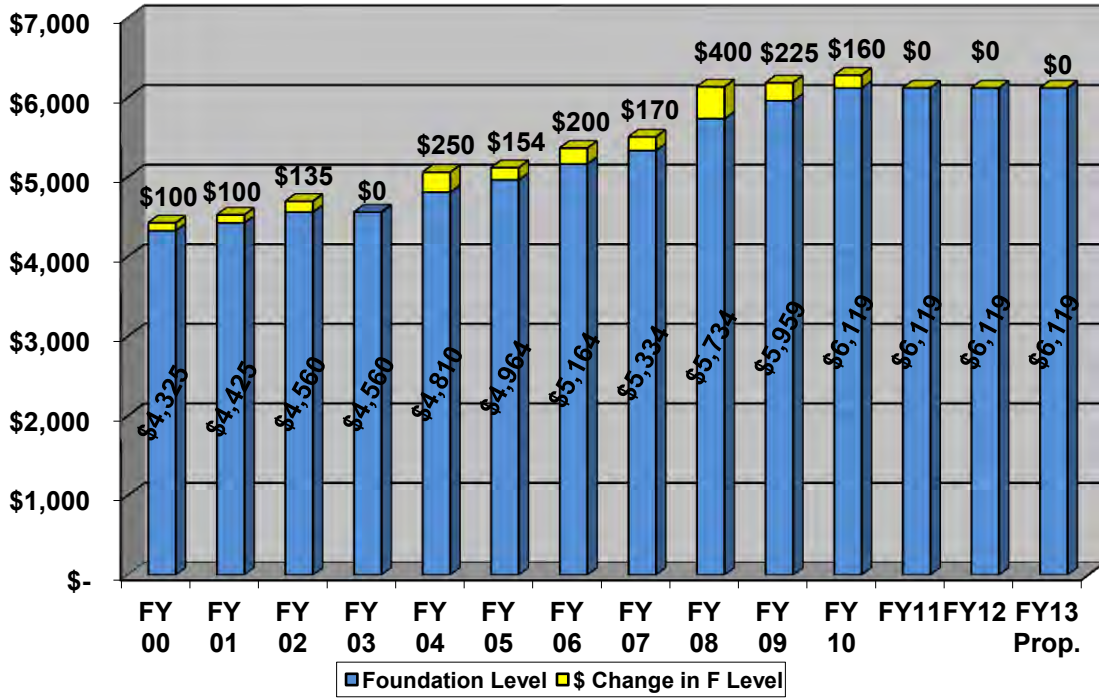
	<b>FY11 Actual</b>	<b>FY12 Estimated</b>	<b># Change</b>	<b>% Change</b>
Children Served	83,997	77,000	(6,997)	(8.33%)

### Other Programs

<b>\$000s</b>	<b>FY12 At 01/31/2012</b>	<b>FY13 Request</b>	<b>\$ Change</b>	<b>% Change</b>
Academic Improvement	\$429,866.8	\$457,270.3	\$27,403.5	6.37%
Educator Quality and Support	\$2,225.0	\$7,232.6	\$5,007.6	225.06%
Other Statewide District Categorical Assistance	\$1,800.0	\$4,750.0	\$2,950.0	163.89%
Regional Offices of Education	\$70.0	\$14,820.0	\$14,750.0	21,071.43%
School Reform and Accountability	\$5,662.8	\$8,000.0	\$2,337.2	42.28%
Special Education	\$6,507.8	\$6,619.9	\$112.1	1.72%
Standards and Assessments	\$26,000.0	\$31,800.0	\$5,800.0	22.31%
Student Health and Safety Initiatives	\$23,584.9	\$24,775.9	\$1,191.0	5.05%
Miscellaneous	\$2,722.6	\$222.6	(\$2,500.0)	(91.82%)

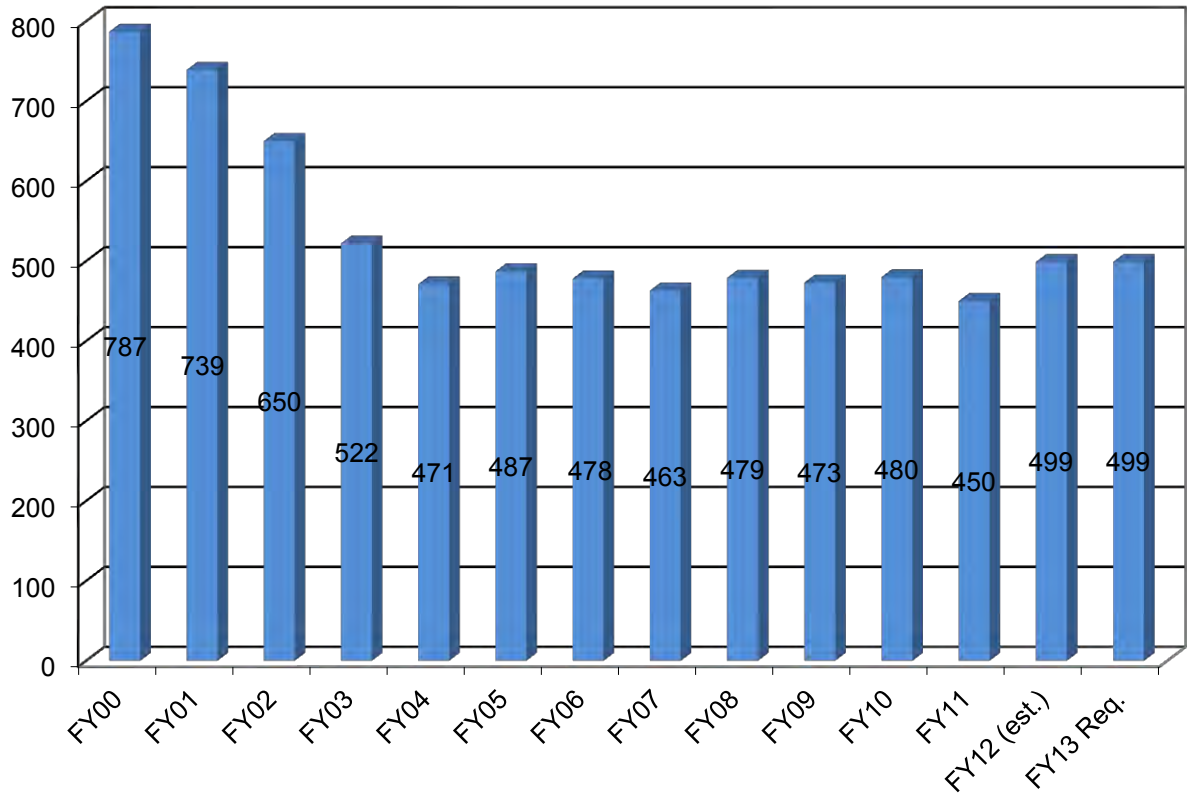
\*Total in Academic Improvement includes Early Childhood Education figures which are shown separately above.

General State Aid Foundation Level and Annual Dollar Change  
 In Foundation Levels  
 FY 00 – FY 13 Proposed



FY12 GSA prorated at 95%; Effective Foundation Level=\$5,953  
 FY13 Proposed GSA prorated at 96%; Effective Foundation Level= \$5,972

ISBE Headcount History  
(as of June 30)



**ILLINOIS STATE BOARD OF EDUCATION**  
**FY13 Board Budget Recommendation**

\$000s	FY12 At 01/2012	FY13 Request	FY13 Increase (Decrease)	
			\$	%
<b>GENERAL FUNDS</b>				
<b>GRANTS</b>				
<b><i>General State Aid</i></b>				
GSA Formula Grant	2,361,036.8	2,451,008.5	89,971.7	3.8%
GSA Poverty Grant	1,489,562.7	1,737,617.0	248,054.3	16.7%
PTELL Adjustment	597,505.0	460,765.3	(136,739.7)	(22.9%)
<b><i>Subtotal, General State Aid</i></b>	<b>4,448,104.5</b>	<b>4,649,390.8</b>	<b>201,286.3</b>	<b>4.5%</b>
<b><i>Mandated Categoricals</i></b>				
Personnel Reimbursement (Special Ed)	465,700.0	440,200.0	(25,500.0)	(5.5%)
Funding for Children Requiring Sp Ed Services	343,375.7	314,196.1	(29,179.6)	(8.5%)
Orphanage Tuition (Special Ed)	101,700.0	111,000.0	9,300.0	9.1%
Private Tuition (Special Ed)	177,743.7	213,800.0	36,056.3	20.3%
Summer School (Special Ed)	11,200.0	10,100.0	(1,100.0)	(9.8%)
Transportation (Special Ed)	436,800.0	440,500.0	3,700.0	0.9%
<b><i>Subtotal, Mandated Categoricals (Special Ed)</i></b>	<b>1,536,519.4</b>	<b>1,529,796.1</b>	<b>(6,723.3)</b>	<b>(0.4%)</b>
Illinois Free Lunch/Breakfast	26,300.0	37,200.0	10,900.0	41.4%
Orphanage Tuition	13,000.0	13,000.0	0.0	0.0%
Transportation - Regular/Vocational	205,808.9	205,808.9	0.0	0.0%
<b><i>Total, Mandated Categoricals</i></b>	<b>1,781,628.3</b>	<b>1,785,805.0</b>	<b>4,176.7</b>	<b>0.2%</b>
<b><i>Standards, Assessments and Accountability</i></b>				
Assessments	24,000.0	27,400.0	0.0	0.0%
Growth Model	0.0	2,400.0	2,400.0	NA
Learning Standards and Assessments Implementation	2,000.0	2,000.0	0.0	0.0%
<b><i>Subtotal, Standards, Assessments and Accountability</i></b>	<b>26,000.0</b>	<b>31,800.0</b>	<b>5,800.0</b>	<b>22.3%</b>
<b><i>Academic Improvement</i></b>				
Early Childhood Education	325,123.5	345,000.0	19,876.5	6.1%
Arts and Foreign Language	1,000.0	1,000.0	0.0	0.0%
Bilingual Education	63,381.2	70,381.2	7,000.0	11.0%
<b><i>College and Career Readiness</i></b>				
Advance Placement Classes	0.0	527.0	527.0	NA
Agricultural Education	1,800.0	1,800.0	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>\$40,362.1</b>	<b>\$40,889.1</b>	<b>527.0</b>	<b>1.3%</b>
<b><i>Subtotal, Academic Improvement</i></b>	<b>429,866.8</b>	<b>457,270.3</b>	<b>27,403.5</b>	<b>6.4%</b>

<b><u>School Reform and Accountability</u></b>				
Lowest Performing Schools	1,002.8	3,000.0	1,997.2	199.2%
Statewide System of Support	0.0	0.0	0.0	0.0%
Children's Mental Health Partnership	1,620.0	2,000.0	380.0	23.5%
State and District Technology Support	3,000.0	3,000.0	0.0	0.0%
<b>Subtotal, School Reform and Accountability</b>	<b>5,662.8</b>	<b>8,000.0</b>	<b>2,377.2</b>	<b>42.3%</b>
<b><u>Regional Offices of Education</u></b>				
Regional Offices of Education - Bus Driver Training	70.0	70.0	0.0	0.0%
Regional Offices of Education - Salaries	0.0	9,800.0	9,800.0	NA
Regional Offices of Education - School Services	0.0	4,950.0	4,950.0	NA
<b>Subtotal, Regional Offices of Education</b>	<b>70.0</b>	<b>14,820.0</b>	<b>14,750.0</b>	<b>21,071.4%</b>
<b><u>Special Education</u></b>				
Autism	100.0	100.0	0.0	0.0%
Blind and Dyslexic	816.6	894.0	77.4	9.5%
Community and Residential Services Authority	592.3	627.0	34.7	5.9%
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>6,507.8</b>	<b>6,619.8</b>	<b>112.1</b>	<b>1.7%</b>
<b><u>Educator Quality and Support</u></b>				
National Board Certification	1,000.0	1,000.0	0.0	0.0%
Performance Evaluations	0.0	200.0	200.0	NA
Principal Mentoring Program	0.0	900.0	900.0	NA
Teach for America – Minority Recruitment	1,225.0	1,975.0	750.0	61.2%
Teacher and Administrator Mentoring Programs	0.0	3,157.6	3,157.6	NA
<b>Subtotal, Educator Quality and Support</b>	<b>2,225.0</b>	<b>7,232.6</b>	<b>5,007.6</b>	<b>225.1%</b>
<b><u>Other Statewide District Categorical Assistance</u></b>				
District Consolidation Costs	1,800.0	4,600.0	2,800.0	155.6%
District Consolidation Costs	0.0	150.0	150.0	NA
<b>Subtotal, Other Statewide District Categorical Assistance</b>	<b>1,800.0</b>	<b>4,750.0</b>	<b>2,950.0</b>	<b>163.9%</b>
<b><u>Student Health and Safety Initiatives</u></b>				
Alternative Learning/Regional Safe Schools	9,341.9	9,341.9	0.0	0.0%
Homeless Education	0.0	1,000.0	1,000.0	NA
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>23,400.9</b>	<b>24,400.9</b>	<b>1,000.0</b>	<b>4.3%</b>
Educator Misconduct Investigations--Lump Sum	184.0	375.0	191.0	103.8%
<b>Subtotal, Student Health and Safety Initiatives</b>	<b>23,584.9</b>	<b>24,775.9</b>	<b>1,191.0</b>	<b>5.1%</b>
<b><u>Miscellaneous</u></b>				
After School Matters	2,500.0	0.0	(2,500.0)	(100.0%)
Tax Equivalent Grants	222.6	222.6	0.0	0.0%
<b>Subtotal, Miscellaneous</b>	<b>2,722.6</b>	<b>222.6</b>	<b>(2,500.0)</b>	<b>(94.7%)</b>
<b>TOTAL - GRANTS</b>	<b>6,728,132.7</b>	<b>6,990,687.1</b>	<b>262,554.4</b>	<b>3.9%</b>

<b>ADMINISTRATION --GENERAL FUNDS</b>				
Personal Services	16,036.3	16,629.6	593.3	3.7%
Retirement Pick-Up	191.8	198.9	7.1	3.7%
Retirement	0.0	200.0	200.0	NA
Social Security/Medicare	517.6	536.8	19.2	3.7%
<i>Subtotal</i>	<b>16,745.7</b>	<b>17,565.3</b>	<b>819.6</b>	<b>4.9%</b>
Contractual	4,500.0	6,000.0	1,500.0	33.3%
Travel	166.3	300.0	133.8	80.5%
Commodities	71.3	72.0	0.7	1.0%
Printing	64.7	65.0	0.3	0.5%
Equipment	132.2	250.0	117.8	89.1%
Telecommunications	450.0	450.0	0.0	0.0%
Operation of Automotive Equipment	23.8	25.0	1.2	5.0%
<i>Subtotal, Operations</i>	<b>22,154.0</b>	<b>24,727.3</b>	<b>2,573.4</b>	<b>11.6%</b>
Strategic Plan	100.0	200.0	100.0	100.0%
<i>Subtotal, Lump Sums</i>	<b>100.0</b>	<b>200.0</b>	<b>100.0</b>	<b>100.0%</b>
<b>TOTAL - ADMINISTRATION AND LUMP SUMS</b>	<b>22,254.0</b>	<b>24,927.3</b>	<b>2,673.4</b>	<b>12.0%</b>

<b>TOTAL - GENERAL FUNDS</b>	<b>6,750,386.6</b>	<b>7,015,614.4</b>	<b>265,227.7</b>	<b>3.9%</b>
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Re-appropriation	0.0	0.0	0.0	NA
<b>TOTAL - GENERAL FUNDS w/ Re-appropriations</b>	<b>6,750,386.6</b>	<b>7,015,614.4</b>	<b>265,227.7</b>	<b>3.9%</b>

<b>OTHER STATE FUNDS</b>				
<b>ADMINISTRATION--OTHER STATE FUNDS</b>				
Personal Services	164.9	0.0	(164.9)	(100.0%)
Retirement Pick-Up	0.0	0.0	0.0	N/A
Retirement	10.0	0.0	(10.0)	(100.0%)
Social Security/Medicare	6.3	0.0	(6.3)	(100.0%)
Group Insurance	41.2	0.0	(41.2)	(100.0%)
<i>Subtotal, Operations</i>	<b>222.4</b>	<b>0.0</b>	<b>(222.4)</b>	<b>(100.0%)</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	5,000.0	1,300.0	35.1%
Ordinary & Contingent Exp - School Infrastructure Fund	600.0	600.0	0.0	0.0%
<i>Subtotal, Lump Sums</i>	<b>13,524.1</b>	<b>14,824.1</b>	<b>1,300.0</b>	<b>9.6%</b>
<b>TOTAL - ADMINISTRATION</b>	<b>13,746.5</b>	<b>14,824.1</b>	<b>1,077.6</b>	<b>7.8%</b>

<b>GRANTS--OTHER STATE FUNDS</b>				
After School Rescue Fund	0.0	200.0	200.0	NA
Charter Schools Revolving Loan Fund	20.0	20.0	0.0	0.0%
Drivers Education Fund	24,229.6	17,500.0	(6,729.6)	(27.8%)
Personal Property Replacement Tax Fund	13,031.5	0.0	(13,031.5)	(100.0%)
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%
<b>Subtotal, Grants</b>	<b>53,165.9</b>	<b>33,604.8</b>	<b>(19,561.1)</b>	<b>(36.8%)</b>
<b>TOTAL – GRANTS</b>	<b>53,165.9</b>	<b>33,604.8</b>	<b>(19,561.1)</b>	<b>(36.8%)</b>
<b>TOTAL--OTHER STATE FUNDS - ISBE</b>	<b>66,912.4</b>	<b>48,428.9</b>	<b>(18,483.5)</b>	<b>(27.6%)</b>
<b>OTHER STATE FUNDS CHARTER SCHOOL COMMISSION</b>				
Charter School Commission Fund to Charter School Commission	300.0	500.0	200.0	66.7%
<b>FEDERAL FUNDS</b>				
<b>ADMINISTRATION</b>				
<b><u>Operations</u></b>				
Personal Services	16,775.7	17,375.7	620.0	3.7%
Retirement Pick-Up	105.5	109.4	3.9	3.7%
Retirement	6,825.0	7,507.5	682.5	10.0%
Social Security/Medicare	1,179.0	1,222.6	43.6	3.7%
Group Insurance	4,510.9	5,052.2	541.3	12.0%
<b>Subtotal</b>	<b>29,376.1</b>	<b>31,267.4</b>	<b>1,891.3</b>	<b>6.4%</b>
Contractual	24,310.0	25,525.5	1,215.5	5.0%
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	677.6	61.6	10.0%
Telecommunications	459.0	459.0	0.0	0.0%
<b>Subtotal, Operations</b>	<b>57,699.1</b>	<b>60,867.5</b>	<b>3,168.4</b>	<b>5.5%</b>
<b>TOTAL-- ADMINISTRATION</b>	<b>57,699.1</b>	<b>60,867.5</b>	<b>3,168.4</b>	<b>5.5%</b>
<b>GRANTS</b>				
<b><u>Career and Technical Education</u></b>				
Career and Technical Education - Basic	55,000.0	55,000.0	0.0	0.0%
Career and Technical Education - Tech Prep	5,000.0	100.0	(4,900.0)	(98.0%)
<b>Subtotal, Career and Technical Education</b>	<b>60,000.0</b>	<b>55,100.0</b>	<b>(4,900.0)</b>	<b>8.2%</b>
<b><u>Child Nutrition</u></b>				
Child Nutrition Programs	725,000.0	725,000.0	0.0	0.0%
Child Nutrition Programs - ARRA	914.3	0.0	(914.3)	(100.0%)
<b>Subtotal, Child Nutrition</b>	<b>725,914.3</b>	<b>725,000.0</b>	<b>(914.3)</b>	<b>(0.1%)</b>
<b><u>Individuals with Disabilities Act</u></b>				
Individuals with Disabilities Education Act	650,000.0	700,000.0	50,000.0	7.7%
Individuals with Disabilities Education Act - ARRA	354,535.9	0.0	(354,535.9)	(100.0%)
Individuals with Disabilities Education Act - Deaf and Blind	450.0	500.0	50.0	11.1%
Individuals with Disabilities Education Act - Model Outreach	400.0	0.0	(400.0)	(100.0%)
Individuals with Disabilities Education Act - Preschool	25,000.0	25,000.0	0.0	0.0%
Individuals with Disabilities Education Act – Preschool - ARRA	12,818.0	0.0	(12,818.0)	(100.0%)
Individuals with Disabilities Education Act - State Improvement	3,700.0	4,000.0	300.0	8.1%
<b>Subtotal, Individuals with Disabilities Act</b>	<b>1,046,903.9</b>	<b>729,500.0</b>	<b>(317,403.9)</b>	<b>(30.3%)</b>

**NCLB (excluding Assessments)**

NCLB - Title I - Advanced Placement Program	3,000.0	3,000.0	0.0	0.0%
NCLB - Title I – Basic Part A	710,000.0	768,000.0	58,000.0	8.2%
NCLB – Title I – Basic Part A – ARRA	256,924.2	30,000.0	(226,942.2)	(88.3%)
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	1,000.0	(3,000.0)	(75.0%)
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 – School Improvement	30,000.0	50,000.0	20,000.0	66.7%
NCLB – Title I – School Improvement – ARRA	124,201.0	120,000.0	(4,201.0)	(3.4%)
NCLB - Title I - Striving Readers	50,000.0	500.0	(49,500.0)	(99.0%)
NCLB - Title II - Enhancing Education Through Technology	20,000.0	5,000.0	(15,000.0)	(75.0%)
NCLB - Title II - Enhancing Education Through Technology-ARRA	18,566.2	100.0	(18,466.2)	(99.5%)
NCLB - Title II - Math/Science Partnerships	12,000.0	14,000.0	2,000.0	16.7%
NCLB - Title II - Teacher/Principal Training	157,000.0	157,000.0	0.0	0.0%
NCLB - Title III - Language Acquisition	40,000.0	45,000.0	5,000.0	12.5%
NCLB - Title IV - 21st Century/Community Service Programs	60,500.0	65,000.0	4,500.0	7.4%
NCLB - Title IV - Safe and Drug Free Schools	15,000.0	500.0	(14,500.0)	(96.7%)
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	5,000.0	5,000.0	0.0	0.0%
NCLB - Title X - Homeless Education - ARRA	645.2	0.0	(645.2)	(100.0%)
<b>Subtotal, NCLB (excluding Assessments)</b>	<b>1,523,836.6</b>	<b>1,281,100.0</b>	<b>(242,736.6)</b>	<b>(15.9%)</b>

**Assessments**

Assessments	21,961.5	21,961.5	0.0	0.0%
Spanish Academic Language Standards and Assessments	1,818.8	1,818.8	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>

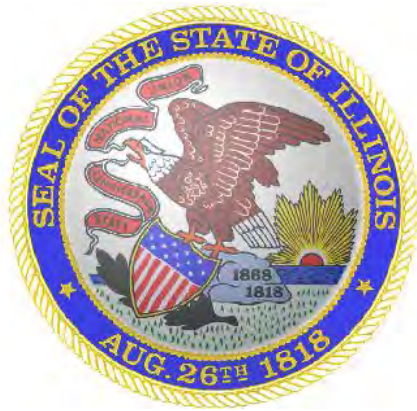
**Other Grants**

Congressional Special Projects	2,000.0	5,000.0	3,000.0	150.0%
Learn and Serve America	2,500.0	500.0	(2,000.0)	(80.0%)
Longitudinal Data System	3,900.0	5,200.0	1,300.0	33.3%
Longitudinal Data System - Infrastructure	5,000.0	0.0	(5,000.0)	(100.0%)
Longitudinal Data System – ARRA	7,300.0	10,000.0	2,700.0	37.0%
Early Learning Challenge	70,000.0	70,000.0	0.0	0.0%
Race to the Top	50,000.0	42,800.0	(7,200.0)	(14.4%)
<b>Subtotal, Other Grants</b>	<b>140,700.0</b>	<b>133,500.0</b>	<b>(7,200.0)</b>	<b>(5.1%)</b>

<b>TOTAL - GRANTS</b>	<b>3,523,135.1</b>	<b>2,949,980.3</b>	<b>(573,154.8)</b>	<b>(16.3%)</b>
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<b>TOTAL - FEDERAL FUNDS</b>	<b>3,580,834.2</b>	<b>3,010,847.8</b>	<b>(569,986.4)</b>	<b>(15.9%)</b>
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<b>GRAND TOTAL</b>	<b>10,398,133.2</b>	<b>10,074,891.1</b>	<b>(323,242.1)</b>	<b>(3.1%)</b>
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## Program Pages

# Advanced Placement

Legislative Reference - 105 ILCS 302

Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$1,646,900	\$823,450	\$527,000	\$0	\$527,000
Change from Prior Year	(\$42)	(\$823,450)	(\$296,450)	(\$527,000)	\$527,000
	(0.00%)	(50.00%)	(36.00%)	(100.00%)	n/a

### Program Mission

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

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 competitive grants in fiscal year 2013.

# Agricultural Education

Legislative Reference - 105 ILCS 5/2-3.80

Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$3,381,200	\$3,043,100	\$1,947,600	\$1,800,000	<b>\$1,800,000</b>
Change from Prior Year	\$500,000 17.35%	(\$338,100) (10.00%)	(\$1,095,500) (36.00%)	(\$147,600) (7.58%)	<b>\$0</b> <b>0.00%</b>

### Program Mission

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 prekindergarten 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 incorporating the Common Core, particularly in language arts, math, and science as well as incorporating STEM- based activities and labs. Agricultural education at the secondary level prepares students for college and careers in the agricultural industry. Technology and assessment based curriculum is linked to the Illinois Learning Standards and incorporates the Common Core and Occupational Skill Standards. This has become a model for all educational programs and in the development of Learning Exchanges. Postsecondary linkages and current industry workforce issues are also addressed. Longitudinal and detailed data is collected.

### Reimbursement/Distribution Method

Funds are distributed via grants to school districts:

- Approximately 30 percent of funds are distributed by a formula grant to school districts through 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, a governor appointed statewide agricultural education advisory committee. Facilitating Coordination in Agricultural Education staff provides field support and 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

	FY11	FY12 (est)
Secondary Students - unduplicated (7-12)	28,895	29,250
High Schools	312	316
Community Colleges	24	24
Universities	4	4
IL Postsecondary Students	6,274	6,500
Agricultural Literacy Coalitions	63	64
Number of individuals reached through Agricultural Literacy Coalitions	504,352	510,000
Percent of Secondary Ag Ed Programs receiving technical assistants visits	86	96

# Alternative Education – Regional Safe Schools

Legislative Reference - 105 ILCS 5/13A-8

Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$18,535,500	\$16,682,000	\$9,341,900	\$9,341,900	<b>\$9,341,900</b>
Change from	\$0	(\$1,853,500)	(\$7,340,100)	\$0	<b>\$0</b>
Prior Year	0.00%	(10.00%)	(44.00%)	0.00%	<b>0.00%</b>

### Program Mission

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:

	FY11	FY12 (est)
Expulsion-eligible	2,459	2,500
Suspension-eligible	1,893	1,900
<b>Total</b>	<b>4,352</b>	<b>4,400</b>

# Arts and Foreign Language

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

*Funding Source - State*

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$4,000,000	\$2,000,000	\$1,280,000	\$1,000,000	<b>\$1,000,000</b>
Change from Prior Year	\$4,000,000	(\$2,000,000)	(\$720,000)	(\$280,000)	<b>\$0</b>
	n/a	(50.00%)	(36.00%)	(21.88%)	<b>0.00%</b>

### Program Mission

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.

	FY11	FY12
# of Districts	29	17
# of Planning Grants	15	3
# of Implementation grants (1-3 years)	14	14

# 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\*

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$53,762,300	\$52,387,100	\$49,225,984	\$45,961,455	<b>\$49,361,455</b>
<i>State*</i>	\$29,982,000	\$28,606,800	\$26,334,700	\$24,000,000	<b>\$27,400,000</b>
<i>Federal</i>	\$23,780,300	\$23,780,300	\$22,891,284	\$21,961,455	<b>\$21,961,455</b>
Change from Prior Year	\$11,073,677	(\$1,375,200)	(\$3,161,116)	(\$3,264,529)	<b>\$3,400,000</b>
	25.94%	(4.59%)	(6.03%)	(6.63%)	<b>7.40%</b>

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

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13**
Grant Award	\$13,269,377	\$13,215,809	\$13,152,557	\$12,238,873	TBD
Change from Prior Year	(\$59,432)	(\$53,568)	(\$63,252)	(\$913,684)	TBD
	(0.45%)	(0.40%)	(0.48%)	(6.95%)	TBD

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

*\*\*State fiscal year 2013 amounts are TBD (to be determined).*

### Program Mission

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 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 in grade 11 and includes tests in writing, reading, mathematics, and science.
- *Illinois Alternate Assessment (IAA)*. Measures the learning of students with the most significant cognitive disabilities and individual student achievement relative to the IAA Frameworks Priorities. Students with the most significant cognitive disabilities take the IAA if participation in the state's regular assessments – the ISAT or the PSAE with or without accommodations – 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. \$2.4 million of the increase would restore the PSAE writing assessment.

# Autism Project

Legislative Reference – Not Applicable

Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

### Program Mission

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 Du Page.

### Population and Service Levels

Through the use of the Family Focus Positive Behavior Support (FFPBS) 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 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 2013 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 2012. Approximately 60 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:

	FY11	FY12 (est)
Families receiving FFPBS support services	64	60
Schools receiving support services	147	150
Staff participating in experiential training	140	190
Staff participating in online training	565	750

# Bilingual Education

Legislative Reference – 105 ILCS 14C

Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$75,652,000	\$68,086,800	\$63,381,200	\$63,381,200	<b>\$70,381,200</b>
Change from Prior Year	\$1,100,000	(\$7,565,200)	(\$4,705,600)	\$0	<b>\$7,000,000</b>
	1.48%	(10.00%)	(6.91%)	0.00%	<b>11.04%</b>

### Program Mission

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 enable 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 pro-

rated. For fiscal year 2012 it is anticipated that the pro-ration will be approximately 72 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:

	FY12	FY13 (est*)
Students served	178,277	183,625

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

# Blind and Dyslexic

*Legislative Reference – Not Applicable*

*Funding Source - State*

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$1,218,800	\$816,600	\$816,600	\$816,600	<b>\$894,000</b>
Change from Prior Year	\$200,000	(\$402,200)	\$0	\$0	<b>\$77,400</b>
	19.63%	(33.00%)	0.00%	0.00%	<b>9.48%</b>

### Program Mission

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 Learning Ally, Incorporated.

### 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:

	FY11	FY12 (est)
Students served	15,206	15,250
Books circulated	39,452	39,500

# Career and Technical Education

Legislative Reference – 105 ILCS 435

Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 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 Mission

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:

	FY10	FY11
Elementary K-8 Students	1,391,641	1,374,637

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

Secondary Students Served	FY10	FY11
Secondary career preparation program	308,184	309,730

# Career and Technical Education – Basic

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

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$55,000,000	\$55,000,000	\$55,000,000	\$55,000,000	\$55,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13**
Grant Award	\$44,936,238	\$44,837,143	\$45,107,893	\$41,593,212	TBD
Change from Prior Year	(\$177,163)	(\$99,095)	\$270,750	(\$3,514,681)	TBD
	(0.39%)	(0.22%)	0.60%	(7.79%)	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 2013 amounts are TBD (to be determined).

## Program Mission

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 (CTE) programs. Effective in fiscal year 2003 and in accordance with a Memorandum of Understanding between the Illinois State Board of Education (ISBE)

and ICCB, ISBE distributes 60 percent of the funds and ICCB distributes 40 percent of the funds.

### **Population and Service Levels**

The following table displays service-level information:

<b>Students Served</b>	<b>FY10</b>	<b>FY11</b>
Secondary	308,184	309,730
Community College	205,718	200,643
<b>Total</b>	<b>513,902</b>	<b>510,373</b>

# Charter Schools Revolving Loan Fund

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

*Funding Source - State*

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

### Program Mission

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:

	FY11	FY12 (est)
Eligible charter schools	17	19
Number of charter school loans	0	2

# Child Nutrition Programs

Legislative Reference – PL 1081-265  
Funding Source - Federal

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$525,000,000	\$675,000,000	\$725,000,000	\$725,000,000	\$725,000,000
Change from Prior Year	\$50,000,000	\$150,000,000	\$50,000,000	\$0	\$0
	10.53%	28.57%	7.41%	0.00%	0.00%

## Federal Grant Award\*\*

	FY09**	FY10**	FY11**	FY12	FY13
Grant Award	\$534,811,496	\$591,615,281	\$615,959,286	TBD	TBD
Change from Prior Year	\$33,854,129	\$56,803,785	\$24,344,005	TBD	TBD
	6.76%	10.62%	4.11%	TBD	TBD

\*\*Child nutrition funds are distributed to states on a reimbursement basis. Fiscal year 2009 through fiscal year 2011 numbers represent actual expenditures for the federal fiscal year.

## Program Mission

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 2012 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	\$2.37	\$2.39
Free lunch	\$2.77	\$2.79

reimbursement		
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Under the National School Lunch Program and other Child Nutrition Programs, applicants for free or reduced-price meals must meet the federal income guidelines or be determined as categorically eligible for free meals as a member of 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 2012 are:

	Rates	Rates for Severe Need Schools
Paid breakfast reimbursement	\$0.27	\$0.27
Reduced-price breakfast reimbursement	\$1.21	\$1.50
Free breakfast reimbursement	\$1.51	\$1.80

For snacks served in **After-School Care Programs**, the federal reimbursement rates for fiscal year 2012 are:

	Rates
Paid snack reimbursement	\$0.07

Reduced-price snack reimbursement	\$0.38
Free snack reimbursement	\$0.76

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 2012 the reimbursement rate for purchased milk was set at \$0.205 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 2011 were:

	Operating Rates	Administrative Rates	
		Rural/Self-Prep	Urban/Vended
Breakfasts	\$1.71	\$0.1700	\$0.1350
Lunches/suppers	\$2.98	\$0.3125	\$0.2575
Supplements	\$0.69	\$0.0850	\$0.0675

Federal reimbursement rates for fiscal year 2012 for the **Child and Adult Care Food Program** are:

Child Care Center Rates	Breakfasts	Lunch & Suppers	Supplements
Paid	\$0.27	\$0.26	\$0.07
Reduced	\$1.21	\$2.37	\$0.38
Free	\$1.51	\$2.77	\$0.76

The reimbursement rates for snacks and suppers in the **At-Risk After-School Program** are \$0.76 for snack and \$2.77 for supper.

Day Care Home Rates	Breakfasts	Lunch & Suppers	Supplements
Tier I	\$1.24	\$2.32	\$0.69
Tier II	\$0.45	\$1.40	\$0.19

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 2012, the cash in lieu of commodity rate is \$0.2225 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.

	FY11	FY12 (est)
<b>LUNCH</b>		
Number of Sponsors	1,200	1,193
Number of Sites	4,483	4,474
Number of Meals	194,255,015	194,000,000
<b>BREAKFAST</b>		
Number of Sponsors	789	800
Number of Sites	3,350	3,387
Number of Meals	62,984,301	64,000,000
<b>SNACKS</b>		
Number of Sponsors	170	154
Number of Sites	707	619
Number of Meals	4,951,975	4,300,000

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.

	FY11	FY12 (est)
Number of Sponsors	387	353
Number of Sites	627	537
Number of Milks	14,361,616	12,300,000

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.

	FY11	FY12
Number of Sites	184	214
Number of Students	65,317	79,6157
Allocation per Student	\$50.349	\$59.54

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:

	FY11	FY12 (est)
Number of Sponsors	159	181
Number of Sites	1,656	1,576

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:

	FY11	FY12 (est)
Number of Sponsors	801	781
Number of Sites	11,696	11,463

# Children's Mental Health Partnership

Legislative Reference – 405 ILCS 49

Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$3,000,000	\$2,700,000	\$1,620,000	\$1,620,000	<b>\$2,000,000</b>
Change from Prior Year	\$0 0.00%	(\$300,000) (10.00%)	(\$1,080,000) (40.00%)	\$0 0.00%	<b>\$380,000</b> <b>23.46%</b>

### Program Mission

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 (ISBE), 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 provide professional development and coaching to build the capacity of staff directly interacting with students. As needs arise, staff will be versed in ways to connect with community resources which in turn will improve students' and families' ability to access quality mental health services.

### Population and Service Levels

ISBE is developing a Comprehensive System of Learning Supports that builds the capacity of districts, schools, and teachers to: promote necessary conditions for learning (i.e., a positive school climate and the development of academic, physical, social, emotional, and behavioral competencies; and address barriers to teaching and learning such as: bullying, disengagement, mental health issues, and behavioral concerns. This Comprehensive System of Learning Supports will integrate with the Statewide System of Support (SSOS) infrastructure currently in place to provide training and technical assistance to districts and schools. To date:

- Regional SSOS coaches and over 100 districts and 500 schools in Corrective Action Status can now access Conditions for Learning Indicators and research through the Illinois' Rising Star System. By 2013, all Illinois districts and schools will have access to these resources.
- An Interagency Stakeholder meeting with representatives from state agencies, professional development project directors, community mental health providers, and other partners was facilitated by ISBE to begin the process of identifying existing Learning Support professional development activities occurring throughout the state as well as to identify opportunities for coordination and collaboration among participants.
- Learning Supports awareness presentations have been provided to over 200 Statewide System of Support Coaches.

- Over 200 additional schools continue to receive access to ongoing Positive Behavior Interventions and Supports (PBIS) technical assistance support.

Fiscal year 2012 through fiscal year 2013

- Learning Support Specialists will be hired regionally to provide training and technical assistance to build capacity of districts, schools and teachers to promote the necessary conditions for learning and address any barriers to teaching and learning.
- Additional training materials and on-line modules will be developed.
- Coaches from other statewide initiatives will be cross-trained.
- Participating schools will receive training and technical assistance.
- Information and resources related to a coordinated and Comprehensive System of Learning Supports will be added to ISBE's website.
- Expansion of Project Choices training and coaching to promote students' academic, physical, social, emotional and behavioral development and address any barriers to learning in the least restrictive environment.

In the past, the infrastructure established through the Social/Emotional Learning (SEL) and School Mental Health Support (SMH) Pilot Projects significantly limited the number of schools that would have access to professional development and coaching (approximately 100 schools receiving professional development and coaching every three years). By integrating SEL/SMH supports into the Statewide System of Support infrastructure, ISBE can more effectively scale-up implementation of coordinated and comprehensive evidence-based learning supports programming to meet the needs of all Illinois students.

The following table displays service-level information:

	FY11	FY12 (est)
SEL Standards Professional Development Grants (pilot project)	8 grants to ROEs or providers	0
Mental Health Support Grants	6	6
PBIS Expansion Grant	Over 200 additional schools; not grants	Continuation of technical assistance support to over 200 additional schools
Integration of SEL/School Mental Health within State's System of Support Process	Development of Comprehensive System of Learning Supports	Integration of SEL/School Mental Health indicators of effective practice into State's System of Support tools and process. Development of training materials and cross-training existing coaching networks
Regional Grants to hire Learning Support Specialists to build capacity of districts, schools, and teachers to address SEL/School Mental Health needs of students.	0	6

# Community and Residential Services Authority

Legislative Reference – 105 ILCS 5/14-15.01

Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$575,000	\$575,000	\$575,000	\$592,300	\$627,000
Change from Prior Year	\$33,200	\$0	\$0	\$17,300	\$34,700
	6.13%	0.00%	0.00%	3.01%	5.86%

### Program Mission

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 the 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:

	FY11	FY12 (est)
Referrals	384	400

# 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

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$7,850,000	\$3,700,000	\$3,700,000	\$1,800,000	<b>\$4,600,000</b>
Change from Prior Year	\$0	(\$4,150,000)	\$0	(\$1,900,000)	<b>\$2,800,000</b>
	0.00%	(52.87%)	0.00%	(51.35%)	<b>155.56%</b>

### Program Mission

To assure that all schools achieve and maintain financial health.

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

### Purpose

To encourage school district reorganization through consolidation or annexation, the following financial incentives are available:

- Funding of Reorganization Feasibility Studies, available through Regional Offices of Education;
- Supplemental state aid payments for four years to a new or annexing district;
- Supplementary state support for four years for new districts to pay the difference in salaries;

### Reimbursement/Distribution Method

Financial incentive distributions are made to eligible districts during the fall of the year. Funds to conduct reorganization studies are disbursed throughout the fiscal year. The fiscal year 2012 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
Nauvoo-Colusa CUSD 325 (4)	\$4,000	\$0	\$0	\$5,953	\$9,953
Warsaw CUSD 316 (4)	\$8,000	\$0	\$0	\$0	\$8,000
Cissna Park CUSD 6 (3)	\$8,000	\$0	\$0	\$0	\$8,000
Mercer County School District 404 (3)	\$468,000	\$0	\$7,750	\$116,244	\$591,994
Paris Cooperative High School (3)	\$180,000	\$0	\$0	\$0	\$180,000
North Mac CUSD 34 (2)	\$400,000	\$0	\$7,046	\$248,007	\$655,053
Kewanee CUSD 229 (1)	\$0	\$0	\$58,001	\$82,036	\$140,037
<b>Total</b>	<b>\$1,068,000</b>	<b>\$0</b>	<b>\$72,797</b>	<b>\$452,240</b>	<b>\$1,593,037</b>

**Population and Service Levels**

In fiscal year 2012, 7 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	FY11	FY12
Certified employees	\$2,084,000	\$1,068,000
State aid differentials	\$451,274	\$72,797
Salary differentials	\$693,361	\$452,240
<b>Total</b>	<b>\$3,228,635</b>	<b>\$1,593,037</b>
Number of feasibility studies	9	29 (est.)
Money for feasibility studies	\$48,000	\$200,000 (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
7/1/11	1 Consolidation 1 Annexation	2 1

# Driver Education

*Legislative Reference – 105 ILCS 5/27-24.3*

*Funding Source - State*

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$17,929,600	\$17,929,600	\$24,229,600	\$24,229,600	<b>\$17,500,000</b>
Change from Prior Year	\$0	\$0	\$6,300,000	\$0	<b>(\$6,729,600)</b>
	0.00%	0.00%	35.14%	0.00%	<b>(27.77%)</b>

### Program Mission

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:

	FY11	FY12
<b>Number of students</b>		
Classroom instruction	120,820	112,448
Behind-the-wheel Instruction	110,309	100,239
<b>Reimbursement per student</b>		
Classroom instruction	\$40.11	\$43.10
Behind-the-wheel instruction	\$175.70	\$193.37

### 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:

# Early Childhood Education

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

Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$380,261,400	\$342,235,300	\$342,235,300	\$325,123,500	<b>\$345,000,000</b>
Change from Prior Year	\$32,419,959	(\$38,026,100)	\$0	(\$17,111,765)	<b>\$19,876,500</b>
	9.32%	(10.00%)	0.00%	(5.00%)	<b>6.11%</b>

### Program Mission

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 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) Prevention Initiative for Programs Offering Coordinated Services to At-Risk Children and Their Families (a network of child and family service providers that promote the development of at-risk infants and children).

### Reimbursement/Distribution Method

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

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

### Population and Service Levels

The following tables display service-level information:

	FY11	FY12 (est)
<b>Downstate Illinois Projects</b>		
Birth to 3 Prevention Initiative and Parental Training Projects	236	158
3-5 Pre-K and Parental Training Projects	491	n/a
3-5 Preschool for All Projects	183	461
<b>3-5 Children Served</b>		
Downstate	58,079	53,000
Chicago Public Schools	25,918	24,000
<b>Total 3-5 Children Served</b>	<b>83,997</b>	<b>77,000</b>

# Educator Misconduct Investigators

*Legislative Reference – Not Applicable*

*Funding Source - State*

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$375,000	\$375,000	\$375,000	\$184,000	<b>\$375,000</b>
Change from	\$375,000	\$0	\$0	(\$191,000)	<b>\$191,000</b>
Prior Year	n/a	0.00%	0.00%	(50.93%)	<b>103.80%</b>

### Program Mission

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.

### 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 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.

### Population and Service Levels

This program began in 2009 and additional investigations were conducted in fiscal years 2010, 2011 and 2012. The potential exists for additional notifications of misconduct to the agency resulting from the enactment of P.A. 96-043, 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, 1F or 1H*

*Funding Source - State*

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	<b>\$1,000,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Program Mission

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, 1F or 1H of the School Code.

### Reimbursement/Distribution Method

New Legislation: Public Act 97-0429 (effective 08/16/11) created a new Financial Oversight Panel Law under the provisions of Article 1H of the School Code. All future financial oversight panels will be established under this new legislation. Financial oversight pursuant to the Articles 1B, 1E or 1F, will stay in existence as provided in each applicable Act.

Under the provisions of Articles 1B, 1F and 1H, 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)

# General State Aid

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

## Appropriation History

	FY09	FY10	FY11	FY 12	FY 13 Proposed
State	\$3,551,272,300	\$3,809,529,400	\$4,600,305,100	\$4,448,104,514	<b>\$4,649,390,800</b>
ARRA	\$1,038,987,600	\$790,775,700	\$0	\$0	<b>\$0</b>
Appropriation	\$4,590,259,900	\$4,600,305,100	\$4,600,305,100	\$4,448,104,514	<b>\$4,649,390,800</b>
Change from Prior Year	\$135,759,900	\$10,045,200	\$0	\$(152,200,586)	<b>\$201,286,286</b>
	3.05%	0.22%	0.00%	(3.31)%	<b>4.53%</b>

### Program Mission

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

### Purpose

To provide general flexible state aid to schools in an equitable manner. GSA represents approximately 66 percent of state funds for elementary and secondary education.

### Reimbursement/Distribution Method

Funds are distributed through two formula grants to school districts. One is an equalization formula that assures state and local funding meet a minimum foundation level. For most districts this means that state funding is provided in the amount that will bring total state and local resources per pupil to the amount of the Foundation Level. The other grant, which is not equalized, is based on the proportion of low-income students in a district. 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.

	FY10	FY11	FY12*	FY13 Proposed
Foundation Level	\$6,119	\$6,119	\$6,119	\$6,119
Change from Prior Year	\$160	\$0	\$0	\$0

\* Note that statutory fiscal year 2012 F Level is \$6,119 but appropriations actually only support \$5,953. Based on estimated data, the Board recommended appropriation will require either prorated payments or a lower F Level.

#### *General State Aid Formula*

The current formula was created in December 1997 by Public Act 90-548 and first implemented in fiscal year 1999. In fiscal year 2012 the total appropriations for GSA are approximately \$231 million short of the amount needed to fully pay the claim. This situation requires payments to be made at approximately 95 percent of the gross claim amount.

The GSA Formula is basically a foundation approach with three separate calculations, depending on the amount of property wealth of the local school district. For the majority of districts the equalization portion of the grant is distributed by the Foundation formula:

(Foundation Level – Local Resources per Pupil) X Number of Students

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 established in statute is \$6,119 for the 2011-12 school year. However, if the foundation level had been set at the amount supported by the fiscal year 2012 appropriations, the foundation level would have been decreased by (\$166) and set at \$5,953. Most districts receive GSA under the Foundation formula. Districts qualifying for this formula have available local resources per pupil that are less than 93 percent of the Foundation Level. These districts receive the Foundation Level, less their local resources per pupil. 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. Alternate Grant districts receive 5%-7% of the Foundation Level. The third formula is the "Flat Grant" formula. Districts qualifying for this formula have local resources per pupil of at least 175 percent of the foundation level. Flat Grant districts receive \$218 per pupil.

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 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 proportion of low-income students. This grant does not account for local wealth as the Foundation equalization formula does. 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 current 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 and where \$355 per pupil is the minimum grant and \$2,994.23 per pupil is the maximum grant:

$$[294.25 + (2,700 (\text{DCR})^2)] \times \text{low-income count}$$

### **Calculation of General State Aid**

#### *Calculation of Available Local Resources and Local Percentage*

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)

Foundation Level (FLEVEL) = \$6,119 for fiscal year 2012

Available Local Resources = (GSA EAV x RATE + CPPRT) / ADA

Local Percentage = Available Local Resources / FLEVEL

Where:

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

And Where:

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

ELR = (Budget Year EAV x Budget Year Limiting Rate) / (Prior Year EAV x Prior Year OTR)

Foundation Formula

GSA is calculated using the Foundation formula if the district Local Percentage is less than 93 percent. The grant is calculated as:  
GSA Foundation = (FLEVEL - Available Local Resources per Pupil) x 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 grant is calculated as:

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

Flat Grant Formula

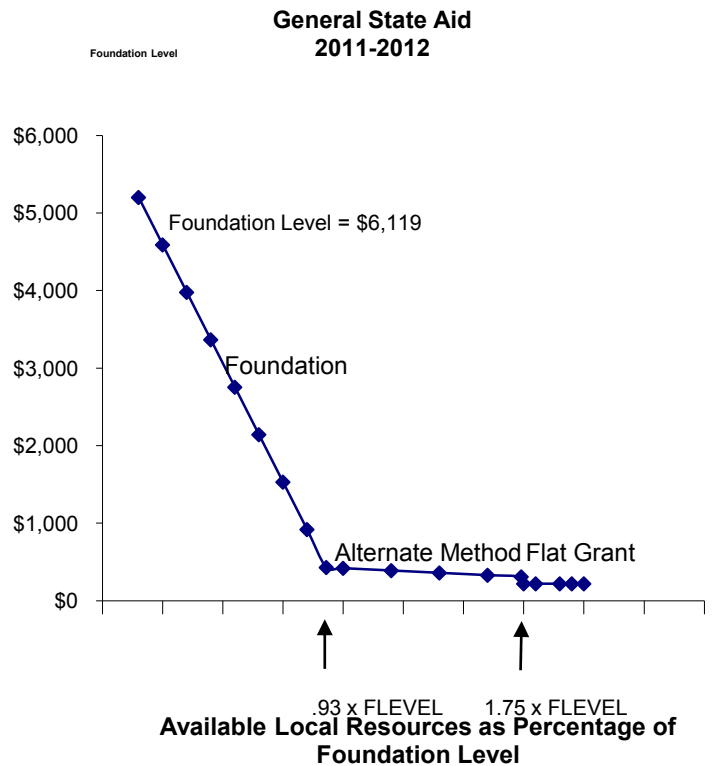
GSA is calculated using the Flat Grant if the district Local Percentage is at least 175 percent. The grant is calculated as:

$$GSA\ Flat\ Grant = ADA \times \$218$$

Visit the ISBE website at <http://www.isbe.net/funding/html/gsa.htm> and click on GSA Inquiry at the right side of the web page 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*



*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 2012).

Collectively, Illinois State University's laboratory school, the University of Illinois' laboratory school and 73 alternative/safe schools submitted nine total of \$36.0 million in GSA claims in fiscal year 2012.

#### *State Funding Distributions*

The 700 districts/programs funded under the foundation computation constitute 74.5 percent of Illinois school districts and receive approximately 93.0 percent of the formula GSA allocation. Foundation funded districts account for approximately 71.1 percent of the state ADA student total. The 171 Alternate method districts (18.2 percent of school districts) receive 6.2 percent of the GSA allocation and represent 23.7 percent of the state ADA student total. Flat Grant districts (69 in number and 7.3 percent of total districts) receive 0.8 percent of the GSA allocation and reflect 5.2 percent of the state ADA student total.

Of the 940 entities receiving GSA in fiscal year 2012, 865 are regular school districts. Of these 865 districts, 387 (41.2 percent) are unit districts, 101 (10.7 percent) are secondary districts, 377 (40.1 percent) are elementary districts and 75 (8.0 percent) are Regional Office of Education (ROE) programs or lab schools. Unit districts received 70.3 percent of 2011-2012 GSA funds, secondary districts received 7.7 percent of the funds, elementary districts received 21.3 percent and ROEs and lab schools received 0.8 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 prior year 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 made 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 provides the size of the benefit

of this PTELL adjustment and the number of districts that have benefitted from the change.

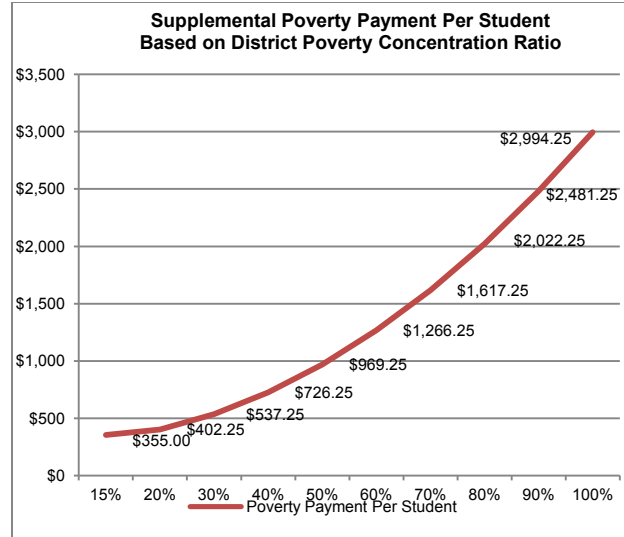
FY	Effect on GSA in Millions	Districts Benefiting	Districts Subject to PTELL	Total Districts Statewide
00	\$46.0	97	369	896
01	\$52.2	255	387	894
02	\$101.5	353	436	893
03	\$199.1	292	455	893
04	\$205.2	299	460	888
05	\$357.3	353	458	881
06	\$580.6	326	459	874
07	\$624.1	307	461	873
08	\$805.5	348	461	870
09	\$789.0	296	461	869
10	\$792.7	365	460	869
11	\$696.2	348	460	867
12	\$628.7	364	460	865

**GROWTH IN THE SUPPLEMENTAL POVERTY GRANT**

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

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

Where DCR represents the 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, the number of students receiving DHS services in a district 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	GSA Poverty Grant in Millions	% Change Over Prior Year
03	\$ 388.2	
04	\$ 418.4	7.8%
05	\$ 459.5	9.8%
06	\$ 532.6	15.9%
07	\$ 675.4	26.8%
08	\$ 785.4	16.3%
09	\$ 941.4	19.9%
10	\$ 1,119.3	18.9%
11	\$ 1,349.1	20.5%
12	\$ 1,567.3	16.2%

**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 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, and up to up to four days which may be scheduled as teacher institute. This ensures at least 176 days of pupil attendance.

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 of Adverse Weather Day. ISBE's Funding and Disbursements Services Division is responsible for reviewing a district's Act-of-God/Hazardous Threat or Adverse Weather request.

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

#### *Pupil Attendance*

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

Resident pupils enrolled in nonpublic schools may be enrolled concurrently in public schools on a shared-time or dual-enrollment plan and may be included as claimable pupils by public school districts. Dual-enrolled pupils are counted as one-sixth of a day for each class

period of instruction of 40 minutes or more in attendance in a public school district. Regularly enrolled part-time students, enrolled in a block-schedule format of 80 minutes or more may be counted based upon a proportion of minutes of school work completed each day to the minimum number of minutes school work was in session that day.

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

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

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

Section 10-22.5a of the School Code allows foreign-exchange students and/or nonresident

pupils of eleemosynary (charitable) institutions attending a public school district on a tuition-free basis to be claimed for GSA purposes. A cultural exchange organization or charitable institution desiring to negotiate a tuition-free agreement with a public school district must obtain written approval from ISBE.

Consult the 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 the Department of Revenue (DoR), has the statutory duty and responsibility to "direct and supervise" the local assessment process.

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

#### *Technical Assistance*

DoR publishes appraisal and assessment manuals, performs complex commercial and industrial appraisals at assessors' requests,

and provides a variety of other technical services. The department also conducts training programs for assessors and board of review members on property tax assessment procedures.

#### *Taxing District Maps*

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

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

#### *Approval of Exemptions*

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

#### *Equalization*

The responsibility for equalizing the average level of assessments among all counties in the state has been assigned to DoR. The guiding principle in any assessment program is uniformity. In terms of the state's involvement, uniformity in assessed values is necessary for 1) equally distributing the tax burden in districts that lie in more than one county, 2) providing a fair basis for the distribution of some state

grants-in-aid, 3) applying tax rate and bonded indebtedness limitations to units of local government, and 4) maintaining the statutory assessment level.

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

#### *Personal Property Replacement Tax*

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

#### *State-Assessed Property*

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

#### *Assessment and Equalization*

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

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

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

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

#### *Property Tax Appeal Board (PTAB)*

The state PTAB was created in 1967. The board hears appeals of decisions of county boards of review and may revise assessments of property based on evidence presented at its hearings. State assessments are not subject

to review by PTAB. Current law allows appeals to PTAB of decisions of the Cook County Board of Review.

### *Farmland*

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

In the early years (1977-1979), the department certified a top value to each county based upon a three-part formula which considered value of agricultural products sold in the county, value of principal crops in the county, and average sale price of farmland in the county. This top value was assigned to the best land in the county, and the value was reduced downward proportionately for less productive land. For tax years 1981 through 2006, farms were assessed according to "agricultural economic value," which is defined by law. To be eligible for assessment as a farm, a tract of land must have been used for agricultural purposes for the two preceding years. Farm home-sites and dwellings are assessed at one-third of the market value; farm buildings are assessed at one-third of their respective contribution to the farm's productivity.

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

### *Exemptions/Tax Relief*

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

- General homestead exemption
- Senior citizens homestead exemption
- Homestead improvement exemption
- Disabled veterans' exemption

- Senior citizens assessment freeze homestead exemption

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

- General Authority Tax Abatements
- Enterprise Zones
- Tax Increment Financing
- Tax Increment Allocation Redevelopment Act
- Economic Development Area Tax Increment Allocation Act
- County Economic Development Project Area Property Tax Allocation Act
- County Economic Development Project Area Tax Increment Allocation Act
- Industrial Jobs Recovery Law
- Economic Development Project Area Tax Increment Allocation Act
- Senior Citizens Real Estate Tax Deferral Program
- Circuit Breaker Property Tax Relief Program
- Temporary Alternative General Homestead Exemption for Cook County for assessment years 2003 - 2010

Source: Various publications of DoR.

Additional information on the property tax system may be obtained from DoR's website: [www.revenue.state.il.us](http://www.revenue.state.il.us)

### *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 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.

**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>2009-2010</b>	<b>2010-2011</b>
Elementary	495,589.16	494,095.74
High School	240,317.95	240,488.08
Unit	1,156,329.25	1,154,845.15
ROE / Lab	5,861.34	5,554.59
<b>Total</b>	<b>1,898,097.70</b>	<b>1,894,983.56</b>

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 2011-12 GSA claim is in the amount of \$5,904,590 for operating two laboratory schools in fiscal

year 2011. The University of Illinois claim is in the amount of \$1,852,405 for operating one laboratory school in fiscal year 2011.

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 47 regional superintendents operated regional safe schools. Those regional superintendents operating the 26 alternative/ALOP schools have a total fiscal year 2012 GSA claim of \$14,709,097; the 47 Safe Schools have a total claim of \$13,561,050.

# Growth Model

*Legislative Reference – Not Applicable  
Funding Source - State*

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$3,000,000	\$3,000,000	\$2,400,000	\$0	<b>\$2,400,000</b>
Change from Prior Year	\$0	\$0	(\$600,000)	(\$2,400,000)	<b>\$2,400,000</b>
	0.00%	0.00%	(20.00%)	(100.00%)	n/a

### Program Mission

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

### Purpose

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. 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.

# Homeless Education

Legislative Reference – N/A

Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$3,000,000	\$0	\$0	\$0	<b>\$1,000,000</b>
Change from Prior Year	\$3,000,000	(\$3,000,000)	\$0	\$0	<b>\$1,000,000</b>
	100.00%	(100.00%)	0.00%	0.00%	n/a

### Program Mission

To provide funds for homeless education programs and services that will help students remain in school.

### Purpose

To provide a state funding source to provide support services, outreach and advocacy needed by homeless students to remain enrolled in school and have equal access to the same free, appropriate public education as provided to other children and youth.

### Reimbursement/Distribution Method

Competitive grants will be awarded based on a request-for-proposals process.

### Population and Service Levels

Though it is difficult to estimate the number of homeless students state-wide, homeless education advocates testified that the number of identified homeless students has increased by 46 percent in the last three years to over 42,000 students, of approximately 15,000 attend Chicago Public Schools.

# Illinois Free Lunch and Breakfast

Legislative Reference – 105 ILCS 125/0.01

Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$26,300,000	\$26,300,000	\$26,300,000	\$26,300,000	<b>\$37,200,000</b>
Change from Prior Year	\$5,300,000	\$0	\$0	\$0	<b>\$10,900,000</b>
	25.24%	0.00%	0.00%	0.00%	<b>41.44%</b>

### Program Mission

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 2013 to meet the statutory reimbursement rate.

	FY11	FY12(est)
Reimbursement for each free breakfast/lunch served/claimed	\$0.1169	\$0.1050

*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:

	FY11	FY12(est)
<b>Lunch</b>		
Number of Sponsors	1,203	1,186
Number of Sites	4,498	4,416
Number of Meals	79,656,147	83,639,578
<b>Breakfast</b>		
Number of Sponsors	794	792
Number of Sites	3,376	3,343
Number of Meals	31,240,054	32,801,433

*Data exclude 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

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$1,008,900	\$1,008,900	\$2,208,900	\$2,208,900	<b>\$2,208,900</b>
Change from	\$0	\$0	\$1,200,000	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	118.94%	0.00%	<b>0.00%</b>

### Program Mission

To support activities associated with Chicago teacher certification.

### Purpose

To enable the Illinois State Board of Education (ISBE), serving by statute as the Chicago Regional Office of Education (ROE), to collect fees for teacher certification. Fees collected are deposited into this fund (SAMS #159).

### Reimbursement/Distribution Method

Fees collected are used to support teacher institutes and also provide the technology and other resources necessary for the timely and

efficient processing of certification requests. Per Public Act 97-0607, the fee structure changed effective January 1, 2012.

### 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 - \$10/year for a five-year period
- Substitute certificate - \$10/year for a four-year period
- Initial certificate - \$10/year for a four-year period

# Individuals with Disabilities Education Act – Deaf and Blind

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

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$450,000	\$450,000	\$450,000	\$450,000	<b>\$500,000</b>
Change from	\$70,000	\$0	\$0	\$0	<b>\$50,000</b>
Prior Year	18.42%	0.00%	0.00%	0.00%	<b>11.11%</b>

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13
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 Mission

To provide supplemental funds for services to deaf-blind children from birth through age 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:

	FY11	FY12 (est)
Students served	450	463

	FY11	FY12 (est)
Multi-agency training contacts	1,431	2,155
Local program contacts	2,336	2,106
Support service contacts	243	430
Service provider, training contacts	2,627	2,165
Children identified	456	463
Library materials maintained	900	900
Website visits	42,320	43,075

# Individuals with Disabilities Education Act - Part B

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

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$570,000,000	\$570,000,000	\$650,000,000	\$650,000,000	<b>\$700,000,000</b>
Change from Prior Year	\$20,000,000 3.64%	\$0 0.00%	\$80,000,000 14.04%	\$0 0.00%	<b>\$50,000,000</b> <b>7.69%</b>

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13**
Grant Award	\$481,310,879	\$503,378,371	\$502,945,975	\$501,248,821	TBD
Change from Prior Year	\$6,520,868 1.35%	\$22,067,492 4.58%	(\$432,396) (0.09%)	(\$1,697,154) (0.34%)	TBD

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

\*\*State fiscal year 2013 amounts are TBD (to be determined).

## Program Mission

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 Individuals with Disabilities Education Act (IDEA) –Part B grant award allocation at the state level:

### 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:

	FY11	FY12 (est)
Students served	302,830	303,000
School districts	125	125
Dollars allocated to districts	\$447,729,299	\$450,000,000

# Individuals with Disabilities Education Act – Preschool, Part B

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

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 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\*

	FY09	FY10	FY11	FY12	FY13**
Grant Award	\$17,369,463	\$17,369,463	\$17,369,453	\$17,377,791	TBD
Change from	(\$280,989)	\$0	(\$10)	\$8,338	TBD
Prior Year	(1.59%)	0.00%	(0.00%)	0.05%	TBD

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

*\*\*State fiscal year 2013 amounts are TBD (to be determined).*

### Program Mission

To support schools in 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 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:

	FY11	FY12 (est)
Children served	36,488	37,000
School districts/Special Ed cooperatives	120	120
Dollars to Districts	\$12,815,397	\$13,000,000

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

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

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$2,500,000	\$3,200,000	\$3,200,000	\$3,700,000	<b>\$4,000,000</b>
Change from Prior Year	\$0 0.00%	\$700,000 28.00%	\$0 0.00%	\$500,000 15.63%	<b>\$300,000</b> <b>8.11%</b>

## Federal Grant Award

	FY09	FY10	FY11*	FY12	FY13
Grant Award	\$0	\$1,850,000	\$2,785,373	\$1,164,627	\$1,975,000
Change from Prior Year	(\$370,000) (100.00%)	\$1,850,000 n/a	\$935,373 100.05%	(\$1,620,746) (58.19%)	\$810,373 69.58%

*\*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 Mission

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 (RtI) 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 RtI 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 RtI 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 2012 to complete activities begun under Illinois Alliance for School-based Problem-solving and Intervention Resources in Education, which provided professional development and technical assistance in RtI 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 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.

### **Population and Service Levels**

In order to implement a regionalized structure for the delivery of professional development, technical assistance, and coaching under the Illinois RtI 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 2013, the project will be able to continue recruiting, training, and supporting approximately 90 external coaches, who will in turn, provide training, coaching, and mentoring support in RtI 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.

# Learn and Serve America

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

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000	\$500,000
Change from Prior Year	\$0	\$0	\$0	\$0	(\$2,000,000)
	0.00%	0.00%	0.00%	0.00%	(80.00%)

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13
Grant Award	\$745,042	\$759,334	\$925,635	\$0	TBD
Change from Prior Year	\$0	\$14,292	\$166,301	(\$925,635)	TBD
	0.00%	1.92%	21.90%	(100.00%)	TBD

\*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 Mission

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

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 kindergarten through 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 27 grants will be awarded in fiscal year 2012.

## 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:

	FY11	FY12 (est.)
Grants	27	27
Students served	40,000	40,000

# Learning Standards and Assessment Implementation

Legislative Reference – Not Applicable  
Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$0	\$500,000	\$400,000	<b>\$2,000,000</b>	<b>\$2,000,000</b>
Change from Prior Year	\$0	\$500,000	(\$100,000)	<b>\$1,600,000</b>	<b>\$0</b>
	0.00%	n/a	(20.00%)	<b>400.00%</b>	<b>0.00%</b>

### Program Mission

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

To allow the Illinois State Board of Education (ISBE) to work 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 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 2013 would ensure the continuation of this review. 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

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$0	\$0	\$4,300,000	\$4,300,000	<b>\$10,000,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$4,300,000 n/a	\$0 0.00%	<b>\$5,700,000</b> <b>132.56%</b>

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13
Grant Award	\$0	\$0	\$11,869,819	\$0	\$0
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$11,869,819 n/a	(\$11,869,819) (100.00%)	\$0 0.00%

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

## Program Mission

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 preschool through post secondary 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 preschool through 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 kindergarten through 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

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$0	\$2,950,000	\$3,900,000	\$3,900,000	<b>\$5,200,000</b>
<i>State</i>	\$0	\$250,000	\$0	\$0	<b>\$0</b>
<i>Federal</i>	\$0	\$2,700,000	\$3,900,000	\$3,900,000	<b>\$5,200,000</b>
Change from Prior Year	\$0	\$2,950,000	\$950,000	\$0	<b>\$1,300,000</b>
	0.00%	n/a	32.20%	0.00%	<b>33.33%</b>

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13
Grant Award	\$0	\$1,186,666	\$2,691,911	\$2,522,086	\$2,599,293
Change from Prior Year	\$0	\$1,186,666	\$1,505,245	(\$169,825)	\$77,207
	0.00%	n/a	126.85%	(6.31%)	3.06%

*\*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 Mission

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 preschool through post secondary 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 preschool through 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

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	n/a	n/a	n/a	\$1,002,800	<b>\$3,000,000</b>
Change from Prior Year	n/a	n/a	n/a	\$1,002,800	<b>\$1,997,200</b>
	n/a	n/a	n/a	n/a	<b>199.16%</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

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 used by Illinois State Board of Education to provide on-site leadership. Grants would be distributed to qualified districts through a competitive, request-for-proposal process.

### Population and Service Levels

The recommended funding would be used to 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

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$2,121,000	\$1,421,100	\$1,421,100	\$1,421,100	<b>\$1,421,100</b>
Change from	\$0	(\$699,900)	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	(32.99%)	0.00%	0.00%	<b>0.00%</b>

### Program Mission

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:

	FY11	FY12 (est)
Elementary/secondary students served	3,923	3,989
Post secondary students served	502	511

# National Board Certification

Legislative Reference – 105 ILCS 5/21-27

Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$11,485,000	\$5,742,500	\$2,756,400	\$1,000,000	<b>\$1,000,000</b>
Change from Prior Year	\$0	(\$5,742,500)	(\$2,986,100)	(\$1,756,000)	<b>\$0</b>
	0.00%	(50.00%)	(52.00%)	(63.71%)	<b>0.00%</b>

### Program Mission

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 National Board 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 assist Illinois educators with the cost of candidate fees with priority going to educators in schools that are in Early Academic Warning or Watch status or serve in schools with 50 percent or more low-income students.

### Reimbursement/Distribution Method

Payment of National Board Candidate subsidies will be paid directly to NBPTS on behalf of Illinois candidates

If all funds are not expended on candidate subsidies then funds may be used for Take

One! and mentoring incentives. Take One! payments would be made directly to the NBPTS, mentoring would be disbursed through the school districts.

PA 097-0607 has eliminated the Illinois Teaching Excellence Program (ITEP) annual stipend for Illinois Master certificate holders.

	FY11	FY12
Stipends	\$2,756,400	\$0
Mentoring	\$0	\$0
Subsidies	\$0	\$1,000,000

### Population and Service Levels

Any teacher or school counselor who has had three years of experience in the classroom is eligible to seek NBPTS certification. Preference is given to recruiting NBPTS candidates from financially or academically at-risk schools and from underrepresented rural areas.

	FY11	FY12 (est)
New candidates	1,099	1,000
New NBCTs	461	500
Total NBCTs*	5,153	5,700

\*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

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$11,600,000	\$13,000,000	\$13,000,000	\$13,000,000	<b>\$13,000,000</b>
Change from Prior Year	\$100,000	\$1,400,000	\$0	\$0	<b>\$0</b>
	0.87%	12.07%	0.00%	0.00%	<b>0.00%</b>

### Program Mission

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:

	FY11	FY12 (est)
Total claim amount	\$11,802,822	\$12,289,233
Summer (actual)	\$324,177	\$569,233
Excess cost amount	\$216,063	\$220,000
1.2 per capita amount	\$11,262,582	\$11,500,000
Prior Year Liability*	\$644,859	\$27,975

\*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

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$101,800,000	\$120,200,000	\$120,200,000	\$101,700,000	<b>\$111,000,000</b>
Change from Prior Year	\$22,400,000 28.21%	\$18,400,000 18.07%	\$0 0.00%	(\$18,500,000) (15.39%)	<b>\$9,300,000</b> <b>9.14%</b>

### Program Mission

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:

	FY11	FY12 (est)
Total claim amount*	\$109,169,819	\$105,428,737
Chicago District 299	\$43,031,600	\$36,408,600
Summer individual	\$4,040,887	\$4,438,912
Regular individual	\$62,097,332	\$64,581,225
Prior Year Liability**	\$0	\$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

	FY11	FY12 (est)
State Owned Institution/Facility	74	75
Court Guardianship	49	50
City or County Jail/Detention	208	210
Dept of Children & Family Services	2535	2,550
Office of State Guardian	6	5
<b>Total</b>	<b>2,872</b>	<b>2,890</b>

Student data excludes Chicago District 299

# Performance Evaluations

Legislative Reference – Not Applicable  
Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	n/a	n/a	n/a	n/a	<b>\$200,000</b>
Change from Prior Year	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a

### Program Mission

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

### Purpose

To 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 incorporate both performance and student growth

factors. The Illinois State Board of Education, with the assistance of the PEAC, will continue to develop resources and systems to assist school districts in a transformational effort to incorporate student growth as a significant factor in teacher and principal evaluations.

### Reimbursement/Distribution Method

Participants will be reimbursed for travel and substitute teacher costs.

### 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

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$3,577,800	\$3,577,800	\$3,577,800	\$3,577,800	<b>\$3,577,800</b>
Change from Prior Year	\$183,300	\$0	\$0	\$0	<b>\$0</b>
	5.40%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Program Mission

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 41 full-time and 24 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 2011, full residential and educational services are being provided to 13 students at the Philip J. Rock Center and School. Statewide, about 456 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

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$3,100,000	\$2,077,000	\$830,800	\$1	<b>\$900,000</b>
Change from prior year	\$0	(\$1,023,000)	(\$1,246,200)	(\$830,799)	<b>\$899,999</b>
	0.00%	(33.00%)	(60.00%)	(100.00%)	n/a

### Program Mission

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 mission applies to principals who may participate in a second year of mentoring if it is determined by the state superintendent that sufficient funding exists.

### 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. This program was funded at \$1 in fiscal year 2012.

### Population and Service Levels

The following table displays service-level information:

	FY11	FY12
Principals	236	0
Mentors	186	0
Providers	40	0

# Race to the Top – Phase 3

Legislative Reference – PL 112-010; The American Recovery and Reinvestment Act of 2009 – PL 111-05  
Funding Source – Federal (CFDA 84.413A)

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$0	\$0	\$400,000,000	\$50,000,000	<b>\$42,800,000</b>
Change from Prior Year	\$0	\$0	\$400,000,000	(\$350,000,000)	<b>(\$7,200,000)</b>
	n/a	n/a	n/a	(87.50%)	<b>(14.40%)</b>

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13
Grant Award	\$0	\$0	\$0	\$0	\$42,818,707
Change from Prior Year	\$0	\$0	\$0	\$0	\$42,818,707
	n/a	n/a	n/a	n/a	n/a

\* Approved four-year federal grant. Yearly grant award may be spent over a four 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 Mission

To impact student achievement and close the achievement gap. With the intensive work performed by participating local education entities (LEAs) and the statewide system established with the help of these grant funds, Illinois State Board of Education (ISBE) believes the proficiency level of all students can be raised, the achievement gap can be cut significantly from current levels, and both high school performance and college enrollment can be improved.

## Purpose

To create the systems and supports necessary to implement the Common Core Standards, advance teacher and principal effectiveness, and provide educators with actionable data.

## Reimbursement/Distribution Method

Half of the funding will be provided to “Participating LEAs” which will agree to meet a high bar across a comprehensive set of reforms. The Participating LEAs will represent leaders in reform, building systems that will serve as exemplars for other districts in the state. The other half of the funding will be used by ISBE to build capacity throughout the state for professional development and technical assistance, so as to best allow for consistent implementation.

## Population and Service Levels

To be determined.

# Regional Offices of Education

Legislative Reference – 105 ILCS 5/2-3.62, 3-14.23, 18-6 & 6-106.1, HB 3847

Funding Source - State

## Appropriation History

### General Funds

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$6,990,000	\$4,233,100	\$4,450,100	\$0	<b>\$4,950,000</b>
Change from Prior Year	\$20,000	(\$2,756,900)	(\$217,000)	(\$4,450,100)	<b>\$4,950,000</b>
	0.29%	(39.44%)	(5.13%)	(100.00%)	n/a

### Personal Property Replacement Tax (PPRT) Funds

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$0	\$0	\$0	\$2,295,050	<b>\$0</b>
Change from Prior Year	\$0	\$0	\$0	\$2,295,050	<b>(\$2,295,050)</b>
	n/a	n/a	n/a	n/a	<b>(100.00%)</b>

### Program Mission

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 to 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 2012 each ROE and ISC received a base grant of \$20,144. 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 based on the appropriation.

	FY11	FY12
ROE School Services	\$4,450,100	\$2,225,050
Bus Driver Training	70,000	70,000
<b>Total</b>	<b>\$4,520,100</b>	<b>\$2,295,050</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, HB 3847

Funding Source - State

## Appropriation History

### General Funds

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$9,100,000	\$9,100,000	\$8,262,800	\$0	<b>\$9,800,000</b>
Governor's Reserve/ Veto	\$0	\$0	(\$837,200)	(\$9,100,000)	n/a
Original Appropriation	\$9,100,000	\$9,100,000	\$9,100,000	\$10,806,400	<b>\$0</b>
Change from Prior Year	\$15,000 1.68%	\$0 0.00%	(\$837,200) (9.20%)	(\$9,100,000) (100.00%)	<b>\$9,800,000</b> n/a

### Personal Property Replacement Tax (PPRT) Funds

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$0	\$0	\$0	\$10,806,400	<b>\$0</b>
Governor's Reserve/ Veto	\$0	\$0	\$0	\$0	<b>\$0</b>
Original Appropriation	\$0	\$0	\$0	\$10,806,400	<b>\$0</b>
Change from Prior Year	n/a n/a	n/a n/a	n/a n/a	\$10,806,400 n/a	<b>(\$10,806,400)</b> <b>(100.00%)</b>

### Program Mission

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.

# School Technology Revolving Loan Program

Legislative Reference – 105 ILCS 5/2-3.117a

Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 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	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Program Mission

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 2015.

## 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 nine through 12 in fiscal year 2013, grades K through 8 in fiscal year 2014, and alternating in each second year thereafter. The population served for fiscal year 2012 includes all eligible applicants that enroll students in grades K through eight, 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:

	FY12	FY13 (est.)
Eligible applicants	764	496
Eligible students	1,364,888	632,000
Grade levels served	K-8	9-12
Dollars loaned	\$618,000	1,000,000
Number of loans	6	10
Percent eligible districts participating	1%	2%

# Spanish Academic Language Standards and Assessments (SALSA)

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

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$0	\$0	\$889,016	\$1,818,845	<b>\$1,818,845</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$889,016 n/a	\$929,829 104.59%	<b>\$0 0.00%</b>

## Federal Grant Award\*

	FY09	FY10	FY11***	FY12	FY13**
Grant Award	\$0	\$0	\$1,918,844.95	\$0	TBD
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$1,918,844.95 n/a	(\$1,918,844.95) (100.00%)	TBD TBD

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

*\*\*State fiscal year 2013 amounts are TBD (to be determined).*

*\*\*\*First year one time award.*

### Program Mission

To develop Spanish academic language development standards and a Spanish language proficiency assessment, Prueba Óptima del Desarrollo del Español Redalizado (PODER), for English language learners.

### Purpose

To provide guidance to prekindergarten through 12 programs that deliver content instruction in Spanish, offer articulation of Spanish language expectations from grade-to-grade where Spanish is the medium of instruction, and define the nature of Spanish academic language proficiency. The standards-referenced assessment, PODER, will allow such programs to measure and monitor the developing Spanish academic language proficiency of their students. In addition, PODER will provide schools with information on the Spanish academic language proficiency of native Spanish English

Language Learners (ELLs), which, in conjunction with results on the ACCESS for ELLs® or other English language proficiency tests, will give educators a fuller picture of the linguistic resources of those students and provide reliable and valid data for educational decision-making, particularly regarding curriculum and instruction to support the academic achievement of these students.

### Reimbursement/Distribution Method

The Illinois State Board of Education contracts with the University of Wisconsin-Madison's Wisconsin Center for Education Research.

### Population and Service Levels

Native Spanish-speaking ELL students in grades kindergarten, first, and second receiving content area instruction in a Spanish Transitional Bilingual Education Program or other language support program where Spanish is used as the language of instruction.

# 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

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$331,051,100	\$351,378,400	\$334,236,800	\$343,375,700	<b>\$314,196,100</b>
Change from Prior Year	\$16,451,100 5.23%	\$20,327,300 6.14%	(\$17,141,600) (4.88%)	\$9,138,900 2.73%	<b>(\$29,179,600) (8.50%)</b>

### Program Mission

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

### Purpose

To supplement funding to local school district expenditures for students with disabilities.

### Reimbursement/Distribution Method

Per Public Act 93-1022, signed into law on August 24, 2004, beginning in fiscal year 2008 all districts less Chicago District 299 receive their funds based 85 percent on each district's best three months average daily attendance and 15 percent on poverty as reported on the most recent General State Aid claim. In addition to the state funding for this purpose, any unexpended funds from Individuals with Disabilities Education Act, Part B funding that are initially reserved for room and board reimbursements are used to pay districts for the costs of those students with disabilities whose program costs exceed four times the district's per capita tuition rate. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30 and June 20.

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 a 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 General State Aid. 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. Hold Harmless was not funded in FY11 or FY12.

*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:

	FY11	FY12
Chicago District 299	\$97,597,100	\$100,265,700
Downstate	\$236,639,700	\$243,110,000
<b>Total claim amount</b>	<b>\$334,236,800</b>	<b>\$343,375,700</b>
Hold Harmless	\$17,651,269	\$16,298,453
Actual percent paid	100%	100%

# Special Education - Personnel Reimbursement

Legislative Reference – 105 ILCS 5/14-13.01

Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$426,100,000	\$459,600,000	\$457,871,600	\$465,700,000	<b>\$440,200,000</b>
Change from Prior Year	\$6,000,000	\$33,500,000	(\$1,728,400)	\$7,828,400	<b>(\$25,500,000)</b>
	1.43%	7.86%	(0.38%)	1.71%	<b>(5.48%)</b>

### Program Mission

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 three 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 three 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):

Service Areas	2009-10	2010-11
Cognitive disability (renamed Mental Impairment August 2007)	22,122	20,696
Orthopedic impairment	2,053	1,930
Specific learning disability	124,414	116,966
Visual impairment	1,185	1,189
Hearing impairment	3,368	3,308
Deafness (added in 2004-2005)	667	667
Deaf-blind	39	33
Speech and/or language impairment	68,213	64,469
Emotional disability (renamed Behavior/emotional disorder August 2007)	23,876	22,152
Other health impairment	26,556	27,045
Developmental delay	2,014	2,139
Autism	22,044	25,081
Traumatic brain injury	15,224	16,432
Multiple disabilities (new 2002)	758	723
<b>Totals</b>	<b>312,533</b>	<b>302,830</b>

Claim Data	FY11	FY12
Chicago District 299	\$87,783,600	\$88,948,700
Downstate	\$370,674,158	\$363,287,080
<b>Total Claim Amount</b>	<b>\$458,457,758</b>	<b>\$452,235,780</b>
Actual Percent Paid	100%	100%

Staff Data	FY11	FY12
Professional Employees (Claimed) *	32,579	32,032
Professional Employees (Full Time Equivalent) *	29,060	28,658
Non-Certified Employees (Claimed) *	34,074	32,680
Non-Certified Employees (Full Time Equivalent) *	28,272	27,110

\*Data exclude Chicago District 299

# Special Education – Private Tuition

Legislative Reference – 105 ILCS 5/14-7.02

Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$151,600,000	\$181,100,000	\$183,223,100	\$177,743,700	<b>\$213,800,000</b>
Change from Prior Year	\$12,200,000	\$29,500,000	\$2,123,100	(\$5,479,400)	<b>\$36,056,300</b>
	8.75%	19.46%	1.17%	(2.99%)	<b>20.29%</b>

### Program Mission

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 Purchase 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:

	FY11	FY12
Chicago District 299	\$87,652,400	\$86,028,000
Downstate	\$95,359,784	\$105,068,126
<b>Total claim amount</b>	<b>\$183,012,184</b>	<b>\$191,096,126</b>
Actual percent paid	100%	87.3%
Students*	8,902	9,232
Per student claim*	\$10,712	\$11,381

\*Student data exclude Chicago District 299

# Special Education – Summer School

Legislative Reference – 105 ILCS 5/18-4.3

Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$11,000,000	\$11,700,000	\$11,296,500	\$11,200,000	<b>\$10,100,000</b>
Change from Prior Year	\$1,000,000	\$700,000	(\$403,500)	(\$96,500)	<b>(\$1,100,000)</b>
	10.00%	6.36%	(3.45%)	(0.85%)	<b>(9.82%)</b>

### Program Mission

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):

	FY11	FY12
Chicago District 299	\$6,364,800	\$6,092,800
Downstate	\$4,931,629	\$4,657,186
<b>Total claim amount</b>	<b>\$11,296,429</b>	<b>\$10,749,986</b>
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

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$4,169,700	\$4,169,700	\$3,335,800	\$3,000,000	<b>\$3,000,000</b>
Change from Prior Year	\$0	\$0	(\$833,900)	(\$335,800)	<b>\$0</b>
	0.00%	0.00%	(20.00%)	(10.07%)	<b>0.00%</b>

### Program Mission

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 are 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 in grades 5-12. IVS serves a large number of at-risk students providing credit recovery options to graduate on time. In addition, IVS provides opportunities for student to take courses not offered by their face-to-face school, such as Advanced Placement, foreign languages, and other enrichment opportunities. In fiscal year 2011, IVS began offering ISBE professional development online courses to educators statewide.

### 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, and infrastructure design. The LTCs conduct grant writing workshops, and offer guidance to school building technology coordinators on setting up and monitoring wireless networks and servers.

### Reimbursement/Distribution Method

The 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>FY12</b>	<b>FY13 (est)</b>
Number of Schools	335	450
Number of Students Served	4,200	4,500
Number of Courses Offered	138	154

<b>Learning Technology Centers</b>	<b>FY12</b>	<b>FY13 (est)</b>
Number of Districts Served	870	870
Number of Students Served	1,200,000	1,200,000

# Tax Equivalent Grants

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

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$222,600	\$222,600	\$222,600	\$222,600	\$222,600
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

### Program Mission

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:

	FY11	FY12
Lost tax calculation	\$357,534.22	\$341,488.87

# Teach for America – Minority Recruitment

Legislative Reference – Not Applicable  
Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$450,000	\$225,000	\$225,000	\$1,225,000	\$1,975,000
Change from Prior Year	\$0	(\$225,000)	\$0	\$1,000,000	\$750,000
	0.00%	(50.00%)	0.00%	444.44%	61.22%

### Program Mission

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.

Beginning in 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 state investment of \$1.225 million leveraged \$1 million in matching private funds, which allowed Teach for

America – Chicago to place over 70 new corps members of color in high-need classrooms in the Chicago Region. The requested increase in state funding and an increased private match would allow Teach for America to recruit, train, and support approximately 100 new corps members of color in high-need classrooms.

### Reimbursement/Distribution Method

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

### Population and Service Levels

The following table displays service-level information:

	FY11	FY12 (est)
Chicago teachers	66	100
Chicago students impacted	1,650	2,500

# Teacher & Administrator Mentoring Program

Legislative Reference – 105 ILCS 5/21A

Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$14,000,000	\$9,380,000	\$5,628,000	\$1	<b>\$3,157,000</b>
Change from Prior Year	\$0	(\$4,620,000)	(\$3,752,000)	(\$5,627,999)	<b>\$3,156,999</b>
	0.00%	(33.00%)	(40.00%)	(100.00%)	n/a

### Program Mission

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. This program was funded at \$1 in fiscal year 2012.

### Population and Service Levels

The following table displays service-level information:

	FY11	FY12
# of Teachers mentored	2,094	0
Teacher Mentoring Pilot Projects	45	0

# Teacher Certificate Fee Revolving Fund

Legislative Reference – 105 ILCS 5/21-1b

Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$1,600,000	\$1,600,000	\$3,700,000	\$3,700,000	\$5,000,000
Change from Prior Year	\$201,000	\$0	\$2,100,000	\$0	\$1,300,000
	14.37%	0.00%	131.25%	0.00%	35.14%

### Program Mission

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 application fee charged for certificates, endorsements or evaluation of credentials. Per Public Act 97-0607, as of January 1, 2012, application fees increased to \$75.00 for certificates and \$50.00 for each subsequent endorsement. 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 90,000 applications for teaching, administrative and school service personnel certificates, endorsements and approvals are processed annually. The following table displays service-level information:

	FY11	FY12 (est)
Certificates issued by evaluation	28,038	38,964
Certificates issued by entitlement	16,508	16,500
Letters of deficiency issued	55,691	47,244
Certificates exchanged	325	500

# Temporary Relocation Assistance Revolving Loan Fund

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

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$1,400,000	\$2,000,000	\$1,400,000	\$1,400,000	<b>\$1,400,000</b>
Change from Prior Year	\$0	\$600,000	(\$600,000)	\$0	<b>\$0</b>
	0.00%	42.86%	(30.00%)	0.00%	<b>0.00%</b>

### Program Mission

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

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$2,000,000	\$2,000,000	\$2,000,000	\$3,000,000	<b>\$3,000,000</b>
Change from	\$0	\$0	\$0	\$1,000,00	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	50.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY09	FY10	FY11	FY12**	FY13
Grant Award	\$1,215,842	\$1,215,842	\$1,524,310	TBD	TBD
Change from	\$270,388	\$0	\$308,468	TBD	TBD
Prior Year	28.60%	0.00%	25.37%	TBD	TBD

*\*Federal grant awards may be spent out over a 12 month period spanning two state fiscal years. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, 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 fiscal year 2012 grant award will not be received until March 2012.*

### Program Mission

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

### 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.

### Reimbursement/Distribution Method

Advanced Placement Test Fee Program reimbursement funds are provided to the *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.

### 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.

Participation is open to all Illinois high schools. The number of reimbursed student exam fees for the May 2011 exam administration surpassed 29,000.

# Title I – Basic, Part A

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

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$645,000,000	\$710,000,000	\$710,000,000	\$710,000,000	<b>\$768,000,000</b>
Change from Prior Year	\$17,925,000 2.89%	\$65,000,000 10.08%	\$0 0.00%	\$0 0.00%	<b>\$58,000,000</b> <b>8.17%</b>

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13**
Grant Award	\$593,810,555	\$635,103,455	\$613,254,546	\$633,597,248	TBD
Change from Prior Year	\$674,206 0.11%	\$41,292,900 6.50%	(\$21,848,909) (3.44%)	\$20,342,702 3.32%	TBD

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

\*\*State fiscal year 2013 amounts are TBD (to be determined).

### Program Mission

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% SEA Activities
- 1% Administration

All Illinois local education agencies that have a low-income census count of at least 10 (or 2 percent of their school-age population) are eligible to receive direct assistance.

The following table displays service-level information:

	FY12	FY13 (est)
Number of Title I districts	822	825
Number of Title I schools	2,581	2,500
Students receiving targeted and school wide reading instruction	707,844	700,000
Students receiving targeted and school wide mathematics instruction	565,510	500,000
Number of full-time Title I teachers hired	8,762	8,000

# 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

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$148,074,400	\$420,263,500	\$420,263,500	\$256,924,200	<b>\$30,000,000</b>
Change from Prior Year	\$148,074,400	\$272,189,100	\$0	(\$163,339,300)	<b>(\$226,924,200)</b>
	n/a	183.82%	0.00%	(38.87%)	<b>(88.32%)</b>

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13
Grant Award	\$420,263,561	\$0	\$0	\$0	\$0
Change from Prior Year	\$420,263,561	(\$420,263,561)	\$0	\$0	\$0
	n/a	(100.00%)	0.00%	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 Mission

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.

### 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, 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.

### 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 through 2013.

# Title I – Education of Migratory Children, Part C

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

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000
Change from Prior Year	\$1,000,000 33.33%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13**
Grant Award	\$1,885,064	\$1,936,131	\$1,984,328	\$1,980,256	TBD
Change from Prior Year	(\$80,844) (4.11%)	\$51,067 2.71%	\$48,197 2.49%	(\$4,072) (0.01%)	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 2013 amounts are preliminary grant awards.*

### Program Mission

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 learning standards with an emphasis on reading and mathematics. Funds are generally used for summer school and supplemental regular-term services for students and families, support of professional development for teachers and other program staff, and coordinating services in resource projects, inter-state coordination, 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. Coordinating 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 2011, about 1,885 migrant children and youth qualified for services. Almost all of these were Hispanic, and many were English language learners. Of these, 310 were out-of-school youth. 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.

Ten summer-term programs and ten 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,

including in-school and out-of-school youth, 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:

	FY10	FY11 (est)
Students Summer Program*	811	747
Students Regular Year*	417	475
Number of funded entities	15	14

\*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 2010-2011 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
- 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

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000	<b>\$1,000,000</b>
Change from Prior Year	(\$2,000,000)	\$0	\$0	\$0	<b>(\$3,000,000)</b>
	(33.33%)	0.00%	0.00%	0.00%	<b>(75.00%)</b>

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13**
Grant Award	\$2,462,307	\$2,582,905	\$2,511,754	\$0	TBD
Change from Prior Year	(\$1,016,856)	\$120,598	(\$71,151)	(\$2,511,754)	TBD
	(29.23%)	4.66%	(2.75%)	(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 2013 amounts are TBD (to be determined).*

### Program Mission

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:

	FY10	FY11
Projects	17	17
Families	643	617
Adults (parents)	666	633
Children (students)	889	867

# Title I –Migratory Incentive, Part C

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

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$300,000	\$300,000	\$300,000	\$300,000	<b>\$300,000</b>
Change from	(\$75,000)	\$0	\$0	\$0	<b>\$0</b>
Prior Year	(20.00%)	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13**
Grant Award	\$73,321	\$76,923	\$66,666	\$66,666	TBD
Change from	(\$13,259)	\$3,602	(\$10,257)	\$0	TBD
Prior Year	(15.31%)	4.91%	(13.33%)	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 2013 amounts are TBD (to be determined).*

### Program Mission

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

To provide 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 two 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 2012 funding was the second 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

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$1,700,000	\$1,700,000	\$1,700,000	\$1,700,000	<b>\$1,700,000</b>
Change from	(\$300,000)	\$0	\$0	\$0	<b>\$0</b>
Prior Year	(15.00%)	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13**
Grant Award	\$970,422	\$993,326	\$1,193,188	\$1,092,562	TBD
Change from	(\$312,674)	\$22,904	\$119,862	(\$100,626)	TBD
Prior Year	(24.37%)	2.36%	20.12%	(8.43%)	TBD

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

*\*\*State fiscal year 2013 amounts are TBD (to be determined).*

### Program Mission

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 education 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 1,247 youth who reside in the eight Illinois Youth Centers and three Correctional Centers.

# Title I – School Improvement

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

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$20,000,000	\$30,000,000	\$30,000,000	\$30,000,000	<b>\$50,000,000</b>
Change from Prior Year	\$20,000,000	\$10,000,000	\$0	\$0	<b>\$20,000,000</b>
	n/a	50.00%	0.00%	0.00%	<b>66.67%</b>

## Federal Grant Award\*

	FY09	FY10	FY11	FY12**	FY13**
Grant Award	\$19,201,628	\$24,133,931	\$22,145,132	TBD	TBD
Change from Prior Year	\$13,531,882	\$4,932,303	(\$1,988,799)	TBD	TBD
	238.67%	25.69%	(8.24%)	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 2012 and 2013 amounts are TBD (to be determined).*

### Program Mission

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 statewide system of support providers that work with eligible schools to implement

In fiscal year 2012 there are 658 schools in corrective action or restructuring status and an additional 582 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

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$62,000,000	\$124,000,000	\$124,201,000	\$124,201,000	<b>\$120,000,000</b>
Change from Prior Year	\$62,000,000	\$62,201,000	\$201,000	\$0	<b>(\$4,201,000)</b>
	100.00%	100.32%	0.16%	0.00%	<b>(3.38%)</b>

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13
Grant Award	\$124,200,955	\$0	\$0	\$0	\$0
Change from Prior Year	\$124,200,955	(\$124,200,955)	\$0	\$0	\$0
	n/a	(100.00%)	0.00%	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 Mission

To make School Improvement Grants (SIG) from the Department of Education available to state education agencies (SEAs) to provide competitive sub grants to local education agencies (LEAs) for use in Title I schools and Title I eligible secondary schools identified for improvement, corrective action, or restructuring.

that demonstrate the greatest need and the strongest commitment to implement one of four school improvement models – Turnaround, Transformation, Restart and Closure that will make radical changes to improve student achievement and move the school toward making adequate yearly progress and out of improvement status.

### Purpose

To assist the state’s lowest performing schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. The LEA must utilize one of four approved school intervention models.

### Population and Service Levels

The information below shows the ARRA Title I - School Improvement 1003 (g) grant award at the state level based on the NCLB Act.

#### *Grant Award*

- 95% Grants
- 5% Administration

	FY12	FY13 (est.)
Grant Awards	74,923,416	40,000,000

### Reimbursement/Distribution Method

Funds are distributed through a competitive grant process to districts for eligible schools

# Title I – Striving Readers Comprehensive Literacy Plan Grant

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

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$0	\$0	\$500,000	\$500,000	<b>\$500,000</b>
Change from Prior Year	\$0	\$0	\$500,000	\$0	<b>\$0</b>
	0.00%	0.00%	n/a	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13**
Grant Award	\$0	\$0	\$312,585	\$0	TBD
Change from Prior Year	\$0	\$0	\$312,585	(\$312,585)	TBD
	0.00%	0.00%	n/a	(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 2013 amounts are TBD (to be determined).*

### Program Mission

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

### Purpose

To 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

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$20,000,000	\$20,000,000	\$20,000,000	\$20,000,000	<b>\$5,000,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	( <b>\$15,000,000</b> ) <b>(75.00%)</b>

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13**
Grant Award	\$10,174,097	\$10,796,398	\$3,945,919	\$0	TBD
Change from Prior Year	(\$1,846,540) (15.36%)	\$622,301 6.12%	(\$6,850,479) (63.45%)	(\$3,945,919) (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 2013 amounts are TBD (to be determined).*

### Program Mission

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 – Mathematics and Science Partnership Program

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

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$9,000,000	\$15,000,000	\$12,000,000	\$12,000,000	<b>\$14,000,000</b>
Change from	\$0	\$6,000,000	(\$3,000,000)	\$0	<b>\$2,000,000</b>
Prior Year	0.00%	66.67%	(20.00%)	0.00%	<b>16.67%</b>

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13**
Grant Award	\$6,250,212	\$6,574,300	\$6,513,736	\$6,496,153	TBD
Change from	(\$869,459)	\$324,080	(\$60,564)	(\$17,583)	TBD
Prior Year	(12.21%)	5.18%	(0.92%)	(0.27%)	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 2013 amounts are TBD (to be determined).*

### Program Mission

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

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$135,000,000	\$135,000,000	\$135,000,000	\$157,000,000	<b>\$157,000,000</b>
Change from	\$0	\$0	\$0	\$22,000,000	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	16.30%	<b>0.00%</b>

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13**
Grant Award	\$114,622,074	\$115,492,459	\$115,368,939	\$96,136,452	TBD
Change from	(\$356,296)	\$870,385	(\$123,520)	(\$19,232,487)	TBD
Prior Year	(0.31%)	0.76%	(0.11%)	(16.67%)	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 2013 amounts are TBD (to be determined).*

### Program Mission

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 2012 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

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$40,000,000	\$40,000,000	\$40,000,000	\$40,000,000	<b>\$45,000,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$5,000,000</b>
	0.00%	0.00%	0.00%	0.00%	<b>12.50%</b>

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13**
Grant Award	\$27,696,340	\$31,053,511	\$30,536,177	\$29,610,829	TBD
Change from Prior Year	\$211,295	\$3,357,171	(\$517,334)	(\$925,348)	TBD
	0.77%	12.12%	(1.67%)	(0.03%)	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 2013 amounts are TBD (to be determined).*

### Program Mission

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 2012, the final per capita allocation is \$190.

***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 2012, a total of 16,023 immigrant students were identified. Of this number, 1,130 enrolled in eligible school districts that had a minimum of 10 students and showed a significant increase. The final per capita allocation is \$250.

**Population and Service Levels**

The Annual Student Report indicates Chicago Public Schools enroll approximately 59 percent of the LEP students in the state. The remaining 41 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:

	FY12*	FY13**(est.)
Chicago students	66,683	68,683
Downstate students	111,594	114,941
<b>Total</b>	<b>178,277*</b>	<b>183,624</b>

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

\*\* This number is based on an estimate of 3 percent increase.

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:

	FY12	FY13**( est.)
IEP Students Identified	16,023	16,500
IEP Students Eligible & Served	1,130	1,163

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

\*\*This number is based on an estimate of 3 percent increase.

# Title IV - Safe and Drug Free Schools and Communities

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

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$15,000,000	\$15,000,000	\$15,000,000	\$15,000,000	\$500,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	(\$14,500,000) (96.67%)

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13**
Grant Award	\$9,347,816	\$9,347,816	\$0	\$0	TBD
Change from Prior Year	(\$1,695,644) (15.34%)	\$0 0.00%	(\$9,347,816) (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 2013 amounts are TBD (to be determined).*

### Program Mission

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 years after 2010 is available only through carryover money from fiscal year 2010.

### Population and Service Levels

Illinois received a grant extension in 2012 that allows local education agencies and private, nonprofit elementary and secondary schools to use their carryover funds in fiscal year 2012 and fiscal year 2013.

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

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

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$55,000,000	\$55,000,000	\$55,000,000	\$60,500,000	<b>\$65,000,000</b>
Change from Prior Year	\$10,000,000	\$0	\$0	\$5,500,000	<b>\$4,500,000</b>
	22.22%	0.00%	0.00%	10.00%	<b>7.44%</b>

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13**
Grant Award	\$48,340,920	\$43,572,569	\$47,342,120	\$46,106,456	TBD
Change from Prior Year	\$8,174,227	(\$4,768,351)	\$3,769,551	(\$1,235,664)	TBD
	20.35%	(9.86%)	8.65%	(2.61%)	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 2013 amounts are TBD (to be determined).

## Program Mission

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:

	FY 12	FY13 (est)
Programs	154	141
Schools	503	411

# Title V – Charter Schools

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

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$6,000,000	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000
Change from Prior Year	\$3,500,000	\$3,000,000	\$0	\$0	\$0
	140.00%	50.00%	0.00%	0.00%	0.00%

## Federal Grant Award

	FY09	FY10	FY11*	FY12*	FY13**
Grant Award	\$3,461,999	\$3,981,595	\$0	\$0	TBD
Change from Prior Year	(\$242,710)	\$519,596	(\$3,981,595)	\$0	TBD
	(7.01%)	15.00%	(100.00%)	0.00%	TBD

\*Illinois did not receive an award.

\*\*State fiscal year 2013 amounts are TBD (to be determined).

### Program Mission

To provide grants via federal Public Charter Schools Program 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:

	FY11	FY12 (est)
Number of eligible charter schools (excludes new campuses of existing charter schools, which may be eligible for start-up grants in future fiscal years)	20	18
Number of charter school students	43,167	49,066
Number of applications in excess of available seats	n/a	15,000
Number of pre-charter planning grants	5	0
Number of program design grants	5	0
Number of implementation grants	14	0

# Title VI – Rural and Low Income School Programs

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

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$1,500,000	\$1,500,000	\$2,000,000	\$2,000,000	<b>\$2,000,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$500,000 33.33%	\$0 0.00%	<b>\$0</b> <b>0.00%</b>

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13**
Grant Award	\$733,638	\$940,745	\$1,390,201	\$1,544,973	TBD
Change from Prior Year	(\$86,271) (10.52%)	\$207,107 28.23%	\$449,456 47.78%	\$154,772 11.13%	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 2013 amounts are TBD (to be determined).

## Program Mission

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

## Purpose

To help rural districts that may lack the personnel and resources to compete effectively for federal competitive grants and that often receive grant allocations in amounts that are too small to be effective in meeting their intended purposes. Funds received under the Rural and Low-Income School Program may be used for:

- Teacher recruitment and retention
- Teacher professional development
- Educational technology as described in Part D of Title II
- Parental involvement activities
- Activities authorized under Part A of Title IV (Safe and Drug-Free Schools and Communities)
- Activities authorized under Part A of Title I (Improving the Academic Achievement of Disadvantaged Children)
- Activities authorized under Title III (Language Instruction for Limited English Proficient and Immigrant Students)

- School Improvement activities (districts that failed to make adequate yearly progress)

## 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:

	FY11	FY12 (est)
Eligible districts	40	51
Participating districts	40	51
Instructional expenditures	65%	65%
Improvement of instruction expenditures	8%	10%
Other expenditures	27%	25%

# Title X - Education for Homeless Children

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

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$3,250,000	\$3,250,000	\$3,500,000	\$5,000,000	<b>\$5,000,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$250,000 7.69%	\$1,500,000 42.86%	<b>\$0</b> <b>0.00%</b>

## Federal Grant Award\*

	FY09	FY10	FY11	FY12	FY13**
Grant Award	\$2,536,192	\$2,384,225	\$2,696,886	\$2,913,975	TBD
Change from Prior Year	(\$304,911) (10.73%)	(\$151,967) (5.99%)	\$312,661 13.11%	\$217,089 8.05%	TBD

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

*\*\*State fiscal year 2013 amounts are TBD (to be determined).*

### Program Mission

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
Pre K Children	1,746	2,074
K – 8 Children	21,835	26,632
9 – 12 Children	9,786	13,132

# Transportation – Regular and Vocational

Legislative Reference – 105 ILCS 5/29-5

Funding Source - State

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$339,500,000	\$351,100,000	\$212,533,300	\$205,808,900	<b>\$205,808,900</b>
Governor's Reserve	n/a	n/a	\$65,000,000	\$0	<b>\$0</b>
Original Appropriation	\$339,500,000	\$351,100,000	\$277,533,300	\$205,808,900	<b>\$205,800,900</b>
Change from Prior Year	\$22,000,000 6.93%	\$11,600,000 3.42%	(\$138,566,700) (39.47%)	(\$6,724,400) (3.26%)	<b>\$0 0.00%</b>

### Program Mission

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 District 299:

	FY11	FY12
Salaries/benefits	\$164,919,840	\$161,558,867
Purchased services	\$26,928,981	\$25,687,226
Contractual trans. services	\$245,202,894	\$237,700,144
Payments to other districts	\$9,616,463	\$10,067,992
Payments to Transit Carriers	\$1,128,491	\$1,428,301
Supplies	\$41,175,564	\$47,573,538
Other Expenses	\$2,708,090	\$1,903,574
Building & Maint (Ed Fund)	\$766,139	\$665,292
Building & Maint (O&M Fund)	\$3,994,090	\$3,998,829
Depreciation	\$44,719,033	\$44,069,489
Indirect costs (reimbursable)	\$13,488,930	\$13,566,686
Offsetting revenue	(\$16,881,095)	(\$15,306,309)
<b>Totals</b>	<b>\$537,767,420</b>	<b>\$532,913,629</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>FY11</b>	<b>FY12</b>
Total claim amount	\$336,893,885	\$332,409,657
Chicago District 299	\$7,995,400	\$8,026,500
Downstate	\$328,898,485	\$324,383,157
Actual percent paid	74%	74%
Average number of regular students transported over 1.5 miles*	800,818	809,527
Average number of regular Students transported—hazardous conditions*	163,413	162,605
Total eligible pupils transported*	964,231	972,132
Vocational Education students transported *	17,461	17,722

Downstate claim data do 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

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$383,300,000	\$429,700,000	\$422,189,000	\$436,800,000	<b>\$440,500,000</b>
Change from Prior Year	\$29,900,000	\$46,400,000	(\$7,511,000)	\$14,611,000	<b>\$3,700,000</b>
	8.46%	12.11%	(1.74%)	3.46%	<b>0.88%</b>

### Program Mission

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

	FY11	FY12
Salaries/benefits	\$74,361,511	\$77,781,551
Purchased services	\$21,730,903	\$21,318,878
Contractual trans. services	\$220,234,209	\$218,539,829
Payments to other districts	\$10,537,274	\$10,503,306
Transit Carriers	\$622,008	\$574,093
Supplies	\$17,646,938	\$21,885,350
Other Expenses	\$1,597,562	\$1,636,094
Building & Maint (Ed Fund)	\$284,847	\$277,339
Building & Maint (O&M Fund)	\$1,746,649	\$1,747,970
Depreciation	\$19,264,683	\$19,352,226
Indirect costs (reimbursable)	\$6,504,631	\$6,917,040
Offsetting revenue	(\$7,195,613)	(\$6,444,327)
<b>Totals</b>	<b>\$367,335,602</b>	<b>\$374,089,349</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>FY11</b>	<b>FY12</b>
Total claim amount	\$425,813,387	\$433,369,985
Chicago District 299	\$131,917,900	\$134,097,600
Downstate	\$293,895,487	\$299,272,385
Actual percent paid	100%	100%
Students *	85,151	94,446

Downstate claim data do not include state audit adjustments.

\*Student data exclude Chicago District 299

# Truants' Alternative and Optional Education

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

## Appropriation History

	FY09	FY10	FY11	FY12	FY13 Proposed
Appropriation	\$20,078,100	\$18,070,300	\$14,059,000	\$14,059,000	<b>\$14,059,000</b>
Change from	\$0	(\$2,007,800)	(\$4,011,300)	\$0	<b>\$0</b>
Prior Year	0.00%	(10.00%)	(22.20%)	0.00%	<b>0.00%</b>

### Program Mission

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	FY11	FY12 (est)
Chronic truants	5,900	7,500
Truants	95,000	7,500
High school dropouts	650	650
Potential dropouts	3,300	20,000
<b>Total served</b>	<b>104,850</b>	<b>35,650</b>

Chicago District 299 reported serving 84,683 truants in fiscal year 2011. They planned to offer more intense services to fewer students and the students served identified as potential dropouts in fiscal year 2012.