Illinois State Board of Education

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

James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

DATE: December 29, 2016

TO: Eligible Applicants

FROM: Tony Smith, Ph.D.
State Superintendent of Education

SUBJECT: **NOTICE OF FUNDING OPPORTUNITY/REQUEST FOR PROPOSALS (NOFO/RFP):** Math and Science Partnership Program (MSP)

General Information

Eligible Applicants: Partnerships comprised of, at a minimum: (1) an approved public or private institution of higher education (IHE); (2) a high-need local education agency (LEA), (i.e. a public district or private school); and (3) a Regional Office of Education (ROE)/Intermediate Service Center (ISC). To be eligible, IHEs must include the divisions of teacher preparation from science, math, technology, and engineering if applicable in the partnership activities. The proposed partnership may include multiple IHEs, including schools of education; multiple ROEs/ISCs; and additional LEAs.

NOTE: The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete pre-award requirements before being awarded a FY17 grant. This includes completion of the Grantee Registration, Grantee Pre-qualification and Fiscal and Administrative Risk Assessment (ICQ) available at the Illinois GATA Web Portal at http://www.illinois.gov/sites/GATA/Grantee/Pages/default.aspx and completion of a Programmatic Risk Assessment through the ISBE Web Application Security (IWAS) system.

Dun and Bradstreet Universal Numbering System (DUNS) Number and System for Award Management (SAM). Each applicant (unless the applicant is an individual or Federal or State awarding agency that is exempt from those requirements under 2 CFR § 25.110(b) or (c), or has an exception approved by the Federal or State awarding agency under 2 CFR § 25.110(d) is required to:

(i) be registered in SAM before submitting its application. If you are not registered in SAM, this link provides a connection for SAM registration: www.sam.gov
(ii) provide a valid DUNS number in its application; and
(iii) continue to maintain an active SAM registration with current information at all times during which it has an active Federal, Federal pass-through or State award or an application or plan under consideration by a Federal or State awarding agency. ISBE may not make a Federal pass-through or State award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements and, if an applicant has not fully complied with the requirements by the time that ISBE is ready to make a Federal pass-through or State award, ISBE may determine that the applicant is not qualified to receive a Federal pass-through or State award and use that determination as a basis for making a Federal pass-through or State award to another applicant.

Grant Award: Up to ten awards will be awarded for FY 2017, in an amount not to exceed $250,000. It is the intention of the State Board of Education to fund this project for two (2) years through FY 2018. The annual grant awards in the successive year of the grant period is expected to be $250,000 per partnership.

Grant Period: The grant period will begin no sooner than **March 15, 2017**, and will extend from the execution date of the grant until **August 31, 2017**. Funding will be available for an additional fiscal year (i.e. 2018) contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period.
Application Deadline: Mail the original and three copies (four applications in all) to Angelique Hamilton, College and Career Readiness Division, Illinois State Board of Education, 100 North First (C-215) Springfield, Illinois 62777-0001, to ensure receipt no later than 5:00 p.m. on **February 14, 2017**. No FAX or electronic copies will be accepted. The original and three copies must be received by the due date in order for the proposal to be considered. Late proposals will not be eligible for consideration.

Proposals also may be hand-delivered to the following locations:

Springfield Office
Guard Station
1st Floor
100 North First Street
Springfield, IL 62777-0001

Chicago Office
Reception Area
Suite 14-300
100 West Randolph Street
Chicago, IL 60602

Contact Person: For more information on this RFP, contact Angelique Hamilton, Principal Consultant, at 217-524-4832, or via email at: ahamilto@isbe.net

This grant is subject to the provisions of:

- 2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl
- Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq. http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7
- Administrative Rule for GATA, 44 Ill. Admin. Code Part 7000 ftp://www.ilga.gov/JCAR/AdminCode/044/04407000sections.html

Background

The State of Illinois has new learning standards for science and mathematics. In 2010, Illinois joined more than 40 states in a collaborative effort to revise learning standards and improve college and career readiness for all students with adoption of the Common Core State Standards (CCSS) in mathematics and English language arts (ELA). Referred to as the New Illinois Learning Standards (New ILS), they establish clear expectations regarding what students should learn in K-12 mathematics and ELA.

In February 2014, ISBE adopted the Next Generation Science Standards (NGSS), referred to as the New Illinois Learning Standards in Science (New ILSS). The timeline of full implementation occurs during the 2016-17 school year. The New ILSS present a new vision for K-12 science education that includes disciplinary core ideas, cross-cutting concepts, and scientific and engineering practices.

Title II, Part B, Sections 2201-2203, of the Elementary and Secondary Education Act (ESEA) authorizes the Mathematics and Science Partnerships (MSP) program as a means to improve teacher quality in these respective curricular areas. The purpose of the program is to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. The U.S. Department of Education (ED) provides relevant information about this program at http://www.ed.gov/programs/mathsci/index.html.

Federal legislation identifies five criteria to support the purpose of the MSP program. The purpose of the program is to improve the academic achievement of students in the areas of mathematics and science by encouraging state education agencies (SEAs), IHEs, LEAs, elementary schools, and secondary schools to participate in programs that:

1. improve and upgrade the status and stature of mathematics and science teaching by encouraging IHEs to assume greater responsibility for improving mathematics and science teacher education through the establishment of a comprehensive, integrated system of recruiting, training, and advising mathematics and science teachers;
2. focus on the education of mathematics and science teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills;
3. bring mathematics and science teachers in elementary schools and secondary schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge of mathematics and science teachers and improve these teachers' skills through the use of sophisticated laboratory equipment and work space, computing facilities, libraries, and other resources that IHEs are better able to provide than the elementary schools and secondary schools;
4. develop more rigorous mathematics and science curricula that are aligned with challenging state and local academic content standards and with the standards expected for postsecondary study in engineering, mathematics, and science; and
5. improve and expand training of mathematics and science teachers, including training teachers in the effective integration of technology into curricula and instruction.

Program Specifications

Partnerships must be comprised of a cohort of 30 educators. The composition of the partnership's cohort should include, at minimum, fifteen (15) K-5 educators and fifteen (15) 6-8 educators.

Year 1:
Partnerships will pair teachers with mathematicians, scientists, instructional leaders and/or engineers to:

1. Increase capacity of teachers to become teacher leaders within their districts focusing on enhancing their knowledge of the Standards for Professional Development to encourage and facilitate Professional Learning Communities (PLCs) within their districts to further promote teacher collaboration and strengthen instructional leadership in math and science and/or STEM among grade level content area teachers.
2. Focus on ways to deepen teachers' content knowledge in math and science specifically in the eight (8) math practices and eight (8) science practices.
3. Increase teachers' knowledge of how students learn academic content.
4. Improve and increase student achievement across grade bands focusing on and learning how student assessment data can be a driving force in math and science instruction.
5. Provide opportunities for engaging learning across core content disciplines, i.e. STEM
6. Establish coherence in teachers' professional development experiences.
7. Enhance the ability of educators to comprehend and apply the ILS for math and/or science in current instruction and increase educators ability to select, evaluate, and create lessons, tasks, and/or curricula aligned to the ILS in math and/or science.

Projects will provide professional development activities using the following model:

1. Eighty (80) hours Summer Institute. The institute must be conducted for a minimum of two (2) weeks. Weeks may be non-consecutive.
2. Twenty-four (24) hours Professional Learning Communities (PLCs). PLCs must be conducted at a minimum of four (4) times for a minimum of four (4) hours each meeting during the school year. One PLC meeting must include administration from participating districts.
3. Sixteen-hours (16) Saturday Intensives. Partnerships will conduct two eight (8) hour Saturday intensive trainings.

Year 2:
Partnerships will continue collaborative relationships with mathematicians, scientists, instructional leaders and/or engineers to:

1. Facilitate cross-grade-level discussions in math and science content and pedagogy.
2. Create content specific curriculum aligned with CCSS-M and NGSS and/or interdisciplinary units.
3. Create classroom tasks for implementation.
4. Develop teachers' knowledge of assessment and ability to recognize and monitor student learning/growth through the analysis of student work.
5. Discussion and development of teacher strategies to improve student outcomes based on assessment analysis.
6. Develop teachers' ability to frequently monitor student learning and employ strategies when necessary to adjust instruction to meet needs of students.

Projects will provide professional development activities using the following model:

1. Eighty (80) hours Summer Institute. The institute must be conducted for a minimum of two (2) weeks. Weeks may be non-consecutive.
2. Twenty-four (24) hours Professional Learning Communities (PLCs). PLCs must be conducted at a minimum of four (4) times for a minimum of four (4) hours each meeting during the school year. PLCs should focus on the Professional Learning Standards. One PLC meeting must include administration from participating districts.
3. Four (4) Year 1 Follow-ups in the 2017-2018 school year. Follow-ups must be conducted at a minimum of four (4) times for a minimum of four (4) hours.

Evaluation and Accountability Plan

Applicants shall describe the plan that will be used to evaluate the proposed program. The evaluation plan must be based on "A Guide for Reporting on Rigorous Evaluations for the US Department of Education Mathematics and Science Partnership (MSP)." Program Directors, Program Principal Investigators and Program External Evaluators are encouraged to read "A Compendium of Research Instruments" and "Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide" to assist in writing the evaluation section of their application.

External Evaluators

Partnerships are required to retain their own external evaluator. It is expected that the external evaluator both works collaboratively with the partnership and retains independent objectivity in collecting and presenting evidence of the efficacy of the proposed professional development activities. The purpose of the collaboration is to tend to a research design that includes comparison or control groups; to help to locate, administer, and score instruments relevant to the scope and scale of the professional development activities and those persons that are the object of the anticipated benefit of the professional development activities; and to analyze and report the results of the research using sound scientific principles. To support the objective of collecting and reporting research results:

1. External evaluators must commit to participate in meeting with ISBE to review program's progress in implementing the evaluation plan, including methodology; assessments; process for review and collection of data; and plan for the analysis of data.
2. The plan must include the following and be carried out by an external evaluator:
    a. Measurable objectives and quarterly targets which describe progress towards meeting the goals and objectives established in response to the comprehensive needs assessment.
        i. Measurable objectives for improved student academic achievement.
        ii. Measurable objectives for improved teacher content knowledge of the content contained in Illinois Learning Standards for math and science.
        iii. Measurable objectives to increase the content knowledge of teacher participants that must include a pre, mid, and posttest analysis of participant content knowledge (tests may be purchased or created by grant partners and must focus on content taught in the summer

institute/workshop and follow-up days). The link provided here will provide a starting point for finding acceptable measures of teacher content knowledge http://www.mspkmd.net/instruments/#!

b. A formal report of the findings from the research program. The primary focus of the report should be describing evidence pertinent to the two main research questions for grants under this program: "Did the treatment result in an increase in teacher content knowledge?" and "Is the treatment associated with an increase in student content knowledge?" Secondary topics would include observations on weaknesses in the research design and suggestions for improving the quality of the research design with the aim of answering the two main research questions.

Fiscal Information

Approximately $2.5 million will be available for the IMSP in FY 2017, to design and implement summer workshop or institute model programs. Individual grant awards will not exceed $250,000 for each fiscal year. Funding may be used for personnel expenses and other associated project costs. Applicants are advised to refer to the *State and Federal Grant Administration Policy and Fiscal Requirements and Procedures* handbook found at http://www.isbe.net/funding/pdf/fiscal procedure handbk.pdf when preparing the proposal.

Key Financial Management Requirements:

1. Maintain proper stewardship of taxpayer dollars
2. Maintain effective internal controls and fund accountability procedures
3. Expend funds only on activities consistent with the approved application, and only during the approved project period
4. Follow cost principles (see 2 CFR Part 200, Subpart E, Cost Principles)
5. Follow procurement standards (see 2 CFR 200.318, General procurement standards)
6. Costs charged to a federal or state grant must be:
7. Allowable – permitted or not specifically prohibited and necessary for project success; expended for a particular purpose or time period that benefits the grant; reasonable - costs that would be incurred by a reasonably prudent person.

Allowable Expenditures:

- Stipends, National Science Teachers Association (NSTA) / Illinois Science Teachers Association (ISTA) membership for teacher-participants; National Council of Teachers of Mathematics (NCTM)/ Illinois Council of Teachers of Mathematics (ICTM);
- Materials and supplies for teacher-participants (classroom sets of materials are not allowed);
- Project director (see budget consideration below);
- Instructional services;
- Reasonable and customary costs for salary, benefits, and/or stipends for actual time dedicated to partnership activities;
- Project Planning Meetings and Project Leadership Team Meeting expenses including travel reimbursement, necessary materials, and supplies;
- LEA School Counselors' Meetings for implementation of Program of Study;
- Expenses to cover a representative team (one or two members) to attend one, out-of-state MSP Conference;
- General administration activities, including, but not limited to, fiscal administration, space rental costs, communications, and copying;
- Transfers to other governmental agencies for professional development costs; and
- LEA team costs including stipends, substitute reimbursements, and benefits.

Budget Considerations:

- General administration activities (function 2300) are capped at 5% of the total budget;
- Project director salary and benefits are capped at .20 full time equivalency (FTE);
- Applicants must allocate 10% of the annual grant award for external evaluation costs.

IMSP funds must be used to supplement, not supplant, local funds that would otherwise be used for activities that are authorized by MSP.

For purposes of compliance with Section 511 of P.L. 101-166 (the "Stevens Amendment"), applicants are advised that 100 percent of the funds for this program are derived from federal sources. The total amount of federal funding involved is $5.2 million.

Proposal Format

Each proposal must be submitted in the format outlined below. Please use the following as a checklist in assembling your completed proposal.

_____ **1. Uniform Application for State Grant Assistance (Attachment 1):** Include the entity name, address, telephone, and fax number, email, name, and telephone number of the contact person; Federal Employer Identification number (FEIN), DUNS number, SAM Cage Code and all other listed information. The Application must be signed by the official authorized to submit proposals.

_____ **2. Cover Page (Attachment 2):** This must be signed by the school district superintendent or official authorized to submit the proposal. One copy must be submitted with an original signature (i.e., no facsimile, photocopied, or electronic signatures).
   a. **Attachment 2A**: LEA Partnership Member Commitment Form
   b. **Attachment 2B**: IHE Partnership Member Commitment Form
   c. **Attachment 2C**: ROE/ISC Partnership Member Commitment Form

_____ **3. Partnership Commitments (Attachment 3):** Each organization in the proposed partnership must complete a commitment form. The person in the organization with signatory authority must sign the commitment form on the appropriate line. The proposing fiscal agency must have a signed commitment form from each member of the partnership and submit as a part of the proposal.

_____ **4. Proposal Abstract:** Briefly describe the overall objectives and activities of the project. (Not to exceed 250 words.)

_____ **5. Proposal Narrative:** (maximum 32 pages): To be completed in accordance with the Proposal Requirements for the Partnership and Program Narrative section of this RFP.

_____ **6. Budget Summary and Payment Schedule (Attachment 4):** Must be submitted on the form provided and signed by the district superintendent or official authorized to submit the proposal. The payment schedule should be based on the projected date of expenditures. Salaries and fringe benefits should be requested in equal intervals on the schedule. Supplies, equipment, contracted services and professional development should be requested in the month for which the expenditure is anticipated.

_____ 7. **Budget Breakdown (Attachment 5):** Must include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary. Must include subcontract information, if applicable (see item 6 of the document titled "Certification and Assurances, and Standard Terms of the Grant," Attachment.)

_____ **8. Certifications and Assurances (Attachments 6 & 7):** Each applicant, ***including each entity that is participating in the partnership***, is required to submit the certification forms attached. These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.
   a. Program Specific Terms of the Grant **(Attachment 6).**
   b. Grant Application **(Attachment 7):** Certification and Assurances.

c. Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion – Lower Tier Covered Transactions **(Attachment 8).**
d. Certifications Regarding Lobbying and Lobbying Activities **(Attachment 9, 9A, 9B, 9C).**
e. Federal Funding Accountability and Transparency Act (FFATA) **(Attachment 10).**
f. Letter of Intent **(Attachment 11).**
g. Equitable Participation of Private Schools **(Attachment 12).**
h. General Education Provisions Act (GEPA) **(Attachment 13)**.

_____ 9. **Appendices. Include with the proposal the following appendices**:
a. Agreements: Address the roles of the partners including their duties and responsibilities related to the goals and objectives of the program. Also describe the partnership's governance structure specific to decision-making, communication, and fiscal responsibilities.
b. Roles /Timeline: Provide a chart describing the roles of the partners, their duties and responsibilities, and a timeline of events and activities.
c. Partner Resumes/Vitae: Include brief resumes/vitae of each member of the partnership team.
d. Meeting Documents (Optional): Include documents such as meeting agendas and sign-in sheets to evidence partnership collaboration activities.

Proposal Narrative Requirements

The Partnership and Program Narrative must be collaboratively developed by a team composed of representatives from each of the partnering entities and must include a response to each of the following prompts.

_____ 1. **Partnership Structure (maximum 5 pages)**: Describe the partnership entities and the partnership leadership team personnel selected from each entity who will be responsible for development and implementation of the IMSP project. Include in the description each partners' expertise in and capability for research, project design, making project decisions, managing the project, organizing the work, planning for and collecting measureable data, and meeting deadlines. Include the qualifications of the project director and project evaluation contact (Appendix B) responsible for supplying data to the State Evaluator. Describe the expertise and roles of each partner on the leadership team in offering relevant professional development to math and science teachers in grades K-8. Attach, as an appendix, a brief resume/vitae of each leadership team member in the partnership. (An appendix, which includes resumes/vitae does not count toward the page limit for this section).

_____ 2. **Project Plan (maximum 10 pages)**: Clearly identify and describe the project goals collaboratively constructed by the Partnership Leadership Team and how the project goals align to the IMSP and the Illinois State Standards for math and science including the eight mathematics and science practices. The work plan should provide a research-based rationale for the professional learning model design and specifically include timeframes, resources, and responsible entities/persons and their roles in meeting the goals of the project. In addition, it should include the number, type, duration, and intensity of professional learning activities. The work plan should demonstrate strength in its ability to actively engage teacher learning while increasing teacher content knowledge and pedagogy using existing research and expertise in mathematics and science and/or STEM. The work plan must include key measureable goals and/or objectives with reasonable benchmarks. Budget narratives must include justification that links expenditures to expected program outcomes in terms of student achievement/impact and/or measurable teacher content knowledge growth in mathematics and/or science.

_____ 3. **Assessment of Need (maximum 5 pages)**: Include and clearly describe student achievement data from the high-needs partnering LEA(s). Cite state assessment data and local assessment data as appropriate. Elements of the needs assessment must align with the goals of the IMSP. The project should provide details of research-based, standards-led activities that were designed in response to the findings of the needs assessment. The project will include how it intends to address the various subsets (grade bands) of teachers and/or student achievement gaps in response to the needs assessment to create unique and meaningful professional learning opportunities within the cohort.

_____ 4. **Review of Scientifically-Based Research (maximum 5 pages)**: Discuss and cite the current body of knowledge relevant to the proposed partnership project aligned to the findings of the needs assessment. This brief literature review should explain how the proposed professional learning activities of the project are expected to improve student academic achievement and strengthen the quality of math and science instruction. If the proposal builds on prior work, the narrative should indicate gains from earlier work and how this project will be used to build upon those gains.

_____ 5. **Objectives and Activities (maximum 5 pages):** Projects will immerse and engage teacher participants in sustained, creative, collaborative, and strategic professional learning experiences with the intention of enhancing teacher content knowledge and pedagogical expertise in the math and/or sciences and/or STEM; increase capacity of teacher leaders; and improve student achievement across grade bands. Projects will create professional learning communities (PLCs) designed to enhance the on-going professional learning and promote the integration of research-based instructional methods in math and/or science and/or STEM in the classroom. The work plan will outline how it will meet IMSP objectives providing details of activities.

_____ 6. **Sustainability Plan (maximum 2 pages):** Clearly outline how the partnership program will be sustained after the grant expires, with particular regard for the impact on teacher content knowledge, pedagogy, and leadership and the impact on student achievement.

Criteria for Review and Approval of Proposals

Each proposal submitted will be evaluated in accordance with the rubric presented in Appendix E by an expert panel of reviewers. The panelists will carefully consider the extent to which each applicant has provided evidence that the proposed program is of sufficient quality and scope to carry out the purposes of the IMSP. Educators working with an LEA that submits a response to the RFP will NOT be considered as a review panelist.

Proposal pages submitted in excess of the number limits indicated in the *Proposal Format* section will not be considered in the review process.

Total possible points are 100 and are divided as follows:

I. Up to 20 points for the Quality of the Proposed Partnership;
II. Up to 40 points for the Quality of the Proposed Program; (10 of the 40 will focus on evaluation the evaluation plan)
III. Up to 20 points for Assessment of Need;
IV. Up to 10 points for the Review of Scientifically-based Research;
V. Up to 10 points for the Sustainability Plan.

An evaluation committee of experts familiar with math and science partnership programming will evaluate proposals. ISBE reserves the right to negotiate budget amounts and program activities based on readers' comments and staff review, and to award grants on the basis of fair and equitable distribution of programs throughout the state. Please note: The decision of the State Superintendent is final, and no appeals of funding decisions will be considered, other than appeal of the merit-based evaluation process (see below).

Following the notification of grant awards, an applicant may request copies of reviewer comments by contacting the division responsible for issuing the RFP. (See "Contact Person" under "General Information".)

Merit-Based Review and Selection Process for Competitive Grants

The Illinois State Board of Education has designed and adopted a merit-based review and selection process for competitive grant applications. The merit-based review process is incorporated herein by reference. The full text of the ISBE merit-based review policy can be found at http://isbe.net/funding_opps/pdf/ISBE-merit-based-review.pdf. Applicants are advised to refer to the policy document.

Merit-Based Evaluation Appeal Process

1. Competitive grant appeals are limited to the evaluation process. Evaluation scores themselves may not be protested. Only the evaluation process is subject to appeal.

2. Appeals Review Officer - The State Superintendent of Education or designee may appoint one or more Appeal Review Officers (ARO) to consider the grant-related appeals and make a recommendation to the State Superintendent of Education or designee for resolution.

3. Submission of Appeal
   a. An appeal must be submitted in writing and mailed as indicated below.
   b. An appeal must be received within 14 calendar days after the date that the first grant award notice has been published on grants.Illinois.gov.
   c. The written appeal shall include at a minimum the following:
      i. The name and address of the appealing party
      ii. Identification of the grant
      iii. A statement of reasons for the appeal

4. Response to Appeal
   a. ISBE must acknowledge receipt of an appeal within 14 calendar days from the date the appeal was received.
   b. ISBE must respond to the appeal within 60 calendar days or supply a written explanation to the appealing party as to why additional time is required.
   c. The appealing party must supply any additional information requested by ISBE within the time period set in the request.

5. Stay of Grant Agreement/Contract Execution
   a. When an appeal is received, the execution of the grant agreement/contract shall be stayed until the appeal is resolved, or
   b. The State Superintendent of Education or designee determines the needs of the state require moving forward with the grant execution.
   c. The state need determination and rationale shall be documented in writing as soon as practicable, and within a maximum of 60 calendar days after receipt of the appeal.

6. Resolution
   a. The ARO shall make a recommendation to the State Superintendent of Education or designee as expeditiously as possible after receiving all relevant, requested information.
   b. In determining the appropriate recommendation, the ARO shall consider the integrity of the competitive grant process and the impact of the recommendation on ISBE.
   c. ISBE will resolve the appeal by means of written determination by the State Superintendent of Education or designee, and the written determination will be sent the appealing party.
   d. The determination shall include, but not be limited to:
   e. Review of the appeal
      ii. Appeal determination
      iii. Rationale for the determination

7. Effect of Judicial Proceedings: If an action concerning the appeal has commenced in a court or administrative body, the State Superintendent of Education or designee may defer resolution of the appeal pending the judicial or administrative determination.

Mail a hard copy of the appeal to:

Appeals Review Officer
c/o State Superintendent of Education
Illinois State Board of Education
100 North First Street S-405
Springfield, IL 62777-0001