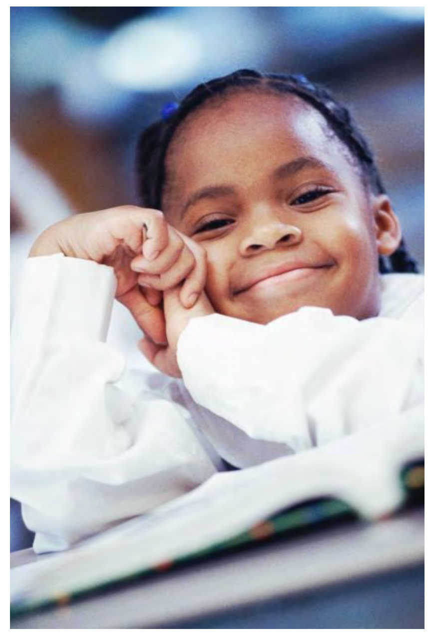
ILLINOIS STATE BOARD OF EDUCATION



Fiscal Year 2015 Proposed Budget

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

Gery J. Chico, State Board of Education Chairman

February 2014

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 2015 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 2015 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 190 individuals provided oral or written testimony to restore or increase General State Aid, Early Childhood Education 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 2015 that includes an increase of $1.083 billion, or 16.2 percent, in state funding over the current fiscal year. The increase would build upon last year's reversal of 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 $879 million increase (19.8 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. The ISBE recommends a $25 million increase in funding for Early Childhood Education, which would still be short of fiscal year 2009 levels. About 4,500 more three to five year olds would be served under preschool programs with the added funds.

The Board is recommending an appropriation to enable the agency to provide timely assistance to school districts in the event of extraordinary emergencies such as tornados, flooding and other unforeseeable events. An appropriation of $5 million would allow the agency the ability to provide immediate financial support based upon a needs assessment developed in collaboration with school district personnel.

To meet the needs of the growing bilingual population, which is now about nine percent of all students, the Board is recommending a 19 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.

Other line items include a $27.1 million increase for state assessments to help cover the cost of assessments aligned to the more rigorous New Illinois Learning Standards; a $7.1 million increase for School Reform and Accountability Programs; and $1.95 million for Teach for America, a proven program that recruits and prepares teachers of color. Efforts to make sure every student is supported by highly prepared and effective teachers and school leaders are essential.

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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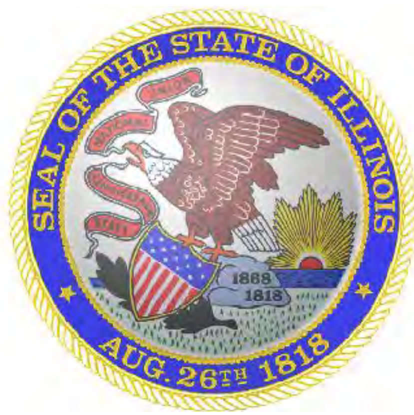
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ILLINOIS STATE BOARD OF EDUCATION

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.

Illinois State Board of Education

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www.isbe.net

Gery J. Chico
Chairman

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

Illinois State Board of Education announces
FY 2015 Budget Hearings

DATE	LOCATION	TIME
Monday, Oct. 23	**Carbondale** Carbondale Community High School 1301 E. Walnut St., Carbondale	4-6 p.m.
Monday, Nov. 12	**Champaign** Champaign Public Library 200 W. Green St., Champaign	4-6 p.m.
Thursday, Nov. 14	**Grayslake** College of Lake County, Auditorium 19351 W. Washington St., Grayslake	4-6 p.m.
Friday , Nov. 20	**Macomb** Macomb High School Library 1525 S. Johnson St., Macomb	4-6 p.m.
Monday, Nov. 22	**Chicago** Thompson Center, Conference Rm. 16-503 100 W. Randolph St., Chicago	11 a.m.- 1 p.m.

Executive Summary

ILLINOIS STATE BOARD OF EDUCATION

Executive Summary

Funding Principles, Goals and Outcomes

Since fiscal year 2009, General Fund appropriation levels for Pre-Kindergarten through 12th Grade have been reduced by $715 million. The statutory foundation level of $6,119 has not been fully funded since fiscal year 2011 resulting in the proration of General State Aid at 95 percent in fiscal year 2012 and 89 percent in fiscal years 2013 and 2014. It is anticipated that fiscal year 2015 will be another difficult budget year for the State of Illinois. The state's backlog of unpaid bills remains substantial. At the end of January, the backlog totaled more than $3.8 billion with $483 million representing payments due to the Illinois State Board of Education (ISBE) for school districts and vendors. At the December 2013 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 more than offset by the anticipated expiration of the temporary income tax increase.

Historically, Illinois' State General Funds budget has dedicated approximately 27 percent to K-12 education. However, in order to increase economic vitality for the future, the Board is calling for a shift to 33 percent of the total state budget. The increase being sought on behalf of Illinois students is $1.08 billion dollars. When adjusting the fiscal year 2009 K-12 education budget for inflation, the Board's request amounts to a 1.5 percent decrease from the adjusted fiscal year 2009 levels. Based on fiscal year 2014 funding levels, the Board's request would account for about 31 percent of the State General Funds budget.

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 61 percent of Illinois School District Budgets reflect deficit spending for fiscal year 2014 which is a direct result of the reductions to state revenues since fiscal year 2009. During this same period of time, Illinois School Districts have been asked to implement new state reforms, such as the more rigorous New Illinois Learning Standards (NILS) 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. All recommended programs are aligned with the strategic plan goals adopted by the Board in August 2008:

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

Budgeting for Results (BFR)

Section 15 ILCS 20/50-25 of the Illinois Compiled Statutes requires that the Governor and each other constitutional officer of the executive branch, in consultation with the appropriation committees of the General Assembly, prioritize outcomes that are most important for each state agency to achieve for the next fiscal year and set goals to accomplish those outcomes according to the priority of the 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 Budgeting for Results (BFR) initiative. This Act required that, beginning with budgets prepared for fiscal year 2013, staff must adhere to a method of budgeting where 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 2015 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 2015 Budget are listed below:

1) Increase percentage of children entering kindergarten fully ready.
2) Implement NILS (including Language Arts and Math) for K-12 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 (STEM) graduates.

The fiscal year 2015 ISBE Budget Book provides service level detail for the programs which the 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 2015, these two elements continue to comprise nearly 92 percent of the proposed General Funds budget, as they have in recent years.

The fiscal year 2015 ISBE budget recommendation places the majority of the recommended funding increase in GSA. The $879.3 million GSA increase being recommended represents 81 percent of the $1,083.9 million increase in General Funds. Historically, funding GSA has been the Board's highest priority as it provides the most flexibility to districts to meet student needs.

Budget at a Glance

The current budget proposal reflects a total appropriation of $10.8 billion. The General Funds portion of this request totals $7.77 billion. This is a $1.083 billion (16.2 percent) increase compared to ISBE's fiscal year 2014 General Funds appropriation.

The fiscal year 2015 proposal includes:

- $879.3 million increase in GSA. Funding at this level will fully fund the GSA Claim at the statutory-set foundation level of $6,119. The fiscal year 2014 appropriation level for GSA resulted in a proration of 89 percent;
- $57.0 million increase to MCATs, which would fully fund all lines, except Regular/Vocational Transportation, Special Education Private Tuition and Illinois Free Lunch & Breakfast;
- a $24.9 million increase in Early Childhood Education;
- a $12.3 million increase in Bilingual Education;
- a $27.1 million increase in Assessments to transition to assessing the NILS;
- $4.0 million increase in funding to expand work in individual schools identified as the lowest performing on state assessments:
- $10.0 million to support extended learning time programs;
- $17.9 million in General Funds for Educator Quality and Support to increase the quality of teachers and school leaders in Illinois;
- $2.0 million in General Funds to provide funding for advanced placement exam fees for low-income students;
- $5.0 million in General Funds to enable the agency to provide assistance to districts in the event of extraordinary emergencies;
- $3.0 million for Homeless Education, which was last funded in fiscal year 2009

General State Aid

In fiscal year 2014, another $562 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 2015 at the statutorily-set foundation level of $6,119. It is currently estimated that the fiscal year 2015 appropriations would have to increase $879.3 million.

Mandated Categorical Programs

The proposed budget includes fully funding all MCATs for fiscal year 2015, except Regular/Vocational Transportation, Special Education Private Tuition and Illinois Free Lunch & Breakfast. The Board is recommending an increase of $30.4 million for Regular/Vocational Transportation which is estimated to fund the claim at 80 percent rather than the current 74 percent proration. The Board is recommending the funding amount required to meet Maintenance of Fiscal Effort requirements related to Federal Individuals with Disabilities Education Act.

Early Childhood Education

An increase of $25 million is being recommended by the Board for Early Childhood Education. This increase will restore the level of funding to the fiscal year 2012 funding level. While much more than $325.1 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 approximately 5,000 additional children.

Bilingual Education

The number of English Language Learners (ELL) has increased at an annual rate of 4.7 percent since 2005 and ELLs now constitute approximately 9.5 percent of Illinois students. The Bilingual Education Appropriations have remained constant for the last four fiscal years at $63.4 million while the cost of providing ELL services has increased over that same period of time. The Board is recommending a $12.3 million increase (19.4 percent) in funding to provide for a proration of 86.9 percent in fiscal year 2015 as compared to the projected proration level of 78.0 percent for fiscal year 2014.

Standards and Assessments

For fiscal year 2015, the Board is recommending that funding for assessments be increased by $27.1 million (99.0 percent). The increase is based upon the cost of administering both the Partnership for the Assessment of Readiness for College and Careers (PARCC) exams for grades three through 11 and the ACT and Work Keys assessments for grade 11. The administration of PARCC and ACT at the 11^{th} grade level is necessary to provide districts and parents with information about college and career readiness during the transition to the PARCC assessment. 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 NILS, thus supporting the transition in curricular areas to NILS.

The Board is also recommending a $2.3 million appropriation for the continued development and maintenance of the Longitudinal Data System. This funding will support our continuing ability to collect and report key data points on students, teachers, administrators and schools.

<u>Educator Quality and Support</u>

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 2015.

<u>Teach for America – Minority Recruitment</u>

The Board is recommending an appropriation of $1.95 million for fiscal year 2015. The recommended appropriation amount will provide an additional $950,000 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 2014 efforts, will result in over 240 first and second year teachers of color in the Chicago Region.

Performance Evaluations

Two hundred thousand dollars is being recommended for fiscal year 2015 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 $1.0 million to direct the mentoring support to first year principals and their mentors. The requested funds would be sufficient to support mentoring of approximately 360 new principals.

Teacher and Administrator Mentoring Program

Five million dollars 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. With increasing accountability and new evaluations systems, it is critical that the approximately 8,700 new teachers entering the workforce each year receive support and professional development that will support their teaching. The requested funding would support mentoring of 2,500 to 3,000 new teachers.

School Reform and Accountability

The Board's recommendation includes a $7.1 million increase for School Reform and Accountability Programs. The $7.1 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
- Illinois Virtual High School, which offers supplemental online courses to all Illinois public, private and home school students, and
- Illinois Shared Learning Environment which is an online platform that will provide educators and learners with integrated data and tools to personalize learning and drive student success.

District Consolidation

The Board is recommending an increase of $3.97 million for fiscal year 2015 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.

The Board is also recommending a $10 million appropriation in fiscal year 2015 to create incentives for school districts to form Regional High Schools, consolidation of dual districts, and regional education proposals that would expand the delivery of educational services. The funding would be utilized for needed facility expenditures, extended school days for students and/or teachers for collaboration purposes for the implementation of the new curriculum, expanding opportunities for Advanced Placement and Dual Credit Courses for high school students and purchase of buses to address greater transportation needs for the newly formed district.

Student Health and Safety Initiatives

Alternative Learning/Regional Safe Schools

The Board is recommending a restoration to the Alternative Learning/Regional Safe Schools line item to the fiscal year 2010 level of $16.7 million, an increase of $10.4 million over fiscal year 2014. This line realized a 62.2 percent reduction between fiscal year 2010 and fiscal year 2014. Between fiscal year 2010 and fiscal year 2013, the number of students served by the program decreased by 645.

Truant Alternative and Optional Education

The Board is recommending a restoration to the Truant Alternative and Optional Education (TAOEP) line item to the fiscal year 2010 level of $18.1 million, an increase of $6.6 million over fiscal year 2014. Funding for TAEOP decreased by 36.4 percent from fiscal year 2010 to fiscal year 2014. Between fiscal year 2010 and fiscal year 2013, the number of students receiving TAEOP services decreased by 51,500.

New Budget Lines

Homeless Education

The Board is recommending $3 million for the Homeless Education Program. The number of homeless students as reported by districts was 45,775 in fiscal year 2013, an increase of 17.7 percent over fiscal year 2011. 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.

Diversified Educator Recruitment

The Board is recommending $700,000 for a Diversified Educator Recruitment program to fund training for 400 teachers, curriculum materials, workshops and stipends for teachers who serve as mentors of minority middle and high school students interested in teaching.

Extended Learning Time

The fiscal year 2015 budget recommendation includes $10 million for an Extended Learning Time program. These funds will provide incentives to school districts to provide extended learning time (after school and summer school). The requested amount would assist students and teachers. Currently, the only funding available to support extended learning time is the federal 21st Century Communities Learning Centers grants. These funds serve approximately 53,700 students in Illinois. In fiscal year 2013, 102 applications were received. Funding was only available to support 43 projects. These additional funds could serve approximately 100 more sites at $100,000 per school in the lowest performing schools in the state. The programs will focus on expanding instructional time for students and opportunities for teachers to collaborate as they implement the NILS.

Low Income Advanced Placement

In addition to the current $500,000 appropriation for Advanced Placement, the Board is recommending a $2 million appropriation which would fund the approximate $20 per advanced placement exam fee not covered by either federal or College Board funding for low-income students. The requested amount would assist an estimated 100,000 low-income students.

Teacher Instructional Support

The Superintendent's fiscal year 2015 recommendation includes $10 million for a Teacher Instructional Support program. These funds will be used to support the development of classroom materials, development of online courses, and professional development to support the teachers in the implementation of curriculum in the areas of English Language Arts (ELA), Math, Science, Arts and Physical Education, and their alignment to the NILS. The requested amount would assist 127,830 teachers by providing them with opportunities for state developed professional development, online courses, and additional resources that will support classroom implementation of instruction and assessments aligned to the Illinois Math, ELA, and Science standards

Emergency Relief for School Districts

The Board is recommending a $5 million appropriation to enable the agency to be able to provide timely assistance to school districts in the event of extraordinary emergencies such as tornados, flooding and other unforeseeable events. The current practice is that agency staff will work with an impacted school district to assess the immediate needs and provide technical assistance without any ability to provide financial support in an extraordinary emergency situation. An appropriation of $5 million would allow the agency the ability to provide immediate financial support based upon a needs assessment developed in collaboration with school district personnel.

Agency Operations

In fiscal year 2014 the Agency Operations appropriations were decreased by $473,000 to a total of $23.2 million. This remains $3.6 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 $606,800 for General Funds. It is also important to note that the Agency Operations percentage of the total General Funds budget is 0.31 percent.

The recommended Agency Operations increase includes an increase of $133,800 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 2015 Request

Proposed Fiscal Year 2015 Budget

$000s	FY14 At 01/31/2014	FY15 Request	$ Change	% Change
General Funds	$6,686,980.4	$7,770,843.0	$1,083,862.6	16.21%
Other State Funds	$76,913.9	$64,698.9	($12,215.0)	-15.88%
Federal Funds	$3,007,410.5	$2,974,410.5	($33,000.0)	-1.10%
TOTAL	**$9,771,304.8**	**$10,809,952.4**	**$1,038,647.6**	**10.63%**

General State Aid (GSA)

$000s	FY14 At 01/31/2014	FY15 Request	$ Change	% Change
GSA – Formula	$2,436,349.2	$3,022,748.4	$586,399.2	24.07%
GSA – Low-Income Grant	$1,712,100.1	$2,085,581.1	$373,481.0	21.81%
PTELL Adjustment	$266,135.5	$188,198.6	($77,936.9)	-29.28%
Net Adjustments	$27,613.5	$25,000.0	($2,613.5)	-9.46%
TOTAL	**$4,442,198.3**	**$5,321,528.2**	**$879,329.9**	**19.79%**

Foundation Level	**$6,119 prorated at 89%**	**$6,119 prorated at 100%**		

Mandated Categoricals

$000s	FY14 At 01/31/2014	FY15 Request	$ Change	% Change
Illinois Free Lunch/Breakfast	$14,300.0	$14,300.0	$0.0	0.00%
Orphanage Tuition	$12,000.0	$12,000.0	$0.0	0.00%
Sp Ed – Children Requiring Sp Ed Services	$303,091.7	$302,928.9	($162.8)	-0.05%
Sp Ed – Orphanage Tuition	$105,000.0	$95,000.0	($10,000.0)	-9.52%
Sp Ed – Personnel Reimbursement	$440,200.0	$442,600.0	$2,400.0	0.55%
Sp Ed – Private Tuition	$218,947.7	$228,000.0	$9,052.3	4.13%
Sp Ed – Summer School	$10,100.0	$13,000.0	$2,900.0	28.71%
Sp Ed – Transportation	$440,500.0	$462,900.0	$22,400.0	5.09%
Transportation – Regular/Vocational	$205,808.9	$236,193.5	$30,384.6	14.76%

Proration Levels	FY14 Budgeted	FY14 Actual	FY15 Proposed
Illinois Free Lunch/Breakfast	39%	39%	36%
Orphanage Tuition	100%	100%	100%
Sp Ed – Children Requiring Sp Ed Services	100%	100%	100%
Sp Ed – Orphanage Tuition	100%	100%	100%
Sp Ed – Personnel Reimbursement	99%	100%	100%
Sp Ed – Private Tuition	90%	94%	94%
Sp Ed – Summer School	96%	81%	100%
Sp Ed – Transportation	98%	97%	100%
Transportation – Regular/Vocational	64%	74%	80%

Early Childhood Education

$000s	FY14 At 01/31/2014	FY15 Request	$ Change	% Change
Early Childhood Education	$300,192.4	$325,123.5	$24,931.1	8.31%

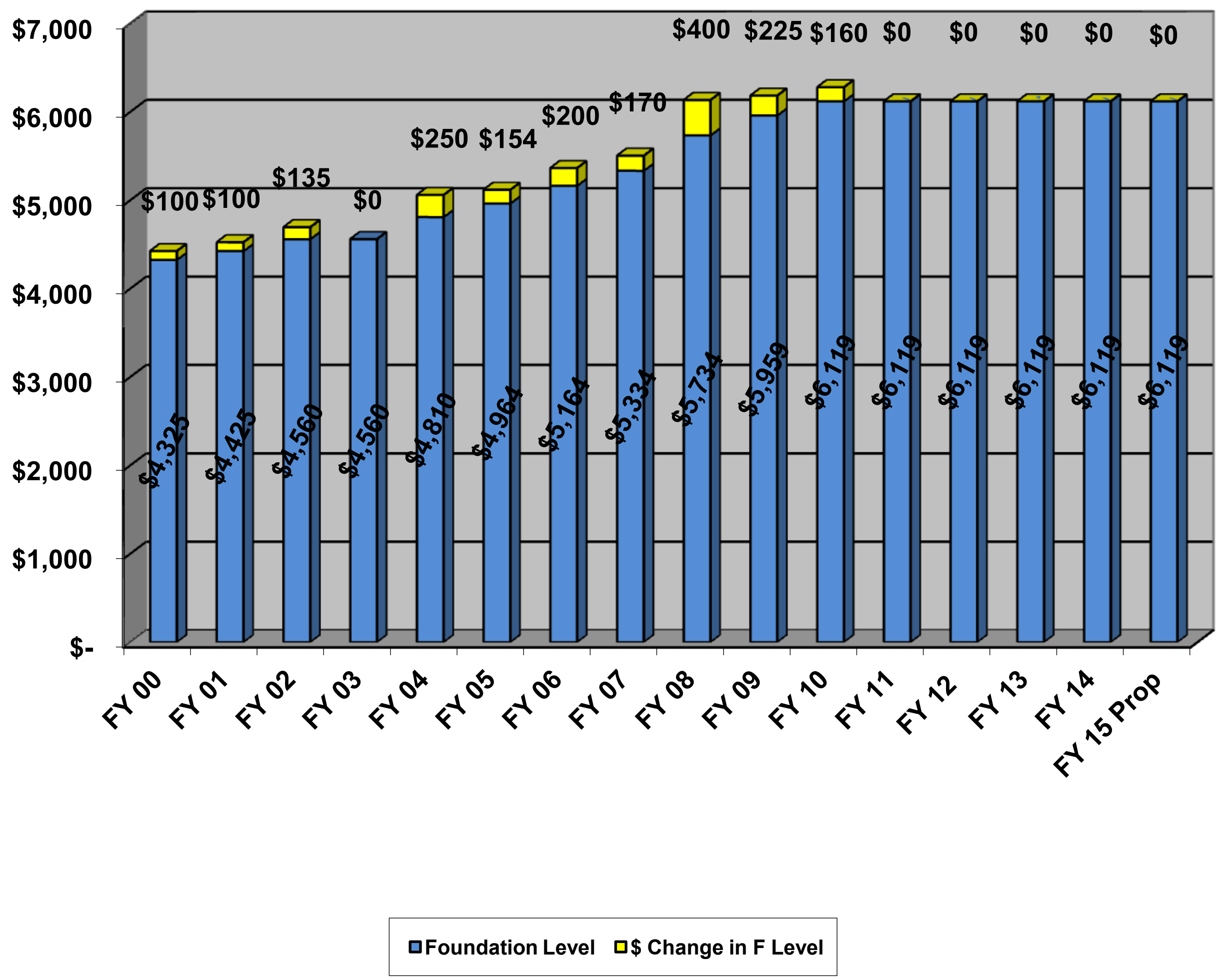
	FY13 Actual	FY14 Estimated	# Change	% Change
Children Served	90,393	83,000	(10,393)	-11.50%

Other Programs

$000s	FY14 At 01/31/2014	FY15 Request	$ Change	% Change
Academic Improvement*	$403,385.7	$453,902.6	$50,516.9	12.52%
Educator Quality and Support	$2,000.0	$19,850.0	$17,850.0	892.50%
Other Statewide District Categorical Assistance	$7,000.0	$32,410.0	$25,410.0	363.00%
Regional Offices of Education	$2,295.0	$5,020.0	$2,725.0	118.74%
School Reform and Accountability	$3,802.8	$10,900.0	$7,097.2	186.63%
Targeted Special Education	$6,507.8	$6,537.8	$30.0	0.46%
Standards and Assessments	$27,400.0	$56,845.7	$29,445.7	107.47%
Student Health and Safety Initiatives	$17,984.0	$37,936.0	$19,952.0	110.94%
Miscellaneous	$3,572.6	$222.6	($3,350.0)	-93.77%

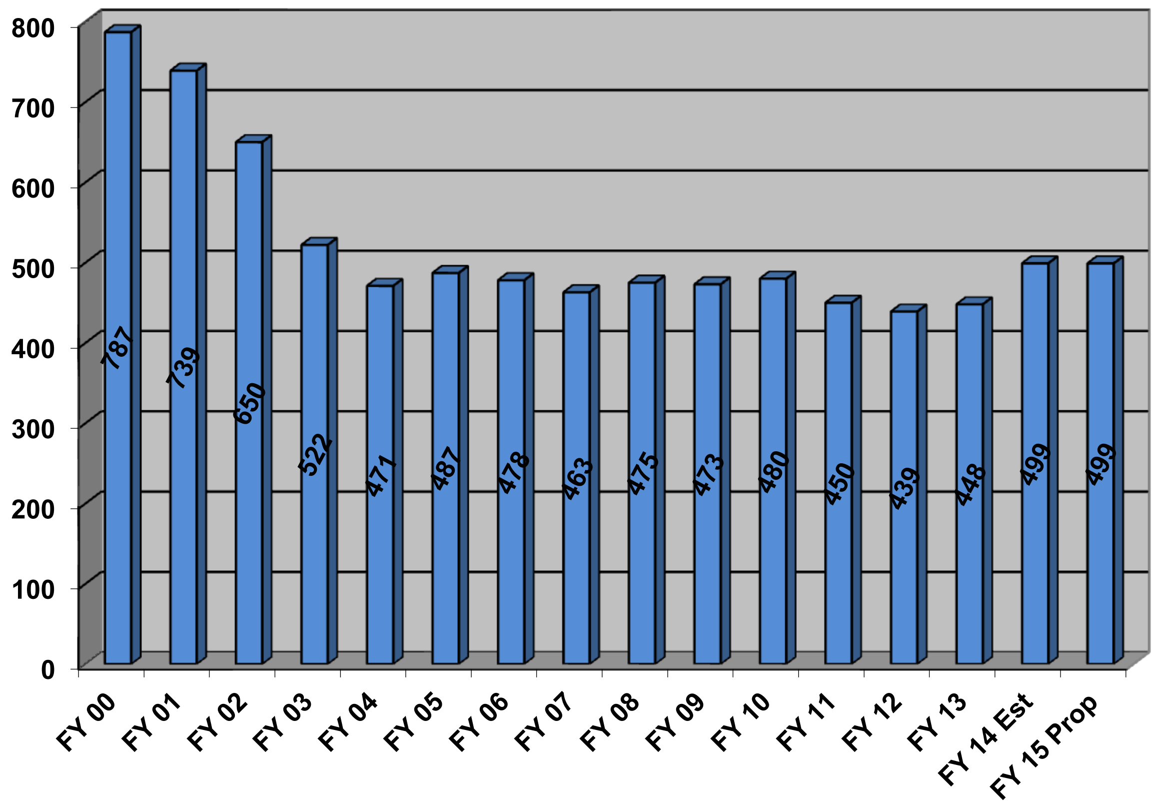
*Total in Academic Improvement includes Early Childhood Education figures which are shown separately above.

General State Aid Foundation Level and Annual Dollar Change In Foundation Levels FY 00 – FY 15 Proposed



FY 12 GSA prorated at 95%
FY 13 GSA prorated at 89%
FY 14 GSA prorated at 89%

Illinois State Board of Education
Headcount History



ILLINOIS STATE BOARD OF EDUCATION

Budgeting for Results (BFR)

Section 15 ILCS 20/50-25 of the Illinois Compiled Statutes requires that the Governor and each other constitutional officer of the executive branch in consultation with the appropriation committees of the General Assembly, prioritize outcomes that are most important for each State agency to achieve for the next fiscal year and set goals to accomplish those outcomes according to the priority of the 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 Budgeting for Results (BFR) initiative. This Act required that, beginning with budgets prepared for fiscal year 2013, staff must adhere to a ***method of budgeting where 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 2015 budget. "**Quality Education and Opportunities for Growth and Learning for all Illinois Students"** is one of those seven results that Illinois State Board of Education (ISBE) is obligated to achieve and demonstrate continuous improvements.

Specific BFR goals were established for the first result focused on education. The results and underlying goals established for the fiscal year 2015 budget are listed below:

1) Increase percentage of children entering kindergarten fully ready.
2) Implement New Illinois Learning Standards (including Language Arts and Math) for K-12 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 (STEM) graduates.

The fiscal year 2015 ISBE Budget Book provides service level detail for the programs which the 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.

BFR Methodology

In this budget, ISBE has outlined the funding necessary to achieve its BFR goals. The agency reviewed the outcomes of its programs through a process facilitated by the agency's Center for Performance. Each agency program owner developed a logic model and performance metrics to measure the efficiency and effectiveness of their program.

ISBE programs completed logic models which consist of inputs (what we use), activities and outputs (what we do and who we reach), program outcomes (what results we achieve), and long term outcomes (what changes occur statewide) to measure each program's contribution to its primary statewide outcome. Inputs, outputs and outcomes are the basic building blocks of program logic models. Inputs (resources) are used to produce outputs (services produced) that will drive outcomes (benefits, accomplishments, achievements). Measuring program outputs and outcomes documents what each program produces and highlights what is achieved.

These logic models guided staff in development of performance measures. These included measures of efficiency and effectiveness. Efficiency measures document the level of output per amount of resources, inputs, or funds put into the program. For example, the number of units of service per dollar spent. Effectiveness measure the level of outcomes or results given the amount of resources/input/cost. For example, the cost per unit of outcome.

ISBE continues to refine its outcome measures. The following programs are successful examples of BFR implementation. They successfully built logic models and established relevant performance metrics to measure the program outputs and long term outcomes.

Career and Technical Education (CTE)

The purpose of the CTE program is to develop academic and career and technical skills for the secondary education students who elect to enroll in career and technical education programs. CTE programs help to meet the Illinois Learning Standards through preparation of high skills, high wage, or high demand occupations in current or emerging professions. Primary funding sources for the program is the Perkins grant (secondary portion of Perkins) and the CTE improvement grant. This program has established the long term objective of strengthening academic reading/language arts skills of students in CTE programs to meet the Common Core State Standards and IL Learning Standards.

Performance Measures	School Year 2012	School Year 2013	School Year 2014 (estimate)
Percentage of CTE concentrators who completed secondary education	94%	95.6%	94%
Percentage of CTE concentrators who passed the technical skills assessments which are aligned with industry recognized standards	70.9%	75.4%	74.8%
CTE student enrollment	262,982	262,950	262,900
Percentage of CTE concentrators who were placed in post-secondary education or training	56.9%	65.9%	60%
Percentage of CTE concentrators who attained proficient or advanced levels in Reading/language Arts on the state-wide high school assessments	52.1%	49.6%	50%

21st Century Community Learning Centers (CCLC)

CCLC is a federally-funded, state-facilitated grant that affords low-performing, high-poverty school districts with supplemental educational opportunities to enhance student academic performance while also providing social, cultural, and enriching activities during non-school hours. The program established the long-term objective that 21st CCLC students demonstrate a stronger knowledge base in the common core state standards and IL learning standards for post-secondary education or career readiness; participants in the program demonstrate increased participation in school activities; increased graduation rates from high school.

Performance Measures	School Year 2011	School Year 2012	School Year 2014 (estimate)
Percent of students that showed an increase in math and reading grades	34.8%	TBD	36%
Percent of lowest performing/highest need students that were given priority (based on free and reduced lunch)	86.5%	TBD	87%
Percent of students who increased their participation in a variety of school activities (book clubs, robotics team, chess team, athletics, student council, debate teams, etc.)	89.6%	TBD	92%
21st CCLC student enrollment	53,662	TBD	TBD
Percent of students who exhibited an increase in social, emotional skills and positive behavioral changes	59.1%	TBD	60%

Agricultural Education

Section 2-3.80 of the School Code [105 ILCS 5/2-3.80] establishes the Agricultural Education Program to ensure the provision of Agricultural Education in the curriculum of the public schools, kindergarten through adult, to assist local school districts in developing comprehensive programs in Agricultural Literacy/Awareness serving to inform the general public about Agriculture, which promotes more informed consumers of Agricultural products, and in developing Agricultural career preparation programs, which assists in providing trained individuals for the Agriculture industry. Program and curriculum development, growth, and implementation as well as data collection and professional development are components.

Performance Measures	School Year 2011	School Year 2012	School Year 2013
Unduplicated enrollment in Agricultural Education Program	28,895	28,657	TBD
Percentage of districts with Agriculture programs using the Agricultural Education Program curriculum aligned with New Illinois Learning Standards	78%	87%	TBD
Percentage of districts with Agriculture programs using the grant to update teaching/technology in class room	96.7%	97.4%	TBD
Number of counties supporting Agricultural Literacy Program	77	73	TBD
Percentage of teachers involved in developing a plan for customized student instruction	96%	96%	TBD

National Board for Professional Teaching Standards

This program provides teachers and school counselors an opportunity to achieve National Board Certification and to support mentoring of future National Board Certified Teachers (NBCTs). Illinois State University arranges services to recruit and support NBCT candidates in targeted schools and counties. They also arrange training for NBCTs to do mentor training. There is currently a high level of collaboration among stakeholders whose roles are specific related to the outcomes of this work. This program has initiated professional development/learning programs that align and are current with state initiatives. As long as the collaboration continues in a positive direction and for the good of the PK-12 students, this work will continue to be effective and with beneficial outcomes.

Performance Measures	School Year 2011	School Year 2012	School Year 2013	School Year 2014 (Target)
Number of NBCTs in Illinois	5,155	5,582	5,842	6,180
Number of new candidates	800	991	N/A	60
Number of candidates attending online candidate support	28	44	60	50
Percentage of candidate applicants come from targeted school: Academic Early Warning List, Academic Watch List, or Schools with 50% or more students on free or reduced lunch program	92%	91%	92%	93%

Individuals with Disabilities Education Act PART D – Title I, Neglected and Delinquent

This program approves Title I Part D applications to a) improve educational services for children and youth in local and state institutions for neglected or delinquent children so that such children have the opportunity to meet the same state academic achievement standards; b) provide such children with services needed to make a successful transition from institutionalization to further schooling or employment; and c) prevent such children from dropping out of school. This program reached approximately 3,117 students to provide the services. This program facilitated students success and helped them to earn high school credits, diploma, GED, showed improvements in pre and post-tests in both reading and math. The program intends to establish more performance metrics to measure the success.

Performance Measures	School Year 2012	School Year 2013	School Year 2014 (Target)
Percentage of students who earned high school credit (ages 12 -21)	84%	88.6%	90%
Percentage of students who earned a GED or obtained high school diploma (ages 16-21)	12%	8.3%	15%

Title I

Approves No Child Left Behind Consolidated Applications to ensure funds are used to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach at a minimum proficiency on challenging state academic achievement standards. This program has successfully achieved the long term outcomes by improving the student performance on state assessments, increasing graduation rates, and increasing proficiency in both reading and math.

Performance Measures	School Year 2012	School Year 2013	School Year 2014 (Target)
Percent of Title I student proficient in math on ISAT and PSAE	45.8%	45.7%	Avg 83%
Percent of Title I student proficient in reading on ISAT and PSAE	44.4%	45.4%	Avg 83%
Number of Students graduating within four years	82.3%	83.2%	88%
Number of Students graduating within five years	84%	87%	90%
Increased attendance	94.4%	94.2%	100%

Early Childhood Block Grant

The Early Childhood Block grant provides funding to serve children birth to age five through the Prevention Initiative and Preschool for All (PFA) programs, as well as for various projects that support program quality. This program has successfully implemented services for children birth to age five which provide essential resources to make children fully ready to enter kindergarten. Furthermore, it provided professional development opportunities for PFA teachers and administrators to enhance their skills in working with the young children.

Performance Measures	School Year 2012	School Year 2013	School Year 2014 (Target)
Select *Output* Measures			
Number of children birth to age five served	92,186	90,393	82,500
Number of teachers and staff that received state-sponsored professional development (duplicated count)	2,040	2,931	2,000
Number of programs funded	620	617	617
Select *Outcome* Measures			
Number and percentage of Early Childhood teachers who received ratings of 4.75 or higher on ECERS-R interaction ('child interaction rating scale)	301/359 83.8%	417/476 87.6%	85%
Number and percentage of children who are kindergarten "fully ready" in spring of their kindergarten year	n/a	n/a	Data will be available in 2014

General State Aid

General State Aid ensures school districts have adequate funding to provide a quality education by supplementing local tax revenues. This program successfully demonstrated that the state funding plays an integral role in helping Illinois school districts to ensure academic growth of k-12 students. Adequate per student funding is vital to meet the high performance demands from the school districts, schools, and the students.

Performance Measures	School Year 2012	School Year 2013
Graduation rates	82.3%	83.2%
Dropout rates	2.5%	2.4%
Percentage of districts in deficit spending	48%	66.7%

Educator Misconduct

This program investigates and pursues licensure sanction actions against teachers and administrators for acts of misconduct. This program has established an enforcement mechanism to remove from the classroom teachers who do not espouse the values of improving the educational atmosphere and allowing greater capacity for student learning.

Performance Measures	School Year 2012	School Year 2013
Eliminating from the classroom and field all teachers who commit serious acts of misconduct through suspension or revocation of license	35	39
Investigate all allegations of misconduct in a timely manner	100%	100%
Investigate all allegations of misconduct in an effective manner	100%	100%

English Language Learning (ELLs)

This program provides leadership, advocacy and support to districts, policymakers and citizens by promoting equitable access to language support services for students from culturally and linguistically diverse backgrounds that have been identified as ELLs. This program successfully achieved in increasing the knowledge of professionals working with ELL programs which helped to improve student outcomes. Also, it demonstrated this program ensured equal success of ELLs in educational opportunities across the state and enabled ELLs to overcome their language barriers and achieve at levels to those of their non-ELL peers.

Performance Measures	School Year 2012	School Year 2013	School Year 2014 (Target)
Select *Output* Measures			
Number and percentage of ELLs receiving at least five class periods of services in state-funded programs	156,270 83%	163,475 86%	164,000 89%
Number of teachers and administrators receiving ELL professional development services through state-sponsored opportunities (duplicated count)	8,476	11,983	13,000
Number of school districts monitored	50	43	55
Select *Outcome* Measures			
Percentage of ELLs making at least .five level progress in English Language Development	63.7%	66.7%	70%
Percentage of students who attained English Language Proficiency	19%	22%	25%
Closing the achievement gap: Percentage of school districts with transitioned ELLs meeting and exceeding at no less than five percent below non-ELLs in Reading	30.1%	27%	30%
Closing the achievement gap: Percentage of school districts with transitioned ELs meeting and exceeding at no less than five percent below non-ELLs in Math	53.8%	37%	40%

ILLINOIS STATE BOARD OF EDUCATION

Federal Maintenance of Effort Requirements

The Illinois State Board of Education (ISBE) is subject to maintenance of efforts (MOE) requirements for three federal programs: the Individuals with Disabilities Education Act (IDEA) Part B, Child Nutrition and the Carl D. Perkins Career and Technical Education Act of 2006. Details of the various MOE requirements for each program are described below.

Individuals with Disabilities Education Act

Federal regulations at Title 34 CFR 300.163(a), require that the state must not reduce the amount of financial support for special education and related services for children with disabilities, or otherwise made available because of the excess costs of educating those children, below the amount of that support for the preceding fiscal year.

MOE compliance can be demonstrated via an increase to the total amount of state special education financial support made available from the prior year or an increase to the amount of financial support per special education student. ISBE demonstrates MOE compliance by reporting an increase to the amount of financial support per special education student.

State financial support is provided through ISBE’s six special education mandated categorical programs, targeted special education grant programs and special education related programs administered by the state departments of Human Services and Juvenile Justice.

ISBE was awarded $479.7 million in IDEA funds for fiscal year 2014.

Child Nutrition Programs

There are two MOE’s related to Child Nutrition Programs.

1) State Revenue Matching - For each school year, the amount of state revenues appropriated or used specifically by the state for program purposes shall not be less than 30 percent of the funds received by such state under section four of the National School Lunch Act during the school year beginning July 1, 1980; provided that, the state revenues derived from the operation of such programs and state revenues expended for salaries and administrative expenses of such programs at the state level are not considered in this computation. The minimum amount required is $8,982,057.

   ISBE complies with this requirement by granting state funds through the Illinois Free Breakfast and Lunch program.

2) State Funds – Expenditures of funds from state sources in any fiscal year for the administration of the National School Lunch Program, School Breakfast Program, Special Milk Program, Child and Adult Care Food Program shall not be less than that expended or obligated in fiscal year 1977. The minimum amount required is $221,414.

ISBE complies with this requirement through the use of General Revenue Funds for administrative costs.

ISBE received $706.9 million in federal Child Nutrition funding in FY 2013.

Carl D. Perkins Career and Technical Education Act of 2006

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins), Title III, Part A, Section 311 (b), contains an MOE provision that requires that no payments shall be made under this Act for any fiscal year to a state for career and technical education programs or tech prep programs unless the secretary determines that the fiscal effort per student or the aggregate expenditures of such state for career and technical education programs for the fiscal year preceding the fiscal year for which the determination is made, equaled or exceeded such effort or expenditures for career and technical education programs for the second fiscal year preceding the fiscal year for which the determination is made.

ISBE demonstrates MOE compliance via the combination of state administrative and program expenditures provided by the Illinois Community College Board as well as ISBE administrative and program expenditures utilized in the Career and Technical Education program.

ISBE was awarded $38.9 million in Perkins funds in fiscal year 2014.

FY15 Budget Recommendation

ILLINOIS STATE BOARD OF EDUCATION
FY15 Board Budget Recommendation

Page Ref.	$000s	FY14 At January 2014	FY15 Request	FY15 Increase (Decrease) $	%
	GENERAL FUNDS				
	GRANTS				
51	***General State Aid***				
	GSA Formula Grant	2,436,349.2	3,022,748.4	586,399.2	24.1%
	PTELL Adjustment	266,135.5	188,198.6	-77,936.9	-29.3%
	GSA Supplemental Low-Income Grant	1,712,100.1	2,085,581.1	373,481.0	21.8%
	Net Adjustments	27,613.5	25,000.0	-2,613.5	-9.5%
	Subtotal, General State Aid	***4,442,198.3***	***5,321,528.2***	***879,329.9***	***19.8%***
	Mandated Categoricals				
74	Personnel Reimbursement (Special Ed)	440,200.0	442,600.0	2,400.0	0.5%
77	Funding for Children Requiring Sp Ed Services	303,091.7	302,928.9	-162.8	-0.1%
69	Orphanage Tuition (Special Ed)	105,000.0	95,000.0	-10,000.0	-9.5%
76	Private Tuition (Special Ed)	218,947.7	228,000.0	9,052.3	4.1%
78	Summer School (Special Ed)	10,100.0	13,000.0	2,900.0	28.7%
88	Transportation (Special Ed)	440,500.0	462,900.0	22,400.0	5.1%
	Subtotal, Mandated Categoricals (Special Ed)	***1,517,839.4***	***1,544,428.9***	***26,589.5***	***1.8%***
63	Illinois Free Lunch/Breakfast	14,300.0	14,300.0	0.0	0.0%
68	Orphanage Tuition	12,000.0	12,000.0	0.0	0.0%
86	Transportation - Regular/Vocational	205,808.9	236,193.5	30,384.6	14.8%
	Total, Mandated Categoricals	***1,749,948.3***	***1,806,922.4***	***56,974.1***	***3.3%***
	Standards, Assessments and Accountability				
35	Assessments	27,400.0	54,534.4	27,134.4	99.0%
n/a	Growth Model	0.0	0.0	0.0	0.0%
64	Longitudinal Data System	0.0	2,311.3	2,311.3	n/a
n/a	Learning Standards and Assessments Implementation	0.0	0.0	0.0	0.0%
	Subtotal, Standards, Assessments and Accountability	***27,400.0***	***56,845.7***	***29,445.7***	***107.5%***

	Academic Improvement				
47	Early Childhood Education	300,192.4	325,123.5	24,931.1	8.3%
34	Arts and Foreign Language	0.0	500.0	500.0	n/a
50	Extended Learning Time	0.0	10,000.0	10,000.0	n/a
61	Gifted Education	0.0	65.0	65.0	n/a
38	Bilingual Education	63,381.2	75,652.0	12,270.8	19.4%
	College and Career Readiness				
29	Advance Placement Classes	500.0	500.0	0.0	0.0%
30	Low-Income Advanced Placement	0.0	2,000.0	2,000.0	n/a
31	Agricultural Education	1,250.0	2,000.0	750.0	60.0%
40	Career and Technical Education Programs	38,062.1	38,062.1	0.0	0.0%
	Subtotal College and Career Readiness	***39,812.1***	***42,562.1***	***2,750.0***	***6.9%***
	Subtotal, Academic Improvement	***403,385.7***	***453,902.6***	***50,516.9***	***12.5%***
	School Reform and Accountability				
65	Lowest Performing Schools	1,002.8	5,000.0	3,997.2	398.6%
41	Children’s Mental Health Partnership	300.0	300.0	0.0	0.0%
79	State and District Technology Support	2,500.0	5,600.0	3,100.0	124.0%
	Subtotal, School Reform and Accountability	***3,802.8***	***10,900.0***	***7,097.2***	***186.6%***
	Targeted Special Education				
37	Autism	100.0	100.0	0.0	0.0%
39	Blind and Dyslexic	816.6	846.6	30.0	3.7%
43	Community and Residential Services Authority	592.3	592.3	0.0	0.0%
66	Materials Center for the Visually Impaired	1,421.1	1,421.1	0.0	0.0%
71	Philip J. Rock Center and School	3,577.8	3,577.8	0.0	0.0%
	Subtotal, Special Education	***6,507.8***	***6,537.8***	***30.0***	***0.5%***
	Educator Quality and Support				
67	National Board Certification	1,000.0	1,000.0	0.0	0.0%
83	Teach for America	1,000.0	1,950.0	950.0	95.0%
46	Diversified Educator Recruitment	0.0	700.0	700.0	n/a
85	Teacher Instructional Support	0.0	10,000.0	10,000.0	n/a
70	Performance Evaluations	0.0	200.0	200.0	n/a
72	Principal Mentoring Program	0.0	1,000.0	1,000.0	n/a
84	Teacher and Administrator Mentoring Programs	0.0	5,000.0	5,000.0	n/a
	Subtotal, Educator Quality and Support	***2,000.0***	***19,850.0***	***17,850.0***	***892.5%***

	Other Statewide District Categorical Assistance				
44	District Consolidation Costs	2,500.0	3,970.0	1,470.0	58.8%
81	East St. Louis District 189	3,000.0	8,390.0	5,390.0	179.7%
81	North Chicago CUSD 187	0.0	4,700.0	4,700.0	n/a
49	Emergency Relief for School Districts	0.0	5,000.0	5,000.0	n/a
73	Regional Consolidation Incentives	0.0	10,000.0	10,000.0	n/a
n/a	School District Emergency Financial Assistance Fund Deposit	1,500.0	0.0	-1,500.0	-100.0%
n/a	Temporary Relocation Expenses Revolving Grant Fund Deposit	0.0	350.0	350.0	n/a
	Subtotal, Other Statewide District Categorical Assistance	***7,000.0***	***32,410.0***	***25,410.0***	***363.0%***
	Student Health and Safety Initiatives				
33	Alternative Learning/Regional Safe Schools	6,300.0	16,682.0	10,382.0	164.8%
62	Homeless Education	0.0	3,000.0	3,000.0	n/a
90	Truant Alternative and Optional Education	11,500.0	18,070.0	6,570.0	57.1%
	Subtotal, Student Health & Safety Init before lump sums	***17,800.0***	***37,752.0***	***19,952.0***	***112.1%***
48	Educator Misconduct Investigations--Lump Sum	184.0	184.0	0.0	0.0%
	Subtotal, Student Health and Safety Initiatives	***17,984.0***	***37,936.0***	***19,952.0***	***110.9%***
	Miscellaneous				
n/a	After School Matters	2,000.0	0.0	-2,000.0	-100.0%
n/a	Targeted Initiatives	350.0	0.0	-350.0	-100.0%
82	Tax Equivalent Grants	222.6	222.6	0.0	0.0
n/a	Illinois Coalition for Immigrant and Refugee Rights	1,000.0	0.0	-1,000.0	-100.0%
	Subtotal, Miscellaneous	***3,572.6***	***222.6***	***-3,350.0***	***-93.8%***
	TOTAL - GRANTS	***6,663,799.5***	***7,747,055.3***	***1,083,255.8***	***16.3%***
	ADMINISTRATION --GENERAL FUNDS				
n/a	Personal Services	0.0	16,036.3	16,036.3	n/a
n/a	Retirement Pick-Up	0.0	191.8	191.8	n/a
n/a	Social Security/Medicare	0.0	517.6	517.6	n/a
	Subtotal, Personal Services and Benefits	***0.0***	***16,745.7***	***16,745.7***	**n/a**
n/a	Contractual	0.0	6,000.0	6,000.0	n/a
n/a	Travel	0.0	300.0	300.0	n/a
n/a	Commodities	0.0	71.3	71.3	n/a
n/a	Printing	0.0	64.7	64.7	n/a
n/a	Equipment	0.0	132.2	132.2	n/a
n/a	Telecommunications	0.0	450.0	450.0	n/a

n/a	Operation of Automotive Equipment	0.0	23.8	23.8	n/a
	Subtotal, Operations	***0.0***	***23,787.7***	***23,787.7***	**n/a**
n/a	GRF Administrative Lump Sum	23,180.9	0.0	-23,180.9	-100.0%
n/a	Strategic Plan	0.0	0.0	0.0	0.0%
	Subtotal, Lump Sums	***23,180.9***	***0.0***	***-23,180.9***	***-100.0%***
	TOTAL - ADMINISTRATION AND LUMP SUMS	***23,180.9***	***23,787.7***	***606.8***	***2.6%***
	TOTAL - GENERAL FUNDS	***6,686,980.4***	***7,770,843.0***	***1,083,862.6***	***16.2%***
	OTHER STATE FUNDS				
	ADMINISTRATION--OTHER STATE FUNDS				
n/a	Ordinary & Contingent Exp - Indirect Cost Recovery	7,015.2	7,015.2	0.0	0.0%
94	Ordinary & Contingent Exp - Teacher Cert. Fees - Chicago	2,208.9	2,208.9	0.0	0.0%
100	Ordinary & Contingent Exp - Teacher Certificate Fees	5,000.0	5,000.0	0.0	0.0%
n/a	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				
n/a	After School Rescue Fund	200.0	200.0	0.0	0.0%
n/a	Charter Schools Revolving Loan Fund	20.0	20.0	0.0	0.0%
92	Drivers Education Fund	15,000.0	15,000.0	0.0	0.0%
n/a	Downstate Transit Improvement Fund	550.0	0.0	-550.0	-100.0%
96	Personal Property Replacement Tax Fund – ROE Salaries	12,400.0	12,650.0	250.0	2.0%
95	Personal Property Replacement Tax Fund – ROE Services	2,225.0	4,950.0	2,725.0	122.5%
95	Personal Property Replacement Tax Fund – Bus Driver Training	70.0	70.0	0.0	0.0%
93	School District Emergency Financial Assistance Fund	16,140.0	1,500.0	-14,640.0	-90.7%
97	School Technology Revolving Loan Fund	5,000.0	5,000.0	0.0	0.0%
n/a	State Board of Education Special Purpose Trust Fund	8,484.8	8,484.8	0.0	0.0%
101	Temporary Relocation Expenses Revolving Grant Fund	1,400.0	1,400.0	0.0	0.0%
98	State Charter School Commission Fund	600.0	600.0	0.0	0.0%
	Subtotal, Grants	***62,089.8***	***49,874.8***	***-12,215.0***	***-19.7%***
	TOTAL – GRANTS	***62,089.8***	***49,874.8***	***-12,215.0***	***-19.7%***
	TOTAL--OTHER STATE FUNDS	***76,913.9***	***64,698.9***	***-12,215.0***	***-15.9%***

	FEDERAL FUNDS				
	ADMINISTRATION				
	Operations				
n/a	Personal Services	17,897.0	17,897.0	0.0	0.0%
n/a	Retirement Pick-Up	114.9	114.9	0.0	0.0%
n/a	Retirement	7,732.7	7,732.7	0.0	0.0%
n/a	Social Security/Medicare	1,259.3	1,259.3	0.0	0.0%
n/a	Group Insurance	5,203.8	5,203.8	0.0	0.0%
	Subtotal- Personal services and Benefits	***32,207.7***	***32,207.7***	***0.0***	**0.0%**
n/a	Contractual	26,525.5	26,525.5	0.0	0.0%
n/a	Travel	2,030.0	2,030.0	0.0	0.0%
n/a	Commodities	410.0	410.0	0.0	0.0%
n/a	Printing	498.0	498.0	0.0	0.0%
n/a	Equipment	1,000.0	1,000.0	0.0	0.0%
n/a	Telecommunications	459.0	459.0	0.0	0.0%
	Subtotal, Operations	***63,130.2***	***63,130.2***	***0.0***	***0.0%***
	TOTAL-- ADMINISTRATION	***63,130.2***	***63,130.2***	***0.0***	***0.0%***
	GRANTS				
	Career and Technical Education				
102	Career and Technical Education - Basic	55,000.0	55,000.0	0.0	0.0%
	Subtotal, Career and Technical Education	***55,000.0***	***55,000.0***	***0.0***	***0.0%***
	Child Nutrition				
103	Child Nutrition Programs	725,000.0	725,000.0	0.0	0.0%
	Subtotal, Child Nutrition	***725,000.0***	***725,000.0***	***0.0***	***0.0%***
	Individuals with Disabilities Act				
107	Individuals with Disabilities Education Act	700,000.0	700,000.0	0.0	0.0%
106	Individuals with Disabilities Education Act - Deaf and Blind	500.0	500.0	0.0	0.0%
108	Individuals with Disabilities Education Act - Preschool	25,000.0	25,000.0	0.0	0.0%
109	Individuals with Disabilities Education Act - State Improvement	4,350.0	4,500.0	150.0	3.4%
	Subtotal, Individuals with Disabilities Act	***729,850.0***	***730,000.0***	***150.0***	***0.0%***

	NCLB (excluding Assessments)				
114	NCLB - Title I - Advanced Placement Program	3,000.0	3,000.0	0.0	0.0%
115,117, 119,120, 121,123	NCLB - Title I	930,000.0	940,000.0	10,000.0	1.1%
122	NCLB – Title I – Basic Part A – ARRA	73,400.0	30,000.0	-43,400.0	-59.1%
124	NCLB - Title II - Math/Science Partnerships	14,000.0	14,000.0	0.0	0.0%
125	NCLB - Title II - Teacher/Principal Training	157,000.0	157,000.0	0.0	0.0%
126	NCLB - Title III - Language Acquisition	45,250.0	45,500.0	250.0	0.6%
128	NCLB - Title IV - 21st Century/Community Service Programs	74,000.0	74,000.0	0.0	0.0%
129	NCLB - Title V - Charter Schools	9,000.0	9,000.0	0.0	0.0%
130	NCLB - Title VI - Rural and Low Income Schools	2,000.0	2,000.0	0.0	0.0%
131	NCLB - Title X - Homeless Education	5,000.0	5,000.0	0.0	0.0%
	Subtotal, NCLB (excluding Assessments)	***1,312,650.0***	***1,279,500.0***	***-33,150.0***	***-2.5%***
	Assessments				
35	Assessments	23,780.3	23,780.3	0.0	0.0%
	Subtotal, Assessments	***23,780.3***	***23,780.3***	***0.0***	***0.0%***
	Other Grants				
n/a	Congressional Special Projects	5,000.0	5,000.0	0.0	0.0%
64	Longitudinal Data System	5,200.0	5,200.0	0.0	0.0%
111	Longitudinal Data System – ARRA	10,000.0	10,000.0	0.0	0.0%
113	Early Learning Challenge	35,000.0	35,000.0	0.0	0.0%
112	Race to the Top	42,800.0	42,800.0	0.0	0.0%
	Subtotal, Other Grants	***98,000.0***	***98,000.0***	***0.0***	***0.0%***
	TOTAL - GRANTS	***2,944,280.3***	***2,911,280.3***	***-33,000.0***	***-1.1%***
	TOTAL - FEDERAL FUNDS	***3,007,410.5***	***2,974,410.5***	***-33,000.0***	***-1.1%***
	GRAND TOTAL	***9,771,304.8***	***10,809,952.4***	***1,038,647.6***	***10.6%***

General Funds Programs

Advanced Placement

Legislative Reference - 105 ILCS 302
Funding Source - State

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$527,000	$0	$527,000	$500,000	**$500,000**
Change from Prior Year	($296,450)	($527,000)	$527,000	($27,000)	**$0**
	(36.00%)	(100.00%)	n/a	(5.12%)	**0.00%**

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 20 percent 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 2016.

	FY11	FY12	FY13	FY14
Districts	17	0	11	11

Advanced Placement - Low Income

Legislative Reference - 105 ILCS 302
Funding Source - State

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$0	$0	$0	$0	**$2,000,000**
Change from Prior Year	$0	$0	$0	$0	**$2,000,000**
	0.00%	0.00%	0.00%	0.00%	**n/a**

Program Mission
To increase the number of low-income students taking Advanced Placement exams.

Purpose
To assist school districts in offsetting the fees for low-income students by $20 who take the annual Advanced Placement exam.

Reimbursement/Distribution Method

Low Income Advanced Placement funds are provided to the College Board for low-income students who request fee reductions for Advanced Placement exams.

Population and Service Levels

Illinois low-income students who take Advanced Placement exams are eligible to receive $20 test fee reduction upon request.

Participation is open to all Illinois high schools. It is anticipated it will assist over 100,000 low-income students.

Agricultural Education

Legislative Reference - 105 ILCS 5/2-3.80
Funding Source - State

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$1,947,600	$1,800,000	$1,800,000	$1,800,000	**$2,000,000**
General Funds	$1,947,600	$1,800,000	$1,800,000	$1,250,000	**$2,000,000**
Personal Property Replacement Tax Fund	$0	$0	$0	$550,000	**$0**
Change from Prior Year	($1,095,500)	($147,600)	$0	$0	**$200,000**
	(36.00%)	(7.58%)	0.00%	0.00%	**11.11%**

Program Mission

To increase utilization of research-based, standards-led instructional practices and curricula that improves student achievement across fundamental and experiential learning in agricultural-related 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 Science, Technology, Engineering and Mathematics (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, nationally recognized curriculum is linked to the Illinois Learning Standards incorporating the Common Core, Next Generation Science Standards, National Agricultural Standards and Occupational Skill Standards. This has become a model for all educational programs and in the development of STEM Learning Exchanges. Postsecondary linkages and current industry workforce issues are also addressed. Longitudinal and detailed data is collected.

Reimbursement/Distribution Method

Funds distributed via grants to districts/Local Education Agencies:

- Approximately 30 percent of funds are distributed by a formula grant to school districts 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 with a focus on student internships.

The Illinois leadership council for Agricultural Education estimates that the state investment to support Agricultural Education programs generated a return on investment of over $11.5 million in the Illinois economy.

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

Population and Service Levels

	FY13	FY14 (est)
Agricultural Literacy Coalitions	63	67
Individuals reached thru Agricultural Literacy. Coalitions	508,121	515,000
Secondary Students - unduplicated (seven-12)	29,202	29,900
High Schools	321	325
Postsecondary Students	8,235	8,500
Community Colleges	24	24
Universities	4	4

Alternative Education – Regional Safe Schools

Legislative Reference - 105 ILCS 5/13A-8
Funding Source - State

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$9,341,900	$9,341,900	$6,539,300	$6,300,000	**$16,682,000**
Change from Prior Year	($7,340,100)	$0	($2,802,600)	($239,300)	**$10,382,000**
	(44.00%)	0.00%	(30.00%)	(3.66%)	**164.79%**

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	n/a
Suspension-eligible	2,120	n/a
Total	**4,677**	**4,510**

Arts and Foreign Language

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$1,280,000	$1,000,000	$500,000	$0	**$500,000**
Change from Prior Year	($720,000)	($280,000)	($500,000)	($500,000)	**$500,000**
	(36.00%)	(21.88%)	(50.00%)	(100.00%)	**n/a**

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 the Illinois State Board of Education, in conjunction with the Illinois Arts Council, grants are awarded on a competitive basis through a request-for-proposal process. 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
Number of Districts	17	16
Number of Planning Grants	3	0
Number of Implementation grants (one-three 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

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$50,115,000	$47,780,300	$51,180,300	$51,180,300	**$78,314,700**
State	$26,334,700	$24,000,000	$27,400,000	$27,400,000	**$54,534,400**
Federal	$23,780,300	$23,780,300	$23,780,300	$23,780,300	**$23,780,300**
Change from Prior Year	($2,272,100)	($2,334,700)	$3,400,000	$0	**$27,134,400**
	(4.34%)	(4.66%)	7.12%	0.00%	**53.01%**

Federal Grant Award*

	FY11	FY12	FY13	FY14	FY15**
Grant Award	$13,152,557	$12,238,873	$12,182,728	$11,292,072	TBD
Change from Prior Year	($63,252)	($913,684)	($56,145)	($890,656)	TBD
	(0.48%)	(6.95%)	(0.46%)	(7.31%)	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 2015 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:

- *Partnership for Assessment of Readiness for College and Careers (PARCC)*. As part of the school accountability system, this assessment measures student achievement relative to the Common Core State 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 at the conclusion of high school math and English language arts courses.
- *Dynamic Learning Maps (DLM).* Measures the learning of students with the most significant cognitive disabilities and individual student achievement relative to the Common Core Essential Elements. Students with the most significant cognitive disabilities take the DLM if participation in the PARCC assessment with or without accommodations – is not appropriate. The DLM is a performance-based assessment administered individually to students who would otherwise take the PARCC assessment in the content areas of math or English language arts.
- *ACT. ACT* is a college admissions exam provided for students in grade 11. It measures a student's academic readiness for college in the areas of math, reading, English, and science.
- *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.

Reimbursement/Distribution Method

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

- *World Class Instructional Design and Assessment*. Consortium of states that administers the ACCESS test.
- *PARCC*. Test development, administration, scoring, analysis and reporting for the PARCC.
- *University of Kansas DLM Consortia*. Test development, administration, scoring, analysis and reporting for the DLM.
- *ACT.* Test development, administration, scoring, analysis and reporting for the ACT.

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

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$100,000	$100,000	$100,000	$100,000	**$100,000**
Change from Prior Year	$0	$0	$0	$0	**$0**
	0.00%	0.00%	0.00%	0.00%	**0.00%**

Program Mission

To build local capacity to establish and implement effective educational supports and services in the least restrictive environment for students with Autism Spectrum Disorders (ASD). From 1997, the year when the Autism Project began, through 2012 the number of Illinois students identified with autism has increased from 1,560 to 17,895.

Purpose

To provide consultation, technical assistance, and training to education agency personnel participating in person-centered planning teams for students with autism and their families. Funds are also used to provide cost-effective digital content professional development for education personnel directly impacting students with autism. Both activities are focused on developing the local capacity to support students with ASD and their families.

Reimbursement/Distribution Method

Funds are awarded through a grant agreement with the Illinois Statewide Technical Assistance Collaborative (ISTAC). The fiscal agent for this initiative is the School Association for Special Education in DuPage.

Population and Service Levels

These monies are used to increase the number and the capacity of education personnel at the regional and/or district level providing trainings and technical assistance to the education personnel at the local level who directly impact special populations of students, inclusive of students with ASD and their families. These capacity building activities will be accomplished through face-to-face and on-line training opportunities.

The following table displays service-level information:

	FY14	FY15(est)
Families receiving support services	83	100
Schools receiving support services	95	100
Staff participating in training	208	300
Staff participating in online training	750	1500

Bilingual Education

Legislative Reference – 105 ILCS 14C
Funding Source - State

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$63,381,200	$63,381,200	$63,381,200	$63,381,200	**$75,652,000**
Change from Prior Year	($4,705,600)	$0	$0	$0	**$12,270,800**
	(6.91%)	0.00%	0.00%	0.00%	**19.36%**

Program Mission

To implement high-quality programs that meet the linguistic and academic needs of English learners (ELs), assist them achieve academically and meet the Illinois Learning Standards.

Purpose

To ensure that ELs develop English proficiency while learning demanding academic content and meeting high academic standards.

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 2014 it is anticipated that the pro-ration will be approximately 67 percent for Illinois school districts serving EL students.

Population and Service Levels

School districts with 20 or more EL students in the same school who speak the same languages are required to provide a Transitional Bilingual Education program that consists of ESL and native language instruction in the academic content areas. If there are fewer than 20 such students in one school, a transitional program of instruction 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:

	FY14	FY15*(est.)
Students served	201,068	198,453

*Anticipating a three percent increase in fiscal year 2015 as a result of rule revisions requiring ELs to transition at a higher level of proficiency which will be in effect January 1, 2014.

Blind and Dyslexic

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$816,600	$816,600	$816,600	$816,600	**$846,600**
Change from Prior Year	$0	$0	$0	$0	**$30,000**
	0.00%	0.00%	0.00%	0.00%	**3.67%**

Program Mission

Learning Ally, formerly Recording for the Blind and Dyslexic ®, is a national non-profit whose mission is to ensure success for all learners by making reading accessible through a vast array of educational and technological solutions.

Purpose

To provide access to grade-level curriculum for students with learning disabilities, blindness, vision impairment, and/or other physical disabilities while delivering strategies for teachers to aid in the integration of Learning Ally into their classrooms and support Illinois State Board of Education schools in meeting the educational objectives and accommodations outlined in students' annual Individual Education Plans.

Reimbursement/Distribution Method

Funds are distributed through a grant to Learning Ally, Incorporated.

Population and Service Levels

Enrolled campus sites and schools may add and create unlimited qualifying student accounts for direct, individualized access to Learning Ally's 80,000+ human-voice recorded textbooks, learning materials and literature titles, as well as mobile app technology for iOS/Android devices and unlimited playback software for PC or Mac computers; allowing for enhanced student accommodation in the classroom, at home, and on the go.

The following table displays service-level information:

	FY13 (est)*	FY14 (est)
Students served	5,600-7,000	7,000
Books circulated	26,139	30,000

**In fiscal year 2013 we changed our service delivery model mid-year which accounts for an estimate in students served. For fiscal year 2014, with enhanced technology, we will be able to report actual students served. The number of students served got reset with the new system. This accounts for the reduced numbers above even though more students than ever are being served.*

Career and Technical Education

Legislative Reference – 105 ILCS 435
Funding Source - State

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$38,562,100	$38,562,100	$38,062,100	$38,062,100	**$38,062,100**
Change from Prior Year	$0	$0	($500,000)	$0	**$0**
	0.00%	0.00%	(1.30%)	0.00%	**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 (ERDS) 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. Competitive grants for state leadership initiatives 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 ERDS coordinates the delivery of career awareness, career exploration and career preparation programs.

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

	FY13	FY14 (est)
Elementary K-8 Students	1,359,848	1,360,100

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

Secondary Students Served	FY13	FY14 (est)
Secondary career preparation program	262,950	250,000

Children's Mental Health Partnership

Legislative Reference – 405 ILCS 49
Funding Source - State

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$1,620,000	$1,620,000	$300,000	$300,000	**$300,000**
Change from Prior Year	($1,080,000)	$0	($1,320,000)	$0	**$0**
	(40.00%)	0.00%	(81.48%)	0.00%	**0.00%**

Program Mission

To expand and improve the quality of mental health services available to students through the Statewide System of Support (SSOS).

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 plans for the integration of a multi-tiered public health model to address the social, emotional, behavioral and physical health needs of all students into the continuous improvement process for schools.

Reimbursement/Distribution Method

Funding is earmarked to provide professional development and coaching supports to build the capacity of Higher Education and Local Education Authority staff directly interacting with students within their individual systems. In addition, funding is earmarked for Inter/Intra-Agency work to facilitate the development of a District "Best Practices" Wellness Plan template.

Population and Service Levels

ISBE's Comprehensive System of Learning Supports (LS) integrates with the SSOS to provide training and technical assistance to districts and schools. All regional, district and school personnel in Illinois can now access Conditions for Learning Indicators and research through the LS webpage's. LS awareness presentations have been provided to over 200 SSOS staff.

Learning Support Specialists (LSSs) presented professional development sessions at various Common Core conferences held throughout the state. The LSSs also developed various webinars to support the Common Core Standards. LSSs were transitioned to the IL-Center for School Improvement (IL-CSI) at the beginning of fiscal year 2014. These content area specialists are now an integral part of the SSOS.

By integrating Social Emotional Learning/School Mental Health supports into the SSOS infrastructure, ISBE can more effectively scale-up implementation of coordinated and comprehensive evidence-based LS programming to meet the needs of all Illinois students.

The following table displays service-level information:	FY13	FY14 (est)
Regional Grants to hire LSSs	6	0 LSSs transitioned to IL-CSI
Number of professional development opportunities provided	49	50
Number of schools assessing Conditions for Learning Indicators	1,593	1,600
Number of Collaborative Meetings held	16	15
Number of LS resources available	72	100
Number of initial viewers accessing the LS Home Page	8,376	10,000

Community and Residential Services Authority

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$575,000	$592,300	$592,300	$592,300	**$592,300**
Change from Prior Year	$0	$17,300	$0	$0	**$0**
	0.00%	3.01%	0.00%	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:

	FY13	FY14 (est)
Referrals	343	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

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$3,700,000	$1,800,000	$2,805,000	$2,500,000	**$3,970,000**
Change from Prior Year	$0	($1,900,000)	$1,005,000	($305,000)	**$1,470,000**
	0.00%	(51.35%)	55.83%	(10.87%)	**58.80%**

Program Mission

To assure that all schools achieve and maintain financial health.

Purpose

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

- Funding of Reorganization Feasibility Studies, available through Regional Offices of Education;
- Supplemental state aid payments for four years to a new or annexing district;
- Supplementary state support for four years for new districts to pay the difference in salaries;
- Funds to pay the difference between selected negative fund balances among the previously existing districts; and
- Additional funds of $4,000 for each certified staff person.

Reimbursement/Distribution Method

Financial incentive distributions are made to eligible districts during the fall of the year. Funds to conduct reorganization studies are disbursed throughout the fiscal year. The fiscal year 2014 costs of district consolidation/annexation based on first, second, third, and fourth-year reorganization payments are shown below. In fiscal year 2014, the total appropriations for District Consolidation/Annexation Costs were approximately $350,000 short of the amount needed to fully pay the financial incentive distributions, resulting in a proration of 87.8 percent of total costs.

District (Year of Payment)	Certified Employees	Deficit Fund Balance	State Aid	Salary	Totals
North Mac CUSD 34 (4)	$361,736	$0	$6,186	$217,750	$585,672
Kewanee CUSD 229 (3)	$424,951	$0	$50,925	$72,028	$547,904
Odin Public SD 722 (3)	$105,360	$0	$0	$0	$105,360
Arthur CUSD 305 (2)	$284,472	$0	$148,228	$189,592	$622,292
Ladd CCSD 94 (2)	$63,216	$0	$10,585	$6,248	$80,049
Rock Falls ESD 13 (2)	$252,864	$0	$32,573	$31,227	$316,664
Abingdon-Avon CUSD 276 (1)	$0	$0	$53,014	$44,404	$97,418
East Coloma-Nelson CESD 20 (1)	$0	$0	$92,106	$52,535	$144,641
Total	**$1,492,599**	**$0**	**$393,617**	**$613,784**	**$2,500,000**

Population and Service Levels

In fiscal year 2014, eight 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, prorated in fiscal year 2014 at 87.8 percent of total costs.

Incentive Payment	FY13	FY14 (prorated)
Certified employees	$1,672,000	$1,492,599
State aid differentials	$290,777	$393,617
Salary differentials	$704,906	$613,784
Total	**$2,667,683**	**$2,500,000**
Number of feasibility studies	6	0
Money for feasibility studies	$37,000	$0

Reorganization Effective Date	Reorganization Activity	Number of 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 Annexations	3
7/1/13	2 Consolidations	4

Diversified Educator Recruitment

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$0	$0	$0	$0	**$700,000**
Change from Prior Year	$0	$0	$0	$0	**$700,000**
	$0	$0	$0	$0	**n/a**

Program Mission

To provide funding to support diverse educator candidate recruitment programs in middle schools, high schools and institutions of higher education.

Purpose

To increase the number of teacher candidates from diverse populations (ethnicity, SES, etc.) by providing structured programming that introduces students in middle and high school to the work of the teacher and the larger issues in education and schooling.

Reimbursement/Distribution Method

Based on criteria established by the Illinois State Board of Education, grants are awarded on a competitive basis through a request for proposal process.

Population and Service Levels

Districts who wish to partner with institutions of higher education are eligible to participate in this program.

Early Childhood Education

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$342,235,300	$325,123,500	$300,192,400	$300,192,400	**$325,123,500**
Change from Prior Year	$0	($17,111,765)	($24,931,100)	$0	**$24,931,100**
	0.00%	(5.00%)	(7.67%)	0.00%	**8.31%**

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:

	FY13	FY14 (est)
Downstate Illinois Projects		
Birth to 3 Prevention Initiative Projects	155	153
3-5 Preschool for All Projects	462	462
0-3 Children Served		
Downstate	9,378	7,757
Chicago Public Schools	5,392	6,053
Total 0-3 Children Served	**14,770**	**13,810**
3-5 Children Served		
Downstate	56,482	52,278
Chicago Public Schools	19,141	17,754
Total 3-5 Children Served	**75,623**	**70,032**

Educator Misconduct Investigators

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$375,000	$184,000	$184,000	$184,000	**$184,000**
Change from Prior Year	$0	($191,000)	$0	$0	**$0**
	0.00%	(50.93%)	0.00%	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, 2013 and 2014. 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.

The following tables display service-level information:

	FY11	FY12	FY13
Number of Cases			
Opened	60	33	124
Closed	20	27	131

Emergency Relief for School Districts

Legislative Reference – 105 ILCS 5/
Funding Source - State

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$0	$0	$0	$0	**5,000,000**
Change from Prior Year	$0	$0	$0	$0	**$0**
	0.00%	0.00%	0.00%	0.00%	**5,000,000**

Program Mission

To enable the agency to be able to provide timely assistance to school districts in the event of extraordinary emergencies such as tornados, flooding and other unforeseeable events. The current practice is that agency staff will work with an impacted school district to assess the immediate needs and provide technical assistance without any ability to provide financial support in an extraordinary emergency situation.

Purpose

The appropriation would allow the agency the ability to provide immediate financial support based upon a needs assessment developed in collaboration with school district personnel. It has been contemplated that proceeds from funding sources such as the Federal Government and/or Insurance could be returned to the state when the proceeds are received by the school district at some point in time after the expenditure of funds has taken place. This funding would be used while considering the need and approval for as well as in conjunction with the use of Temporary Relocation Funds. Temporary Relocation funds are utilized to relocate students to another educational facility. Examples of usage of these funds are: additional costs incurred to transport students displaced and/or homeless due to the catastrophic incident, limited, immediate facility repairs until insurance proceeds are received, supplies, etc.

Reimbursement/Distribution Method

These funds would be disbursed on an as needed base, the same as the Temporary Relocation Funds are distributed.

Extended Learning Time

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$0	$0	$0	$0	**$10,000,000**
Change from Prior Year	$0	$0	$0	$0	**$10,000,000**
	0.00%	0.00%	0.00%	0.00%	**n/a**

Program Goal

The program goal is to provide support statewide to identified school districts with lowest performing schools to extend the school day.

Purpose

The purpose is to provide additional state support in the school improvement reform area of extended learning time 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, extended learning time will provide the additional support to the students and teachers.

Reimbursement/Distribution Method

Funding would be used by Illinois State Board of Education to provide leadership, professional development and grants to qualified districts focusing on extended learning time activities.

Population and Service Levels

The recommended funding would be used to provide leadership, professional development and support to schools most in need.

General State Aid

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$4,600,305,100	$4,448,104,514	$4,286,752,500	$4,442,198,300	**$5,321,528,200**
Change from Prior Year	$0	($152,200,586)	($161,352,014)	$155,445,800	**$879,329,900**
	0.00%	(3.31%)	(3.63%)	3.63%	**19.79%**

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 grant that assures the combination of 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 second grant is the supplemental GSA grant for low-income students. This grant, which is not equalized, is based on the proportion of low-income students in a district. The amount paid through this grant increases as the proportion of low-income students in a district increases.

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.

	FY12	FY13	FY14	FY15 Proposed
Foundation Level	$6,119	$6,119	$6,119	$
Change from Prior Year	$0	$0	$0	$

Foundation levels are based on the General Assembly and the Governor appropriating the necessary funding. For the past several years that has not been the case. When appropriations fall short of the amount necessary to fully fund the GSA claim, which consists of both the equalization formula grant and the supplemental low-income grant, payments to districts are prorated and paid at the maximum percentage possible given appropriation amounts.

In fiscal year 2012, the total appropriations for GSA were approximately $231 million short of the amount needed to fully pay the claim. As a result, GSA claims were paid at 95 percent of the amount owed to districts. In fiscal year 2013 the total appropriations for GSA were $518 million short of the claim amount, resulting in payments that fell to just 89 percent of the claims. In fiscal year 2014 the appropriations provided for GSA were increased by $155 million. However, the cost of the claim grew by a greater amount than that appropriation increase. This year appropriations are $562 million short of the claim amount and payments are being made at 88.7 percent of what is statutorily owed to school districts. Proration applies to the entire GSA grant amount, which consists of both the equalization formula grant and the supplemental low-income grant.

General State Aid Formula

The current formula was created in December 1997 by Public Act 90-548 and first implemented in fiscal year 1999. 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 GSA is distributed by the "Foundation formula." Districts qualifying for this formula have available local resources per pupil that are less than 93 percent of the Foundation Level. Foundation grants are calculated as follows:

(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 2013-14 school year. Most districts receive GSA under the Foundation formula. These districts receive the Foundation Level, less their local resources per pupil. For example, consider a district with local wealth per pupil of $4,000. That results in a claim amount of $2,119 – the amount required to allow that district to spend, at a minimum, the Foundation Level of $6,119 per student.

The second formula is the "Alternate Method" 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. Similar to the Foundation formula, Alternate Method districts with less wealth receive an amount in the higher end of that range.

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. This is an adjustment that benefits districts with a declining number of students. Per statute, 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 second grant to provide additional funding for the impact of at-risk pupils in the district. A separate supplemental GSA 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 – meaning if two districts are educating the same percentage of low-income students, each is entitled to the same claim amount, regardless of local wealth. Since fiscal year 2004, the indicator for low-income students has been a non-duplicated count of children receiving services through the programs of Medicaid, the Supplemental Nutrition Assistance Program, the Children's Health Insurance Program or Temporary Assistance for Needy Families (TANF). This data is provided by the Department of Human Services (DHS). The district low-income concentration ratio (DCR) is determined by dividing the three-year average of the district's 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 with payments that range from $355 to $2,994.25 per low-income student as the percentage of those students increases:

$[294.25 + (2,700\ (DCR)^2)]$ X low-income pupils

Terms Used in the 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 2014

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.

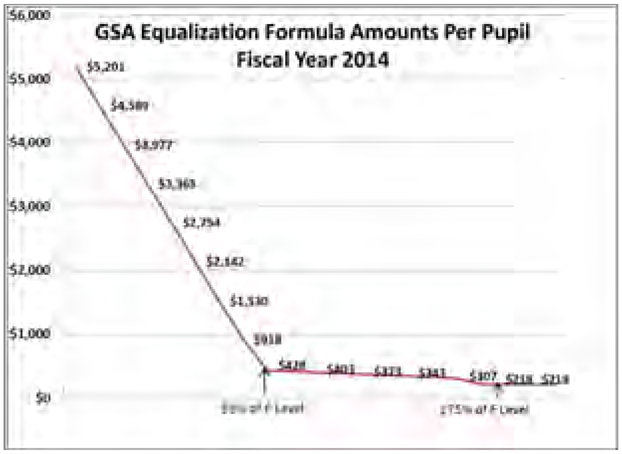
This formula provides between seven percent and five percent of the FLEVEL per ADA. The grant is calculated as:
GSA Alternate = FLEVEL x ADA x (.07 - [(Local Percentage - .93) / .82] x .02)

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:
GSA Flat Grant = ADA x $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. GSA claim amounts vary inversely to local wealth; as the local wealth of a district increases, the GSA a district receives decreases.

GSA Declines as Local Wealth per Pupil Increases



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 2014). Regional programs and lab schools are not eligible for the supplemental low-income grant portion of GSA.

Collectively, Illinois State University's laboratory school, the University of Illinois' laboratory school and 78 alternative/safe schools submitted GSA claims in fiscal year 2014 in the amount of $35.0 million. However, like all public school districts, they are receiving only 88.7 percent of that amount.

Fiscal Year 2014 GSA by Formula Type
The 617 programs funded under the Foundation computation constitute 65.6 percent of entities in GSA and claim approximately 92.6 percent of the equalization formula grant and 90.5 percent of the supplemental low-income grant. Foundation funded districts account for approximately 71.4 percent of the state ADA student total. The 177 Alternate method districts account for 18.8 percent of all entities and claim 5.6 percent of the equalization formula grant and 8.5 percent of the supplemental low-income grant and represent 23.3 percent of the state ADA total. The 66 Flat Grant districts account for 7.0 percent of entities and claim 0.7 percent of the equalization formula grant and 1.1 percent of the supplemental low-income grant. Flat Grant districts represent 5.0 percent of the state ADA total. ROE programs and Lab Schools account for 8.5 percent of all entities and claim 1.2 percent of the equalization formula grant are ineligible for the supplemental low-income grant and reflect 0.3 percent of the state ADA student total. Below is a table listing recent totals of Best 3 Months of ADA figures summarized by GSA formula type.

General State Aid Average Daily Attendance		
School Year	**2011-2012**	**2012-2013**
Foundation	1,346,039	1,343,953
Alternate	442,302	438,623
Flat Grant	95,315	94,381
ROE / Lab	5,389	5,424
Total	**1,889,045**	**1,882,381**

The table below depicts the distribution of GSA across districts in the three equalization formula types.

Formula Type	Number of Entities	FY14 Equalization Formula Claim	FY14 Supplemental Low-Income Claim	FY14 Gross GSA Claim
Foundation Districts	617	$2,819,631,443	$1,745,946,782	$4,565,578,225
Alternate Method Districts	177	$171,068,594	$163,790,109	$334,858,703
Flat Grant Districts	66	$20,846,553	$20,367,582	$41,214,135
ROE Programs & Lab Schools	80	$35,049,754	$0	$35,049,754
Totals	**940**	**$3,046,596,344**	**$1,930,104,473**	**$4,976,700,817**

Fiscal Year 2014 GSA by Organization Type
Of the 940 entities receiving GSA in fiscal year 2014, 860 are regular school districts. Of these 860 districts, 374 (39.8 percent) are elementary districts, 100 (10.6 percent) are secondary districts, 386 (41.1 percent) are unit districts and 80 (8.5 percent) are ROE programs or lab schools. Elementary districts claimed 22.1 percent of 2013-14 GSA funds, secondary districts claimed 7.4 percent of the funds, unit districts claimed 69.8 percent of the funds and ROEs and lab schools claimed 0.7 percent of the GSA funds.

District Type	Number of Entities	FY14 Equalization Formula Claim	FY14 Supplemental Low-Income Claim	FY14 Gross GSA Claim
Elementary	374	$690,746,947	$409,789,668	$1,100,536,614
High School	100	$250,395,588	$117,923,611	$368,319,199
Unit	386	$2,070,404,055	$1,402,391,195	$3,472,795,250
Regional & Lab Schools	80	$35,049,754	$0	$35,049,754
Totals	**940**	**$3,046,596,344**	**$1,930,104,473**	**$4,976,700,817**

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 releases 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	FY14 GSA Formula Claim Amount	ADA Used in FY14 Calculations	3-Year DHS Population Used in FY14 Calculations
$5,500 - $6,119	0	0	0	0
$5,000 - $5,500	6	$60,940,464	11,912	12,078
$4,500 - $5,000	32	$155,190,493	33,396	28,916
$4,000 - $4,500	51	$222,751,854	52,969	41,528
$3,500 - $4,000	89	$435,230,376	116,803	86,400
$3,000 - $3,500	87	$276,007,416	84,167	45,869
$2,500 - $3,000	80	$451,061,636	165,920	81,441
$2,000 - $2,500	91	$326,888,651	146,757	81,614
$1,500 - $2,000	73	$292,154,115	164,190	80,575
$1,000 - $1,500	53	$513,367,020	459,648	372,844
$428.34 - $1,000	55	$86,039,419	117,800	38,073
Alternate Method	177	$171,068,594	444,151	160,350
Flat Grant	66	$20,846,553	95,626	23,863
ROE Programs & Labs	80	$35,049,754	5,728	0
Totals	**940**	**$3,046,596,345**	**1,899,067**	**1,053,551**

Treatment of Property Tax Extension Limitation Law (PTELL) Districts

The Property Tax Extension Limitation Law or PTELL was approved in statute 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. This law limits the growth of property tax extensions or dollars collected locally to the lesser of five percent or the Consumer Price Index (CPI).

The current system of distributing GSA was largely implemented beginning in fiscal year 1999. In determining local wealth for the equalization formula, a district's EAV is multiplied by a rate set in statute by district type; 3.00 percent for a unit, 2.30 percent for an elementary and 1.05 percent for a high school. But some districts that are subject to PTELL may not be able to tax at those rates. In the early part of the last decade, many areas of the state experienced rapid growth in their EAV. When extensions may only grow by CPI and the total amount of EAV is growing several times that rate, maximum operating tax rates in these areas were forced down. This prompted some districts to complain that the rates used to determine local wealth for GSA purposes were higher than the rates they could actually impose. Thus GSA in some cases assumed greater local wealth than a district could actually collect due to the restrictions of PTELL.

In response to this situation, the school code was altered to create an adjustment in the way local wealth may be calculated for a PTELL district. For districts subject to PTELL, GSA calculations assume the lesser of either their real EAV or their Extension Limitation EAV. The latter is calculated as the EAV amount used in the prior year's GSA calculations, multiplied by the percent by which the local tax extension was allowed to increase, per the restrictions of PTELL. For many of the PTELL districts, the Extension Limitation EAV is less than their actual EAV, resulting in a reduced measure of local wealth and a larger 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 adjustment since its inception.

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
14	$300.0	189	460	860

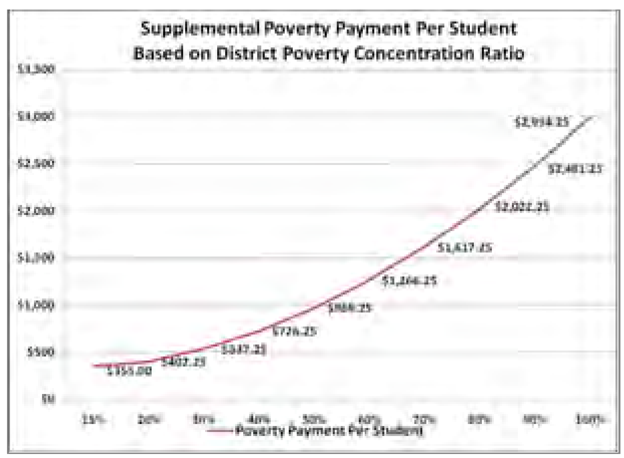
The cost of the PTELL adjustment grew to over $800 million in fiscal year 2008 and remained at approximately that amount for the next two years. Since that time, the cost of the adjustment has declined to the current fiscal year amount of $300 million at the full claim level. The cost has decreased as actual EAV amounts have declined, to the point that for a majority of PTELL districts, real EAV amounts are now less than the Extension Limitation EAV amounts. In these situations, the EAV used to determine local wealth for these districts is now the same as districts not subject to the PTELL adjustment.

GROWTH IN THE SUPPLEMENTAL GSA GRANT

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

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

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



Beginning with fiscal year 2004, the number of students receiving services through DHS 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%
14	$1,930.1	8.8%

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 or Intermediate Service Center (ISC). Equivalent professional educational experiences such as visitations to educational facilities are allowable as approved training.

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 (one divided by 176) for each day of required operation not met.

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

- *Act-of-God/Hazardous Threat or Adverse Weather Day*. When a school district is unable to conduct school as a result of an Act-of-God/Hazardous Threat or Adverse Weather, a district may be granted a day towards the official school calendar. Section 18-12 of the School Code allows the state superintendent of education to waive the .56818 percent daily penalty due to a district's failure to conduct school for the minimum school term due to an Act-of-God/Hazardous Threat of Adverse Weather Day. ISBE's Funding and Disbursements Services Division is responsible for reviewing a district's Act-of-God/Hazardous Threat or Adverse Weather request.

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

Pupil Attendance
Section 18-8.05 of the School Code provides that a day of pupil attendance is to include not less than five clock hours of teacher-supervised instruction. Additional provisions apply to a district's calculation of pupil attendance for less than full day teacher in-service and parent teacher conferences, 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 children with disabilities 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 medical 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.

Gifted Education

Legislative Reference – 105 ILCS 14A
Funding Source - State

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$0	$0	$0	$0	**$65,000**
Change from Prior Year	$0	$0	$0	$0	**$65,000**
	0.00%	0.00%	0.00%	0.00%	**n/a**

Program Goal

The program goal is to provide support to teachers in their work with gifted education. A child shall be considered gifted and talented in any area of aptitude, and, specifically, in language arts and mathematics, by scoring in the top five percent locally in that area of aptitude.

Purpose

The purpose of the Gifted Education program is to provide encouragement, assistance, and guidance to school districts in the development and improvement of educational programs for gifted and talented children as defined in Section 14A-20 of the School Code.

Reimbursement/Distribution Method

Funding may be used for purposes including but not limited to: upgrading professional development materials in the Gifted Education Seminar curriculum and events for personnel statewide who serve gifted students; reaching underserved demographic groups or geographic areas; developing and disseminating new knowledge in this field; developing and disseminating materials for use by parents of gifted students; building awareness of and support for gifted education; providing financial resources to support the review of portfolios by teachers to demonstrate required qualifications; supporting the administrative functions of Illinois State Board of Education (ISBE); other experimental projects and initiatives.

Eligible participants are those entities identified in Section 14A-45 of the School Code, as well as public university laboratory schools approved by ISBE, charter schools, and area vocational centers.

Population and Service Levels

Professional development materials for Gifted trainers and teachers. Materials developed for underserved populations resource guide.

Homeless Education

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$0	$0	$0	$0	**$3,000,000**
Change from Prior Year	$0	$0	$0	$0	**$3,000,000**
	0.00%	0.00%	0.00%	0.00%	**n/a**

Program Mission

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

Purpose

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

Reimbursement/Distribution Method

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

Population and Service Levels

Though it is difficult to estimate the number of homeless students state-wide, homeless education advocates testified that the number of identified homeless students has increased by 46 percent in the last three years to over 50,000 students, of which approximately 15,000 attend Chicago Public Schools.

Illinois Free Lunch and Breakfast

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$26,300,000	$26,300,000	$14,300,000	$14,300,000	**$14,300,000**
Change from Prior Year	$0	$0	($12,000,000)	$0	**$0**
	0.00%	0.00%	(45.63%)	0.00%	**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 requested sufficient funding in fiscal year 2014 to meet the statutory reimbursement rate.

	FY13	FY14 (est)
Reimbursement for each free breakfast/lunch served/claimed	$.0564	$0.500

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:

	FY13	FY14 (est)
IL Free Lunch		
Number of Sponsors	1219	1279
Number of Sites	4008	4208
Number of Meals	78,457,536	82,380,412
IL Free Breakfast		
Number of Sponsors	818	858
Number of Sites	2923	3069
Number of Meals	31,904,180	33,499,389

Data exclude Chicago District 299.

Longitudinal Data System: State and Federal

Legislative Reference – PL 107-279
Funding Source – State and Federal (CFDA 84.372A)

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$3,900,000	$3,900,000	$5,200,000	$5,200,000	**$7,511,300**
State	$0	$0	$0	$0	**$2,311,300**
Federal	$3,900,000	$3,900,000	$5,200,000	$5,200,000	**$5,200,000**
Change from Prior Year	$950,000	$0	$1,300,000	$0	**$2,311,300**
	32.20%	0.00%	33.33%	0.00%	**44.45%**

Federal Grant Award*

	FY11	FY12	FY13	FY14	FY15
Grant Award	$2,691,911	$2,522,086	$2,599,293	$0	TBD
Change from Prior Year	$1,505,245	($169,825)	$77,207	($2,599,293)	TBD
	126.85%	(6.31%)	3.06%	(100.00%)	TBD

**This was a four year grant and the final year of the award was fiscal year 2013 and all four years of grant funds are available until June 30, 2014.*

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

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$0	$1,002,800	$1,002,800	$1,002,800	**$5,000,000**
Change from Prior Year	$0	$1,002,800	$0	$0	**$3,997,200**
	$0	n/a	0.00%	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 and support. Grants would be distributed to qualified districts that have the lowest performing schools.

Population and Service Levels

The recommended funding would be used to provide 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

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$1,421,100	$1,421,100	$1,421,100	$1,421,100	**$1,421,100**
Change from Prior Year	$0	$0	$0	$0	**$0**
	0.00%	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:

	FY13	FY14 (est)
Elementary/secondary students served	4,435	4,200
Post secondary students served	484	450

National Board Certification

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$2,756,400	$1,000,000	$1,000,000	$1,000,000	**$1,000,000**
Change from Prior Year	($2,986,100)	($1,756,000)	$0	$0	**$0**
	(52.00%)	(63.71%)	0.00%	0.00%	**0.00%**

Program Mission

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

The Illinois School Code, 102 ILCS 5/21B-70, has eliminated the Illinois Teaching Excellence Program annual stipend for Illinois Master Certificate holders.

	FY13	FY14(est)
Stipends	$0	$0
Mentoring	$0	$500,000
Subsidies	$571,280	$500,000

Population and Service Levels

Any teacher or school counselor who has had three years of experience in the classroom and meets Illinois' Licensure requirements 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.

	FY13	FY14 (est)
New candidates	279	200
Take One!	56	40
New NBCTs	261	100
Total NBCTs*	5,842	5,942

*NBCTs 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

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$13,000,000	$13,000,000	$13,000,000	$12,000,000	**$12,000,000**
Change from Prior Year	$0	$0	$0	($1,000,000)	**$0**
	0.00%	0.00%	0.00%	(7.69%)	**0.00%**

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:

	FY13	FY14 (est)
Total claim amount	$11,575,252	$11,863,407
Summer (actual)	$300,730	$340,581
Excess cost amount	$0	$200,000
1.2 per capita amount	$11,274,522	$11,322,826
Prior Year Liability*	$0	$0

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

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$120,200,000	$101,700,000	$111,000,000	$105,000,000	**$95,000,000**
Change from Prior Year	$0	($18,500,000)	$9,300,000	($6,000,000)	**($10,000,000)**
	0.00%	(15.39%)	9.14%	(5.41%)	**(9.52%)**

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:

	FY13	FY14 (est)
Total claim amount*	$103,487,997	$99,741,801
Chicago District 299	$39,738,000	$37,590,000
Summer individual	$4,396,184	$4,156,316
Regular individual	$59,353,813	$57,995,485
Prior Year Liability**	$103,331	$0

*Downstate claim data do not include state audit adjustments.

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

Eligibility Types – Approved Count

	FY13	FY14 (est)
State Owned Institution/Facility	15	15
Court Guardianship	43	40
City or County Jail/Detention	163	170
Dept of Children & Family Services	2,861	2,850
Office of State Guardian	7	7
Total	**3,089**	**3,082**

Fiscal Year 2013 Student data includes Chicago District 299

Performance Evaluations

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$0	$0	$0	$0	**$200,000**
Change from Prior Year	$0	$0	$0	$0	**$200,000**
	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

	FY11	FY12	FY13	FY14	FY15 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 2013, full residential and educational services were provided to 13 students at the Philip J. Rock Center and School. Statewide, about 439 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

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$830,800	$1	$0	$0	**$1,000,000**
Change from prior year	($1,246,200)	($899,799)	($1)	$0	**$1,000,000**
	(60.00%)	(99.99%)	(100.00%)	0.00%	**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 and was not funded in fiscal year's 2013 or 2014.

Population and Service Levels

The following table displays service-level information:

	FY11	FY12	FY13	FY14
Principals	236	0	0	0
Mentors	186	0	0	0
Providers	40	0	0	0

Regional Consolidation Incentive Fund

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$0	$0	$0	$0	**10,000,000**
Change from Prior Year	$0	$0	$0	$0	**$0**
	0.00%	0.00%	0.00%	0.00%	**10,000,000**

Program Mission

To create incentives for school districts to form Regional High Schools, consolidation of dual districts, and regional education proposals that would expand the delivery of educational services.

Purpose

The funding would be utilized for needed facility expenditures, extended school days for students and/or teachers for collaboration purposes for the implementation of the new curriculum, expanding opportunities for Advanced Placement and Dual Credit Courses for high school students and purchase of buses to address greater transportation needs for the newly formed district. The funding would be distributed giving priority to those districts that are low performing in terms of student achievement as well as those districts that have low property wealth and high concentrations of low income students.

Reimbursement/Distribution Method

With the implementation of this “new” incentive program, staff is recommending that the current incentive program will be phased out. Districts that have already passed successful reorganizations and are receiving incentive payments under the current statute will continue to receive these incentives. Newly reorganized districts with a future effective date will receive incentives under this program.

Funds would be distributed based upon academic performance of students, concentration of low income students, specific needs of the newly reorganized educational entity, such as technology, pupil transportation, facility needs, etc.

Special Education - Personnel Reimbursement

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$457,871,600	$465,700,000	$440,200,000	$440,200,000	**$442,600,000**
Change from Prior Year	($1,728,400)	$7,828,400	($25,500,000)	$0	**$2,400,000**
	(0.38%)	1.71%	(5.48%)	0.00%	**0.55%**

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	2011-12	2012-13
Cognitive disability (renamed Mental Impairment August 2007)	18,963	18,765
Orthopedic impairment	1,772	1,657
Specific learning disability	108,386	105,338
Visual impairment	1,176	1,175
Hearing impairment	3,262	3,238
Deafness (added in 2004-2005)	599	621
Deaf-blind	22	31
Speech and/or language impairment	61,685	59,649
Emotional disability (renamed Behavior/ emotional disorder August 2007)	20,747	20,205
Other health impairment	28,081	29,477
Developmental delay	2,288	2,423
Autism	27,246	29,890
Traumatic brain injury	17,895	19,290
Multiple disabilities (new 2002)	722	733
Totals	**292,844**	**292,492**

Claim Data	FY13	FY14
Chicago District 299	$84,078,200	$84,078,200
Downstate	$356,204,242	$358,035,298
Total Claim Amount	**$440,282,442**	**$442,113,498**
Actual Percent Paid	100%	100%

Staff Data	FY13	FY14
Professional Employees (Claimed) *	32,085	32,248
Professional Employees (Full Time Equivalent.) *	28,614	28,687
Non-Certified Employees (Claimed) *	30,647	30,961
Non-Certified Employees (Full Time Equivalent) *	25,280	25,583

*Data exclude Chicago District 299

Special Education – Private Tuition

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$183,223,100	$177,743,700	$206,843,300	$218,947,700	**$228,000,000**
Change from Prior Year	$2,123,100	($5,479,400)	$29,099,600	$12,104,400	**$9,052,300**
	1.17%	(2.99%)	16.37%	5.85%	**4.13%**

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:

	FY13	FY14
Chicago District 299	$100,112,200	$105,970,700
Downstate	$116,669,813	$120,210,520
Total claim amount	**$216,782,013**	**$226,181,220**
Actual percent paid	91%	94%
Students*	9,286	9,390
Per student claim*	$12,564	$12,802

*Student data exclude Chicago District 299

Special Education – Funding for Children Requiring Special Education Services

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$334,236,800	$343,375,700	$314,196,100	$303,091,700	**$302,928,900**
Change from Prior Year	($17,141,600)	$9,138,900	($29,179,600)	($11,104,400)	**($162,800)**
	(4.88%)	2.73%	(8.50%)	(3.53%)	**(0.05%)**

Program Mission

To provide school districts flexible special education funding to support the delivery of services to students with disabilities.

Purpose

To supplement funding along with local and federal sources to school district expenditures for students with disabilities.

Reimbursement/Distribution Method

Per Public Act 93-1022, signed into law on August 24, 2004, the annual state appropriation is calculated by multiplying the state special education child count taken on December 1 (less those counted as orphans or in private facilities due to separate state funding for those populations) by 17.5 percent of the General State Aid Foundation Level.

Once the final appropriation is provided by the General Assembly, 29.2 percent is subtracted for Chicago District 299 per the Block Grant authority provided in Article ID of the School Code. Remaining districts receive funds based on 85 percent of their best three months average daily attendance and 15 percent on poverty as reported on the most recent General State Aid claim.

P.A. 95-0705 amended the statute further. Beginning with fiscal year 2008 and each fiscal year thereafter, individual school districts must not receive payments less than they received for fiscal year 2007 (commonly referred to as a "hold harmless" provision). 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 for eligible districts has not been funded since fiscal year 2010.

As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30 and June 20.

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.

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:

	FY13	FY14
Chicago District 299	$91,745,300	$88,502,800
Downstate	$222,450,800	$214,588,900
Total Distributed	**$314,196,100**	**$303,091,700**
Hold Harmless Amt	$22,585,133	$25,264,056
Hold Harmless Paid	0%	0%

Special Education – Summer School

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$11,296,500	$11,200,000	$10,100,000	$10,100,000	**$13,000,000**
Change from Prior Year	($403,500)	($96,500)	($1,100,000)	$0	**$2,900,000**
	(3.45%)	(0.85%)	(9.82%)	0.00%	**28.71%**

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):

	FY13	FY14
Chicago District 299	$5,494,400	$5,494,400
Downstate	$4,776,335	$5,657,527
Total claim amount	**$10,270,735**	**$11,151,927**
Actual percent paid	96%	81%

State and District Technology Support
(Formerly Technology for Success)

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$3,335,800	$3,000,000	$3,000,000	$2,500,000	**$5,600,000**
Change from Prior Year	($833,900)	($335,800)	$0	($500,000)	**$3,100,000**
	(20.00%)	(10.07%)	0.00%	(16.66%)	**124.00%**

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 15 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.

Illinois Shared Learning Environment (ISLE)
ISLE is an online platform currently under development that will provide educators and learners with integrated data and tools to personalize learning and drive student success. ISLE's services to school districts will include teacher dashboards, search tools for educational content, assessment applications, and streamlined access to educational technology tools and applications. In addition ISLE will reduce district reporting burdens by streamlining data transfer from districts to ISBE. ISLE will begin rolling out to Race to the Top districts in FY15 and will ultimately be offered to all districts across Illinois. The development of this system has been financed with $12M in capital funds. The funds included in this budget will allow for implementation of

the product that has been developed—including training and support for teachers and principals in implementing the system.

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.

Funds allocated to ISLE will be used by ISBE to contract personnel and technology services to maintain the online platform and support districts in the adoption of the service.

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	2,000,000	2,000,000

Illinois Shared Learning Environment	FY14	FY15 (est)
Number of Districts Served	0	34
Number of Students Served	0	50,000

Supplemental Funding for East St. Louis SD 189 and North Chicago CUSD 187

Legislative Reference -
Funding Source - State

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$0	$0	$9,000,000	$3,000,000	**$13,090,000**
East St. Louis SD 189	$0	$0	$9,000,000	$3,000,000	**$8,390,000**
North Chicago CUSD 187	$0	$0	$0	$0	**$4,700,000**
Change from Prior Year	$0	$0	$9,000,000	($6,000,000)	**$10,090,000**
	0%	0%	n/a	(66.67%)	**336.33%**

Program Mission

The Illinois State Board of Education (ISBE) is intervening in the East St. Louis SD 189 and North Chicago CUSD 187 as a result of low performance in terms of student achievement and financial management. These interventions resulted in the placement of Financial Oversight Panels and assumption of control of the governance in both school districts.

Due to limited financial resources, these districts continue to struggle financially and, as a result of the heavy reliance on state and federal funding, the future financial viability of these two districts is bleak. Past and projected budget reductions to continue operations are such that the ability of the district to increase student achievement is seriously impaired and additional state support is needed to assist ISBE and the districts in their efforts to continue operations and support the school improvement efforts employed as a result of the interventions.

Purpose

The funding will assist these two severely, financially distressed school districts so that draconian budget reductions are not enacted in fiscal year 2015 and to provide additional funding to provide services to disadvantaged children.

Reimbursement/Distribution Method

Distribution will be based upon the financial plans approved by the Financial Oversight Panels.

Population and Service Levels

	FY11	FY12	FY13	FY14 (est)
East St. Louis	7,469	6,969	6,431	6,209
North Chicago	3,786	3,708	3,785	3,726

Tax Equivalent Grants

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 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:

	FY14	FY15
Lost tax calculation	$316,598.04	$283,829.19

Teach for America – Minority Recruitment

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$225,000	$1,225,000	$1,225,000	$1,000,000	**$1,950,000**
Change from Prior Year	$0	$1,000,000	$0	($225,000)	**$950,000**
	0.00%	444.44%	0.00%	18.37%	**95.00%**

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 million in fiscal year 2014 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:

	FY13	FY14
Chicago incoming teachers of color	88	123
Total Chicago incoming teachers	274	340
Chicago students impacted by incoming teachers	6,850	8,500

Teacher and Administrator Mentoring Program

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$5,628,000	$1	$0	$0	**$5,000,000**
Change from Prior Year	($3,752,000)	($5,627,999)	($1)	$0	**$5,000,000**
	(40.00%)	(99.99%)	(100.00%)	0.00%	**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 years 2013 and 2014.

Population and Service Levels

The following table displays service-level information:

	FY11	FY12	FY13	FY14
Teachers mentored	2,094	0	0	0
Mentoring Pilot Projects	45	0	0	0

Teacher Instructional Support

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$0	$0	$0	$0	**$10,000,000**
Change from Prior Year	$0	$0	$0	$0	**$10,000,000**
	0.00%	0.00%	0.00%	0.00%	**n/a**

Program Goal

To provide professional development and resources which will support the teachers based on their responses to the needs assessment.

Purpose

To provide for the development and dissemination of standards based classroom materials and supports in Mathematics, English Language Arts (ELA) and Science, as well as opportunities for high quality professional development in content knowledge and teaching methodologies. These resources will support classroom implementation of instruction and assessments aligned to the Illinois Math, ELA and Science standards.

Reimbursement/Distribution Method

Funding may be through contracts or grants to provide support to the eligible participants. These contracts or grants will be used for purposes including but not limited to: development of classroom materials, development of online courses, and professional development to support the teachers in the implementation of curriculum in the areas of ELA, Math, Science, Arts and Physical Education and their alignment to the New Illinois Learning Standards and Assessments.

Eligible participants are local education agencies, teachers, pre-service teachers, and universities.

Population and Service Levels

Professional development materials for teachers. Materials developed to support improved student achievement.

This professional development and materials will be available for all teachers in Illinois to have access to this support.

Transportation – Regular and Vocational

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$277,533,300	$205,808,900	$205,808,900	$205,808,900	**$236,193,500**
Change from Prior Year	($138,566,700)	($6,724,400)	$0	$0	**$30,384,600**
	(39.47%)	(3.26%)	0.00%	0.00%	**14.76%**

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:

	FY13	FY14
Salaries/benefits	$157,395,321	$161,255,200
Purchased services	$28,330,328	$22,868,510
Contractual trans. services	$229,269,772	$236,295,228
Payments to other districts	$9,712,744	$9,757,290
Payments to Transit Carriers	$1,285,219	$1,255,887
Supplies	$51,180,258	$53,219,205
Other Expenses	$1,947,691	$1,647,627
Building & Maint (Ed Fund)	$683,177	$533,910
Building & Maint (O&M Fund)	$3,397,088	$3,915,010
Depreciation	$41,414,088	$40,238,663
Indirect costs (reimbursable)	$13,515,007	$13,543,129
Offsetting revenue	($15,833,372)	($14,700,104)
Totals	**$522,297,321**	**$529,829,555**

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:

	FY13	FY14
Total claim amount	$320,773,006	$329,858,820
Chicago District 299	$8,026,500	$8,026,500
Downstate	$312,746,506	$321,832,320
Actual percent paid	76%	74%
Average number of regular students transported over 1.5 miles*	911,092	868,763
Average number of regular Students transported–hazardous conditions*	177,748	177,969
Total eligible pupils transported*	1,088,840	1,046,732
Vocational Education students transported *	16,637	16,161

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

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$422,189,000	$436,800,000	$440,500,000	$440,500,000	**$462,900,000**
Change from Prior Year	($7,511,000)	$14,611,000	$3,700,000	$0	**$22,400,000**
	(1.74%)	3.46%	0.85%	0.00%	**5.09%**

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:

	FY13	FY14
Salaries/benefits	$83,247,175	$78,120,606
Purchased services	$21,373,093	$17,080,193
Contractual trans. services	$217,415,474	$238,557,597
Payments to other districts	$10,370,834	$10,739,067
Payments to Transit Carriers	$786,944	$467,778
Supplies	$24,534,315	$25,456,839
Other Expenses	$1,636,962	$804,990
Building & Maint (Ed Fund)	$277,197	$198,655
Building & Maint (O&M Fund)	$1,757,203	$1,787,462
Depreciation	$19,806,562	$19,064,800
Indirect costs (reimbursable)	$7,321,704	$6,831,253
Offsetting revenue	($7,244,867)	($7,058,078)
Totals	**$381,282,596**	**$392,051,162**

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:

	FY13	FY14
Total claim amount	$440,149,614	$449,057,398
Chicago District 299	$135,233,500	$135,233,500
Downstate	$304,916,114	$313,823,898
Actual percent paid	99%	97%
Students *	77,560	75,210

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

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$14,059,000	$14,059,000	$12,000,000	$11,500,000	**$18,070,000**
Change from Prior Year	($4,011,300)	$0	($2,059,000)	($500,000)	**$6,570,000**
	(22.20%)	0.00%	(14.65%)	(4.17%)	**57.13%**

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	N/A
Truants	8,948	N/A
High school dropouts	1,735	N/A
Potential dropouts	3,752	N/A
Total served	**21,475**	**22,092**

Other State Funds Programs

Charter Schools Revolving Loan Fund

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$20,000	$20,000	$20,000	$20,000	**$20,000**
Change from Prior Year	$0	$0	$0	$0	**$0**
	0.00%	0.00%	0.00%	0.00%	**0.00%**

Program Mission

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

Purpose

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

Reimbursement/Distribution Method

Loan applications are available to charter schools once they are certified by the Illinois State Board of Education. Schools may apply for up to $250 per student. Approved applicants complete a promissory note and repayment schedule and generally receive funds within two weeks. Loan repayments are deposited back into this fund (SAMS #567) for future use by other charter schools. Full repayment is required by the end of the initial charter term, usually five years.

Population and Service Levels

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

	FY13	FY14 (est)
Eligible charter schools	51	50
Number of charter school loans	0	1

Driver Education

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$24,229,600	$18,172,200	$17,500,000	$15,000,000	**$15,000,000**
Change from Prior Year	$6,300,000	($6,057,400)	($672,200)	($2,500,000)	**$0**
	35.14%	(25.00%)	(3.70%)	(14.29%)	**0.00%**

Program Mission

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

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.

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:

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

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:

	FY13	FY14
Number of students		
Classroom instruction	108,495	106,903
Behind-the-wheel Instruction	100,102	96,347
Reimbursement per student		
Classroom instruction	$32.26	$28.06
Behind-the-wheel instruction	$139.85	$124.55

Emergency Financial Assistance Fund

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$1,000,000	$1,000,000	$1,000,000	$16,140,000	**$1,500,000**
Change from Prior Year	$0	$0	$0	$15,140,000	**($14,640,000)**
	0.00%	0.00%	0.00%	1,514.00%	**(90.71%)**

Program Mission

To assist School districts (or school finance authorities) 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 August 16, 2011) 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:

Fiscal year 2004	Venice Community Unit School District three (Madison County)
Fiscal year 2010	Proviso Township High School District 209 (Cook County)
Fiscal year 2011	Proviso Township High School District 209 (Cook County)
Fiscal year 2015 (Estimated)	Proviso Township High School District 209 (Cook County)
	North Chicago Community High School District 187 (Lake County)
	Pembroke Community School District 259 (Kankakee County)

Illinois State Board of Education Teacher Certificate Institute Fund

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$2,208,900	$2,208,900	$2,208,900	$2,208,900	**$2,208,900**
Change from Prior Year	$1,200,000	$0	$0	$0	**$0**
	118.94%	0.00%	0.00%	0.00%	**0.00%**

Program Mission

To support activities associated with Chicago teacher licensure.

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 educator licensure registration. 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:

- Professional Educator License - $10/year for a five-year period
- Substitute certificate - $10/year for a five-year period
- Educator License with Stipulations (if applicable) - $10/year for length of license cycle.

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

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$4,520,100	$2,295,050	$2,295,050	$2,295,000	**$5,020,000**
General Funds	$4,520,100	$70,000	$2,295,050	$0	**$0**
Personal Property Replacement Tax Fund	$0	$2,225,050	$0	$2,295,000	**$5,020,000**
Change from Prior Year	($602,000)	($2,225,050)	$0	($50)	**$2,725,000**
	(11.75%)	(49.23%)	0.00%	0.00%	**118.74%**

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. Beginning in fiscal year 2015 this includes 35 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
Beginning in 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.

	FY13	FY14
ROE School Services	$2,225,050	$2,225,000
Bus Driver Training	70,000	70,000
Total	**$2,295,050**	**$2,295,050**

Population and Service Levels

All 35 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

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$9,100,000	$10,806,400	$12,025,000	$12,400,000	**$12,650,000**
General Funds	$9,100,000	$0	$0	$0	**$0**
Personal Property Replacement Tax Fund	$0	$10,806,400	$12,025,000	$12,400,000	**$12,650,000**
Change from Prior Year	$0	$1,706,400	$1,218,600	$375,000	**$250,000**
	0.00%	18.75%	11.28%	3.12%	**2.02%**

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 35 regional superintendents and their assistants.

School Technology Revolving Loan Program

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 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.

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 nine through 12 in fiscal year 2015, grades K through eight in fiscal year 2016, and alternating in each second year thereafter. The population served for fiscal year 2014 includes all eligible applicants that enroll students in grades K through eight, except those in which the equalized assessed valuation per pupil in average daily attendance is at the 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	$1,181,600	$3,600,000
Number of loans	6	22
Percent eligible districts participating	2%	3%

State Charter School Commission

Legislative Reference – 105 ILCS 5/27A-7.5
Funding Source - State

Appropriation History

	FY11	FY12	FY13	FY14*	FY15* Proposed
Appropriation	$0	$0	$600,000	$600,000	**$600,000**
Change from Prior Year	$0	$0	$600,000	$0	**$0**
	0.00%	0.00%	n/a	0.00%	**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 two paid staff persons.

Reimbursement/Distribution Method

The Commission's funding covers both (1) the salary, benefits and statewide travel of the Commission's staff, (an executive director and deputy director), 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:

	FY13	FY14 (est)	FY15 (est)
Appeals/Applications	26	28	20

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:

	FY13	FY14	FY15 (est)
Commission-authorized Schools	2	4	6

Teacher Certification Fee Revolving Fund

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$3,700,000	$3,700,000	$5,000,000	$5,000,000	**$5,000,000**
Change from Prior Year	$2,100,000	$0	$1,300,000	$0	**$0**
	131.25%	0.00%	35.14%	0.00%	**0.00%**

Program Mission

To ensure that all candidates for teaching, administrative and school service personnel endorsements 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 licenses, endorsements or evaluation of credentials. Per Public Act 97-0607, as of January 1, 2012, application fees increased to $75.00 for in-state license applications and $150.00 for out-of-state license applications, and $50.00 for each subsequent endorsement. The funds received are deposited into the Teacher Certification Fee Revolving Fund (SAMS #016) and are used to provide the technology and other resources necessary for the timely and efficient processing of licensure requests.

Reimbursement/Distribution Method

Funds provide for continual enhancement and maintenance to the Educator License Information System (ELIS) and the Illinois Administrator Academy Management System, agency educator licensure personnel costs, equipment to link Regional Offices of Education to the Illinois State Board Education computerized educator licensure database, enhancements to software systems, and upgrades to technology used to process license and endorsement applications.

Population and Service Levels

Approximately 90,000 applications for teaching, administrative and school service personnel licenses, endorsements and approvals are processed annually. The following table displays service-level information:

	FY12	FY13
Certificates issued by evaluation	16,949	16,805
Certificates issued by entitlement	15,397	15,811
Letters of deficiency issued	15,700	14,857
New Substitute Certificates	10,478	10,515
Certificates exchanged	325	848

Temporary Relocation Assistance Revolving Loan Fund

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$1,400,000	$1,400,000	$1,400,000	$1,400,000	**$1,400,000**
Change from Prior Year	($600,000)	$0	$0	$0	**$0**
	(30.00%)	0.00%	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 many 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, FY14	$242,550	$876,045	$1,118,595	736
Meridian CUSD #101	FY14	$71,680	$103,103	$81,783	444

Federal Funds Programs

Career and Technical Education – Basic

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 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*

	FY11	FY12	FY13	FY14	FY15**
Grant Award	$45,107,893	$41,593,212	$40,924,618	$38,934,174	TBD
Change from Prior Year	$270,750	($3,514,681)	($668,594)	($1,990,444)	TBD
	0.60%	(7.79%)	(1.61%)	(4.86%)	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 2015 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 technical skills of the state's labor force and promotes economic growth and development.

Reimbursement/Distribution Method

Grant award allocations at the state level are based on the Carl D. Perkins Career and Technical Education Act of 2006.

*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 Illinois Community College Board (ICCB) receives 40 percent of the grant award. 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	FY13	FY14 (est)
Secondary	241,362	250,000
Community College	187,654	190,000
Total	**429,016**	**440,000**

Child Nutrition Programs

Legislative Reference – PL 1081-265
Funding Source - Federal

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$725,000,000	$725,000,000	$725,000,000	$725,000,0000	**$725,000,000**
Change from Prior Year	$50,000,000	$0	$0	$0	**$0**
	7.41%	0.00%	0.00%	0.00%	**0.00%**

Federal Grant Award*

	FY11*	FY12*	FY13*	FY14	FY15
Grant Award	$625,252,387	$650,777,406	$700,905,777	TBD	TBD
Change from Prior Year	$33,637,106	$25,525,019	$50,128,371	TBD	TBD
	5.69%	4.08%	7.70%	TBD	TBD

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

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.

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; be directly certified as receiving Medicaid; be homeless, a runaway, a migrant, or living in foster care; or participate in the federally funded Head Start Program.

The federal government provides a basic level of reimbursement for all lunches served to students eligible for reduced-price and free meals as well as to students not eligible (paid category).

Fiscal year 2014 federal reimbursement rates for the *NSLP***:

Per Meal Reimbursement	Less Than 60 percent Free or Reduced-Priced Meals	60 percent or More Free or Reduced-Priced Meals
Paid	$0.28 - $0.34	$0.30 - $0.36
Reduced-price	$2.53 - $2.59	$2.55 - $2.61
Free	$2.93 - $2.99	$2.95 - $3.01

** Sponsors receive the higher rate of reimbursement if they have been certified for meeting the new USDA's meal pattern requirement.

Fiscal year 2014 federal reimbursement rates for the *SBP*:

	Rates	Rates for Severe Need Schools
Paid breakfast reimbursement	$0.28	$0.28
Reduced-price breakfast reimbursement	$1.28	$1.59
Free breakfast reimbursement	$1.58	$1.89

Fiscal year 2014 federal reimbursement rates for *After-School Care Snack Program*:

	Rates
Paid snack reimbursement	$0.07
Reduced-price snack reimbursement	$0.40
Free snack reimbursement	$0.80

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 2014, the reimbursement rate for milk purchased by a student is $0.2025 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 2013 federal reimbursement rates for the Summer Food Service Program (SFSP) were:

		Administrative Rates	
	Operating Rates	Rural/ Self-Prep	Urban/ Vended
Breakfasts	$1.80	$0.1800	$0.1425
Lunches/ suppers	$3.14	$0.3300	$0.2725
Supplements	$0.73	$0.0900	$0.0700

Fiscal year 2014 federal reimbursement rates for the Child and Adult Care Food Program (CACFP) are:

Child Care Center Rates	Breakfasts	Lunch & Suppers	After-School Snacks
Paid	$0.28	$0.28	$0.07
Reduced	$1.28	$2.53	$0.40
Free	$1.58	$2.93	$0.80

Day Care Home Rates	Breakfasts	Lunch & Suppers	Supplements
Tier I	$1.28	$2.40	$0.71
Tier II	$0.47	$1.45	$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 2014, the cash in lieu of commodity rate is $0.2325 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. If available, funds may be increased up to $75/student mid-year.

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.

	FY13	FY14 (est)
LUNCH		
Number of Sponsors	1,188	1,199
Number of Sites	4,433	4,477
Number of Meals	177,427,077	179,176,128
BREAKFAST		
Number of Sponsors	816	824
Number of Sites	3,494	3,528
Number of Meals	67,096,516	67,767,086
SNACKS		
Number of Sponsors	173	175
Number of Sites	754	762
Number of Meals	3,444,285	3,478,728

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.

	FY13	FY14 (est)
Number of Sponsors	371	375
Number of Sites	593	599
Number of Milks	10,813,077	10,921,208

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.

	FY13	FY14
Number of Sites	258	229
Number of Students	98,103	96,881
Allocation per Student	$75.00	$50.20 - $75.00

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:

	FY13	FY14 (est)
Number of Sponsors	151	154
Number of Sites	1,716	1,802

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:

	FY13	FY14 (est)
Number of Sponsors – Child Care Centers	816	840
Number of Sites – Child Care Centers	2,395	2,466
Number of Sponsors – Child Care Homes	14	15
Number of Sites - Child Care Homes	8,959	9,000

Individuals with Disabilities Education Act – Deaf and Blind

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$450,000	$450,000	$500,000	$500,000	**$500,000**
Change from Prior Year	$0	$0	$50,000	$0	**$0**
	0.00%	0.00%	11.11%	0.00%	**0.00%**

Federal Grant Award*

	FY11	FY12	FY13	FY14**	FY15**
Grant Award	$335,444	$335,444	$335,444	TBD	TBD
Change from Prior Year	$0	$0	$0	TBD	TBD
	0.00%	0.00%	0.00%	TBD	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 and 2015 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 tables display service-level information:

	FY14 (est)	FY15 (est)
Students served	439	445
Multi-agency training contacts	495	560
Local program contacts	654	1500
Support service contacts	64	100
Service provider, training contacts	775	1200
Children identified	439	445
Library materials maintained	900	900
Website visits	Unavailable	10,000

Individuals with Disabilities Education Act - Part B

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$650,000,000	$650,000,000	$700,000,000	$700,000,000	**$700,000,000**
Change from	$80,000,000	$0	$50,000,000	$0	**$0**
Prior Year	14.04%	0.00%	7.69%	0.00%	**0.00%**

Federal Grant Award*

	FY11	FY12	FY13	FY14	FY15**
Grant Award	$502,945,975	$501,248,821	$505,651,259	$479,681,039	TBD
Change from	($432,396)	($1,697,154)	$4,402,438	($25,970,220)	TBD
Prior Year	(0.09%)	(0.34%)	0.88%	(5.14%)	TBD

**Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*
***State fiscal year 2015 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:

	FY13	FY14 (est)
Students served	292,492	294,000
School districts	138	147
Dollars allocated to districts	$447,818,026	$424,597,252

Individuals with Disabilities Education Act – Preschool, Part B

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$25,000,000	$25,000,000	$25,000,000	$25,000,000	**$25,000,000**
Change from Prior Year	$0	$0	$0	$0	**$0**
	0.00%	0.00%	0.00%	0.00%	**0.00%**

Federal Grant Award*

	FY11	FY12	FY13	FY14	FY15**
Grant Award	$17,369,453	$17,377,791	$17,308,047	$16,488,199	TBD
Change from Prior Year	($10)	$8,338	($69,744)	($819,848)	TBD
	(0.00%)	0.05%	(0.40%)	(4.74%)	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 2015 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:

	FY13	FY14 (est)
Children served	37,518	38,000
School districts/Special Ed cooperatives	128	136
Dollars to Districts	$12,753,991	$13,268,272

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

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$3,200,000	$3,700,000	$4,000,000	$4,350,000	**$4,500,000**
Change from Prior Year	$0	$500,000	$300,000	$350,000	**$150,000**
	0.00%	15.63%	8.11%	8.75%	**3.45%**

Federal Grant Award

	FY11*	FY12	FY13	FY14	FY15
Grant Award	$2,785,373	$1,164,627	$1,975,000	$1,975,000	$1,975,000
Change from Prior Year	$935,373	($1,620,746)	$810,373	$0	$0
	50.56%	(58.19%)	69.58%	0.00%	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 (RtI) Network, which will be responsible for scaling up implementation of a coordinated, statewide system of personnel development that will increase the capacity of school systems to establish and use a multi-tiered model of scientific, research-based instruction, intervention, and assessment to improve the progress and performance of all students, including those with disabilities. This responsibility 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 RtI 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 RtI 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 2015, 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.

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

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$0	$4,300,000	$10,000,000	$10,000,000	**$10,000,000**
Change from Prior Year	$0	$0	$5,700,000	$0	**$0**
	0.00%	n/a	132.56%	0.00%	**0.00%**

Federal Grant Award*

	FY11	FY12	FY13	FY14	FY15
Grant Award	$11,869,819	$0	$0	$0	$0
Change from Prior Year	$11,869,819	($11,869,819)	$0	$0	$0
	n/a	(100.00%)	0.00%	0.00%	0.00%

**Federal grant award is good until June 30, 2014. 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.

Race to the Top

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$0	$50,000,000	$42,800,000	$42,800,000	**$42,800,000**
Change from	$0	$50,000,000	($7,200,000)	$0	**$0**
Prior Year	0.00%	n/a	(14.40%)	0.00%	**0.00%**

Federal Grant Award*

	FY11	FY12**	FY13	FY14	FY15
Grant Award	$0	$42,818,700	$0	$0	$0
Change from	$0	$42,818,700	($42,818,700)	$0	$0
Prior Year	0.00%	n/a	(100.00%)	0.00%	0.00%

**Federal grant award 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 federally funded competitive grant program whose goal is to accelerate key education reforms in states and districts while creating 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, 34 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 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 to 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 34 RttT participating districts to support the work required 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. These funds are primarily disseminated through contracts with external entities that provide support and technical assistance to school districts.

Population and Service Levels

There are 34 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 and 112-10
Funding Source – Federal (CDFA 84.412A)

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$0	$0	$3,500,000	$35,000,000	**$35,000,000**
Change from Prior Year	$0	$0	$0	$31,500,000	**$0**
	0.00%	0.00%	0.00%	900.00%	**0.00%**

Federal Grant Award*

	FY11	FY12	FY13**	FY14	FY15
Grant Award	$0	$0	$34,798,696	$0	$0
Change from Prior Year	$0	$0	$34,798,696	($34,798,696)	$0
	0.00%	0.00%	n/a	(100.00%)	0.00%

**Federal grant awards may be spent over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*
***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 FY13	Enrollments FY14 (est)
ECBG Preschool for All 3-5	75,623	70,032
ECBG Prevention Initiative 0-3	14,770	13,810
IDEA Part C & B	56,245	n/a
CCDF-funded programs	107,170	n/a
Early Head Start and Head Start	40,183	n/a

Title I – Advanced Placement

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$2,000,000	$3,000,000	$3,000,000	$3,000,000	**$3,000,000**
Change from Prior Year	$0	$1,000,00	$0	$0	**$0**
	0.00%	50.00%	0.00%	0.00%	**0.00%**

Federal Grant Award*

	FY11	FY12	FY13	FY14**	FY15**
Grant Award	$1,524,310	$1,731,701	$2,191,745	TBD	TBD
Change from Prior Year	$308,468	$207,391	$460,044	TBD	TBD
	25.37%	13.61%	26.57%	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 2014 grant award will not be received until March 2014.*

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. For the May 2013 exam administration, the number of reimbursed student exams surpassed 38,660.

Title I – Basic, Part A

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$710,000,000	$710,000,000	$768,000,000	$874,000,000	**$884,000,000**
Change from	$0	$0	$58,000,000	$106,000,000	**$10,000,000**
Prior Year	0.00%	0.00%	8.17%	13.81%	**1.14%**

Federal Grant Award*

	FY11	FY12	FY13	FY14	FY15**
Grant Award	$613,254,546	$642,067,114	$649,219,212	$627,984,988	TBD
Change from	($21,848,909)	$28,812,568	$7,152,098	($21,234,224)	TBD
Prior Year	(3.44%)	4.70%	1.11%	(3.27%)	TBD

**Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*
***State fiscal year 2015 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 and to provide assistance to schools identified for priority and focus services in order to improve student achievement

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.

In addition under the School Improvement allocation services are provided to eligible school districts for intensive assistance through the Statewide System of Support to those identified as in need of improvement under Section 1116 of the NCLB reauthorization.

Reimbursement/Distribution Method

Funds for Title I Basic are distributed through formula grants based on the low-income census count. Funds for the School Improvement 1003(a) are distributed through a grant process to statewide system of support providers that work with eligible districts to implement research-based strategies and best practices to improve student achievement and move the school toward making adequate yearly progress and out of improvement status.

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 two percent of their school-age population) are eligible to receive direct assistance.

The following table displays service-level information:

	FY14 (est)	FY15 (est)
Number of Title I districts	830	825
Number of Title I schools	2,500	2,500
Students receiving targeted and school wide reading instruction	732,000	700,000
Students receiving targeted and school wide mathematics instruction	587,000	550,000
Number of full-time Title I teachers hired	6,000	6,000

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

	FY 14	FY 15 (est.)
Allocation	$25,119,400	$25,056,601

Grant Award
95% Grants
5% Administration

The following table displays service-level information:

	FY 12	FY 13	FY 14 (est)
Schools in Corrective Action or Restructuring Status	845	1,061	
Schools in Choice and Supplemental Education Service Status	683	544	
Districts in District Improvement Status	247	233	
Districts in Corrective Action	186	270	
Schools eligible for priority services		146	147
Districts eligible for priority services		30	30

Title I – Education of Migratory Children, Part C

Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.011A)

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$4,000,000	$4,000,000	$4,000,000	$4,000,000	**$4,000,000**
Change from Prior Year	$0	$0	$0	$0	**$0**
	0.00%	0.00%	0.00%	0.00%	**0.00%**

Federal Grant Award*

	FY11	FY12	FY13	FY14	FY15**
Grant Award	$1,984,328	$1,980,256	$1,976,414	$1,876,559	TBD
Change from Prior Year	$48,197	($4,072)	($3,842)	($99,855)	TBD
	2.49%	(0.01%)	(0.20%)	(5.05%)	TBD

**Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*
***State fiscal year 2015 amounts are TBD (to be determined).*

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 2013, about 1,677 migrant children and youth qualified for services. Almost all of these were Hispanic, and many were English language learners. Of these, 238 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 nine fall or regular-term programs operated by school districts, 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:

	FY12	FY13 (est.)
Students Summer Program*	800	745
Students Regular Year*	634	550
Number of funded entities	14	12

*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 2012-2013 school year, the following entities received funding under this program:

- Beardstown Community Unit School District 15
- Community Health Partnership of Illinois
- Hoopeston Area Community Unit School District 11
- Illinois Migrant Council
- Kankakee School District 111
- Ludlow Community Consolidated School District 142
- Mendota Community Consolidated School District 289
- Parkland College District 505
- Princeville Community Unit School District 326
- Rantoul City School District 137
- 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

	FY11	FY12	FY13	FY14	FY15 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*

	FY11	FY12	FY13	FY14**	FY15**
Grant Award	$66,666	$66,666	$60,000	TBD	TBD
Change from Prior Year	($10,257)	$0	($6,666)	TBD	TBD
	(13.33%)	0.00%	(10.0%)	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 2014 and 2015 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 in Technology, Teacher Education and Research-Based Strategies (Math MATTERS) and Solutions Strategies, Opportunities and Services for Out of School Youth (SOSOSY). State fiscal year 2013 funding was the first year of two-year competitive grants awarded to state consortiums.

Population and Service Levels

Math MATTERS 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.

SOSOSY 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

	FY11	FY12	FY13	FY14	FY15 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*

	FY11	FY12	FY13	FY14	FY15**
Grant Award	$1,193,188	$1,092,562	$1,169,849	$1,597,785	TBD
Change from Prior Year	$119,862	($100,626)	$77,287	$427,936	TBD
	20.12%	(8.43%)	7.07%	36.58%	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 2015 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

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$30,000,000	$30,000,000	$50,000,000	$50,000,000	**$50,000,000**
Change from	$0	$0	$20,000,000	$0	**$0**
Prior Year	0.00%	0.00%	66.67%	0.00%	**0.00%**

Federal Grant Award*

	FY11	FY12	FY13	FY14	FY15**
Grant Award	$22,145,132	$23,721,208	$23,217,134	$22,060,358	TBD
Change from	($1,988,799)	$1,576,076	($504,074)	($1,156,776)	TBD
Prior Year	(8.24%)	7.12%	(2.12%)	(4.98%)	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 2015 amounts are TBD (to be determined).*

Program Mission

To provide School Improvement Grants to Local Education Associations (LEA) with Title I schools and Title I eligible secondary schools identified as the lowest performing schools.

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 - Turnaround, Transformation, Restart and Closure

Reimbursement/Distribution Method

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

Population and Service Levels

The information below shows the 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

Three year Award	FY13-16	FY14-17	FY15-18 (est.)
Schools	5	4	11
Funding	$33,109,704	$22,000,000	$66,000,000

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

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$124,201,000	$124,201,000	$120,000,000	$73,400,000	**$30,000,000**
Change from Prior Year	$201,000	$0	($4,204,000)	($46,600,000)	**($43,400,000)**
	0.16%	0.00%	(3.38%)	(38.83%)	**(59.13%)**

Federal Grant Award*

	FY11	FY12	FY13	FY14	FY15
Grant Award	$0	$0	$0	$0	$0
Change from Prior Year	$0	$0	$0	$0	$0
	0.00%	0.00%	0.00%	0.00%	0.00%

**Federal grant award received extensions and is good until 09/30/2014. 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.

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.

Reimbursement/Distribution Method

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

Population and Service Levels

The information below shows the American Recovery and Reinvestment Act Title I - School Improvement 1003 (g) fiscal year 2010 grant award at the state level based on the No Child Left Behind Act.

Grant Award
95% Grants
5% Administration

	LEA Grant Awards
FY11	$15,987,516
FY12	$31,832,159
FY13	$40,853,094
FY14	$29,149,257

Title I - Illinois Center for School Improvement

Legislative Reference – PL 107-110

Funding Source – Federal Title I 1003a (CFDA 84.010A) and 1003g (CFDA 84.377A)

Funding History

	FY11	FY12	FY13	FY14	FY15
Funding	$0	$0	$9,999,935	$13,879,031	**$13,997,012**
Change from Prior Year	$0	$0	$9,999,935	$3,879,096	**$117,981**
	0.00%	0.00%	n/a	38.79%	**0.85%**

Program Goal

To provide support to school districts in continuous improvement.

Purpose

As defined in the No Child Left behind Act in 2001 states were required to establish a statewide system of intensive and sustained support and improvement for local education agencies (LEA) and schools receiving funds under Title I Part A in order to increase the opportunity for all students served by those agencies and schools to meet the state's academic content standards and student academic standards.

Reimbursement/Distribution Method

Funding for the Illinois Center for School Improvement comes from Title I School Improvement funds 1003a and 1003g. A request for proposal was released through procurement and the contract was awarded to American Institutes for Research for a period of five years 2013 – 2017 in the amount of $65,868,442.

Population and Service Levels

Illinois Center for School Improvement (ILLINOIS CSI) is operated as a partnership between Illinois State Board of Education (ISBE) and the recommended contractor. The IL CSI is supported by guidance from the *ISBE Roundtable*, a cross-divisional leadership team responsible for oversight of the Statewide System of Support (SSoS), to identify targeted assistance for schools and districts and helps prioritize resources based on identified needs.

By establishing The ILLINOIS CSI, ISBE has made several modifications to the past SSoS to ensure that the state can effectively meet the needs of school districts and support meaningful interventions to improve the performance of students who are the furthest behind. Districts will be designated for priority, focus, and foundational services. These services include the following:

- Hiring Area Assistant Directors, District Liaisons, Content Area Specialists, and district assistance team coaches, with specific expertise in working with English Language Learners (ELLs), low-income students, racial and ethnic minority students, and Students with Disabilities (SWDs).
- Providing continuous professional development to SSoS staff to improve their capacity to effectively meet the needs of school districts with ELLs, low-income students, racial and ethnic minority students, and SWDs.
- Coordinating existing state resources to support teachers, administrators, and parents to better meet the needs of ELLs, low-income students, racial and ethnic minority students, and SWDs.
- Developing robust systemwide evaluation processes for SSoS to promote its continuous improvement to better serve school districts and schools.

Title II – Mathematics and Science Partnership Program

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$12,000,000	$12,000,000	$14,000,000	$14,000,000	**$14,000,000**
Change from Prior Year	($3,000,000)	$0	$2,000,000	$0	**$0**
	(20.00%)	0.00%	16.67%	0.00%	**0.00%**

Federal Grant Award*

	FY11	FY12	FY13	FY14	FY15**
Grant Award	$6,513,736	$6,496,153	$5,282,424	$5,195,808	TBD
Change from Prior Year	($60,564)	($17,583)	($1,213,729)	($86,616)	TBD
	(0.92%)	(0.27%)	(18.68%)	(1.64%)	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 2015 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:

	FY13	FY14 (est)
Partnerships	45	21
Teacher Participants	3,225	650

Title II – Teacher/Principal Training

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$135,000,000	$157,000,000	$157,000,000	$157,000,000	**$157,000,000**
Change from Prior Year	$0	$22,000,000	$0	$0	**$0**
	0.00%	16.30%	0.00%	0.00%	**0.00%**

Federal Grant Award*

	FY11	FY12	FY13	FY14	FY15**
Grant Award	$115,368,939	$96,136,452	$96,174,175	$94,179,622	TBD
Change from Prior Year	($123,520)	($19,232,487)	$37,723	($1,994,553)	TBD
	(0.11%)	(16.67%)	0.04%	(2.07%)	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 2015 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 2014 an estimated 913 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

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$40,000,000	$40,000,000	$45,000,000	$45,250,000	**$45,500,000**
Change from Prior Year	$0	$0	$5,000,000	$250,000	**$250,000**
	0.00%	0.00%	12.50%	0.56%	**0.55%**

Federal Grant Award*

	FY11	FY12	FY13	FY14	FY15**
Grant Award	$30,536,177	$29,610,829	$28,373,428	$26,785,656	TBD
Change from Prior Year	($517,334)	($925,348)	($1,237,401)	($1,587,772)	TBD
	(1.67%)	(3.03%)	(4.18%)	(5.60%)	TBD

**Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*
***State fiscal year 2015 amounts are TBD (to be determined).*

Program Mission

To implement high-quality programs for English learners (ELs) 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 and providing high-quality instruction to English learners and 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 percent for administration)

NCLB requires that 95 percent of the federal allocation to the state be used for Language Instruction Program for Limited English Proficient Students (LIPLEPS) and Immigration Education Program (IEP) for eligible school districts. Not more than 15 percent of these funds may be reserved for districts to implement programs for immigrant students. Both programs, LIPLEPS and IEP, are formula-based grants that provide supplemental funds to school districts that are implementing programs for EL 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 individually 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 EL 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 EL 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 2014, the final per pupil allocation is $150.

Immigrant Education Program 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.

An immigrant student for the purposes of this grant, according to federal regulations, is defined as a student (A) aged three through 21; (B) not born in any state; and (C) who have not been attending one or more schools in any one or more states for more than three full academic years.

In fiscal year 2014, a total of 15,348 immigrant students were identified. Of this number, 2,269 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 EL 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 speaks one or more of 123 other languages.

Of the 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 with LIPLEPS funds:

	FY14*	FY15**(est.)
Chicago students	66,249	68,236
Downstate students	126,424	130,206
Total	192,673	198,442

*This number is based on ELLs reported on the Student Information System as of October 2013.
**Based on an estimated three percent increase.

The second program, the Immigrant education program, and as established in the previous definition, it is not a requirement that these students be EL students in order to be eligible. The following table displays service-level information:

	FY14*	FY15 (est.)
IEP Students Identified	15,348	17,000
IEP Students Eligible & Served	2,269	2,500

*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

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$55,000,000	$60,500,000	$65,000,000	$74,000,000	**$74,000,000**
Change from Prior Year	$0	$5,500,000	$4,500,000	$9,000,000	**$0**
	0.00%	10.00%	7.44%	13.85%	**0.00%**

Federal Grant Award*

	FY11	FY12	FY13	FY14	FY15**
Grant Award	$47,342,120	$46,106,456	$50,297,549	$47,223,834	TBD
Change from Prior Year	$3,769,551	($1,235,664)	$4,191,093	($3,073,715)	TBD
	8.65%	(2.61%)	9.09%	(6.11%)	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 2015 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 14	FY15 (est)
Grantees	81	95
Sites	436	440

Title V – Charter Schools

Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.282A)

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$9,000,000	$9,000,000	$9,000,000	$9,000,000	**$9,000,000**
Change from Prior Year	$0	$0	$0	$0	**$0**
	0.00%	0.00%	0.00%	0.00%	**0.00%**

Federal Grant Award

	FY11*	FY12*	FY13*	FY14*	FY15**
Grant Award	$0	$0	$0	$0	TBD
Change from Prior Year	($3,981,595)	$0	$0	$0	TBD
	(100.00%)	0.00%	0.00%	0.00%	TBD

**Illinois did not receive an award.*
***State fiscal year 2015 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:

	FY13	FY14
Number of eligible charter schools (excluding new campuses of existing charter schools)	*18	14
Number of eligible charter school campuses (may be eligible for start-up grants in future fiscal years)	33	29
Number of charter school students	53,829	n/a
Number of pre-charter planning grants	**0	0
Number of program design grants	0	0
Number of implementation grants	0	0

* Does not include one charter school that would be eligible for only two months of funding in fiscal year 2013.
** Pre-charter planning grants are awarded to charter school developers who have submitted a proposal to a local school board but not yet received approval. Although eligible for this grant, they are not included in the service-level information for eligible charter schools and charter school campuses.

Title VI – Rural and Low Income School Programs

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$2,000,000	$2,000,000	$2,000,000	$2,000,000	**$2,000,000**
Change from Prior Year	$500,000	$0	$0	$0	**$0**
	33.33%	0.00%	0.00%	0.00%	**0.00%**

Federal Grant Award*

	FY11	FY12	FY13	FY14	FY15**
Grant Award	$1,390,201	$1,544,973	$1,253,789	$1,228,080	TBD
Change from Prior Year	$449,456	$154,772	($291,184)	($25,709)	TBD
	47.78%	11.13%	(18.85%)	(2.05%)	TBD

**Federal grant awards may be spent out over a 27 month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*
***State fiscal year 2015 amounts are TBD (to be determined).*

Program Mission

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

Purpose

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

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

Reimbursement/Distribution Method

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

	FY13	FY14 (est)
Eligible districts	52	54
Participating districts	52	54
Instructional expenditures	59%	60%
Improvement of instruction expenditures	16%	15%
Other expenditures	25%	25%

Title X - Education for Homeless Children

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

Appropriation History

	FY11	FY12	FY13	FY14	FY15 Proposed
Appropriation	$3,500,000	$5,000,000	$5,000,000	$5,000,000	**$5,000,000**
Change from Prior Year	$250,000	$1,500,000	$0	$0	**$0**
	7.69%	42.86%	0.00%	0.00%	**0.00%**

Federal Grant Award*

	FY11	FY12	FY13	FY14	FY15**
Grant Award	$2,696,886	$2,913,975	$2,885,828	$2,857,927	TBD
Change from Prior Year	$312,661	$217,089	($28,147)	($27,901)	TBD
	13.11%	8.05%	(0.96%)	(0.97%)	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 2015 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 2013, 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:

	FY12	FY13
Pre K Children	2,369	2,568
K – 12 Children	47,965	54,892

ILLINOIS STATE BOARD OF EDUCATION

Fiscal Year 2015 Proposed Budget

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