



Fiscal Year 2027

# Recommended Investment in Public Education



February 2026

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) recommends a General Funds investment in public education of approximately \$10.9 billion in fiscal year 2027, reflecting a decrease of \$278.5 million. This reduction is driven primarily by the transition of the Early Childhood Block Grant to the Illinois Department of Early Childhood. While accounting for that shift, the recommendation represents a net increase of approximately \$469.7 million in education funding. This recommendation reflects a careful balance between the state's economic outlook, extensive stakeholder input, and the agency's obligation to prioritize programs that have the greatest impact on student learning and well-being.

This budget was shaped by meaningful engagement with the field. Through three public budget hearings, ISBE heard from educators, families, students, stakeholders, and community leaders who submitted 938 funding requests. Their feedback, combined with statewide fiscal projects, guided these deliberate funding decisions.

The cornerstone of the FY 2027 budget recommendation remains Evidence-Based Funding (EBF). The majority — 75 percent — of ISBE's requested increase in funding is an additional \$350 million for EBF, bringing the total recommended EBF appropriation to \$9.28 billion. Increased funding for EBF is consistently one of the most popular funding requests we receive, demonstrating the critical role these funds play in improving the quality of education and reducing attainment disparities in our schools. The results of the 2025 Illinois Report Card, including substantial growth in proficiency levels and the highest graduation rate in 15 years, reflect the positive impact of these dollars on student performance. Continued EBF investments have produced measurable progress: Since implementation began, the state has eliminated districts funded below 60 percent adequacy. The FY 2027 recommendation includes \$300 million in new tier funding and restores approximately \$50 million for Property Tax Relief Grants.

ISBE also recommends an increase of \$151.5 million in Mandated Categorical Program (MCAT) reimbursements. Illinois currently maintains six MCATs that are not encompassed by EBF, each essential in continuing the important work of providing districts and other Local Education Agencies with the financial supports needed to assist every child in achieving their greatest potential. The recommended increases focus on maintaining current proration levels for student transportation and special education tuition reimbursements. These investments are critical to ensuring access,

safety, and equity for students with disabilities, students in poverty, and youth in care. A highly requested budget increase at the FY 2027 ISBE budget hearings was for Career and Technical Education (CTE). CTE programs in Illinois provide students with instruction for careers in high-wage, high-skill, and in-demand occupations. Enrollment in CTE continues to grow year after year. Despite projections for a difficult fiscal year, ISBE was able to structure our budget recommendation to propose an increase of \$5.93 million in CTE funding, reflecting our profound belief that investment in CTE not only benefits our students but directly supports a strong economy.

The FY 2027 recommendation includes an increase of \$800,000 for agricultural education, bringing total funding to \$8.65 million. This investment will ensure full funding of the Three Circle Grant, which supports extended contract time for agricultural education teachers and enables critical leadership development and work-based learning opportunities for students. Strengthening agricultural education supports a key sector of Illinois' economy while expanding access to high-quality, career-connected learning across rural and non-rural communities.

ISBE additionally received extensive feedback from the field about the continuation of crucial programs. The Board recommends continuing to support most other programs at the FY 2026 level, based on their demonstrated success. The Teacher Vacancy Grants have provided the most understaffed districts with critical resources to address local barriers to teacher recruitment and retention — one of the public education system's most pressing challenges. Funding to continue the important work of the Resilience Education to Advance Community Healing (REACH) program and the Social-Emotional Learning (SEL) Hubs is combined in the FY 2027 recommendation at a level matching their FY 2026 GRF appropriation. Additionally, the agency recommends expanding the line for the Illinois Comprehensive Literacy Plan to include the implementation of a new state numeracy/math plan in recognition of students' slower post-pandemic recovery in math.

Our budget recommendation is firmly grounded in ISBE's Strategic Plan — advancing academic progress for every student, fostering safe and supportive learning environments, and elevating educators.

Thank you for your continued collaboration and commitment to providing our schools with the resources essential to empower the next generation of leaders. Together, we remain committed to stewarding public resources responsibly while continuing to move toward a more equitable and effective education system that serves all students.

Sincerely,



Dr. Tony Sanders  
State Superintendent of Education



Dr. Steven Isoye  
Chair of the Board

# Table of Contents

<b>State Board of Education .....</b>	<b>1</b>
<b>Illinois State Board of Education FY 2027 Budget Hearings.....</b>	<b>2</b>
<b>Budget Overview</b>	
Budget Overview .....	3
Fiscal Year 2027 Budget Highlights.....	9
Headcount History.....	11
Budgeting for Results .....	12
Federal Maintenance of Effort Requirements .....	23
<b>FY 2027 Board Recommendation .....</b>	<b>25</b>
<b>General Funds Programs</b>	
Advanced Placement – Course Implementation .....	29
Advanced Placement – Low-Income AP Test Fee.....	31
Affinity Groups.....	32
After School Matters.....	33
After-School Programs .....	34
Agriculture Education .....	36
Alternative Education – Regional Safe Schools.....	40
Assessments: State and Federal.....	41
Autism .....	45
Blind and Dyslexic.....	47
Career and Technical Education Programs .....	49
Community and Residential Services Authority .....	52
Computer Science Equity Program .....	54
District Consolidation Costs.....	56
Dolly Parton Imagination Library Program .....	59
Educator Quality Investigations and Hearings .....	61
Evidence-Based Funding .....	63
Grant Accountability and Transparency Act.....	68
Illinois Free Lunch and Breakfast .....	70
Materials Center for the Visually Impaired .....	72
National Board Certification.....	74
Orphanage Tuition .....	76
P-20 Council .....	78
Philip J. Rock Center and School .....	80
Principal Recruitment .....	82
Social-Emotional Learning Hubs and Resilience Education to Advance Community Healing (REACH)/Resilience-Supportive Schools Initiative (RSSI).....	84
Southwest Organizing Project Parent Mentor Program .....	88
Special Education – Orphanage Tuition .....	90
Special Education – Private and Public Tuition.....	92
State and District Technology Support .....	95
State Literacy Plan and Numeracy Plan Implementation .....	97
Student Care Department.....	99

Summer EBT.....	102
Tax Equivalent Grant.....	104
Teach for America.....	105
Teacher Vacancy Grant Program.....	107
Transportation – Regular and Vocational .....	109
Transportation – Special Education.....	111
Truants’ Alternative and Optional Education.....	113


#### **Other State Funds Programs**

Charter Schools .....	115
Charter Schools Revolving Loan Fund .....	116
Driver Education.....	118
Illinois State Board of Education Teacher Certificate Institute Fund.....	120
Regional Offices of Education .....	122
Regional Superintendents’ and Assistants’ Salaries .....	124
School District Emergency Financial Assistance Fund .....	125
School Technology Revolving Loan Program .....	127
Teacher Certificate Fee Revolving Fund .....	129
Temporary Relocation Expenses Revolving Grant Fund .....	131

#### **Federal Funds Programs**

Adolescent Health .....	133
Bipartisan Safer Communities Act: Stronger Connections Grant Program .....	135
Career and Technical Education – Basic.....	137
Child Nutrition Programs .....	140
EPA Clean Heavy-Duty Vehicle Grant Program.....	145
Individuals with Disabilities Education Act – Illinois DeafBlind Project .....	147
Individuals with Disabilities Education Act – Part B.....	149
Individuals with Disabilities Education Act – Part B Preschool.....	151
Individuals with Disabilities Education Act – Part D State Personnel Development .....	153
Mental Health Services Professional Demonstration .....	156
School-Based Mental Health Services .....	158
STOP–School Violence Prevention and Mental Health Training.....	160
Substance Abuse and Mental Health Services .....	162
Title I – Basic, Part A.....	164
Title I – Education of Migratory Children, Part C.....	166
Title I – Migratory Incentive, Part C .....	169
Title I – Neglected and Delinquent, Part D.....	171
Title II – Improving Teacher Quality, Part A .....	173
Title III – English Language Acquisition .....	175
Title IV – 21st Century Community Learning Centers.....	178
Title IV – Student Support and Academic Enrichment, Part A .....	180
Title V – Rural and Low-Income School Programs, Part B .....	182
Title X – Education for Homeless Children .....	184





# ILLINOIS STATE BOARD OF EDUCATION



**Dr. Tony Sanders**

State Superintendent of Education

*The State Board of Education consists of nine members who are appointed by the Governor with the consent of the Senate.*

*Board members serve four-year terms, with membership limited to two consecutive terms.*

*The Board appoints the State Superintendent of Education, who may be recommended by the Governor.*



**Dr. Steven Isoye**  
Chair of the Board  
Chicago



**Dr. Donna S. Leak**  
Vice Chair  
Flossmoor



**Dr. James Anderson**  
Champaign



**Laura Gonzalez**  
Aurora



**Dr. Judy Hackett**  
Winfield



**Dr. Patricia Nugent**  
Minier



**Dr. Jonah Rice**  
Stonefort

# Illinois State Board of Education

## FY 2027 Budget Hearings

DATE	LOCATION	TIME
September 30, 2025	Springfield	4-7 p.m.
October 16, 2025	Virtual	1-4 p.m.
October 21, 2025	Virtual	4-7 p.m.

## **ILLINOIS STATE BOARD OF EDUCATION**

### **Budget Overview**

ISBE's recommended budget for public education statewide in fiscal year 2027 aligns to the agency's Strategic Plan. The plan includes a mission, vision, equity statement, and goals that sharpen the agency's focus on impactful and achievable outcomes.

**Goal 1 | Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Goal 2 | Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

**Goal 3 | Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

### **Budget at a Glance**

The Board's FY 2027 budget recommendation from the General Funds is \$10.9 billion. This recommendation reflects a \$278.5 million decrease compared to the FY 2026 General Funds appropriations. When adjusted for the transfer of the Early Childhood Block Grant to the Illinois Department of Early Childhood, the FY 2027 General Funds recommendation represents an increase of \$469.7 million. The recommended appropriation request from all funds — including General Funds, other state funds, and federal funds — is \$15.4 billion, a \$462 million decrease from FY 2026.

The Board recommended General Funds increases primarily for three areas: Evidence-Based Funding (EBF), Mandated Categorical Programs (MCATs), and Career and Technical Education. Specifically, the Board's FY 2027 budget recommendation for General Funds includes the following increases compared to the appropriations that were enacted for FY 2026:

\$350.0 million	Evidence-Based Funding
\$151.5 million	Mandated Categorical Programs
\$800,000	Agriculture Education
\$5.93 million	Career and Technical Education Programs
\$1 million	Dolly Parton Imagination Library
\$100,000	GATA
\$118,500	Tax Equivalent Grants

### **Evidence-Based Funding**

FY 2026 is the ninth year that Illinois has utilized EBF as its primary state education funding system. FY 2018, the first year of implementation, marked the first increased investment in a more equitable system for distributing state resources to school districts, lab schools, and regional programs. EBF replaced five grant programs with a new system that pays districts the amounts they received from the previous grant programs and distributes additional dollars to districts based on a methodology that ranks districts in terms of comparative need for state assistance. The five grant programs combined into the new system were 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, called the Base Funding Minimum, started by distributing to districts the actual gross payment amounts received in 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.

The Base Funding Minimum grows annually based on the EBF tier funding and Property Tax Relief Grant amounts paid in the prior year. Each district's Base Funding Minimum is reset each year to the previous year's actual amount received from Base Funding Minimum and tier funding. Increased appropriations in FY 2026 provided for an additional \$302 million distributed through EBF tiers. There was no appropriation for Property Tax Relief Grants during FY 2026.

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

When increased funding is provided, districts are assigned to one of four funding tiers based on their percentages of adequacy. Districts in Tier 1 are those most in need of state assistance. 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. The Tier 1 Target Ratio in FY 2026 calculations was approximately 75.6 percent. Districts with a percentage of adequacy below that target ratio are assigned to Tier 1. 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. Forty-nine percent of funding is distributed through Tier 2. It is important to note that both Tier 1 and Tier 2 districts receive a share of the Tier 2 funding. (Thus, Tier 1 districts receive both Tier 1 and Tier 2 funds.) 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 the tier funding allocation. Tier 4 districts have a percentage of adequacy of 100 percent or more and receive 0.1 percent of the tier funding allocation.

A total of \$2.48 billion has been distributed through tier funding since the enactment of EBF. Tier 1 districts have increased their average percentage of adequacy from 59.2 percent in FY 2018 to 71.8 percent in FY 2026. At the same time, three-quarters of students still attend a school in districts that have an adequacy percentage of less than 90 percent.

The state has achieved significant progress to improve equity through the enactment of EBF, but the gap to 90 percent adequacy for all Tier 1 and Tier 2 school districts, per the FY 2026 EBF calculations, is currently \$3 billion. These estimates are based on current FY 2026 EBF data and do not consider future changes in calculation data and annual cost increases. Future funding projections will be affected by changes to student enrollment, student demographics, local resources, recalibration of the cost factors, annual average salary revisions, and any recommendations from the EBF Professional Review Panel that are enacted through the legislative process.

At the same time, the almost \$2.5 billion investment has resulted in progress. In FY 2018, 168 Illinois school districts were at or below 60 percent adequacy (meaning they had less than 60 percent of the resources necessary to provide a basic education). Based on current calculations,

there are zero school districts below 60 percent of adequacy in FY 2026. This decrease demonstrates that directing new resources through the EBF tier system to those districts most in need is having a positive impact on the equitable distribution of resources.

The Board recommends an appropriation of \$9,286,239,000 for Evidence-Based Funding for FY 2027. This is a \$350 million increase over the FY 2026 appropriation. This amount provides \$300 million for distribution as tier funding and approximately \$50 million for Property Tax Relief Grants.

### **Mandated Categorical Programs**

EBF articulates the need to fund all Illinois schools and students, but the Board's recommendation also reflects specific student needs addressed through targeted line items. These line items aim to ensure that these students receive a more equitable education according to their needs. Historically, many of these line items were clustered under Mandated Categorical Programs (MCATs). Some MCATs were integrated into EBF in FY 2018; the remaining MCATs in the recommended FY 2027 budget continue the important work of providing districts and other Local Education Agencies (LEAs) with the financial supports needed to assist every child in achieving their greatest potential.

Funding limitations have resulted in the proration of MCAT payments in recent years. Table 1 illustrates the degree of proration for various MCAT lines for FY 2023 through FY 2026.

**Table 1: MCAT Proration Level History**

Program Name	FY 2023	FY 2024	FY 2025	FY 2026
Transportation – Special Education	81%	71%	69%	60%
Transportation – Regular/ Vocational	80%	85%	79%	76%
Special Education Public and Private Tuition*	98%	91%	77%	63%
Special Education – Orphanage	100%	100%	100%	100% (est.)
Illinois Free Lunch & Breakfast	35%	33%	32%	32% (est.)
Regular Orphanage 18-3	100%	100%	100%	100% (est.)

The Board recommends appropriations totaling \$1,320,076,400 for MCAT lines for FY 2027, as presented in Table 2.

**Table 2: FY 2027 MCAT Appropriation Recommendations**

<b>Program Name</b>	<b>FY 2027 Recommended (\$000s)</b>	<b>FY 2027 Projected Proration</b>	<b>Increase/(Decrease) Over FY 2026 (\$000s)</b>
Special Education – Transportation	\$535,684.9	60%	\$68,318.8
Special Education – Private and Public Tuition	\$224,990.0	63%	\$22,257.6
Special Education – Orphanage	\$132,733.2	100%	\$921.1
<b>Subtotal Special Education</b>	<b>\$893,408.1</b>		<b>\$91,497.5</b>
Transportation – Regular/Vocational	\$402,000.0	76%	\$60,000.0
Illinois Free Lunch & Breakfast	\$9,000.0	32%	0
Regular Orphanage 18-3	\$15,668.3	100%	0
<b>Total Mandated Categorical Reimbursements</b>	<b>\$1,320,076.4</b>		<b>\$151,497.5</b>

### **Agricultural Education**

Across the state of Illinois, agriculture is a vital industry and preparing students for careers in this sector that holds many high-wage and in-demand positions is of critical importance to the economic stability and well-being of Illinois residents. Accordingly, in the 1980s, the General Assembly added a line item specifically for the purposes of supporting and expanding agricultural education programming in K-12 and postsecondary education settings. This line item supports grant funding for agriculture teacher extended contract time, necessary for teachers to facilitate leadership development and work-based learning opportunities for students that occur outside of the normal school day and school year. Additionally, the line item provides funding for community colleges and university educator preparation programs offering agricultural education coursework and a formula grant for middle and high school agriculture programs to supplement costs for classroom and laboratory instruction and career and leadership development experiences.

In school year 2024-25, approximately 42,000 high school students enrolled in agricultural education coursework with 30 percent (approximately 8,000) of those students participating in work-based learning, referred to as supervised agricultural experiences (SAEs). During this same school year, public school districts across the state employed 564 agricultural education teachers who advised 393 agricultural education programs. Approximately 74 percent, or 415, of the teachers participated in the Three Circle Grant, which provides funding for extended contract time. The agricultural education line item also supports agricultural education programming for elementary and middle school students through the Agriculture in the Classroom (AITC) program. With the inclusion of this program, the agricultural education line item reached 636,352 Illinois students. Additionally, the Facilitating Coordination in Agricultural Education (FCAE) project receives a portion of the line item to provide educator professional learning and onsite field-based programmatic supports for educators and offer consumer engagement events. In FY 2026, the FCAE project staff awarded over 800 professional development credits for educators, offered three graduate courses in agricultural education, impacted over 8,000 individuals at consumer engagement events, and visited 247 administrators and school counselors.

The Board recommends a \$8,650,000 appropriation for agricultural education for FY 2027. This is an increase of \$800,000, or 10.2 percent over the FY 2026 appropriation. The additional funds

will ensure the formula for the Three Circle Grant, which funds teacher extended contract salary, can be fully funded. This is in alignment with the requests for funding submitted to ISBE by the agriculture advisory council (Illinois Council for Agricultural Education, or ICAE), the Illinois FFA Foundation, and the Illinois Association of Vocational Agriculture Teachers (IAVAT).

### **Career and Technical Education**

Career and Technical Education (CTE) programs in Illinois strengthen students' technical skills, facilitate transitions to postsecondary training programs and employment, and help students meet Illinois Learning Standards. CTE programs afford students opportunities to engage in personalized learning that responds to their interests and strengths such as career exploration, work-based learning, and early college credit coursework. Students preparing for careers in nontraditional fields as well as students in special populations, such as students with disabilities, English learners, and students in the juvenile justice system, all benefit from CTE programming. Participation in CTE increases students' likelihood of high school graduation and broadens prospects for careers in high-wage, high-skill, and in-demand occupations. CTE in Illinois is funded through federal Perkins funds and state funds, all of which are utilized to further the objectives outlined in the federally approved State of Illinois Perkins V Plan.

Since 2021, when CTE participation declined to 37 percent amid pandemic-related disruptions, Illinois has experienced a steady and sustained rebound in student engagement with approximately half of all high school students participating in CTE coursework during the 2024-25 school year. Notably, this increase is occurring during a period of gradual decline in overall high school enrollment. CTE programs in Illinois are delivered through 53 Education for Employment (EFE) systems, which are regional consortia of school districts. State CTE funds are distributed to each EFE system and are used to support CTE programming at schools and Area Career Centers within their region. Since FY 2020, ISBE has leveraged funding received above the federal maintenance of effort requirement to support competitive and incentive grant programs such as the Education Career Pathway Grant. During the 2024-25 school year, 289,874 high school students (49 percent of public high school students) from 665 schools participated in at least one CTE program, and over half (153,887 students, or 53.1 percent of CTE students) were concentrators, meaning they took two or more CTE courses in the same program. The graduation rate among CTE concentrators was 97.1 percent, which is higher than the statewide graduation rate of 89.9 percent. While CTE programs reach and positively impact many students across Illinois, some groups participate at lower rates, including female (44.9 percent of CTE students), Hispanic (23.9 percent), Black (12.1 percent), and Asian (5.1 percent) students; individuals with disabilities (18.3 percent); and low-income students (40.7 percent).

In FY 2025, ISBE started using an evidence-based funding methodology developed in a data-informed, stakeholder-engaged process that adjusts enrollment for student participant and concentrator counts, elementary student counts, median regional principal salary, and Area Career Center student enrollment. This new formula will be phased in over several years. Increasing student participation and the development of new Area Career Centers requires an upward adjustment in the state appropriation for Career and Technical Education for the new formula to be fully implemented.

The Board recommends a \$65,230,000 appropriation for state Career and Technical Education for FY 2027. This is an increase of \$5.93 million, or 10 percent over the FY 2026 appropriation. Funds will be distributed using the same methodology used in FY 2025 in order to minimize the impact of state budget realities on program delivery. The additional funds will ensure no EFE receives less funding in FY 2027 than it received in FY 2026.

**Grant Accountability and Transparency Act**

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 fair access to grant funding provided by ISBE that supports a multitude of educational programs across the K-12 system through greater transparency regarding grant funding opportunities and more open competition.

ISBE is the cognizant agency for more than 2,500 of the state's 20,100 grantees (14 percent), serving as the cognizant agency for nearly as many grantees as the next two highest agencies combined. Cognizant agencies carry a larger share of the cost associated with implementing and administering the requirements of GATA.

The requested funding supports ISBE's share of allocated costs for standardized, centralized GATA functions and systems maintained by the Governor's Office of Management and Budget (GOMB) or through GOMB contracts. These functions include the GATA grantee registration and prequalification portal, the centralized indirect cost rate negotiation system, and grantee audit review and resolution processes. ISBE also incurs ongoing costs associated with the Statewide Grant Management System (AmpliFund), which supports grant oversight and enhanced reporting on the use of grant funds. The Illinois Department of Innovation and Technology (DoIT) bills grant-user agencies for their share of AmpliFund system costs. Collectively, these systems support consistent grant administration and coordination across state agencies.

The Board recommends a \$100,000 increase from the General Revenue Fund for GATA costs for FY 2027. The requested increase reflects higher anticipated billings from GOMB and DoIT, as well as increased personnel-related expenses associated with administering and supporting GATA requirements.

**Tax Equivalent Grant**

The Tax Equivalent Grant provides state funding to school districts that experience a loss of local property tax revenue due to state-owned land within the district. Districts are eligible when state ownership comprises 45 percent or more of the total land area, resulting in a reduction in equalized assessed value (EAV) and local tax capacity. Funds are distributed through a grant to Chaney-Monge School District 88, the only qualifying district, where Stateville Correctional Center covers 47 percent of the district's 3,283 acres. The requested increase reflects growth in the estimated property tax revenue loss for the district served by this program. The Board is requesting an increase of \$118,500.

**Fiscal Year 2027 Board Recommendation  
Budget Highlights**

<b>\$000s</b>	<b>FY 2026 Budget</b>	<b>FY 2027 Request</b>	<b>\$ Change</b>	<b>% Change</b>
General Funds	\$11,171,940.0	\$10,893,489.9	(\$278,450.1)	(2.5%)
Other State Funds	\$94,075.9	\$93,575.9	(\$500.0)	(0.5%)
Federal Funds	\$4,581,352.0	\$4,398,349.5	(\$183,002.5)	(4.0%)
<b>TOTAL</b>	<b>\$15,847,367.9</b>	<b>\$15,385,415.3</b>	<b>(\$461,952.6)</b>	<b>(2.9%)</b>

**Evidence-Based Funding (EBF)**

<b>General Funds (\$000s)</b>	<b>FY 2026 Budget</b>	<b>FY 2027 Request</b>	<b>\$ Change</b>	<b>% Change</b>
Evidence-Based Funding	\$8,936,239.0	\$9,286,239.0	\$350,000.0	3.9%

**Mandated Category**

<b>General Funds (\$000s)</b>	<b>FY 2026 Budget</b>	<b>FY 2027 Request</b>	<b>\$ Change</b>	<b>% Change</b>
Transportation – Special Ed	\$467,366.1	\$535,684.9	\$68,318.8	14.6%
Transportation – Regular/Vocational	\$342,000.0	\$402,000.0	\$60,000.0	17.5%
Sp Ed – Public and Private Tuition	\$202,732.4	\$224,990.0	\$22,257.6	11.0%
Sp Ed – Orphanage Tuition	\$131,812.1	\$132,733.2	\$921.1	0.7%
Illinois Free Lunch and Breakfast	\$9,000.0	\$9,000.0	\$0.0	0.0%
Orphanage Tuition	\$15,668.3	\$15,668.3	\$0.0	0.0%
<b>TOTAL</b>	<b>\$1,168,578.9</b>	<b>\$1,320,076.4</b>	<b>\$151,497.5</b>	<b>13.0%</b>

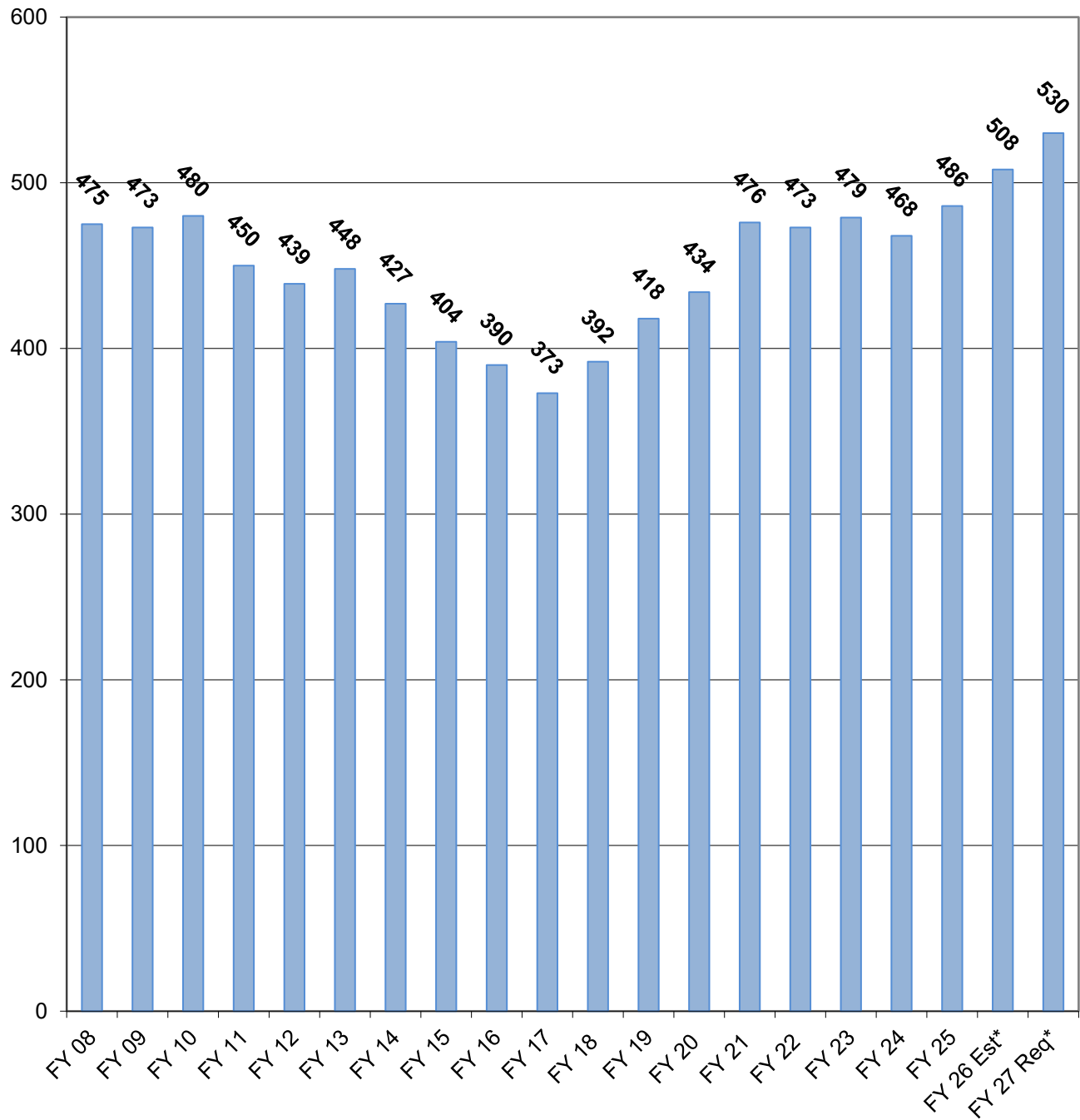
<b>Proration Levels</b>	<b>FY 2025 Actual</b>	<b>FY 2026 Actual</b>	<b>FY 2027 Request (est.)</b>
Transportation – Special Ed	69%	60%	60%
Transportation – Regular/Vocational	79%	76%	76%
Sp Ed – Private and Public Tuition	77%	63%	63%
Sp Ed – Orphanage Tuition	100%	100% (est)	100%
Illinois Free Lunch and Breakfast	32%	32% (est)	32%
Orphanage Tuition	100%	100% (est)	100%



**Other Programs With Recommended Increases**

<b>General Funds (\$000s)</b>	<b>FY 2026 Budget</b>	<b>FY 2027 Request</b>	<b>\$ Change</b>	<b>% Change</b>
Agriculture Education	\$ 7,850.0	\$ 8,650.0	\$ 800.0	10.2%
Career and Technical Education Programs	\$ 59,300.0	\$ 65,230.0	\$ 5,930.0	10.0%
Dolly Parton Imagination Library	\$ 2,347.0	\$ 3,347.0	\$ 1,000.0	42.6%
GATA/Budgeting for Results	\$ 380.0	\$ 480.0	\$ 100.0	26.3%
Tax Equivalent Grants	\$ 275.0	\$ 393.5	\$ 118.5	43.1%

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



\* The Board authorized headcount level as of FY 2026 is 550. The FY 2027 recommended budget funds 530 positions.

## **ILLINOIS STATE BOARD OF EDUCATION**

### **FY 2027 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 for 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 agency staff adhere to a method of budgeting in which each priority is justified annually according to merit rather than previous appropriations.

This fiscal year 2027 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 continues to collaborate with Illinois policymakers to refine BFR measures and determine the most effective use of public funding to reach desired results.

#### **BFR Methodology**

In this budget, ISBE has outlined the funding necessary to achieve its BFR goals through logic models and performance metrics.

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).

The 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 (e.g., the number of units of service per dollar spent). Effectiveness measures the level of outcomes or results given the amount of resources/input/cost (e.g., the cost per unit of outcome).

ISBE continues to refine program objectives to support Board goals and align performance measures with program objectives.

## Goal: Learning Conditions

### 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 2022	School Year 2023	School Year 2024	School Year 2025
Number of grants/loans given for temporary school relocation	621	736	674	764

### Financial Oversight

Provides expertise and guidance for districts to achieve financial stability.

Performance Measure	School Year 2022	School Year 2023	School Year 2024	School Year 2025
Number of school districts meeting the financial classification "Financial Watch"	5	4	7	8

### School Support Services

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

Performance Measure	School Year 2022	School Year 2023	School Year 2024	School Year 2025
Percentage of schools meeting performance standards defined by Every Student Succeeds Act indicators	86.1	82.6	84.2	83.4

### 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 2022	School Year 2023	School Year 2024	School Year 2025
Number of students participating in Truants' Alternative Optional Education Program	23,618	24,984	23,579	23,949
Percentage of at-risk students graduating within five years	82.5	82.9	65.2	70.9

## Goal: Elevating Educators

### 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 2022	School Year 2023	School Year 2024	School Year 2025
Number of teacher of color candidates recruited into Teach for America program	37	29	42	40
Number of public school administrators (FTE*)	12,733	13,214	13,641	13,914
Number of full-time licensed teachers (FTE)	134,888	134,897	137,212	137,899
Percentage of teacher preparation programs fully approved	100	100	100	100
Number of educators recruited for initial National Board Certification	360	358	330	500
Number of educators qualified to perform teacher/ principal evaluations	2,342	2,128	3,069	3,941

\* Full-Time Equivalent

### Regional Office of Education Services

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

Performance Measure	School Year 2022	School Year 2023	School Year 2024	School Year 2025
Number of professional development opportunities provided by Regional Offices of Education	7,341	9,243	10,747	14,010

## Goal: Student Learning

### 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 2022	School Year 2023	School Year 2024	School Year 2025
Number of low-income students taking an Advanced Placement test	30,785*	34,293	60,934	39,512

\* Impacted by COVID-19.

### Assessment and Accountability

Provides resources for district accountability and statewide program evaluation to support instruction.

Performance Measure	School Year 2022	School Year 2023	School Year 2024	School Year 2025
Percentage of eligible students who participate in the appropriate state assessment	N/A*	97.7	97.7	98.2
Average SAT score	960.2	957.9	950.3	N/A**
Average ACT score – ELA	N/A**	N/A**	N/A**	18.1
Average ACT score - Math	N/A**	N/A**	N/A**	18.8
Average ACT score - Science	N/A**	N/A**	N/A**	19.1

\* Impacted by COVID-19.

\*\* Assessment switched from SAT to ACT in 2025

### 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 2022	School Year 2023	School Year 2024	School Year 2025
Number of new charter schools opened	0	0	0	0



## Regulatory

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

<b>Performance Measure</b>	<b>School Year 2022</b>	<b>School Year 2023</b>	<b>School Year 2024</b>	<b>School Year 2025</b>
Number of waiver requests processed	176	169	105*	96
Percentage of public schools fully recognized	99	99	99	99

\*Change in statute PA 103-0111.

## Student Health

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

<b>Performance Measure</b>	<b>School Year 2022</b>	<b>School Year 2023</b>	<b>School Year 2024</b>	<b>School Year 2025</b>
Percentage of students reporting healthier behaviors on the Youth Risk Behavior Survey (given in odd-numbered years)	N/A*	80.0	N/A	80.0

\* Impacted by COVID-19.

## 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 programs.

<b>Performance Measure</b>	<b>School Year 2022</b>	<b>School Year 2023</b>	<b>School Year 2024</b>	<b>School Year 2025</b>
Percentage of Title I students proficient in math on state assessments	16.0	18.0	19.0	27.4
Percentage of Title I students proficient in reading on state assessments	20.7	25.2	30.0	43.7

## Goals: Elevating Educators/Student Learning

### Career and Technical Education

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

Performance Measures	School Year 2022	School Year 2023	School Year 2024	School Year 2025
Percentage of CTE concentrators who graduated high school	97.1	95.8	96.1	96.6

## Goals: Learning Conditions/Student Learning/Elevating Educators

### Data

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

<b>Performance Measure</b>	<b>School Year 2022</b>	<b>School Year 2023</b>	<b>School Year 2024</b>	<b>School Year 2025</b>
Low-income student enrollment as a percentage of total enrollment	46.5	49.0	49.8	49.7
Percentage of 9 <sup>th</sup> grade students on track to graduate with their cohort in 4 years	86.6	87.4	88.2	89.3
Average daily student attendance rate	90.8	91.2	91.6	91.8
Four-year high school graduation rate	87.3	87.6	87.7	89.0
High school graduation rate for students with disabilities	77.7	78.7	79.5	81.6
High school dropout rate	3.3	2.9	2.7	2.4
Public school enrollment	1,869,325	1,857,790	1,851,290	1,848,560
Teacher-pupil ratio for elementary level	16.9	17.1	17.1	17.0
Teacher-pupil ratio for high school level	17.94	17.7	17.3	17.0
White, non-Hispanic student enrollment as a percentage of total enrollment	46.4	45.9	45.3	44.3
Black, non-Hispanic student enrollment as a percentage of total enrollment	16.6	16.5	16.5	16.3
Hispanic student enrollment as a percentage of total enrollment	27.2	27.5	28.1	28.6

## Evidence-Based Funding

The Evidence-Based Funding for Student Success Act (PA 100-0465) 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.

<b>Performance Measure</b>	<b>School Year 2022</b>	<b>School Year 2023</b>	<b>School Year 2024</b>	<b>School Year 2025</b>
Percentage of districts in deficit spending (based on Annual Financial Report)	11.9	18.0	26.7	24.0*
Number of districts achieving 90% Evidence-Based Funding adequacy	229	255	326	318

\*Percentage not final.

## Technology Grants

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

<b>Performance Measure</b>	<b>School Year 2022</b>	<b>School Year 2023</b>	<b>School Year 2024</b>	<b>School Year 2025</b>
Number of students with access to upgraded technology through the Student Technology Revolving Loan Program	1,481	0*	2,311	973
Percentage of Illinois Virtual Course Catalog students who completed full-service courses	90	96	96	98

\* Zero students were impacted as no districts participated.

## Goals: Learning Conditions/Student Learning

### After-School Programs

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

<b>Performance Measure</b>	<b>School Year 2022</b>	<b>School Year 2023</b>	<b>School Year 2024</b>	<b>School Year 2025</b>
Percentage of 21 <sup>st</sup> Century Community Learning Centers middle/high school students who complete homework to teacher's satisfaction	72	72	73	74
Percentage of 21 <sup>st</sup> Century Community Learning Centers elementary students who complete homework to teacher's satisfaction	74	74	78	76

### Early Childhood

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

<b>Performance Measure</b>	<b>School Year 2022</b>	<b>School Year 2023</b>	<b>School Year 2024</b>	<b>School Year 2025</b>
Number of students served in early childhood programs (Birth to 5)	95,144	95,684	114,125	100,331
Percentage of children enrolled in Preschool for All and Preschool for All Expansion programs that meet at-risk criteria	78.4	74.3	70.9	74.5
Percentage of children served in early childhood programs that are kindergarten-ready	26.4	27.8	30.0	31.4
Percentage of low-income prekindergarten and Preschool for All enrollment	57.9	86.2	90.1	87.3
Percentage of programs with an Early Childhood Environment Rating Scale (ECERS-3) average score of 4.5 with no classroom below 4.0	73.7	68.5	69.9	65.6

## 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 2022	School Year 2023	School Year 2024	School Year 2025
English learners enrollment as a percentage of total enrollment	13.7	14.6	16.4	17.5
Regular year program migrant student growth in reading/literacy (average student growth percentile compared to the state)	45.1	42.0	44.8	48.3

## Mandated Categoricals

Provides funding to school districts for Transportation, Illinois Free Lunch/Breakfast, Orphanage Tuition, and Special Education.

Performance Measure	School Year 2022	School Year 2023	School Year 2024	School Year 2025
Number of Illinois Free Lunch and Breakfast meals served	216,052,256*	169,902,108*	179,385,579*	185,903,871*
Number of Special Education Orphanage Tuition students claimed	3,357*	4,702	5,138	4,855
Number of Regular Education Orphanage Tuition students claimed	2,898	2,735	3,271	3,155

\* Includes City of Chicago SD 299.

Performance Measure	FY 2023/ School Year 2022	FY 2024/ School Year 2023	FY 2025/ School Year 2024	FY 2026/ School Year 2025
Number of Special Education students transported*	71,429*	78,991	84,244	88,133
Number of Regular/Vocational Education students transported*	896,029*	934,875	948,495	907,124
Number of Special Education Private Tuition students claimed*	7,973*	9,230	9,996	10,711

\* Reimbursement is based on prior year claims (e.g., funds paid in FY 2022 are for actual number of students claimed in school year 2020-21).



## Nutrition

Child Nutrition programs provide funding to remove hunger as a barrier to education and to improve student health.

Performance Measure	School Year 2022	School Year 2023	School Year 2024	School Year 2025
Percentage of students eligible for free and reduced-price meals in National School Lunch Program	100.0*	100.0*	67.0**	67.0
Child nutrition programs enrollment rate	100.0*	67.0*	66.0	67.0

\* Impacted by COVID-19.

\*\* The decrease was due to use of post-COVID eligibility criteria.

## Special Education Services

Assures that Special Education programs and services meet state and federal requirements.

Performance Measure	School Year 2022	School Year 2023	School Year 2024	School Year 2025
Number of Special Education students served ages 3-21	289,165	295,271	306,832	311,207
Percentage of Special Education State Performance Plan goals and targets met	48.1	40.4	51.9	55.8

# **ILLINOIS STATE BOARD OF EDUCATION**

## **Federal Maintenance of Effort Requirements**

The Illinois State Board of Education is subject to maintenance of effort (MOE) requirements for four federal programs: Individuals with Disabilities Education Act 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 either the total amount of state special education financial support made available from the prior year or the amount of financial support per special education student. ISBE demonstrates MOE compliance by reporting an increase to the total amount of financial support made available for per special education and related special services for children with disabilities.

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. Public Act 100-465 also requires the Board to designate a portion of Evidence-Based Funding in a manner that ensures compliance with maintenance of state financial support requirements under the federal Individuals with Disabilities Education Act (IDEA).

ISBE was awarded \$602.6 million in IDEA Part B funds for fiscal year 2026.

### **Child Nutrition Programs**

There are two MOEs related to Child Nutrition Programs.

- 1) State Revenue Matching – For each school year, the amount of state revenues appropriated or used specifically by the state for program purposes shall not be less than 30 percent of the funds received by such state under Section 4 of the National School Lunch Act during the school year beginning July 1, 1980, provided that the state revenues derived from the operation of such programs and state revenues expended for salaries and administrative expenses of such programs at the state level are not considered in this computation. The minimum amount required is \$8,982,057.

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

- 2) State Funds – Expenditures of funds from state sources in any fiscal year for the administration of the National School Lunch Program, School Breakfast Program, Special Milk Program, and Child and Adult Care Food Program shall not be less than that expended or obligated in 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 \$1,012.1 million in federal Child Nutrition funding in FY 2025.

### **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 (CTE) programs or tech prep programs unless the secretary determines that the fiscal effort per student or the aggregate expenditures of such state for CTE programs for the fiscal year preceding the fiscal year for which the determination is made equaled or exceeded such effort or expenditures for CTE 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 CTE program.

Illinois was awarded \$50.7 million in Perkins funds in FY 2026.

# ILLINOIS STATE BOARD OF EDUCATION

## FY 2027 Board Recommendation

Page Ref.	\$000s	FY 2026 Budget	FY 2027 Request	Increase (Decrease)	
				\$	%
<b>GENERAL FUNDS</b>					
63	Evidence-Based Funding	8,936,239.0	9,286,239.0	350,000.0	3.9%
111	Transportation - Special Education	467,366.1	535,684.9	68,318.8	14.6%
109	Transportation - Regular/Vocational	342,000.0	402,000.0	60,000.0	17.5%
90	Special Education - Orphanage Tuition	131,812.1	132,733.2	921.1	0.7%
92	Special Education - Private and Public Tuition	202,732.4	224,990.0	22,257.6	11.0%
70	Illinois Free Lunch and Breakfast	9,000.0	9,000.0	0.0	0.0%
76	Orphanage Tuition	15,668.3	15,668.3	0.0	0.0%
	<b>Subtotal, Mandated Categoryals</b>	<b>1,168,578.9</b>	<b>1,320,076.4</b>	<b>151,497.5</b>	<b>13.0%</b>
29	Advanced Placement - Course Implementation	500.0	500.0	0.0	0.0%
31	Advanced Placement - Low-Income AP Test Fee	2,500.0	2,500.0	0.0	0.0%
n/a	Adversity Index	250.0	0.0	(250.0)	(100.0%)
32	Affinity Groups	1,000.0	1,000.0	0.0	0.0%
33	After School Matters	12,000.0	6,000.0	(6,000.0)	(50.0%)
34	After-School Programs	35,000.0	25,000.0	(10,000.0)	(28.6%)
36	Agriculture Education	7,850.0	8,650.0	800.0	10.2%
40	Alternative Education - Regional Safe Schools	20,000.0	20,000.0	0.0	0.0%
n/a	Alternative School Network	1,000.0	0.0	(1,000.0)	(100.0%)
41	Assessments: State and Federal	40,000.0	40,000.0	0.0	0.0%
45	Autism	100.0	100.0	0.0	0.0%
n/a	Belvidere CUSD 100	100.0	0.0	(100.0)	(100.0%)
47	Blind and Dyslexic	846.0	846.0	0.0	0.0%
49	Career and Technical Education	59,300.0	65,230.0	5,930.0	10.0%
52	Community and Residential Services Authority	850.0	850.0	0.0	0.0%
54	Computer Science Equity Program	3,000.0	3,000.0	0.0	0.0%
56	District Consolidation Costs	416.0	408.0	(8.0)	(1.9%)
59	Dolly Parton Imagination Library	2,347.0	3,347.0	1,000.0	42.6%
n/a	Early Childhood Education	748,138.1	0.0	(748,138.1)	(100.0%)
61	Educator Quality Investigations & Hearings	615.1	615.1	0.0	0.0%
68	Grant Accountability and Transparency Act	380.0	480.0	100.0	26.3%
n/a	IEA Teacher Mentoring	5,000.0	0.0	(5,000.0)	(100.0%)
n/a	Inclusion of Children Ages 3-5 with Developmental Delays and Disabilities	500.0	0.0	(500.0)	(100.0%)
n/a	Inclusive Curriculum	2,000.0	0.0	(2,000.0)	(100.0%)
72	Materials Center for the Visually Impaired	1,921.1	1,421.1	(500.0)	(26.0%)
74	National Board Certification	4,500.0	4,500.0	0.0	0.0%
78	P-20 Council	150.0	150.0	0.0	0.0%
n/a	Parent Education Pilot Program	350.0	0.0	(350.0)	(100.0%)
80	Philip J. Rock Center and School	5,000.0	5,000.0	0.0	0.0%
82	Principal Recruitment	1,800.0	1,800.0	0.0	0.0%

Page Ref.	\$000s	FY 2026	FY 2027	Increase (Decrease)	
		Budget	Request	\$	%
84	REACH and SEL Hubs	3,500.0	3,500.0	0.0	0.0%
n/a	Science Olympiad	50.0	0.0	(50.0)	(100.0%)
88	Southwest Organizing Project Parent Mentor Program	20,000.0	14,000.0	(6,000.0)	(30.0%)
95	State and District Technology Support	2,443.8	2,443.8	0.0	0.0%
97	State Literacy Plan and Numeracy Plan Implementation	1,500.0	1,500.0	0.0	0.0%
99	Student Care Department	2,000.0	2,000.0	0.0	0.0%
102	Summer EBT	350.0	350.0	0.0	0.0%
104	Tax Equivalent Grant	275.0	393.5	118.5	43.1%
105	Teach for America	2,000.0	2,000.0	0.0	0.0%
n/a	Teacher Licensure Processing	500.0	500.0	0.0	0.0%
107	Teacher Vacancy Grant Program	30,000.0	30,000.0	0.0	0.0%
113	Truants' Alternative and Optional Education	11,500.0	11,500.0	0.0	0.0%
n/a	Valley View Itinerant Services for Children with Developmental Delays and Disabilities	2,500.0	0.0	(2,500.0)	(100.0%)
n/a	YouthBuild Illinois	5,500.0	0.0	(5,500.0)	(100.0%)
<b>TOTAL - GRANTS</b>		<b>11,144,350.0</b>	<b>10,865,899.9</b>	<b>(278,450.1)</b>	<b>(2.5%)</b>
n/a	Agency Capacity	27,590.0	27,590.0	0.0	0.0%
<b>Subtotal, Agency Capacity</b>		<b>27,590.0</b>	<b>27,590.0</b>	<b>0.0</b>	<b>0.0%</b>
<b>TOTAL-GENERAL FUNDS</b>		<b>11,171,940.0</b>	<b>10,893,489.9</b>	<b>(278,450.10)</b>	<b>(0.02)</b>
<b>OTHER STATE FUNDS</b>					
<b>AGENCY CAPACITY--OTHER STATE FUNDS</b>					
115	Charter Schools	1,050.0	1,050.0	0.0	0.0%
68	GATA/Budgeting for Results - State Board of Education Special Purpose Trust Fund	1,850.0	1,850.0	0.0	0.0%
n/a	Indirect Cost Recovery	10,000.0	10,000.0	0.0	0.0%
120	ISBE Teacher Certificate Institute Fund	2,208.9	2,208.9	0.0	0.0%
n/a	School Infrastructure Fund	600.0	600.0	0.0	0.0%
129	Teacher Certificate Fee Revolving Fund	6,000.0	7,500.0	1,500.0	25.0%
<b>Subtotal, Agency Capacity</b>		<b>21,708.9</b>	<b>23,208.9</b>	<b>1,500.0</b>	<b>6.9%</b>
<b>TOTAL - AGENCY CAPACITY</b>		<b>21,708.9</b>	<b>23,208.9</b>	<b>1,500.0</b>	<b>6.9%</b>
<b>GRANTS--OTHER STATE FUNDS</b>					
n/a	After-School Rescue Fund	200.0	200.0	0.0	0.0%
116	Charter Schools Revolving Loan Fund	200.0	200.0	0.0	0.0%
117	Driver Education Fund	14,000.0	14,000.0	0.0	0.0%
n/a	Imagination Library of Illinois Fund	3,347.0	3,347.0	0.0	0.0%
122	Personal Property Replacement Tax Fund - Bus Driver Training	150.0	150.0	0.0	0.0%
124	Personal Property Replacement Tax Fund - Regional Superintendents' and Assistants' Salaries	13,500.0	14,000.0	500.0	3.7%
122	Personal Property Replacement Tax Fund - Regional Offices of Education	18,970.0	18,970.0	0.0	0.0%
125	School District Emergency Financial Assistance Fund	1,000.0	1,000.0	0.0	0.0%
n/a	School STEAM Grant Program Fund	2,500.0	0.0	(2,500.0)	(100.0%)
127	School Technology Revolving Loan Program Fund	7,500.0	7,500.0	0.0	0.0%

Page Ref.	\$000s	FY 2026	FY 2027	Increase (Decrease)	
		Budget	Request	\$	%
n/a	State Board of Education Special Purpose Trust Fund	10,000.0	10,000.0	0.0	0.0%
131	Temporary Relocation Expenses Revolving Grant Fund	1,000.0	1,000.0	0.0	0.0%
	<b>Subtotal, Grants</b>	<b>72,367.0</b>	<b>70,367.0</b>	<b>(2,000.0)</b>	<b>(2.8%)</b>
	<b>TOTAL – GRANTS</b>	<b>72,367.0</b>	<b>70,367.0</b>	<b>(2,000.0)</b>	<b>(2.8%)</b>
	<b>TOTAL-OTHER STATE FUNDS</b>	<b>94,075.9</b>	<b>93,575.9</b>	<b>(500.0)</b>	<b>(0.5%)</b>
	<b>FEDERAL FUNDS</b>				
	<b>AGENCY CAPACITY</b>				
n/a	SBE Federal Agency Services Fund	2,900.0	2,900.0	0.0	0.0%
n/a	SBE Federal Department of Agriculture Fund	50,869.8	50,869.8	0.0	0.0%
n/a	SBE Federal Department of Education Fund	19,904.7	19,904.7	0.0	0.0%
	<b>Subtotal, Agency Capacity</b>	<b>73,674.5</b>	<b>73,674.5</b>	<b>0.0</b>	<b>0.0%</b>
	<b>TOTAL-AGENCY CAPACITY</b>	<b>73,674.5</b>	<b>73,674.5</b>	<b>0.0</b>	<b>0.0%</b>
	<b>GRANTS</b>				
	<b>CAREER AND TECHNICAL EDUCATION</b>				
137	Career and Technical Education - Basic	70,000.0	80,000.0	10,000.0	14.3%
	<b>Subtotal, Career and Technical Education</b>	<b>70,000.0</b>	<b>80,000.0</b>	<b>10,000.0</b>	<b>14.3%</b>
	<b>CHILD NUTRITION</b>				
140	Child Nutrition Programs	1,250,000.0	1,250,000.0	0.0	0.0%
	<b>Subtotal, Child Nutrition</b>	<b>1,250,000.0</b>	<b>1,250,000.0</b>	<b>0.0</b>	<b>0.0%</b>
	<b>INDIVIDUALS WITH DISABILITIES ACT</b>				
147	Individuals with Disabilities Education Act - Deaf and Blind	800.0	800.0	0.0	0.0%
149	Individuals with Disabilities Education Act, Part B	980,000.0	980,000.0	0.0	0.0%
151	Individuals with Disabilities Education Act – Preschool, Part B	41,000.0	41,000.0	0.0	0.0%
153	Individuals with Disabilities Education Act - State Personnel Development, Part D	5,000.0	5,000.0	0.0	0.0%
	<b>Subtotal, Individuals with Disabilities Act</b>	<b>1,026,800.0</b>	<b>1,026,800.0</b>	<b>0.0</b>	<b>0.0%</b>
	<b>TITLE PROGRAMS (EXCLUDING ASSESSMENTS)</b>				
164	Title I	1,350,000.0	1,350,000.0	0.0	0.0%
166	Title II - Improving Teacher Quality, Part A	160,000.0	160,000.0	0.0	0.0%
175	Title III – English Language Acquisition	56,000.0	56,000.0	0.0	0.0%
178, 180	Title IV	300,000.0	300,000.0	0.0	0.0%
182	Title V - Rural and Low-Income School Programs, Part B	3,000.0	3,000.0	0.0	0.0%
184	Title X – Education for Homeless Children	10,000.0	10,000.0	0.0	0.0%
	<b>Subtotal, Title Programs (excluding Assessments)</b>	<b>1,879,000.0</b>	<b>1,879,000.0</b>	<b>0.0</b>	<b>0.0%</b>
	<b>ASSESSMENTS</b>				
41	Assessments: State and Federal	35,000.0	35,000.0	0.0	0.0%
	<b>Subtotal, Assessments</b>	<b>35,000.0</b>	<b>35,000.0</b>	<b>0.0</b>	<b>0.0%</b>
	<b>COVID-19 RELIEF GRANTS</b>				
n/a	Elementary and Secondary Emergency Relief Fund ARP	164,860.5	0.0	(164,860.5)	(100.0%)

Page Ref.	\$000s	FY 2026 Budget	FY 2027 Request	Increase (Decrease)	
				\$	%
n/a	Homeless Children and Youth ARP	4,417.0	0.0	(4,417.0)	(100.0%)
	<b>Subtotal, COVID-19 Relief Grants</b>	<b>169,277.5</b>	<b>0.0</b>	<b>(169,277.5)</b>	<b>(100.0%)</b>
<b>OTHER GRANTS</b>					
133	Adolescent Health	500.0	475.0	(25.0)	(5.0%)
145	Clean School Bus Program Grant	20,000.0	20,000.0	0.0	0.0%
n/a	Institute of Education Sciences Grant	3,500.0	3,500.0	0.0	0.0%
156	Mental Health Service Professional Demonstration Grant	3,600.0	8,400.0	4,800.0	133.3%
n/a	Preschool Development Grant - Birth Through 5	35,000.0	0.0	(35,000.0)	(100.0%)
158	School-Based Mental Health Services	7,500.0	13,000.0	5,500.0	73.3%
160	STOP - School Violence Prevention and Mental Health Training	1,000.0	2,000.0	1,000.0	100.0%
162	Substance Abuse and Mental Health Services	6,500.0	6,500.0	0.0	0.0%
	<b>Subtotal, Other Grants</b>	<b>77,600.0</b>	<b>53,875.0</b>	<b>(23,725.0)</b>	<b>(30.6%)</b>
	<b>TOTAL - GRANTS</b>	<b>4,507,677.5</b>	<b>4,324,675.0</b>	<b>(183,002.5)</b>	<b>(4.1%)</b>
	<b>TOTAL - FEDERAL FUNDS</b>	<b>4,581,352.0</b>	<b>4,398,349.5</b>	<b>(183,002.5)</b>	<b>(4.0%)</b>
	<b>GRAND TOTAL</b>	<b>15,847,367.9</b>	<b>15,385,415.3</b>	<b>(461,952.6)</b>	<b>(2.9%)</b>

# Advanced Placement – Course Implementation

Legislative Reference – 105 ILCS 302

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$500,000	\$500,000	\$500,000	\$500,000	<b>\$500,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and support to increase their knowledge, skills, and opportunities, so they graduate equipped to pursue a successful future.

### Program Mission

The mission of the program is to increase opportunities for low-income and other underrepresented students to take challenging and rigorous coursework. The program also provides professional development for teachers.

The commitment of equity for all students occurs through Illinois State Board of Education's Advanced Placement (AP) – Course Implementation competitive grants to districts so they can implement or expand the number of AP and Pre-Advanced Placement (Pre-AP) courses offered in middle schools and high schools serving students in Grades 6-12. Funds are prioritized for awards to districts having a high percentage of low-income students. The aim of this prioritization is to reduce barriers for low-income students due to the nature of the

program requiring additional fees for individual student testing and capstone experience evaluation.

### 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 coursework 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.

School districts partner with the College Board 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. Nine districts were awarded AP grants that served 5,788 students in FY 2025. Professional learning was provided to 112 teachers.



### **Reimbursement/Distribution Method**

Funds are awarded to eligible school districts (those serving Grades 6-12 where 40 percent or more of students qualify as low-income) through a Request for Proposals 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, including educating parents about the benefits of AP; and/or
- Ensure students currently enrolled in AP courses successfully complete them and take the subsequent examinations.

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 table below displays the number of teachers and students impacted through schools receiving the grant:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Teachers Participating in AP PD	237	206	112	123	136
Students Enrolled in AP Coursework	22,439	31,808	5,788	6,367	7,003
AP Exams Scored 3 or Higher	63,448	27,445	3,549	3,904	4,294

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 – Not Applicable  
Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000	<b>\$2,500,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	<b>\$0 0.00%</b>

## Board Goal

The program aligns with the following Board goal:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

## Program Mission

The mission of the program is to increase the number of low-income students taking Advanced Placement (AP) exams in order to diminish barriers and increase equity for students to help them achieve their full potential.

## Purpose

The purpose of the program is 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

The program will help low-income students in Illinois take an estimated 39,000 AP exams in spring 2026.

Participation is open to all public Illinois high schools.

In fiscal year 2025, students utilizing the low-income fee reduction passed a total of 1,305 AP exams with a score of 3 or higher. This program delivered a total potential cost savings of more than \$2.4 million for these students and families in a single year, assuming an average rate of three credit hours granted per AP exam scoring 3 or higher by colleges and universities, at an average of \$625 per credit hour for Illinois in-state tuition.

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Number of AP exams with state-subsidized fee	56,282	62,691	39,512	43,463	47,810
Number of AP exams with state-subsidized fee scoring 3 or higher	9,303	8,332	1,305	1,435	1,579

# Affinity Groups

Legislative Reference – Not Applicable  
Funding Source – State

## Appropriation History\*

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$0	\$0	\$1,000,000	\$1,000,000	<b>\$1,000,000</b>
Change from Prior Year	\$0	\$0	\$1,000,000	\$0	<b>\$0</b>
	0.00%	0.00%	100.00%	0.00%	<b>0.00%</b>

\*This Affinity Groups program was allocated funding from the Elementary and Secondary Emergency Relief (ESSER II) and American Rescue Plan ESSER funds for FY 2023 and FY 2024 but was funded from a General Revenue Fund appropriation in FY 2025.

## Board Goal

The program aligns with the following Board goal:

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

## Program Mission

ISBE launched the Illinois Affinity Groups program in fiscal year 2023 with the mission of increasing retention of teachers of color.

## Purpose

This program brings together teachers of color in all regions of the state to identify and address local issues that contribute to the lower retention rates of teachers of color. As a result, policies and solutions have been proposed to district administration to address identified issues. These groups allow educators to increase their sense of belonging and self-advocacy, while allowing districts to address their readiness for these affinity spaces.

## Reimbursement/Distribution Method

Funds are distributed as a sole source grant to Teach Plus Illinois.

## Population and Service Levels

The following table displays service-level information for the Affinity Groups program, including the number of districts and educators served, affinity groups created, and regions represented by the Illinois Association of Regional Superintendents of Schools (IARSS):

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Districts Served	60	47	47	56	56
Educators Served	577	440	673	550	550
Affinity Groups Served	45	47	39	36	36
IARSS Regions Served	5	6	6	6	6

# After School Matters

Legislative Reference – Not Applicable  
Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$4,000,000	\$5,000,000	\$6,000,000	\$12,000,000	<b>\$6,000,000</b>
Change from	\$556,200	\$1,000,000	\$1,000,000	\$6,000,000	<b>(\$6,000,000)</b>
Prior Year	16.15%	25.00%	20.00%	100.00%	<b>(50.00%)</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

### Program Mission

The mission of the program is to provide a network of out-of-school opportunities, including apprenticeships and drop-in programs, for teens in underserved communities in the Chicago area.

### Purpose

The purpose of the program is 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. 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:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Students Served	3,535	4,510	4,288	9,200	5,000
Activities	259	278	471	900	500

# After-School Programs

Legislative Reference – Not Applicable  
Funding Source – State and Federal (ALN 21.027)

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$30,000,000	\$30,465,428	\$30,128,900	\$35,000,000	<b>\$25,000,000</b>
General Revenue Fund	\$20,000,000	\$25,000,000	\$25,000,000	\$35,000,000	<b>\$25,000,000</b>
State CURE Fund	\$10,000,000	\$5,465,428	\$5,128,900	\$0	<b>\$0</b>
Change from Prior Year	\$0 0.00%	\$465,428 1.55%	(\$336,528) (1.10%)	\$4,871,100 16.17%	<b>(\$10,000,000) (28.57%)</b>

## Board Goal

These programs align with the following Board goal:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

The mission of these programs, which are locally designed school and community solutions, is to help students learn and grow, keep children and teenagers safe, and support family engagement.

## Purpose

The purpose of this funding is to:

- Improve academic outcomes for students.
- Provide opportunities for enrichment activities in a safe and healthy environment.
- Provide opportunities to strengthen public, private, and philanthropic

partnerships so that quality support services are more available for students facing the greatest challenges.

## Reimbursement/Distribution Method

In FY 2026, \$35 million was allocated from the General Revenue Fund for After-School Programs. A total of 1,052 public schools with low-income concentrations of 70 percent received a total of \$17 million in allocations. Additionally, six school districts with an Evidence-Based Funding low-income concentration (but without any schools with a low-income concentration of 70 percent or more) qualified, bringing the total number of districts receiving allocations to 168. The remaining \$18 million will be awarded to successful non-school district/non-Local Education Agency grant applicants.

### **Population and Service Levels**

The following table displays service-level information for After-School Programs funded by the General Revenue Fund:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
School Districts	159	170	170	168	168
Non-School District	25	97	35	50	50

# Agriculture Education

Legislative Reference – 105 ILCS 5/2-3.80

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$7,050,000	\$7,050,000	\$7,850,000	\$7,850,000	<b>\$8,650,000</b>
Change from	\$2,050,000	\$0	\$800,000	\$0	<b>\$800,000</b>
Prior Year	41.00%	0.00%	11.35%	0.00%	<b>10.19%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

## Program Mission

The mission of agriculture education 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 while also supporting agricultural literacy for all learners.

## Purpose

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

Agriculture education funding supports all aspects of the statewide program. Areas addressed by funding are described below by common mission areas.

- Dollars from the Incentive Grants for Programs in Grades 5-12 are distributed to each agricultural education program in Illinois to strengthen and supplement agricultural education programming for middle and high school grades.
- Incentive Grants for Agriculture Teacher Preparation Programs, the Agriculture Education Preservice Internship Program, and Growing Agricultural Science Teachers (GAST) support postsecondary agriculture programs for the recruitment and development of agriculture teachers in addition to program improvement activities.
- The Agriculture Education Teacher Three Circle Grant program partners with districts to support agriculture teacher service costs incurred outside of the regular teaching responsibilities for the improvement of the agricultural education program. Activities include supervising work-based learning

experiences, skill and leadership development activities through FFA, and development of agricultural education curricula and any agricultural education-specific professional learning opportunities.

- The Facilitating Coordination in Agricultural Education (FCAE) fund provides financial support for program coordination and field support services statewide for agricultural education. Monies allocated for FCAE support teacher program services, professional learning for teachers, curriculum and instructional resources, and administrative costs.

The agricultural education program supports the development of comprehensive programs in agricultural literacy for pre-K through adult learners, improves agricultural career preparation, and increases the application of classroom and industry skills in high school through postsecondary education opportunities.

#### **Reimbursement/Distribution Method**

Agricultural Education funds are proposed to be distributed in FY 2027 according to the following guidelines:

- Approximately 63.6 percent of Agricultural Education funds are allocated to the Agriculture Education Teacher Three Circle Grant. Funds will support the personnel service costs of teachers in agricultural education programs for activities outside of the regularly scheduled teaching responsibilities of the teacher(s). The proposed funding level is \$5.5 million in FY 2027. Local allocations are calculated based on the participating teachers' salary and benefits information.
- Approximately 19.1 percent of Agricultural Education funds are allocated to the FCAE Grant programs. Funds will support the coordination of three unique grant initiatives. The Local Program Support portion will provide the current field staff support for teachers and administrators in agricultural education along with statewide

professional development and management of statewide student services. The work-based learning portion will provide statewide recordkeeping services for students and teachers managing work placement and other student experiences. It also will provide coordination between industry and educators while supporting awards, recognition, and promotion of student work-based learning projects. The Curricular Resource Management portion will develop and distribute crucial instructional resources to teachers regarding agriculture, food, and natural resource careers. The proposed funding is \$1.65 million in FY 2027. FCAE Grants are a single source grant awarded to the Champaign/Ford Regional Office of Education #9.

- Approximately 1.6 percent of Agricultural Education funds are allocated to GAST Grants. Funds support the recruitment, development, and retention of both preservice and early-career agricultural education teachers. The proposed funding level is \$140,000 in FY 2027. Each university participating will receive \$25,000, and each junior or community college participating will receive \$6,667. GAST Grants are direct grants for the participating universities and colleges and are written into the Agricultural Education Line-Item legislation.
- 0 percent of Agricultural Education funds are allocated to the Agriculture Education Preservice Internship Program. At the direction of the Illinois Committee on Agricultural Education (ICAE), funding for this grant was reallocated to the Three Circle Grant. The Three Circle Grant was initially prorated at 96%. This reallocation will help ISBE fully fund the Three Circle Grant. This program was not funded in FY 2026 and is not recommended for funding in FY 2027 at the direction of ICAE.
- Approximately 0.7 percent of Agricultural Education funds are allocated to the



Incentive Grant for Agriculture Teacher Preparation programs. Funds support the improvement of the teacher preparation program through new instructional technology, professional services, equipment, travel, materials, and supplies. The proposed funding level is \$60,000 for FY 2027. Individual allocations for this formula grant are based on an annual quality indicator application provided by ISBE.

- The remaining 15.0 percent of Agricultural Education funds are allocated to Incentive Grants for programs in Grades 5-12. Funds support the improvement of local

agricultural education programs through new classroom technology, curriculum resources, professional services, materials, and equipment. Proposed funding level is \$1.3 million in FY 2027. Approximately \$100,000 will be set aside for new startup programs. This formula grant calculates individual allocations based on an annual quality indicator application provided by ISBE.

### **Population and Service Levels**

The following tables display service-level information:

#### **FCAE**

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Ag Literacy Coalitions	80	80	80	80	80
PreK-8 Students	582,594	593,032	600,000	650,000	670,000
Teachers Trained on Curricular Resources	20	30	40	45	45
High Schools	375	386	393	405	415
Teachers	520	544	564	586	600
Students with Work-Based Learning Projects	11,932	12,927	8,047	8,439	8,831

#### **Postsecondary GAST & Ag Incentive Fund**

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Universities	4	4	4	4	4
Community Colleges	7	6	6	6	8
University Students	240	328	214	226	230

#### **Secondary Ag Incentive & Three Circle**

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Grades 5-12 Students (Unduplicated)	39,929	41,282	41,937	42,500	43,000
High Schools	375	371	387	391	395
Teachers (Three Circle)	345	390	415	447	460

**Preservice Internship Program**

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Preservice Interns	10	10	0	0	0
Universities Represented	4	3	0	0	0

# Alternative Education – Regional Safe Schools

Legislative Reference – 105 ILCS 5/13A-8

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$6,300,000	\$20,000,000	\$20,000,000	\$20,000,000	<b>\$20,000,000</b>
Change from	\$0	\$13,700,000	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	217.46%	0.00%	0.00%	<b>0.00%</b>

## Board Goal

The program aligns with the following Board goal:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

## Program Mission

The mission of the program is to provide formula funding to 35 Regional Offices of Education (ROEs), three Intermediate Service Centers, and Chicago Public Schools (CPS) to operate Regional Safe Schools Programs statewide.

## Purpose

The purpose of the program is to provide alternative education for youth in Grades 6-12 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.

The Regional Safe Schools Program is estimated to serve approximately 3,200 at-risk youth statewide in fiscal year 2026. These programs provide a variety of holistic services aimed at meeting the specific needs of the students they serve, including, but not limited to, work-based learning opportunities, credit recovery, and dual enrollment. Additionally, students enrolled in Regional Safe Schools Programs have access to mental health services, smaller class sizes, and life-skills training.

## Reimbursement/Distribution Method

A base allocation of \$30,000 is awarded per ROE and CPS. Remaining available funds are distributed based on a statutory multi-step weighted formula.

## Population and Service Levels

The following table displays service-level information:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Students Served	3,249	3,274	3,079	3,200	3,300

# Assessments: State and Federal

Legislative Reference – 105 ILCS 5/2-3.64a-5 and 14C-3; P.L. 114-95  
Funding Source – State and Federal (ALN 84.369A)

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$75,000,000	\$75,000,000	\$75,000,000	\$75,000,000	<b>\$75,000,000</b>
State	\$40,000,000	\$40,000,000	\$40,000,000	\$40,000,000	<b>\$40,000,000</b>
Federal	\$35,000,000	\$35,000,000	\$35,000,000	\$35,000,000	<b>\$35,000,000</b>
Change from Prior Year	(\$1,500,000) (1.96%)	\$0 0.00%	\$0 0.00%	\$0 0.00%	<b>\$0 0.00%</b>

## Federal Grant Award\*

	FY23	FY24	FY25	FY26	FY27**
Grant Award	\$10,956,642	\$10,861,964	\$10,809,052	\$10,767,370	TBD
Change from Prior Year	(\$1,014) (0.01%)	(\$94,678) (0.86%)	(\$52,912) (0.49%)	(\$41,682) (0.39%)	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.

\*\*Federal fiscal year 2027 amounts are to be determined (TBD).

## Board Goal

The program aligns with the following Board goal:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities, so they graduate equipped to pursue a successful future.

## Program Mission

The mission of the program is 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 so they have the necessary data to adjust instruction in a manner that ensures that all students will be able to meet ISBE goals.

## Purpose

The purpose of the program is to develop and implement grade-level assessments in compliance with the requirements of state law and the federal Every Student Succeeds Act (ESSA).

The scores populate the Illinois Report Card and are used to help generate summative designations, an index of academic achievement, and student success indicators.

ISBE will administer the following assessments:

- *Illinois Assessment of Readiness (IAR)* — The assessment measures student achievement in English language arts (ELA) and mathematics relative to the Illinois Learning Standards and maintains comparability with the previous Partnership for Assessment of Readiness for College and Careers. The results give parents, teachers, and schools a thorough measure of student learning, growth, and school performance. This test is given in Grades 3-8.
- *Dynamic Learning Maps Alternate Assessment (DLM-AA)* — The DLM-AA is an adaptive, performance-based assessment administered individually to students who would otherwise take the regular Grade 3-11 Accountability Assessments: IAR, PreACT Secure 9, PreACT Secure, ACT with Writing, and/or Illinois Science Assessment (ISA). DLM-AA 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-AA if participation in the 3-11 Accountability Assessment/SAT/or ISA — with or without accommodations — is not appropriate.
- *PreACT Secure 9, PreACT Secure, ACT with Writing* — Illinois schools give an assessment aligned to the Illinois Learning Standards in ELA, math, and science at Grades 9 and 10, and a culminating assessment with a writing component in Grade 11 and for those Grade 12 students who have not yet fulfilled the requirement to take the state's final accountability assessment. This suite of exams enables schools to track the progress of students before

they reach Grade 11 and enables the calculation of a growth measure that can be used for the purposes of school accountability in the future, if supported by the field. In addition to its function as state accountability assessment, the college entrance exam taken by all students in Grade 11 results in a college- and scholarship-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 at two points in a student's academic career: Grades 5 and 8. The test is three units long and assesses all content domains.
- *WIDA ACCESS™ (ELs)* — This is a standards-based, criterion-referenced English language proficiency test designed to measure English learners' writing, speaking, listening, and reading in English. This test is given in Grades K-12 for both reclassification and Title I accountability purposes. English language proficiency is a required element of school accountability under ESSA.
- *National Assessment of Educational Progress (NAEP)* — NAEP is a federally required, 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.

- *Kindergarten Individual Development Survey (KIDS)* — KIDS is an observational tool designed to help teachers, administrators, families, and policymakers better understand the developmental readiness of children entering kindergarten. Students are rated on 14 readiness measures within three key developmental areas: Social and Emotional Development, Language and Literacy Development, and Math.
- *The Governor's Blue Ribbon Program* — The Governor's Blue Ribbon Program recognizes a select number of schools on an annual basis based on academic achievement and gap-closing measures.

### **Reimbursement/Distribution Method**

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

- *WIDA* — A consortium of states that administers the WIDA ACCESS test.
- *University of Kansas DLM-AA Consortium* — Test development, administration, scoring, analysis, and reporting for the DLM-AA assessment.
- *NCS Pearson Inc.* — Test development, construction, administration, scoring, reporting, and other related assessment and data services for the Illinois Assessment of Readiness (ELA and math) administered at Grades 3-8, and for the Illinois Science Assessment administered at Grades 5 and 8.

- *ACT* — Test construction, administration, scoring, reporting, and other related assessment and data services for high school assessments in the content areas of ELA, math, and science at Grades 9 (PreACT Secure 9), 10 (PreACT Secure), and 11 (ACT with Writing).
- *UC-BEAR (KIDS)* — Administration data entry platform, scoring, and reporting.
- *Regional Office of Education 51 (KIDS)* — KIDS implementation training, professional development, and data interpretation support.

### **Population and Service Levels**

The Assessment Department assesses students in Grades 3-11 in English language arts and mathematics, and in Grades 5, 8, and, effective spring 2025, Grades 9-11 in science. The department also administers a test of English language proficiency to all EL students in Grades K-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. As of spring 2024, all assessments are offered online except for ACCESS. ACCESS separates costs for paper/braille, online, and Alternate ACCESS.

The table on the following page displays individual testing volumes and projections for each modality.

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Grades 5, 8, 11** Science (Online)	390,981	417,770	264,178	263,925	264,000
Alternate ELA and Math Grades 3-8 and 11 (Online)	14,278	14,369	14,345	14,000	14,000
Alternate Science Grades 5, 8, and 11 (Online); Beginning with FY26 5, 8, and 9-11	4,393	4,360	4,476	6,505	6,600
Grade 9 and ELA, Math, and Science** (FY20-FY23 Paper & Starting FY24 Online)	137,464	137,887	133,923	141,494	140,000
Grade 10 ELA, Math, and Science** (FY20-FY23 Paper & Starting FY24 Online )	135,259	136,094	133,311	140,636	141,000
Grade 11 ELA (with Writing), Math and Science** (FY20-FY23 Paper & Starting FY24 Online)	137,951	141,765	139,684	142,575	142,000
Grades 3-8 – ELA/Math (Online)	787,205	791,556	787,845	786,342	787,000
English Proficiency Grades K-12 - Alternate ACCESS	5,384	6,271	6,887	6,500	6,700
English Proficiency Grade K (Paper)	23,006	*	*	*	*
English Proficiency Grades 1-12 (Online)	251,249	248,938	260,620	263,000	265,000
English Proficiency Grades 1-12 (Paper)	24,058	24,447	24,831	23,000	24,000
Kindergarten Individual Development Survey	118,557	109,756	112,346	109,238	109,000

\* Kindergarten volumes are included in the Grades 1-12 (Paper) volumes in every year except for FY 2023.

\*\* Science was added to Grades 9 and 10 beginning in FY 2025, and in Grade 11 as a replacement to ISA beginning in FY 2025.

# Autism

Legislative Reference – Not Applicable  
Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$100,000	\$100,000	\$100,000	\$100,000	<b>\$100,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

### Program Mission

The mission of the program is 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 focus on ensuring equitable access and best practices in educational and workplace transitions. The number of Illinois students identified with autism increased from 1,560 in 1997, the year when the Autism Project began, to 41,550 in 2025.

### Purpose

The purpose of the program is 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:



	FY23	FY24	FY25	FY26 (est)	FY 27 (proj)
Number of Students with Autism Spectrum Disorder in Illinois*	32,889	36,980	41,550	46,393	51,799

\*The data reflect the number of students identified with autism as their primary disability.

# Blind and Dyslexic

Legislative Reference – Not Applicable  
Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$846,000	\$846,000	\$846,000	\$846,000	<b>\$846,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and support to increase their knowledge, skills, and opportunities, so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

### Program Mission

Learning Ally is a national 501(c)(3) nonprofit 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 by training educators.

In an effort to ensure success for all learners, this project is designed to provide reading accommodation support, teacher classroom resources, and educator training workshops

for teachers serving students with disabilities, including learning disabilities, dyslexia, blindness, vision impairment, visual processing disorders, or physical disabilities, that impact their ability to access printed materials/media.

### Purpose

The purpose of the program is for Learning Ally to help schools meet their obligations under the federal Individuals with Disabilities Education Act, Rehabilitation Act, and the Americans with Disabilities Act requirements. The program will ensure effective communications for students with disabilities by supporting public schools, educators, and K-12 students who have print-related disabilities, such as blindness, visual impairments, physical disabilities, and dyslexia. Schools with grant membership can access Learning Ally's:

- Library of more than 85,000 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.

400,000 of Illinois' nearly 2 million public school students may have reading challenges due to a disability.

Demand for the program continues to be strong as all available school licenses were assigned quickly, and a waiting list remains. The demand is expected to continue to increase as teachers seek tools to support students.

### **Reimbursement/Distribution Method**

Funds are distributed through a grant to Learning Ally.

The following table displays service-level information.

### **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

	FY23	FY24	FY25	FY26 (est)	FY 27 (proj)
Students Served	65,147	75,409	14,811*	15,550*	TBD
Books Circulated	114,245	90,049	82,750	86,888	TBD
Schools Enrolled	708	705	705	705	TBD

\*This number reflects clarification in data to reflect students actively engaged in using the resource.

# Career and Technical Education

Legislative Reference – 105 ILCS 435

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$43,062,100	\$47,726,400	\$58,000,000	\$59,300,000	<b>\$65,230,000</b>
Change from Prior Year	\$0	\$4,664,300	\$10,273,600	\$1,300,000	<b>\$5,930,000</b>
	0.00%	10.83%	21.53%	2.24%	<b>10.00%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities, so they graduate equipped to pursue a successful future.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child with a high-quality education that meets their needs.

## Program Mission

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 afford students opportunities to engage in career exploration, work-based learning, and pre-apprenticeships by creating personalized and innovative learning opportunities that engage students' strengths and interests. Students preparing for careers in nontraditional fields as well as students in special populations, such as

students with disabilities, English learners, and students in Regional Safe Schools, will receive support via CTE programming. Participation in CTE increases students' opportunities for careers in high-wage, high-skill, and in-demand occupations.

## Purpose

The purpose of the program is to enable all students to succeed in postsecondary education and career opportunities. Education for Employment (EFE) regional delivery systems ensure a comprehensive career development CTE system that provides career awareness, career exploration, and career preparation for K-12 students. In addition, state funds satisfy the federal matching requirements of the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V).

Embedding academics into the CTE curriculum and creating partnerships between education and the workforce are critical to the success of CTE. Activities that represent this work are occurring across the state.

## Reimbursement/Distribution Method

Funds are distributed through both a formula and a competitive grant process. The formula grant sets aside funds for

elementary schools to use for career exploration, Regional Safe Schools' CTE programs, and Career and Technical Student Organizations. Nineteen percent of the total appropriation is allocated to Area Career Centers, and the balance of the appropriation goes to EFE regional delivery systems to support CTE in school districts. Up to \$5 million will be used to support Educator Career Pathways programming and/or programming to support access to work-based learning and CTE dual credit offerings.

### **Population and Service Levels**

All of the state's elementary and secondary populations are eligible to participate. The EFE regional delivery of CTE systems coordinates the delivery of career awareness, career exploration, and career preparation programs.

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

	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>	<b>FY26 (est)</b>	<b>FY27 (proj)</b>
Elementary K-8 Students	1,179,736	1,174,629	1,175,389	1,174,000	1,174,000
Districts Served	763	763	762	760	760

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

<b>Secondary Students Served</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>	<b>FY26 (est)</b>	<b>FY27 (proj)</b>
9th-12th Grade Students Participating in CTE	278,543	285,732	289,874	294,077	298,341
Secondary Schools Offering Programs	658	654	665	675	685
Districts Receiving Funds for CTE Programs	474	471	472	472	472
Districts Offering Work-Based Learning Courses	339	361	375	380	400
Career and Technical Education Programs – 9th-12th Grade High School Students Participating in Work-Based Learning Courses	10,917	12,663	15,000	16,000	17,000
Area Career Centers	24	25	27	27	28
Area Career Center – 9th-12th Grade Secondary Student Participants	N/A	13,548	14,783	16,238	17,700
Area Career Center – 9th-12th Grade Secondary Student Concentrators	N/A	8,933	11,059	13,690	16,949
Area Career Center – 9th-12th Grade High School Students Participating in Work-Based Learning Courses	N/A	3,943	4,816	5,882	7,184

The following tables display service-level information for the Education Career Pathway program:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Area Career Centers	7	5	3	1	1
High Schools Served	172	154	90	50	50
Grants	76	49	29	17	17

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Community Colleges	3	4	1	0	0
EFEs	19	15	11	7	7
Districts Served	84	132	78	38	38
High Schools Served	172	154	90	50	50

# Community and Residential Services Authority Department

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

## Appropriation History

	FY23	FY 24	FY25	FY26	FY27 Proposed
Appropriation	\$700,000	\$750,000	\$750,000	\$850,000	<b>\$850,000</b>
Change from	\$0	\$50,000	\$0	\$100,000	<b>\$0</b>
Prior Year	0.00%	7.14%	0.00%	13.33%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

### Program Mission

The General Assembly created the Community and Residential Services Authority (CRSA) in 1985. It was initially structured as an interagency group tasked with identifying and addressing barriers facing parents, professionals, and providers when trying to get needed services and programs for individuals with a behavior disorder or a severe emotional disturbance and their families. A 2023 Illinois law changed CRSA's duties to include the authority in the intake portal process under the Children's Behavioral Health Transformation Initiative.

Public Act 104-0435 repealed the interagency group effective Nov. 21, 2025, and transferred its staff and core functions to the Illinois State Board of Education. This led ISBE to establish a CRSA Department effective January 2026.

The mission of this department is to support

the implementation and ongoing use of the Behavioral Health Care and Ongoing Navigation (BEACON) resource by serving as parent navigators and providing technical assistance so families receive timely and appropriate access to the services they deserve. The department also seeks to promote safe, inclusive, and healthy learning environments through support and fulfillment of ISBE's physical restraint, time out, and isolated time out (RTO) work and other monitoring, data, and compliance-related support to the field.

### Purpose

This department works closely with the Wellness and Student Care Department as well as other departments in the agency to promote student safety, uphold student rights, and improve behavioral supports. The purpose of the CRSA Department is to serve the whole child by assisting parents and students in understanding and accessing BEACON resources related to social-emotional learning, trauma-informed supports, and mental health services. BEACON is a centralized resource for Illinois youth and families seeking services for behavioral health needs. The CRSA Department will also be responsible for investigating RTO complaints and will provide technical assistance to stakeholders to ensure compliance with regulations related to RTO, discipline, bullying, and the Racism-Free Schools Law.

The CRSA Department currently has six paid staff members.

**Reimbursement/Distribution Method**

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

**Population and Service Levels**

Population and service levels are to be determined.



# Computer Science Equity Program

Legislative Reference – Public Act 103-0264  
Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	N/A	\$3,000,000	\$3,000,000	\$3,000,000	<b>\$3,000,000</b>
Change from Prior Year	N/A	\$3,000,000	\$0	\$0	<b>\$0</b>
	N/A	100.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

### Program Mission

The mission of the Computer Science Equity Program is to provide equitable access to rigorous computer science programming for all K-12 learners across the state. The program also provides statewide professional learning for educators.

The ISBE equity statement underscores a commitment to implementing programs focused on increasing enrollment in computer science coursework by students identifying as an underrepresented population in the computer science workforce.

### Purpose

The Computer Science Equity Program aims to elevate opportunities for Illinois K-12 learners to develop or enhance computer science skills through two strands that

include a grant program and coordinated statewide professional learning.

A grant program enables eligible K-12 school districts to receive funding associated with the implementation of rigorous coursework aligned to the Illinois Learning Standards for computer science. Districts can utilize funding for recruitment and retention of underrepresented populations, educator professional learning, facilities and equipment, curricular resources and supplies, and program evaluation to ensure equitable access to this coursework. Funding proposals must be supported by data that identifies and prioritizes needs and provides a sustainability plan.

An additional strand of this program provides funding to ISBE for the development and implementation of a coordinated professional learning series. This supports statewide professional learning for school administrators, classroom teachers, and preservice teachers. ISBE will partner with at least one institution of higher education to develop, promote, and implement professional learning that is responsive to identified needs for administrators, teachers, and preservice teachers.

### Reimbursement/Distribution Method

Funds are awarded to eligible school districts through a Request for Proposals process to

establish or enhance programs designed to:

- Implement or expand computer science courses, promote them, and recruit students to enroll in them;
- Educate students and their parents about computer science career opportunities so that students are prepared to enroll in coursework leading to postsecondary attainment of computer science credentials; and
- Provide professional learning for educators so they can be more proficient in the teaching and support of education programs for computer science.

### **Population and Service Levels**

The number of districts, teachers, and students impacted by the Computer Science Equity Grant Program and statewide professional learning can be found in the table below.

	<b>FY25</b>	<b>FY26 (est)</b>	<b>FY27 (proj)</b>
Number of Educators Participating in Statewide CS Professional Learning	213	234	257
Number of Districts Receiving CS Grant Funding	70	77	84
Number of Students Impacted by CS Grant Funding	428,631	471,494	518,644
Number of Students Enrolled in CS Coursework at CS Grant-Funded Schools	37,640	41,404	45,544

# District Consolidation Costs

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

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$191,000	\$80,000	\$215,000	\$416,000	<b>\$408,000</b>
Change from	\$96,000	(\$111,000)	\$135,000	\$201,000	<b>(\$8,000)</b>
Prior Year	101.05%	(58.12%)	168.75%	93.49%	<b>(1.92%)</b>

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

The mission of the program is to ensure that consolidating and annexing districts achieve and maintain financial health. Financially healthy districts will have the resources available to provide every student with safe and healthy learning conditions that are supported by great educators and educational equity.

## 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 a newly formed district.

The program further supports the Board's goals by increasing student learning, by

reducing duplicative efforts, and by allowing consolidating or annexing districts 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 a referendum to consolidate. The program also supports the Board's goals by increasing the potential for safer learning environments due to the opportunity that the consolidated district will have to provide better facilities.

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.

### **Population and Service Levels**

The table below shows expenditure data for each of the categories of payment and the number of reorganization studies. One reorganization referendum was successful during FY 2024. The FY 2025 and FY 2026 appropriations, and the FY 2027 proposed appropriation, reflect the incentives from this reorganization.

Incentive Payment	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Certified Employees	\$0	\$0	\$0	\$208,000	\$216,000
Deficit Fund Balance	\$0	\$0	\$0	\$0	\$0
Evidence-Based Funding Differentials	\$0	\$0	\$5,567	\$5,567	\$5,567
Salary Differentials	\$10,852	\$0	\$106,398	\$106,398	\$106,398
<b>Total</b>	<b>\$10,852</b>	<b>\$0</b>	<b>\$111,965</b>	<b>\$319,965</b>	<b>\$327,965</b>
Number of Feasibility Studies	0	2	0	3	5
Money for Feasibility Studies	\$0	\$30,200	\$0	\$45,300	\$80,000

Fiscal Year	Number of Districts
FY 2022	852
FY 2023	852
FY 2024	852
FY 2025	851
FY 2026	851

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
7/1/19	1 Deactivation	1
7/1/20	None	0
7/1/21	None	0
7/1/22	None	0
7/1/23	1 Deactivation	1
7/1/24	None	0
7/1/25	1 Consolidation	2
<b>Total</b>		<b>89</b>

# Dolly Parton Imagination Library

Legislative Reference – Public Act 103-8

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	N/A	\$1,600,000	\$3,512,000	\$2,347,000	<b>\$3,347,000</b>
Change from Prior Year	N/A	\$1,600,000	\$1,912,000	(\$1,165,000)	<b>\$1,000,000</b>
	N/A	N/A	119.50%	(33.17%)	<b>42.61%</b>

## Board Goal

The program aligns with the following Board goal:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities, so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

## Program Mission

The mission of the program is to establish one Dolly Parton Imagination Library state program partner per county and enroll 65 percent of children from birth to 5 years old by the conclusion of fiscal year 2027. Participating children receive one age-appropriate book mailed to their home each month at no cost to the family in order to inspire a love of reading in Illinois' youngest learners.

## Purpose

The purpose of the Dolly Parton Imagination Library Program is to provide developmentally appropriate books to children birth to age 5 at no cost to families.

Each month, the Dolly Parton Imagination Library mails a high-quality, age-appropriate book to all children who are registered for the program. The package is addressed and delivered to a child. A child enrolled at birth

will have a personal library of 60 books by the time he/she enters kindergarten. The books contain instructions to parents on how to read to youngsters, as well as suggestions for ways parents can use the books to interact with their children.

Since the statewide release of the Dolly Parton Imagination Library in December 2023 and through June 30, 2025, 71,831 children have enrolled in the program. Seventy-five Illinois counties have full coverage; seven counties have partial coverage; five counties are finalizing agreements necessary for services (full coverage); and 15 counties are not yet enrolled.

## Reimbursement/Distribution Method

Funds are distributed through a grant to the Dollywood Foundation, of which the Dolly Parton Imagination Library is a part.

### **Population and Service Levels**

The table below displays service-level and cost information, including the state match for the Dolly Parton Imagination Library:

	<b>FY25</b>	<b>FY26</b>	<b>FY27 (proj)</b>
Program Administrative Cost	\$380,019	\$530,000	\$530,000
Book and Mailing Cost	\$800,034	\$2,515,063	\$2,507,400
Children Served	71,831	216,350	144,225

# Educator Quality Investigations and Hearings

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

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$490,000	\$615,100	\$615,100	\$615,100	<b>\$615,100</b>
Change from Prior Year	\$60,100	\$125,100	\$0	\$0	<b>\$0</b>
	13.98%	25.53%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

### Program Mission

The mission of the program is to investigate conduct by educators that may require the suspension or revocation of an educator license following a hearing procedure.

### Purpose

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. 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 ISBE by ensuring that students are educated by teachers who are competent and of good character. ISBE has engaged with legislators regarding ways the agency can fortify the educator misconduct system to ensure that educators who should not be in classrooms are removed expeditiously without violating anyone's rights, thereby ensuring that all students have access to quality educators and a learning environment that is safe.

### Reimbursement/Distribution Method

The line item supports the legal work performed by internal Legal Department staff and outside counsel retained by the department 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 in 23 Illinois Administrative Code 475. The law provides for the investigation of any educator licensed by ISBE upon receipt of evidence of



misconduct. The following is the monthly open caseload for investigations in calendar year 2025.

<u>Month</u>	<u>Open Cases</u>
January	334
February	343
March	340
April	335
May	343
June	357
July	315
August	304
September	324
October	344
November	330
December	334

# Evidence-Based Funding

Legislative Reference – 105 ILCS 5/18-8.15

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$7,929,239,000	\$8,279,239,000	\$8,629,239,000	\$8,936,239,000	<b>\$9,286,239,000</b>
Change from Prior Year	\$350,200,773	\$350,000,000	\$350,000,000	\$307,000,000	<b>\$350,000,000</b>
	4.62%	4.41%	4.23%	3.56%	<b>3.92%</b>

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

### Program Mission

The mission of the program is to provide school districts with the resources necessary to create safe, healthy, and welcoming learning environments and to do so in a manner that addresses inequities, closes achievement gaps, and improves the achievement of every student.

### Purpose

The purpose of the program is to provide state assistance to school districts in an equitable manner. Evidence-Based Funding (EBF) represented 80 percent of General Funds appropriations to the Illinois State Board of Education in fiscal year 2026.

### Reimbursement/Distribution Method

FY 2018 marked the beginning of a new primary state education funding system in Illinois. Five programs were replaced with the 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 were 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 organizational units more than the hold harmless are based on how they rank when comparing local wealth to organizational unit need.

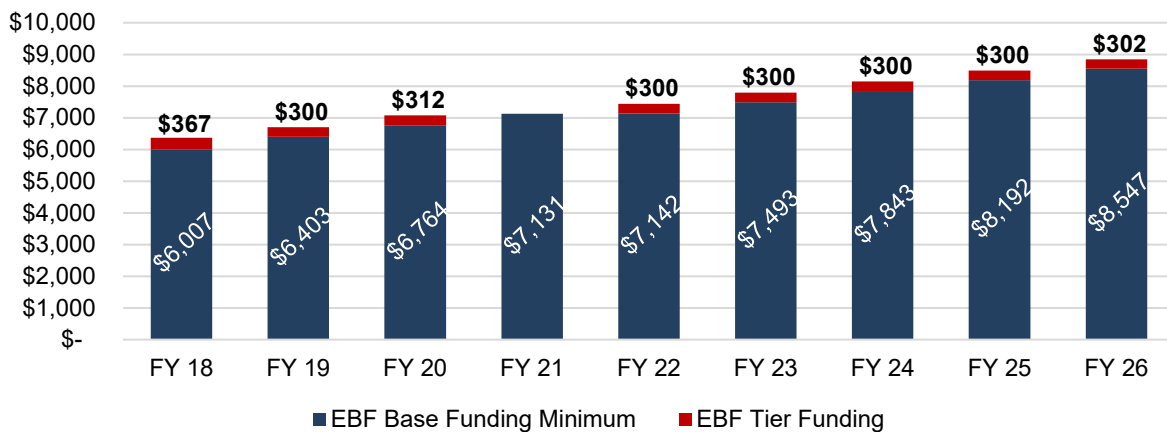
The Base Funding Minimum grows annually by the tier funding paid in the prior year. The Base Funding Minimum has grown to \$8.5 billion in FY 2026, with an additional \$302 million distributed through the tiers.

EBF requires the construction of an Adequacy Target, representing the state's

estimate of the cost of providing education, specific to each organizational unit. The Adequacy Target is based on 34 different cost factors that contribute to the total cost or target. Comparing local organizational unit wealth to the Adequacy Target produces a percentage of adequacy that communicates how close each organizational unit is to adequate funding.

The figure below displays the annual funds appropriated for base funding minimum and tier funding since EBF was enacted.

**Base Funding Minimum and Tier Funding for Organizational Units by Fiscal Year**  
\$ in Millions



When increased funding is provided, organizational units are annually assigned to one of four funding tiers based on their percentage of adequacy. Organizational units in Tier 1 are those most in need of state assistance. Fifty percent of tier funding is allocated through Tier 1. Organizational units 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 organizational units have a percentage of adequacy that is greater than or equal to the Tier 1 Target Ratio and less than 90 percent. Forty-nine percent of increased state funding is distributed through Tier 2. Tier 1 organizational units receive a portion of Tier 2 funding in addition to their Tier 1 distribution. Tier 3 organizational units

have a percentage of adequacy greater than or equal to 90 percent and less than 100 percent. Tier 3 organizational units receive 0.9 percent of increased funding. Tier 4 organizational units have a percentage of adequacy greater than or equal to 100 percent and receive 0.1 percent of increased funding. The following table displays how FY 2026 tier funding was distributed among the EBF tier assignments.

EBF Tier	Org Units	Share of FY26 Tier Funding
Tier 1	286	84.1%
Tier 2	313	14.9%
Tier 3	96	0.9%
Tier 4	239	0.1%
Total	934	100%

## **Public Act 102-33 on EBF Enrollment**

In the spring of 2021, ISBE staff reviewed student enrollment data and determined enrollment declines were likely in many districts due to the COVID-19 pandemic. Enrollment is largely the basis for constructing district Adequacy Targets and thus has an impact on calculations. The concern was that lower enrollment would underrepresent the actual number of students requiring an education during this school year.

For this reason, ISBE advocated for the passage of Senate Bill 813, which became Public Act 102-33. This statutory change required the use of the greater of actual 2020-21 school year enrollment or the 2019-20 school year data to represent the most recent year of enrollment data. This provided a more accurate picture of actual school district needs. FY 2024 was the last year of calculations impacted by this policy change.

### **EBF Calculation Steps**

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

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

Stage 3: Distributing additional state funds to assist organizational units 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.

A portion of the funding gap in Tier 1 and 2 organizational units 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 amount of new funding, the higher the Tier 1 Target Ratio, which allows more organizational units to qualify as Tier 1 (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 organizational units as a percentage of each organizational unit's Adequacy Target. In years when increased funding is provided, calculations are performed as follows:

#### **Tier 1**

##### **Determine Funding Gap =**

Final Adequacy Target  
**x** Tier 1 Target Ratio  
- Final Resources

##### **Next Determine Tier 1 Funding =** Funding Gap

**x** Tier 1 Allocation Rate of 30%

#### **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 organizational unit receives less funding per student than a Tier 3 organizational unit. If funding is needed to make up a difference, those resources 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**

As shown in the table below, the gap to 90 percent adequacy for all Tier 1 and Tier 2 school districts, per the FY 2026 EBF calculations, is estimated to be \$3.1 billion.

	FY23	FY24	FY25	FY26
Gap to 90% Adequacy for All Tier 1 and 2 Districts	\$3.6 billion	\$2.5 billion	\$2.6 billion	\$3.1 billion

Future funding projections will be affected by changes to student enrollment, student demographics, local resources, recalibration of the cost factors, annual average salary revisions, and recommendations from the EBF Professional Review Panel that are enacted through the legislative process.

The cost of reaching adequate funding is much higher than the minimum funding level of \$350 million expressed in statute. Meeting that goal becomes more challenging when that investment is not increased. This calculation is based on the data set in a given year. The growth in cost is due to modest appropriation increases given the sizable gap to meet adequacy. The cost of a basic education also increases each year as cost factors are recalibrated and new average staff salaries are used in calculations, per statutory requirements.

Additional investments are needed, but it is important to recognize the achievements made. To date, the state has enhanced its investment in public education in Illinois by increasing appropriations by \$3.0 billion since the enactment of Evidence-Based Funding. That has substantially reduced the number of districts in the most under-resourced category. In the first year of EBF implementation, 168 districts were operating at or below 60 percent of adequate funding. Today there are no public school district with 60 percent or less of the resources needed to provide a basic education.

	FY22	FY23	FY24	FY25	FY26
--	------	------	------	------	------

Districts <60% Adequacy	17	2	0	1	0
-------------------------	----	---	---	---	---

Additional information is available on the ISBE EBF Distribution Calculation webpage.

## **Property Tax Relief Grant**

EBF contains an additional provision that provides grants to districts with high tax rates — compared to other districts within their organization type — and allows those districts to lower the property tax burden on local taxpayers with the state replacing a portion of foregone tax revenue with state funds. Increases in appropriations must exceed \$300 million for this program to be funded. No additional funds were provided for the tax relief program in FY 2026.

The Property Tax Relief Grant promotes equity by providing state grants to districts. In return, those districts agree to abate property taxes for two consecutive years. Those grant funds are added to districts' EBF Base Funding Minimum in future years, bringing those districts closer to adequate funding.

	FY22	FY23	FY24	FY25
Property Tax Relief Grants - Number of Districts Participating	37	32	32	34

## **Reimbursement/Distribution Method**

The grant program ranks all districts by a value that is the adjusted operating tax rate of the district divided by the average adjusted operating tax rate of the district's organization type (elementary, high school, or unit). The maximum abatement eligible for partial redemption through state grant varies by district organization type. It is first calculated as Real Equalized Assessed Value multiplied by a value of 1 percent for a unit district, 0.69 percent for an elementary district, and 0.31 percent for a high school district. It is then further modified by

multiplying that value by the Local Capacity Percentage Multiplier, calculated as  $(1 - \text{Local Capacity Percentage})$ .

The grant amount is equal to a portion of the amount abated. That grant is equal to the Amount Abated multiplied by the Property Tax Multiplier, calculated as:  
 $(1 - \text{Local Capacity Percentage}^2)$

	FY23	FY24	FY25	FY26*
Property Tax Relief Grants - Abatement Amount	\$52.7 million	\$54.2 million	\$53.6 million	N/A
Property Tax Relief Grants - Grant Amount	\$49.7 million	\$49.3 million	\$49.9 million	N/A

*\*The Property Tax Relief Grant was not funded in FY 2026.*

### **Population and Service Levels**

Thirty-four districts participated in the program in FY 2025. Those districts abated \$53.6 million in local property taxes in exchange for grants in the amount of \$49.9 million.

Additional information is available on the ISBE Property Tax Relief Grant webpage.

# Grant Accountability and Transparency Act

Legislative Reference – 30 ILCS 708 and 30 ILCS 105/6z-101

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$1,050,000	\$1,150,000	\$2,230,000	\$2,230,000	<b>\$2,330,000</b>
State	\$300,000	\$300,000	\$380,000	\$380,000	<b>\$480,000</b>
Other State	\$750,000	\$850,000	\$1,850,000	\$1,850,000	<b>\$1,850,000</b>
Change from Prior Year	\$190,000 22.09%	\$100,000 9.52%	\$1,080,000 93.91%	\$0 0.00%	<b>\$100,000</b> <b>4.48%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

## 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**

Costs 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, the grantee audit review and resolution system, and the centralized electronic Grants Management System. Cognizant agencies bear an increased administrative burden.

The requested funding provides for ISBE's share of GATA costs estimated to be billed

by GOMB and the Illinois Department of Innovation and Technology.

### **Population and Service Levels**

ISBE anticipates it will administer grants to 2,100 entities in fiscal year 2027 (about 46 percent of state grantees). It is the cognizant agency for 2,945 of the 20,100 entities (14 percent) in the GATA portal in FY 2026.

The table below displays service-level information.

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Number of Grant Entities	2,125	2,371	2,052	2,202	2,100
Percentage of State Grantees	40%	56%	41.6%	46.5%	46.2%
Number of Grant Entities for ISBE as Cognizant Agency	2,572	2,760	2,887	2,945	2,875
Number of Entities Registered in GATA portal	14,161	17,215	20,275	21,100	22,000
Percentage of Grant Entities for ISBE as Cognizant Agency of the Total Registered in GATA Portal	18%	16%	14.2%	13.9%	13.1%



# Illinois Free Lunch and Breakfast

Legislative Reference – 105 ILCS 125/4, 105 ILCS 126/15, and 23 Ill. Admin. Code 305.10  
Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000	<b>\$9,000,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

The mission of the program is 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

The purpose of the program is 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.

	FY23	FY24	FY25	FY26 (est)
Reimbursement for Each Free Breakfast/Lunch Served/Claimed	\$0.02	\$0.04	\$0.04	\$0.04

## 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 fiscal year 2026 estimates reflect the number of school districts and sites providing meals through the National School Lunch Program.

The table below displays service-level information:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
<b>Illinois Free Lunch</b>					
Number of Sponsors	1,066	1,068	1,051	1,062	1,072
Number of Sites	4,177	4,181	4,137	4,178	4,220
<b>Illinois Free Breakfast</b>					
Number of Sponsors	833	847	843	851	860
Number of Sites	3,597	3,648	3,649	3,685	3,722
Total Number of Illinois Free Meals Served	169,902,108	179,385,579	185,903,871	191,480,987	197,225,417

# Materials Center for the Visually Impaired

Legislative Reference – 105 ILCS 5/14-11.01

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$1,421,100	\$1,421,100	\$1,421,100	\$1,921,100	<b>\$1,421,100</b>
Change from	\$0	\$0	\$0	\$500,000	<b>(\$500,000)</b>
Prior Year	0.00%	0.00%	0.00%	35.18%	<b>(26.03%)</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities, so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

The mission of this program is to support the delivery of required services to students throughout the state with disabilities that impact their vision by approving and distributing state funding for special education services. This includes the provision of materials for students with disabilities that impact their vision in order for them to participate and progress in the general education curriculum.

## Purpose

The purpose of this program is to purchase and distribute braille and large-print books, adapted materials, and assistive technology equipment to ensure equitable outcomes for students with disabilities that impact their vision.

## Reimbursement/Distribution Method

Funds are awarded per a grant agreement with the Chicago Lighthouse 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:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Elementary/ Secondary Students Served	4,356	4,268	3,124	3,796	4,809
Postsecondary Students Served	522	532	657	798	1,011

# National Board Certification

Legislative Reference – 105 ILCS 5/21B-70

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$1,500,000	\$4,500,000	\$4,500,000	\$4,500,000	<b>\$4,500,000</b>
Change from	\$0	\$3,000,000	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	200.00%	0.00%	0.00%	<b>0.00%</b>

## Board Goal

The program aligns with the following Board goal:

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

## 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 were 7,314 National Board Certified Teachers (NBCTs) in Illinois as of fiscal year 2025, which ranks among the top five 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. A reported 91% of teachers who engage with National Board standards indicate it had a direct impact on their instructional practices that supported individual students and deepened their content knowledge.

From a teacher who has National Board Certification: "The process to achieve National Board has been a game-changer for me in the classroom and in my current role as math coordinator. As a classroom teacher, I have become more aware of not only what I am doing, but why I am doing it. Looking through the lens of 'why' has moved me to be a reflective practitioner. All questions, engagements, and assessments are determined through this lens."

## Purpose

The purpose of the program is to:

- Recruit teachers for National Board Certification; pay for candidates to complete initial and renewal certification;
- Provide teachers who mentor National Board Certification candidates with a stipend;

- Provide NBCTs in Tier 1 or Tier 2, rural, or remote schools with a one-time stipend;
- Provide funds for cohort facilitators and liaisons who support candidates pursuing certification; and
- Provide NBCTs working in an Illinois hard-to-staff school with a one-time, two-year stipend.

Public Act 103-0122 increased the stipend for mentors from \$1,500 to \$2,250, and PA 103-0207 created a new \$4,000 annual stipend to be paid to NBCTs who are employed in hard-to-staff schools. Educators may earn the stipend for up to two years.

### **Reimbursement/Distribution Method**

National Board subsidies for new candidates, candidate retakes, and NBCT renewals will be paid directly to NBPTS on behalf of Illinois candidates and NBCTs. NBCT mentors will be paid directly or through their school district. All subsidies,

renewals, and retakes will be paid on a first-come, first-served basis. If all funds are not expended by June 1, remaining fees may be expended on Instructional Leadership Trainings.

### **Population and Service Levels**

Continued funding for National Board Certification will enable educators to elevate their professional practice and improve student outcomes across Illinois.

The table below displays service-level information.

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
New and Returning Candidates	533	213	187	200	200
New NBCTs	127	131	94	117	117
Newly Renewed	336	232	206	260	258
Total NBCTs	7,096	7,183	7,314	7,431	7,548

# Orphanage Tuition

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

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$9,900,000	\$8,000,000	\$8,700,000	\$15,668,300	<b>\$15,668,300</b>
Change from Prior Year	\$0	(\$1,900,000)	\$700,000	\$6,968,300	<b>\$0</b>
	0.00%	(19.19%)	8.75%	80.10%	<b>0.00%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

The mission of this program is to provide school districts full funding for education costs and services in support of students in county detention centers and state homes.

## Purpose

The purpose of this program is to reimburse school districts for costs to educate children who are housed in a county juvenile detention center or in a residential facility licensed by the state of Illinois. The children attend either the regular classes of the

district or are educated in regular education classes on site. Licensed orphanage and children's homes must accept children from the state at large. Students at a residential alcohol or drug treatment facility or living with a licensed foster family are not eligible.

## Reimbursement/Distribution Method

Payments are vouchered in the current school year via installments on September 30, December 31, and March 31 based on an estimated cost calculated from the prior year's claim, as required by law.

By state law, claims for eligible students served in the regular term must be received at ISBE on or before June 15. Final payments are vouchered on or before August 31 based on the average daily attendance for each eligible child multiplied by a weighted factor of 1.2 multiplied by the annual per capita tuition of the school district.

In addition, documented costs in excess of the formula calculation for students educated in the regular term may be claimed.

Claims for eligible students educated 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 cost.

Formula example:

Regular Term Reimbursement	
Average Daily Attendance (ADA)	12 days
District Per Capita Tuition Charge	\$6,000
District Per Capita X 120 Percent	\$7,200
ADA X 120 Percent (12 X 7,200)	\$86,400

### **Population and Service Levels**

Population and service-level information is provided in the table below.

	FY23	FY24	FY25	FY26 (est)
Total Claim	\$7,115,945	\$9,522,316	\$10,304,276	\$10,986,786
Summer (Actual)	\$309,351	\$259,635	\$534,940	\$543,554
Excess Cost Amount	\$0	\$0	\$0	\$0
1.2 Per Capita Amount	\$6,806,594	\$9,262,681	\$9,769,336	\$10,443,232
Prior Year Liability*	\$0	\$0	\$1,551,209	\$3,198,716

*\*The appropriation authority for this line allows the agency to use its current year appropriation for any unpaid claims from the prior year to ensure 100 percent reimbursement.*



# P-20 Council

Legislative Reference – 105 ILCS 5/22-45  
Funding Source – State

## Appropriation History\*

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	N/A	N/A	\$150,000	\$150,000	<b>\$150,000</b>
Change from	N/A	N/A	\$150,000	\$0	<b>\$0</b>
Prior Year	N/A	N/A	N/A	0.00%	<b>0.00%</b>

\*Before fiscal year 2025, funds for the P-20 Council were appropriated to the Illinois Community College Board.

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

## Program Mission

The mission of the P-20 Council is to make recommendations to the governor, Illinois General Assembly, and state agencies for developing a seamless and sustainable statewide system of quality education and support, from birth through adulthood, to maximize students' education attainment, opportunities for success in the workforce, and contributions to their local communities.

## Purpose

The Illinois P-20 Council was created by law in 2009 to foster collaboration among state agencies, education institutions, local schools, community groups, employers, taxpayers, and families, and to collectively identify needed reforms to develop a seamless and sustainable statewide system of quality education and support. The council is composed of members appointed by the governor representing business leaders, local government, university administrators, school boards, unions, nonprofits, teachers, faculty, independent colleges, and parents.

The purpose of the P-20 Council is to increase the proportion of adults in Illinois with high-quality degrees and credentials to 60 percent by 2025.

## Reimbursement/Distribution Method

Areas of focus are determined by the larger council and carried out by workgroups. During FY 2023, two workgroups were established, one focusing on the teacher pipeline and another on expanding computer science access. Funding in FY 2023 supported research on the Teacher Vacancy Pilot Grant which is overseen by ISBE and is tied to the work of the teacher pipeline working group.

Prior to FY 2025, the Illinois Community College Board received appropriations to support work of the P-20 Council. In FY 2025, ISBE received these funds to support P-20 initiatives because the current work of the council focused on preschool through Grade 12.

ISBE entered into intergovernmental agreement(s) and/or released solicitation(s) to support priority areas identified by the P-20 Council in FY 2025.

### **Population and Service Levels**

In FY 2024, funds were used to host a learning renewal convening to consider information from the Learning Renewal Resource Guide, which was produced by the P-20 Council during the COVID-19 pandemic. In FY 2025, the council started a Medicaid Project-Based Working Group. In FY 2026, the working group focused on school district use of Medicaid for school-based services. Additionally, council members will have the opportunity to form new working groups to address pressing topics in education as they arise.

# Philip J. Rock Center and School

Legislative Reference – 105 ILCS 5/14-11.02

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$3,777,800	\$5,000,000	\$5,000,000	\$5,000,000	<b>\$5,000,000</b>
Change from	\$0	\$1,222,200	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	32.35%	0.00%	0.00%	<b>0.00%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities, so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

## Program Mission

The mission of the program is to provide equitable educational services by highly prepared and effective teachers in a safe and healthy environment for students who are DeafBlind and require highly specialized accommodations and resources.

## Purpose

The purpose of the program is to provide a statewide center and a school for individuals who have concomitant hearing and visual impairments. DeafBlind students require highly specialized and personalized teaching approaches and special adaptations in instruction in both the auditory and visual modes to promote maximum learning. The Philip J. Rock Center and School serves qualified Illinois students with dual sensory impairments in the hearing and visual domains. The school also is 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 and blind.

**Reimbursement/Distribution Method**

Funds are distributed to the Philip J. Rock Center through its administrative agent.

The table below displays service-level information:

**Population and Service Levels**

The estimate of students eligible for services is based on data available in the IEP Student Tracking and Reporting system through I-Star Plus.

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Students Eligible for Services	284	267	3,678*	3,678	3,678

\*The census number available in the past is no longer available. The data information beginning in FY25 reflect student eligibility as noted from IEP Student Tracking and Reporting in categories covering Visual Impairment, Hearing Impairment, Deafness, and Deaf-Blindness.

# Principal Recruitment

Legislative Reference – Not Applicable  
Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$1,800,000	\$1,800,000	\$1,800,000	\$1,800,000	<b>\$1,800,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

### Program Mission

The mission of this program is to recruit a strong and diverse pipeline of educators ready to assume responsibilities of principalship.

### Purpose

The Principal Recruitment Program attracts and supports talented and diverse educators to and through preparation to become principals and provides essential support to assist them in transitioning successfully to their roles as instructional leaders. Far too often, teachers of color with tremendous leadership potential are overlooked for leadership opportunities. This lack of intentional recruitment contributes to a leadership corps that lacks diversity and fails to reflect the demographics of the student body it serves. More precisely, Black and especially Latinx educators are significantly

underrepresented among principals in Illinois relative to their respective student populations. Programs that address these disparities have been shown to simultaneously help address teacher diversity and ultimately narrow race-based achievement gaps for students.

### Reimbursement/Distribution Method

Funds for recruitment will be distributed via a competitive grant process. School districts, statewide organizations representing principals, Regional Offices of Education, Intermediate Service Centers, colleges and universities, and other educational entities are eligible to apply. Selection will be based on ability to attract, prepare, and support talented educators as they pursue principalship. Priority will be given to proposals that demonstrate a commitment and ability to recruit aspiring principals to serve in rural schools and/or underperforming schools and/or who identify as a member of a significantly underrepresented demographic group, such as Black or Latinx.

### Population and Service Levels

The \$1.8 million investment in principal recruitment for FY 2025 funded the start of a three-year continuation grant that was used to support 204 new principal candidates, some of whom continued on from FY 2024,

in principal preparation programs. Additional new principal candidates joined the program in FY 2026. A renewed \$1.8 million investment in FY 2027 will continue to support these cohorts of new principal candidates via completion of their principal preparation programs.

The following table displays service-level information:

	FY24	FY25	FY26 (est)	FY27 (proj)
New Principal Candidates Recruited	287	204	237	237

# Social-Emotional Learning Hubs and Resilience Education to Advance Community Healing /Resilience-Supportive Schools Initiative

*Legislative Reference – Not Applicable*

*Funding Source – State*

## Appropriation History\*

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	N/A	N/A	\$3,500,000	\$3,500,000	<b>\$3,500,000</b>
Change from Prior Year	N/A	N/A	\$3,500,000	\$0	<b>\$0</b>
	N/A	N/A	100%	0.00%	<b>0.00%</b>

*\*The Social-Emotional Learning (SEL) Hubs program (formerly known as the Social-Emotional Trauma Response program) was allocated funding from the Elementary and Secondary School Emergency Relief (ESSER II) and American Rescue Plan ESSER funds for FY 2022-FY 2025. The State Board of Education also received a General Revenue Fund appropriation of \$1 million for the program in FY 2025. The State Board received a General Revenue Fund appropriation of \$2.5 million in FY 2026 to continue the program after the ESSER funding expired.*

*\*The REACH program was allocated federal funds from 21<sup>st</sup> Century Community Learning Centers in fiscal year 2021 as a pilot program; it expanded statewide after being allocated funding from the Elementary and Secondary School Emergency Relief (ESSER II) and American Rescue Plan ESSER funds for FY 2022-FY 2025. The State Board of Education also received a General Revenue Fund appropriation of \$2.5 million for the program in FY 2025. The Board received a General Revenue Fund appropriation of \$1 million in FY 2026 to continue the program after the ESSER funding expired.*

## Board Goals

The SEL Hubs and REACH/RSSI programs align with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

**Elevating Educators:** Illinois' diverse student population will have educators who

are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

## Program Mission

The mission of the SEL Hubs is to provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by advancing wellness, social-emotional learning, and trauma-responsiveness of schools and districts. Currently, the seven SEL Hubs are housed within six Regional Offices of Education (ROEs) across the state and Chicago Public Schools. The hubs collaborate with the REACH/RSSI Statewide Initiative to ensure that districts, in partnership with SEL and trauma coaches, identify, develop, and implement a

comprehensive plan to address the safety and well-being needs of students and staff.

The REACH/RSSI Statewide Initiative is a program that was developed and is led by clinicians at the Center for Childhood Resilience at Ann and Robert H. Lurie Children's Hospital of Chicago. It is an evidence-informed framework that provides educators with tools to support the resilience and well-being of their students and staff. REACH trains educators, school mental health professionals, and community members to recognize the signs and symptoms of trauma and address students' social-emotional and mental health needs. REACH's vision is that all K-12 students in Illinois experience a school culture and climate that is safe, supportive, relationship-based, culturally attuned, and able to promote positive mental health and wellness.

REACH/RSSI has four aims:

1. Prepare educators and schools to support student mental health and resilience via trauma-informed policies and practices.
2. Foster educators' personal and professional resilience and self-care.
3. Assist schools and districts in creating school mental health structures and data-driven approaches to addressing trauma and building resilience; and
4. Plan for sustainability by involving partners from across Illinois in the train-the-trainer model.

Within REACH/RSSI, students living with higher rates of trauma (individual, community, and/or systemic) are prioritized to ensure their school environments are informed by a trauma lens to promote healing.

## **Purpose**

The SEL Hubs provide professional development, training, and support to districts in their region to establish and expand SEL programs in Illinois schools. They assist school-community leadership teams to implement data-driven strategies to address student trauma and mental health needs and build resilient communities. The hubs host free webinars, conferences, and district professional development events, and provide individual school coaching on several topics, including:

- Trauma-informed practices
- Promoting a culture of attendance.
- Preventing school refusal
- LGBTQ+ support plans, policies, and practices
- Tiered supports and interventions.
- Navigating implicit bias
- Promoting diversity, equity, inclusion, and belonging
- Safe2Help Illinois
- Youth Mental Health First Aid
- Reducing the use of restraint and isolated time out
- Crisis de-escalation
- Digital literacy and online safety
- Building resilience
- Restorative practices
- Integrating SEL into curriculum

Schools participating in REACH/RSSI with coaching and support from their regional SEL Hub will receive training in trauma awareness and how to develop trauma-responsive strategies. They also will learn about tools for self-assessment of trauma-informed policies and practices and the key components of a trauma-focused action plan.

REACH's purpose is to engage schools in five main program components to advance the trauma-responsiveness of schools and assist them in becoming healing-centered environments for students and staff. The five components are: (1)



recruitment and team formation; (2) professional development through REACH's Learning and Resource Hub and live workshops about REACH; (3) needs assessment and action planning using the Trauma Responsive Schools Implementation Assessment (TRS-IA); (4) action plan implementation, including REACH Communities of Practice; and (5) continuous improvement.

In June 2025, ISBE and REACH announced the statewide rollout of RSSI — a free, data-informed initiative that provides schools with tools to strengthen student and educator mental health and resilience. RSSI builds on the REACH initiative, which has led to reduced chronic absenteeism, improved teacher retention, a decrease in the use of suspensions, and an increase in schools' capacity for trauma-responsiveness for participating schools. Schools start by completing a 15-minute survey in ISBE's Web Application Security (IWAS) system. The information collected is combined with existing data from the Illinois Report Card and 5Essentials Survey to generate a personalized snapshot to help each participating school identify areas of strength and opportunity.

Schools then have access to a suite of virtual tools and personalized, regionalized supports provided by the SEL Hubs and other RSSI partners to help them develop and implement a resilience action plan focused on one or more of RSSI's four foundational pillars:

**Trauma-responsiveness and healing-centeredness:** Educators are trained to recognize the impact of trauma on learning and to foster environments that are safe, supportive, and healing-centered.

**Mental health:** Schools receive support to promote well-being for all students and respond to individual mental health needs through intervention and connections to community-based care.

**SEL:** SEL instruction equips students with critical life skills, including responsible decision-making, respect for others, conflict resolution, and empathy.

**Cultural awareness, responsiveness and equity:** Schools work to ensure every child, family, and educator feels their culture is welcome and respected, providing an environment for students to reach their full potential.

### **Reimbursement/Distribution Method**

The funding will be distributed as a grant to the current seven SEL Hubs: ROEs 1, 4, 19, 21, 39, and 40, and Chicago Public Schools District 299.

The funding supports the work of the SEL Hubs across the state to provide leadership and coaching to identify, develop, and implement comprehensive plans to address the safety and well-being needs of students and staff in districts.

The funding further supports the infrastructure and resources necessary for the hubs to collaborate with the REACH/RSSI program to advance evidence-informed programming that improves whole-child safety planning in Illinois schools.

### **Population and Service Levels**

The following table displays service-level information for SEL Hubs:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Public Schools Served	2,186	2,168	2,620	3,000	3,120
Districts Served	552	576	555	600	630
Total Unique Public Schools Served to Date	2,433	2,915	3,129	3,300	3,480
Total Unique Districts Served to Date	649	734	769	805	832

The following table displays service-level information for REACH/RSSI:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
New Schools Participating in REACH/RSSI	304	560	426	400	400
New Districts Participating in REACH/RSSI	117	146	201	150	150
New TRS-IA Baseline Completions	181	203	41	200	200
New Trauma-Responsive Action Plan Completions	153	267	31	200	200
Total Schools Participating in REACH/RSSI to Date	534	1,094	1,520	1,920	2,320
Total Districts Participating in REACH/RSSI to Date	249	395	534	684	834
Total TRS-IA Baseline Completions to Date	308	523	669	869	1,069
Total Trauma-Responsive Action Plan Completions to Date	266	533	686	886	1,086

# Southwest Organizing Project Parent Mentor Program

Legislative Reference – Not Applicable  
Funding Source – State and Federal

## Appropriation History\*

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$17,986,233	\$21,558,057	\$21,558,057	\$20,000,000	<b>\$14,000,000</b>
GRF	\$8,000,000	\$14,000,000	\$14,000,000	\$20,000,000	<b>\$14,000,000</b>
State CURE Fund	\$9,986,233	\$7,558,057	\$7,558,057	\$0	<b>\$0</b>
Change from Prior Year	(\$13,767) (0.08%)	\$3,571,824 19.86%	\$0 0.00%	(\$1,558,057) (7.23%)	<b>(\$6,000,000) (30.00%)</b>

\*The Parent Mentoring Program received funds from the State Coronavirus Urgent Remediation Emergency Fund (a federal fund) in fiscal year 2022. Those funds have been reappropriated through FY 2025 but was not included in the FY 2026-2027 recommendation because the grant has ended.

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

The mission of the Parent Mentor Program is to promote meaningful family engagement and to develop parental leadership in under-resourced, low-income schools. The program is designed to systematically engage parents in their children's schools and communities and to provide training in various school volunteer roles. The development of parents as classroom volunteers supports school culture and climate as well as academic achievement of students.

The Parent Mentor Program provides funding via subgrants to approximately 47 community-based organizations that, in turn, partner with Illinois primary schools to recruit and train parent volunteers. Up to eight parent volunteers are recruited per school and each is assigned to a participating classroom for two hours per day, four days per week, for an academic year. Parents also receive three hours of training per week from the Parent Engagement Institute and parent mentor coordinators to support teacher efforts in the classroom. Parents are assigned to a classroom, where they are mentored by a teacher and work either one-on-one with students or with small groups of children. Parent mentors receive a stipend of \$1,500 after reaching 100 volunteer hours.

## Purpose

The purpose of the program is to increase parent engagement, improve school climate and culture, develop parent leadership skills, foster collaboration between schools and community-based organizations, and

improve classroom experiences for students and teachers.

#### **Reimbursement/Distribution Method**

The General Assembly originally allocated funds for the Parent Mentor Program to the Illinois Coalition for Immigrant and Refugee Rights in fiscal years 2013 and 2014. Subsequent annual allocations have been awarded via one discretionary grant to the Southwest Organizing Project (SWOP) to administer the program.

State funding for SWOP was increased in FY 2022 from \$3.5 million to \$8 million. The General Assembly also appropriated an additional \$10 million from the federal State Coronavirus Urgent Remediation Emergency (CURE) Fund to supplement SWOP's state funding for the Parent Mentoring Program and to expand the program to preK-12 schools statewide.

State funding for SWOP increased in FY

2026 from \$14 million to \$20 million. SWOP awards subgrants to community-based organizations on a competitive basis with individual subgrant awards ranging from \$40,000 to \$538,000 depending on the number of participating schools and parent mentors. Selected organizations train parents and oversee the mentoring program at the school level.

The Parent Engagement Institute supports parent mentors statewide in the process to gain paraprofessional credentials, helping to fill critical school staffing shortages. The grant reaches across the state and will serve approximately 290 schools across 42 school districts, impacting approximately 42,000 students in Illinois.

#### **Population and Service Levels**

The following table displays service-level information:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Community-Based Organizations Funded	34	36	30	44	50
Schools Served	190	218	214	292	300
Parent Mentors	1,276	1,651	1,690	2,076	2,250
Parent Mentor Coordinators	175	210	213	292	300
Children in Classrooms Served by a Parent Mentor	27,020	36,094	33,624	41,520	45,000

# Special Education – Orphanage Tuition

Legislative Reference – 105 ILCS 5/14-7.03

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$107,019,800	\$118,919,500	\$118,919,500	\$131,812,100	<b>\$132,733,200</b>
Change from Prior Year	\$14,019,800	\$11,899,700	\$0	\$12,892,600	<b>\$921,100</b>
	15.08%	11.12%	0.00%	10.84%	<b>0.70%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

Each and every child must be equipped to make meaningful contributions to society and live life to its fullest potential.

The program mission is to achieve that vision by providing each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by practicing data-informed stewardship of resources and policy development, all done in partnership with educators, families, and stakeholders.

## Purpose

The purpose of this program is to reimburse school districts for education costs and special education services to students who reside in orphanages, children's homes, licensed foster family homes, or other state-owned facilities.

All students must be verified as a youth in care of the state to be eligible for funding. Most students who are claimed are verified in one of two ways:

- Via a cross check with the Illinois Department of Children and Family Services, or
- The serving district provides court documentation that parental guardianship has been removed from the natural parent.

## Reimbursement/Distribution Method

Payments are vouchered in the current school year via installments on or before September 30, December 31, and March 31 and are based on an estimated cost calculated from the prior year's claim, as required by law. Final payments are vouchered on or before August 31 based on actual per student educational costs for providing service delivery less federal funds and certain limitations on administrative, supervisory, and facility use costs.

Claims for eligible students served in the regular term must be received at ISBE on or before June 15.

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.

Example: Reimbursement formula

Student Cost Less Federal Funds	\$30,000
Approved Transportation Costs	\$500
District Reimbursement	\$30,500

### **Population and Service Levels**

The table below shows population and service-level data.

	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>	<b>FY26 (est)</b>
Total Claim Amount*	\$102,636,616	\$113,470,884	\$114,762,690	\$127,322,997
Chicago District 299	\$17,701,391	\$18,441,451	\$17,942,143	\$19,939,130
Summer Term	\$3,986,980	\$4,281,034	\$4,985,425	\$4,635,757
Regular Term	\$80,948,245	\$90,748,399	\$91,835,122	\$102,748,110
Prior Year Liability**	\$9,867,901	\$5,362,676	\$842,679	\$0
Eligible Students - Dec. 1 Count	3,267	3,093	3,365	3,660

\*Claim data does not include state audit adjustments.

\*\*The appropriation authority for this line allows the agency to use its current year appropriation for any unpaid claims from the prior year to ensure 100 percent reimbursement.

# Special Education – Private and Public Tuition

Legislative Reference – 105 ILCS 5/14-7.02

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$182,900,000	\$202,732,400	\$202,732,400	\$202,732,400	<b>\$224,990,000</b>
Change from Prior Year	\$30,580,000 20.08%	\$19,832,400 10.84%	\$0 0.00%	\$0 0.00%	<b>\$22,257,600 10.98%</b>

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

### Program Mission

The mission of this program is to provide school districts financial support for education costs for special education students who are educated in an approved in-state or out-of-state private facility or separate public day school.

### Purpose

The purpose of this program is to reimburse school districts a portion of the tuition paid to special education private facilities or separate public day schools for special education students when it is determined

that a student's Individualized Education Program requires exceptional educational and/or clinical intervention and the resident district does not have the necessary resources to fulfill the student's educational needs.

### Reimbursement/Distribution Method

The Illinois Purchased Care Review Board approves tuition per diem costs for students placed in private facilities and separate public day schools.

Claims are submitted on a per student 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 student in excess of \$4,500 plus a second per capita tuition charge. Payments are vouchered in installments on or before September 30, December 30, March 30, and June 20, as required by law.

There are no districts with a per capita charge under the statutory tier amount of \$4,500, so the reimbursement is computed as follows:

Step 1 – Multiply the district per capita tuition charge by the student's average daily enrollment.

Step 2 – Multiply the result of Step 1 by two.

### **Population and Service Levels**

Step 3 – Subtract the result of Step 2 from the education cost of the student. A positive amount is what the district is entitled to receive in reimbursement.

Population and service-level information is displayed in the table below.

Example:

District per capita tuition = \$5,000

Student average daily enrollment = .500

Tuition cost paid for this student = \$11,500

1.  $\$5,000 \times .500 = \$2,500$

2.  $\$2,500 \times 2 = \$5,000$

3.  $\$11,500 - \$5,000 = \$6,500$  reimbursement

### **Private Tuition**

	School Year 2021-22 / FY23	School Year 2022-23 / FY24	School Year 2023-24 / FY25	School Year 2024-25 / FY26 (est)
Total Claim	\$185,488,705	\$222,085,340	\$262,872,226	\$279,084,361
Chicago District 299	\$20,273,440	\$22,469,971	\$25,378,509	\$21,392,354
Downstate	\$165,215,264	\$199,615,369	\$237,493,717	\$257,692,006
Percent Paid	98%	91%	77%	63%
Net Claim	\$182,899,988	\$202,732,399	\$202,732,377	\$174,613,076
Students	9,230	9,996	10,711	11,099

### **Public Tuition**

	School Year 2021-22 / FY23	School Year 2022-23 / FY24	School Year 2023-24 / FY25	School Year 2024-25 / FY26
Total Claim	\$0	\$0	\$0	\$44,981,019
Chicago District 299	\$0	\$0	\$0	\$124,859
Downstate	\$0	\$0	\$0	\$44,856,160
Percent Paid	0%	0%	0%	63%
Net Claim	\$0	\$0	\$0	\$28,119,299
Students	0	0	0	7,155



### Combined Tuition

	School Year 2021-22 / FY23	School Year 2022-23 / FY24	School Year 2023-24 / FY25	School Year 2024-25 / FY26
Total Claim	\$185,488,705	\$222,085,340	\$262,872,226	\$324,065,380
Chicago District 299	\$20,273,440	\$22,469,971	\$25,378,509	\$21,517,212
Downstate	\$165,215,264	\$199,615,369	\$237,493,717	\$302,548,166
Percent Paid	98%	91%	77%	63%
Net Claim	\$182,899,988	\$202,732,399	\$202,732,377	\$202,732,375
Students	9,230	9,996	10,711	18,254

# State and District Technology Support

Legislative Reference – 105 ILCS 5/2-3.117

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$2,443,800	\$2,443,800	\$2,443,800	\$2,443,800	<b>\$2,443,800</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

## Program Mission

The mission of the program is to:

- Provide districts with technology-based online curriculum and resources that improve educational opportunities and student

achievement;

- Establish a statewide support system for information, professional development, technical assistance, network design consultation, leadership, technology planning consultation, and information exchange;
- Expand school district connectivity; and
- Increase the quantity and quality of student and educator access to online resources, experts, and communication avenues.

## Purpose

The purpose of the program is to provide schools with resources that set a course for the convergence of technology literacy, higher-order thinking, 21<sup>st</sup>-century skills, and the Illinois Learning Standards. There are two programs under State and District Technology Support.

### Illinois Virtual Course Catalog

A Request for Sealed Proposals was released in 2019 in accordance with the recommendation from the Illinois Virtual Education Review Committee that ISBE authorize multiple providers of high-quality online learning for Illinois students. The multiple provider model became effective in January 2020 with the launch of the Illinois Virtual Course Catalog (IVCC). Prior to fiscal

year 2023, six approved providers offered 800 supplemental online courses. This approach continued into FY 2023 with the release of a new Invitation for Bids to solicit providers for FY 2023-FY 2028. More stringent requirements for providers related to data security and data tied to course outcomes resulted in fewer applicants being awarded contracts.

#### Learning Technology Center

The Learning Technology Center (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, including support for remote learning;
- Ensuring that schools/districts are technically ready to successfully implement technology into their classrooms; 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

Champaign/Ford Regional Office of Education serves as the fiscal agent for the LTC and received \$2 million.

More than 600 courses, including Advanced Placement, Career and Technical Education, Credit Recovery, and Core Education, have been available to students in Grades 6-12 since January 2020.

Reimbursements are provided to school districts for students engaged in online learning through the IVCC.

#### Population and Service Levels

The following tables display service-level information:

#### **Illinois Virtual Course Catalog**

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Number of Districts Offering Virtual Coursework	14	28	50	60	70
Number of Students Participating in Virtual Coursework	429	799	5,900	6,200	6,400
Number of Courses Offered	690	690	690	690	700
Number of Districts Receiving Reimbursement	6	28	50	60	70
Number of Students with Reimbursed Tuition	429	799	5,900	6,200	6,400

#### **Learning Technology Center**

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Number of PD Sessions Offered	631	943	1,413	1,500	1,500
Number of PD Participants	11,158	12,525	41,063	42,000	43,000
Number of Districts Receiving Cybersecurity or Data Privacy Support	191	300	238	225	200

# State Literacy Plan and Numeracy Plan Implementation

Legislative Reference – P.A. 103-402 (2023)  
Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	N/A	N/A	\$3,000,000	\$1,500,000	<b>\$3,000,000</b>
Change from Prior Year	N/A	N/A	\$3,000,000	(\$1,500,000)	<b>\$1,500,000</b>
	N/A	N/A	N/A	(50.00%)	<b>100.00%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared via multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

## Program Mission

The mission of the Illinois Comprehensive Literacy and Numeracy Plan implementation support program is to provide equitable access to evidence-based, high-quality literacy and numeracy instruction for all K-12 learners across the state. The program also provides supports for educator development.

## Purpose

The development of literacy and numeracy skills in Illinois learners of all ages is paramount to building a foundation of lifelong

learning for academic success in K-12, postsecondary education, and even to career success. The Implementation Support for the Illinois Comprehensive Literacy and Numeracy Plans aim to provide tools, support, and resources to increase alignment of teacher preparation programs and preK-12 instruction with the plan to meet the needs of all learners and improve learning outcomes. These funds will be prioritized to support districts as they prepare to implement a comprehensive numeracy plan in fiscal year 2027 and continue implementation of the Illinois Comprehensive Literacy Plan.

Attention to equity, quality, community, and collaboration are all central to the aims of this funding. Ensuring that every student in Illinois has access to effective, evidence-based literacy and numeracy instruction and that all teachers are prepared to lead such instruction lies at the intersection of equity and quality. Improving literacy and numeracy outcomes also requires the collaboration and support of the local communities that districts are serving, as instructional decisions are ultimately local.

## Reimbursement/Distribution Method

The funds will be used to provide tools, support, and resources to increase alignment of teacher preparation programs

and K-12 instruction with the Illinois Comprehensive Literacy Plan and to prepare for implementation of the forthcoming comprehensive numeracy plan to meet the needs of all learners.

### **Population and Service Levels**

The following table displays service-level information:

	<b>FY25</b>	<b>FY26</b>	<b>FY27</b>
		<b>(est)</b>	<b>(proj)</b>
Number of Students Impacted by Literacy Funding	834,210	850,000	850,000
Number of Teachers Participating in PD	2,437	3,000	3,600
Number of Educator Preparation Programs Impacted by Literacy Funding	0	0	53
Number of Districts Completing Local District Literacy Plans	524	0	0
Number of Districts Completing Curriculum Evaluation for Mathematics	N/A	400	400
Number of Students Impacted by Mathematics Curriculum Evaluations	N/A	750,000	750,000

# Student Care

Legislative Reference – 23 Ill. Admin. Code 1.285

Funding Source – State

## Appropriation History\*

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	N/A	N/A	\$2,000,000	\$2,000,000	<b>\$2,000,000</b>
Change from	N/A	N/A	\$2,000,000	\$0	<b>\$0</b>
Prior Year	N/A	N/A	100%	0.00%	<b>0.00%</b>

\*The Student Care team (previously a stand-alone department and now part of ISBE's Wellness and Student Care Department) was allocated funding from the Governor's Emergency Education Relief I Fund and the Elementary and Secondary School Emergency Relief (ESSER II) Fund for FY 2021-FY 2023 and from the American Rescue Plan ESSER Fund in FY 2024. The State Board of Education received a General Revenue Fund appropriation of \$2 million in both FY 2025 and FY 2026 and is seeking the same amount in General Revenue Funds in FY 2027.

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

The mission of ISBE's Student Care team is to provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by investigating violations of physical restraint, time out, isolated time out, and other educational complaints. Increased oversight and monitoring of school districts, special education cooperatives, and nonpublic special education entities will occur to ensure

communication and documentation of incidents is provided to parents/guardians and to the agency within the required time limit. Furthermore, entities found to not be utilizing these practices properly will be required to adhere to a Corrective Action Plan.

The Student Care team also is responsible for the reduction of exclusionary discipline, namely suspensions and expulsions. A primary focus is working with districts that fall into the top 20 percent of exclusionary discipline for suspensions, expulsions, and racial disproportionality. Districts that fall into the top 20 percent for these metrics are required to provide a discipline improvement plan, and the team works directly with districts to support their efforts to reduce the use of these practices.

The Student Care team provides monitoring and oversight of bullying prevention policies that are formulated by school districts, charter schools, and nonpublic and nonsectarian elementary and secondary schools. This includes reviewing and approving bullying policies, amendments, and biennial updates from 1,413 entities (school districts; charter schools; registered/recognized nonpublic,

nonsectarian schools; and nonpublic, nonsectarian special education facilities).

Further, the team issues guidance, provides technical assistance, and performs oversight of LGBTQ student supports, Faith's Law, the Jett Hawkins Law, and Gender Equity in Athletics applications. Additionally, the team works directly with Illinois students through administration of ISBE's Student Advisory Council, the U.S. Senate Youth Program, the U.S. Presidential Scholars Program, and the Illinois Art Contest.

### **Purpose**

Section 10-20.33 of the School Code specifies certain restrictions on the use of time out and physical restraint. Further, Section 2-3.130 requires ISBE to develop regulations to address the use of time out and physical restraint in public schools. ISBE developed rules (23 Ill. Admin. Code 1.280 and 1.285) to regulate schools' administration of time out and physical restraint.

The goals of ISBE are supported by the Student Care team, which is tasked with analyzing and investigating data and complaints relating to previous administration of time out and restraint and ensuring that all uses of time out and restraint conform with the laws and rules of the state. Funding will provide appropriate professional development and targeted assistance to all districts regarding appropriate response to student behaviors so that all personnel are prepared to meet the requirements of law and rule.

The goals of the Student Care team include ensuring that all uses of time out and restraint are appropriate and applied in the narrowly defined allowable application. The team ensures that all facilities where time out is implemented meet the standards set out by rule and state law. It also addresses culture and climate changes within schools as a corollary to time out and restraint,

including reducing the number of expulsions and out-of-school suspensions, addressing bullying, increasing the frequency of restorative practices, and reducing chronic absenteeism.

### **Reimbursement/Distribution Method**

The funding supports the program and legal work performed by Student Care staff, legal counsel, and experts retained to represent the state superintendent in complaints, investigations, and compliance issues relating to time out and restraint.

The funding also supports the technical assistance provided to school districts, special education cooperatives, nonpublic special education entities, charter schools, and nonsectarian elementary and secondary schools to further reduce behavioral and disciplinary practices deemed harmful to students. It also supports compliance with rules that require entities to submit policies that address bullying in order to provide parents/guardians with resources to assist students affected by bullying.

### **Population and Service Levels**

The Student Care team provides ISBE with the capacity to investigate and process past actions; review and monitor individual student issues and large-scale systemic issues involving personnel, schools, departments, districts, and/or cooperatives; process, investigate, and respond to complaints; and address student, personnel, school, district, and community needs according to best practice.

The table below provides service-level information:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Complaints/Reports Received	25	51	50	50	50
Investigations/Monitoring/Oversight/Approvals	50	51	50	50	50
Number of Onsite Monitoring Visits	7	31	0	0	0
Number of Professional Development Training Opportunities	9	24	21	21	21



# Summer Electronic Benefit Transfer Administration

Legislative Reference – Consolidated Appropriations Act, 2023 (P.L. 117-328)

Funding Source – State, Federal Reimbursement (ALN 10.646)

## Appropriation History\*

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	N/A	N/A	\$670,000	\$350,000	<b>\$350,000</b>
Change from	N/A	N/A	\$670,000	(\$320,000)	<b>\$0</b>
Prior Year	N/A	N/A	N/A	(47.76%)	<b>0.00%</b>

\*Federal administrative funds require a state 50 percent match. Federal matching funds are included in the Board's recommendation for administrative appropriations from the appropriate federal fund.

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

The mission of this program is to reduce childhood food insecurity and provide access to nutritious meals during the summer months when students do not have access to school meals.

## Purpose

The purpose of this program is to provide a set amount of funding (that amount was \$120 in 2025) in Summer Electronic Benefit Transfer (EBT) funds for each eligible student to their household for use during the

summer months when school meals are not available. The funding is designed to assist households in purchasing healthy, nutritious foods for students. The federal statute provides that the Summer EBT benefit amount will be adjusted annually, starting in 2025, based on changes to the cost of the Thrifty Food Plan, which is a plan developed by the U.S. Department of Agriculture to estimate the cost of a low-cost, healthy diet.

## Reimbursement/Distribution Method

Funding is for the administrative costs associated with the implementation of the Summer EBT Program. ISBE's role is to utilize its data systems and established data processes to collect the individual eligibility data and verify individual student eligibility enrollment in participating schools. This information is required by the Illinois Department of Human Services (IDHS) so it can correctly calculate and accurately issue the benefits to the eligible students/households.

The Summer EBT benefits issued to eligible students are 100 percent federally funded; states' administrative costs are partially funded with federal funds, with a 50 percent federal match. IDHS is the designated lead agency to issue the benefits to the eligible students/households in Illinois. The estimated funding level for Summer EBT

household benefits is over \$136 million for FY 2026.

### **Population and Service Levels**

Eligible students for Summer EBT per Section 13A of the National School Lunch Act include children who in the instructional year immediately preceding the summer or during the summer operational period meet any of the following criteria:

- Attend a school that participates in the National School Lunch Program (NSLP)/School Breakfast Program (SBP) and have been certified as eligible for free or reduced-price school meals through an NSLP/SBP application or direct certification;
- Attend a special provision school that participates in NSLP/SBP (Community Eligibility Provision or Provision 2 or 3) and are directly certified or categorically eligible;
- Attend a school that participates in the NSLP/SBP but are not already certified either by application or direct certification and are otherwise certified by a Summer EBT application. This includes children attending a special provision school and/or children who were not certified as eligible for free and reduced-price school meals during the preceding instructional year;
- Do not attend a school that participates in the NSLP/SBP but can be directly certified.

The following table displays service-level information:

	FY25	FY26 (est)	FY27 (proj)
Summer EBT Eligible Students	1,134,243	1,134,243	1,134,243

# Tax Equivalent Grant

Legislative Reference – 105 ILCS 5/18-4.4

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$275,000	\$275,000	\$275,000	\$275,000	<b>\$393,500</b>
Change from	\$52,400	\$0	\$0	\$0	<b>\$118,500</b>
Prior Year	23.54%	0.00%	0.00%	0.00%	<b>43.09%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

## Program Mission

The mission of the program is to provide eligible districts with state funding to support local education services for students.

## Purpose

The purpose of the program is 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:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Lost Tax Amount	\$353,772	\$367,401	\$393,265	\$423,796	\$470,590

# Teach for America

Legislative Reference – Not Applicable  
Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$1,000,000	\$2,000,000	\$2,000,000	\$2,000,000	<b>\$2,000,000</b>
Change from Prior Year	\$0	\$1,000,000	\$0	\$0	<b>\$0</b>
	0.00%	100.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

### Program Mission

The mission of the program is 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 and 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 and receive mentoring from veteran teachers

throughout the summer program.

Funds are allocated via a grant to TFA. Funding for the program is used to recruit and train new teachers, as well as provide them with support and coaching throughout their preparation.

Corps members are placed in areas of need (e.g., science, technology, engineering, and math; early childhood education; bilingual education). They receive ongoing mentoring, including individualized coaching and support via onsite 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.

TFA recruits its cohort statewide through partnerships with local universities. A total of 80 new teachers were recruited and placed in FY 2025, with approximately 50% identifying as people of color. For FY 2026, TFA anticipates an increase in participants in the incoming cohort to 100 teachers, with over half expected to identify as teachers of color.

ISBE believes it should provide each and every child with safe and healthy learning conditions, great educators, and equitable

opportunities by practicing data-informed stewardship of resources and policy development, all done in partnership with educators, families, and stakeholders.

TFA is committed to recruiting and training a corps of teachers that reflect Illinois' diverse student population, where 54% of children are students of color. In FY 2025, over 8,000 students were taught by first- and second-year corps members. In FY 2026, that number is expected to increase to over 9,000.

Many of the teachers choose to stay in the profession beyond their two-year commitment with TFA.

TFA has prioritized recruiting and placing new teachers from Illinois to serve in Illinois schools, and the program has seen success

with this strategy. Former corps member, Francesca Sigmond, stated, "I'm passionate about working toward ending educational inequity within a large, complex system. All the things we hope for a student are unachievable without a lot of different people working together to get it done. That's why I continue to do the work I do."

### **Reimbursement/Distribution Method**

Funds are distributed via a grant to TFA. 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:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
School Year	2022-23	2023-24	2024-25	2025-26	2026-27
Incoming TFA Teachers of Color	29	42	40	58	58
Total TFA Incoming Teachers	48	76	80	100	100
Total Corps of Incoming TFA Teachers and Second-Year Teachers*	113	130	138	174	174
Students Impacted by First- and Second-Year TFA Teachers	6,554	6,540	8,004	9,802	9,802

*\*TFA is a two-year program, so its total corps consists of first- and second-year teachers. Note that TFA 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 Vacancy Grant

Legislative Reference – 105 ILCS 5/2.3.196

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	N/A	\$45,000,000	\$45,000,000	\$30,000,000	<b>\$30,000,000</b>
Change from Prior Year	N/A	\$45,000,000	\$0	(\$15,000,000)	<b>\$0</b>
	N/A	N/A	0.00%	(33.33%)	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

### Program Mission

The Teacher Vacancy Grant addresses acute and chronic teacher shortages by providing the state's most understaffed districts with resources to attract, hire, support, and retain teachers. The grant allows districts maximum flexibility to:

- Use allocated funds in innovative, creative, and evidence-based ways, such as housing stipends, down-payment assistance, or loan repayments;
- Pay tuition and fees or provide residencies or apprenticeships; and
- Sustain employment of current teachers through the use of evidence-based strategies.

### Purpose

The purpose of the Teacher Vacancy Grant is to reduce unfilled teaching positions in districts with the greatest staffing challenges.

### Reimbursement/Distribution Method

Funding is allocated to 170 selected districts via formula. Districts are selected based on Evidence-Based Funding tier (must be 1, 2, or 3 as calculated for fiscal year 2023) and number of unfilled teaching positions reported to ISBE, and 60 percent of awards go to rural districts. Funding levels for each selected district are calculated based on the number of unfilled teaching positions in each district.

### **Population and Service Levels**

The following table displays service-level information:

	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>	<b>FY26 (est)</b>	<b>FY 27 (proj)</b>
Grants Awarded	N/A	170	170	170	Subject to appropriation
Total Unfilled Teaching Positions Statewide	3,558	3,511	4,651	4,651	4,651
Total Unfilled Teaching Positions in Awarded Districts	2,849	2,849	2,638	2,638	2,638

# Transportation – Regular and Vocational

Legislative Reference – 105 ILCS 5/29-5

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$305,000,000	\$340,000,000	\$342,000,000	\$342,000,000	<b>\$402,000,000</b>
Change from Prior Year	\$23,676,200	\$35,000,000	\$2,000,000	\$0	<b>\$60,000,000</b>
	8.42%	11.48%	0.59%	0.00%	<b>17.54%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

The mission of the program is to provide school districts and area vocational centers financial support for the safe transportation of all school-age students.

## Purpose

The purpose of the program is to reimburse a portion of the costs for transporting students who reside 1.5 miles or more from their assigned school, 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, which is determined by a district's real equalized assessed valuation and a qualifying percentage rate assigned to each district type.

High school districts that have Grades 9-12 use a qualifying rate of .05 percent. Elementary districts that have Grades K-8 are assigned a qualifying rate of .06 percent, and unit districts that have Grades K-12 are assigned a qualifying rate of .07 percent.

The minimum claim is \$16 multiplied by the number of eligible students transported. The maximum reimbursement for transporting vocational students 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.

Actual claim data transmitted by Local Education Agencies, including Chicago District 299, is provided in the following table.



Claimed Costs	School Year 2022-23 / FY24	School Year 2023-24 / FY25	School Year 2024-25 / FY26
Salaries/Benefits	\$184,952,310	\$204,851,674	\$217,337,808
Purchased Services	\$29,426,570	\$33,064,116	\$29,360,175
Contractual Transportation Services	\$364,877,177	\$405,727,392	\$464,626,312
Payments to Transit Carriers	\$5,430,746	\$3,715,522	\$4,017,104
Payments to Other Districts	\$16,059,540	\$21,561,541	\$22,052,367
Supplies	\$51,277,442	\$49,617,162	\$44,892,618
Other Expenses	\$4,195,306	\$2,550,582	\$2,622,299
Building and Maintenance (Ed Fund)	\$581,797	\$794,190	\$768,574
Building and Maintenance (O&M Fund)	\$3,750,899	\$4,890,175	\$4,981,325
Depreciation	\$57,957,567	\$63,402,223	\$70,045,651
Indirect Costs (Reimbursable)	\$15,462,028	\$16,780,007	\$17,211,715
Offsetting Revenue	(\$27,356,545)	(\$30,013,479)	(\$32,327,045)
<b>Totals</b>	<b>\$706,614,837</b>	<b>\$776,941,105</b>	<b>\$845,588,903</b>

### **Population and Service Levels**

The following table displays service-level information.

	School Year 2022-23 / FY24	School Year 2023-24 / FY25	School Year 2024-25 / FY26
Total Claim Amount	\$433,413,928	\$487,122,772	\$523,340,904
Chicago District 299	\$108,336	\$110,384	\$33,424
Downstate	\$433,305,592	\$487,012,388	\$523,307,480
Actual Percent Paid	85%	79%	76%
Claim with Costs Prorated	\$340,327,494	\$341,036,543	\$344,127,389
State Audit Adjustments	(\$327,496)	\$963,456	(\$2,127,390)
<b>Total Net Claim</b>	<b>\$339,999,998</b>	<b>\$341,999,999</b>	<b>\$341,999,999</b>
<b>PreK-12 Students Transported</b>			
Average Transported More Than 1.5 Miles to School	732,190	739,530	735,742
Average Transported Less Than 1.5 Miles Without Hazard	44,723	44,313	40,399
Average Transported Less Than 1.5 Miles With Hazard	155,303	149,947	154,031
Average Number Transported in Total	932,219	933,793	930,174
Vocational Students Transported	16,276	17,647	19,376

# Transportation – Special Education

Legislative Reference – 105 ILCS 5/14-13.01(b)

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$207,857,439	\$437,366,100	\$467,366,100	\$467,366,100	<b>\$535,684,900</b>
Change from Prior Year	(\$179,825,161) (46.38%)	\$229,508,661 110.42%	\$30,000,000 6.86%	\$0 0.00%	<b>\$68,318,800 14.62%</b>

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

### Program Mission

The mission of the program is to provide school districts and special education joint agreements financial support for the safe transportation of students with disabilities who require such services to their assigned school.

### Purpose

The purpose of the program is to reimburse a portion of the costs for transporting students with disabilities who have special transportation needs as stated in their Individualized Education Program.

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.

### 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 computed at a maximum of 80 percent for allowable costs of transportation.

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

Actual claim data transmitted by Local Education Agencies, including Chicago District 299, is displayed on the next page.

Claimed Costs	School Year 2022-23 / FY24	School Year 2023-24 / FY25	School Year 2024-2025 / FY26
Salaries/Benefits	\$147,331,060	\$154,685,492	\$170,709,126
Purchased Services	\$25,582,878	\$27,346,900	\$16,737,559
Contractual Transportation Services	\$519,557,653	\$593,781,156	\$700,058,885
Payments to Transit Carriers	\$2,539,319	\$825,145	\$1,990,990
Payments to Other Districts	\$15,742,132	\$18,914,833	\$22,590,597
Supplies	\$29,319,432	\$25,753,325	\$22,887,926
Other Expenses	\$1,105,766	\$652,051	\$1,090,135
Building and Maintenance (Ed Fund)	\$362,435	\$301,392	\$403,658
Building and Maintenance (O&M Fund)	\$1,694,909	\$1,966,385	\$1,991,998
Depreciation	\$30,360,108	\$30,793,503	\$34,998,943
Indirect Costs (Reimbursable)	\$11,179,606	\$11,423,110	\$11,603,806
Offsetting Revenue	(\$16,377,908)	(\$17,258,093)	(\$22,997,951)
<b>Totals</b>	<b>\$768,397,390</b>	<b>\$849,185,199</b>	<b>\$962,065,672</b>

### **Population and Service Levels**

Population and service-level information is provided in the table below.

	School Year 2022-23 / FY24	School Year 2023-24 / FY25	School Year 2024-25 / FY26
Total Claim Amount	\$614,764,578	\$677,952,003	\$769,278,224
Chicago District 299	\$126,302,825	\$139,580,763	\$175,160,224
Downstate	\$488,461,753	\$538,371,240	\$594,118,000
Actual Percent Paid	71%	69%	60%
Claim with Costs Prorated	\$438,862,165	\$467,502,093	\$464,220,486
State Audit Adjustments	(\$1,496,070)	(\$135,998)	\$3,145,609
<b>Total Net Claim</b>	<b>\$437,366,095</b>	<b>\$467,366,095</b>	<b>\$467,366,095</b>
Special Education Students Transported	84,244	88,113	91,539

# Truants' Alternative and Optional Education

Legislative Reference – 105 ILCS 5/2-3.66

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$11,500,000	\$11,500,000	\$11,500,000	\$11,500,000	<b>\$11,500,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

### Program Mission

The mission of the program is to enable public school districts, state-authorized charter schools, Regional Offices of Education (ROEs), and community colleges to intentionally identify and address current gaps in achievement for those students with attendance problems and/or students who have dropped out of school up to and including those who are 21 years of age.

### Purpose

The purpose of the program is to ensure that at-risk students have equitable access to a system of support that is specifically designed to improve their learning conditions by offering modified instructional programming and services, truancy prevention and intervention services, and part-time or full-time options to regular school.

An appropriation of \$11.5 million in fiscal year 2026 allowed for the funding of 56 programs that serve an estimated 24,170 students statewide. These programs serve students from elementary all the way through high school and tailor services 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. School districts, ROEs, community colleges, university laboratory schools, state-authorized charter schools, and area vocational centers are eligible to apply.

### Population and Service Levels

The following table displays service-level information:

Type of Students	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Chronic Truants	13,054	12,595	12,361	12,670	12,500
Truants	7,525	7,817	8,085	7,809	8,000
High School Dropouts	820	605	559	661	650
Potential Dropouts	3,585	2,562	2,944	3,030	3,000
<b>Total served</b>	<b>24,984</b>	<b>23,579</b>	<b>23,949</b>	<b>24,170</b>	<b>24,150</b>

# Charter Schools

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

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$1,050,000	\$1,050,000	\$1,050,000	\$1,050,000	<b>\$1,050,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Board Goal

The program aligns with the following Board goal:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

## Program Mission

The mission of the program is to provide parents and students access to high-quality school choices throughout the state of Illinois.

## Purpose

The purpose of the program is to promote high-quality education and opportunities for growth and learning for all Illinois students.

Each state's charter school law empowers different entities to "authorize" charter schools (i.e., approve, oversee, and determine whether a charter should remain open or close at the end of its contract term).

Public Act 101-543 abolished the Illinois State Charter School Commission as of July 1, 2020, and transferred all of its key authorizer duties to ISBE. On that date, ISBE assumed the responsibility to hear and

decide appeals of local school board decisions to close existing charter schools and to serve as the authorizer of any schools approved through the state appeals process. ISBE also became the authorizer of 11 charter schools (representing 12 campuses total) that had been previously authorized by the commission.

Charter schools are a significant part of Illinois' public education system, and authorizers play a critical role in ensuring the quality of these schools and their delivery of equitable services to students. ISBE's Charter Schools Department will continue to maintain high-quality authorization practices and will assist and reinforce the efforts of districts that are considering or utilizing educational innovations and the charter school model to increase educational opportunities for students.

## Reimbursement/Distribution Method

ISBE has legal authority to charge an administrative fee of up to 3 percent of the funding provided to state-authorized charter schools to cover the costs associated with ISBE's statutorily defined authorizing responsibilities.

### **Population and Service Levels**

Appeals may be filed when a local school board revokes or declines to renew the charter of an existing charter school. The table below displays service-level information:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Appeals	2	1	0	5	5
Renewals	3	3	2	2	1

ISBE has not approved any appeals since it assumed the role of statewide appellate authorizer on July 1, 2020, so the number of state-authorized charter schools has not increased since fiscal year 2020. On November 17, 2022, ISBE's Board voted to revoke the charter of one of the state-authorized charter schools, with such revocation effective at the end of the 2022-23 school year. ISBE's Board voted on May 15, 2024, to not renew the charter of one of the state-authorized charter schools, with such non-renewal effective at the end of the 2023-24 school year.

The following table displays service-level information:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
State-Authorized Charter Schools*	12	11	10	10	10

\*One state-authorized charter school has two campuses; the total number of campuses is represented here.

# Charter Schools Revolving Loan Fund

Legislative Reference – 105 ILCS 5/27A-11.5

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$200,000	\$200,000	\$200,000	\$200,000	<b>\$200,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

The mission of the program is to provide loans to support the development and financing of high-quality charter schools throughout Illinois during the initial term of a charter school.

## Purpose

The purpose of the program is to provide interest-free loans to new charter schools for acquisition and remodeling of facilities and to pay start-up costs of acquiring educational materials and supplies, textbooks, furniture, and other equipment or materials needed in the initial term of a charter school.

Charter schools are operated by nonprofit entities; because of their structure, they do

not always have access to the same financing instruments as local school districts. These interest-free loans enable a certified charter school to increase cash flow during the critical start-up years.

## Reimbursement/Distribution Method

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 Illinois Charter Schools Law sets forth certain program limitations and eligibility requirements for this program. The program is limited to one loan per charter school. Only new charter schools and new campuses of existing charter schools in their first five years of operation are eligible to receive a loan.

The table on the next page displays service-level information:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Eligible Schools*	3	0	0	0	0
Number of Loans	0	0	0	0	0
Number of Students	1,595	0	0	0	0

\*Currently, no charter schools are eligible for a revolving loan because there are no new charter schools or charter school campuses operating within their initial five-year terms.



# Driver Education

Legislative Reference – 105 ILCS 5/27-24.3

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$13,750,000	\$10,000,000	\$10,000,000	\$14,000,000	<b>\$14,000,000</b>
Change from	\$0	(\$3,750,000)	\$0	\$4,000,000	<b>\$0</b>
Prior Year	0.00%	(27.27%)	0.00%	40.00%	<b>0.00%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

The mission of the program is to provide school districts with funding for teachers and school leaders to support high-quality high school driver education programs.

## Purpose

The purpose of the program is to reimburse school districts that have Grades 9-12 for a portion of the costs to provide driver education. Funds deposited in the Driver's 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 served in the prior school year. An amount per student is calculated for one pass or two attempts of classroom or behind-the-wheel instruction. The behind-the-wheel reimbursement rate is higher than the classroom instruction rate.

Per statute, the base reimbursement amount is a weighted calculation, dividing the total state appropriation each year by:

- The number of students who have completed classroom training multiplied by 0.2, plus
- The number of students who have completed behind-the-wheel training multiplied by 0.8.

The appropriation for fiscal year 2026 was proposed at \$14 million, an increase of \$4 million from FY 2025. Since FY 2020, the Driver's Education Fund had been declining due to fewer citations being issued for motor vehicle violations because of the COVID-19 pandemic. This created a backlog that was brought back into balance during FY 2025 by maintaining reimbursement funding at \$10 million for FY 2024 and FY 2025. With the fund being brought back into balance during

FY 2025, the recommended appropriation remains level at \$14 million for FY 2027.

### **Population and Service Levels**

Every district that has Grades 9-12 must offer classroom and behind-the-wheel training. High school students in public and nonpublic schools in a 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 may need additional instruction.

Population and service-level information is provided in the table below:

Number of Students	FY23	FY24	FY25	FY26	FY27
				(est)	(proj)
Classroom Instruction	101,798	104,343	103,301	104,661	106,021
Behind-the-Wheel Instruction	88,390	91,436	90,820	92,792	94,764

Reimbursement per Student	FY23	FY24	FY25	FY26	FY27
				(est)	(proj)
Classroom Instruction	\$27.01	\$19.16	\$19.36	\$26.75	\$26.00
Behind-the-Wheel Instruction	\$124.44	\$87.49	\$88.08	\$120.70	\$118.00

# Illinois State Board of Education Teacher Certificate Institute Fund

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

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$2,208,900	\$2,208,900	\$2,208,900	\$2,208,900	<b>\$2,208,900</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Board Goal

The program aligns with the following Board goal:

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

## Program Mission

The mission of the program is 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

The purpose of the program is 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 ISBE 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 fund must be dedicated to the timely and efficient processing of applications and for the renewal of licenses, per Public Act 99-58.

## 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.

- Short-Term Substitute: \$0/year for a five-year period.
- Educator License with Stipulations with a Paraprofessional Endorsement: \$5/year for a five-year period.
- Other Educator License with Stipulations: \$10/year for length of license cycle.

The following table displays license fees for those license types, as well as total registration fees collected and refunded. ISBE only collects registration fees from educators whose licenses are registered in the City of Chicago.

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Registration fees: Professional Educator License - \$10/year for a five-year period	\$10/year	\$10/year	\$10/year	\$10/year	\$10/year
Registration fees: Substitute and Short-Term Substitute Teaching License - \$10/year for a five-year period	Sub: \$10/year; STS: \$5/year	Sub: \$10/year; STS: \$0/year	Sub: \$10/year; STS: \$0/year	Sub: \$10/year; STS: \$0/year	Sub: \$10/year; STS: \$0/year
Registration fees: Educator License with Stipulations with a Paraprofessional Endorsement - \$5/year for a five-year period	\$5/year	\$5/year	\$5/year	\$5/year	\$5/year
Other Educator License with Stipulations: \$10/year for length of license cycle	\$10/year	\$10/year	\$10/year	\$10/year	\$10/year
License Registration Fees Collected	\$967,015	\$727,920	\$853,530	\$853,530	\$853,530
License Registration Fees Refunded	\$9,735	\$3,840	\$4,035	\$4,035	\$4,035

# Regional Offices of Education

Legislative Reference – 105 ILCS 5/2-3.62, 3-14.23, 18-6, and 6-106.1  
Funding Source – State

## Appropriation History\*

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$19,040,000	\$19,120,000	\$19,120,000	\$19,120,000	<b>\$19,120,000</b>
Change from Prior Year	\$12,000,000	\$80,000	\$0	\$0	<b>\$0</b>
	170.45%	0.42%	0.00%	0.00%	<b>0.00%</b>

\*Includes appropriations for bus driver training.

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

### Program Mission

The mission of the program is to perform statutory responsibilities and contractual responsibilities of the Regional Offices of Education (ROEs), Intermediate Service Centers (ISCs), and Chicago Public Schools (CPS) with quality and effectiveness.

### Purpose

The purpose of the program is to provide administrative funds for 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 Chicago District 299 (which acts as the Chicago ISC).

The regional superintendents of education are required by law to carry out specified regulatory functions that include the Illinois Administrators' Academy, Computer Technology Education, and Staff Development Services in fundamental learning areas. They also provide other services to local districts and/or the Illinois State Board of Education, including providing initial and refresher training to approximately 30,000 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).

A total of \$12 million of the proposed \$19.1 million appropriation in fiscal year 2027 will be earmarked to increase the capacity of ROEs/ISCs to assist their districts with addressing truancy and chronic absenteeism, which continues to improve since its pandemic-driven peak in 2022 but is still higher than pre-pandemic levels.

### *Bus Driver Training*

Each ROE is provided funding based on the number of initial training classes provided. Funding is based on the appropriation.

The table below shows the appropriations for those two programs.

	FY23	FY24	FY25	FY26	FY27 Proposed
ROE School Services	\$18,970,000	\$18,970,000	\$18,970,000	\$18,970,000	\$18,970,000
Bus Driver Training	\$70,000	\$150,000	\$150,000	\$150,000	\$150,000
<b>Total</b>	<b>\$19,040,000</b>	<b>\$19,120,000</b>	<b>\$19,120,000</b>	<b>\$19,120,000</b>	<b>\$19,120,000</b>

### **Population and Service Levels**

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Average Number of Professional Development Offerings per ROE	237	275	359	298	316

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Chronic Absenteeism Rate (State)	28.3%	26.3%	25.4%	24%	22%

All 35 ROEs and four ISCs are eligible for funding.

# Regional Superintendents' and Assistants' Salaries

Legislative Reference – 105 ILCS 5/3-2.5 and 5/18-5

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$11,750,000	\$12,200,000	\$13,000,000	\$13,500,000	<b>\$14,000,000</b>
Change from Prior Year	\$350,000	\$450,000	\$800,000	\$500,000	<b>\$500,000</b>
	3.07%	3.83%	6.56%	3.85%	<b>3.70%</b>

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

The mission of the program is to ensure that all regional and assistant superintendents' salaries are paid according to statutory requirements.

## Purpose

The purpose of the program is to pay salaries of regional superintendents, assistant superintendents, executive directors of Intermediate Service Centers (ISCs), and assistant executive directors of ISCs.

## Reimbursement/Distribution Method

All regional superintendents of schools have received the same salary, which is equal to what was the middle annual salary tier, since July 1, 2023, regardless of the population of the region they serve. (See Public Act 103-110.) In any region where the appointment of more than one assistant superintendent is authorized, one assistant may be compensated at no more than 90 percent of the regional superintendent's salary and any other assistants shall be paid at a rate not exceeding 75 percent, depending on the qualifications of the assistant(s).

## Population and Service Levels

The executive directors and assistant executive directors of the three suburban Cook County ISCs have been paid from these funds as regional and assistant superintendents since January 1, 2018.

# School District Emergency Financial Assistance Fund

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

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	<b>\$1,000,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

### Program Mission

The mission of the program is to assist school districts under a Financial Oversight Panel in achieving and maintaining financial health.

### Purpose

The purpose of the program is to provide emergency financial assistance to school districts that are financially in need and under the authority of a Financial Oversight Panel. The funds are intended to assist such districts in achieving financial stability so they will be able to provide quality learning programs that develop all students to their potential. The funding also assists with providing training and supports to teachers and leaders in such financially impacted districts, thus enhancing student learning, improving learning conditions, and elevating educators and educational equity for each

and every student. In addition, ISBE may expend funds for contractual services to provide technical and consulting services to districts so they can assess their financial condition.

### Reimbursement/Distribution Method

Under the provisions of Article 1H of the School Code, 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 school districts to assess their financial condition and by school districts under a Financial Oversight Panel to assist in improving its financial condition.

### 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 as follows:



Fiscal year 2003	Cairo Community Unit School District 1 (Alexander County)	Fiscal year 2011	Proviso Township High School District 209 (Cook County)
	Livingston Community Consolidated School District 4 (Madison County)	Fiscal year 2015	East St. Louis School District 189 (St. Clair County)
Fiscal year 2004	Venice Community Unit School District 3 (Madison County)		Hazel Crest School District 152-5 (Cook County)
Fiscal year 2010	Proviso Township High School District 209 (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

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$7,500,000	\$7,500,000	\$7,500,000	\$7,500,000	\$7,500,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

The mission of the program is 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

The purpose of the program is 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 that 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-8 in fiscal year 2026 and Grades 9-12 in FY 2027. They will alternate in

each second year thereafter. The population served for FY 2026 included all eligible applicants that enrolled students in Grades

K-8. The following table displays service-level information:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Number of Eligible Applicants	484	795	484	795	484
Grade Levels Served	9-12	K-8	9-12	K-8	9-12
Dollars Loaned	\$0	\$446,650	\$220,950	\$536,050	\$550,000
Number of Loans	0	4	3	4	4
Percent of Eligible Districts Participating	0%	1%	1%	1%	1%

# Teacher Certificate Fee Revolving Fund

Legislative Reference – 105 ILCS 5/21B-40

Funding Source – State

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$6,000,000	\$6,000,000	\$6,000,000	\$6,000,000	<b>\$7,500,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$1,500,000</b>
	0.00%	0.00%	0.00%	0.00%	<b>25.00%</b>

## Board Goal

The program aligns with the following Board goal:

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

## Program Mission

The mission of this program is to ensure that all candidates for teaching, administrative, and school support personnel endorsements meet established state requirements through the use of a highly effective technical and informational support system.

## Purpose

The purpose of this program is to provide the mechanism for the state to receive the application fee charged for licenses, endorsements, or evaluation of credentials. All application fees are set forth in 105 ILCS 5/21B-40. Application fees for a Professional Educator License (PEL) (in-state) and an Educator License with Stipulations (ELS) are \$100. The application fee for a substitute teaching license is \$50. The application fee is \$150 for out-of-state license applications and \$50 for each subsequent endorsement

or approval. Short-term substitute teacher license fees are \$25. The application fee for a short-term substitute teacher is waived any time the governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act. Substitute and short-term substitute teaching license application fees can be refunded to applicants who provide evidence of working at least 10 days on the license within one year of its issuance.

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 also may be used by ISBE to:

- Support the recruitment and retention of educators;
- Support educator preparation programs as they seek national accreditation; and
- 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.

Additional funding will support upcoming educator pipeline efforts focused on recruiting and retaining educators, as well as efforts to enhance the state's licensure and professional development (educator license renewal) systems.

Approximately 72,083 applications for teaching, administrative, and school service personnel licenses, endorsements, and approvals were processed in fiscal year 2025.

### **Reimbursement/Distribution Method**

Funds provide for continual enhancement and maintenance to the Educator Licensure 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.

The table below displays service-level information, including the number of applications received, chargeback fees (which are fees ISBE pays to the state's payment vendor to process credit card disputes), refunds to educators (which are usually processed when an educator chooses not to proceed with an application evaluation), and substitute teacher reimbursements:

### **Population and Service Levels**

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Number of Licensure Applications Received	67,611	70,783	72,083	72,000	72,000
Total Application Fees Collected	\$4,844,475	\$4,801,850	\$5,133,025	\$6,000,000	\$6,000,000
Chargeback Fees	\$9,450	\$8,572	\$10,470	\$12,100	\$12,100
Refunds (Including Substitute Teacher Application Reimbursements)	\$126,425	\$178,172	\$165,750	\$166,000	\$166,000
Substitute Teacher Application Reimbursements	\$20,925	\$24,800	\$18,950	\$18,000	\$18,000
Number of Substitute Teacher Application Reimbursements	432	513	405	400	400

# Temporary Relocation Expenses Revolving Grant Fund

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

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	<b>\$1,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

### Program Mission

The mission of the program is 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 a district's current facilities. Relocating students to a safe facility allows them to be able to make progress in achieving the State Board goals. These funds allow a continued system of support to be available that will enhance student learning and learning conditions so that every child is provided with safe and healthy learning conditions.

### Purpose

The purpose of the program is to pay school district emergency relocation expenses incurred due to 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 Section 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 so that safe and healthy learning conditions

are ensured for students. Loans received from the program must be repaid.

### **Population and Service Levels**

The following table shows school districts that were able to move students from dangerous environments to safe classrooms:

<b>District</b>	<b>Fiscal Year</b>	<b>Loan Amount</b>	<b>Grant Amount</b>	<b>Total</b>	<b>Students Served</b>
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 (ALN 93.079)

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$500,000	\$500,000	\$500,000	\$500,000	<b>\$475,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>(\$25,000)</b>
	0.00%	0.00%	0.00%	0.00%	<b>(5.00%)</b>

## Federal Grant Award\*

	FY23	FY24	FY25	FY26	FY27**
Grant Award	\$99,935	\$99,935	\$112,500	\$112,500	TBD
Change from Prior Year	\$0	\$0	\$12,565	\$0	TBD
	0.0%	0.0%	12.57%	0.00%	TBD

\*Federal grant awards may be spent over multiple 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 spend only what has been awarded by the federal government.

\*\*Fiscal year 2027 amount is to be determined (TBD).

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

The mission of the program is 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. The health risk behaviors that are monitored are behaviors that contribute to unintentional injuries and

violence; sexual behaviors related to unintended pregnancy and sexually transmitted diseases, including HIV infection; alcohol and other drug use; tobacco use; unhealthy dietary behaviors; and physical inactivity. In addition, the YRBS measures the prevalence of obesity and asthma and other health-related behaviors and experiences. It also is used to gather information regarding sexual identity and the sex of sexual contacts. The YRBS includes a national school-based survey conducted by the Centers for Disease Control and Prevention and state, territorial, tribal, and local surveys conducted by state and territorial agencies, Local Education Agencies, local health agencies, and tribal governments.

## Purpose

The purpose of the program is to analyze YRBS and Health Profiles data to better



understand factors that contribute to causes of illness, death, and/or disability among youth and provide resources to mitigate them. Such analysis allows ISBE to gather relevant data regarding students' learning conditions.

### **Reimbursement/Distribution Method**

Funds are provided for staffing and are used for such purposes as coordinating contracts related to collecting, analyzing, and disseminating the YRBS and Health Profiles.

### **Population and Service Levels**

The YRBS was last administered in the fall of 2025.

The Health Profiles Survey will be administered in the spring of 2026 to school principals and lead health education teachers. The survey monitors the current status of school health education requirements and content, physical education and physical activity, school health policies related to chronic disease prevention, school-based health services, family and community involvement in school health, and school health coordination.

The YRBS is administered in odd-numbered years, while the Health Profiles Survey is administered in even-numbered years.

The table below displays service-level information.

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
YBRS - Number of Students	1,500	N/A	1,872	N/A	2,000
YBRS - Number of Schools	45	N/A	50	N/A	50
YBRS - Response Rate	50%	N/A	61%	N/A	70%

# Bipartisan Safer Communities Act: Stronger Connections Grant Program

Legislative Reference – P.L. 117-159  
Funding Source – Federal (ALN 84.424F; 84.424H)

## Appropriation History\*

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$0	\$0	\$25,000,000	\$25,000,000	<b>\$25,000,000</b>
Change from Prior Year	\$0	\$0	\$25,000,000	\$0	<b>\$0</b>
	N/A	N/A	100.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*\*

	FY23	FY24	FY25	FY26	FY27
Grant Award	\$0	\$40,627,885	\$770,780	\$0	\$0
Change from Prior Year	\$0	\$40,627,885	(\$39,857,105)	\$0	\$0
	N/A	100.00%	(98.10%)	N/A	N/A

\*The appropriation for this award is included in ISBE's Title IV appropriation.

\*\*Funding from this one-time federal award is allowed over five fiscal years. State appropriations and grant awards will not match for this reason.

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

The purpose of the program is to provide safe, healthy, and welcoming learning environments to enhance the performance of

students, particularly students who attend high-poverty, low-performing schools. It also is designed to help students who attend schools that utilize exclusionary discipline practices to meet state and local performance standards in core academic subjects. Funds also may be used to provide supports for newcomer students.

## Purpose

The purpose of the program is to improve students' academic achievement by increasing supports to Local Education Agencies and local communities, specifically related to access to education/programmatic support to improve school conditions for student learning.

## Reimbursement/Distribution Method

The information on the next page shows the grant award allocation at the state level based on the Every Student Succeeds Act:

**Grant Award**

95% Grants

4% State Education Agency Activities

1% Administration

Funding was made available via a competitive grant process evaluated on need, quality of project services, quality of the management plan, quality of project evaluation, and adequacy of resources of the applicant. Funding was awarded in FY 2025, and the time period to expend FY 2025 funds was extended through June 30, 2026, with an opportunity to utilize remaining funds via a continuing application through the expiration of the grant on September 30, 2026.

**Population and Service Levels**

	FY24	FY25	FY26 (est)	FY27 (proj)
Number of Districts With Active Grants	N/A	161	135	115
Number of Students Enrolled in Districts With Active Grants	N/A	708,511	676,246	644,346
Number of Districts With Active Grants At or Above State's Chronic Absenteeism Rate	N/A	64	55	46

# Career and Technical Education – Basic

Legislative Reference – P.L. 109-270  
Funding Source – Federal (ALN 84.048A)

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$70,000,000	\$70,000,000	\$70,000,000	\$70,000,000	<b>\$80,000,000</b>
Change from Prior Year	\$4,000,000 6.06%	\$0 0.00%	\$0 0.00%	\$0 0.00%	<b>\$10,000,000 14.29%</b>

## Federal Grant Award\*

	FY23	FY24	FY25	FY26	FY27**
Grant Award	\$48,668,688	\$50,390,065	\$50,832,462	\$50,685,916	TBD
Change from Prior Year	\$1,461,648 3.10%	\$1,721,377 3.54%	\$442,397 0.88%	(\$146,546) (0.29%)	TBD TBD

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

\*\*State fiscal year 2027 amounts are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

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 afford students opportunities to engage in career exploration, work-based learning, and pre-apprenticeships by creating personalized and innovative learning opportunities that engage students' strengths and interests. Students preparing for careers in nontraditional fields as well as students in special populations, such as students with disabilities, English learners, and students in Regional Safe Schools, will receive support via CTE programming. Participation in CTE increases students' opportunities for careers in high-wage, high-skill, and in-demand occupations.

## Program Mission

Career and Technical Education (CTE)

## **Purpose**

The purpose of CTE is to provide educational opportunities to fully develop academic, technical, and employability 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 more closely with secondary and postsecondary entities in the coming year to align the pathways to the needs in local areas. These opportunities enable students to succeed in secondary and postsecondary education. The Education for Employment (EFE) regional delivery systems assist in maintaining and expanding technical skills of the state's labor force and promote economic growth and development. The EFEs will work with districts to strengthen partnerships with postsecondary schools, business, and industry.

CTE programs enable students to engage in career exploration, work-based learning, pre-apprenticeships, and Career and Technical Student Organizations. CTE funding supports school counselors, who are a critical piece to providing the support to students for success after high school. Secondary CTE instructional programs are grouped into seven broad areas based on career clusters and provide students with 17 career pathways. The seven areas are Agriculture, Food, and Natural Resources; Arts and Communication; Finance and Business Services; Human and Public Service (including Family and Consumer Sciences); Health Science Technology; Information Technology; and Manufacturing, Engineering, Technology, and Trades.

ISBE is leveraging federal Perkins funds to reduce opportunity gaps by supporting districts to identify local gaps and root causes and design and implement aligned solutions via their local formula grants and new grant opportunities.

## **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).

ISBE distributes 60 percent of the funds, and the Illinois Community College Board (ICCB) distributes 40 percent of the funds.

Grant awards are distributed in accordance with the requirements specified in the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V):

- 85% Grants
- 8% Leadership Activities
- 5% Administration
- 2% State Institutions

Federal funds (85 percent of the grant award) are distributed to eligible recipients 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. ICCB has the responsibility for postsecondary and adult CTE programs. The community college allocations are calculated from Pell Grant count data. Reserve funds, which will be up to 15 percent of the 85 percent for formula grants, will be awarded to fund equity-oriented innovative approaches in high-needs districts. Statewide leadership activities (8 percent of grant award) are conducted according to the provisions of Perkins V.

## **Population and Service Levels**

The table on the next page displays service-level information for CTE participants.

**Students Served**

	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>	<b>FY26 (est)</b>	<b>FY27 (proj)</b>
Secondary Students	278,543	285,732	289,974	294,077	300,000
Community College Students	103,840	110,211	113,000	115,000	117,000
<b>Total Students</b>	<b>382,383</b>	<b>395,943</b>	<b>402,974</b>	<b>409,077</b>	<b>417,000</b>

**Programs Offered**

	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>	<b>FY26 (est)</b>	<b>FY27 (proj)</b>
Secondary Schools Offering Programs	658	654	665	675	685
Community Colleges Offering Programs	48	48	48	48	48
<b>Total Programs</b>	<b>706</b>	<b>702</b>	<b>713</b>	<b>723</b>	<b>733</b>

# Child Nutrition Programs

Legislative Reference – P.L. 111-296 and 7 CFR 210, 215, 220, 225, 226, 245  
Funding Source – Federal (ALN 10.541, 10.555, 10.558, 10.579, 10.560, 10.582, 10.646)

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$1,062,500,000	\$1,250,000,000	\$1,250,000,000	\$1,250,000,000	<b>\$1,250,000,000</b>
Change from Prior Year	\$0	\$187,500,000	\$0	\$0	<b>\$0</b>
	0.00%	17.65%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY23	FY24	FY25	FY26	FY27
Grant Award	\$1,033,387,607	\$1,148,411,287	\$1,012,099,092	TBD	TBD
Change from Prior Year	(\$114,135,375)	\$115,023,680	(\$136,312,195)	TBD	TBD
	(9.95%)	11.13%	(11.87%)	TBD	TBD

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

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

The mission of the program is to provide leadership and support so that sponsoring entities can supply nutritious meals to children, enabling them to properly learn and grow.

## Purpose

The purpose of the program is 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 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 meals served to students eligible for reduced-price and free meals as well as to students who are not

eligible (paid category).

The following tables display the reimbursement rates for several U.S. Department of Agriculture (USDA) programs.

Fiscal year 2026 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***	\$0.44-0.53	\$0.46-0.55
Reduced-Price**	\$4.20-4.29	\$4.22-4.31
Free***	\$4.60-4.69	\$4.62-4.71

\*A one-time menu certification is required to receive the additional nine cents.

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

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

FY 2026 federal reimbursement rates for the SBP:

	Rate	Rate for Severe Need Schools*
Paid Breakfast Reimbursement	\$0.40	\$0.40
Reduced-Price Breakfast Reimbursement	\$2.16	\$2.64
Free Breakfast Reimbursement	\$2.46	\$2.94

\*Schools receive the severe need reimbursement if 40 percent or more of the lunches claimed during the second preceding school year were claimed free or at a reduced price.

FY 2026 federal reimbursement rates for the After-School Care Snack Program:

	Rate
Paid Snack Reimbursement	\$0.11
Reduced-Price Snack Reimbursement	\$0.63
Free Snack Reimbursement	\$1.26

FY 2026 federal reimbursement rates for the Special Milk Program (SMP):

	Rate
Paid Special Milk	\$0.2675
Free Special Milk	Avg. cost per ½ pint

FY 2025 (June 2025-August 2025) federal reimbursement rates for the Summer Food Service Program (SFSP):

	Operating Rates	Administrative Rates	
		Rural/Self-Prep	Urban/Vended
Breakfasts	\$2.81	\$0.2775	\$0.22005
Lunches/Suppers	\$4.89	\$0.5125	\$0.4250
Supplements	\$1.14	\$0.1400	\$0.1100

FY 2026 federal reimbursement rates for the Child and Adult Care Food Program (CACFP):

Child Care Center Rates	Breakfasts	Lunch & Suppers	After-School Snacks
Paid	\$0.40	\$0.44	\$0.11
Reduced	\$2.16	\$4.20	\$0.63
Free	\$2.46	\$4.60	\$1.26

Day Care Home Rates	Breakfasts	Lunch & Suppers	Supplements
Tier I	\$1.70	\$3.22	\$0.96
Tier II	\$0.61	\$1.94	\$0.26

In addition to this reimbursement, sponsors in the CACFP also receive cash in lieu of commodities/USDA Foods based on the number of lunches and suppers served. The cash in lieu of commodity rate for CACFP is \$0.3050 per meal for FY 2026.

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 \$0.45 per meal (\$0.3050 per meal plus 12 percent provision dollars) for FY 2026.

The Fresh Fruit and Vegetable Program (FFVP) provides selected schools with federal funds to purchase and serve fresh fruits and vegetables free of charge to students at school at times other than during the meal periods. Allocation of funds is based on \$50 per student enrolled at time of annual application for FFVP funds. If available, funds may be increased up to \$75/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 and/or breakfasts to all children in attendance.

The table below displays the number of sponsors and sites participating as well as the number of meals served under the NSLP, SBP, and After-School Snack Program.

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Percent of Students Eligible for Free and Reduced-Price Meals	63%	66%	67%	69%	71%
Child Nutrition Programs Enrollment Rate	67%	67%	69%	70%	70%

#### **Lunch**

Number of Sponsors	1,046	1,050	1,031	1,041	1,052
Number of Sites	4,066	4,104	4,052	4,093	4,133
Number of Meals	147,185,449	149,762,999	153,376,631	157,977,930	162,717,268

#### **Breakfast**

Number of Sponsors	811	844	837	845	854
Number of Sites	3,576	3,651	3,638	3,674	3,711
Number of Meals	65,942,696	70,536,045	73,531,015	75,736,945	78,009,054

#### **Snacks**

Number of Sponsors	147	162	163	165	166
Number of Sites	487	530	559	565	570
Number of Meals	2,250,900	2,626,712	2,663,747	2,743,659	2,825,969

The SMP is open to public schools, nonprofit private schools, residential child care institutions, day care centers, and camps that agree to operate a nonprofit milk program and do not have a federally funded food service program. The program is ideal for locations with children who do not have

access to milk through another federally funded meal program (such as half-day kindergarten students not present during lunch).

The table below displays the number of milks served.

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Number of Sponsors	208	191	187	189	191
Number of Sites	358	366	327	330	334
Number of Milks	5,476,008	4,961,332	4,773,179	4,916,374	5,063,866

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.

The following table displays service-level information for the FFVP:

	FY24	FY25	FY26 (est)
Number of Sites	396	349	401
Number of Students	142,778	130,537	137,885
Allocation per Student	\$50.00-\$75.00	\$50.00-\$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, during the school year, receive free or reduced-price meals through the National School Lunch and Breakfast Programs.

The following table displays service-level information for the SFSP:

	FY24	FY25	FY26 (est)
Number of Sponsors	145	145	146
Number of Sites	1,588	1,435	1,449
Number of Meals	4,432,825	4,215,654	4,342,124

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 Illinois Department on Aging. Meals/snacks must meet federal requirements.

The table below displays service-level information for the CACFP:

	FY24	FY25	FY26 (est)
Number of Sponsors – Child Care Centers	753	752	760
Number of Sites – Child Care Centers	2,671	2,682	2,709
Number of Sponsors – Child Care Homes	9	9	9
Number of Sites – Child Care Homes	4,124	4,095	4,136
Number of Meals	75,590,731	75,583,084	77,850,577

# EPA Clean Heavy-Duty Vehicle Grant Program

Legislative Reference – P.L. 117-169  
Funding Source – Federal (ALN 66.049)

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 (Proposed)
Appropriation	\$0	\$0	\$0	\$20,000,000	<b>\$20,000,000</b>
Change from	\$0	\$0	\$0	\$20,000,000	<b>\$0</b>
Prior Year	N/A	N/A	N/A	100.00%	<b>0%</b>

## Federal Grant Award\*

	FY23	FY24	FY25	FY26	FY27
Grant Award	\$0	\$0	\$19,957,592	\$0	\$0
Change from	\$0	\$0	\$19,957,592	(\$19,957,592)	\$0
Prior Year	N/A	N/A	100%	(100.00%)	N/A

*\*This federal grant award may be spent over a three-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.*

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

ISBE, working with the U.S. Environmental Protection Agency (EPA) via its 2024 Clean Heavy-Duty Vehicles Grant Program, will improve the lives of Illinoisians by reducing pollution in neighborhoods where people live, work, play, and go to school. The program will accelerate environmental justice efforts in communities overburdened by pollution, help tackle our biggest climate challenges, and create high-quality clean energy jobs.

## Purpose

ISBE partnered with nine districts to acquire funding to cover 75% of the costs of new electric buses and chargers for these districts. The number of buses being replaced per district is indicated in the third column of the chart below.

## Reimbursement/Distribution Method

Of the total, \$19,237,300 will be used to purchase buses and an additional \$362,700 will be used to purchase chargers for each bus. ISBE also will receive funding (\$357,592 in total) to support two full-time positions for a term of two years to focus on green energy initiatives, including EV bus integration.

### **Population and Service Levels**

Below is a list of districts and how many buses they will purchase:

<b>School District Name</b>	<b># of School Buses Being Replaced</b>
Franklin Park School District 84	3
Hazel Crest School District 152.5	6
Joliet Township HS District 204	10
Lincolnshire-Prairie View District 103	6
Marengo Union Elementary CSD 165	2
Troy CCSD 30-C	32
Zion-Benton Township HS District	11

# Individuals with Disabilities Education Act – Illinois DeafBlind Project

Legislative Reference – P.L. 108-446  
Funding Source – Federal (ALN 84.326T)

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$800,000	\$800,000	\$800,000	\$800,000	<b>\$800,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY23	FY24	FY25	FY26	FY27**
Grant Award	\$343,838	\$375,869	\$375,869	\$375,869	TBD
Change from Prior	\$0	\$32,031	\$0	\$0	TBD
Year	0.00%	9.32%	0.00%	0.00%	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.

\*\*State fiscal year 2027 amounts are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

## Program Mission

The mission of the program is to provide supplemental funds for equitable services, including technical assistance, information, and trainings, for staff and families of students who are DeafBlind. These efforts enhance the educational experience for students who are DeafBlind from birth through age 21 in a safe and healthy environment.

## Purpose

The purpose of the program is to provide technical assistance, information, and training to staff and families to address early intervention, special education, and transitional and related service needs of children with DeafBlindness. The project also

enhances state capacity to improve services and outcomes for children and their families by providing trainings and supports for qualified interveners, tactile interpreters, and other relevant stakeholders. Additionally, the project keeps a census of students who are eligible. Services are coordinated with other state agencies that have responsibilities for providing services to children who are DeafBlind.

### **Population and Service Levels**

The following table displays service-level information:

### **Reimbursement/Distribution Method**

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

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Students Served	284	267	246	232	222
Number of Referrals Received	15	21	15	20	20
Number of Service Provider Contacts	4,188	3,327	3,512	3,500	3,500
Number of Family Contacts	2,298	814	4,190	4,000	4,000
Number of School Districts Served	112	147	117	120	125
Number of Trainings Provided	10	14	12	14	15
Number of Persons Trained	110	165	179	180	180
Website Visits	17,017	15,850	20,711	21,000	22,000

# Individuals with Disabilities Education Act – Part B

Legislative Reference – P.L. 108-446  
Funding Source – Federal (ALN 84.027A; 84.027X)

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$949,576,400	\$949,576,400	\$949,576,400	\$980,000,000	<b>\$980,000,000</b>
Change from Prior Year	\$0	\$0	\$0	\$30,423,600	<b>\$0</b>
	0.00%	0.00%	0.00%	3.20%	<b>0.00%</b>

## Federal Grant Award\*

	FY23	FY24	FY25	FY26	FY27**
Grant Award	\$570,895,141	\$604,031,726	\$603,909,221	\$602,555,133	TBD
IDEA Part B	\$570,895,141	\$604,031,726	\$603,909,221	\$602,555,133	TBD
ARP IDEA	N/A	N/A	N/A	N/A	N/A
Change from Prior Year	(\$89,668,457)	\$33,136,585	(\$122,505)	(\$1,354,088)	TBD
	(13.57%)	5.80%	(0.02%)	(0.22%)	TBD

\*Federal grant awards may be spent over a 27-month period. ARP IDEA award was funded by the American Rescue Plan Act of 2021 and had a funding period through September 30, 2023. State appropriations and grant awards will not match for these reasons. 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 2027 amounts for the federal grant award are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities, so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

## Program Mission

The mission of the program is 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**

The purpose of the program is 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 salaries for teachers and teachers' aides; other personnel (e.g., social workers, psychologists, physical therapists); training; specialized consultants; and instructional supplies, materials, and equipment.

### **Reimbursement/Distribution Method**

The following information 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 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.

### **Population and Service Levels**

The following table displays service-level information:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Number of Students with Disabilities Ages 3-21 Eligible for Special Education	269,925	279,983	312,351	320,160	327,139
School Districts/ Co-ops	865	934	860	860	860
District Allotments	\$500,707,146	\$528,272,610	\$522,308,614	\$522,308,614	TBD

# Individuals with Disabilities Education Act – Part B Preschool

Legislative Reference – P.L. 108-446  
Funding Source – Federal (ALN 84.173A; 84.173X)

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$41,000,000	\$41,000,000	\$41,000,000	\$41,000,000	<b>\$41,000,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY23	FY24	FY25	FY26	FY27**
Grant Award	\$18,973,506	\$19,409,261	\$19,409,261	\$19,409,261	TBD
IDEA	\$18,973,506	\$19,409,261	\$19,409,261	\$19,409,261	TBD
ARP IDEA	N/A	N/A	N/A	N/A	N/A
Change from Prior Year	(\$8,349,488)	\$435,755	\$0	\$0	TBD
	(30.56%)	2.30%	0.00%	0.00%	TBD

\*Federal grant awards may be spent over a 27-month period. ARP IDEA award was funded by the American Rescue Plan Act of 2021 and had a funding period through September 30, 2023. State appropriations and grant awards will not match for these reasons. 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 2027 amounts for the federal grant award are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities, so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

## Program Mission

The mission of the program is to support schools in developing a comprehensive early learning system that enables all children with disabilities ages 3-5 to be educated appropriately.

### **Purpose**

The purpose of the program is to help school districts and special education cooperatives offer more comprehensive programs for children with disabilities ages 3-5 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 3-5 (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 are eligible to participate. The table below displays service-level information:

	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>	<b>FY26 (est)</b>	<b>FY27 (proj)</b>
Children Served	25,336	28,521	28,551	28,551	28,551
School Districts/ Special Ed Co-ops	763	757	737	737	737
District Allotments	\$14,119,033	\$14,443,298	\$14,443,298	\$14,443,298	TBD

# Individuals with Disabilities Education Act – Part D State Personnel Development

Legislative Reference – P.L. 108-446  
Funding Source – Federal (ALN 84.323A)

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	<b>\$5,000,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY23	FY24	FY25	FY26	FY27**
Grant Award	\$1	\$2,100,000	\$2,100,000	\$2,027,854	TBD
Change from Prior Year	(\$4,199,999)	\$2,099,999	\$0	(\$72,146)	TBD
	(100.00%)	N/A	0.00%	(3.44%)	TBD

\*Awards for this program are multi-year and correspond to a project period through September 30, 2026. ISBE received \$4.2 million in fiscal year 2022, which provided funding for FY 2022 and FY 2023; thus, the FY 2023 and FY 2024 changes do not reflect actual funds available in those years.

\*\*State FY 2027 amounts for the federal grant award are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and support to increase their knowledge, skills, and opportunities, so they graduate equipped to pursue a successful future.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

## Program Mission

The mission of the program is 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, by developing and implementing initiatives to promote the recruitment and retention of special education teachers.

## Purpose

The purpose of the Individuals with Disabilities Education Act (IDEA) – Part D State Personnel Development Grant is to assist State Education Agencies in reforming and improving their systems for personnel preparation and professional development in early intervention, educational, and transition services in order to improve the results for children with disabilities.

IDEA Part D State Personnel Development Grant dollars will be used to fund the Illinois Elevating Special Educators (IESE) Network

Project. The State Personnel Development Grant Advisory Council is made up of parents of students with disabilities, general and special education teachers, administrators, general education and special education department faculty from institutions of higher education, representatives from the two Illinois parent training and information centers, Regional Office of Education (ROE) representatives, the IESE Network Project evaluator, and state agency representatives. The council provided stakeholder input to create IESE Network Project priorities and guide the ongoing work of the project.

The priorities are directly related to the State Systematic Improvement Plan (SSIP). The goal of the SSIP, or the State-Identified Measurable Result, is focused on increasing the proficiency of fourth-graders with disabilities in English language arts (ELA) assessment scores. The IESE Network provides professional development, coaching, and mentoring for special educators throughout Illinois with an aim to continue to improve the ELA scores of fourth-graders with disabilities.

The model for the IESE Network was chosen to ensure educators have access to systematic professional learning through relationship-driven cohesive regional delivery systems. The primary objectives of IESE Network are:

- 1) To enhance the effectiveness of staff who support students with disabilities through research-based professional development;
- 2) To deliver mentoring to increase the retention of early career special education teachers to address the Illinois special education teacher shortage;

- 3) To increase the engagement of families as partners in the educational process and decision making; and
- 4) To deliver professional learning and technical assistance to build seamless and sustainable delivery systems for specialized populations of learners.

### **Reimbursement/Distribution Method**

The U.S. Department of Education awards State Personnel Development funds on a multi-year basis. ISBE was awarded a five-year grant totaling \$9.6 million in October 2020 that extended through September 30, 2025. Grant funds were distributed in the amount of \$1.2 million in FY 2021 and \$2.1 million every year thereafter. Grant funds will be distributed to ROE 9 for coordination with other ROEs.

### **Population and Service Levels**

There were 312,351 students with disabilities ages 3-21 eligible for special education in Illinois during the 2024-25 school year. The IDEA Part D grant will target initiatives to promote the retention and recruitment of special education teachers. There were a reported 1,214.5 special education teacher vacancies during the 2024-25 school year; that constitutes approximately 32.8 percent of all vacant teacher positions. This grant will seek to reduce the number of unfilled vacancies by increasing the retention of early career special educators through the provision of professional learning and coaching to support their early career development.

The table on the next page displays service-level information:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Number of Eligible Students with Disabilities Ages 3-21	269,925	279,983	312,351	320,160	327,139
Number of Special Education Teacher Vacancies	1,105	1,357	1,214.5	1,086.4	971.8
Special Education Vacancies as a % of Total Teacher Vacancies	32.8%	34.56%	32.80%	32.80%	32.80%

# Mental Health Services Professional Demonstration

Legislative Reference – P.L. 114-95 and 115-245

Funding Source – Federal (ALN 84.184X)

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	N/A	\$3,600,000	\$3,600,000	\$3,600,000	<b>\$8,400,000</b>
Change from Prior Year	N/A	\$3,600,000	\$0	\$0	<b>\$4,800,000</b>
	N/A	N/A	0.00%	0.00%	<b>133.33%</b>

## Federal Grant Award\*

	FY23	FY24**	FY25**	FY26***	FY27****
Grant Award	\$2,396,061	\$2,615,360	TBD	TBD	TBD
Change from Prior Year	\$2,396,061	\$219,299	TBD	TBD	TBD
	N/A	9.15%	TBD	TBD	TBD

\*Federal grant awards may be spent over multiple years. This program has two multi-year awards over a five-year period scheduled to end on December 31, 2027. This is one reason that appropriations will not match award amounts. The federal government discontinued these grants in April 2025. However, in December 2025, a judge ordered the U.S. Department of Education to reinstate the grant, so ISBE's FY26 continuation award amounts are pending. ISBE was also awarded a new iteration of this grant that started on January 1, 2026, and is scheduled to end on December 31, 2029.

\*\*For state fiscal year 2025, the award authorized carryover of unspent FY23 and FY24 funds.

\*\*\*For state fiscal year 2026, the award amount is equal to the first three years of the newly awarded grant as authorized by the U.S. Department of Education.

\*\*\*\*For state fiscal year 2027, amounts for this federal grant award are to be determined (TBD).

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

The mission of the program is to increase the number and diversity of high-quality, trained providers available to address the shortages of psychologists in schools served by high-need Local Education Agencies (LEAs).

## Purpose

The purpose of this program is to train psychologists for employment in schools and LEAs. The Mental Health Services Professional Demonstration Grant enables ISBE to form partnerships with institutions of higher education (IHEs) and LEAs to support and demonstrate such innovative training. Selected LEAs must have a specific high ratio of mental health services providers to students. The districts that are chosen must meet this criterion and be in the regions served by the IHE.

## Reimbursement/Distribution Method

Funds are distributed to district partnerships

as identified in the approved program plans.

### **Population and Service Levels**

The Illinois State Board of Education, in partnership with Western Illinois University (WIU) in Macomb, will train and expand the capacity of school-based mental health service providers within high-need LEAs with an emphasis on rural LEAs. Population and service levels are to be determined.



# School-Based Mental Health Services

Legislative Reference – PL 4631  
Funding Source – Federal (ALN 84.184H)

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	N/A	\$7,500,000	\$7,500,000	\$7,500,000	<b>\$13,000,000</b>
Change from	N/A	\$7,500,000	\$0	\$0	<b>\$5,500,000</b>
Prior Year	N/A	N/A	0.00%	0.00%	<b>73.33%</b>

## Federal Grant Award\*

	FY23	FY24	FY25**	FY26***	FY27****
Grant Award	\$3,570,217	\$2,691,893	\$1	\$5,236,493	TBD
Change from	\$3,570,217	(\$878,324)	(\$2,691,892)	\$5,236,492	TBD
Prior Year	100.00%	(24.60%)	(100.00%)	N/A	TBD

\*Federal grant awards may be spent over multiple years. This program has one multi-year award over a five-year period scheduled to end on December 31, 2027. This is one reason that appropriations will not match award amounts. The federal government discontinued this grant in April 2025. However, in December 2025, a judge ordered the U.S. Department of Education to reinstate the grant, so ISBE's FY26 continuation award amount is pending. ISBE was also awarded a new iteration of this grant that started on January 1, 2026, and is scheduled to end on December 31, 2029.

\*\*For state fiscal year 2025, the award authorized carryover of unspent FY23 and FY24 funds.

\*\*\*For state fiscal year 2026, the award amount is equal to the first three years of the newly awarded grant as authorized by the U.S. Department of Education.

\*\*\*\*For state fiscal year 2027, amounts for this federal grant award are to be determined (TBD).

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

mental health services providers to qualify them for work in Local Education Agencies (LEAs) with demonstrated need.

## Purpose

The purpose of this program is to provide grants to LEAs to increase the number of credentialed school psychologists who offer school-based mental health services to students with demonstrated need.

## Program Mission

The purpose of the program is to:

- Increase recruitment and retention-related incentives for school psychologists; and
- Promote the re-specialization and professional retraining of existing

## Reimbursement/Distribution Method

For the new grant that ISBE applied for, funds are distributed to the Stress and Trauma Treatment Center for professional development as well as stipend payments to school psychologists.

### **Population and Service Levels**

The estimated number for unduplicated credentialed mental health service providers in FY 2026 is based upon the current grant that is now scheduled to end in December 2025 following cancellation by the federal government. The LEA selection criteria for this program are based on the following three items:

- Higher ratios of mental health services providers to students;
- Higher rates of poverty; and
- Inclusion in the top 20 percent of LEAs with racially disproportionate

exclusionary discipline.

Goals related to training, paid internships, stipends after hiring, and diversity of the field are tied to specific outcomes that will increase the number of unduplicated credentialed mental health services providers in Illinois.

The projected number for FY 2027 will be determined at a later date if ISBE is awarded the new grant.

The following table provides service-level information.

	FY24	FY25	FY26 (est)	FY27 (proj)
Unduplicated Credentialed Mental Health Service Providers	25	36	36	TBD

# STOP – School Violence Prevention and Mental Health Training

Legislative Reference – 34 U.S.C. 10551-54  
Funding Source – Federal (ALN 16.839)

## Appropriation History

	FY22	FY23	FY24	FY25	FY26 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	<b>\$1,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY23**	FY24**	FY25**	FY26**	FY27**
Grant Award	\$0	\$0	\$0	\$0	TBD
Change from	\$0	\$0	\$0	\$0	TBD
Prior Year	N/A	N/A	N/A	N/A	TBD

\*Federal grant awards may be spent over a multi-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.

\*\*ISBE has applied for the new iteration of the STOP grant beginning in 2026. ISBE has not yet received notification on the status of its application.

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

Students, Teachers, and Officers Preventing (STOP) School Violence is funded by a federal grant from the U.S. Department of Justice. The purpose is to prevent and reduce school violence by implementing training, developing school threat assessment teams and/or intervention teams

to identify violence risks, introducing technologies like anonymous reporting tools, or applying other school safety strategies that assist in preventing violence. The goal is to equip K-12 students, teachers, and staff with tools to recognize, respond to, and prevent acts of violence

## Purpose

The Illinois State Board of Education will implement a project titled *Safety Alignment of Frameworks in Education* (SAFE-MTSS) if awarded this grant, which will strengthen statewide school safety and reduce school violence by integrating Behavioral Threat Assessment and Management (BTAM) practices with a Multi-Tiered System of Supports (MTSS)-informed Positive Behavioral Interventions and Supports (PBIS) approach. A dedicated project team will provide professional development,

coaching, and technical assistance for ISBE and three Regional Offices of Education (ROEs) to support the integration of BTAM into MTSS/PBIS among districts and schools. Resources, materials, and tools will be developed to support the training, coaching, and technical assistance. Schools and districts will also gain professional development, coaching, and technical assistance to support the integration of BTAM into MTSS/PBIS practices in their schools.

There are three goals for this grant work:

1. Increase ISBE's and the ROEs' capacity to support districts with BTAM/MTSS/PBIS integrated programs and services;
2. Increase school and district capacity to conduct BTAM within the context of MTSS and PBIS; and
3. Prepare to scale the integrated BTAM/MTSS/PBIS programs and services to additional ROEs, districts, and schools.

### **Reimbursement/Distribution Method**

The Illinois State Board of Education will collaborate with the University of Illinois Chicago and the Midwest PBIS Network to provide training and support through a network of three Regional Offices of Education (#17, #21, #40) across 12 Illinois counties. ISBE is the primary recipient, providing leadership, coordination, and sustainability planning. The Midwest PBIS Network will conduct the training, coaching, and technical assistance. The University of Illinois Chicago will conduct the evaluation and provide guidance on dissemination.

### **Population and Service Levels**

Population and service levels are to be determined once ISBE receives a notification of award.

# Substance Abuse and Mental Health Services

Legislative Reference – 405 ILCS 105

Federal – (ALN 93.243)

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$5,300,000	\$5,300,000	\$5,300,000	\$6,500,000	<b>\$6,500,000</b>
Change from Prior Year	\$0	\$0	\$0	\$1,200,000	<b>\$0</b>
	0.00%	0.00%	0.00%	22.64%	<b>0.00%</b>

## Federal Grant Award\*

	FY23	FY24	FY25	FY26	FY27**
Grant Award	\$6,347,135	\$2,747,137	\$4,548,536	\$2,750,136	TBD
Change from Prior Year	\$4,547,135	(\$3,599,998)	\$1,801,399	(\$1,798,400)	TBD
	252.62%	(56.72%)	65.57%	(39.54%)	TBD

\*Federal grant awards may be spent over multiple 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.

\*\*State fiscal year 2027 amount is to be determined (TBD).

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

The mission of this program is to improve access to mental health services for school-aged youth utilizing trauma-informed practices. Substance Abuse and Mental Health Services Administration (SAMHSA) grants are a key factor in this effort. Programs include Project AWARE (Advancing Wellness and Resiliency in Education) 2022 and the Resilience

Education to Advance Community Healing (REACH) Out statewide initiative. Training is provided to school personnel and students to support a safe and healthy environment.

## Purpose

The purpose of SAMHSA grant programs is to build and expand the capacity of the state's systems of support to create a sustainable model that can be duplicated in school districts to improve their ability to provide mental health supports to school-aged youth. These programs seek to provide screening, referral, and treatment support services to the highest-need Local Education Agencies, students, and their families in various regions of the state. The SAMHSA programs will implement training, build capacity, and further develop school-community collaborations in each district by linking with existing ISBE mental health-related initiatives. Training will be available in various formats and locations throughout the

state. School personnel will receive resources to improve their confidence and competence to support the social and emotional needs of students and themselves. Sustainability efforts will build on state and federal programs to recoup costs while also building collaborations with local providers to streamline services.

#### **Reimbursement/Distribution Method**

Funds are distributed to school districts as identified in the approved program plan.

#### **Population and Service Levels**

Substance Abuse and Mental Health Services Administration funding was made available to select areas in suburban, urban, and rural regions of the state. Project AWARE 2022 served close to 7,000 students. The REACH Out grant focuses on Area 1 (Cook County, including Chicago, and the five collar counties that border it) and Area 6 (southeastern section of the state). Supports from this funding will serve a minimum of 750 students annually, with a total goal of 6,750 students over the project period. Funding for both SAMHSA grant programs concludes September 29, 2026.

The following table displays service-level information.

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Number of Youth Served (Unduplicated) Over the Project Period	16,005	19,046	7,263	12,061	12,061

# Title I – Basic, Part A

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

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$1,191,400,000	\$1,191,400,000	\$1,191,400,000	\$1,350,000,000	<b>\$1,350,000,000</b>
Change from Prior Year	\$40,000,000	\$0	\$0	\$158,600,000	<b>\$0</b>
	3.47%	0.00%	0.00%	13.31%	<b>0.00%</b>

## Federal Grant Award\*

	FY23	FY24	FY25	FY26	FY27**
Grant Award	\$701,660,960	\$766,835,954	\$794,468,689	\$757,221,486	TBD
Change from Prior Year	\$16,185,136	\$65,174,994	\$27,632,735	(\$37,247,203)	TBD
	2.4%	9.3%	3.6%	(4.69%)	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.

\*\*State fiscal year 2027 amount is to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

## Program Mission

The mission of this program is to provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by practicing data-informed stewardship of resources and policy development, all done in partnership with educators, families, and stakeholders.

## Purpose

The purpose of this program is to provide supplemental services for children from preschool through Grade 12 who are at risk of not meeting the Illinois Learning Standards. Title I funds support instruction in core subjects, including English language arts, mathematics, science, social studies, physical education, technology, fine arts, world languages, and music. Funds also may 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**

Title I – Basic allocations 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 students and at least 5 percent of their school-age population are eligible to receive assistance.

Additionally, Illinois sets aside 7 percent of the state's Title I – Basic, Part A allocation for school improvement activities. ISBE allocates at least 95 percent of that 7 percent to districts on

a formula basis to serve schools implementing Intensive, 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 tables display service-level information, including for School Improvement:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Number of Title I Districts	844	850	843	840	840
Number of Title I Schoolwide Schools	2,035	2,143	2,283	2,300	2,350
Number of Title I Targeted Schools	661	668	545	600	610
Students Receiving Schoolwide Title I Program (Reading and Math Instruction)*	898,169	872,854	874,147	875,500	900,000
Students Receiving Targeted Title I Program (Reading and Math Instruction)*	36,714	36,129	40,025	41,000	42,000
Students Not Participating in Title I Program*	1,087,842	959,227	956,026	958,000	960,000
Number of Title I Public School Teachers**	4,755	6,290	9,695	9,800	9,825
Total Number of Title I Teachers**	4,766	6,380	9,783	9,900	9,950

\*Student Information System school year 2022-23, 2023-24, and 2024-25 end-of-year data.

\*\*Employment Information System (EIS) FY 2023, 2024, and 2025 end-of-year data. Teacher count includes all EIS teacher codes (Special Education, Resource, etc.).

### **School Improvement**

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Number of Schools in Intensive School Improvement Status	N/A*	78	88	88	109
Number of Schools in Comprehensive School Improvement Status	317**	338	355	401	383
Number of Schools in Targeted School Improvement Status	753**	445	457	590	650

\*This designation was first established in FY 2024; it is based on remaining at the Comprehensive designation following a complete school improvement cycle.

\*\* FY 2023 actuals have been updated from prior year Budget Books to reflect the total number of schools in Comprehensive and Targeted school improvement status in that fiscal year rather than the annual designations on that Report Card only. Improvement status and grant funding continue for up to four years regardless of improvements in annual summative designations because the Statewide System of Support is structured to support local efforts over a substantial period of time (i.e., four years).



# Title I – Education of Migratory Children, Part C

Legislative Reference – P.L. 115-64  
Funding Source – Federal (ALN 84.011A)

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$7,000,000	\$7,000,000	\$7,000,000	\$7,000,000	<b>\$7,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY23	FY24	FY25	FY26	FY27**
Grant Award	\$1,916,826	\$1,845,552	\$1,898,305	\$1,927,442	TBD
Change from	(\$68,439)	(\$71,274)	\$52,753	\$29,137	TBD
Prior Year	(3.45%)	(3.72%)	2.86%	1.53%	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 2027 amount is to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities, so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a

high-quality education that meets their needs.

## Program Mission

The mission of this program is to improve the academic growth and proficiency of migratory students as measured by standardized tests and academic progress assessments. In addition, this program aims to increase the number of migratory students 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 migratory children.

## Purpose

The purpose of this program is to develop and provide supplemental educational services to migratory children through the age of 21 who have not graduated from high school or received their High School

Equivalency Certificate. This program provides interventions, such as individualized instruction and family liaisons, to increase the percentage of migratory 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 that address professional development for teachers and other program staff, coordination of services in resource projects, ancillary services, parent engagement, interstate coordination, and migratory child identification and recruitment.

### **Reimbursement/Distribution Method**

Migrant funds are distributed to serve communities with documented migratory child populations through a single, yearlong formula grant.

### **Population and Service Levels**

The Migrant Education Program (MEP) serves highly mobile children of migratory farm workers as well as youth who are migratory farmworkers. A total of 1,037 migratory children qualified for services in fiscal year 2025. ISBE monitors the total number of migratory children who qualify for services and the total number of migratory children who are served, as required by the grant. Almost all migratory children identified were Hispanic, and many were English learners. Most were in Grades K-12 (62 percent), but children ages 3-5 (16 percent) and out-of-school youth (22 percent) also qualified for services. Students came from Texas, Florida, Mexico, and other areas.

Migratory families 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.

Four summer-term programs and three regular-term programs operated by school districts, a nonprofit organization, and a state university provided recruiting and supplemental academic services to students, including in-school and out-of-school youth, in communities with identified migratory student populations. Other ancillary services, such as transportation; meal programs; science, technology, engineering, the arts, and mathematics activities; parent involvement; and referral to social and health services, were offered to enhance the summer school component of the program.

Illinois Migrant Education Services (IMES) at Northern Illinois University developed an updated math and reading curriculum for all MEP projects to utilize. In addition, IMES is strengthening statewide recruitment through increased coordination and supervision of full-time, part-time, and year-round recruiters.

Migratory children are eligible for program services for 36 months after their last qualifying move.

The following entities received funding under this program in the 2024-25 school year:

- Beardstown Community Unit School District 15
- Illinois Migrant Council
- Kankakee School District 111
- Northern Illinois University/Rochelle

The following table displays service-level information:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Students Summer Program*	484	502	456	425	500
Number of Eligible Migrant Students	1,090	1,194	1,037	1,000**	1,100
Number of Funded Entities	6	7	4	3	3

*\*These numbers reflect only migratory children served with MEP funds. Some migratory children were served by school districts with other state, local, or federal funding because the migrant funding is supplemental to existing programs.*

*\*\*A drop in participation for FY 2025-26 is anticipated due to immigration enforcement activities.*

# Title I – Migratory Incentive, Part C

Legislative Reference – P.L. 115-64  
Funding Source – Federal (ALN 84.144F)

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$100,000	\$100,000	\$100,000	\$100,000	<b>\$100,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY23	FY24	FY25	FY26	FY27**
Grant Award	\$59,645	\$57,408	\$61,126	\$58,794	TBD
Change from Prior Year	\$403	(\$2,237)	\$3,718	(\$2,332)	TBD
	0.68%	(3.75%)	6.48%	(3.82%)	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 2027 amount is to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities, so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a

high-quality education that meets their needs.

## Program Mission

The mission of the program is to provide incentive grants to State Education Agencies that participate in consortium arrangements with other states to improve the delivery of services to migratory children whose education is interrupted.

## Purpose

The purpose of the program is to provide financial assistance to states to support the development of high-quality educational programs and interstate coordination so that migratory children are provided with appropriate educational and supportive services that:

1. Address their needs in a coordinated and efficient manner, and

2. Give them the opportunity to meet challenging state content and student performance standards.

**Reimbursement/Distribution Method**

Funds are expended to improve the delivery of services to migratory children through participation in the activities of two multi-state consortia: the Identification and Recruitment Consortium (IDRC), and Innovative Strategies for Out-of-School and Secondary-Aged Youth (iSOSY). These competitive grants were awarded to state consortia for a three-year cycle starting in state fiscal year 2024.

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

The iSOSY program supports the provision of services based on scientific research to

improve the educational attainment of underserved migratory out-of-school and secondary-aged 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 migratory youth.

**Population and Service Levels**

In FY 2024, the Illinois Migrant Education Program (MEP) utilized resources from both consortia in the annual statewide training of 12 recruiters and 57 MEP service providers who had access to these resources to meet the needs of eligible MEP students. In addition, resources from IDRC were used to enhance the effectiveness of MEP recruitment practices and procedures. The iSOSY resources were used to enhance the effectiveness of services to out-of-school youth and secondary-aged students in the MEP program.

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Number of Consortia ISBE Participated In	3	2	2	2	2

# Title I – Neglected and Delinquent, Part D

Legislative Reference – P.L. 114-95  
Funding Source – Federal (ALN 84.013A)

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	<b>\$1,500,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY23	FY24	FY25	FY26	FY27**
Grant Award	\$291,592	\$316,568	\$642,082	\$531,907	TBD
Change from Prior Year	(\$225,460)	\$24,976	\$325,514	(\$110,175)	TBD
	(43.60%)	8.57%	102.83%	(17.16%)	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 2027 amounts are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their

effectiveness in providing every child a high-quality education that meets their needs.

## Program Mission

The mission of this program, as specified in 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;
- Provide such children and youth with the services needed to successfully transition from institutionalization to further schooling or employment;
- Prevent at-risk youth from dropping out of school; and
- Provide a support system to ensure continued education and the involvement of families and communities.

## **Purpose**

The purpose of Title I – Part D, Subpart 1 is to provide supplemental educational services (e.g., 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 funds to support programs that meet the educational needs of neglected, delinquent, and at-risk children;
- Assist in the transition of these students from correctional facilities to locally operated programs to further education and employment; and
- Ensure students have the same opportunities to achieve as if they were in local schools in the state.

## **Reimbursement/Distribution Method**

The Subpart 1 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.

ISBE awards Subpart 2 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 Illinois Department of Juvenile Justice (IDJJ) receives funds to provide supplemental educational services to youth who reside in the seven Illinois youth centers.

Twenty-four districts received grants in FY 2025 to provide supplemental educational services to 2,532 youth who reside in facilities/institutions.

The following table provides service-level information:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Number of Participants in Subpart 1 Institutions (IDJJ)	5	5	7	8	8
Number of Youths Residing in Subpart 1 Institutions (IDJJ)	116	125	275	300	310
Number of Districts Receiving Grant Funds	23	26	24	30	32
Number of Youths Residing in Subpart 2 Institutions	1,637	2,625	2,532	2,600	2,650

## Title II – Supporting Effective Instruction, Part A

Legislative Reference – P.L. 107-110  
Funding Source – Federal (ALN 84.367A)

### Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$160,000,000	\$160,000,000	\$160,000,000	\$160,000,000	<b>\$160,000,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Federal Grant Award\*

	FY23	FY24	FY25	FY26	FY27**
Grant Award	\$73,641,478	\$74,209,676	\$75,609,087	\$72,326,454	TBD
Change from Prior Year	(\$3,068,576)	\$568,198	\$1,399,411	(\$3,282,633)	TBD
	(4.00%)	0.77%	1.89%	(4.34%)	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 2027 amounts are to be determined (TBD).

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

### Program Mission

The mission of this program under the Every Student Succeeds Act (ESSA) 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

The purpose of this program is 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 for assessments or to improve instruction and capacity for early education. Ultimately, the use of Title II funds must 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 ESSA:

#### ***Grant Award***

95% Grants

5% State Education 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 and 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 allocated based on enrollment population in public and private, not-for-profit schools, and 80 percent allocated for children who are in poverty within the district.

### **Population and Service Levels**

All Illinois school districts are eligible to participate. Teachers in private, not-for-profit elementary and secondary schools also are 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 (e.g., teachers and 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 783 projects were reviewed, approved, and processed in fiscal year 2025.

The table below shows service-level information.

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Number of LEAs Utilizing Title II Formula Funds	778	789	783	800	810
Number of Ed Leaders Network Subscriptions Provided	111,113	119,976	146,668	147,000	147,000
New Superintendent Mentoring*	233	251	235	240	240

\*The New Superintendent Mentoring is offered to first- through third-year superintendents.

# Title III – English Language Acquisition

Legislative Reference – P.L. 115-64  
Funding Source – Federal (ALN 84.365A)

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$50,400,000	\$56,000,000	\$56,000,000	\$56,000,000	<b>\$56,000,000</b>
Change from	\$0	\$5,600,000	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	11.11%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY23	FY24	FY25	FY26	FY27**
Grant Award	\$26,727,029	\$30,088,034	\$30,379,681	\$31,138,247	TBD
Change from Prior	\$1,245,910	\$3,361,005	\$291,647	\$758,566	TBD
Year	4.89%	12.58%	0.97%	2.50%	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 2027 amounts are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities, so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

## Program Mission

The mission of the program is:

- 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 a career.
- To promote parental, family, and community participation in the education of ELs and immigrant children.

## **Purpose**

The purpose of the program is 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 Student Education Program (ISEP) for eligible school districts. No more than 15 percent of these funds may be reserved for districts to implement programs for immigrant students. Both programs — LIEP and ISEP — are formula-based grants that provide supplemental funds to school districts that are implementing programs for qualifying 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) is in full compliance with state statutes, and
2. 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 district 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 allocations are between \$486-\$7,839,342 per district with amounts dependent on the number of eligible English learners.

### *ISEP Grants*

School districts that have met all the following conditions are eligible to apply:

1. The district (or each district in a consortium) is in full compliance with state statutes;
2. The district has reported immigrant student enrollments to the Illinois State Board of Education in the current school year;
3. The district has shown a significant increase (either 3 percent or 50 students, whichever is less) over the average immigrant student enrollment for the preceding two fiscal years; and
4. The district has reported the enrollment of a minimum of 10 immigrant students.

An eligible immigrant student for the purpose of this grant, according to federal regulations, is a student:

1. Age 3-21;
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 range-based allocation is between

\$5,000-\$200,000 per district with amounts dependent on the number of eligible immigrant students.

### **Population and Service Levels**

Approximately 75.25 percent of the ELs reported to be in Illinois public schools speak Spanish. The rest speak one or more of 219 other languages. LIEP serves students who have been identified as ELs. ISEP serves eligible immigrant students.

The following table displays the number of EL students served with LIEP funds:

	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>	<b>FY26 (est)**</b>	<b>FY27 (proj)**</b>
Chicago EL Students	73,225	83,556	91,285	99,501	108,468
EL Students Outside of the City of Chicago	200,381	219,610	232,157	248,408	265,797
<b>Total</b>	<b>273,606</b>	<b>303,166</b>	<b>323,442</b>	<b>347,909</b>	<b>374,265</b>

*\*\*Note: Future year estimates are based on average growth over the past 3 years. New federal immigration enforcement actions may impact these historical trends in ways that cannot be estimated reliably.*

Immigrant students are not required to be ELs to be eligible for Title III services.

The following table displays the number of eligible immigrant program students and the eligible immigrant students being served through Title III funds:

	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>	<b>FY26 (est)**</b>	<b>FY27 (proj)**</b>
Eligible Immigrant Education Program Students Identified	27,978	44,925	73,098	99,413	135,202
Immigrant Education Program Students Served by Title III	14,201	24,950	57,031	43,779	TBD

*\*\*Note: Future year estimates are based on average growth over the past 3 years. New federal immigration enforcement actions may impact these historical trends in ways that cannot be estimated reliably.*

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

Legislative Reference – P.L. 115-64  
Funding Source – Federal (ALN 84.287C)

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$125,000,000	\$125,000,000	\$125,000,000	\$125,000,000	<b>\$125,000,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY23	FY24	FY25	FY26	FY27**
Grant Award	\$53,976,143	\$51,374,438	\$54,252,969	\$56,108,973	TBD
Change from Prior Year	\$4,173,830	(\$2,601,705)	\$2,878,531	\$1,856,004	TBD
	8.38%	(4.82%)	5.60%	3.42%	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 2027 federal award amounts are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

The mission of the program is to provide academic enrichment opportunities during

non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that complement their regular academic programs; and provides literacy and other educational services to the families of participating children.

## Purpose

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

### **Reimbursement/Distribution Method**

The information below shows the Title IV – 21<sup>st</sup> Century Community 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, quality of project services, quality of the management plan, quality of project evaluation, and adequacy of resources of the applicant.

ISBE partners with a statewide after-school organization (ACT Now) to remain in

compliance with federal grant requirements. ACT Now supports ISBE in maintaining strong communication and alignment with 21<sup>st</sup> CCLC grantees by hosting regular convenings and check-ins. These opportunities ensure grantee voices inform decision-making and help surface common challenges, successes, and needs in real time.

### **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:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Grants	220	159	118	65	60
Sites	492	494	368	198	200
Percentage of 21st Century Community Learning Centers Elementary Students Who Complete Homework to Teacher's Satisfaction	74%	78%	76%	76%	76%
Percentage of 21st Century Community Learning Centers Middle/High School Students Who Complete Homework to Teacher's Satisfaction	72%	73%	74%	73%	73%
Percentage of Students Reporting Healthier Behaviors on the Youth Risk Behavior Survey (data collected in odd-numbered years)	80%	Not Collected	80%	Not Collected	80%

# Title IV – Student Support and Academic Enrichment, Part A

*Legislative Reference – P.L. 107-110  
Funding Source – Federal (ALN 84.424A)*

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$100,000,000	\$100,000,000	\$100,000,000	\$150,000,000	<b>\$150,000,000</b>
Change from	\$0	\$0	\$0	\$50,000,000	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	50.00%	0.00%

## Federal Grant Award\*

	FY23	FY24	FY25	FY26	FY27**
Grant Award	\$51,925,413	\$53,804,181	\$56,570,569	\$58,554,297	TBD
Change from	\$3,439,211	\$1,878,768	\$2,766,388	\$1,983,728	TBD
Prior Year	7.09%	3.62%	5.14%	3.51%	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 2027 amounts are to be determined (TBD).*

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their

effectiveness in providing every child a high-quality education that meets their needs.

## Program Mission

The mission of this program is to provide grants to school districts to improve students' academic achievement by increasing the capacity of states, Local Education Agencies (LEAs), schools, and 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

The purpose of this program is to improve students' academic achievement by increasing capacity, providing access to a well-rounded

education, improving school conditions, and using technology and 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 Succeeds Act:

- Grant Award*
- 95% LEA Grants
  - 4% State Education Agency 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 also are eligible to participate.

The table below displays service-level information.

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Number of Title IV, Part A Participating Districts	533	563	570	580	600



# Title V – Rural and Low-Income School Programs, Part B

*Legislative Reference – P.L. 115-64  
Funding Source – Federal (ALN 84.358B)*

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$2,200,000	\$2,200,000	\$2,200,000	\$3,000,000	<b>\$3,000,000</b>
Change from Prior Year	\$200,000	\$0	\$0	\$800,000	<b>\$0</b>
	10.00%	0.00%	0.00%	36.36%	<b>0.00%</b>

## Federal Grant Award\*

	FY23	FY24	FY25	FY26	FY27**
Grant Award	\$1,018,670	\$1,361,926	\$1,532,222	\$1,979,828	TBD
Change from Prior Year	(\$282,286)	\$343,256	\$170,296	\$447,606	TBD
	(21.70%)	33.70%	12.50%	29.21%	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 2027 award amount is to be determined (TBD).*

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their

effectiveness in providing every child a high-quality education that meets their needs.

## Program Mission

The mission of this program is to provide financial assistance to rural districts to assist with improving student academic achievement by increasing teacher recruitment and retention, training teachers, and providing a safe and healthy environment.

## Purpose

The purpose of this program is 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 service information:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
Eligible Districts	51	74	72	72	75
Participating Districts	49	50	51	50	55

# Title X – Education for Homeless Children

Legislative Reference – P.L. 115-64  
Funding Source – Federal (CFDA 84.196A)

## Appropriation History

	FY23	FY24	FY25	FY26	FY27 Proposed
Appropriation	\$9,000,000	\$9,000,000	\$9,000,000	\$10,000,000	<b>\$10,000,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$1,000,000 11.11%	<b>\$0 0.00%</b>

## Federal Grant Award\*

	FY23	FY24	FY25	FY26	FY27**
Grant Award	\$4,501,717	\$5,385,621	\$5,537,446	\$5,180,855	TBD
Change from Prior Year	\$121,863 2.78%	\$883,904 19.63%	\$151,825 2.82%	(\$356,591) (6.44%)	TBD

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

\*\*State fiscal year 2027 award amounts are to be determined (TBD).

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

## Program Mission

The mission of the program is to provide youth experiencing homelessness with support, technical assistance, and advocacy to ensure that they remain enrolled in school and meet or exceed rigorous academic standards.

## Purpose

The purpose of the program is to address the

educational barriers that youth experiencing homelessness encounter when enrolling, attending, and learning in school and to ensure that youth experiencing homelessness have equal access to the same free and appropriate public education provided to all other students.

## Reimbursement/Distribution Method

Grants are awarded through a competitive application process. Current grantees will continue to provide services to youth experiencing homelessness, provided they satisfy predetermined goals.

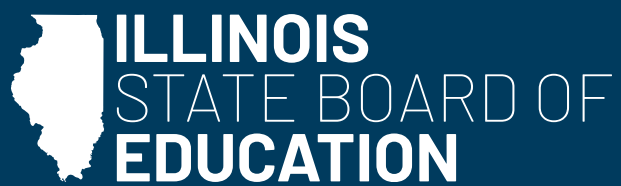
## Population and Service Levels

Applicants eligible to receive funding include school districts, Regional Offices of Education, Intermediate Service Centers, and public laboratory schools approved by the Illinois State Board of Education. Currently, seven regional projects provide

training and assistance to school district homeless education liaisons and award subgrants for services to students experiencing homelessness, their families, and attendance centers.

The following table displays end-of-the-year homeless counts:

	FY23	FY24	FY25	FY26 (est)	FY27 (proj)
PreK-12 Students	42,367	47,220	49,396	51,372	53,426



**[isbe.net](http://isbe.net)**