

Funding a Civil Right:

Quality Education for All

Fiscal Year 2020 Recommended
Investment in Public Education



**whole
child
whole
school
whole
comm-
unity**



EQUITY, QUALITY, COMMUNITY, EDUCATOR RECRUITMENT AND RECOGNITION



**Illinois
State Board of
Education**



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

February 2019

To: The Honorable Governor JB Pritzker
The Honorable Members of the General Assembly
The People of the State of Illinois

The Illinois State Board of Education (ISBE) respectfully submits “Funding a Civil Right: Quality Education for All” as its fiscal year 2020 recommended budget for preK-12 public education. ISBE’s total FY 2020 budget recommendation of \$19.3 billion reflects the State Board’s belief that everyone has the right and ability to learn and that we, as the leaders of public systems, have ethical, moral, and legal responsibilities to set high expectations and ensure every student achieves success.

The structural inequity in Illinois’ education system did not happen by accident. School districts range from having 280 percent to having only 47 percent of the funding they need to afford the basic building blocks of a quality education. There are 655 districts with an adequacy percentage of less than 90 percent, which represents 77 percent of all districts and 81 percent of students in Illinois.

ISBE recommends \$11.765 billion for Evidence-Based Funding as it provides the path forward for Illinois to make an equitably funded and high-quality public education system available to every child a reality within the current generation. School districts have been using increases in this funding thus far to secure additional teachers, instructional coaches, technology upgrades, and social-emotional supports. The formula requires an estimated annual increase of approximately \$660 million for the next eight fiscal years to fulfill the state’s commitment to adequate funding statewide by 2027.

Great schools have the power to uplift communities. Hundreds of educators, students, and community advocates from around the state submitted testimony that included many stories of how integrated state investments transformed lives. Weaved throughout this budget book are stories that serve as a testament to the real and measurable impact of educational supports that begin early in a child’s life.


Research tells us that every dollar the state invests in high-quality early childhood programs each year returns \$7 to \$13 per child due to better education, economic, health, and social outcomes. Yet more than an estimated 315,000 children ages 3 to 5 statewide lack access. “Funding a Civil Right: Quality Education for All” seeks to expand early learning programs, especially to the children and families in the greatest need.

ISBE recommends additional targeted investments in Career and Technical Education and in developing a well-prepared, highly supported, and diverse educator workforce. These investments will ensure all students experience the high expectations and rigorous, individualized instruction necessary to graduate prepared to succeed in their next steps in life.

A quality education is fundamental to accessing social, civic, and economic opportunities. ISBE's budget recommendation is titled "Funding a Civil Right: Quality Education for All" in recognition that every child innately deserves to learn and to be supported to the limits of their capacities. Illinois is home to abundant talent. Our growth as a state depends on our public systems meeting that talent with increasingly abundant opportunity.

The State Board of Education looks forward to continuing to build on your efforts to ensure a prosperous future for all Illinoisans.

Sincerely,



James T. Meeks, Chairman
State Board of Education



Tony Smith, Ph.D.
State Superintendent of Education

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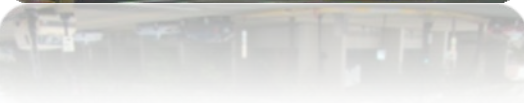
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Illinois State Board of Education

Vision:

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

Mission:

Provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, 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 kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of 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.

Whole Child



Whole School



Whole Community



Illinois State Board of Education

VALUES AND BELIEFS

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.



Illinois State Board of Education

FY 2020 Budget Hearings

DATE	LOCATION	TIME
Wednesday, October 17, 2018	Springfield Alzina Building 100 N. 1 st St. Board Room Springfield, IL 62777	11:00 am
Wednesday, October 24, 2018	Mt. Vernon Dr. Nick Osborne Primary Center 401 N. 30 th St Mt. Vernon, IL 62864	4:00 pm
Friday, November 16, 2018	Chicago Thompson Center 100 W. Randolph St. Conference Room 16-503 Chicago, IL 60601	11:00 am

ILLINOIS STATE BOARD OF EDUCATION

Budget Overview

The Board's fiscal year 2020 budget recommendation ensures school districts and other educational providers have increased opportunities to provide services for each and every child throughout all the communities in the State of Illinois. Educators, parents, families, and community and business leaders submitted more than 425 community-driven requests for funding for ISBE programs for the FY 2020 education budget.

The recommended investment in public education for FY 2020, titled "Funding a Civil Right: Quality Education for All," follows from the ongoing work of the State Board to advocate for fair resources for all schools. The State Board's role as an advocate for Illinois students and families has meant setting high expectations for all students and proposing, based on data and community engagement, the funding and supports every child needs to meet them – grounded in the strong belief that every child can, indeed, meet them. Creating the conditions for all children to thrive is the optimal strategy for a successful social and economic future for Illinois.

"Funding a Civil Right: Quality Education for All" proceeds from the State of Illinois' fiduciary responsibility to fulfill its commitments. The state commits to full funding of its primary school funding formula by 2027 in the opening line of the Evidence-Based Funding for Student Success Act, which was enacted on Aug. 31, 2017. The P-20 Council's primary goal - "to increase the proportion of Illinoisans with high-quality degrees and credentials to 60 percent by the year 2025" - is meant to help ensure that Illinoisans are well-prepared for the 21st century economy,

This budget recommendation outlines the path for the state to make an equitably funded and high-quality public education system for every child a reality within the current generation, pursuant to its commitments.

The deep structural inequity in Illinois' schools today did not happen by accident. Historical and ongoing institutional policies, programs, and practices contribute to disparate and statistically predictable educational outcomes for all Illinois students and, specifically, for historically marginalized and underserved student populations.

To counter the impact of past policy means not only rectifying, where possible, the effects of these policies, programs, and practices, but also proactively and positively encouraging fair access and equitable support for our future.

The efforts of the agency in this regard are in evidence in several major policy advancements made by ISBE and partners over the past year: implementation of Evidence-Based Funding, the launch of Illinois' new support and accountability system for all schools, the participation of 45 school districts in the Competency-Based Pilot program, and other efforts to make high school more meaningfully connected to communities and careers, application of data from Illinois' new kindergarten readiness survey that illustrates deeply unequal access to high-quality early learning opportunities, and enactment of a comprehensive approach to solving the teacher workforce crisis described in ISBE's *Teach Illinois* report.

These policy advancements shape the context of "Funding a Civil Right: Quality Education for All," which itself reflects an understanding of the need to both look backward and forward to promote fair access and equitable support. The policies also build on the four funding principles articulated in last year's budget proposal: Equity, Community, Quality, and Educator Recruitment

and Recognition. These four funding principles again undergird the funding recommendations for FY 2020.

In October 2018, the State Board adopted values and beliefs used to develop the budget and guide daily work:

1. We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
2. We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
3. We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
4. We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
5. We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

The equity values and beliefs were used to develop the funding recommendations in “Funding a Civil Right: Quality Education for All,” and especially the proposed investments in Evidence-Based Funding, early childhood education programs, alternative education services, career and technical education, and culturally responsive initiatives to diversify and strengthen the teacher workforce.

All recommendations for investments are aligned with the strategic plan and goals adopted by the Board:

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

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

Budget at a Glance

The Board’s FY 2020 “Funding a Civil Right: Quality Education for All” budget recommendation from state General Funds is \$15.6 billion. This recommendation is a \$7.2 billion increase compared to the FY 2019 state General Funds’ appropriation level. The recommendation advocates for Illinois children and fulfills the Board’s responsibility to inform policymakers of the estimated cost of fully funding education in Illinois, as defined by the statutory primary funding

formula in place. The recommendation appropriation request from General Funds, other state funds, and federal funds totals \$19.3 billion.

The Board's FY 2020 "Funding a Civil Right: Quality Education for All" budget recommendation for General Funds includes the following increases compared to the current FY 2019 enacted appropriations:

\$ 4.9 billion	Evidence-Based Funding
\$263.6 million	Fully Funded Mandate Categorical Reimbursements
\$ 1.9 billion	Early Childhood Education
\$ 45.7 million	Equity Funding Principle Line Items
\$ 34.1 million	Quality Funding Principle Line Items
\$ 35.0 million	Community Funding Principle Line Items
\$ 18.2 million	Educator Recruitment and Recognition Funding Principle Line Items

EQUITY

Evidence-Based Funding

At the heart of the Board's commitment to equity is the Evidence-Based Funding (EBF) formula. FY 2020 will be the third year in which districts receive state funding primarily through the EBF formula, which holds all districts harmless to their previous year's level of funding and distributes all additional dollars in direct proportion to the needs of the district and its students. EBF upholds both the Board's goals and the Board's commitment to equity by prioritizing the students in greatest need and by acknowledging that different students need different levels of resources to realize equal opportunities.

The formula's efficacy and the realization of the state's responsibility, however, depends upon continuously increasing levels of new funding. The Illinois Constitution mandates that the "primary responsibility for financing the system of public education" belongs to the state. Yet in FY 2018, the state contributed approximately one-third of school districts' revenues. The first sentence of the general provisions in statute creating EBF states, "The purpose of this Section is to ensure that, by June 30, 2027, and beyond, this State has a kindergarten through Grade 12 public education system with the capacity to ensure the educational development of all persons to the limits of their capacities in accordance with Section 1 of Article X of the Constitution of the State of Illinois." The investments in EBF over the past two years have been necessary and significant, but they are not sufficient to fulfill the state's constitutional obligation or to put the state on track to reach 90 percent adequacy by 2027.

Approximately \$666.6 million in EBF tier funds have been distributed to school districts in the first two years of the EBF funding formula. The districts' capacity to meet expectations, or the percentage of adequacy, ranges from 47.2 percent to 280.4 percent, with a median of 70.3 percent as calculated to determine the FY 2019 tier distribution. There are 655 districts with an adequacy percentage less than 90 percent, which represents 77 percent of all districts and 81 percent of students in Illinois. Every county but two in Illinois has at least one district below 90 percent of adequacy. Those two counties without districts below 90 percent represent only three districts.

Advocates at public budget hearings reinforced these messages about what a difference EBF has already made and also how much further we must go. They presented testimony pressing for full funding for EBF at 90 percent adequacy, which equates to \$11.765 billion.

The gap to 90 percent adequacy for all Tier 1 and Tier 2 districts, per the FY 2019 EBF calculations, is \$4.83 billion after distribution of the FY 2019 tier funding. The state would need to commit to an annual increase of approximately \$610 million in tier distribution funding, or \$660 million after including \$50 million for Property Tax Relief Pool Funds, for the next eight fiscal years in order for all Tier 1 and 2 districts to reach 90 percent adequacy by June 2027. Included in this amount is a 1 percent allocation for tier distribution for Tier 3 and 4 districts per the statutory formula. These estimates are based on current FY 2019 EBF data; future funding projections will be affected by changes to student enrollment, student demographics, local resources, recalibration of the cost factors; and recommendations from the EBF Professional Review Panel that are enacted through the legislative process.

The Board recommends an \$11.765 billion appropriation for Evidence-Based Funding for FY 2020. This provides the funding for all districts to have at minimum 90 percent adequacy and comports to the statutory intent for funding public education “to ensure every student receives a meaningful opportunity to learn irrespective of race, ethnicity, sexual orientation, gender, or community-income level” (105 ILCS 5/18-8.15).

Mandated Categorical Programs

The Mandated Categorical Programs address specific student needs through targeted line items. The Board recommends an increase of \$263.6 million to fully fund all Mandated Categorical Programs. Of this increase, \$182.4 million is for Regular/Vocational and Special Education Transportation. There are vast differences in the commuting challenges throughout Illinois for schoolchildren, from long commute distances in rural areas to traffic congestion and areas where crime rates are high in urban and suburban areas of the state. School transportation via the traditional yellow school bus provides the safest and most dependable mode of transportation for students to reach school, as many have limited -- or no -- means to get to their school without it.

Early Childhood Education

The Early Childhood Block Grant (ECBG) funds the Preschool for All (PFA), Preschool for All Expansion (PFAE), and Prevention Initiative programs.

Early childhood education funding supports Illinois students entering school with a foundation of knowledge and skills that allow them to be prepared for kindergarten and to receive the support needed to be reading at or above grade level by third grade.

The U.S. Department of Education awarded Illinois an \$80 million grant in December 2014 for Preschool Expansion. The approved application incorporated the state’s plan to invest more in early childhood education, expanding access to quality services for children in Illinois. The initial grant proposal required that beginning in 2016 Illinois provide an increase of \$50 million per year for five years to the Early Childhood Block Grant. FY 2020 will be the fifth year of that commitment.

ISBE estimates 315,309 children ages 3 to 5 statewide are not served by an early childhood education program in FY 2019 based on a preliminary analysis. Nearly 81 percent of these children reside in a Tier 1 or Tier 2 district – those with less than 90 percent of adequate resources per the EBF formula.

It is estimated that it will require a \$190 million increase to the ECBG for each fiscal year from FY 2020 through FY 2027 in order to offer a high-quality early childhood program for all children in Tier 1 and Tier 2 districts, with 50 percent of funding allocated for half-day programs and 50 percent for full-day programs. This estimate does not factor in statutory percentage requirements for amounts that must be allocated specifically to Chicago (37 percent allocation of ECBG appropriation) or the Prevention Initiative Program (20 percent allocation of ECBG line) that provides services for children in the birth-to-3 range. The estimate also does not include regional cost factors.

The Board recommends a \$2.4 billion appropriation for the Early Childhood Block Grant for FY 2020. Details for the appropriation is provided in the table below:

Early Childhood Programs	FY 2020 Budget Recommendation
Downstate Districts PFA/PFAE	\$1,836,984,458
Chicago Public Schools PFA/PFAE	\$433,984,388
Prevention Initiative Program	\$112,000,000
ECBG Infrastructure, Administration, and Monitoring	\$17,031,154
Total	\$2,400,000,000

Truants’ Alternative and Optional Education

Equity means ensuring that every student has a pathway for success. The Truants’ Alternative and Optional Education Program (TAOEP), which serves approximately 27,500 students, is available to prevent and address attendance barriers to success. The program serves students with attendance problems and/or dropouts up to and including those who are 21 years of age, provides truancy prevention and intervention services to students and their parents, and/or provides part-time or full-time options to regular school attendance. The Board recommends a \$14.5 million appropriation for this program in FY 2020. The \$3 million in increased funding for FY 2020 would allow TAOEP to provide additional social and emotional supports to students and to provide services for approximately 100 students currently waitlisted (as estimated by the Regional Offices of Education). These programs serve students from elementary all the way through high school and programs are tailored to meet their unique needs.

Alternative Education – Regional Safe Schools

Equity for some students means access to alternative education opportunities. The Regional Safe Schools program provides alternative education for youth in grades 6 through 12 who are suspended, are eligible to be expelled, or have been expelled or suspended for more than 20 days due to gross misconduct and who are administratively transferred to a Regional Safe School at the discretion of the local school district. This program serves an estimated 3,750 at-risk youth in FY 2019. Students have access to mental health services, smaller class sizes, and life-skills training. The Board recommends an \$11.3 million appropriation for this program in FY 2020. The \$5 million increase in requested funding would enable Regional Safe Schools to provide a greater range of holistic services, focus on restorative justice practices, and enroll and accommodate the needs of the approximately 110 currently waitlisted students (as estimated by the Regional Offices of Education).

Homeless Education

Students and families experiencing homelessness and in housing transition are among Illinois’ most vulnerable residents and often experience barriers resulting from inequity. Students who are uncertain of where they will be sleeping from night to night need and deserve additional supports to allow them not only to access educational programs but also to remove barriers to academic

success. The Board recommends \$3 million for the Homeless Education Program. A total of 40,668 homeless students have been reported to date by the districts in FY 2019.

Funding will be provided through competitive grants to provide assistance, support services, outreach, and advocacy needed for homeless students to remain in school and have equal access to the same free and appropriate public education provided to other children and youth. Providing state funds for support services and outreach to homeless children and youth will help ensure that homeless children and youth are identified under the McKinney-Vento Homeless Act, are enrolled and participating fully in school, and have equal access to the same free and appropriate public education provided to non-homeless children and youth.

Native Language Assessments

English Learner (EL) services in Illinois consist of linguistic and academic supports afforded to students identified as English Learners. The use of the students' native language in dual programs strengthens the students' academic growth in the core subject areas and further facilitates the development of their English language. Research suggests that while students in dual-language programs begin with a minimum exposure to academic content in English, the foundation built in their native language allows them to achieve high gains and outperform their non-EL peers in English language arts (ELA) by the time they reach high school (Goldenberg, 2013; Thomas & Collier, 2018). Supporting effective language learning practices in the way we assess shows a commitment by ISBE to ensuring equitable access to assessment and high expectations for all students, including English Learners.

A current topic of conversation in states with high percentages of ELs and a growing number of dual-language programs is the use of equitable and appropriate assessments that can measure the academic knowledge of students without measuring their language ability (*State Assessments in Languages Other than English, 2018*). These conversations center upon native language assessments, assessments in language arts, mathematics, science, and other academic content developed in the students' native language.

ISBE is committed to supporting EL students by offering a native language assessment for ELA. In the ESSA State Plan for Illinois, ISBE pledged to work with stakeholders to identify all possible funding streams and technical resources to support native language assessments. The Board recommends a \$5 million appropriation for Native Language Assessments in FY 2020.

Philip J. Rock Center and School – Capital Request

The Board recommends a \$6.5 million capital appropriation for FY 2020 for facility repairs and maintenance for the Philip J. Rock Center and School.

This 54-year-old facility was constructed in 1964 and is a state-owned property. The facility is in need of health, life, and safety repairs to bring the building and its campus up to the code under which it was built to provide a safe and healthy learning and living environment for the students and staff. There is also a specialized accessibility need for the students who live in this facility that was not considered when it was originally constructed. The accessibility improvements will provide healthy and safe access to restroom, bathing, sleeping, and eating facilities as well as the learning facilities.

The heating, ventilation, and air conditioning (HVAC) system dates back to the 1964 construction of the school and does not maintain code-required temperatures throughout the facility. The air conditioning portion stopped operating at the end of summer 2018. Roof and masonry failure allows water to penetrate the walls and ceilings in several areas, causing a health hazard and

structural damage. Water does not properly drain from the perimeter of the building, causing damage to the foundation, entry stoops, and sidewalks. This has created more issues for proper access to the facility.

Below is a summary of the types and estimated cost of the facility repairs needed.

<u>Urgent</u>	
Roof, exterior walls, perimeter drainage	\$930,000
HVAC (air conditioning not operating/boilers not functioning properly)	\$900,000
Electrical system replacement/fire alarm replacement	\$320,000
Security Improvements	<u>\$50,000</u>
Subtotal	\$2,200,000
<u>Required</u>	
Accessibility - 1/3 of facility cannot be used, restrooms not set up for need	\$1,800,000
Additional facility envelope (structural repairs/foundation repairs)	\$960,000
Doors & windows, lighting, plumbing	\$600,000
Ceilings, flooring, wall finishes	<u>\$240,000</u>
Subtotal	\$3,600,000
<u>Recommended</u>	
Parking lots, sidewalks, development of site for accessibility and safety	<u>\$700,000</u>
Total Estimated Facility Repair Needs	\$6,500,000*

*Reappropriations will be needed in the subsequent fiscal years due to the scope of the projects and their associated timelines for completion of construction.

Bilingual Education Funding

There are more than 247,000 English Learners in Illinois public schools, making our state the fifth largest in the country for this population of students (*Total Number of English Learners: 2016-17*). EL services in Illinois consist of linguistic and academic supports afforded to students identified as English Learners. There is an array of program models that support ELs in their learning of English and academic content. These include dual-language programs that support students in building a strong foundation in their native language to facilitate the acquisition of academic content and the development of English; transitional bilingual programs that use native language as students acquire English; and English as a second language supports, which consist of English-based learning to support the linguistic development of the students.

Funds for ELs were included as part of Evidence-Based Funding beginning in FY 2018. Prior to EBF, a prior cost study estimated \$37 million in additional EL funds were needed to provide full reimbursement of EL costs. This led to a 63.3 percent proration of the funding in FY 2017. An additional \$29 million was appropriated in FY 2018 as one-time supplemental funding for districts to support ELs. This funding was distributed to Tier 1 and Tier 2 school districts and became part of their EBF base funding minimum in FY 2019. This appropriation did not close the total funding gap from FY 2017. Furthermore, the number of students receiving EL supports increased by 8

percent from FY 2017 to FY 2018 and ISBE anticipates an additional 5 percent increase for both FY 2019 and FY 2020.

The Board recommends a \$29 million appropriation for Bilingual Education Funding for FY 2020 as a separate line item to supplement bilingual funding provided by EBF. If funded, this amount would be included in the EBF base funding minimum in FY 2021 and subsequent years.

QUALITY

School Support Services

The Every Student Succeeds Act (ESSA) requires that schools that are both under- and lowest performing be identified within the parameters of ESSA-defined school indicators for success. In accordance with this requirement, Illinois has identified the lowest 5 percent of schools for comprehensive services as well as those schools with one or more underperforming student groups for targeted services.

The funds would provide assistance to approximately 240 school districts encompassing 475 schools and 233,800 students. The funds will support these schools as they implement strategies and interventions that support strong leadership, effective teachers, strategic use of time, effective instruction, critical use of data, supportive school environment, and close family and community engagement. Below is a list of services and support a school may engage with these funds:

- Curriculum development;
- Implementation of extended day interventions for struggling students;
- Intervention support to close achievement gaps for identified student groups (e.g., bilingual students and students with Individual Education Programs); and
- Professional development for teaching staff on instructional strategies to support needs of identified student groups.

The Board recommends a \$5 million appropriation for School Support Services in FY 2020. A weighted formula using Evidence-Based Funding adequacy percentage and school enrollment would be used to distribute funds, ensuring schools furthest away from adequacy receive more dollars. This is in direct alignment with the agency's commitment to equity to ensure services and resources are delivered to students who need the greatest support.

Career and Technical Education

Career and Technical Education (CTE) programs in Illinois strengthen students' technical skills, facilitate transitions to postsecondary training programs and employment -- or both -- and help students meet the Illinois Learning Standards. CTE programs also close achievement and equity gaps by increasing access for students across the state. CTE programs meet the needs of students; create personalized and innovative learning opportunities that engage students' strengths and interests; and provide a quality educational pathway that empowers students to graduate with skills, content knowledge, and confidence to succeed in their personal and professional lives. CTE programs enable students to engage in career exploration, work-based learning, and pre-apprenticeships. CTE provides support for students participating in non-traditional fields as well as support for students in special populations, such as individuals receiving special education services, English Learners, and students in the juvenile justice system or foster care system. CTE increases students' opportunities for careers in high-wage, high-skill, and in-demand occupations.

There were 283,473 students participating in Career and Technical Education across Illinois in FY 2018, which represents 46 percent of all Illinois students enrolled in public secondary schools (Grades 9-12). In FY 2018, 657 out of 713 Illinois high schools participated in CTE programs and 633 high schools offered one or more on-site CTE programs. There are 24 Area Career Centers, which support schools that do not have CTE programs. Among those 657 participating schools, 359 high schools provided Agricultural Education; 610 high schools provided Business, Marketing and Computer Education; 536 high schools had programs in Family and Consumer Sciences; 235 schools had Health Science Technology programs; and 563 high schools had Technology and Engineering Education programs.

In addition to high schools that offer CTE programs, Illinois also utilizes the Regional Education for Employment (EFE) system to ensure that students are able to access opportunities through CTE experiences. The EFE system was created to support small districts that were not qualifying for federal funds due to their size. There are 53 EFE offices. These range in size and are located in a variety of organizations, (e.g., districts, community colleges, Regional Offices of Education). EFEs are responsible for distributing funds, providing professional development and technical assistance, and growing CTE programs in their regions.

Among the CTE students, 12.7 percent are students with disabilities, 40.2 percent are students who are economically disadvantaged, 3.6 percent are English Learner students, 13.3 percent are African American students, 20.3 percent are Hispanic students, 4.3 percent are Asian students, and 58.5 percent are white students. Racial, ethnic, and language gaps exist between the numbers of students who have access to CTE programming. Additional funding will provide greater opportunity to lessen this opportunity gap.

The Board recommends an appropriation of \$50,671,600 for Career and Technical Education for FY 2020, a \$12.6 million increase compared to FY 2019. The increase in funds will be distributed through competitive, pilot, or incentive-based programs to support rural districts and districts serving high numbers of students from special populations in updating and enhancing their current CTE opportunities. The increase in appropriation will be supporting programs to decrease the opportunity and achievement gaps that currently exist. These competitive, pilot, or incentive-based grants will also be allocated to provide more funding to districts furthest away from adequacy. The additional \$12.6 million in funding, if appropriated, would not increase the federal maintenance of effort requirement as competitive and incentive grant funding are excluded from this requirement.

Chicago Public Schools Regional Office of Education Services

The Chicago Public Schools (CPS) Regional Office of Education (ROE) Services Division provides leadership in maintaining a strong partnership between ISBE and CPS. As required in 105 ILCS 5/2-3.105, the Office of the State Superintendent serves as the Educational Service Region for Chicago Public Schools, which is managed by a school board appointed by the mayor and chief administrative officer hired by the school board. This division is responsible for leading and fostering collaboration and cross-divisional coordination to ensure ISBE exercises and performs all rights, powers, duties, and responsibilities required of a regional superintendent for CPS. This division is responsible for building a structure that will support and empower CPS to ensure children and families in the district receive a robust, safe, and healthy educational opportunity.

The division has three positions, including an executive director, project administrator (focus on education/program), and project administrator (focus on operations/compliance). The Board

recommends a \$295,000 appropriation for the CPS ROE Services Division within ISBE, which is a separate line item requested for FY 2020.

Grant Accountability and Transparency Act and Budgeting for Results

The purpose of the Grant Accountability and Transparency Act (GATA) is to increase accountability and transparency in the use of grant funds while reducing the administrative burden on both state agencies and grantees. The provisions of GATA increase the fair access to grant funding provided by ISBE that support a multitude of educational programs across the PreK-12 system through greater transparency regarding grant funding opportunities and more open competition.

ISBE is the cognizant agency for more than 2,100 of the state's 6,600 grantees (32 percent), serving more grantees as a cognizant agency than the next two highest agencies combined. Cognizant agencies carry a larger share of the burden of the cost of implementing and administering the requirements of GATA.

The requested funding is for ISBE's General Revenue Fund (GRF) share of allocated costs associated with the billings from the Governor's Office of Management and Budget (GOMB) for GATA's standardized and centralized processes and systems. These systems include the GATA grantee registration and pre-qualification portal, the centralized indirect cost rate negotiation system, and grantee audit review and resolution processes. The GOMB billings for these centralized services is expected to increase from \$250,000 in FY 2019 to \$695,000 in FY 2020 based on preliminary cost allocation data received from GOMB and new billings associated with the indirect cost rate negotiation system and audit review and resolution process. As a result, a new dedicated GRF line item is recommended for the fund's allocated share of the GOMB billings. Federal funds will also be allocated an estimated \$445,000 in GATA billed costs in FY 2020.

The Board recommends an appropriation of \$260,000 to cover General Revenue Fund costs related to the GATA registration portal, indirect cost negotiation, audit review, and other centralized services for FY 2020. This funding will also cover Budgeting for Results charges billed by GOMB.

State and District Technology Support

The Learning Technology Center (LTC) and the Illinois Virtual Course Catalog (IVCC) support all of the Board's goals by increasing access to technology literacy, improving educational opportunities, and supporting student achievement.

The Learning Technology Center expanded services and supports to districts and educators in FY 2019 with a full staff after a reorganization in FY 2018. The LTC works with Regional Offices of Education, Intermediate Service Centers, special education partners, vocational education partners, and directly with districts to implement digital-age learning. Additionally, the LTC provides technology readiness support for districts and schools for online assessments, E-rate funding applications, and professional learning focused on integration of technology in the classrooms. The LTC facilitated 68 training sessions and assisted districts with 43 grant support and 172 technical support cases during the first half of the 2018-19 school year. The LTC hosted a K-12 Data and Security Summit in FY 2019 to identify current legal requirements and demonstrate best practices for data privacy and security of data in the educational environment. The LTC continues to provide support to expand quality learning opportunities for educators and students statewide.

The Illinois Virtual School (IVS) provided online, teacher-facilitated courses to students in grades 5 through 12 as well as online professional development to Illinois educators in FY 2019. A Request for Sealed Proposals is expected to be released in early 2019 to ensure that a competitive process results in the continued provision of high-quality online services to students and educators. It contemplates that there may be one or multiple providers that will offer a choice to districts and students taught by licensed Illinois educators. It is expected that the multiple provider model, or virtual course catalog, will create a healthy competitive atmosphere among course providers that results in increased access to quality courses for all Illinois students. Reimbursements are expected to be made in FY 2020 to school districts for students engaged in online learning in consideration of capacity to meet expectations and student needs.

The Board recommends a \$4.5 million appropriation for State and District Technology Support for FY 2020. These funds will support the Learning Technology Center and reimbursements to districts for access through the Illinois Virtual Course Catalog. The recommended funding is an increase of \$2.1 million over FY 2019 to accommodate expected increases in demand for online learning, such as transitional math opportunities, with anticipated increases in offerings through the Illinois Virtual Course Catalog. The increase in funding will also allow the LTC to expand its training and support offerings throughout the state and add staff who specialize in assisting districts with technical aspects of network and data security. The state and district technology recommendation includes \$2 million for the LTC and \$2.5 million in funding for the IVCC.

Competency-Based and Postsecondary and Workforce Readiness Act programs

The Postsecondary and Workforce Readiness (PWR) Act (Public Acts 99-0674 and 100-0599) includes four components: postsecondary and career expectations (PaCE), a competency-based high school graduation requirements pilot program, transitional mathematics, and college and career pathway endorsements.

The first component, the PaCE framework, outlines what students should know and actions they should take from middle school through 12th grade. PaCE is promoted by ISBE and the Illinois Student Assistance Commission to districts, families, and students statewide.

The second component of the Act requires ISBE to establish and administer a competency-based high school graduation requirements pilot program as one of a number of strategies to prepare more students for meaningful college and career opportunities. The pilot program is intended to lead to the full development and implementation of a competency-based learning system whereby students' high school graduation will be contingent upon their demonstrated competency and learning rather than by amount of time spent in seats. New enhancements to the Act in 2018 enabled collaboratives to join the pilot. A third cohort of five sites, which include three collaboratives and a total of 26 districts, was selected in December 2018, bringing the total number of districts involved in the pilot to 45. Sites currently engaged in the pilot are approaching competency-based learning in multiple different formats, such as cross-discipline, phased-in grade bands, serving at-risk students, early college opportunities, work-based learning, and community engagement. No state funding has been directly provided to support implementation to date. National expertise, coaching, book studies, training, and networking supports have been provided by the Midwest Comprehensive Center (MWCC). Grant funding for these MWCC supports from the U.S. Department of Education is scheduled to end in September 2019. Continuance of the competency-based sites and supports to districts in FY 2020 is contingent upon receiving the FY 2020 appropriation for the program.

Funding is also included in this recommendation to support implementation of the third component of the PWR Act, transitional math, and the development of the fourth component, college and career pathway endorsement opportunities, in fiscal year 2020.

The Board recommends a \$5 million appropriation in FY 2020 to support the implementation of the Postsecondary and Workforce Readiness Act, including grants for up to 60 districts to provide networking and other technical assistance to support learning in more relevant ways for these incubators of innovation.

Advanced Placement-Course Implementation

Participation in Advanced Placement (AP) supports students graduating from high school ready for college and career. Also, the AP program provides professional development and training for teachers through a partnership with the College Board, supplies curricular and resource materials for students and parents, provides student assistance resources to prepare students to enroll in courses, and assists students currently enrolled in AP courses in successfully completing those courses and passing a national exam to receive college credit.

Overall in Illinois, 115,167 students took at least one AP exam in 2018, an increase of 5 percent from 2017. Of the 115,167 who took at least one AP exam, 8,983 were taken by African Americans, an increase of 7.8 percent from previous year, and 29,649 AP exams were taken by Hispanic or Latino students, which represents a 25.7 percent increase over the previous year. Overall, 212,580 AP exams were taken in Illinois; of those, 136,089 received a score of 3 or better, up 6 percent over last year. Also, 14,081 of those were taken by African Americans, up 2.4 percent over last year, and 4,234 received a score of 3 or better, representing an increase of 8.6 percent.

The recommended appropriation would fund new or expand existing programs for secondary or pre-secondary coursework, provide teacher professional development and training through a partnership with the College Board, supply curricular and resource materials for students and parents, provide student assistance resources to prepare students to enroll in courses, and assist students currently enrolled in courses to successfully complete those courses and achieve an exam score high enough to earn college credit.

The Board recommends a \$1 million appropriation for Advanced Placement – Course Implementation for FY 2020. Currently, 10 districts are funded through a competitive Request for Proposal process that awards priority points for districts that have no existing AP programs. The requested amount would double the number of districts served by this line item (from 10 awards to 20) and expand AP learning opportunities for students and teachers.

Advanced Placement – Low-Income AP Test Fee

ISBE expects all low-income students enrolled in an AP class to participate in the AP test. By covering a portion of the cost of this exam, ISBE ensures that all students across Illinois, regardless of their ability to pay, have access to and participate in high-quality learning opportunities. Success on AP exams can earn students early college credit, potentially making college more affordable or allowing students to take more advanced or elective courses. The state's public and private high school students earned a 3 or higher on 141,383 AP exams in May 2017. Illinois' AP program delivered a total potential cost savings of \$192,576,370 for students and families in a single year, assuming an average rate of three credit hours granted per AP exam by colleges and universities at an average of \$454.03 per credit hour.

The regular AP test fee for content areas (e.g., calculus, biology, French, economics, and music theory) is \$94. Of that, ISBE pays \$38 and the student pays \$15. These payments are combined with support from the College Board, which provides a test fee reduction of \$32 and an additional low-income additional fee reduction of \$9. Additionally, districts can pay for the \$15 student fee using federal supplemental grants. Doing so reduces the student cost to \$0. The fee is \$142 for students who complete the AP Research and Seminar Course. Of that, ISBE pays \$86, the student pays \$15, and the College Board covers the rest with the test fee reduction.

The Board recommends a \$2 million appropriation for AP test fees for FY 2020. In order to ensure each and every student who wishes to complete an AP course and exam, state funding is needed to cover AP test fees for low-income students. These monies will allow for approximately 52,000 AP test waivers in the amount of \$38 each.

Charter School Revolving Fund

The Board recommends a General Revenue Fund appropriation of \$1.5 million to replenish the funds in the Charter Schools Revolving Fund. The fund provides interest-free loans to charter schools throughout Illinois for facilities acquisition and improvement during their initial charter term (up to five years). The availability to secure loans would benefit eight potential charter schools with an estimated student enrollment of 2,039.

COMMUNITY

After-School Programs

After-school programs are a critical component to supporting the needs of the whole child. ISBE recognizes that after-school programming is often the first entry point for family and community engagement in the school building. These programs are locally designed school and community solutions that help kids learn and grow, keep children and teenagers safe, and support family engagement. Schools serve as the core of healthy community systems through these programs. Funding of \$20 million is recommended for these programs to be utilized to develop new and innovative after-school programming or to bolster existing after-school programs, such as those created by 21st Century Learning and Healthy Community Incentive Fund grants. As a result, schools can offer greater access to needed services like wrap-around initiatives, as well as leverage community partnerships to maximize a program's potential.

Community Schools

Community Schools are a critical component to supporting the needs of the whole child. These programs are locally designed and provide for community solutions that help youngsters learn and grow, keep children and teenagers safe, and support family engagement. Currently, 250 schools throughout the state have implemented the Community School model. Schools have been able to use this model to provide extended learning opportunities and enhance their family engagement network. They seek to ensure that every child has access to health and wellness services. The Board recommends a \$15 million appropriation for Community Schools for FY 2020.

Healthy Community Incentive Fund

The Healthy Community Incentive Fund brings resources into schools and communities for holistic supports. The state's investment in community programs puts children in a position to engage fully in their learning and to take advantage of the high-quality instruction in the classroom. Key goals of the program include using after-school and summer programs to focus on tutoring; increasing enrichment opportunities; improving access to transportation; increasing teacher and

staff professional development opportunities; increasing access to better fitness, nutrition, and health; and building partnerships with local civic and nonprofit community agencies to support students in the areas of academics, social/emotional development, the arts, and health and wellness.

The board recommends \$15 million in FY 2020 to be used to support grants to community partnerships among school districts, local government entities, education organizations, faith-based organizations, civic organizations, and philanthropists. School districts that have a poverty rate of 60 percent or greater (based on the Department of Human Services average of the last three years) are eligible to receive a base grant of \$25,000, plus additional funding based upon a per pupil amount weighted by the EBF adequacy percentage so districts furthest way from adequacy receive more funding. The school district grant allocation is \$12.5 million.

The program also has a competitive grant allocation of \$2.5 million to provide opportunities for community organizations to enhance the services available to students within their communities. The grant supports programming aimed at providing equitable access to social, emotional, and academic supports outside of the normal school day.

Southwest Organization Project

The Board recommends \$3.5 million in funding for the Southwest Organizing Project in FY 2020. 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 the classroom for two hours per day, four days per week. Parents are mentored by a teacher and work one-on-one or with small groups of children. Parents receive a modest stipend after the first 100 hours of volunteer work.

It is projected that 744 parent mentors will have been supported in 94 schools in FY 2019. The increase in funds will provide the opportunity for more schools to be involved to support their parent mentors. Communities that have expressed an interest in the program include East St. Louis, the Quad Cities, Champaign, Decatur, Kankakee, and several communities in Cook and the collar counties.

EDUCATOR RECRUITMENT AND RECOGNITION

ISBE launched *Teach Illinois: Strong Teachers, Strong Classrooms* in September 2017 to better understand staffing challenges and craft a holistic set of policy solutions to address them. The effort began with a year of inquiry, during which State Board officials conducted more than 40 focus group sessions and heard from more than 400 teachers, parents, students, principals, superintendents, faculty and administration from colleges of education, and other partners. ISBE staff heard about challenges, such as the dilemmas rural and high-poverty urban districts face in recruiting teachers.

ISBE also learned from the field about promising practices and thoughtful policy ideas regarding licensure, teacher preparation, leadership, and teacher advocacy. Recommendations acquired from the focus groups were compiled into a report. The *Teach Illinois: Strong Teachers, Strong Classrooms* year of inquiry resulted in a suite of seven recommendations, including opportunities for Local Education Agencies (LEAs) and higher education to engage in peer-to-peer learning, and the need for funds to support teacher leadership, teacher residencies, diverse educator recruitment, and teacher and principal mentoring.

The Board's General Revenue Fund recommendation for Educator Recruitment and Recognition is \$20.3 million or approximately one-tenth of 1 percent of the overall General Funds recommendation for the FY 2020 education budget.

Teacher Mentoring Program

School districts across the state are grappling with challenges in the teacher workforce, such as teacher shortages, and issues with teacher retention. These problems make teacher mentoring stand out for its high impact on increasing teacher retention rates and making the profession more attractive and sustainable.

Mentoring and induction support for Illinois' novice teachers is essential to prevent teachers from leaving the profession and to address teacher shortages. High-quality induction programs can reduce turnover by 50 percent, according to research compiled by the Illinois New Teacher Collaborative. Turnover creates additional administrative costs to a district and loss of teaching quality and effectiveness, and each teacher who leaves the profession in a mid-sized to large district costs from \$10,000 to \$18,000 due to recruitment, hiring, and training costs. Moreover, intensive mentoring and induction programs for new educators result in a return after five years of \$1.66 for each dollar invested. The Board recommends \$12 million to provide mentoring opportunities for new teachers. Supporting mentoring was one of the primary recommendations in the *Teach Illinois* report.

Teach for America

Teach for America recruits, supports, and places teachers in schools serving low-income students. The program recruits outstanding and diverse leaders (prioritizing minority teachers who reflect the racial and ethnic backgrounds of students they will serve) who have demonstrated a commitment to expand opportunity and access for all children inside and outside of the classroom. Teach for America corps members undergo a rigorous seven-week summer training program teaching credit recovery courses in the Chicago Public Schools and receive mentoring from veteran teachers.

The Board recommends \$1.9 million for this program in FY 2020. The recommended appropriation amount would continue to receive matching dollar-for-dollar private funding for the program. The funding will support recruiting an additional 124 corps members (of which 44 percent or more have historically been teachers of color) and continued training and development of the current 207 corps members, thereby strengthening and diversifying the Illinois teaching workforce.

Principal Mentoring Program

The Illinois State Board of Education revised state standards for the preparation of principals in 2012. The new standards focused on preparing the principal as an instructional leader, rather than simply a governing administrator. A school leader is expected to be a servant-leader, an educator, a moral agent, a child advocate and social worker, a crisis-negotiator, an organizational architect, and a community activist, all while elevating students' standardized test performance.

The Board recommends a \$2 million appropriation to fund mentoring approximately 727 first- and second-year principals. Per Part 35 of Illinois Administrative Code, if the appropriation is sufficient to serve all first-year principals, then the State Board shall determine if sufficient funding exists to support the operation of the mentoring program for second-year principals who request mentoring services. Part 35 specifies the amount of granted funds per mentored principal at \$2,750. There were 504 first-year principals and 419 second-year principals (923 total) in FY 2018.

Diverse Educator Recruitment

Minority teachers are disproportionately represented in American public schools. The teaching force remains overwhelmingly white and female in Illinois and nationwide. Eighty-three percent of Illinois teachers were white and 77 percent were female in 2017, yet 52 percent of the state's students are non-white. A growing body of research suggests that minority students could benefit from being assigned to a teacher of their own race/ethnicity. These teachers are uniquely positioned to improve performance of minority students by serving as role models, mentors, advocates, and/or cultural translators.

The Board recommends a \$700,000 appropriation for a minority recruitment and mentoring program, which would provide early recruitment of minority teachers and provide support to increase retention of novice minority teachers. This funding would enable 14 districts/institutions of higher education to create recruitment and retention programs for diverse candidates and teachers, with each partnership receiving up to \$50,000 in grant funds.

Funds shall be used to promote teaching as a profession and encourage career exploration in middle and high schools through coursework and job shadowing opportunities. Funds shall also support novice teachers by providing training, curriculum materials, and workshops for mentors during the school year, in addition to providing stipends for teachers who serve as mentors.

Teacher Residencies Program

The Illinois ESSA State Plan identified a competitive grant program for the development of teacher residency programs. So, too, the need for this work was solidified through the voices of stakeholders in the development of the *Teach Illinois* report. More specifically, the grant provides awards for school districts and educator preparation programs to partner and develop residency programs to prepare teacher candidates. Teachers who are prepared through residencies increase student achievement more than traditionally trained teachers, according to the National Center for Teacher Residencies. Furthermore, retention rates of residency-prepared graduates outpace retention rates in typical schools: 86 percent of residency graduates are still teaching in their high-needs schools after three years, versus only half of teachers in a typical urban district. This helps more teachers enter classrooms fully prepared and ready to support all types of learners whose background and life experience may be different than their own. Funds will be allocated via a competitive grant process: three \$50,000 planning grants and three \$200,000 implementation grants to LEAs (1) with high rates of minority students or high rates of students in poverty as identified by Title I criteria, or (2) that can demonstrate chronic, multiple teacher shortages in state-identified or local shortage areas.

The Board recommends a \$750,000 appropriation for Teacher Residencies Program for FY 2020 that will be used for three districts/institution of higher education partners to develop and implement teacher preparation residency programs.

Educators Rising

ISBE was introduced to Educators Rising, a national program supported by the National Education Association (NEA), the American Federation of Teachers (AFT), and Phi Delta Kappa, during the year of inquiry that resulted in the *Teach Illinois* report. Educators Rising positions districts to address pipeline issues unique to their schools through partnership with institutions of higher education. Research shows that more than 60 percent of teachers teach within 20 miles of where they attended high school, and districts must take advantage of the opportunity to cultivate accomplished teachers within their communities.

The Board recommends a \$325,000 appropriation for Educators Rising for FY 2020. The recommendation will support access to the Educators Rising curriculum and a state conference. Funds will allow approximately 30 schools and 450 students to access the Educators Rising national curriculum and provide travel expenses and substitute teacher reimbursements so that program sponsors at the school sites can attend a statewide training centered around implementing Educators Rising in their schools.

Educator Quality Investigations and Hearings

Section 21B-75 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. Educator misconduct cases are managed by the Office of the General Counsel. As of January 23, 2019, two attorneys and a paralegal manage a case load of approximately 317 open cases. A total of 13 cases have been closed, while a total of 67 new cases have been opened to date in FY 2019. The Office of the General Counsel works with outside counsel to add capacity and investigate more complex cases in an effort to resolve more cases.

Nevertheless, the educator misconduct caseload continues to rise without an effective means to address all of the cases in an efficient manner. The recent media attention to sexual abuse cases in CPS and the Me Too movement have resulted in more reports of misconduct. ISBE has engaged with legislators regarding ways to improve the educator misconduct system and ensure that educators who should not be in classrooms are removed expeditiously without violating anyone's rights in order to ensure all students have access to quality educators and a learning environment that is safe. Accordingly, additional funding is requested for a more robust system to investigate educator misconduct that is appropriately staffed.

The Board recommends a \$650,000 appropriation for Educator Quality Investigations and Hearings for FY 2020. The increase in funding is to add the capacity to more quickly investigate and adjudicate educator misconduct cases. The request is to fund the entire program from this separate line item and, with legislative support, build a system that allows a more aggressive approach when educators need to be removed from the school setting.

Fiscal Year 2020 Funding a Civil Right: Quality Education for All Budget Highlights

\$000s	FY19 At 01/16/2019	FY20 Request	\$ Change	% Change
General Funds	\$8,384,793.0	\$15,616,486.8	\$7,231,693.8	86.2%
Other State Funds	\$72,248.9	\$79,533.7	\$7,284.8	10.1%
Federal Funds	\$3,656,453.3	\$3,622,603.3	(\$33,850.0)	(0.9%)
TOTAL	\$12,113,495.2	\$19,318,623.8	\$7,205,128.6	59.5%

Funding Principles

General Funds (\$000s)	FY19 At 01/16/2019	FY20 Request	\$ Change	% Change
Equity	\$8,235,905.7	\$15,380,357.1	\$7,144,451.4	86.7%
Quality	\$102,168.9	\$136,265.7	\$34,096.8	33.4%
Community	\$21,343.8	\$56,321.8	\$34,978.0	163.9%
Educator Recruitment and Recognition	\$2,157.4	\$20,325.0	\$18,167.6	842.1%
Agency Capacity to Implement (Funding a Civil Right: Quality Education for All)	\$23,217.2	\$23,217.2	\$0.0	0.0%
TOTAL	\$8,384,793.0	\$15,616,486.8	\$7,231,693.8	86.2%

Evidence-Based Funding (EBF)

General Funds (\$000s)	FY19 At 01/16/2019	FY20 Request	\$ Change	% Change
Evidence-Based Funding	\$6,836,163.2	\$11,765,107.1	\$4,928,943.9	72.1%

Mandated Categoricals

General Funds (\$000s)	FY19 At 01/16/2019	FY20 Request	\$ Change	% Change
Illinois Free Lunch/Breakfast	\$9,000.0	\$31,038.5	\$22,038.5	244.9%
Orphanage Tuition	\$13,600.0	\$10,100.0	(\$3,500.0)	(25.7%)
Sp Ed – Orphanage Tuition	\$73,000.0	\$80,500.0	\$7,500.0	10.3%
Sp Ed – Private Tuition	\$135,265.5	\$190,400.0	\$55,134.5	40.8%
Sp Ed – Transportation	\$387,682.6	\$473,600.0	\$85,917.4	22.2%
Transportation – Regular/Vocational	\$262,909.8	\$359,400.0	\$96,490.2	36.7%
TOTAL	\$881,457.9	\$1,145,038.5	\$263,580.6	29.9%

Proration Levels	FY18 Actual	FY19 Actual	FY20 Request
Sp Ed – Orphanage Tuition	100%	100% (est.)	100.00%
Sp Ed – Private Tuition	90%	80%	100.00%
Sp Ed – Transportation	91%	86%	100.00%
Orphanage Tuition	100%	100% (est.)	100.00%
Illinois Free Lunch/Breakfast	30%	29% (est.)	100.00%
Transportation – Regular/Vocational	84%	82%	100.00%

Early Childhood Education

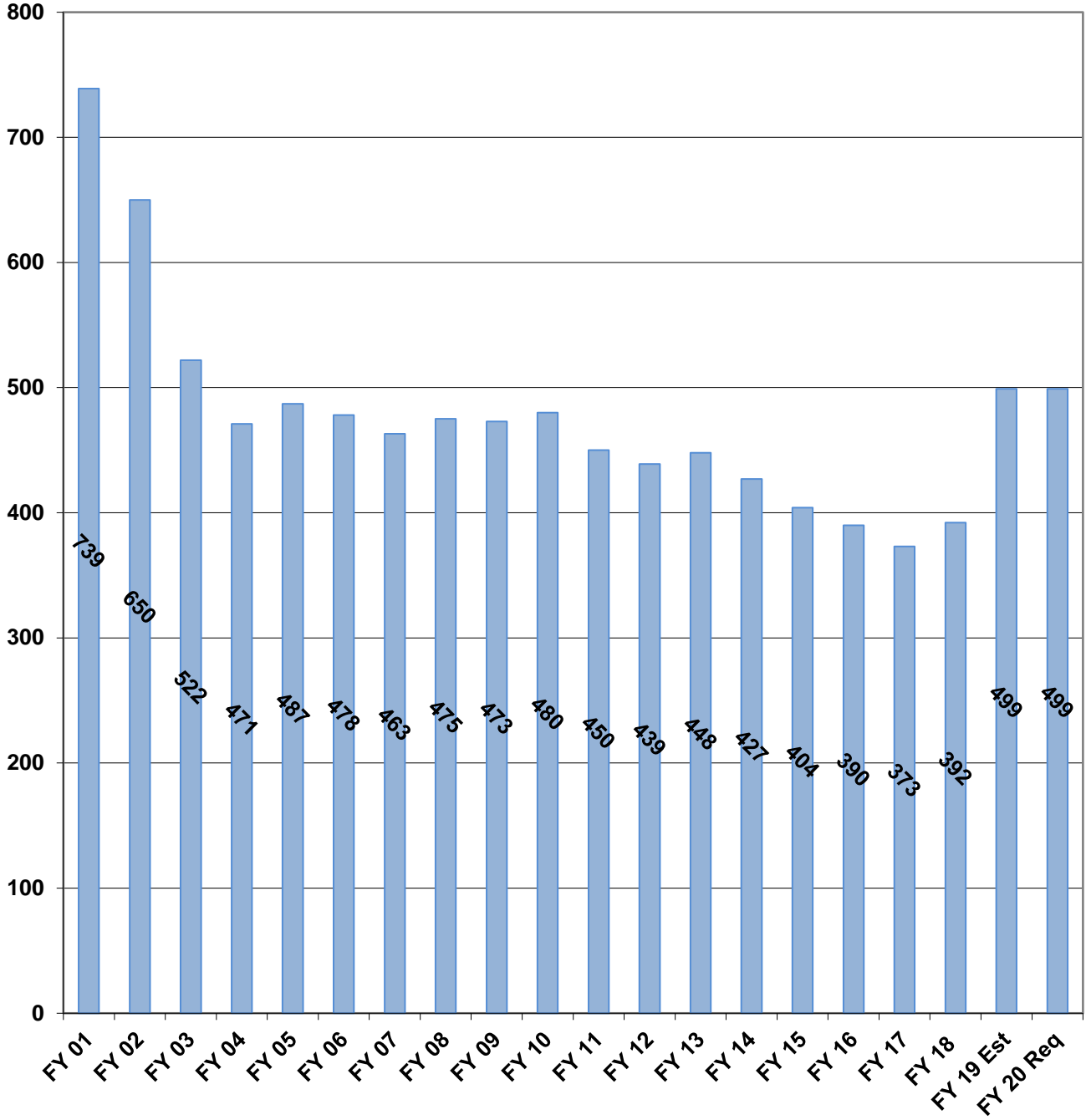
General Funds (\$000s)	FY19 At 01/16/2019	FY20 Request	\$ Change	% Change
Early Childhood Education	\$493,738.1	\$2,400,000.0	\$1,906,261.9	386.1%

	FY18 Actual	FY19 Estimated	# Change	% Change
Children Served	88,838	99,882	11,044	12.4%

Other Programs

General Funds (\$000s)	FY19 At 01/16/2019	FY20 Request	\$ Change	% Change
Bilingual Education Funding	\$0.0	\$29,000.0	\$29,000.0	100.0%
Career and Technical Education	\$38,062.1	\$50,671.6	\$12,609.5	33.1%
Career and Technical Education Pathways	\$0.0	\$2,800.0	\$2,800.0	100.0%
Community Health Incentive Fund	\$0.0	\$15,000.0	\$15,000.0	100.0%
Community Schools	\$0.0	\$15,000.0	\$15,000.0	100.0%
After-School Programs	\$15,000.0	\$20,000.0	\$5,000.0	33.3%
Southwest Organizing Project	\$2,000.0	\$3,500.0	\$1,500.0	75.0%
School Support Services	\$1,002.8	\$5,000.0	\$3,997.2	398.6%
Truants' Alternative and Optional Education	\$11,500.0	\$14,500.0	\$3,000.0	26.1%
Alternative Education-Regional Safe Schools	\$6,300.0	\$11,300.0	\$5,000.0	79.4%
Competency-Based Pilot and Postsecondary Workforce Readiness Act Programs	\$0.0	\$5,000.0	\$5,000.0	100.0%
State and District Technology Support	\$2,443.8	\$4,500.0	\$2,056.2	84.1%
Advanced Placement - Low-Income	\$0.0	\$2,000.0	\$2,000.0	100.0%
Homeless Education	\$0.0	\$3,000.0	\$3,000.0	100.0%
Native Language Assessments	\$0.0	\$5,000.0	\$5,000.0	100.0%
Freshman on Track Early Intervention	\$0.0	\$5,000.0	\$5,000.0	100.0%
Charter School Revolving Loan Fund Deposit	\$0.0	\$1,500.0	\$1,500.0	100.0%
Educators Rising	\$0.0	\$325.0	\$325.0	100.0%
Teacher Mentoring	\$0.0	\$12,000.0	\$12,000.0	100.0%
Teacher Residencies	\$0.0	\$750.0	\$750.0	100.0%
Principal Mentoring Program	\$0.0	\$2,000.0	\$2,000.0	100.0%
Teach for America	\$977.5	\$1,900.0	\$922.5	94.4%
Diverse Educator Recruitment	\$0.0	\$700.0	\$700.0	100.0%
TOTAL	\$77,286.2	\$210,446.6	\$133,160.4	172.3%

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



ILLINOIS STATE BOARD OF EDUCATION

FY 2020 Budgeting for Results

Section 15 ILCS 20/50-25 of the Illinois Compiled Statutes requires that the Governor and other constitutional officers of the executive branch, in consultation with the appropriation committees of the General Assembly, prioritize outcomes that are most important for each state agency to achieve in the next fiscal year and set goals to accomplish those outcomes according to the priority of the outcome.

Public Act 96-1529 further refined requirements for the Budgeting for Results (BFR) initiative. This Act requires that agency staff adhere to a method of budgeting in which each priority is justified annually according to merit rather than previous appropriations.

The Office of the Governor refined the outcomes and identified seven results to be achieved beginning with the fiscal year 2015 budget. ISBE's programs and functions were assigned to report on achievements and improvements in the **"Improve School Readiness and Student Success for All"** category, one of those seven results areas.

This FY 2020 budget document provides service level detail for programs ISBE administers. In addition, ISBE publishes reports throughout the year in accordance with statutes to help Illinois residents and policymakers evaluate the effectiveness of education programs. ISBE looks forward to continued collaboration with Illinois policymakers to refine BFR measures and determine the most effective use of public funding to reach desired results.

BFR Methodology

ISBE has outlined the funding necessary to achieve its BFR goals in this budget. The agency reviewed the outcomes of its programs and each program owner developed a logic model and performance metrics to measure the program's efficiency and effectiveness during FY 2018 and FY 2019.

The logic models 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).

These logic models guided staff in the development of performance measures, including 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 measures document 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 program objectives with Board goals and align performance measures with program objectives.

Equity

Assessment and Accountability

Provides resources for district accountability and statewide program evaluation that support school districts in the selection and use of assessments to support instruction.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Percentage of eligible students who participate in the appropriate state assessment	95.6	97.5	98.0	98.0
Average SAT score (began in FY17)	N/A	N/A	1,015.9	1,007.1

Charter Schools

Increases the number of high-quality charter schools and supports efforts by existing high-performing charter schools to disseminate best practices and create replicable models.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Number of new charter schools opened	N/A	3	4	0

Child Nutrition

Provides funding to remove hunger as a barrier to education and to improve student health.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Percentage of students eligible for free and reduced-price meals in National School Lunch Program	56.8	58.9	58.9	60.8
Child nutrition programs enrollment rate	N/A	86.5	86.5	86.8

Data

Provides demographic and statistical data on students and districts for reports, including the Illinois Report Card.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Low-income student enrollment as a percentage of total enrollment	54.2	49.9	50.2	49.4
9 th -grade students on track to graduate with their cohort in 4 years	83.4	82.4	87.1	86.8
Average daily student attendance rate	94.2	94.4	94.0	93.9
Four-year high school graduation rate	85.6	85.5	87.0	85.4
High school graduation rate for students with disabilities	70.5	70.6	71.2	68.8
High school dropout rate	2.3	2.0	2.1	2.1
Public school enrollment	2,054,556	2,041,779	2,028,162	2,001,548
Teacher-pupil ration for elementary level	18.5	18.7	18.7	20.1
Teacher-pupil ration for high school level	18.4	18.9	19.4	19.3
White, non-Hispanic student enrollment as a percentage of total enrollment	49.3	48.8	48.5	48.0
Black, non-Hispanic student enrollment as a percentage of total enrollment	17.5	17.3	17.0	16.8
Hispanic student enrollment as a percentage of total enrollment	25.1	25.5	25.7	26.2

Early Childhood Education

Provides supports for early childhood and family education programs and services to help young children enter school ready to learn.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Number of students served in early childhood programs (Preschool for All and Preschool for All-Expansion)	75,154	73,118	75,378	75,139
Number of children enrolled in Preschool for All and Preschool for All-Expansion programs that meet at-risk criteria	N/A	N/A	57,233	61,900
Percentage of children served in early childhood programs that are kindergarten-ready	N/A	N/A	N/A	21.0
Percentage of low income pre-kindergarten and Preschool for All enrollment	N/A	61.0	59.0	54.0
Percentage of programs with an Early Childhood Environment Rating Scale (ECERS-3) average score of 4.5 with no classroom below 4.0	75.6	49.7	73.9	85.2

English Learners

Provides leadership and support to districts by promoting equitable access to language support services for students from culturally and linguistically diverse backgrounds.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Percentage of English Learners enrollment	10.3	10.5	10.7	11.7
Regular year program migrant student growth in reading/literacy	N/A	N/A	0.4	1.4

Evidence-Based Funding

Provides more resources to Illinois' most under-resourced students to ensure all schools have the resources needed to provide a safe, rigorous, and well-rounded learning environment for all students.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Percentage of districts in deficit spending	57.2	44.8	48.0	N/A
Number of districts achieving 90% Evidence-Based Funding adequacy	N/A	N/A	N/A	146

Financial Oversight

Provides expertise and guidance for districts to achieve financial stability.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Number of school districts meeting the financial classification "Financial Watch"	N/A	32	19	N/A

Mandated Categorical Programs

Provides funding to school districts for Transportation (Special and Regular/Vocational Education), Orphanage Tuition (Special and Regular Education), Special Education Private Tuition, and Illinois Free Lunch/Breakfast.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Number of Special Education students transported	75,997	77,588	76,819	87,808*
Number of Regular/Vocational students transported	1,057,770	1,054,885	1,046,699	1,045,217*
Number of Illinois Free Lunch and Breakfast meals served	140,486,504	137,168,426	136,056,406	200,850,276
Number of Regular Orphanage Tuition students claimed	7,078	6,407	5,339	5,046
Number of Special Education Orphanage Tuition students claimed	3,031	4,560	4,090	6,395*
Number of Special Education Private Tuition students claimed	9,300	9,314	9,380	11,454*

* Includes City of Chicago SD 299

School Support Services

Provides assistance to schools with the lowest performance on state assessments.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Percentage of schools meeting performance standards defined by Every Student Succeeds Act indicators (began FY18)	N/A	N/A	N/A	79.7

Special Education Services

Assures that special education programs and services meet state and federal requirements.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Number of students served ages 3-21	294,953	296,790	294,168	295,066
Percentage of special education State Performance Plan goals and targets met	N/A	44.8	44.8	41.4

Title Grants

Provides assistance to districts as they implement the Every Student Succeeds Act through supplemental services for students, teacher/principal training, and Student Support and Academic Enrichment.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Percentage of Title I students proficient in math on state assessments	17.9	20.6	21.1	21.0
Percentage of Title I students proficient in reading on state assessments	25.9	25.3	26.4	26.2

Quality

Advanced Placement

Enables school districts with a high percentage of low-income students to implement or expand Advanced Placement programs necessary for students to succeed.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Number of low income students taking an Advanced Placement test	27,978	30,564	31,322	39,496
Number of new Advanced Placement courses to be offered	N/A	N/A	1	0

Career and Technical Education

Ensures a comprehensive career development system that provides career awareness, exploration, and preparation.

Performance Measures	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Percentage of CTE concentrators who completed secondary education	95.2	95.8	98.6	98.1

Emergency Assistance

Provides emergency funding for district expenses as a result of fire, earthquake, tornado, mine subsidence, or other building condemnation.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Number of grants/loans given for temporary school relocation	0	0	0	0

Mathematics and Science Partnerships

Develops partnerships to improve mathematics and science teaching in elementary and secondary schools.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Number of math/science partnership independent evaluations conducted in accordance with federal protocols	N/A	N/A	0	11

Regional Office of Education Services

Provides support for continuous improvement and capacity building for specific services to districts.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Number of high-quality professional development opportunities provided by Regional Offices of Education	N/A	N/A	2,160	2,258

Regulatory

Provides supports for compliance, accreditation, student health/wellness, rules, waivers, and equity.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Number of waiver requests processed	N/A	163	139	141
Percentage of public schools fully recognized	N/A	99	99	100

Technology Grants

Provides districts with technology resources to improve educational opportunities and student achievement.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Number of students with access to upgraded technology	N/A	5,000	10,647	20,104
Completion rate for Illinois Virtual School full-service courses	89	93	94	92

Community

After-School Programs

Extend learning opportunities for students in schools, community centers, businesses, and homes.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Percentage of 21 st Century Community Learning Centers middle/high school students who complete homework to teacher's satisfaction	N/A	N/A	71	69

Student Health

Provides supports for emotional development, physical health, and well-being for student academic growth.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Percentage of students reporting healthier behaviors on the Youth Risk Behavior Survey (given in odd-numbered years)	61	N/A	57	N/A

Students Placed At-Risk

Increases safety, promotes the learning environment in schools, and meets the educational needs of students more appropriately and individually in alternative educational environments.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Number of students participating in Truants' Alternative Optional Education Program	25,342	28,081	28,085	25,944
Percentage of at-risk students graduating within five years	81.1	76.7	87.9	87.6

Educator Recruitment and Recognition

Effective Teachers and Leaders

Ensures all teaching, administrative, and school service personnel candidates meet established state requirements and provides a technical and informational support system to ensure educators are prepared to teach and lead effectively.

Performance Measure	School Year 2015	School Year 2016	School Year 2017	School Year 2018
Number of teacher of color candidates recruited into Teach for America program	N/A	N/A	45	53
Number of public school administrators (FTE)	11,392	11,183	11,295	11,768
Number of full-time licensed teachers	129,668	127,152	129,575	128,999
Percentage of teacher preparation programs fully approved	100	100	100	100
Number of educators recruited for initial National Board Certification	N/A	511	493	546
Number of educators qualified to perform teacher/principal evaluations	N/A	N/A	2,490	2,001

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.

Public Act 100-465 also requires the Board to designate a portion of Evidence-Based Funding (EBF) in a manner that ensures compliance with maintenance of state financial support requirements under the federal Individuals with Disabilities Education Act. EBF is the largest contributor to maintenance of effort for the Individuals with Disabilities Education Act. State financial support is provided through ISBE's three 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 \$530.7 million in IDEA funds for FY 2019.

Child Nutrition Programs

There are two MOEs related to Child Nutrition Programs.

- 1) State Revenue Matching - The amount of state revenues appropriated or used specifically by the state for program purposes for each school year 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 FY 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 \$827.6 million in federal Child Nutrition funding in FY 2018.

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 \$42.3 million in Perkins funds in FY 2019.

ILLINOIS STATE BOARD OF EDUCATION
FY 2020 Funding a Civil Right: Quality Education for All

Page Ref.	\$000s	FY 2019 at	FY 2020	Increase (Decrease)	
		At 01/16/2019	Request	\$	%
GENERAL FUNDS					
EQUITY					
73	Evidence-Based Funding (EBF)	6,836,163.2	11,765,107.1	4,928,943.9	72.1%
79	Illinois Free Lunch and Breakfast	9,000.0	31,038.5	22,038.5	244.9%
85	Orphanage Tuition	13,600.0	10,100.0	(3,500.0)	(25.7%)
90	Special Ed Orphanage Tuition	73,000.0	80,500.0	7,500.0	10.3%
92	Special Ed Private Tuition	135,265.5	190,400.0	55,134.5	40.8%
99	Special Ed Transportation	387,682.6	473,600.0	85,917.4	22.2%
97	Transportation – Regular and Vocational	262,909.8	359,400.0	96,490.2	36.7%
	Subtotal, Mandated Category	881,457.9	1,145,038.5	263,580.6	29.9%
57	Alternative Education-Regional Safe Schools	6,300.0	11,300.0	5,000.0	79.4%
59	Autism	100.0	100.0	0.0	0.0%
61	Bilingual Education Funding	0.0	29,000.0	29,000.0	100.0%
64	Blind and Dyslexic	846.0	990.0	144.0	17.0%
66	Community & Residential Services Authority	579.0	650.0	71.0	12.3%
68	Digital Media Learning Resources	0.0	100.0	100.0	100.0%
70	Early Childhood Education	493,738.1	2,400,000.0	1,906,261.9	386.1%
77	Homeless Education	0.0	3,000.0	3,000.0	100.0%
81	Materials Center for the Visually Impaired	1,421.1	1,421.1	0.0	0.0%
83	Native Language Assessments	0.0	5,000.0	5,000.0	100.0%
87	Philip J. Rock Center and School	3,577.8	3,777.8	200.0	5.6%
96	Tax Equivalent Grants	222.6	222.6	0.0	0.0%
101	Truants' Alternative and Optional Education	11,500.0	14,500.0	3,000.0	26.1%
94	State Seal of Biliteracy	0.0	150.0	150.0	100.0%
	Subtotal, Equity	8,235,905.7	15,380,357.1	7,144,451.4	86.7%
QUALITY					
104	Advance Placement-Course Implementation	500.0	1,000.0	500.0	100.0%
106	Advanced Placement Low-Income AP Test Fee	0.0	2,000.0	2,000.0	100.0%
107	Agricultural Education	5,000.0	5,000.0	0.0	0.0%
109	Assessments	48,600.0	46,500.0	(2,100.0)	(4.3%)
113	Career and Technical Education Programs	38,062.1	50,671.6	12,609.5	33.1%
116	Career and Technical Education Pathways	0.0	2,800.0	2,800.0	100.0%
175	Charter Schools Revolving Loan Fund Deposit	0.0	1,500.0	1,500.0	100.0%
118	Chicago Public Schools Regional Office of Education Services	0.0	295.0	295.0	100.0%
120	Competency-Based Pilot and Postsecondary Workforce Readiness Act Programs	0.0	5,000.0	5,000.0	100.0%

Page Ref.	\$000s	FY 2019 at	FY 2020	Increase (Decrease)	
		At 01/16/2019	Request	\$	%
123	District Intervention	6,560.2	6,564.2	4.0	0.1%
125	Freshman on Track Early Intervention	0.0	5,000.0	5,000.0	100.0%
127	Grant Accountability and Transparency Act and Budgeting for Results	0.0	260.0	260.0	100.0%
129	Parent Education Pilot Program	0.0	174.9	174.9	100.0%
130	School Support Services	1,002.8	5,000.0	3,997.2	398.6%
132	State and District Technology Support	2,443.8	4,500.0	2,056.2	84.1%
	Subtotal, Quality	102,168.9	136,265.7	34,096.8	33.4%
COMMUNITY					
136	After School Matters	2,443.8	2,443.8	0.0	0.0%
138	After-School Programs	15,000.0	20,000.0	5,000.0	33.3%
140	Community Schools	0.0	15,000.0	15,000.0	100.0%
142	District Consolidation Costs	1,900.0	378.0	(1,522.0)	(80.1%)
145	Healthy Community Incentive Fund	0.0	15,000.0	15,000.0	100.0%
147	Southwest Organizing Project	2,000.0	3,500.0	1,500.0	75.0%
	Subtotal, Community	21,343.8	56,321.8	34,978.0	163.9%
EDUCATOR RECRUITMENT AND RECOGNITION					
150	Diverse Educator Recruitment	0.0	700.0	700.0	100.0%
152	Educator Quality Investigations/Hearings	179.9	650.0	470.1	261.3%
154	Educators Rising	0.0	325.0	325.0	100.0%
156	National Board Certification	1,000.0	1,000.0	0.0	0.0%
158	Peer-to-Peer Learning Opportunities	0.0	350.0	350.0	100.0%
160	Performance Evaluations	0.0	200.0	200.0	100.0%
162	Principal Mentoring Program	0.0	2,000.0	2,000.0	100.0%
164	Teach for America	977.5	1,900.0	922.5	94.4%
166	Teacher Leadership Program	0.0	250.0	250.0	100.0%
168	Teacher Mentoring Program	0.0	12,000.0	12,000.0	100.0%
173	Teacher Residencies Program	0.0	750.0	750.0	100.0%
171	Teacher of the Year	0.0	200.0	200.0	100.0%
	Subtotal, Educator Recruitment and Recognition	2,157.4	20,325.0	18,167.6	842.1%
TOTAL - GRANTS		8,361,575.8	15,593,269.6	7,231,693.8	86.5%
n/a	Agency Capacity to Implement (Funding a Civil Right: Quality Education for All)	23,217.2	23,217.2	0.0	0.0%
	Subtotal, Agency Capacity	23,217.2	23,217.2	0.0	0.0%
TOTAL-GENERAL FUNDS		8,384,793.0	15,616,486.8	7,231,693.8	86.2%
OTHER STATE FUNDS					
AGENCY CAPACITY--OTHER STATE FUNDS					
n/a	Ordinary & Contingent Expenses - Indirect Cost Recovery	7,015.2	7,990.0	974.8	13.9%
179	Ordinary & Contingent Expenses - ISBE Teacher Certificate Institute Fund	2,208.9	2,208.9	0.0	0.0%

Page Ref.	\$000s	FY 2019 at	FY 2020	Increase (Decrease)	
		At 01/16/2019	Request	\$	%
190	Ordinary & Contingent Expenses - Teacher Certificate Fee Revolving Fund	6,000.0	6,000.0	0.0	0.0%
n/a	Ordinary & Contingent Expenses – School Infrastructure Fund	600.0	600.0	0.0	0.0%
Subtotal, AGENCY CAPACITY		15,824.1	16,798.9	974.8	6.2%
TOTAL - AGENCY CAPACITY		15,824.1	16,798.9	974.8	6.2%
STATE CHARTER SCHOOL COMMISSION					
n/a	State Charter School Commission Fund	1,250.0	1,250.0	0.0	0.0%
Subtotal, State Charter School Commission		1,250.0	1,250.0	0.0	0.0%
GRANTS--OTHER STATE FUNDS					
n/a	After School Rescue Fund	200.0	200.0	0.0	0.0%
175	Charter Schools Revolving Loan Fund	200.0	2,000.0	1,800.0	900.0%
177	Drivers Education Fund	18,750.0	19,000.0	250.0	1.3%
181	Personal Property Replacement Tax Fund – Bus Driver Training	70.0	100.0	30.0	42.9%
183	Personal Property Replacement Tax Fund – ROE Salaries	11,000.0	11,200.0	200.0	1.8%
181	Personal Property Replacement Tax Fund – ROE Services	6,970.0	11,000.0	4,030.0	57.8%
185	School District Emergency Financial Assistance Fund	1,000.0	1,000.0	0.0	0.0%
187	School Technology Revolving Loan Fund	7,500.0	7,500.0	0.0	0.0%
n/a	State Board of Education Special Purpose Trust Fund	8,484.8	8,484.8	0.0	0.0%
192	Temporary Relocation Expenses Revolving Fund	1,000.0	1,000.0	0.0	0.0%
Subtotal, Grants		55,174.8	61,484.8	6,310.0	11.4%
TOTAL – GRANTS		55,174.8	61,484.8	6,310.0	11.4%
TOTAL-OTHER STATE FUNDS		72,248.9	79,533.7	7,284.8	10.1%
FEDERAL FUNDS					
AGENCY CAPACITY					
n/a	Ordinary & Contingent Expenses - SBE Federal Agency Services Fund	1,378.8	1,378.8	0.0	0.0%
n/a	Ordinary & Contingent Expenses - SBE Federal Department of Agriculture Fund	19,904.7	19,904.7	0.0	0.0%
n/a	Ordinary & Contingent Expenses - SBE Federal Department of Education Fund	50,869.8	50,869.8	0.0	0.0%
Subtotal, Agency Capacity		72,153.3	72,153.3	0.0	0.0%
TOTAL-AGENCY CAPACITY		72,153.3	72,153.3	0.0	0.0%
GRANTS					
CAREER AND TECHNICAL EDUCATION					
196	Career and Technical Education - Basic	55,000.0	66,000.0	11,000.0	20.0%
Subtotal, Career and Technical Education		55,000.0	66,000.0	11,000.0	20.0%
CHILD NUTRITION					
199	Child Nutrition Programs	1,062,500.0	1,062,500.0	0.0	0.0%
Subtotal, Child Nutrition		1,062,500.0	1,062,500.0	0.0	0.0%

Page Ref.	\$000s	FY 2019 at At 01/16/2019	FY 2020 Request	Increase (Decrease)	
				\$	%
INDIVIDUALS WITH DISABILITIES					
207	Individuals with Disabilities Education Act, Part B	754,000.0	754,000.0	0.0	0.0%
205	Individuals with Disabilities Education Act - Deaf and Blind	500.0	800.0	300.0	60.0%
209	Individuals with Disabilities Education Act – Preschool, Part B	29,200.0	29,200.0	0.0	0.0%
211	Individuals with Disabilities Education Act - State Program Improvement, Part D	5,000.0	5,000.0	0.0	0.0%
Subtotal, Individuals with Disabilities Act		788,700.0	789,000.0	300.0	0.0%
TITLE PROGRAMS (EXCLUDING ASSESSMENTS)					
227	Title I - Advanced Placement	3,300.0	3,300.0	0.0	0.0%
229	Title I	1,090,000.0	1,090,000.0	0.0	0.0%
243	Title II – Mathematics and Science Partnerships	18,800.0	2,000.0	(16,800.0)	(89.4%)
241	Title II - Improving Teacher Quality, Part A	160,000.0	160,000.0	0.0	0.0%
245	Title III – English Language Acquisition	50,400.0	50,400.0	0.0	0.0%
248	Title IV	200,000.0	200,000.0	0.0	0.0%
252	Title V - Charter Schools	21,100.0	23,000.0	1,900.0	9.0%
255	Title V - Rural and Low Income School Program	2,000.0	2,000.0	0.0	0.0%
257	Title X – Education for Homeless Children	5,000.0	5,000.0	0.0	0.0%
Subtotal, Title Programs (excluding Assessments)		1,550,600.0	1,535,700.0	(14,900.0)	(1.0%)
ASSESSMENTS					
109	Assessments	35,000.0	35,000.0	0.0	0.0%
Subtotal, Assessments		35,000.0	35,000.0	0.0	0.0%
OTHER GRANTS					
194	Adolescent Health Programs	500.0	500.0	0.0	0.0%
n/a	Congressional Special Projects	5,000.0	5,000.0	0.0	0.0%
214	Longitudinal Data System	5,200.0	5,200.0	0.0	0.0%
225	Substance Abuse and Mental Health Services	5,300.0	5,300.0	0.0	0.0%
n/a	Race to the Top - Early Learning Challenge	35,000.0	0.0	(35,000.0)	(100.0%)
216	Preschool Development Grant Birth Through Five	0.0	3,750.0	3,750.0	100.0%
219	Preschool Expansion grant	35,000.0	35,000.0	0.0	0.0%
221	Sexual Risk Avoidance Education Programs	6,500.0	6,500.0	0.0	0.0%
223	STOP School Violence and Mental Health Training	0.0	1,000.0	1,000.0	100.0%
Subtotal, Other Grants		92,500.0	62,250.0	(30,250.0)	(32.7%)
TOTAL - GRANTS		3,584,300.0	3,550,450.0	(33,850.0)	(0.9%)
TOTAL - FEDERAL FUNDS		3,656,453.3	3,622,603.3	(33,850.0)	(0.9%)
GRAND TOTAL		12,113,495.2	19,318,623.8	7,205,128.6	59.5%

Regional Safe Schools use trauma-informed practices to give students a second shot at success



West 40/Regional Safe Schools

Details on this line item are on page 57.

Joseph felt like “just another body” at his high school; he felt disconnected from his peers and overlooked by his teachers. After an altercation with another student, Joseph reached a crossroads: face expulsion or consider enrolling at Milligan Academy, the area’s Regional Safe School. Joseph chose Milligan and saw his confidence, relationships, and prospects for the future transform.

Illinois’ 71 Regional Safe Schools provide an option for students struggling to succeed in their traditional settings. Illinois’ Regional Offices of Education and Intermediate Service Centers operate the Regional Safe Schools, giving the opportunity for a new direction to students who often have nowhere else to turn.

Regional Superintendent Matt Snyder and Assistant Regional Superintendent Jill Reedy oversee Milligan Academy, led by Director Brian Plummer and Assistant Director Crystal Whetstone. The academy serves more than 50 students in the sixth through 12th grades, who are referred by one of 24 middle and high schools in Macon and Piatt counties.

The students at Milligan Academy in Decatur arrive after experiencing challenges with discipline or attendance. Milligan teachers and administrators know that to help their students succeed, they have to create an environment drastically different from the ones their students left.

“If students were not successful in their home school, we have to do things differently,” said Reedy. “Our classrooms should look different. We should respond differently.”

Creating the holistic learning environment that can support the success of the state’s highest-need students requires investment in counselors, professional development, and technology. The Regional Safe Schools rely on the state’s Cooperative Education Grant and a hold harmless amount based on their General State Aid funding level in fiscal year 2017. Regional Safe Schools do not receive Evidence-Based Funding, which funds districts based on enrollment and student need. The Regional Safe Schools’ static funding sources mean they often are forced to charge tuition to

school districts, which creates a barrier for students in underfunded districts to access the supports they need.

Milligan invests in two counselors, trains teachers on restorative practices, and devotes an entire class period to social and emotional learning. In the morning, students eat breakfast and engage in restorative circles, mindfulness exercises, and physical movement, such as yoga. Teachers are trained to look for signals that a student needs to talk.

This morning routine helps students get centered for the day, so they can succeed socially and academically even while experiencing adverse issues outside of school. Having teachers and counselors to connect with throughout the day helps students feel like they belong.

“You can’t really have things happen at home and not have them in your mind when you come to school,” said Joseph. “Milligan changes people. You can come in here thinking no one will ever care about you, and then realize that you’re not alone and that there will always be someone that you can talk to. Here, we feel wanted.”

In 2016, the Macon-Piatt Regional Office of Education partnered with the Illinois Education Association, the Education Coalition of Macon County, and the Southern Illinois University School of Medicine to pilot a trauma-informed model at five local schools. Milligan strengthened its alternative approach over the past school year by implementing evidence-based practices adopted by the schools in the pilot.

“We focus on trauma awareness and having a trauma-informed process to respond to kids’ needs,” said Reedy. “We help our teachers understand the impact of toxic stress on the brain and what complex childhood trauma does to our students.

“We have kids that will get explosive in the middle class. Because we do school differently, we understand kids need safe places and calm corners. We have ‘chill’ passes that kids can use to go talk to a counselor.”



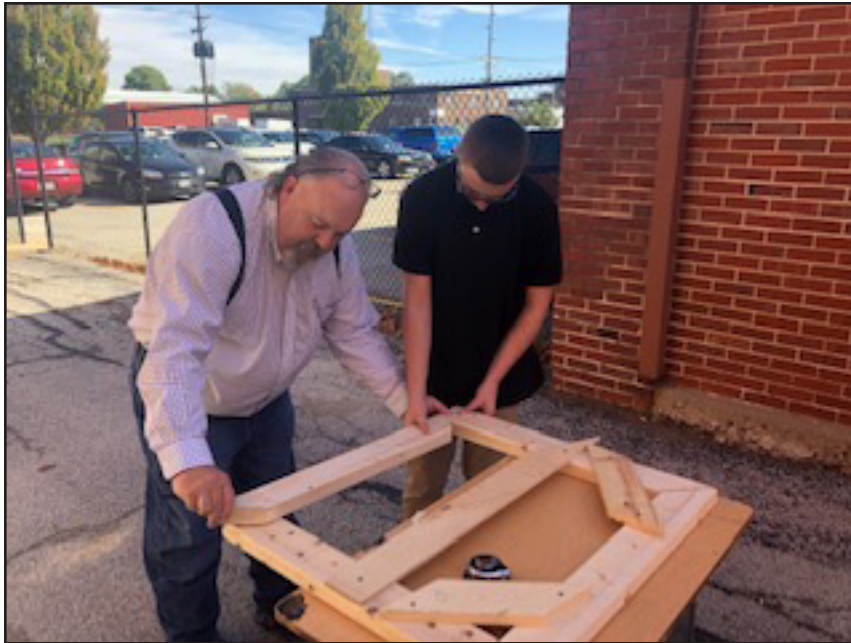
Milligan/Regional Safe Schools

The soft skills students learn not only help them build relationships and stay engaged in school but also support their success in future careers.

“We want to do more than graduate kids; we want to make sure we’re educating the whole child,” said Reedy.

Educating students at all different grade levels, who each have unique social and emotional needs, comes with challenges. Without adequate funding, Snyder has to make difficult budget decisions, such as deficit spending in order to have the full-time counselors his students need and charging districts tuition of \$20 per student per day, rather than cut back on teaching staff.

Snyder said that with adequate state funding, he could purchase software to help teachers further differentiate instruction, could provide transportation for students to take dual-enrollment classes at Heartland Community College,



Milligan/Regional Safe Schools

could employ certified school-based mental health counselors, and could pay his current teachers a competitive salary to improve retention.

Joseph graduates in December. His current employer offered him a management position, which he intends to take while pursuing his long-term goal of opening his own tattoo shop after acquiring business and graphic design degrees.

He credits Milligan's caring teaching and having peers with similar struggles: "We're finally able to be ourselves."

Students from the West 40 Regional Safe School in Western Cook County and from Kane County's Dream Academy in Elgin testified at the Illinois State Board of Education budget hearing

on Nov. 16, 2018. They shared similar stories of second chances and transformation. A student who experienced debilitating anxiety and depression, a middle school student who was arrested for selling narcotics, a transgender student who was bullied by her peers—all found an accepting community and academic success in their Regional Safe School.

Meeting the request of educators and students to increase the state appropriation for alternative education programs to \$25.8 million in FY 2020 would expand access to the life-changing opportunities at Illinois' Regional Safe Schools. Educators also requested maintaining the \$1.1 million funding level for the Regional Safe Schools Cooperative Education Program.

East Aurora early childhood program engages the whole family in students' growth



East Aurora/Early Childhood Programs

Details on this line item are on page 70.

Kathleen (Katie) Kogut's team motto *Work Together, Learn Together* encapsulates the East Aurora School District 131's whole-child, whole-school, whole-community approach to serving early learners. As Director of Early Childhood for the district, Kogut oversees programming for more than 800 children ages 3 to 5. She views staff professional development, parent and family engagement and education, and community partnerships as critical to helping students reach their fullest potential.

Kogut fosters a nurturing and welcoming environment – for students, as well as for parents and caregivers – across East Aurora SD 131's four pre-kindergarten sites. All teachers and their assistants visit the homes of each of their full-time students. The visits provide an opportunity for the school to connect with students' families in the comfort of their home environment. The home visits promote parent and caregiver engagement in their children's education, help develop a more culturally responsive staff, and provide educators insight on how best to support each child's learning.

"We really recognize we only have kids for so long," said Kogut. "We begin building genuine, collaborative relationships with families from the time of their initial contact with our program. We are continually transparent about our mission/vision and commend families on choosing to send their child to preschool."

The district's vision for its early childhood programs is to encourage its community to value the importance of early learning among its youngest residents.

The district welcomes families into the classroom four times a year to learn with their children. Family education events relating to topics such as bedtime routines help parents and caregivers support children's healthy development outside of school. The district also hosts parent days focused on how families and caregivers can support students' growth socially, emotionally, and in literacy, math, and science.

"I have worked in other states that do not have early childhood as a value," said Kogut. "This has stayed a priority (in our state), and our kids have such an advantage. This supports equity."

Research from Illinois' own Nobel Prize-winning University of Chicago Economics Professor James Heckman shows that every dollar invested in high-quality early childhood programs returns \$7 to \$13 annually per child, based on better education, economic, health, and social outcomes.

Illinois has made significant investments in high-quality early childhood programs. The State won an \$80 million federal grant in December 2014 for preschool expansion and committed to increasing its investment in the Early Childhood Block Grant (ECBG) by \$50 million per year for five years starting in fiscal year 2016, as a condition of receiving the federal money. The FY 2019 re-competition for the ECBG provided funding for more than estimated 11,000 additional children statewide.

East Aurora SD 131 received \$4,354,529 in total ECBG funding, which amounts to \$5,443 per student. With additional state funds, Kogut said she would serve more students. More than 3,000 children under the age of 5 reside within the district; however, its early childhood programs have capacity to serve only 838.

East Aurora SD 131 is not alone in this challenge. The Illinois State Board of Education (ISBE) estimates 315,309 children ages 3 to 5 statewide are unserved by an early childhood education program in FY 2019. Nearly 81 percent reside in a Tier 1 or Tier 2 district – those with less than 90 percent of adequate Evidence-Based Funding.

Operating in a Tier 1 district with only 58 percent of adequacy, Kogut works to extend her early childhood program's reach as far as she can. Kogut prioritizes sharing knowledge and practice with home- and community-based providers, who serve the vast majority of the district's students in their early years. The district's partnership with other service providers exemplifies its whole-community mindset to supporting students and families.

"I am really working hard with our local early childhood collaboration to create professional

development opportunities for our home- and community-based day care providers," said Kogut.

East Aurora SD 131's early childhood centers deliver robust professional development for all teachers and monthly peer coaching cycles. Each staff member has his or her own growth plan, dedicated to personal growth as it relates to the program's Continuous Quality Improvement Plan. A monthly instructional newsletter developed by the district's early learning instructional coach keeps everyone focused on how to increase their professional skills to strengthen student outcomes.

Teachers conduct developmental screenings for each child three times per year to monitor each student's development as compared to a national average. In the fall of 2017, 71 percent of the district's pre-kindergarten students scored below or significantly below developmental norms. In the spring of 2018, 52 percent of students scored in the typical or above developmental targets. Within eight months, 22 percent of students moved into the typical range of development. The district increases its growth each year as the team strengthens its professional practice.

"Our community needs support to increase kindergarten readiness," said Kogut. "If we did not have the Early Childhood Block Grant, we would not be able to provide these services. We rely heavily on it.

"To implement all our ideas and meet our community needs, we need to be able to have people to do the work. If we could hire additional highly qualified staff to do this work, it would strengthen our program."

Offering a high-quality early childhood program for all children in Tier 1 and Tier 2 districts, at 50 percent enrolling in half-day programs and 50 percent in full-day, requires an approximately \$190 million increase to the ECBG for each fiscal year from FY 2020 through FY 2027. Fully funding early childhood programs for all districts in FY 2020 requires an estimated \$2.4 billion.

ISBE's values support the need for the state to end disparities and gaps in education achievement by supporting quality early learning programs.

Evidence-Based Funding breathes new life into DuQuoin schools



DuQuoin CUSD 300/Evidence-Based Funding

Details on this line item are on page 73.

The passage of Public Act 100-0465, or the Evidence-Based Funding (EBF) for Student Success Act, in August 2017 gave students in Illinois a new lease on their academic lives. After years of making painful cuts to staff and programs, school districts around the state looked forward to budgeting for fiscal year 2019 and elevating the quality of educational resources closer to what all students deserve.

“Evidence-Based Funding has been the most significant positive funding change that we have seen,” said Dr. Gary Kelly, Superintendent of DuQuoin Community Unit School District 300.

The enactment of EBF comprehensively changed the way that school districts receive the bulk of state funds. EBF sends more resources to Illinois’ most under-resourced students, using a formula that compares each district’s enrollment and need to a common definition of adequate funding. The state distributed nearly \$700 million in new funding through the EBF formula in FY 2018 and FY 2019, primarily to school districts furthest away from adequate funding.

DuQuoin CUSD 300 received approximately \$538,000 in EBF from the state in FY 2019. Kelly utilized building-specific School Improvement Plans to assess the distinct needs of each group of students.

“The wise use of resources is more important than just receiving the dollars,” said Kelly. “The key is that we are going to continue to look at the needs for each building each year, continue to increase staff levels, hire additional teachers at each school based on School Improvement Plans, and remain centered on our goals.”

Each building hired an additional teacher based on its needs and the input of the school’s leadership team. The elementary school received a new special education teacher, which led to smaller class sizes for all students receiving special education services. The middle school added an intervention teacher for language arts and math. Intervention teachers provide students with individualized academic and social-emotional supports. The middle school previously had only

one intervention teacher spread across four grade levels. Now, both intervention teachers cover two grade levels, enabling them to focus on smaller groups of students.

Local data demonstrate the impact of reduced class sizes, which has enhanced the quality of student-teacher interactions. The district currently is able to keep class sizes within a range of 15 to 20 students per classroom at kindergarten through third grade levels.

Evidence-Based Funding has allowed DuQuoin CUSD 300 to bolster its personalized approach to teaching and learning through added resources and expanded programming. The district directed funds toward its gifted and talented program, replacing a fragmented curriculum with a new, targeted one and expanding access to more students. The district also purchased Chromebooks for students at all grade levels.

“We see more (student) engagement because of this technology,” said Kelly. “You can see the learning and how students are beginning to understand and engage in the technology.”

The Chromebook technology supports parent and family engagement in their children’s academic growth. In line with the Illinois State Board of Education, DuQuoin CUSD 300 deeply values and prioritizes positive school-community relationships.

“Parents have seen the benefits of technology as well, and see what their children are doing every day,” said Kelly. “Over 400 Chromebooks have been deployed throughout the district in the last two years.”

Blending and braiding federal resources with Evidence-Based Funding has supported opportunities beyond the school day as well. The district established after-school enrichment programs, such as Science Club, for middle school students and Engineering Club, for high school students using Federal 21st Century Community Learning Center grants. This, combined with Evidence-Based Funding, supports the

expansion of opportunities during the school day and for after-school enrichment for all students.

“We’re letting our plan be established at each school level,” said Kelly. “We’re going to continue to enhance programs, improve student learning opportunities, and address individual student needs. The resources are definitely addressing our student needs.”

While DuQuoin CUSD 300 has just begun to feel the effects of Evidence-Based Funding, due to implementation beginning only last year, Kelly believes the district is on the right path to success for all students. Two years into the formula, DuQuoin CUSD 300 still faces a gap of more than \$7 million to reach adequate state funding. The district’s current state and local resources place it at 59 percent of adequacy. Among the most under-funded districts in the state, DuQuoin qualifies for Tier 1 EBF.

Eight out of every 10 students in Illinois still attend schools funded at less than 90 percent of adequacy. The state constitution mandates that the “primary responsibility for financing the system of public education” belongs to the state. Yet in FY 2018, the state contributed approximately one-third of school districts’ revenues.

The opening line of P.A. 100-0465 commits the state to full funding for all school districts by June 30, 2027.

The state needs to increase its investment in EBF by approximately \$610 million – or \$660 million when adding in \$50 million for Property Tax Relief Grant Funds – for the next eight fiscal years for all Tier 1 and Tier 2 districts to reach 90 percent of adequacy by the date in statute.

“I implore state legislature and governmental leaders to continue to fund Evidence-Based Funding, and we will continue to see districts utilize dollars to benefit students,” said Kelly. “I know we have limited resources in our state, but this is worth the investment. I believe we will continue to see major benefits.”

Fairer funding for Galesburg schools changes trajectory of entire community



Galesburg CUSD 205/Fairer Funding

Details on this line item are on page 73.

Public Act 100-0465, or the Evidence-Based Funding (EBF) for Student Success Act, initiated a seismic shift in Illinois public education. Illinois' highest-need school districts now receive the greatest share of the State's new investments in public education. P.A. 100-0465 commits to full funding by June 30, 2027. If the State fulfills its commitment, then within 10 years, every school district in Illinois will have the resources to afford evidence-based class sizes, technology, and instructional supports for all students.

For Galesburg Community Unit School District 205, the move to a fairer school funding formula dramatically changed the conversation for the entire community.

"We have been going through economic decline for the better part of the last 50 years," said Superintendent Dr. John Asplund. "It accelerated in the early 2000s when we lost two major manufacturers here in town. The conversation around here for the last 10 years, unfortunately, has been about managing decline."

Galesburg CUSD 205 serves slightly more than 4,000 students. EBF ensures that all students, no matter their ZIP code, receive the educational opportunities to develop into socially and economically secure adults who, in turn, reinvest in their communities. The State's \$300 million increase to EBF tier funding in fiscal year 2019 raised the Galesburg CUSD 205's percentage of adequacy from 60 percent to 63 percent. The "percentage of adequacy" reflects how a district's current State and local resources compare to its adequacy target.

"We were able to negotiate a two-year contract with our local union," said Asplund.

The district lowered class sizes in its elementary school buildings from an average of 27 students per class to an average of 25. Ken Sanner, a kindergarten teacher at Galesburg CUSD 205's Steele Elementary School, described the positive impact of having a deeper understanding of and stronger relationship with each of his young students and their families.

“The reduction in class sizes means a lot, especially here at Steele, which is a high-needs school; our kids have a lot of trauma in their background and emotional needs,” said Sanner. “We all know that if a child’s emotional needs are not met - if students don’t feel safe and cared for - and if their physical needs are not met, there’s no way we’re going to be successful in academic areas.

“A smaller class size has helped me and my students be more successful. With only 20 kids in my classroom, I can learn about my students’ emotional needs more quickly and address them appropriately on an individual basis, so we can then move on to supporting their educational needs.”

In addition to reducing class sizes, the district hired 10 instructional coaches. The instructional coaches are veteran teachers from the district, who work out of the district office and coach teachers from all the district’s schools on effective instructional and assessment practices.

“I’m looking forward to working with our instructional coaches next year,” said Sanner. “Instructional coaches can offer an outside point-of-view to help me become a better teacher.”

The instructional coaches not only improve the skills of the district’s teachers but also support teacher retention, ensuring new and veteran teachers have the supports needed to grow and continue to feel connected to the school community.

Asplund has prioritized teacher recruitment and retention in spending EBF dollars.

“We worked with the union to add a loan forgiveness program as a recruiting tool,” said Asplund. “Galesburg is qualified for the federal Teacher Loan Forgiveness program. However, teachers cannot apply for those funds until their fifth year of teaching, and this is where EBF funding comes into play.”

Illinois currently faces a statewide teacher workforce crisis with record numbers of unfilled positions. The Illinois State Board of Education’s

(ISBE) comprehensive “*Teach Illinois: Strong Teachers, Strong Classrooms*” report examined the crisis and proposed a suite of research-backed solutions.

The *Teach Illinois* study cited data from the Illinois Education Research Council showing 44 percent of new teachers in Illinois leave their initial school of employment within the first two years. By the fifth year of teaching, 67 percent leave their initial school of employment, and 25-30 percent leave the teaching profession altogether. Galesburg CUSD 205’s loan forgiveness program provides an incentive for teacher candidates and novice teachers to commit to the district in their critical initial years.

EBF also has allowed Galesburg CUSD 205 to step up its recruiting and retention of paraprofessionals and Licensed Practical Nurses (LPNs). Asplund said he arrived as superintendent a year after the district had to cut \$4 million from its budget. Paraprofessionals and LPNs bore the brunt of the cuts. Now the district offers a competitive wage to those critical support professionals. The district also transformed previously part-time positions, without health insurance, into full-time positions with benefits.

EBF has allowed Galesburg CUSD 205 to be more responsive to the needs of its community.

“EBF has allowed us to have some financial stability,” said Asplund. “And now we can start making decisions based on what’s best for kids, and not merely based on what we can afford.”

The deep structural inequity in Illinois’ schools did not happen by accident. Adequately investing in EBF rectifies many effects of historically unfair policies, programs, and practices, while proactively encouraging fair access and equitable support for Illinois’ future.

Career Pathways program at District 214 accelerates students' workforce readiness



District 214/Career Pathways Program

Details on this line item are on page 116.

Dr. Lazaro Lopez, then principal of Wheeling High School, met with manufacturers, business leaders and the local department of economic development in 2007. With more workers exiting than entering jobs in Wheeling, it was clear the region had a shortage of skilled workers to meet the workforce demand. The answer, Lopez and the others believed, did not have to start after graduation. Education, business, and industry leaders came together to carve a path toward workforce readiness for local high school graduates. That partnership gave birth to the Township High School District 214 Career Pathways program.

District 214 prepares its students for college and careers through innovative curriculum and experiential learning. The Career Pathways program, which equips all students with marketable work skills and competencies, currently serves more than 12,000 students from six comprehensive high schools and four specialized learning programs. Unlike the traditional high school model, which functionally separates core courses from career and technical education courses, District 214 made a concerted effort to blend both paths into a nationally recognized model.

“We purposefully eliminated the distinction between our core courses and our technical and career education courses,” said Dan Weidner, the Director of Academic Programs and Pathways at District 214. “In our Career Pathways program, they have been seamlessly integrated to help students discover their future. We want our students to be able to explore and experience potential career paths so that by the time they graduate, they have identified a career pathway that appeals to them and fits in with their skillset.”

The Career Pathways program gives students experience in multiple fields to help them explore their strengths and interests and make informed decisions about their options after high school. District 214 provides access to 16 career clusters and 44 career pathways, all of which set students up for success after graduation and meet a critical need in their community.

“The high school diploma doesn’t mean what it used to mean, and the reality is, the cost of higher education is out of reach for many families,” said Lopez, who is now the District 214 Associate Superintendent for Teaching and Learning.

The Career Pathways program imparts students with high-value transferrable skills that make them attractive to prospective employers in many fields. The administrators, teachers, and local business and industry partners who make the program possible recognize their responsibility to prepare students for future jobs that may not even exist yet.

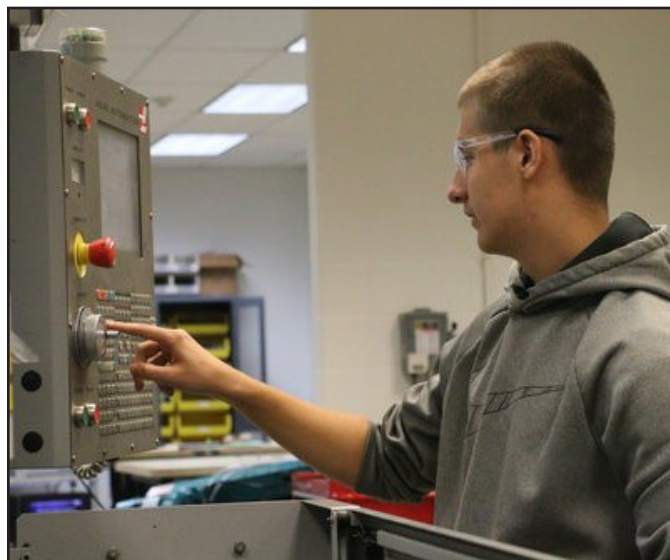
“Our students are pretty stressed out,” said Andrea Messing-Mathie, the Deputy Director of the Education Systems Center at Northern Illinois University. “Our students are scared about their futures. They are growing up in a world that is shifting on a daily basis.”

Entering college, the military, or the workforce already equipped with college credits and industry certifications, as well as social-emotional and career-specific competencies, gives students an extra edge without any added cost to their families. As many as 85 percent of District 214’s students graduate having taken a college course, and two-thirds have completed nine semester hours of college credit by the time they graduate—an opportunity for considerable savings in tuition costs. Lopez also partners with local businesses that can offer students paid internships, further strengthening the cradle-to-career pipeline.

“When I first came here, this was a traditional high school,” said Michael Geist, an engineering instructor at Wheeling High School. “Then we realized that these kids need to be career-ready. Career readiness needs to start at a very young age. We need to get kids thinking about their careers and what they want to do, as well as their skillset, as early as sixth grade.”

Ninety-five percent of the district’s students identify a career area of interest by graduation. Students have logged more than 2 million hours of workplace learning. For some, these workplace learning experiences serve to confirm a student’s career interests. For others, this career exploration leads them to look in a different direction—an equally valuable experience.

“I have been wanting to go into engineering since I was about 13 years old,” said Maram Safi, a recent graduate of Elk Grove High School. “When I went into the Career Pathways program, I truly connected with engineering, and I was like, okay, this is definitely what I want to do.”



District 214/Career Pathways Program

Career Pathways also includes a cluster to prepare students as future classroom educators.

Illinois currently faces a statewide teacher workforce crisis, with record numbers of unfilled classroom positions. Illinois’ teacher diversity also has not kept pace with the state’s increasingly diverse student population. The percentage of students of color in Illinois increased from 46 percent to 52 percent over the last 10 years, while the percentage of teachers of color remained static at around 15 percent. The Illinois State Board of Education’s comprehensive “Teach Illinois: Strong Teachers, Strong Classrooms” report investigated the crisis and proposed “grow your own” career pathways as part of a suite of research-backed solutions to both expand and diversify the teacher workforce.

District 214’s teaching cluster begins with a sequence of high school courses—such as foundations for learning and development—that provide students an early feel for education as a career. Students who continue with the program earn early college credits in education-related courses while in high school. They also spend several days a week teaching lessons in actual K-12 classrooms under the close supervision of a master teacher, who offers advice for improvement. Students then can continue in the Educator Prep program with a postsecondary partner and earn a bachelor’s degree and a teaching license with low-cost tuition options. The district provides a network of

supports for students while in college to increase the likelihood they graduate and become teachers. The district guarantees each student teaching placement and first access to interview for district teaching jobs.

The Educator Prep program was life-changing for Jasmine Bautista, who graduated from District 214 in 2018. A first-generation college student, she won a full-ride scholarship to National Louis University. She is in the teacher prep program and intends to become a special education teacher. She said the district’s program helped her “stay on track and keep focused on the one thing I always wanted to be—a teacher.” The early teaching experience she gained in high school confirmed, even heightened, her desire to become a teacher. The early college credits fast-tracked her to her dream.

“I feel like they helped set me up to be a successful teacher,” said Bautista.

The funding for District 214’s Career Pathways program comes from a mixture of both federal and state money, with funds earmarked for Career and Technical Education supplying the backbone.

“We have braided local and federal funding in order to support our work,” said Lopez. “Further state funding would be particularly helpful towards defraying the costs of transportation, since we have to make sure that our students get to the internships and other experiential learning experiences that we provide for them.”

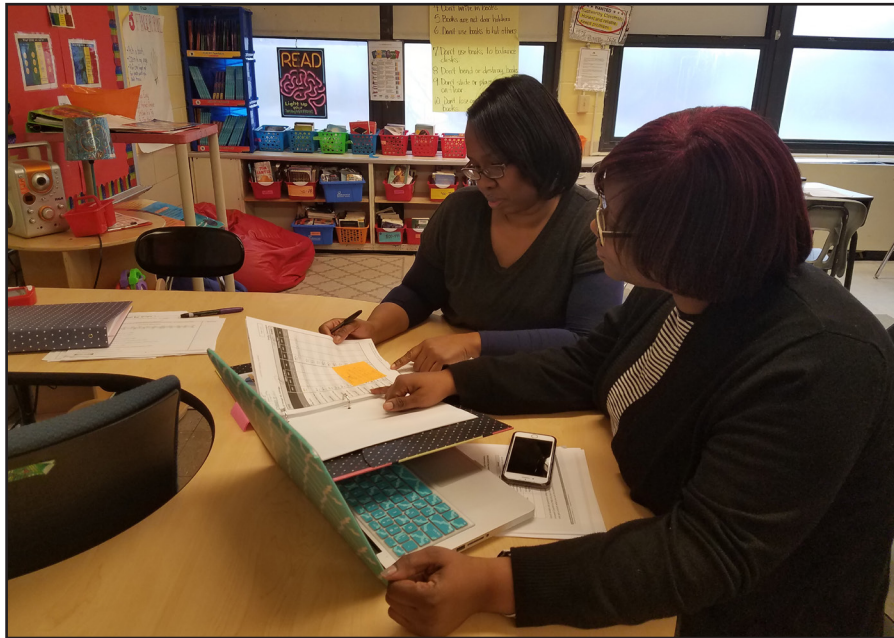
District 214’s Evidence-Based Funding surpasses the statutory definition of adequacy at 109.6 percent of its adequacy target. Bringing other districts up to adequate funding will provide the resources needed to replicate District 214’s successful Career Pathways program across the state.

Educators and advocates requested a \$12.6 million increase to the state’s current \$38.1 million investment in CTE, as well as \$2.8 million to support CTE infrastructure, for a total of \$53.5 million in fiscal year 2020. The requested funding allows the state to meet the federal matching requirement of the Carl D. Perkins CTE Act of 2006 and leverages approximately \$42.3 million in federal funding annually.



District 214/Career Pathways Program

Teacher leadership program retains top talent in Chicago schools



Chicago Public Schools/Teacher Leadership Program

Details on this line item are on page 166.

Lisa Love from Chicago Public Schools (CPS) and Jessica Kwasny from Park Ridge – both Illinois teachers and Teach Plus Policy Fellows – testified about the critical importance of meaningful teacher leadership at the Illinois State Board of Education (ISBE) meeting on Sept. 12, 2018. A wealth of evidence supports their remarks. In a 2018 survey conducted by another teacher voice group, Educators for Excellence, 92 percent of teachers said they wanted more opportunities to advance their careers and professional skills while remaining in the classroom as teachers.

Teacher leadership takes many different forms – from advocacy to administration to instructional coaching – offering added compensation for added duties. Investing in opportunities for teacher leadership promotes retention and prevents burnout among the state’s most effective educators.

CPS began operating the Empowered Schools teacher leadership program for the first time this school year. Only a few months into the program, Aldridge Elementary School Principal Cynthia Treadwell already sees its tremendous impact.

“This is our first year as an Empowered School,” said Treadwell. “Our learning community is seeing the positive effects of this program. There are more students with access to high-quality instructional practices in more classrooms now, and our teachers are receiving additional instructional support.”

In Empowered Schools, multi-classroom teacher leaders aid in the retention and support of other classroom teachers in schools with high teacher turnover. The model extends the reach of excellent educators, provides them with paid leadership opportunities, and, ultimately, boosts student achievement.

Empowered Schools is based on the Opportunity Culture model developed and first implemented in 2011 by Public Impact, a national research and consulting firm whose mission is to improve learning outcomes for all children in the United States. CPS now implements the federally funded program at seven schools chosen by its Talent Office based on their struggles to recruit and retain teachers.

Illinois currently faces a statewide teacher workforce crisis with record numbers of unfilled classroom positions. The Illinois State Board of Education's (ISBE) comprehensive "*Teach Illinois: Strong Teachers, Strong Classrooms*" report examined the crisis and proposed a suite of research-backed solutions, including providing state funding for teacher leadership. The *Teach Illinois* study cited data from "The Irreplaceables," a seminal TNTP report showing that schools nationwide are not just losing time and money to teacher turnover broadly, schools are losing "irreplaceable" teacher talent due to high turnover among the most effective educators. In one sample school district, half of teachers in the top 20 percent of effectiveness left their schools within five years.

The educators identified as teacher leaders in CPS Empowered Schools have a demonstrated track record of student achievement and of leading teams in various capacities. They are trained to help other teachers build content knowledge and improve instruction. These educators are passionate about improving student outcomes. The leadership opportunity provided by Empowered Schools publicly recognizes and rewards their efforts, while furthering their impact. Their mentorship of other teachers also delivers the feedback and development that "The Irreplaceables" report identifies as critical to teacher retention.

"Through Empowered Schools, students are being supported by highly prepared and effective teachers," said Treadwell. "This program equips mentors with the skills and resources necessary to drive rigor and achievement within the classroom. These skills and resources are then passed on and implemented in the mentees' classrooms. Through Empowered Schools, teachers who are experiencing challenges are able to learn best practices and additional strategies to ensure that their classroom is safe and that students are prepared to learn."

LaRita Harris-Varnado, a teacher leader at Aldridge, works with a first-grade teacher who has years of experience but has struggled with classroom management and with effecting positive student achievement. According to Harris-Varnado, the teacher is showing significant improvement in her ability to plan for students at an individual level through small-group instruction.

"The mentee teacher is implementing a small-group rotation schedule and incentives discussed during our meetings," said Harris-Varnado. "Because of this implementation, students are receiving the instruction needed for growth and mastery of the standards, and students' behavior is improving."

For taking on the added responsibilities, teacher leaders in CPS Empowered Schools receive between \$7,500 and \$11,000 in added pay per year, depending on the size of the team of teachers they mentor. Each Empowered School uses a team of teachers and administrators to decide how to reallocate their school's budget and redesign the schedule so teacher leaders have added time to coach, plan, and collaborate with a small team.

Cost creates a barrier for many of Illinois' highest-need school districts to implement teacher leadership programs. Ninety percent of the teaching vacancies last year occurred in districts funded below adequacy, according to Advance Illinois.

"Schools have to fund the stipends themselves for the program to be sustainable," said Michael Herring, Executive Director of Educator Effectiveness at CPS. "With additional funding, schools would be able to cushion the blow of having the stipends come out of their per-pupil dollars."

ISBE released a grant application on Dec. 12, 2018, to help school districts address local challenges to developing and retaining teacher leaders. Although underfunded school districts – those in Evidence-Based Funding Tiers 1 and 2 – will receive larger grants, the \$250,000 total in available state funds cannot meet the full need statewide.

Besides supporting program growth and sustainability, Herring said state funding for similar models would provide additional research-based instructional resources and differentiated professional development for participating teachers.

"It's not enough to give teacher leaders a stipend and reduce their schedule," said Herring. "We need to help them build some skills along the way. We try to train our teacher leaders to support their teachers through what we consider to be the natural growing pains of settling into new arrangements and expectations."

Mt. Vernon's mentorship program ensures new teachers start on solid ground



Mt. Vernon/Teacher Mentor Program

Details on this line item are on page 168.

As a new teacher working in a small rural district in southern Illinois, Dr. Dee Ann Schnautz was excited to put her teaching degree to work. Like most first-year teachers, she loved her students, but felt overwhelmed with the new systems and processes. Thankfully, she survived and thrived that first year and used her experience to serve as an informal mentor to other new educators.

Fast forward to decades later, and Schnautz brings that understanding to work every day as the Director of Curriculum, Instruction, and Assessments for Mt. Vernon City Schools District 80. She runs a successful teacher mentor program making Mt. Vernon one of the few districts in the area to provide a robust induction and mentoring program for new hires.

Illinois currently faces a statewide teacher workforce crisis with record numbers of unfilled positions. The Illinois State Board of Education's (ISBE) comprehensive "*Teach Illinois: Strong Teachers, Strong Classrooms*" report examined the crisis and proposed a suite of research-backed solutions.

The *Teach Illinois* study cited data from the Illinois Education Research Council showing 44 percent of new teachers in Illinois leave their initial school of employment within the first two years. By the fifth year of teaching, 67 percent leave their initial school of employment, and 25-30 percent leave the teaching profession altogether.

Schnautz's intuition about the need for stronger supports for new teachers matches the findings of national research: New teacher induction and mentorship programs not only increase retention rates of new teachers, but also enhance teachers' skills and increase student performance. According to a report from the Learning Policy Institute, new teachers who do not receive mentoring and other supports leave at more than two times the rate of those who do.

ISBE launched a competitive grant process in 2015 to distribute \$750,000 in teacher induction and mentoring funds from the state. Mt. Vernon secured \$20,500 across fiscal years 2016 and 2017 to build a robust one-on-one mentorship

program coupled with monthly group professional development. The program has become a game-changer for retention, effectiveness, and enthusiasm of the district's teaching force. In just the three short years of the program, Mt. Vernon has experienced an average new teacher retention rate of 72 percent, far outpacing the state's average.

"This year-long program is not only for our first-year teachers, but first year to our district – even for our more veteran but new to us teachers," said Schnautz. "We still find it's very important to understand our culture and what it looks like here. It's been a really solid program that we continue to grow and improve."

Schnautz attributes the program's success to investment in the mentors. Each mentor selected receives an extensive three-day training on how to be an effective coach with a focus on adult learning. The mentors learn about teaching through scenarios, role-play, and effective communication. The mentor teachers are trained on how to ask great questions regarding practice and teaching – and not just give the answers. The program is grounded in impact on students and aligns with the widely-used Danielson model for teacher evaluations.

The mentors meet with their mentees every month for four hours to create a safe space to talk about the ups and downs of being a new teacher.

Lindsay French, a kindergarten through third grade teacher at the Dr. Nick Osborne Primary Center who experienced the program as a first-year teacher, put it best: "The mentoring program has made me a more effective teacher. I consider the support of my mentor to be integral to my performance this year. Building a relationship with a teacher of experience has not only helped me with sharpening my teaching practices and learning how to fulfill my responsibilities as a teacher, but also with navigating the emotional aspects of being a first-year teacher."

In addition, the new teachers gather once a month for ongoing professional development to build the

tools in their teaching tool box. Each month, the group tackles a new topic, from organization in the classroom to addressing the social and emotional needs of a student living in poverty, for which 85 percent of the district's students qualify.

"You should see the testimonies from my teachers. Having that time to meet with them and having hard discussions about what their wins and what their challenges are. We might not have the answers, but it's helpful to talk about the challenges," said Schnautz.

The state's initial appropriation for the induction and mentoring grant funded 12 new programs across the state. Educators and community members requested \$12 million for FY 2020 for teacher mentoring to support new teachers in providing quality instruction to students and to improve teacher retention.

Ninety percent of the 2017 teaching vacancies were in districts funded below adequacy, according to Advance Illinois. Mt. Vernon's current state and local funding put it at only 63 percent of adequacy, Making it a Tier 1 school district – among the most underfunded districts in the state. Recognizing the significant results for students and educators, Mt. Vernon continues to prioritize the investment in teacher induction and mentoring out of its existing budget.

Schnautz currently runs the program solely for teachers in their first year with the district. She said, "with additional funding, we would love to expand to a second year of mentoring to continue the deepening expertise and knowledge of our teachers to impact student outcomes.

"My philosophy and 35 years of practice tells me we rightfully spend necessary funds on our students across the state, but if we don't have the qualified people to support them, then all the programs in the world aren't going to matter. We need great people in the classroom who are supported for our students to be healthy and have the academic rigor they deserve. Teacher mentorship programs are key to that goal."



Illinois State Board of Education

EQUITY NARRATIVE

The State Board adopted values and beliefs in October 2018 to guide ISBE's practice and daily work:

1. We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
2. We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
3. We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
4. We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
5. We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Equity drives all the funding recommendations in "Funding a Civil Right: Quality Education for All." Children come to school with different life circumstances and outside supports. Improving outcomes without addressing issues of equity is impossible. Equity means providing each child with the individualized supports he or she needs to achieve his or her potential and meet our common, high expectations.

Illinois' public schools serve an incredibly – and increasingly – diverse student population, including youth in care, students in temporary living situations, children in families who are struggling to secure enough food or whose parents are incarcerated, children learning English, and students with varying physical and developmental abilities. Our funding choices should reflect the diversity and depth of their experiences.

Evidence-Based Funding furthers equity for students in two primary ways: first, through the construction of a regionalized Adequacy Target outlined in statute that recognizes that students have different needs and require different levels of funding. Evidence-Based Funding bases funding targets on student enrollment and needs using 34 individual cost factors. It provides a common and consistent measure of how adequately or inadequately each child's district is funded and furthermore shows what will be necessary for the state to fulfill its responsibility to ensure all K-12 students have the opportunities and supports to thrive. Secondly, it also distributes resources primarily to those in the greatest need. This equitable distribution helps to counteract the historical and structural inequities that have placed some of our children in situations of greater stress, trauma, and violence.

Meanwhile, research consistently demonstrates the value of investing in supports for children and their families in the earliest years of development. Research by Nobel Prize-winning University of Chicago Economics Professor James Heckman shows that every dollar invested in high-quality early childhood programs returns \$7 to \$13 annually per child, based on better education, economic, health, and social outcomes.

Finally, equity for some students means access to alternative education settings. The Truants' Alternative and Optional Education and Regional Safe Schools programs help to mitigate obstacles for students facing discipline or attendance challenges. These programs utilize social and emotional supports, including counselors and smaller class sizes, to ensure that every student has a pathway for success.

Alternative Education – Regional Safe Schools

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$6,300,000	\$6,300,000	\$6,300,000	\$6,300,000	\$11,300,000
Change from	\$141,700	\$0	\$0	\$0	\$5,000,000
Prior Year	2.30%	0.00%	0.00%	0.00%	79.37%

Board Goals

This program aligns with the following Board goal:

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

- Every school offers a safe and healthy learning environment for all students.

capacity to ensure the development of all persons to the limits of their capacities.

- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the

Program Mission

The Regional Safe Schools Grant provides formula funding to 35 Regional Offices of Education, three Intermediate Service Centers, and Chicago Public Schools in order for each of these entities to operate 69 safe school programs statewide. The Regional Safe School programs will serve an estimated 3,750 at-risk youth during fiscal year 2019. These programs provide a variety of holistic services aimed at meeting the specific needs of the students they serve. Services include work-based learning opportunities, credit recovery, and dual enrollment. Additionally, students have access to mental health services, smaller class sizes, and life-skills training.

Purpose

The premise of the Regional Safe Schools program aligns to Illinois State Board of Education's ethical obligation to ensure that every Illinois student has not only the right, but also the ability, to learn, and accordingly

provides alternative academic options intended to eliminate the potential academic achievement gap that at-risk youth may face.

The purpose of the program is to provide alternative education for youth in grades 6 through 12 who are eligible for suspension or expulsion 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 at the discretion of a 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

Requested funding would enable Regional Safe Schools to provide a greater range of holistic services, focus on restorative justice practices, and enroll and accommodate the needs of the approximately 110 currently waitlisted students (as estimated by the Regional Offices of Education).

The following table displays service-level information:

	FY18	FY19 (est)
Students served	3,650	3,750

Autism

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$100,000	\$100,000	\$100,000	\$100,000
Change from	(\$100,000)	\$100,000	\$0	\$0	\$0
Prior Year	(100.00%)	N/A	0.00%	0.00%	0.00%

Board Goals

The program aligns with the following Board goals:

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

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

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

Equity Principles

The program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.

Program Mission

The Autism Training and Technical Assistance project is designed to provide specialized professional learning resources and technical assistance to support high school and postsecondary transition needs of students with autism and other disabilities.

These services and relevant, valid, and accessible resources shall focus on ensuring equitable access and best practices in educational and workplace transition. The number of Illinois students identified with autism has increased from 1,560 in 1997, the year when the Autism Project began, to nearly 26,000 in 2018.

Purpose

To provide consultation, technical assistance, and training to stakeholders participating in community-centered planning for students with autism and their families. In addition, funds are used to provide cost-effective digital professional development content for anyone directly supporting students into adulthood. All activities are focused on developing the local capacity to support students with special needs and their families to ensure equitable outcomes.

Reimbursement/Distribution Method

Funds are awarded through a grant agreement with Illinois State University.

Population and Service Levels

This funding is used to increase the awareness and the capacity of stakeholders within community partnerships (employers, families, educators, citizens, and students) by providing training and technical assistance to directly affect students and their transition into higher education and/or the workplace.

This capacity-building project is accomplished through online opportunities and educational outreach.

The following table displays service-level information:

	FY18	FY19 (est)
Number of students with Autism Spectrum Disorder in Illinois	25,754	27,000

Bilingual Education Funding

Legislative Reference – 105 ILCS 5/14C
Funding Source – State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$29,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$29,000,000
	0.00%	0.00%	0.00%	0.00%	N/A

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal

responsibilities to set high expectations and ensure that every student achieves success.

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students,

including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To provide English learners (ELs) with equitable access to core and extracurricular coursework in accordance with Article 14C of the School Code.

Bilingual Education Funding supports:

- The purchase and use of linguistic and academic materials to strengthen the students’ language and academic performance;
- The salaries of teachers endorsed to teach bilingual and/or English as a second language (ESL) courses, as well as their professional development, to ensure they are prepared and properly supported to serve ELs; and
- The preparation and presentation of academically and linguistically driven workshops to the parents of ELs in order to facilitate language and academic development in the home.

Purpose

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

Reimbursement/Distribution Method

Bilingual Education Funding will be distributed to school districts designated as fiscal year 2019 Tier 1 or Tier 2 in the state’s Evidence-Based Funding formula and based on the FY 2019 Evidence-Based Funding attributable to English learners (EL-EBF). The Illinois State Board of Education shall calculate a Funding Factor that is equal to the district’s allocation of FY 2019 EL-EBF

divided by an amount that is the sum of all EL-EBF funds attributable to Tier 1 and Tier 2 districts in FY 2019 times each district’s allocation of FY 2019 EL-EBF. These districts shall receive an allocation equal to the Funding Factor multiplied by the total EL Supplemental Funds (\$29 million). This allocation shall be included in the Base Funding Minimum calculations of the Evidence-Based Funding formula in FY 2021 and all future years.

Population and Service Levels

School districts with 20 or more EL students in the same school who speak the same language are required to provide a Transitional Bilingual Education program that consists of ESL and native language instruction in the academic content areas. Dual language programs that support students in building a strong foundation in their native language to facilitate the acquisition of academic content and the development of English may also be provided. If there are fewer than 20 students who share the same language in one school, a Transitional Program of Instruction (TPI) must be provided. A TPI program requires English as a second language instruction and native language instruction to the extent practical. Of the students served, approximately 71 percent use Spanish as their native language. The remaining students speak one of more than 175 other languages.

The table below displays the number of ELs for FY 2018 and the number of projected ELs for FY 2019 and FY 2020.

	FY18	FY19* (est)	FY20** (est)
Number of ELs	247,087	259,441*	272,413**

* Total projection of ELs for FY 2019 is a 5% increase over total number of ELs for FY 2018.

** Total projection of ELs for FY 2020 is a 5% increase over total projected number of ELs for FY 2019.

The projections for FY 2019 and FY 2020 are based on the percentage of growth trends seen in EL student enrollment. The total ELs population has fluctuated significantly since FY 2011. For example, EL enrollment in Illinois exhibited zero overall growth in FY 2014, increased 7.14 percent the following year (FY 2015), and increased by 8 percent in FY 2018.

School Report Card: 15-Year Statewide Trend Data demonstrates:

- The percentage of ELs in the state has grown incrementally since FY 2010.
- ELs accounted for 7.6 percent of the student population in FY 2010.
- ELs accounted for 12 percent of the student population in FY 2018.

Blind and Dyslexic

Legislative Reference – Not Applicable
Funding Source – State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$846,000	\$846,000	\$846,000	\$846,000	\$990,000
Change from	\$29,400	\$0	\$0	\$0	\$144,000
Prior Year	3.60%	0.00%	0.00%	0.00%	17.02%

Board Goals

This program aligns with the following Board goals:

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

- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and

appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.

- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

Program Mission

Learning Ally is a national nonprofit (501c3) whose mission is to make reading accessible for all. The Blind / Dyslexic Person Reading Program's intent is to ensure equitable outcomes for learners who struggle to read by providing human-read audiobooks and assistive technology accommodations for students with print disabilities and to train educators.

Purpose

Learning Ally helps schools meet their obligations under the federal Individuals with Disabilities Education Act, Rehabilitation Act, and the Americans with Disabilities Act requirements to ensure effective communications for students with disabilities by supporting public schools, educators, and K-12 students who have print disabilities, such as blindness, visual impairments, and dyslexia. Schools with grant membership

can access Learning Ally's:

- Library of more than 80,000 accessible, human-read audio versions of textbooks and other instructional materials
- Unlimited copies of Learning Ally's award winning playback software and apps for use on computers, iPads, tablets, or Chromebooks
- Unlimited accounts for qualifying students
- Unlimited educator accounts with access to near real-time student data through Learning Ally's educator portal
- Collection of self-serve educator professional learning courses, student engagement strategies, and annual student reading programs.

Reimbursement/Distribution Method

Funds are distributed through a grant to Learning Ally.

Population and Service Levels

Research funded by the National Institutes of Health estimates that up to 20 percent of all individuals struggle to learn to read

effectively due to disabilities, such as dyslexia. Consequently, it is estimated that 400,000 of Illinois' 2 million public school students may have reading challenges due to a disability.

The need for the program continues to be demonstrated by the performance in the first quarter of fiscal year 2019. Demand for the program continues to be strong as all available school licenses were assigned quickly and a waiting list remains. This demand is expected to continue to increase as dyslexia legislation (Public Act 100-617) is implemented and teachers seek out tools to support students.

The proposed FY 2020 appropriation will allow the program to reach 825 schools, including 45 schools that were cut in FY 2019 due to limited funds and 75 school sites that were added from the waiting list.

The following table displays service-level information:

	FY18	FY19-Q1
Students Served	45,854	22,414
Books Circulated	185,485	89,192
Schools Enrolled	750	705

Community and Residential Services Authority

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

Appropriation History

	FY16*	FY17**	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$579,000	\$579,000	\$579,000	\$650,000
Change from Prior Year	(\$579,000) (100.00%)	\$579,000 N/A	\$0 0.00%	\$0 0.00%	\$71,000 12.26%

*Appropriation vetoed in House Bill 4151; operations sustained by court order.

**Proposed fiscal year 2016 funding vetoed. Public Act 99-524 provides that the FY 2017 appropriation can also be used for FY 2016 costs.

Board Goals

This program aligns with the following board goal:

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

- Every school offers a safe and healthy learning environment for all students.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

Program Mission

The Community and Residential Services Authority (CRSA) was established by the General Assembly in 1985 to help coordinate human services in an effort to create a more responsive system of care to meet the unique needs of children and adolescents who have behavior disorders or are severely emotionally disturbed.

Purpose

To develop collaborative and coordinated human services delivery for individuals through the age of 21 with severe emotional disturbances who have typically been underserved and/or untreated. Funds are used to provide state and local community interagency coordination 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. CRSA currently has six paid staff and operates under the authority of a 19-member board -- nine representatives of child-serving state agencies, six public and private sector gubernatorial appointees, and four members of the General Assembly or their designees. All board members serve as unpaid participants.

Reimbursement/Distribution Method

Funding covers the salaries, benefits, and statewide travel expenses of six staff members, reimbursement of travel expenses for board members, and administrative costs associated with supporting the activities of the CRSA.

The Illinois State Board of Education is the fiscal agent for the CRSA.

Population and Service Levels

Ninety-nine percent of the referrals to the CRSA are for youth who have emotional

disabilities and lack access to needed mental health and educational services. Sixty percent of these referrals are regarding youth with physical aggression problems. Often the youth’s family, school, or treatment providers require the direct assistance of a CRSA regional coordinator when accessing this vital coordination of care.

The following table displays service-level information:

	FY18	FY19 (est)
Referrals	263	350

Digital Media Learning Resources

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$100,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$100,000
	0.00%	0.00%	0.00%	N/A	N/A

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of 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 will offer a safe and healthy learning environment for all students.

we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that

Program Mission

To ensure only the most effective resources are available for all children.

Purpose

To design, develop, and deliver a project to measure the value and effectiveness of Public Broadcasting System (PBS) LearningMedia classroom content resources. These resources for teachers are on the internet and cover the P-12 grade range by providing a wide range of content areas, including, but not limited to, mathematics, English language arts, social studies, science, the arts, and health and physical education. PBS LearningMedia also provides teachers with professional development and resources.

WSIU submitted testimony at an Illinois State Board of Education public budget hearing to request funding to evaluate the value and effectiveness of PBS LearningMedia classroom content resources. WSIU Public Broadcasting, which is licensed to the Board of Trustees of Southern Illinois University, is an integral part of the College of Mass Communication and Media Arts on the Carbondale campus. The WSIU stations serve more than 3 million people across five

states and beyond via three digital television channels, three radio stations, an HD radio channel, a website, local production units, and an education and community outreach department. Nationally, almost 2 million teachers and users serving an estimated 40 million students (including a proportion that are home schooled) have registered access to more than 120,000 digital resources available through PBS LearningMedia, according to WSIU Public Broadcasting.

Reimbursement/Distribution Method

An evaluation grant will be awarded to an organization to measure the effectiveness and value of PBS LearningMedia classroom content resources.

Population and Service Levels

The following table displays service-level information:

	FY19	FY20 (est)
Evaluation Grant	0	1

Early Childhood Education

Legislative Reference – 105 ILCS 5/2-3.71 and 2-3.89
Funding Source - State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$314,238,100	\$393,738,100	\$443,738,100	\$493,738,100	\$2,400,000,000
Change from Prior Year	\$20,800,000	\$79,500,000	\$50,000,000	\$50,000,000	\$1,906,261,900
	7.09%	25.30%	12.70%	11.27%	386.09%

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high

- expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience

are different from theirs; and in their understanding of human development.

Program Mission

Early Childhood Block Grant (ECBG) funding ensures Illinois students enter school with a foundation of knowledge and skills, fully prepared for kindergarten by receiving the educational support needed to be reading at or above grade level by third grade.

A minimum increase of \$50 million in fiscal year 2020 is needed to fulfill the fifth year of a five year federal matching requirement for the federal Preschool Development Expansion Grant.

Purpose

To provide funds for early childhood and family education programs and services that will help young children enter school ready to learn. ECBG funds the Preschool for All (PFA), Preschool for All Expansion (PFAE), and Prevention Initiative (PI) programs.

The PFA program supports Illinois students entering school with a foundation of knowledge and skills that enables them to be prepared for kindergarten and to receive the necessary supports to be reading at or above grade level by third grade.

The PFAE program provides preschool services to 4-year-old children who are determined to be at-risk through a weighted eligibility selection process. The program offers high-quality comprehensive services including:

- Connections to health, mental health, dental, and social services;
- Intensive parent engagement services;
- Universal and targeted supports for positive behavioral and social emotional development;
- At least 60 minutes per day of physical activity; 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.

These children are not yet eligible for kindergarten and can significantly benefit from early learning supports. The children are taught in a safe and healthy environment led by highly prepared and effective certified teachers and school leaders.

The PI offers coordinated services to at-risk children and their families through a network of child and family service providers that promotes the development of at-risk infants and toddlers up to age 3.

Early childhood education produces significant outcomes for children across the State. An advocate shared a story at one of the ISBE budget hearings about a child who entered a PFA center-based program when she turned 3. Her parents expressed a concern about the child's language skills and were hopeful that the PFA program could help with the child's autistic behaviors and limited language. The child would only talk if she was told what to say. A speech evaluation identified an auditory processing delay. A speech Individual Education Program was developed and speech services began. With therapy, additional supports in the PFA classroom, committed parents, and 2.5 years of PFA, the child is currently in fourth grade and succeeding in school. She is in accelerated reading and was recently referred and accepted into the Science, Technology, Engineering and Math program.

There was an overwhelming response during ISBE budget hearings from communities advocating increased early childhood funding. Representatives from Fight Crime: Invest in Kids, the Ounce of Prevention, Prophetstown-Lyndon Tampico CUSD #3, Illinois School Nutrition Association, Jefferson County Development Corp.,

Mission: Readiness, Latino Policy Forum, and the Center: Resources for Teaching Learning all advocated for increased early childhood funding in FY 2020.

Reimbursement/Distribution Method

Competitive grants were awarded through a Request for Proposals process for FY 2019 that covers the four subsequent fiscal years. Additionally, there are statutory percentage requirements for amounts that must be allocated specifically to Chicago District 299 (37 percent allocation of ECBG appropriation) and the Prevention Initiative Program (20 percent allocation of ECBG appropriation).

Population and Service Levels

Offering a high-quality early childhood program for all children in Tier 1 and Tier 2 districts, with 50 percent of funding allocated for half-day programs and 50 percent for full-day programs, is estimated to require a \$190 million increase to the ECBG appropriation for each fiscal year from FY 2020 through FY 2027. This estimate does not factor in the statutory percentage requirement to Chicago District 299 nor the Prevention Initiative program. It also does not include regional cost factors. The following table displays service-level information:

	FY16	FY17	FY18	FY19 (est)
Downstate Illinois Projects				
Prevention Initiative (Birth to 3)	149	148	154	146
Preschool for All (3 to 5)	456	455	453	431

	FY16	FY17	FY18	FY19 (est)
Number of Children (Birth to 3) Served Through PI				
Downstate	7,849	8,553	9,376	13,913
Chicago Public Schools	5,481	4,310	4,306	6,178
Total Children (Birth to 3) Served	13,330	12,863	13,682	20,091
Number of Children (3 to 5) Served Through PFA & PFAE				
Downstate	54,690	56,132	56,173	57,791
Chicago Public Schools	18,428	19,246	18,966	22,000
Total Children (3 to 5) Served	73,118	75,378	75,139	79,791
Total Number of Children (Birth to 5) Served Statewide				
	86,448	88,241	88,821	99,882

*FY 2018 children served is an estimate.

Evidence-Based Funding

Legislative Reference – 105 ILCS 5/18-8.15
Funding Source - State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$5,536,799,100	\$5,900,216,500	\$6,455,159,900	\$6,836,163,200	\$11,765,107,100
Change from Prior Year	\$312,475,300 5.98%	\$363,417,400 6.56%	\$554,943,400 9.41%	\$381,003,300 5.90%	\$4,928,943,900 72.10%

Appropriated amounts include five grant programs combined into Evidence-Based Funding beginning with fiscal year 2018.

Board Goals

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- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of 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 will offer a safe and healthy learning environment for all students.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
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- We believe that teachers and leaders in every school and classroom in Illinois need the

training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To provide school districts with the primary state grant for education purposes in a manner that improves equity and moves districts, especially those districts furthest away from the goal of adequate funding as defined by statute, to a position of having the capacity to meet expectations.

Purpose

To provide state assistance to schools in an equitable manner. Evidence-Based Funding (EBF) represents 81 percent of General Funds appropriations to the Illinois State Board of Education in fiscal year 2019.

Reimbursement/Distribution Method

FY 2018 marked the beginning of a new primary state education funding system in Illinois. Five programs were replaced with a new system, known as EBF that pays districts the amounts they received from those grant programs and distributes additional dollars to districts based on a new method in which districts are ranked in terms of comparative need for state assistance. The five grant programs combined into the new system are General State Aid, Special Education Personnel, Special Education Summer School, Funding for Children Requiring Special Education Services, and English Learner Education.

The new distribution system created a hold harmless payment and provides for increases in funding to be delivered to

districts most in need. The hold harmless, labeled the Base Funding Minimum, pays districts their actual gross payment amounts from FY 2017 for each of the five grants combined into EBF. The one exception is amounts paid for Special Education Summer School, which reflect full claim amounts. Amounts paid to districts in excess of the hold harmless are based on how they rank when comparing local wealth to district need.

The Base Funding Minimum grows annually by the tier funding paid in the prior year. The Base Funding Minimum in FY 2019 is equal to the Base Funding Minimum paid in FY 2018, plus FY 2018 tier funding, plus FY 2018 supplemental English Learner funding.

EBF requires the construction of an Adequacy Target, representing the state's estimate of the cost of providing education, specific to each district. The Adequacy Target is based on 34 different cost factors that contribute to the total cost or target. Comparing local district wealth to the Adequacy Target produces a percentage of adequacy that communicates how close each district is to adequate funding.

Districts are annually assigned to one of four funding tiers based on their percentage of adequacy. Districts in Tier 1 are those most in need of state assistance. These districts will receive 50 percent of funding increases. Districts qualify for Tier 1 if their percentage of adequacy is less than the Tier 1 Target Ratio. That ratio is calculated so that 50 percent of increased funding is distributed to Tier 1 districts. Tier 2 districts have a percentage of adequacy that is greater than or equal to the Tier 1 Target Ratio and less than 90 percent. Tier 2 districts receive 49 percent of increased funding. Tier 3 districts have a percentage of adequacy greater than or equal to 90 percent and less than 100 percent. Tier 3 districts receive 0.9 percent of increased funding. Tier 4 districts have a percentage of adequacy greater than or equal to 100 percent and receive 0.1 percent of increased funding.

Stage 1: Determining the cost of educating all students, according to the defined cost factors. The result is the Adequacy Target for each district.

Stage 2: Measuring each district's resources for comparison to the Adequacy Target.

Stage 3: Distributing additional state funds to assist districts in meeting their Adequacy Targets. Completing the first and second stages produces a ratio that determines how far away a district is from adequate funding in Stage 3.

The result of determining each district's percentage of adequacy and tier assignment

in FY 2019 is displayed in the table below. This demonstrates that the new system provides a majority of increased funding to districts in Tier 1 or those in greatest need of state funding. Tier 1 funding is set at 50 percent of any increase in funding, but the total amount of tier funding districts in Tier 1 receive is greater because they also receive a share of the 49 percent of increased funding distributed to Tier 2 districts. This raises the total amount of increased funding distributed to Tier 1 districts in FY 2019 to \$267 million or 89.1 percent of increased funding.

Tier	Average Student Enrollment	# of Districts, Lab Schools	Tier \$	% of FY19 Tier \$	% of Adequacy Determining Tier
1	1,012,494.85	307	\$ 267,425,205	89.1%	<65.6%
2	563,993.64	348	\$ 29,596,928	9.9%	>65.6% and <90%
3	114,054.49	58	\$ 2,700,201	0.9%	>90% and <100%
4	256,769.50	140	\$ 300,022	0.1%	>100%
Totals	1,947,312.48	853	\$ 300,022,356	100.0%	

A portion of the funding gap in Tier 1 and 2 districts is closed by the payment of tier funding. The Tier 1 Target Ratio fluctuates based on the amount of increased funding provided. The greater the funding, the higher the Tier 1 Target Ratio, allowing more districts to qualify as Tier 1 or those in greatest need. The Tier 2 Allocation Rate is also determined by the amount of funding provided, with the rate increasing as funding increases. Funding is provided in Tier 3 and 4 districts as a percentage of each district's Adequacy Target. Tier calculations are performed as follows:

Tier 1
<p>Determine Funding Gap = Final Adequacy Target x Tier 1 Target Ratio - Final Resources</p>
<p>Next Determine Tier 1 Funding = Funding Gap x Tier 1 Allocation Rate of 30%</p>

Tier 2

Determine Funding Gap =

Final Adequacy Target

- x Tier 2 Target Ratio of 90%
- Final Resources
- Tier 1 Funding
- x (1 – Local Capacity Percentage)

Next Determine Initial Tier 2 Funding = Funding Gap

- x Tier 2 Allocation Rate

**An additional step is performed to ensure no Tier 2 district receives less funding per student than a Tier 3 district. If funding is needed to make up a difference it will come from the Tier 2 funds.*

Tier 3

Tier 3 Funding =

Adequacy Target

- x Tier 3 Allocation Rate

Tier 4

Tier 4 Funding =

Adequacy Target

- x Tier 4 Allocation Rate

Population and Service Levels

The gap to 90 percent adequacy for all Tier 1 and Tier 2 districts, per the FY 2019 EBF calculations, is estimated to be \$4.8 billion after distribution of the FY 2019 tier funding. The state would need to commit to an annual increase of \$660 million to the EBF appropriation for the next eight fiscal years in order for all Tier 1 and Tier 2 districts to reach 90 percent adequacy by June 30, 2027. Included in this amount is a 1 percent allocation for tier distribution for Tier 3 and 4 districts per the statutory formula. These estimates are based on current FY 2019 EBF data; future funding projections will be affected by changes to student enrollment, student demographics, local resources, recalibration of the cost factors and recommendations from the EBF Professional Review Panel that are enacted through the legislative process.

Additional information is available at <https://www.isbe.net/ebfdist>.

Homeless Education

Legislative Reference – 105 ILCS 45
Funding Source – State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$3,000,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$3,000,000 N/A

Board Goals

This program aligns with the following Board goals:

Every child in each public school system in the State of Illinois deserves to attend a system wherein:

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

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

Program Mission

This funding helps to mitigate the challenges that homeless children face in enrolling, attending, and succeeding in school.

Purpose

Students and families experiencing homelessness and in housing transition are among Illinois' most vulnerable residents and often face barriers resulting from inequity. Students who are uncertain of where they will be sleeping from night to night need and deserve additional supports to allow them not only to access educational programs but also to remove barriers to academic success.

Funds will be utilized to:

- Ensure that homeless children and youth have access and reasonable

proximity to activities and related support services.

- Raise the awareness of school personnel and service providers to the effects of short-term stays in shelters and other challenges with ongoing education and training efforts.
- Ensure the coordination of services by working with the Continuum of Care Consortia operating in the area.
- Work with service providers (e.g., health care, nutrition, and social services) in their districts so that homeless youth and their families are provided with the services.
- Work with state and local housing agencies, when necessary, to minimize the educational disruption for children who become homeless by developing a comprehensive housing affordability strategy.

Reimbursement/Distribution Method

Funding will be awarded through a competitive process with priority given to those districts that are furthest away from adequacy and serve high concentrations of low-income students.

Population and Service Levels

There are challenges of estimating the number of homeless students statewide. It is estimated the number of identified homeless students increased from fiscal years 2011 through 2014, hitting a high of 59,905 in FY 2014 based on data from the Student Information System. The numbers in recent years are as follows:

	FY18	FY19
PK-12 Students	56,881	40,668

The Illinois State Board of Education has annually requested a state appropriation to support this program, but it has not been funded since FY 2009.

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

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000	\$31,038,500
Change from Prior Year	\$0	\$0	\$0	\$0	\$22,038,500
	0.00%	0.00%	0.00%	0.00%	244.87%

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
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- Ninety percent or more of students graduate from high school ready for college and career.
- Every school offers a safe and healthy learning environment for all students.

Equity Principles

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- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

Program Mission

To provide leadership and support for sponsoring entities to provide nutritious meals to children to create a healthy learning environment, 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.

	FY18	FY19 (est)
Reimbursement for each free breakfast/lunch served/claimed	\$0.0448	\$0.0441

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:

	FY18	FY19 (est)
IL Free Lunch		
Number of Sponsors	1,097	1,042
Number of Sites	4,194	4,204
IL Free Breakfast		
Number of Sponsors	812	816
Number of Sites	3,434	3,451
Total Number of IL Free Meals Served	200,850,276	203,863,030

Materials Center for the Visually Impaired

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$1,421,100	\$1,421,100	\$1,421,100	\$1,421,100	\$1,421,100
Change from Prior Year	\$32,000	\$0	\$0	\$0	\$0
	2.30%	0.00%	0.00%	0.00%	0.00%

Board Goals

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- All kindergartners are assessed for readiness.
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- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.

opportunity and achievement gaps in all public schools across Illinois.

- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
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- We believe that we must provide equity, access, and opportunity for every student and eliminate

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. This includes the provision of materials for students with visual impairments in order for them to participate and progress in the general education curriculum.

Purpose

To purchase and distribute braille and large-print books, adapted materials, and assistive technology equipment to ensure equitable outcomes 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:

	FY18	FY19 (est)
Elementary/ secondary students served	4,291	4,395
Postsecondary students served	513	520

Native Language Assessment

*Legislative Reference – 105 ILCS 5/2-3.64a-5
Funding Source – State*

Appropriation History

	FY16	FY17	FY18	FY19	FY20 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

Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- Ninety percent or more of third-grade student are reading at or above grade level.
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Equity Principles

This program aligns with the following equity principles:

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- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement

gaps in all public schools across Illinois.

Program Mission

To ensure that students are appropriately assessed on content skills rather than language ability. The development of native language assessments will meet the commitment made in the Every Student Succeeds Act State Plan for Illinois -- that ISBE pledges to work with stakeholders to identify all possible funding streams and technical resources to support native language assessments.

Purpose

To ensure that English Learners (ELs) and students with proficiency in a language other than English are offered assessments that adequately measure their content knowledge. In addition, this program is supported by stakeholders. The Illinois Association for Multilingual Multicultural Education submitted the following testimony to ISBE: “We need a system that offers a Spanish language arts (SLA) assessment that complements the English language arts assessment that will be part of the Illinois Assessment of Readiness. This SLA assessment is specially needed for the growing numbers of students who are enrolled in Spanish-English dual language program across the state.”

Reimbursement/Distribution Method

To develop native language assessments used for the purposes of accountability. States with a high percentage of ELs and a growing number of dual language programs are exploring the use of equitable and appropriate assessments that can measure the academic knowledge of students without measuring their language ability.

Population and Service Levels

There are more than 247,000 ELs in Illinois public schools, making our state the fifth largest in the country for this population of students (Total Number of ELs 2016-17, 2017). Services for ELs in Illinois consist of linguistic and academic supports afforded to students identified as ELs. Over 71 percent of ELs use Spanish as their native language. The use of the students' native language in dual programs strengthens the students' academic growth in core subject areas and further facilitates the development of their English skills.

School Report Card: 15-Year Statewide Trend Data demonstrates:

- The percentage of ELs in the state has grown incrementally since fiscal year 2010.
- ELs accounted for 7.6 percent of the student population in FY 2010.
- ELs accounted for 12 percent of the student population in FY 2018.

Research suggests that while students in dual language programs begin with a minimum exposure to academic content in

English, the foundation built in their native language leads to high gains and outperformance compared to their non-ELs peers in English language arts by the time they reach high school (Goldenberg, 2013; Thomas & Collier, 2018). Supporting effective language learning practices in how students are assessed shows a commitment by ISBE to ensuring equitable access to assessment and high expectations for all students, including ELs.

The following table displays the number of ELs and Spanish-speaking ELs for FY 2018 and the number of projected EL and Spanish-speaking ELs for FY 2019 and FY 2020.

	FY18	FY19* (est)	FY20** (est)
Number of ELs	247,087	259,441*	272,413**
Spanish-speaking ELs	176,488	185,312*	194,578**

* Total projection of ELs for FY 2019 is a 5 percent increase over total number of ELs for FY 2018.

** Total projection of ELs for FY 2020 is a 5 percent increase over total projected number of ELs for FY 2019.

The projections for FY 2019 and FY 2020 are based on the percentage of growth trends seen in ELs student enrollment. The total ELs population has fluctuated significantly since FY 2011. For example, ELs enrollment in Illinois exhibited zero overall growth in FY 2014; it increased 7.14 percent the following year (FY 2015), and there was an 8 percent growth in FY 2018.

Orphanage Tuition

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$11,500,000	\$21,500,000	\$17,000,000	\$13,600,000	\$10,100,000
Change from	(\$230,000)	\$10,000,000	(\$4,500,000)	(\$3,400,000)	(\$3,500,000)
Prior Year	(1.96%)	86.96%	(20.93%)	(20.00%)	(25.74%)

Board Goals

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- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

Program Mission

To provide school districts full funding for teachers and school leaders to support local educational services for students in county detention centers and state homes.

Purpose

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

Reimbursement/Distribution Method

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, as required by law. Per Public Act 95-0793, which became effective August 8, 2008, claims for eligible students served in the regular term must be received at 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
 $\$6,000 \times 1.2 = \$7,200$
 $ADA\ 12.00 \times \$7,200 = \$86,400$ district reimbursement amount

Population and Service Levels

The following table displays service-level information:

	FY18	FY19 (est)
Total claim amount	\$9,895,346	\$9,900,100
Summer (actual)	\$343,810	\$320,441
Excess cost amount	\$0	\$0
1.2 per capita amount	\$9,551,536	\$9,579,659
Prior Year Liability*	\$0	\$0

*Statute provides authority for ISBE to use its current year appropriation for any unpaid claims from the prior year to ensure 100 percent reimbursement.

Philip J. Rock Center and School

Legislative Reference – 105 ILCS 5/14-11.02
Funding Source – State

Appropriation History

	FY16*	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$7,155,600	\$3,577,800	\$3,577,800	\$3,777,800
Change from	(\$3,497,300)	\$7,155,600	(\$3,577,800)	\$0	\$200,000
Prior Year	(100.00%)	N/A	(50.00%)	0.00%	5.59%

* Fiscal year 2016 was not fully funded. FY 2017 appropriation was used to cover both FY 2017 and prior year obligations. The appropriation table above does not include a FY20 capital request of \$6.5 million for facility repairs and maintenance.

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of 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

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that

we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive

relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To provide equitable educational services by highly prepared and effective teachers in a safe and healthy environment for students who are both deaf and blind and require highly specialized accommodations and resources.

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. Philip J. Rock Center School serves qualified Illinois students. The school is also authorized by ISBE to accept qualified students who are not from Illinois according to a tuition rate established by ISBE.

The funds enable the Philip J. Rock Center to continue educational programs that are school and community based. More specifically, funds support salaries and benefits for 31 full-time and 14 part-time employees, transportation, food, and lodging associated with residential placement, staff training, community access, and educational services for students. The Philip J. 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 J. Rock Center through its administrative agent (Keeneyville School District 20).

Population and Service Levels

Full residential and educational services were provided to 10 students at the Philip J. Rock Center and School in fiscal year 2018. Statewide, 384 children/youth who are deaf-blind are eligible for support services through the service center.

Facility Needs/FY20 Capital Appropriation Request of \$6.5 million

The facility was constructed in 1964 and is 54 years old. It was utilized as the Manor Convalescent Center retirement community until 1980. The property was then purchased by the State of Illinois and became the home for the Illinois Deaf-Blind Service Center and School. The school was renamed as the Philip J. Rock Center and School in 1988 to honor the contributions to the school and program by Senator Philip J. Rock.

The facility is in need of health, life, and safety repairs to bring the building and its campus up to the code under which it was built to provide a safe and healthy learning and living environment for the students and staff. There is also a specialized accessibility need for the students who live in this facility that was not considered when it was originally constructed. The accessibility improvements will provide healthy and safe access to restroom, bathing, sleeping, and eating facilities as well as the learning facilities.

The heating, ventilation, and air conditioning system dates back to the 1964 construction of the school and does not maintain code-required temperatures throughout the facility. The air-conditioning portion stopped operating at the end of summer in 2018. Water is penetrating the walls and ceilings in several areas due to roof and masonry failure, causing a health hazard and structural damage. Water does not properly drain from the perimeter of the building, causing damage to the foundation, entry stoops, and sidewalks. This has created more issues for proper access to the facility.

Below is a summary of the types and estimated cost of the facility repairs needed.

<u>Urgent</u>	
Roof, Exterior Walls, Perimeter Drainage	\$930,000
HVAC (Air Conditioning not operating/ Boilers not functioning properly)	\$900,000
Electrical System Replacement/ Fire Alarm Replacement	\$320,000
Security Improvements	<u>\$50,000</u>
Subtotal	\$2,200,000
<u>Required</u>	
Accessibility - 1/3 of facility cannot be used, restrooms not set up for need	\$1,800,000
Additional facility envelope (Structural repairs/ Foundation Repairs)	\$960,000
Doors & Windows, Lighting, Plumbing	\$600,000
Ceilings, Flooring, Wall Finishes	<u>\$240,000</u>
Subtotal	\$3,600,000
<u>Recommended</u>	
Parking lots, sidewalks, development of site for accessibility and safety	<u>\$700,000</u>
Total Estimated Facility Repair Needs/FY20 Capital Request	\$6,500,000*

*Reappropriations will be needed in the subsequent fiscal years due to the scope of the projects and their associated timelines for completion of construction.

The \$6.5 million capital request is for replacing the major building systems that date back to the time of construction, completing repairs that are required to bring the facility in line with building codes, and improving accessibility to meet the basic, unique needs of the students. These improvements would immensely enhance the educational environment from its current

state, but they are not all-encompassing of the needs of the students' educational and physical requirements.

ISBE requests a \$6.5 million capital appropriation for FY 2020 for facility repairs and maintenance of the Philip J. Rock Center.

Special Education – Orphanage Tuition

*Legislative Reference – 105 ILCS 5/14-7.03
Funding Source - State*

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$95,000,000	\$103,472,500	\$73,477,600	\$73,000,000	\$80,500,000
Change from	\$2,137,500	\$8,472,500	(\$29,994,900)	(\$477,600)	\$7,500,000
Prior Year	2.30%	8.92%	(28.99%)	(0.65%)	10.27%

Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- All kindergartners are assessed for readiness.
 - Ninety percent or more of third-grade students are reading at or above grade level.
 - Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
 - Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
 - Ninety percent or more of students graduate from high school ready for college and career.
 - Every school offers a safe and healthy learning environment for all students.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

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

Public Act 100-0465, effective August 31, 2017, repealed the Chicago District 299 block grant wherein the district had received 35.8 percent of the annual appropriation.

Population and Service Levels

The following tables display service-level information:

	FY18	FY19 (est)
Total claim amount*	\$73,244,791	\$76,742,352
Chicago District 299	\$14,007,088	\$14,007,088
Summer individual	\$3,575,659	\$3,673,303
Regular individual	\$55,662,044	\$59,061,961
Prior Year Liability**	\$0	\$0

*Claim data does not include state audit adjustments.

***Statute provides authority for ISBE to use its current year appropriation for any unpaid claims from the prior year to ensure 100 percent reimbursement.

Eligibility, Guardianship Types – Approved Count (December 1)

	FY18	FY19 (est)
Court-appointed Guardian (B)	5	5
Dept of Children and Family (C)	2,556	2,650
Office of State Guardian (D)	15	15
Court or Probation Dept (E)	26	32
Emancipated Minors (F)	0	0
Total	2,602	2,702

Data includes Chicago District 299.

Special Education – Private Tuition

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$233,000,000	\$233,000,000	\$135,265,500	\$135,265,500	\$190,400,000
Change from	\$7,987,000	\$0	(\$97,734,500)	\$0	\$55,134,500
Prior Year	3.55%	0.00%	(41.95%)	0.00%	40.76%

Board Goals

This program aligns with the following Board goals:

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

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

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

Program Mission

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

Purpose

To provide special education services in private facilities for students 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. Payments are vouchered in quarterly installments on or before September 30, December 30, March 30, and June 20, as required by law.

Formula example:

Example 1 – District above \$4,500 per capita

District per capita = \$7,000
Private Tuition cost = \$20,000

Calculation:

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

Example 2 – District below \$4,500 per capita

District per capita = \$3,500
Private Tuition cost = \$20,000

Calculation:

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

Public Act 100-0465, which became effective August 31, 2017, repealed the Chicago Block Grant wherein Chicago District 299 had received 48.4 percent of the annual appropriation.

Population and Service Levels

The following table displays service-level information:

	2016-17 School Year FY18	2017-18 School Year FY19
Total claim amount	\$149,525,509	\$168,708,955
Chicago District 299	\$11,101,568	\$13,821,365
Downstate*	\$138,423,941	\$154,887,590
Actual percent paid	90%	80%
Students Claimed**	11,454	11,635

*Downstate claim data does not include state audit adjustments.

**Data includes Chicago District 299.

State Seal of Biliteracy

Legislative Reference – 105 ILCS 5/2-3.159
Funding Source – State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$150,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$150,000
	0.00%	0.00%	0.00%	0.00%	N/A

Board Goals

This program aligns with the following Board goal:

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

- Ninety percent or more of students graduate from high school ready for college and career.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12

public education system with the capacity to ensure the development of all persons to the limits of their capacities.

- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

The State Seal of Biliteracy is an award presented to high school graduates who demonstrate proficiency in English and another language in the four core domains of reading, writing, listening, and speaking. Illinois also awards a State Commendation towards Biliteracy, which is awarded to high school graduates who demonstrate significant gains toward meeting full

biliteracy in English and another language. Awarding the Seal and Commendation recognizes the linguistic and cultural diversity of students and communities.

Purpose

Recognize public high school graduates who have attained a high level of proficiency in one or more languages in addition to English.

Reimbursement/Distribution Method

Funds will be used by ISBE for the implementation of statewide workshops and conferences to recognize the growing number of students receiving the award and to support and connect them with college and career opportunities. Funding will also provide opportunities for ISBE to support communities across the state in understanding and adopting the Seal of Biliteracy. Additionally, the development and implementation of a statewide Pathways to Biliteracy will be explored.

Population and Service Levels

The Seal and Commendation were adopted in Illinois in 2014 and first implemented in

fiscal year 2015. A total of 504 Seals and 214 Commendations were awarded that year. A total of 5,756 Seals and 3,057 Commendations were awarded in FY 2018. The number of school districts awarding the Seal has also grown from 15 in FY 2015 to 86 in FY 2018.

The following table displays the number of Seal and Commendation awards over the last two years and the estimated awards for FY 2019 and FY 2020.

	FY17	FY18	FY19 (est)	FY20 (est)
Number of Seal Awards	4,444	5,756	8,634	12,951
Number of Comm. Awards	2,601	3,057	4,586	6,878

A 50 percent growth rate is projected for FY 2019 and FY 2020 based on prior year's growth trends in number of awards for the Seal and Commendation.

Tax Equivalent Grants

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$222,600	\$222,600	\$222,600	\$222,600	\$222,600
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.

- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.

Program Mission

To provide state funding for teachers and school leaders in support of local education services for students.

Purpose

To replace 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 qualifying district. Stateville Correctional Center covers 47 percent of the district's 3,283 acres.

Population and Service Levels

The following table displays service-level information:

	FY19	FY20
Lost tax amount	\$286,435.45	\$298,876.50

Transportation – Regular and Vocational

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$205,808,900	\$205,808,900	\$262,909,800	\$262,909,800	\$359,400,000
Change from Prior Year	\$4,630,700	\$0	\$57,100,900	\$0	\$96,490,200
	2.30%	0.00%	27.74%	0.00%	36.70%

Board Goals

This program aligns with the following Board goals:

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

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

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

Program Mission

To provide funding to districts and area vocational centers for safe transportation of students in support of 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 Evidence-Based Funding 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. Payments are

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

Below is the actual claim data transmitted by Local Education Agencies, which includes Chicago District 299.

	2016-17 School Year FY18	2017-18 School Year FY19
Salaries/benefits	\$160,260,098	\$165,278,065
Purchased services	\$22,458,056	\$29,794,270
Contractual trans. services	\$287,512,371	\$302,517,884
Payments to Transit Carriers	\$2,390,980	\$2,131,742
Payments to Other Districts	\$12,551,339	\$15,656,066
Supplies	\$34,414,211	\$37,418,332
Other Expenses	\$1,092,879	\$1,867,793
Building & Maint (Ed Fund)	\$908,053	\$535,102
Building & Maint (O&M Fund)	\$3,493,620	\$3,475,769
Depreciation	\$43,934,860	\$46,567,769
Indirect costs (reimbursable)	\$12,543,924	\$13,262,004
Offsetting revenue	(\$18,831,884)	(\$23,189,575)
Totals	\$562,728,507	\$595,315,221

Population and Service Levels

The following table displays service-level information:

	2016-17 School Year FY18	2017-18 School Year FY19
Total claim amount	\$341,294,989	\$358,347,763
Chicago District 299	\$455,739	\$371,430
Downstate*	\$340,839,250	\$357,976,333
Actual percent paid	84%	82%
Average number of regular PreK-12 students transported over 1.5 miles	812,359	800,365
Average number of regular PreK-12 students transported– hazardous conditions	174,618	173,845
Total eligible PreK-12 students transported	986,977	974,210
Vocational Education students transported	15,378	16,669

*Downstate claim data does not include state audit adjustments.

Transportation – Special Education

*Legislative Reference – 105 ILCS 5/14-13.01(b)
Funding Source - State*

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$452,786,400	\$450,500,000	\$387,682,600	\$387,682,600	\$473,600,000
Change from	\$12,422,600	(\$2,286,400)	(\$62,817,400)	\$0	\$85,917,400
Prior Year	2.82%	(0.50%)	(13.94%)	0.00%	22.16%

Board Goals

This program aligns with the following Board goals:

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

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

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

Program Mission

To provide funding to school districts for transporting students with disabilities who require such services in a safe and healthy environment to their assigned school.

Purpose

To provide transportation reimbursement to schools for students with disabilities who have special transportation needs as stated in their Individualized Education Programs.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.

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

Public Act 100-0465, which became effective August 31, 2017, repealed the Chicago District 299 block grant wherein the district had received 30.7 percent of the annual appropriation.

Below is the actual claim data transmitted by Local Education Agencies, which includes Chicago District 299.

	2016-17 School Year FY18	2017-18 School Year FY19
Salaries/benefits	\$117,999,163	\$120,011,741
Purchased services	\$17,183,359	\$25,669,309
Contractual trans. services	\$339,140,683	\$355,812,151
Payments to Transit Carriers	\$921,825	\$525,281
Payments to Other Districts	\$11,155,926	\$13,793,336
Supplies	\$17,786,567	\$19,593,170
Other Expenses	\$1,386,704	\$1,247,545
Building & Maint (Ed Fund)	\$332,123	\$231,005
Building & Maint (O&M Fund)	\$1,884,162	\$1,851,213
Depreciation	\$24,908,497	\$26,729,861
Indirect costs (reimbursable)	\$8,782,497	\$9,410,702
Offsetting revenue	(\$7,585,844)	(\$8,652,575)
Totals	\$533,895,662	\$566,222,739

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:

	2016-17 School Year FY18	2017-18 School Year FY19
Total claim amount	\$427,120,982	\$452,978,191
Chicago District 299	\$71,501,212	\$71,691,356
Downstate*	\$355,619,770	\$381,286,835
Actual percent paid	91%	86%
Students	87,808	88,038

*Downstate claim data does not include state audit adjustments.

Truants' Alternative and Optional Education

Legislative Reference – 105 ILCS 5/2-3.66
Funding Source – State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$11,500,000	\$11,500,000	\$11,500,000	\$11,500,000	\$14,500,000
Change from	\$258,700	\$0	\$0	\$0	\$3,000,000
Prior Year	2.30%	0.00%	0.00%	0.00%	26.09%

Board Goals

This program aligns with the following Board goals:

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

- Ninety percent or more of 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that communities, parents, teachers, educational

leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

Program Mission

The Truants' Alternative and Optional Education Program (TAOEP) is a competitively funded grant program that gives local school districts, Regional Offices of Education, and community colleges the ability to intentionally identify and address current and future gaps in achievement that students with attendance problems and/or students who are dropouts up to and including those who are 21 years of age.

Purpose

TAOEPs ensure that these students have equitable access to an education by creating modified instructional programming and services to these students, by planning for truancy prevention and intervention services to students and their parents, and by offering part-time or full-time options to regular school attendance.

An appropriation of \$11.5 million in fiscal year 2019 allowed for the funding of 78 programs that serve approximately 27,500 students statewide. These programs serve students from elementary all the way through high school, and tailor programs to meet the unique needs of their dynamic populations.

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.

Population and Service Levels

The following table displays service-level information:

Type of Students	FY18	FY19 (est)
Chronic truants	11,246	12,000
Truants	8,182	8,500
High school dropouts	2,187	2,500
Potential dropouts	4,329	4,500
Total served	25,944	27,500



Illinois State Board of Education

QUALITY NARRATIVE

Illinois has an urgent opportunity and responsibility to align state policy and investment with what children need for long-term academic and social success. A quality education recognizes and nurtures the individual strengths that each student brings to the classroom so that students graduate with the skills, knowledge, and confidence to thrive in their chosen pathway to success.

Illinois has taken strides to provide flexibility so that schools can redesign the educational experience based on what leads to better student outcomes. Data indicate that the innovation afforded by this flexibility is working: Illinois students have made significant gains in college and career readiness. The 2018 Illinois Report Card shows that the percentage of students enrolling in college 12 months after graduation from high school has increased to nearly three-quarters of all graduates, up from 68.7 percent just four years ago.

Some of the most exciting educational innovation in Illinois is occurring through the competency-based education pilot. The 45 districts currently participating in the pilot are restructuring students' educational opportunities and evaluation based on mastery of specific skills, abilities, and knowledge rather than "seat time." Competency-based systems have changed the dialogue with students and their families about where students are in their learning. They can specify exactly which concepts they have mastered and which they are working toward and how. Providing funding for the competency-based education pilot encourages these incubators for innovation and would support the pilot's expansion.

Across the state, high-quality assessments anchor Illinois' new support and accountability system. These common, rigorous assessments of what students know and can do are the primary mechanism for maintaining the State Board's high standards while providing schools with the flexibility to locally design evidence-based learning programs around students' individual needs.

Each school's Report Card now includes a designation -- a descriptor of how well the school is meeting the needs of all students based on 10 measures of performance -- as part of the state's new support and accountability system for all schools. The designation provides transparency for families and communities and identifies the highest-need schools to receive additional support through the IL-EMPOWER school improvement process, such that they are better positioned to provide high-quality educational opportunities.

One of the 10 measures of performance, Illinois' new College and Career Readiness Indicator, reflects the multiple pathways students can and do take to successfully prepare for their next step after graduation. Investments in Advanced Placement, technology, and career and technical education ensure all students have fair access to a quality education.

Evidence-Based Funding, summative designations, and the 10 measures of performance included in the support and accountability system provide Illinoisans with more data than ever to empower honest dialogue about who is included or excluded from high-quality educational opportunities. How we act with those data in hand will reveal our true commitment to the future of our children and our state.

Advanced Placement – Course Implementation

Legislative Reference - 105 ILCS 302

Funding Source - State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$500,000	\$500,000	\$500,000	\$500,000	\$1,000,000
Change from	\$11,200	\$0	\$0	\$0	\$500,000
Prior Year	2.29%	0.00%	0.00%	0.00%	100.00%

Board Goals

This program aligns with the following Board goals:

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

- 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that teachers and leaders in every school and classroom in Illinois need the

training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

The Advanced Placement (AP) Course Implementation program serves to meet Board goals by increasing opportunities among low-income and other underrepresented students to take challenging and rigorous coursework. The program also provides professional development for teachers. These teachers support students in order that they may graduate from high school ready for college and career.

The commitment of equity for all students occurs through Illinois State Board of Education AP appropriation of state funding in the form of competitive grants to districts to implement or expand the number AP and Pre-Advanced Placement (Pre-AP) courses offered in middle schools and high schools serving students in grades 6 through 12. This commitment is exemplified by the work

of Southland College Prep High School, a grantee whose demographics are 92.7 percent African American and 44 percent low income, as it was able to nearly triple the number of students enrolled in AP coursework over a five-year period.

Purpose

The purpose of the program is to support school districts with a high percentage of low-income students to implement or expand Pre-AP and/or AP programs designed to offer rigorous course work necessary for students to succeed in postsecondary education or in the workplace. Funding is available to provide training for teachers and school administrative staff, including counselors, to obtain the necessary content knowledge and instructional skills necessary to identify and prepare students for success in Pre-AP and AP courses and examinations.

The AP program partners with the College Board in an effort to increase the effectiveness of teachers and school leaders to identify potential students to take AP courses and to grow school district AP and Pre/AP programs. Students will be prepared to take the AP course exam for placement credit in college. Statistics indicate students who take AP courses typically experience greater academic success in college. Fourteen districts were awarded AP grants that served 20,738 students in fiscal year 2016-18. Professional learning was provided to 235 teachers. There were three districts that added new courses in AP Computer Science, AP Statistics, AP Art Studio, and AP Spanish as a result of this grant. The AP grant program is currently serving 24.7 percent of the state’s total AP student population as indicated by exam participation data.

Reimbursement/Distribution Method

Funds are awarded to eligible school districts (those serving grades 6 through 12 where 40

percent or more students qualify as low-income) through a Request for Proposal process to establish programs designed to:

- Implement or expand Pre-AP and/or AP courses and promote and recruit students to the AP program;
- Prepare students to enroll in AP courses inclusive of educating parents of the benefits of AP; 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 AP programs to parents, students, and counselors. At least 20 percent of the grant is designated for professional development and staff support services from the College Board.

Population and Service Levels

The number of Illinois high schools served through the grant:

	FY18	FY19 (est)	FY 20 (est)
Schools	14	10	20

The recommended appropriation would fund new or expand existing programs for secondary or presecondary coursework, provide teacher professional development and training through a partnership with the College Board, supply curricular and resource materials for students and parents, provide student assistance resources to prepare students to enroll in courses, and assist students currently enrolled in courses to successfully complete those courses and earn an exam score high enough to receive college credit.

Advanced Placement - Low-Income AP Test Fee

Legislative Reference - 105 ILCS 302
Funding Source - State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$2,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$2,000,000
	N/A	N/A	N/A	N/A	N/A

Board Goals

This program aligns with the following Board goal:

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

- Ninety percent or more of students graduate from high school ready for college and career.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.

Program Mission

To increase the number of low-income students taking Advanced Placement (AP) exams in order to diminish barriers and increase equity for students to become college and/or career ready.

Purpose

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

Reimbursement/Distribution Method

Funds are provided to the College Board for low-income students who take AP exams.

Population and Service Levels

Illinois' low-income students who took AP exams did not receive state funding for AP test fee reductions in fiscal year 2019. This program has the potential to assist more than 52,000 low-income students from state funding in FY 2020.

Participation is open to all Illinois high schools.

	FY18	FY19	FY20 (est)
Number of exams with state funding reimbursement	0	0	52,631

In 2017, the state's public and private high school students earned a three or higher on 141,383 AP exams. Illinois' AP program delivered a total potential cost savings of over \$192 million for students and families in a single year, assuming an average rate of three credit hours granted per AP exam by colleges and universities at an average of \$454.03 per credit hour.

Agricultural Education

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$1,800,000	\$1,800,000	\$5,000,000	\$5,000,000	\$5,000,000
Change from Prior Year	\$40,500	\$0	\$3,200,000	\$0	\$0
	2.30%	0.00%	177.78%	0.00%	0.00%

Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- Every student will be supported by highly prepared and effective teachers and school leaders.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their

content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

The mission of Agriculture Education (Ag Ed) is to increase utilization of research-based, standards-led instructional practices and curricula to improve student achievement across fundamental and experiential learning in agricultural-related career and technical areas.

Purpose

The purpose of Ag Ed is to assist school districts, colleges, and universities in developing comprehensive programs in agricultural education and improve agricultural career preparation.

Ag Ed occurs through three programs: the Ag Incentive Fund, the Growing Agriculture Science Teachers (GAST) Grant and Three Circles Grant. The Ag Incentive Fund Grant supports local program improvement, curriculum development, teacher in-service, field support services, program coordination, and other appropriate initiatives. The Ag Incentive Fund is a formula grant and monies are distributed to each Ag Ed program in Illinois. The GAST Grant supports postsecondary

agriculture programs for the recruitment and development of agriculture science teachers. The Three Circles Grant program partners with districts for Ag Ed teacher service costs incurred outside of the normal school day. Ag Ed develops comprehensive programs in agriculture literacy for prekindergarten through adult students, improves agriculture career preparation, and increases the application of classroom and industry skills in high school through postsecondary education opportunities.

The Facilitating Coordination in Agricultural Education (FCAE) fund also provides financial support for Ag Ed. Monies allocated for FCAE support teacher and program services, professional development, curriculum and instructional resources, and administrative costs.

Reimbursement/Distribution Method

Ag Ed funds are distributed to districts/Local Education Agencies according to the following percentages.

- Approximately 64 percent of Ag Ed funds are allocated to the Three Circles Grant, which districts use to cover the personal service costs of Ag Ed teachers' extended time outside their regular teaching duties for the benefit of Ag Ed.
- Approximately 12 percent of Ag Ed funds are allocated to the Ag Incentive Fund, which awards monies by formula to districts to grow and improve agricultural programs.
- Approximately 2 percent of Ag Ed funds are allocated to the GAST Grant, which is focused on training, retaining, and recruiting agricultural science teachers.
- The remaining 22 percent of Ag Ed funds are allocated to the FCAE fund to be distributed for priority statewide initiatives identified by Illinois State Board of Education in cooperation with the Illinois

Committee for Ag Ed, a Governor-appointed statewide Ag Ed advisory committee. FCAE staff provides field support and implementation of these initiatives. ISBE releases these funds through a competitive grant process, and the grantee is responsible for providing services across the state.

Population and Service Levels

The following tables display service-level information:

Agriculture Incentive Fund Grant

	FY17	FY18	FY19 (est)
Ag Literacy Coalitions	74	79	82
Students reached thru Agric. Literacy Coalitions	661,797	694,449	700,000
Secondary Students - unduplicated (6-12)	37,023	33,050	34,000
High Schools	327	334	346
Postsecondary Students	9,695	7,149	7,300
Community Colleges	28	26	27
Universities	4	4	4

Three Circles Grant

	FY18	FY19	FY 20 (est)
Districts (out of 334)	134	160	186
Teachers	160	228	288

Growing Agriculture Science Teachers Grant

	FY17	FY18	FY19	FY20 (est)
Universities	7	7	7	7

Assessments: State and Federal (Title VI)

Legislative Reference – 105 ILCS 5/2-3.64a-5 & 14C-3; PL PUBLIC LAW 114–95
Funding Source – State and Federal (CFDA 84.369A)

Appropriation History

	FY16	FY17*	FY18	FY19	FY20 Proposed
Appropriation	\$23,780,300	\$79,600,000	\$86,000,000	\$83,600,000	\$81,500,000
State	\$0	\$44,600,000	\$51,000,000	\$48,600,000	\$46,500,000
Federal	\$23,780,300	\$35,000,000	\$35,000,000	\$35,000,000	\$35,000,000
Change from Prior Year	(\$43,596,500) (64.71%)	\$55,819,700 234.73%	\$6,400,000 8.04%	(\$2,400,000) (2.79%)	(\$2,100,000) (2.51%)

*Proposed fiscal year 2016 funding was vetoed. Public Act 99-524 provides that the FY 2017 appropriation can also be used for FY 2016 costs.

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20**
Grant Award	\$11,475,102	\$11,427,655	\$11,313,107	\$11,203,050	TBD
Change from Prior Year	(\$95,809) (0.83%)	(\$47,447) (0.41%)	(\$114,548) (1.00%)	(\$110,057) (0.97%)	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 FY 2020 amounts are to be determined (TBD).

Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- Ninety percent or more of third-grade students are reading at or above grade level.
 - Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
 - Ninety percent or more of ninth-grade students are on track to graduate with their cohort.

- Ninety percent or more of students graduate from high school ready for college and career.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity

- for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
 - We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
 - We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To provide for all aspects of state and federally mandated assessments, including, but not limited to, test development, test administration, scoring, and reporting to support schools and districts in having the necessary data to adjust instruction in a manner that ensures that all students will be able to meet ISBE goals.

Purpose

To develop and implement grade-level assessments in compliance with the requirements of state law and the federal Every Student Succeeds Act (ESSA). ISBE will administer the following assessments:

- *Illinois Assessment of Readiness (grades 3-8)* -- This assessment measures student achievement in English/language arts and mathematics relative to the Illinois State Standards and maintains comparability with the previous Partnership for Assessment of Readiness for College and Careers (PARCC), while returning results to schools and districts in a timelier manner and transitioning to a computer adaptive testing design. The results give parents, teachers, and schools one measure of student learning and school performance. This test is given in grades 3 through 8.
- *Dynamic Learning Maps -- Alternate Assessment (DLM-AA)* -- The DLM is a performance-based assessment administered individually to students who would otherwise take the 3-11 Accountability Assessment/SAT/or Illinois Science Assessment (ISA) in the content areas of math, English/language arts, or science. 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 3-11 Accountability Assessment/SAT/or ISA - - with or without accommodations -- is not appropriate. Two additional grade levels (grades 9 and 10) were added in fiscal year 2019 to reflect the expansion of testing at the high school level beyond grade 11.

- *SAT School Day with Essay, PSAT 10, and PSAT 8/9* -- Beginning in spring of 2019, Illinois schools will give the PSAT 8/9 to all students in grade 9, PSAT 10 in grade 10, and the SAT School Day with Essay in grade 11 and for those grade 12 students who have not yet fulfilled the requirement to take the state's final accountability assessment. The suite of exams will enable the calculation of a growth measure that can be used for the purposes of school accountability, which is a goal established in the Illinois ESSA Plan. In addition to their function as state accountability assessments, the college entrance exam taken by all students in grade 11 results in a college-reportable score that can be used to contribute to application and admission decisions.
- *Illinois Science Assessment* -- This assessment measures student achievement relative to the 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. Substantial revisions to the test are planned in FY 2020.
- *ACCESS 2.0. ACCESS 2.0 for English Learners™ (ELs)* -- This is a standards-based, criterion-referenced English language proficiency test designed to measure ELs' writing, speaking, listening, and reading in English. This test is given in grades kindergarten through 12 for both reclassification and 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. Assessments have been conducted periodically since 1969 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 2.0 test.
- *New Meridian* -- Test development and content licensing for the Illinois 3-8 accountability assessment, maintaining comparability with the previous PARCC assessment.
- *University of Kansas DLM-AA Consortium* -- Test development, administration, scoring, analysis, and reporting for the DLM-AA assessment.
- *Pending Procurement Approval* -- A vendor to provide test construction, administration, reporting, and other related assessment and data services for the Illinois 3-8 accountability assessment.
- *The College Board* -- A vendor to provide a suite of aligned assessments in grades 9 through 11 that culminates in a college entrance exam in grade 11.

Population and Service Levels

The Assessment and Accountability Division assesses students in grades 3 through 8 and 11 in English language arts and mathematics, and in grades 5, 8 and first-year high school biology in science. The division also administers a test of English

language proficiency to all EL students in grades K through 12. Each of these tests has a general assessment and an alternate assessment for the 1 percent of students with the most significant cognitive disabilities. These assessments are a combination of online and paper administrations. Valid scores in FY 2018 by test and administration type are listed on the next page:

ELA and math grades 3 through 8 (PARCC):

Online ELA: 750,768
Paper ELA: 111,554
Online Math: 753,090
Paper Math: 112,074

ELA (with essay) and math grade 11 (SAT):

Paper ELA: 143,341
Paper Math: 143,626

Science grade 5, 8 and first-year high school biology (ISA):

Online: 429,901

Alternate ELA and math grades 3 through 8 and 11, and science grades 5, 8 and 11 (DLM-AA):

Online ELA: 11,473
Online Math: 11,572
Online Science: 4,750

English proficiency grade K through 12 (ACCESS and Alternate Access):

Online: 162,737
Paper: 48,068
Alternate ACCESS: 3,812

An additional number of students test each year, but for various reasons their scores are not considered valid. Ensuring the validity of results is a large part of the work of the Assessment and Accountability Division.

Assessment and Accountability uses these scores to help generate summative designations, an index of academic achievement, and student success indicators. ISBE calculated and issued 3,777 summative designations for the 2017-18 school year.

Career and Technical Education

Legislative Reference – 105 ILCS 435
Funding Source - State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$38,062,100	\$38,062,100	\$38,062,100	\$38,062,100	\$50,671,600
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$12,609,500 33.13%

Board Goals

This program aligns with the following Board goals:

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

- Ninety percent or more of ninth-graders are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.

leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that communities, parents, teachers, educational

Program Mission

Career and Technical Education (CTE) programs in Illinois strengthen students' technical skills, facilitate transitions to postsecondary training programs and employment, and help students meet the Illinois Learning Standards. CTE programs also close achievement and equity gaps by increasing access for students across the state. CTE programs meet the needs of students; create personalized and innovative learning opportunities that engage students' strengths and interests; and provide a quality educational pathway that empowers students to graduate with skills, content knowledge, and confidence to succeed in their personal and professional lives.

Purpose

To enable all students to succeed in post-secondary education and career opportunities, the Education for Employment Regional Delivery Systems ensure a comprehensive career development system that provides 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.

Illinois District 214 is one example where educators have thoughtfully implemented CTE programming in a way that prepares students for college and careers through innovative curriculum and experiential learning. The Career Pathways Program at District 214 is designed to equip all students with marketable work skills and competencies. The program currently serves more than 12,000 students from six comprehensive high schools and four specialized learning programs. Unlike the traditional high school model, which functionally separates core courses from CTE courses, District 214 made a concerted effort to blend both paths into a nationally recognized model.

“We purposefully eliminated the distinction between our core courses and our technical and career education courses,” said Dan Weidner, the director of Academic Programs and Pathways at District 214. “In our Career Pathways program, they have been seamlessly integrated to help students discover their future. We want our students to be able to explore and experience potential career paths so that by the time they graduate, they have identified a career pathway that appeals to them and fits in with their skillset.”

Reimbursement/Distribution Method

Funds are distributed through both a formula and a competitive grant process. Employment Regional Delivery Systems receive formula grants based on 90 percent of the previous year’s allocation. The remaining formula allocation is 5 percent of student enrollment and 5 percent of CTE student credits earned. Competitive grants for state leadership initiatives are awarded through a Request for Proposals process. The Illinois Community College Board began receiving an appropriation in fiscal year 2003 to support postsecondary CTE that was previously in the Illinois State Board of Education’s budget.

The increase in funds will be distributed through competitive, pilot, or incentive-based programs to support rural districts and districts serving high numbers of students from special populations in updating and enhancing their current CTE opportunities. The increase in appropriation will be supporting programs to decrease the opportunity and achievement gaps that currently exist. These competitive, pilot, or incentive-based grants will also be allocated to provide more funding to districts furthest away from adequacy. The additional \$12.6 million in funding, if appropriated, would not increase the federal maintenance of effort requirement as competitive and incentive grant funding are excluded from this requirement.

Population and Service Levels

All of the state's elementary and secondary populations are eligible to participate. The Education for Employment Regional Delivery Systems coordinate the delivery of career awareness, career exploration, and career preparation programs.

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

	FY17	FY18	FY19 (est)
Elementary K-8 Students	1,351,627	1,338,795	1,277,929
Districts Served	624	748	714

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

Secondary Students Served	FY17	FY18	FY19 (est)
Secondary Students in Career Preparation Programs	287,495	283,473	290,861
Secondary Schools Offering Programs	634	657	774
Districts	634	632	632

Career and Technical Education Pathways Program

Legislative Reference - TBD
Funding Source - State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$2,800,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$2,800,000 N/A

Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
 - Ninety percent or more of students graduate from high school ready for college and career.
 - All students are supported by highly prepared and effective teachers and school leaders.

organizations have unique and important solutions to improve outcomes for our students.

- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that communities, parents, teachers, educational leaders, and community-based

Program Mission

Career and Technical Education (CTE) programs in Illinois provide career instruction for students in high-wage, high-skill, and high-demand occupations. There are eight career pathway endorsements: Agriculture, Food and Natural Resources; Arts and Communication; Finance and Business; Human and Public Services; Information Technology; Manufacturing, Engineering, Technology and Trades; Health Sciences and Technology; and Multidisciplinary.

The mission of this program is for a regional partnership to occur between secondary and postsecondary schools and business and industry to implement all of the college and career pathway endorsements except

Agriculture Education, which is excluded because it has its own funding line item. This funding will provide a road map for the partnership to implement new pathways that are aligned to business and industry throughout the regions of the state.

Purpose

The CTE Pathways Program is a matching grant distributed by region across the state. A school district will serve as a grantee and must include a partnership with at least one community college, community organization, local workforce board and business or industry partner to develop new programs of study at the local level. These programs of study must be aligned to the unique labor market information of the region and be based on the local endorsement area, which is determined to be a priority by the partnerships.

Partnerships will be encouraged to be innovative and require long-term planning of at least five years. Also included in this program are supports for teachers to engage

in an instructional practicum with business and industry to learn more about the innovative jobs available in their area.

Reimbursement/Distribution Method

The discretionary grant will require matching funds. A total of \$400,000 is allocated to the seven career endorsement areas and distributed by grant to the six regions of the state.

Population and Service Levels

These funds will be distributed through the six CTE regions of the state. This distribution will be to a partnership of school districts/community colleges and business/industry.

The following table displays service-level information:

	FY19	FY20 (est)
Districts with partnerships	N/A	18

Chicago Public Schools Regional Office of Education Services

*Legislative Reference – 105 ILCS 5/2-3.105
Funding Source - State*

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$295,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$295,000 N/A

Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
 - All kindergartners are assessed for readiness.
 - Ninety percent or more of third-grade students are reading at or above grade level.
 - Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
 - Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
 - Ninety percent or more of 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that

we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need;

in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

The Chicago Public Schools (CPS) Regional Office of Education (ROE) Services Division is responsible for building a structure that will support and empower CPS to ensure children and families in the district receive a robust, safe, and healthy educational opportunity.

Purpose

The division provides leadership in maintaining a strong partnership between the Illinois State Board of Education and CPS. As required in 105 ILCS 5/2-3.105, the Office of the State Superintendent serves as the Educational Service Region for CPS, which is managed by a school board appointed by the mayor and chief administrative officer hired by the school board. This division is responsible for

leading and fostering collaboration and cross-divisional coordination to ensure the agency exercises and performs all rights, powers, duties, and responsibilities required of a regional superintendent for CPS. This division is responsible for building a structure that will support and empower CPS to ensure children and families in the district receive a robust, safe, and healthy educational opportunity.

The division is a team of three staff, including an executive director, project administrator (education/program focus) and project administrator (operations/compliance focus).

Reimbursement/Distribution Method

This funding supports three staff members who will work to support CPS and best serve the students.

Population and Service Levels

The following table displays service-level information:

	FY18
Number of CPS Schools	633
Number of Students in CPS	372,214

Competency-Based Pilot and Postsecondary and Workforce Readiness Act Programs

*Legislative Reference –Public Act 099-0674 and 100-0599
Funding Source - State*

Appropriation History

	FY16	FY17	FY18	FY19	FY20 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

Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
 - Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
 - Ninety percent or more of students graduate from high school ready for college and career.
 - All students are supported by highly prepared and effective teachers and school leaders.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.

- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
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Program Mission

The Postsecondary and Workforce Readiness (PWR) Act (Public Act 99-0674) passed the General Assembly unanimously and was signed into law in July 2016. The PWR Act includes four major components:

1. Develop a competency-based high school graduation requirements pilot program.
2. Establish a Postsecondary and Career Expectations framework.
3. Create college and career pathway endorsements on high school diplomas.
4. Define high school coursework and criteria that will place students into college credit-bearing work and transitional mathematics instruction.

The PWR Act seeks to create and upgrade educational equity through innovative practices that remove barriers and create additional opportunities for students to succeed. Implementation in fiscal year 2020 of the four components of the PWR Act will prepare students for college and career.

It will provide support and grants to districts selected to participate in the Competency-Based High School Graduation Requirements Pilot Program that allow students to demonstrate mastery of competencies based on Illinois Learning Standards.

It will provide opportunities for students to attain college and career pathway endorsements and access transitional math instruction recognized by community college transcript credit.

Purpose

A grant program to support the competency pilot is being established to ensure learning is relevant to students' strengths and interests and address workforce needs. Grants, which are based on districts' capacity to meet expectations, will average \$50,000 per pilot site for technical

assistance, professional learning, and peer-to-peer engagement. The total amount of the grants is approximately \$3 million.

Ten sites were announced in the initial cohort and nine sites were added in the second cohort. The third cohort adds five sites, including three collaboratives and 26 districts, bringing the total number of districts involved in the pilot to 45. Additional sites are expected to be added in late FY 2019. Funding will provide opportunities to utilize Illinois educators in order to help develop guidance materials as well as access coaching from regional and state experts and build capacity. Up to \$300,000 will be used by Illinois State Board of Education (ISBE) to provide mentoring, book studies, peer-to-peer networking opportunities, technical assistance, materials, implementation guidance, and data collection in support of the pilot program. ISBE will facilitate and support site visits with educators and students to build capacity and professional learning communities. Up to \$300,000 will be used to begin the initial evaluation of the program as required in statute.

Approximately \$1.4 million of the FY 2020 funding will be dedicated to scaling and implementation of transitional math and college and career ready endorsements in districts throughout the state. Supports will include alignment with pathways and work-based learning opportunities with business-led, sector-based partnerships as well as Workforce Development Boards; development of model lesson plans and programs by Illinois educators; and creation of professional learning opportunities for school counselors and educators that include web-based tools, professional learning portfolios, professional skills assessment, and a mentoring platform. Partnering schools with business and industry will ensure recognition of credentials and adaptive skills for students to earn college and career ready endorsements. To date, scaling transitional math has been limited due to the lack of financial support. Professional learning and services must be

offered during FY 2020 in order to equitably enable all high schools to provide transitional math opportunities by FY 2021.

Reimbursement/Distribution Method

A competitive application process has been created to select the participating competency-based education sites. Grants will be allocated by school enrollment and capacity to meet expectations to support and sustain peer-to-peer networking for selected sites and professional learning opportunities.

Population and Service Levels

The following table displays service-level information:

	FY19	FY20 (est)
Number of Sites in the Competency Pilot	45	60
Number of high schools engaged in transitional math	138	233

District Intervention

Legislative Reference -
Funding Source - State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$11,200,000	\$0	\$6,560,200	\$6,560,200	\$6,564,200
Change from	(\$1,890,000)	(\$11,200,000)	\$6,560,200	\$0	\$4,000
Prior Year	(14.44%)	(100.00%)	N/A	0.00%	0.06%

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal

responsibilities to set high expectations and ensure that every student achieves success.

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose

background and life experience are different from theirs; and in their understanding of human development.

Program Mission

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

These districts have limited financial resources and rely heavily on state and federal funding. Both academic and fiscal improvements have been made at these school districts, but the districts remain encumbered with debt service payments as a result of decisions made prior to state intervention. These debt service payments require that funding intended to provide opportunities for children in need are instead utilized for debt service.

State funding of these debt payments will allow the funding intended to provide opportunities for children to remain with the educational intentions, thus providing opportunities for the students; enhancing the learning programs and parent engagement;

and providing training and support to teachers and leaders in the schools. The budget enacted in fiscal year 2019 provided \$6,560,200 for the annual debt service payments for both districts.

Both districts continue to project deficits without the District Intervention Fund. These funds help the districts with educational expenditures that enhance their ability to achieve the Board goals. District Intervention Funds in the amount of \$6,564,200 are being requested for FY 2020.

Purpose

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

Reimbursement/Distribution Method

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

Population and Service Levels

The following table displays service-level information:

District	FY19	FY20 (est)
East St. Louis	\$3,196,800	\$3,197,000
North Chicago	\$3,363,400	\$3,367,200

Freshman on Track

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 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%	N/A	N/A

Board Goals

This program aligns with the following Board goals:

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

- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- Every school offers a safe and healthy learning environment for all students.

Equity Principles

This program aligns with the following equity principle:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.

Program Mission

The mission is to facilitate innovation and research to support high expectations for all students in Illinois to achieve success and graduate with their cohort.

Purpose

The goal of this program is to build the capacity of systems, whether it is schools or districts, and to better monitor and support ninth-grade students. Research suggests that ninth grade represents a critical time for students. Developing systems that are better in tune to students' needs that are then able to inform and leverage staff to respond to meet those needs will result in improved outcomes.

About 87 percent of the 159,548 students who were freshmen in fiscal year 2018 were on track. ISBE's goal is for 90 percent of students to be on track to graduate with their cohort at the end of ninth grade. The current four-year graduation rate for Illinois is 85 percent.

The purpose of this new grant is to provide funding for Local Education Agencies to improve how they support ninth-grade students. Money could be used for a variety of research-based programming, including building a transition program for the summer before students matriculate to high school, providing professional development for teachers to build a strong ninth-grade team that is focused on monitoring the risk factors associated with being "off track," or employing an intervention counselor to support students identified as "off-track."

Reimbursement/Distribution Method

This new funding request would be distributed to school districts through a grant to pilot supports to best ensure that 90 percent or more of Illinois' students are on track during the first year of high school.

Population and Service Levels

The following table displays service-level information:

	FY20 (est)
Participating Districts	100

Grant Accountability and Transparency Act and Budgeting For Results

*Legislative Reference – 30 ILCS 708/; 30 ILCS 105/6z-101
Funding Source - State*

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$260,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$260,000 N/A

Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- All kindergartners are assessed for readiness.
 - Ninety percent or more of third-grade students are reading at or above grade level.
 - Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
 - Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
 - Ninety percent or more of 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.

- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

The mission of Grant Accountability and Transparency Act (GATA) is to develop a coordinated, non-redundant process for the provision of effective and efficient oversight of the selection and monitoring of grant recipients, thereby ensuring quality programs and limiting fraud, waste, and abuse.

Purpose

The purpose of GATA is to increase accountability and transparency in the use of grant funds while reducing the administrative

burden on both state agencies and grantees. The law provides for the development of a coordinated, non-redundant process to establish effective and efficient oversight of the selection and monitoring of grant recipients, ensuring quality programs and limiting fraud, waste, and abuse. It defines the purpose, scope, applicability, and responsibilities in the life cycle of a grant.

Reimbursement/Distribution Method

Cost of centralized systems are shared among grant-making agencies based on the number of grants administered. These systems include the GATA grantee registration and prequalification portal, the centralized indirect cost rate negotiation, and the grantee audit review and resolution process. Cognizant agencies bare an increased administrative burden. The requested funding provides for ISBE's General Revenue Fund share of GATA and Budgeting for Results costs estimated to be billed by the Governor's Office of Management and Budget.

Population and Service Levels

ISBE administers grants to 3,176 entities (48 percent of state grantees) and is cognizant agency for 2,113 of the statewide 6,614 grantees in the GATA grantee portal (32 percent) in fiscal year 2019.

Parent Education Pilot

Legislative Reference – 105 ILCS 5/27-23.1
Funding Source – State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$174,900
Change from Prior Year	\$0	\$0	\$0	\$0	\$174,900
	0.00%	0.00%	0.00%	0.00%	N/A

Board Goals

This program aligns with the following Board goal:

Every child in each public school system in the State of Illinois deserves to attend a system wherein:

- Every school offers a safe and healthy learning environment for all students.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

Program Mission

Public Act 100-1043 requires the Illinois State Board of Education, subject to appropriation, to implement and administer a three-year pilot program supporting health

and wellness student-learning requirements through the utilization of a unit of instruction on parenting education in participating school districts that maintain grades 9 through 12 beginning with the 2019-20 school year.

Purpose

This program is aligned to ISBE’s Social-Emotional Learning Standards. The program focuses on (1) family structure and management; (2) the physical, mental, emotional, social, economic, and psychological aspects of interpersonal and family relationships; (3) the prevention of child abuse; and (4) parent education competency development that is aligned to the social-emotional learning standards at the student’s grade level. This unit will be a prerequisite to receiving a high school diploma and shall be included in the Comprehensive Health Education Program.

The intent of this law is to provide young adults with a realistic overview of what life is like when you are responsible for another human being and provide some of the skills that one will value in their adulthood.

Reimbursement/Distribution Method

A competitive process will be used to award entities that will administer the pilot unit in participating districts.

Population and Service Levels

This program will focus on serving high school students in participating school districts beginning in the 2019-20 school year.

School Support Services

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY16*	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$1,002,800	\$1,002,800	\$1,002,800	\$5,000,000
Change from Prior Year	(\$980,200) (100.00%)	\$1,002,800	\$0	\$0	\$3,997,200 398.60%

*Proposed fiscal year 2016 funding was vetoed. Public Act 99-524 provides that the FY 2017 appropriation can also be used for FY 2016 costs.

Board Goals

This program aligns with the following Board goals:

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

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

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal

responsibilities to set high expectations and ensure that every student achieves success.

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose

background and life experience are different from theirs; and in their understanding of human development.

- Professional development for teaching staff on instructional strategies to support needs of identified student groups.

Program Mission

The Every Student Succeeds Act (ESSA) requires the identification of schools that are both under- and lowest-performing within ESSA-defined school indicators for success. In accordance with this requirement, Illinois has identified the lowest 5 percent of schools for comprehensive services as well as those schools with one or more underperforming student groups for targeted services.

Purpose

The funds will support identified schools as they implement strategies and interventions to improve student achievement and close opportunity gaps for students in lowest-performing schools across the state. The strategies and interventions support strong leadership, effective teachers, strategic use of time, effective instruction, critical use of data, supportive school environment, and close family and community engagement. Below is a list of services and support a school may engage in with these funds:

- Curriculum development;
- Implementation of extended day interventions for struggling students;
- Intervention support to close achievement gaps for identified student groups (i.e., bilingual students and students with Individual Education Programs); and

Reimbursement/Distribution Method

A weighted formula using Evidence-Based Funding adequacy percentage and individual school enrollment would be used to distribute funds, ensuring schools furthest away from adequacy receive more dollars. This is in direct alignment with the agency’s commitment to equity to ensure services and resources are delivered to students who need the greatest support.

Population and Service Levels

The funds would provide assistance to approximately 240 school districts encompassing 475 schools and 233,800 students. These are schools that have been identified for improvement through the new ESSA state accountability plan.

	FY18	FY19 (est)	FY20 (est)
Districts	19	108	240
Schools	31	305	475
Students in these priority schools	27,137	156,440	233,800

State and District Technology Support

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

Appropriation History

	FY16*	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$2,443,800	\$2,443,800	\$2,443,800	\$4,500,000
Change from Prior Year	(\$2,443,800) (100.00%)	\$2,443,800 N/A	\$0 0.00%	\$0 0.00%	\$2,056,200 84.14%

*Proposed FY 2016 funding was vetoed. Public Act 99-524 provides that the FY 2017 appropriation can also be used for FY 2016 costs.

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
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- Ninety percent or more of 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.

Equity Principles

This program aligns with the following equity principles:

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- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
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- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to

demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To provide districts with technology-based online curriculum and resources that improve educational opportunities and student achievement; 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 communication avenues.

Purpose

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

Illinois Virtual Course Catalog

The Illinois Virtual School (IVS) provided a non-degree, non-credit-granting program in fiscal year 2019 that offered supplemental online courses to all Illinois public, private, and home-schooled students in grades 5 - 12. IVS served a large number of at-risk students by providing credit recovery options to help them graduate on time. In addition,

IVS provided opportunities for students to take courses not offered by their face-to-face school, such as Advanced Placement, foreign languages, and other enrichment opportunities. A Request for Sealed Proposals is expected to be released in early 2019 to ensure that a competitive process results in the continued provision of high-quality online services to students and educators. It contemplates that there may be one or multiple providers that will provide a choice to districts and students.

Learning Technology Center (LTC)

The LTC creates a single statewide system of support for instructional technology. Current goals for the LTC include increasing the percentage of teachers, administrators, and technology coordinators who participate in instructional technology opportunities that support teaching and learning; ensuring that schools/districts are technically ready to successfully implement online assessments; assisting districts with connectivity, cost efficiencies, and E-rate funding applications; and increasing the percentage of schools/districts with staff trained to ensure security of student data.

Reimbursement/Distribution Method

The IVS received a grant consisting of \$1.16 million in state funds for operating costs in FY 2019. In addition, Peoria Regional Office of Education collected an estimated \$500,000 in course enrollment fees for the IVS to be used to supplement operating costs. Reimbursements will be made in FY 2020 to school districts for students engaged in online learning in consideration of capacity to meet expectations and student needs.

Champaign/Ford Regional Office of Education serves as the fiscal agent for the LTC.

Population and Service Levels

The following tables display service-level information:

Illinois Virtual School	FY18	FY19 (est)
Number of Schools	295	300
Number of Students Served	6,674	6,800
Number of Courses Offered	166	169

Learning Technology Center	FY18	FY19 (est)
Number of Districts Served	852	852
Number of Students Served	2,000,000	2,000,000



Illinois State Board of Education

COMMUNITY NARRATIVE

“Funding a Civil Right: Quality Education for All” represents a community-driven budget. ISBE presented the State Board’s equity values and beliefs at each of the three public budget hearings and included the statements on the fiscal year 2020 Budget Request Form through which advocates submitted their specific funding requests. ISBE held the budget hearings in Springfield, Mt. Vernon, and Chicago. Educators, parents, families, and community and business leaders participated to present their stories about the programmatic and financial needs of Illinois’ public schools and the students and families they serve.

Approximately 200 individuals attended the three budget hearings, a 64 percent increase above last year’s attendance. ISBE also accepted testimonials and funding requests via email at ISBEFY20@isbe.net. ISBE received more than 425 community-driven requests for funding for ISBE programs for the FY 2020 education budget, approximately a 130 percent increase above the prior year.

“Funding a Civil Right: Quality Education for All” not only represents diverse community needs, but also recommends investments to strengthen school-community relationships, especially through funding for community schools, after-school programming, and parent and family mentoring.

Children learn and develop in the school, the community, and the home. Highly effective teachers and school leaders are utterly necessary and yet not sufficient to disrupt generational poverty driven by decades of state disinvestment in communities. Addressing the state’s deep opportunity gaps requires bridging services across sectors to meet the needs of the whole child and the whole family. Strategic investments can transform schools into central hubs for a network of supports.

After-school programs incorporate schools, districts, community-based organizations, businesses, and local stakeholders. Partners work together to prepare students to thrive by extending learning opportunities in schools, community centers, and homes. After-school programs engage students through the arts, hands-on science, technology, civics, and sports. Students develop 21st-century skills, such as problem-solving, critical thinking, leadership, and teamwork. Connections with after-school mentors help students navigate critical transitions academically and developmentally.

The 5Essentials Survey, developed by the University of Chicago Consortium on School Research, continues to show that schools are more likely to succeed when families are engaged. Families often first make connections to schools through out-of-school programs. Southwest Organizing Project Parent Mentoring Programs help schools address barriers to family engagement and foster trust between families and school staff. Families develop the skills and confidence to support their children’s learning.

Social and emotional development and physical health and well-being go hand-in-hand with academic growth. The Healthy Community Incentive Fund brings resources into schools for holistic supports. The state’s investment in community programs puts children in a position to engage fully in their learning and to take advantage of high-quality instruction in the classroom.

Taken together, these investments uphold a state funding approach that addresses the whole child, whole school, and whole community.

After School Matters

*Legislative Reference –Not Applicable
Funding Source - State*

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$2,443,800	\$2,443,800	\$2,443,800	\$2,443,800	\$2,443,800
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Board Goals

This program aligns with the following Board goals:

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

- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- Every school offers a safe and healthy learning environment for all students.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate

opportunity and achievement gaps in all public schools across Illinois.

- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

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. This program helps provide a safe and healthy learning environment for students, helps students stay on track to graduate with their cohort at the end of ninth grade, and helps students graduate college and/or be career ready.

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 to create partnerships with private and nonprofit organizations in an effort to offer compelling after-school programs to Chicago teens. These partnerships give After School Matters access to community assets, such as public parks and community centers;

expand development and recruitment of program instructors; provide security to ensure participant safety during programs; and increase collaborations in a network of out-of-school opportunities. They allow After School Matters to offer more than 11,355 hours of after-school opportunities to teens through 162 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:

	FY18	FY19 (est)
Number of students impacted	2,611	2,700
Activities	162	160

After-School Programs

*Legislative Reference –Not Applicable
Funding Source - State*

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$15,000,000	\$15,000,000	\$15,000,000	\$20,000,000
Change from	\$0	\$15,000,000	\$0	\$0	\$5,000,000
Prior Year	0.00%	N/A	0.00%	0.00%	33.33%

Board Goals

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- We believe that we must provide equity, access, and opportunity for every student and eliminate

opportunity and achievement gaps in all public schools across Illinois.

- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

Program Mission

To provide for a network of locally designed school and community out-of-school solutions that help youngsters learn and grow, provide for safe and healthy environments, and support family engagement.

Purpose

This After-School Programs funding would enable school districts to develop partnerships with local governmental entities, education organizations, faith-based

organizations, civic organizations, and philanthropic groups to develop innovative after-school programs or to bolster existing programs, such as those created by 21st Century Learning and Healthy Communities Incentive Grants. This funding would leverage collaborative partnerships to bridge and sustain the support services necessary for meeting the needs of the whole child.

Reimbursement/Distribution Method

Funds in fiscal years 2017 through 2019 were distributed as a grants through the Healthy Community Incentive Fund (see Healthy Community Incentive Fund page).

Community Schools

*Legislative Reference – 105 ILCS 5/2-3.152
Funding Source - State*

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$15,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$15,000,000
	0.00%	0.00%	0.00%	0.00%	N/A

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
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responsibilities to set high expectations and ensure that every student achieves success.

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- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose

background and life experience are different from theirs; and in their understanding of human development.

Program Mission

Community Schools are both places and partnerships between the school and other community resources. These relationships focus on not just academics, but also healthy and social services, youth and community development, and community engagement. All of these things lead to improved student learning, stronger families, and healthier communities.

Purpose

These programs are locally designed and provide for community solutions that help youngsters learn and grow, keep children and teenagers safe, and support family engagement. Currently, 250 schools throughout the state have implemented the Community School model. Schools have used this model to provide extended learning opportunities and enhance their family engagement network. They have sought to ensure that every child had access to health

and wellness services. A state level Community School program can provide technical assistance and capacity building, standardize expectations for grantees' work, evaluate progress, and share best practices. Funding for these programs can be braided with Title funds, 21st Century Learning Programs funds, and Healthy Community Incentive funds that will enable schools to expand their current Community School model and/or develop new and innovative opportunities for students.

Reimbursement/Distribution Method

Funds will be distributed through a competitive grants process. Eligible entities will be awarded funds based upon a prescribed formula weighted by percentage of capacity to meet expectations, ensuring a greater amount of funding for districts the furthest away from adequacy.

Population Service Levels

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

District Consolidation Costs

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$3,309,300	\$5,046,000	\$3,100,000	\$1,900,000	\$378,000
Change from Prior Year	\$0 0.00%	\$1,736,700 52.48%	(\$1,946,000) (38.57%)	(\$3,146,000) (62.35%)	(\$1,522,000) (80.11%)

Board Goals

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- All students are supported by highly prepared and effective teachers and school leaders.
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- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

The payment of incentive funding helps to ensure consolidating and annexing districts achieve and maintain financial health.

Financially healthy districts will have the resources available to ensure kindergartners are assessed for readiness; students are meeting or exceeding grade level standards; students are on track to graduate ready for college or career; students are supported by highly prepared and effective teachers and school leaders; and schools are safe with a healthy learning environment.

Purpose

Communities must grapple with the use of their available resources to serve students. The District Consolidation Costs program gives communities the chance to make consolidation decisions regarding the potential of enhanced educational opportunities for their children and greater financial security for the newly formed district.

The program further supports the Board's goals by increasing administrative efficiencies in districts, thereby allowing them to direct more funds into the classroom toward initiatives like expanding curriculum through additional courses. Community members anticipate that a newly formed district will be receiving increased resources to assist with the transition and education of their children as they weigh the best options for students when they vote on the referendum to consolidate. The program also supports the Board's goals by increasing the potential for safer learning

environments due to the opportunity that better facilities will be utilized by the consolidated district.

The following financial incentives are available to encourage school district reorganization through consolidation or annexation:

- Funding of reorganization feasibility studies, available through Regional Offices of Education;
- Supplemental Evidence-Based Funding payments for four years to a new or annexing district;
- Supplementary state support for four years for new or annexing districts to pay the difference in salaries;
- Funds to pay the difference between selected negative fund balances among the previously existing districts; and
- An additional \$4,000 for each full-time, certified (licensed) 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 2019 costs of district consolidation and annexation based on first-, second-, third-, and fourth-year reorganization payments are shown below.

District (Year of Payment)	Certified Employees	Deficit Fund Balance	Supplemental Evidence-Based Funding	Salary	Total
Bluford Unit SD 318 (4)	\$96,000	\$0	\$0	\$74,291	\$170,291
Nashville CCSD 49 (4)	\$168,000	\$0	\$127,033	\$40,392	\$335,425
Salt Fork CUD 512 (4)	\$276,000	\$0	\$125,691	\$187,076	\$588,767
Spring Garden CCSD 178 (4)	\$68,000	\$0	\$36,465	\$12,436	\$116,901
Woodlawn Unit SD 209 (4)	\$164,000	\$0	\$0	\$167,498	\$331,498
Dimmick CCSD #175 (2)	\$48,000	\$0	\$3,842	\$0	\$51,842
Bismarck Henning Rossville Alvin Cooperative High School (2)	\$116,000	\$0	\$0	\$0	\$116,000
Total	\$936,000	\$0	\$293,031	\$481,693	\$1,710,724

Population and Service Levels

Seven consolidating or annexing districts received reorganization incentive payments in FY 2019. The following table shows expenditure data for each of the categories of payment and the number of reorganization studies.

Incentive Payment	FY18	FY19 (est)
Certified employees	\$1,464,000	\$936,000
Deficit Fund Balance	\$126,711	\$0
Evidence-Based Funding differentials	\$306,758	\$293,031
Salary differentials	\$1,091,350	\$481,693
Total	\$2,988,819	\$1,710,724
Number of feasibility studies	3	Funding for 28
Money for feasibility studies	\$19,000	\$189,276

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	None	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
7/1/16	None	0
7/1/17	1 Consolidation 1 Cooperative HS	2 2
7/1/18	None	0

Healthy Community Incentive Fund

*Legislative Reference –Not Applicable
Funding Source - State*

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$15,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$15,000,000
	0.00%	0.00%	0.00%	0.00%	N/A

Board Goals

This program aligns with the following Board goals:

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- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal

- responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive

relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To 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

This fund enables school districts to develop partnerships with local governmental entities, education organizations, faith-based organizations, civic organizations, and philanthropic groups to develop innovative after-school programs or to bolster existing programs, such as those created by 21st Century Learning.

Reimbursement/Distribution Method

Eligible school districts are awarded a base grant of \$25,000. In addition to the base

grant, qualifying school districts receive additional funding based upon a per pupil dollar amount weighted by percentage of capacity to meet expectations to ensure a greater amount of funding for districts the furthest away from adequacy.

Competitive grants are awarded based on a Request for Proposals process for non-school districts. Successful non-school district grant applicants will be awarded a base grant allocation of \$25,000, with the potential for additional funding based upon an applicant’s proportional share of the total number of students served.

Funds appropriated to After-School Programs were utilized for this program for fiscal years 2017 through 2019.

Population Service Levels

The following table displays service level information:

	FY18	FY19 (est)
Eligible Districts	198	146
Non-district	10	TBD

Southwest Organizing Project Parent Mentoring Program

*Legislative Reference –Not Applicable
Funding Source - State*

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$1,466,300	\$1,466,300	\$2,000,000	\$2,000,000	\$3,500,000
Change from	\$0	\$0	\$533,700	\$0	\$1,500,000
Prior Year	0.00%	0.00%	36.40%	0.00%	75.00%

Board Goals

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- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

Equity Principles

This program aligns with the following equity principles:

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 the neighborhood around the school. The inclusion of parents in the classroom will support the academic achievement of students and enhance the environment in the schools.

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 per 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. Parent mentors receive a modest stipend after reaching 100 volunteer hours. 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

The General Assembly allocated funds for this program to specific grantees in fiscal years 2013-19. Program funds were allocated to the Illinois Coalition for Immigrant and Refugee Rights in FY 2013

and FY 2014. The funds have been allocated to SWOP in the last five fiscal years. The full amount allocated was awarded to each organization, which then distributed subgrants to community-based organizations based on a competitive Request for Proposals process. SWOP has subsequently awarded continuation grants to subgrantees. Subgrantees were given an opportunity, as program funds increased, to extend the program length to cover the full school year. The FY 2020 proposed increase would allow the program to expand to additional districts throughout the state.

Population and Service Levels

Subgrantees 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:

	FY18	FY 19 (est)
Community-Based Organizations Funded	13	21
Schools Served	72	94
Parent Mentors (PM)	611	744
Children in Classrooms Served by a PM	13,500	17,296



Illinois State Board of Education

EDUCATOR RECRUITMENT AND RECOGNITION NARRATIVE

The stakes are high to ensure every student has an excellent teacher in every classroom. Every student in every Illinois school deserves to feel supported and valued by caring adults and challenged by relevant and rigorous content. Research has shown that student belonging in schools has a direct impact on academic performance. Belonging defines who benefits from relationships and who has access to engaging instruction.

Illinois faces a statewide teacher workforce crisis with record numbers of unfilled classroom positions. The teacher shortage disproportionately affects higher-need students: 48 percent of vacant teaching positions are for students with disabilities and English Learners. Illinois is also failing to meet students' needs for teachers of diverse races and ethnicities. Students of color in Illinois' public schools are now the majority, having increased from 46 percent to 52 percent over the last 10 years, while the percentage of teachers of color has remained static over the last 10 years at around 15 percent. We must acknowledge and confront the institutionalized barriers that continue to limit students' opportunities to succeed if we are to authentically support our students' social and emotional well-being.

ISBE launched *Teach Illinois: Strong Teachers, Strong Classrooms* in September 2017 to better understand staffing challenges and craft a holistic set of policy solutions to address them. The effort began with a year of inquiry, during which State Board officials conducted more than 40 focus group sessions and heard from more than 400 teachers, parents, students, principals, superintendents, faculty and administration from colleges of education, and other partners. ISBE staff heard about challenges, such as the dilemmas rural and high-poverty urban districts face in recruiting teachers.

ISBE also learned from the field about promising practices and thoughtful policy ideas regarding licensure, teacher preparation, leadership, and teacher advocacy. Recommendations acquired from the focus groups were compiled into a report. The *Teach Illinois: Strong Teachers, Strong Classrooms* year of inquiry resulted in a suite of seven recommendations, including opportunities for Local Education Agencies and higher education to engage in peer-to-peer learning and the need for funds to support teacher leadership, teacher residencies, diverse educator recruitment, teacher and principal mentoring.

Funding Educators Rising would support pathways into the teaching profession beginning in high school. Re-investing in teacher and principal mentoring programs would expand proven strategies for developing and retaining effective educators. Funding for Teach for America and other diverse teacher recruitment programs would support targeted efforts to achieve parity in racial representation between educators and the students they serve and would promote culturally responsive practices among all educators. Opportunities such as National Board Certification and the Teacher of the Year/Those Who Excel program provide critical recognition for the complex work teachers do.

Our students deserve the best teachers, and our teachers deserve the best from us.

Diverse Educator Recruitment

Legislative Reference – Not Applicable
Funding Source – State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$700,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$700,000
	0.00%	0.00%	0.00%	0.00%	N/A

Board Goals

This program aligns with the following Board goal:

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

- All students are supported by highly prepared and effective teachers and school leaders.

Equity Principles

This program aligns with the following equity principles:

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To provide funding to support diverse educator candidate recruitment programs in K-12 schools and institutions of higher education.

Purpose

Diverse teachers are underrepresented in American public schools. Nationwide, the majority of the teacher workforce is comprised of white females. Eighty-three percent of teachers in Illinois are white and 77 percent are female, even though 52 percent of the state's students are of color. A growing body of research suggests all students, regardless of race, benefit from having one or more teachers of color. Further, students of color especially benefit from teachers who are of their own race or ethnicity (Center for American Progress, 2017). These teachers are uniquely positioned to improve performance of non-white students by serving as role models, mentors advocates, and cultural translators. Funds for this recruitment program will help ensure all students, and specifically students of color, have the opportunity to learn from diverse educators.

Illinois joined a nationwide initiative last spring to increase the parity of teacher-versus-student racial demographics and

ensure all teachers practice culturally responsive teaching. As part of this initiative, Illinois formed a Diverse and Learner Ready Teacher Network of stakeholders (teachers, district, higher education, and education advocacy representatives) to provide Illinois State Board of Education (ISBE) with guidance as it implements recruitment, retention, and culturally responsive teaching strategies.

A superintendent of a large school district in which 96 percent are students of color advocated for funds to support the aforementioned work. This superintendent is part of the Diverse and Learner Ready Teacher steering team. He shared statistics supporting the significant impact teachers of color have on minority students and stated, "The Diverse and Learner Ready Teacher [initiative] is doing some of the most critical work as identified by the ISBE Equity Lens Policy Statement We need funding to support grants to districts and teacher preparation programs to support recruitment efforts or financial incentives for diverse candidates mentoring opportunities for teachers of color (and) professional development on culturally responsive teaching."

Reimbursement/Distribution Method

Grants will be based on criteria established by ISBE and will be awarded on a

competitive basis through a Request for Proposals process. Funds will be used to develop and implement recruitment and retention efforts for diverse teachers and teacher candidates, to establish mentoring programs for teachers and teacher candidates of color, and to develop professional learning opportunities focused on culturally responsive teaching that can be delivered statewide. Each grant recipient would receive \$50,000, which would enable 14 districts/institutions of higher education to create recruitment and retention programs (including mentoring and professional development) for diverse candidates and teachers.

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.

Population and Service Levels

	FY20 (est)
Number of Districts/Partnerships	14

Educator Quality Investigations and Hearings

Legislative Reference – 105 ILCS 5/21B-75(h)
Funding Source – State

Appropriation History

	FY16*	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$179,900	\$179,900	\$179,900	\$650,000
Change from Prior Year	(\$179,900) (100.00%)	\$179,900 N/A	\$0 0.00%	\$0 0.00%	\$470,100 261.31%

*Proposed fiscal year 2016 funding was vetoed. Public Act 99-524 provides that the FY 2017 appropriation can also be used for FY 2016 costs.

Board Goals

This program aligns with the following Board goals:

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

Equity Principles

This program aligns with the following equity principle:

- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

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. Section 21B-80 calls for the automatic revocation of an educator's license if the educator is convicted of certain criminal offenses involving sex, drugs, and murder. 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.

This line item supports the goals of Illinois State Board of Education (ISBE) by ensuring that students are educated by teachers who are competent and of good character. In order to ensure all students have access to quality educators and a learning environment

that is safe, ISBE has engaged with legislators regarding ways we can fortify the educator misconduct system and ensure that educators who should not be in classrooms are removed expeditiously without violating anyone's rights.

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 Public Act 96-431 and the corresponding regulations at 23 Illinois Administrative Code 475. The law provides for the investigation of any educator licensed by ISBE upon receipt of evidence of

misconduct. The Office of the General Counsel has implemented new case management methods, a tier system for prioritizing the most serious cases, and an expedited process for cases involving student safety. As of January 23, 2019, two attorneys and a paralegal manage a caseload of 317 open cases. A total of 16 cases have been closed, while a total of 67 new cases have been opened to date in FY 2019. The Office of the General Counsel is also conducting a comprehensive review of open cases and seeking legislative changes to better support this work.

ISBE is requesting an increase in this line item appropriation to add the capacity to more quickly investigate and adjudicate educator misconduct cases. The request is to fund the entire program from this separate line item and, with legislative support, build a system that allows a more aggressive approach when educators need to be removed from the school setting.

Educators Rising

Legislative Reference – Not Applicable
Funding Source – State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$325,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$325,000
	0.00%	0.00%	0.00%	0.00%	N/A

Board Goals

This program aligns with the following Board goal:

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

- All students are supported by highly prepared and effective teachers and school leaders.

Equity Principles

This program aligns with the following equity principles:

- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To address teacher shortages by cultivating an interest in the teaching profession among high school students.

Purpose

ISBE was introduced to Educators Rising, a national program supported by The National Education Association, the American Federation of Teachers, and Phi Delta Kappa, during the year of inquiry that resulted in the *Teach Illinois* report. Educators Rising positions districts to address pipeline issues unique to their schools through partnership with institutions of higher education. Research shows that more than 60 percent of teachers teach within 20 miles of where they attended high school; districts must take advantage of the opportunity to cultivate accomplished teachers within their communities. ISBE believes that communities, parents, educators, and community-based organizations play an essential role in improving outcomes for our students. Educators Rising provides one solution to ensure every child in each public school system in Illinois is supported by highly effective teachers and school leaders.

A former state Teacher of the Year who has worked with the Educators Rising curriculum shared, “Educators Rising can provide

students entering the field of education with a solid pedagogical foundation, as well as systemic support, as students transition from high school to teacher prep programs.”

An additional stakeholder from an institution of higher education echoed the impact Educators Rising could have on stimulating high school students’ interest in the teaching profession during a time when the state is facing critical teaching shortages: “By implementing Educators Rising in Illinois high schools, we can cultivate a pipeline of future effective educators for Illinois students.”

One stakeholder affiliated with the Illinois Association of Regional Superintendents of Schools stated, “Educators Rising represents an opportunity for ISBE to take the first steps in systemically fostering interest among high school students in the profession of teaching through pathway

opportunities...The Regional Offices of Education and Intermediate Service Centers stand ready to support regional expansion of Educator Rising chapters.”

Reimbursement/Distribution Method

ISBE will reimburse districts for costs related to participating in Educators Rising.

Population and Service Levels

Funds will allow approximately 30 schools and 450 students to access the Educators Rising national curriculum and provide travel expenses and substitute teacher reimbursements for program sponsors at the school sites to attend a statewide training centered on implementing Educators Rising in their schools.

	FY20 (est)
Students Served	450

National Board Certification

Legislative Reference – 105 ILCS 5/21B-70)

Funding Source - State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from	\$22,500	\$0	\$0	\$0	\$0
Prior Year	2.30%	0.00%	0.00%	0.00%	0.00%

Board Goals

This program aligns with the following Board goal:

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

- Every student is supported by highly prepared and effective teachers and school leaders.

Equity Principles

This program aligns with the following equity principles:

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Purpose

To recruit teachers for National Board Certification, pay for candidates to complete initial and renewal certification, and provide teachers who mentor National Board Certification candidates with a stipend.

Program Mission

National Board Certification develops, retains, and recognizes accomplished teachers and generates ongoing improvement of student outcomes in schools nationwide. It enables educators to elevate their teaching (97 percent of teachers make changes to their teaching style and methodology after receiving National Board Certification) and serves as an equity lever, advancing teaching practice nationwide by enabling accomplished teachers to expand their cultural lenses to successfully support student learning. Candidates undergoing this rigorous certification process must think critically about their instruction, the impact it has on student learning, and how they can improve their instruction to support each and every child. There are more than 6,000 National Board-Certified Teachers (NBCTs) in Illinois, which ranks among the top six states with the most NBCTs.

More than a decade of research suggests students taught by NBCTs demonstrate higher achievement than students taught by

non-NBCTs, according to the National Board for Professional Teaching Standards (NBPTS). National Board Certification benefits school systems as a whole.

From a teacher who has National Board Certification: “I have become a much more reflective teacher. With the overwhelming (and increasingly more by the year) number of things teachers are asked to do, it is very easy to get into survival mode. Going through the process taught me how to avoid survival and really stop to think about what is best for my students. What do I see in the classroom that is working? Where are my students struggling? How can I change my plans based on my knowledge of students so that they are more engaged? These very basic and core questions I considered as I went through my certification process stuck with me and guide me always.”

Reimbursement/Distribution Method

National Board subsidies for new candidates, candidate retakes, and NBCT renewals will be paid directly to Illinois State University, which will then remit to the NBPTS on behalf of Illinois candidates and NBCTs.

All subsidies, renewals, and retakes will be paid on a first-come, first-serve basis. If all funds are not expended by June 1, remaining fees may be expended on instructional Leadership Trainings. Payment for new candidates, renewals, and retakes will be made directly to the NBPTS; NBCT mentors will be paid through the school districts.

A total of 546 educators were recruited (and subsequently registered for the certification

components), 375 educators received initial certification, 213 educators renewed their certification, and 155 teachers registered as mentors in fiscal year 2018. Continued funding for National Board Certification will enable educators to advance their profession and improve instruction to students across Illinois.

	FY17	FY18	FY19 (est)
Mentoring	\$225,000	\$213,000	\$217,500
Subsidies	\$575,925	\$464,900	\$463,125
NBPTS Renewal & Retakes	\$199,075	\$322,100	\$319,375
Instructional Leadership Training	\$0	\$0	\$0
Disbursed	\$1,000,000	\$1,000,000	\$1,000,000

Population and Service Levels

Any teacher or school counselor who has had three years of experience in the classroom and also holds a valid Professional Educator License is eligible to seek NBPTS certification. Preference is given to recruiting NBPTS candidates from poverty or low-performing schools as defined under section 2-3.25d-5 of the Illinois School Code and /or 50 percent of students receive free or reduced price lunches.

	FY18	FY19 (est)
New candidates	546	510
New NBCTs	375	400
Newly Renewed	213	225
Total NBCTs	6,749	7,149

Peer-to-Peer Learning Opportunities

Legislative Reference – Not Applicable
Funding Source – State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$350,000
Change from	\$0	\$0	\$0	\$0	\$350,000
Prior Year	0.00%	0.00%	0.00%	0.00%	N/A

Board Goals

This program aligns with the following Board goal:

Every child in each public school system in the State of Illinois deserves to attend a system wherein:

- All students are supported by highly prepared and effective teachers and school leaders.

Equity Principles

This program aligns with the following equity principles:

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose

background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To provide opportunities for educator preparation programs and districts to contemplate issues of shared interest, including teacher leadership, districts/higher education partnerships focused on workforce needs, induction and mentoring, and teacher preparation.

Purpose

The compilation of the *Teach Illinois* report enabled ISBE to learn from the field about the importance of providing space and opportunity for districts and higher education partners to convene and discuss issues of shared interest.

For instance, the Continuous Improvement Communities of Practice of three institutions of higher education and their partner public school districts began meeting in fiscal year 2019 to consider problems of practice, such as workforce diversity and calibrating evaluation instruments to ensure reliability of data regardless of observer (e.g., cooperating teacher or university faculty).

One participant in the FY 2019 pilot shared, “During conversations about practices, particularly when such conversations are organized around a common framework,

participants were able to learn from one another and to thereby enrich individual and collective practices. It is through this collaborative exercise and opportunities like this that the conversation becomes rich and valued. It is through collaborative, professional conversations about framework components that these components are validated for the use of clinical and student teaching experiences. This collaborative exercise was a critical step to enriching the professional lives of educators and to ensure that the components used in a given setting actually do apply there.”

ISBE will host regional peer-to-peer meetings among school districts, Regional Offices of Education/Intermediate Service Centers, and institutions of higher education beginning in spring 2019 to identify effective partnership models in Illinois and create guidance on developing mutually beneficial partnerships to ensure that district needs

drive shifts in educator preparation program pipelines, structures, and systems. ISBE believes the field has powerful answers to solving the problems outlined in the *Teach Illinois* report and closing the identified opportunity and achievement gaps.

Reimbursement/Distribution Method

ISBE will use funds for travel, substitute teachers, and meeting spaces.

Population and Service Levels

Funds for Peer-to-Peer Learning Opportunities will be used in an effort to expand this work statewide by providing facilitation, meeting space, and the production of guidance materials for educator preparation providers and their district partners so they can convene regional peer-to-peer learning meetings.

Performance Evaluations

Legislative Reference – Performance Evaluation Reform Act (105 ILCS 24A)
Funding Source - State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$200,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$200,000
	0.00%	0.00%	0.00%	0.00%	N/A

Board Goals

This program aligns with the following Board goal:

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

- All students are supported by highly prepared and effective teachers and school leaders.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To provide monetary relief to educators undergoing the state-mandated training that is required to evaluate teachers.

Purpose

The Performance Evaluation Reform Act, signed into law in 2010, changed how teacher and principal performance is measured by requiring evaluation on student growth and effective professional practice. Previously, student achievement was not a key factor in each educator's performance evaluation. Under the new system, evaluations assess the pedagogical practice and incorporate a measure of student growth to determine a summative rating. The evaluations are based on standards of effective practice, and require evaluators to go through training to be qualified to conduct evaluations. The statutory and regulatory requirements allow school districts the option of utilizing a state-developed model or designing their own evaluation systems that meet the needs of their schools and community.

Performance evaluation trainings are offered year-round and provide a mechanism for critical reflection on teaching practices. Teachers without tenure are evaluated every year. Teachers with tenure must be evaluated every two years unless they are

rated “needs improvement” or “unsatisfactory” in their last evaluation. In that case, they will be evaluated the following year.

Reimbursement/Distribution Method

Funds will be distributed to Regional Offices of Education (ROEs) to support educators completing evaluation trainings in their regions. Each region would receive a portion of the appropriation proportionate to the number of educators in their regions. Trainings must be completed every five years, so funds will support both initial training and retraining. Monies in past years have allowed ROEs and Intermediate Service Center (ISCs) to offer modules and

assessments at reduced costs to thousands of educators in their regions, according to a former ROE recipient of the funds. ROE and ISC recipients collaborated near the end of the fiscal year to share funds to ensure needs statewide were being met.

Population and Service Levels

In fiscal year 2018, 408 educators were trained to conduct principal evaluations and 1,593 educators were trained to conduct teacher evaluations. Since the law was implemented, 16,631 educators have completed training/retraining to evaluate teachers, and 4,525 educators have been trained/retrained to evaluate principals.

Principal Mentoring Program

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$2,000,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$2,000,000 N/A

Board Goals

This program aligns with the following Board goal:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- All students are supported by highly prepared and effective teachers and school leaders.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To provide direct mentoring support to novice principals by demonstrating, encouraging, and advocating a high level of performance to achieve targeted and observable progress toward becoming an effective instructional leader.

Purpose

Strong schools are led by strong building leaders. ISBE revised state standards for the preparation of principals in 2012 to focus on preparing the principal as an instructional leader, rather than simply as a governing administrator. The preparation of an instructional leader, however, is only part of learning the day-to-day challenges of the principal position. A school leader is a servant leader, an educator, a moral agent, a child advocate, a social worker, a crisis negotiator, an organizational architect, and a community activist, all while ensuring students have equitable access to educational opportunities. Far too often, novice principals are left to “learn on the job” without guidance and access to support from peers. This results in the principal feeling alone and overwhelmed by responsibilities.

Mentoring is an essential component to help new principals transition successfully to their roles as instructional leaders. This is one of the primary recommendations of the *Teach*

Illinois report. Previous data collected by ISBE and public comment in response to the *Teach Illinois* report suggest that school principals who were trained through a mentoring process report that they received professional support about their problems from their mentor and consequently overcame this difficult period of their careers much easier than principals who did not have mentors.

Every child in each public school system in the State of Illinois deserves to attend a system wherein all students are supported by highly effective teachers and school leaders. To meet this goal, teachers and leaders in every school and classroom need the training and support required to demonstrate competency in their content, in their ability to adjust their pedagogy to student need, in their ability to establish positive relationships with all students, and in their understanding of human development. These skills are not innate. New principals learn by doing, and high-quality mentors will provide novice principals with the support they need to become great leaders.

Reimbursement/Distribution Method

Funds will be used to develop and implement principal mentoring programs within Local Education Agencies, including providing stipends for mentors and creating best practice guidance manuals that will be shared statewide. Programs will also include a component for measuring principal growth and effectiveness from the beginning of the program through its progression. The Illinois Administrative Code specifies that each mentored principal shall be supported with \$2,750, with first-year principals receiving priority over second-year principals. The same fees structure will apply to mentors and mentoring entities for second-year principals if adequate funding exists.

Population and Service Levels

There were 504 first-year principals and 419 second-year principals (923 total) in FY 2018. The requested appropriation would allow 727 first- and second-year principals in the state's public schools to receive mentoring.

Teach for America

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$977,500	\$977,500	\$977,500	\$977,500	\$1,900,000
Change from	(\$22,500)	\$0	\$0	\$0	\$922,500
Prior Year	(2.25%)	0.00%	0.00%	0.00%	94.37%

Board Goals

This program aligns with the following Board goal:

Every child in each public school system in the State of Illinois deserves to attend a system wherein:

- All students are supported by highly prepared and effective teachers and school leaders.

Equity Principles

This program aligns with the following equity principles:

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To provide an alternative route to teacher licensure for college graduates who did not originally choose teaching careers.

Purpose

Teach for America (TFA) recruits, places, and supports teachers in schools serving low-income students. TFA works to change practices, structures, and policies to realize educational equity for all children. The program recruits outstanding and diverse individuals who reflect the racial and ethnic backgrounds of students. Individuals who participate in TFA demonstrate a commitment to expand opportunity and access for all children inside and outside of the classroom. TFA corps members undergo a rigorous seven-week summer training program teaching credit recovery courses in Chicago Public Schools (CPS) and receive mentoring from veteran teachers throughout the summer program. Corps members are placed in areas of need within CPS (e.g., science, technology, engineering, and math; early childhood education; and bilingual education). They receive ongoing mentoring, including individualized coaching and support via on-site classroom visits, feedback on instruction, and guidance for monitoring student progress. Additionally, corps members participate in leadership

summits to receive leadership training from veteran teachers, share best practices with one another, and reflect on their experiences to develop further as leaders in the work and to end educational inequity.

A former student who was taught by a TFA corps member shared,

“(My teacher) is different from other teachers and people in general. I’ve never met anyone like him. He’s different because he turns and faces the realities of things and never gives up on his students, and he has made every one of my classmates better people in so many ways. He has helped us grow so much over time, especially me.”

“Once I knew about the mission and core values of Teach for America, I instantly knew that it was the right choice for me. I was accepted into the 2007 cohort of Teach for America, and joining has been one of the best decisions that I have ever made. In my eyes, there is no greater charge than that of a teacher. I knew that being in the classroom was my calling, and I decided to stay in my role beyond the two-year commitment,” said a former TFA corps member who currently serves as a principal.

TFA strives to recruit a corps of teachers that better reflects Illinois’ diverse student population (wherein 52 percent of the state’s children are students of color). TFA funded 103 incoming teachers, of which 51 (about 50 percent) were teachers of color, in fiscal year 2018.

Reimbursement/Distribution Method

Funds are distributed through a grant to Teach for America - Chicago. The program would continue to receive matching dollar-for-dollar private funding.

Population and Service Levels

The following table displays service-level information provided by TFA - Chicago:

State Fiscal Year	FY18	FY19 (Est)
School Year	2017-18	2018-19
Chicago incoming teachers of color	53	54
Total Chicago incoming teachers	125	124
% of incoming corps identifying as a person of color	42%	44%
Chicago students impacted by incoming teachers	6,274	7,192
Total corps of incoming teachers and second-year teachers	209	207
Chicago students impacted by first- and second-year teachers	7,783	12,006

Note that TFA - Chicago submits its application almost a year in advance of when the numbers are finalized; actual numbers may change between November of the previous year and the start of the following school year.

Teacher Leadership

Legislative Reference – Not Applicable
Funding Source – State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$250,000
Change from	\$0	\$0	\$0	\$0	\$250,000
Prior Year	0.00%	0.00%	0.00%	0.00%	N/A

Board Goals

This program aligns with the following Board goal:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein:
- All students are supported by highly prepared and effective teachers and school leaders.

including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To address teacher leader problems of practice and share solutions statewide.

Equity Principles

This program aligns with the following equity principles:

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students,

Purpose

The Illinois Every Student Succeeds Act State Plan identified a grant for Local Education Agencies (LEAs) to explore a problem of practice related to teacher leadership. So, too, the need for this work was solidified through the voices of stakeholders in the development of the *Teach Illinois* report. Best practices and lessons learned will be shared via peer-to-peer learning.

Teacher leadership is essential due to the ever-growing demands placed on teachers and school administrators, according to the U.S. Department of Education. Schools need instructional leaders who can serve in a wide range of leadership roles, including providing professional development to peers, participating in school-level decision-making, and improving learning experiences for children via technology integration and improved assessments.

Reimbursement/Distribution Method

Funds will be allocated via a competitive grant process. Two LEAs categorized by Evidence-Based Funding as Tier 1 or 2 will receive \$75,000. Two LEAs categorized as Tier 3 or 4 will receive \$50,000 awards.

Population and Service Levels

Funds will provide four LEAs with the opportunities to research and devise solutions for a local problem of practice related to teacher leadership.

	FY20
Teacher Leadership Grants	4

Teacher Mentoring Program

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$2,000,000	\$1,000,000	\$750,000	\$0	\$12,000,000
General Revenue Fund	\$0	\$0	\$0	\$0	\$12,000,000
ISBE Teacher Certificate Institute Fund	\$2,000,000	\$1,000,000	\$750,000	\$0	\$0
Change from Prior Year	\$2,000,000	(\$1,000,000)	(\$250,000)	(\$750,000)	\$12,000,000
	N/A	(50.00%)	(25.00%)	(100.00%)	N/A

Board Goals

This program aligns with the following Board goal:

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

- All students are supported by highly prepared and effective teachers and school leaders

Equity Principles

This program aligns with the following equity principle:

- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To provide mentoring and support for new teachers.

Purpose

Mentoring and induction support for Illinois' novice teachers is essential to prevent teachers from leaving the profession and to combat teacher shortages. Nationally, one in 10 teachers quit after their first year (U.S. Department of Education, 2018). In Illinois, the statistics are even more staggering. Forty-four percent of teachers leave their initial school of employment within their first two years, according to the Illinois Education Research Council, and 25-30 percent have left the profession entirely by their fifth year of teaching. High-quality induction programs can reduce turnover by 50 percent, according to research compiled by the Illinois New Teacher Collaborative. The findings of the aforementioned research are further supported by the number of public comments received in response to the *Teach Illinois* report that emphasized the essential importance of quality induction and mentoring programs for teachers. Turnover

creates additional administrative costs to a district and a loss of teaching quality and effectiveness. Each teacher who leaves the profession in a medium- to large-sized district costs from \$10,000 to \$18,000 due to recruitment, hiring, and training costs to replace them. Moreover, intensive mentoring and induction programs for new educators result in a return after five years of \$1.66 for each dollar invested. In fact, one former district recipient of state induction and mentoring funds saw a new-teacher retention rate of 72 percent after only three years of a mentoring program.

According to a former district recipient of state induction and mentoring funds, “My philosophy and 35 years of practice tells me we rightfully spend necessary funds on our students across the state, but if we don’t have the qualified people to support them, then all the programs in the world aren’t going to matter. We need great people in the classroom who are supported for our students to be healthy and have the academic rigor they deserve. Teacher mentorship programs are key to that goal.”

A teacher who received support through the state’s previous mentoring program stated, “The first year of teaching is so overwhelming: a new career, new employer, new co-workers and students, new process of logistics. I have had many questions about how things work at our school in regards to taking attendance, discipline process, issues with students and parents, in addition to methods and strategies that I want to use but am trying for the first time. [My university] prepared me with the education; my mentor is continuing to prepare me through advice, instruction, assessment and logistical information.”

An additional teacher who received support through the state’s previous mentoring

program shared, “The mentoring program has made me a more effective teacher. I consider the support of my mentor to be integral to my performance this year. Building a relationship with a teacher of experience has not only helped me with sharpening my teaching practices and learning how to fulfill my responsibilities as a teacher, but also with navigating the emotional aspects of being a first-year teacher.”

Reimbursement/Distribution Method

Schools receive \$1,200 for each teacher mentored. Funds will be provided via a competitive grant to school districts to create sustainable induction and mentoring programs. Funds will be allocated to applicants who meet the criteria set forth in Illinois Administrative Code 65.150. Preference will be given to districts that (1) have high rates of minority students or high rates of students in poverty as identified by Title I criteria, (2) can demonstrate chronic, multiple teacher shortages in state-identified or local shortage areas, or (3) are designated by Evidence-Based Funding as a Tier 1 or Tier 2 district.

Every child in every public school system in the State of Illinois deserves to attend a system wherein all students are supported by highly effective teachers and school leaders. New teachers learn by doing, and high-quality mentors will provide novice teachers with the support they need to become great leaders. If funded, 10,000 teachers could receive two years of mentoring. Additionally, success of the mentorship will be tracked, as each grantee will report each mentored teacher’s performance evaluation rating and retention status during his or her participation and after completion of the program.

Population and Service Levels

In recent years, adequate funds for the allocation were not available in the ISBE Teacher Certificate Institute Fund, and the appropriation was not enacted in FY 2019. The following table displays service-level information:

	FY17	FY18	FY19	FY20 (est)
Teachers Mentored	586	0	0	10,000

In fiscal year 2018, there were approximately 14,800 first and second-year teachers serving in Illinois schools (ELIS, EIS).

Teacher of the Year

Legislative Reference - Not Applicable
Funding Source - State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$200,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$200,000
	0.00%	0.00%	0.00%	0.00%	N/A

Board Goals

This program aligns with the following Board goal:

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

- All students are supported by highly prepared and effective teachers and school leaders.

Equity Principles

This program aligns with the following equity principles:

- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

The “Those Who Excel” Teacher of the Year (TOY) Program has recognized exceptional educators in the State of Illinois since 1971. Educators selected as TOY represent Illinois as nominee for the national equivalent. Illinois TOY awardees serve as mentors for future nominees and exemplar educators for those in the field. The program represents an essential piece of how our state recognizes educators and acknowledges the importance of going above and beyond in and outside of the classroom. The program celebrates the best of what our Illinois educators do every day in elevating our students not only academically, but also socially and emotionally. In publicly recognizing these individuals and what they represent, the program promotes the profession and increases the recruiting potential these individuals represent to future educators.

Purpose

Illinois faces a statewide teacher workforce crisis with record numbers of unfilled positions. The ISBE comprehensive *Teach Illinois: Strong Teachers, Strong Classrooms* report examined the crisis and proposed a suite of research-backed solutions working to change the narrative with a positive approach. The *Teach Illinois*

study cited data from the Illinois Education Research Council showing 44 percent of new teachers in Illinois leave their initial school of employment within the first two years. By the fifth year of teaching, 67 percent leave their initial school of employment, and 25-30 percent leave the teaching profession altogether.

The Illinois TOY serves as an inspiration for those in the educational profession by traveling the state as a spokesperson and advocate. He/she also addresses policy and practice by meeting with pre-service teachers and faculty in teacher education programs. Additionally, the TOY can inspire students undecided about a career to become the next generation of teachers in Illinois schools.

The TOY participates in numerous speaking engagements and activities throughout the year. Without the funds to support this program, the TOY does not have the resources to leave the classroom for a semester and focus on engaging with fellow educators, providing leadership, and advocating. Without state funding, the costs for travel expenses, lodging, etc. associated with these activities are placed on either the school district wishing to host the TOY or the TOY themselves. ISBE's assumption of these costs not only allows for the TOY to leave the classroom to travel the state, it also allows districts without the resources allocated for these expenses the opportunity to work with the TOY. Additionally, the costs for substitute teachers to fill the day-to-day vacancy left by the TOY's engagements fall solely on the district in which he/she resides. Removing financial concerns provides a

more equitable opportunity for all school districts to participate in this program and the opportunity for more educators and students to engage with the TOY. ISBE receives an average of 80 TOY nominations each year. Funding of this program to cover the costs of teachers and districts would likely result in more nominations from a wider variety of schools and districts throughout the state.

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" TOY program accepts nominations from all public and nonpublic schools in Illinois. This grant allows the TOY to be available to address audiences at no cost to the TOY or the requester. In addition, finalists for Those Who Excel are often asked to represent the TOY at events he or she cannot attend. The program has not been funded since fiscal year 2008, so the number of presentations and visits has dropped dramatically from its previous average of 90-100 presentations/visits per year.

The following table displays service-level information:

	FY18	FY19 (est)
TOY nominations	83	87
TOY presentations/visits	43	40

Teacher Residencies

Legislative Reference – Not Applicable
Funding Source – State

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$750,000
Change from	\$0	\$0	\$0	\$0	\$750,000
Prior Year	0.00%	0.00%	0.00%	0.00%	N/A

Board Goals

This program aligns with the following Board goal:

Every child in each public school system in the State of Illinois deserves to attend a system wherein:

- All students are supported by highly prepared and effective teachers and school leaders.

Equity Principles

This program aligns with the following equity principles:

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose

background and life experience are different from theirs; and in their understanding of human development.

Program Mission

The program mission is to combat teacher shortages by providing districts and educator preparation programs opportunities to create teacher residency programs. Best practices and lessons learned throughout the program will be shared statewide so other districts may utilize the guidance for implementing residency programs in their districts.

Purpose

The Illinois Every Student Succeeds Act State Plan identified a competitive grant program for the development of teacher residency programs. So, too, the need for this work was solidified through the voices of stakeholders in the development of the *Teach Illinois* report. More specifically, the grant provides awards for school districts and educator preparation programs to partner and develop residency programs to prepare teacher candidates.

Teachers who are prepared through residencies increase student achievement more than traditionally trained teachers, according to the National Center for Teacher Residencies. Furthermore, retention rates of residency-prepared graduates outpace retention rates in typical schools: 86 percent

of residency graduates are still teaching in their high-needs schools after three years, versus only half of teachers in a typical urban district. This helps more teachers enter classrooms fully prepared and ready to support all types of learners whose backgrounds and life experiences may be different than their own.

Reimbursement/Distribution Method

Funds will be allocated via a competitive grant process: Three \$50,000 planning grants and three \$200,000 implementation grants to Local Education Agencies with (1) high rates of minority students or high rates

or students in poverty as identified by Title I criteria, or (2) can demonstrate chronic, multiple teacher shortages in state-identified or local shortage areas.

Population and Service Levels

Funds will be used for three districts/institutions of higher education partners to develop and implement teacher preparation residency programs.

	FY20
Teacher Residencies	
Implementation Grants	3

Charter Schools Revolving Loan Fund

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$20,000	\$20,000	\$200,000	\$200,000	\$2,000,000
Change from Prior Year	\$0	\$0	\$180,000	\$0	\$1,800,000
	0.00%	0.00%	900.00%	0.00%	900.00%

Board Goals

This program aligns with the following Board goal:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- Every school will offer a safe and healthy environment for all students.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.

Program Mission

To provide loans to support the development and financing of high-quality charter schools throughout Illinois during the initial term of the charter school.

Purpose

To provide loans to charter schools for start-up costs, including acquiring and remodeling facilities, and to acquire educational materials (e.g., supplies, textbooks, electronic textbooks, furniture, and other technological equipment).

Reimbursement/Distribution Method

These interest-free loans enable a certified charter school to increase cash flow during its initial start-up term and allow charter schools to initiate operations. Charter school operators may apply for a loan for up to \$750 per enrolled 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 the Charter Schools Revolving Loan Fund for future use by other charter school operators. Full repayment is required by the end of the initial charter term, which is five years.

Population and Service Levels

The program is limited to one loan per charter school. The table on the next page displays service-level information:

	FY18	FY19 (est)	FY20 (est)
Eligible schools*	11	4	8
Number of loans	0	0	8
Number of students	5,182	1,239	2,039

*The figure for the number of eligible charter schools in fiscal year 2019 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. FY 2020 estimate includes pending applications for four new charter schools.

Driver Education

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$18,500,000	\$18,750,000	\$18,750,000	\$18,750,000	\$19,000,000
Change from Prior Year	\$600,000	\$250,000	\$0	\$0	\$250,000
	3.35%	1.35%	0.00%	0.00%	1.33%

Board Goals

This program aligns with the following Board goal:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- All students are supported by highly prepared and effective teachers and school leaders.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.

Program Mission

To provide school districts with funding for teachers and school leaders to support local high school driver education programs.

Purpose

To reimburse local public school districts with a portion of the costs of providing driver education. Funds deposited in the Drivers Education Fund 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.

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:

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

Population and Service Levels

Every district that maintains grades 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:

	FY19	FY20 (est)
Number of students		
Classroom instruction	103,837	103,876
Behind-the-wheel Instruction	94,724	94,681
Reimbursement per student		
Classroom instruction	\$36.11	\$36.61
Behind-the-wheel instruction	\$158.35	\$169.46

Illinois State Board of Education Teacher Certificate Institute Fund

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$2,208,900	\$2,208,900	\$2,208,900	\$2,208,900	\$2,208,900
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Board Goals

This program aligns with the following Board goal:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- All students are supported by highly prepared and effective teachers and school leaders.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12

public education system with the capacity to ensure the development of all persons to the limits of their capacities.

- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To support activities associated with Chicago educator licensure and ensure educators are highly prepared for their positions by having met state licensure requirements. All issued licenses must be registered in at least one region in order to be valid for teaching in the state's public schools.

Purpose

To enable 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 technology and other resources necessary for the timely and efficient processing of licensure requests. Monies in the institute fund may also be used by the State Superintendent of Education to support the following initiatives within a city having a population exceeding 500,000: educator recruitment and retention programs, educator preparation programs seeking national accreditation, and professional development opportunities aligned with the requirements set forth in

Section 21B-45 of the Illinois School Code. 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 ISBE Teacher Certificate Institute Fund. Fees collected include:

- Professional Educator License - \$10/year for a five-year period.
- Substitute and Short-Term Substitute Teaching License - \$10/year for a five-year period.
- Educator License with Stipulations (if applicable) - \$10/year for length of license cycle (Licenses endorsed for paraprofessional are \$5/year.)

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*

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$5,020,000	\$7,040,000	\$7,040,000	\$7,040,000	\$11,100,000
Change from	\$0	\$2,020,000	\$0	\$0	\$4,060,000
Prior Year	0.00%	40.24%	0.00%	0.00%	57.67%

Includes Bus Driver Training appropriations.

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that

we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need;

in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

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. 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 an amount based on the total enrollment for each ROE and ISC. 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).

Bus Driver Training

Each ROE is provided funding based on the number of initial training classes provided. Funding is based on the appropriation.

	FY18	FY19
ROE School Services	\$6,970,000	\$6,970,000
Bus Driver Training	\$70,000	\$70,000
Total	\$7,040,000	\$7,040,000

Population and Service Levels

All 35 ROEs and four ISCs are eligible for funding.

Regional Superintendents' and Assistants' Salaries

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$10,700,000	\$10,700,000	\$10,800,000	\$11,000,000	\$11,200,000
Change from Prior Year	(\$1,950,000) (15.42%)	\$0 0.00%	\$100,000 0.93%	\$200,000 1.85%	\$200,000 1.82%

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of 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 will offer a safe and healthy learning environment for all students.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal

responsibilities to set high expectations and ensure that every student achieves success.

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose

background and life experience are different from theirs; and in their understanding of human development.

Program Mission

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

Purpose

To pay salaries of regional superintendents, assistant superintendents, executive directors of Intermediate Service Centers (ISCs) and assistant executive directors of ISCs.

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 January 1, 2018, the executive directors and assistant executive directors of the three Suburban Cook County ISCs are paid from these funds as regional and assistant superintendents.

School District Emergency Financial Assistance Fund

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from	(\$4,500,000)	\$1,000,000	\$0	\$0	\$0
Prior Year	(100.00%)	N/A	0.00%	0.00%	0.00%

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
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background and life experience are different from theirs; and in their understanding of human development.

school districts to assess their financial condition and by school districts under a Financial Oversight Panel to assist in improving its financial condition.

Program Mission

To assist school districts under a Financial Oversight Panel in achieving and maintaining financial health.

Purpose

The School District Emergency Financial Assistance Fund is intended to provide emergency financial assistance to school districts that are financially in need and under the authority of a Financial Oversight Panel. These funds are intended to assist such districts in achieving financial stability so they will be able to provide a delivery of quality learning programs that develop all students to their capacities. This funding also assists with providing training and supports to teachers and leaders in such financially impacted districts, thus enhancing educational opportunities for students in the districts. In addition to providing funding to districts in financial need, these funds may be expended by ISBE as contractual services to provide technical and consulting services to districts to assess their financial condition.

Reimbursement/Distribution Method

Public Act 97-0429, which became effective August 16, 2011, created a new Financial Oversight Panel Law under the provisions of Article 1H of the School Code.

Under the provisions of Article 1H, the maximum amount of an emergency financial assistance loan shall not exceed \$4,000 per pupil and an emergency financial assistance grant shall not exceed \$1,000 per pupil. Both a loan and grant may be approved.

Appropriations may be allocated and expended by ISBE as contractual services to provide technical and consulting services to

Population and Service Levels

School districts that have an approved petition for emergency financial assistance are eligible to participate. No petition for emergency financial assistance is approved by ISBE unless there is also an established Financial Oversight Panel. Districts that have received emergency financial assistance are listed below:

Fiscal year 2003	Cairo Community Unit School District 1, (Alexander County)
	Livingston Community Consolidated School District 4, (Madison County)
Fiscal year 2004	Venice Community Unit School District 3, (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	East St. Louis School District 189, (St. Clair County)
	Hazel Crest School District 152-5, (Cook County)
	North Chicago School District 187, (Lake County)

School Technology Revolving Loan Program

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$2,000,000	\$7,500,000	\$7,500,000	\$7,500,000	\$7,500,000
Change from Prior Year	(\$3,000,000)	\$5,500,000	\$0	\$0	\$0
	(60.00%)	275.00%	0.00%	0.00%	0.00%

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
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Equity Principles

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are different from theirs; and in their understanding of human development.

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. 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 are 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.

Population and Service Levels

All school districts are eligible to participate on a two-year rotating basis: grades K through 8 in fiscal year 2018, grades 9 through 12 in FY 2019. They alternate in each second year thereafter. The population served for FY 2019 included all eligible applicants that enrolled students in grades 9 through 12. The following table displays service-level information:

	FY18	FY19 (est)
Eligible applicants	756	484
Eligible students	1,338,961	616,000
Grade levels served	K-8	9-12
Dollars loaned	\$3,010,050	\$442,300
Number of loans	8	4
Percent eligible districts participating	1%	1%

State Charter School Commission

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$600,000	\$1,000,000	\$1,200,000	\$1,250,000	\$1,250,000
Change from Prior Year	\$0	\$400,000	\$200,000	\$50,000	\$0
	0.00%	66.67%	20.00%	4.17%	0.00%

Program Mission

To provide parents and students access to high-quality school choices throughout the State of Illinois.

Purpose

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

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: review and decide on appeals made by charter operators when a local school board has denied, not renewed, or revoked the charter operator's proposal or school; serve as the authorizer for a charter school if its appeal has merit, particularly when the school will expand opportunities for at-risk student populations; oversee and evaluate performance of 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; and provide technical assistance to district authorizers and charter applicants. The Commission consists of nine volunteer members appointed by ISBE from a slate of candidates

proposed by the Office of the Governor. The Commission has paid staff to support its work.

Reimbursement/Distribution Method

The Commission's funding covers administrative and operating costs. ISBE serves as its fiscal agent.

Population and Service Levels

Commission schools serve more than 4,000 students across the state. Appeals may be filed at any given time when a local school board denies, revokes, or does not renew a charter operator's proposal or when a local school board decides to transfer oversight to the Commission. The following table displays this service-level information:

	FY18	FY19 (est)
Appeals	2	5
Renewals	3	1

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

	FY18	FY19 (est)
Commission-Authorized Schools*	10	10

*One Commission charter has two campuses; the total number of campuses is represented here.

Teacher Certificate Fee Revolving Fund

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$6,000,000	\$6,000,000	\$6,000,000
Change from	\$0	\$0	\$1,000,000	\$0	\$0
Prior Year	0.00%	0.00%	20.00%	0.00%	0.00%

Board Goals

This program aligns with the following Board goal:

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

- All students are supported by highly prepared and effective teachers and school leaders.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose

background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To ensure that all candidates for teaching, administrative, and school service personnel endorsements meet established state requirements through the use of a highly effective technical and informational support system to ensure educators are highly prepared to lead and teach effectively.

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 for out-of-state license applications and \$50 for each subsequent endorsement. Per Public Act 100-0596 (effective June 29, 2018), short-term substitute teacher license fees shall be \$50. The funds received are deposited into the Teacher Certificate Fee Revolving Fund and are used to provide technology and other resources necessary for the timely and efficient processing of licensure requests. Funds available from the Teacher Certificate Fee Revolving Fund may also be used by

ISBE 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 Certificate 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, agency educator licensure personnel costs, equipment to link Regional Offices of Education to the ISBE computerized educator licensure database, enhancements to software systems, and upgrades to technology used to process license and endorsement applications.

Population and Service Levels

Approximately 50,000 applications for teaching, administrative, and school service personnel licenses, endorsements, and approvals are processed annually. The following table displays service-level information.

	FY18	FY19 (est)
New Professional Educator Licenses (PELs) issued by evaluation	2,050	2,000
New PELs issued by entitlement	4,749	5,000
New Educator License with Stipulations (ELS) Provisional Educator	26	0
New ELS Paraprofessional	6,993	7,000
New ELS (Other)	769	750
New Substitute Licenses issued	10,875	10,000
Endorsements issued on a PEL or ELS	22,129	22,000

Temporary Relocation Assistance Revolving Fund

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$1,400,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from	\$0	(\$400,000)	\$0	\$0	\$0
Prior Year	0.00%	(28.57%)	0.00%	0.00%	0.00%

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high

expectations and ensure that every student achieves success.

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience

are different from theirs; and in their understanding of human development.

Program Mission

The Temporary Relocation Expenses Revolving Grant Fund is designed to assist school districts that have incurred emergency relocation expenses as a result of fire, earthquake, tornado, mine subsidence, other natural or man-made disaster, or school building condemnation. These funds are to provide a safe, temporary learning environment in the event of a disaster to one of its current facilities. Relocating students to a safe facility allows them to be able to make progress in achieving the State Board goals. Teachers and leaders are able to continue to deliver a quality educational program to students.

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. The request for funds must be made by a Regional Office of Education and approved by the State Superintendent of Education.

The Temporary Relocation Program provides loan and grant funds to school districts for eligible costs of implementing the temporary relocation. 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. ISBE bases the amount for grants on how many allowable expenses identified in the application exceed the total of the estimated insurance proceeds and seven-year period tax yield.

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 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, FY16	\$71,680	\$103,103	\$174,783	444

Adolescent Health

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

Appropriation History*

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$500,000	\$500,000	\$200,000	\$200,000
Change from	\$0	\$500,000	\$0	(\$300,000)	\$0
Prior Year	0.00%	N/A	0.00%	(60.00%)	0.00%

*ISBE requests a \$500,000 appropriation in fiscal year 2020 for Adolescent Health programs. This appropriation request will provide spending authority for Adolescent Health (\$200,000) and Improving Student Health and Academic Achievement through Nutrition, Physical Education, and the Management of Chronic Conditions in Schools (\$300,000) in FY 2019 and FY 2020.

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20**
Grant Award	\$184,765	\$227,614	\$160,867	\$99,935	TBD
Change from	\$184,765	\$42,849	(\$66,747)	(\$60,932)	TBD
Prior Year	(55.312%)	23.2%	(29.32%)	(37.88%)	TBD

*Adolescent Health grant awards are made for a five-year period. The FY 2018 award ended the last five-year period and the FY 2019 award started a new five-year period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

**FY 2020 amounts are to be determined (TBD).

Board Goals

This program aligns with the following Board goal:

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

- Every school offers a safe and healthy learning environment for all students.

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.

Program Mission

To administer and disseminate the Youth Risk Behavior Survey (YRBS) and Health Profiles. The YRBS results help in understanding the factors that contribute to the leading causes of illness, death, and disability among youth and young adults.

Behaviors that contribute to unintentional injuries and violence, such as sexual behaviors related to unintended pregnancy and sexually transmitted diseases, including HIV infection; alcohol and other drug use; tobacco use; unhealthy dietary behaviors; and inadequate physical activity. YRBS also measures the prevalence of obesity and asthma and other health-related behaviors plus sexual identity and sex of sexual contacts. YRBS includes a national school-based survey conducted by the Centers for Disease Control and Prevention (CDC) and state, territorial, tribal, and local surveys conducted by state, territorial, and local education and health agencies and tribal governments.

Purpose

To analyze YRBS and Profiles data to better understand and provide resources for those factors that contribute to causes of illness, death, and/or disability among youth. Such analysis allows the Illinois State Board of Education to advance the Whole Child, Whole School, Whole Community model that has been adopted by the agency.

Reimbursement/Distribution Method

Funds are provided for staffing and are used for such purposes as coordinating contracts (related to collecting) and analyzing and disseminating YRBS surveys and Health Profiles.

Population and Service Levels

A total of 557 schools were randomly selected by the CDC to complete the YRBS survey in 2017. Additionally, 1,430 school administrators were randomly selected to complete the health profiles.

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

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$55,000,000	\$55,000,000	\$55,000,000	\$55,000,000	\$66,000,000
Change from	\$0	\$0	\$0	\$0	\$11,000,000
Prior Year	0.00%	0.00%	0.00%	0.00%	20.00%

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20**
Grant Award	\$40,365,798	\$40,004,782	\$39,458,917	\$42,270,349	TBD
Change from	(\$153,271)	(\$361,016)	(\$545,865)	\$2,811,432	TBD
Prior Year	(0.38%)	(0.89%)	(1.36%)	7.12%	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 2020 amounts are to be determined (TBD).

Board Goals

This program aligns with the following Board goals:

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

- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- Every student is supported by highly prepared and effective teachers and school leaders.

Principles Equity

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high

expectations and ensure that every student achieves success.

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in

their understanding of human development.

Program Mission

Career and Technical Education (CTE) programs in Illinois strengthen students' technical skills; facilitate transitions to postsecondary training programs, employment, or both; and help students meet the Illinois Learning Standards. CTE programs also close achievement and equity gaps by increasing access for students across the state. CTE programs meet the needs of students; create personalized and innovative learning opportunities that engage students' strengths and interests; and provide a quality educational pathway that empowers students to graduate with skills, content knowledge, and confidence to succeed in their personal and professional lives.

Purpose

The purpose of CTE is to provide educational opportunities to fully develop academic and technical skills for career opportunities, specific job training, and occupational retraining; to learn about nontraditional occupations; and to support special populations of students. Business and Industry will be working even closer with secondary and postsecondary entities in the coming year to align the pathways to the needs in the local areas. These opportunities enable students to succeed in secondary and postsecondary education. The Education for Employment Regional Delivery Systems (ERDS) assist in maintaining and expanding technical skills of the state's labor force and promote economic growth and development.

CTE programs enable students to engage in career exploration, work-based learning, and pre-apprenticeships. CTE provides support for students participating in non-traditional fields as well as support for students in special populations, such as individuals receiving special education services, English

Learners, and students in the juvenile justice system or foster care system. CTE increases students' opportunities for careers in high-wage, high-skill, and in-demand occupations. Secondary CTE instructional programs are grouped into five broad areas based on career clusters and provide students with 16 career pathways. The five cluster areas are Agriculture Education; Business, Marketing and Computer Education; Family and Consumer Sciences; Health Science Technology; and Technology and Engineering Education.

Reimbursement/Distribution Method

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

Grant Award

- 85% Grants
- 9% Leadership Activities
- 5% Administration
- 1% State Institutions

Federal funds (85 percent of the grant award) are distributed to eligible ERDS through allocation formulas. 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. Statewide leadership activities (9 percent of grant award) is awarded by a competitive basis according to the provisions of the Carl D. Perkins Career and Technical Education Act of 2006.

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

effective in fiscal year 2003 and in accordance with a Memorandum of Understanding between the ISBE and ICCB.

Population and Service Levels

The following table displays service-level information:

Students Served	FY17	FY18	FY19 (est)
Secondary Students	287,495	294,239	290,861
Secondary Schools Offering Programs	634	774	774
Community College Students	135,658	131,076	127,140
Community Colleges Offering Programs	48	48	48
Total Students	423,153	425,315	418,001

Child Nutrition Programs

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$850,000,000	\$1,062,500,000	\$1,062,500,000	\$1,062,500,000	\$1,062,500,000
Change from	\$125,000,000	\$212,500,000	\$0	\$0	\$0
Prior Year	17.24%	25.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20
Grant Award	\$768,276,082	\$767,404,305	\$788,161,200	TBD	TBD
Change from	\$6,267,552	(\$871,777)	\$20,756,895	TBD	TBD
Prior Year	0.82%	(0.11%)	2.70%	TBD	TBD

**Child nutrition funds are distributed to states on a reimbursement basis. Numbers shown represent actual expenditures for the federal fiscal year. State fiscal years 2019 and 2020 amounts for the federal award are to be determined (TBD).*

Board Goals

This program aligns with the following Board goal:

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

- Every school offers a safe and healthy learning environment for all students.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.

Program Mission

To provide leadership and support so that sponsoring entities can 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 2019 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**	\$0.31-\$0.37	\$0.33-0.39
Reduced-price**	\$2.91-\$2.97	\$2.93-2.99
Free**	\$3.31-\$3.37	\$3.33-3.39

* 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 U.S. Department of Agriculture's new meal pattern requirement.

FY 2019 federal reimbursement rates for the SBP:

	Rates	Rates for Severe Need Schools*
Paid breakfast reimbursement	\$0.31	\$0.31
Reduced-price breakfast reimbursement	\$1.49	\$1.84
Free breakfast reimbursement	\$1.79	\$2.14

* 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.

FY 2019 federal reimbursement rates for the After-School Care Snack Program:

	Rates
Paid snack reimbursement	\$0.08
Reduced-price snack reimbursement	\$0.45
Free snack reimbursement	\$0.91

FY 2019 federal reimbursement rates for the Special Milk Program (SMP):

	Rates
Paid special milk	\$0.205
Free special milk	Avg. cost per ½ pint

FY 2019 (June 2018-August 2018) federal reimbursement rates for the Summer Food Service Program (SFSP):

	Operating Rates	Administrative Rates	
		Rural/Self-Prep	Urban/Vended
Breakfasts	\$2.03	\$0.2025	\$0.1600
Lunches/suppers	\$3.55	\$0.3725	\$0.3075
Supplements	\$0.83	\$0.1000	\$0.0800

FY 2019 federal reimbursement rates for the Child and Adult Care Food Program (CACFP):

Child Care Center Rates	Breakfasts	Lunch & Suppers	After-School Snacks
Paid	\$0.31	\$0.31	\$0.08
Reduced	\$1.49	\$2.91	\$0.45
Free	\$1.79	\$3.31	\$0.91

Day Care Home Rates	Breakfasts	Lunch & Suppers	Supplements
Tier I	\$1.31	\$2.46	\$0.73
Tier II	\$0.48	\$1.48	\$0.20

In addition to this reimbursement, sponsors in the CACFP also receive cash in lieu of commodities/U.S. Department of Agriculture (USDA) Foods based on the number of lunches and suppers served. The cash in lieu of commodity rate for CACFP is \$0.235 per meal for FY 2019.

In addition to this reimbursement, sponsors in the NSLP also receive a Planned Assistance Level (PAL) factor as a credit to purchase commodities/USDA Foods based on the number of lunches served. The PAL for NSLP is \$0.3425 per meal (\$0.235 per meal PLUS 12 percent provision dollars) for FY 2019.

The Fresh Fruit and Vegetable Program (FFVP) provides federal funds to selected schools 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 per 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.

	FY18	FY19 (est)
LUNCH		
Number of Sponsors	1,071	1,066
Number of Sites	4,061	4,041
Number of Meals	172,339,120	174,062,511
BREAKFAST		
Number of Sponsors	808	812
Number of Sites	3,426	3,443
Number of Meals	73,241,525	75,804,978
SNACKS		
Number of Sponsors	150	147
Number of Sites	653	650
Number of Meals	3,610,582	3,700,847

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 who are not present during lunch). The number of milks served is shown below.

	FY18	FY19 (est)
Number of Sponsors	316	310
Number of Sites	513	503
Number of Milks	8,974,570	8,884,824

The FFVP is a competitive 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.

	FY18	FY19 (est)
Number of Sites	272	279
Number of Students	111,024	100,173
Allocation per Student	\$50.17 - \$75.00	\$50.00 - \$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 receive free or reduced-price meals during the school year through the NSLP and SBP. The following table displays service-level information:

	FY18	FY19 (est)
Number of Sponsors	151	158
Number of Sites	1,932	1,980

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:

	FY18	FY19 (est)
Number of Sponsors – Child Care Centers	799	819
Number of Sites – Child Care Centers	2,675	2,729
Number of Sponsors – Child Care Homes	12	11
Number of Sites - Child Care Homes	6,811	5,793

Improving Student Health and Academic Achievement through Nutrition, Physical Education, and the Management of Chronic Conditions in Schools

Legislative Reference – 105 ILCS 110
Funding Source – Federal (CFDA 93.981)

Appropriation History*

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$300,000	\$300,000
Change from Prior Year	\$0	\$0	\$0	\$300,000	\$0
	0.00%	0.00%	0.00%	N/A	0.00%

* ISBE requests a \$500,000 appropriation in FY20 for Adolescent Health programs. This appropriation request will provide spending authority for Adolescent Health (\$200,000) and Improving Student Health and Academic Achievement through Nutrition, Physical Education, and the Management of Chronic Conditions in Schools (\$300,000) in fiscal years 2019 and 2020.

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20**
Grant Award	\$0	\$0	\$0	\$365,000	TBD
Change from Prior Year	\$0	\$0	\$0	\$365,000	TBD
	0.00%	0.00%	0.00%	N/A	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 FY 2020 amounts are to be determined (TBD).

Board Goals

This program aligns with the following Board goals:

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

- 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

Program Mission

The intent of this funding is to help students thrive physically, emotionally, and academically in healthy school environments. This funding helps provide statewide guidance and training to enhance the already strong and effective collaborative governmental and nongovernmental partnerships that encourage Local Education Agencies (LEAs) to adopt policies and practices that lead to positive changes in healthy habits in youth. To this end, ISBE will help schools foster healthy habits in youth and support school nurses to provide effective case management of students with chronic health conditions

Purpose

The purpose of this project is to (1) increase the number of students who consume nutritious food and beverages; (2) increase the number of students who participate in daily physical education and physical activity; and (3) increase the number of students who can effectively manage their chronic health conditions.

Reimbursement/Distribution Method

Funds are distributed via grants to five LEAs as identified in the approved program plan.

Population and Service Levels

ISBE will engage the following five LEAs, selected with attention to geographical regions as well as with a significant percentage of students in two or more of the target populations and health disparities as identified in the approved program plan:

- Chicago Public Schools District #299;
- Meridian Community Unit District #101
- Aurora East School District #131;
- Waukegan School District; and
- Decatur District #61

Individuals with Disabilities Education Act – Deaf and Blind

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$500,000	\$500,000	\$500,000	\$500,000	\$800,000
Change from	\$0	\$0	\$0	\$0	\$300,000
Prior Year	0.00%	0.00%	0.00%	0.00%	60.00%

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20**
Grant Award	\$335,444	\$335,444	\$335,444	\$343,838	TBD
Change from	\$0	\$0	\$0	\$8,394	TBD
Prior Year	0.00%	0.00%	0.00%	2.50%	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, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

***This is the final year of this federal grant. However, it is to be determined (TBD) if it will become available in FY 2020.*

Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- All kindergartners are assessed for readiness.
 - Ninety percent or more of third-grade students are reading at or above grade level.
 - Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
 - Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
 - Ninety percent or more of 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate

- opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To provide supplemental funds for equitable services to deaf-blind children from birth through age 21, including technical

assistance, information, and trainings for staff and students to enhance their educational experience in a safe and healthy environment.

Purpose

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

Reimbursement/Distribution Method

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

Population and Service Levels

The following table displays service-level information:

	FY18	FY19 (est)
Students served	382	380
Number of referrals received	21	20
Number of service provider contacts	1,190	1,200
Number of family contacts	260	300
Number of school districts served	147	145
Number of trainings provided	9	5
Number of persons trained	101	100
Website visits	12,165	12,000

Individuals with Disabilities Education Act - Part B

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$700,000,000	\$754,000,000	\$754,000,000	\$754,000,000	\$754,000,000
Change from	\$0	\$54,000,000	\$0	\$0	\$0
Prior Year	0.00%	7.71%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20**
Grant Award	\$500,249,065	\$516,499,326	\$517,934,553	\$530,733,888	TBD
Change from	\$979,144	\$16,250,261	\$1,435,227	\$12,799,335	TBD
Prior Year	0.20%	3.25%	0.28%	2.47%	TBD

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

**State fiscal year 2020 amounts for the federal grant award are to be determined (TBD).

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.

- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To help local school districts and service provider agencies meet the individual academic and behavioral needs of students with disabilities ages 3 – 21 so they may progress in the general curriculum and achieve equitable outcomes.

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:

	FY18	FY19 (est)
Students served	295,066	295,341
School districts/ Co-ops	169	169
District allotments	\$456,191,296	\$467,700,592

Individuals with Disabilities Education Act – Preschool, Part B

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$25,000,000	\$25,000,000	\$29,200,000	\$29,200,000	\$29,200,000
Change from	\$0	\$0	\$4,200,000	\$0	\$0
Prior Year	0.00%	0.00%	16.80%	0.00%	0.00%

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20**
Grant Award	\$16,488,219	\$17,118,363	\$17,118,363	\$17,657,327	TBD
Change from	\$0	\$630,144	\$0	\$538,964	TBD
Prior Year	0.00%	3.82%	0.00%	3.15%	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 2020 amounts for the federal grant award are to be determined (TBD).*

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school will offer a safe and healthy learning environment for all students.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal

responsibilities to set high expectations and ensure that every student achieves success.

- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational

leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To support schools in developing a comprehensive early learning system that enables all children with disabilities ages 3 through 5 to be educated appropriately.

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 to ensure equitable outcomes for all preschool children.

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:

	FY18	FY19 (est)
Children served	37,137	37,428
School districts/ Special Ed co-ops	156	156
Dollars to districts	\$12,556,635	\$13,002,347

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

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$4,500,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
Change from	\$0	\$500,000	\$0	\$0	\$0
Prior Year	0.00%	11.11%	0.00%	0.00%	0.00%

Federal Grant Award

	FY16	FY17	FY18	FY19	FY20*
Grant Award	\$1,746,358	\$1,746,358	\$1,714,907	\$1,000,000	TBD
Change from	(\$228,642)	\$0	(\$31,451)	(\$714,907)	TBD
Prior Year	(11.58%)	0.00%	(1.80%)	(41.69%)	TBD

**State fiscal year 2020 amounts for the federal grant award are to be determined (TBD).*

Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- All kindergartners are assessed for readiness.
 - Ninety percent or more of third-grade students are reading at or above grade level.
 - Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
 - Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
 - Ninety percent or more of students graduate from high school ready for college and career.
 - All students are supported by highly prepared and effective teachers and school leaders.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the

capacity to ensure the development of all persons to the limits of their capacities.

- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

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 and ensure equitable outcomes of students, particularly those who receive special education and related services.

Purpose

To establish and implement the Illinois Multi-Tiered System of Supports (MTSS) Network. The network provides regionally based professional development, technical assistance, and coaching to educators and parents throughout the state.

These services focus on improving student performance in grades K-12 through the implementation of a multi-tiered system of instruction, intervention, and assessment, with an emphasis on administrative leadership; scientific, research-based reading and math curricula and instruction;

data-based decision-making; universal screening and progress monitoring; and parent involvement.

In addition, the program is to establish and implement the Illinois Institutes of Higher Education (IHE) Partnerships, through which the MTSS framework and academic practices 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. Grant funds are distributed through annually renewable grants, which were originally awarded in fiscal year 2011 through a competitive Request for Proposals process to one Regional Office of Education and one IHE. A no-cost extension was also requested and awarded, which provided continued funding of this competitive grant through FY 2017.

ISBE was awarded a new five-year grant in July 2015 that will extend through September 30, 2020. Grant funds were distributed through a continuation grant in FY 2017.

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

Supports for schools and districts with indicated needs aligned to the State Performance Plan/Annual Performance Report as required by Office of Special Education Program are provided through the IL MTSS Network, including the implementation of the State Systemic Improvement Plan. This plan targets early literacy and the desired outcome of increasing the percentage of grade school students with disabilities who are proficient or above on the statewide assessment.

Universal services will be delivered statewide, while support that is more intensive will be provided at the district and school levels.

Faculty members of the IHE partnerships in elementary education, administrator preparation, school psychology, and social 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.

This project also seeks to increase the number of parents who understand the multi-tiered system of supports and increase their level of participation in the educational decision-making process.

Longitudinal Data System

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$5,200,000	\$5,200,000	\$5,200,000	\$5,200,000	\$5,200,000
Change from	(\$10,000,000)	\$0	\$0	\$0	\$0
Prior Year	(65.79%)	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20
Grant Award	\$1,007,084	\$2,051,094	\$1,970,911	\$1,970,911	TBD
Change from	\$1,007,084	\$1,044,010	(\$80,183)	\$0	TBD
Prior Year	N/A	103.67%	(3.91%)	0.00%	TBD

*This is a multi-year award with an end date of Sept. 14, 2019.

Board Goals

The program aligns with the following board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein . . .
- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.

Equity Principles

The program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the

capacity to ensure the development of all persons to the limits of their capacities.

- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience is different from theirs; and in their understanding of human development.

Program Mission

To continue designing, developing, implementing, and using the Illinois Longitudinal Data System (ILDS) to improve student equity and learning. The ILDS project includes a series of interrelated efforts that will enable state policymakers, educators, learners, and members of the public to access information from the ILDS more quickly and easily in order to support and improve state and local resource allocations, instruction, and learner outcomes.

Purpose

Many Illinois educators agree closing the technology gap in our schools plays an important part in closing the achievement gap in student performance. ISBE is working closely with educators to understand their data needs and to provide near real-time actionable information to classrooms across the state. Many rural school districts are too small to afford the expense and the upkeep of implementing district-level data

dashboards and reports. In contrast, large school districts often spend funds to purchase vendor-driven dashboard solutions when those funds might otherwise go to serving other student needs.

These projects will build on existing investments to accelerate Illinois' movement from a compliance model of data management to a service model focused on utilization of data for state and local education system improvements. The ILDS outcomes will provide visually comprehensive dashboards that connect resource allocation information to student outcomes and educator information. Clear charts, graphs, and statistical tools will enable educators to identify performance trends. Administrator tools will be used to base policy on school and Local Education Agency level trends. The enhancement of the underlying data collection and management will support research and evaluation, leading to program and system-level improvements. These projects have provided ISBE with the ability to collect, analyze, and manage data from preschool through grade 12 and to integrate and analyze postsecondary education data housed in the multiagency ILDS. These systems will have the capacity to link individual student data across time and databases. This includes matching teachers to students, promoting interoperability for easy matching and linking of data across institutions, 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 ILDS will serve educators from preschool through postsecondary education and help state policymakers improve education programs and practices.

Preschool Development Grant – Birth through 5

Legislative Reference – PL 111-5
Funding Source – Federal (CFDA 93.434)

Appropriation History

	FY16	FY17	FY18	FY19*	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$3,750,000
Change from	\$0	\$0	\$0	\$0	\$3,750,000
Prior Year	0.00%	0.00%	0.00%	0.00%	N/A

*Illinois State Board of Education requested a non-appropriated account to be established by the Office of the Comptroller for fiscal year 2019.

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20**
Grant Award	\$0	\$0	\$0	\$3,702,937	TBD
Change from	\$0	\$0	\$0	\$3,702,937	TBD
Prior Year	0.00%	0.00%	0.00%	N/A	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 FY 2020 amounts are to be determined (TBD).

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement

and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.

- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

The Preschool Development Grant – Birth through 5 grant will allow Illinois to develop an overarching statewide strategic plan, informed by a needs assessment, which will guide systemic efforts to coordinate Illinois' mixed delivery system so that all children and families have access to the services they need to thrive. Activities will also be conducted to maximize parental choice and knowledge, to engage community voice, to share best practices, and to improve the overall quality of early childhood care and education throughout the state.

Purpose

- To develop, update, or implement a strategic plan that facilitates collaboration and coordination among existing programs of early childhood care and education in a

mixed delivery system across the state;

- To more efficiently use existing federal, state, local, and non-governmental resources to align and strengthen the delivery of existing programs;
- To encourage partnerships among the wide range of Early Childhood Education (ECE) programs and service partners that make up the Birth through 5 Early Childhood State System;
- To expand parental choice and knowledge about existing programs; and
- To enhance school readiness for children from low-income and disadvantaged families, including during children's transition into elementary school by sharing best practices between and among ECE providers.

The grant is structured as follows:

- Activity One: Conduct or update a thorough statewide Birth through 5 needs assessment of the availability and quality of existing programs/services in the state.
- Activity Two: Develop or update a strategic plan, based on needs assessment results, that recommends collaboration, coordination, and quality improvement activities among existing programs.
- Activity Three: Maximize parental choice and knowledge; promote and increase involvement by parents and family members in the development and transition of their children.
- Activity Four: Share best practices among early childhood care and education program providers in the state to increase collaboration and efficiency of services, including to improve transitions from such programs to elementary school.

- Activity Five: After activities one and two are completed, improve the overall quality of early childhood care and education programs in the state.

services. Activities under this grant are carried out jointly by the Illinois State Board of Education and the Governor's Office of Early Childhood Development, along with other state agencies.

Reimbursement/Distribution Method

The grant funding supports the infrastructure of a high-quality mixed delivery system of

Preschool Expansion Grant

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$35,000,000	\$35,000,000	\$35,000,000	\$35,000,000	\$35,000,000
Change from	\$35,000,000	\$0	\$0	\$0	\$0
Prior Year	N/A	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20
Grant Award	\$20,000,000	\$21,731,726	\$19,364,834	\$0	\$0
Change from	\$0	\$1,731,726	(\$2,366,892)	(\$19,364,834)	\$0
Prior Year	0.00%	8.66%	(10.89%)	(100.00%)	0.00%

*Federal grant awards may be spent over the entire project period ending Dec. 31, 2019. 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.

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement

and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.

- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To provide preschool services to 4-year-olds who are determined to be at risk through high-quality, full-day preschool and comprehensive services.

Purpose

The Preschool Expansion Grant supports the state’s efforts in expanding high-quality, full-day comprehensive preschool to the state’s 4-year-olds who are most at risk and not yet eligible for kindergarten.

In addition to full-day instruction, programs funded by this initiative 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; and 5) 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 are carried out jointly by the Illinois State Board of Education and the Governor’s Office of Early Childhood Development by increasing the number of current preschool slots while also expanding and enhancing current preschool slots in a core group of 18 communities identified as having a high number of at-risk underserved preschool-age children.

There are no federal awards in fiscal years 2019 and 2020 as the state will spend down previously awarded funds through December 31, 2019.

Population and Service Levels

The following table displays service-level information:

	FY16	FY17	FY18	FY19
Entirely new slots	1,974	2,198	2,745	2,800
New slots combined with Head Start	585	1,487	2,129	1,120
Enhanced /Extended Preschool for All slots	551	344	41	350
Total slots	3,110	4,029	4,915	4,270

Sexual Risk Avoidance Education

Legislative Reference – Section 510 of the Social Security Act
Funding Source – Federal (CFDA 93.235)

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$5,600,000	\$5,600,000	\$6,500,000	\$6,500,000
Change from Prior Year	\$0	\$5,600,000	\$0	\$900,000	\$0
	0.00%	N/A	0.00%	16.07%	0.00%

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20**
Grant Award	\$0	\$2,769,115	\$2,555,444	\$2,231,068	TBD
Change from Prior Year	\$0	\$2,769,115	(\$213,671)	(\$324,376)	TBD
	0.00%	N/A	(7.72%)	(12.69%)	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.

** Fiscal year 2020 amounts are to be determined (TBD).

Board Goals

This program aligns with the following Board goal:

Every child in each public school system in the State of Illinois deserves to attend a system wherein:

- Every school offers a safe and healthy learning environment for all students.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.

- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

Program Mission

To financially support services to students in order that teaches them how to voluntarily refrain from non-marital sexual activity. Sexual Risk Avoidance Education (SRAE) programs also teach the benefits associated with self-regulation; success sequencing for poverty prevention; healthy relationships; goal-setting; and resisting sexual coercion, dating violence, and other youth risk behaviors (such as underage drinking or illicit drug use) without normalizing teen sexual activity.

Purpose

The U.S. Department of Health and Human Services, through the Administration for Children and Families Title V State SRAE

Grant Program, provides federal funds to states for the purpose of developing tools and resources to address the rates of teen pregnancy among members of those groups who are most likely to bear children out of wedlock. For that reason, states may fund SRAE programs that provide mentoring, counseling, and adult supervision as a means of promoting abstinence from sexual activity.

Reimbursement/Distribution Method

Funds will be distributed through a competitive process to an entity that will

provide coordination for the project and, in turn, distribute funds to other entities that provide the direct services to youth.

Population and Service Levels

This program serves youth from age 10-19 in any county, city, village, or jurisdiction of the state, including youth in foster care homes and homeless shelters.

STOP-School Violence Prevention and Mental Health Training Program

Legislative Reference – 34 USC 10551-54
 Funding Source – Federal (CFDA 16.839)

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$1,000,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$1,000,000 N/A

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20**
Grant Award	\$0	\$0	\$0	\$1,000,000	TBD
Change from Prior Year	\$0 0.00%	\$0 0.0%	\$0 0.0%	\$1,000,000 N/A	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.

** FY 2020 amounts are to be determined (TBD).

Board Goals

This program aligns with the following Board goal:

Every child in each public school system in the State of Illinois deserves to attend a system wherein:

- Every school offers a safe and healthy learning environment for all students.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.

Program Mission

Funding for this program will support the improvement of school security by providing teachers and students with the tools needed to recognize and respond quickly to violent attacks, mitigate risk exposure, and prevent acts of violence.

Purpose

The purpose of STOP-School Violence Prevention and Mental Health Training Program Grant is to develop and enact a statewide approach to training school personnel to recognize the mental health needs of youth and empower youth with the tools and resources necessary to actively participate in maintaining the safety and wellness of their school.

Reimbursement/Distribution Method

The Illinois State Board of Education will enter into intergovernmental agreements with Regional Offices of Education, local universities, and school districts to provide

training for school personnel, law enforcement personnel, and other adults who interact with youth. The curriculum of Youth Mental Health First Aid Training will be used.

Population and Service Levels

Instructor trainings will be held in Illinois in each of the 35 Regional Offices of Education and three Intermediate Service Centers throughout the state.

Substance Abuse and Mental Health Services

Legislative Reference - 405 ILCS 105
Federal (CFDA 93.243)

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$3,800,000	\$5,300,000	\$5,300,000	\$5,300,000	\$5,300,000
Change from Prior Year	\$3,800,000	\$1,500,000	\$0	\$0	\$0
	N/A	39.47%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY16	FY17	FY18	FY19**	FY20**
Grant Award	\$1,900,000	\$1,116,550	\$2,355,892	TBD	TBD
Change from Prior Year	\$0	(\$783,450)	\$1,239,342	TBD	TBD
	0.00%	(41.23%)	111.00%	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 2019 and 2020 amounts are to be determined (TBD).

Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state

has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.

- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

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 to progress in educational environments. Training is provided to school personnel and students are supported in a safe and healthy environment.

Purpose

The purpose of Project AWARE is to build and expand the capacity of State Education 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 intergovernmental 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 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. 115-64
Funding Source – Federal (CFDA 84.330B)*

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$3,000,000	\$3,300,000	\$3,300,000	\$3,300,000	\$3,300,000
Change from	\$0	\$300,000	\$0	\$0	\$0
Prior Year	0.00%	10.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY16	FY17	FY18	FY19**	FY20**
Grant Award	\$0	\$0	\$0	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 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.*

***To be determined (TBD) as funding after the fiscal year 2018 award will be based upon funding available through the Every Student Succeeds Act.*

Board Goals

This program aligns with the following Board goals:

- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and/or career.

Equity Principles

This program aligns with the following equity principles

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity

for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.

Program Mission

To increase the number of low-income students taking Advanced Placement (AP) exams through provision of exam fee reimbursement in order to increase equity among all students to be college and career ready.

Purpose

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

Reimbursement/Distribution Method

AP Test Fee Program reimbursement funds are provided to Local Education Agencies

(LEAs) for low-income students who request fee reductions for AP exams and to the school districts involved.

Population and Service Levels

All Illinois low-income students who take AP exams are eligible to receive test fee reduction funds upon request. Funding is needed to cover AP Test Fees for low-income students in order to ensure each and every student who wishes to complete an AP course and exam can do so. Districts utilized these funds for approximately 58,000 AP test waivers in fiscal year 2019. The district

allocations increase access to well-rounded, rigorous learning opportunities and support college credit-earning potential through an AP pathway for Illinois students by diminishing barriers for low-income students. Participation is open to all Illinois high schools.

	FY17	FY18	FY19* (est)
Number of exams with reimbursement	49,400	55,475	58,250

*Projected amount based on average 5 percent increase per year over last three years.

Title I – Basic, Part A

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$884,000,000	\$884,000,000	\$1,006,078,767	\$1,033,409,991	\$1,033,900,000
Change from	\$0	\$0	\$122,078,767	\$27,331,224	\$490,009
Prior Year	0.00%	0.00%	13.81%	2.72%	0.05%

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20**
Grant Award	\$663,790,614	\$667,176,643	\$678,425,619	\$678,373,061	TBD
Change from	\$16,570,045	\$3,386,029	\$11,248,976	(\$52,558)	TBD
Prior Year	2.56%	0.5%	1.7%	(0.01%)	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 2020 amounts are to be determined (TBD).*

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college or 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so

that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.

- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

The purpose of this Title grant, under the Every Student Succeeds Act, is to provide all children significant opportunity to receive a fair, equitable education.

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 core subjects including English language arts, mathematics, science, social studies, physical education,

technology, fine arts, world languages, and music. Title I may also support parent involvement and 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 to support high-quality education and other activities to close the achievement gap.

Reimbursement/Distribution Method

Funds for Title I Basic are distributed through formula grants based on the low-income census count. All Illinois Local Education Agencies (LEAs) that have a low-income census count of at least 10 and at least 5 percent of their school-age population are eligible to receive assistance.

In addition, under Title I, the state sets aside 7 percent of the state's Title I-Part A allocation for school improvement activities. Of the 7 percent, the state allocates not less than 95 percent to districts on formula basis to serve schools implementing comprehensive or targeted support and improvement activities or it may, with approval of the district, directly provide for these activities.

Population and Service Levels

The information below shows the Title I - Basic, Part A grant award allocation at the state level based on the Every Student Succeeds Act.

Grant Award

- 92% LEA Grants
- 7% School Improvement
- 1% State Education Agency Administration

The following table displays Title I – Basic, Part A service-level information:

	FY17	FY18	FY19
Number of Title I districts	825	837	840
Number of Title I School wide schools	2,065	2,273	2,275
Number of Title I Targeted schools	1,210	1,045	1,050
Students receiving school wide Title I Program (reading and mathematics instruction)	900,347*	946,709	947,000
Students receiving targeted Title I Program (reading and mathematics instruction)	58,647*	52,421	52,500
Students not participating in Title I Program	1,140,184**	1,085,190	1,050,000
Number of Title I public school teachers	21,525**	20,426**	20,900
Total number of Title I teachers	21,528**	20,429**	20,500

*SIS School Year 2017 and 2018 end-of-year data.

** EIS FY 2017 and 2018 end-of-year data. Teacher count includes ALL EIS Teacher codes (Spec. Ed., Resource, etc.).

Title I – Education of Migratory Children, Part C

*Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.011A)*

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$4,000,000	\$4,000,000	\$3,640,513	\$5,558,109	\$5,000,000
Change from	\$0	\$0	(\$359,487)	\$1,917,596	(\$558,109)
Prior Year	0.00%	0.00%	(8.99%)	52.67%	(10.04%)

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20**
Grant Award	\$1,886,908	\$1,886,908	\$1,810,605	\$2,092,279	TBD
Change from	(\$13,075)	\$0	(\$76,303)	\$281,674	TBD
Prior Year	(0.69%)	0.00%	(4.04%)	15.56%	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 2020 amount is to be determined (TBD).*

Board Goals

This Program aligns with the following board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- All kindergartners 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-grade students 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement

and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.

- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To improve the academic growth and proficiency of migrant students as measured by standardized tests and academic progress assessments and to increase the number who graduate from high school ready for college and career by providing support in the areas of identified need and reducing the effects of educational disruption related to repeated moves for migrant children.

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 High School Equivalency Diploma. This program provides interventions, such as individualized instruction and family liaisons, to increase the percentage of migrant

students meeting learning standards and on track for graduation, 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 distributed to serve communities with documented migrant student populations in amounts determined by negotiations between ISBE and the local service providers.

Population and Service Levels

The Migrant Education Program (MEP) serves educationally disadvantaged children of seasonal and migratory farm workers. About 1,400 migrant children qualified for services in fiscal year 2017. ISBE collects the total number of migrant children who qualify for services and the total number of migrant children who are actually served, as required by the grant. See table on the next page regarding the total number of migrant children served. Almost all of these were Hispanic and many were English Learners. Most were in grades K-12 (67 percent), but children ages 0-5 (17 percent) and out-of-school youth (16 percent) also qualified for services. Students came to Illinois from Texas, Florida, Mexico, and other areas. Migrant families are highly mobile and often do not remain in one school district for the entire school year. Many come to Illinois in the summer and leave before the school year begins.

Seven summer-term programs and seven fall or regular-term programs operated by school districts, a community college, nonprofit organizations, and a state university 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, parent involvement, and referral to 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:

	FY16	FY17	FY18 (est)**	FY19 (est)**
Students Summer Program*	590	737	631	700
Students Regular Year*	207	237	260	180
Number of funded entities	11	9	8	8

**These numbers reflect only migrant children served with MEP funds. Some migrant children were served by school districts with other state, local, or federal funding because the migrant funding is supplemental to existing programs.*

***FY 2018 and FY 2019 are estimates due to the reporting period of this program.*

The following entities received funding under this program in the 2017-18 school year:

- Beardstown Community Unit School District 15
- Community Health Partnership of Illinois
- Illinois Migrant Council
- Kankakee School District 111
- Northern Illinois University
- Parkland College District 505
- Princeville Community Unit School District 326
- Rantoul City School District 137

Title I – Migratory Incentive, Part C

*Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.144F)*

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$300,000	\$300,000	\$72,000	\$52,000	\$100,000
Change from	\$0	\$0	(\$228,000)	(\$20,000)	\$48,000
Prior Year	0.00%	0.00%	(76.00%)	(27.78%)	92.31%

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20**
Grant Award	\$66,666	\$66,666	\$66,666	\$68,182	TBD
Change from	\$6,666	\$0	\$0	\$1,516	TBD
Prior Year	11.11%	0.00%	0.00%	2.27%	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 2020 amount is to be determined (TBD).*

Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- All kindergartners 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-grade students 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12

public education system with the capacity to ensure the development of all persons to the limits of their capacities.

- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To provide incentive grants to State Education 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 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 consortia: Identification and Recruitment Rapid Response Center (IRRC) and Graduation Outcomes for Success for Out-of-School Youth (GOSOSY). These three-year competitive grants were first awarded to state consortiums in state fiscal year 2016 and extended through state FY 2017-FY 2020.

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 scientific research to improve the educational attainment of underserved migrant out-of-school youth. The project utilizes 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.

Population and Service Levels

Recruiters in Illinois identified 246 out-of-school youth; 155 of these received services. The state adopted nine GOSOSY products and adapted two for outreach and instruction. All 38 recruiters who took a recruiter skills competency exam demonstrated proficiency. The state re-interview quality control process reported no errors in migrant eligibility determination in school year 2017-18.

Title I – Neglected and Delinquent, Part D

Legislative Reference – PL 114-95
Funding Source – Federal (CFDA 84.013A)

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$1,700,000	\$1,700,000	\$1,579,900	\$1,479,900	\$1,500,000
Change from	\$0	\$0	(\$120,100)	(\$100,000)	\$20,100
Prior Year	0.00%	0.00%	(7.06%)	(6.33%)	1.36%

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20**
Grant Award	\$640,403	\$883,428	\$785,846	\$933,571	TBD
Change from	(\$572,203)	\$243,025	(\$97,582)	\$147,725	TBD
Prior Year	(47.19%)	37.95%	(11.05%)	18.80%	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 2020 amounts are to be determined (TBD).*

Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- Ninety percent or more of third-grade students are reading at or above grade level.
 - Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
 - Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
 - Ninety percent or more students graduate from high school ready for college or 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.

Equity Principles

This program aligns with the following equity principles

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to

demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

The purpose of this Title program under the Every Student Succeeds Act is 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; to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; to prevent at-risk youth from dropping out of school; and to provide a support system to ensure their continued education and the involvement of their families and communities.

Purpose

The purpose of Title I, Part D, Subpart 1 is to provide supplemental educational services (i.e., transitional services, such as preplacement programs or worksite schools) 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.

The purpose of Title I, Part D, Subpart 2 is to provide local agency programs that meet the

educational needs of neglected, delinquent, and at-risk children; that assist in the transition of these students from correctional facilities to locally operated programs; and that ensure that these students have the same opportunities to achieve as if they were in local schools in the state.

Reimbursement/Distribution Method

The allocation for each state is generated by child counts in state juvenile institutions that provide at least 20 hours of instruction from nonfederal funds and adult correctional institutions that provide 15 hours of instruction a week. The State Education Agency then makes subgrants to state agencies based on their proportional share of the state's adjusted enrollment count of neglected or delinquent children.

The Illinois State Board of Education awards subgrants to districts with high numbers or percentages of children in locally operated juvenile correctional facilities, including facilities involved in community day programs.

Population and Service Levels

The Department of Juvenile Justice receives funds to provide supplemental educational services to youth who reside in the five Illinois youth centers.

Twenty-four districts receive grants to provide supplemental educational services to 4,665 youth who reside in facilities/institutions.

Title I – School Improvement 1003(g)

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$50,000,000	\$50,000,000	\$78,628,820	\$49,500,000	\$49,500,000
Change from	\$0	\$0	\$28,628,820	(\$29,128,820)	\$0
Prior Year	0.00%	0.00%	57.26%	(37.05%)	0.00%

Federal Grant Award*

	FY16	FY17	FY18**	FY19**	FY20
Grant Award	\$22,245,965	\$19,665,658	\$0	\$0	\$0
Change from	\$693,220	(\$2,580,307)	(\$19,665,658)	\$0	\$0
Prior Year	3.22%	(11.60%)	(100.00%)	0.00%	0.00%

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

***The program received new federal grant funds through fiscal year 2017. The available carry forward funds are estimated to be exhausted by June 2020.*

Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein . . .
- All kindergartners are assessed for readiness.
 - Ninety percent or more of third-grade students are reading at or above grade level.
 - Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics
 - Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
 - Ninety percent or more of 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 will offer a safe and healthy learning environment for all students.

Program Mission

To provide School Improvement Grants to Local Education Agencies (LEAs) with Title I schools and Title I-eligible secondary schools identified as the lowest-performing schools. These funds will support the districts and schools in improving student achievement, building educator capacity, and improving the environment at the 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 substantially raise 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 transformational changes to improve student achievement

and move the school out of improvement priority status. No additional funds have been received from the federal government after fiscal year 2017. Grants will be continuation grants through FY 2021.

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. The grant awards below are continuation awards and no funds are estimated to extend beyond FY 2020.

Grant Award

95% Grants

5% Administration

Three- year Continuation Awards	FY 19	FY 20
Schools	20	5
Funding (millions)	\$13.6	\$4.5

Title II – Improving Teacher Quality, Part A

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

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$160,000,000	\$160,000,000	\$160,000,000	\$160,000,000	\$160,000,000
Change from	\$3,000,000	\$0	\$0	\$0	\$0
Prior Year	1.91%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20**
Grant Award	\$91,260,907	\$89,701,495	\$83,323,587	\$81,325,138	TBD
Change from	(\$227,149)	(\$1,559,412)	(\$6,377,908)	(\$1,998,449)	TBD
Prior Year	(25.00%)	(1.71%)	(7.11%)	(2.40%)	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 2020 amounts are to be determined (TBD).*

Board Goals

This program aligns with the following Board goals:

- Every child in each public school in the State of Illinois deserves to attend a system wherein...
- Ninety percent or more of third-grade students are reading at or above grade level.
 - Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
 - Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
 - Ninety percent or more of students graduate from high school ready for college or career.
 - All students are supported by highly prepared and effective teachers and school leaders.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Grant Award

95% Grants

5% State Educational Agency Activities

As provided by law, a portion of these funds is set aside for state-level activities to establish or expand teacher, principal, or other school leader preparation academies to prepare teachers, principals, and other school leaders to serve in high-need schools. Local Education Agency (LEA) funds are allocated based on the following formula – 20 percent of funds are allocated based on the population of enrollments in public and private, not-for-profit schools, and 80 percent of funds are allocated for children who are in poverty within the district.

Program Mission

The purpose of this Title under the Every Student Succeeds Act is to increase student achievement; improve the quality and effectiveness of teachers, principals, and other leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

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. Funds can also be used for developing or improving evaluation systems, providing high-quality evidence-based professional development, or providing programs and activities to improve the ability of teachers to teach children with disabilities or English Learners. Funds can be used to improve instruction and capacity for early education or used for assessments. Ultimately, the use of Title II needs to serve the needs of all students.

Reimbursement/Distribution Method

The information below shows the Title II – Preparing, Training, and Recruiting High Quality Teachers and Principals grant award allocation at the state level based on the Every Students Succeeds Act:

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 increase student academic achievement, develop and improve evaluation systems, and improve instruction and capacity. For example, districts have included recruitment and hiring stipends for hard-to-fill positions, mentoring and induction opportunities to assist first-year professionals (i.e., teachers, principals), and professional development opportunities that include studying strategies for differential and inquiry-based instruction, writing curriculum to align standards, developing valid and credible assessments and rubrics, creating text-dependent questions, and integrating technology into standard-based units. A total of 858 projects were reviewed, approved, and processed in fiscal year 2018.

	FY16	FY17	FY18	FY19 (est)
Number of Title I public school teachers	22,368**	21,525**	20,384**	20,500

** EIS FY 2017 and 2018 end-of-year data. Teacher count includes ALL EIS teacher codes (Spec. Ed., Resource, etc.).

Title II – Mathematics and Science Partnership Program

*Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.366B)*

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$18,000,000	\$18,800,000	\$18,800,000	\$18,800,000	\$2,000,000
Change from Prior Year	\$4,000,000	\$800,000	\$0	\$0	(\$16,800,000)
	28.57%	4.44%	0.00%	0.00%	(89.36%)

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20
Grant Award	\$5,406,066	\$5,245,433	\$0	\$0	\$0
Change from Prior Year	\$179,896	(\$160,633)	(\$5,245,433)	\$0	\$0
	3.44%	(2.97%)	(100.00%)	0.00%	0.00%

**Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government. The MSP program concluded funding in SFY 2017. The program was not included in the Every Student Succeeds Act.*

Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and/or career.
- Every student is supported by highly prepared and effective teachers and school leaders.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to

demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience is different from theirs; and in their understanding of human development.

Program Mission

To provide funding to develop partnerships between institutions of higher education and school districts to improve mathematics and science pedagogy in elementary and secondary schools. Funding will assist in preparing effective teachers and school leaders in science and mathematics.

Purpose

To improve the academic achievement of students in mathematics and science by enhancing the content knowledge and instructional skills of classroom teachers through professional learning.

Reimbursement/Distribution Method

The funds are distributed to eligible partnerships based on a competitive grant. Eligible partners must meet federally set criteria.

Population and Service Levels

Eligible applicants are partnerships that include a science, technology, engineering, and mathematics 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/private schools, businesses, and not-for-profit or for-profit organizations concerned with mathematics and science education.

The following table displays service-level information:

	FY17	FY18	FY19 (est)
Lead Partnership	1	0	1
Area Partnerships	30	11	20
Teacher Participants	805	330	400

Title III - English Language Acquisition

*Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.365A)*

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$45,500,000	\$50,400,000	\$50,400,000	\$50,400,000	\$50,400,000
Change from Prior Year	\$0 0.00%	\$4,900,000 10.77%	\$0 0.00%	\$0 0.00%	\$0 0.00%

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20**
Grant Award	\$26,868,801	\$27,433,799	\$25,938,399	\$24,944,092	TBD
Change from Prior Year	(\$452,703) (1.66%)	\$564,998 2.10%	(\$1,495,400) (5.45%)	(\$994,307) (3.83%)	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 2020 amounts are to be determined.*

Board Goals

This program aligns with the following Board goals:

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

Program Mission

To provide effective professional development to teachers and administrators designed to improve the instruction and assessment of English Learners (ELs).

To implement high-quality programs for ELs and immigrant students that will help them attain English proficiency, achieve at high levels in core academic subjects, meet the Illinois Learning Standards, and graduate from high school prepared to enter college or career.

Purpose

To assist school districts in teaching English and providing high-quality instruction to ELs and immigrant children so they can meet the same challenging

academic standards expected of all children.

Reimbursement/Distribution Method

The information below shows the Title III - English Language Acquisition grant award allocation at the state level based on the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA):

Grant Award

- 95% Local Education Agency Grants
- 5% State Education Agency Activities
(no more than 50 percent
for administration)

ESSA requires that 95 percent of the federal allocation to the state be used for a Language Instruction Education Program (LIEP) 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 -- LIEP 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.

LIEP Grants

All 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. The final per pupil allocation was \$106 in fiscal year 2018.

Immigrant Education Program Grants

Eligible applicants are school districts that have met all the following conditions: 1) report immigrant student enrollments to Illinois State Board of Education in the current 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: 1) ages 3 through 21; 2) not born in any of the 50 states, the District of Columbia, or the Commonwealth of Puerto Rico; and 3) 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 October 30, 2018, was 28,229. Of this number, 9,665 will receive services under the FY 2019 Title III Immigrant Education Program Grant. The per capita allocation is \$150.

Population and Service Levels

Chicago Public Schools enroll approximately 30 percent of the EL students in the state, according to the 2017-18 end-of-the-year report to the Student Information System. The remaining 70 percent are enrolled in other districts located primarily in the northern half of the state. Approximately 76 percent of the ELs reported to be in Illinois public schools speak Spanish. The balance

speaks one or more of 185 other languages. LIEP 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 LIEP funds:

	FY17	FY18	FY19 (est)
Chicago students	72,104	66,656	77,015
Downstate students	157,368	157,719	175,019
Total	229,472	224,375	252,034

*EL student count as of the end of the school year. A 1 percent to 2 percent increase from the current count is expected by the end of the school year.

It is not a requirement that students in the Immigrant Education Program be ELs 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:

	FY17	FY18	FY19* (est)
Eligible Immigrant Education Program Students Identified	25,140	25,900	28,229
Immigrant Education Program Students Served	19,163	16,767	9,665

*Immigrant student count as of October 2018. A 1 percent increase from the current count is expected by the end of the school year.

Title IV – 21st Century Communities Learning Centers

Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.287C)

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$75,000,000	\$105,200,000	\$180,000,000	\$150,000,000	\$150,000,000
Change from	\$1,000,000	\$30,200,000	\$74,800,000	(\$30,000,000)	\$0
Prior Year	1.35%	40.27%	71.10%	(16.67%)	0.00%

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20**
Grant Award	\$50,808,494	\$52,512,685	\$51,796,408	\$51,473,785	TBD
Change from	(\$1,275,182)	\$1,704,191	(\$716,277)	(\$322,623)	TBD
Prior Year	(2.45%)	3.35%	(1.36%)	(0.62%)	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 2020 federal award amounts are to be determined (TBD).

Board Goals

This program aligns with the following Board goals:

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

- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- Every student is supported by highly prepared and effective teachers and school leaders.

- Every school will offer a safe and healthy learning environment for all students.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and

- important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To provide grants for the development of after-school programs. This program assists in making sure students are reading at or above grade level, meeting or exceeding expectations in mathematics, staying on track to graduate with their cohort at the end of ninth grade, and graduating college and/or career ready. Funding will also increase teacher and school leader effectiveness in before- and after-school programs and offer a safe and healthy learning environment for all students.

Purpose

To provide academically focused after-school programs, particularly to students who attend high-poverty, low-performing schools, to help those students meet state

and local performance standards in core academic subjects and to offer families of participating students opportunities for literacy and related educational development.

Reimbursement/Distribution Method

The information below shows the Title IV - 21st Century Communities Learning Centers grant award allocation at the state level based on the Every Student Succeeds Act:

Grant Award

- 93% Grants
- 5% State Education Agency Activities
- 2% Administration

Funding is available through a competitive grant process evaluated on need, the quality of project services, quality of the management plan, quality of project evaluation, and 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 19	FY20 (est)
Grantees	142	142
Sites	452	452

Title IV – Student Support and Academic Enrichment, Part A

*Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.424A)*

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$0	\$0	\$20,000,000	\$50,000,000	\$50,000,000
Change from	\$0	\$0	\$20,000,000	\$30,000,000	\$0
Prior Year	0.00%	0.00%	N/A	150.00%	0.00%

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20**
Grant Award	\$0	\$0	\$17,602,696	\$47,066,051	TBD
Change from	\$0	\$0	\$17,602,696	\$29,463,355	TBD
Prior Year	0.00%	0.00%	N/A	167.38%	TBD

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

***State fiscal year 2020 amounts are to be determined (TBD).*

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college or 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate

opportunity and achievement gaps in all public schools across Illinois.

- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

To provide grants to local school districts to improve students’ academic achievement by increasing the capacity of states, Local Education Agencies (LEAs), schools, and local communities. The program is designed to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of

technology in order to improve the academic achievement and digital literacy of all students.

Purpose

To improve students’ academic achievement by increasing capacity, providing access to well-rounded education, improving school conditions, using technology, and improving digital literacy.

Reimbursement/Distribution Method

The information below shows the Title IV – Student Support and Academic Enrichment grant award allocation at the state level based on the Every Student Succeed Act:

Grant Award

- 95% LEA Grants
- 4% SEA Activities
- 1% Grant Administration

Funds are distributed via formula and based on the district’s relative share of Title I, Part A funds.

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 must be used to support a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

	FY18	FY19 (est)
Number of Title IV, Part A participating districts	404	450

Title V – Charter Schools

*Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.282A)*

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$9,000,000	\$21,100,000	\$21,100,000	\$21,100,000	\$23,000,000
Change from	\$0	\$12,100,000	\$0	\$0	\$1,900,000
Prior Year	0.00%	134.44%	0.00%	0.00%	9.00%

Federal Grant Award

	FY16	FY17	FY18	FY19	FY20*
Grant Award	\$8,395,684	\$8,465,561	\$4,281,870	\$1	TBD
Change from	\$8,395,684	\$69,877	(\$4,183,691)	(\$4,281,869)	TBD
Prior Year	N/A	0.83%	(49.42%)	(100.00%)	TBD

***State fiscal year 2020 amounts for the actual federal grant award are to be determined (TBD).*

Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- All kindergartners are assessed for readiness.
- Ninety percent of more of third-grade students are reading at or above grade level
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent of more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college or career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy environment for all students.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.

- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience are different from theirs; and in their understanding of human development.

Program Mission

This program is aligned with the Board’s goals by providing grants via the federal Public Charter Schools Program (CSP) to eligible applicants in order to increase the number of high-quality charter schools in Illinois and to support efforts of existing high-performing charter schools to disseminate best practices and create models for replication.

Purpose

To offer students, parents, teachers and other parties increased educational opportunities in the form of innovative and accountable public schools exempt from all but the most essential state laws and regulations.

There are two types of funding opportunities:

- *Program design and implementation funds* assist new charter schools during the planning and initial start-up phases.
- *Dissemination funds* support high-performing charter schools to identify and share best practices with any public school.

Reimbursement/Distribution Method

Grant funds are distributed through a competitive process. Program design and implementation funds are awarded to any new charter schools open less than three years. Dissemination grants are awarded to charter schools that have been operating for at least three consecutive school years and satisfy the definition of a high-quality charter school as outlined in the Federal Register. (No new dissemination grants will be awarded after fiscal year 2019, under approval of the U.S. Department of Education.)

Population and Service Levels

The following table displays service-level information:

	FY17	FY18	FY19 (est)	FY20 (est)
Number of charter schools eligible for dissemination grants	110	137	136	136
Number of charter schools eligible for program design and initial implementation grants	13	0	5	7
Number of charter school students (K-12)	63,862	65,139	65,000	TBD
Number of program design and initial implementation grants	4	1	1	7
Number of dissemination grants	0	2	2	0

Numbers include all charter schools operating for at least three consecutive years by the start of the fiscal year, without regard to performance. Numbers include new charter campuses of multi-campus charter

schools, which are considered “schools” for purposes of the CSP grant. Final grant allocation to be determined by U.S. Department of Education based on grant awards to date and the pipeline of potential new grantees.

Title V – Rural and Low-Income School Programs, Part B

*Legislative Reference – P.L. 115-64
Funding Source – Federal (84.358B)*

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20**
Grant Award	\$1,450,773	\$1,109,539	\$1,264,385	\$1,536,756	TBD
Change from	\$273,587	(\$341,234)	\$154,846	\$272,371	TBD
Prior Year	23.24%	(23.52%)	13.96%	21.54%	TBD

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

***State fiscal year 2020 amounts for the actual federal grant award are to be determined (TBD).*

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of 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.

Equity Principles

This program aligns with the following equity principles:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.

- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this state has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; in their ability to adjust their pedagogy to student need; in their ability to establish positive relationships with all students, including students whose background and life experience is different from theirs; and in their understanding of human development.

Program Mission

To provide financial assistance to rural districts to assist with improving student academic achievement by increasing teacher recruitment and retention, training of teachers, and providing a safe and healthy environment.

Purpose

To assist rural districts in using federal resources more effectively to improve the quality of instruction and student academic achievement. The districts may lack the personnel and resources to compete effectively for federal competitive grants and 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 Programs may be used for:

- Parental involvement activities;
- Activities authorized under Title I, Part A - Improving Basic Programs;
- Activities authorized under Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders;
- Activities authorized under Title III - Language Instruction for English Learners and Immigrant Students; and
- Activities authorized under Title IV, Part A - Student Support and Academic Enrichment.

Reimbursement/Distribution Method

The information below displays the Title V – Rural and Low-Income Students grant award allocation at the state level based on the Every Student Succeeds Act:

95% Local Education Agency Grants
5% Administration

Funds are distributed via formula and based on average daily attendance.

Population and Service Levels

Rural and low-income funds support rural districts with school locale codes of 32, 33, 41, 42, or 43 (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:

	FY 17	FY 18	FY 19	FY 20 (est)
Eligible districts	44	72	76	80
Participating districts	44	60	60	80

Title X - Education for Homeless Children

*Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.196A)*

Appropriation History

	FY16	FY17	FY18	FY19	FY20 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY16	FY17	FY18	FY19	FY20**
Grant Award	\$2,983,614	\$3,105,256	\$3,331,432	\$3,609,246	TBD
Change from	\$59,245	\$121,642	\$226,176	\$277,814	TBD
Prior Year	2.03%	4.08%	7.28%	8.34%	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 2020 amounts are to be determined (TBD).*

Board Goals

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capacity to ensure the development of all persons to the limits of their capacities.

- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.

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 application 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 end-of-the-year homeless counts:

	FY16	FY17	FY18
PK-12 Students	53,733	54,669	56,881



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