



FY 2014 Proposed Budget



Illinois State Board of Education

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

Gery J. Chico
State Board of Education Chairman



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 2013

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 2014 budget recommendation. In recent years, Illinois lawmakers have enacted landmark legislation for education reform. We ask that you continue to support these reforms by making additional investments in education funding. Our state faces substantial fiscal challenges, but it is very important that we provide educational opportunity today to secure a stronger economy for our state's tomorrow. By building a solid academic infrastructure to benefit families and support Illinois' youngest citizens, we can strengthen our ability to attract corporate investment in our state.

Last fall, ISBE held a series of public budget hearings across the state. Consistent with The National Advisory Council on State and Local Budgeting principles, Illinois requires state agencies to use a "Budgeting for Results" model to establish spending priorities, meet goals and deliver excellent services and value to taxpayers. To meet the requirements, participants in the five meetings were asked to provide the following information when presenting their fiscal year 2014 budget requests to the ISBE Finance and Audit Committee:

- **Outcomes:** What outcomes will the funding allotment achieve?
- **Measures:** What are the measurable results of these outcomes?
- **Value:** What is the value of the outcomes?
- **Historicals:** What outcomes have been achieved in the past?
- **Moving forward:** How does your organization plan to improve the value of services it provides using funding and other resources?

More than 150 individuals provided oral or written testimony to restore or increase General State Aid, early childhood funding, agriculture education and other items and programs. Many others provided feedback via email to the agency.

The Board recommends a budget for fiscal year 2014 that includes more than \$874 million, or a 13.4 percent increase, in state funding over the current fiscal year. The increase would reverse a trend of cuts that are impacting student learning and improve the financial health of districts across the state. The budget recommendation would fully fund General State Aid at the 2010 Foundation Level set by the legislature, which is \$6,119 per pupil. It is the state's obligation to fund our schools at the level set in statute. The proposed \$745 million increase (17 percent) for General State Aid would use resources to positively impact the most students with the greatest efficiency by giving districts much needed flexibility to address their community's needs.

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, it is time to reaffirm our commitment to the state's youngest learners. We all know that the earliest years of life are critical to developing young minds. ISBE recommends a \$40 million increase in funding for Early Childhood Education, which would still be short of fiscal year 2009 levels. About 10,500 more three - five year olds would be served under preschool programs with the added funds.

ISBE is also calling for \$20 million as districts look to strengthen their existing plans and security measures. The matching grant program would provide about \$5,000 per school to help schools improve school building security. We must make sure every school offers a safe and healthy learning environment for all students.

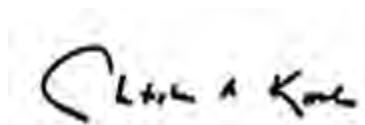
To meet the needs of the growing bilingual population, which is now about 10 percent of all students, the Board is recommending an 17.36 percent increase in the bilingual line item. The proposed increase will help districts meet new mandates to provide bilingual preschool programs. Our goal is that every student will be able to demonstrate academic achievement and be prepared for success after high school.

We appreciate your continued support of education in Illinois. The state's 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. ISBE 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

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ILLINOIS STATE BOARD OF EDUCATION

MISSION AND GOALS

MISSION

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

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.



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Illinois State Board of Education announces Fiscal Year 2014 Budget Hearings

DATE	LOCATION	TIME
Monday, October 29, 2012	RICHTON PARK Southland Charter School	4-6 p.m.
Monday, November 5, 2012	CHAMPAIGN Champaign Public Library 200 W. Green St., Champaign	4-6 p.m.
Thursday, November 15, 2012	GRAYSLAKE G Room 145 University Center, College of Lake County	4-6 p.m.
Friday, November 16, 2012	CHICAGO James R. Thompson Center Video-conference 999 W. Dundee Road, Wheeling 100 W. Randolph St., Chicago	Noon to 2 p.m.
Monday, November 19, 2012	GRANITE CITY Granite City High School	4-6 p.m.

The Finance and Audit Committee fiscal year 2014 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

Since fiscal year 2009, appropriation levels for Pre-Kindergarten through 12th Grade have been reduced by \$861 million. The statutory foundation level of \$6,119 has not been fully funded since fiscal year 2011 resulting in General State Aid being prorated at 95 percent in fiscal year 2012 and 89 percent in fiscal year 2013. It is anticipated that fiscal year 2014 will be another difficult budget year for the State of Illinois. The state's backlog of unpaid bills remains substantial. At the beginning of February, the backlog totaled more than \$4.6 billion with \$639 million representing payments due to Illinois State Board of Education (ISBE) for school districts and vendors. At the December 2012 State Board meeting, representatives from the Commission on Governmental 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.

In making this request, the Board has sought to reverse the trend of cuts that is impacting student learning and the financial health of school districts across the state. Currently 67 percent of Illinois school district Budgets reflect deficit spending for fiscal year 2013 which is a direct result of the reductions to state revenues over the last four fiscal years. During this same period of time, Illinois School Districts have been asked to implement new state educational improvements, such as the more rigorous Common Core standards and new principal and teacher evaluations, while also seeing an increase in the population of low-income students.

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 to conserve scarce resources and maintain focus.

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 other constitutional officers 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 outcome.

P.A. 96-1529, which was signed into law on February 16, 2011 further refined the requirements for what has become known as the BFR initiative. This Act required that, beginning with

budgets prepared for fiscal year 2013, staff must adhere to a method of budgeting where each 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 2014 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 2014 Budget are listed below:

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

The fiscal year 2014 ISBE budget book provides service level detail for the programs which the State Board administers. 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) because they are received by virtually all districts in the state. In fiscal year 2014, these two elements comprise nearly 92 percent of the proposed General Funds budget, as they have in recent years.

The fiscal year 2014 ISBE budget recommendation places the majority of the recommended funding increase in GSA. The \$745.1 million GSA increase being recommended represents 85 percent of the \$874 million increase in General Funds. Historically, funding GSA has been the Board's highest priority as it provides the most flexibility to districts.

Budget at a Glance

The current budget proposal reflects a total appropriation of \$10.48 billion. The General Funds portion of this request totals \$7.42 billion. This is an \$874.28 million (13.4 percent) increase compared to ISBE's fiscal year 2013 General Funds appropriation.

The fiscal year 2014 proposal includes:

- \$745.0 million increase in GSA. Funding at this level will fully fund the GSA claim at the statutorily-set foundation level of \$6,119. The fiscal year 2013 appropriation level for GSA resulted in a proration of 89 percent;
- \$4.6 million increase to MCATs, which would fully fund all lines, except Regular/Vocational Transportation, Special Education Private Tuition and Illinois Free Lunch & Breakfast;
- a \$40.0 million increase in Early Childhood Education;
- a \$11.0 million increase in Bilingual Education;
- a \$10.5 million increase in Standards & Assessments to transition to assessing the Common Core State Standards and to restore the Writing Assessment;
- \$3.9 million increase in funding to expand work in individual schools identified as the lowest performing on state assessments;
- \$14.3 million increase to allow for the payment of Regional Superintendents' and Assistant Regional Superintendents' salaries, as well as Regional Office of Education (ROE) services grants;
- \$9 million in General Funds for Educator Quality and Support to increase the quality of teachers and school leaders in Illinois;
- \$13.6 million in General Funds to provide funding to award Emergency Financial Assistance Grants;
- \$20 million in General Funds to provide a matching grant for School Security improvements;
- \$3.0 million for Homeless Education, which was last funded in fiscal year 2009.

General State Aid

In fiscal year 2013, another \$518 million would have been needed to fully fund the statutorily-set \$6,119 foundation level. This resulted in the need to prorate GSA claims at 89 percent. The Board is recommending fully funding GSA in fiscal year 2014 at the statutorily-set foundation level of \$6,119. It is currently estimated that the fiscal 2014 appropriations would have to increase \$745 million.

Mandated Categorical Programs

The proposed budget includes fully funding all MCATs for fiscal year 2014, except Regular/Vocational Transportation, Special Education Private Tuition and Illinois Free Lunch & Breakfast for which the Board is recommending level funding and the required amount needed to meet Maintenance of Fiscal Effort requirements related to Federal Individuals with Disabilities Act.

Early Childhood Education

An increase of \$40 million is being recommended by the Board for Early Childhood Education. This increase will restore the level of funding to six year average funding level. While much more than \$340.2 million would be required to provide services to pupils who are not currently being served by either Head Start or Preschool for All, the partial restoration of funding will provide grantees the opportunity to serve the greatest number of children with the infrastructure and capacity that is currently in place today and maintain integrity in the program.

Regional Delivery System

Regional Offices of Education – Salaries

Compensation for the salaries of ROE Superintendents and Assistant Superintendents continued to be funded from the Personal Property Replacement Tax Fund through the end of fiscal year 2013. The fund from which the ROE salaries would be paid from in fiscal year 2014 is not clear at this point in time but 105 ILCS 5/3-2.5 requires that the salaries be paid from the Common School Fund. As a result, the Board is requesting an appropriation of \$10.1 million to pay for ROE salaries from the Common School Fund in fiscal year 2014. The amount being requested will provide funding for the statutory salary increases as well as providing the necessary funding for termination costs.

Regional Offices of Education – School Services

The Board is recommending funding for fiscal year 2014 in the amount of \$6.5 million. This funding supports the administrative costs of ROE and Intermediate Service Centers. It also supports continuous improvement and capacity building in the regional offices and intermediate offices, and provides for the delivery of specific services.

Bilingual Education

The Bilingual Education Appropriations have remained constant for the last three fiscal years at \$63.4 million while the cost of providing English Language Learners services has increased over that same period of time. The Board is recommending an \$11 million increase (17.4 percent) in funding to provide for a proration of 79.7 percent in fiscal year 2014 as compared to the projected proration level of 71.9 percent for fiscal year 2013.

Standards and Assessments

For fiscal year 2013, the Board is recommending that funding for Assessments be increased by \$8.1 million (29.6 percent). The justification for the increase is based upon the need to procure Illinois Standard Achievement Test and Illinois Alternate Assessment that assess Common Core State Standards (CCSS). The additional funding will complete the transition from assessments in English/Language Arts and Mathematics based on the 1997 Illinois Assessment Framework to assessments that are aligned to the CCSS, thus supporting the transition in curricular areas to CCSS and providing stakeholders with an assessment that is more closely aligned with the Partnership for the Assessment of Readiness for College and Careers content. Additionally, the funding would be utilized to restore the Prairie State Achievement Exam writing assessment, which has not been administered since fiscal year 2010.

Finally, the Board is recommending restoration of \$2.4 million for the Growth Model in fiscal year 2014. This funding would be utilized in the assessment of the academic growth of students from one year to the next as opposed to comparing student academic performance to grade level proficiency levels.

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 for fiscal year 2014.

Teach for America – Minority Recruitment

The Board is recommending an appropriation of \$1.975 million for fiscal year 2014. The recommended appropriation amount will provide an additional \$750 thousand for Teach for America. The additional funding will be utilized to recruit and support an additional 140 first year teachers of color. These efforts, coupled with fiscal year 2013 efforts, will result in over 240 first and second year teachers of color in the Chicago Region.

Performance Evaluations

Two hundred thousand is being recommended for fiscal year 2014 in order to continue to support the work of the Performance Evaluation Advisory Council and school districts in the implementation of the Performance Evaluation Reform Act of 2010.

Principal Mentoring Program

Quality leaders are recognized as a key component for school improvement and strong schools. Due to this being a key component, the Board is recommending \$900,000 to direct the mentoring support to first year principals and their mentors.

Teacher and Administrator Mentoring Program

Five million is being recommended to provide mentoring opportunities for new teachers. Studies have found that high quality induction programs can reduce turnover by 50 percent. Turnover creates additional administrative costs to a district and loss of teaching quality and effectiveness. With increasing accountability and new evaluations systems, it is critical that new teachers receive support and professional development that will support their teaching.

School Reform and Accountability

The Board's recommendation includes a \$4 million increase for School Reform and Accountability Programs. The \$4.3 million of appropriations in the recommendation will provide continued support for the work in:

- Providing leadership and support to schools that are identified as the lowest performing on state assessments,
- Provide training and coaching to promote students' academic, physical, social, emotional and behavioral development,
- Continued support for technology through the Learning Technology Centers, and

- Illinois Virtual High School, which offers supplemental online courses to all Illinois public, private and home school students.

District Consolidation

The Board is recommending an increase of \$1.145 million for fiscal year 2014 based upon the estimated amounts necessary to fund the cost of Reorganization Feasibility Studies and District Reorganization Incentives for payments for district reorganizations that have occurred and for specific consolidations that are underway.

New Budget Lines

Homeless Education

The Board is recommending \$3 million for the Homeless Education Program. This will provide support services, outreach and advocacy needed for the growing number of homeless students to remain in school and have equal access to the same free, appropriate public education as provided to other children and youth.

School Security Grant Program

The Board is recommending a new matching grant program for fiscal year 2014 to reimburse school districts for school building security purposes. The \$20 million appropriation will provide approximately \$5,000 per school in state support to strengthen security measures.

Agency Operations

In fiscal year 2013 the Agency Operations appropriations were increased by \$1.4 million for a total of \$23.7 million. This remains \$3.1 million short of the fiscal year 2010 appropriation level of \$26.8 million. The Board and staff recognize the state's financial condition and the only increase that is being recommended is \$333,800 for General Funds. It is also important to note that the Agency Operations percentage of the total General Funds Budget is 0.35 percent.

An increase of \$200,000 is being recommended in the retirement contribution line for fiscal year 2014. The payment of retirement contributions for staff being paid from General Funds was centralized at Central Management Services in the beginning of fiscal year 2010. Teachers Retirement Service (TRS), however, requires that ISBE make a payment to TRS in the event that salary increases in the last two years of employment exceed a certain threshold. An appropriation from this line is needed to make the required payments to TRS.

An increase of \$133,800 is being recommended to partially restore the reduction to the General Funds Travel line item that was enacted in fiscal year 2012. Given the financial condition and the continued need to monitor and audit school districts, additional travel is required to districts to provide financial technical assistance and to ensure the programmatic integrity and fiscal compliance with the programs administered by the agency.

Budget Highlights – Fiscal Year 2014 Request

Proposed Fiscal Year 2014 Budget

	FY13	FY14		
\$000s	At 01/31/2013	Request	\$ Change	% Change
General Funds				
Appropriations	\$6,540,799.0	\$7,415,083.8	\$874,284.8	13.37%
Reappropriations	\$0.0	\$0.0	\$0.0	n/a
Total General Funds	\$6,540,799.0	\$7,415,083.8	\$874,284.8	13.37%
Other State Funds	\$60,453.9	\$60,168.9	(\$285.0)	-0.47%
Federal Funds	\$2,941,170.2	\$3,007,410.5	\$66,240.3	2.25%

General State Aid (GSA)

	FY13	FY14		
\$000s	At 01/31/2013	Request	\$ Change	% Change
GSA – Formula	\$2,684,807.0	\$3,072,235.9	\$387,428.9	14.43%
GSA – Poverty Grant	\$1,581,627.7	\$1,934,613.6	\$352,985.9	22.32%
PTELL Adjustment	\$20,317.8	\$25,000.0	\$4,682.2	23.04%
TOTAL	\$4,286,752.5	\$5,031,849.5	\$745,097.0	17.38%
Foundation Level (actual \$)	\$6,119	\$6,119		
	prorated at 89%	prorated at 100%		

Mandated Categoricals

	FY13	FY14		
\$000s	At 01/31/2013	Request	\$ Change	% Change
Illinois Free Lunch/Breakfast	\$14,300.0	\$14,300.0	\$0.0	0.00%
Orphanage Tuition	\$13,000.0	\$12,000.0	(\$1,000.0)	-7.69%
Sp Ed – Children Requiring Sp Ed Services	\$314,196.1	\$303,091.7	(\$11,104.4)	-3.53%
Sp Ed – Orphanage Tuition	\$111,000.0	\$105,000.0	(\$6,000.0)	-5.41%
Sp Ed – Personnel Reimbursement	\$440,200.0	\$440,500.0	\$300.0	0.07%
Sp Ed – Private Tuition	\$206,843.3	\$219,119.0	\$12,275.7	5.93%
Sp Ed – Summer School	\$10,100.0	\$10,500.0	\$400.0	3.96%
Sp Ed – Transportation	\$440,500.0	\$450,300.0	\$9,800.0	2.22%
Transportation – Regular/Vocational	\$205,808.9	\$205,808.9	\$0.0	0.00%

Proration Levels	FY13 Budgeted	FY13 Actual	FY14 Proposed
Illinois Free Lunch/Breakfast	100.00%	35.00% (est)	35.00%
Orphanage Tuition	100.00%	100.00%	100.00%
Sp Ed – Children Requiring Sp Ed Services	100.00%	100.00%	100.00%
Sp Ed – Orphanage Tuition	100.00%	100.00%	100.00%
Sp Ed – Personnel Reimbursement	100.00%	100.00%	100.00%
Sp Ed – Private Tuition	100.00%	91.00%	90.00%
Sp Ed – Summer School	100.00%	96.00%	100.00%
Sp Ed – Transportation	100.00%	99.00%	100.00%
Transportation – Regular/Vocational	60.00%	76.00%	64.00%

Early Childhood Education

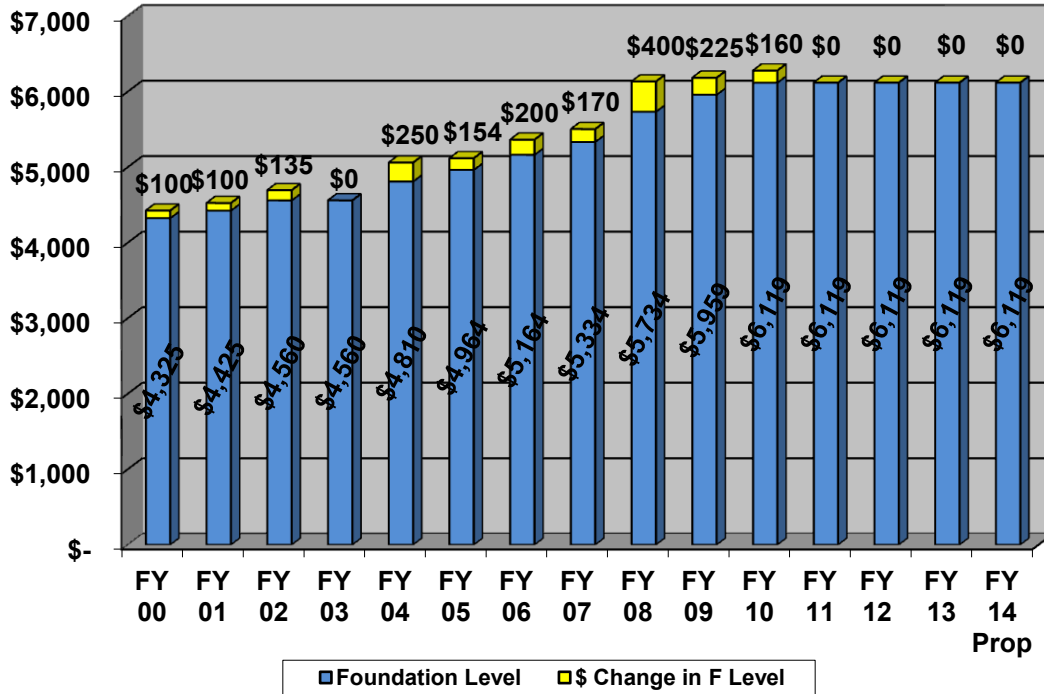
\$000s	FY13 At 01/31/2013	FY14 Request	\$ Change	% Change
Early Childhood Education	\$300,192.4	\$340,192.4	\$40,000.0	13.32%
	FY12 Actual	FY13 Estimated	# Change	% Change
Children Served	80,914	73,883	-7,031	-8.69%

Other Programs

\$000s	FY13 At 01/31/2013	FY14 Request	\$ Change	% Change
Academic Improvement	\$404,462.7	\$455,685.7	\$51,223.0	12.66%
Educator Quality and Support	\$2,225.0	\$9,075.0	\$6,850.0	307.87%
Other Statewide District Categorical Assistance	\$2,805.0	\$17,590.0	\$14,785.0	527.09%
Regional Offices of Education	\$2,295.1	\$16,670.0	\$14,374.9	626.33%
School Reform and Accountability	\$4,302.8	\$8,300.0	\$3,997.2	92.90%
Special Education	\$6,507.8	\$6,657.8	\$150.0	2.30%
Standards and Assessments	\$29,400.0	\$39,900.0	\$10,500.0	35.71%
Student Health and Safety Initiatives	\$18,723.3	\$44,525.9	\$25,802.6	137.81%
Miscellaneous	\$3,722.6	\$222.6	(\$3,500.0)	-94.02%

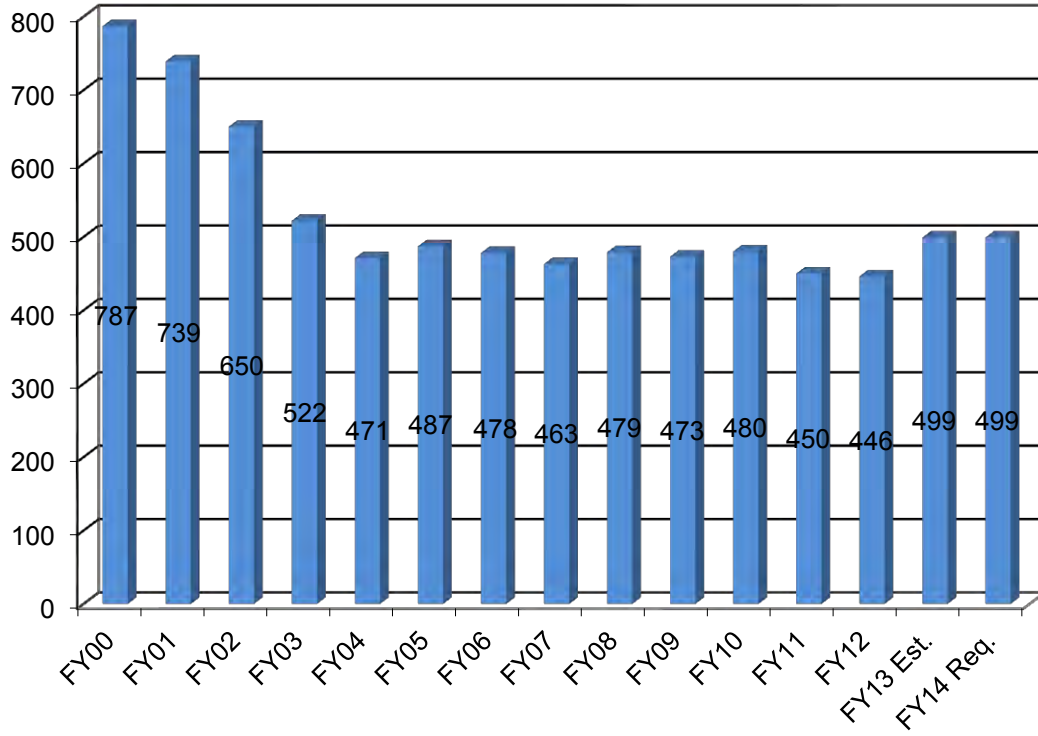
*Total in Academic Improvement includes Early Childhood Education figures which are shown separately above.

General State Aid Foundation Level and Annual Dollar Change
 In Foundation Levels
 FY 00 – FY 14 Proposed



FY12 GSA prorated at 95%; Effective Foundation Level=\$5,953
 FY13 prorated at 89%; Effective Foundation Level= \$5,734

ISBE Headcount History
(as of June 30)



ILLINOIS STATE BOARD OF EDUCATION
FY14 Board Budget Recommendation

\$000s	FY13 At Jan-13	FY14 Request	FY14 Increase (Decrease)	
			\$	%
GENERAL FUNDS				
GRANTS				
<u>General State Aid</u>				
GSA Formula Grant	2,684,807.0	3,072,235.9	387,428.9	14.4%
GSA Poverty Grant	1,581,627.7	1,934,613.6	352,985.9	22.3%
PTELL Adjustment	20,317.8	25,000.0	4,682.2	23.0%
Subtotal, General State Aid	4,286,752.5	5,031,849.5	745,097.0	17.4%
<u>Mandated Categoricals</u>				
Personnel Reimbursement (Special Ed)	440,200.0	440,500.0	300.0	0.1%
Funding for Children Requiring Sp Ed Services	314,196.1	303,091.7	-11,104.4	-3.5%
Orphanage Tuition (Special Ed)	111,000.0	105,000.0	-6,000.0	-5.4%
Private Tuition (Special Ed)	206,843.3	219,119.0	12,275.7	5.9%
Summer School (Special Ed)	10,100.0	10,500.0	400.0	4.0%
Transportation (Special Ed)	440,500.0	450,300.0	9,800.0	2.2%
Subtotal, Mandated Categoricals (Special Ed)	1,522,839.4	1,528,510.7	5,671.3	0.4%
Illinois Free Lunch/Breakfast	14,300.0	14,300.0	0.0	0.0%
Orphanage Tuition	13,000.0	12,000.0	-1,000.0	-7.7%
Transportation - Regular/Vocational	205,808.9	205,808.9	0.0	0.0%
Total, Mandated Categoricals	1,755,948.3	1,760,619.6	4,671.3	0.3%
<u>Standards, Assessments and Accountability</u>				
Assessments	27,400.0	35,500.0	8,100.0	29.6%
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%
Subtotal, Standards, Assessments and Accountability	29,400.0	39,900.0	10,500.0	35.7%
<u>Academic Improvement</u>				
Early Childhood Education	300,192.4	340,192.4	40,000.0	13.3%
Arts and Foreign Language	500.0	500.0	0.0	0.0%
Bilingual Education	63,381.2	74,381.2	11,000.0	17.4%

<u>College and Career Readiness</u>				
Advance Placement Classes	527.0	750.0	223.0	42.3%
Agricultural Education	1,800.0	1,800.0	0.0	0.0%
Career and Technical Education Programs	38,062.1	38,062.1	0.0	0.0%
<i>Subtotal College and Career Readiness</i>	<i>40,389.1</i>	<i>40,612.1</i>	<i>223.0</i>	<i>0.6%</i>
<i>Subtotal, Academic Improvement</i>	<i>404,462.7</i>	<i>455,685.7</i>	<i>51,223.0</i>	<i>12.7%</i>
<u>School Reform and Accountability</u>				
Lowest Performing Schools	1,002.8	5,000.0	3,997.2	398.6%
Statewide System of Support	0.0	0.0	0.0	NA
Children's Mental Health Partnership	300.0	300.0	0.0	0.0%
State and District Technology Support	3,000.0	3,000.0	0.0	0.0%
<i>Subtotal, School Reform and Accountability</i>	<i>4,302.8</i>	<i>8,300.0</i>	<i>3,997.2</i>	<i>92.9%</i>
<u>Regional Offices of Education</u>				
Regional Offices of Education - Bus Driver Training	70.0	70.0	0.0	0.0%
Regional Offices of Education - Salaries	0.0	10,100.0	10,100.0	NA
Regional Offices of Education - School Services	2,225.1	6,500.0	4,274.9	192.1%
<i>Subtotal, Regional Offices of Education</i>	<i>2,295.1</i>	<i>16,670.0</i>	<i>14,374.9</i>	<i>626.3%</i>
<u>Special Education</u>				
Autism	100.0	250.0	150.0	150.0%
Blind and Dyslexic	816.6	816.6	0.0	0.0%
Community and Residential Services Authority	592.3	592.3	0.0	0.0%
Materials Center for the Visually Impaired	1,421.1	1,421.1	0.0	0.0%
Philip J. Rock Center and School	3,577.8	3,577.8	0.0	0.0%
<i>Subtotal, Special Education</i>	<i>6,507.8</i>	<i>6,657.8</i>	<i>150.0</i>	<i>2.3%</i>
<u>Educator Quality and Support</u>				
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	5,000.0	5,000.0	NA
<i>Subtotal, Educator Quality and Support</i>	<i>2,225.0</i>	<i>9,075.0</i>	<i>6,850.0</i>	<i>307.9%</i>
<u>Other Statewide District Categorical Assistance</u>				
District Consolidation Costs	2,805.0	3,950.0	1,145.0	40.8%

School District Emergency Financial Assistance Fund Deposit	0.0	13,640.0	13,640.0	NA
Subtotal, Other Statewide District Categorical Assistance	2,805.0	17,590.0	14,785.0	527.1%
<u>Student Health and Safety Initiatives</u>				
Alternative Learning/Regional Safe Schools	6,539.3	9,341.9	2,802.6	42.9%
Homeless Education	0.0	3,000.0	3,000.0	NA
Truant Alternative and Optional Education	12,000.0	12,000.0	0.0	0.0%
School Security Grant Program	0.0	20,000.0	20,000.0	NA
Subtotal, Student Health & Safety Init before lump sums	18,539.3	44,341.9	25,802.6	139.2%
Educator Misconduct Investigations--Lump Sum	184.0	184.0	0.0	0.0%
Subtotal, Student Health and Safety Initiatives	18,723.3	44,525.9	25,802.6	137.8%
<u>Miscellaneous</u>				
After School Matters	2,500.0	0.0	-2,500.0	-100.0%
Illinois Coalition for Immigrant and Refugee Rights	1,000.0	0.0	-1,000.0	-100.0%
Tax Equivalent Grants	222.6	222.6	0.0	0.0%
Subtotal, Miscellaneous	3,722.6	222.6	-3,500.0	-94.0%
TOTAL - GRANTS	6,517,145.1	7,391,096.1	873,951.0	13.4%
<u>ADMINISTRATION --GENERAL FUNDS</u>				
Personal Services	16,036.3	16,036.3	0.0	0.0%
Retirement Pick-Up	191.8	191.8	0.0	0.0%
Retirement	0.0	200.0	200.0	NA
Social Security/Medicare	517.6	517.6	0.0	0.0%
Subtotal, Personal Services and Benefits	16,745.7	16,945.7	200.0	1.2%
Contractual	6,000.0	6,000.0	0.0	0.0%
Travel	166.3	300.0	133.7	80.4%
Commodities	71.3	71.3	0.0	0.0%
Printing	64.7	64.7	0.0	0.0%
Equipment	132.2	132.2	0.0	0.0%
Telecommunications	450.0	450.0	0.0	0.0%
Operation of Automotive Equipment	23.8	23.8	0.0	0.0%
Subtotal, Operations	6,908.3	7,042.0	133.7	1.9%
Strategic Plan	0.0	0.0	0.0	NA
Subtotal, Lump Sums	0.0	0.0	0.0	NA
TOTAL - ADMINISTRATION AND LUMP SUMS	23,654.0	23,987.7	333.7	1.4%

TOTAL - GENERAL FUNDS	6,540,799.1	7,415,083.8	874,284.7	13.4%
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Re-appropriation	0.0	0.0	0.0	NA
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TOTAL - GENERAL FUNDS w/ Re-appropriations	6,540,799.1	7,415,083.8	874,284.7	13.4%
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OTHER STATE FUNDS

ADMINISTRATION--OTHER STATE FUNDS

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	5,000.0	5,000.0	0.0	0.0%
Ordinary & Contingent Exp - School Infrastructure Fund	600.0	600.0	0.0	0.0%
Subtotal, Lump Sums	14,824.1	14,824.1	0.0	0.0%
TOTAL - ADMINISTRATION	14,824.1	14,824.1	0.0	0.0%

GRANTS--OTHER STATE FUNDS

After School Rescue Fund	200.0	200.0	0.0	0.0%
Charter Schools Revolving Loan Fund	20.0	20.0	0.0	0.0%
Drivers Education Fund	17,500.0	15,000.0	-2,500.0	-14.3%
Personal Property Replacement Tax Fund	12,025.0	0.0	-12,025.0	-100.0%
School District Emergency Financial Assistance Fund	1,000.0	14,640.0	13,640.0	1364%
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%
State Charter School Commission Fund	0.0	600.0	600.0	NA
Temporary Relocation Expenses Revolving Grant Fund	1,400.0	1,400.0	0.0	0.0%
Subtotal, Grants	45,629.8	45,344.8	-285.0	-0.6%
TOTAL - GRANTS	45,629.8	45,344.8	-285.0	-0.6%

TOTAL--OTHER STATE FUNDS - ISBE	60,453.90	60,168.90	-285.0	-0.5%
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FEDERAL FUNDS

ADMINISTRATION

Operations

Personal Services	17,375.7	17,897.0	521.3	3.0%
Retirement Pick-Up	109.4	114.9	5.5	5.0%
Retirement	7,507.5	7,732.7	225.2	3.0%
Social Security/Medicare	1,222.6	1,259.3	36.7	3.0%

Group Insurance	5,052.2	5,203.8	151.6	3.0%
Subtotal- Personal services and Benefits	31,267.4	32,207.7	940.3	3.0%
Contractual	25,525.5	26,525.5	1,000.0	3.9%
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	1,000.0	1,000.0	0.0	0.0%
Telecommunications	459.0	459.0	0.0	0.0%
Subtotal, Operations	29,922.5	30,922.5	1,000.0	3.3%
TOTAL-- ADMINISTRATION	61,189.9	63,130.2	1,940.3	3.2%
GRANTS				
<u>Career and Technical Education</u>				
Career and Technical Education - Basic	55,000.0	55,000.0	0.0	0.0%
Career and Technical Education - Tech Prep	100.0	0.0	-100.0	-100.0%
Subtotal, Career and Technical Education	55,100.0	55,000.0	-100.0	-0.2%
<u>Child Nutrition</u>				
Child Nutrition Programs	725,000.0	725,000.0	0.0	0.0%
Child Nutrition Programs - ARRA	0.0	0.0	0.0	NA
Subtotal, Child Nutrition	725,000.0	725,000.0	0.0	0.0%
<u>Individuals with Disabilities Act</u>				
Individuals with Disabilities Education Act	700,000.0	700,000.0	0.0	0.0%
Individuals with Disabilities Education Act - ARRA	0.0	0.0	0.0	NA
Individuals with Disabilities Education Act - Deaf and Blind	500.0	500.0	0.0	0.0%
Individuals with Disabilities Education Act - Model Outreach	0.0	0.0	0.0	NA
Individuals with Disabilities Education Act - Preschool	25,000.0	25,000.0	0.0	0.0%
Individuals with Disabilities Education Act - State Imp	4,000.0	4,350.0	350.0	8.8%
Subtotal, Individuals with Disabilities Act	729,500.0	729,850.0	350.0	0.0%
<u>NCLB (excluding Assessments)</u>				
NCLB - Title I - Advanced Placement Program	3,000.0	3,000.0	0.0	0.0%
NCLB - Title I – Basic Part A	825,000.0	930,000.0	105,000.0	12.7%
NCLB – Title I – Basic Part A – ARRA	150,000.0	73,400.0	-76,600.0	-51.1%
NCLB - Title I - Striving Readers	500.0	0.0	-500.0	-100.0%
NCLB - Title II - Enhancing Education Through Technology	5,000.0	0.0	-5,000.0	-100.0%
NCLB - Title II - Enhancing Education Through Tech ARRA	100.0	0.0	-100.0	-100.0%

NCLB - Title II - Math/Science Partnerships	14,000.0	14,000.0	0.0	0.0%
NCLB - Title II - Teacher/Principal Training	157,000.0	157,000.0	0.0	0.0%
NCLB - Title III - Language Acquisition	45,000.0	45,250.0	250.0	0.6%
NCLB - Title IV - 21st Century/Community Service Programs	65,000.0	74,000.0	9,000.0	13.8%
NCLB - Title IV - Safe and Drug Free Schools	500.0	0.0	-500.0	-100.0%
NCLB - Title V - Charter Schools	9,000.0	9,000.0	0.0	0.0%
NCLB - Title VI - Rural and Low Income Schools	2,000.0	2,000.0	0.0	0.0%
NCLB - Title X - Homeless Education	5,000.0	5,000.0	0.0	0.0%
Subtotal, NCLB (excluding Assessments)	1,281,100.0	1,312,650.0	31,550.0	2.5%

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	0.0	-2,000.0	-100.0%
Subtotal, Assessments	25,780.3	23,780.3	-2,000.0	-7.8%

Other Grants

Congressional Special Projects	5,000.0	5,000.0	0.0	0.0%
Learn and Serve America	500.0	0.0	-500.0	-100.0%
Longitudinal Data System	5,200.0	5,200.0	0.0	0.0%
Longitudinal Data System – ARRA	10,000.0	10,000.0	0.0	0.0%
Early Learning Challenge	0.0	35,000.0	35,000.0	NA
Race to the Top	42,800.0	42,800.0	0.0	0.0%
Subtotal, Other Grants	63,500.0	98,000.0	34,500.0	54.3%

TOTAL - GRANTS	2,879,980.3	2,944,280.3	64,300.0	2.2%
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TOTAL - FEDERAL FUNDS	2,941,170.2	3,007,410.5	66,240.3	2.3%
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GRAND TOTAL	9,542,423.2	10,482,663.2	940,240.0	9.9%
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Program Pages

Advanced Placement

Legislative Reference - 105 ILCS 302
Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$823,450	\$527,000	\$0	\$527,000	\$750,000
Change from Prior Year	(\$823,450) (50.00%)	(\$296,450) (36.00%)	(\$527,000) (100.00%)	\$527,000 n/a	\$223,000 42.31%

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

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

Reimbursement/Distribution Method

Funds are awarded through a request-for-proposals process to 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, 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.

	FY10	FY11	FY12	FY13 (est)
Districts	18	17	0	19

Agricultural Education

Legislative Reference - 105 ILCS 5/2-3.80

Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$3,043,100	\$1,947,600	\$1,800,000	\$1,800,000	\$1,800,000
Change from Prior Year	(\$338,100)	(\$1,095,500)	(\$147,600)	\$0	\$0
	(10.00%)	(36.00%)	(7.58%)	0.00%	0.00%

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

	FY12	FY13 (est)
Secondary Students - unduplicated (7-12)	28,657	29,250
High Schools	315	326
Community Colleges	24	24
Universities	4	4
IL Postsecondary Students	7,568	7,700
Agricultural Literacy Coalitions	63	64
Number of individuals reached through Agricultural Literacy Coalitions	484,006	495,000
Percent of Secondary Ag Ed Programs receiving technical assistants visits	81	90

Alternative Education – Regional Safe Schools

Legislative Reference - 105 ILCS 5/13A-8

Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$16,682,000	\$9,341,900	\$9,341,900	\$6,539,300	\$9,341,900
Change from Prior Year	(\$1,853,500)	(\$7,340,100)	\$0	(\$2,802,600)	\$2,802,600
	(10.00%)	(44.00%)	0.00%	(30.00%)	42.86%

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 six 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. The passage of PA 97-0495 also allows for school districts to administratively transfer an expelled student or

a student suspended in excess of 20 days to a Regional Safe School Program.

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:

	FY12	FY13 (est)
Expulsion-eligible	2,557	1,800
Suspension-eligible	2,120	1,500
Total	4,677	3,300

Arts and Foreign Language

Legislative Reference – 105 ILCS 5/2-3.65a

Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$2,000,000	\$1,280,000	\$1,000,000	\$500,000	\$500,000
Change from Prior Year	(\$2,000,000)	(\$720,000)	(\$280,000)	(\$500,000)	\$0
	(50.00%)	(36.00%)	(21.88%)	(50.00%)	0.00%

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.

	FY12	FY13
# of Districts	17	16
# of Planning Grants	3	0
# of Implementation grants (1-3 years)	14	16

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*

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$52,387,100	\$47,814,784	\$43,609,655	\$49,838,614	\$57,939,114
<i>State*</i>	\$28,606,800	\$24,923,500	\$21,648,200	\$27,400,000	\$35,500,500
<i>Federal</i>	\$23,780,300	\$22,891,284	\$21,961,455	\$22,438,614	\$22,438,614
Change from Prior Year	(\$1,375,200) (4.59%)	(\$4,572,316) (8.73%)	(\$4,205,129) (8.79%)	\$6,228,959 14.28%	\$8,100,500 16.25%

*Dollar amounts shown represent actual General Revenue Fund expenditures.

Federal Grant Award*

	FY10	FY11	FY12	FY13	FY14**
Grant Award	\$13,215,809	\$13,152,557	\$12,238,873	\$12,182,728	TBD
Change from Prior Year	(\$53,568) (0.40%)	(\$63,252) (0.48%)	(\$913,684) (6.95%)	(\$56,145) (0.46%)	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 2014 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)[™] 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.
- **EXPLORE and PLAN** is given in grades nine and 10 respectively. They are part of the Educational Planning and Assessment System (EPAS[®]). EPAS[®] is an ACT product that includes the EXPLORE, PLAN, and American College Testing (ACT) (given as

part of PSAE) tests and can provide measures of growth from grade-to-grade as student progress through high school.

- Locating Information is an ACT WorkKeys product that, when combined with Reading for Information and Applied Mathematics tests (that are given as part of PSAE), can lead to a National Career Readiness Certificate (NCRC). Locating Information is administered in grade 11.

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.
- **World Class Instructional Design and Assessment.** 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 grades nine through 11, though some assessments span the entire kindergarten through grade 12 system. Approximately 1.5 million students are assessed annually.

Autism Project

Legislative Reference – Not Applicable

Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$100,000	\$100,000	\$100,000	\$100,000	\$250,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$150,000
	0.00%	0.00%	0.00%	0.00%	150.00%

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). The number of Illinois students identified with autism in fiscal year 1997 when the Autism Project first began has risen from 1,960 to 17,895 students in fiscal year 2012.

Purpose

To provide consultation, technical assistance, and training for families of students with autism and the school staff serving these students. Funds are also used to provide cost-effective digital content professional development for education personnel directly impacting students with autism.

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. Education

personnel at schools serving such students are also eligible to participate in a five day experiential practicum, with ongoing coaching, technical assistance and support from the Illinois State Board of Education's IATTAP coaches to assist them in building capacity to effectively educate children with ASD and other significant needs in the least restrictive environment. The funding level proposed for fiscal year 2014 will continue to work down the waiting list of 80 families and provide coaching and follow up support to an estimated 25 additional school teams attending the experiential practicum during summer 2013. Approximately 130 families will be need to be served in fiscal year 2014, including current families being provided services, as well as those families on the waiting list. In addition, with the requested increase in funding, the on-line training and technical assistance presence will at minimum double the opportunities to build capacity of teachers directly impacting students with ASD.

The following table displays service-level information:

	FY13	FY14 (est)
Families receiving FFPBS support services	50	130
Schools receiving support services	70	95
Staff participating in experiential training	208	300
Staff participating in online training	750	1,500

Bilingual Education

Legislative Reference – 105 ILCS 14C

Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$68,086,800	\$63,381,200	\$63,381,200	\$63,381,200	\$74,381,200
Change from Prior Year	(\$7,565,200)	(\$4,705,600)	\$0	\$0	\$11,000,000
	(10.00%)	(6.91%)	0.00%	0.00%	17.36%

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 enables them to participate in the general school program.

Reimbursement/Distribution Method

Funding is available for students receiving five or more class periods of bilingual/English as a Second Language (ESL) instruction per week. Reimbursement is made quarterly on a current-year basis to schools with approved bilingual programs. The amount of each district's grant is determined by the size of the student population, amount and intensity of bilingual/ESL services received by students and the grade levels of eligible students. When the total of approved budgets exceeds the appropriation, reimbursements are pro-

rated. For fiscal year 2013 it is anticipated that the pro-ration will be approximately 67 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:

	FY13	FY14 (est*)
Students served	207,417	213,673

*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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$816,600	\$816,600	\$816,600	\$816,600	\$816,600
Change from Prior Year	(\$402,200)	\$0	\$0	\$0	\$0
	(33.00%)	0.00%	0.00%	0.00%	0.00%

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:

	FY12	FY13 (est)
Students served	40,380	40,380
Books circulated	43,200	48,000

Career and Technical Education

Legislative Reference – 105 ILCS 435

Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$38,562,100	\$38,562,100	\$38,562,100	\$38,062,100	\$38,062,100
Change from Prior Year	\$0	\$0	\$0	(\$500,000)	\$0
	0.00%	0.00%	0.00%	(1.30%)	0.00%

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:

	FY11	FY12
Elementary K-8 Students	1,374,637	1,374,339

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

Secondary Students Served	FY11	FY12
Secondary career preparation program	309,730	301,004

Career and Technical Education – Basic

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

Appropriation History

	FY10	FY11	FY12	FY13	FY14 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*

	FY10	FY11	FY12	FY13	FY14**
Grant Award	\$44,837,143	\$45,107,893	\$41,593,212	\$40,924,618	TBD
Change from Prior Year	(\$99,095)	\$270,750	(\$3,514,681)	(\$668,594)	TBD
	(0.22%)	0.60%	(7.79%)	(1.61%)	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 2014 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 five 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 five to 17 year-old population and 70 percent based on the five to 17 year-old population below the poverty level. The community college allocations are calculated from Pell Grant count data. The ICCB has the responsibility for post-secondary and adult Career and Technical Education programs. Effective in fiscal year 2003 and in accordance with a Memorandum of Understanding between the Illinois State Board of Education (ISBE)

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

Population and Service Levels

The following table displays service-level information:

Students Served	FY11	FY12
Secondary	309,730	301,004
Community College	200,643	196,584
Total	510,373	497,588

Charter Schools Revolving Loan Fund

Legislative Reference – 105 ILCS 5/27A-11.5

Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	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:

	FY12	FY13 (est)
Eligible charter schools	49	51
Number of charter school loans	0	2

Child Nutrition Programs

Legislative Reference – PL 1081-265
Funding Source - Federal

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$675,000,000	\$725,000,000	\$725,000,000	\$725,000,000	\$725,000,000
Change from Prior Year	\$150,000,000	\$50,000,000	\$0	\$0	\$0
	28.57%	7.41%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY10*	FY11*	FY12*	FY13	FY14
Grant Award	\$591,615,281	\$615,959,286	\$639,471,555	TBD	TBD
Change from Prior Year	\$56,803,785	\$24,344,005	\$23,152,269	TBD	TBD
	10.62%	4.11%	3.81%	TBD	TBD

*Child nutrition funds are distributed to states on a reimbursement basis. Fiscal year 2010 through fiscal year 2012 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 them to properly learn and grow.

students eligible for reduced-price and free meals as well as to students not eligible (paid category).

Fiscal year 2013 federal reimbursement rates for the **NSLP**:

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. Participation in federal meal programs is voluntary.

Per Meal Reimbursement	Less Than 60 percent Free or Reduced-Priced Meals	60 percent or More Free or Reduced-Priced Meals
Paid	\$0.27	\$0.29
Reduced-price	\$2.46	\$2.48
Free	\$2.86	\$2.92

Reimbursement/Distribution Method

Applicants for free or reduced-price meals under the **National School Lunch Program (NSLP) and School Breakfast Program (SBP)** must meet the federal income guidelines or be determined as categorically eligible for free meals based on receipt of benefits under the Supplemental Nutrition Assistance Program or Temporary Assistance to Needy Families; if child is homeless, a runaway, a migrant, or living in foster care; or if a child is participating in the federally funded Head Start Program.

Fiscal year 2013 federal reimbursement rates for the **SBP**:

	Rates	Rates for Severe Need Schools
Paid breakfast reimbursement	\$0.27	\$0.27
Reduced-price breakfast reimbursement	\$1.25	\$1.55
Free breakfast reimbursement	\$1.55	\$1.85

The federal government provides a basic level of reimbursement for all lunches served to

Fiscal year 2013 federal reimbursement rates for **After-School Care Snack Program**:

	Rates
Paid snack reimbursement	\$0.07
Reduced-price snack reimbursement	\$0.39
Free snack reimbursement	\$0.78

The **Special Milk Program (SMP)** provides federal funds to reimburse schools for all or a portion of the cost of providing milk to students. In fiscal year 2013, the reimbursement rate for milk purchased by a student is \$0.1925 per half-pint. Reimbursement for milk provided to a child eligible for free milk is equal to the district's average dairy cost per half-pint.

Fiscal year 2012 federal reimbursement rates for the **Summer Food Service Program (SFSP)** were:

	Operating Rates	Administrative Rates	
		Rural/ Self-Prep	Urban/ Vended
Breakfasts	\$1.76	\$0.1750	\$0.1375
Lunches/ suppers	\$3.06	\$0.3200	\$0.2650
Supplements	\$0.71	\$0.0875	\$0.0700

Fiscal year 2013 federal reimbursement rates for the **Child and Adult Care Food Program (CACFP)** are:

Child Care Center Rates	Breakfasts	Lunch & Suppers	After-School Snacks
Paid	\$0.27	\$0.27	\$0.07
Reduced	\$1.25	\$2.46	\$0.39
Free	\$1.55	\$2.86	\$0.78

Day Care Home Rates	Breakfasts	Lunch & Suppers	Supplements
Tier I	\$1.27	\$2.38	\$0.71
Tier II	\$0.46	\$1.44	\$0.19

In addition to the reimbursement, sponsors in the CACFP also receive cash in lieu of commodities based on the number of lunches and suppers served. For fiscal year 2013, the cash in lieu of commodity rate is \$0.2275 per meal.

The **Fresh Fruit and Vegetable Program (FFVP)** provides selected schools federal funds to purchase 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 \$50 per student enrolled at time of annual application for FFVP funds.

Population and Service Levels

NSLP and SBP 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. The number of sponsors and sites participating as well as the number of meals served under the NSLP, SBP, and After-School Snack Program are shown below.

	FY12	FY13 (est)
LUNCH		
Number of Sponsors	1,196	1,216
Number of Sites	4,473	4,508
Number of Meals	188,966,841	192,670,000
BREAKFAST		
Number of Sponsors	812	832
Number of Sites	3,437	3,457
Number of Meals	68,092,607	70,720,000
SNACKS		
Number of Sponsors	185	235
Number of Sites	808	908
Number of Meals	5,111,320	5,264,000

The **SMP** is open 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. Ideal for locations with children that do not have access to milk through another federally funded meal program (such as half-day kindergarten students not present during lunch). The numbers of milks served is shown below.

	FY12	FY13 (est)
Number of Sponsors	384	395
Number of Sites	619	639
Number of Milks	12,314,506	12,325,000

The **FFVP** 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 NSLP, and have 50 percent or more of their students qualify for free and reduced-price meals.

	FY12	FY13
Number of Sites	214	265
Number of Students	79,615	98,103
Allocation per Student	\$59.54	\$50.17

The **SFSP** 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:

	FY12	FY13 (est)
Number of Sponsors	157	164
Number of Sites	1,670	1,753

The **CACFP** 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:

	FY12	FY13 (est)
Number of Sponsors – Child Care Centers	818	813
Number of Sites – Child Care Centers	2,373	2,211
Number of Sponsors – Child Care Homes	14	12
Number of Sites - Child Care Homes	9,273	8,405

Children's Mental Health Partnership

Legislative Reference – 405 ILCS 49

Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$2,700,000	\$1,620,000	\$1,620,000	\$300,000	\$300,000
Change from Prior Year	(\$300,000)	(\$1,080,000)	\$0	(\$1,320,000)	\$0
	(10.00%)	(40.00%)	0.00%	(81.48%)	0.00%

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.
- Learning Support web pages (www.isbe.net/learningsupports) with numerous resources related to Over 200 additional schools continue to

conditions for learning are now available through ISBE’s website.

- Over 200 additional schools received access to ongoing positive additional schools received access to ongoing Behavior Interventions and Supports (PBIS) technical assistance support.

Fiscal year 2012 through fiscal year 2013

- Training materials and on-line modules will be developed by Learning Support Specialists to build the capacity of districts, schools and teachers to promote the necessary conditions for learning and address any barriers to teaching and learning.
- Coaches from other statewide initiatives will be cross-trained.
- Participating districts will receive training.
- Information and resources related to a coordinated and Comprehensive

System of Learning Supports will be added to ISBE’s website.

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:

	FY12	FY13 (est)
Mental Health Support Grants	6	0
PBIS Expansion Grant	Over 200 additional schools; not grants	0
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.	6	0

Community and Residential Services Authority

Legislative Reference – 105 ILCS 5/14-15.01

Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$575,000	\$575,000	\$592,300	\$592,300	\$592,300
Change from Prior Year	\$0	\$0	\$17,300	\$0	\$0
	0.00%	0.00%	3.01%	0.00%	0.00%

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 provide interagency coordination in the field for children and families with multiple-agency planning and service needs, to encourage statewide interagency policies and practices and to maintain an interagency dispute resolution process. The Community and Residential Services Authority (CRSA) currently has seven 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 seven 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 Illinois State Board of Education acts as the fiscal agent for CRSA.

Population and Service Levels

CRSA receives referrals for interagency technical assistance and for dispute resolution situations from parents, state agencies, members of the General Assembly and the governor's office. 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 (dispute resolution). The following table displays service-level information:

	FY12	FY13 (est)
Referrals	360	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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$3,700,000	\$3,700,000	\$1,800,000	\$2,805,000	\$3,950,000
Change from Prior Year	(\$4,150,000) (52.87%)	\$0 0.00%	(\$1,900,000) (51.35%)	\$1,005,000 55.83%	\$1,145,000 40.82%

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 2013 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
Cissna Park CUSD 6 (4)	\$8,000	\$0	\$0	\$0	\$8,000
Mercer County School District 404 (4)	\$468,000	\$0	\$7,750	\$116,244	\$591,994
Paris Cooperative High School (4)	\$176,000	\$0	\$0	\$0	\$176,000
North Mac CUSD 34 (3)	\$420,000	\$0	\$7,046	\$248,007	\$675,053
Kewanee CUSD 229 (2)	\$484,000	\$0	\$58,001	\$82,036	\$624,037
Odin Public SD 722 (2)	\$116,000	\$0	\$0	\$0	\$116,000
Arthur CUSD 305 (1)	\$0	\$0	\$168,825	\$215,937	\$384,762
Ladd CCSD 94 (1)	\$0	\$0	\$12,056	\$7,116	\$19,172
Rock Falls ESD 13 (1)	\$0	\$0	\$37,099	\$35,566	\$72,665
Total	\$1,672,000	\$0	\$290,777	\$704,906	\$2,667,683

Population and Service Levels

In fiscal year 2013, nine 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	FY12	FY13
Certified employees	\$1,068,000	\$1,672,000
State aid differentials	\$72,797	\$290,777
Salary differentials	\$452,240	\$704,906
Total	\$1,593,037	\$2,667,683
Number of feasibility studies	7	20 (est.)
Money for feasibility studies	\$45,500	\$137,317 (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
7/1/12	3 Annexation	3

Driver Education

Legislative Reference – 105 ILCS 5/27-24.3

Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$17,929,600	\$24,229,600	\$18,172,200	\$17,500,000	\$15,000,000
Change from Prior Year	\$0	\$6,300,000	(\$6,057,400)	(\$672,200)	(\$2,500,000)
	0.00%	35.14%	(25.00%)	(3.70%)	(14.29%)

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:

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:

	FY12	FY13
Number of students		
Classroom instruction	112,448	108,495
Behind-the-wheel Instruction	100,239	100,102
Reimbursement per student		
Classroom instruction	\$43.10	\$32.26
Behind-the-wheel instruction	\$193.37	\$139.85

Early Childhood Education

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

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$342,235,300	\$342,235,300	\$325,123,500	\$300,192,400	\$340,192,400
Change from Prior Year	(\$38,026,100)	\$0	(\$17,111,765)	(\$24,931,100)	\$40,000,000
	(10.00%)	0.00%	(5.00%)	(7.67%)	13.32%

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 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 toddlers to age three years old).

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:

	FY12	FY13 (est)
Downstate Illinois Projects		
Birth to 3 Prevention Initiative Projects	158	155
3-5 Preschool for All Projects	462	462
3-5 Children Served		
Downstate	57,598	52,283
Chicago Public Schools	23,316	21,000
Total 3-5 Children Served	80,914	73,283

Educator Misconduct Investigators

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$375,000	\$375,000	\$184,000	\$184,000	\$184,000
Change from	\$0	\$0	(\$191,000)	\$0	\$0
Prior Year	0.00%	0.00%	(50.93%)	0.00%	0.00%

Program Mission

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

Purpose

Section 21B-75 (formerly cited as 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 before 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, 2012 and 2013. The potential exists for additional notifications of misconduct to the agency resulting from the enactment of P.A. 96-431, 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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$14,640,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$13,640,000
	0.00%	0.00%	0.00%	0.00%	1,364.00%

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

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 Article 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.

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:

- 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)
- *FY14 Proviso Township High School District 209 (Cook County)
- East Saint Louis High School District 189 (Saint Clair County)
- North Chicago Community high School District 187 (Lake County)
- Pembroke Community School District 259 (Kankakee County)

*ESTIMATED

General State Aid

Legislative Reference – 105 ILCS 5/18-8.05

Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
State	\$3,809,529,400	\$4,600,305,100	\$4,448,104,514	\$4,286,752,500	\$5,031,849,500
ARRA	\$790,775,700	\$0	\$0	\$0	\$0
Appropriation	\$4,600,305,100	\$4,600,305,100	\$4,448,104,514	\$4,286,752,500	\$5,031,849,500
Change from Prior Year	\$10,045,200 0.22%	\$0 0.00%	(\$152,200,586) (3.31%)	(\$161,352,014) (3.63%)	\$ 745,097,000 17.38%

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 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. No district receives the full Foundation Level per pupil – instead they receive an amount that, when combined with local resources per pupil, achieves 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 set in statute for each school year. Foundation levels are predicated on the General Assembly and the Governor appropriating the necessary funding.

	FY11	FY12	FY13	FY14 Proposed
Foundation Level	\$6,119	\$6,119	\$6,119	\$6,119
Change from Prior Year	\$0	\$0	\$0	\$0

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 were approximately \$231 million short of the amount needed to fully pay the claim. That situation required payments to be made at approximately 95 percent of the gross claim amount. In fiscal year 2013 the total appropriations for GSA are approximately \$518 million short of the gross claim, resulting in payments made at 89 percent of the gross claim amounts. Proration is made against total gross GSA claims – meaning the total of the Formula Grant and the Poverty Grant claim amounts.

The GSA Formula Grant 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 2012-13 school year. However, if the foundation level had been set at the amount supported by the fiscal year 2013 appropriations, the foundation level would have been decreased by (\$385) and set at \$5,734 – the level it was set at in fiscal year 2008. 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 percent of the Foundation Level, or approximately \$306 - \$428 per pupil. The third formula is the “Flat Grant” formula. Districts qualifying for this formula have local resources per pupil of 175 percent or more 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 assumed tax rates applied to each district’s Equalized Assessed Valuations (EAVs) 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 to determine local property wealth in the GSA Formula Grant. 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 at-risk pupils 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 equalization Formula Grant 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 population by the current B3MADA. If the DCR is less than 15 percent, the district receives a flat grant of \$355 per low-income student. Otherwise, the following formula is used to calculate the poverty grant in a range of \$355 to \$2,994.25 per pupil:

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

Calculation of General State Aid

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 Three Months Average Daily Attendance (ADA) or Prior Three-Year Average

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

Foundation Level (FLEVEL) = \$6,119 for fiscal year 2013

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

Local Percentage = Available Local Resources / FLEVEL

Where:

RATE = 2.30 percent if Elementary
1.05 percent if High School
3.00 percent 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 percentage of local wealth per pupil is less than 93 percent of the Foundation Level. 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 percentage of local wealth is at least 93 percent but less than 175 percent of the Foundation Level.

This formula provides between seven percent and five percent of the FLEVEL per ADA. The grant is calculated as:

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

Flat Grant Formula

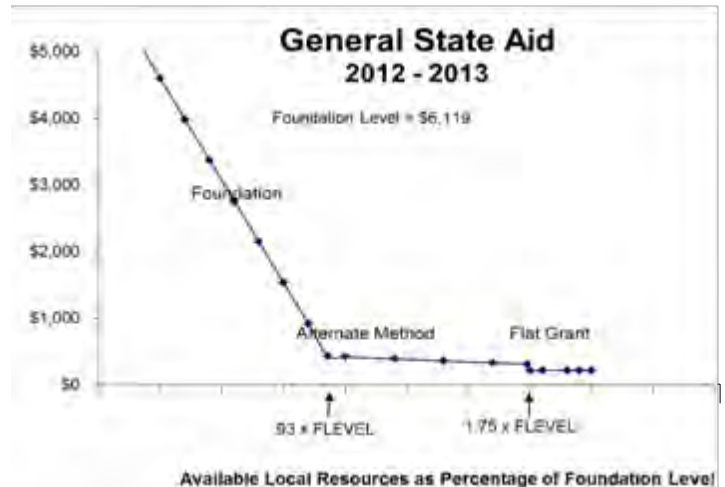
GSA is calculated using the Flat Grant if the district percentage of local wealth per pupil is at least 175 percent of the Foundation Level. The grant is calculated as:

$$\text{GSA Flat Grant} = \text{ADA} \times \$218$$

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 ADA.

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 ADA.

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 ADA for the prior school year (or the three year average, whichever is greater) by the FLEVEL (\$6,119 for fiscal year 2013). Regional programs and lab schools are not eligible for Poverty Grant funds.

Collectively, Illinois State University's laboratory school, the University of Illinois' laboratory school and 77 alternative/safe schools submitted GSA claims in fiscal year 2013 in the amount of \$35.4 million.

State Funding Distributions

The 699 programs (including Regional Office of Education (ROE) programs and lab schools) funded under the foundation computation constitute 74.3 percent of Illinois school districts and receive approximately 92.7 percent of the formula GSA allocation. Foundation funded districts account for approximately 71.1 percent of the state ADA student total. The 170 Alternate method districts (18.1 percent of school districts) receive 6.3 percent of the GSA allocation and represent 23.3 percent of the state ADA student total. Flat Grant districts (72 in number and 7.7 percent of total districts) receive 1.0 percent of the GSA allocation and reflect 5.7 percent of the state ADA student total.

Of the 941 entities receiving GSA in fiscal year 2013, 862 are regular school districts. Of these 862 districts, 387 (41.1 percent) are unit districts, 100 (10.6 percent) are secondary districts, 375 (39.9 percent) are elementary districts and 79 (8.4 percent) are ROE programs or lab schools. Unit districts claimed 69.9 percent of 2012-2013 GSA funds, secondary districts claimed 7.4 percent of the funds, elementary districts claimed 21.5 percent and ROEs and lab schools claimed 1.2 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 10th and 20th 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 11th and 21st days of the month or on the following working day if the payment date falls on a weekend or a holiday.

Range of Payments in the Equalization Formula

A common misconception is that the Foundation Level represents the amount each district receives. That is not the case. The Foundation Level is the amount each district should possess per pupil, at a minimum, through a mix of state and local resources. For example, if a district has \$4,000 in local wealth per pupil, the state will pay the difference between that amount and the Foundation Level or in this example \$2,119 per pupil. The table below provides the distribution of funding amounts per pupil provided through the equalization Formula Grant.

Equalization Formula Payment per Pupil	Number of Entities		FY13 GSA Formula Claim Amount	ADA Used in FY12 Calculations	3-Year DHS Population Used in FY13 Calculations
\$5,500 - \$6,119	0		0	0	0
\$5,000 - \$5,500	6		\$47,430,179	9,127	8,801
\$4,500 - \$5,000	35		\$181,349,031	38,653	32,492
\$4,000 - \$4,500	50		\$193,000,957	45,474	33,925
\$3,500 - \$4,000	98		\$406,725,246	108,731	70,201
\$3,000 - \$3,500	90		\$363,817,167	110,665	67,360
\$2,500 - \$3,000	81		\$299,669,141	110,333	60,132
\$2,000 - \$2,500	84		\$366,687,562	163,337	63,572
\$1,500 - \$2,000	62		\$245,557,003	135,048	67,214
\$1,000 - \$1,500	60		\$586,328,202	489,438	382,071
\$428.34 - \$1,000	54		\$90,386,355	137,746	48,176
Alternate Method	170		\$171,012,085	443,491	145,980
Flat Grant	72		\$23,485,251	107,731	26,821
ROE Programs & Labs	79		\$35,439,963	5,792	0
Totals	941		\$3,010,888,141	1,905,565	1,006,746

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.

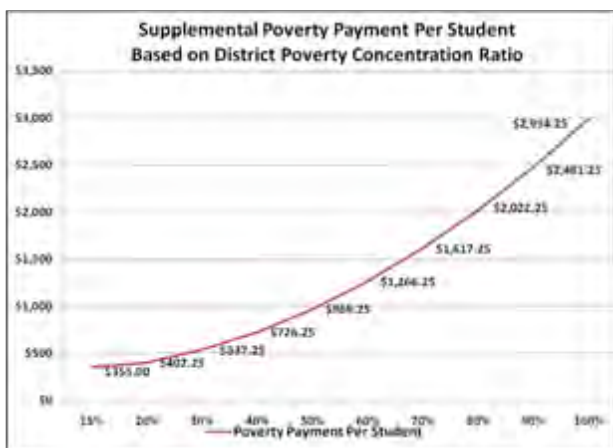
FY	GSA Impact in Millions Full Claim	Districts Benefiting	Districts Subject to PTELL	Total Districts in Illinois
00	\$46.0	97	369	896
01	\$52.2	255	387	894
02	\$101.5	353	436	893
03	\$199.1	292	455	893
04	\$205.2	299	460	888
05	\$357.3	353	458	881
06	\$580.6	326	459	874
07	\$624.1	307	461	873
08	\$805.5	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
13	\$501.9	291	460	862

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.

Fiscal Year	GSA Poverty Claim in Millions	Percent Change Over Prior Year
03	\$ 388.2	n/a
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%
13	\$ 1,773.7	13.2%

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 education needs of 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 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 or Adverse Weather Day. ISBE's Funding and Disbursements Services Division is responsible for reviewing a district's Act-of-God/Hazardous Threat or Adverse Weather request.
- *Energy Shortage.* When the state superintendent of education declares that an energy shortage exists during any part of the school year for the state or a designated portion of the state, a

district may operate the attendance centers in the district four days a week during the shortage. When such a declaration is made, a district's GSA entitlement is not reduced, provided the district extends each school day by one clock hour of school work. State law provides that district employees are not to suffer any reduction in salary or benefits as a result of this declaration. A district may operate all attendance centers on this revised schedule or may apply the schedule to selected attendance centers.

Pupil Attendance

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

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

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

another state or federally funded program or is receiving tuition payments from another district or from the parents or guardians of the child.

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

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

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

Consult the GSA Frequently Asked Questions for further details. This document may be found at: http://www.isbe.net/funding/pdf/gsa_faq.pdf

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

DoR 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. DoR also conducts training programs for assessors and board of review members on property tax assessment procedures.

Taxing District Maps

DoR prepares and maintains taxing district maps for all counties in the state. The maps maintained by DoR 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, DoR 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 DoR 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 DoR's change to a Geographic Information System.

Approval of Exemptions

DoR 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

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), DoR 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

Education Funding Advisory Board

Public Act 90-548 created the Illinois Education Funding Advisory Board 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.

General State Aid Average Daily Attendance		
School Year	2010-2011	2011-2012
Elementary	494,095.74	492,431.82
High School	240,488.08	238,646.92
Unit	1,154,845.15	1,152,577.80
ROE / Lab	5,554.59	5,388.82
Total	1,894,983.56	1,889,045.36

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 ADA or the prior three-year average multiplied by the foundation level. The Illinois State University fiscal year 2013 GSA claim is in the amount of \$5,861,941 for operating two laboratory schools in fiscal year 2012. The

University of Illinois claim is in the amount of \$1,853,568 for operating one laboratory school in fiscal year 2012.

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 2012, regional superintendents operated 79 Alternative Learning Opportunities Program schools and regional safe schools for a total claim of \$35,439,963 in fiscal year 2013.

Growth Model

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$3,000,000	\$2,400,000	\$0	\$0	\$2,400,000
Change from Prior Year	\$0	(\$600,000)	(\$2,400,000)	\$0	\$2,400,000
	0.00%	(20.00%)	(100.00%)	0.00%	n/a

Program Mission

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

Purpose

Growth Model assessments allow schools to identify individual student academic gains from one year to the next, as opposed to comparing student academic performance to grade level proficiency levels. The Illinois State Board of Education (ISBE) is allowing districts to administer ACT’s® EXPLORE® test to eighth or ninth graders and PLAN® test to ninth or tenth grade students. Only one grade can be administered for the EXPLORE® and one grade can administered for the PLAN® test. These tests assist students in preparation for post high school choices, and it allows students and educators to gauge academic development and progress so that better

decisions about teaching and learning can be made. ISBE is also providing all school districts access to the Illinois Interactive Report Card. This web site allows schools to disaggregate test data to best meet their needs and make better decisions.

Reimbursement/Distribution Method

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

Population and Service Levels

All school districts are eligible to participate. 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 – Not Applicable
Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$3,000,000
Change from Prior Year	(\$3,000,000) (100.00%)	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$3,000,000 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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$26,300,000	\$26,300,000	\$26,300,000	\$14,300,000	\$14,300,000
Change from Prior Year	\$0	\$0	\$0	(\$12,000,000)	\$0
	0.00%	0.00%	0.00%	(45.63%)	0.00%

Program Mission

To provide leadership and support for sponsoring entities to provide nutritious meals to children enabling them 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.

	FY12	FY13 (est)
Reimbursement for each free breakfast/lunch served/claimed	.1091	.0525

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:

	FY12	FY13 (est)
Lunch		
Number of Sponsors	1,237	1,240
Number of Sites	4,658	4,681
Number of Meals	84,408,325	88,620,000
Breakfast		
Number of Sponsors	821	838
Number of Sites	3,476	3,489
Number of Meals	34,576,130	36,305,000

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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$1,008,900	\$2,208,900	\$2,208,900	\$2,208,900	\$2,208,900
Change from	\$0	\$1,200,000	\$0	\$0	\$0
Prior Year	0.00%	118.94%	0.00%	0.00%	0.00%

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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$450,000	\$450,000	\$450,000	\$500,000	\$500,000
Change from	\$0	\$0	\$0	\$50,000	\$0
Prior Year	0.00%	0.00%	0.00%	11.11%	0.00%

Federal Grant Award*

	FY10	FY11	FY12	FY13	FY14**
Grant Award	\$335,444	\$335,444	\$335,444	\$335,444	TBD
Change from	\$0	\$0	\$0	\$0	TBD
Prior Year	0.00%	0.00%	0.00%	0.00%	TBD

**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.*

*** State fiscal year 2014 amounts are TBD (to be determined).*

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:

	FY12	FY13 (est)
Students served	446	450
Multi-agency training contacts	1,766	1,800
Local program contacts	872	800
Support service contacts	430	450
Service provider, training contacts	2,012	2,000
Children identified	446	450
Library materials maintained	900	900
Website visits	41,065	40,500

Individuals with Disabilities Education Act - Part B

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

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$570,000,000	\$650,000,000	\$650,000,000	\$700,000,000	\$700,000,000
Change from Prior Year	\$0	\$80,000,000	\$0	\$50,000,000	\$0
	0.00%	14.04%	0.00%	7.69%	0.00%

Federal Grant Award*

	FY10	FY11	FY12	FY13	FY14**
Grant Award	\$503,378,371	\$502,945,975	\$501,248,821	\$505,651,259	TBD
Change from Prior Year	\$22,067,492	(\$432,396)	(\$1,697,154)	\$4,402,438	TBD
	4.58%	(0.09%)	(0.34%)	0.88%	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 2014 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 three - 21.

Purpose

To provide supplemental funds to ensure all children with disabilities ages three - 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 three - 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:

	FY12	FY13 (est)
Students served	292,844	303,000
School districts	131	131
Dollars allocated to districts	\$445,384,902	\$450,000,000

Individuals with Disabilities Education Act – Preschool, Part B

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

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$25,000,000	\$25,000,000	\$25,000,000	\$25,000,000	\$25,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY10	FY11	FY12	FY13	FY14**
Grant Award	\$17,369,463	\$17,369,453	\$17,377,791	\$17,308,047	TBD
Change from	\$0	(\$10)	\$8,338	(\$69,744)	TBD
Prior Year	0.00%	(0.00%)	0.05%	(0.40%)	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 2014 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:

	FY12	FY13 (est)
Children served	36,929	37,000
School districts/Special Ed cooperatives	124	124
Dollars to Districts	\$12,783,791	\$13,000,000

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

*Legislative Reference – PL 108-446
Funding Source – Federal (CFDA 84.323A)*

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$3,200,000	\$3,200,000	\$3,700,000	\$4,000,000	\$4,350,000
Change from Prior Year	\$700,000 28.00%	\$0 0.00%	\$500,000 15.63%	\$300,000 8.11%	\$350,000 8.75%

Federal Grant Award

	FY10	FY11*	FY12	FY13	FY14
Grant Award	\$1,850,000	\$2,785,373	\$1,164,627	\$1,975,000	\$1,975,000
Change from Prior Year	\$1,850,000 n/a	\$935,373 50.56%	(\$1,620,746) (58.19%)	\$810,373 69.58%	\$0 0.00%

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

Program Goal

To increase the capacity of school districts to implement high-quality, research-based, and standards-aligned curriculum, instruction, interventions, and assessment to improve performance of students, particularly those who are at-risk of academic failure.

Purpose

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

activities under the project include delivery of training for parents. Another purpose of the program is to establish and implement the Illinois Institutes of Higher Education (IHE) Partnership, through which Rtl content will be incorporated into IHE educator preparation programs.

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 that 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 process, to one ROE and one IHE. 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 members are regionally-based within each of the six ROE areas. It is projected that in fiscal year 2014, the project will be able to continue 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.

To implement the IHE Partnership, the project staff consists of faculty members at Illinois IHEs with the largest educator preparation programs. In fiscal year 2014, nine IHEs will be served and across these IHEs, approximately 200 faculty in elementary education and administrator preparation programs will participate in professional development to increase the extent to which undergraduate and graduate students exiting their programs are prepared to implement RtI in schools throughout the state.

Learning Standards and Assessment Implementation

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$500,000	\$400,000	\$2,000,000	\$2,000,000	\$2,000,000
Change from Prior Year	\$500,000	(\$100,000)	\$1,600,000	\$0	\$0
	n/a	(20.00%)	400.00%	0.00%	0.00%

Program Mission

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

Purpose

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

Illinois educators will provide resources and professional support as they 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 in curriculum/instruction and assessment. Funding requested for fiscal year 2014 would ensure the continued implementation of the new Illinois Learning Standards.

\$1.5 million to support resource development, dissemination and professional development so educators can fully implement the new Illinois learning standards in English Language Arts and Math.

\$500,000 to promote the articulation between pre-K to 12 and postsecondary by supporting the Illinois College and Career readiness regional partnerships.

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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$0	\$0	\$4,300,000	\$10,000,000	\$10,000,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 n/a	\$5,700,000 132.56%	\$0 0.00%

Federal Grant Award*

	FY10	FY11	FY12	FY13	FY14
Grant Award	\$0	\$11,869,819	\$0	\$0	\$0
Change from Prior Year	\$0 0.00%	\$11,869,819 0.00%	(\$11,869,819) (100.00%)	\$0 0.00%	\$0 0.00%

**Federal grant award is good until June 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 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 being 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.

This one time infusion of funding into the program is being 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 is being disbursed to appropriate vendors determined through a request-for-proposals process.

Population and Service Levels

The Longitudinal Data System is serving educators from preschool through postsecondary education and helping 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 84.372A)*

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$2,950,000	\$3,900,000	\$3,900,000	\$5,200,000	\$5,200,000
<i>State</i>	\$250,000	\$0	\$0	\$0	\$0
<i>Federal</i>	\$2,700,000	\$3,900,000	\$3,900,000	\$5,200,000	\$5,200,000
Change from Prior Year	\$2,950,000	\$950,000	\$0	\$1,300,000	\$0
	n/a	32.20%	0.00%	33.33%	0.00%

Federal Grant Award*

	FY10	FY11	FY12	FY13	FY14
Grant Award	\$1,186,666	\$2,691,911	\$2,522,086	\$2,599,293	\$0
Change from Prior Year	\$1,186,666	\$1,505,245	(\$169,825)	\$77,207	(\$2,599,293)
	n/a	126.85%	(6.31%)	3.06%	(100.00%)

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

Program 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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	n/a	n/a	\$1,002,800	\$1,002,800	\$5,000,000
Change from	n/a	n/a	\$1,002,800	\$0	\$3,997,200
Prior Year	n/a	n/a	n/a	0.00%	398.60%

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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$1,421,100	\$1,421,100	\$1,421,100	\$1,421,100	\$1,421,100
Change from	(\$699,900)	\$0	\$0	\$0	\$0
Prior Year	(32.99%)	0.00%	0.00%	0.00%	0.00%

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:

	FY12	FY13 (est)
Elementary/secondary students served	4,207	4,215
Post secondary students served	513	510

National Board Certification

Legislative Reference – 105 ILCS 5/21-27

Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$5,742,500	\$2,756,400	\$1,000,000	\$1,000,000	\$1,000,000
Change from Prior Year	(\$5,742,500)	(\$2,986,100)	(\$1,756,000)	\$0	\$0
	(50.00%)	(52.00%)	(63.71%)	0.00%	0.00%

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 annual stipend for Illinois Master Certificate holders.

	FY12	FY13(est)
Stipends	\$0	\$0
Mentoring	\$0	\$0
Subsidies	\$754,000	\$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.

	FY12	FY13 (est)
New candidates	991	900
New NBCTs	436	450
Total NBCTs*	5,579	6,000

*NBPTs and school counselors living in Illinois are 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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$13,000,000	\$13,000,000	\$13,000,000	\$13,000,000	\$12,000,000
Change from Prior Year	\$1,400,000	\$0	\$0	\$0	(\$1,000,000)
	12.07%	0.00%	0.00%	0.00%	(7.69%)

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:

	FY12	FY13 (est)
Total claim amount	\$12,087,193	\$11,925,730
Summer (actual)	\$569,233	\$300,730
Excess cost amount	\$291,536	\$225,000
1.2 per capita amount	\$11,226,424	\$11,400,000
Prior Year Liability*	\$27,975	\$0

*Legislation allows ISBE to borrow from the following year’s state appropriation for this program in order to reimburse at 100 percent for the prior year. The figures listed above are the amounts 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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$120,200,000	\$120,200,000	\$101,700,000	\$111,000,000	\$105,000,000
Change from Prior Year	\$18,400,000 18.07%	\$0 0.00%	(\$18,500,000) (15.39%)	\$9,300,000 9.14%	(\$6,000,000) (5.41%)

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:

	FY12	FY13 (est)
Total claim amount*	\$101,591,467	\$105,940,248
Chicago District 299	\$36,408,600	\$39,738,000
Summer individual	\$4,438,912	\$4,410,790
Regular individual	\$60,743,955	\$61,791,458
Prior Year Liability**	\$0	\$103,331

*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

	FY12	FY13 (est)
State Owned Institution/Facility	65	70
Court Guardianship	46	50
City or County Jail/Detention	178	180
Dept of Children & Family Services	2,893	2,945
Office of State Guardian	5	5
Total	3,187	3,250

Student data excludes Chicago District 299

Performance Evaluations

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$200,000
Change from	\$0	\$0	\$0	\$0	\$200,000
Prior Year	0.00%	0.00%	0.00%	0.00%	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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$3,577,800	\$3,577,800	\$3,577,800	\$3,577,800	\$3,577,800
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

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 39 full-time and 30 part-time employees, transportation, food and lodging associated with residential placement, staff training, community access,

and educational services for students. The Philip Rock Center also serves as the state's resource for technical assistance and training to all school personnel and families in Illinois on behalf of all school-aged children who are deaf-blind.

Reimbursement/Distribution Method

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

Population and Service Levels

In fiscal year 2012, full residential and educational services are being provided to 13 students at the Philip J. Rock Center and School. Statewide, about 446 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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$2,077,000	\$830,800	\$1	\$0	\$900,000
Change from prior year	(\$1,023,000)	(\$1,246,200)	(\$899,799)	(\$1)	\$900,000
	(33.00%)	(60.00%)	(99.99%)	(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	FY13
Principals	236	0	0
Mentors	186	0	0
Providers	40	0	0

Race to the Top

Legislative Reference – PL 112-10 DOD and Full Year Continuing Appropriations Act 2011 ARRA 2009,
Division A, Section 14006, Public Law 111-5
Funding Source – Federal (84.413A)

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$0	\$0	\$50,000,000	\$42,800,000	\$42,800,000
Change from Prior Year	\$0	\$0	\$50,000,000	(\$7,200,000)	\$0
	0.00%	0.00%	n/a	(14.40%)	0.00%

Federal Grant Award*

	FY10	FY11	FY12**	FY13	FY14
Grant Award	\$0	\$0	\$42,818,700	\$0	\$0
Change from Prior Year	\$0	\$0	\$42,818,700	(\$42,818,700)	\$0
	0.00%	0.00%	n/a	(100.00%)	0.00%

*Federal grant awards may be spent out over a four year period. State appropriations and grant awards will not match for this reason. 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.

**First year one time continuation grant award.

Program Mission

Race to the Top (RttT) is a federal competitive grants program that aims to accelerate key education reforms in states and districts and create the conditions for greater educational innovation and close persistent achievement gaps while increasing student achievement. Illinois was awarded a \$42.8 million RttT grant in December 2011. Along with statewide initiatives, 35 participating districts are working with the initiative to advance key education reforms in Illinois.

Purpose

The purpose of RttT is to advance the work Illinois has begun in areas of education reform and innovation, including in areas of educator effectiveness; curriculum and assessment; data, research, and technology; and Science, Technology, Engineering, and Math programs of study. Some of the state projects, such as the Evaluator Prequalification Training and the Survey of Learning Conditions will provide services to all districts in Illinois. Other state projects will provide technical assistance and support the participating districts.

Overarching Goals of RttT

- Participating districts comprehensively address the RttT requirements, leading to dramatic student growth.
- Participating districts serve as leaders of the reform agenda for the entire state.
- Illinois State Board of Education builds capacities for statewide implementation of key initiatives and systems.

Reimbursement/Distribution Method

The RttT funds are used to support both state and district initiatives. Half of the funds from the grant go directly to the 35 RttT participating districts to support the work to which they committed for the project. State funds are used to develop supports for the RttT participating districts, or in some cases, for all districts across the state. Primarily these funds are disseminated through contracts with external entities to provide support and technical assistance to school districts.

Population and Service Levels

There are 35 participating districts in RttT. These districts have agreed to meet 17 RttT expectations over the course of the four year grant ending in December 2015. In addition, some of the state projects provide services to all districts in the state.

Race to the Top – Early Learning Challenge

Legislative Reference – PL 111-5 & 112-10

Funding Source – Federal (CDFA 84.412A)

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$0	\$0	\$0	\$3,500,000	\$35,000,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$31,500,000 900.00%

Federal Grant Award*

	FY10	FY11	FY12	FY13***	FY14
Grant Award	\$0	\$0	\$0	\$34,798,696	\$0
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$34,798,696 n/a	(\$34,798,696) (100.00%)

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

***First year one time award.

Program Mission

To implement early childhood systems reforms that will lead to an increase in the number of children, particularly children with high needs who enter kindergarten ready to engage in a challenging curriculum.

Purpose

The Early Learning Challenge Grant program will support reform initiatives around three strategic priorities: (1) deepening the integration of state supports to create a unified framework for all early learning and development systems (2) connecting the most at-risk children with the services and supports they need; and (3) increasing the quality of both learning environments and instruction in early learning and development programs.

Reimbursement/Distribution Method

Activities under this grant will be carried out by the Illinois State Board of Education, the Department of Human Services, and the Governor's Office of Early Childhood Development directly, through new procurements, and through increases in

existing grants and contracts. For this purpose, some funds will be transferred to the Department of Human Services through an Intergovernmental Agreement.

Population and Service Levels

These funds will impact most Early Learning and Development programs in Illinois, including programs receiving state Early Childhood Block Grant funding and programs receiving federal funding from the Child Care and Development Fund, Head Start, and Early Head Start.

While the impact may extend beyond these programs, the Early Learning Challenge grant will minimally impact children enrolled in these programs.

Funding Source	Enrollments	
	FY12	FY13 (est)
ECBG Preschool for All 3-5	80,914	73,283
Prevention Initiative 0-3	17,796	18,198
IDEA Part C & B	55,505	n/a
CCDF-funded programs	115,188	n/a
Early Head Start and Head Start	41,075	n/a

Regional Offices of Education

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

Funding Source - State

Appropriation History

General Funds

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$4,233,100	\$4,450,100	\$0	\$2,295,050	\$6,570,000
Change from Prior Year	(\$2,756,900) (39.44%)	(\$217,000) (5.13%)	(\$4,450,100) (100.00%)	\$2,295,050 n/a	\$4,274,950 186.27%

Personal Property Replacement Tax (PPRT) Funds

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$0	\$0	\$2,295,050	\$0	\$0
Change from Prior Year	\$0 n/a	\$0 n/a	\$2,295,050 n/a	(\$2,295,050) (100.00%)	\$0 0.00%

Program Mission

To perform statutory responsibilities and contractual responsibilities of the Regional Offices of Education (ROEs) and the Intermediate Service Centers (ISCs) with quality and effectiveness.

Purpose

The purpose of this line item is to provide administrative costs for the ROEs and ISCs, to support continuous improvement and capacity building for the delivery of specific services.

State law provides for the establishment and operation of regional educational entities that serve the districts in their respective areas and perform identified state functions and services. This includes 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 2013 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.

	FY12	FY13
ROE School Services	\$2,225,050	\$2,225,050
Bus Driver Training	70,000	70,000
Total	\$2,295,050	\$2,295,050

Population and Service Levels

All 44 ROEs and four ISCs are eligible for funding.

Regional Superintendents' and Assistants' Salaries

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

Funding Source - State

Appropriation History

General Funds

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$9,100,000	\$8,262,800	\$0	\$0	\$10,100,000
Governor's Reserve/ Veto	\$0	(\$837,200)	(\$9,100,000)	\$0	\$0
Original Appropriation	\$9,100,000	\$9,100,000	\$10,806,400	\$0	\$0
Change from Prior Year	\$0	(\$837,200)	(\$9,100,000)	\$0	\$10,100,000
	0.00%	(9.20%)	(100.00%)	\$0	n/a

Personal Property Replacement Tax (PPRT) Funds

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$0	\$0	\$10,806,400	\$12,025,000	\$0
Governor's Reserve/ Veto	\$0	\$0	\$0	\$0	\$0
Original Appropriation	\$0	\$0	\$10,806,400	\$12,025,000	\$0
Change from Prior Year	n/a	\$0	\$10,806,400	\$1,218,600	\$0
	n/a	0.00%	n/a	11.28%	0.00%

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 Security Grant

*Legislative Reference - Not Applicable
Funding Source - State*

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$20,000,000
Change from	\$0	\$0	\$0	\$0	\$20,000,000
Prior Year	0.00%	0.00%	0.00%	0.00%	n/a

Program Mission

Enhance school security in Illinois schools

Purpose

In light of the Sandy Hook incident, the School Security Program is a newly proposed grant to assist school districts with enhancing the security measures within each of their schools. This program will be designed to assist with the installation or upgrade of their security systems. Eligible expenditures will be security systems, front door buzzers, cameras, 911 phone systems, intercom systems, perimeter fencing, etc. The program is not designed for personnel costs.

Reimbursement/Distribution Method

The distribution method will be to all school districts for each of their schools. The funding will require a district dollar-for-dollar match the same as the School Maintenance Grants and the Energy Efficiency Grants. The maximum amount a district could receive would be \$5,000 per school for a maximum project of \$10,000. This distribution would be the same for the City of Chicago School District 299. If funds are limited, district applications would be prioritized based upon their wealth.

Population and Service Levels

All Illinois school districts.

School Technology Revolving Loan Program

Legislative Reference – 105 ILCS 5/2-3.117a

Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

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 2016.

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 up to four times 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 K through eight in fiscal year 2014, grades nine through 12 in fiscal year 2015, and alternating in each second year thereafter. The population served for fiscal year 2013 includes all eligible applicants that enroll students in grades nine through 12, except those in which the equalized assessed valuation per pupil in average daily attendance is at the 99th percentile or above. The following table displays service-level information:

	FY13 (est.)	FY14 (est.)
Eligible applicants	496	764
Eligible students	632,000	1,364,888
Grade levels served	9-12	K-8
Dollars loaned	\$2,000,000	\$2,000,000
Number of loans	6	10
Percent eligible districts participating	2%	2%

Spanish Academic Language Standards and Assessments (SALSA)

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

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$0	\$889,016	\$1,818,845	\$1,818,845	\$1,818,845
Change from	\$0	\$889,016	\$929,829	\$0	\$0
Prior Year	0.00%	n/a	104.59%	0.00%	0.00%

Federal Grant Award*

	FY10	FY11***	FY12	FY13	FY14**
Grant Award	\$0	\$1,918,844.95	\$0	\$0	TBD
Change from	\$0	\$1,918,844.95	(\$1,918,844.95)	\$0	TBD
Prior Year	0.00%	n/a	(100.00%)	0.00%	TBD

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

**State fiscal year 2014 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 Realizado (PODER), for English language learners.

Purpose

The prekindergarten through 12th grade Spanish academic language development standards will provide guidance to 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 grades K-2. In addition, PODER will provide schools with information on the Spanish academic language proficiency of English

Language Learners (ELLs) whose home language is Spanish. This measure, 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

The grant focuses on native Spanish-speaking ELL students 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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$351,378,400	\$334,236,800	\$343,375,700	\$314,196,100	\$303,091,700
Change from Prior Year	\$20,327,300 6.14%	(\$17,141,600) (4.88%)	\$9,138,900 2.73%	(\$29,179,600) (8.50%)	(\$11,104,400) (3.53%)

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 fiscal year 2011 or fiscal year 2012.

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:

	FY12	FY13
Chicago District 299	\$100,265,700	\$91,745,300
Downstate	\$243,110,000	\$222,450,800
Total claim amount	\$343,375,700	\$314,196,100
Hold Harmless	\$16,298,453	\$22,585,133
Actual percent paid	100%	100%

Special Education - Personnel Reimbursement

Legislative Reference – 105 ILCS 5/14-13.01

Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$459,600,000	\$457,871,600	\$465,700,000	\$440,200,000	\$440,500,000
Change from Prior Year	\$33,500,000	(\$1,728,400)	\$7,828,400	(\$25,500,000)	\$300,000
	7.86%	(0.38%)	1.71%	(5.48%)	0.07%

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 age 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	2010-11	2011-12
Cognitive disability (renamed Mental Impairment August 2007)	20,696	18,963
Orthopedic impairment	1,930	1,772
Specific learning disability	116,966	108,386
Visual impairment	1,189	1,176
Hearing impairment	3,308	3,262
Deafness (added in 2004-2005)	667	599
Deaf-blind	33	22
Speech and/or language impairment	64,469	61,685
Emotional disability (renamed Behavior/emotional disorder August 2007)	22,152	20,747
Other health impairment	27,045	28,081
Developmental delay	2,139	2,288
Autism	25,081	27,246
Traumatic brain injury	16,432	17,895
Multiple disabilities (new 2002)	723	722
Totals	302,830	292,844

Claim Data	FY12	FY13
Chicago District 299	\$88,948,700	\$84,078,200
Downstate	\$363,287,080	\$356,024,856
Total Claim Amount	\$452,235,780	\$440,103,056
Actual Percent Paid	100%	100%

Staff Data	FY12	FY13
Professional Employees (Claimed) *	32,032	32,065
Professional Employees (Full Time Equivalent) *	28,658	28,597
Non-Certified Employees (Claimed) *	32,680	30,604
Non-Certified Employees (Full Time Equivalent) *	27,110	25,273

*Data exclude Chicago District 299

Special Education – Private Tuition

Legislative Reference – 105 ILCS 5/14-7.02

Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$181,100,000	\$183,223,100	\$177,743,700	\$206,843,300	\$219,119,000
Change from Prior Year	\$29,500,000	\$2,123,100	(\$5,479,400)	\$29,099,600	\$12,275,700
	19.46%	1.17%	(2.99%)	16.37%	5.93%

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

Example 2 – District below \$4,500 per capita
 District per capita = \$3,500
 Private Tuition cost = \$20,000

Calculation:

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

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

Population and Service Levels

The following table displays service-level information:

	FY12	FY13
Chicago District 299	\$86,028,000	\$100,112,200
Downstate	\$105,068,126	\$116,906,214
Total claim amount	\$191,096,126	\$217,018,414
Actual percent paid	87.3%	91.0%
Students*	9,232	9,286
Per student claim*	\$11,381	\$12,564

*Student data exclude Chicago District 299

Special Education – Summer School

Legislative Reference – 105 ILCS 5/18-4.3

Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$11,700,000	\$11,296,500	\$11,200,000	\$10,100,000	\$10,500,000
Change from Prior Year	\$700,000 6.36%	(\$403,500) (3.45%)	(\$96,500) (0.85%)	(\$1,100,000) (9.82%)	\$400,000 3.96%

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):

	FY12	FY13
Chicago District 299	\$6,092,800	\$5,494,400
Downstate	\$4,657,186	\$4,776,335
Total claim amount	\$10,749,986	\$10,270,735
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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$4,169,700	\$3,335,800	\$3,000,000	\$3,000,000	\$3,000,000
Change from Prior Year	\$0	(\$833,900)	(\$335,800)	\$0	\$0
	0.00%	(20.00%)	(10.07%)	0.00%	0.00%

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, 21st century skills and the Illinois Learning Standards. There were two main programs under Technology for Success:

Illinois Virtual School (IVS)

The IVS is a non-degree, non-credit granting program that offers supplemental online courses to all Illinois public, private and home schooled students in grades five - 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 2012, IVS began offering ISBE professional development online courses to educators

statewide. These courses include Reading First, Formative Assessment, Response to Intervention and Project Choices.

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 (ROE), 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 instructional integration, technology planning, and digital content readiness. The LTCs offer guidance to school building technology coordinators building readiness for instructional change, online assessment readiness and monitoring email servers, wireless networks and servers.

Reimbursement/Distribution Method

The IVS receives grants and contracts consisting of \$1.16 million in state funds. In addition, Peoria ROE 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 ROE serve as fiscal agents for the LTCs.

Population and Service Levels

The following tables display service-level information:

Illinois Virtual School	FY13	FY14 (est)
Number of Schools	536	550
Number of Students Served	5,100	6,000
Number of Courses Offered	151	160

Learning Technology Centers	FY13	FY14 (est)
Number of Districts Served	870	865
Number of Students Served	1,200,000	1,200,000

State Charter School Commission

Legislative Reference – 105 ILCS 5/27A-7.5

Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13*	FY14 Proposed
Appropriation	\$0	\$0	\$0	\$600,000	\$600,000
Change from Prior Year	\$0	\$0	\$0	\$600,000	\$0
	0.00%	0.00%	0.00%	n/a	0.00%

* Spending authority only. The Commission received no General Revenue funds in Fiscal Year 2013.

Program Mission

To promote quality education and opportunities for growth and learning for all Illinois students.

Purpose

To give parents and students high quality school choices throughout the State of Illinois.

The Charter School Quality Act (Public Act 97-0152) established the Illinois State Charter School Commission (the Commission) as an independent commission with statewide chartering jurisdiction and authority. Funds are used to support the following program objectives: authorize high-quality charter schools throughout the state where they come to the Commission on appeal, particularly schools designed to expand opportunities for at-risk students; promulgate best practices in charter school authorization; and report on best practices in charter school authorization, including without limitation evaluating appeal applications, oversight of existing charters, and renewal of charter schools. The Commission currently consists of nine unpaid Commissioners appointed by the Illinois State Board of Education (ISBE) from a slate of candidates proposed by the Governor's Office, who meet monthly as a Commission and also as Committees to accomplish certain tasks for the Commission. In addition, the Commission has one paid staff person.

Reimbursement/Distribution Method

The Commission's funding covers both (1) the salary, benefits and statewide travel of the Commission's staff, (an executive director on board now and a deputy director to be hired later in fiscal year 2013), as well as (2) the programmatic aspects of the Commission, such as evaluating and deciding appeals, and promulgating best practices and model documents for charter authorization. Thus, some funds are used to enter into small purchase contracts with vendors as necessary to carry out the Commission's legislative mandates.

Effective January 25, 2013, ISBE acts as the fiscal agent for the Commission.

Population and Service Levels

The Commission receives appeals from charter schools and charter school developers whose charter application was denied by a local school board. The Commission may also receive applications where the local school board and its charter school jointly decide to transfer authorization of the charter school from the school board to the Commission, or where multiple school boards support the concept of a charter school, but wish to yield to the Commission in light of the complexities of joint administration. The following table displays service-level information:

	FY12	FY13 (est)
Appeals/Applications	3	9

The Commission oversees charter schools that are successfully appealed to the Commission or transferred to the Commission from ISBE by operation of law. The following table displays service level information:

	FY12	FY13 (est)
Commission Schools	0	3

Tax Equivalent Grants

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

Appropriation History

	FY10	FY11	FY12	FY13	FY14 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:

	FY13	FY14
Lost tax calculation	\$341,488.87	\$316,598.04

Teach for America – Minority Recruitment

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$225,000	\$225,000	\$1,225,000	\$1,225,000	\$1,975,000
Change from Prior Year	(\$225,000) (50.00%)	\$0 0.00%	\$1,000,000 444.44%	\$0 0.00%	\$750,000 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:

	FY12	FY13
Chicago teachers of color	51	88
Total Chicago teachers	174	274
Chicago students impacted	4,350	6,850

Teacher & Administrator Mentoring Program

Legislative Reference – 105 ILCS 5/21A

Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$9,380,000	\$5,628,000	\$1	\$0	\$5,000,000
Change from Prior Year	(\$4,620,000)	(\$3,752,000)	(\$5,627,999)	(\$1)	\$5,000,000
	(33.00%)	(40.00%)	(99.99%)	(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 and was not funded in fiscal year 2013.

Population and Service Levels

The following table displays service-level information:

	FY11	FY12	FY13
# of Teachers mentored	2,094	0	0
Mentoring Pilot Projects	45	0	0

Teacher Certificate Fee Revolving Fund

Legislative Reference – 105 ILCS 5/21-1b

Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$1,600,000	\$3,700,000	\$3,700,000	\$5,000,000	\$5,000,000
Change from Prior Year	\$0	\$2,100,000	\$0	\$1,300,000	\$0
	0.00%	131.25%	0.00%	35.14%	0.00%

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:

	FY12	FY13 (est)
Certificates issued by evaluation	16,949	21,905
Certificates issued by entitlement	15,397	13,511
Letters of deficiency issued	15,700	15,423
New Substitute Certificates	10,478	11,000
Certificates exchanged	325	325

Temporary Relocation Assistance Revolving Loan Fund

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

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$2,000,000	\$1,400,000	\$1,400,000	\$1,400,000	\$1,400,000
Change from Prior Year	\$600,000	(\$600,000)	\$0	\$0	\$0
	42.86%	(30.00%)	0.00%	0.00%	0.00%

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 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, FY12	\$242,550	\$563,540	\$806,090	736

Title I – Advanced Placement

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

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$2,000,000	\$2,000,000	\$3,000,000	\$3,000,000	\$3,000,000
Change from Prior Year	\$0	\$0	\$1,000,000	\$0	\$0
	0.00%	0.00%	50.00%	0.00%	0.00%

Federal Grant Award*

	FY10	FY11	FY12	FY13**	FY14
Grant Award	\$1,215,842	\$1,524,310	\$1,731,701	TBD	TBD
Change from Prior Year	\$0	\$308,468	\$207,391	TBD	TBD
	0.00%	25.37%	13.61%	TBD	TBD

**Federal grant awards may be spent out over a 12 month period spanning two state fiscal years. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, 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 2013 grant award will not be received until March 2013.*

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 2012 exam administration surpassed 33,000.

Title I – Basic, Part A

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

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$710,000,000	\$710,000,000	\$710,000,000	\$768,000,000	\$874,000,000
Change from Prior Year	\$65,000,000	\$0	\$0	\$58,000,000	\$106,000,000
	10.08%	0.00%	0.00%	8.17%	13.81%

Federal Grant Award*

	FY10	FY11	FY12	FY13	FY14**
Grant Award	\$635,103,455	\$613,254,546	\$642,067,114	\$649,219,212	TBD
Change from Prior Year	\$41,292,900	(\$21,848,909)	\$28,812,568	\$7,152,098	TBD
	6.50%	(3.44%)	4.70%	1.11%	TBD

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

***State fiscal year 2014 amounts are TBD (to be determined).*

Program Mission

To provide Title I Grants to school districts to financially support supplemental 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 (NCLB) Act, 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 Title I - Basic, Part A grant award allocation at the state level based on the NCLB 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 twopercent of their school-age population) are eligible to receive direct assistance.

The following table displays service-level information:

	FY13	FY14 (est)
Number of Title I districts	833	825
Number of Title I schools	2,553	2,500
Students receiving targeted and school wide reading instruction	731,648	700,000
Students receiving targeted and school wide mathematics instruction	586,852	550,000
Number of full-time Title I teachers hired	5,943	6,000

Title I – Education of Migratory Children, Part C

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

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY10	FY11	FY12	FY13	FY14**
Grant Award	\$1,936,131	\$1,984,328	\$1,980,256	\$1,976,414	TBD
Change from	\$51,067	\$48,197	(\$4,072)	(\$3,842)	TBD
Prior Year	2.71%	2.49%	(0.01%)	(0.20%)	TBD

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

***State fiscal year 2014 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 2012, about 1,829 migrant children and youth qualified for services. Almost all of these were Hispanic, and many were English language learners. Of these, 285 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:

	FY11	FY12 (est)
Students Summer Program*	747	810
Students Regular Year*	671	617
Number of funded entities	14	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 2011-2012 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
- Multicultural Community Center
- Parkland College District 505
- Princeville Community Unit School District 326
- Rantoul City School District 137
- Urbana School District 116
- Alexander/Johnson/Massac/Pulaski/Union Regional Office of Education
- Lee/Ogle Regional Office of Education

Title I –Migratory Incentive, Part C

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

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY10	FY11	FY12	FY13	FY14**
Grant Award	\$76,923	\$66,666	\$66,666	\$60,000	TBD
Change from Prior Year	\$3,602	(\$10,257)	\$0	(\$6,666)	TBD
	4.91%	(13.33%)	0.00%	(10.0%)	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 2014 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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$1,700,000	\$1,700,000	\$1,700,000	\$1,700,000	\$1,700,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY10	FY11	FY12	FY13	FY14**
Grant Award	\$993,326	\$1,193,188	\$1,092,562	\$1,169,849	TBD
Change from Prior Year	\$22,904	\$119,862	(\$100,626)	\$77,287	TBD
	2.36%	20.12%	(8.43%)	7.07%	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 2014 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 youths 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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$30,000,000	\$30,000,000	\$30,000,000	\$50,000,000	\$50,000,000
Change from	\$10,000,000	\$0	\$0	\$20,000,000	\$0
Prior Year	50.00%	0.00%	0.00%	66.67%	0.00%

Federal Grant Award*

	FY10	FY11	FY12	FY13**	FY14**
Grant Award	\$24,133,931	\$22,145,132	\$23,721,208	TBD	TBD
Change from	\$4,932,303	(\$1,988,799)	\$1,576,076	TBD	TBD
Prior Year	25.69%	(8.24%)	7.12%	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 and 2014 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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$124,000,000	\$124,201,000	\$124,201,000	\$120,000,000	\$73,400,000
Change from	\$62,201,000	\$201,000	\$0	(\$4,204,000)	(\$46,600,000)
Prior Year	100.32%	0.16%	0.00%	(3.38%)	(38.83%)

Federal Grant Award*

	FY10	FY11	FY12	FY13	FY14
Grant Award	\$0	\$0	\$0	\$0	\$0
Change from	(\$124,200,955)	\$0	\$0	\$0	\$0
Prior Year	(100.00%)	0.00%	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 from the Department of Education available to state education agencies 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 American Recovery and Reinvestment Act Title I - School Improvement 1003 (g) grant award at the state level based on the No Child Left Behind Act.

Grant Award

- 95% Grants
- 5% Administration

Reimbursement/Distribution Method

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

	LEA Grant Awards
FY11	\$23,557,120
FY12	\$36,933,683
FY13	\$51,738,099

Title II – Mathematics and Science Partnership Program

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

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$15,000,000	\$12,000,000	\$12,000,000	\$14,000,000	\$14,000,000
Change from Prior Year	\$6,000,000 66.67%	(\$3,000,000) (20.00%)	\$0 0.00%	\$2,000,000 16.67%	\$0 0.00%

Federal Grant Award*

	FY10	FY11	FY12	FY13	FY14**
Grant Award	\$6,574,300	\$6,513,736	\$6,496,153	\$5,282,424	TBD
Change from Prior Year	\$324,080 5.18%	(\$60,564) (0.92%)	(\$17,583) (0.27%)	(\$1,213,729) (18.68%)	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 2014 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:

	FY12	FY13 (est)
Partnerships	45	41
Teacher Participants	3,225	1,050

Title II – Teacher/Principal Training

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

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$135,000,000	\$135,000,000	\$157,000,000	\$157,000,000	\$157,000,000
Change from	\$0	\$0	\$22,000,000	\$0	\$0
Prior Year	0.00%	0.00%	16.30%	0.00%	0.00%

Federal Grant Award*

	FY10	FY11	FY12	FY13	FY14**
Grant Award	\$115,492,459	\$115,368,939	\$96,136,452	\$96,174,175	TBD
Change from	\$870,385	(\$123,520)	(\$19,232,487)	\$37,723	TBD
Prior Year	0.76%	(0.11%)	(16.67%)	0.04%	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 2014 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 2013 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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$40,000,000	\$40,000,000	\$40,000,000	\$45,000,000	\$45,250,000
Change from	\$0	\$0	\$0	\$5,000,000	\$250,000
Prior Year	0.00%	0.00%	0.00%	12.50%	0.56%

Federal Grant Award*

	FY10	FY11	FY12	FY13	FY14**
Grant Award	\$31,053,511	\$30,536,177	\$29,610,829	\$28,373,428	TBD
Change from	\$3,357,171	(\$517,334)	(\$925,348)	(\$1,237,401)	TBD
Prior Year	12.12%	(1.67%)	(3.03%)	(4.18%)	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 2014 amounts are TBD (to be determined).*

Program Mission

Instruction Program for Limited English

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

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 2013, the preliminary per capita allocation is \$150.

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 2013, a total of 17,201 immigrant students were identified. Of this number, 1,166 enrolled in eligible school districts that had a minimum of 10 students and showed a significant increase. The preliminary per capita allocation is \$150.

Population and Service Levels

The Annual Student Report indicates Chicago Public Schools enroll approximately 34 percent of the LEP students in the state. The remaining 66 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:

	FY13*	FY14**(est.)
Chicago students	69,689	72,500
Downstate students	137,728	141,173
Total	207,417*	213,673

*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:

	FY13	FY14** (est.)
IEP Students Identified	17,201	17,000
IEP Students Eligible & Served	1,166	1,000

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

Title IV – 21st Century Communities Learning Centers

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

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$55,000,000	\$55,000,000	\$60,500,000	\$65,000,000	\$74,000,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$5,500,000 10.00%	\$4,500,000 7.44%	\$9,000,000 13.85%

Federal Grant Award*

	FY10	FY11	FY12	FY13	FY14**
Grant Award	\$43,572,569	\$47,342,120	\$46,106,456	\$50,297,549	TBD
Change from Prior Year	(\$4,768,351) (9.86%)	\$3,769,551 8.65%	(\$1,235,664) (2.61%)	\$4,191,093 9.09%	TBD

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

**State fiscal year 2014 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 - 21st Century Communities Learning Centers grant award allocation at the state level based on the No Child Left Behind Act:

Grant Award

- 95% Grants
- 3% State Education Agency Activities
- 2% Administration

Funding is available through a competitive grant process evaluated on need, the quality of project services, the quality of the management plan, the quality of project evaluation and the adequacy of resources of the applicant.

Population and Service Levels

Community Learning Centers primarily serve students attending schools with a high concentration of students from low-income families. The following table displays service-level information:

	FY 13	FY14 (est)
Programs	155	155
Schools	512	512

Title V – Charter Schools

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

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000
Change from Prior Year	\$3,000,000	\$0	\$0	\$0	\$0
	50.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award

	FY10	FY11*	FY12*	FY13*	FY14**
Grant Award	\$3,981,595	\$0	\$0	TBD	TBD
Change from Prior Year	\$519,596	(\$3,981,595)	\$0	TBD	TBD
	15.00%	(100.00%)	0.00%	TBD	TBD

*Illinois did not receive an award.

**State fiscal year 2014 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 five 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
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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$1,500,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000
Change from Prior Year	\$0 0.00%	\$500,000 33.33%	\$0 0.00%	\$0 0.00%	\$0 0.00%

Federal Grant Award*

	FY10	FY11	FY12	FY13	FY14**
Grant Award	\$940,745	\$1,390,201	\$1,544,973	\$1,253,789	TBD
Change from Prior Year	\$207,107 28.23%	\$449,456 47.78%	\$154,772 11.13%	(\$291,184) (18.85%)	TBD

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

**State fiscal year 2014 amounts are TBD (to be determined).

Program Mission

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

English Proficient and Immigrant Students)

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

Purpose

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

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

Reimbursement/Distribution Method

The U.S. Department of Education awards formula grants to state education agencies, which 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:

	FY12	FY13 (est)
Eligible districts	51	52
Participating districts	51	52
Instructional expenditures	60%	60%
Improvement of instruction expenditures	13%	10%
Other expenditures	27%	30%

Title X - Education for Homeless Children

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

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$3,250,000	\$3,500,000	\$5,000,000	\$5,000,000	\$5,000,000
Change from Prior Year	\$0 0.00%	\$250,000 7.69%	\$1,500,000 42.86%	\$0 0.00%	\$0 0.00%

Federal Grant Award*

	FY10	FY11	FY12	FY13	FY14**
Grant Award	\$2,384,225	\$2,696,886	\$2,913,975	\$2,885,828	TBD
Change from Prior Year	(\$151,967) (5.99%)	\$312,661 13.11%	\$217,089 8.05%	(\$28,147) (0.10%)	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 2014 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:

	FY11	FY12
Pre K Children	2,209	2,369
K – 12 Children	42,608	47,816

Transportation – Regular and Vocational

Legislative Reference – 105 ILCS 5/29-5

Funding Source - State

Appropriation History

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$351,100,000	\$212,533,300	\$205,808,900	\$205,808,900	\$205,808,900
Governor's Reserve	\$0	\$65,000,000	\$0	\$0	\$0
Original Appropriation	\$351,100,000	\$277,533,300	\$205,808,900	\$205,808,900	\$205,808,900
Change from Prior Year	\$11,600,000	(\$138,566,700)	(\$6,724,400)	\$0	\$0
	3.42%	(39.47%)	(3.26%)	0.00%	0.00%

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:

	FY12	FY13
Salaries/benefits	\$161,558,867	\$157,395,321
Purchased services	\$25,687,226	\$28,330,328
Contractual trans. services	\$237,700,144	\$229,269,772
Payments to other districts	\$10,067,992	\$9,712,744
Payments to Transit Carriers	\$1,428,301	\$1,285,219
Supplies	\$47,573,538	\$51,180,258
Other Expenses	\$1,903,574	\$1,947,691
Building & Maint (Ed Fund)	\$665,292	\$683,177
Building & Maint (O&M Fund)	\$3,998,829	\$3,397,088
Depreciation	\$44,069,489	\$41,414,088
Indirect costs (reimbursable)	\$13,566,686	\$13,515,007
Offsetting revenue	(\$15,306,309)	(\$15,833,372)
Totals	\$532,913,629	\$522,297,321

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:

	FY12	FY13
Total claim amount	\$332,409,657	\$320,773,006
Chicago District 299	\$8,026,500	\$8,026,500
Downstate	\$324,383,157	\$312,746,506
Actual percent paid	77%	76%
Average number of regular students transported over 1.5 miles*	809,527	911,092
Average number of regular Students transported– hazardous conditions*	162,605	177,748
Total eligible pupils transported*	972,132	1,088,840
Vocational Education students transported *	17,722	16,637

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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$429,700,000	\$422,189,000	\$436,800,000	\$440,200,000	\$450,300,000
Change from Prior Year	\$46,400,000	(\$7,511,000)	\$14,611,000	\$3,700,000	\$10,100,000
	12.11%	(1.74%)	3.46%	0.85%	2.29%

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:

	FY12	FY13
Salaries/benefits	\$77,781,551	\$83,247,175
Purchased services	\$21,318,878	\$21,373,093
Contractual trans. services	\$218,539,829	\$217,415,474
Payments to other districts	\$10,503,306	\$10,370,834
Payments to Transit Carriers	\$574,093	\$786,944
Supplies	\$21,885,350	\$24,534,315
Other Expenses	\$1,636,094	\$1,636,962
Building & Maint (Ed Fund)	\$277,339	\$277,197
Building & Maint (O&M Fund)	\$1,747,970	\$1,757,203
Depreciation	\$19,352,226	\$19,806,562
Indirect costs (reimbursable)	\$6,917,040	\$7,321,704
Offsetting revenue	(\$6,444,327)	(\$7,244,867)
Totals	\$374,089,349	\$381,282,596

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:

	FY12	FY13
Total claim amount	\$433,369,985	\$440,149,614
Chicago District 299	\$134,097,600	\$135,233,500
Downstate	\$299,272,385	\$304,916,114
Actual percent paid	100%	99%
Students *	94,446	77,560

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

	FY10	FY11	FY12	FY13	FY14 Proposed
Appropriation	\$18,070,300	\$14,059,000	\$14,059,000	\$12,000,000	\$12,000,000
Change from Prior Year	(\$2,007,800) (10.00%)	(\$4,011,300) (22.20%)	\$0 0.00%	(\$2,059,000) (14.65%)	\$0 0.00%

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	FY12	FY13 (est)
Chronic truants	7,040	6,000
Truants	8,948	7,600
High school dropouts	1,735	1,475
Potential dropouts	3,752	3,190
Total served	21,475	18,265



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