



# Illinois State Board of Education

## Fiscal Year 2017 Proposed Budget



ENSURING THAT EVERY  
STUDENT IS PREPARED  
TO SUCCEED.

Tony Smith, Ph.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*

**Tony Smith, Ph.D.**  
*State Superintendent of Education*

February 2016

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 2017 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 Illinois' tomorrow. ISBE has a clear, refocused vision of creating a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.

Last fall, ISBE hosted three public budget hearings across the state to gather feedback on spending needs and priorities. A total of 104 people provided testimony to advocate an adequate and equitable funding system and specific line items and programs, including Agriculture Education, Early Childhood Education, and Regional Safe Schools.

ISBE is firmly committed to ensuring that state funding is equitably distributed to school districts based on their unique student populations, the availability of local resources, and the need for services to ensure the whole child is supported from grades K-12. Since FY 10, Illinois has cumulatively lost roughly \$3.8 billion in education funding compared to FY 09 funding levels. The Board's recommended budget for FY 2017 will ensure more equitable funding for all Illinois students by fully funding General State Aid (GSA).

The GSA formula is not ideal; however, by funneling as many funds as possible through this formula, the state will be closer to achieving the goal of fair funding while awaiting major statutory change necessary to fully and finally accomplish this landmark goal.

GSA has not been fully funded at the Foundation Level since FY 12, meaning the state has paid only a percentage of the amounts owed to school districts. This Foundation Level represents the minimum level of funding required to meet the basic education needs of a single student in the Illinois preK-12 public school system. This amount is still far less than the Education Funding Advisory Board's recommended foundation level of \$8,899 per student.

The Board's FY 17 budget recommendation to fully fund GSA is in two parts:

- Fully fund the GSA claim at the statutory Foundation Level of \$6,119.
- Reallocate the appropriation for the Special Education - Funding for Children Requiring Special Education Services line (\$305.2 million) into the GSA appropriations to increase the Foundation Level.

The estimated new Foundation Level after the influx of funds is \$6,327 per student (based on FY 16 GSA data) and will be the first time the Foundation Level has been increased since FY 10. Funding for Children dollars are distributed using a formula based on a district's Average Daily Attendance and low-income income student population. In accordance with statute, Chicago Public Schools receive 29.2 percent of these funds as part of the Educational Services Block Grant. The Board believes transferring these funds into General State Aid ensures the money will be distributed on a more equitable basis based upon GSA's two measures of need.

Seventy-seven percent of all students would benefit from the recommended GSA increase and these students reside in communities with the least amount of wealth and the greatest concentration of low-income students.

The Board's recommended budget asks for an increase of \$317.4 million from FY 16. More than 75 percent of the total increase is attributable to six areas:

- Mandated Categorical Reimbursements (\$115.5 million or 36 percent of the increase)
- Early Childhood Education (\$75 million or 24 percent of the increase)
- Focus on the Community (\$15 million or 5 percent of the increase)
- Bilingual Education (\$11.9 million or 4 percent of the increase)
- Regional Safe Schools & Truant Alternative and Optional Education (\$11 million or 4 percent of the increase)
- Educator Quality and Support (\$9 million or 3 percent of the increase)

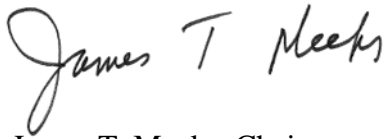
The Board is also seeking \$53.1 million to pay for administering the Partnership for Assessment of Readiness for College and Careers (PARCC), a federally required science assessment, and a college entrance exam for grade 11.

The request also includes new dollars for the Healthy Community Incentive Fund, which would support grants to community partnerships, with school districts as the lead applicants among local government entities, education organizations, faith-based organizations, civic organizations, and philanthropists. The grant funds would help coordinate, align, and leverage efforts to solve complex social problems within communities aimed toward serving the needs of the "whole child." This grant would enable school districts to take a lead role in cross-organization collaboration and become centers of collective impact and responsibility to the children of the community. Addressing these issues would help ensure that students are present, focused, and ready to learn in the classroom

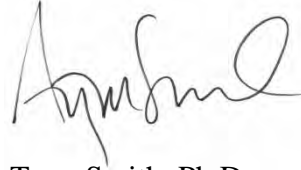
The Board believes strongly in its role as an advocate for public education, especially in these times of significant financial challenges. Through these hardships, there is tremendous opportunity to work together on how to best maximize existing resources and spend tax dollars wisely and effectively. Together, we all share responsibility for providing our children access to a high-quality, world-class education that prepares them for the challenges of higher education

and the workforce. We appreciate your continued support and investment in our children's future. The vitality of Illinois depends on it.

Sincerely,

Handwritten signature of James T. Meeks in black ink.

James T. Meeks, Chairman  
State Board of Education

Handwritten signature of Tony Smith in black ink.

Tony Smith, Ph.D.  
State Superintendent of Education

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# Illinois State Board of Education

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# ILLINOIS STATE BOARD OF EDUCATION

## VISION, MISSION AND GOALS

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### **VISION**

Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.

### **MISSION**

Provide leadership and resources to achieve excellence across all Illinois districts through engaging legislators, school administrators, teachers, students, parents, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.

### **GOALS**

Every child in each public school system in the state of Illinois deserves to attend a system wherein...

- All kindergarteners are assessed for readiness.
- Ninety percent or more third-grade students are reading at or above grade level.
- Ninety percent or more fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-graders are on track to graduate with their cohort.
- Ninety percent or more students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.



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## Illinois State Board of Education FY 2017 Budget Hearings

DATE	LOCATION	TIME
Wednesday, October 21	<b>Springfield</b> ISBE 100 North First Street Springfield	1:30 p.m.
Thursday, November 12	<b>Granite City</b> GCHS Atrium 3101 Madison Avenue Granite City	4:00 p.m.
Friday, November 20	<b>Chicago</b> Thompson Center 100 West Randolph Street Conference Room 16-503 Chicago	12:00 p.m.

# Executive Summary

# ILLINOIS STATE BOARD OF EDUCATION

## Executive Summary

### **Funding Principles, Goals and Outcomes**

The Board's fiscal year 2017 recommendation is based upon the following principles:

- An Education Funding Plan that is aligned to the Board's Goals
- An Education Funding Plan that ensures that funding is distributed in the most equitable manner possible that comports with current statute
- An Education Funding Plan that recognizes the need for universal and differentiated support to meet the unique needs of each and every child in the State of Illinois in a public system

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:

Goal 1: Every child in each public school system in the state of Illinois deserves to attend a system wherein . . .

1. All kindergarteners are assessed for readiness.
2. Ninety percent or more 3<sup>rd</sup> grade students are reading at or above grade level.
3. Ninety percent or more 5<sup>th</sup> grade students meet or exceed expectations in mathematics.
4. Ninety percent or more students are on track to graduate with their cohort at the end of 9<sup>th</sup> grade.
5. Ninety percent or more students graduate from high school ready for college and career.

Goal 2: Every student is supported by highly prepared and effective teachers and school leaders.

Goal 3: Every school will offer a safe and healthy learning environment for all students.

Current fiscal year General Funds appropriation Levels are \$464 million less than appropriation levels for fiscal year 2009 which represents Illinois State Board of Educations (ISBE) highest appropriation level. For fiscal year 2017, the Board is seeking \$7.321 billion in General Funds appropriations, an increase on behalf of Illinois students of \$317.4 million. 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 and 2014, 87 percent in 2015 and 92 percent in 2016. It is anticipated that fiscal year 2017 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 2016, the backlog totaled more than \$2.6 billion. More than \$537 million of that amount represented payments due to ISBE for school districts and vendors.

In making this request, the Board has sought to recover some of the cumulative loss of education funding during the period fiscal year 2010 through fiscal year 2016 as compared to fiscal year 2009; this amounts to approximately \$3.8 billion. Currently 59 percent of school district budgets in Illinois reflect deficit spending for fiscal year 2016 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.

### **Budget Methodology**

The Board Recommendation for fiscal year 2017 for Education Funding is to ensure School Districts and other Education Service Providers have increased opportunities to meet the unique needs of each and every child throughout all the communities in the State of Illinois. 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 2017, these two elements continue to make up nearly 91 percent of the proposed General Funds budget, as they have in recent years.

The fiscal year 2017 ISBE budget recommendation places the majority of the recommended funding increase in GSA. 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 \$11.0 billion. The General Funds portion of this request totals \$7.32 billion. This is a \$317.4 million (4.5 percent) increase compared to ISBE's fiscal year 2016 General Funds appropriation, assuming the eventual appropriation of amounts vetoed in HB4151.

The fiscal year 2017 proposal includes:

\$55.3 million	increase in GSA to fully fund at the statutorily set Foundation Level of \$6,119 (inclusive of the previous \$85.0 million loss limit funding). The fiscal year 2016 appropriation level for GSA resulted in a proration of 92 percent;
\$305.2 million	transfer from Special Education Funding for Children to GSA to increase the Foundation Level to \$6,329, the first increase in the Foundation Level since 2009;
\$49.8 million	increase to Special Education MCATs, fully funding all lines, except Private Tuition;
\$52.7 million	increase to Regular/Vocational Transportation;
\$7.9 million	increase to Illinois Free Lunch/Breakfast;
\$75.0 million	increase in Early Childhood Education;
\$15.0 million	for a Health Community Incentive Fund;
\$12.0 million	increase in Bilingual Education;
\$4.0 million	increase in funding to expand work in individual schools identified as the lowest performing on state assessments;
\$9.0 million	increase for Educator Quality and Support programs to increase the quality of teachers and school leaders in Illinois;
\$5.0 million	increase for Regional Safe Schools;
\$3.0 million	for Homeless Education, which was last funded in fiscal year 2009.

## **General State Aid**

In fiscal year 2016, another \$397 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 92 percent. The Board is recommending a two-part funding recommendation for GSA in fiscal year 2017. The first part is to increase the appropriation by \$55.3 million to fully fund at the statutorily set Foundation Level of \$6,119. The second part of the recommendation is to re-allocate \$305.2 million in funding from the Special Education – Funding for Children line into the GSA claim line so as to be able to increase the Foundation Level to \$6,329. This would be the first increase in the Foundation Level since 2009.

## **Mandated Categorical Programs**

The proposed budget includes fully funding all MCATs for fiscal year 2017, except Regular/Vocational Transportation, Special Education Private Tuition, Illinois Free Lunch and Breakfast and Funding for Children. The Board is also recommending an increase of \$52.7 million for Regular/Vocational Transportation, which is estimated to fund the claim at 80 percent rather than the current 70 percent proration.

## **Academic Improvement**

### **Early Childhood Education\*\***

An increase of \$75 million is being recommended by the Board for Early Childhood Education. This increase will restore the funding cut since fiscal year 2009 and support the four year, \$80 million federal Preschool Expansion Grant. While much more than the recommended \$393.7 million would be required to provide services to the estimated 265,000 children from birth to age five years living in families that are at or below the 185 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 requested funding will provide grantees the opportunity to serve approximately 9,400 additional children in fiscal year 2017.

### **Bilingual Education\*\***

The number of English learners (EL) increased by 16.6 percent between fiscal years 2011 and 2015 and ELs 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 EL services has increased over that same period of time. The Board is recommending \$75.7 million, a \$12 million increase (18.8 percent) in funding to provide for a proration of 76.6 percent in fiscal year 2017 as compared to the projected proration level of 66.1 percent for fiscal year 2016.

### **Arts and Foreign Language**

The Board is recommending an appropriation of \$1 million for fiscal year 2017. The recommendation represents a \$500,000 (100 percent) increase over the fiscal year 2016 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.

\*\*A portion of the fiscal year 2016 appropriation referenced was included in the vetoed HB4151.

## **Standards and Assessments\***

The Board requested \$49.6 million for student assessments for fiscal year 2016. Fiscal Year 2015 savings realized subsequent to the compilation of the fiscal year 2016 budget request resulted in \$3.7 million in federal funds being reallocated to fiscal year 2016 assessment costs. Fiscal Year 2016 funds have not been appropriated for student assessments at this time. The delay in funding prompted the decision to conduct Partnership for Assessment of Readiness for College and Careers (PARCC) exams for only grade 11 in high school and not for the other two grade levels originally budgeted. That change will result in savings of nearly \$10 million in fiscal year 2016. A number of other beneficial changes in the costs of administering the PARCC and the college entrance exam in fiscal year 2016 will cause additional savings amounting to \$7.9 million. As a result of the savings realized in fiscal year 2015 and fiscal year 2016, the fiscal year 2016 student assessments request was reduced to \$28 million.

For fiscal year 2017, the Board is recommending funding for Assessments to include the cost of administering the PARCC for grades three through eight plus three high school exams, a federally required science assessment, PARCC non-summative testing for grades K through eight and college entrance assessment for grade 11. Funding these assessments in fiscal year 2017 will require an appropriation of \$53.1 million or \$3.5 million (7.1 percent) more than originally requested for fiscal year 2016.

## **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 2016. The recommended increase represents the restoration of the funds cut from the line since fiscal year 2010.

Ag Ed programs serve nearly 30,000 students in 321 secondary schools across the state, nearly 550,000 K- eight, students in 2,231 education centers and more than 10,000 students in 24 community colleges and 4 universities.

### **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 2017. CTE programs in Illinois strengthen students' technical skills; articulate transitions to postsecondary training programs or 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.

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 2016 appropriation of \$500,000. The recommended funding would fund new, or expand existing Advanced Placement and/or pre-Advanced Placement programs.

\*The fiscal year 2016 appropriation referenced was included in the vetoed HB4151.



## **Targeted Special Education**

### **Blind and Dyslexic**

The Board's recommendation includes \$1.01 million in funding for Blind and Dyslexic, an increase of \$164,000 (19.4 percent). The recommended funding will support complete access to Learning Ally's library of more than 80,000 human-voice recorded curriculum textbooks, fiction, literature and VOICEtext titles for unlimited student usage.

### **Community and Residential Services Authority\***

ISBE serves as the fiscal agent for the authority which has proposed funding at the fiscal year 2015 level of \$592,300. At this time, no funds have been appropriated for the commission in fiscal year 2016.

### **Materials Center for the Visually Impaired**

The Board recommends flat funding of \$1.4 million for the line which supports a grant to the Chicago Lighthouse for People Who are Blind or Visually Impaired to provide services throughout the state.

### **Philip Rock Center and School\***

The Philip Rock Center and School serves students who are both deaf and blind, either as residents of the school or through support services. No fiscal year 2016 funds have been appropriated for the school at this time. The Board recommends fiscal year 2017 funding of \$3.6 million which is consistent with prior years funding.

## **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 2017.

### **National Board Certification**

The fiscal year 2016 appropriation for National Board Certification is \$1 million. The funds provide for support of teachers and school counselors seeking National Board Certification with priority given to educators in schools on Early Academic Warning or Watch status or who serve in schools with 50 percent or more low-income students. The Board is recommending flat funding in fiscal year 2017.

### **Teach for America – Minority Recruitment**

The Board is recommending an appropriation of \$1.9 million for fiscal year 2017. The recommended appropriation amount will leverage an additional \$1.9 million in private matching funds. The funding will support recruiting an additional 373 corps members of which 50 percent or more have historically been teachers of color.

\*The fiscal year 2016 appropriation referenced was included in the vetoed HB4151.

## **School Reform and Accountability**

### **Lowest Performing Schools\***

The Board is recommending a \$5 million appropriation for the state's lowest performing schools. The additional requested amount of \$4 million would fund assistance to all the lowest performing schools. It is estimated that the additional funds would aid 270 schools in 88 school districts, in addition to the 21 priority school districts with 35 schools. The funds will support these schools as they implement strategies and interventions that support strong leadership, effective teachers, use of time, effective instruction, use of data, school environment, and family and community engagement.

### **State and District Technology Support\***

The Board's fiscal year 2017 recommendation of \$2.5 million includes support for the Learning Technology Centers (LTCs) and the Illinois Virtual School (IVS). The requested funding is flat with the fiscal year 2015 appropriation prior to the 2.25 percent cuts in PA99-0001. No funds have been appropriated for fiscal year 2016 at this time.

## **Other Statewide District Categorical Assistance**

### **District Consolidation Costs**

The Board requested \$4.7 million for District Consolidations in fiscal year 2016. Public Act 99-005 appropriated \$3.3 million which resulted in FY2016 consolidation incentives being paid at a 76 percent proration rate. The Board is recommending an appropriation of \$4.8 million, which is an increase of \$1.5 million (45.1 percent) for fiscal year 2017 to provide full funding to the 11 qualified districts.

## **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 2016. This line realized a 66 percent reduction between fiscal year 2009 and fiscal year 2016. The program served 3,960 students in fiscal year 2016.

### **Truant Alternative and Optional Education**

The fiscal year 2016 budget enacted included an appropriation for this program that was 42 percent less than the fiscal year 2009 appropriation. The Board recommends \$14.5 million for this program for fiscal year 2017, an increase of \$3 million (26.1 percent) over fiscal year 2016. The requested amount would fund services to an estimated 32,000 students.

### **Educator Quality Investigations & Hearings\***

The Board recommends \$250,000 in funding for fiscal year 2017, which is a \$70,100 (39.0 percent) increase over the fiscal year 2015 appropriation. No funds have been appropriated for this program for fiscal year 2016 at this time nor has the appropriation been increased since fiscal year 2012. Since fiscal year 2014, ISBE has been legally required to investigate a larger number of cases year over year in part because (a) the statute requires investigations into

\*The fiscal year 2016 appropriation referenced was included in the vetoed HB4151.

certain allegations that should be addressed by school district management, such as incompetency and unprofessional conduct; and (b) the number of allegations reported to ISBE has increased, which is a factor beyond ISBE's control.

### **Focus on the Community**

#### **After School Matters**

While the Board has not requested funding for the After School Matters program since fiscal year 2011, the General Assembly recognizing the significant needs of these children has appropriated funds each year. The fiscal year 2016 appropriation for the program is \$2.4 million. The After School Matters program provides programming to high school students using the apprenticeship model to engage the students in learning skills in arts, communications, science, sports and technology. During fiscal year 2014, the program served more than 4,200 students who participated in 225 programs. The Board, following the lead of the General Assembly, recommends a \$2.4 million appropriation.

#### **Southwest Organizing Project**

The Board, following the lead of the General Assembly, recommends \$2 million in funding for the Southwest Organizing Project in fiscal year 2017, an increase of \$533,700 over fiscal year 2016. The funding will support the Parent Mentoring Program under which community-based organizations partner with local schools to recruit and train parents to assist teachers. In fiscal year 2015, 582 primarily low-income parent mentors were supported in 70 schools.

### **New Budget Lines**

#### **State Charter School Funding for Children with Disabilities**

The Board is recommending an appropriation of \$300,000 for support of State Charter Schools which lose funding in approximately that amount as a result of the reallocation of resources from the Mandated Categorical line – Special Education Funding for Children to General State Aid.

#### **Homeless Education**

The Board is recommending \$3 million for the Homeless Education Program. The number of homeless students as reported by districts was 54,528 in fiscal year 2015. 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.

#### **Teacher of the Year**

The Teacher of the Year program honors outstanding school personnel in seven categories through the Those Who Excel program and identifies an Illinois Teacher of the Year to serve as an "Ambassador" for the teaching profession. The Board recommends an appropriation of \$130,000 to fund the travel expenses, salary, benefits, substitute costs, Space Camp, and the Next Step Conference.

### 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 a minority recruitment and mentoring program that supports students in middle and high school to take appropriate coursework and begin career exploration into the teaching field.

### 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 million to direct 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

One 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. 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 \$1 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 1,660 new teachers.

### Teacher Instructional Support

The Board's fiscal year 2017 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 new Illinois Learning Standards. 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.

### Performance Evaluations

Two hundred thousand dollars is being recommended for fiscal year 2017 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.

### Low Income Advanced Placement

The Board is recommending a \$630,000 appropriation that would fund the approximate \$12 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 52,500 low-income students.

### Healthy Community Incentive Fund

The Board is recommending \$15.0 million for the Healthy Community Incentive Fund for fiscal year 2017. The funds will support grants to community partnerships, with school districts as the lead applicants, among local government entities, education organizations, faith-based organizations, civic organizations and philanthropists. The grant funds will provide for the coordinating, aligning and leveraging of efforts to solve complex social problems within the community resulting in improved community well-being by ensuring students are ready to take advantage of high-quality instruction in the classroom.

### Miscellaneous

#### Tax Equivalent Grants

In accordance with the School Code (105 ILCS 5/18-4.4) ISBE is required to provide Tax Equivalent Grants to make up for lost property tax revenues due to state property ownership in Chaney-Monge School District 88. Without changes in Illinois statute, funding in the amount of \$222,600 will remain in the fiscal year 2017 ISBE budget recommendation.

#### Agency Operations\*

ISBE was appropriated \$23.2 million for agency administration in fiscal year 2015 which was later reduced to \$22.7 million by Public Act 99-001. The original fiscal year 2015 appropriation was 13.5 percent less than the amount appropriated in fiscal year 2010. The Board requested \$23.4 million in fiscal year 2016. No GRF Administration funds have been appropriated to ISBE for fiscal year 2016 at this time. The Board is recommending a \$23.4 million appropriation in fiscal year 2017 to provide high-quality service and support to local school districts.

\*The fiscal year 2016 appropriation referenced was included in the vetoed HB4151.

# Budget Highlights – Fiscal Year 2017 Request

## Proposed Fiscal Year 2017 Budget

	FY16	FY17		
\$000s	At 01/29/2016	Request	\$ Change	% Change
General Funds*	\$7,003,100.0	\$7,320,486.3	\$317,386.3	4.5%
Other State Funds	\$67,268.9	\$71,168.9	\$3,900.0	5.8%
Federal Funds	\$3,149,100.0	\$3,596,986.9	\$447,886.9	14.2%
<b>TOTAL</b>	<b>\$10,219,468.9</b>	<b>\$10,988,642.1</b>	<b>\$769,173.2</b>	<b>7.5%</b>

## General State Aid (GSA)

	FY16	FY17		
\$000s	At 01/29/2016	Request	\$ Change	% Change
GSA – Formula	\$2,740,693.7	\$3,159,291.4	\$418,597.7	15.3%
GSA – Low-Income Grant	\$1,738,205.3	\$1,764,027.4	\$25,822.1	1.5%
PTELL Adjustment	\$130,134.0	\$124,360.5	(\$5,773.5)	-4.4%
Net Adjustments	\$23,155.2	\$30,000.0	\$6,844.8	29.6%
<b>TOTAL</b>	<b>\$4,632,188.2</b>	<b>\$5,077,679.3</b>	<b>\$445,491.1</b>	<b>9.6%</b>

<b>Foundation Level</b> (actual \$)	<b>\$6,119</b> prorated at 92%	<b>\$6,329</b> prorated at 100%		
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## Mandated Categoricals

	FY16	FY17		
\$000s	At 01/29/2016	Request	\$ Change	% Change
Illinois Free Lunch/Breakfast	\$9,000.0	\$16,876.3	\$7,876.3	87.5%
Orphanage Tuition	\$11,500.0	\$16,600.0	\$5,100.0	44.3%
Sp Ed – Children Requiring Sp Ed Services	\$303,829.7	\$0.0	(\$303,829.7)	-100.0%
Sp Ed – Orphanage Tuition	\$95,000.0	\$101,500.0	\$6,500.0	6.8%
Sp Ed – Personnel Reimbursement	\$442,400.0	\$443,300.0	\$900.0	0.2%
Sp Ed – Private Tuition	\$233,000.0	\$242,820.0	\$9,820.0	4.2%
Sp Ed – Summer School	\$11,700.0	\$14,600.0	\$2,900.0	24.8%
Sp Ed – Transportation	\$450,500.0	\$480,200.0	\$29,700.0	6.6%
Transportation – Regular/Vocational	\$205,808.9	\$258,500.0	\$52,691.1	25.6%

<b>Proration Levels</b>	<b>FY15 Actual</b>	<b>FY16 Actual</b>	<b>FY17 Proposed</b>
Illinois Free Lunch/Breakfast	21%	20%	35%
Orphanage Tuition	100%	100%	100%
Sp Ed – Children Requiring Sp Ed Services	98%	100%	N/A
Sp Ed – Orphanage Tuition	100%	100%	100%
Sp Ed – Personnel Reimbursement	98%	100%	100%
Sp Ed – Private Tuition	94%	94%	95%
Sp Ed – Summer School	75%	84%	100%
Sp Ed – Transportation	95%	96%	100%
Transportation – Regular/Vocational	71%	70%	80%

### Early Childhood Education

<b>\$000s</b>	<b>FY16 At 01/29/2016</b>	<b>FY17 Request</b>	<b>\$ Change</b>	<b>% Change</b>
Early Childhood Education*	\$318,738.1	\$393,738.1	\$75,000.0	23.5%

	<b>FY15 Actual</b>	<b>FY16 Estimated</b>	<b># Change</b>	<b>% Change</b>
Children Served	90,006	87,393	-2,613	-2.9%

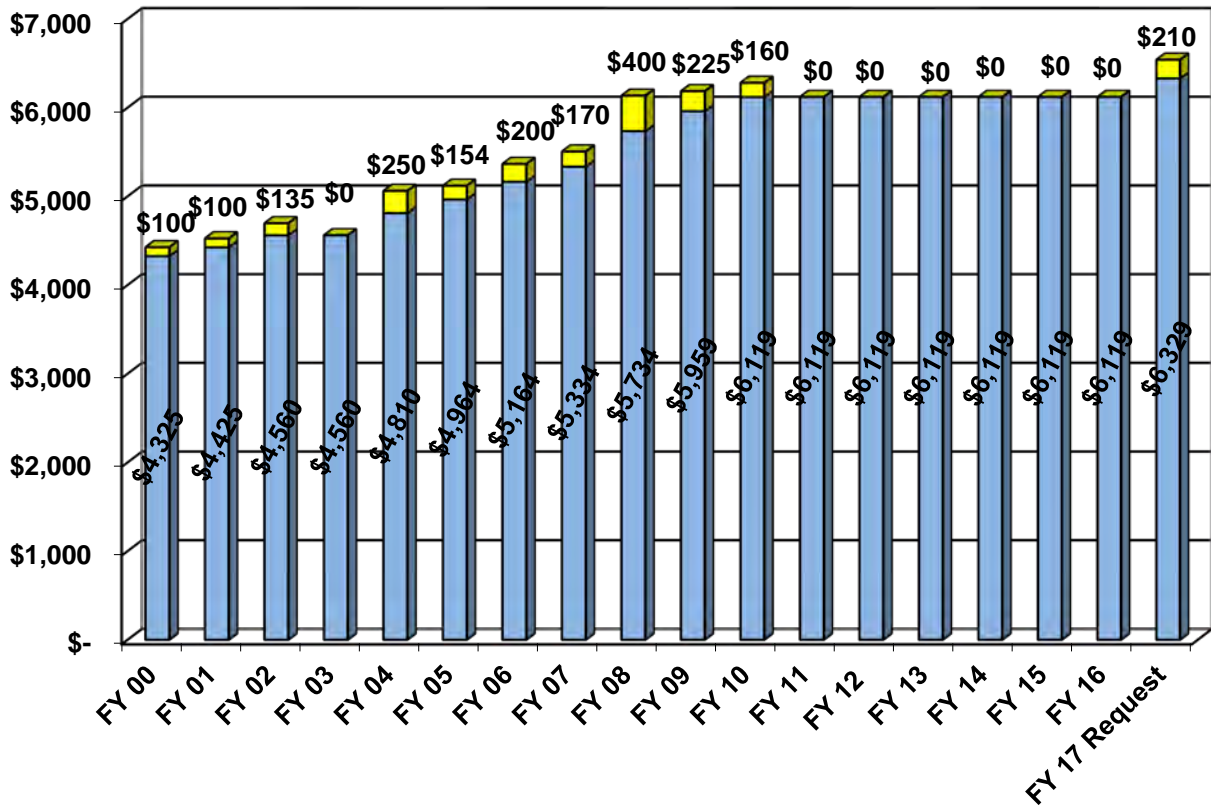
### Other Programs

<b>\$000s</b>	<b>FY16 At 01/29/2016</b>	<b>FY17 Request</b>	<b>\$ Change</b>	<b>% Change</b>
Academic Improvement* **	\$423,281.4	\$513,082.2	\$89,800.8	21.2%
Educator Quality and Support	\$1,977.5	\$10,930.0	\$8,952.5	452.7%
Other Statewide District Categorical Assistance	\$14,509.3	\$4,800.0	(\$9,709.3)	-66.9%
School Reform and Accountability*	\$3,446.6	\$7,500.0	\$4,053.4	117.6%
Targeted Special Education*	\$6,464.9	\$6,901.2	\$436.3	6.7%
Standards and Assessments*	\$28,000.0	\$53,100.0	\$25,100.0	89.6%
Student Health and Safety Initiatives*	\$17,979.9	\$29,050.0	\$11,070.1	61.6%
Focus on the Community	\$3,910.1	\$19,443.8	\$15,533.7	397.3%
Miscellaneous	\$222.6	\$222.6	\$0.0	0.0%

\* A portion of the fiscal year 2016 appropriation referenced was included in the vetoed HB4151.

\*\*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 17 Requested**

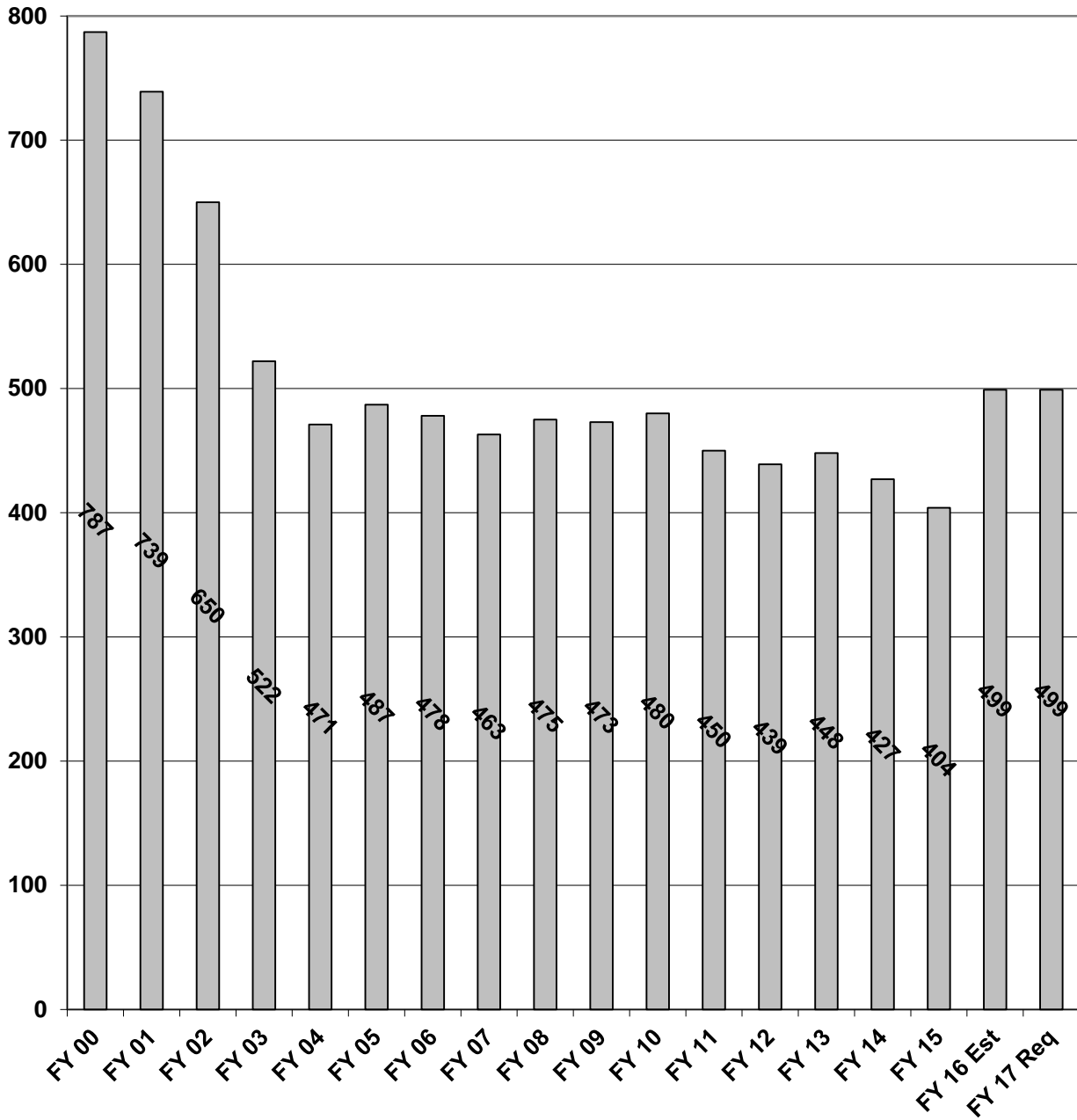


■ Foundation Level    ■ \$ Change in F Level

FY 12 GSA prorated at 95%  
 FY 13 GSA prorated at 89%  
 FY 14 GSA prorated at 89%  
 FY 15 GSA prorated at 89%  
 FY 16 GSA prorated at 92%



**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 2017 budget are listed below.

The fiscal year 2017 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	School Year 2015
Percentage of CTE concentrators who completed secondary education	93.9%	95.6%	95.3%	95.2%
Percentage of CTE concentrators who passed the technical skills assessments which are aligned with industry recognized standards	70.9%	75.4%	74.8%	75.8%
CTE student enrollment	262,982	262,950	284,864	255,713
Percentage of CTE concentrators who were placed in post-secondary education or training	56.9%	65.9%	49.4%*	63.1%*
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%	52.9%

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

### 21<sup>st</sup> 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 21<sup>st</sup> 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 <sup>st</sup> 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.

<b>Performance Measures</b>	<b>School Year 2011</b>	<b>School Year 2012</b>	<b>School Year 2013</b>	<b>School Year 2014</b>	<b>School Year 2015</b>
Unduplicated enrollment in Ag Ed Program	28,895	28,657	29,202	29,463	29,615
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%	92.0%
Percentage of districts with Agriculture programs using the grant to update teaching/technology in class room	96.7%	97.4%	97.5%	96.8%	97.8%
Number of counties supporting Agricultural Literacy Program	77	73	72	77	79
Percentage of teachers involved in developing a plan for customized student instruction	96.0%	96.0%	94.0%	98.0%	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.

<b>Performance Measures</b>	<b>School Year 2012</b>	<b>School Year 2013</b>	<b>School Year 2014</b>	<b>School Year 2015</b>	<b>School Year 2016</b>
Number of NBCTs in Illinois	5,582	5,842	6,025	6150	6300(est.)
Number of new applications	609	488	701	489	500(est.)
Number of candidates attending online candidate support	28	44	88	93	75(est.)
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	91.0%	92.0%	76.0%	81%	90%(est.)

\*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.

<b>Performance Measures</b>	<b>School Year 2013</b>	<b>School Year 2014</b>	<b>School Year 2015</b>
Percentage of students who earned high school credit (ages 13 -21)	83.0%	91.0%	73.4%
Percentage of students who earned a GED or obtained high school diploma (ages 16-21)	8.0%	7.0%	2.7%

### **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.

<b>Performance Measures</b>	<b>School Year 2013</b>	<b>School Year 2014</b>	<b>School Year 2015</b>
Percent of Title I student proficient in math on ISAT and PSAE	45.7%	47.4%	17.9%
Percent of Title I student proficient in reading on ISAT and PSAE	45.4%	43.6%	25.9%
Number of Students graduating within four years	83.2%	86.0%	85.6%
Number of Students graduating within five years	87.0%	87.5%	87.7%

## 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	School Year 2015
<b>Select Output Measures</b>				
Number of children birth to age five served	92,186	90,393	89,495	90,006
Number of teachers and staff that received state-sponsored professional development (duplicated count)	2,040	2,931	2,722	2724
Number of programs funded	620	617	617	606
<b>Select Outcome Measures</b>				
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%	87.5%

## 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 2013	School Year 2014	School Year 2015
Graduation rates	83.2%	86.0%	85.6%
Dropout rates	2.4%	2.2%	2.3%
Percentage of districts in deficit spending	66.7%	61.8%	64.2%

## 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.

<b>Performance Measures</b>	<b>School Year 2012</b>	<b>School Year 2013</b>	<b>School Year 2014</b>	<b>School Year 2015</b>
Eliminating from the classroom and field all teachers who commit serious acts of misconduct through suspension or revocation of license	35	39	107*	63
Investigate all allegations of misconduct in a timely manner**	100%	100%	100%	100%
Investigate all allegations of misconduct in an effective manner**	100%	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.

<b>Performance Measures</b>	<b>School Year 2013</b>	<b>School Year 2014</b>	<b>School Year 2015</b>
<b>Select Output Measures</b>			
Number and percentage of ELLs receiving at least five class periods of services in state-funded programs	86.0%	90.0%	91.0%
Number of teachers and administrators receiving ELL professional development services through state-sponsored opportunities (duplicated count)	11,983*	2,440	2,955**
Number of school districts monitored	43	56	50
<b>Select Outcome Measures</b>			
Percentage of ELLs making at least 0.5 level progress in English Language Development	65.7%	65.7%	66.2%
Percentage of students who attained English Language Proficiency	21.0%	21.0%	16.3%
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	21.6%	21.6%	8.8%
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	40.5%	40.5%	19.0%

\* 2013 included duplicative counts.

\*\*State funded ELL PDs include PDs provided via IRC (Regional Institutes, Technical Assistance seminars, webinars, multi-district workshops), WIDA, PLC (Professional Learning Cohort), Annual Program Directors' meeting, New Leadership, and SIOP Trainings.

## **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 \$518.1 million in IDEA funds for fiscal year 2016.

### **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 \$781.6 million in federal Child Nutrition funding in fiscal year 2015.

### **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 \$40.3 million in Perkins funds in fiscal year 2016.

# FY17 Budget Recommendation

**ILLINOIS STATE BOARD OF EDUCATION  
FY17 Board Budget Recommendation**

Page Ref.	Line Item	\$000s	FY16	FY17	FY17	
			At January 2016	Request	Increase (Decrease)	\$
<b>GENERAL FUNDS</b>						
<b>GRANTS</b>						
50	<b><u>General State Aid</u></b>					
	GSA Formula Grant		2,740,693.7	3,159,291.4	418,597.7	15.3%
	PTELL Adjustment		130,134.0	124,360.5	-5,773.5	-4.4%
	GSA Supplemental Low-Income Grant		1,738,205.3	1,764,027.4	25,822.1	1.5%
	Net Adjustments		23,155.2	30,000.0	6,844.8	29.6%
	<b>Total, General State Aid</b>		<b>4,632,188.2</b>	<b>5,077,679.3</b>	<b>445,491.1</b>	<b>9.6%</b>
<b><u>General State Aid Loss Limit</u></b>						
n/a	General State Aid Loss Limit		85,000.0	0.0	-85,000.0	-100.0%
	<b>Total, General State Aid Loss Limit</b>		<b>85,000.0</b>	<b>0.0</b>	<b>-85,000.0</b>	<b>-100.0%</b>
<b><u>Mandated Categoricals</u></b>						
73	Special Ed Personnel Reimbursement		442,400.0	443,300.0	900.0	0.2%
n/a	Sp Ed Services Funding for Children		303,829.7	0.0	-303,829.7	-100.0%
72	Special Ed Orphanage Tuition		95,000.0	101,500.0	6,500.0	6.8%
75	Special Ed Private Tuition		233,000.0	242,820.0	9,820.0	4.2%
76	Special Ed Summer School		11,700.0	14,600.0	2,900.0	15.8%
87	Special Ed Transportation		450,500.0	480,200.0	29,700.0	6.6%
	<b>Subtotal, Mandated Categoricals (Special Ed)</b>		<b>1,536,429.7</b>	<b>1,282,420.0</b>	<b>-254,009.7</b>	<b>-16.5%</b>
62	Illinois Free Lunch and Breakfast		9,000.0	16,876.3	7,876.3	87.5%
67	Orphanage Tuition		11,500.0	16,600.0	5,100.0	44.3%
85	Transportation – Regular and Vocational		205,808.9	258,500.0	52,691.1	25.6%
	<b>Total, Mandated Categoricals</b>		<b>1,762,738.6</b>	<b>1,574,396.3</b>	<b>-188,342.3</b>	<b>-10.7%</b>
<b><u>Standards, Assessments and Accountability</u></b>						
39	Assessments (1)		28,000.0	53,100.0	25,100.0	89.6%
	<b>Subtotal, Standards, Assessments and Accountability</b>		<b>28,000.0</b>	<b>53,100.0</b>	<b>25,100.0</b>	<b>89.6%</b>

Page Ref.	Line Item	\$000s	FY16	FY17	FY17	
			At January 2016	Request	Increase (Decrease)	\$
<b><u>Academic Improvement</u></b>						
48	Early Childhood Education(3)		318,738.1	393,738.1	75,000.0	23.5%
38	Arts and Foreign Language		500.0	1,000.0	500.0	100.0%
41	Bilingual Education (3)		63,681.2	75,652.0	11,970.8	18.8%
<b><u>College and Career Readiness</u></b>						
32	Advance Placement		500.0	1,000.0	500.0	100.0%
33	Advanced Placement Low-Income		0.0	630.0	630.0	n/a
35	Agricultural Education		1,800.0	3,000.0	1,200.0	66.7%
43	Career and Technical Education Programs		38,062.1	38,062.1	0.0	0.0%
<b>Subtotal College and Career Readiness</b>			<b>40,362.1</b>	<b>42,692.1</b>	<b>2,330.0</b>	<b>5.8%</b>
<b>Subtotal, Academic Improvement</b>			<b>423,281.4</b>	<b>513,082.2</b>	<b>89,800.8</b>	<b>21.2%</b>
<b><u>School Reform and Accountability</u></b>						
64	Lowest Performing Schools (2)		1,002.8	5,000.0	3,997.2	398.6%
77	State and District Technology Support (2)		2,443.8	2,500.0	56.2	2.3%
<b>Subtotal, School Reform and Accountability</b>			<b>3,446.6</b>	<b>7,500.0</b>	<b>4,053.4</b>	<b>117.6%</b>
<b><u>Targeted Special Education</u></b>						
42	Blind and Dyslexic		846.0	1,010.0	164.0	19.4%
44	Community & Residential Services Authority (2)		620.0	592.3	-27.7	-4.5%
65	Materials Center for the Visually Impaired		1,421.1	1,421.1	0.0	0.0%
69	Philip Rock Center and School (2)		3,577.8	3,577.8	0.0	0.0%
79	State Charter School Funding for Children with Disabilities		0.0	300.0	300.0	n/a
<b>Subtotal, Special Education</b>			<b>6,464.9</b>	<b>6,901.2</b>	<b>436.3</b>	<b>6.7%</b>
<b><u>Educator Quality and Support</u></b>						
66	National Board Certification		1,000.0	1,000.0	0.0	0.0%
81	Teach for America		977.5	1,900.0	922.5	94.4%
84	Teacher of the Year		0.0	130.0	130.0	n/a
47	Diverse Educator Recruitment		0.0	700.0	700.0	n/a
82	Teacher Instructional Support		0.0	5,000.0	5,000.0	n/a
68	Performance Evaluations		0.0	200.0	200.0	n/a
70	Principal Mentoring Program		0.0	1,000.0	1,000.0	n/a
83	Teacher Mentoring Programs		0.0	1,000.0	1,000.0	n/a
<b>Subtotal, Educator Quality and Support</b>			<b>1,977.5</b>	<b>10,930.0</b>	<b>8,952.5</b>	<b>452.7%</b>

Page Ref.	Line Item	\$000s	FY16	FY17 Request	FY17 Increase (Decrease)	
			At January 2016		\$	%
<b><u>Other Statewide District Categorical Assistance</u></b>						
45	District Consolidation Costs		3,309.3	4,800.0	1,490.7	45.0%
n/a	District Interventions		11,200.0	0.0	-11,200.0	-100.0%
<b>Subtotal, Other Statewide District Categorical Assistance</b>			<b>14,509.3</b>	<b>4,800.0</b>	<b>-9,709.3</b>	<b>-66.9%</b>
<b><u>Student Health and Safety Initiatives</u></b>						
37	Alternative Education/Regional Safe Schools		6,300.0	11,300.0	5,000.0	79.4%
61	Homeless Education		0.0	3,000.0	3,000.0	n/a
89	Truant Alternative and Optional Education		11,500.0	14,500.0	3,000.0	26.1%
<b>Subtotal, Student Health &amp; Safety Initiatives before lump sums</b>			<b>17,800.0</b>	<b>28,800.0</b>	<b>11,000.0</b>	<b>61.8%</b>
49	Educator Quality Investigations and Hearings (2)		179.9	250.0	70.1	39.0%
<b>Subtotal, Student Health and Safety Initiatives</b>			<b>17,979.9</b>	<b>29,050.0</b>	<b>11,070.1</b>	<b>61.6%</b>
<b><u>Focus on the Community</u></b>						
34	After School Matters		2,443.8	2,443.8	0.0	0.0%
60	Healthy Community Incentive Fund		0.0	15,000.0	15,000.0	100.0%
71	Southwest Organizing Project		1,466.3	2,000.0	533.7	36.4%
<b>Subtotal, Other Statewide District Categorical Assistance</b>			<b>3,910.1</b>	<b>19,443.8</b>	<b>15,533.7</b>	<b>397.3%</b>
<b><u>Miscellaneous</u></b>						
80	Tax Equivalent Grants		222.6	222.6	0.0	0.0%
<b>Subtotal, Miscellaneous</b>			<b>222.6</b>	<b>222.6</b>	<b>0.0</b>	<b>0.0%</b>
<b>TOTAL - GRANTS</b>			<b>6,979,719.1</b>	<b>7,297,105.4</b>	<b>317,386.3</b>	<b>4.5%</b>
<b>ADMINISTRATION --GENERAL FUNDS</b>						
n/a	ISBE Administration Lump Sum (2)		23,380.9	23,380.9	0.0	0.0%
<b>TOTAL - ADMINISTRATION AND LUMP SUMS</b>			<b>23,380.9</b>	<b>23,380.9</b>	<b>0.0</b>	<b>0.0%</b>
<b>TOTAL - GENERAL FUNDS</b>			<b>7,003,100.0</b>	<b>7,320,486.3</b>	<b>317,386.3</b>	<b>4.5%</b>

Page Ref.	Line Item	\$000s	FY16	FY17	FY17	
			At January 2016	Request	Increase (Decrease)	\$
<b>OTHER STATE FUNDS</b>						
<b>ADMINISTRATION--OTHER STATE FUNDS</b>						
n/a	Ordinary & Contingent Expenses - Indirect Cost Recovery (2)		7,015.2	7,015.2	0.0	0.0%
92	Ordinary & Contingent Expenses - Teacher Certificate Institute Fund		2,208.9	2,208.9	0.0	0.0%
98	Ordinary & Contingent Expenses - Teacher Certificate Revolving Fund (2)		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%
<b>Subtotal, Lump Sums</b>			<b>14,824.1</b>	<b>14,824.1</b>	<b>0.0</b>	<b>0.0%</b>
<b>TOTAL - ADMINISTRATION</b>			<b>14,824.1</b>	<b>14,824.1</b>	<b>0.0</b>	<b>0.0%</b>
<b>GRANTS--OTHER STATE FUNDS</b>						
n/a	After School Rescue Fund		200.0	200.0	0.0	0.0%
90	Charter Schools Revolving Loan Fund		20.0	20.0	0.0	0.0%
91	Drivers Education Fund		18,500.0	18,750.0	250.0	1.4%
94	Personal Property Replacement Tax Fund – ROE Salaries (2)		10,700.0	10,700.0	0.0	0.0%
93	Personal Property Replacement Tax Fund – ROE Services (2)		6,970.0	6,970.0	0.0	0.0%
93	Personal Property Replacement Tax Fund – Bus Driver Training (2)		70.0	70.0	0.0	0.0%
83	Teacher Certificate Fee Revolving Fund – Teacher Mentoring		2,000.0	1,000.0	-1,000.0	-50.0%
95	School District Emergency Financial Assistance Fund (3)		1,500.0	1,000.0	-500.0	-33.3%
96	School Technology Revolving Loan Fund		2,000.0	7,500.0	5,500.0	275.0%
n/a	State Board of Education Special Purpose Trust Fund		8,484.8	8,484.8	0.0	0.0%
100	Temporary Relocation Expenses Revolving Fund		1,400.0	1,000.0	-400.0	-28.6%
97	State Charter School Commission Fund (2)		600.0	650.0	50.0	8.3%
<b>Subtotal, Grants</b>			<b>52,444.8</b>	<b>56,344.8</b>	<b>3,900.0</b>	<b>7.4%</b>
<b>TOTAL – GRANTS</b>			<b>52,444.8</b>	<b>56,344.8</b>	<b>3,900.0</b>	<b>7.4%</b>
<b>TOTAL--OTHER STATE FUNDS - ISBE</b>			<b>67,268.9</b>	<b>71,168.9</b>	<b>3,900.0</b>	<b>5.8%</b>
<b>FEDERAL FUNDS</b>						
<b>ADMINISTRATION</b>						
n/a	Personal Services		17,897.0	17,990.2	93.2	0.5%

Page Ref.	Line Item	\$000s	FY16	FY17	FY17	
			At January 2016	Request	Increase (Decrease)	\$
n/a	Retirement Pick-Up		114.9	119.9	5.0	4.4%
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	5,252.8	49.0	0.9%
	<b>Subtotal- Personal Services and Benefits</b>		<b>32,207.7</b>	<b>32,354.9</b>	<b>147.2</b>	<b>0.5%</b>
n/a	Contractual		34,415.0	34,415.0	0.0	0.0%
n/a	Travel		2,030.0	2,030.0	0.0	0.0%
n/a	Commodities		410.0	430.0	20.0	4.9%
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%
	<b>Subtotal, Operations</b>		<b>71,019.7</b>	<b>71,186.9</b>	<b>167.2</b>	<b>0.2%</b>
<b>TOTAL-- ADMINISTRATION</b>			<b>71,019.7</b>	<b>71,186.9</b>	<b>167.2</b>	<b>0.2%</b>
<b>GRANTS</b>						
<b><u>Career and Technical Education</u></b>						
102	Career and Technical Education - Basic		55,000.0	55,000.0	0.0	0.0%
	<b>Subtotal, Career and Technical Education</b>		<b>55,000.0</b>	<b>55,000.0</b>	<b>0.0</b>	<b>0.0%</b>
<b><u>Child Nutrition</u></b>						
103	Child Nutrition Programs		725,000.0	1,062,500.0	337,500.0	46.6%
n/a	Child Nutrition Grants		125,000.0	0.0	-125,000.0	-100.0%
	<b>Subtotal, Child Nutrition</b>		<b>850,000.0</b>	<b>1,062,500.0</b>	<b>212,500.0</b>	<b>25.0%</b>
<b><u>Individuals with Disabilities Act</u></b>						
107	Individuals with Disabilities Education Act, Part B		700,000.0	754,000.0	54,000.0	7.7%
106	Individuals with Disabilities Education Act - Deaf and Blind		500.0	500.0	0.0	0.0%
108	Individuals with Disabilities Education Act – Preschool, Part B		25,000.0	29,200.0	4,200.0	16.8%
109	Individuals with Disabilities Education Act - State Program improvement, Part D		4,500.0	5,000.0	500.0	11.1%
	<b>Subtotal, Individuals with Disabilities Act</b>		<b>730,000.0</b>	<b>788,700.0</b>	<b>58,700.0</b>	<b>8.0%</b>

Page Ref.	Line Item	\$000s	FY16	FY17	FY17	
			At January 2016	Request	Increase (Decrease)	\$
<b><u>NCLB (excluding Assessments)</u></b>						
116		NCLB - Title I - Advanced Placement	3,000.0	3,300.0	300.0	10.0%
117, 119, 121, 122, 123		NCLB - Title I	940,000.0	1,090,000.0	150,000.0	16.0%
n/a		NCLB – Title I – Basic Part A – ARRA	30,000.0	0.0	-30,000.0	-100.0%
125		NCLB - Title II – Mathematics and Science Partnerships	18,000.0	18,800.0	800.0	4.4%
126		NCLB - Title II - Teacher/Principal Training	160,000.0	160,000.0	0.0	0.0%
127		NCLB - Title III – English Language Acquisition	45,500.0	54,400.0	4,900.0	10.8%
129		NCLB - Title IV - 21st Century Communities Learning Centers	75,000.0	105,200.0	30,200.0	40.3%
130		NCLB - Title V - Charter Schools	9,000.0	21,100.0	12,100.0	134.4%
131		NCLB - Title VI - Rural and Low Income School Program	2,000.0	2,000.0	0.0	0.0%
132		NCLB - Title X – Education for Homeless Children	5,000.0	5,000.0	0.0	0.0%
<b>Subtotal, NCLB (excluding Assessments)</b>			<b>1,287,500.0</b>	<b>1,455,800.0</b>	<b>168,300.0</b>	<b>13.1%</b>
<b><u>Assessments</u></b>						
39		Assessments	23,780.3	35,000.0	11,219.7	47.2%
<b>Subtotal, Assessments</b>			<b>23,780.3</b>	<b>35,000.0</b>	<b>11,219.7</b>	<b>47.2%</b>
<b><u>Other Grants</u></b>						
101		Adolescent Health	0.0	500.0	500.0	n/a
n/a		Congressional Special Projects	5,000.0	5,000.0	0.0	0.0%
63		Longitudinal Data System	5,200.0	5,200.0	0.0	0.0%
63		Longitudinal Data System - ARRA	5,000.0	0.0	-5,000.0	-100.0%
115		Substance Abuse and Mental Health Services	3,800.0	5,300.0	1,500.0	39.5%
114		Race to the Top - Early Learning Challenge	35,000.0	35,000.0	0.0	0.0%
111		Preschool Expansion grant	35,000.0	35,000.0	0.0	0.0%
113		Race to the Top	42,800.0	42,800.0	0.0	0.0%
<b>Subtotal, Other Grants</b>			<b>131,800.0</b>	<b>128,800.0</b>	<b>-3,000.0</b>	<b>-2.3%</b>
<b>TOTAL - GRANTS</b>			<b>3,078,080.3</b>	<b>3,525,800</b>	<b>447,719.7</b>	<b>14.5%</b>



Page Ref.	Line Item	\$000s	FY16	FY17	FY17	
			At January 2016	Request	Increase (Decrease)	\$
<b>TOTAL - FEDERAL FUNDS</b>			<b>3,149,100.0</b>	<b>3,596,986.9</b>	<b>447,886.9</b>	<b>14.2%</b>
<b>GRAND TOTAL</b>			<b>10,219,468.9</b>	<b>10,988,642.1</b>	<b>769,173.2</b>	<b>7.5%</b>

**Notes**

- (1) FY16 appropriation vetoed in HB4151. Appropriation shown at amount necessary to fund FY16 Assessments.
- (2) FY16 appropriation vetoed in HB4151. Appropriation shown at vetoed amounts.
- (3) FY16 appropriation partially vetoed in HB4151. Appropriation shown includes vetoed amounts.

# General Funds Programs

# Advanced Placement

Legislative Reference - 105 ILCS 302

Funding Source - State

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$527,000	\$500,000	\$488,800	\$500,000	<b>\$1,000,000</b>
Change from Prior Year	\$527,000	(\$27,000)	(\$11,200)	\$11,200	<b>\$500,000</b>
	n/a	(5.12%)	(2.24%)	2.29%	<b>100.00%</b>

### Program Mission

To increase the number of low-income students benefiting from pre-Advanced and/or Advanced Placement (AP) courses and to increase the availability and range of schools serving students in grades 6 through 12 that offer pre-Advanced and/or AP 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 AP 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 AP courses to students and parents and prepare students to enroll in AP courses; and/or
- Ensure students currently enrolled in AP 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 2017.

	FY13	FY14	FY15	FY16 (est)
Districts	11	11	11	15

# Advanced Placement - Low Income

Legislative Reference - 105 ILCS 302

Funding Source - State

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$630,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$630,000
	0.00%	0.00%	0.00%	0.00%	N/A

### Program Mission

To increase the number of low-income students taking Advanced Placement (AP) exams.

### Purpose

To assist school districts in offsetting the fee for low-income students who take the AP exam.

### Reimbursement/Distribution Method

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

### Population and Service Levels

In fiscal year 2015, Illinois low-income students who took the AP exams were eligible to receive a \$12 state test fee reduction upon request.

Participation is open to all Illinois high schools.

	FY15	FY16 (est)
Number of students assisted	48,000	100,000

# After School Matters

Legislative Reference –Not Applicable  
Funding Source - State

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$2,500,000	\$2,000,000	\$2,443,800	\$2,443,800	<b>\$2,443,800</b>
Change from Prior Year	\$0 0.00%	(\$500,000) -20.00%	\$443,800 22.19%	\$0 0.00%	<b>\$0</b> <b>0.00%</b>

### Program Mission

To provide a network of out-of-school opportunities, including apprenticeships and drop-in programs for teens in underserved communities in the Chicago area.

### Purpose

To align key public partnerships with the City of Chicago, the Chicago Public Schools, the Chicago Park District, the Chicago Department of Children and Youth Services, the Chicago Department of Cultural Affairs, and the Chicago Public Library with the resources of private and nonprofit organizations to offer compelling, after-school programs to Chicago teens. These partnerships give After School Matters access to community assets such as availability of public parks and community centers, expanded development and recruitment of program instructors, security to ensure participant safety during programs, and increased collaborations in the network of out-of-school opportunities.

This allows After School Matters to offer more than 11,355 hours of after-school opportunities to teens through 142 programs. The Programs operate at public elementary schools, high schools, and community-based organizations throughout Chicago.

### Reimbursement/Distribution Method

Funds are distributed as a grant to After School Matters.

### Population and Service Levels

The following table displays service-level information:

	FY15	FY16 (est)
Number of students impacted	2,349	2,300
Activities	142	140

# Agricultural Education

Legislative Reference - 105 ILCS 5/2-3.80

Funding Source - State

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$1,800,000	\$1,800,000	\$1,759,500	\$1,800,000	<b>\$3,000,000</b>
General Funds	\$1,800,000	\$1,250,000	\$1,759,500	\$1,800,000	<b>\$3,000,000</b>
Downstate Transit Improv. Fund	\$0	\$550,000	\$0	\$0	<b>\$0</b>
Change from Prior Year	\$0	\$0	(\$40,500)	\$40,500	<b>\$1,200,000</b>
	0.00%	0.00%	(2.25%)	2.30%	<b>66.67%</b>

### Program Mission

To increase utilization of research-based, standards-led instructional practices and curricula that improves student achievement across fundamental and experiential learning in agricultural-related career and technical areas.

### Purpose

To assist local school districts in developing comprehensive programs in agricultural literacy for prekindergarten through adult students and improve agricultural career preparation. Program and curriculum development, growth, and implementation as well as data collection and professional development are delivered. Agricultural awareness or literacy programs serve to inform the general public about agriculture, which promotes more informed consumers of agricultural products. At the elementary and secondary level, this effort also reinforces the Illinois Learning Standards, particularly in language arts, math, and science as well as incorporating Science, Technology, Engineering and Mathematics (STEM)-based activities and labs. Agricultural education at the secondary level prepares students for college and careers in the agricultural industry. Technology- and assessment-based, nationally recognized curriculum is linked to the 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 Pathway's STEM Learning Exchanges. Postsecondary linkages and current industry workforce issues are also

addressed. Longitudinal and detailed data is collected.

### Reimbursement/Distribution Method

Funds distributed via grants to districts/local education agencies:

- Approximately 35 percent of funds are distributed by a formula grant to school districts as incentive funds to grow and improve agricultural education programs.
- Approximately 60 percent of funds are distributed for priority statewide initiatives identified in cooperation with the Illinois Committee for Agricultural Education, a governor-appointed statewide agricultural education advisory committee. Facilitating Coordination in Agricultural Education staff provides field support and implementation of these initiatives.
- Approximately 5 percent of the funds are distributed through the Growing Agricultural Science Teachers grant application process focused on training, retaining, and recruiting agricultural science teachers with a focus on student internships.

The investment to support Agricultural Education programs 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**

	<b>FY15</b>	<b>FY16 (est)</b>
Ag Literacy Coalitions	69	70
Students reached thru Agric. Literacy Coalitions	549,370	555,000
Secondary Students - unduplicated (7-12)	29,615	31,000
High Schools	321	328
Postsecondary Students	10,279	11,000
Community Colleges	24	25
Universities	4	4

# Alternative Education – Regional Safe Schools

Legislative Reference - 105 ILCS 5/13A-8

Funding Source - State

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$6,539,330	\$6,300,000	\$6,158,300	\$6,300,000	<b>\$11,300,000</b>
Change from Prior Year	(\$2,802,570)	(\$239,330)	(\$141,700)	\$141,700	<b>\$5,000,000</b>
	(30.00%)	(3.66%)	(2.25%)	2.30%	<b>79.37%</b>

### Program Mission

The purpose is twofold: 1) to increase safety and promote the learning environment in schools and 2) to meet the particular educational needs of disruptive students more appropriately and individually in alternative educational environments.

### 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.

### 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:

	FY15	FY16 (Est)
Expulsion-eligible and Expelled	1,721	1,720
Suspension-eligible & Suspended	2,242	2,240
<b>Total</b>	<b>3,963</b>	<b>3,960</b>



# Arts and Foreign Language

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

*Funding Source - State*

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$500,000	\$0	\$488,800	\$500,000	<b>\$1,000,000</b>
Change from Prior Year	(\$500,000)	(\$500,000)	\$488,800	\$11,200	<b>\$500,000</b>
	(50.00%)	(100.00%)	N/A	2.29%	<b>100.00%</b>

### Program Mission

To fund two types of grant programs to assist Illinois public schools in either planning or 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.

	FY15	FY16 (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 5/2-3.64a-5 & 14C-3; PL 107-110  
Funding Source – State and Federal (CFDA 84.369A)

## Appropriation History

	FY13	FY14	FY15	FY16*	FY17 Proposed
Appropriation	\$51,180,300	\$51,180,300	\$67,376,800	\$51,780,300	<b>\$88,100,000</b>
State	\$27,400,000	\$27,400,000	\$43,596,500	\$28,000,000	<b>\$53,100,000</b>
Federal	\$23,780,300	\$23,780,300	\$23,780,300	\$23,780,300	<b>\$35,000,000</b>
Change from Prior Year	\$3,400,000 7.12%	\$0 0.00%	\$16,196,500 31.65%	(\$15,596,500) (23.15%)	<b>\$36,319,700</b> <b>70.14%</b>

\*Includes appropriation vetoed in House Bill 4151

## Federal Grant Award\*

	FY13	FY14	FY15	FY16	FY17**
Grant Award	\$12,182,728	\$11,292,072	\$11,570,911	\$11,475,102	TBD
Change from Prior Year	(\$56,145) (0.46%)	(\$890,656) (7.31%)	\$278,829 2.47%	(\$95,809) (0.83%)	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 2017 amounts are TBD (to be determined).

### Program Mission

To provide funds to pay for the cost of all aspects of state- and federal-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 and subsequently, the Every Student Succeeds 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 2.0.* ACCESS 2.0 for English language learners (ELLs)<sup>TM</sup> is a standards-based, criterion-referenced English language proficiency test designed to measure ELLs' social and academic proficiency in English. This test is given in grades kindergarten through 12 for Title III accountability purposes.
- *National Assessment of Educational Progress (NAEP).* The only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students, Hispanic students). It includes students

drawn from both public and nonpublic schools and reports results for student achievement at grades 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 5/14C

Funding Source - State

## Appropriation History

	FY13	FY14	FY15	FY16*	FY17 Proposed
Appropriation	\$63,381,200	\$63,381,200	\$62,248,400	\$63,681,200	<b>\$75,652,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	(\$1,132,800) (1.79%)	\$1,432,800 2.30%	<b>\$11,970,800</b> <b>18.80%</b>

\* Includes appropriation vetoed in House Bill 4151

### Program Mission

To implement high-quality Transitional Bilingual Education (TBE) Programs and/or Transitional Programs of Instruction (TPI) 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 pro-

rated. For fiscal year 2016, 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 TBE program that consists of ESL and native language instruction in the academic content areas. If there are fewer than 20 such students in one school, a TPI 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 175 other languages. The following table displays the number of ELs).

	FY16**	FY17***(est.)
Number of ELs	206,209	212,395

\*\* Total EL student count in Student Information System as of October 16, 2015.

\*\*\*Anticipating a 3 percent increase in fiscal year 2017 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

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$816,600	\$816,600	\$816,600	\$846,000	<b>\$1,010,000</b>
Change from Prior Year	\$0	\$0	\$0	\$29,400	<b>\$164,000</b>
	0.00%	0.00%	0.00%	3.60%	<b>19.39%</b>

### 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 served 750 school campuses (a 17 percent -- or 107 campuses -- increase compared to fiscal year 2012 levels) and provided 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. The 750 school licenses were assigned by August 24, 2014, the earliest the grant has ever reached capacity, showing an increased demand and need for Learning Ally programs and services.

Demand continues to be demonstrated by the remarkable performance in the first quarter of fiscal year 2016. The program is already supporting more students than during all of fiscal year 2015. This demand is expected to increase as recently enacted dyslexia legislation is implemented and teachers seek out tools to support students. The proposed fiscal year 2017 budget will expand the program to 220 new school sites, prioritizing urban school districts. This expansion will allow those underserved districts access to the program.

The following table displays service-level information:

	FY14	FY15	FY16, Q1
Students served	11,432	19,762	21,813
Books circulated	45,539	99,897	44,666

# Career and Technical Education

Legislative Reference – 105 ILCS 435

Funding Source - State

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$38,562,100	\$38,062,100	\$38,062,100	\$38,062,100	\$38,062,100
Change from Prior Year	(\$500,000) (1.30%)	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 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 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:

	FY15	FY16 (est)
Elementary K-8 Students	1,365,740	1,349,000

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

Secondary Students Served	FY15	FY16 (est)
Secondary career preparation program	261,922	262,000

# Community and Residential Services Authority

Legislative Reference – 105 ILCS 5/14-15.01

Funding Source - State

## Appropriation History

	FY13	FY14	FY15	FY16*	FY17 Proposed
Appropriation	\$592,300	\$592,300	\$579,000	\$620,000	\$592,300
Change from Prior Year	\$0	\$0	(\$13,300)	\$41,000	(\$27,700)
	0.00%	0.00%	(2.25%)	7.08%	(4.47%)

\*Includes appropriation vetoed in House Bill 4151

### 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:

	FY15	FY16 (est)
Referrals	322	330

# District Consolidation Costs

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

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$2,805,000	\$2,900,000	\$3,309,300	\$3,309,300	<b>\$4,800,000</b>
Change from Prior Year	\$1,005,000	\$95,000	\$409,300	\$0	<b>\$1,490,700</b>
	55.83%	3.39%	14.11%	0.00%	<b>45.05%</b>

### 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 2016 costs of district consolidation/annexation based on first-, second-, third- and fourth-year reorganization payments are shown below. In fiscal year 2016, the total appropriations for District Consolidation/Annexation Costs were approximately \$1,045,000 short of the amount needed to fully pay the financial incentive distributions, resulting in a proration of 76.0 percent of total costs.

District (Year of Payment)	Certified Employees	Deficit Fund Balance	State Aid	Salary	Totals
Arthur CUSD 305 (4)	\$0	\$0	\$128,310	\$164,116	\$292,426
Ladd CCSD 94 (4)	\$57,761	\$0	\$9,163	\$5,408	\$72,332
Rock Falls ESD 13 (4)	\$234,086	\$0	\$28,196	\$27,030	\$289,312
Abingdon-Avon CUSD 276 (3)	\$206,725	\$0	\$45,891	\$38,437	\$291,053
East Coloma-Nelson CESD 20 (3)	\$66,882	\$0	\$79,730	\$45,475	\$192,087
Arthur CUSD 305 (2)	\$361,769	\$0	\$5,425	\$141,878	\$509,072
Dimmick CCSD 175 (2)	\$6,080	\$0	\$0	\$16,365	\$22,445
Richland County CUSD 1 (2)	\$532,013	\$0	\$5,008	\$246,741	\$783,762
Milford Area Public Schools Dist 124 (2)	\$158,084	\$0	\$0	\$74,732	\$232,816
Bluford Unit SD 318 (1)	\$0	\$0	\$0	\$56,463	\$56,463
Nashville CCSD 49 (1)	\$0	\$0	\$96,547	\$30,699	\$127,246
Salt Fork CUD 512 (1)	\$0	\$0	\$95,527	\$142,181	\$237,708
Spring Garden CCSD 178 (1)	\$0	\$0	\$27,714	\$9,452	\$37,166
Woodlawn Unit SD 209 (1)	\$0	\$38,110	\$0	\$127,302	\$165,412
<b>Total</b>	<b>\$1,623,400</b>	<b>\$38,110</b>	<b>\$521,511</b>	<b>\$1,126,279</b>	<b>\$3,309,300</b>



**Population and Service Levels**

In fiscal year 2016, 14 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 2016 at 76.0 percent of total costs.

Incentive Payment	FY15	FY16 (prorated)
Certified employees	\$1,344,000	\$1,623,400
Deficit Fund Balance	\$0	\$38,110
State aid differentials	\$454,994	\$521,511
Salary differentials	\$1,082,253	\$1,126,279
<b>Total</b>	<b>\$2,881,247</b>	<b>\$3,309,300</b>
Number of feasibility studies	2	0
Money for feasibility studies	\$12,000	\$0

Reorganization Effective Date	Reorganization Activity	Number of Districts
7/1/99	1 Consolidation	2
7/1/00	1 Consolidation 1 Annexation	2 1
7/1/01	1 Consolidation	2
7/1/02	0 Consolidation 0 Annexation	0 0
7/1/03	1 Consolidation 4 Annexations	2 4
7/1/04	3 Consolidations 4 Annexations	6 4
7/1/05	5 Consolidations 1 Annexation	11 1
7/1/06	1 Consolidation	2
7/1/07	2 Consolidations 2 Annexations 1 Conversion	4 2 3
7/1/08	1 Hybrid Formation 2 Deactivations	2 2
7/1/09	1 Consolidation 1 Deactivation 1 Cooperative HS	2 1 2
7/1/10	1 Consolidation	2
7/1/11	1 Consolidation 1 Annexation	2 1
7/1/12	3 Annexations	3
7/1/13	2 Consolidations	4
7/1/14	1 Consolidation 2 Annexations 1 Deactivation	2 2 1
7/1/15	2 Consolidations 2 Hybrid Formations 1 Annexation	4 4 1

# Diverse Educator Recruitment

*Legislative Reference – Not Applicable  
Funding Source - State*

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$0	\$0	\$0	\$0	<b>\$700,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$700,000</b>
	0.00%	0.00%	0.00%	0.00%	<b>N/A</b>

### 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 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 and 2-3.89  
Funding Source - State

## Appropriation History

	FY13	FY14	FY15	FY16*	FY17 Proposed
Appropriation	\$300,192,400	\$300,192,400	\$293,438,100	\$318,738,100	<b>\$393,738,100</b>
Change from Prior Year	(\$24,931,135) (7.67%)	\$0 0.00%	(\$6,754,300) (2.25%)	\$25,300,000 8.62%	<b>\$75,000,000</b> <b>23.53%</b>

\*Includes appropriation vetoed in House Bill 4151

### 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).

### 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 2017 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:

	FY15	FY16 (est)
<b>Downstate Illinois Projects</b>		
Birth to 3 Prevention Initiative Projects	149	148
3-5 Preschool for All Projects	457	454
<b>0-3 Children Served</b>		
Downstate	8,522	7,225
Chicago Public Schools	6,330	6,922
<b>Total 0-3 Children Served</b>	<b>14,852</b>	<b>14,147</b>
<b>3-5 Children Served</b>		
Downstate	55,487	51,715
Chicago Public Schools	19,667	21,531
<b>Total 3-5 Children Served</b>	<b>75,154</b>	<b>73,246</b>

# Educator Quality Investigations and Hearings

*Legislative Reference – 105 ILCS 5/21B-75(h)*

*Funding Source – State*

## Appropriation History

	FY13	FY14	FY15	FY16*	FY17 Proposed
Appropriation	\$184,000	\$184,000	\$179,900	\$179,900	<b>\$250,000</b>
Change from	\$0	\$0	(\$4,100)	\$0	<b>\$70,100</b>
Prior Year	0.00%	0.00%	(2.23%)	0.00%	<b>38.97%</b>

*\*Includes appropriation vetoed in House Bill 4151*

### Program Mission

To investigate conduct by educators that may require the suspension or revocation of an educator license following a hearing procedure.

### Purpose

Section 21B-75 (formerly cited as Section 21-23) of the School Code authorizes the State Superintendent to investigate an educator if evidence exists of abuse or neglect of a child, incompetence, unprofessionalism, immorality, or other just cause. When appropriate, the State Superintendent can require the educator to complete professional development coursework, suspend the educator’s license for up to five years, or revoke the educator’s license.

### Reimbursement/Distribution Method

This line item supports the legal work performed by internal legal staff and outside

counsel retained by the Office of the General Counsel to represent the State Superintendent in hearings regarding educator quality.

### Population and Service Levels

Investigations into educator quality began in 2009 after the enactment of P.A. 96-431 and the corresponding regulations at 23 Illinois Administrative Code 475. The law provides for the investigation of any educator licensed by the Illinois State Board of Education (ISBE) upon receipt of evidence of misconduct. The Office of the General Counsel has recently implemented new case management methods, a tier system for prioritizing the most serious cases, and an expedited process for cases involving student safety.

ISBE is requesting an increase in this line item appropriation to cover the escalating costs of investigating and prosecuting this significant caseload efficiently and effectively.

# General State Aid

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

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$4,286,752,500	\$4,442,198,260	\$4,425,273,600	\$4,632,188,200	<b>\$5,077,679,300</b>
Change from Prior Year	(\$161,352,014) (3.63%)	\$155,445,760 3.63%	(\$16,924,660) (0.38%)	\$206,914,600 4.68%	<b>\$445,491,100</b> <b>9.62%</b>

### Program Mission

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

### Purpose

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

### Reimbursement/Distribution Method

Funds are distributed through two 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 school 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 Foundation Level is established in statute and has been set at \$6,119 since fiscal year 2010. Meeting the Foundation Level 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. The table below lists the percentage of the claim paid in recent years.

	FY13	FY14	FY15	FY16
% of GSA Claim Paid	89.2%	88.7%	87.1%	92.1%

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 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 were initially increased by \$80 million. However, appropriations were ultimately reduced with the enactment of PA 099-001, which resulted in a funding level that was \$17 million less than in the prior fiscal year. This created an overall shortfall of \$648 million, resulting in payments being made at 87 percent of the amount due to districts. In fiscal year 2016, the appropriation was increased by \$207 million while the cost of the claim once again exceeded the appropriation, resulting in a shortfall of \$397 million and payments being made at 92 percent of the amount owed to school districts and regional education programs. 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 2015-16 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 at 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 concentration ratio (DCR) of low-income students 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:

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

**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 = lesser of (Budget Year EAV, Extension Limitation EAV)

Foundation Level (FLEVEL) = \$6,119 for fiscal year 2016

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

Local Percentage = Available Local Resources per Pupil / 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)

$$ELR = (\text{Budget Year EAV} \times \text{Budget Year Limiting Rate}) / (\text{Prior Year EAV} \times \text{Prior Year OTR})$$

**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 per pupil is at least 93 percent, but less than 175 percent of the Foundation Level.

This formula provides between 5 and 7 percent of the FLEVEL per ADA. The grant is calculated as:

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

**Flat Grant Formula**

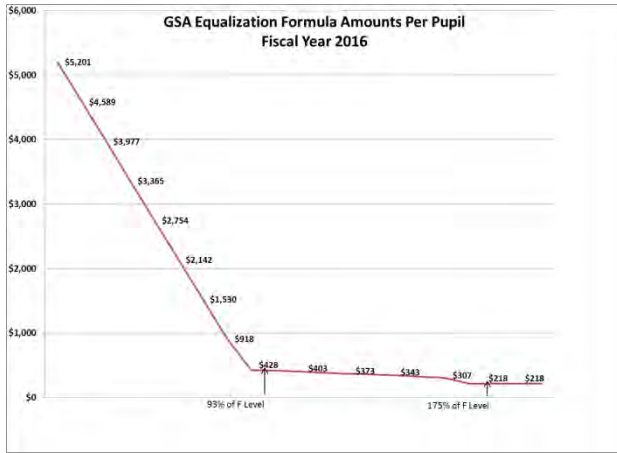
GSA is calculated using the Flat Grant formula if the district percentage of local wealth per pupil is at least 175 percent of the Foundation Level. The grant is calculated as:

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

Visit the ISBE website at <http://www.isbe.net/funding/html/gsa.htm> and click on GSA Inquiry at the right side of the web page to view a school district's GSA entitlement claim form, claimable ADA or prorated payment. Data is available for fiscal years 2000 – -2016.

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 different 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 2016). 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 68 alternative/safe schools submitted GSA claims for fiscal year 2016 in the amount of \$38 million. However, like all public school districts, they are receiving only 92 percent of that amount.

**Fiscal Year 2016 GSA by Formula Type**

The 618 programs funded under the Foundation computation constitute 67 percent

of entities in GSA and claim approximately 93.3 percent of the equalization formula grant and 91.6 percent of the supplemental low-income grant. Foundation-funded districts account for approximately 75 percent of the 2014-15 ADA student total. The 175 Alternate Method districts account for 19 percent of entities and claim 5 percent of the equalization formula grant and 7.8 percent of the supplemental low-income grant and represent 21.3 percent of the 2014-15 ADA. The 59 Flat Grant districts account for 6 percent of entities and claim 0.5 percent of the equalization formula grant and 0.6 percent of the supplemental low-income grant. Flat Grant districts represent 3.6 percent of the 2014-15 ADA. ROE programs and lab schools account for 8 percent of all entities and claim 1.2 percent of the equalization formula grant. They are ineligible for the supplemental low-income grant and reflect 0.3 percent of the 2014-15 ADA student total. Below is a table listing recent totals of best three months’ of ADA figures summarized by GSA formula type.

General State Aid Average Daily Attendance		
School Year	2013-2014	2014-2015
Foundation	1,400,373	1,395,380
Alternate	404,608	398,296
Flat Grant	81,583	66,345
ROE / Lab	5,678	6,053
<b>Total</b>	<b>1,892,242</b>	<b>1,866,074</b>

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



Formula Type	Number of Entities	FY16 Equalization Formula Claim	FY16 Supplemental Low-Income Claim	FY16 Gross GSA Claim
Foundation Districts	618	\$2,910,601,394	\$1,729,527,412	\$4,640,128,805
Alternate Method Districts	175	\$154,987,343	\$147,833,398	\$302,820,741
Flat Grant Districts	59	\$14,647,625	\$10,688,484	\$25,336,109
ROE Programs & Lab Schools	70	\$38,074,315	\$0	\$38,074,315
<b>Totals</b>	<b>922</b>	<b>\$3,118,310,767</b>	<b>\$1,888,049,294</b>	<b>\$5,006,359,970</b>

*Fiscal Year 2016 GSA by Organization Type*  
Of the 922 entities receiving GSA in fiscal year 2016, 852 are public school districts. Of these 852 districts, 369 (40.0 percent) are elementary districts, 97 (10.5 percent) are secondary districts, and 386 (41.9 percent) are unit districts. The other 70 (7.6 percent)

entities are ROE programs or lab schools. Elementary districts claimed 23.4 percent of fiscal year 2016 GSA funds, secondary districts claimed 7.8 percent of the funds, unit districts claimed 68 percent of the funds, and ROEs and lab schools claimed 0.8 percent of the GSA funds.

District Type	Number of Entities	FY16 Equalization Formula Claim	FY16 Supplemental Low-Income Claim	FY16 Gross GSA Claim
Elementary	369	\$756,809,414	\$414,626,286	\$1,171,435,700
High School	97	\$271,033,495	\$121,175,330	\$392,208,825
Unit	386	\$2,052,393,452	\$1,352,247,678	\$3,404,641,130
Regional & Lab Schools	70	\$38,074,315	\$0	\$38,074,315
<b>Totals</b>	<b>922</b>	<b>\$3,118,310,676</b>	<b>\$1,888,049,294</b>	<b>\$5,006,359,970</b>

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. (Please see Sections 2-3.33 and 2-3.84 of the School Code.) Generally, there is a net increase to the yearly aggregate GSA entitlement as a result of these prior year adjustments. Beginning in fiscal year 2005, the statute was

revised to include an annual \$25 million cap for the payment of prior year EAV adjustments.

*GSA Payment Schedule*

Section 18-11 of the School Code provides for semimonthly GSA payments to be made during the months of August through June. These semimonthly payments are in an amount equal to 1/22 of the total amount to be distributed and are to be made as soon as possible after the 10<sup>th</sup> and 20<sup>th</sup> days of each month.

The State Comptroller's Office releases GSA warrants (payments) on the evening of the payment day. Typically, payments are available on the 11<sup>th</sup> and 21<sup>st</sup> days of the month or on the following working day if the payment date falls on a weekend or a holiday.

**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 \$2,000 in local wealth per pupil, the state will pay the difference between that amount and the Foundation Level of \$6,119. In this example, that's \$4,119 per pupil. The table below provides the distribution of funding amounts per pupil provided through the equalization formula grant portion of GSA.

Equalization Formula Payment per Pupil	Number of Entities	FY16 GSA Formula Claim Amount	ADA Used in FY16 Calculations	3-Year DHS Population Used in FY16 Calculations
\$5,500 - \$6,119	0	0	0	0
\$5,000 - \$5,500	1	\$2,207,692	416.82	248.66
\$4,500 - \$5,000	35	\$289,780,902	62,218.68	58,988.56
\$4,000 - \$4,500	41	\$249,249,074	59,215.14	50,426.18
\$3,500 - \$4,000	79	\$326,183,188	87,816.00	59,513.71
\$3,000 - \$3,500	89	\$373,111,515	116,457.67	59,781.40
\$2,500 - \$3,000	89	\$584,070,705	214,490.63	126,134.66
\$2,000 - \$2,500	80	\$292,350,021	128,679.68	59,248.74
\$1,500 - \$2,000	95	\$284,259,283	162,584.30	73,024.34
\$1,000 - \$1,500	53	\$172,237,979	142,598.15	52,699.81
\$428.34 - \$1,000	56	\$337,151,035	434,271.82	349,026.12
Alternate Method	175	\$154,987,343	401,530.56	145,137.42
Flat Grant	59	\$14,647,625	67,190.94	14,370.80
ROE Programs & Labs	70	\$38,074,315	6,222.31	0.00
<b>Totals</b>	<b>922</b>	<b>\$3,118,310,676</b>	<b>1,883,692.70</b>	<b>1,048,600.40</b>

**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 that varies 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 was growing several times that rate, maximum operating tax rates in these areas were forced down. This prompted some districts to complain that the rates multiplied by EAV amounts 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 equalization formula payment. The table below provides the size of the benefit of this PTELL adjustment at full claim and the number of districts that have benefitted from the adjustment since its inception.

FY	GSA Impact in Millions Full Claim	Districts Benefitting	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	110	460	857
16	\$141.4	83	456	852

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 \$141 million at the full claim level. The cost has decreased as actual EAV amounts have declined, to the point that for a

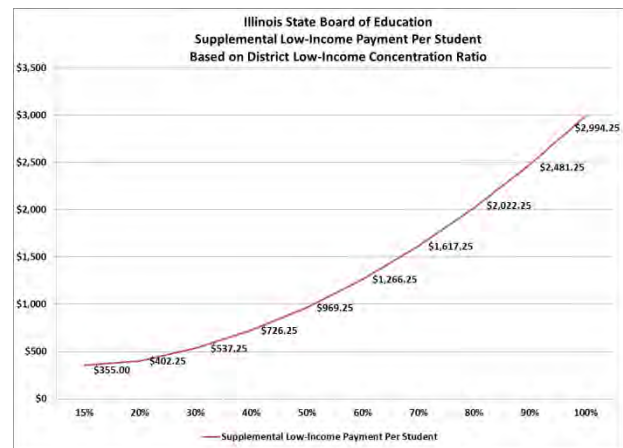
majority of PTELL districts, real EAV amounts are now less than the Extension Limitation EAV amounts. In these situations, the EAV used to determine local wealth for these districts is now the same as districts not subject to the PTELL adjustment.

### **SUPPLEMENTAL GSA GRANT FOR LOW-INCOME STUDENTS**

GSA consists 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 state has used the number of students receiving services through DHS in a district to determine a district's low-income count and district concentration ratio. Below is a table that illustrates the change in the low-income portion of the GSA claim 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%
16	\$1,888.0	-4.6%

### **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/workshops, as described in Section 5/3-11, are any educational gathering, demonstration of methods of instructions, visitation of schools or other institutions or facilities, or sexual abuse or sexual assault awareness seminars. These days must be approved by the Regional Superintendent as an institute day.

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.

Section 18-12 of the School Code establishes penalties for failure to operate a minimum number of school days. 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.

Per Section 18-8.05(F)(2)(g), for children with disabilities below the age of 6 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 6 years of age may be claimed for GSA for a full day, provided that the child's educational needs require and the student receives four or more clock hours of instruction.

Per Section 18-8.05(F)(2)(e), 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 14-13.01).

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](http://www.isbe.net/funding/pdf/gsa_faq.pdf).

#### *Public Health Requirements*

Section 27-8.1(6) of the School Code requires every school district to report to ISBE by November 15 of each year the number of children who have received the necessary immunizations and health examinations and the number of children exempt from these

requirements. Per Section 27-8.1(7), 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 may be withheld from payment. 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*

Section 10-22.18b addresses 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.

# Healthy Community Incentive Fund

Legislative Reference –Not Applicable  
Funding Source - State

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$15,000,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$15,000,000 N/A

### Program Mission

The proposed new Healthy Community Incentive Fund would support a competitive grant process to help coordinate, align, and leverage efforts to solve complex social problems within communities aimed toward serving the needs of the whole child.

### Purpose

The incentive grant would enable school districts to take a lead role in cross-sector partnerships as centers of collective impact. Communities, with school districts as lead applicant, could apply for competitive grants to develop partnerships with local governmental entities, education organizations, faith-based organizations, civic organizations, and philanthropic groups to activate initiatives. Initial seed funding is provided for collaborative approaches and to bridge support services that

are sustainable for children and families to help ensure students are present, focused, and ready to learn in the classroom.

### Reimbursement/Distribution Method

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

### Population and Service Levels

Funding supports schools that demonstrate need and collaboration in order to activate services that would improve outcomes for students.

The following table displays service-level information:

	FY17 (est)
Schools	150

# Homeless Education

Legislative Reference – 105 ILCS 45  
Funding Source – State

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$0	\$0	\$0	\$0	<b>\$3,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$3,000,000</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>N/A</b>

### Program Mission

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

### Purpose

To provide a state funding source for support services, outreach, and advocacy for homeless students to remain enrolled in school and have equal access to the same free and appropriate public education provided to non-homeless students.

### Reimbursement/Distribution Method

Grants will be awarded through a competitive procurement process.

### Population and Service Levels

Notwithstanding the challenges of estimating the number of homeless students statewide, the Student Information System data suggests that the number of identified homeless students increased from FY11 through FY14 from 48,704 to 59,333, respectively. However, in FY15, the number of identified homeless students decreased to 54,511. FY16 figures are not yet available.

Since 2009, the Illinois State Board of Education (ISBE) has requested but not yet received a state appropriation to support this program.



# Illinois Free Lunch and Breakfast

*Legislative Reference – 105 ILCS 125/4, 105 ILCS 126/15, and 23 IL Administrative Code 305.10  
Funding Source - State*

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$14,300,000	\$14,300,000	\$9,000,000	\$9,000,000	<b>\$16,876,300</b>
Change from Prior Year	(\$12,000,000) (45.63%)	\$0 0.00%	(\$5,300,000) (37.06%)	\$0 0.00%	<b>\$7,876,300</b> <b>87.51%</b>

### 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.

	FY15	FY16 (est)
Reimbursement for each free breakfast/lunch served/claimed	\$.0315	\$.0250

*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:

	FY15	FY16 (est)
<b>IL Free Lunch</b>		
Number of Sponsors	1,172	1,195
Number of Sites	3,853	4,045
<b>IL Free Breakfast</b>		
Number of Sponsors	825	841
Number of Sites	2,940	3,087
<b>Total Number of IL Free Meals Served</b>	140,486,504	149,210,716

*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

	FY13	FY14	FY15	FY16	FY17 Proposed
Total Appropriation	\$15,200,000	\$15,200,000	\$15,200,000	\$5,200,000	<b>\$5,200,000</b>
<i>Federal</i> <sup>1</sup>	\$5,200,000	\$5,200,000	\$5,200,000	\$5,200,000	<b>\$5,200,000</b>
Change from Prior Year	(\$3,700,000)	\$0	\$0	\$0	<b>\$0</b>
	(41.57%)	0.00%	0.00%	0.00%	<b>0.00%</b>
<i>Federal</i> <sup>2</sup>	\$10,000,000	\$10,000,000	\$10,000,000	\$0	<b>\$0</b>
Change from Prior Year	\$2,700,000	\$0	\$0	(\$10,000,000)	<b>\$0</b>
	36.99%	0.00%	0.00%	(100.00%)	<b>0.00%</b>

## Federal Grant Award

	FY13	FY14	FY15	FY16	FY17
Grant Award <sup>1</sup>	\$2,599,293	\$0	\$0	\$1,007,084	TBD
Change from Prior Year	\$77,207	(\$2,599,293)	\$0	\$1,007,084	TBD
	3.06%	(100.00%)	0.00%	N/A	TBD
Grant Award <sup>2</sup>	\$0	\$0	\$0	\$0	\$0
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

<sup>1</sup> Federal Grant CFDA 84.372A is a four-year grant starting in 2009 totaling \$8,999,956, and 2016 totaling \$7,000,000.

<sup>2</sup> - 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

	FY13	FY14	FY15	FY16*	FY17 Proposed
Appropriation	\$1,002,800	\$1,002,800	\$980,200	\$1,002,800	<b>\$5,000,000</b>
Change from	\$0	\$0	(\$22,600)	\$22,600	<b>\$3,997,200</b>
Prior Year	0.00%	0.00%	(2.25%)	2.31%	<b>398.60%</b>

*\*Includes appropriation vetoed in House Bill 4151*

### 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 are 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	FY 16
Districts	20	109
Schools	33	401
Students in these priority schools	21,105	157,450

# Materials Center for the Visually Impaired

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

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$1,421,100	\$1,421,100	\$1,389,100	\$1,421,100	<b>\$1,421,100</b>
Change from Prior Year	\$0	\$0	(\$32,000)	\$32,000	<b>\$0</b>
	0.00%	0.00%	(2.25%)	2.30%	<b>0.00%</b>

### 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:

	FY15	FY16 (est)
Elementary/secondary students served	4,304	4,400
Postsecondary students served	394	400

# National Board Certification

*Legislative Reference – 105 ILCS 5/21B-70)  
Funding Source - State*

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$977,500	\$1,000,000	<b>\$1,000,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	(\$22,500) (2.25%)	\$22,500 2.30%	<b>\$0 0.00%</b>

### 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

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

If all funds are not expended on candidate subsidies then funds may be used for NBPTS renewal, retakes, and mentoring incentives. Payment for new candidates, renewals, and retakes would be made directly to the NBPTS; mentors would be disbursed through the school districts.

*The Illinois School Code, 105 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.

	FY15	FY16 est.
Stipends	\$0	\$0
Mentoring	\$162,000	\$200,000
Subsidies	\$815,100	\$800,000
Take One	Discontinued	Discontinued
NBPTS Renewal	\$0	\$0

### 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 poverty or low-performing schools (e.g., Academic Early Warning List/Academic Watch List and/or 50 percent of students receive free or reduced-price lunches).

	FY15	FY16	FY17 est.
New candidates	429	Fall – 162 Spring – Projection – 1,233	1,400
New NBCTs	205	34	350
Newly Renewed	101	117	120
<b>Total NBCTs*</b>	<b>6,014</b>	<b>6,053</b>	<b>7,100</b>

# Orphanage Tuition

Legislative Reference – 105 ILCS 5/18-3

Funding Source - State

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$13,000,000	\$12,000,000	\$11,730,000	\$11,500,000	<b>\$16,600,000</b>
Change from Prior Year	\$0	(\$1,000,000)	(\$270,000)	(\$230,000)	<b>\$5,100,000</b>
	0.00%	(7.69%)	(2.25%)	(1.96%)	<b>44.35%</b>

### Program Mission

To provide eligible entities Regular Education Orphanage funding to support local educational services.

### Purpose

To reimburse school districts for providing educational services to children residing in orphanages, foster homes, children's homes, state welfare or penal institutions, and state-owned housing in lieu of the local property tax revenue associated with such children.

### Reimbursement/Distribution Method

As required by law, payments are vouchered in the current school year via quarterly installments (September 30, December 31, March 31, and August 15) based on an estimated cost calculated from the prior year's claim. Per P.A. 95-0793 effective August 8, 2008, claims for eligible students served in the regular term must be received at the Illinois State Board of Education (ISBE) on or before July 15. Final payments are vouchered on or before August 15 based on the average daily attendance for each eligible child multiplied by a weighted factor of 1.2 times the per capita tuition of the school district. Claims for eligible students served in the summer term must be received at ISBE on or before November 1.

Final payments are vouchered on or before December 15 based on actual costs. In addition, documented costs in excess of the formula calculation for students served in the regular term may be claimed.

Formula Example – Regular Term:  
 Average daily attendance (ADA) of eligible pupils is 12.00 days of attendance  
 District's per capita tuition charge = \$6,000  
 District's reimbursement calculation:  
 District's per capita tuition charge of \$6,000 X 1.2 = \$7,200  
 ADA 12.00 X \$7,200 = \$86,400 district reimbursement amount

### Population and Service Levels

The following table displays service-level information:

	FY15	FY16 (est)
Total claim amount	\$14,133,472	\$14,150,124
Summer (actual)	\$326,346	\$342,998
Excess cost amount	\$0	\$0
1.2 per capita amount	\$13,807,126	\$13,807,126
Prior Year Liability*	\$0	\$2,442,039

\*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 – 105 ILCS 5/24A-7  
Funding Source - State*

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$0	\$0	\$0	\$0	<b>\$200,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$200,000</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>N/A</b>

### 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 5/24A-7, 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

	FY13	FY14	FY15	FY16*	FY17 Proposed
Appropriation	\$3,577,800	\$3,577,800	\$3,497,300	\$3,577,800	<b>\$3,577,800</b>
Change from Prior Year	\$0	\$0	(\$80,500)	\$80,500	<b>\$0</b>
	0.00%	0.00%	(2.25%)	2.30%	<b>0.00%</b>

*\*Includes appropriation vetoed in House Bill 4151*

### 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 2015, full residential and educational services were provided to 11 students at the Philip Rock Center and School. Statewide, about 416 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

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$0	\$0	\$0	\$0	<b>\$1,000,000</b>
Change from prior year	\$0	\$0	\$0	\$0	<b>\$1,000,000</b>
	0.00%	0.00%	0.00%	0.00%	<b>N/A</b>

### 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 toward 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.

# SWOP PARENT MENTORING PROGRAM

Legislative Reference –Not Applicable  
Funding Source - State

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,466,300	\$1,466,300	<b>\$2,000,000</b>
Change from Prior Year	\$1,000,000	\$0	\$446,300	\$0	<b>\$533,700</b>
	100.00%	0.00%	44.60%	0.00%	<b>36.40%</b>

### Program Mission

The central purpose of the Southwest Organizing Project (SWOP) Parent Mentoring Program is to develop parental leadership in low-income schools, so the parents may become an integral part of the classroom, the school community, and of the neighborhood around the school.

### Purpose

Under the Parent Mentoring Program, community-based organizations partner with local schools to recruit and train approximately eight parents per school to assist teachers two hours every day, four days a week. They receive training for two hours each week. Parents are assigned to a classroom (not their own child's), where they are mentored by a teacher and work one on one and in small groups with children. After reaching 100 volunteer hours, parent mentors receive a modest stipend. The program is intended to facilitate instruction, improve classroom ratios, increase parent engagement, develop parent leadership, foster collaboration between schools and community-based organizations, and improve the classroom experience for students and teachers.

### Reimbursement/Distribution Method

In FY13-FY16, the General Assembly allocated funds for this program to specific grantees. In

FY13 and FY14, program funds were allocated to the Illinois Coalition for Immigrant and Refugee Rights and in FY15 and FY16 to SWOP. The full amount allocated was awarded to each organization, which then distributed sub-grants to community-based organizations based on a competitive Request for Proposal. SWOP has subsequently awarded continuation grants to sub-grantees. Sub-grantees were given an opportunity, as program funds increased, to extend the program length to cover the full school year.

### Population and Service Levels

Sub-grantees run the program primarily with state funding, but are required to supplement the program with local funding (which varies by school and community). Service levels below reflect the combination of state and local funding. Additional programs have been established that are entirely locally funded. These are not included in the figures below.

The following table displays service-level information:

	FY15	FY16 (est)
Community-Based Organizations Funded	16	15
Schools Served	70	60
Parent Mentors (PM)	582	591
Children in Classrooms Served by a PM	16,122	12,474

# Special Education – Orphanage Tuition

Legislative Reference – 105 ILCS 5/14-7.03

Funding Source - State

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$111,000,000	\$105,000,000	\$92,862,500	\$95,000,000	<b>\$101,500,000</b>
Change from Prior Year	\$9,300,000 9.14%	(\$6,000,000) (5.41%)	(\$12,137,500) (11.56%)	\$2,137,500 2.30%	<b>\$6,500,000</b> <b>6.84%</b>

### Program Mission

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

### Purpose

To reimburse school districts for providing special education services to children residing in orphanages, children's homes, foster family homes, or other state-owned facilities.

### Reimbursement/Distribution Method

As required by law, payments are vouchered in the current school year via quarterly installments (September 30, December 31, March 31, and August 30) based on an estimated cost calculated from the prior year's claim. Final claims are submitted on a per pupil basis on or before July 15 each year. Final payments are vouchered on or before August 30 based on actual per pupil educational costs for providing service delivery less federal funds and certain limitations on administrative, supervisory, and facility use costs.

Formula Example (downstate claims):

Per pupil education cost	
(less federal funds)	\$30,000
Approved Transportation Costs	\$500
District reimbursement	\$30,500

*Chicago District 299 receives 35.8 percent of the appropriation through the Chicago Block Grant.*

### Population and Service Levels

The following tables display service-level information:

	FY15	FY16 (est)
Total claim amount*	\$96,128,604	\$95,755,686
Chicago District 299	\$34,010,000	\$34,010,000
Summer individual	\$4,251,106	\$3,970,849
Regular individual	\$57,867,498	\$57,774,837
Prior Year Liability**	\$0	\$3,285,282

\*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)

	FY15	FY16 (est)
Court-appointed Guardian (B)	1	1
Dept of Children and Family (C)	2,967	3,000
Office of State Guardian (D)	7	7
Court or Probation Dept (E)	48	50
Emancipated Minors (F)	8	10
<b>Total</b>	<b>3,031</b>	<b>3,068</b>

Data includes Chicago District 299.

# Special Education - Personnel Reimbursement

Legislative Reference – 105 ILCS 5/14-13.01

Funding Source - State

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$440,200,000	\$440,200,000	\$430,588,800	\$442,400,000	<b>\$443,300,000</b>
Change from Prior Year	(\$25,500,000)	\$0	(\$9,611,200)	\$11,811,200	<b>\$900,000</b>
	(5.48%)	0.00%	(2.18%)	2.74%	<b>0.20%</b>

### Program Mission

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

### Purpose

To employ staff to serve children and youth with disabilities, ages 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 reader 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):

<b>Service Areas</b>	<b>2013-14</b>	<b>2014-15</b>
Cognitive disability	17,773	17,629
Orthopedic impairment	1,515	1,409
Specific learning disability	102,737	103,710
Visual impairment	1,125	1,123
Hearing impairment	3,145	3,097
Deafness	608	606
Deaf-blind	34	32
Speech and/or language impairment	56,804	54,981
Emotional disability	19,602	19,668
Other health impairment	31,246	33,114
Multiple disabilities	2,553	2,689
Developmental delay	31,501	34,287
Autism	20,506	21,893
Traumatic brain injury	738	715
<b>Totals</b>	<b>289,887</b>	<b>294,953</b>

<b>Claim Data</b>	<b>FY15</b>	<b>FY16</b>
Chicago District 299	\$82,242,500	\$84,498,400
Downstate	\$357,689,617	\$358,013,812
<b>Total Claim Amount</b>	<b>\$439,932,117</b>	<b>\$442,512,212</b>
Actual Percent Paid	98%	100%

<b>Staff Data</b>	<b>FY15</b>	<b>FY16</b>
Professional Employees (Claimed) *	32,315	32,679
Professional Employees (Full-Time Equivalent) *	28,652	28,755
Non-Certified Employees (Claimed) *	31,324	31,220
Non-Certified Employees (Full-Time Equivalent) *	25,541	25,364

\*Data exclude Chicago District 299.

# Special Education – Private Tuition

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

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$206,843,300	\$218,947,700	\$225,013,100	\$233,000,000	<b>\$242,820,000</b>
Change from Prior Year	\$29,099,600 16.37%	\$12,104,400 5.85%	\$6,065,400 2.77%	\$7,986,900 3.55%	<b>\$9,820,000</b> <b>4.21%</b>

### Program Mission

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

### Purpose

To provide special education services in private facilities for children with disabilities when the public school system does not have the necessary resources to fulfill the students' educational needs.

### Reimbursement/Distribution Method

The Illinois Purchase Care Review Board approves tuition per diem costs for students placed in private facilities.

Claims are submitted on a per pupil basis on or before August 15 each year. Reimbursement is provided for the prior school year and is based on the difference between \$4,500 and a district's per capita tuition charge and the actual tuition costs per pupil in excess of \$4,500 plus a second per capita tuition charge. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30, and June 20.

Formula example (downstate claims):

Example 1 – District above \$4,500 per capita  
District per capita = \$7,000  
Private Tuition cost = \$20,000

Calculation:

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

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

Calculation:

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

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

### Population and Service Levels

The following table displays service-level information:

	FY15	FY16
Chicago District 299	\$108,906,300	\$112,772,000
Downstate	\$123,077,096	\$127,921,781
<b>Total claim amount</b>	<b>\$231,983,396</b>	<b>\$240,693,781</b>
Actual percent paid	94%	94%
Students Claimed*	9,300	9,314
Per student claim*	\$13,234	\$13,734

\*Student data exclude Chicago District 299.

# Special Education – Summer School

Legislative Reference – 105 ILCS 5/18-4.3

Funding Source - State

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$10,100,000	\$10,100,000	\$10,100,000	\$11,700,000	<b>\$14,600,000</b>
Change from Prior Year	(\$1,100,000) (9.82%)	\$0 0.00%	\$0 0.00%	\$1,600,000 15.84%	<b>\$2,900,000</b> <b>24.79%</b>

### Program Mission

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

### Purpose

To provide educational services through the summer for students with disabilities so that they do not lose what progress was made during the regular academic year in private placements (see Special Education – Private Tuition) or in public school programs (see Special Education – Funding for Children Requiring Special Education Services).

### Reimbursement/Distribution Method

As required by law, claims are submitted by November 1 and one lump sum payment is made on or before December 15. Formula grants are based on the number of special education students enrolled in one or more courses offered for at least 60 clock hours in the summer session.

Formula example (downstate claims):

District has one eligible special needs summer enrolled pupil

Reported average daily attendance (ADA) for the pupil is 0.24

Multiply the ADA by the statutory weighted equivalent of 1.25 (0.24 X 1.25 = 0.30)

General State Aid (GSA) Entitlement for District = \$2,000,000

District's best three months' ADA reported from most recent GSA claim = 630.00

Calculate District's GSA per ADA pupil (\$2,000,000 / 630.00 = \$3,174.60)

District's reimbursement is calculated by multiplying the district ADA per pupil by the weighted equivalent of pupils reported (\$3,174.60 X 0.30 = \$952.38)

*Chicago District 299 receives 54.4 percent of the appropriation through the Chicago Block Grant.*

### Population and Service Levels

The following table displays service-level information (downstate claim data does not include state audit adjustments):

	FY15	FY16
Chicago District 299	\$5,494,400	\$6,364,800
Downstate	\$6,123,032	\$6,391,357
<b>Total claim amount</b>	<b>\$11,617,432</b>	<b>\$12,756,157</b>
Actual percent paid	75%	84%

# State and District Technology Support (Formerly Technology for Success)

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

## Appropriation History

	FY13	FY14	FY15	FY16*	FY17 Proposed
Appropriation	\$3,000,000	\$2,500,000	\$2,443,800	\$2,443,800	<b>\$2,500,000</b>
Change from Prior Year	\$0	(\$500,000)	(\$56,200)	\$0	<b>\$56,200</b>
	0.00%	(16.66%)	(2.25%)	0.00%	<b>2.30%</b>

*\*Includes appropriation vetoed in House Bill 4151*

### 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, 21<sup>st</sup>-century skills, and the Illinois Learning Standards. There are two 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 school, such as Advanced Placement, foreign

languages, and other enrichment opportunities. In fiscal year 2012, IVS began offering Illinois State Board of Education 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. This creates 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 is collected for all goal areas and housed in a statewide reporting tool. Evaluation data that is collected is also housed in the statewide reporting tool and reviewed on a quarterly basis.

#### Reimbursement/Distribution Method

The IVS receives grants and contracts consisting of \$1.2 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.

**Population and Service Levels**

The following tables display service-level information:

<b>Illinois Virtual School</b>	<b>FY15</b>	<b>FY16 (est)</b>
Number of Schools	289	325
Number of Students Served	3,484	4,000
Number of Courses Offered	163	166

<b>Learning Technology Centers</b>	<b>FY15</b>	<b>FY16 (est)</b>
Number of Districts Served	862	858
Number of Students Served	2,000,000	2,000,000

# State Charter School Funding for Children with Disabilities

*Legislative Reference – Not Applicable  
Funding Source - State*

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$0	\$0	\$0	\$0	<b>\$300,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$300,000</b>
	0.00%	0.00%	0.00%	0.00%	<b>N/A</b>

### Program Mission

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

### Purpose

To supplement local and federal funding for charter schools expenditures for students with disabilities.

### Reimbursement/Distribution Method

State charter schools receive funds based on 85 percent of their best three months average daily attendance and 15 percent on a poverty rate as computed from the most recent General State Aid claim of the school district in which the state charter school is located.

Funds are not targeted for any specific special education expenditure, but must be used for special education service delivery and support of students with disabilities.

Payments are vouchered in quarterly installments on or before September 30, December 30, March 30, and June 20.

### Population and Service Levels

The following table shows service-level information for the current state charter schools:

	FY15	FY16
State Charter Schools	\$223,864	\$265,765

# Tax Equivalent Grants

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

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$222,600	\$222,600	\$222,600	\$222,600	<b>\$222,600</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Program Mission

To 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:

	FY16	FY17
Lost tax calculation	\$268,223.38	\$256,648.17

# Teach for America

Legislative Reference – Not Applicable  
Funding Source - State

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$1,225,000	\$1,000,000	\$1,000,000	\$977,500	<b>\$1,900,000</b>
Change from Prior Year	\$0	(\$225,000)	\$0	(\$22,500)	<b>\$922,500</b>
	0.00%	(18.37%)	0.00%	(2.25%)	<b>94.37%</b>

### 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:

	FY16	FY17
Chicago incoming teachers of color	85	125
Total Chicago incoming teachers	190	250
Chicago students impacted by incoming teachers	4,750	6,250

# Teacher Instructional Support

Legislative Reference – Not Applicable  
Funding Source - State

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 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.

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 Illinois Learning Standards and Partnership for Assessment of Readiness for College and Careers tests.

### Reimbursement/Distribution Method

Funding may be through contracts or grants to provide support to the eligible participants.

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

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$0	\$0	\$1	\$2,000,000	<b>\$2,000,000</b>
General Revenue Funds	\$0	\$0	\$1	\$0	<b>\$1,000,000</b>
Teacher Certificate Fee Revolving Fund	\$0	\$0	\$0	\$2,000,000	<b>\$1,000,000</b>
Change from Prior Year	(\$1)	\$0	\$1	\$1,999,999	<b>\$0</b>
	(100.00%)	0.00%	N/A	N/A	<b>0.00%</b>

### 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 fewer 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 year 2013 and fiscal year 2014. In fiscal year 2016, \$1,000,000 for the purpose of Teacher Mentoring was made available by increasing the use of funds in the Teacher Certification Revolving Fee.

### Population and Service Levels

The following table displays service-level information:

	FY15	FY16
Teachers Mentored	0	729
Mentoring Pilot Projects	0	17

# Teacher of the Year

Legislative Reference - Not Applicable

Funding Source - State

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$0	\$0	\$0	\$0	<b>\$130,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$130,000</b>
	0.00%	0.00%	0.00%	0.00%	<b>N/A</b>

### 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

# Transportation – Regular and Vocational

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

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$205,808,900	\$205,808,900	\$201,178,200	\$205,808,900	<b>\$258,500,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	(\$4,630,700) (2.25%)	\$4,630,700 2.30%	<b>\$52,691,100</b> <b>25.60%</b>

### Program Mission

To provide eligible entities funding for Regular and Vocational Transportation to support local educational services.

### Purpose

To provide transportation reimbursement to school for students who reside 1.5 miles or more from their attendance center, reside less than 1.5 miles with an approved safety hazard, or attend a vocational program and are transported by their resident district during the school day.

### Reimbursement/Distribution Method

Claims are required to be transmitted to the Illinois State Board of Education on or before August 15. Reimbursement is based on prior year costs and is calculated as the difference between a district's allowable costs and the computed minimum local taxes, determined by a district's General State Aid assessed valuation and a qualifier assigned to each district type. The minimum claim is \$16 times the number of eligible pupils transported. The maximum reimbursement for transporting vocational pupils is 80 percent of allowable costs. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30, and June 20.

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

	FY15	FY16
Salaries/benefits	\$159,695,766	\$159,061,192
Purchased services	\$20,595,057	\$25,410,679
Contractual trans. services	\$248,786,322	\$255,162,432
Payments to other districts	\$10,114,454	\$11,992,958
Payments to Transit Carriers	\$1,351,974	\$1,308,838
Supplies	\$53,416,042	\$45,781,736
Other Expenses	\$1,838,423	\$1,514,352
Building & Maint (Ed Fund)	\$611,204	\$635,369
Building & Maint (O&M Fund)	\$4,136,769	\$5,069,136
Depreciation	\$40,456,944	\$40,684,428
Indirect costs (reimbursable)	\$13,288,931	\$13,092,790
Offsetting revenue	<b>(\$17,253,258)</b>	<b>(\$18,912,287)</b>
<b>Totals</b>	<b>\$537,038,628</b>	<b>\$540,801,623</b>

*Chicago District 299 receives 3.9 percent of the appropriation through the Chicago Block Grant.*

### Population and Service Levels

The following table displays service-level information:



	FY15	FY16
Total claim amount	\$340,649,506	\$351,110,881
Chicago District 299	\$7,845,900	\$8,026,500
Downstate	\$332,803,606	\$343,084,381
Actual percent paid	71%	70%
Average number of regular students transported over 1.5 miles*	864,329	832,331
Average number of regular students transported—hazardous conditions*	178,139	183,110
Total eligible pupils transported*	1,042,468	1,015,441
Vocational Education students transported *	15,302	15,168

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

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$440,500,000	\$440,500,000	\$440,363,800	\$450,500,000	<b>\$480,200,000</b>
Change from Prior Year	\$3,700,000	\$0	(\$136,200)	\$10,136,200	<b>\$29,700,000</b>
	0.85%	0.00%	(0.03%)	2.30%	<b>6.59%</b>

### Program Mission

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

### Purpose

To provide transportation reimbursement to schools for students with disabilities who have special transportation needs as stated in their individualized education 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:

	FY15	FY16
Salaries/benefits	\$81,639,679	\$81,990,339
Purchased services	\$15,512,958	\$19,173,283
Contractual trans. services	\$241,700,033	\$250,290,776
Payments to other districts	\$11,108,404	\$11,110,234
Payments to Transit Carriers	\$360,065	\$275,033
Supplies	\$26,228,226	\$21,696,593
Other Expenses	\$822,897	\$573,153
Building & Maint (Ed Fund)	\$208,869	\$231,604
Building & Maint (O&M Fund)	\$2,317,385	\$2,430,427
Depreciation	\$19,483,957	\$19,402,312
Indirect costs (reimbursable)	\$7,011,680	\$6,991,846
Offsetting revenue	(\$6,848,850)	(\$6,469,746)
<b>Totals</b>	<b>\$399,545,303</b>	<b>\$407,695,854</b>

*Chicago District 299 receives 30.7 percent of the appropriation through the Chicago Block Grant.*

## **Population and Service Levels**

More than 25 percent of all identified pupils with disabilities require special transportation services to and from special education programs due to the program location and/or the students' disabilities. The following table displays service-level information:

	<b>FY15</b>	<b>FY16</b>
Total claim amount	\$454,828,589	\$464,444,589
Chicago District 299	\$135,191,700	\$138,303,500
Downstate	\$319,636,889	\$326,141,089
Actual percent paid	95%	96%
Students *	75,997	77,588

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

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$12,000,000	\$11,500,000	\$11,241,300	\$11,500,000	<b>\$14,500,000</b>
Change from Prior Year	(\$2,059,000) (14.65%)	(\$500,000) (4.17%)	(\$258,700) (2.25%)	\$258,700 2.30%	<b>\$3,000,000</b> <b>26.09%</b>

### Program Mission

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.

### Purpose

Truancy prevention and intervention program purpose and activities include:

- Services to students and their parents and/or service as part-time or full-time options to regular school attendance,
- Integrate resources of the school and community to meet the needs of the students and parents,
- Provide 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	FY14	FY15 (est)
Chronic truants	7,180	9,031
Truants	8,908	9,726
High school dropouts	2,541	3,566
Potential dropouts	3,941	3,019
<b>Total served</b>	<b>22,570</b>	<b>25,342</b>

# Other State Funds Programs

# Charter Schools Revolving Loan Fund

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

*Funding Source – State*

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 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 support the development and financing of high-quality charter schools throughout Illinois.

### Purpose

To provide loans to charter schools for acquiring and remodeling facilities and to pay start-up costs to acquire educational materials and supplies, textbooks, furniture, and other equipment.

### Reimbursement/Distribution Method

These interest-free loans enable a certified charter school to increase cash flow during its initial term and facilitate the development of additional charter schools. Charter school operators may apply for up to \$250 per student. Approved applicants execute a promissory note and agree to a repayment schedule; thereafter, they will typically receive

funds within two weeks. Loan repayments are deposited back into this fund (SAMS #567) for future use by other charter school operators. Full repayment is required by the end of the initial charter term, which is usually five years.

### Population and Service Levels

The program is limited to one loan per charter school. The following table displays service-level information:

	FY16	FY17 (est.)
Eligible schools	40	45
Number of loans	1	2

The figure for the number of eligible charter schools in FY15 includes all charter schools in their first terms of operation that have not previously received a revolving loan, including new campuses of existing charter school networks.

# Driver Education

Legislative Reference – 105 ILCS 5/27-24.3

Funding Source - State

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$17,500,000	\$15,000,000	\$17,900,000	\$18,500,000	<b>\$18,750,000</b>
Change from Prior Year	(\$672,200)	(\$2,500,000)	\$2,900,000	\$600,000	<b>\$250,000</b>
	(3.70%)	(14.29%)	19.33%	3.35%	<b>1.35%</b>

### Program Mission

To provide eligible entities with driver education funding to support 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 driver's license fees, as well as a portion of fines levied for certain motor vehicle violations.

### Population and Service Levels

Every district that maintains grades 9 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:

	FY15	FY16
<b>Number of students</b>		
Classroom instruction	106,902	105,875
Behind-the-wheel Instruction	97,192	96,705
<b>Reimbursement per student</b>		
Classroom instruction	\$33.48	\$34.95
Behind-the-wheel instruction	\$147.33	\$153.04

### 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:

# Illinois State Board of Education Teacher Certificate Institute Fund

*Legislative Reference – 105 ILCS 5/3-12 & 5/21B-40  
Funding Source - State*

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$2,208,900	\$2,208,900	\$2,208,900	\$2,208,900	<b>\$2,208,900</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	<b>\$0 0.00%</b>

### 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, 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.

Monies in the institute fund may also be used by the State Superintendent of Education to support educator recruitment and retention programs within a city having a population exceeding 500,000, to support educator

preparation programs within a city having a population exceeding 500,000 as those programs seek national accreditation, and to provide professional development aligned with the requirements set forth in Section 21B-45 of the Illinois School Code within a city having a population exceeding 500,000. A majority of the monies in the institute fund must be dedicated to the timely and efficient processing of applications and for the renewal of licenses. Per Public Act 099-0058, effective July 16, 2015.

### 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

	FY13	FY14	FY15	FY16*	FY17 Proposed
Appropriation	\$2,295,050	\$2,295,050	\$5,020,000	\$7,040,000	<b>\$7,040,000</b>
General Funds	\$2,295,050	\$0	\$0	\$0	<b>\$0</b>
Personal Property Replacement Tax Fund	\$0	\$2,295,000	\$5,020,000	\$7,040,000	<b>\$7,040,000</b>
Change from Prior Year	\$0	(\$50)	\$2,655,000	\$2,020,000	<b>\$0</b>
	0.00%	0.00%	115.69%	40.24%	<b>0.00%</b>

*\*Includes appropriation vetoed in House Bill 4151*

### 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 2016, 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*

ROE allocations consist of a base amount and the total enrollment for each ROE and ISC after the City of Chicago percent is subtracted. The base amount is distributed evenly to each ROE and ISC. 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.

	FY15	FY16 (est)
ROE School Services	\$4,950,000	TBD
Bus Driver Training	\$70,000	TBD
<b>Total</b>	<b>\$5,020,000</b>	<b>TBD</b>

### 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

	FY13	FY14	FY15	FY16*	FY17 Proposed
Appropriation	\$12,025,000	\$12,400,000	\$12,650,000	\$10,700,000	<b>\$10,700,000</b>
Change from Prior Year	\$1,218,600 11.28%	\$375,000 3.12%	\$250,000 2.02%	(\$1,950,000) (15.42%)	<b>\$0</b> <b>0.00%</b>

\*Includes appropriation vetoed in House Bill 4151

### 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 and 1H*

*Funding Source - State*

## Appropriation History

	FY13	FY14	FY15	FY16*	FY17 Proposed
Appropriation	\$1,000,000	\$16,140,000	\$1,500,000	\$1,500,000	<b>\$1,000,000</b>
Change from Prior Year	\$0	\$15,140,000	(\$14,640,000)	\$0	<b>(\$500,000)</b>
	0.00%	1,514.00%	(90.71%)	0.00%	<b>(33.33%)</b>

*\*Includes appropriation vetoed in House Bill 4151*

### 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    E. St. Louis School District 189 (St. Clair County)
- North Chicago Community High School District 187 (Lake County)
- Hazel Crest School District 152-5 (Cook County)

# School Technology Revolving Loan Program

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

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$2,000,000	<b>\$7,500,000</b>
Change from Prior Year	\$0	\$0	\$0	(\$3,000,000)	<b>\$5,500,000</b>
	0.00%	0.00%	0.00%	(60.00%)	<b>275.00%</b>

### Program Mission

To build the capacity of Illinois school districts to ensure that all students are technologically literate through increased technology integration, improved teacher competencies, and equitable access to technology.

### 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 and deposited in the SAMS #569 fund.

### Population and Service Levels

All school districts are eligible to participate on a two-year rotating basis: grades K through 8 in fiscal year 2016, grades 9 through 12 in fiscal year 2017, and alternating in each second year thereafter. The population served for fiscal year 2015 included all eligible applicants that enrolled students in grades 9 through 12, except those in which the equalized assessed valuation per pupil in average daily attendance is at the 99<sup>th</sup> percentile or above. The following table displays service-level information:

	FY15	FY16 (est.)
Eligible applicants	484	760
Eligible students	621,489	1,349,549
Grade levels served	9-12	K-8
Dollars loaned	\$1,805,225	\$2,000,000
Number of loans	12	25
Percent eligible districts participating	3%	3%

# State Charter School Commission

Legislative Reference – 105 ILCS 5/27A-7.5

Funding Source – State

## Appropriation History

	FY13	FY14	FY15	FY16*	FY17 Proposed
Appropriation	\$600,000	\$600,000	\$600,000	\$600,000	<b>\$650,000</b>
Change from	\$600,000	\$0	\$0	\$0	<b>\$50,000</b>
Prior Year	N/A	0.00%	0.00%	0.00%	<b>8.33%</b>

*The appropriation represents only spending authority.*

*\*Includes appropriation vetoed in House Bill 4151*

### 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 State Charter School Commission (the Commission) as an independent commission with statewide jurisdiction and authority. Funds are used to support the following objectives: hear and decide on appeals by charter operators when a local school board has rejected the charter operator's proposal; if an appeal has merit, authorize the creation of the charter school initially rejected by the local school board, particularly when the charter school will expand opportunities for low-income or minority students; oversee Commission-authorized charter schools or charter schools transferred to the Commission by local school boards; promulgate and report on best practices in charter school authorization, oversight, and renewal. The Commission 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 Commission has paid staff to support its work.

### Reimbursement/Distribution Method

The Commission's funding covers its administrative and operating costs. ISBE also provides administrative support to the Commission and serves as its fiscal agent.

### Population and Service Levels

The Commission decides appeals when a local school board rejects a charter operator's proposal and receives applications from charter schools and local school boards that decide to transfer oversight to the Commission. The following table displays this service-level information:

	FY15	FY16 (est)
Appeals/Applications	4	6

The Commission authorizes and oversees a number of charter schools. The following table displays this service-level information:

	FY15	FY16 (est)
Commission-Authorized Schools	5	5

The Commission is requesting an increase in appropriation for fiscal year 2017 because of an anticipated increase in costs.

# Teacher Certification Fee Revolving Fund

Legislative Reference – 105 ILCS 5/21B-40  
Funding Source - State

## Appropriation History

	FY13	FY14	FY15	FY16*	FY17 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
Change from Prior Year	\$1,300,000	\$0	\$0	\$0	\$0
	35.14%	0.00%	0.00%	0.00%	0.00%

\*Includes appropriation vetoed in House Bill 4151

### 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 105 ILCS 5/21B-40, as of January 1, 2015, all application fees for a professional educator license, educator license with stipulations, or substitute teaching license shall be \$100. The application fee is \$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. Funds available from the Teacher Certification Fee Revolving Fund may also be used by the State Board of Education to support the recruitment and retention of educators, to support educator preparation programs as they seek national accreditation,

and to provide professional development aligned with the requirements set forth in Section 21B-45 of the School Code. A majority of the funds in the Teacher Certification Fee Revolving Fund must be dedicated to the timely and efficient processing of applications and for the renewal of licenses.

### 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:

	FY14	FY15	FY16 (est)
New Professional Educator License (PELs) issued by evaluation	5,276	1,120	1,392
New PELs issued by entitlement	5,664	6,313	6,092
New Educator License with stipulations (ELS) Provisional Educator	797	942	1,543
New ELS Paraprofessional	102,733*	5,865	6,283
New ELS (Other)	1,009	1,064	985
New Substitute Licenses issued	7,856	10,140	10,232
Endorsements issued on a PEL or ELS	236,193*	10,075	10,982
Letters of deficiency issued	304,871*	26,319	25,890

\*In FY14, existing paraprofessional approvals were exchanged for ELS-Paraprofessional licenses, and existing certificates were exchanged for endorsements on a PEL or ELS, thus resulting in the abnormally large numbers for this year. Additionally, new licensure requirements were effective at the beginning of FY14, which may explain the large number of deficiency letters sent during this year.

# Temporary Relocation Assistance Revolving Fund

Legislative Reference – 105 ILCS 5/2-3.77

Funding Source - State

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$1,400,000	\$1,400,000	\$1,400,000	\$1,400,000	<b>\$1,000,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>(\$400,000)</b>
	0.00%	0.00%	0.00%	0.00%	<b>(28.57%)</b>

### Program Mission

To assist school districts in providing a safe, temporary environment for learning.

### Purpose

To pay school district emergency relocation expenses incurred as a result of fire, earthquake, tornado, mine subsidence, 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 per article 17-2.2c of the School Code. 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	\$174,783	444



# Federal Funds Programs

# Adolescent Health

Legislative Reference – 105 ILCS 110  
Funding Source – Federal (CFDA 93.079)

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$0	\$0	\$0	\$0	<b>\$500,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$500,000</b>
	0.00%	0.00%	0.00%	0.00%	<b>N/A</b>

## Federal Grant Award\*

	FY13	FY14	FY15	FY16	FY17
Grant Award	\$87,416	\$290,000	\$413,456	\$184,765	TBD
Change from Prior Year	(\$202,745)	\$202,584	\$123,456	(\$228,691)	TBD
	(69.87%)	231.75%	42.57%	(55.31%)	TBD

*\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, 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 this program is to support efforts of school districts in implementing school-based programs and practices designed to reduce the incidence of Human Immunodeficiency Virus (HIV) and other Sexually Transmitted Diseases (STDs) among students as well as to reduce teen pregnancy.

### Purpose

The Centers for Disease Control and Prevention (CDC) provides financial support and resources through the Division of Adolescent and School Health (DASH) cooperative agreement to improve adolescent health -- specifically, sexual health -- through education in Illinois schools.

### Reimbursement/Distribution Method

Funds are provided for staffing and are used for such purposes as coordination of

contractors, costs related to travel in providing training and technical assistance, and supplies/materials associated with the development and provision of training and technical assistance. Additionally, funds are distributed via two contracts and two-three intergovernmental agreements to entities that provide assistance and services to priority school districts in implementing the requirements of the federal grant monies.

### Population and Service Levels

This program serves middle school and high school students in 10 priority school districts that were selected due to having a high incidence rate of HIV, STD, or teen pregnancy, or any combination of the three. The priority school districts were also required to have a readiness-to-change district policy and a comprehensive sexual health education program and to participate in all aspects of the process.

# Career and Technical Education – Basic

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

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$55,000,000	\$55,000,000	\$55,000,000	\$55,000,000	\$55,000,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%

## Federal Grant Award\*

	FY13	FY14	FY15	FY16	FY17**
Grant Award	\$40,924,618	\$38,934,174	\$40,519,069	\$40,276,006	TBD
Change from Prior Year	(\$668,594) (1.61%)	(\$1,990,444) (4.86%)	\$1,584,895 4.07%	(\$243,063) (0.60%)	TBD

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

\*\*State fiscal year 2017 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 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	FY15	FY16 (est)
Secondary	261,922	262,000
Community College	163,205	160,000
<b>Total</b>	<b>425,127</b>	<b>422,000</b>

# Child Nutrition Programs

Legislative Reference – PL 111-296 and 7 CFR 210, 215,220,225,226, 245  
Funding Source - Federal

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$725,000,000	\$725,000,000	\$725,000,000	\$850,000,000	<b>\$1,062,500,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$125,000,000 17.24%	<b>\$212,500,000</b> <b>25.00%</b>

## Federal Grant Award\*

	FY13*	FY14*	FY15*	FY16	FY17
Grant Award	\$700,905,777	\$716,119,181	\$762,008,530	TBD	TBD
Change from Prior Year	\$50,128,371 7.70%	\$15,213,404 2.17%	\$48,889,349 6.4%	TBD	TBD

\*Child nutrition funds are distributed to states on a reimbursement basis. Numbers shown represent actual expenditures for the federal fiscal year.

## Program Mission

To provide leadership and support for sponsoring entities to provide nutritious meals to children, enabling them to properly learn and grow.

## Purpose

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

## Reimbursement/Distribution Method

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

The federal government provides a basic level of reimbursement for all lunches served to students eligible for reduced-price and free

meals as well as to students not eligible (paid category).

Fiscal year 2016 federal reimbursement rates for the *NSLP*:

Per Meal Reimbursement	Less than 60 percent Free or Reduced-Priced Meals	60 percent or more Free or Reduced-Priced Meals*
Paid**	\$0.29 - \$0.35	\$0.31 - \$0.37
Reduced-price**	\$2.67 - \$2.73	\$2.69 - \$2.75
Free**	\$3.07 - \$3.13	\$3.09 - \$3.15

\* Sponsors receive the 60 percent or more reimbursement if 60 percent or more of the lunches served during the second preceding school year were served free or at a reduced price.

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

Fiscal year 2016 federal reimbursement rates for the *SBP*:

	Rates	Rates for Severe Need Schools*
Paid breakfast reimbursement	\$0.29	\$0.29
Reduced-price breakfast reimbursement	\$1.36	\$1.69
Free breakfast reimbursement	\$1.66	\$1.99

\* Sponsors receive the 60 percent or more reimbursement if 60 percent or more of the lunches served during the second preceding school year were served free or at a reduced price.

Fiscal year 2016 federal reimbursement rates for *After-School Care Snack Program*:

	Rates
Paid snack reimbursement	\$0.07
Reduced-price snack reimbursement	\$0.42
Free snack reimbursement	\$0.84

Fiscal year 2016 federal reimbursement rates for Special Milk Program (SMP):

	Rates
Paid special milk	\$0.20
Free special milk	Avg. cost per ½ pint

Fiscal year 2016 (June 2015-August 2015) federal reimbursement rates for the Summer Food Service Program (SFSP):

	Operating Rates	Administrative Rates	
		Rural/ Self-Prep	Urban/ Vended
Breakfasts	\$1.89	\$0.1875	\$0.1475
Lunches/ suppers	\$3.30	\$0.3450	\$0.2875
Supplements	\$0.77	\$0.0950	\$0.0750
		Administrative Rates	

Fiscal year 2016 federal reimbursement rates for the Child and Adult Care Food Program (CACFP):

Child Care Center Rates	Breakfasts	Lunch & Suppers	After-School Snacks
Paid	\$0.29	\$0.29	\$0.07
Reduced	\$1.36	\$2.67	\$0.42
Free	\$1.66	\$3.07	\$0.84

Day Care Home Rates	Breakfasts	Lunch & Suppers	Supplements
Tier I	\$1.32	\$2.48	\$0.74
Tier II	\$0.48	\$1.50	\$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 2016, the cash in lieu of commodity rate is \$0.2375 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.

	FY15	FY16 (est)
<b>LUNCH</b>		
Number of Sponsors	1,145	1,179
Number of Sites	4,262	4,475
Number of Meals	184,876,865	190,423,171
<b>BREAKFAST</b>		
Number of Sponsors	825	842
Number of Sites	3,478	3,651
Number of Meals	73,185,454	75,381,017
<b>SNACKS</b>		
Number of Sponsors	154	159
Number of Sites	757	794
Number of Meals	3,916,855	4,034,3610

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 who do not have access to milk through another federally funded meal program (such as half-day kindergarten students not present during lunch). The number of milks served is shown below.

	FY15	FY16 (est)
Number of Sponsors	338	344
Number of Sites	548	575
Number of Milks	9,130,499	9,404,414

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.

	FY15	FY16
Number of Sites	218	212
Number of Students	103,268	104,231
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:

	FY15	FY16 (est)
Number of Sponsors	168	176
Number of Sites	1,769	1,857

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:

	FY15	FY16 (est)
Number of Sponsors – Child Care Centers	844	878
Number of Sites – Child Care Centers	2,546	2,648
Number of Sponsors – Child Care Homes	12	12
Number of Sites - Child Care Homes	8,388	8,000

# Individuals with Disabilities Education Act – Deaf and Blind

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

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$450,000	\$500,000	\$500,000	\$500,000	<b>\$500,000</b>
Change from	\$0	\$50,000	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	11.11%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY13	FY14	FY15	FY16	FY17
Grant Award	\$335,444	\$335,444	\$335,444	TBD	TBD
Change from	\$0	\$0	\$0	TBD	TBD
Prior Year	0.00%	0.00%	0.00%	TBD	TBD

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

### Program Mission

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

### Purpose

To provide technical assistance, information, and training to address the early intervention, special education, and transitional and related service needs of children with deaf-blindness and also enhance state capacity to improve services and outcomes for children and their families. Services are coordinated with other state agencies that have responsibilities for providing services to children and youth who are deaf-blind.

### Reimbursement/Distribution Method

Funds are distributed via a grant to the Philip J. Rock Center and School.

### Population and Service Levels

The following tables display service-level information:

	FY15	FY16 (est)
Students served (December 1, 2014, child count data)	416	420
Number of referrals received	39	40
Number of service provider contacts	1,518	1,300
Number of family contacts	278	300
Number of school districts served	145	150
Number of trainings provided	16	20
Number of persons trained	217	300
Website visits	4,232	4,500

# Individuals with Disabilities Education Act - Part B

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

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$700,000,000	\$700,000,000	\$700,000,000	\$700,000,000	<b>\$754,000,000</b>
Change from Prior Year	\$50,000,000 7.69%	\$0 0.00%	\$0 0.00%	\$0 0.00%	<b>\$54,000,000</b> <b>7.71%</b>

## Federal Grant Award\*

	FY13	FY14	FY15	FY16	FY17**
Grant Award	\$505,651,259	\$479,681,039	\$499,269,921	\$500,249,065	TBD
Change from Prior Year	\$4,402,438 0.88%	(\$25,970,220) (5.14%)	\$19,588,882 4.08%	\$979,144 0.20%	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 2017 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:

	FY15	FY16 (est)
Students served	294,953	300,108
School districts/cooperatives	156	160
Dollars allocated to districts	\$439,706,567	\$439,795,423



# Individuals with Disabilities Education Act – Preschool, Part B

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

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$25,000,000	\$25,000,000	\$25,000,000	\$25,000,000	<b>\$29,200,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	<b>\$4,200,000 16.80%</b>

## Federal Grant Award\*

	FY13	FY14	FY15	FY16	FY17**
Grant Award	\$17,308,047	\$16,488,199	\$16,488,219	\$16,488,219	TBD
Change from Prior Year	(\$69,744) (0.40%)	(\$819,848) (4.74%)	\$20 0.00%	\$0 0.00%	TBD 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 2017 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 3.

### 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

cooperatives 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:

	FY15	FY16 (est)
Children served	37,745	38,116
School districts/Special Ed cooperatives	136	144
Dollars to Districts	\$12,790,011	\$13,104,860

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

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

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$4,000,000	\$4,350,000	\$4,500,000	\$4,500,000	<b>\$5,000,000</b>
Change from Prior Year	\$300,000 8.11%	\$350,000 8.75%	\$150,000 3.45%	\$0 0.00%	<b>\$500,000</b> <b>11.11%</b>

## Federal Grant Award

	FY13	FY14	FY15	FY16	FY17*
Grant Award	\$1,975,000	\$1,975,000	\$1,975,000	\$1,746,348	TBD
Change from Prior Year	\$810,373 69.58%	\$0 0.00%	\$0 0.00%	(\$228,642) (11.58%)	TBD

\*State fiscal year 2017 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/Multi-Tiered System of Support (RTI/MTSS) 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 10 Statewide System of Support (SSoS) areas) coaches who, in turn, provide training, coaching, and mentoring support in RTI/MTSS-Academics 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/MTSS content will be incorporated into IHE educator preparation programs.

### Reimbursement/Distribution Method

The U.S. Department of Education awards State Program Improvement funds to states on a multi-year basis, with grant awards running on the federal fiscal year (October 1 – September 30). 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 Regional Office of Education (ROE) and one IHE. A no-cost extension was also requested and awarded, which will provide continued funding through fiscal year 2016. In July 2015, the Illinois State Board of Education was awarded a new five-year grant that will extend through September 30, 2020. Grant funds will be distributed via annually renewable grants, which will be awarded in fiscal year 2016 through a competitive request-for-proposals

process, to one ROE or Special Education Cooperative and one IHE.

In accordance with the federal grant requirements, annually renewable grants will also be provided to each of the two federally funded Illinois Parent Training and Information Centers.

### **Population and Service Levels**

In order to implement a regionalized structure for the delivery of professional development, technical assistance and coaching under the Illinois RTI/MTSS-Network, project staff members will be regionally based within each of the 10 SSoS areas. Universal services will be delivered regionally, while more intensive support will be provided at the district and school level. Districts identified as focus and priority, via

the Elementary and Secondary Education Waiver, will be the main recipients of support.

To implement the IHE Partnership, the project staff consists of faculty members at Illinois IHEs with the largest educator preparation programs. Across these IHEs, approximately 200 faculties in elementary education, administrator preparation, school psychology, and school work programs will participate in professional development to increase the extent to which undergraduate and graduate students exiting their programs are prepared to implement MTSS in schools throughout the state.

# Preschool Expansion Grant

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

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$0	\$0	\$0	\$35,000,000	<b>\$35,000,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$35,000,000 N/A	<b>\$0</b> <b>0.00%</b>

## Federal Grant Award\*

	FY13	FY14	FY15**	FY16	FY17
Grant Award	\$0	\$0	\$20,000,000	\$20,000,000	\$20,000,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$20,000,000 N/A	\$0 0.00%	\$0 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 Expansion Grant Application.

## Program Mission

To expand high-quality, full-day preschool for approximately 5,120 additional 4-year-olds who are determined to be at risk.

## Purpose

The Preschool Expansion Grant (PEG) supports 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 or 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. This federal award is contingent upon state appropriations as indicated in the PEG 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 program.

Cumulative Change Since Fiscal Year 2015	Fiscal Year 2016 (est)	Fiscal Year 2017 (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
<b>Total slots</b>	<b>3,280</b>	<b>6,100</b>

# 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

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$42,800,000	\$42,800,000	\$42,800,000	\$42,800,000	\$42,800,000
Change from Prior Year	(\$7,200,000) (14.40%)	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%

## Federal Grant Award\*

	FY13**	FY14	FY15	FY16	FY17
Grant Award	\$0	\$0	\$0	\$0	\$0
Change from Prior Year	(\$42,818,700) (100.00%)	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%

\*Federal grant award may be spent over a five-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.

\*\*Awarded in FY12 as a one-time 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.
- The 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 five-year grant, ending in December 2016. 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

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$35,000,000	\$35,000,000	\$35,000,000	\$35,000,000	<b>\$35,000,000</b>
Change from Prior Year	(\$35,000,000)	\$0	\$0	\$0	<b>\$0</b>
	(50.00%)	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY13**	FY14	FY15	FY16	FY17
Grant Award	\$52,498,043	\$0	\$0	\$0	\$0
Change from Prior Year	\$52,498,043	(\$52,498,043)	\$0	\$0	\$0
	N/A	(100.00%)	0.00%	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.

\*\*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 (DHS), 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 DHS 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	
	FY15	FY16 (est)
ECBG Preschool for All 3-5	75,154	73,246
ECBG Prevention Initiative 0-3	14,852	14,147
Individuals with Disabilities Education Act Part C & B	58,927	59,616
Early Head Start & Head Start	42,230	41,170

# Substance Abuse and Mental Health Services

Legislative Reference - 405 ILCS 105  
Funding Source - Federal (CFDA 93.243)

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$0	\$0	\$0	\$3,800,000	\$5,300,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$3,800,000 N/A	\$1,500,000 39.47%

## Federal Grant Award\*

	FY13	FY14	FY15	FY16	FY17
Grant Award	\$0	\$0	\$1,900,000	\$1,900,000	\$1,900,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$1,900,000 N/A	\$0 0.00%	\$0 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

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	<b>\$3,300,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$300,000</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>10.00%</b>

## Federal Grant Award\*

	FY13	FY14	FY15	FY16**	FY17**
Grant Award	\$2,191,745	\$2,224,219	\$2,576,890	TBD	TBD
Change from	\$460,044	\$32,474	\$352,671	TBD	TBD
Prior Year	26.57%	1.48%	15.86%	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 2016 grant award will not be received until March 2016.*

### Program Mission

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

### Purpose

To assist school districts in offsetting the fees for low-income students who take the annual Advanced Placement exam and International Baccalaureate Organization exam.

### Reimbursement/Distribution Method

Advanced Placement Test Fee Program reimbursement funds are provided to the College Board for low-income students who

request fee reductions for Advanced Placement exams and to school districts involved in the International Baccalaureate Organization exam program.

### Population and Service Levels

All Illinois low-income students who take Advanced Placement or International Baccalaureate Organization exams are eligible to receive test fee reduction funds upon request.

Participation is open to all Illinois high schools. The number of students reimbursed for the exam surpassed 48,800 when it was administered in May 2015.

# Title I – Basic, Part A

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

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$768,000,000	\$874,000,000	\$884,000,000	\$884,000,000	<b>\$1,009,000,000</b>
Change from Prior Year	\$58,000,000	\$106,000,000	\$10,000,000	\$0	<b>\$125,000,000</b>
	8.17%	13.81%	1.14%	0.00%	<b>14.14%</b>

## Federal Grant Award\*

	FY13	FY14	FY15	FY16	FY17**
Grant Award	\$649,219,212	\$627,984,988	\$647,220,569	\$663,790,614	TBD
Change from Prior Year	\$7,152,098	(\$21,234,224)	\$19,235,581	\$16,570,045	TBD
	1.11%	(3.27%)	3.06%	2.56%	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 2017 amounts are TBD (to be determined).*

### Program Mission

To provide Title I grants to school districts to financially support supplemental programs for students at risk of academic failure and to provide assistance to schools identified for priority and focus services in order to improve student achievement.

### Purpose

To provide supplemental services for children from preschool through grade 12 who are at risk of not meeting the Illinois Learning Standards. Funds support instruction in reading, math, and language arts as well as professional development activities. Funds are used for a variety of expenditures, including instructional salaries, supplies, and materials; consultant fees; equipment; and other services in support of supplemental programs for at-risk students.

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.

### 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:

	FY15	FY16 (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

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000	<b>\$4,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY13	FY14	FY15	FY16	FY17**
Grant Award	\$1,976,414	\$1,891,329	\$1,886,908	\$1,886,908	TBD
Change from	(\$3,842)	(\$85,085)	(\$4,421)	\$0	TBD
Prior Year	(0.20%)	(4.31%)	(0.23%)	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 2017 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, coordination of 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. Coordination of 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 2015, about 1,300 migrant children and youth qualified for services. A majority of these were Hispanic, a significant number were French speakers, and many were English language learners. Though most were in grades K-12 (67 percent), children ages 0-5 (19

percent) and out-of-school youth (13 percent) also qualified for services. They came to Illinois from Texas, Florida, Mexico, French-speaking African countries, 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 seven 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:

	FY14	FY15 (est.)
Students Summer Program*	741	650
Students Regular Year*	414	250
Number of funded entities	11	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 2014-15 school year, the following entities received funding under this program:

- Beardstown Community Unit School District 15
- Community Health Partnership of Illinois
- Illinois Migrant Council
- Galesburg Community Unit School District 205
- 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

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$300,000	\$300,000	\$300,000	\$300,000	<b>\$300,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY13	FY14	FY15	FY16	FY17**
Grant Award	\$60,000	\$60,000	\$60,000	\$66,000	TBD
Change from Prior Year	(\$6,666)	\$0	\$0	\$6,000	TBD
	(10.0%)	0.00%	0.00%	10.00%	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 2017 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 the activities of two multi-state

consortiums: Identification and Recruitment Rapid Response Center (IRRC) and Graduation Outcomes for Success for Out-of-School Youth (GOSOSY).

These competitive grants were awarded to state consortiums in state fiscal year 2016.

### Population and Service Levels

IRRC focuses on building interstate resources and coordination to improve the proper and timely identification of eligible migrant children whose education has been interrupted.

GOSOSY 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

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$1,700,000	\$1,700,000	\$1,700,000	\$1,700,000	<b>\$1,700,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY13	FY14	FY15	FY16	FY17**
Grant Award	\$1,169,849	\$1,597,785	\$1,212,606	\$640,403	TBD
Change from Prior Year	\$77,287	\$427,936	(\$385,179)	(\$572,203)	TBD
	7.07%	36.58%	(24.11%)	(47.19%)	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 2017 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 476 youths who reside in the six Illinois Youth Centers and one Correctional Center.

# Title I – School Improvement

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

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$50,000,000	\$50,000,000	\$50,000,000	\$50,000,000	<b>\$75,000,000</b>
Change from Prior Year	\$20,000,000	\$0	\$0	\$0	<b>\$25,000,000</b>
	66.67%	0.00%	0.00%	0.00%	<b>50.00%</b>

## Federal Grant Award\*

	FY13	FY14	FY15	FY16**	FY17**
Grant Award	\$23,217,134	\$22,112,140	\$22,488,158	TBD	TBD
Change from Prior Year	(\$504,074)	(\$1,104,994)	\$376,018	TBD	TBD
	(2.12%)	(4.76%)	1.70%	TBD	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 and 2017 amounts are 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

	FY13	FY14	FY15	FY16	FY17
Funding	\$9,999,935	\$13,879,031	\$13,997,012	\$13,994,697	<b>\$13,997,768</b>
Change from	\$9,999,935	\$3,879,096	\$117,981	(\$2,315)	<b>\$3,071</b>
Prior Year	N/A	38.79%	0.85%	(0.02%)	<b>0.02%</b>

### Program Mission

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

### 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.

### 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

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

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 learners (ELs), 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 ELs, 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 ELs, low-income students, racial and ethnic minority students, and SWDs.
- Developing robust systemwide evaluation processes for SSoS to promote its continuous improvement to better serve school districts and schools.

# Title II – Mathematics and Science Partnership Program

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

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$14,000,000	\$14,000,000	\$14,000,000	\$18,000,000	<b>\$18,800,000</b>
Change from Prior Year	\$2,000,000 16.67%	\$0 0.00%	\$0 0.00%	\$4,000,000 28.57%	<b>\$800,000</b> <b>4.44%</b>

## Federal Grant Award\*

	FY13	FY14	FY15	FY16	FY17**
Grant Award	\$5,282,424	\$5,195,808	\$5,226,170	\$5,406,066	TBD
Change from Prior Year	(\$1,213,729) (18.68%)	(\$86,616) (1.64%)	\$30,362 0.58%	\$179,896 3.44%	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 2017 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:

	FY15	FY16 (est)
Lead Partnership	1	1
Area Partnerships	19	19
Teacher Participants	350	400

# Title II – Teacher/Principal Training

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

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$157,000,000	\$157,000,000	\$157,000,000	\$160,000,000	<b>\$160,000,000</b>
Change from	\$0	\$0	\$0	\$3,000,000	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	1.91%	<b>0.00%</b>

## Federal Grant Award\*

	FY13	FY14	FY15	FY16	FY17**
Grant Award	\$96,174,175	\$91,705,907	\$91,488,056	\$91,455,419	TBD
Change from	\$37,723	(\$4,468,268)	(\$217,851)	(\$32,637)	TBD
Prior Year	0.04%	(4.65%)	(0.24%)	(0.04%)	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 2017 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 for 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

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$45,000,000	\$45,250,000	\$45,500,000	\$45,500,000	\$50,400,000
Change from Prior Year	\$5,000,000	\$250,000	\$250,000	\$0	\$4,900,000
	12.50%	0.56%	0.55%	0.00%	10.77%

## Federal Grant Award\*

	FY13	FY14	FY15	FY16	FY17**
Grant Award	\$28,373,428	\$26,785,656	\$27,321,504	\$26,868,801	TBD
Change from Prior Year	(\$1,237,401)	(\$1,587,772)	\$535,848	(\$452,703)	TBD
	(4.18%)	(5.60%)	1.96%	(1.66%)	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 2017 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 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 Immigrant Education, 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 2016, the final per pupil allocation is \$125.

*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 eligible 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 number of eligible immigrant students reported as of March 2015 was 17,789. Of this number, 9,201 enrolled in eligible school districts that had a minimum of 10 students and showed a significant increase. The per capita allocation is \$125.

**Population and Service Levels**

The Student Information System (SIS) as of October 15, 2015, reported that Chicago Public Schools enroll approximately 33 percent of the EL students in the state. The remaining 67 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 175 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 the number of EL students served with LIPLEPS funds:

	<b>FY16*</b>	<b>FY17**(est.)</b>
Chicago students	67,988	70,027
Downstate students	138,221	142,368
<b>Total</b>	<b>206,209</b>	<b>212,395</b>

\*Total ELs count in SIS as of October 16, 2015.

\*\* 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 the number of eligible immigrant program students and the eligible immigrant students who are being served through Title III funds:

	<b>FY15</b>	<b>FY16 (est.)</b>
Eligible Immigrant Education Program Students Identified	22,580*	22,806
Immigrant Education Program Students Served	4,483	9,201

\*Immigrant students reported on the Student Information System as of September 2015.

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

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

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$65,000,000	\$74,000,000	\$74,000,000	\$75,000,000	<b>\$105,200,000</b>
Change from Prior Year	\$4,500,000	\$9,000,000	\$0	\$1,000,000	<b>\$30,200,000</b>
	7.44%	13.85%	0.00%	1.35%	<b>40.27%</b>

## Federal Grant Award\*

	FY13	FY14	FY15	FY16	FY17**
Grant Award	\$50,297,549	\$47,284,316	\$52,083,676	\$50,808,494	TBD
Change from Prior Year	\$4,191,093	(\$3,013,233)	\$4,799,360	(\$1,275,182)	TBD
	9.09%	(5.99%)	10.15%	(2.45%)	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 2017 amounts are TBD (to be determined).

## Program Mission

To provide grants for the development of after-school programs.

## Purpose

To provide academically focused after-school programs -- particularly to students who attend high-poverty, low-performing schools -- to help those students meet state and local performance standards in core academic subjects and to offer families of participating students opportunities for literacy and related educational development.

## Reimbursement/Distribution Method

The information below shows the Title IV - 21<sup>st</sup> Century Communities Learning Centers grant award allocation at the state level based on the No Child Left Behind Act:

### *Grant Award*

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

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

## Population and Service Levels

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

	FY 15	FY16 (est)
Grantees	123	123
Sites	390	390

# Title V – Charter Schools

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

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000	<b>\$21,100,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$12,100,000</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>134.44%</b>

## Federal Grant Award

	FY13*	FY14*	FY15*	FY16	FY17
Grant Award	\$0	\$0	\$0	\$21,143,113	\$1
Change from	\$0	\$0	\$0	\$21,143,113	(\$21,143,112)
Prior Year	0.00%	0.00%	0.00%	N/A	N/A

*\*Illinois did not receive an award.*

### 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 and to support efforts by existing high-performing charter schools to disseminate best practices and create replicable models.

### Purpose

To offer students, parents, teachers, and other 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.

Program design and implementation funds will serve to assist new charter schools during the critical detailed planning and initial start-up stages. These stages are critical because the ultimate success of a charter school depends on high-quality instruction during its early years, which will allow it to achieve its accountability plan. Dissemination funds will then support high-performing charter schools to identify and share best practices with all public school districts.

### Reimbursement/Distribution Method

Grant funds are distributed through two request-for-proposals processes. Program design and implementation funds will be awarded to any charter school. Dissemination grants are awarded to high-performing charter

schools that have been operating for at least three consecutive school years.

### Population and Service Levels

The following table displays service-level information:

	FY15	FY16 (est)
Number of charter schools eligible for dissemination subgrants	*17	**96
Number of charter schools eligible for program design and initial implementation subgrants	***28	***13
Number of charter school students (K-12)	62,055	63,862
Number of program design grants	0	10-12
Number of implementation grants	0	10-12
Number of dissemination grants	0	7

\* 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.

\*\*Number includes all charter schools operating for at least three consecutive years by the start of the fiscal year, without regard to performance.

\*\*\*Number includes new charter campuses of multi-campus charter schools, which are considered “schools” for purposes of the CSP grant.

# Title VI – Rural and Low-Income School Programs

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

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	<b>\$2,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY13	FY14	FY15	FY16	FY17**
Grant Award	\$1,253,789	\$1,228,080	\$1,177,186	\$1,450,773	TBD
Change from	(\$291,184)	(\$25,709)	(\$50,894)	\$273,587	TBD
Prior Year	(18.85%)	(2.05%)	(4.14%)	23.24%	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 2017 amounts are TBD (to be determined).*

### Program Mission

Provide financial assistance to rural districts to assist them in improving 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.

### 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:

	FY15	FY16 (est)
Eligible districts	41	59
Participating districts	41	59
Instructional expenditures	65%	65%
Educational Media Service	13%	15%
Other expenditures	22%	20%



# Title X - Education for Homeless Children

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

## Appropriation History

	FY13	FY14	FY15	FY16	FY17 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	<b>\$5,000,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	<b>\$0</b> <b>0.00%</b>

## Federal Grant Award\*

	FY13	FY14	FY15	FY16	FY17**
Grant Award	\$2,885,828	\$2,857,927	\$2,924,369	\$2,983,614	TBD
Change from Prior Year	(\$28,147) (0.96%)	(\$27,901) (0.97%)	\$66,442 2.32%	\$59,245 2.03%	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 FY17 amounts are to be determined.*

### Program Mission

To provide support and technical services, outreach, and advocacy for homeless students to ensure they remain enrolled in school and meet or exceed rigorous academic standards.

### Purpose

To address the problems that homeless students encounter when enrolling, attending, and learning in school and to ensure that homeless students have equal access to the same free and appropriate public education provided to other students.

### Reimbursement/Distribution Method

Grants are awarded through a competitive procurement process. Current grantees will continue to provide services to homeless students, provided they satisfy pre-determined 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. Currently, seven regional projects provide training and assistance to local school district homeless education liaisons and award subgrants for services to homeless students and their families and attendance centers.

The following table displays population-level information:

	FY13	FY14	FY15
Pre-K Students	2,338	2,473	2,385
K-12 Students	46,111	53,512	52,065



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