

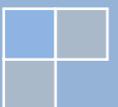


Illinois State Board of Education

Fiscal Year 2016 Proposed Budget



Christopher A. Koch, Ed.D., State Superintendent of Education
James T. Meeks, State Board of Education Chairman





Illinois State Board of Education

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

James T. Meeks
Chairman

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

February 2015

To: The Honorable Governor Bruce Rauner
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 2016 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 invest in education 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 and retain corporate interest in our state.

Last fall, ISBE hosted 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 apply 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 2016 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 180 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 2016 that includes an increase of \$729.9 million, or 10.7 percent, in state funding over the current fiscal year. The increase would build upon the recent reversal 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 \$566 million increase (12.5 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.

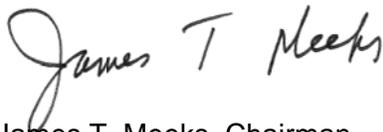
The State of Illinois has long been known as a national leader in Early Childhood Education. After several reductions in this area in previous budgets, it is time to reaffirm our commitment to the state's youngest learners. We all know that the earliest years of life are critical to developing young minds. ISBE recommends a \$50 million increase in funding for Early Childhood Education, which would still be short of fiscal year 2009 levels. About 9,700 more children would be served under preschool programs with the added funds.

To meet the needs of the growing bilingual population, which is now about 10 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.

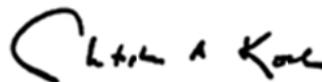
Other line items include a \$5 million increase for state assessments to help cover the cost of assessments aligned to the more rigorous New Illinois Learning Standards; a \$5.2 million increase for School Reform and Accountability Programs; and \$1 million for Teach for America, a proven program that 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 schoolchildren 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,



James T. Meeks, Chairman
State Board of Education



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

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ILLINOIS STATE BOARD OF EDUCATION

MISSION AND GOALS

MISSION

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

GOALS

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



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Illinois State Board of Education announces FY 2016 Budget Hearings

DATE	LOCATION	TIME
Wednesday, Oct. 15	Champaign City View Meeting Center 45 East University Ave., Champaign	3-5 p.m.
Monday, Nov. 10	Quincy Adams County Health Department 330 Vermont St., Quincy	3-5 p.m.
Wednesday, Nov. 12	Round Lake John T. Magee Middle School Cafeteria 500 Cedar Lake Road, Round Lake	5-7 p.m.
Monday, Nov. 17	Granite City GCHS Atrium 3101 Madison Ave., Granite City	3:45-5:45 p.m.
Friday, Nov. 21	Chicago Thompson Center, Conference Rm. 16-503 100 W. Randolph St., Chicago	12-2 p.m.



Executive Summary

ILLINOIS STATE BOARD OF EDUCATION

Executive Summary

Funding Principles, Goals and Outcomes

Current fiscal year General Funds appropriation Levels are \$597 million less than appropriation levels for fiscal year 2009 which represents Illinois State Board of Educations (ISBE) highest appropriation level. The statutorily set Foundation Level of \$6,119 has not been fully funded since fiscal year 2011 resulting in the proration of General State Aid (GSA) at 95 percent in fiscal year 2012 and 89 percent in fiscal years 2013, 2014 and 2015. It is anticipated that fiscal year 2016 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 \$3.7 billion. Over \$527 million of that amount represented payments due to ISBE for school districts and vendors. At the December 2014 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 expiration of the temporary income tax increase.

For fiscal year 2016, the Board is seeking \$7.535 billion in General Fund's appropriations, an increase on behalf of Illinois students of \$729.9 million dollars. When adjusting the fiscal year 2009 K-12 education budget for inflation, the Board's request amounts to a 5.2 percent decrease from the adjusted fiscal year 2009 levels. Based on fiscal year 2015 funding levels, the Board's request would account for about 29 percent of the State General Funds operating budget after pension payments, debt service and transfers.

In making this request, the Board has sought to recover some of the cuts sustained by the pre-kindergarten through 12th grade education budget in fiscal years 2010 through 2013 that have impacted student learning and the financial health of school districts across the state. Currently 64 percent of school district budgets in Illinois reflect deficit spending for fiscal year 2015 which is a direct result of the reductions to state revenues since fiscal year 2009. During this same period of time, school districts have been asked to implement state reforms, such as the more rigorous New Illinois Learning Standards (NILS) and new principal and teacher evaluations.

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.

Budget Methodology

Each year, consistent with ISBE's desired goals, principles, priorities, results and outcomes, the Board estimates the level of funding and resources needed by the agency. Most of the ISBE budget is devoted to GSA and Mandated Categorical Programs (MCATs) because they are received by virtually all districts in the state. In fiscal year 2016, these two elements continue to

make up nearly 92 percent of the proposed General Funds budget, as they have in recent years.

The fiscal year 2016 ISBE budget recommendation places the majority of the recommended funding increase in GSA. The \$566.4 million GSA increase being recommended represents 78 percent of the \$729.9 million increase in General Funds. Historically, funding GSA has been the Board's highest priority as it provides the most flexibility for districts to meet student needs.

Budget at a Glance

The current budget proposal reflects a total appropriation of \$10.6 billion. The General Funds portion of this request totals \$7.54 billion. This is a \$729.9 million (10.7 percent) increase compared to ISBE's fiscal year 2015 General Funds appropriation.

The fiscal year 2016 proposal includes:

- \$566.4 million increase in GSA to fund at the statutorily set Foundation Level of \$6,119. The fiscal year 2015 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, Special Education Summer School, Special Education Transportation and Illinois Free Lunch and Breakfast;
- \$50.0 million increase in Early Childhood Education;
- \$12.0 million increase in Bilingual Education;
- \$5.0 million increase in Assessments;
- \$4.0 million increase in funding to expand work in individual schools identified as the lowest performing on state assessments;
- \$5.0 million to support extended learning time programs;
- \$20.5 million for Educator Quality and Support to increase the quality of teachers and school leaders in Illinois;
- \$1.5 million to provide funding for Advanced Placement exam fees for low-income students;
- \$3.0 million for Homeless Education, which was last funded in fiscal year 2009.

General State Aid

In fiscal year 2015, another \$551 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 2016 at the statutorily set Foundation Level of \$6,119. It is currently estimated that the fiscal year 2016 appropriations would have to increase by \$566.4 million to \$5.089 billion

Mandated Categorical Programs

The proposed budget includes fully funding all MCATs for fiscal year 2016, except Regular/Vocational Transportation, Special Education Private Tuition, Special Education Summer School, Special Education Transportation and Illinois Free Lunch and Breakfast. The Board is recommending an increase of \$48.7 million for Regular/Vocational Transportation which is estimated to fund the claim at 80 percent rather than the current 72 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.

Academic Improvement

Early Childhood Education

An increase of \$50 million is being recommended by the Board for Early Childhood Education. This increase will restore some of the funding cut since fiscal year 2009. The increase in funding requested will also support the four year, \$80 million federal Preschool Expansion Grant. While much more than the recommended \$350.2 million would be required to provide services to the estimated 250,000 children from birth to age five years living in families that are at or below the 200 percent of federal poverty level and are not being served by an Early Head Start, Head Start, Prevention Initiative or Preschool for All program, the partial restoration of funding combined with the federal grant award will provide grantees the opportunity to serve approximately 9,700 additional children in fiscal year 2016.

Bilingual Education

The number of English Language Learners (ELL) increased by 16.6 percent between fiscal years 2011 and 2015 and ELLs now constitute approximately 10.4 percent of Illinois students. The Bilingual Education Appropriations have remained constant for the last five fiscal years while the cost of providing ELL services has increased over that same period of time. The Board is recommending \$75.7 million, a \$12.0 million increase (18.8 percent) in funding to provide for a proration of 77.4 percent in fiscal year 2016 as compared to the projected proration level of 66.8 percent for fiscal year 2015.

Arts and Foreign Language

The Board is recommending an appropriation of \$1 million for fiscal year 2016. The recommendation represents a \$500,000 (100 percent) increase over the fiscal year 2015 appropriation. The requested funds will fund approximately 16 Arts and Foreign Language program implementation grants to school districts. These grants have a matching fund requirement. An estimated 800 students would participate.

Standards and Assessments

For fiscal year 2016, the Board is recommending that funding for assessments be increased by \$5.0 million (11.2 percent) to \$49.6 million. In fiscal year 2015, the Assessments appropriation funded Partnership for Assessment of Readiness for College and Careers (PARCC) exams for grades 3 through 8 and 11 as well as the ACT exam in grade 11. For fiscal year 2016, the Board is recommending additional funding based on the cost of administering the PARCC for two additional high school grades, a federally required science assessment, PARCC diagnostic testing for grades 2 through 8 and a college entrance exam for grade 11 including a career readiness assessment component. The college readiness assessment will not include a writing assessment due to the fact that writing is assessed by PARCC. The administration of PARCC and a college readiness assessment at the 11th 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 New Illinois Learning Standards, thus supporting the transition in curricular areas to the new standards.

The Board is also recommending a \$2.4 million appropriation for the continued development and maintenance of the Illinois Longitudinal Data System. Through federal grant dollars, the agency has made substantial investments in the development of the Illinois Longitudinal Data System. This funding will support our continuing ability to collect and report key data points on students, teachers, administrators and schools such as provided in the Illinois School report Card

College and Career Readiness

Agricultural Education

The Board is recommending funding of \$3 million for Agricultural Education (Ag Ed), an increase of \$1.2 million (66.7 percent) over fiscal year 2015. The recommended increase represents the restoration of the funds cut from the line since fiscal year 2010. The increase in the Ag Ed line item would go toward supporting several priorities including funds for local districts through the Ag Ed Incentive Funding Grant, funds for developing an agricultural science course for laboratory science credit aligned with the Next Generation Science Standards, funds to support recruitment and retention initiatives for agriculture science teachers and funds to support the agriculture literacy efforts in the 67 county coalitions as well as existing program supports such as professional development and curriculum improvement.

Career and Technical Education

The Board recommends funding Career and Technical Education (CTE) at \$38.1 million, the level required to meet Maintenance of Effort (MOE) requirements for fiscal year 2016. CTE programs in Illinois strengthen students' technical skills; articulate transitions to postsecondary training programs, employment or both, assist in meeting the new Illinois Learning Standards, and close achievement gaps. These programs support local districts to ensure student success and promote continuous improvement.

CTE provides instruction for careers in high-wage, high-skill, and high-demand occupations. The secondary CTE instructional programs are grouped into five broad areas based on the related content. These content areas are: Ag Ed; Business, Marketing and Computer Education; Family and Consumer Sciences; Health Science Technology, and Technology and Engineering Education.

In fiscal year 2014, 47.1 percent of all Illinois students enrolled in public secondary schools (grades 9-12) participated in CTE. This is an increase of 7.4 percent from last year's CTE participation rate. In total, 678 high schools in Illinois participated in CTE programs in fiscal year 2014, and 636 high schools had on-site CTE programs provided.

Funding for this program in addition to funding administered by the Illinois Community College Board leverages approximately \$40.5 million in federal funding annually.

Advanced Placement

The Board is recommending a \$1 million appropriation in support of Advanced Placement classes. The recommendation amounts to a \$500,000 (100 percent) increase over the fiscal year 2015 appropriation of \$500,000. The recommended funding would fund new, or expand existing Advanced Placement and/or pre-Advanced Placement programs, including 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. Districts where 40 percent or more of students are eligible for free or reduced lunch qualify for the grants. The requested amount would double the number of school districts served from 11 to 22.

Targeted Special Education

The fiscal year 2015 ISBE appropriation included \$6.5 million in funding for five programs that serve individuals with special education needs in Illinois. These programs include the Community Residential Services Authority, the Materials Center for the Visually Impaired, the Philip Rock Center and School, Autism, and Blind and Dyslexic. The Board recommends continued funding for these programs in fiscal year 2016 with the exception of the Autism program. During fiscal year 2014, \$100,000 of state funds was used to serve 83 families of students with Autism Spectrum Disorder. By utilizing federal funds for this purpose beginning July 1, 2014 it is estimated that 100 families of children with autism have been served. This number will increase as the year progresses. This is being accomplished through the professional development and training provided to local school districts. This plan is supported by the State Advisory Council for Serving Children with Disabilities, inclusive of parents of children with autism. It is important to note that the funding for the five lines is included in the calculation of MOE for the federal Individuals with Disabilities Education Act.

Educator Quality and Support

One of the cornerstones of the Board's reform agenda is to improve the quality of teachers and leaders in Illinois Schools. To that end, the Board is recommending funding increases for several initiatives for fiscal year 2016.

Teach for America – Minority Recruitment

The Board is recommending an appropriation of \$1 million for fiscal year 2016. The recommended appropriation amount will leverage an additional \$1 million in private matching funds. The funding will be utilized to recruit and support an additional 140 first year teachers of color.

Performance Evaluations

Two hundred thousand dollars is being recommended for fiscal year 2016 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

It is estimated that up to 10 percent of principals will retire during the next five years. Quality leaders are recognized as a key component for school improvement and strong schools. 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 Mentoring Program

Three 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 improve their teaching skills. An additional \$2 million appropriation is also being requested from the Teacher Certificate Fee Revolving Fund for this purpose. In combination, the requested funding would support mentoring of 2,500 to 3,000 new teachers.

School Reform and Accountability

The Board's recommendation includes a \$5.2 million increase for School Reform and Accountability Programs. The \$5.2 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,
- 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 students with integrated data and tools to personalize learning and drive student success.

District Consolidation

The Board is recommending \$4.7 million, an increase of \$1.3 million (38.8 percent) for fiscal year 2016 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 on the spring 2015 ballots.

District Interventions

ISBE is intervening in 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. Additional state support is needed to assist the districts to implement school improvement strategies developed as a result of the interventions. ISBE recommends an appropriation of \$11.2 million for fiscal year 2016.

Student Health and Safety Initiatives

Alternative Learning/Regional Safe Schools

The Board is recommending \$11.3 million, an increase of \$5.0 million (79.4 percent) over fiscal year 2015. This line realized a 66 percent reduction between fiscal year 2009 and fiscal year 2015. Between fiscal year 2009 and fiscal year 2014, the number of students served by the program decreased by 32 percent.

Truant Alternative and Optional Education (TAEOP)

The Board is recommending \$14.5 million, an increase of \$3.0 million (26.1 percent). Funding for TAEOP decreased by 42.7 percent from fiscal year 2009 to fiscal year 2015. Between fiscal year 2010 and fiscal year 2014, the number of students receiving TAEOP services decreased by 51,000.

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 59,014 in fiscal year 2014, an increase of 23.4 percent over fiscal year 2012. This funding 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.

Diverse Educator Recruitment

Although there has been a slight increase in numbers of people of color entering the teaching force, nationally and in Illinois the teaching force remains overwhelmingly white and female. In 2011, 84 percent of teachers were white and 84 percent were female (Profile of Teachers in the U.S., 2011). The Board is recommending a \$700,000 appropriation for minority recruitment and mentoring program which supports students in middle and high school to take appropriate

coursework and begin career exploration into the teaching field. This amount would fund training for 300 teachers, curriculum materials, and workshops for mentors during the school year, and stipends for teachers who serve as mentors.

Extended Learning Time

The fiscal year 2016 budget recommendation includes \$5 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 2015, 141 applications were received. Funding was only available to support 51 projects. These additional funds could serve approximately 50 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 New Illinois Learning Standards.

Teacher Recruitment

The Board recommends \$8.42 million in funding for the support of practicing teachers through programs such as the Golden Apple and New Leaders for New Schools programs. These funds would be used for recruitment and support for educators who would serve in priority districts for no less than three years. It is currently estimated that the recommended funding would result in 30 Golden Apple recruits and 350 New Leader program recruits. Thirty priority districts have been identified from among the lowest performing 5 percent in Illinois.

Low Income Advanced Placement

The Board is recommending a \$1.5 million appropriation that would fund the approximate \$25 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 60,000 low-income students.

Teacher Instructional Support

The Board's fiscal year 2016 recommendation includes \$5 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.

Science, Technology, Engineering and Mathematics (STEM) Career Pathways

The Board is recommending \$1 million in funding to support Illinois Career Pathways. The State is supporting local career pathway system's continuation of STEM related industry sectors important to the Illinois economy; specifically in 1) Agriculture, Food, & Natural Resources; 2) Energy; 3) Finance; 4) Health Science; 5) Information Technology; 6) Manufacturing; 7)

Research & Development; 8) Transportation, Distribution, and Logistics and 9) Architecture & Construction. A career pathway system is a series of connected education, training, and support strategies that enable learners to secure industry relevant credentials and transition into post-secondary and/or rewarding careers within a targeted occupational area. As part of its strategy to support local career pathway systems, Illinois Pathways partnered with the Race to the Top developed STEM Learning Exchanges to better coordinate investments, resources, and planning in the above-identified industry sectors. Each Learning Exchange will be led by a lead nonprofit or government entity. The STEM Learning Exchanges, in partnership with career and technical Education leaders, will support local communities with programs of study, structures and best practices, high quality curricular and professional development resources, career and technical student organizations and expanding access to real-world challenges and work-based learning. Grants to the eight STEM Learning Exchanges will go toward statewide initiatives relating to: a) career pathway curricular design and alignment; b) educator professional development, including teacher externships; c) problem-based learning activities; and/or d) work-based learning opportunities for students. Learning exchanges provide at least a dollar for dollar match of funding received from ISBE. It is estimated that 15,000 students will participate in fiscal year 2016.

Teacher of the Year (TOY)

The TOY program honors outstanding school personnel in seven categories through the Those Who Excel program and identifies an Illinois TOY to serve as an “Ambassador” for the teaching profession. The TOY travels throughout the state to address advocacy, policy and practice to pre-service teachers and faculty in teacher education programs, teachers, principals, district administrators, parents, business and civic leaders. The Board recommends an appropriation of \$130,000 to fund the travel expenses, salary, benefits, substitute costs, Space Camp, and the Next Step Conference.

Education Funding Advisory Board

The Board recommends an appropriation of \$250,000 to support the Education Funding Advisory Board’s (EFAB) study and development of a new model for determining the adequate foundation level for education in future years. The Augenblick and Myers model was established in 2001 and merits updating. Currently EFAB is required to use a successful school district model that considers the actual spending amounts of districts that are low-spending and high achieving, but the state and EFAB would benefit from information from other models and two possibilities have been discussed in recent years. The professional judgment model recognizes base education costs and then adds to that the cost of educating students with additional needs, often relying on education experts to determine these costs. The evidence-based model relies on determining tested research practices, assigning a cost to those practices and summarizing the cost of those practices for school districts and the state. These models could be used in place of or in addition to the successful schools model to determine an adequate funding amount in future years.

Agency Operations

ISBE was appropriated \$23.2 million for agency administration in fiscal year 2015. The fiscal year 2015 appropriation was 13.5 percent less than the amount appropriated in fiscal year 2010. Agency administration represents 0.31 percent of the total recommended appropriation level. The agency has and will continue to reduce operational expenditures by implementing cost reduction strategies related to personal services, information systems and facilities management

TRS requires ISBE to make retirement contributions if salary increases exceed 6 percent in the last four years of employment. Although not prevalent, this does occasionally occur when a retiring employee has significant accumulated benefit time. In fiscal years 2012 and 2013, ISBE had no appropriation from the Retirement line and could not make these payments. In fiscal year 2014, ISBE was able to make these payments from the GRF administrative lump sum. In fiscal year 2015, due to line-item appropriations, ISBE will again not be able to make these payments. As a result, the Board is recommending a \$200,000 appropriation to pay for these costs in fiscal year 2016.

Budget Highlights – Fiscal Year 2016 Request

Proposed Fiscal Year 2016 Budget

	FY15	FY16		
\$000s	At 01/21/2015	Request	\$ Change	% Change
General Funds	\$6,805,270.0	\$7,535,167.2	\$729,897.2	10.7%
Other State Funds	\$67,598.9	\$64,748.9	(\$2,850.0)	-4.2%
Federal Funds	\$2,976,510.5	\$2,978,610.5	\$2,100.0	0.1%
TOTAL	\$9,849,379.4	\$10,578,526.6	\$729,147.2	7.4%

General State Aid (GSA)

	FY15	FY16		
\$000s	At 01/21/2015	Request	\$ Change	% Change
GSA – Formula	\$2,553,249.7	\$2,972,938.9	\$419,689.2	16.4%
GSA – Low-Income Grant	\$1,777,480.5	\$1,949,237.6	\$171,757.1	9.7%
PTELL Adjustment	\$161,800.3	\$136,732.4	(\$25,067.9)	-15.5%
Net Adjustments	\$30,000.0	\$30,000.0	\$0.0	0.0%
TOTAL	\$4,522,530.5	\$5,088,908.9	\$566,378.4	12.5%

Foundation Level (actual \$)	\$6,119 prorated at 89%	\$6,119 100%		
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Mandated Categoricals

	FY15	FY16		
\$000s	At 01/21/2015	Request	\$ Change	% Change
Illinois Free Lunch/Breakfast	\$9,000.0	\$14,300.0	\$5,300.0	58.9%
Orphanage Tuition	\$12,000.0	\$11,500.0	(\$500.0)	-4.2%
Sp Ed – Children Requiring Sp Ed Services	\$302,928.9	\$300,094.4	(\$2,834.5)	-0.9%
Sp Ed – Orphanage Tuition	\$95,000.0	\$95,000.0	\$0.0	0.0%
Sp Ed – Personnel Reimbursement	\$440,500.0	\$442,400.0	\$1,900.0	0.4%
Sp Ed – Private Tuition	\$230,192.4	\$233,000.0	\$2,807.6	1.2%
Sp Ed – Summer School	\$10,100.0	\$11,700.0	\$1,600.0	15.8%
Sp Ed – Transportation	\$450,500.0	\$450,500.0	\$0.0	0.0%
Transportation – Regular/Vocational	\$205,808.9	\$254,542.1	\$48,733.2	23.7%

Proration Levels	FY14 Actual	FY15 Actual	FY16 Proposed
Illinois Free Lunch/Breakfast	36%	23%	35%
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	100%	100%	100%
Sp Ed – Private Tuition	94%	97%	95%
Sp Ed – Summer School	81%	75%	80%
Sp Ed – Transportation	97%	97%	96%
Transportation – Regular/Vocational	74%	72%	80%

Early Childhood Education

\$000s	FY15 At 01/21/2015	FY16 Request	\$ Change	% Change
Early Childhood Education	\$300,192.4	\$350,192.4	\$50,000.0	16.7%

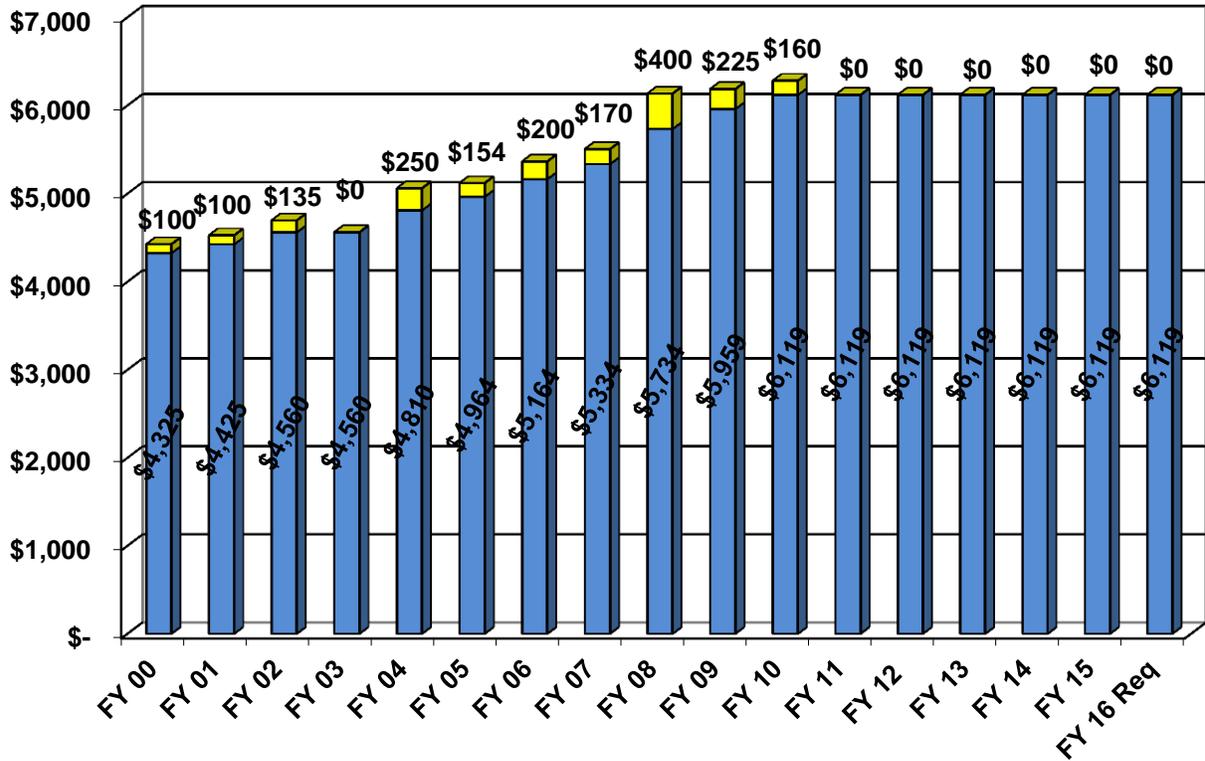
	FY14 Actual	FY15 Estimated	# Change	% Change
Children Served	89,495	87,695	(1,800)	-2.0%

Other Programs

\$000s	FY15 At 01/21/2015	FY16 Request	\$ Change	% Change
Academic Improvement*	\$404,735.7	\$476,406.5	\$71,670.8	17.7%
Educator Quality and Support	\$2,000.0	\$20,450.0	\$18,450.0	922.5%
Other Statewide District Categorical Assistance	\$16,475.5	\$15,900.0	(\$575.5)	-3.5%
School Reform and Accountability	\$3,802.8	\$9,034.5	\$5,231.7	137.6%
Targeted Special Education	\$6,507.8	\$6,464.9	(\$42.9)	-0.7%
Standards and Assessments	\$44,600.0	\$51,986.0	\$7,386.0	16.6%
Student Health and Safety Initiatives	\$17,984.0	\$29,126.4	\$11,142.4	62.0%
Miscellaneous	\$7,422.6	\$472.6	(\$6,950.0)	-93.6%

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

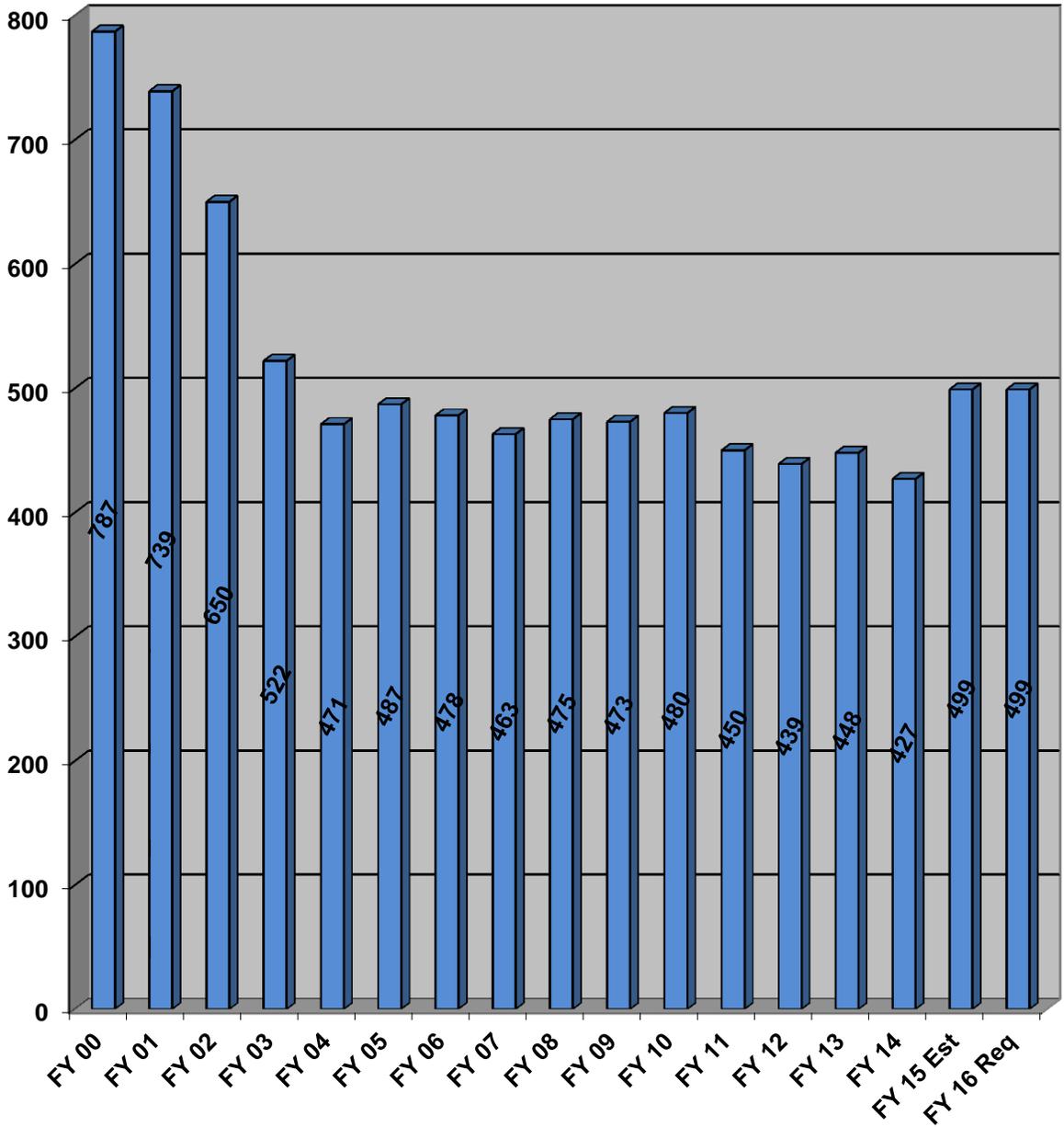
**General State Aid Foundation Level and Annual Dollar Change
In Foundation Levels
FY 00 – FY 16 Requested**



■ Foundation Level ■ \$ Change in F Level

FY 12 GSA prorated at 95%
 FY 13 GSA prorated at 89%
 FY 14 GSA prorated at 89%
 FY 15 GSA prorated at 89%

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



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.

A BFR sub-goal was established for the result focused on education. The sub-goal is: Improve School Readiness and Student Success for All. Results for the underlying measures established for the fiscal year 2016 budget are listed below.

The fiscal year 2016 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 policymakers evaluate the effectiveness of education programs. ISBE looks forward to working with Illinois policymakers 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
Percentage of CTE concentrators who completed secondary education	93.9%	95.6%	95.3%
Percentage of CTE concentrators who passed the technical skills assessments which are aligned with industry recognized standards	70.9%	75.4%	78.1%
CTE student enrollment	262,982	262,950	284,864
Percentage of CTE concentrators who were placed in post-secondary education or training	56.9%	65.9%	49.4%*
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%	52.4%

*Prior year percentages included both workforce and post-secondary placements. Fiscal year 2014 includes only post-secondary placement.

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 Illinois 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 2013
Percent of students that showed an increase in math and reading grades	34.8%	32.8%	35.0%
Percent of lowest performing/highest need students that were given priority (based on free and reduced lunch)	86.5%	81.4%	84.6%
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	TBD
21 st CCLC student enrollment	53,662	63,318	70,168
Percent of students who exhibited an increase in social, emotional skills and positive behavioral changes	59.1%	62.0%	62.6%

Agricultural Education

Section 2-3.80 of the School Code [105 ILCS 5/2-3.80] establishes the Agricultural Education (Ag Ed) Program to:

- ensure the provision of Ag Ed in the curriculum of the public schools, kindergarten through adult,
- assist local school districts in developing comprehensive programs in Agricultural Literacy/Awareness serving to inform the general public about Agriculture,
- promote more informed consumers of Agricultural products, and in developing Agricultural career preparation programs, and
- assist 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	School Year 2014
Unduplicated enrollment in Ag Ed Program	28,895	28,657	29,202	29,463
Percentage of districts with Agriculture programs using the Ag Ed Program curriculum aligned with New Illinois Learning Standards	78.0%	87.0%	92.0%	89.0%
Percentage of districts with Agriculture programs using the grant to update teaching/technology in class room	96.7%	97.4%	97.5%	96.8%
Number of counties supporting Agricultural Literacy Program	77	73	72	77
Percentage of teachers involved in developing a plan for customized student instruction	96.0%	96.0%	94.0%	98.0%

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
Number of NBCTs in Illinois	5,155	5,582	5,842	6,025
Number of new applications	*	609	488	701
Number of candidates attending online candidate support	*	28	44	88
Percentage of candidate applicants come from targeted school: Academic Early Warning List, Academic Watch List, or Schools with 50 percent or more students on free or reduced lunch program	92.0%	91.0%	92.0%	76.0%

*Data not available for these years.

Title I, PART D, 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
Percentage of students who earned high school credit (ages 13 -21)	89.0%	83.0%	91.0%
Percentage of students who earned a GED or obtained high school diploma (ages 16-21)	8.0%	8.0%	7.0%

Title I – Improving the Academic Achievement of the Disadvantaged

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
Percent of Title I student proficient in math on ISAT and PSAE	45.8%	45.7%	47.4%
Percent of Title I student proficient in reading on ISAT and PSAE	44.4%	45.4%	43.6%
Number of Students graduating within four years	82.3%	83.2%	86.0%
Number of Students graduating within five years	84.0%	87.0%	87.5%

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
Select Output Measures			
Number of children birth to age five served	92,186	90,393	89,495
Number of teachers and staff that received state-sponsored professional development (duplicated count)	2,040	2,931	2,722
Number of programs funded	620	617	617
Select Outcome Measures			
Percentage of Early Childhood teachers who received ratings of 4.75 or higher on ECERS-R interaction ('child interaction rating scale)	83.8%	87.6%	88.1%

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	School Year 2014
Graduation rates	82.3%	83.2%	86.0%
Dropout rates	2.5%	2.4%	2.2%
Percentage of districts in deficit spending	48.0%	66.7%	61.8%

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	School Year 2014
Eliminating from the classroom and field all teachers who commit serious acts of misconduct through suspension or revocation of license	35	39	107*
Investigate all allegations of misconduct in a timely manner**	100%	100%	100%
Investigate all allegations of misconduct in an effective manner**	100%	100%	100%

* This total includes Voluntary Surrender of License (which results in a revocation) pursuant to Section 21B-45; Suspension and Revocation Orders issued by the State Superintendent pursuant to Sections 21B-75 and 21B-80; and Orders issued by the SEPLB pursuant to Section 21B-75 which were not counted in 2012 or 2013.

**As used in this line, "investigation" means the initial assessment of allegations received by the agency, to determine the level of priority the case should receive, based on the severity of the alleged conduct, for further investigative steps. Further, as used in this line, "timely" refers to the internal policy of conducting such review within one week of receipt of the allegations. Section 21B-75 is intentionally silent as to the length of time in which a case should be fully investigated and a recommendation made to the State Superintendent, and this performance measure is not intended to reflect the time spent on the entire investigation.

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
Select Output Measures			
Number and percentage of ELLs receiving at least five class periods of services in state-funded programs	83.0%	86.0%	90.0%
Number of teachers and administrators receiving ELL professional development services through state-sponsored opportunities (duplicated count)	8,476*	11,983*	2,440
Number of school districts monitored	50	43	56
Select Outcome Measures			
Percentage of ELLs making at least 0.5 level progress in English Language Development	63.7%	66.7%	65.7%
Percentage of students who attained English Language Proficiency	19.0%	22.0%	21.0%
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%	27.0%	21.6%
Closing the achievement gap: Percentage of school districts with transitioned ELLs meeting and exceeding at no less than five percent below non-ELLs in Math	53.8%	37.0%	40.5%

*Fiscal years 2012 and 2013 included duplicative counts.

ILLINOIS STATE BOARD OF EDUCATION **Federal Maintenance of Effort Requirements**

The Illinois State Board of Education (ISBE) is subject to maintenance of effort (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 \$517.9 million in IDEA funds for fiscal year 2015.

Child Nutrition Programs

There are two MOEs 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 4 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, and 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 \$740.4 million in federal Child Nutrition funding in fiscal year 2014.

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 a 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 \$40.5 million in Perkins funds in fiscal year 2015.



FY16 Budget Recommendation

ILLINOIS STATE BOARD OF EDUCATION
FY16 Board Budget Recommendation

Page Ref.	Line Item	\$000s	FY15	FY16	FY16	
			At January 2015	Request	Increase (Decrease)	\$
GENERAL FUNDS						
GRANTS						
52	<u>General State Aid</u>					
	GSA Formula Grant		2,553,249.7	2,972,938.9	419,689.2	16.4%
	PTELL Adjustment		161,800.3	136,732.4	-25,067.9	-15.5%
	GSA Supplemental Low-Income Grant		1,777,480.5	1,949,237.6	171,757.1	9.7%
	Net Adjustments		30,000.0	30,000.0	0.0	0.0%
	Total, General State Aid		4,522,530.5	5,088,908.9	566,378.4	12.5%
<u>Mandated Categoricals</u>						
75	Special Ed Personnel Reimbursement		440,500.0	442,400.0	1,900.0	0.4%
73	Sp Ed Services Funding for Children		302,928.9	300,094.4	-2,834.5	-0.9%
74	Special Ed Orphanage Tuition		95,000.0	95,000.0	0.0	0.0%
77	Special Ed Private Tuition		230,192.4	233,000.0	2,807.6	1.2%
78	Special Ed Summer School		10,100.0	11,700.0	1,600.0	15.8%
89	Special Ed Transportation		450,500.0	450,500.0	0.0	0.0%
	Subtotal, Mandated Categoricals (Special Ed)		1,529,221.3	1,532,694.4	3,473.1	0.2%
63	Illinois Free Lunch and Breakfast		9,000.0	14,300.0	5,300.0	58.9%
68	Orphanage Tuition		12,000.0	11,500.0	-500.0	-4.2%
87	Transportation – Regular and Vocational		205,808.9	254,542.1	48,733.2	23.7%
	Total, Mandated Categoricals		1,756,030.2	1,813,036.5	57,006.3	3.2%
<u>Standards, Assessments and Accountability</u>						
38	Assessments		44,600.0	49,600.0	5,000.0	11.2%
64	Longitudinal Data System		0.0	2,386.0	2,386.0	n/a
	Subtotal, Standards, Assessments and Accountability		44,600.0	51,986.0	7,386.0	16.6%
<u>Academic Improvement</u>						
48	Early Childhood Education		300,192.4	350,192.4	50,000.0	16.7%
37	Arts and Foreign Language		500.0	1,000.0	500.0	100.0%
51	Extended Learning Time		0.0	5,000.0	5,000.0	n/a

40	Bilingual Education	63,681.2	75,652.0	11,970.8	18.8%
<u>College and Career Readiness</u>					
32	Advance Placement	500.0	1,000.0	500.0	100.0%
33	Advanced Placement Low-Income	0.0	1,500.0	1,500.0	n/a
72	Science, Technology, Engineering & Math (STEM) Career Pathways	0.0	1,000.0	1,000.0	n/a
34	Agricultural Education	1,800.0	3,000.0	1,200.0	66.7%
42	Career and Technical Education Programs	38,062.1	38,062.1	0.0	0.0%
<i>Subtotal College and Career Readiness</i>		40,362.1	44,562.1	4,200.0	10.4%
Subtotal, Academic Improvement		404,735.7	476,406.5	71,670.8	17.7%
<u>School Reform and Accountability</u>					
65	Lowest Performing Schools	1,002.8	5,000.0	3,997.2	398.6%
n/a	Children's Mental Health Partnership	300.0	0.0	-300.0	-100.0%
79	State and District Technology Support	2,500.0	4,034.5	1,534.5	61.4%
Subtotal, School Reform and Accountability		3,802.8	9,034.5	5,231.7	137.6%
<u>Targeted Special Education</u>					
n/a	Autism	100.0	0.0	-100.0	-100.0%
41	Blind and Dyslexic	816.6	846.0	29.4	3.6%
43	Community and Residential Services Authority	592.3	620.0	27.7	4.7%
66	Materials Center for the Visually Impaired	1,421.1	1,421.1	0.0	0.0%
70	Philip Rock Center and School	3,577.8	3,577.8	0.0	0.0%
Subtotal, Special Education		6,507.8	6,464.9	-42.9	-0.7%
<u>Educator Quality and Support</u>					
67	National Board Certification	1,000.0	1,000.0	0.0	0.0%
82	Teach for America	1,000.0	1,000.0	0.0	0.0%
85	Teacher of the Year	0.0	130.0	130.0	n/a
47	Diverse Educator Recruitment	0.0	700.0	700.0	n/a
86	Teacher Recruitment (Golden Apple & New Leader)	0.0	8,420.0	8,420.0	n/a
83	Teacher Instructional Support	0.0	5,000.0	5,000.0	n/a
69	Performance Evaluations	0.0	200.0	200.0	n/a
71	Principal Mentoring Program	0.0	1,000.0	1,000.0	n/a
84	Teacher Mentoring Programs	0.0	3,000.0	3,000.0	n/a
Subtotal, Educator Quality and Support		2,000.0	20,450.0	18,450.0	922.5%
<u>Other Statewide District Categorical Assistance</u>					
44	District Consolidation Costs	3,385.5	4,700.0	1,314.5	38.8%

46	District Interventions	13,090.0	11,200.0	-1,890.0	-14.4%
Subtotal, Other Statewide District Categorical Assistance		16,475.5	15,900.0	-575.5	-3.5%
<u>Student Health and Safety Initiatives</u>					
36	Alternative Education/Regional Safe Schools	6,300.0	11,300.0	5,000.0	79.4%
62	Homeless Education	0.0	3,000.0	3,000.0	n/a
91	Truant Alternative and Optional Education	11,500.0	14,500.0	3,000.0	26.1%
Subtotal, Student Health & Safety Initiatives before lump sums		17,800.0	28,800.0	11,000.0	61.8%
50	Educator Misconduct Investigations/Hearings	184.0	326.4	142.4	77.4%
Subtotal, Student Health and Safety Initiatives		17,984.0	29,126.4	11,142.4	62.0%
<u>Miscellaneous</u>					
n/a	After School Matters	2,500.0	0.0	-2,500.0	-100.0%
49	Education Funding Advisory Board	0.0	250.0	250.0	n/a
n/a	Targeted Initiatives	3,200.0	0.0	-3,200.0	-100.0%
81	Tax Equivalent Grants	222.6	222.6	0.0	0.0%
n/a	Southwest Organizing Project	1,500.0	0.0	-1,500.0	-100.0%
Subtotal, Miscellaneous		7,422.6	472.6	-6,950.0	-93.6%
TOTAL - GRANTS		6,782,089.1	7,511,786.3	729,697.2	10.8%
ADMINISTRATION --GENERAL FUNDS					
n/a	Personal Services	15,563.3	15,563.3	0.0	0.0%
n/a	Retirement Pick-Up	191.8	191.8	0.0	0.0%
n/a	Retirement	00.0	200.0	200.0	n/a
n/a	Social Security/Medicare	517.6	517.6	0.0	0.0%
Subtotal, Personal Services and Benefits		16,272.7	16,472.7	200.0	1.2%
n/a	Contractual	6,000.0	6,000.0	0.0	0.0%
n/a	Travel	166.2	166.2	0.0	0.0%
n/a	Commodities	71.3	71.3	0.0	0.0%
n/a	Printing	64.7	64.7	0.0	0.0%
n/a	Equipment	132.2	132.2	0.0	0.0%
n/a	Telecommunications	450.0	450.0	0.0	0.0%
n/a	Operation of Automotive Equipment	23.8	23.8	0.0	0.0%
TOTAL - ADMINISTRATION AND LUMP SUMS		23,180.9	23,380.9	200.0	0.9%
TOTAL - GENERAL FUNDS		6,805,270.0	7,535,167.2	729,897.2	10.7%

OTHER STATE FUNDS					
ADMINISTRATION--OTHER STATE FUNDS					
n/a	Ordinary & Contingent Expenses - Indirect Cost Recovery	7,015.2	7,015.2	0.0	0.0%
94	Ordinary & Contingent Expenses - Teacher Certificate Institute Fund	2,208.9	2,208.9	0.0	0.0%
101	Ordinary & Contingent Expenses - Teacher Certificate Fees	5,000.0	5,000.0	0.0	0.0%
n/a	Ordinary & Contingent Expenses – 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%
92	Charter Schools Revolving Loan Fund	20.0	20.0	0.0	0.0%
93	Drivers Education Fund	17,900.0	18,500.0	600.0	3.4%
96	Personal Property Replacement Tax Fund – ROE Salaries	12,650.0	10,200.0	-2,450.0	-19.4%
95	Personal Property Replacement Tax Fund – ROE Services	4,950.0	4,950.0	0.0	0.0%
95	Personal Property Replacement Tax Fund – Bus Driver Training	70.0	70.0	0.0	0.0%
101	Teacher Certificate Fee Revolving Fund – Teacher Mentoring	0.0	2,000.0	2,000.0	n/a
97	School District Emergency Financial Assistance Fund	1,500.0	1,500.0	0.0	0.0%
98	School Technology Revolving Loan Fund	5,000.0	2,000.0	-3,000.0	-60.0%
n/a	State Board of Education Special Purpose Trust Fund	8,484.8	8,484.8	0.0	0.0%
102	Temporary Relocation Expenses Revolving Fund	1,400.0	1,400.0	0.0	0.0%
99	State Charter School Commission Fund	600.0	600.0	0.0	0.0%
Subtotal, Grants		52,774.8	49,924.8	-2,850.0	-5.4%
TOTAL – GRANTS		52,774.8	49,924.8	-2,850.0	-5.4%
TOTAL--OTHER STATE FUNDS - ISBE		67,598.9	64,748.9	-2,850.0	-4.2%
FEDERAL FUNDS					
ADMINISTRATION					
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	28,625.5	29,125.5	500.0	1.7%
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		65,230.2	65,730.2	500.0	0.8%
TOTAL-- ADMINISTRATION		65,230.2	65,730.2	500.0	0.8%
GRANTS					
<u>Career and Technical Education</u>					
103	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%
<u>Child Nutrition</u>					
104	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%
<u>Individuals with Disabilities Act</u>					
108	Individuals with Disabilities Education Act, Part B	700,000.0	700,000.0	0.0	0.0%
107	Individuals with Disabilities Education Act - Deaf and Blind	500.0	500.0	0.0	0.0%
109	Individuals with Disabilities Education Act – Preschool, Part B	25,000.0	25,000.0	0.0	0.0%
110	Individuals with Disabilities Education Act - State Program improvement, Part D	4,500.0	4,500.0	0.0	0.0%
Subtotal, Individuals with Disabilities Act		730,000.0	730,000.0	0.0	0.0%
<u>NCLB (excluding Assessments)</u>					
117	NCLB - Title I - Advanced Placement	3,000.0	3,000.0	0.0	0.0%
118, 120, 122, 123, 124	NCLB - Title I	940,000.0	940,000.0	0.0	0.0%
n/a	NCLB – Title I – Basic Part A – ARRA	30,000.0	0.0	-30,000.0	-100.0%
126	NCLB - Title II – Mathematics and Science Partnerships	14,000.0	18,000.0	4,000.0	28.6%
127	NCLB - Title II - Teacher/Principal Training	157,000.0	160,000.0	3,000.0	1.9%
128	NCLB - Title III – English Language Acquisition	45,500.0	45,500.0	0.0	0.0%
130	NCLB - Title IV - 21st Century Communities Learning Centers	74,000.0	75,000.0	1,000.0	1.4%
131	NCLB - Title V - Charter Schools	9,000.0	9,000.0	0.0	0.0%

132	NCLB - Title VI - Rural and Low Income School Program	2,000.0	2,000.0	0.0	0.0%
133	NCLB - Title X – Education for Homeless Children	5,000.0	5,000.0	0.0	0.0%
Subtotal, NCLB (excluding Assessments)		1,279,500.0	1,257,500.0	-22,000.0	-1.7%
<u>Assessments</u>					
38	Assessments	23,780.3	23,780.3	0.0	0.0%
Subtotal, Assessments		23,780.3	23,780.3	0.0	0.0%
<u>Other Grants</u>					
	Congressional Special Projects	5,000.0	5,000.0	0.0	0.0%
64	Longitudinal Data System	5,200.0	0.0	-5,200.0	-100.0%
64	Longitudinal Data System - ARRA	10,000.0	0.0	-10,000.0	-100.0%
116	Substance Abuse and Mental Health Services	0.0	3,800.0	3,800.0	n/a
115	Race to the Top - Early Learning Challenge	35,000.0	35,000.0	0.0	0.0%
112	Preschool Expansion grant	0.0	35,000.0	35,000.0	n/a
114	Race to the Top	42,800.0	42,800.0	0.0	0.0%
Subtotal, Other Grants		98,000.0	121,600.0	23,600.0	24.1%
TOTAL - GRANTS		2,911,280.3	2,912,880.3	1,600.0	0.1%
TOTAL - FEDERAL FUNDS		2,976,510.5	2,978,610.5	2,100.0	0.1%
GRAND TOTAL		9,849,379.4	10,578,526.6	729,147.2	7.4%



General Funds Programs

Advanced Placement

Legislative Reference - 105 ILCS 302

Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$0	\$527,000	\$500,000	\$500,000	\$1,000,000
Change from Prior Year	(\$527,000) (100.00%)	\$527,000 n/a	(\$27,000) (5.12%)	\$0 0.00%	\$500,000 100.00%

Program Mission

To increase the number of low-income students benefiting from pre-Advanced and/or Advanced Placement courses and to increase the availability and range of schools serving students in grades 6 through 12 that offer pre-Advanced and/or Advanced Placement courses.

Purpose

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

Reimbursement/Distribution Method

Funds are awarded to eligible school districts (those serving grades 6 through 12 where 40 percent or more of the students are from low-income families) through a request-for-proposals process to establish programs designed to:

- Start new or expand existing efforts to train teachers, promote Advanced Placement courses to students and parents and 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 and test preparation activities as well as materials to promote programs to 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.

	FY12	FY13	FY14	FY15
Districts	0	11	11	11

Advanced Placement - Low Income

Legislative Reference - 105 ILCS 302

Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$1,500,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$1,500,000
	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 fee by \$25 for low-income students who take the 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 a \$25 test fee reduction upon request.

Participation is open to all Illinois high schools. It is anticipated the program will assist more than 60,000 low-income students.

Agricultural Education

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$1,800,000	\$1,800,000	\$1,800,000	\$1,800,000	\$3,000,000
General Funds	\$1,800,000	\$1,800,000	\$1,250,000	\$1,800,000	\$3,000,000
Downstate Transit Improvement Fund	\$0	\$0	\$550,000	\$0	\$0
Change from Prior Year	(\$147,600)	\$0	\$0	\$0	\$1,200,000
	(7.58%)	0.00%	0.00%	0.00%	66.67%

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 school districts in developing comprehensive programs in agricultural literacy for prekindergarten through adult students and in providing preparation for careers in agriculture. Program and curriculum development, growth and implementation as well as data collection and professional development are delivered. Agricultural awareness and literacy programs serve to inform the general public about agriculture, which results in more informed consumers of agricultural products. At the elementary and secondary levels, this effort also reinforces the new Illinois Learning Standards, particularly in language arts, math and science, as well as incorporates Science, Technology, Engineering and Mathematics (STEM)-based activities and labs. Agricultural education at the secondary level prepares students for college and careers in agriculture. Technology and assessment based, nationally recognized curriculum is linked to the new Illinois Learning Standards incorporating Next Generation Science Standards, National Agricultural Standards and Occupational Skill Standards. This has been a model for all educational programs in the development of Illinois Pathways STEM Learning Exchanges. Postsecondary linkages and current industry workforce issues are also

addressed. Longitudinal and detailed data is collected.

Reimbursement/Distribution Method

Funds are distributed via grants to 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 statewide agricultural education advisory committee appointed by the governor. 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 an emphasis on student internships.

Investments to support agricultural education programs have generated a return on investment of more than \$11.8 million in the Illinois economy.

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

Population and Service Levels

	FY14	FY15 (est)
Agricultural Literacy Coalitions	67	69
Individuals reached thru Agricultural Literacy Coalitions	516,452	525,000
Secondary Students - unduplicated (7-12)	29,463	30,000
High Schools	321	325
Postsecondary Students	8,140	8,350
Community Colleges	25	25
Universities	4	4

Alternative Education – Regional Safe Schools

Legislative Reference - 105 ILCS 5/13A-8

Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$9,341,900	\$6,539,330	\$6,300,000	\$6,300,000	\$11,300,000
Change from Prior Year	\$0	(\$2,802,570)	(\$239,330)	\$0	\$5,000,000
	0.00%	(30.00%)	(3.66%)	0.00%	79.37%

Program Mission

To provide alternative education opportunities for students who are eligible for expulsion or those who have been expelled or have multiple suspensions so they can attain positive educational and career outcomes.

Purpose

To provide alternative education for youth in grades 6 through 12 who are suspension- or expulsion-eligible or who have been expelled or suspended for more than 20 days due to gross misconduct and who are administratively transferred to a Regional Safe School Program at the discretion of the local school district. This program includes academics; age/grade-appropriate, work-based learning opportunities; counseling; and community service.

Reimbursement/Distribution Method

A base allocation of \$30,000 is awarded per Regional Office of Education and Chicago Public Schools. Remaining available funds are distributed based on a statutory multi-step weighted formula.

Population and Service Levels

The following table displays service-level information:

	FY13	FY14
Expulsion-eligible and Expelled	2,302	1,650
Suspension-eligible & Suspended	2,012	2,086
Total	4,314	3,736

Arts and Foreign Language

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$1,000,000	\$500,000	\$0	\$500,000	\$1,000,000
Change from Prior Year	(\$280,000) (21.88%)	(\$500,000) (50.00%)	(\$500,000) (100.00%)	\$500,000 n/a	\$500,000 100.00%

Program Mission

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

Purpose

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

Reimbursement/Distribution Method

Based on criteria established by 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.

	FY14	FY15 (est)
Number of Districts	0	8
Number of Planning Grants	0	0
Number of Implementation grants (one-three years)	0	8

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

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$47,780,300	\$51,180,300	\$51,180,300	\$68,380,300	\$73,380,300
State	\$24,000,000	\$27,400,000	\$27,400,000	\$44,600,000	\$49,600,000
Federal	\$23,780,300	\$23,780,300	\$23,780,300	\$23,780,300	\$23,780,300
Change from Prior Year	(\$2,334,700) (4.66%)	\$3,400,000 7.12%	\$0 0.00%	\$17,200,000 33.61%	\$5,000,000 7.31%

Federal Grant Award*

	FY12	FY13	FY14	FY15	FY16**
Grant Award	\$12,238,873	\$12,182,728	\$11,292,072	\$11,570,911	TBD
Change from Prior Year	(\$913,684) (6.95%)	(\$56,145) (0.46%)	(\$890,656) (7.31%)	\$278,829 2.47%	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, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2016 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 3 through 8 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.
- *College Admissions Assessment*. An optional college admissions exam may be provided for students in grade 11. This assessment is intended to measure a student's overall academic readiness for college. *Science Assessment*. As part of the school accountability system, this assessment measures student achievement relative to the New Illinois

Learning Standards incorporating the Next Generation Science Standards. The results give parents, teachers and schools one measure of student learning and school performance related to the standards. The test is given once during the elementary years, once during the middle grades and once in high school.

- *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 4, 8 and 12.

Reimbursement/Distribution Method

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

- *World Class Instructional Design and Assessment*. A consortium of states that administers the ACCESS test.
- *NCS Pearson and PARCC Inc.* Test development, administration, scoring, analysis and reporting for the PARCC assessment.
- *University of Kansas DLM Consortia*. Test development, administration, scoring, analysis and reporting for the DLM assessment.

Population and Service Levels

The majority of assessments is focused on students in grades 3 through 8 and in grades 9 through 11, though some assessments span the entire kindergarten-through-grade 12 system. Approximately 1.5 million students are assessed annually.

Bilingual Education

Legislative Reference – 105 ILCS 14C

Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$63,381,200	\$63,381,200	\$63,381,200	\$63,681,200	\$75,652,000
Change from Prior Year	\$0	\$0	\$0	\$300,000	\$11,970,800
	0.00%	0.00%	0.00%	0.47%	18.80%

Program Mission

To implement high-quality programs that meet the linguistic and academic needs of English learners (ELs), help 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 prorated. For fiscal year 2015, it is anticipated

that the proration will be approximately 65 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:

	FY15	FY16*(est.)
Students served	201,161	207,195

*Anticipating a 3 percent increase in fiscal year 2016 as a result of rule revisions requiring ELs to transition at a higher level of English proficiency that went into effect January 1, 2015.

Blind and Dyslexic

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$816,600	\$816,600	\$816,600	\$816,600	\$846,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$29,400
	0.00%	0.00%	0.00%	0.00%	3.60%

Program Mission

Learning Ally, formerly Recording for the Blind and Dyslexic®, is a national nonprofit whose mission is to make reading accessible for all. By providing human-voice recorded audiobooks, eBooks and assistive technology accommodations for students with print disabilities, as well as professional development workshops for educators, our goal is to ensure success for all learners.

Purpose

To provide reading accommodation support, teacher classroom resources and educator training workshops for teachers serving students with print disabilities, including learning disabilities, dyslexia, blindness, vision impairment or physical handicaps. With grant membership, schools can give an unlimited number of qualifying students school/home access to more than 80,000 human-voice recorded audiobooks and eBooks and provide assistive technology and classroom support within the PreK-12 curriculum.

Reimbursement/Distribution Method

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

Population and Service Levels

In fiscal year 2012, the program served 643 school campuses. In each successive year, the

program increased the number of school campuses and students served while maintaining stable funding. The fiscal year 2015 program serves 750 school campuses (a 17 percent increase -- or 107 campuses -- compared to fiscal year 2012 levels) and provides professional development training opportunities for 600-plus educators across the state.

The fiscal year 2015 level funding supports the 750 school campuses with unlimited access to human-voice recorded audiobooks and curriculum support materials, assistive technology, and program support. Learning Ally provided four professional development workshops on dyslexia awareness aimed at providing educators with research-based tools, information, synthesis, strategies and support for students and learners with dyslexia in the classroom.

All 750 school campus licenses were assigned by August 28, 2014, the earliest the grant has ever reached capacity, showing an increased demand and need for Learning Ally programs and services.

The following table displays service-level information:

	FY14	FY15 (est)
Students served	11,432	16,500
Books circulated	45,539	55,500

Career and Technical Education

Legislative Reference – 105 ILCS 435

Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$38,562,100	\$38,062,100	\$38,062,100	\$38,062,100	\$38,062,100
Change from Prior Year	\$0	(\$500,000)	\$0	\$0	\$0
	0.00%	(1.30%)	0.00%	0.00%	0.00%

Program Mission

To improve student achievement in academics, career and technical skills, and to promote the transition to postsecondary 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 maintenance of effort (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 postsecondary 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:

	FY14	FY15 (est)
Elementary K-8 Students	1,364,423	1,365,000

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

Secondary Students Served	FY14	FY15 (est)
Secondary career preparation program	266,089	266,000

Community and Residential Services Authority

Legislative Reference – 105 ILCS 5/14-15.01

Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$592,300	\$592,300	\$592,300	\$592,300	\$620,000
Change from Prior Year	\$17,300	\$0	\$0	\$0	\$27,700
	3.01%	0.00%	0.00%	0.00%	4.68%

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 of 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 expenses of seven staff, reimbursement of travel expenses for board 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/or fund a services dispute resolution. The following table displays service-level information:

	FY14	FY15 (est)
Referrals	314	350

District Consolidation Costs

Legislative Reference – S/B 105 ILCS 5/11E-135(a), 135(b), 135(c) and 135(d)
Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$1,800,000	\$2,805,000	\$2,900,000	\$3,385,500	\$4,700,000
Change from Prior Year	(\$1,900,000) (51.35%)	\$1,005,000 55.83%	\$95,000 3.39%	\$485,500 16.74%	\$1,314,500 38.83%

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 2015 costs of district consolidation/annexation based on first-, second-, third- and fourth-year reorganization payments are shown below.

District (Year of Payment)	Certified Employees	Deficit Fund Balance	State Aid	Salary	Totals
Kewanee CUSD 229 (4)	\$484,000	\$0	\$58,001	\$82,036	\$624,037
Odin Public SD 722 (4)	\$124,000	\$0	\$0	\$0	\$124,000
Arthur CUSD 305 (3)	\$0	\$0	\$168,825	\$215,937	\$384,762
Ladd CCSD 94 (3)	\$76,000	\$0	\$12,056	\$7,116	\$95,172
Rock Falls ESD 13 (3)	\$296,000	\$0	\$37,099	\$35,566	\$368,665
Abingdon-Avon CUSD 276 (2)	\$280,000	\$0	\$60,381	\$50,574	\$390,955
East Coloma-Nelson CESD 20 (2)	\$84,000	\$0	\$104,905	\$59,835	\$248,740
Arthur CUSD 305 (1)	\$0	\$0	\$7,138	\$186,677	\$193,815
Dimmick CCSD 175 (1)	\$0	\$0	\$0	\$21,532	\$21,532
East Richland CUSD 1 (1)	\$0	\$0	\$6,589	\$324,651	\$331,240
Milford Area Public Schools Dist 124 (1)	\$0	\$0	\$0	\$98,329	\$98,329
Total	\$1,344,000	\$0	\$454,994	\$1,082,253	\$2,881,247

Population and Service Levels

In fiscal year 2015, 11 consolidating/ annexing districts received reorganization incentive payments. The following table shows expenditure data for each of the categories of payment and the number of reorganization studies, prorated in fiscal year 2014 at 87.8 percent of total costs.

Incentive Payment	FY14	FY15
Certified employees	\$1,700,000	\$1,344,000
State aid differentials	\$448,313	\$454,994
Salary differentials	\$699,071	\$1,082,253
Total	\$2,847,384	\$2,881,247
Number of feasibility studies	1	22 (est.)
Money for feasibility studies	\$6,000	\$150,000 (est.)

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
7/1/14	1 Consolidation 2 Annexations 1 Deactivation	2 2 1

District Interventions

Legislative Reference -
Funding Source - State

Appropriation History

	FY12	FY13*	FY14*	FY15	FY16 Proposed
Appropriation	\$0	\$9,000,000	\$3,000,000	\$13,090,000	\$11,200,000
Change from Prior Year	\$0	\$9,000,000	(\$6,000,000)	\$10,090,000	(\$1,890,000)
	0.00%	n/a	(66.67%)	336.33%	(14.44%)

*East St. Louis SD 189 received \$9,000,000 in fiscal year 2013 and \$3,000,000 in fiscal year 2014.

Program Mission

The Illinois State Board of Education (ISBE) is intervening in 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 districts to increase student achievement is seriously impaired. Additional state support is needed to assist ISBE and the districts in their efforts to continue to improve the schools.

Purpose

To provide the intervention districts with financial support that will allow the districts' leadership to focus on improving academic achievement and efficiencies in operations.

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
East St. Louis	7,469	6,969	6,431	6,147
North Chicago	3,786	3,708	3,785	3,659

Diverse Educator Recruitment

Legislative Reference – Not Applicable

Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$700,000
Change from	\$0	\$0	\$0	\$0	\$700,000
Prior Year	0.00%	0.00%	0.00%	0.00%	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, Supplemental Education Services, etc.) by providing structured programming that introduces students in middle and high schools to the work of teachers 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 that wish to partner with institutions of higher education and/or other organizations (e.g., Regional Offices of Education or other programs that support teacher candidates) 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

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$325,123,535	\$300,192,400	\$300,192,400	\$300,192,400	\$350,192,400
Change from Prior Year	(\$17,111,765) (5.00%)	(\$24,931,135) (7.67%)	\$0 0.00%	\$0 0.00%	\$50,000,000 16.66%

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 3- and 4-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 the Prevention Initiative for Programs Offering Coordinated Services to At-Risk Children and their Families (a network of child and family service providers that promotes the development of at-risk infants and toddlers to age 3 years old).

Reimbursement/Distribution Method

Competitive grants are awarded based on a request-for-proposals process. Twenty

percent of funds must be spent on services for children in the birth-to-3 age range.

The requested increase in fiscal year 2016 appropriation fulfills the matching requirement needed to obtain and keep the federal Preschool Development Expansion Grant.

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:

	FY14	FY15 (est)
Downstate Illinois Projects		
Birth to 3 Prevention Initiative Projects	154	153
3-5 Preschool for All Projects	463	462
0-3 Children Served		
Downstate	8,433	7,408
Chicago Public Schools	5,831	6,462
Total 0-3 Children Served	14,264	13,870
3-5 Children Served		
Downstate	54,349	52,557
Chicago Public Schools	20,882	21,268
Total 3-5 Children Served	75,231	73,825

Education Funding Advisory Board

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$250,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$250,000
	0.00%	0.00%	0.00%	0.00%	n/a

Program Mission

To study and development of a new model for determining adequate funding levels for education.

Purpose

The current successful school districts model was established in 2001 and merits updating. The Education Funding Advisory Board (EFAB) would also like to see additional methodologies, such as the professional judgment or evidence-based method of determining adequate funding levels, be considered by policymakers and that they be given the flexibility to choose which model would be most effective. Illinois would benefit from a survey of the best practices in other states.

This funding will be used to develop a new model that would determine adequate education funding amounts in future years. The subject of how to distribute current state education dollars has been a subject of debate in recent years. However, there needs to be additional discussion about what constitutes an adequate funding level. A satisfactory model is still necessary to regularly inform the state of where appropriations should be in order to provide

adequate funding for all children. Currently EFAB is required to use a successful school district model that considers the actual spending amounts of districts that are low-spending and high-achieving. But the state and EFAB would benefit from information from other models. Two possibilities have been discussed in recent years. The professional judgment model recognizes base education costs and then adds to that the cost of educating students with additional needs, often relying on education experts to determine these costs. The evidence-based model relies on determining tested research practices, assigning a cost to those practices and summarizing the cost of those practices for school districts and the state. These models could be used in place of or in addition to the successful schools model to determine an adequate funding amount in future years.

Reimbursement/Distribution Method

Funds to provide EFAB with resources needed for the study and development of a new model for determining adequate funding levels for education.

Population and Service Levels

n/a

Educator Misconduct Investigations/Hearings

Legislative Reference – Not Applicable

Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$184,000	\$184,000	\$184,000	\$184,000	\$326,400
Change from	(\$191,000)	\$0	\$0	\$0	\$142,400
Prior Year	(50.93%)	0.00%	0.00%	0.00%	77.39%

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 pursue an investigation of an educator if evidence exists of incompetence, unprofessionalism, immorality, or other misconduct; where and when appropriate, the State Superintendent can initiate an action for the suspension or revocation of educator licenses. This line item supports the legal work performed by outside counsel contracted with the Office of General

Counsel to represent the State Superintendent in hearings to suspend or revoke an educator license.

Population and Service Levels

The Educator Misconduct Project began in its current form in 2009 after the enactment of P.A. 96-431 and corresponding regulations at 23 Ill. Admin. Code 475. The project authorizes investigation into unprofessional or immoral conduct by any educator licensed by Illinois State Board of Education.

The following tables display service-level information:

Number of Cases	FY12	FY13	F14
Opened	83	140	208
Closed	27	65	283

Extended Learning Time

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$5,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$5,000,000
	0.00%	0.00%	0.00%	0.00%	n/a

Program Mission

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

Purpose

The purpose is to provide additional state support for extended learning time in 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 additional support to 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

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$4,448,104,514	\$4,286,752,500	\$4,442,198,300	\$4,522,530,500	\$5,088,908,900
Change from Prior Year	(\$152,200,586) (3.31%)	(\$161,352,014) (3.63%)	\$155,445,800 3.63%	\$80,332,200 1.81%	\$566,378,400 12.52%

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 meets the 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 districts 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.

	FY13	FY14	FY15	FY16 Proposed
Foundation Level	\$6,119	\$6,119	\$6,119	\$6,119
Change from Prior Year	\$0	\$0	\$0	\$0

The Foundation Levels is 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, which resulted in a \$562 million shortfall and payments made at 88.7 percent of the amount owed to districts. In fiscal year 2015, appropriations for GSA increased by \$80 million. However, total costs were greater than the appropriated amount, resulting in a \$550 million shortfall and payments made at 89 percent of the amount owed to 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 2014-15 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 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 GSA formula has a second grant to provide additional funding to address 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. 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 low-income grant, with payments that range from \$355 to \$2,994.25 per low-income student, as the percentage of those students increases:

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

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 2015

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 7 percent and 5 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

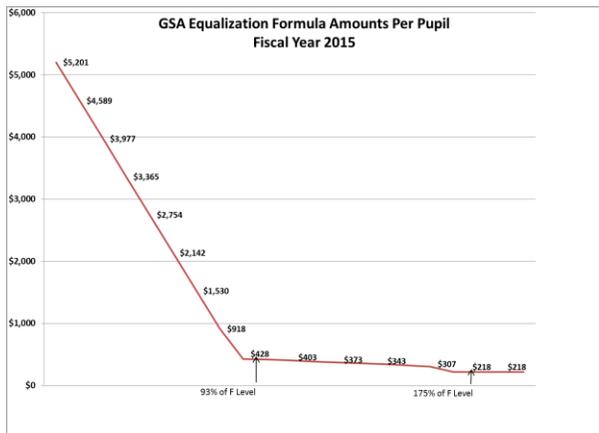
GSA is calculated using the Flat Grant formula if the district percentage of local wealth per pupil is at least 175 percent of the Foundation Level. The grant is calculated as:

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 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 2015). 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 77 alternative/safe schools submitted GSA claims in fiscal year 2015 in the amount of \$34.7 million. However,

like all public school districts, they are receiving only 89 percent of that amount.

Fiscal Year 2015 GSA by Formula Type

The 616 programs funded under the Foundation computation constitute 65.8 percent of entities in GSA and claim approximately 93.3 percent of the equalization formula grant and 90.8 percent of the supplemental low-income grant. Foundation funded districts account for approximately 74 percent of the state ADA student total. The 177 Alternate Method districts account for 18.9 percent of all entities and claim 5 percent of the equalization formula grant and 8.2 percent of the supplemental low-income grant and represent 21.4 percent of the state ADA total. The 64 Flat Grant districts account for 6.8 percent of entities and claim 0.6 percent of the equalization formula grant and 1.1 percent of the supplemental low-income grant. Flat Grant districts represent 4.3 percent of the state ADA total. ROE programs and lab schools account for 8.4 percent of all entities and claim 1.1 percent of the equalization formula grant. They 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 six best three months' of ADA figures summarized by GSA formula type.

General State Aid Average Daily Attendance		
School Year	2012-2013	2013-2014
Foundation	1,343,953	1,400,373
Alternate	438,623	404,608
Flat Grant	94,381	81,583
ROE / Lab	5,424	5,678
Total	1,882,381	1,892,242

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

Formula Type	Number of Entities	FY15 Equalization Formula Claim	FY15 Supplemental Low-Income Claim	FY15 Gross GSA Claim
Foundation Districts	616	\$2,866,678,869	\$1,796,544,019	\$4,663,222,888
Alternate Method Districts	177	\$154,231,398	\$162,269,468	\$316,500,866
Flat Grant Districts	64	\$17,785,055	\$19,482,387	\$37,267,441
ROE Programs & Lab Schools	79	\$34,741,540	\$0	\$34,741,540
Totals	936	\$3,073,436,862	\$1,978,295,874	\$5,051,732,735

Fiscal Year 2015 GSA by Organization Type

Of the 936 entities receiving GSA in fiscal year 2015, 857 are regular school districts. Of these 857 districts, 373 (39.9 percent) are elementary districts, 99 (10.6 percent) are secondary districts, 385 (41.1 percent) are unit districts and 79 (8.4 percent) are ROE

programs or lab schools. Elementary districts claimed 22.8 percent of school year 2014-15 GSA funds, secondary districts claimed 7.6 percent of the funds, unit districts claimed 68.9 percent of the funds and ROEs and lab schools claimed 0.7 percent of the GSA funds.

District Type	Number of Entities	FY15 Equalization Formula Claim	FY15 Supplemental Low-Income Claim	FY15 Gross GSA Claim
Elementary	373	\$720,562,600	\$430,119,879	\$1,150,682,479
High School	99	\$256,858,571	\$126,527,370	\$383,385,941
Unit	385	\$2,061,274,151	\$1,421,648,625	\$3,482,922,775
Regional & Lab Schools	79	\$34,741,540	\$0	\$34,741,540
Totals	936	\$3,073,436,862	\$1,978,295,874	5,051,732,735

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 EAVs 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 have 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 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	FY15 GSA Formula Claim Amount	ADA Used in FY15 Calculations	3-Year DHS Population Used in FY15 Calculations
\$5,500 - \$6,119	0	0	0	0
\$5,000 - \$5,500	5	\$54,228,562	10,699.66	11,255.65
\$4,500 - \$5,000	29	\$154,879,232	33,516.70	29,906.24
\$4,000 - \$4,500	52	\$279,709,622	66,182.08	57,336.81
\$3,500 - \$4,000	76	\$373,375,899	99,710.77	71,421.71
\$3,000 - \$3,500	88	\$271,525,352	83,875.91	45,488.37
\$2,500 - \$3,000	82	\$454,552,344	162,963.70	83,501.39
\$2,000 - \$2,500	102	\$479,324,812	212,499.32	117,730.66
\$1,500 - \$2,000	69	\$197,960,842	113,214.45	55,284.11
\$1,000 - \$1,500	63	\$179,214,179	139,503.53	62,996.79
\$428.34 - \$1,000	50	\$421,908,026	478,206.83	363,885.53
Alternate Method	177	\$154,231,398	404,608.05	151,333.48
Flat Grant	64	\$17,785,055	81,582.82	21,214.14
ROE Programs & Labs	79	\$34,741,540	5,677.65	0
Totals	936	\$3,073,436,863	1,892,241.47	1,071,354.88

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 5 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.

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
15	\$201.8	106	460	857

The cost of the PTELL adjustment grew to more than \$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 \$201.8 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

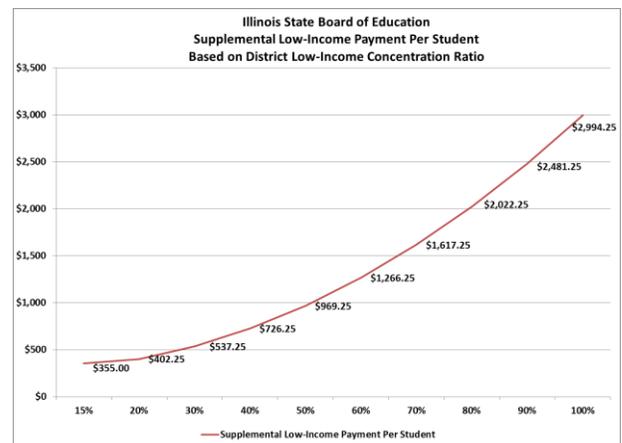
EAV amounts. In these situations, the EAV used to determine local wealth for these districts is now the same as districts not subject to the PTELL adjustment.

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 low-income formula pays pupils based on the following calculation:

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

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 has been used to determine a district's low-income count and district concentration ratio. Below is a table that illustrates the recent growth in the low-income portion of GSA funding with dollars listed in millions.

Fiscal Year	GSA Supplemental Low-Income Grant 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%
15	\$1,978.3	2.5%

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 with 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 that follow.

The supplemental GSA law requires all school districts, except Chicago, with more than 1,000 and fewer 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 a minimum term of 185 days, which includes five proposed emergency days, and up to four days that may be scheduled as teacher institutes. This ensures at least 176 days of pupil attendance. Requirements for the school calendar are the same for those school districts that operate on a full-year basis.

Teacher institutes are approved for each district by the respective Regional Superintendent of Schools or Intermediate Service Center. Equivalent professional educational experiences such as visitations to educational facilities are allowable as approved training.

Section 24-2 of the School Code specifies legal school holidays. Teachers are not required to work on legal school holidays. If a school district decides to work on a legal school holiday, it is 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 that 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 that 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 toward the official school calendar. Section 18-12 of the School Code allows the State Superintendent of Education to waive the .56818 percent daily penalty due to a district's failure to conduct school for the minimum school term due to an Act-of-God/Hazardous Threat or Adverse Weather Day. ISBE's Funding and Disbursements Services Division is responsible for reviewing a district's Act-of-God/Hazardous Threat or Adverse Weather request.
- *Energy Shortage.* When the State Superintendent of Education declares that an energy shortage exists during any part of the school year for the state or a designated portion of the state, a district may operate the attendance centers in the district four days a week during the shortage. When such a declaration is made, a district's GSA entitlement is not reduced, provided the district extends each school day by one clock hour of school work. State law provides that district employees are not

to suffer any reduction in salary or benefits as a result of this declaration. A district may operate all attendance centers on this revised schedule or may apply the schedule to selected attendance centers.

Pupil Attendance

Section 18-8.05 of the School Code provides that a day of pupil attendance is to include not less than five clock hours of teacher-supervised instruction. Additional provisions apply to a district's calculation of pupil attendance for 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. 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 younger 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 document for further details. It 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 law.

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 that 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.

Homeless Education

Legislative Reference – 105 ILCS 110/45
Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$3,000,000
Change from	\$0	\$0	\$0	\$0	\$3,000,000
Prior Year	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 for 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 statewide, data from the Student Information System suggests that the number of identified homeless students has increased each of the last four years.

	FY11	FY12	FY13	FY14
Students	48,704	50,799	54,905	59,333

For the first time, Chicago Public Schools identified over 20,000 homeless students in fiscal year 2014.

Illinois Free Lunch and Breakfast

Legislative Reference – 105 ILCS 125/0.01

Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$26,300,000	\$14,300,000	\$14,300,000	\$9,000,000	\$14,300,000
Change from Prior Year	\$0	(\$12,000,000)	\$0	(\$5,300,000)	\$5,300,000
	0.00%	(45.63%)	0.00%	(37.06%)	58.89%

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.

	FY14	FY15 (est)
Reimbursement for each free breakfast/lunch served/claimed	\$0.0544	\$0.0300

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:

	FY14	FY15 (est)
IL Free Lunch		
Number of Sponsors	1,192	1,215
Number of Sites	3,881	3,958
IL Free Breakfast		
Number of Sponsors	813	829
Number of Sites	2,886	2,943
Total Number of IL Free Meals Served	129,602,754	137,702,926

Data exclude Chicago District 299.

Longitudinal Data System: State and Federal

*Legislative Reference – PL 107-279 & PL 111-05
Funding Source – Federal (CFDA 84.372A & CFDA 84.384A)*

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Total Appropriation	\$16,200,000	\$15,200,000	\$15,200,000	\$15,200,000	\$2,386,000
State	\$0	\$0	\$0	\$0	\$2,386,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$2,386,000
	n/a	n/a	n/a	n/a	n/a
Federal ¹	\$8,900,000	\$5,200,000	\$5,200,000	\$5,200,000	\$0
Change from Prior Year	\$5,000,000	(\$3,700,000)	\$0	\$0	(\$5,200,000)
	128.21%	(41.57%)	0.00%	0.00%	(100.00%)
Federal ²	\$7,300,000	\$10,000,000	\$10,000,000	\$10,000,000	\$0
Change from Prior Year	\$3,000,000	\$2,700,000	\$0	\$0	(\$10,000,000)
	69.77%	36.99%	0.00%	0.00%	(100.00%)

Federal Grant Award

	FY12	FY13	FY14	FY15	FY16
Grant Award ¹	\$2,522,086	\$2,599,293	\$0	\$0	\$0
Change from Prior Year	(\$169,825)	\$77,207	(\$2,599,293)	\$0	\$0
	(6.31%)	3.06%	(100.00%)	0.00%	0.00%
Grant Award ²	\$0	\$0	\$0	\$0	\$0
Change from Prior Year	(\$11,869,819)	\$0	\$0	\$0	\$0
	(100.00%)	0.00%	0.00%	0.00%	0.00%

¹ Federal Grant CFDA 84.372A was a multi-year grant starting in 2009 totaling \$8,999,956, with 2013 being the final year of the award and a June 30, 2015, grant end date.

² - Federal Grant CFDA 84.384A was a multi-year grant awarded in 2011 totaling \$11,869,819, with a grant end date of June 30, 2015.

Program Mission

To continue development and implementation of the technical and management systems needed by the Illinois State Board of Education (ISBE) and its education partners to manage, link and analyze preschool through secondary education. This will make data more transparent and accessible to the state's constituents and stakeholders.

Purpose

To enable ISBE to collect, analyze, and manage data from preschool through grade 12, and to receive postsecondary education data from the multiagency Illinois Longitudinal Data System (ILDS).

Funding is to be used for statewide data systems that will provide preschool through secondary data. ISBE will also work with ILDS to retrieve and analyze postsecondary data.

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 Illinois Longitudinal Data System will serve educators from preschool through postsecondary education and help state policymakers improve education programs and practice.

Lowest Performing Schools

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$1,002,800	\$1,002,800	\$1,002,800	\$1,002,800	\$5,000,000
Change from Prior Year	\$1,002,800	\$0	\$0	\$0	\$3,997,200
	n/a	0.00%	0.00%	0.00%	398.60%

Program Mission

To allow for support and, where necessary, intervention, for up to 20 percent of schools statewide identified as the lowest performing on state assessments.

Purpose

To provide additional state support in the effort to turn 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 is used by the 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 will provide support to schools most in need to improve outcomes for students.

	FY15
Districts	20
Schools	33
Students in these priority schools	21,105

Materials Center for the Visually Impaired

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 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 throughout the state with visual disabilities by approving and distributing state funding for special education services.

Purpose

To purchase and distribute 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 postsecondary students with visual impairments receive materials through the depository. The following table displays service-level information:

	FY14	FY15 (est)
Elementary/secondary students served	4,505	4,300
Postsecondary students served	484	470

National Board Certification

Legislative Reference – 105 ILCS 5/21-27

Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from Prior Year	(\$1,756,400) (63.72%)	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 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).

Reimbursement/Distribution Method

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 NBPTS renewal, retakes and mentoring incentives. Payment for new candidates, renewals and retakes 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 but now allows for NBPTS renewal and retakes.

NBPTS has removed Take One! from its certification process.

	FY14	FY15(est)
Stipends	\$0	\$0
Mentoring	\$107,850	\$25,000
Subsidies	\$888,200	\$950,000
Take One!	\$3,950	\$0
NBPTS Renewal	\$0	\$25,000

Population and Service Levels

Any teacher or school counselor who has had three years of experience in the classroom and also holds a valid Professional Educator License is eligible to seek NBPTS certification. Preference is given to recruiting NBPTS candidates from schools in poverty areas or low-performing schools, e.g. Academic Early Warning List/Academic Watch List and/or 50 percent of its students receive free or reduced-price lunches.

	FY15	FY16 (est)
	Spring window opens February 15, 2015 – Target (850)	
New candidates		850
New NBCTs	205	TBD
Newly Renewed	101	TBD
Total NBCTs*	6,025	6,125

*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

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$13,000,000	\$13,000,000	\$12,000,000	\$12,000,000	\$11,500,000
Change from Prior Year	\$0	\$0	(\$1,000,000)	\$0	(\$500,000)
	0.00%	0.00%	(7.69%)	0.00%	(4.17%)

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:

	FY14	FY15 (est)
Total claim amount	\$11,166,386	\$11,151,346
Summer (actual)	\$340,581	\$326,346
Excess cost amount	\$0	\$0
1.2 per capita amount	\$10,825,805	\$10,825,000
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.

Performance Evaluations

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History

	FY12	FY13	FY14	FY15	FY16 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 funding source to support the work of the Performance Evaluation Advisory Council (PEAC). Per 105 ILCS 24B, teacher and principal performance evaluations must 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

	FY12	FY13	FY14	FY15	FY16 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 21 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 for 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 2014, full residential and educational services were provided to 10 students at the Philip Rock Center and School. Statewide, about 429 children/youth who 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

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$1,000,000
Change from prior year	(\$830,800)	\$0	\$0	\$0	\$1,000,000
	(100.00%)	0.00%	0.00%	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 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 the last three fiscal years.

Population and Service Levels

The following table displays service-level information:

	FY12	FY13	FY14	FY15
Principals	0	0	0	0
Mentors	0	0	0	0
Providers	0	0	0	0

Science, Technology, Engineering and Math (STEM) Career Pathways

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$1,000,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$1,000,000 n/a

Program Mission

Illinois Pathways was launched in 2012 by six state agencies, including the Illinois State Board of Education (ISBE), and statewide business leaders in response to a growing awareness that education and job opportunities in our state are not adequately aligned. Through Illinois Pathways, the state is supporting local career pathway system development in Science, Technology, Engineering and Math (STEM)-related industry sectors important to the Illinois economy, specifically 1) Agriculture, Food and Natural Resources; 2) Energy; 3) Finance; 4) Health Science; 5) Information Technology; 6) Manufacturing; 7) Research and Development; and 8) Transportation, Distribution and Logistics. A career pathway system is a series of connected education, training and support strategies that enable learners to secure industry-relevant credentials and degrees and transition into a rewarding career within a targeted occupational area. As part of its strategy to support local career pathway systems, Illinois Pathways has launched new statewide partnerships known as STEM Learning Exchanges that better coordinate investments, resources and planning in the above-identified industry sectors. Each STEM Learning Exchange is led by a nonprofit or government entity that was selected through an ISBE procurement process. The STEM Exchanges are supporting local communities by advising on career pathway system structures and best practices, delivering high-quality curricular

and professional development resources, and expanding access to real-world challenges and work-based learning.

Purpose

To support Illinois educators as they work in partnership with industry representatives to develop or enhance high-quality career pathway systems in prioritized industry sectors.

Reimbursement/Distribution Method

Based on procedures and criteria established by ISBE, in conjunction with the Illinois Pathways Interagency Committee, grants are awarded to the lead entities for the STEM Learning Exchanges for priority statewide initiatives relating to (a) career pathway curricular design and alignment; (b) educator professional development, including teacher externships; (c) problem-based learning activities; and/or (d) work-based learning opportunities for students. All projects will involve the integration of core academic disciplines with real-world applications in STEM industry sectors and be carried out in partnership with business representatives. For each project, the STEM Learning Exchanges will provide at least a dollar-for-dollar match of funding received from ISBE.

Population and Service Levels

	FY16 (est)
High schools	150
Educators	300
Students	15,000
Business partners	100

Special Education – Funding for Children Requiring Special Education Services

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$343,375,700	\$314,196,100	\$303,091,700	\$302,928,900	\$300,094,400
Change from Prior Year	\$9,138,900 2.73%	(\$29,179,600) (8.50%)	(\$11,104,400) (3.53%)	(\$162,800) (0.05%)	(\$2,834,500) (0.94%)

Program Mission

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

Purpose

To supplement local and federal funding for 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 their poverty rate 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, the agency determines the 85-15 calculation for each district and, if the amount calculated for any district is less than what 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:

	FY14	FY15
Chicago District 299	\$88,502,800	\$88,455,200
Downstate	\$214,588,900	\$214,473,700
Total Distributed	\$303,091,700	\$302,928,900
Hold Harmless Amt	\$25,264,056	\$25,202,831
Hold Harmless Paid	0%	0%

Special Education – Orphanage Tuition

Legislative Reference – 105 ILCS 5/14-7.03

Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$101,700,000	\$111,000,000	\$105,000,000	\$95,000,000	\$95,000,000
Change from Prior Year	(\$18,500,000)	\$9,300,000	(\$6,000,000)	(\$10,000,000)	\$0
	(15.39%)	9.14%	(5.41%)	(9.52%)	0.00%

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:

	FY14	FY15 (est)
Total claim amount*	\$99,706,624	\$94,860,626
Chicago District 299	\$37,590,000	\$34,010,000
Summer individual	\$4,156,316	\$4,251,106
Regular individual	\$57,960,308	\$56,599,520
Prior Year Liability**	\$0	\$0

*Downstate claim data do not include state audit adjustments.

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

Eligibility, Guardianship Types – Approved Count (December 1)

	FY14	FY15 (est)
Court-appointed Guardian (B)	0	0
Dept of Children and Family (C)	2,815	2,820
Office of State Guardian (D)	2	2
Court or Probation Dept (E)	39	40
Emancipated Minors (F)	7	10
Total	2,863	2,872

Data includes Chicago District 299.

Special Education - Personnel Reimbursement

Legislative Reference – 105 ILCS 5/14-13.01

Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$465,700,000	\$440,200,000	\$440,200,000	\$440,500,000	\$442,400,000
Change from Prior Year	\$7,828,400 1.71%	(\$25,500,000) (5.48%)	\$0 0.00%	\$300,000 0.07%	\$1,900,000 0.43%

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 3 through 21 years old. Specialized staff includes teachers, school social workers, school nurses, school psychologists, school counselors, physical and occupational therapists, individual or classroom aides, readers, administrators and others.

Reimbursement/Distribution Method

Claims are submitted on or before August 15 and reimbursement is provided for the prior school year. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30 and June 20.

In fiscal year 2008, reimbursement rates for certified and non-certified personnel were increased for the first time since 1985. Grants are calculated at \$9,000 (previously \$8,000) per full-time professional, certified worker and \$3,500 (previously \$2,800), per full-time non-certified worker. The Illinois State Board of Education proposed increasing reimbursement rates for certified workers again in fiscal year 2009 to \$9,500. Additionally, \$400 is provided for each readers working with blind or partially

seeing children.

For each full-time certified professional the state reimburses the lesser of:

- The local salary per teacher (defined as total salary minus federal funds); or
- The full-time equivalent (FTE) days of the teacher divided by 180 times \$9,000

For each non-certified staff worker, the state reimburses the lesser of:

- The local salary per worker (defined as total salary minus federal funds);
- Half of the total salary (defined as all funds that contribute to total salary); or
- The FTE days of the worker divided by 180 times \$3,500.

Formula example (downstate claims):

Assumes one full-time certified professional

District cost = \$50,000

State reimbursement = \$9,000

Assumes one full-time certified professional and one full-time non-certified worker

District cost = \$70,000 (certified \$50,000 + non-certified \$20,000)

State reimbursement = \$12,500 (\$9,000 + \$3,500)

Chicago District 299 receives 19.1 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

The majority of pupils ages 3 through 21 who receive special education and related services are served in the public school sector by personnel reimbursed by this funding formula. The following table displays service-level information (downstate claim data do not include state audit adjustments):

Service Areas	2012-13	2013-14
Cognitive disability	18,765	17,773
Orthopedic impairment	1,657	1,515
Specific learning disability	105,338	102,737
Visual impairment	1,175	1,125
Hearing impairment	3,238	3,145
Deafness	621	608
Deaf-blind	31	34
Speech and/or language impairment	59,649	56,804
Emotional disability	20,205	19,602
Other health impairment	29,477	31,246
Multiple disabilities	2,423	2,553
Developmental delay	29,890	31,501
Autism	19,290	20,506
Traumatic brain injury	733	738
Totals	292,492	289,887

Claim Data	FY14	FY15
Chicago District 299	\$84,078,200	\$84,135,500
Downstate	\$357,447,048	\$357,679,717
Total Claim Amount	\$441,525,248	\$441,815,217
Actual Percent Paid	100%	100%

Staff Data	FY14	FY15
Professional Employees (Claimed) *	32,197	32,315
Professional Employees (Full-Time Equivalent) *	28,627	28,652
Non-Certified Employees (Claimed) *	30,952	31,324
Non-Certified Employees (Full-Time Equivalent) *	25,573	25,541

*Data exclude Chicago District 299.

Special Education – Private Tuition

Legislative Reference – 105 ILCS 5/14-7.02

Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$177,743,700	\$206,843,300	\$218,947,700	\$230,192,400	\$233,000,000
Change from Prior Year	(\$5,479,400) (2.99%)	\$29,099,600 16.37%	\$12,104,400 5.85%	\$11,244,700 5.14%	\$2,807,600 1.22%

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:

	FY14	FY15
Chicago District 299	\$105,970,700	\$111,413,100
Downstate	\$120,210,520	\$123,077,096
Total claim amount	\$226,181,220	\$234,490,196
Actual percent paid	94%	97%
Students Claimed*	9,389	9,300
Per student claim*	\$12,803	\$13,234

*Student data exclude Chicago District 299.

Special Education – Summer School

Legislative Reference – 105 ILCS 5/18-4.3

Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$11,200,000	\$10,100,000	\$10,100,000	\$10,100,000	\$11,700,000
Change from Prior Year	(\$96,500)	(\$1,100,000)	\$0	\$0	\$1,600,000
	(0.85%)	(9.82%)	0.00%	0.00%	15.84%

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):

	FY14	FY15
Chicago District 299	\$5,494,400	\$5,494,400
Downstate	\$5,657,527	\$6,123,032
Total claim amount	\$11,151,927	\$11,617,432
Actual percent paid	81%	75%

State and District Technology Support (Formerly Technology for Success)

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$3,000,000	\$3,000,000	\$2,500,000	\$2,500,000	\$4,034,500
Change from Prior Year	(\$335,800) (10.07%)	\$0 0.00%	(\$500,000) (16.66%)	\$0 0.00%	\$1,534,500 61.38%

Program Mission

To provide school districts with technology-based learning resources to improve educational opportunities and student achievement and to establish a statewide support system for information, professional development, technical assistance, network design consultation, leadership, technology planning consultation, and information exchange; to expand school district connectivity; and to increase the quantity and quality of student and educator access to online resources, experts and communications avenues.

Purpose

To provide schools with resources that set a course for the convergence of technology literacy, higher-order thinking, 21st-century skills and the Illinois Learning Standards. There are three programs under Technology for Success:

Illinois Virtual School (IVS)

The IVS is a non-degree, non-credit granting program that offers supplemental online courses to all Illinois public, private and home-schooled students in grades 5 - 12. IVS serves a large number of at-risk students by providing credit recovery options to help them graduate on time. In addition, IVS provides opportunities for students 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 Illinois State Board of Education (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)

There are seven LTCs located regionally throughout the state, which create a single statewide system of support for instructional technology. The work of the LTCs is aligned with the work of the Illinois Center for School Improvement and the Regional Offices of Education (ROE). Current goals for the LTCs include increasing the percentage of teachers, administrators and technology coordinators who participate in instructional technology opportunities that support teaching and learning; ensuring that at least 50 percent of schools/ districts are technically ready and able to successfully implement online Partnership for Assessment of Readiness for College and Careers assessments; and increasing the percentage of schools/districts with staff trained to ensure security of student data. Baseline data will be collected for all goal areas and housed in a statewide reporting tool. Evaluation data that is collected will also be housed in the statewide reporting tool and reviewed on a quarterly basis.

Illinois Shared Learning Environment (ISLE)

ISLE utilizes an online platform maintained by Illinois K-12 school districts. It is designed to enhance student academic achievement and career success by enabling personalized

learning through open and accessible technologies. The ISLE applications are currently under various stages of development. ISLE's services to school districts will include a teacher-integrated data dashboard, search tools for educational content, assessment applications, and streamlined access to educational technology tools and applications. ISLE is currently being piloted in two districts and is in an exploratory phase in an additional seven districts. Remaining Race to the Top districts will have the opportunity to roll out ISLE resources in fiscal year 2015, with the plan of ultimately offering ISLE to all districts across Illinois. The development of this system has been financed with \$12 million 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 educators 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 LTCs are allocated funds based on their budget applications and available funds. The ROEs 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	FY14	FY15 (est)
Number of Schools	254	325
Number of Students Served	2,697	3,400
Number of Courses Offered	165	165

Learning Technology Centers	FY14	FY15 (est)
Number of Districts Served	865	862
Number of Students Served	2,000,000	2,000,000

Illinois Shared Learning Environment	FY14	FY15 (est)
Number of Districts Served	0	28
Number of Students Served	0	5,420
Potential Maximum Number of Students Served	0	28,631

Tax Equivalent Grants

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 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 when a state institution is located in a school district in which 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:

	FY15	FY16
Lost tax calculation	\$283,829.19	\$268,223.38

Teach for America

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$1,225,000	\$1,225,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from Prior Year	\$1,000,000	\$0	(\$225,000)	\$0	\$0
	444.44%	0.00%	18.37%	0.00%	0.00%

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 more than 70 new corps members of color in high-need classrooms in Chicago. The requested

funding and matching funds 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:

	FY14	FY15
Chicago incoming teachers of color	123	122
Total Chicago incoming teachers	340	289
Chicago students impacted by incoming teachers	8,500	7,225

Teacher Instructional Support

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$5,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$5,000,000
	0.00%	0.00%	0.00%	0.00%	n/a

Program Mission

To provide professional development and resources that will support 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, Science, Social Studies and Fine Arts 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 Partnership for Assessments of Reading for College and Careers (PARCC) assessments' here.

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

Population and Service Levels

Professional development materials for teachers that will support improved student achievement.

All teachers in Illinois will have access to this professional development and these materials.

Teacher Mentoring Program

Legislative Reference – 105 ILCS 5/21A

Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$1	\$0	\$0	\$1	\$5,000,000
General Revenue Funds	\$1	\$0	\$0	\$1	\$3,000,000
Teacher Certificate Fee Revolving Fund	\$0	\$0	\$0	\$0	\$2,000,000
Change from Prior Year	(\$5,627,999)	(\$1)	\$0	\$1	\$4,999,999
	(99.99%)	(100.00%)	0.00%	na	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 fiscal year 2015. It was not funded in fiscal years 2013 and 2014.

The ISBE legislative agenda for 2015 includes legislation to broaden the allowable use of monies collected for teacher certification. The requested \$2 million appropriation from the Teacher Certificate Fee Revolving Fund is based on the proposed legislation.

Population and Service Levels

The following table displays service-level information:

	FY11	FY12	FY13	FY14	FY15
Teachers mentored	2,094	0	0	0	0
Mentoring Pilot Projects	45	0	0	0	0

Teacher of the Year

Legislative Reference - Not Applicable
Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$130,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$130,000
	0.00%	0.00%	0.00%	0.00%	n/a

Program Mission

To recognize and utilize exemplary local educators and education programs that promote improved teaching and learning related to the Illinois Learning Standards and Common Core State Standards.

Purpose

To honor outstanding school personnel and identify an Illinois Teacher of the Year (TOY) to serve as an ambassador for the teaching profession.

Reimbursement/Distribution Method

The district from which the TOY comes receives these grant funds. The grants are based on the TOY's salary and benefits, substitute costs, and travel and expenses related to his/her project.

Population and Service Levels

The Those Who Excel/Teacher of the Year program is available to all public and nonpublic schools in Illinois. Candidates from seven categories are nominated and selected, ranging from non-certificated staff through administrators. Through this grant, the TOY is available to address audiences at no cost to the requester. In addition, finalists for TOY are often asked to represent the TOY at events he or she cannot attend. The following table displays service-level information. Since the program has not been funded since fiscal year 2009, there are no presentations/visits to list here. However, in fiscal year 2008 and fiscal year 2009 the TOY averaged 90-100 presentations/visits per year.

	FY14	FY15
TOY nominations	63	67
TOY presentations/visits	0	0

Teacher Recruitment (Golden Apple & New Leaders)

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$8,420,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$8,420,000
	0.00%	0.00%	0.00%	0.00%	n/a

Program Mission

These funds would be used for recruitment and support for educators who would serve in priority districts for no less than three years.

Purpose

To provide services to priority districts (a priority district is identified as being in the lowest-performing 5 percent of school districts in Illinois). Services include programming to recruit and support new teachers in priority districts as well as

identify and train teachers who can serve in leadership positions within priority districts.

Reimbursement/Distribution Method

Funds will be distributed through grants to the Golden Apple Foundation and New Leaders.

Population and Service Levels

	FY16 (est)
Golden Apple	30
New Leaders	350

Transportation – Regular and Vocational

Legislative Reference – 105 ILCS 5/29-5

Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$205,808,900	\$205,808,900	\$205,808,900	\$205,808,900	\$254,542,100
Change from Prior Year	(\$71,724,400) (25.84%)	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$48,733,200 23.68%

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:

	FY14	FY15
Salaries/benefits	\$161,255,200	\$159,695,766
Purchased services	\$22,868,510	\$20,595,057
Contractual trans. services	\$236,295,228	248,786,322
Payments to other districts	\$9,757,290	\$10,114,454
Payments to Transit Carriers	\$1,255,887	\$1,351,974
Supplies	\$53,219,205	\$53,416,042
Other Expenses	\$1,647,627	\$1,838,423
Building & Maint (Ed Fund)	\$533,910	\$611,204
Building & Maint (O&M Fund)	\$3,915,010	\$4,136,769
Depreciation	\$40,238,663	\$40,456,944
Indirect costs (reimbursable)	\$13,543,129	\$13,288,931
Offsetting revenue	(\$14,700,104)	(\$17,253,258)
Totals	\$529,829,555	\$537,038,628

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:

	FY14	FY15
Total claim amount	\$329,858,820	\$341,236,356
Chicago District 299	\$8,026,500	\$8,026,500
Downstate	\$321,832,320	\$333,209,856
Actual percent paid	74%	72%
Average number of regular students transported over 1.5 miles*	868,763	864,329
Average number of regular students transported—hazardous conditions*	177,969	178,139
Total eligible pupils transported*	1,046,732	1,042,468
Vocational Education students transported *	16,161	15,302

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

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$436,800,000	\$440,500,000	\$440,500,000	\$450,500,000	\$450,500,000
Change from Prior Year	\$14,611,000	\$3,700,000	\$0	\$10,000,000	\$0
	3.46%	0.85%	0.00%	2.27%	0.00%

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 school for students with disabilities who have special transportation needs as stated in their individualized education programs.

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:

	FY14	FY15
Salaries/benefits	\$78,120,606	\$81,639,679
Purchased services	\$17,080,193	\$15,512,958
Contractual trans. services	\$238,557,597	\$241,700,033
Payments to other districts	\$10,739,067	\$11,108,404
Payments to Transit Carriers	\$467,778	\$360,065
Supplies	\$25,456,839	\$26,228,226
Other Expenses	\$804,990	\$822,897
Building & Maint (Ed Fund)	\$198,655	\$208,869
Building & Maint (O&M Fund)	\$1,787,462	\$2,317,385
Depreciation	\$19,064,800	\$19,483,957
Indirect costs (reimbursable)	\$6,831,253	\$7,011,680
Offsetting revenue	(\$7,058,078)	(\$6,848,850)
Totals	\$392,051,162	\$399,545,303

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:

	FY14	FY15
Total claim amount	\$449,057,398	\$457,940,389
Chicago District 299	\$135,233,500	\$138,303,500
Downstate	\$313,823,898	\$319,636,889
Actual percent paid	97%	97%
Students *	75,210	75,997

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

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$14,059,000	\$12,000,000	\$11,500,000	\$11,500,000	\$14,500,000
Change from Prior Year	\$0	(\$2,059,000)	(\$500,000)	\$0	\$3,000,000
	0.00%	(14.65%)	(4.17%)	0.00%	26.09%

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 to 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 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	FY13	FY14 (est)
Chronic truants	6,447	7,182
Truants	8,720	8,908
High school dropouts	2,059	2,551
Potential dropouts	4,781	3,949
Total served	22,007	22,590



Other State Funds Programs

Charter Schools Revolving Loan Fund

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 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 loans 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 program is limited to one loan per charter school. The following table displays service-level information:

	FY14	FY15 (est)
Eligible charter schools	52	51
Number of charter school loans	0	1

Driver Education

Legislative Reference – 105 ILCS 5/27-24.3

Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$18,172,200	\$17,500,000	\$15,000,000	\$17,900,000	\$18,500,000
Change from Prior Year	(\$6,057,400)	(\$672,200)	(\$2,500,000)	\$2,900,000	\$600,000
	(25.00%)	(3.70%)	(14.29%)	19.33%	3.35%

Program Mission

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

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

Purpose

To reimburse local public school districts with a portion of the costs of providing driver education. Funds deposited in the Driver Education Fund (SAMS #031) are generated from a portion of instruction permit and drivers license fees, as well as a portion of fines levied for certain motor vehicle violations.

Population and Service Levels

Every district that maintains grades nine through 12 must offer classroom and behind-the-wheel training. High school pupils in public and nonpublic schools in the district are eligible to enroll in the course, as are all other residents between the ages of 15 and 21 who either have or will have a valid driver's license, but need additional instruction. The following table displays service-level information:

Reimbursement/Distribution Method

Districts are reimbursed quarterly for students in driver education from the prior school year. An amount per student is calculated for one pass or two attempts of classroom instruction and one pass or two attempts of behind-the-wheel instruction. The behind-the-wheel reimbursement rate is higher than the classroom instruction rate. The base reimbursement amount is a weighted calculation, dividing the total state appropriation each year by:

	FY14	FY15
Number of students		
Classroom instruction	106,903	106,902
Behind-the-wheel Instruction	96,347	97,192
Reimbursement per student		
Classroom instruction	\$28.06	\$33.48
Behind-the-wheel instruction	\$124.55	\$147.33

Illinois State Board of Education Teacher Certificate Institute Fund

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$2,208,900	\$2,208,900	\$2,208,900	\$2,208,900	\$2,208,900
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	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

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, are deposited into the SAMS #159 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

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$2,295,050	\$2,295,050	\$2,295,000	\$5,020,000	\$5,020,000
General Funds	\$70,000	\$2,295,050	\$0	\$0	\$0
Change from Prior Year	(\$2,225,050)	\$0	(\$50)	\$2,725,000	\$0
	(49.23%)	0.00%	0.00%	118.74%	0.00%

Program Mission

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

Purpose

The purpose of this line item is to provide administrative funds for the ROEs and ISCs and 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.

	FY14	FY15
ROE School Services	\$2,225,000	\$4,950,000
Bus Driver Training	\$70,000	\$70,000
Total	\$2,295,000	\$5,020,000

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

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$10,806,400	\$12,025,000	\$12,400,000	\$12,650,000	\$10,200,000
Change from Prior Year	\$1,706,400	\$1,218,600	\$375,000	\$250,000	(\$2,450,000)
	18.75%	11.28%	3.12%	2.02%	(19.37%)

Program Mission

To ensure that all regional and assistant regional superintendent salaries are paid according to statutory requirements.

Purpose

To pay salaries of regional superintendents and assistant superintendents in the Regional Offices of Education.

Reimbursement/Distribution Method

Salaries are determined by the School Code according to the population of the region as established by the 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

Effective July 1, 2015 there will be 35 regional superintendents and assistants.

School District Emergency Financial Assistance Fund

Legislative Reference – 105 ILCS 5/1B, 1E, 1F or 1H

Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$16,140,000	\$1,500,000	\$1,500,000
Change from Prior Year	\$0	\$0	\$15,140,000	(\$14,640,000)	\$0
	0.00%	0.00%	1,514.00%	(90.71%)	0.00%

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 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 that 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) E. St. Louis School District 189 (St. Clair County).
- North Chicago Community High School District 187 (Lake County)

School Technology Revolving Loan Program

Legislative Reference – 105 ILCS 5/2-3.117a

Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$2,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	(\$3,000,000)
	0.00%	0.00%	0.00%	0.00%	(60.00%)

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 who do not receive funding receive first consideration in the next fiscal year in which the grade levels specified on the 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, and electrical work directly related to technology.

- Staff development directly related to integration of technology hardware.

Funds are repaid over a maximum of three years (SAMS #569).

Population and Service Levels

All school districts are eligible to participate on a two-year rotating basis: grades 9 through 12 in fiscal year 2015, grades K through 8 in fiscal year 2016, and alternating in each second year thereafter. The population served for fiscal year 2014 included all eligible applicants that enrolled students in grades K through 8, 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:

	FY14	FY15 (est.)
Eligible applicants	764	484
Eligible students	1,364,888	621,489
Grade levels served	K-8	9-12
Dollars loaned	\$3,514,625	\$2,000,000
Number of loans	22	15
Percent eligible districts participating	3%	3%

State Charter School Commission

Legislative Reference – 105 ILCS 5/27A-7.5

Funding Source - State

Appropriation History

	FY12	FY13	FY14*	FY15*	FY16* Proposed
Appropriation	\$0	\$600,000	\$600,000	\$600,000	\$600,000
Change from	\$0	\$600,000	\$0	\$0	\$0
Prior Year	0.00%	n/a	0.00%	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 when 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 members appointed by the Illinois State Board of Education (ISBE) from a slate of candidates proposed by the Governor's Office. The commissioners meet monthly as a group and also as committees to accomplish certain tasks for the Commission. In addition, the Commission has two paid staff.

Reimbursement/Distribution Method

The Commission's funding covers 1) the salary, benefits and statewide travel of the Commission's staff (an executive director and deputy director) and, 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 after a local school board and its charter school jointly decide to transfer authorization of the charter school from the school board to the Commission, or when 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	FY15 (est)
Appeals/Applications	26	10	6

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	4

Teacher Certification Fee Revolving Fund

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed*
Appropriation	\$3,700,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
Change from Prior Year	\$0	\$1,300,000	\$0	\$0	\$0
	0.00%	35.14%	0.00%	0.00%	0.00%

*The fiscal year 2016 proposal also includes a request for a \$2 million appropriation from this fund for Teacher Mentoring as described in the Teacher Mentoring program page.

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 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 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 100,000 applications for teaching, administrative and school service personnel licenses, endorsements and approvals are processed annually. The following table displays service-level information:

	FY13	FY14
Certificates issued by evaluation	16,805	0
Certificates issued by entitlement	15,811	0
Letters of deficiency issued	14,857	0
New Substitute Certificates	10,515	0
Certificates exchanged	848	0

	FY13	FY14
New Professional Educator License (PELs) issued by evaluation	0	5,276
New PELs issued by entitlement	0	5,664
New Educator License with stipulations (ELS) Provisional Educator	0	797
New ELS Paraprofessional	0	102,733
New ELS (Other)	0	1,009
New Substitute Licenses issued	0	7,856
Endorsements issued on a PEL or ELS	0	236,193
Letters of deficiency issued	0	304,871

Temporary Relocation Assistance Revolving Fund

Legislative Reference – 105 ILCS 5/2-3.77

Funding Source - State

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$1,400,000	\$1,400,000	\$1,400,000	\$1,400,000	\$1,400,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	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, 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 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

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$55,000,000	\$55,000,000	\$55,000,000	\$55,000,000	\$55,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY12	FY13	FY14	FY15	FY16**
Grant Award	\$41,593,212	\$40,924,618	\$38,934,174	\$40,495,776	TBD
Change from	(\$3,514,681)	(\$668,594)	(\$1,990,444)	\$1,561,602	TBD
Prior Year	(7.79%)	(1.61%)	(4.86%)	4.01%	TBD

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

**State fiscal year 2016 amounts are TBD (to be determined).

Program Mission

To improve student achievement in academics, to improve students' career and technical skills, and to promote transitioning to postsecondary education.

Purpose

To provide educational opportunities to more fully develop academic and technical skills for career opportunities, specific job training and occupational retraining that would enable students to succeed in secondary and postsecondary education. The Education for Employment Regional Delivery Systems assist in maintaining and expanding technical skills of the state's labor force and promote 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 5 percent of the grant award to be used for administration.

Federal funds are distributed to eligible recipients through allocation formulas or on a competitive basis according to the provisions of the Carl D. Perkins Career and Technical Education Act of 2006. The secondary school allocations are calculated from census data, with 30 percent of the total based on the 5- to 17-year-old population and 70 percent based on the 5- 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 postsecondary 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	FY14	FY15 (est)
Secondary	266,089	260,000
Community College	172,495	180,000
Total	438,584	440,000

Child Nutrition Programs

Legislative Reference – PL 1081-265
Funding Source - Federal

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$725,000,000	\$725,000,000	\$725,000,000	\$725,000,000	\$725,000,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%

Federal Grant Award*

	FY12*	FY13*	FY14*	FY15	FY16
Grant Award	\$650,777,406	\$700,905,777	\$716,119,181	TBD	TBD
Change from Prior Year	\$25,525,019 4.08%	\$50,128,371 7.70%	\$15,213,404 2.17%	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.

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

Fiscal year 2015 federal reimbursement rates for the NSLP**:

Purpose

To reimburse participating sponsors for a portion of the cost of providing nutritious meals (breakfast, lunch, supper and snack) and milk to eligible children. Participation in federal meal programs is voluntary.

Per Meal Reimbursement	Less than 60 percent Free or Reduced-Priced Meals	60 percent or more Free or Reduced-Priced Meals
Paid	\$0.28 - \$0.34	\$0.30 - \$0.36
Reduced-price	\$2.58 - \$2.64	\$2.60 - \$2.66
Free	\$2.98 - \$3.04	\$3.00 - \$3.06

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

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.

Fiscal year 2015 federal reimbursement rates for the SBP:

	Rates	Rates for Severe Need Schools
Paid breakfast reimbursement	\$0.28	\$0.28
Reduced-price breakfast reimbursement	\$1.32	\$1.63
Free breakfast reimbursement	\$1.62	\$1.93

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

Fiscal year 2015 federal reimbursement rates for *After-School Care Snack Program*:

	Rates
Paid snack reimbursement	\$0.07
Reduced-price snack reimbursement	\$0.41
Free snack reimbursement	\$0.82

Fiscal year 2015 federal reimbursement rates for Special Milk Program (SMP):

	Rates
Paid special milk	\$0.23
Free special milk	Avg. cost per ½ pint

Fiscal year 2015 federal reimbursement rates for the Summer Food Service Program (SFSP):

	Operating Rates	Administrative Rates	
		Rural/ Self-Prep	Urban/ Vended
Breakfasts	\$1.84	\$0.1825	\$0.1450
Lunches/ suppers	\$3.21	\$0.3350	\$0.2775
Supplements	\$0.75	\$0.0900	\$0.0725

Fiscal year 2015 federal reimbursement rates for the Child and Adult Care Food Program (CACFP):

Child Care Center Rates	Breakfasts	Lunch & Suppers	After-School Snacks
Paid	\$0.28	\$0.28	\$0.07
Reduced	\$1.32	\$2.58	\$0.41
Free	\$1.62	\$2.98	\$0.82

Day Care Home Rates	Breakfasts	Lunch & Suppers	Supplements
Tier I	\$1.31	\$2.47	\$0.73
Tier II	\$0.48	\$1.49	\$0.20

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 2015, the cash in lieu of commodity rate is \$0.2475 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 that 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.

	FY14	FY15 (est)
LUNCH		
Number of Sponsors	1,164	1,170
Number of Sites	4,280	4,301
Number of Meals	130,505,016	131,157,541
BREAKFAST		
Number of Sponsors	813	829
Number of Sites	3,420	3,488
Number of Meals	42,712,090	43,566,331
SNACKS		
Number of Sponsors	172	175
Number of Sites	721	735
Number of Meals	3,364,124	3,431,406

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. The program is 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.

	FY14	FY15 (est)
Number of Sponsors	347	353
Number of Sites	566	577
Number of Milks	9,285,021	9,470,721

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.

	FY14	FY15
Number of Sites	229	218
Number of Students	96,881	103,268
Allocation per Student	\$50.20- \$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:

	FY14	FY15 (est)
Number of Sponsors	163	176
Number of Sites	1,739	1,878

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:

	FY14	FY15 (est)
Number of Sponsors – Child Care Centers	816	820
Number of Sites – Child Care Centers	2,480	2,554
Number of Sponsors – Child Care Homes	13	13
Number of Sites - Child Care Homes	8,964	9,008

Individuals with Disabilities Education Act – Deaf and Blind

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$450,000	\$500,000	\$500,000	\$500,000	\$500,000
Change from	\$0	\$50,000	\$0	\$0	\$0
Prior Year	0.00%	11.11%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY12	FY13	FY14	FY15	FY16
Grant Award	\$335,444	\$335,444	\$335,444	\$335,444	\$335,444
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

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

Program Mission

To provide supplemental funds for services to deaf-blind children from birth through age 21.

Purpose

To provide technical assistance, information and training to address the early intervention, special education and transitional and related service needs of children with deaf-blindness, and also to 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 Rock Center and School.

Population and Service Levels

The following table displays service-level information:

	FY14	FY15 (est)
Students served (Dec. 1, 2013, child count data)	429	430
Number of referrals received	42	43
Number of service provider contacts	1,157	1,200
Number of family contacts	305	325
Number of school districts served	147	150
Number of trainings provided	22	25
Number of persons trained	322	340
Website visits	838	1,100

Note: A new award was received October 1, 2013, and these new measures reflect the priorities of this 2013 – 18 project.

Individuals with Disabilities Education Act - Part B

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$650,000,000	\$700,000,000	\$700,000,000	\$700,000,000	\$700,000,000
Change from Prior Year	\$0 0.00%	\$50,000,000 7.69%	\$0 0.00%	\$0 0.00%	\$0 0.00%

Federal Grant Award*

	FY12	FY13	FY14	FY15	FY16**
Grant Award	\$501,248,821	\$505,651,259	\$479,681,039	\$499,269,921	TBD
Change from Prior Year	(\$1,697,154) (0.34%)	\$4,402,438 0.88%	(\$25,970,220) (5.14%)	\$19,588,882 4.08%	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, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2016 amounts are TBD (to be determined).

Program Mission

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

Purpose

To provide supplemental funds to ensure all children with disabilities ages 3 - 21 receive a free appropriate public education in the least restrictive environment. Funds are used for teacher/aides salaries, other personnel (e.g., social workers, psychologists, physical therapists), training, specialized consultants, and instructional supplies, materials and equipment.

Reimbursement/Distribution Method

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

Grant Award

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

Formula grant funds are distributed to special education cooperatives and independent

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

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

Population and Service Levels

The following table displays service-level information:

	FY14	FY15 (est)
Students served	289,887	288,400
School districts/cooperatives	145	149
Dollars allocated to districts	\$424,597,252	\$439,706,567

Individuals with Disabilities Education Act – Preschool, Part B

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$25,000,000	\$25,000,000	\$25,000,000	\$25,000,000	\$25,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY12	FY13	FY14	FY15	FY16**
Grant Award	\$17,377,791	\$17,308,047	\$16,488,199	\$16,488,219	TBD
Change from	\$8,338	(\$69,744)	(\$819,848)	\$20	TBD
Prior Year	0.05%	(0.40%)	(4.74%)	0.00%	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, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2016 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 3 through 5 - 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 – 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 3 through 5 (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:

	FY14	FY15 (est)
Children served	37,378	37,400
School districts/Special Ed cooperatives	133	137
Dollars to Districts	\$13,268,272	\$12,790,011

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

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$3,700,000	\$4,000,000	\$4,350,000	\$4,500,000	\$4,500,000
Change from Prior Year	\$500,000 15.63%	\$300,000 8.11%	\$350,000 8.75%	\$150,000 3.45%	\$0 0.00%

Federal Grant Award

	FY12*	FY13	FY14	FY15	FY16**
Grant Award	\$1,164,627	\$1,975,000	\$1,975,000	\$1,975,000	TBD
Change from Prior Year	(\$1,620,746) (58.19%)	\$810,373 69.58%	\$0 0.00%	\$0 0.00%	TBD

**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.*

***State fiscal year 2016 amounts are TBD (to be determined).*

Program Mission

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 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 group 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.

In addition, carry-over funds resulting from a one-year, no-cost extension will be utilized to follow up with sustainability of the major components of the RTI Network.

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. As a result of a one-year, no-cost extension, carry-over funds will be distributed into the 2016 fiscal year.

Population and Service Levels

In order to implement a regionalized structure for the delivery of professional development, technical assistance and coaching under the RTI Network, project staff members are regionally based within each of the six ROE areas. It is projected that in fiscal year 2015, 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 87

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. 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.

Preschool Expansion Grant

Legislative Reference – PL 111-5
Funding Source – Federal (CFDA 84.419B)

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$35,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$35,000,000
	0.00%	0.00%	0.00%	0.00%	n/a

Federal Grant Award*

	FY12	FY13	FY14	FY15**	FY16
Grant Award	\$0	\$0	\$0	\$20,000,000	\$20,000,000
Change from Prior Year	\$0	\$0	\$0	\$20,000,000	\$0
	0.00%	0.00%	0.00%	n/a	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, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

**First year of award in a four-year cycle. Annual award contingent upon state appropriations indicated in the Preschool Development Grant-Expansion Grant Application.

Program Mission

To expand high-quality, full-day preschool for approximately 4,680 additional 4-year-olds who are determined to be at risk.

Purpose

The Preschool Expansion Grant (PEG) will support the state's efforts in expanding high-quality preschool to the state's 4-year-olds who are most at risk and not yet eligible for kindergarten to a full-day comprehensive preschool program.

In addition to full-day instruction, the programs funded by this initiative will offer comprehensive services that include 1) connections to health, mental health, dental and social services; 2) intensive parent engagement services; 3) universal and targeted supports for positive behavioral and social emotional development; 4) at least 60 minutes per day of physical activity; 5) and instructional leaders with specific early childhood expertise and expertise in serving culturally, linguistically and ability-diverse children who will focus on providing high-quality, embedded professional development to teachers.

Reimbursement/Distribution Method

Activities under this grant will be carried out jointly by the Illinois State Board of Education and the Governor's Office of Early Childhood Development through a combination of 1) increasing the number of current preschool slots while also 2) expanding and enhancing current preschool slots in a core group of 18 communities identified to have a high number of at-risk underserved preschool-age children.

Additional communities will be identified through a needs assessment and competitive grant process during the spring of 2016 for the Early Childhood Block Grant Cycle 2017-21. This federal award is contingent upon state appropriations as indicated in the PDG-EG Application and Award Notification letter.

Population and Service Levels

The following table reflects an estimate of new 4-year-olds to be served in a full-day comprehensive preschool, along with the sources of funding as indicated in the PDG-EG Application and the Award Notification:

Cumulative Change Since School Year 2014-15	School Year 2015-16 (est)	School Year 2016-17 (est)
Entirely new slots	1,740	3,380
New slots combined with Head Start	500	860
New slots combined with Child Care Assistance Program	360	440
Enhanced/Extended Preschool For All slots	680	1,420
Total slots	3,280	6,100

Race to the Top

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$50,000,000	\$42,800,000	\$42,800,000	\$42,800,000	\$42,800,000
Change from Prior Year	(\$350,000,000)	(\$7,200,000)	\$0	\$0	\$0
	(87.50%)	(14.40%)	0.00%	0.00%	0.00%

Federal Grant Award*

	FY12**	FY13	FY14	FY15	FY16
Grant Award	\$42,818,700	\$0	\$0	\$0	\$0
Change from Prior Year	\$42,818,700	(\$42,818,700)	\$0	\$0	\$0
	n/a	(100.00%)	0.00%	0.00%	0.00%

*Federal grant award may be spent 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, the 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 by creating the conditions for greater educational innovation and closing persistent achievement gaps while increasing student achievement. Illinois was awarded a \$42.8 million RttT grant in December 2011. Thirty-two districts are participating in the initiative – in addition to statewide initiatives -- 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 (STEM) 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 32 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

The 32 participating 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

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$70,000,000	\$35,000,000	\$35,000,000	\$35,000,000	\$35,000,000
Change from Prior Year	\$70,000,000	(\$35,000,000)	\$0	\$0	\$0
	n/a	(50.00%)	0.00%	0.00%	0.00%

Federal Grant Award*

	FY12	FY13**	FY14	FY15	FY16
Grant Award	\$0	\$52,498,043	\$0	\$0	\$0
Change from Prior Year	\$0	\$52,498,043	(\$52,498,043)	\$0	\$0
	0.00%	n/a	(100.00%)	0.00%	0.00%

*Federal grant award may be spent over a 48-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, the 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 (ELC) 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 (ECBG) 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 ELC grant will minimally impact children enrolled in these programs.

Funding Source	Enrollments	
	FY14	FY15 (est)
ECBG Preschool for All 3-5	75,231	73,525
ECBG Prevention Initiative 0-3	14,264	13,870
Individuals with Disabilities Education Act Part C & B	57,720	n/a
Early Head Start & Head Start	39,659	39,751

Substance Abuse and Mental Health Services

Legislative Reference - 405 ILCS 105

Federal (CFDA 93.243)

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$3,800,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$3,800,000
	0.00%	0.00%	0.00%	0.00%	n/a

Federal Grant Award*

	FY12	FY13	FY14	FY15	FY16
Grant Award	\$0	\$0	\$0	\$1,900,000	\$1,900,000
Change from Prior Year	\$0	\$0	\$0	\$1,900,000	\$0
	0.00%	0.00%	0.00%	n/a	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, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

Program Mission

The intent of Substance Abuse and Mental Health Services (Project AWARE) is to develop a comprehensive, coordinated and integrated program for advancing wellness and resilience in educational settings for school-aged youth.

Purpose

The purpose of Project AWARE is to build and expand the capacity of State Educational Agencies to increase awareness of mental health issues among school-aged youth; provide training for school personnel and other adults who interact with school-aged youth to detect and respond to mental health issues in children and young adults; and connect children, youth and families who may have behavioral health issues with appropriate services.

Reimbursement/Distribution Method

Funds are distributed via Inter-Governmental Agreements to three school districts and the School Association for Special Education in DuPage County as identified in the approved program plan.

Population and Service Levels

Project AWARE will serve children and adolescents who attend public school within the State of Illinois with a special focus on three high-need Local Education Agencies (LEAs) named in the approved grant application: 1) East Aurora SD #131; 2) Decatur Public Schools #61; and 3) Harrisburg CUSD #3.

Project AWARE seeks to ensure that every school will offer a safe and healthy learning environment to all students. Project AWARE will accomplish this by meeting project goals related to 1) formalizing plans in the three communities identified that allow for cross-systems coordination to address the mental health needs of youth and promote their familial and communal assets; 2) implementing these plans to assure sustainability; and 3) improving mental health literacy and capacity through Youth Mental Health First Aid/Mental Health First Aid training statewide.

Title I – Advanced Placement

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000
Change from Prior Year	\$1,000,000	\$0	\$0	\$0	\$0
	50.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY12	FY13	FY14	FY15**	FY16
Grant Award	\$1,731,701	\$2,191,745	\$2,224,219	TBD	TBD
Change from Prior Year	\$207,391	\$460,044	\$32,474	TBD	TBD
	13.61%	26.57%	1.48%	TBD	TBD

**Federal grant awards may be spent 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, the 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 2015 grant award will not be received until March 2015.*

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 2014 exam administration, the number of reimbursed student exams surpassed 42,655.

Title I – Basic, Part A

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$710,000,000	\$768,000,000	\$874,000,000	\$884,000,000	\$884,000,000
Change from Prior Year	\$0	\$58,000,000	\$106,000,000	\$10,000,000	\$0
	0.00%	8.17%	13.81%	1.14%	0.00%

Federal Grant Award*

	FY12	FY13	FY14	FY15	FY16**
Grant Award	\$642,067,114	\$649,219,212	\$627,984,988	\$647,380,437	TBD
Change from Prior Year	\$28,812,568	\$7,152,098	(\$21,234,224)	\$19,395,449	TBD
	4.70%	1.11%	(3.27%)	3.09%	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, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2016 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

In addition, under the School Improvement grant, 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.

Purpose

To provide supplemental services for children from preschool through grade 12 who are at risk of not meeting the Illinois Learning Standards. Funds support instruction in reading, math and language arts as well as professional development activities. Funds are used for a variety of expenditures, including instructional salaries, supplies and materials; consultant fees; equipment; and other services in support of supplemental programs for at-risk students. For schools identified for improvement under the No Child Left Behind (NCLB) Act, up to 20 percent of the funding may be used to cover expenditures related to providing School Choice and Supplemental Educational Services.

Reimbursement/Distribution Method

Funds for Title I Basic are distributed through formula grants based on the low-income census count. Funds for the School Improvement 1003(a) grant 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 2 percent of their school-age population) are eligible to receive direct assistance.

The following table displays service-level information:

	FY14	FY15 (est)
Number of Title I districts	833	825
Number of Title I schools	2,521	2,500
Students receiving targeted and school wide reading instruction	775,900	700,000
Students receiving targeted and school wide mathematics instruction	638,709	600,000
Number of full-time Title I teachers hired	7,824	7,500

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

Title I – Education of Migratory Children, Part C

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 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*

	FY12	FY13	FY14	FY15	FY16**
Grant Award	\$1,980,256	\$1,976,414	\$1,876,559	\$1,886,908	TBD
Change from Prior Year	(\$4,072)	(\$3,842)	(\$99,855)	\$10,349	TBD
	(0.01%)	(0.20%)	(5.05%)	0.55%	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, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2016 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, coordinating services in resource projects, interstate 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 2014, about 1,500 migrant children and youth qualified for services. Almost all of these were Hispanic and many were English language learners. Though most were in grades K-12 (66 percent), children ages 0-5 (19 percent) and out-of-school youth (14 percent) also qualified for services. 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.

Nine summer-term programs and eight fall or regular-term programs operated by school districts, a community college, a nonprofit organization and a Regional Office 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:

	FY13	FY14 (est.)
Students Summer Program*	742	717
Students Regular Year*	575	396
Number of funded entities	12	11

*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 2013-2014 school year, the following entities received funding under this program:

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

	FY12	FY13	FY14	FY15	FY16 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*

	FY12	FY13	FY14	FY15	FY16**
Grant Award	\$66,666	\$60,000	\$60,000	\$60,000	TBD
Change from Prior Year	\$0	(\$6,666)	\$0	\$0	TBD
	0.00%	(10.0%)	0.00%	0.00%	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, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2016 amount is 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: Mathematics Achievement in Technology, Teacher Education and Research-Based Strategies (Math MATTERS) and Solutions Strategies, Opportunities and

Services for Out of School Youth (SOSOSY). These competitive grants awarded to state consortiums were extended for a third year in state fiscal year 2015.

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

	FY12	FY13	FY14	FY15	FY16 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*

	FY12	FY13	FY14	FY15	FY16**
Grant Award	\$1,092,562	\$1,169,849	\$1,597,785	\$1,212,606	TBD
Change from Prior Year	(\$100,626)	\$77,287	\$427,936	(\$385,179)	TBD
	(8.43%)	7.07%	36.58%	(24.11%)	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, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2016 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 1,000 youths who reside in the six Illinois Youth Centers and three Correctional Centers.

Title I – School Improvement

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$30,000,000	\$50,000,000	\$50,000,000	\$50,000,000	\$50,000,000
Change from	\$0	\$20,000,000	\$0	\$0	\$0
Prior Year	0.00%	66.67%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY12	FY13	FY14	FY15	FY16**
Grant Award	\$23,721,208	\$23,217,134	\$22,112,140	\$22,230,952	TBD
Change from	\$1,576,076	(\$504,074)	(\$1,104,994)	\$118,812	TBD
Prior Year	7.12%	(2.12%)	(4.76%)	0.54%	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, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2016 amounts are TBD (to be determined).*

Program Mission

To provide School Improvement Grants to local education agencies (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 or 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 or Closure -- that will make radical changes to improve student achievement and move the school out of improvement priority 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	FY 13-16	FY 14-17	FY 15-18 (est.)	FY 16-19 (est.)
Schools	7	4	16	18
Funding (millions)	\$37.1	\$22.0	\$62.7	\$66.5

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

	FY12	FY13	FY14	FY15	FY16
Funding	\$0	\$9,999,935	\$13,879,031	\$13,997,012	\$13,994,697
Change from	\$0	\$9,999,935	\$3,879,096	\$117,981	(\$2,315)
Prior Year	0.00%	n/a	38.79%	0.85%	(0.02%)

Program Mission

To provide support to school districts as they strive for continuous improvement.

the Statewide System of Support (SSoS), to identify targeted assistance for schools and districts and prioritize resources based on identified needs.

Purpose

As spelled out in the No Child Left Behind Act in 2001, states are 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.

ISBE has modified 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.

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, 2013-17, in the amount of \$65,868,442.

Population and Service Levels

Illinois Center for School Improvement (ILLINOIS CSI) is operated as a partnership between the Illinois State Board of Education (ISBE) and the recommended contractor. The ILLINOIS CSI is supported by guidance from the *ISBE Roundtable*, a cross-divisional leadership team responsible for oversight of

Title II – Mathematics and Science Partnership Program

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$12,000,000	\$14,000,000	\$14,000,000	\$14,000,000	\$18,000,000
Change from Prior Year	\$0 0.00%	\$2,000,000 16.67%	\$0 0.00%	\$0 0.00%	\$4,000,000 28.57%

Federal Grant Award*

	FY12	FY13	FY14	FY15	FY16**
Grant Award	\$6,496,153	\$5,282,424	\$5,195,808	\$5,226,170	TBD
Change from Prior Year	(\$17,583) (0.27%)	(\$1,213,729) (18.68%)	(\$86,616) (1.64%)	\$30,362 0.58%	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, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2016 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.

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, 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:

	FY14	FY15 (est)
Partnerships	10	19
Teacher Participants	201	323

Title II – Teacher/Principal Training

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$157,000,000	\$157,000,000	\$157,000,000	\$157,000,000	\$160,000,000
Change from Prior Year	\$22,000,000 16.30%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$3,000,000 1.91%

Federal Grant Award*

	FY12	FY13	FY14	FY15	FY16**
Grant Award	\$96,136,452	\$96,174,175	\$94,179,622	\$93,956,242	TBD
Change from Prior Year	(\$19,232,487) (16.67%)	\$37,723 0.04%	(\$1,994,553) (2.07%)	(\$223,380) (0.23%)	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, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2016 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 is 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 are allocated 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 2015, an estimated 900 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

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$40,000,000	\$45,000,000	\$45,250,000	\$45,500,000	\$45,500,000
Change from Prior Year	\$0 0.00%	\$5,000,000 12.50%	\$250,000 0.56%	\$250,000 0.55%	\$0 0.00%

Federal Grant Award*

	FY12	FY13	FY14	FY15	FY16**
Grant Award	\$29,610,829	\$28,373,428	\$26,785,656	\$27,321,504	TBD
Change from Prior Year	(\$925,348) (3.03%)	(\$1,237,401) (4.18%)	(\$1,587,772) (5.60%)	\$535,848 1.96%	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, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2016 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 a Language

Instruction Program for Limited English Proficient Students (LIPLEPS) and an 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 the Illinois State Board of Education during the preceding school year; 2) show a significant increase (either 3 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 3 through 21; (B) not born in any of the 50 states, the District of Columbia or the Commonwealth of Puerto Rico and (C) who has not been attending one or more schools in any one or more states for more than three full academic years.

The total eligible immigrant students reported as of March 2014 was 13,727. Of this number, 4,501 enrolled in eligible school districts that had a minimum of 10 students and showed a significant increase. The preliminary per capita allocation is \$148.

Population and Service Levels

The Annual Student Report indicates Chicago Public Schools enroll approximately 32 percent

of the EL students in the state. The remaining 68 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:

	FY15	FY16**(est.)
Chicago students	64,781	66,724
Downstate students	136,380	140,471
Total	201,161	207,195

**Based on an estimated 3 percent increase as a result of rule revisions requiring ELs to transition at a higher level of English proficiency, which went into effect January 1, 2015.

The second program is the Immigrant Education Program. 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:

	FY15*	FY16**(est.)
IEP Students Identified	13,727	13,864
IEP Students Eligible & Served	4,501	4,546

*This number is based on eligible immigrant students report reported on the Student Information System as of March 2014.

** Based on an estimated 1% increase.

Title IV – 21st Century Communities Learning Centers

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$60,500,000	\$65,000,000	\$74,000,000	\$74,000,000	\$75,000,000
Change from Prior Year	\$5,500,000 10.00%	\$4,500,000 7.44%	\$9,000,000 13.85%	\$0 0.00%	\$1,000,000 1.35%

Federal Grant Award*

	FY12	FY13	FY14	FY15	FY16**
Grant Award	\$46,106,456	\$50,297,549	\$47,223,834	\$52,083,676	TBD
Change from Prior Year	(\$1,235,664) (2.61%)	\$4,191,093 9.09%	(\$3,073,715) (6.11%)	\$4,859,842 10.29%	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, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2016 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 15 (est)	FY16 (est)
Grantees	147	110
Sites	558	500

Title V – Charter Schools

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award

	FY12*	FY13*	FY14*	FY15**	FY16**
Grant Award	\$0	\$0	\$0	TBD	TBD
Change from	\$0	\$0	\$0	TBD	TBD
Prior Year	0.00%	0.00%	0.00%	TBD	TBD

**Illinois did not receive an award.*

***State fiscal year 2015 and 2016 amounts are TBD (to be determined).*

Program Mission

To provide grants via the 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:

	FY14	FY15
Number of eligible charter schools	*18	17
Number of eligible charter school campuses (may be eligible for start-up grants in future fiscal years)	29	28
Number of charter school students	59,925	n/a
Number of pre-charter planning grants	**0	0
Number of program design grants	0	0
Number of implementation grants	0	0

*Number includes multi-campus charter schools with at least one eligible campus in the applicable fiscal year. Each multi-campus charter is counted only once within this row, even if multiple campuses under the charter would be eligible for a grant in the applicable fiscal year.

**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, charter development teams 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

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%

Federal Grant Award*

	FY12	FY13	FY14	FY15	FY16**
Grant Award	\$1,544,973	\$1,253,789	\$1,228,080	\$1,177,186	TBD
Change from Prior Year	\$154,772 11.13%	(\$291,184) (18.85%)	(\$25,709) (2.05%)	(\$50,894) (4.14%)	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, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2016 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:

	FY14	FY15 (est)
Eligible districts	54	48
Participating districts	54	48
Instructional expenditures	58%	60%
Educational Media Service	18%	20%
Other expenditures	24%	20%

Title X - Education for Homeless Children

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

Appropriation History

	FY12	FY13	FY14	FY15	FY16 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
Change from Prior Year	\$1,500,000 42.86%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%

Federal Grant Award*

	FY12	FY13	FY14	FY15	FY16**
Grant Award	\$2,913,975	\$2,885,828	\$2,857,927	\$2,924,369	TBD
Change from Prior Year	\$217,089 8.05%	(\$28,147) (0.96%)	(\$27,901) (0.97%)	\$66,442 2.32%	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, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2016 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. Current grantees will continue to provide services to homeless children and youth, based on successful evaluation of the assessment of the state goals.

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 sub grants for services to homeless children and youth and their families and their attendance centers.

The following table displays service-level information:

	FY13	FY14
Pre K Children	2,338	2,473
K – 12 Children	46,111	53,512